ANNUAL REPORT
OF THE
TOWN OFFICERS
OF THE
Town of Acton,
(MASS.)
FROM
MARCH 12, 1895, TO MARCH 12, 1896.
TOGETHER WITH THE
SCHOOL REPORT.

ACTON, MASS.:
THE ENTERPRISE PRINTING COMPANY.
1896.
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Town Officers - 1895.

TOWN CLERK.
Horace F. Tuttle.

TREASURER.
J. K. W. Wetherbee.

SELECTMEN.

ASSessors.

OVERSEERS OF POOR.

COLLECTOR OF TAXES.
Wm. F. Stevens.

ROAD COMMISSIONERS.

AUDITOR.
Hiram J. Hapgood.

SCHOOL COMMITTEE.
Frank A. Houston. Wm. H. Hartwell.

CONSTABLES.
Reuben L. Reed.

CEMETERY COMMITTEE.
ANNUAL REPORTS

FENCE VIEWERS.
Daniel H. Farrar. Reuben L. Reed.

SURVEYORS OF WOOD AND LUMBER, ETC.
Augustus Fletcher. Edward F. Richardson.

INSPECTOR OF CATTLE.
Moses A. Reed.

REGISTRARS OF VOTERS.
Horace F. Tuttle, Clerk.

TRUSTEES OF MEMORIAL LIBRARY.
Luther Conant. Moses Taylor. Adelbert Mead.

SEALER OF WEIGHTS AND MEASURES.
William F. Stevens.

ENGINEERS OF FIRE DEPARTMENT.

WEIGHERS OF COAL AND HAY.
Chas. J. Williams.

UNDERTAKER.
Isaac F. Duren.

JANITOR OF TOWN HALL.
Chas. W. Pitman.

* Deceased.
Treasurer's Report.

TOWN OF ACTON in account with J. K. W. Wetherbee, Treas.

1896.

Dr.

Mar. 12. To cash paid, State tax, $ 900 00
  "    County tax, 1,420 90
  "    Selectmen's orders, 26,032 76
To balance due the town, 631 65

[$28,985 31

1895.

Cr.

Mar. 12. By balance in the treasury, $ 740 78
Received from First National Bank of Ayer,
  borrowed money, 5,000 00
  District Court of Central Massachusetts, for fines, 174 90
  Nathan Johnson, for grass in Woodlawn Cemetery, 5 00
  Acton Water Committee, for lumber, 1 48
  American Powder Mills, for 423 feet of plank, 12 26
  S. Jones, Jr., for water closet in South East District, 5 00
  C. J. Williams, for school supplies sold to pupils, 7 23
  C. J. Williams, on account of prize books, 1 20
  L. W. Stevens, for lots sold in Mount Hope cemetery, 24 00
  John Fletcher, for lots sold in Woodlawn cemetery, 6 00
  Arthur F. Blanchard, license to slaughter, 1 00
Received from Tuttles, Jones & Wetherbee, license to slaughter,
Moses A. Reed, license to slaughter,
Town of Boxboro, for tuition,
G. H. Fales, on account of supervision of schools,
Acton Memorial Library, for fines,
C. W. Pitman, for rent of town hall and cellar,
N. Littlefield, for use of road scraper,
N. Littlefield, for road cleanings,
State Treasurer, corporation tax,
State Treasurer, National Bank tax,
State Treasurer, military aid, chap. 279, acts 1889,
State Treasurer, state aid, chap. 301, acts 1889,
State Treasurer, soldiers' aid, chap. 62, acts 1894,
State Treasurer, income Mass. school fund,
State Treasurer, for support of state pauper,
County Treasurer, on account of dog tax,
Lyman Tuttle, for milk sold at town farm,
Lyman Tuttle, for apples sold at town farm,
Lyman Tuttle, for four cows sold at town farm,
Lyman Tuttle, for calves sold at town farm,

$1 00
1 00
75 33
375 00
30 64
54 13
2 00
3 00
673 89
265 28
151 25
578 00
17 50
235 35
2 00
211 47
802 97
269 00
89 75
7 50
Received from Lyman Tuttle, for eggs sold at town farm, $31.91
Lyman Tuttle, for poultry sold at town farm, 12.41
Lyman Tuttle, for potatoes sold at town farm, 23.00
Lyman Tuttle, for pumpkins sold at town farm, 50.00
Lyman Tuttle, for wood sold at town farm, 64.69
Lyman Tuttle, use of bull at town farm, 50.00
Lyman Tuttle, barrels so at town farm, 2.40
Lyman Tuttle, board of Clarence McCormick at town farm, 12.00
Wm. F. Stevens, collector, taxes for A. D. 1893, 341.87
Wm. F. Stevens, collector, taxes for A. D. 1894, 1,756.14
Wm. F. Stevens, collector, taxes for A. D. 1895, 16,849.52
Interest on money in bank, 65.46

$28,985.31

J. K. W. Wetherbee,
Treasurer of Acton.
**Treasurer's Report of Money held for Care of Lots in the Cemeteries.**

1896.

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12</td>
<td>$ 50 00</td>
<td>To Hepsabebh Piper fund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frederick Rouillard fund</td>
</tr>
<tr>
<td></td>
<td>100 00</td>
<td>William W. Davis</td>
</tr>
<tr>
<td></td>
<td>100 00</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>50 00</td>
<td>Jedediah Tuttle,</td>
</tr>
<tr>
<td></td>
<td>500 00</td>
<td>Nancy K. Handley,</td>
</tr>
<tr>
<td></td>
<td>200 00</td>
<td>Mary Skinner,</td>
</tr>
<tr>
<td></td>
<td>75 00</td>
<td>Eliza A. Whitcomb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,075 00</td>
</tr>
</tbody>
</table>

J. K. W. WETHERBEE,  
*Treasurer of Acton.*

I have examined the reports of the Treasurer and find them correct.

HIRAM J. HAPGOOD,  
*Auditor of the Town of Acton.*
Selectmen's Report.

We respectfully submit to you our report for the year ending March 12th, and recommendations for the present year.

For State tax, $1,100 00
" County tax, 1,400 00
" Memorial Library, 600 00
" Schools, 4,700 00
" School supplies, 475 00
" Scientific apparatus, 150 00
" Transportation of scholars, 240 00
" Roads and bridges, 2,500 00
" Overlayings, 400 00

Town charges, the following :

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous expenses</td>
<td>$1,150 00</td>
</tr>
<tr>
<td>Discount on taxes</td>
<td>1,000 00</td>
</tr>
<tr>
<td>Town officers</td>
<td>1,400 00</td>
</tr>
<tr>
<td>Support of poor</td>
<td>800 00</td>
</tr>
<tr>
<td>Repairs on town buildings</td>
<td>600 00</td>
</tr>
<tr>
<td>Street lamps</td>
<td>350 00</td>
</tr>
<tr>
<td>Cemetery expenses</td>
<td>200 00</td>
</tr>
<tr>
<td>Interest on debt</td>
<td>300 00</td>
</tr>
<tr>
<td>Printing</td>
<td>150 00</td>
</tr>
<tr>
<td>Soldiers' relief</td>
<td>50 00</td>
</tr>
</tbody>
</table>

| Total $17,565 00                     |

According to these recommendations your rate of taxation will be about the same as last year, $11.00.

We expected to have reduced the debt last year on a $11.00 rate, but as there was an expenditure of money in a certain line
on which there was no estimate made, it was impossible to do so. Had it not been for this our estimate would have come within $200.00 of the actual cost.

If you appropriate a sum of money for a certain object, that money comes from the amount raised for town charges, and if it is not figured in that amount it must come from somewhere, and it will therefore necessarily increase your debt.

Whereas if you raise a certain sum it will increase your rate and not change your debt. In looking over the warrant it seems to us that your rate will be very much higher than we have estimated, if you grant all that is asked for in it, but the matter is in your hands to decide.

According as you vote so must your rate be. At the end of our report you will find the valuation and some financial statistics of the town for the past thirty years, which may be of interest to you.

Following is the financial report:

**SUPPORT OF SCHOOLS.**

**CENTRE SCHOOL.**

Paid Susie E. Conant, teacher, 36 weeks (Grammar), $360.00
Florence N. Day, teacher, 18 weeks (Primary), 180.00
Nathan Johnson, janitor, cleaning rooms, 52.50
" matches, 1.50
James Hill, cleaning rooms, 5.25
H. F. Tuttle, for soap and powder, 40.00
C. O. Neil, 4 cords wood, 16.00
G. E. Greenough, 11,520 lbs. coal, 31.10
TOWN OF ACTON.

Paid M. E. Taylor & Co., twine, $ 25
   " brush, 87
   " 63 ft. wire, 48
   " tacks, 04
   " ivorine, 12
   " oil, 35
   " 1 dipper, 10

Tuttles, Jones & Wetherbee, 1 brush, 25
   " 25-8 rope, 32
   " 3 keys and tags, 1 05

Tuttles, Jones & Wetherbee, ring 10
$650 88

NORTH ACTON.

Paid Lillian F. Richardson, teacher, 36 weeks, $360 00
   W. B. Harriman, janitor, 54 00
      " cleaning room, 5 00
      " wood, 5 00
   E. Jones & Do., 12,965 lbs. coal, 38 90
   Allen G. Smith, cleaning room, 5 00
$467 90

EAST SCHOOL.

Paid Ida A. Hapgood, teacher, 36 weeks, $360 00
   Alden Johnson, janitor, 30 00
   Daniel H. Farrar, 2 cords wood, 9 00
   Wm. Coons, cutting wood, 3 00
      " labor, 30
   Mrs. Mannon, cleaning room, 3 25
   Tuttles, Jones & Wetherbee, 1 duster, 89
      " 1 jar, 28
$406 72

SOUTH SCHOOL.

Paid Hattie L. Tuttle, teacher, (Grammar) 24 weeks, $240 00
   Henrietta Cutler, teacher, (Grammar) 12 weeks, 120 00
Paid Bertha L. Gardner, teacher, (Primary) 25 weeks, $250.00
Lilla Keniston, teacher, (Primary) 10 weeks, 100.00
Martha Hosmer, teacher, (Primary) 1 week, 10.00
C. L. Bradford, janitor, cleaning rooms, 6.00
" 1-2 cord wood, 3.00
M. Hannon, cleaning vault, 1.00
F. J. Hastings & Co., 1083 lbs. coal, 303
" 10,187 lbs. coal, 27.50
" 10,610 lbs. coal, 28.56
Tuttles, Jones & Wetherbee, 2 pails, 7.40
" hardware, 4.30
" 2 dippers, 6.60
" oil, 0.80
" 1 basin, 0.37
" 1 jar, 0.40
" 1 thermometer, 0.25
Tuttles, Jones & Wetherbee, polish, 10.00
" 2 mats, 2.80
" 1 mat, 5.63
" 1 brush, 2.00

$892.55

West School.

Paid Albertie M. Preston (Grammar) 36 weeks, $360.00
Harriet H. Gardner, (Primary) 36 weeks, 360.00
F. W. Green, janitor (spring), 25.00
Thomas Scanlon, janitor (fall and winter), 52.00
Herman Gould, 2 cords wood, 8.00
F. W. Green, cutting and getting in wood, 5.00
E. C. Parker & Co., 15,500 lbs. coal, 39.52
Paid Thomas Scanlon, cleaning rooms, $6.12
May Richardson, cleaning room, 2.50
C. H. Mead & Co., 3 mats, 11.40
  1 pail, 42
  2 brooms, 70
  2 brooms, 50
  bottle mucilage, 10

TOTAL $871.26

HIGH SCHOOL.

Paid W. A. Charles, principal, $1,000.00
M. Florence Fletcher, assistant teacher, 450.00
C. L. Bradford, Janitor, 90.00
  " " cleaning rooms, 7.00
Augustine Hosmer, 400 programmes, 350.00
J. L. Hammett, writing diplomas, 3.75
F. J. Hastings & Co., 1,082 lbs. coal, 303.00
  " " " 10,188 " 27.51
  " " " 10,610 " 28.56
Tuttles, Jones & Wetherbee, 15 yds. ribbon, 2.40
  " " " moth marbles, 0.08
  " " " 1 duster, 3.50
  " " " 1 thermometer, 2.50
Arthur Tuttle, orchestra, graduating exercises, 15.00

TOTAL $1,631.43

SCHOOL SUPPLIES,

Paid Ginn & Co., $91.27
D. C. Heath & Co., 9.34
J. L. Hammett, 151.95
Silver, Burdett & Co., 3.13
Lee & Shepard, 20.81
Perry, Mason & Co., 14.00
American Book Co., 11.08
Houghton & Mifflin, 34.77
Educational Publishing Co., 50.20
University " " 7.20
Gately & O'Gorman, 15.00
Prang Educational Co., 66.13
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Public School Printing Co.</td>
<td>$370</td>
</tr>
<tr>
<td>Thompson, Brown &amp; Co.</td>
<td>1050</td>
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<tr>
<td>DeWolfe, Fiske &amp; Co.</td>
<td>600</td>
</tr>
<tr>
<td>Tuttles, Jones &amp; Wetherbee,</td>
<td>195</td>
</tr>
<tr>
<td>C. H. Mead &amp; Co.</td>
<td>65</td>
</tr>
<tr>
<td>C. J. Williams, express,</td>
<td>605</td>
</tr>
<tr>
<td></td>
<td><strong>$503.73</strong></td>
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<tr>
<td><strong>Scientific Apparatus.</strong></td>
<td></td>
</tr>
<tr>
<td>Paid Ziegler Electric Co.</td>
<td>$6574</td>
</tr>
<tr>
<td>Silver, Burdett &amp; Co.</td>
<td>125</td>
</tr>
<tr>
<td>D. Appleton &amp; Co.</td>
<td>334</td>
</tr>
<tr>
<td>American Book Co.</td>
<td>92</td>
</tr>
<tr>
<td>J. L. Hammett,</td>
<td>1500</td>
</tr>
<tr>
<td>Balch Bros.,</td>
<td>1250</td>
</tr>
<tr>
<td>Ginn &amp; Co.</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td><strong>$108.75</strong></td>
</tr>
<tr>
<td><strong>Transportation of Scholars.</strong></td>
<td></td>
</tr>
<tr>
<td>Paid C. I. Miller,</td>
<td>$3600</td>
</tr>
<tr>
<td>D. C. Harris,</td>
<td>2700</td>
</tr>
<tr>
<td>J. W. Parsons,</td>
<td>2550</td>
</tr>
<tr>
<td>John Maynes,</td>
<td>2400</td>
</tr>
<tr>
<td>M. E. Taylor,</td>
<td>2400</td>
</tr>
<tr>
<td>E. F. Conant,</td>
<td>6000</td>
</tr>
<tr>
<td>Luther Conant,</td>
<td>6000</td>
</tr>
<tr>
<td>Chas. Edwards,</td>
<td>6000</td>
</tr>
<tr>
<td>Robert Wayne,</td>
<td>1800</td>
</tr>
<tr>
<td>F. P. Wood,</td>
<td>6000</td>
</tr>
<tr>
<td>L. C. Taylor,</td>
<td>6000</td>
</tr>
<tr>
<td>G. W. Poore,</td>
<td>6000</td>
</tr>
<tr>
<td>D. J. Wetherbee,</td>
<td>7000</td>
</tr>
<tr>
<td>J. R. Bassett,</td>
<td>7000</td>
</tr>
<tr>
<td>F. E. Emery,</td>
<td>2100</td>
</tr>
<tr>
<td>W. G. Davis,</td>
<td>7000</td>
</tr>
<tr>
<td>S. H. Taylor,</td>
<td>2100</td>
</tr>
<tr>
<td>John Davis,</td>
<td>9000</td>
</tr>
<tr>
<td>Amanda Bryant,</td>
<td>3000</td>
</tr>
<tr>
<td>A. M. Knowlton,</td>
<td>9000</td>
</tr>
</tbody>
</table>
TOWN OF ACTON.

Paid Eliza J. Shattuck, $9 00
E. S. Rich, 3 00
F. R. Knowlton, 15 00
J. A. Goding, 9 00
Caroline M. Handley, 3 00
D. C. Cutler, 15 00
C. A. Holbrook, 9 00
F. H. Whitcomb, 9 00
Geo. B. Parker, 9 00
Thomas Scanlon, 9 00
Mrs. E. I. Teele, 9 00
S. A. Guilford, 9 00
W. L. Mead, 9 00
Thomas Knowlton, 9 00
H. A. Littlefield, 18 00
Geo. S. Reed, 3 00
W. L. Tenney, 6 00
C. S. Hewins, 12 00
O. A. Knowlton, 6 00
Mrs. E. S. Burroughs, 6 00
Mrs. E. G. Webster, 3 00
W. S. Jones, south east, 180 00

$634 50

MAINTAINING STREET LAMPS.

Paid West Acton Street Lighting Association, 41, $ 99 63
Acton Centre Improvement Society, 65, 157 95
Henry Barker, 2, 4 86
E. J. Banks, 2 43
L. V. Clough, 2, 4 86
Gardner Clark, 2 43
Rev. W. F. Dussault, 2 43
I. F. Duren, 2 43
A. J. Fletcher, 2 43
J. P. Fletcher, 2, 4 86
Mrs. Geo. W. Gates, 2 43
Paid H. J. Hapgood, $2 43
Charles Hodges, 2 43
F. J. Hastings & Co., 2 43
L. A. Hesselton, 2 43
D. C. Harris, 2 43
Francis Hosmer, 2 43
L. S. Hosmer, 2 43
A. H. Jones, 2 43
Elnathan Jones, 2 43
W. H. Jones, 2 43
Mrs. M. E. Lothrop, 2 43
A. Merriam, 2, 4 86
Frank Merriam, 2 43
Albert Moulton, 2 43
John D. Moulton, 2 43
Anson C. Piper, 2 43
Mrs. Ruth Piper, 2 43
E. N. Robbins, 2 43
C. S. Simonds, 2 43
F. Z. Taylor, 2 43
Tuttles, Jones & Wetherbee, 3, 7 29
Edwin Tarbell, 2 43
Mrs. Lottie Folman, 2 43
Geo. W. Worster, 2 43

$352 35

STATE AND MILITARY AID.

Paid W. B. Ball, chap. 279, acts 1889, board, $183 00
Allen G. Smith, " " " 15 00
Addison B. Wheeler, " " " 15 00
A. C. Handley, chap. 301, acts 1889, 1 yr., 62 00
Sarah E. Handley, " " " 48 00
Phebe F. Wood, " " " 48 00
Eliza J. Shattuck, " " " 48 00
Luke Smith, " " " 48 00
Mary Smith, " " " 48 00
Rebecca C. Wright, " " " 48 00
Achsa Hanscom, " " " 48 00
TOWN OF ACTON.

Paid Emma F. Blood, chap. 301, acts ’89, 1 yr., $48 00
Susan B. Winn, “ “ “ 48 00
Richard G. Dane, “ “ 3 mos., 15 00
Addison B. Whealer, “ “ 4 “ 16 00
George Handley, “ “ 2 “ 8 00
Allen G. Smith, “ “ 1 “ 4 00
Bridget Mawn, “ “ 10 “ 40 00

$790 00

CEMETERY EXPENSES.

Paid Levi W. Stevens, labor in Mt. Hope, $97 81
Nathan Johnson, “ Woodlawn, 106 00
George E. Greenough, “ “ 2 60
Tuttles, Jones & Wetherbee, phosphate, 8 20

$214 61

MEMORIAL LIBRARY.

Paid DeWolfe, Fiske & Co., for books, $120 11
Henry D. Noyes, magazines, 28 85
Wm. D. Tuttle, “ 1 00
Eustis & Lauriat, “ 1 67
Luther Conant, express, 50
O. D. Wood, janitor, 103 50
Ida A. H. Tuttle, librarian, 103 00
D. Adelbert Cutler, transporting books, 51 00
John McCarthy, 1 cord wood, 3 00
F. J. Barnard & Co., binding magazines, 21 50
J. F. Scott, 2,000 slips, 9 50
M. E. Taylor & Co., incidentals, 16 86
Wm. D. Tuttle, “ 2 63
F. J. Hastings & Co., 11,095 lbs. coal, 30 45

$493 57
SUPPORT OF POOR ON FARM.

Paid L. W. Livingston, soap in 1894, $7 91
    "    " 1895, 7 50
W. F. Hale, blacksmith bill, 3 65
Brown & Lawrence, " 16 77
O. L. Newcomb, " 19 66
J. A. McPherson, " 10 71
Moses Thompson, 350 00
    "    " for goods and labor, 43 67
M. E. Taylor, store bill, 318 71
Tuttles, Jones & Wetherbee, store bill, 168 23
F. J. Hastings & Co., 1 plow, 12 00
    "    " grain bill, 52 55
E. C. Parker & Co., 309 82
W. E. Whitcomb & Co., meat bill, 59 11
Otis H. Forbush, 3 cows, 147 50
J. B. Tuttle, 2 cows, 111 00
Luke Tuttle, 65 barrels, 11 70
E. Jones & Co., 8 29
W. B. Holt, 15 23
J. E. Ordway, to April 8, 1895, 44 41
F. McQuade, labor, 8 25
Charles Colder, " 18 00
C. McCormick, " 14 31
John Linck, " 31 00
Isaac B. Spinney, " 8 25
O. D. Wood, " 2 00
M. A. Reed, " 10 38
    "    " potatoes, 2 15
F. J. Barker, M. D., 1 00

$1 813 76

SUPPORT OF OUTSIDE POOR.

Paid City of Boston, for Hannah Stanton, $2 83
    "    " Wm. G. Whitney, 7 00
Worcester Insane Asylum, support of
Clara Wheeler, 169 46
Paid State Treasurer, support of Emily Towne to April 1, 1895, $84 50
State Treasurer, support of E. P. Hunt, 47 36
Ayer Home, support of May Kingsley, 81 00
Edwin Tarbell, Aid for Mrs. Jas. McLaughlin, 15 72
E. Jones & Co., aid for Mrs. Jas. McLaughlin, 1 98
Tuttles, Jones & Wetherbee, aid for Mrs. Jas. McLaughlin, 35
Tuttles, Jones & Wetherbee, aid for Mrs. J. Quinlan, 52 00
Dr. I. Hutchins, medical attendance on Frank Ashler, 10 00
Town of Maynard, aid, Mrs. Trainor, 17 31
Mrs. C. A. Vose, “ “ 36 00
J. E. Richardson, care of Frank Ashler, 15 00

<table>
<thead>
<tr>
<th>LOANS PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Ayer National Bank, note, $2,000 00</td>
</tr>
<tr>
<td>&quot; &quot; &quot; &quot; 3 mos. interest, 26 67</td>
</tr>
<tr>
<td>&quot; &quot; &quot; &quot; note, 3,000 00</td>
</tr>
<tr>
<td>&quot; &quot; &quot; 3 mos. interest, 60 00</td>
</tr>
<tr>
<td>John A. Bowen, 1 year's interest on $1,000 note, 50 00</td>
</tr>
<tr>
<td>Mrs. P. V. Hapgood, note, 500 00</td>
</tr>
<tr>
<td>&quot; &quot; &quot; interest on note from June 1, 1894, to Jan. 15, 1896, 40 55</td>
</tr>
<tr>
<td>F. H. Jones, 1 year's interest on $700 note, 235 00</td>
</tr>
<tr>
<td>F. H. Jones, 1 year's interest on $600 note, 30 00</td>
</tr>
<tr>
<td>Estate of Wm. Davis, 1 year's interest on $350 note, 17 50</td>
</tr>
<tr>
<td>Estate of Wm. Davis, 1 year's interest on $400 note, 20 00</td>
</tr>
<tr>
<td>Estate of Wm. Davis, 1 year's interest on $1,028 note, 51 40</td>
</tr>
<tr>
<td>Mrs. W. W. Davis, 1 year's interest on $100 note, 5 00</td>
</tr>
</tbody>
</table>

$5,836 12
PRINTING.

Paid Enterprise Printing Co., reports, $84 03
  "  "  " notices,  2 00
  "  "  " warrants,  3 75
  "  "  "  "  3 75
  "  "  " water report,  18 60
  "  "  " voting lists,  12 50
Augustine Hosmer, tickets,  2 00
  "  "  treasurer orders,  1 75
  "  "  envelopes,  1 75
  "  "  tramp permit,  1 00
  "  "  200 tags,  50
  "  "  letter heads,  1 75
  "  "  votes,  1 50
  "  "  orders,  1 00
  "  "  note heads,  1 25
  "  "  letter heads,  1 65
  "  "  envelopes,  1 65
  "  "  programmes,  3 50
J. F. Scott, flyers,  2 00
Corbett Printing Co., 1,000 schedules for assessors,  15 00
Campbell & Hanscom, poll tax lists,  7 00
H. F. Tuttle, for voting list,  1 15

$169 08

TOWN OFFICERS.

Paid Horace F. Tuttle, clerk, $ 30 00
J. K. W. Wetherbee, treasurer,  80 00
E. Faulkner Conant, selectman,  95 00
Daniel J. Wetherbee,  "  50 00
Isaiah Hutchins,  "  50 00
* Phineas Wetherbee, assessor,  53 00
James B. Tuttle,  "  30 00
Anson C. Piper,  "  30 00
Lyman Tuttle, overseer of poor,  50 00
Paid Edwin C. Parker, overseer of poor, $15 00
Moses A. Reed, " " 20 00
Edward Dixon, supt. of schools, 465 00
Charles J. Williams, school committee, 73 30
Horace F. Tuttle, " 15 00
Isaiah Hutchins, " 15 00
F. A. Houston, " 12 50
" " 1894, 11 25
W. H. Hartwell, " 6 00
Wm. F. Stevens, in 1894, collector, 100 00
" " in 1893, " 100 00
Horace F. Tuttle, registrar of voters, 15 00
Julian Tuttle, " 12 00
James McGreen, " 12 00
F. H. Whitcomb, " 12 00
H. J. Hapgood, auditor, 6 00
A. H. Rose, inspector of cattle, 50 00
M. A. Reed, " 46 50
W. F. Stevens, sealer weights and measures, 5 00
H. F. Tuttle, election officer, 3 00
Lyman Taylor, " 3 00
C. J. Williams, " 3 00
E. A. Phalen, " 3 00
C. H. Mead, " 3 00
H. A. Littlefield, " 3 00
C. B. Stone, " 3 00
Wm. F. Kelley, 3 00
T. F. Newton, " 3 00
H. J. Hapgood, " 3 00
Abram Tuttle, " 3 00
James McGreen, " 3 00
Fred S. Whitcomb, " 1 00
G. E. Holton, " 1 00
Wm. Kelley, special police, 2 50
I. S. Ford, " 2 50
R. L. Tuttle, " 2 50
M. A. Reed, " 1 50
S. H. Taylor, " 1 50
Paid E. P. Smith, special police, $2 00
Wm. Kingsley, " 2 00
R. L. Reed, constable, 10 25
E. A. Phalen, " 2 50
James Kingsley, " 5 50
E. A. Phalen, truant officer, 1 00

* Deceased. $1,531 30

SOLDIERS' RELIEF.

Paid City of Marlboro, aid for W. F. B. Whitney, $12 00
Dr. Isaiah Hutchins, medical attendance on Geo. Handley, 5 50
Dr. Isaiah Hutchins, medical attendance on A. B. Wheeler, 10 75
Dr. Isaiah Hutchins, medical attendance on Rebecca C. Wright, 4 00

$32 25

ROADS AND BRIDGES.

Paid H. A. Gould, $894 70
Nahum Littlefield, 733 19
Wm. Kingsley, 661 86
Tuttles, Jones & Wetherbee, pipe, 59 00
W. B. Holt, pipe, 49 04
E. Jones & Co., lumber, 7 30
J. A. McPherson, blacksmith, 4 40
S. A. Guilford, " 7 10
N. A. Davidson, 70 loads gravel, 3 50
F. H. Whitcomb, 148 " 7 40
A. Bulette, 45 " 2 25
Jerry McCarthy, 266 " 13 30
John Fletcher, 64 " 3 20
H. F. Clark, plank, 1 50
J. F. Coughlin, covering stones, 1 50
Isaiah Hutchins, " 1 00

$2,450 24
REPAIRS ON PUBLIC BUILDINGS AND GROUNDS.

Paid E. Jones & Co., repairs on farm, $38 33
   " repairs on hall and stand, 15 55
   E. Jones & Co., repairs on West school house, 5 52
   E. Jones & Co., repairs on East school house, 1 65
   E. Jones & Co., repairs on South school house, 13 95
   E. Jones & Co., 1 window, 1 35
   O. D. Wood, repairs on farm, 11 00
      " " hall, 11 47
      " " Centre school house, 1 25
   F. E. Harris, repairs on West school house, 54 60
   Samuel Jones, jr., repairs on South school house, 46 32
   George G. Keith, repairs on Library, 32 31
      " " East school house, 8 58
   George G. Keith, repairs on Centre school house, 7 15
   George G. Keith, repairs on South school house, 40
   George G. Keith, repairs on West school house, 20
   D. H. Farrar, repairs on East school house, 61
   M. H. Warden, repairs on East school house, 8 50
   W. B. Harriman, repairs on North school house, 3 00
   Warren Houghton, repairs on West school house, 56 95
   Ziegler Electric Co., repairs on school bell, 13 87
   W. F. Hale, repairs on South school house, 60
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<tr>
<th>Name</th>
<th>Work Description</th>
<th>Cost</th>
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<td>John Tapley</td>
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<td>M. Hannon</td>
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<td>A. C. Piper</td>
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<td>C. G. Davis</td>
<td>Painting North and East school houses</td>
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<td>Moses A. Reed</td>
<td>Repairs, South school house</td>
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<td>James Kingsley</td>
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<td>W. B. Holt</td>
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<td>Spofford Robbins</td>
<td>Repairs, Centre school house</td>
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<td>H. F. Tuttle</td>
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<td>Francis Jones</td>
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<td>Robert Wayne</td>
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<tr>
<td>M. E. Taylor &amp; Co.</td>
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<tr>
<td>C. H. Mead &amp; Co.</td>
<td>Repairs, West school house</td>
<td>4.06</td>
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TOWN OF ACTON.

Paid H. T. Clark, repairs, West school house, $ 95
N. A. Davidson, on South school grounds, 60
M. A. Reed, on well, South school grounds, 2 00
E. Jones & Co., water committee, 1 48

$606 84

MISCELLANEOUS EXPENSES.

Paid H. L. Hayward, painting letters on monument and marker, $ 5 67
Jean M. Missud, band for April 19, 115 00
A. J. Park, decorations " 53 00
Geo. H. Worster, transportation Apr. 19, 2 75
Horace Tuttle, " " 20 00
John Fletcher, badges and invitations, April 19, 13 40
Albert H. Perkins, transportation April 19, 6 00
Norman Davidson, transportation April 19, 6 00
Charles Edwards, transportation April 19, 6 00
John McCarthy, " 1 65
F. H. Whitcomb, " 10 00
R. M. Yale & Co., tent April 19, 51 40
A. L. Noyes, caterer, April 19, 169 65
" " 6 50
Tuttes, Jones & Wetherbee, powder April 19, 5 50
C. H. Persons, rent of piano, 6 00
George Greenough, labor, 11 50
Clarence McCormick, labor, 1 75
Union Desk Co., for 2 desks, High school, 46 62
Joseph Symonds, scraper plate, 8 50
Horace Partridge Co., flags for graves, 14 24
James Kingsley, use of road, 8 00
W. F. Hale, repairing fire engine, 1 88
Wm. Kingsley, resetting marker, 7 00
Paid Edw. Dixon, postage and express, $12.40
" for binding com. reports, 75
M. D. Jones, markers for graves, 90.00
Tuttles, Jones & Wetherbee, table for High school, 6.50
J. L. Greenleaf, liquor cases, 146.32
Horace F. Tuttle, plan and surveying, 16.00
D. James Wetherbee, insurance on Library, 37.50
Chandler Chair and Desk Co., desks for schools, 149.10
J. T. & R. E. Joslin, 34.75
N. H. Tenney, 1.25
O. L. Newcomb, work on fire engine, 2.85
D. H. Farrar, pole, skides and irons for truck, 24.50
W. F. Hale, repairing road scraper, 1.70
Isaac Davis Post, for Decoration Day, 50.00
J. Otis McFadden, shades for West school house, 19.40
O. D. Wood, labor, 3.25
Louis J. Wyman, repairing library clock, 5.00
N. M. Allen, repairing clock at Centre school, 1.00
Bobbrick School Furniture Co., book cases, 18.00
Wm. Kingsley, C. L. Davis road, 108.75
Phineas Wetherbee, copying poll tax list, 5.00
Phineas Wetherbee, copying valuation list, 12.50
Phineas Wetherbee, Collector's book, 85
Phineas Wetherbee, stationery, postage and express, 1.50
Tuttles, Jones & Wetherbee, 6 keys, 1.00
W. F. Stevens, killing dog, 1.25
" notifying officers, 1.75
" collecting dog tax, 10.00
" discount on taxes, 989.29
" abatement of taxes, 99.70
TOWN OF ACTON.

Paid Geo. G. Keith, 3 heaters for West and South schools, $825.00
Luke Tuttle, use of team at fire, 2.00
Geo. E. Greenough, use of team at fire, 3.00
Livermore, use of team at fire, 3.00
W. H. Jones, use of team at fire, 2.00
  fire warden for men at fire, 48.00
E. B. Forbush, teaming ladders, 2.00
J. L. Hamnett, desk and clock, 16.50
Tuttles, Jones & Wetherbee, oil heater, 8.50
Selectmen's room,
Tuttles, Jones & Wetherbee, 2 lamps, lower hall, 6.50
D. C. Harris, guide board and lettering, 4.00
D. Adelbert Cutler, boxes for books, 7.07
S. A. Guilford, blacksmith bill, 3.91
W. H. Kingsford, moving fence, 10.38
J. F. Fuller & Co., El-a-tol powder, 1.40
R. L. Reed, enforcing liquor law, 25.00
Dr. J. E. Marsh, reporting births, 1.75
Dr. F. E. Tasker, " 2.25
Dr. F. U. Rich, " 1.25
Dr. F. J. Barker, " 2.00
H. T. Clark, fixing up voting stalls, 1.25
  use of G. A. R. Hall, 4.50
O. H. Forbush, land damage, 18.17
M. H. Warden, " 7.40
S. B. Harris, breaking out roads, 1.80
Luke Tuttle, " 7.00
N. Littlefield, " 4.30
  work on Davis' road, 2.75
State Treasurer, error on corporation tax, 13
S. R. Burroughs, labor, 2.00
H. F. Tuttle, collecting and recording 39 births, 16.50
H. F. Tuttle, recording 36 marriages, 5.40
  recording 39 births, 5.90
  postage, 1.11
  express, 2.20
  writing for Road Commiss. 1.00
Paid H. F. Tuttle, writing deed, $2 00
  " dog license blanks, 62
Tuttles, Jones & Wetherbee, for fire department, 2 rubber coats, 4 50
Tuttles, Jones & Wetherbee, for fire department, 6 doz. pails, 19 50
Tuttles, Jones & Wetherbee, for fire department, 3 blankets, 9 00
Tuttles, Jones & Wetherbee, for fire department, 2 hats, 1 34
Tuttles, Jones & Wetherbee, for fire department, 1 globe, 15
M. E. Taylor & Co., for fire department, incidentals, 2 66
DeWolf, Fiske & Co., books for prizes, 3 20
J. A. McPherson, work on fire engine, 3 50
M. E. Taylor & Co., incidentals for hall, 17 55
C. Edwards, teaming wood for hall, 2 00
I. F. Duren, Supt. of burials, return of deaths, 126 00
  " care of hall, 8 00
F. C. Nash, liquor cases, 15 00
C. W. Pitman, care of clock and flag, 20 00
  " repairing flag, 1 50
  " care of hall, 62 95
Lyman Tuttle, expense to Boston, 4 00
  " " Hudson, 2 00
  " " Barre, 3 63
E. F. Conant, express, postage, telephone and freight, 11 05
J. K. W. Wetherbee, postage, stationery and check book, 4 65
C. J. Williams, postage, express, 5 14
  " telephone, 3 35
  " freight, 1 30
  " freight, 2 58
Fitchburg R. R. Co., freight, 2 47
E. A. Phalen, constable, graduating exercises, 1 00
James Grimes, pump platform, 50
Town of Acton.

Paid D. H. Farrar, labor on fire engine, $2 50
E. Jones & Co., repairs on fire engine, 25
C. L. Bradford, attending registrar meetings, 1 50
C. L. Bradford, freight, 68
James Kingsley, 2 posts, 1 25
Samuel Harris, repairing clock in hall, 1 00
N. Johnson, key ring, 10
S. Robbins, fixing voting stalls, 50
F. L. Fuller, engineer for Water Committee, 400 00
Daniel Russell, labor, 461 07
Fred W. Green, labor, 132 50
Geo. B. Wetherbee, labor, 67 37
Geo. T. Knowlton, board of men, 85 50
A. L. Noyes, 2 75
S. A. Guilford, blacksmith's bill, 2 00
H. A. Littlefield, paid for labor and freight, 25 86
H. A. Littlefield, entertaining board of health and postage on reports, 7 78
W. H. Teele, land damage, 5 00
N. H. Tenney, pipe and labor, 12 59
E. Jones & Co., lumber, 1 48
Hall Bros., lumber, 1 10

$5,034 41

Receipts and Appropriations.

Balance due from Treasurer, Mar. 12, 1895, $740 78
" " Collector, " " 2,098 01
Appropriation for Town charges, 6,000 00
High school, 1,600 00
Common schools, 2,800 00
School supplies, 475 00
Scientific apparatus, 100 00
Transportation of scholars, 755 00
Supt. of schools, 475 00
Appropriation for Street lamps, $350 00
Memorial library, 550 00
Highways, 2,300 00
State tax, 900 00
County tax, 1,420 90
Overlayings, 405 91

Received from First National Bank of Ayer, borrowed money, 5,000 00
District Court of Central Massachusetts, for fines, 174 90
Nathan Johnson, for grass in Woodlawn cemetery, 5 00
Acton Water Committee, lumber, 1 48
American Powder Mills, 423 feet plank, 12 26
S. Jones, Jr., for water closet, south east district, 5 00
C. J. Williams, school supplies sold to pupils, 7 23
C. J. Williams, on account of prize books, 1 20
L. W. Stevens, lots sold in Mt. Hope cemetery, 24 00
John Fletcher, lots sold in Woodlawn cemetery, 6 00
A. F. Blanchard, license to slaughter, 1 00
Tuttles, Jones & Wetherbee, license to slaughter, 1 00
Moses A. Reed, license to slaughter, 1 00
Town of Boxboro, for tuition, 75 33
S. H. Fales, on account of supervision of schools, 375 00
Acton Memorial Library, for fines, 30 64
C. W. Pitman, rent of town hall and cellar, 54 13
Received from N. Littlefield, use of road scraper, $2 00
N. Littlefield, road cleanings, 3 00
State Treasurer, corporation tax, 673 89
State Treasurer, National Bank tax, 265 28
State Treasurer, military aid, chap. 279, acts 1889, 151 25
State Treasurer, state aid, chap. 301, acts 1889, 578 00
State Treasurer, soldiers' aid, chap. 62, acts 1894, 17 50
State Treasurer, income Mass. school fund, 235 35
Statt Treasurer, support of state pauper, 2 00
County Treasurer, on acct. dog tax, 211 47
Lyman Tuttle, for milk sold at town farm, 802 97
Lyman Tuttle, apples sold at town farm, 269 00
Lyman Tuttle, 4 cows sold at town farm, 89 75
Lyman Tuttle, calves sold at town farm, 7 50
Lyman Tuttle, eggs sold at town farm, 31 91
Lyman Tuttle, poultry sold at town farm, 12 41
Lyman Tuttle, potatoes sold at town farm, 23 00
Lyman Tuttle, pumpkins sold at town farm, 50
Lyman Tuttle, wood sold at town farm, 64 69
Lyman Tuttle, use of bull at town farm, 50
Received from Lyman Tuttle, barrels sold at town farm, $2.40
- Lyman Tuttle, board of C.M. McCormick. 12.00
- Interest on money, 65.46

$30,267.60

EXPENDITURES.

For support of Centre school, $650.88
- North school, 467.90
- East school, 406.72
- South school, 892.55
- West school, 871.26
- High school, 1,631.43
- School supplies, 503.73
- Scientific apparatus, 108.75
- Transportation of scholars, 634.50
- Street Lamps, 352.35
- State and military aid, 790.00
- Cemetery expenses, 214.61
- Memorial library, 493.57
- Support of poor on farm, 1,813.76
  - outside poor, 540.51
- Loans and interest, 5,836.12
- Printing, 169.08
- Town officers, 1,531.30
- Soldiers' relief, 32.25
- Roads and bridges, 2,450.24
- Repairs on town buildings and grounds, 606.84
- Miscellaneous expenses, 5,034.41
- State tax, 900.00
- County tax, 1,420.90

$28,353.66

Balance due from Treasurer, 631.65
- " " " Collector in 1895, 1,282.29

$30,267.60
TOWN OF ACTON.

TOWN DEBT, MARCH 12, 1896.

Estate of Wm. Davis, note, $1,028 00
Interest on same from Oct. 18, 1895, to March 12, 1896, 20 56
Estate Wm. Davis, note, 350 00
Interest on same from May 12, 1895, to March 12, 1896, 14 58
Estate Wm. Davis, note, 400 00
Interest on same from Sept. 20, 1895, to March 12, 1896, 9 55
John A. Bowen, note, 1,000 00
Interest on same from Dec. 6, 1895, to Mar. 12, 1896, 13 33
Frank H. Jones, note, 600 00
Interest on same from April 27, 1895, to March 12, 1896, 26 25
Frank H. Jones, note, 700 00
Interest on same from June 15, 1895, to March 12, 1896, 25 96

Less amount due from treasurer and collector, 1,913 94

Balance against the town, March 12, 1896, $2,274 29

E. FAULKNER CONANT,
DANIEL J. WETHERBEE,
ISAIAH HUTCHINS,

Selectmen of Acton.

I have examined the accounts of the Selectmen for the past year, and find them correct.

HIRAM J. HAPGOOD,

Auditor of the Town of Acton.

March 16th, 1896.
<table>
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<tr>
<th>Year</th>
<th>Personal</th>
<th>Real Estate</th>
<th>Total</th>
<th>Rate of Taxation</th>
<th>Town Debt as represented by notes</th>
<th>State Tax</th>
<th>County Tax</th>
<th>Balance in Bank of Town</th>
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<td>$1,840.00</td>
<td>$936.33</td>
<td>$1,012.64</td>
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List of Jurors.

The following is a list of persons to serve as jurors for the ensuing year, as revised by the Selectmen of Acton, to be submitted to said town at their April meeting.

Gustavus V. Bowen, Manufacturer.
Elisha H. Cutler, Farmer.
I. Warren Flagg, Merchant.
Hiram E. Gates, Farmer.
G. E. Holton, Mechanic.
Eugene Hall,
Geo. A. Hayward, Clerk.
Edgar H. Hall, Manufacturer.
Lowell A. Jones, Farmer.
Samuel Jones, Jr., Carpenter.
Warren H. Jones, Farmer.
John C. Keyes, "
Hanson A. Littlefield, Merchant.
Nahum Littlefield, Farmer.
Jerry McCarthy, "
F. P. Morse, "
C. H. Mead, "
John D. Moulton, "
Willis L. Mead, "
Thomas F. Noyes, "
Charles W. Pitman, "
Moses A. Reed, "
Wm. F. Stevens, "
Henry M. Smith, "
Horace F. Tuttle, "
James B. Tuttle, "
Fred S. Whitcomb, "

E. Faulkner Conant,
Daniel J. Wetherbee,
Isaiah Hutchins,
Selectmen of Acton.
Report of Overseers of Poor.

*Articles on Hand March 1, 1896.*

<table>
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<tr>
<th>Item</th>
<th>Quantity</th>
<th>Value</th>
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<td>11 cows</td>
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<td>$500 25</td>
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<tr>
<td>2 horses</td>
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<td>150 00</td>
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<td>Double harnesses</td>
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<tr>
<td>Express harness</td>
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<td>30 00</td>
</tr>
<tr>
<td>Light harness</td>
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<td>7 00</td>
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<tr>
<td>2 horse collars</td>
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<td>4 00</td>
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<tr>
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<td>18 00</td>
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<tr>
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<td>75 00</td>
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<tr>
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<tr>
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<td>Hay rake</td>
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<td>15 00</td>
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<td>6 00</td>
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<tr>
<td>2 harrows</td>
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<td>8 00</td>
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<tr>
<td>9 tons of hay</td>
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<tr>
<td>Grain</td>
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<tr>
<td>3 apple headers</td>
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<td>2 00</td>
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<tr>
<td>Canvass covers</td>
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<td>2 50</td>
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<tr>
<td>Grind stone</td>
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<td>2 00</td>
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<tr>
<td>Farming tools</td>
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<tr>
<td>Wrench</td>
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<td>75</td>
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<tr>
<td>3 blankets</td>
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<tr>
<td>2 axes</td>
<td></td>
<td>2 00</td>
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<tr>
<td>3 wood saws</td>
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<td>2 00</td>
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<tr>
<td>18 hens</td>
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<td>9 00</td>
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<tr>
<td>5 ploughs</td>
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<td>25 00</td>
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<tr>
<td>3 cultivators</td>
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<td>Hay cutter</td>
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<tr>
<td>75 apple barrels</td>
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<td>11 25</td>
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<td>7 ladders</td>
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<tr>
<td>Set of measures</td>
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<td>1 40</td>
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<tr>
<td>Salt</td>
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</table>
TOWN OF ACTON.

2 sleds, $15 00
12 cords of wood, 60 00
Lumber, 5 00
Stone drag, 4 00
Pung, 8 00
Light wagon, 20 00
25 apple boxes, 2 50
Spray pump, 10 00
20 bushels of potatoes, 9 00
Apples, 3 00
Steel trap, 75
32 gallons soft soap, 7 00
Dried apple, 3 00
Cooking range, 30 00
Tea, coffee, 75
Crackers, 1 75
Fruit jars, 2 50
Coal, 5 00
Brooms, 50
Spices, 75
Sugar, 75
Flour, 1 00
Pails and tubs, 2 00
Oil tanks, 1 25

$1,360 65

Articles on hand March 12, 1895, 1,228 45

Receipts from farm, $132 20
Victualing and lodging 493 tramps, 1,316 63
Wood for town hall, 123 75

$1,579 58

Expenditures, $1,813 76
Interest on farm, $3,500 at 5 per cent., 175 00

$1,988 76

Less receipts and dif. in articles on hand, 1,579 58

Cost of supporting poor on farm, $409 18

LYMAN TUTTLE,
EDWIN C. PARKER,
MOSES A. REED,

Overseers of Poor.
## Town Clerk’s Report for 1895.

### BIRTHS REGISTERED IN ACTON IN 1895.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date of Birth</th>
<th>Name of Child</th>
<th>Names of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jan. 1</td>
<td>Emily Louise Stroevonevez</td>
<td>Frank and Agnes</td>
</tr>
<tr>
<td>2.</td>
<td>Feb. 25</td>
<td>Effie Mabel Thompson</td>
<td>Charles G. and Mabel G.</td>
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<tr>
<td>3.</td>
<td>Mar. 8</td>
<td>Grace Alice Welch</td>
<td>Walter and Laura M.</td>
</tr>
<tr>
<td>4.</td>
<td>Mar. 9</td>
<td>Electa Pansy Penniman</td>
<td>George O. and Edith</td>
</tr>
<tr>
<td>5.</td>
<td>Mar. 19</td>
<td>Margie Elizabeth Kimball</td>
<td>Charles M. and Carrie E</td>
</tr>
<tr>
<td>6.</td>
<td>Mar. 20</td>
<td>Hazel May Manly</td>
<td>Ira J. and Jennie M.</td>
</tr>
<tr>
<td>7.</td>
<td>Mar. 26</td>
<td>Dorothy Bruce Mead</td>
<td>Charles H. and Jennie F</td>
</tr>
<tr>
<td>8.</td>
<td>April 17</td>
<td>Delmar Gilmore Durkee</td>
<td>Charles A. and Carrie M</td>
</tr>
<tr>
<td>9.</td>
<td>May 18</td>
<td>James Madison Fairbanks</td>
<td>Charles H. and Nellie L</td>
</tr>
<tr>
<td>10.</td>
<td>May 27</td>
<td>Louis Francis Leveroanie</td>
<td>Louis and Ellen C.</td>
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<tr>
<td>11.</td>
<td>June 1</td>
<td>Ralph Franklin Hartley</td>
<td>Theodore W. and Annetta M</td>
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<tr>
<td>12.</td>
<td>June 2</td>
<td>Ralph Frederick Jenkins</td>
<td>Andrew C. and Rachel A.</td>
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<tr>
<td>13.</td>
<td>June 14</td>
<td>Irma Esther Brown</td>
<td>Martin L. and Laura E.</td>
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<td>14.</td>
<td>June 27</td>
<td>Margaret Eleanor Coughlin</td>
<td>John F. and Mary T.</td>
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<tr>
<td>15.</td>
<td>June 30</td>
<td>Harry Irving Merriam</td>
<td>William T. and Lizzie B</td>
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<td>16.</td>
<td>July 30</td>
<td>Etta Luella Brooks</td>
<td>George and Ida L.</td>
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<td>17.</td>
<td>July 31</td>
<td>Patrick Francis McCarthy</td>
<td>John and Mary A.</td>
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<td>18.</td>
<td>Aug. 6</td>
<td>Ruth Esther Willard</td>
<td>Leonard G. and Emeline M</td>
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<td>19.</td>
<td>Aug. 8</td>
<td>Gertrude Mary Hill</td>
<td>James and Mary J.</td>
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<td>20.</td>
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<td>Helena May Boyce</td>
<td>Charles E. and Annie J.</td>
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<td>21.</td>
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<td>Everett Rhee Spinney</td>
<td>Everett L. and Lilla M.</td>
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<td>Dexter Merriam Keezer</td>
<td>Frank M. and Martha M.</td>
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<td>23.</td>
<td>Aug. 31</td>
<td>Edith Florence Bowen</td>
<td>Lewis B. and Effie F.</td>
</tr>
<tr>
<td>No.</td>
<td>Date of Birth</td>
<td>Name of Child</td>
<td>Names of Parents</td>
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<td>Mary Agnes Gough</td>
<td>John E. and Margaret A.</td>
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<td>25</td>
<td>Oct. 4</td>
<td>David Joseph Foley</td>
<td>Patrick and Johanna</td>
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<td>26</td>
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<td>Albert Willard Evans</td>
<td>Joseph W. and Mary A.</td>
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<td>27</td>
<td>Oct. 10</td>
<td>Howard James Billings</td>
<td>Fred W. and Mary A.</td>
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<td>Oct. 31</td>
<td>Earl Henry Glazier</td>
<td>Thomas and Emma</td>
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<td>Nov. 7</td>
<td>Ruby May Greer</td>
<td>John and Jessie</td>
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<td>30</td>
<td>Nov. 20</td>
<td>John Patrick Cahill</td>
<td>John and Mary</td>
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<td>Dec. 13</td>
<td>William Joseph Moore</td>
<td>William J. and Mary A.</td>
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<td>32</td>
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<td>Michael Thomas Foley</td>
<td>Michael and Johanna</td>
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<td>33</td>
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<td>Wilford Priest Hooper</td>
<td>George B. and Ida E.</td>
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**MARRIAGES.**

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<td>Jan. 8</td>
<td>Fred M. Burrows, Mabel E. Parsons</td>
<td>South Paris, Me. N. Acton Boston</td>
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<td>Jan. 9</td>
<td>Clifton Davis, Sarah H. Whittemore</td>
<td>Boston Boston</td>
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<td>4</td>
<td>Jan. 9</td>
<td>Patrick Foley, Johanna Conway</td>
<td>S. Acton S. Acton</td>
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<td>5</td>
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<td>Alden B. Johnson, M. Ida Ramsdell</td>
<td>E. Acton Natick</td>
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<td>6</td>
<td>Jan. 15</td>
<td>John Greer, Jessie Vaughn</td>
<td>S. Acton W. Acton</td>
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<td>7</td>
<td>Jan. 29</td>
<td>Charlie A. Durkee, Carrie M. Gilmore</td>
<td>W. Acton W. Acton</td>
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<td>8</td>
<td>Jan. 31</td>
<td>Leonard G. Willard, Emeline M. Merriam</td>
<td>S. Acton S. Acton</td>
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<td>9</td>
<td>Feb. 4</td>
<td>John Cahill, Mary Tolman</td>
<td>S. Acton S. Acton</td>
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<td>10</td>
<td>Feb. 10</td>
<td>Frederick A. Whitney, Adelia S. Beach</td>
<td>Harvard Harvard</td>
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<td>11</td>
<td>Feb. 19</td>
<td>Edward Goggin, Ellen Mahoney</td>
<td>S. Acton S. Acton</td>
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<td>Feb. 24</td>
<td>Gustavus V. Bowen, Julia A. Kneeland</td>
<td>S. Acton Jamaica Plain</td>
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<td>No.</td>
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<td>Names</td>
<td>Residence</td>
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<td>------------------------</td>
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<td>13</td>
<td>Mar. 24</td>
<td>Harry W. Sawyer, Alice Mead</td>
<td>S. Acton, Maynard</td>
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<td>Apr. 18</td>
<td>Nelson J. Cole, Grace M. Jones</td>
<td>S. Acton, S. Acton</td>
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<td>15</td>
<td>Apr. 29</td>
<td>Earl C. Anson, Meltha Bassett</td>
<td>Wadham's Mills, N. Y.</td>
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<td>16</td>
<td>May 16</td>
<td>Alfred E. Chambers, Carrie S. Willard</td>
<td>S. Acton, S. Acton</td>
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<td>17</td>
<td>May 30</td>
<td>John W. Leahy, Mamie E. Conant</td>
<td>W. Acton, W. Acton</td>
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<tr>
<td>18</td>
<td>June 1</td>
<td>Harry A. Fletcher, Alice J. Hoar</td>
<td>Hartford, Conn., W. Acton</td>
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<td>19</td>
<td>June 11</td>
<td>Ernest Hosmer, Martha C. Pratt</td>
<td>S. Acton, Aye</td>
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<td>20</td>
<td>June 12</td>
<td>George B. Arnold, Fontienella E. Turner</td>
<td>Acton, Concord</td>
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<td>Charlie S. Robbins, Medora C. Barker</td>
<td>Littleton, Acton</td>
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<td>S. Acton, W. Acton</td>
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<td>Boston, Boston</td>
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<td>Sept. 3</td>
<td>James A. Morse, Georgiana Beach</td>
<td>W. Acton, W. Acton</td>
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<td>26</td>
<td>Sept. 11</td>
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<td>Malden, Malden</td>
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<td>Fred W. Wood, Florence H. Flagg</td>
<td>Concord, Acton</td>
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<td>28</td>
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<td>William B. Holt, Addie L. Guilford</td>
<td>W. Acton, W. Acton</td>
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<td>Oct. 16</td>
<td>Alfred M. Hanks, Anna Fales</td>
<td>S. Acton, Athol</td>
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<tr>
<td>30</td>
<td>Oct. 16</td>
<td>Harry J. Rodway, Lucy E. Perkins</td>
<td>W. Acton, Boxboro</td>
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<tr>
<td>31</td>
<td>Oct. 21</td>
<td>Charles H. Norris, Emma F. Clemence</td>
<td>Salem, S. Acton</td>
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</table>
TOWN OF ACTON.

No. Date. Names. Residence.
32. Nov. 17. Charles Kennedy, Katie Neyland, W. Acton
33. Nov. 27. Henry Booker, Estelle M. Cavanaugh, W. Acton
34. Dec. 10. Walter C. Gardner, Nettie E. Lord, Acton

DEATHS.

No. Date. Name Age. Vrs. Mos. Ds.
1. Jan. 7. Guy McLaughlin, 0 3 7
2. Jan. 20. Mary Ann J. Hayes, 34 7 0
4. Jan. 29. George Gardner, 60 2 13
5. Feb. 13. Augusta C. Jones, 61 9 0
6. Feb. 27. Joseph Redfearn, 82 0 0
7. Mar. 6. Leon F. Gilmore, 0 9 8
8. Mar. 17. Esther Johnson, 0 3 0
10. Mar. 22. Hannah Murphy, 85 0 0
11. Mar. 29. Anna Moan, 8 8 24
12. Apr. 18. Phebe Putney, 87 1 18
13. Apr. 22. James W. Moan, 7 3 21
15. Apr. 25. Sarah P. Forbush, 70 1 19
18. May 4. Johanna Kane, 47 — —
19. June 27. Alfred Lee Randles, 26 — —
21. July 10. Adelaide Wilkins, 9 12
23. Aug. 4. Henry Cahill, 20
### ANNUAL REPORTS

**AGE—YS. MS. DS.**

<table>
<thead>
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<th>No.</th>
<th>Date</th>
<th>Name and Residence</th>
<th>Yrs</th>
<th>Age</th>
<th>Mos</th>
<th>Ds</th>
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<tbody>
<tr>
<td>25</td>
<td>Aug. 21</td>
<td>Arthur William Taylor</td>
<td>32</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Aug. 22</td>
<td>Ann McCarty</td>
<td>60</td>
<td>—</td>
<td>—</td>
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<td>27</td>
<td>Aug. 23</td>
<td>Henry Haynes</td>
<td>83</td>
<td>4</td>
<td>19</td>
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<tr>
<td>28</td>
<td>Aug. 31</td>
<td>Lydia A. Stevens</td>
<td>78</td>
<td>—</td>
<td>—</td>
<td></td>
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<tr>
<td>29</td>
<td>Sept. 4</td>
<td>Maud Howard Knowlton</td>
<td>1</td>
<td>2</td>
<td>26</td>
<td></td>
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<tr>
<td>30</td>
<td>Sept. 19</td>
<td>Patrick Francis McCarthy</td>
<td>0</td>
<td>1</td>
<td>19</td>
<td></td>
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<tr>
<td>31</td>
<td>Sept. 26</td>
<td>George E. Priest</td>
<td>33</td>
<td>6</td>
<td>17</td>
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<tr>
<td>32</td>
<td>Oct. 5</td>
<td>Rebecca M. Morrison</td>
<td>49</td>
<td>8</td>
<td>29</td>
<td></td>
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<tr>
<td>33</td>
<td>Oct. 25</td>
<td>John Jones</td>
<td>52</td>
<td>11</td>
<td>22</td>
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<tr>
<td>34</td>
<td>Dec. 1</td>
<td>Phineas Wetherbee</td>
<td>71</td>
<td>8</td>
<td>7</td>
<td></td>
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<tr>
<td>35</td>
<td>Dec. 1</td>
<td>Abigail Lord</td>
<td>90</td>
<td>0</td>
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<td>36</td>
<td>Dec. 7</td>
<td>John Grimes</td>
<td>81</td>
<td>9</td>
<td>0</td>
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<tr>
<td>37</td>
<td>Dec. 16</td>
<td>Mary Elizabeth Taylor</td>
<td>70</td>
<td>1</td>
<td>11</td>
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<tr>
<td>38</td>
<td>Dec. 16</td>
<td>Child of Fred J. and Mary E. Whitcomb</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Dec. 31</td>
<td>Susannah Graham</td>
<td>78</td>
<td>8</td>
<td>13</td>
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</tr>
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</table>

### PERSONS BROUGHT TO ACTON FOR BURIAL.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date of Death</th>
<th>Name and Residence</th>
<th>Yrs</th>
<th>Age</th>
<th>Mos</th>
<th>Ds</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb. 18</td>
<td>Susan Robbins of Natick</td>
<td>89</td>
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<tr>
<td>2</td>
<td>Mar. 5</td>
<td>Isaac Barker of Malden</td>
<td>89</td>
<td>7</td>
<td>3</td>
<td></td>
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<tr>
<td>3</td>
<td>Mar. 5</td>
<td>Ernest L. Hall of Charlestown</td>
<td>1</td>
<td>5</td>
<td>9</td>
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</tr>
<tr>
<td>4</td>
<td>Mar. 8</td>
<td>Lucy G. Barker of Boston</td>
<td>87</td>
<td>3</td>
<td>27</td>
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<tr>
<td>5</td>
<td>Mar. 25</td>
<td>Silas Davis of Boston</td>
<td>52</td>
<td>9</td>
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</tr>
<tr>
<td>6</td>
<td>Apr. 14</td>
<td>Endora J. Willis of Shirley</td>
<td>44</td>
<td>7</td>
<td>11</td>
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<tr>
<td>7</td>
<td>Apr. 15</td>
<td>Grace A. Forbush of Lowell</td>
<td>17</td>
<td>3</td>
<td>16</td>
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<tr>
<td>8</td>
<td>May 5</td>
<td>Persis Hapgood of Hudson; Mich.,</td>
<td>83</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>May 6</td>
<td>Emma F. Burns of Chelmsford</td>
<td>25</td>
<td>9</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>May 15</td>
<td>Nancy T. Moore of Chelsea</td>
<td>75</td>
<td>—</td>
<td>—</td>
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<tr>
<td>11</td>
<td>May 31</td>
<td>Elizabeth H. Dole of Marlboro</td>
<td>85</td>
<td>2</td>
<td>13</td>
<td></td>
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<tr>
<td>12</td>
<td>June 25</td>
<td>Maria Yapp of Boston</td>
<td>85</td>
<td>6</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>July 4</td>
<td>Ray F. Fessenden of Everett</td>
<td>—</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>July 3</td>
<td>George M. Pike of Hudson</td>
<td>61</td>
<td>4</td>
<td>11</td>
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<tr>
<td>15</td>
<td>July 13</td>
<td>Hugh Cash of Littleton</td>
<td>86</td>
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<tr>
<td>16</td>
<td>July 17, 1889</td>
<td>Myra F. Hall of Charlestown</td>
<td>1</td>
<td>10</td>
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<tr>
<td>17</td>
<td>July 20</td>
<td>Cara E. Cutler of Wakefield</td>
<td>52</td>
<td>10</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Sept. 16</td>
<td>Newbert W. Hall of Charlestown</td>
<td>6</td>
<td>2</td>
<td>26</td>
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</tr>
<tr>
<td>Age—Vs. Ms. Ds.</td>
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<td>79 — —</td>
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<td>43 11 12</td>
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<td>68 3 3</td>
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<td>71 7 17</td>
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<td>23 11 3</td>
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<tr>
<td>37 7 24</td>
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<td>44 — —</td>
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<td>3 5 4</td>
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**Persons Having Dogs Licensed in 1895.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age—Vs. Ms. Ds.</th>
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</thead>
<tbody>
<tr>
<td>Ralph Crooker</td>
<td></td>
</tr>
<tr>
<td>Calvin S. Symonds, 1 female</td>
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</tr>
<tr>
<td>Charles W. Allen</td>
<td></td>
</tr>
<tr>
<td>Charles Morris</td>
<td></td>
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<tr>
<td>E. Eddie Fletcher</td>
<td></td>
</tr>
<tr>
<td>James P. Brown</td>
<td></td>
</tr>
<tr>
<td>Albert H. Perkins</td>
<td></td>
</tr>
<tr>
<td>Francis A. Houston</td>
<td></td>
</tr>
<tr>
<td>Fredson P. Brooks</td>
<td></td>
</tr>
<tr>
<td>Frank L. Stiles, 1 female</td>
<td></td>
</tr>
<tr>
<td>C. A. Hodges</td>
<td></td>
</tr>
<tr>
<td>A. L. Tuttle</td>
<td></td>
</tr>
<tr>
<td>A. J. Fletcher</td>
<td></td>
</tr>
<tr>
<td>Daniel H. Farrer</td>
<td></td>
</tr>
<tr>
<td>Frank W. Bulette</td>
<td></td>
</tr>
<tr>
<td>Charles H. Mead &amp; Co.</td>
<td></td>
</tr>
<tr>
<td>John H. Haniford</td>
<td></td>
</tr>
<tr>
<td>Howard E. Faulkner</td>
<td></td>
</tr>
<tr>
<td>Fred W. Green</td>
<td></td>
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<tr>
<td>George Hayward</td>
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<tr>
<td>Henry L. Livermore</td>
<td></td>
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<tr>
<td>John W. Randall</td>
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<tr>
<td>Willis L. Mead</td>
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<tr>
<td>Lucius S. Hosmer</td>
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<tr>
<td>Mrs. Lottie C. Flagg</td>
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<tr>
<td>Henry S. Napley</td>
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<tr>
<td>Luke Tuttle</td>
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<td>Charles S. Moulton</td>
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<td>A. L. Lawrence</td>
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<tr>
<td>Solon A. Robins</td>
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<tr>
<td>Adolphus Desseault</td>
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<tr>
<td>L. V. Clough</td>
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<tr>
<td>C. J. Williams</td>
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<tr>
<td>John Temple</td>
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<tr>
<td>Wm. F. Stevens</td>
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<tr>
<td>Constance O'Neil</td>
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<td>Charles A. Taylor</td>
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<td>W. F. Kelly</td>
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<tr>
<td>Lyman Tuttle</td>
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<tr>
<td>F. R. Knowlton</td>
<td></td>
</tr>
<tr>
<td>George T. Knowlton, 1 fem.</td>
<td></td>
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<tr>
<td>Mrs. J. M. Kraetzer</td>
<td></td>
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<tr>
<td>Hanson A. Littlefield</td>
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<tr>
<td>Daniel Mahoney</td>
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<td>Charles F. Shirlaud,</td>
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<tr>
<td>Moses Taylor</td>
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<td>Charles B. Stone</td>
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<td>Fred S. Whitcomb</td>
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<td>M. E. Taylor</td>
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<tr>
<td>H. M. Smith</td>
<td></td>
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<tr>
<td>Luther Conant</td>
<td></td>
</tr>
<tr>
<td>D. C. Harris</td>
<td></td>
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</table>
W. W. Philbrick
Wm. Barnes, 1 female
W. S. Fletcher
Smith Finney
Henry Hanson
Charles A. Harrington
Warren H. Jones
El Nathan Jones
Charles M. Kimball
Ira Manley
A. Merriam
Frank Pratt
Wm. S. Jones
Tuttles, Jones & Wetherbee
Hattie White
George W. Worster
George W. Clark
George A. Conant
George Conant
Hiram E. Gates
Sidney Gray
F. E. Harris
Wm. B. Manning, 2
J. E. Durkee
Forbush & Hartwell
A. C. Jenkins
Solomon L. Dutton
Charles H. Wheeler

105 males at $2.00,
7 females at $5.00,

Total, 112,

$210.00
$35.00

$245.00

Note.—To make the registration as complete as possible, the Town Clerk requests information of any omission or error in the lists of births, marriages and deaths.

Note.—In accordance with Section 8, Chap. 32, of the Public Statutes, the Town Clerk hereby gives notice that he is prepared to furnish to all physicians and midwives applying therefor, blanks for the return of births.

HORACE F. TUTTLE,
Acton, Jan. 1, 1896.

Town Clerk.
ANNUAL REPORT
OF THE
TRUSTEES
OF THE
ACTON
MEMORIAL LIBRARY
1895-96.
Acton Memorial Library.

The Trustees of the Acton Memorial Library submit to the town their sixth annual report, showing the condition, gains, and, in some degree, the work of the institution for the past year.

The library was opened to the public June 14, 1890, at which time the total number of books was 3,973;—present total number, 5,590, a gain, during the nearly six years since opened, of a little more than 33 per cent. Of course, not all of the books thus added are adapted to general circulation; some are for reference, some statistical, and others not of general interest. It has seemed to the Board of Trustees that the limited amount of money at their disposal for the purchase of fresh, new books, might prove insufficient to retain the general interest of the large number of readers who take the books from the library. A portion of the time the amount has been enlarged by gifts, from Mr. Wilde, of a sum of money equal to the sums voted by the town for this purpose. While we have endeavored to make the wisest and best possible use of the money entrusted to us for the purchase of books for the library, we have had to restrict our purchases within quite narrow limits, not being able to purchase many desirable books, however valuable, on account of their cost.

And if anything was needed to insure the permanent success of our library, Mr. Wilde makes the following very generous proposal, which we now have the opportunity to submit to the town:

BOSTON, March 6, 1896.

LUTHER CONANT, Pres. Board Trustees, Acton Memorial Library:

DEAR SIR: I have for a long time felt that more books were wanted in your library, books covering a larger range of subjects, yet I have felt that the town was appropriating about as much as could be expected of them for books, magazines and papers. After giving much thought to the subject, I have arrived at the
following conclusions, i. e., if my proposition meets the approval of the Board of Trustees. The enclosed document will explain fully my ideas.

Yours truly,
W. A. Wilde.

Boston, March 2, 1896.

To the Trustees of the Acton Memorial Library:

Gentlemen: I hereby offer to give to the Acton Memorial Library the sum of five thousand dollars, this sum to be kept invested by the trustees of the library, and their successors, as a permanent fund, and the income expended yearly by the trustees in the purchase of books, magazines and papers for the library, to be for the free use of all the inhabitants of the Town of Acton, under such by-laws and regulations as the trustees may make, from time to time, as provided in Chapter 52 of the Acts of 1890, entitled an act to incorporate the Acton Memorial Library, upon the following condition:

That the Town of Acton, in addition to such appropriation as the town may make for the other uses of the library, shall annually appropriate and pay to the trustees, to be by them expended in the purchase of books, magazines and papers for the library, the sum of two hundred dollars, and should the town in any year refuse or neglect to make this appropriation and pay the same to the trustees, this gift shall thereby be forfeited, and shall revert to me, if living, and in case of my prior death, shall thereby be forfeited and revert to my heirs-at-law.

W. A. WILDE.

The acceptance by the town of this noble endowment of our library by Mr. Wilde will give us about 400 volumes a year of the freshest and most desirable of current publications, and with what we may reasonably expect from donations from other sources, in ten years our present number of volumes will be nearly doubled.
Total number of volumes in library, 5,590
Added by purchase, 153
" " gift, 44
Total added, 197
Total number of persons who have taken out cards, 1,086
Fines, $16.03
Books taken out during the year, 8,766
Largest daily use, March 16, 1895.
Smallest daily use, May 29, 1895.
Visitors registered during the year, 557

Gifts to the Library:

A watch, belonging to Jedediah Tuttle, a resident of Acton, born 1792, died 1861; presented by his granddaughter. Mrs. Carrie Jones Leathe, of Woburn.


Cap owned and first worn by Silas Conant, one of the Davis Blues, of Acton, the first Wednesday in May, 1823, on Acton common. Presented by Joseph F. Scott, Concord, Supt. Mass. Reformatory.

Picture—presented by R. Wetherbee, M. D., Cambridge, Mass.

Statue, "Industry"—by Hon. Wm. A. Wilde.

This very beautiful and costly work of art makes, in some degree, a companion piece to "Contemplation," presented by Mr. Wilde some years ago.

Oil painting, "Departure of Minute Men from Acton, early morning of April 19, 1861,"—presented by Luther Conant.

Donations of books:—J. W. Harlow, Lexington, Mass., 1; F. A. Wyman, Esq., Boston, Mass., 1; Adelbert Mead, West Acton, 1; Mary W. Fletcher, Acton, Mass., 3; John Fletcher, Acton, Mass., 1; W. A. Wilde, Malden, Mass., 3; Rev. Edward G. Porter, Lexington, Mass., 2; D. J. Wetherbee, E. Acton, Mass., 2; Luther Conant, Acton, Mass., 1; Mrs. Luther Conant, Acton, Mass., 1; Wm. D. Tuttle, Acton, Mass., 1; Rev. Bernard Copping, Acton, Mass., 4; Rev. George Clark, West Acton, Mass., 1; Mrs. N. E. Reed, E. Acton, Mass., 2; Geo. T. Angell, Boston, Mass., 1;
children of E. R. Hoar, Concord, Mass., 1; unknown, 1; H. O. Moore, 1; State, 16; total, 44.

Periodicals donated for the Reading Room.—Child's Hour, Our Sunday afternoon, Harper's Round Table, Wm. A. Wilde; Our Paper, Mass. Reformatory; Congressional Record, Hon. J. F. Fitzgerald; Our Dumb Animals, Society for Prevention of Cruelty to Animals; Youth's Companion, Mrs. Frank Barker.

Magazines same as last year with addition of Munsey's, McClure's, and Harper's Weekly.

The financial statement will be found in the Selectmen's Report. The Trustees recommend the same appropriation as last year, $400 for current expenses, and $200 for new books.

LUTHER CONANT, for the Trustees.
ANNUAL REPORT

OF THE

School Committee

OF THE

TOWN OF ACTON, MASS.,

1895-96.

ACTON, MASS.:
THE ENTERPRISE PRINTING COMPANY,
1896.
Report of the School Committee.

To the Citizens of Acton:

In presenting our annual report we are glad to be able to congratulate you upon the condition of the schools as a whole, and upon the progress made in them during the year. The report of the Superintendent of Schools, incorporated in and made a part of this report, affords detailed information upon this subject.

The efficient work of the Superintendent is gratefully recognized by this board, as we believe that it is by all of the citizens of the town. That the relations existing between the Committee and the Superintendent have, from the beginning, been those of perfect harmony and confidence is matter for congratulation.

There is urgent need of more room for the accommodation of the High School. Your attention was invited to this matter in our last annual report and at the town meeting in April, '95, reference of it was made to the board of selectmen. The necessary room may be obtained by the erection of a building for the use of the High School, by the enlargement of the school building at South Acton, or temporarily and unsatisfactorily, by alterations in the rooms now occupied by the school. If its work is to be effectively done the school must have a second assistant teacher. With that increase in the teaching force the necessity for more room than can be obtained in the existing house will become imperative.

Under a recent statute towns not maintaining a High School and having a valuation of less than $500,000 are entitled to repayment by the Commonwealth of all sums expended by them for the tuition of their children in the High Schools of other towns; provided that such High Schools are approved by the State Board of Education.

The Acton High School has been so approved temporarily. There is grave doubt whether this approval will be made per-
manent unless the teaching force is increased. The present income on account of out of town pupils is about $100.00 a year, with every prospect of a larger revenue from this source in the future.

There have been expended by the town for the transportation of pupils of the High School $261.00 in '94, $585.50 in '95, and $454.50 in '96, an aggregate in the three years of $1301.00, and a yearly average of $433.66, the income, roughly speaking, of $8,700.00 at 5 per cent. In the opinion of your committee this expenditure is altogether disproportioned to the benefits resulting from it. Parents sufficiently ambitious for the future of their children to send them to the High School ought, it would seem, under any ordinary circumstances, to be willing to provide for their transportation, especially in view of the fact that these children are of an age to care for themselves in a very considerable degree, and that from the time a child enters school until he leaves it the parent is subjected to no direct expense on account of his education.

After careful consideration of this subject your committee is of the opinion that no further payments should be made by the town on account of transportation of High School pupils, except, perhaps in the instance of pupils living in North Acton. Because of the extremely isolated situation of these pupils we suggest the allowance to them of a small sum on account of transportation, and recommend the appropriation of $60.00 for this purpose.

The money which has been devoted to payments on account of transportation of High School pupils in each of the last two years would, under a proper appropriation, provide for the salary of an additional assistance in the High School, or would enable us to employ a special instructor in music and drawing for all the schools. Applied to either of these purposes, preferably the former, a tangible, lasting and general benefit would result.

In our last annual report it was pointed out that through pressure of members in the Center School the committee might find itself obliged, in the near future, to establish another school in that village. Such action became necessary early in the fall term. Accordingly the ungraded school was closed on October 11th, and on the 14th of that month a Primary and a Grammar school were so established in its place. Permission to attend the
Center Grammar School was given to such pupils in the 8th Grade in the East School as desired to avail themselves of the advantages it offered them. Both of these new schools are doing excellent work.

Your attention is again requested to the propriety of granting an appropriation for the transportation to the Center Schools of the pupils now attending the ungraded schools in the East and North villages. In our reports for 1894 and 1895 we have presented to you at length the reasons for such action.

We desire to confirm the statements then made and to again express our convictions, strengthened with the passage of time, that the welfare of the pupils in the ungraded schools urgently demands the consolidation of these schools with those at the Center.

The study of drawing in the common schools being required by statute, and a knowledge of the art having recently been made one of the requirements for admission to the Normal Schools, the study was introduced into all the grades of all the schools at the beginning of the fall term. The results thus far attained are gratifying.

The introduction of improved methods of heating into the school buildings at South and West Acton has contributed greatly to the physical comfort of teachers and pupils, and has consequently improved the conditions of effective work.

During the year the High School has received from friends of the school the gifts of a piano and of Mr. Arthur F. Davis' etching, "The Minute Men of Acton." The South Grammar School has received from its teacher and pupils a small, well selected library and several valuable photographs and engravings. These gifts have been accepted by the committee on behalf of the town for the use of the respective schools.

The report of the purchasing agent of the board is published herewith. We recommend the appropriation of $475.00, the amount appropriated last year, for the purchase of text-books and supplies.

The appropriation of $100.00 for the purchase of apparatus and books of reference for the use of the High School has been expended as follows: Apparatus $58.45, books $28.01, chemicals
$22.29; total $108.75. The sum of $150.00 is needed for this purpose this year and we recommend that it be so appropriated.

The sum of $375.00 has been received from the state on account of salary of the Superintendent for the years 1894–95.

Mr. Eben H. Davis, Superintendent of Schools of Chelsea, has in response to our request, very kindly permitted us to publish herewith the interesting address delivered by him in June, 1895, before the graduating class of the Acton High School.

In submitting to you our estimates of expenses for the coming year we wish to say that, pending action by the town in the matter of increased accommodations for the High School, and upon the question of consolidation of schools, we do not feel at liberty to present other estimates than those necessary for the continuance of the existing establishment.

Summary of Receipts and Expenditures on Account of Schools for the Year 1895–96.

RECEIPTS.

Appropriation for common schools, $2,800 00
   " " High School, 1,600 00
   " " school supplies, 475 00
   " " transportation S. E. pupils, 180 00
   " " transporting H. S. pupils, 575 00
   " " apparatus and books of reference, 100 00
   " " salary of superintendent, 475 00
Receipts from Mass. school fund, 235 35
   " " dog taxes, 211 47
   " " fees for tuition in High School, 75 33

$6,727 15
EXPENDITURES.

For common schools, $3,289 31
" High School, 1,631 43
" school supplies, 496 50
" transportation S. E. pupils, 180 00
" H. S. pupils, 454 50
" apparatus and books of reference, 108 75
" salary of superintendent, 465 00

$6,625 49

Unexpended balance, $101 66

Appropriations for support of schools recommended for the year 1896-97.

For common schools, $3,100 00
" High School, 1,600 00
" school supplies, 475 00
" transportation S. E. pupils, 180 00
" H. S. pupils, 60 00
" apparatus, etc., for High School, 150 00
" salary of superintendent, 475 00

$6,040 00

For the school committee,

CHAS. J. WILLIAMS, Chairman.
Superintendent's Report.

School Committee of Acton:

Gentlemen:—The following report for the year is respectfully submitted.

SUMMARY OF STATISTICS.

Number of children in town, May 1, 1895, between 5 and 15 years of age, 260
Number of children in town, May 1, 1895, between 8 and 14 years of age, 161
Whole number of pupils enrolled in all the schools, 315
Number of pupils under 5 years of age, 0
Number of pupils over 15 years of age, 46
Number of pupils between 8 and 14 years of age, 175
Average membership of all the schools, 272.17
Average attendance of all the schools, 260.02
Per cent. of attendance of all the schools, 95.5

Compared with last year, the number of children between five and fifteen years of age is four less, the number between eight and fourteen years of age, the same, the total enrollment eight less, the average membership four less. The average attendance and per cent. of attendance are a little higher. The per cent. is exceptionally good.

In the month of June, Mr. Start, a special agent of the State Board of Education visited our schools and made a careful examination of the school records for the purpose of ascertaining whether there had been any violations of the law for compulsory school attendance. I am glad to state that not one clear violation of the law was discovered; also that the School Committee's records and teachers' registers were found to be so accurately kept that Mr. Start's investigation was greatly facilitated thereby.
It will be seen that the number of tardy marks and dismissals is quite large. I invite the attention of teachers and parents to these two annoyances which do so much to affect unfavorably the progress of the schools and the moral training of pupils, and urge them to make every effort to reduce the number to a minimum. Tardiness is a bad habit, whether it is formed by pupils, or practiced in the business relations of life. It is for the best interests of individual pupils, of parents and of schools, that a habit of promptness be formed by our pupils, and the time to cultivate such a habit is during school life.

Again, a request to a teacher to excuse a child before the regular time for dismissal may seem of little consequence to the parents, but it may mean a great deal to the child, because one or more important links in his chain of knowledge may by that very means be lost, causing his future knowledge to rest on a less secure foundation. And when it transpires that a pupil lacks knowledge he ought to have, it often happens that the teacher is blamed for his deficiency, even if the child has lost many recitations through irregular attendance. It is a manifest injustice to a teacher to hold her responsible for the progress of a pupil who

<table>
<thead>
<tr>
<th>Schools</th>
<th>Enrollment</th>
<th>Average Mem' ship</th>
<th>Average Attendance</th>
<th>Number of pupils neither absent nor tardy.</th>
<th>Tardy Marks</th>
<th>Dismissals</th>
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</thead>
<tbody>
<tr>
<td>High,</td>
<td>57</td>
<td>54.96</td>
<td>52.63</td>
<td>Spring Term.</td>
<td>3</td>
<td>17</td>
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<tr>
<td>So.Grammar,</td>
<td>33</td>
<td>30.14</td>
<td>27.4</td>
<td>Fall Term.</td>
<td>4</td>
<td>7</td>
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<td>So. Primary,</td>
<td>50</td>
<td>40.1</td>
<td>38.1</td>
<td>Winter Term.</td>
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<td>14</td>
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<tr>
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<td>31</td>
<td>32.63</td>
<td>29.5</td>
<td></td>
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<tr>
<td>W. Primary,</td>
<td>43</td>
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<td>28.2</td>
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<td>7</td>
</tr>
<tr>
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<td>46</td>
<td>23.33</td>
<td>22.81</td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>C. Primary,</td>
<td>13.53</td>
<td>13.07</td>
<td>13.07</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>East,</td>
<td>33</td>
<td>27.26</td>
<td>26.34</td>
<td></td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>North,</td>
<td>22</td>
<td>22.5</td>
<td>21.97</td>
<td></td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>

| Total    | 315        | 272.17            | 260.02             |               | 68 | 91 | 46 | 826 | 587  |
is not prompt and regular in his attendance. The interests of the schools demand that the number of tardy marks and dismissals be considerably diminished. I sincerely trust the parents will unite with the teachers to bring about a reduction.

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**TABULAR STATEMENT.**

<table>
<thead>
<tr>
<th>Teachers.</th>
<th>Terms.</th>
<th>Schools.</th>
<th>Wages of teachers per month</th>
<th>Whole number of pupils</th>
<th>Average membership</th>
<th>Average attendance.</th>
<th>For per cent. of attendance.</th>
<th>Pupils under 15 years of age.</th>
<th>Pupils over 15 years and 14 yrs.</th>
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<td>W. A. Charles,</td>
<td>Spring</td>
<td>High.</td>
<td>$111 11</td>
<td>57</td>
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<td>50.96</td>
<td>96</td>
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<td>50 00</td>
<td>59</td>
<td>56.73</td>
<td>54.38</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hattie L. Tuttle,</td>
<td>Winter</td>
<td>South Grammar</td>
<td>40 00</td>
<td>31</td>
<td>29.02</td>
<td>27.4</td>
<td>94</td>
<td>0.30</td>
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<tr>
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<td>31</td>
<td>30.25</td>
<td>26.06</td>
<td>96</td>
<td></td>
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<td>32</td>
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<td>28.73</td>
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<td>41</td>
<td>39.84</td>
<td>38.05</td>
<td>95</td>
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<tr>
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<td>43</td>
<td>41.07</td>
<td>40.65</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lilla Keniston,</td>
<td>Fall</td>
<td>43</td>
<td>38.8</td>
<td>35.7</td>
<td>92</td>
<td></td>
<td></td>
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<tr>
<td>Albertie M. Preston,</td>
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<td>26.74</td>
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<td>32.2</td>
<td>31.68</td>
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<td>31.9</td>
<td>30.71</td>
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<td>Susie E. Conant,</td>
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<td>Centre Grammar</td>
<td>40 00</td>
<td>36</td>
<td>28.16</td>
<td>27.44</td>
<td>97</td>
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<tr>
<td>Susie E. Conant,</td>
<td>Spring</td>
<td>36</td>
<td>28.16</td>
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<td>18</td>
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<td>96</td>
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<td>East</td>
<td>40 00</td>
<td>29</td>
<td>28.4</td>
<td>27.52</td>
<td>97</td>
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<td>26.7</td>
<td>25.6</td>
<td>97</td>
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<td>Lillian F. Richardson,</td>
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<td>North</td>
<td>40 00</td>
<td>24</td>
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<td>23.3</td>
<td>99</td>
<td>0.0</td>
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</tr>
<tr>
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<td>Spring</td>
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<td>23.5</td>
<td>23.3</td>
<td>99</td>
<td></td>
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<td></td>
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</tbody>
</table>

* Whole enrollment for both schools.
SCHOOLS.

On the whole, I have to report a very satisfactory year's work. There are weak places, many of them, but by the appreciative attitude of the town, and the helpful assistance of the people, they can gradually be diminished.

Changes are constantly taking place in the educational field, and demands for better educational facilities are being made on all sides to meet changed conditions. Upon the response which towns make to the requests for facilities to meet these demands, depends in a large measure the progressive and successful work of the schools.

At the end of the sixth week of the fall term, the Committee judged it advisable, owing to an augmented membership, to divide the Centre school and to open a grammar and a primary department there. When this division was made there were almost twice as many pupils at the Centre as there were in the fall of '93, when the schools were consolidated. So much more is now required of a teacher than formerly, that it is exceedingly difficult to find those who have the physical strength and executive ability to manage successfully schools with as many classes as ours are obliged to have.

Reading is the most important study in the curriculum, for by that art most of our information is acquired; and one of the most encouraging signs of progress in the domain of education is the demand that the pupils of our public schools shall have the best kind of literature to read, for one of the true ends of reading is the cultivation of a love for good literature. In accordance with this view, masterpieces of English literature have been put into our schools to displace the school reader with its compilation of scrappy selections. Reading in three other lines, viz., history, geography and science, has also been introduced.

READING LIST.

Grade I. Thompson's "Fables and Rhymes."
Grade II. "Æsop's Fables."
Grade III. "Riverside Reader."
Grade IV. Scudder's "Fable and Folk Stories."
Grade V.  Kingsley's "Water Babies."
"Boston Tea Party."

Grade VI.  "Little Daffydowndilly."
"Book of Stories."
"True Stories from New England History."
"Beginner's History," Montgomery.
Scribner's "Geographical Reader."

Grade VII.  Franklin's Autobiography.
"Glimpses of Europe."
"Sketches of the Orient."

Grade VIII.  "Two Great Retreats."
"American Tropics."
"Old Ocean."

To read well implies the ability to gather thought quickly from the written or printed page. The child who is trained to think when he reads, has an immense advantage over him who has not formed this habit in his reading course. Our teachers aim from the beginning to train their pupils to grasp the thoughts expressed in their reading and not simply to pronounce words. Reading the selections of an ordinary school reader, however, over and over again, may give children facility in word calling, but it does not conduce to thought getting. Nor does such reading tend to foster a love for good literature. The efforts of the teachers to train their pupils to read well should be supplemented by a generous list of interesting and profitable reading matter for their use in teaching well this key to all studies. I trust this list will be added to next year.

Drawing, a study required by law, and a knowledge of which is now required for admission to Normal Schools, has been introduced as a regular study. Although not much more than a beginning has been made, the prospect of good results later is quite encouraging. The services of a special teacher, however, one day a week, at least, is needed to secure the best results. The State course of study prepared by State Agents Henry T.
Bailey and L. Walter Sargent, has been placed in each school. The teachers find it very helpful.

Teachers' meetings have been held from time to time. In the winter term the teachers were addressed by Miss Balch, on Drawing; by Mr. J. T. Prince, Agent State Board of Education, on Language and Discipline; and by Agent A. W. Edson, on English and Habit Training. In the fall term the teachers were granted a day to attend the N. W. Middlesex Teachers' Association, which met at Ayer. Miss Preston read a paper on Language at this meeting. The Association was addressed by some of the leading educators of the State. Such meetings are a great benefit to teachers.

I am sorry to say that ill-health caused the resignation of Miss Gardner at the beginning of the winter term, and the temporary absence of Miss Tuttle. Mrs. Hosmer substituted for Miss Gardner one week, after which Miss Keniston was placed in charge of the school. Miss Tuttle was granted leave of absence for one term, and Miss Cutler was engaged as a substitute.

The South Acton grammar school is now possessed of a small, but well selected school library, and some beautiful photographs and engravings. Our thanks are due Miss Tuttle and the school for these very acceptable gifts.

I would recommend the consideration of vocal music as a study. Singing, well conducted, has a refining influence on pupils which repays many-fold the time taken for the necessary instruction. "Of all the fine arts," says Bain, "the most available and influential is music. This is, perhaps, the most unexceptionable as well as the cheapest of human pleasures."

I would also ask that the advisability of adopting vertical penmanship for the first two grades be considered. I believe the vertical is better than the slant, for the following reasons: 1. It is more natural. 2. It is better hygienically. 3. It is more legible. 4. It is more simple.

HIGH SCHOOL.

The progress of the classes in the high school has been exceptionally good during the year. Industry and good spirit are prominent features of the school, and a great deal of work with
very little friction is the result. Through the efforts of teachers and pupils a piano has been obtained for the school, and a plan to raise money to purchase an art collection is being carried out. Training in elocution has been continued, and drawing has been added to the list of studies. The school, however, does not yet have the advantages it should have. There should be a more complete course of study and better facilities for work in science. But the present course embraces more studies now than two teachers can advantageously teach. They are obliged, even now, to spread their energy and thought over too much ground; and better facilities for science work demand an additional room for a laboratory, the room in the basement being altogether too small for the present senior class; and as the next senior class will have almost twice as many pupils, the basement laboratory will be impracticable for class purposes.

The question of high school education is a vital one. The State has recently decreed that all children who desire to take a high school course, and who are qualified therefor, shall be furnished proper instruction, either in the town in which they live, or in an approved high school elsewhere, at the expense of the town to which they belong.

Acton, according to latest census, contains over five hundred families. It is therefore obliged by law to maintain a high school and furnish its pupils proper instruction. What this proper instruction is, the State Board of Education decides, and as this Board has decided to approve our high school only temporarily, we may infer that in the final disposition of the matter its approval will be withheld, and for the following reasons. 1. A course of study too narrow in its scope. 2. An inadequate teaching force. 3. Lack of proper laboratory facilities. 4. Insufficient apparatus.

I have no doubt that the permanent approval of the State Board can be obtained if the town will engage an additional teacher, and furnish a well equipped laboratory. Just what the course of the State Board will be, in regard to our school, if it does not meet their requirements, I do not know.

The graduation exercises of the high school, class of '95 took place at the Town Hall, Thursday evening, June 13, 1895. An
eloquent address on this occasion was delivered by Mr. Eben H. Davis, Superintendent of Schools, Chelsea, Mass. Excellent singing under the direction of Mr. Charles was furnished by the school.

HIGH SCHOOL.

Graduating Exercises of the Class of '95, at the Town Hall, Thursday Evening, June 14.

GRADUATES:

CLASSICAL COURSE.

EVA CLARISSA BASSETT, JOHN EDWARD HANNON,
INA STELLA BRYANT, ALICE EMMA MILLER,
MARY EDWARDS, MABEL FRANCES WETHERBEE,

SARAH ALICE WOOD.

ENGLISH COURSE.

AUGUSTINE BRADFORD CONANT, LORETTA CENTENNA SHATTUCK,
ETHEL VIOLA HANDLEY, CARRIE ELIZABETH TAYLOR,
CARL PICKENS, GRACE EVELYN TAYLOR,
JAMES QUINLAN, LULA FLORENCE WHITCOMB.

PROGRAM.

March, Orchestra
Prayer, Rev. F. P. Wood
Song, "New Hail Columbia," School
Address, Supt. E. H. Davis, of Chelsea
Song, "In Countless Songs Abounding," School
Conferring of Diplomas, Supt. Edward Dixon
Song, "In Violet Time," School
Music, Orchestra
CONSOLIDATION OF SCHOOLS.

Consolidation is today a much discussed problem in many towns of the state. I take it for granted, that those who favor consolidation and those who oppose such a plan are actuated by the best of motives—the good of the schools. Consolidation is a departure from established custom, so its ready adoption is not to be expected unless its advantages are shown to be greater than its disadvantages, consequently it rests with those who favor such a movement to give their reasons why such a change is desirable.

It may safely be assumed that modern teaching is expected in our schools. However much we may value the scheme of education embraced in the three R's, the public statutes demand a broader curriculum. Then, too, public sentiment now demands that teachers shall teach classes, and not simply hear recitations. To teach is to direct the work of the pupils, to show them how to study, to arouse their interest, to train them to habits of clear, concise, and connected expression, to examine their written work, to cultivate in them a love of study and lead them to investigate for themselves, to impart information, and to lead pupils to apply the things learned.

In our mode of grading there is an interval of a year between the grades. There are at present seven grades in the East and North schools. One of the best arranged daily programs of work I have seen for a school of seven grades called for thirty-three class exercises per day. Allowing thirty minutes for two recesses, there are left three hundred, thirty minutes for thirty three class exercises, or ten minutes to a class, and this includes the time for all individual work. This number of class exercises is altogether too many for satisfactory instruction and drill, but the East and the North schools have even more than that number. It is an impossibility for a teacher to teach a class properly in ten minutes, and follow it up all day. She must fall back in a large measure on the old way of simply hearing classes; and the weaker the teacher, the more apt she will be to adopt such a course.

If the pupils of the Centre, the East, and the North schools were accommodated in one building, the following advantages would ensue:
1. A more complete course of study.
3. Broader and more effective instruction.
4. The stimulating influence of large classes.
5. More individual work.

In addition to these advantages, consolidation will better ensure the retention of good teachers, and a better opportunity for enrichment of the course in the lines of vocal music, drawing, and nature study.

The fifty-eighth annual report of the State Board of Education says: "The consolidation in Concord, Bedford, and Lexington, is as creditable a part of our school history as their stand in colonial days is of the history of the nation." Why not make the same thing true of Acton?

I desire in closing to express my gratitude to the teachers for their efforts to make the year's work a profitable one, to the people for many courtesies received, and to the committee for their hearty coöperation, to the chairman especially for his very helpful assistance during the year.

Respectfully submitted,

EDWARD DIXON,
Superintendent of Schools.

COURSE IN GEOGRAPHY AND HISTORY.

Elementry geography naturally divides itself into four parts; viz., geographical objects, the earth as a whole, continents and nations.

Geographical objects are: hill, valley, spring, brook, river, lake, cape, peninsula, cloud, dew, snow, ice winds, climate, soil, plants, animals, people, etc.

The purpose of the lesson on geographical objects is to train pupils to observe well, to express their knowledge correctly by talking, writing and drawing, and especially to acquire and to express their knowledge of the facts which they must observe in order to read the globes, maps and books used in the study of the earth as a whole and of its continents and countries.

Grade IV.

Forms of Water.

Observation of the forms, such as clouds, fog, mist, rain, dew, frost, snow and ice, as they occur and where they occur, to recognize each and to find the more obvious qualities and uses of each; to find the times of greatest abundance, and the uses of the common forms; to find the Regions of cloud and fog; rain and dew; frost, snow, ice; glaciers, ice bergs, ice floes.

Imagine the regions by aid of pictures and text. Find uses of the forms in abundance.

Writing, reading, memory gems, imaginative writing, as for previous topics.

Weather.—Observation of weather conditions, temperature and moisture. Association of temperature, wind and form of water.

Seasons.—The months included. Association of temperature, wind and moisture prevailing in each season.

The weather record should be continued.
Temperature.—Observation, by feeling, of changes in temperature.

Reading the thermometer, placed outdoors, and noticing the gradual changes during each day and each month.

Velocity.—Observation of velocity as indicated by effects on leaves, twigs, dust, etc. Calm, light breeze, moderate breeze, strong or fresh breeze, gale, storm, hurricane.

Enter the observation in the daily weather record.

Direction.—Observation of the directions of winds bringing heat, cold, rain, snow, etc.

Effects, uses.—Favorable, disastrous; land and sea; to plants, animals, people, buildings, vessels. If possible, give lessons on the life-saving service.

Suggestions.—Keep a weather record on the blackboard. Record children’s observations of temperature, direction and velocity of the wind, the form of water prevailing, unusual conditions, etc.

Stories or descriptions should be read and told of the temperature and peculiar winds of distant regions and of the upper air, of their uses and effects; of the bravery of the life-saving crew, of the seamen in times of wrecks, of the kindness of others to the shipwrecked; of the beauties of the forms of water; of the wonderful work that water does.

LAND AND WATER.

Bodies of land: Hill, plain, valley, hill range.
Bodies of water: Spring, brook, river, pond, lake.
Projections of land: Cape, peninsula, isthmus, island.
Projections of water: Bay, sea, strait.

The geographical objects which can be seen should be taught by outdoor lessons. For distant objects use pictures and text.

In the case of each group of bodies lead the pupils (1) to recognize and name each body when seen; (2) to find what distinguishes it from other bodies; (3) to find the relations of bodies to one another, as of hills to valleys, springs to brooks, hills and valleys to brooks, rivers and lakes, peninsulas to bays; (4) to compare the bodies; (5) to find the uses of the various objects; (6) in addition to oral and written expression to represent all
parts which can be so represented, by neat symbols; (7) to practice map reading; (8) to mould in sand known objects.

Most important facts:

The surface,—level or elevated; the hills,—direction of slopes; the slopes,—steep or gradual.
The streams,—source, bank, branches, mouth, direction and rate of flow, work of streams, wearing, carrying.
The soil,—fertile or sterile; where fertile and where sterile.
Ponds, lakes, bays or oceans,—the shore projections and indentations; islands.
The weather,—what winds bring heat, cold, rain, snow, moisture, dryness.

Plants and animals of the town,—those good for food, shelter or clothing; occupations and industries of the town.
Roads, railroads,—use of.

Different villages in the town and reasons for their location.

Note.—As the pupils learn these facts, teach them to construct maps representing,—

1. A plan of the schoolroom on paper or the blackboard, with the location of principal objects.
2. A plan of the schoolyard with the schoolhouse.
3. A map of the neighborhood, with roads and principal buildings.
4. A map of the town, representing the position and direction of natural features. Teach the pupils to draw such maps in time of recitation and to recite as they draw.

Suggestions.—The names of things studied should be taught, but definitions at this stage of the work should not be required. Make collections of products.

2. Study United States as a whole.
   a. Locate in continent.
   b. Boundaries.
   c. Natural features of the continent found in United States, surface, drainage, soil, climate, productive districts.
   d. Principal cities.
   e. Means of communication, railroads, canals, water-routes.
   f. Government.
   g. Divisions, states, territories.
3. Oral lessons to show the uses of rivers, the effect of soil and climate on productions, the connection between productions. Special study of Massachusetts, using following topics:—
   a. Location in United States and New England.
   b. Boundaries.
   c. Comparative size and population.
   d. Natural features, surface, rivers, soil.
   e. Natural advantages for agriculture, commerce, manufacturing, fishing.
   f. Chief industries, where located and why; exports.
   g. Counties and cities, location and industry.
   h. Railroads.

Suggestions.—Besides a globe and the maps of the continents, there should be in every schoolroom a map of the United States and one of Massachusetts.

Poems (Nature).

Address to the Ocean (Proctor); The Ocean (Byron); The World (Levee); The Tides, The Sound of the Sea, Sunrise on the Hills, Sundown, Mississippi River, The Wave, The Brook and the Wave, Twilight, Autumn (Longfellow); Snow Storm (Emerson); The Tempest (Fields); The Rainbow (Keble); Song of the Stars (Bryant); Autumn (Shelley); November (Hood); Lengthening Days (Gould); The Brook (Tennyson); The Hills (Lucy Larcom); A Brook Song (Eugene Field); The Wind (Landon); Icebergs (McGee); The Northern Seas (Howitt); Early Spring (Brackett); Summer (Bryant); Spring and Summer (Levee); The Sea (Cornwall); September (H. H.): The River (Southey).

FIFTH YEAR.

The Earth as a Whole.

Teach from globes, pictures, maps.

Have recitations as follows: Oral descriptions with and without the aid of pictures, globes or maps; association of places, pictures, etc., with their symbols on globes and maps; filling in progressive world outline maps; writing from series of topics, with and without the aid of pictures, globes or maps.
Teach the following themes with their subdivisions:

**The Earth,**—its position in space, size, rotation, axis, poles, equator, time of rotation, day, night; observations from the earth of the sun and the moon.

**Land and water divisions,** — land and water hemispheres, eastern and western hemispheres.

**Continents and Oceans,**—their names, forms, relative sizes, relative positions.

**Islands,**—continental, oceanic.

**Coast line,**—projections of land and water, position, direction, adjoining waters, commercial importance.

**Relief,**—world ridge, appearance of the top, form, slope, basins formed.

**Highlands,**—low parts of the world ridge (Panama, Bering's Strait, Suez), greater and lesser highlands and their positions.

**Lowlands,**—position in each world basin, position between the two highlands of each continent.

**Drainage,**—world water-parting, world basins (Atlantic and Pacific oceans) with their slopes, forms and relative extent, world river systems (Atlantic and Pacific systems as represented by commercially important rivers.)

**Climate,**—zones, movements (due to the motion of the earth.)

**Winds,**—their cause, general direction, land and sea breezes, winds of the north temperate and north frigid zones, winds from continents to oceans in the winter and from oceans to continents in the summer, winds of the torrid zone, the trade winds.

**Rainfall,**—the distribution of vapor, the formation of clouds and rain, the amount of rainfall, places of much, little or no rain.

**Ocean Currents,**—the Gulf stream, the Japan current, polar streams.

**Soil,**—regions of great fertility, deserts.

**Productions:**

- **Agricultural regions,**—wheat, corn, rice, cotton.
- **Grazing regions,**—meat, hides, horn, wool.
- **Lumbering regions,**—wood of deciduous trees and of evergreen trees.
Mining regions,—coal, iron, copper, gold, silver.

*People,*—the different races and their distribution.

After the study of the great features of the whole earth, group the facts belonging to each continent under the following topics:

*Coast line,*—advantages, disadvantages.

*Relief,*—highlands, lowlands.

*Drainage,*—Atlantic system, Pacific system, rivers and lake routes.

*Climate,*—characteristics, advantages, disadvantages.

*Soil,*—amount of fertile soil, comparative fertility.

*Productions,*—exports, imports, exchanging continents.

*Race,*—characteristics, advancement.

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*Study North America.* Review form, size, bordering waters, islands, peninsulas and capes.

Study carefully,—

a. Great surface features, highlands and lowlands, mountain systems, ranges and slopes, plateaus and plains.

b. Great drainage systems, and relation to highlands and lowlands.

c. Varieties of soil and their location.

d. Varieties of climate and their location.

e. Great product districts, animal, vegetable and mineral.

f. Races of men and their location.

g. Countries and their capitals.

Study United States by sections, using the following topics for each:

a. Location of section in United States.

b. States comprised in the section.

c. General character of surface, soil and climate.

d. Chief industries.

e. Leading products; exports.

f. Capitals and principal cities.

Study British America and Mexico. Use same topics as in study of United States.

2. Study latitude and longitude, tropics and polar circles, zones, change of seasons.
3. Study South America; topics as in North America.
4. Study Europe; topics as in North America.
5. Study ten principal countries of Europe; topics as in United States.

Suggestions. — In studying foreign countries comparison should constantly be made with our own, in size, latitude, climate, people and productions.

Vary exercises by written descriptions of imaginary voyages and travels.

Much use may be made of the newspapers by having the places mentioned in the news and shipping columns located by the pupils, and by having the articles named in the lists of imports and in the market reports referred to the country where they were produced.

In teaching longitude the effect of difference in longitude upon time should be shown, and the meaning of the term, "standard time" as used in our own country explained.

History.

Use the language exercises and those in home geography to awaken an interest in historical subjects and to prepare the way for more formal study.

Describe historical events and relate striking incidents in the lives of famous persons. Select especially examples of heroism, and self-sacrifice for one's country or for one's fellow-men.

Use public anniversaries and birthdays to give historical information.

Require all stories to be retold, either orally or in writing. Have it understood that the work is not for entertainment, but for instruction.

In connection with the study of home geography, consider the early history of the town, the first settlers, who they were, why they came, in what part of the town they lived, how they lived, their houses, schools and industries, their neighbors the Indians, interesting historical events and local traditions.

As far as possible illustrate these facts by pictures and such relics of the past as the neighborhood may afford.

I. Explorers and Discoverers:

Columbus; Americus Vespucius; Balboa; De Soto; The Ca-
borts; Raleigh; Gosnold; Champlain; Marquette; LaSalle; Henry Hudson.

II. Colonization.

John Smith; Pocahontas; The Mayflower and the Pilgrims; Myles Standish; Roger Williams; King Philip's War; Indians; Importation of Slaves.

III. The Last French War and the Revolution.

Washington; The Arcadians; Braddock's Defeat; Wolfe and Montcalm; Patrick Henry; Samuel Adams and the "Boston Tea Party"; Paul Revere; Concord and Lexington; Joseph Warren; Bunker Hill; La Fayette; Valley Forge; Franklin and the Lightning Rod; Arnold the Traitor and Andre the Spy.

IV. The Republic from 1789 to 1820.

Eli Whitney and the Cotton-gin; Daniel Boone and the Indians; Thomas Jefferson; Fulton and the Steamboat.

V. The Republic from 1820 to 1865.

The Railroad; Morse and the Telegraph; The Story of Slavery; John Brown; Abraham Lincoln; Anecdotes of the Civil War.

Books.

Dodge's Stories of American History; Pratt's American History Stories; Johomnot's Stories of Our Country; Blaisdell's Stories of the Civil War; Eggleston's First Book in American History; Montgomery's Leading Facts in American History; Higginson's Young Folks' History of U. S.; Fiske's War of Independence; Our Fatherland; The Great West; Stories of Massachusetts.

Poems.

America; The Star Spangled Banner; Our Country (Peabody); Song of the Union; The Red, White and Blue; Hail Columbia; The American Flag; The Rising in 1776; The Battle of Lexington; Paul Revere's Ride; Bunker Hill; Song of Marion's Men (Bryant); Independence; Independence Bell; My Country; The Ship of State; Union and Liberty; God Bless Our Fatherland; Seventy-Six; The Flower of Liberty; Liberty, Our Queen; The Concord Hymn; Our Country's Call; Barbara Frietchie; Sheridan's Ride; John Burns of Gettysburg; Our Colors at Fort Sumter; The Cumberland; The Landing of the Pilgrims; The Pilgrim Fathers—Where are They?; The Pilgrim's Vision.
Department of School Supplies.

To the School Committee:

I herewith present the annual report of the expense account of this department:

J. L. Hammett.

Mar. 23. 20 rms. No. 27 letter paper, $19 60
   6 rms. No. 3 practice paper, 4 20
   6 rms. No. 8 " 3 60
   6 rms. No. 5 " 3 60
   6 rms. No. 1 1-2 " 3 90
20 packages 8 1-2x91-2 manilla, 2 80
   5 rms. manilla letter, 3 25
100 Cornhill pads, 5 00
66 1-2 lbs. best pads, 5 99
   2 doz. plain manilla pads, 1 20
   5 doz. note manilla, 1 50
   5 rms. 6x9 manilla dr. paper, 1 25
   2 rms. 9x12 " 1 00
6 gross No. 490 pencils, 4 50
5c Penn. slate pencils, 50
   2 gross school pencils No. 2, 3 00
8 " No. 3, 12 00
15 gross school pens, 5 40
   1 doz. Bonneys ink, 3 00
   4 doz. No. 30 rules, 60
   1c No. 50 blank books, 2 25
   1 case white crayons, 4 50
5 packages blotters, 2 50
   2 lbs. sponges, 2 00
6 boxes "Little Artist," 1 20
12 boxes "Penn Busy Work," 2 70
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GINN & CO.

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D. C. Heath & Co.

Mar. 22.  5 Sheppard's Chemistry, $5.60
Less 1-6, 93

16 Columbal, $5.60
Less 1-6, 93

4 67

Lee & Sheppard.

Apr. 6. 40 King’s Geog. Readers No.3, $18.67

Oct. 9. 2 King’s Geog. Readers No.2, $1.20
2 " No. 4, 94

2 14

Silver, Burdett & Co.

Apr. 11. 15 Chemistry report books, $3.75
Less 1-6, 62

3 13 3 13

Perry Mason & Co.

Apr. 6. 200 selections, Youths’ Companion, $14.00

University Pub. Co.

Apr. 22. 1 Lippincott Bidy. Dict., $7.20

Educational Pub. Co.

Apr. 20. 50 Aesop’s Fables, vol. 1, $15.00
50 " vol. 2, 15.00
40 " vol. 2, 14.40

$58.80

Less 1-6, 9.80

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Public School Printing Co.

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Prang Educational Co.

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<tr>
<td>Aug. 5</td>
<td>1 set White's models, No. 3</td>
<td>$9</td>
</tr>
<tr>
<td></td>
<td>1 gr. scissors, nickel</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>123 sets models, No. 1,</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>5 Primary Manuals,</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5 &quot; No. 4,</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 &quot; No. 5,</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8 glass prisms,</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48</td>
</tr>
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<td>36</td>
</tr>
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</table>

Aug. 15  115 spheres, B size,
115 cubes, "
115 sq. prisms, B size,
115 cylinders, "
460 solids, $13 80
10 boxes, 2 50
16 30

Oct. 21  6 sets models, No. 1, $72
1-2 doz. scissors, 75
1 47
$66 13
**SCHOOL REPORT**

**Houghton, Mifflin & Co.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Apr. 25.</td>
<td>40 Prose and Verse</td>
<td>$ 8.50</td>
</tr>
<tr>
<td></td>
<td>40 Fables and Folk Stories</td>
<td>13.60</td>
</tr>
<tr>
<td></td>
<td>40 Colburn’s Arithmetics</td>
<td>11.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$34.00</strong></td>
</tr>
<tr>
<td>Nov. 29.</td>
<td>3 Riverside Primers</td>
<td>$ 7.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$34.77</strong></td>
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**Thompson, Brown & Co.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Dec. 14.</td>
<td>21 sets Merserey’s d. e. book-keeping</td>
<td>$12.60</td>
</tr>
<tr>
<td></td>
<td>Less 1-6</td>
<td>2.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$10.50</strong></td>
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</tbody>
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**DeWolf, Fiske & Co.**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Dec. 18.</td>
<td>12 Routledge French Dict.</td>
<td>$6.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$6.00</strong></td>
</tr>
</tbody>
</table>

**Miscellaneous.**

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>N. C. Reed, express</td>
<td>$1.90</td>
</tr>
<tr>
<td>Wm. Jenkins, express</td>
<td>3.65</td>
</tr>
<tr>
<td>Tuttles, Jones &amp; Wetherbee, ink</td>
<td>1.95</td>
</tr>
<tr>
<td>C. H. Mead &amp; Co., ink</td>
<td>6.50</td>
</tr>
<tr>
<td>W. A. Charles, music</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td><strong>$8.65</strong></td>
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</tbody>
</table>

**Credit.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old books sold Ginn &amp; Co.</td>
<td>$5.25</td>
</tr>
<tr>
<td>Supplies sold pupils</td>
<td>7.23</td>
</tr>
<tr>
<td></td>
<td><strong>12.48</strong></td>
</tr>
</tbody>
</table>

The property now in the supply room is valued at about $160.00.

Very respectfully,

CHAS. J. WILLIAMS,

*Purchasing Agent.*
ADDRESS

DELIVERED BY

EBEN H. DAVIS, Superintendent of Schools of Chelsea,

AT THE

HIGH SCHOOL GRADUATION AT ACTON, MASS., 1895.

It gives me a peculiar pleasure to stand before an Acton audience. The man must be of strange mould who does not entertain in his heart a good deal of respect for his native town.

Although my lot has been cast in other places since the early age of thirteen years, I have found time to visit the homestead a few weeks of each summer season, have kept in touch with the spirit and progress you have manifested, and have rejoiced with you in your occasions of festivity and honor.

As my life-work has had to do with matters of public school education, it is natural that I should note with greatest interest the progress you have made in the improvement of your school system. Having received my earliest instruction in these schools I am the better qualified to contrast the advantages afforded today with those which existed in my time. In this respect I think you have reason to feel a just pride in what you have achieved.

When I was a boy, the only high school in the town was a private enterprise, held but a few weeks in the fall, in the centre of the town, and kept by some college student to eke out his college expenses. There was no orderly course of studies, but each student selected such branches as his fancy dictated or friends advised, for which he paid his own tuition. In this way it was possible to obtain a smattering of Latin or Greek, an introduction to the elements of science, and some knowledge of mathematics. But, in order to fit for college, I had to attend an academy, one hundred and fifty miles from home.
To-day, you have a high school that is a credit to the town, with a full four years' course, where, as I understand, the boys and girls may fit for college, or any similar institution in the land. It is further to your credit that the expense of this school is assumed voluntarily, the town being exempt from the provisions of the statute on account of the smallness of the population.

While thus giving full credit to the present condition of affairs, I would by no means speak lightly of the schools of my boyhood days. They were good for the times, and generally had excellent teachers. The foundation I then received enabled me to enter college at seventeen years of age, and to graduate at twenty-one,—quite as young as is for one's best good.

Nor were those brief terms of high school studies without influence. They opened up to us new lines of thought, and the personality of the teachers, fresh from college and imbued with zeal for a higher education, made a strong impress. It was through contact with such influences that I was inspired with an ambition to go to college. You remember that President Garfield attributed all his nobler ambitions and successes to the influence of his instructor, Mark Hopkins. Thus, you see, the schoolmaster, as much as any other influence, shapes the destinies of men.

Nor would we forget our school days if we could. There are doubtless some in this hall to-night who remember the old meeting-house which stood upon the ground now occupied by this hall, with its long settees in the vestry below, on which we sat as students. But more often we sat on the old-fashioned benches of the school house farther down the street.

I must not forget to mention the names of Lyman Cutler, Albert S. Ingalls, Mark Davis, (and others whose names I might mention), who were among the schoolmasters of our youth.

It is pleasant to recall the memory of school days. Indeed, the lot of the average boy and girl must have been a hard one whose school days do not afford pleasant reminiscences in after life.

However pleasant the recollection of early days, we must not forget that the world is constantly moving forward, not backward, bearing with it progress in all things. We should be of peculiar disposition if we were unwilling to admit that the schools had kept pace in the onward march of events.
There is a science which regulates the instruction of to-day which was not so well understood twenty-five years ago or more. Great changes in the processes of teaching have taken place within a few years, and greater still are fore-shadowed in the near future. It will not be long before all teachers will be required to have a professional training before they can be licensed to teach. Massachusetts, having already more normal schools than any other state in the union, voted through the legislature of 1894 to add several more, which will soon be in active operation and filled with a high grade of apprentices.

The science of psychology has assumed a prominence which can no longer be ignored. Dr. E. Stanley Hall, of Clark University, is giving this subject a dignity and meaning which command the respect of all thinking minds. The child is made the objective study, and this science enables us to look through the outer surface into its very soul, and to comprehend what is best for its complete development, morally, intellectually, and physically.

When I began my professional work of directing school instruction twenty-five years ago, there were but eight or ten school superintendents in the state. Now, there is scarcely a town which does not come under their influence, and I am pleased to find that you have one as skilled as the best, and one to whose judgment you may in all confidence defer.

The occasion which you celebrate this evening is one of exceeding interest. The exercises of a public school graduation have always taken strong hold upon the people. The halls in which they are held are rarely too large. In my own city we have never been able to secure one large enough to hold one-half of all who would like to attend, not even in our spacious Academy of Music.

Why are the people so interested? Is it because they like to be entertained?

Yes, in a measure, but this is not the only reason.

Is it because of their natural interest in young people, whose days are seemingly so free from cares and so full of bright hopes?

To some extent this may be true, but there are other reasons still.

When our forefathers planted their homes in the wilderness
they at once began to look about for means to establish the school, then the college. From that time to this the public school has taken higher and yet higher position in the hearts of men, until it outranks all other interests. It has cost more money, received more favorable legislation, and is surrounded with stronger safeguards. A thrust aimed at the public school will call forth more righteous indignation than any other occasion. No school architecture seems too magnificent, and no equipment too extravagant. The people suffer themselves to be taxed for it as they would for no other cause. Many states have set apart public lands which yield enormous revenues for school purposes, and our own state has a fair income which is disbursed in the country towns.

Our fathers knew, and our legislators understand, that the hope, the strength, the very existence and perpetuity of our republican form of government depend upon the education of the citizens.

We have already felt the dangers which beset it from the hordes of ignorant foreign immigration, which is trying to seize the reins of government, and wrest from our grasp the control of those customs and ideals which have ever been dear to us.

To the graduates of the class of '95 I have a special message. This is your day and occasion. This audience is here to do you honor, and to offer you congratulations. I am pleased to offer you mine also, and to wish you complete joy, for it brings to my mind similar events in my own experience. This occasion is all the pleasanter to me because, somehow, I feel as if I were a part of it.

You have completed the first epoch of your life's history. However insignificant the affairs of this night may appear in comparison with what may follow in after years, you will never forget this occasion, even though your future career be filled with brilliant and abounding success, or your years be lengthened out far beyond the time allotted for man to live.

I would have you enjoy these honors to the fullest extent, because they can never be repeated in such fulness and sincerity of youth.

But I would not have you magnify them beyond their real
significance. They mean that, thus far, you have done well, but beyond the present, they offer no guarantee for the future. Thus far you have had the uplifting hand of father and mother, and perhaps brothers and sisters, but, as you go onward you are likely to be thrown more and more upon your own resources and strength.

You must not feel that you have got very far toward a complete education. This is the work of a lifetime. Even a college course but puts you firmer on your feet and makes the race easier. The library and experience with men and with the world are the schools which are to expand your lives for greatest usefulness and happiness. Your course thus far has been but a preparation for this broader career.

The question now confronting you is, "What are you to do next?" and it is a momentous question, for, on the decision you make may depend your future success and happiness.

Probably some of you will continue your studies in some higher institution of learning, (I would that you all might do so), in which case the decision might be deferred, knowing that, whatever it be, you are pursuing just the course to realize any reasonable expectations.

But you cannot begin too soon to think over what is to be your life-work, and to choose that which accords most with your natural tastes and desires. When you have chosen, exercise great determination and push, and events will shape themselves so as to aid you. Fortune helps those who help themselves.

I trust you have ambition to excel in something. It matters little what your avocation may be, provided you make the most of yourselves in it. The danger lies in having no fixed ideas of your own, and, like Micawber, "waiting for something to turn up."

There is as good chance for distinction in the occupation of farming as in any other, provided you bring to bear in your management of its affairs the same intellectual force you would have to exercise for successful competition in business.

The honors and distinctions in the professions, which once were the exclusive privilege of men, are now, happily, open to women also.

You are born in an age of great events and of great activity. Men live at a rapid rate, burning the candle at both ends. They
push and crowd to the front in mad career to be rich. But this is not the greatest nor the best ambition you can have, nor does it lead to the greatest happiness. It is far better to choose some congenial occupation early in life, stick to it through thick and thin, give it your best thought and strength, for competency is sure to follow without making it the chief aim. The secret of wealth lies not in rapid gains, but in saving. Fifty cents saved every day of your lives and wisely invested, will place you above want in old age.

The greatest essential to success in life is honesty,—the establishment of a good name which the world will be bound to respect. At first thought this seems an easy thing to accomplish, but, in all my experience with men, I have found it a difficult task. To be thoroughly honest is not only to do what is right, but to defend the right in all places and under all circumstances. To be able to say no, at the risk of displeasing a friend or when it runs counter to public opinion, even though you know it is the proper thing to do,—this requires a moral courage which many do not possess.

Socrates was such a man. Although poor and in rags, and living in a great city on fifty dollars a year, he stood for principle, for truth and righteousness, in a brilliant though corrupt age, when it cost something to be honest. He was a great scholar, able to meet in debate the most learned men of ancient Greece in her proudest days of glory. He saw through their sophistries and false logic, and turned their reasoning into absurdities, for which he was condemned to die. Scarcely had he drank the fatal hemlock, when the citizens of Athens, realizing what they had done and what they had lost, began to feel the twinges of conscience. They hastened to erect a costly monument over his grave, thus showing that honesty will not suffer long without its reward.

The name of Socrates has stood out boldly in history for nearly twenty-five hundred years as an example of one of the greatest and best men that ever lived.

As we read the history of the world from earliest date to the present time, we find that the men who command our greatest admiration and respect, whom we would like most to pattern in our
own lives, were men of principle rather than men occupying high stations.

Finally, let me entreat you always to think well and speak well of your alma mater and your native town. Both enjoy a good name, and if you can do nothing to increase their lustre, see to it that you do nothing to tarnish it.

To parents I have a word to add.

There was once a lady of distinction living in Rome, who was very rich. While calling on another illustrious matron named Cornelia, she took occasion to display the diamonds and jewels she possessed. She then requested Cornelia to permit her to see her jewels. This eminent woman contrived to turn the conversation to another subject till her sons returned from one of the public schools. Then she introduced them, saying, “These are my jewels.”

In a like manner I might say, “These graduates are your jewels.”

There is implanted in the human breast a strong love for our children. This has been true in all ages.

I cannot refrain from the reference to another Roman matron which affords a most beautiful illustration of this love.

This mother lived in Pompeii, and at the time of the eruption of Vesuvius, near the commencement of the Christian era. It was a beautiful city, lying at the foot of Mt. Vesuvius, the fashionable resort of the wealthy Romans, and noted for its costly comforts and indulgences, its gardens, and public amusements. You know that it was a wicked city, for history so informs us.

In that awful moment when, without warning, the mountain was shooting up flames of fire, with smoke and ashes, the ground trembling, a woman in her fright started to run to the open country with her child, for safety. As she ran along the street the mountain was pouring forth boiling mud which, running down the mountain side, quickly overtook her, when she was overcome and thrown to the ground. But her brave heart, her high courage rose to the occasion. As she sank into the scalding mud she grasped her babe’s dress with her left hand and held it aloft so that the babe should be above the scalding mass. Another mo-
ment, and out of that lurid sky fell millions of tons of ashes, and
the mother, and babe, and city were firmly embedded many feet
beneath the new surface. There for eighteen hundred years they
remained.

A few years ago they were unburied. Hollow in the ashes
still stood erect that arm above the mud—a hollow, that was all.
The flesh and bones were gone. Only ashes, solid as a rock, sur-
rounded it.

In those ashes were shaped the hollow where the arm had
been, and above the arm still stood the mould of the baby's body.
There it was found. Some lime was poured into it, a cast was
made, and the cast is now preserved in the British Museum, a
memorial to this Roman mother's love.

This incident is but an exemplification of what every mother
would do for her child, under similar circumstances.

We all know from experience how natural it is for us to plan
so that our children shall have a little better chance in the world
than we had. This is especially true as regards their education.

In my college days, full three-fourths of my classmates came
from the farms of New England—from homes where it meant
sacrifice and privation to meet the necessary expenses. I have
in my library at home a large volume, of which I think a great
deal. It contains some three or four hundred photographs, eight
by ten, of statesmen who have reached distinction during the past
thirty or forty years. It presents the faces and names of men
familiar to us by their renown, whose deeds have often been re-
corded in the newspapers. On the page opposite each photograph
is a brief biographical sketch of the man, and as I have read
them I have been surprised at the number who sprang from hum-
ble country homes, and whose education was acquired under cir-
cumstances of considerable privation.

I believe you are fond of quoting the saying that "Acton
furnished the men while Concord furnished the ground," in the
fight of April 19, 1775. In a much larger sense may we say that
the country towns furnish the men of brains, while the cities fur-
nish the opportunities for them to expand and reach their full
stature.

If the country schools were as well equipped with appliances
as are the city schools, they would outrank them in many re-
TOWN OF ACTON.

I have never regretted that I was born in the country, although I must confess that I have at times experienced the lack of logical training in youth, so essential to a complete education. I have always had a great deal of sympathy for the school children of our cities, whose playground is the narrow and often crowded street, and whose opportunities for contact with nature, and for expansion in every direction are reduced to a minimum. As a rule the children who enter the city schools direct from the country towns, although deficient in some of the essentials of training, generally show a scope of mind which enables them to make rapid strides, as soon as they get a fair start.

You have built good school-houses, and, I doubt not you employ the best teachers. Do you look into the schoolroom often enough to assure yourselves on this point? Nothing encourages the teachers more, or makes them more faithful, than for you to see and appreciate what they are doing.

It is sometimes the case that parents will stand aloof and criticise the management of the schools, when a closer acquaintance and intimacy would assure them that everything was as it should be. The school committee, who are supposed to be always in sympathetic touch with the needs of the schools, are not unfrequently blamed for attending to their duties too conscientiously.

Again, the child comes home from school and begins to show forth his newly acquired knowledge. The parents listen, and are not quite satisfied. Somehow things are different from what they used to be when they went to school, and therefore they begin to find fault, forgetting that the world is moving onward, and that the schools must change their methods of teaching if they are to keep pace' with the swiftly advancing tide of improvements.

Parents have occasionally said to me, "You do not do the problems in arithmetic in the same way they used to do them when I went to school, for whenever I try to assist my boy at home he says, 'that isn't right, the teacher doesn't allow us to do them that way.'"

I sometimes hear the complaint, (not in recent years, however), "My child has been to school several weeks and has not
been allowed to use a book once." Also, "My child has been taught to read before learning the alphabet."

In reply I would say, "I think you will find everything all right. We do not teach school in just the way in which you have been the most familiar. Wait awhile and see how things come out."

It is better, I think, to assume that the teacher is in the right until we are fully assured that she is in the wrong, and then speak with her.

So, too, in matters of discipline, before entering complaint, look into the schoolroom, talk with the teacher, and be sure you have a just cause. I venture the assertion that not one person in one hundred could exercise the patience and the discretion which the trained teacher is called upon to use every day she teaches school.

Allow me to state also that it is my candid belief, from long experience, that the children in our best schools of to-day acquire more real and practical knowledge in the first three years of their school lives than they obtained in five years, thirty years ago.

You have a good high school, (and I am told, a good principal, too), which you support freely and generously, even at some sacrifice. Do you look in upon it occasionally to see that you are getting what you are paying for? Do you give it a chance to do its best? How about the appliances and books of reference. In what condition is the laboratory, physical and chemical? Is there opportunity for individual experiments, or must each pupil depend upon the text-books and the experiments of the teacher? If so, your children are losing three-fourths of the value of their science instruction, and, in this respect, are no better off than the students of thirty years ago.

Science is now ranked as among the most useful and practical of all the studies. I said a moment ago to the graduates that they were born in an age of great events. I heard a great deal in my youth of the seven great wonders of the world. We do not hear so much about them now-a-days, for they are not to be compared with the wonders of this day and generation.

As I have stood on the Brooklyn bridge, stretched in mid-air across the East River, and viewed its myriads of cables, large and small, its mass of humanity, its teams of traffic, and the swiftly
moving cable cars, the Colossus of Rhodes, or the pyramids and the sphynx of Egypt sank into insignificance in comparison. Scarcely less wonderful are the intricacies of the modern printing press as represented in the rooms of a large daily newspaper, where, as by magic, the type is set, an electrotype taken, the paper printed, cut, folded and counted, and the type distributed again, by automatic process, and all with a rapidity and precision that is indeed marvelous.

The electric railway and other appliances of electricity are wonders too great for comprehension. The mysterious power which moves the wheels is likewise an instrument of instant death unless harnessed aright. We stand amazed before that knowledge which is able to harness it with even greater safety than we harness the horse, and make it subservient to man in so many ways. Nor does wonder cease when we contemplate that, whereas one to two thousand volts are sufficient to kill a man instantly, a shock of fifty thousand volts may be received with absolute immunity from danger.

The study of science makes it possible for the boy or girl to have a part in shaping these great events, but in order that it may become of the greatest practical importance, there must be apparatus sufficient for each pupil to operate for himself, and an adequate teaching force. One teacher can hardly fill the chairs of science, literature, and the classics.

Our modern teaching expects the individual to do things himself as soon as he comes to school, for it is the only way to make him think, self-reliant and original. To this end we surround him with such influences and appliances as will lead him to observe, compare, and draw conclusions. He begins his lessons in science soon after his first lessons in reading, and holds to them throughout his entire course.

This principle we attempt to apply to every branch of learning, so far as we can. The science of grammar with its rules for parsing now gives place, very largely, to practice in writing and speaking good English, and to an acquaintance with the literature of our best authors.

The study of geography is the last to be severed from the traditions of the past, and I found it one of the most difficult
tasks I ever undertook. The same old form of recitation, of memorizing text, locating cities, and map drawing prevail in ninetenths of the schools of the country. But there is a movement on foot to put even this subject on the laboratory plan. The correct principle in all teaching is to see that the child has clear ideas of things themselves, that he makes the symbols for himself, and that he uses these symbols in acquiring new knowledge.

The children of my city now take their first lesson in geography out-doors. There they learn from direct observation what hill is, the slope of a hill, water-parting, valley, river, basin, plain, ocean, etc., etc. They study the whole topography of Chelsea, mould it with sand on tables provided for the purpose, make a map of it, putting in the proper shade lines and contours for hills, and indicate the action of water which falls in the form of rain and snow. They are taught the uses of the wind vane and thermometer, and the effect of winds, heat and cold, thus forming at the start habits of observing correctly, and stating correctly the facts observed. This is made the basis of their future knowledge of the world, which is treated as the special home of man and the environment in which his development takes place.

Such kind of teaching requires a great deal of apparatus in the way of maps, charts, globes, photographs, pictures, models, etc. The ordinary flat wall maps were found to be of little use, because they represented so little that was intelligible to children. We therefore obtained from W. E. Howell, of Washington, D.C., a model of Massachusetts which gave, in bird’s-eye view, a perfect representation of the topography of the state, in raised surface, showing the hills, mountains, valleys, rivers, etc., as they exist, which well supplemented the study of Chelsea.

The next step would have been to obtain a model of the United States, but as this is very expensive, we sent abroad and obtained a set of wall maps which had the proper shading and slope lines, which the children had been taught to interpret. Take, for instance, the country of Switzerland: its topography (which you know to be very mountainous), is as surely, though not as clearly, shown as that from the model of Massachusetts. The rivers and lakes are seen at a glance, and could be located and even drawn from the shading. They see that the banks of the Rhone are high and steep, extending up the sides of moun-
tains. From facts learned about Chelsea, (they have observed the water running down the streets in heavy rain storms, and have been taught the different kinds of soil, and common minerals,) they are easily led to understand that a large amount of soil is annually washed down the slopes into the river, and deposited along the banks where the valley stretches out, and some is carried into Lake Geneva; that thus, near its mouth, a large plain was formed which made possible the beautiful city of Geneva. The lake itself is noted for its great depth and transparency.

They learn that the silt which the water washes into the river is full of bits of mica, and that it is the mica which gives the lake its peculiar transparency. Pictures and photographs of the region, showing the mountains, river, city, men and their customs, all make an impression on the mind which it is not easy to eradicate. It is the next thing to an actual journey of investigation.

How much more real and practical is such instruction than the old method of recitation, such as, "The River Rhone rises in among the Alps Mountains, flows in a southwesterly direction, and empties into the Mediterranean Sea," and there leaves the matter.

This is only one phase of a very great subject, which I have allowed myself to dwell upon at some length in order to show the great value of proper appliances to help the children compete successfully with the world as they will find it.

A little money expended judiciously for apparatus will go a great way. The superintendent whom you have chosen to give value and practicability to the instruction in your schools, is well posted as to their greatest needs, and allow me to urge you to encourage him in his work by adopting his suggestions, as far as you feel that you can afford it.

I am not unmindful of the limitations of the country towns where there is no great amount of wealth, nor of the fact that you have already made immense strides in advance of where you were a few years ago.

The state ought, by right, come to the aid of the country towns, and I believe she will before long. California has solved this phase of the problem by providing for the entire support, doing it cheerfully and generously, and Pennsylvania has ap-
approached it by appropriating $5,500,000 yearly. She has appropriated more for education in the past six years than in the preceding fifty years.

Centralizing the schools is now considered to be the greatest advance in recent years. By this plan all the pupils are conveyed by carriage, at public expense, to the central village. There are in Massachusetts one hundred and seventy-eight towns in which the pupils are so conveyed, and at an expense of over fifty thousand dollars.

It is claimed that by this means it is possible to have a first class system of graded schools, with best appliances; that there is a saving of expense; that the attendance is greatly improved and that tardiness is entirely overcome. Whether this arrangement is best for Acton has doubtless been brought to your attention.

The town of Revere finds it for her interest, financially and educationally, to send her high school pupils to the Chelsea high school, some sixty or more, paying a tuition of sixty-five dollars each per annum, or about four thousand dollars in all.

You have all heard more or less about "The Little Red School house." It has been sung in song, made the battle-cry for inspiring patriotism, and is even used for advertising schemes. Except as it is used as the symbol for the public school—the country towns perhaps being considered as presenting the best type of true Americanism—it has no significance. In every other respect the red school house is a myth, or at most but a sentiment. The red school houses of my boyhood days, or as they may be seen at the present day scattered along the highways of the more rural sections of New England, are cheerless and comfortless, within and without, with nothing neat or attractive, or aught about them to inspire aesthetic taste or high ideals.

People may go into ecstacies, if they choose, about the old-fashioned houses and furniture of our great-grandfathers, but as for me, I prefer the luxurious comfort of modern things. Life at best is but a struggle, and full of hardships, requiring a full third of the span for a preparation for the active duties of the remainder. Let us shorten the time of preparation as much as we can by increasing the facilities, in the hope and expectation of making the harvest-time one of increased usefulness, prosperity, and happiness.
TOWN WARRANT.

Commonwealth of Massachusetts. Middlesex, ss.

To either of the Constables of the Town of Acton, in the County of Middlesex,

Greeting:

You are hereby required in the name of the Commonwealth of Massachusetts, to notify the inhabitants of the town of Acton, qualified to vote in elections and town affairs, to assemble in the Town Hall, in said town, on Monday, the Sixth Day of April, A. D., 1896, at nine o'clock A. M., then and there to act upon the following articles as they may think proper, viz:

Article 1. To choose a Moderator to preside at said meeting.

Art. 2. To see if the town will accept the reports of the Selectmen, Overseers of Poor, School Committee, and other town officers.

Art. 3. To choose all necessary town officers and committees, and fix salaries.

Art. 4. To see if the town will accept of the jury list as revised by the selectmen.

Art. 5. To see if the town will vote to sell the school house in the south-east part of the town, or act anything thereon.

Art. 6. To see if the town will authorize the treasurer, with the approval of the selectmen, to borrow money for the town, if necessary, in anticipation of the taxes for the current year.

Art. 7. To see if the town will accept the endowment of the Acton Memorial Library by the Hon. William A. Wilde with the conditions attached, or act anything thereon.

Art. 8. To see if the town will vote to sell the Town Farm, or act anything thereon.

Art. 9. To see if the town will vote to buy another farm for the care of the poor.

Art. 10. To see if the town will vote to lay out $500 for repairs on town farm buildings.
Art. 11. To see if the town will vote to discontinue all the pieces of roads in front of Livermore Bros.' House south of Lowell road except the one leading to the town farm road, or act anything thereon.

Art. 12. To see if the town will vote to straighten and repair the road leading from the Puffer Place (so called) to the Acton road as petitioned to and laid out by the Road Commissioners.

Art. 13. To see what amount of money the town will raise for the repairing of roads and bridges the present year.

Art. 14. To see if the town will raise the sum of $500 for the repair of the highway between the houses of Patrick O'Neil in East Acton and Anson Piper in South Acton, or take any action thereon.

Art. 15. To see if the town will allow a discount on taxes paid on or before Nov. 1, or act anything thereon.

Art. 16. To see what amount of money the town will raise for the support of Memorial Library the present year.

Art. 17. To hear and act upon the report of any committee chosen to report at this meeting.

Art. 18. To see what amount of money the town will raise for the support of schools the present year, or act anything thereon.

Art. 19. To see what amount of money the town will raise for school supplies the present year.

Art. 20. To see if the town will maintain street lamps the present year, or act anything thereon.

Art. 21. To vote "Yes" or "No" in answer to the question, "Shall licenses be granted for the sale of intoxicating liquors in the town the present year?"

Art. 22. To see if the town will appropriate a sum of money for the enforcement of the liquor law.

Art. 23. To see if the town will appropriate a sum of money for the due observance of Memorial Day, or act anything thereon.

Art. 24. To see what action the town will take in reference to tramps.
Art. 25. To see if the town will vote to build a piece of road from the road leading from West Acton to Stow at a point near the residence of Levi W. Stevens, past A. F. Blanchard's new houses to the road leading from the Leland place to the Boxboro road, as petitioned to and laid out by the Road Commissioners, or act anything thereon.

Art. 26. To see if the town will vote to build a piece of road from the road leading from West to South Acton at a point nearly opposite Hall Bros.' Mill, to the new road near the residence of John Vose, as petitioned to and laid out by the Road Commissioners, or act anything thereon.

Art. 27. To see if the town will vote to buy a stone crusher, or act anything thereon.

Art. 28. To see what amount of money the town raise to defray town charges the present year.

Art. 29. To see if the town will vote to repair and paint the inside of the Town Hall, or act anything thereon.

Art. 30. To see if the town will vote to enlarge the school grounds in South Acton, or act anything thereon.

Art. 31. To see if the town will raise the sum of $200 to repair the road leading from South Acton, past the residence of W. S. Warren to Fletcher corner, or act anything thereon.

Art. 32. To see if the town will raise the sum of $250 to repair the road from the residence of E. H. Cutler to the turnpike road, or act anything thereon.

And you are hereby directed to serve this warrant by posting up copies attested by you in the following places: One in each of the Post Offices in the town, one at each of the Railroad Stations in the town, one in each of the stores of Tuttles, Jones & Wetherbee, M. E. Taylor & Co., H. A. Littlefield, C. H. Mead & Co., one at the Magog House and one in the office of F. J. Hastings & Co., seven days at least before the time appointed for holding said meeting.

Hereof fail not and make due return of this warrant with
your doings thereon, to the Selectmen or Town Clerk, on or before the time for holding said meeting.

Given under our hands in Acton this eighteenth day of March, in the year of our Lord one thousand eight hundred and ninety-six.

E. FAULKNER CONANT,
DANIEL J. WETHERBEE,
ISAIAH HUTCHINS,

Selectmen of Acton.