

# MAINE STATE LEGISLATURE

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DOCUMENTS

PRINTED BY ORDER OF

THE LEGISLATURE

OF THE

STATE OF MAINE,

DURING ITS SESSION

A. D. 1848.

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Augusta:

WILLIAM T. JOHNSON, PRINTER TO THE STATE.

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1849.

SECOND REPORT

OF THE

BOARD OF EDUCATION

OF THE

STATE OF MAINE.

1848.

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Printed by order of the Legislature.  
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Wm. T. JOHNSON, PRINTER TO THE STATE.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

1848.

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# REPORT.

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*To the Governor of the State of Maine :*

SINCE the undersigned submitted their Report on the 14th May last, they have not been in session, until Wednesday last. "A report of their doings for the past year," therefore, will consist mainly of a statement of the exertions of the individual members in their respective counties, in carrying out the plans for reform, which at our former sessions had been agreed upon, together with the doings of the Secretary of the Board in the performance of the arduous duties assigned to him.

The Report of that officer, which is herewith submitted, contains so full and accurate an account of what has been done during the past year in this State, and the results which have already followed the action of the legislature and of the friends of popular education, that we deem it unnecessary to add any thing to the history of the movement contained in that report.

The law also requires us to report "the result of our investigations" during the preceding year. In performing this part of our duty we might very properly content ourselves with referring again to the Report of our Secretary, but have thought it best to advert to one or two matters of interest, which seem more properly to come directly from us.

The law under which the Board of Education is at present organized, by requiring a Report, in the month of April, annually, necessarily requires a meeting of the Board in that month. It also requires the newly elected Board to hold their first session on the first Wednesday of May. This makes an expense

to the State of several hundred dollars which, as it seems to us, might very properly be saved. When we consider how much money is necessary, and ought cheerfully to be granted by the legislature in promoting an object so important as the education of the people, we cannot but deem it our duty to call attention to every plan by which money can be saved without injuriously affecting those interests.

It is not perceived how this saving can be effected under a law, which, like the present, makes it possible that all the members of the Board may be changed each year. For while it is obviously right that the Board about to retire from office should give an account of their doings, it is no less important that their successors should, at the commencement of their official term, meet to arrange their work, and select their Secretary. We submit, therefore, to the legislature the propriety of so altering the law, that after the election next autumn, only one-third of the members of the Board be elected annually; that the report required in April be dispensed with, and the annual report be made at the session when the Secretary is chosen. Besides the saving to the State by this change, two-thirds of the expense of the conventions of school committees will be avoided, as the convention in each county will be but once in three years.

We forbear to urge any other reasons for this change, believing that the arguments for and against it on other grounds will readily suggest themselves to the minds of the members of the legislature.

Our investigations during the past year have led us to the opinion that certain changes in our laws relating to public schools are expedient, but we have decided to refer the recommendation of those changes to the Board of Education for the ensuing year. The reason of this decision is, that most of the members of the present Board are reelected to office, and that several of the counties not now represented will have members present at the session commencing on the first Wednesday of May next, and it seems to us desirable, that before changes in



the law are proposed, they should be considered by members from all the counties in the State.

In presenting the Report of the Secretary of this Board, we deem it but justice to add our convictions, that it contains the result of a most faithful application to the duties assigned to him ; and we congratulate ourselves and the State upon having secured the services of a person so well fitted for the most prominent position in this great work. As a fund of statistical information prepared with great skill and labor, and of strong argument addressed to the mind and heart of the people, we can do no better service than by promoting its extensive circulation, as well for present use, as for future reference. We therefore advise that a sufficient number of copies be printed to furnish one to each school district in the State, to be kept for its use by the clerk of the district, or deposited in the school district library, where such a library exists.

An examination of the returns of school committees shows that while quite a number of towns have neglected to make any returns, others, through carelessness or ignorance, have made them incorrectly. It may be deemed advisable to secure the correction of such errors in future, that these returns be made through the Secretary of the Board or the members of the Board in the respective counties.

The prompt liberality of the last legislature in aiding our views, by an appropriation for the establishment of Teachers' Institutes, has already received the approbation of the people, and the alacrity with which so many teachers availed themselves of the opportunity afforded them is conclusive proof that as soon as it is known that teachers qualified to instruct, are wanted and will be paid, there will be no lack of them, and no reason for the oft-repeated complaint that the greatest evil we have to contend with is the incompetency of teachers.

We can truly say, that more than the most sanguine of us hoped for, as the result of the first year's labor, has been realized. Already from the annual meetings of our towns we

hear of the appropriations for education being doubled and trebled. The school districts are uniting and liberally raising money for the construction of convenient and commodious school-houses. Everything betokens that the subject has taken strong hold of the public mind, and that its importance is beginning to be felt somewhat as it ought.

Sympathizing deeply with those, who, in other lands, are at last aroused to snatch by force the liberty which tyranny has so long withheld from them, we may well rejoice that to us is committed the labor so infinitely more pleasant, of preserving, by the diffusion of knowledge and virtue, the liberty for which we are not called upon to shed our blood.

In this thankfulness let us not forget, however, that pleasant as our task is, it is still a work requiring constant, persevering labor. A work in which all departments of the government and all classes of the people must coöperate, with an honest intention and a strong determination never to desist from labor, till the end we aim at, the thorough education of every child in the State, is attained.

All which is respectfully submitted.

STEPHEN EMERY,  
HORACE PIPER,  
WILLIAM R. PORTER,  
A. F. DRINKWATER,  
AARON HAYDEN,  
R. H. VOSE,  
EBENEZER KNOWLTON,  
SAMUEL ADLAM,  
WILLIAM T. SAVAGE,  
DAVID WORCESTER,  
OLIVER L. CURRIER.

Augusta, April 29, 1848.

NOTE.—The members of the Board from the counties of Lincoln and Somerset were not present at the meeting at which this Report was adopted.

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ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION

1848.

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# REPORT.

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## *To the Board of Education :*

GENTLEMEN :—I have the honor to lay before you my SECOND REPORT, embracing the results of my investigations during the year which has elapsed since my last communication to this Board, and such views and opinions as the consideration of them has suggested.

A brief review of the educational movements and events of the past year, so far as they are connected with the agency of this Board, may not be altogether inappropriate to the present occasion. Although but little more than one year has elapsed since the initiatory step was taken in the work of improving, or rather, invigorating our common school system, a period of time too brief to admit of any strongly marked change, the indications of an awakened public interest are sufficiently strong to justify the belief, that the work of reform is effectually begun;—that the machinery, if not already in active operation, is waiting only for the application of the motive power,—the united will of the people. Until the last year, although conventions of the various religious sects, and political parties, and for moral and philanthropic purposes, have been for many years of frequent occurrence, a convention of teachers, within the limits of our State, for the purpose of mutual improvement, was an event almost unknown. During the last Autumn, a Teachers' Institute was held, under the supervision of this Board, in every county in the State, the number of teachers in attendance being, in the aggregate, sixteen hundred and

eighty-six. County Associations of teachers were organized in the counties of Oxford, Kennebec, Cumberland, Somerset, Penobscot, Piscataquis, and Waldo, and, in a large number of towns, and Teachers' Common School Associations have been formed, all having in view the same object, the elevation of the character of our common schools and their teachers. Until the last year, although the lyceum and the lecture-room have been thronged, night after night, with attentive and delighted auditors, at the summons of the propagator of some new theory for the amelioration of society, the framer of some new creed, religious or political, the advocate of the cause of education has been seldom found there, or only found as the officiating priest at an altar whose worshipers were few and far between. Within the past year, one hundred and eighty-six public lectures and addresses upon the subject of education in its various departments, have been delivered, in different sections of the State, by the members of this Board, and others, by their procurement, and in every instance, so far as my observation has extended, an increased attendance has borne witness to an increasing interest in the subject. The erection of a large number of commodious school-houses, and the remodeling of many which were found to be highly objectionable when tried by a correct standard, constitute another feature in the new movement, highly gratifying and creditable to all concerned. The simultaneous effort, throughout the State, by superintending school committees, to discharge the duty which heretofore, has been sadly neglected,—the recommendation and introduction of uniform text books,—although as yet but partially successful, has afforded an earnest that the influence of the movement in this direction is felt, and that time alone is necessary to bring about a thorough reform in this important particular. To all which I am happy to add, that the large number of school returns received at the office of the Secretary of State, furnishes a most gratifying manifestation of a readiness on the part of school officers to comply with the wholesome require-

ments of the recent legislation upon the subject of our schools, and of a desire to coöperate in the effort which is making for their improvement.

As the official acts of the Secretary of the Board were, probably, in contemplation of the framers of the act establishing it, to constitute a part of its doings, I have to state, briefly, that, during the past year, I have endeavored, to the best of my humble abilities, to discharge the duties devolving upon me. The performance of them has been arduous, laborious, and, at some times, embarrassing; but the kindness and courtesy which have awaited me wherever I have been, have cheered, encouraged and sustained me, and more than compensated for the many disheartening obstacles with which, in common with every laborer in the great work of reform, I have had to contend. I should be doing violence to my own sense of justice, were I to permit the present opportunity to pass unimproved, of tendering to those who, by their courtesy to me, have manifested their interest in the cause I have represented, my most sincere and heartfelt thanks. In the performance of my duty, I attended the annual convention of superintending school committees in every county in the state, excepting one, and a part of the sessions of five of the institutes, my engagements at the conventions preventing a further or longer attendance, much to my regret. I have maintained an extensive correspondence with school officers, teachers, and the friends of public instruction,—have delivered forty-eight public addresses, and traveled over twenty-three hundred miles. For the purpose of ascertaining, with as much accuracy as was possible under existing circumstances, the practical operation of those parts of the constitution and laws which provide for public education and the diffusion of knowledge among the people, the full extent of existing defects in our common school system, and the remedies to be applied, with the fairest prospect of success, I have instituted extensive inquiries, by correspondence with private individuals, and blank forms of inquiry addressed

to the school committees throughout the State, the results of which, in the form of abstracts, I herewith communicate.

Believing that a journal devoted to the diffusion of correct views upon the subject of education, physical, moral, and intellectual, the rights and obligations of school officers, teachers, towns, and school districts, and which should at the same time be the official organ of this Board, might be made a useful auxiliary in the work which we have in hand, I have made arrangements for the publication of such a journal, the first number of which will be issued in a few days. Although the history of educational journals in different sections of the Union is but the repetition of the same sad story of effort and defeat, I cannot but indulge the hope that the friends of education in Maine will sustain this enterprise, should the publication be found deserving of their support.

### SCHOOL DISTRICTS.

There are in the State three hundred and seventy-eight incorporated towns and plantations. Returns have been received from three hundred and twenty-three, containing three thousand five hundred and seventy-eight school districts, and two hundred and ten parts of districts. The following table exhibits the number of each, in each county.

County.	Whole Districts.	Parts of Districts.	Total.
York, . . . . .	309	15	324
Cumberland, . . . . .	341	24	365
Lincoln, . . . . .	413	21	434
Hancock, . . . . .	256	10	266
Washington, . . . . .	181	4	185
Kennebec, . . . . .	383	13	396
Oxford, . . . . .	397	24	421
Somerset, . . . . .	300	38	338
Penobscot, . . . . .	280	10	290



County.	Whole Districts.	Parts of Districts.	Total.
Waldo, . . . . .	296	25	321
Franklin, . . . . .	229	17	246
Piscataquis, . . . . .	159	4	163
Aroostook, . . . . .	34	5	39
Total, . . . . .	3,578	210	3,788

The following table is prepared for the purpose of exhibiting the relative size of the districts, in school population, in the several counties. The first column contains the number of districts in each county, in which the average number of scholars attending the last winter school, did not exceed twenty; the second, the number in which the average number so attending exceeded twenty but did not exceed thirty; the third, the number in which the average number so attending exceeded thirty but did not exceed forty; the fourth, the number in which the average number so attending exceeded forty but did not exceed fifty. In all the districts not enumerated, the average number attending exceeded fifty.

County.	1.	2.	3.	4.	Whole No. not exceeding fifty.
York, . . . . .	37	83	64	37	221
Cumberland, . . . . .	58	84	83	53	278
Lincoln, . . . . .	69	97	104	51	321
Hancock, . . . . .	34	64	50	20	168
Washington, . . . . .	22	26	21	10	79
Kennebec, . . . . .	73	100	89	49	311
Oxford, . . . . .	113	95	56	22	286
Somerset, . . . . .	84	86	58	23	251
Penobscot, . . . . .	44	55	47	46	192
Waldo, . . . . .	32	70	72	49	223
Franklin, . . . . .	45	63	29	11	148
Piscataquis, . . . . .	43	36	16	10	105
Aroostook, . . . . .	14	5	3		22
Total, . . . . .	668	864	692	381	2,605

The minute division of school districts is regarded by all who have given the subject due consideration, as one of the greatest evils attending the practical operation of our school system. That it was so regarded by the framers of the act providing for the establishment of this Board, is apparent; the Board of Education, directly, or through the agency of the Secretary, are authorized and required to collect and disseminate information on the arrangement of school districts, in the language of the law.

Prior to the year 1789, the control of the common schools was vested in territorial precincts, or parishes, and in the several towns in the Commonwealth, in their municipal capacity. In that year an Act was passed, "authorizing and empowering the inhabitants of the several towns and districts to determine and define the limits of school districts within their towns and districts respectively." At the separation of this State from the Commonwealth, this feature in the school law was retained, and, by the provisions of our Revised Statutes, "the inhabitants of every town, at their annual meeting, may determine the number and limits of the school districts, and, if necessary, may divide or discontinue any district, or annex it to any other district." It may well be questioned, whether the true interests of the individuals composing the school district, and of the community at large, would not be promoted by adopting some other mode, and selecting some other time, for the consideration of a subject so intimately connected with the welfare of our schools. The application to the town for the division of a district usually comes from some few malcontents,—is presented for the action of the town, not unfrequently, in the hurry of closing up the business of the day,—and is acted upon with but little, if any, deliberation, or discussion of its merits. As matter of fact, and almost as matter of course, the great body of the inhabitants of the town regard it as a local question, in which they have no interest, and acting upon the presumption that the applicants are the most competent judges of what is for their

own good, the application is granted. Were a thorough revision of our school laws to be made at this time, I should not hesitate to express my conviction, that a most salutary change might be made in this particular, by delegating to the superintending school committee, or other municipal authorities, the power of determining the number and limits of school districts, subject to revision by the town, perhaps, upon a full report of their proceedings in the premises; and with the further restriction, that the limits thus established should not be subject to change for a given number of years. But we must take the law as it is. We are not invested with power to change its enactments, nor are we responsible for the abuse of them as they are. Much as we may lament the existence of those abuses, we can only suggest the remedy;—we have no authority to enforce its application. I believe that a specific for this disease is to be found in the full and accurate knowledge of the consequences which inevitably follow in its train. Let us examine, for a moment, its origin.

The causes which have contributed, mainly, to the multiplication of school districts in our State, are, first, sparseness of population; secondly, a rapid accession of population; thirdly, a prevalent belief,—the suggestion of misguided parental affection,—that the comfort and well-being of children require that the school-house should be near at hand; and, fourthly, school district dissensions. For the first cause, a justification is to be found in the necessity of the case. In the sparsely settled sections of our State the number of scholars in each district must necessarily be small, as the territory which would be required, to embrace within its limits a sufficient number to constitute a large district, would be too extensive to accommodate a majority of those within the school age. The rapidly increasing population of the State will, in process of time, remove this cause. For the cause next assigned,—the accession of population,—an apology, but no justification, may be found in the ignorance which has too extensively prevailed of the true

policy to be pursued under such circumstances. A district sufficiently limited, originally, in its territory and numbers, increases, under favorable influences, in wealth and population, until its school-house is crowded to overflowing. Teacher and children unite in the demand for relief, and the absolute necessity of ampler accommodations is conceded by all. Two methods are proposed, and each has its advocates. The one is to provide such accommodations as the size of the school demands; the other, to reduce the school to the size of its accommodations. The destructive policy prevails over the conservative, and the district is divided. The school money,—the “sinews of the school,”—shares the same fate, and two feeble saplings occupy the place of the once healthy, vigorous tree. The third cause, which may, not inappropriately, be termed the *school-house mania*, has been the mother of a multitudinous progeny;—a progeny too, not unfrequently, stamped with all the deformity which characterizes the offspring of a diseased imagination. The fallacy of the argument by which the necessity or expediency of this policy is attempted to be sustained, I endeavored to expose in my last Report, to which I beg leave to refer. I have only to add, for your encouragement, that the recurrence of lucid intervals, upon this subject, has become sufficiently frequent of late, to justify the hope that the crisis of the disease is passed, and that returning reason will ere long resume her throne. The last cause to which I have referred, and which may be regarded as the most unfortunate because the farthest removed from remedial influences, is the frequent dissensions originating in differences of opinion, honestly but obstinately adhered to, as to the management of the financial and prudential affairs of the district. The election of an agent,—the discipline of the school,—the location of a school-house,—each, in its turn, has furnished occasion for embroiling a whole district, arraying in personal hostility neighbor against neighbor, sundering the ties of friendship and old acquaintance, and terminating in the dismemberment of the district, and, as a conse-

quence, the sacrifice of at least one half of the privileges and blessings of the district school.

Such are the most prominent causes which have produced the effects we deplore. Trivial as those causes are, their effects are of sufficient moment to receive something more than a passing notice. The most obvious, the one which, it would seem, cannot fail to attract the attention of the most casual observer, is the loss which must necessarily ensue from the diminished ability of the district to maintain its school. Suppose the amount of money which a district has to expend in employing a teacher or teachers, to be \$100. At a compensation of \$25 per month, a male teacher could be employed for three months, for the winter school, and at \$8 per month, a female teacher could be employed the same length of time for the summer school, and thus a school could be sustained in the district, for six months in the year. Suppose this district to be divided; the proportion of the school money which would fall to each, would be \$50, and at the same rate of compensation, the winter and summer terms would each be reduced one half, in length, or, in other words, each could continue but one month and a half, affording in all, three months, instead of six months, schooling in the year. But the foregoing illustration does not exhibit the full extent of the loss sustained by such an operation. I believe it to be a well settled fact, that under the tuition of a competent teacher, the last half of a three months' school is far more profitable to the pupils than the first. The curtailment of every day in the length of such a school, is a diminution of its value in a two-fold proportion, at least. A large portion of time at the commencement of the school, is necessarily consumed in the adjustment of preliminaries,—in ascertaining the acquirements, the dispositions, the temperaments of scholars, and in adjusting the machinery, by means of which the school is to be carried on successfully, if at all. If, for want of sufficient funds, the school is brought to a close at the end of six or eight weeks, although school may have been "kept"

for that length of time, the real work of instruction has been restricted to a time much less. Parents, under such a state of things, may well express surprise that their children have made but little progress, and complain that their *money has been thrown away*, but they do not do well in attributing the blame to either child or teacher.

To obviate the objection of a *short school*, resort is not infrequently had, in small districts, to the employment of the teacher whose services can be obtained the longest time for the lowest compensation. The object is attained, but at a costly sacrifice. It does not necessarily follow that the *cheap* teacher is an incompetent one; but if he is not, he is, as all experience testifies, the exception to a general rule. It need not be matter of surprise that such is the fact, for in the business of school teaching, as in all other callings, the best qualified ever command the highest compensation: and while the large district, with its ample funds, can command the services of the competent and well-qualified teacher for its summer and winter terms of three or six months, the small district, with its limited means, must be content with as many weeks, or, for the sake of a longer term, with a teacher whose qualifications are of an inferior order. Were the consequences of this evil confined to a single year, to be retrieved the next, it might well be regarded as of but comparatively little moment: but when it is remembered that the period of childhood once passed never returns, that its neglected or perverted opportunities seldom, if ever, are retrieved, that the teachings of the schoolroom are among those which are stamped deepest upon the memory and among the last obliterated, it assumes a magnitude,—an importance,—which may well justify the most anxious solicitude, the most strenuous and unceasing effort for its removal. Other consequences resulting from the minute division of school districts, are dilapidated or poorly constructed school-houses, built with reference to the limited means of parents rather than the comfortable accommodation of their children,—the partial or entire absence

of necessary school apparatus,—and of all those conveniences which are essential to the physical and moral welfare of the school.

Such being the causes which have led to the minute division and subdivision of school districts in our State, and the consequences, what are the remedies which the knowledge of them suggests? The most thorough is that which can be effected only by the aid of legislation, and which would consist in an entire change of the present system, and, through the agency of competent and duly constituted authorities, districting anew, upon the principle which regards the greatest good of the whole, every portion of our territory, excepting those fortunate localities where the necessity for a change does not exist. This remedy, it will be perceived, strikes at the root of the evil. But as it is not proposed to resort to this course, or to invoke the aid of legislation, I pass to the consideration of those remedies which an enlightened public sentiment may, and will not fail to apply. They are, the adoption of the grading system, to which I shall recur, in cases where the number of scholars attending school in any district is too large to admit of their being accommodated comfortably and profitably in one room; the abandonment, in others, of the erroneous opinion that the health and comfort of children require that the school-house should be in close proximity to their homes; and the exercise of a spirit of forbearance, self-sacrifice, and conciliation, in all. The remedies, in all cases where some one or other of the foregoing causes has already produced its effect, and dilapidated school-houses, short schools, and incompetent teachers are doing their work of physical and intellectual destruction, are consolidation, and the establishment of Union Schools. By consolidation I mean, simply, the formation of a new district by uniting two or more small and feeble ones, or the annexation of one or more such to a healthy and vigorous district. The authority so to do is conferred by law upon the inhabitants of towns:—the

establishment of Union Schools is within the power and control of districts, exclusively.

It was with the view of affording some relief to those small school districts in which a desire existed to preserve their present territorial limits, and at the same time enjoy certain privileges which are incident to those containing a large population, that provision was made in the "Act additional in relation to public schools," passed at the last session of the legislature, for the union of two or more districts, "for the purpose of uniting the more advanced scholars of each district in one school." An act similar in its provisions, although more minute in its detail, was passed by the legislature of Massachusetts, in 1838, and the Hon. Horace Mann, in his Annual Report of that year, uses language highly commendatory of the system. He recommends its adoption, wherever the combined circumstances of territory and population will allow, upon the score of economy, and the advantages which would result in the management and discipline of scholars of the various ages which are usually crowded into one and the same school. The latter object may be attained with us, by adopting the system of gradation in our populous districts, and, in those where the population is sparse, by the action of the district under the provisions of the twenty-eighth section of chapter 117 of our Revised Statutes. But the argument for economy holds good here, as elsewhere. As an illustration; suppose the school money to be expended in two contiguous districts to be one hundred dollars; fifty dollars for each. Suppose, farther, that the average wages paid in those districts for male teachers is twenty dollars, and for female, ten dollars, per month. According to the present arrangement, at these rates, a winter school taught by a male teacher, at twenty dollars per month, could be maintained two months, and a summer school taught by a female, at ten dollars per month, could be maintained one month in the year, in each district. Let these two districts establish a Union School, and for the



same money, at the same rates of compensation, the Union School may be maintained at some central point which would accommodate the older scholars in both districts, four months in the winter season, and still leave the same amount to be expended in each district for the summer school: or, if it is regarded preferable to increase the length of the summer school, the winter school may be maintained three months, and the summer schools two months each, thus gaining an additional month's schooling in both summer and winter. The summer schools, it will be perceived, are still to be kept separate, and at the same school-houses as heretofore, and thus, while the interest of the younger scholars is consulted, and all their rights preserved, increased advantages are secured to those more advanced in years. The benefit which would result from adopting this plan in very many sections of our State, is, to my mind, too obvious to require further comment.

I have alluded to the system of gradation, or classification of schools, as it is sometimes termed, which has been adopted in some of our large towns and school districts, as the method by which an overgrown district may be relieved from the supposed necessity of dividing its territory and its means. Without attempting to furnish a statement of the method in detail, or occupying time in an argument to prove that the plan is feasible, and in its practical operation highly advantageous, I beg leave to refer to the testimony in the case, as presented in the extracts from several communications upon the subject, which are appended to this Report.

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### ATTENDANCE.

THE whole number of children and youth, between the ages of four and twenty-one, in the districts from which returns have been received, is one hundred and ninety-eight thousand and forty-four: the number not classed with any district, is four

hundred and ninety-four: the number in the districts from which no returns have been received, according to the returns of 1847, is twenty-five thousand six hundred and thirty-four; making, in the aggregate, two hundred and twenty-four thousand one hundred and seventy-two. The whole number of children in the districts returned, who attended a private school, but no public school, during a part or the whole of the last year, is three thousand and eight hundred. It follows that the number of children in those districts, who were dependent upon the public school, or rather, who attended that or none at all, was one hundred and ninety-four thousand seven hundred and thirty-eight. Upon these data the following calculations are based.

Whole number between the ages of four and twenty-one in the towns returned, not including those attending private schools, as above,	194,738
Number usually attending <i>summer</i> school,	90,535
	<hr/>
Being less than the whole number,	104,203
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Whole number between the ages of four and twenty-one in the towns returned, not including those attending private schools, as above,	194,738
Average number attending <i>winter</i> school,	105,725
	<hr/>
Being less than the whole number,	89,013
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In determining the true extent of the evil of non-attendance,—or, rather, how far the non-attendance of children at school is indicative of indifference, on the part of parents, to the true interests of their children,—it is proper, as I have heretofore remarked, that a deduction should be made for those who, although within the school age and included in the enumeration, have passed beyond the usual period of pupilage, and engaged in the active business of life. It is deeply to be regretted that the necessities, real or imaginary, of any portion of the com-

munity, should require the termination of that period so early in life as they have hitherto ;—and it is much to be feared, that the plea of necessity is too often but the subterfuge for parental indifference, or indolence. We are bound, however,—and it is an obligation which we shall cheerfully assume,—to adopt the most favorable construction, and find a justification, in part, at least, for this apparent remissness of parents and guardians, in the fact above referred to. How large a deduction should be made, we have not the means of ascertaining. For the welfare of the rising generation and the State, it is to be hoped that it should be large enough to cover the whole ground ;—but I am constrained to admit that my fear is stronger than my hope.

Next in order to that of absolute non-attendance of children, is the evil of irregular attendance. Of the two, looking only at the welfare of the school, the latter is entitled to precedence. For while entire non-attendance, so far as the individual is concerned, is a loss and injury to him alone, occasional, irregular attendance is detrimental not only to the delinquent, but to the whole school. Wherever this habit prevails to any considerable extent,—and judging from the returns it is a widespread evil,—all attempts at classification,—without which no teacher can be eminently successful, and no school can be profitable,—are rendered comparatively fruitless. Add to this the encroachment upon the time of the teacher,—the consequent loss of instruction which rightfully belongs to those who attend regularly,—occasioned by the irregular attendance of a portion of the scholars, and I do not know that I attach too much importance to this pernicious habit, in asserting that it is the greatest evil in the practical operation of our Common School system.

The whole number of children attending the public schools during the last winter, was one hundred thirty-five thousand five hundred and fifty-five, while the average number in attendance was but one hundred and five thousand seven hundred and twenty-five. Sickness, unavoidable accident, imperious necessity, were, of course, among the causes which contributed to

this result, but the most enlarged charity fails to find satisfaction in the belief that these were the sole causes, and looks in vain for others which can be regarded as justifying, or excusing even, the delinquency.

It is difficult to prescribe a remedy for this evil, the application of which can be enforced. In several cities and towns in a sister State, a code of rules and regulations has been adopted for the government of public schools, providing, among other things, that a given number of absences from school without justifiable cause, shall constitute sufficient cause for the expulsion of the absentee. Whether the welfare of the child, or of the community, would be promoted by thus turning him loose as it were,—liberating him from even the occasional restraint of school discipline,—is, to my mind, very questionable. It has been contended that our superintending school committees possess the legal authority to enforce the regular attendance of scholars, under the same penalty; but I do not so construe the law creating that office, and defining its powers and duties. It has been proposed to legislate upon the subject:—but I entertain the belief that compulsory enactments would be productive of no permanent good;—that they would serve only to keep alive, for a time, a spirit of secret opposition, or open hostility, which would retard the progress of enlightened public sentiment; that they would, ultimately, be but a dead letter on the statute book. Upon a survey of the whole ground I am unable to arrive at any other conclusion, than that the only effectual mode of reforming this evil, is by awakening the public mind to a due appreciation of the value of a thorough education,—of the means provided by law for making it universal,—and of the importance to the individual and the community of making the most of those means. This is, in truth, the *panacea* for the diseases which afflict, and retard the healthy growth of our schools, public and private.

The remarks of the Secretary of the Massachusetts Board of Education, in his Sixth Annual Report, upon the rights and

duties of parents in connection with this matter, are so pertinent to our present position, that I venture to appropriate them. "On what principle is it," he asks, "that any one can claim the enjoyment of a privilege common to all, on a condition or in a manner which defeats the very object of its bestowment? The parent or guardian who, unless in cases of urgent necessity, sends his child irregularly to school, contemns, so far, the public benefaction to himself, and intercepts and destroys the advantages which would otherwise flow from it to others. Whoever, therefore, sets up a claim to send his children to school or to keep them from it, on alternate days or half days, according to his own caprice, and irrespective of circumstances, claims the right of so using his share of a common good, as to diminish the value of the share of others, whose title is equal to his own;—in other words, under the pretext of a right, he commits a wrong. It is analogous to the claim of a single traveler so to obstruct or occupy the whole public highway for his personal convenience, as to render it impassable, or difficult of passage, to all other citizens. Relying, as we do, almost exclusively upon the voluntary action of the people, in their respective towns, for the removal of evils and the introduction of improvements, this important topic should be earnestly and perseveringly urged home upon the reason and conscience of the community."

## COMPENSATION OF TEACHERS.

A careful comparison of the wages paid to male and female teachers in the several towns and counties, furnishes the result contained in the following table. It will be understood that the sums set down are the wages per month, of male, and per week, of female teachers, exclusive of board.

Counties.	Males, per month.	Females, per week.
York, . . . . .	13·91	1·38
Cumberland, . . . . .	15·57	1·40
Lincoln, . . . . .	17·32	1·18
Hancock, . . . . .	18·56	1·46
Washington, . . . . .	20·12	1·74
Kennebec, . . . . .	15·74	1·33
Oxford, . . . . .	12·34	1·18
Somerset, . . . . .	15·36	1·39
Penobscot, . . . . .	17·98	1·58
Waldo, . . . . .	17·20	1·25
Franklin, . . . . .	13·13	1·13
Piscataquis, . . . . .	15·22	1·44
Aroostook, . . . . .	16·24	1·46

From the foregoing table it will appear, that the average wages for the whole State of male teachers, is \$16 05, and of female teachers \$5 50 per *month*, exclusive of board. The average wages in the following States, exclusive of board, as I learn from the last reports of their several Common School Departments, is as follows, viz. :

Massachusetts,	Males per mo.,	\$24	Females per mo.,	\$8·07
Connecticut,	“	“	“	“
New York,	“	“	“	“
New Hampshire,	“	“	“	“
Vermont,	“	“	“	“

In determining the average of wages paid to teachers in this State, I have adopted the rule by which the same result is obtained in the States above enumerated, for the purpose of

ascertaining the position which Maine occupies relatively. But there is so much of uncertainty attending all such estimates, and so unsatisfactory are the results, when the object of inquiry is, to ascertain to what extent the services of the teachers of our public schools, are met by a corresponding liberality on the part of the public, that I have prepared an abstract from the school returns, which presents the facts as they are, and about which there can be no uncertainty.

Whole number of male teachers employed in public schools the past year, in the towns from which returns have been received,	2,586
Number who received \$50, or exceeding that sum per <i>month</i> , exclusive of board,	6
Number who received \$40, and less than \$50, exclusive of board,	7
Number who received \$30, and less than \$40, exclusive of board,	22
Number who received \$25, and less than \$30, exclusive of board,	62
Number who received \$20, and less than \$25, exclusive of board,	337
Number who received \$15, and less than \$20, exclusive of board,	1,307
Number who received less than \$15, exclusive of board,	997
Whole number of female teachers employed as above,	3,405
Number who received \$4, or exceeding that sum per <i>week</i> , exclusive of board,	9
Number who received \$3, and less than \$4, exclusive of board,	23
Number who received \$2, and less than \$3, exclusive of board,	289
Number who received \$1, and less than \$2, exclusive of board,	2,940
Number who received less than \$1, exclusive of board,	115

The question arises, has the compensation paid to these six thousand teachers been adequate to the services rendered? And upon this question the public, or a large portion of the public, and the teachers, are at issue. It is asserted, on the one hand, that such is the incompetency of teachers, that the amount of wages, small as it is, is more than a remuneration for the service performed, and on the other, that it is altogether inadequate, or, at least, that the commodity furnished is equal in value to the market price. In both positions there is a large measure of truth; for while in many instances the price paid has far exceeded, in many others it has fallen far short of an adequate compensation. The highest price paid in any district, is none too much for the services of the well-qualified teacher,—the lowest price paid to the unqualified, is expended for that which profiteth little.

I believe that it is almost universally conceded, that the failure of our common schools to meet the present wants and wishes of the people, is attributable, to a very great extent, to incompetency on the part of teachers. Such is the distinct assertion of school committees, of parents, and the friends of education at large,—such is the implied declaration of the legislature in making provision for the education of teachers,—and such is the frank and highly honorable concession of the intelligent portion of the teachers themselves. The correctness of the concession I am not disposed to question;—but in justice to a class in which are to be found many of the excellent of the earth,—many who are devoting their lives and energies to the calling with a self-sacrificing spirit worthy of all praise,—I must say, that the charge brought against them falls with an ill grace from the lips of their accusers. Guilty our teachers may have been of many sins of omission, but their employers have not been guiltless;—the *supply* has indeed been furnished to meet the *demand*. It is confidently believed, however, that a change has come over the spirit of this people. A quicker and stronger apprehension of the importance of early moral and



intellectual culture, is beginning to pervade the mind of the great mass. New England shrewdness, which many years ago discovered that *time is money*, has begun to make a practical application of the discovery in the matter of education, and to regard the time of the child,—a part of the sum total of his existence,—as being of as much value to him, as it is to the man. The voice which has heretofore found utterance only in the language of querulousness, has begun to assume a bold and manly tone :—to speak of what should, and must be. Men are beginning to be weary of witnessing the wasted time and perverted opportunities of childhood. The demand is for improvement. It is the demand of the age in which we live. Man's moral and intellectual nature,—the material creation,—are moved to answer it. A mighty agency is abroad. It is giving a new impulse to matter,—it is thrilling the great heart of humanity. It has reached the School and the Schoolmaster.

The important inquiry is here presented, how shall this demand be answered? What method shall be adopted to secure a sufficient number of teachers, qualified in every particular to be the educators of our children? Before answering the inquiry, it may be well to pause, and ask, how happens it, that in a land where the sovereignty is in the people,—where the principle is solemnly, deliberately, and almost universally recognized, that the diffusion of knowledge is essential to the preservation of their rights and liberties,—where power almost unlimited is vested in the inhabitants of every town and plantation, to raise and appropriate money for the support of public schools,—how happens it that, in such a land, among such a people, the necessity exists for the inquiry as to how and where a supply of competent and well qualified teachers shall be obtained? A stranger, whose only knowledge of our school system was derived from the examination of the law establishing it and making provision for its support, would hardly credit the assertion, that any such embarrassment attended its practical operation. The answer is obvious. We,—the People,—have

proved faithless to our trust ;—we have not been true to our best interests. We have not estimated aright the influence which the teachings of the schoolroom are destined to exert upon our children in after life. We have quieted our consciences by the mere observance of the letter of the law. We have adopted for our rule of conduct the “ penny wise, pound foolish ” policy :—we have chattered, and beat down the Educator in his price, until we have almost driven the genuine commodity out of the market, and substituted one of a spurious character. At the door of the people lies the sin of originating the evil of which we so loudly complain. We have failed to appreciate the almost inestimable worth of the true teacher ;—we have expelled him from our schoolrooms by denying to him the compensation which is richly his due,—by withholding from him the rank, the honor, the station, to which he is most eminently entitled,—and now, *in extremis*, we inquire most innocently, but yet most earnestly, what method shall be adopted to secure a sufficient number of teachers, qualified in every particular to be the educators of our children? The answer is,—by a simple act of justice ;—justice to the memory of those sincere, devoted, far-seeing men who formed and founded the Common School system of New England,—justice to our children,—and to ourselves. We must retrace our steps, and regain the high ground which we, as a portion of the people of New England, once occupied. We must not only open our arms to welcome the return of the good teacher, but we must invite, solicit his return, by all the inducements which the assurance of a liberal and adequate reward for his services can afford. Let but this policy be adopted, and I cannot doubt that ere long, with the aid of the instrumentalities now in exercise for advancing the qualifications of our teachers, all occasion for complaint will cease. I require no stronger evidence to satisfy my mind that such will be the consequence of an increased liberality in the compensation of teachers, than is furnished by the fact, that from those towns, and districts where a liberal

compensation is now paid, there comes no voice of complaint that competent teachers are not to be obtained.

But it will be said, and with propriety, that our small school districts have not the pecuniary ability to command the services of teachers thoroughly qualified for their work. It is true,—and it is one of the evils incident to small districts. Let such districts be consolidated,—let them unite in the establishment of Union Schools,—and they will no longer lack the means. Wherever districts are unfortunately so located, territorially, that they cannot avail themselves of either of these methods, they must, of necessity, be content with such advantages as they have for educating their children; but their condition will be rendered no more unfortunate, by reason of the improved condition and increased facilities of their neighbors.

I am aware that it will be said, in reply to the suggestion that an increase of compensation is necessary to secure a class of thoroughly qualified teachers, sufficiently numerous to meet our wants, that there is a willingness on the part of the public to increase the compensation, just so soon as teachers will entitle themselves to it. It may be so:—I could wish, however, for stronger evidence than is furnished by any indications which I have yet discovered, that such a disposition prevails extensively. That it exists, and will enlarge its influence, I do not doubt; but I desire to see it universal; and by every argument, and by all the means which can be employed, I would hasten a consummation so devoutly to be wished. I believe that the knowledge of its existence would bring back to the ranks many faithful teachers, of both sexes, who have reluctantly, but of necessity, abandoned them,—would call in hundreds, every way qualified, who are only waiting for the prospect of an adequate reward, to enter upon this field of duty, and would stimulate those already in the work, who possess the requisite intellectual endowments, to renewed and unwearied exertion.

To which party,—the Public, or the Teacher,—belongs, of right, the duty of making the first demonstration in this move-

ment? Shall the public at once take high ground and advance the rate of compensation, or, retaining the ground now practically occupied, demand that the teacher shall take the first step, and, by a more thorough and systematic preparation for the work, entitle himself to the increased compensation which he requires? As between the public and the teacher,—the employer and employed,—it would seem to be but right that the first movement should be made by the latter; but as between the people and their children, I apprehend that a different policy should prevail. It is true, that by a simultaneous increase in the rate of teachers' wages, there would be found many who, for a time, might be in the receipt of a hire far greater than their deserts, but it would be of brief duration. Those who are deficient in mental ability, or inclination, to qualify themselves as teachers, in their very exaltation would find their ruin. They would soon be met by competitors for the honors and emoluments of the teacher's station, and be driven from the position which they had unworthily occupied, to give place to others, worthy of their hire.

Such is the conclusion at which I have arrived in this matter:—its correctness may be tested by experiment. Let the town, or the district, which complains of the want of a competent teacher, but give notice that for the services of such a one a liberal compensation will be paid, and I hazard the assertion that the want will not long remain unsupplied. The success which, I feel confident, would crown the experiment in the single town and district now, would, in a few years, reward the effort of every town or district which should adopt the same wise and liberal policy.

## TEXT-BOOKS.

The propriety, or utility, of a recommendation by this Board of Text-Books for introduction into our common schools, was considered in my last Report, and I recur to the subject merely for the purpose of remarking, that I have discovered no reason for changing, but, on the contrary, many reasons for adhering to the opinion then expressed. Observation, and the information acquired during my circuit of the State, last autumn, have only served to strengthen my conviction, that this duty can be most acceptably and understandingly performed, by that board of school officers, in each town, to whose care it is, by statute, confided.

At all the Conventions, save one, the subject was introduced, and disposed of by reference to a committee, with instructions to examine the various books now in use, and offered for introduction, and report resolutions recommending those which should be found, in the opinion of the committee, best adapted to the wants of the schools in their respective counties. Those committees, in most of the counties, have completed their examinations, and made report. As was naturally to be expected, where the action of minds differently constituted, and to meet the wants of a school population of every grade in society and every stage of advancement, was to be had, there is to be found in the several reports, a diversity of opinion as to the comparative merits of the various books. Yet, great as may be the diversity, if the recommendations of the several reports be adopted and carried out, the object most desired,—the introduction of a uniform series into all the schools in the same town, or county,—will be attained. That a change so radical as that must be, which would substitute one book in each branch of instruction for the “legion” which infests our schools, can be effected at once, and simultaneously, throughout the whole State, is not to be expected.

I believe that the public mind is rapidly becoming aroused to a consciousness of the very serious obstacle which the use of a

variety of text-books, in the same school, presents to the progress and usefulness of the school. That there should be in the minds of some a settled opposition to any change of books is not surprising, when it is remembered that such has been the custom, year after year, and almost with the frequency of the changing seasons, without any indication of a beneficial result, but, on the contrary, with much of positive harm. It has been so because the legally constituted authorities have neglected to exercise this branch of the authority conferred upon them, and left it in the care of self-constituted, irresponsible, and, too often, incompetent agents. But the objection should, and, doubtless, will cease to exist, or, at least, to have any validity, when it comes to be understood, that there is in the present movement a harmony and disinterestedness of purpose, which regards not only the intellectual welfare of children, but also the pecuniary interest of parents and guardians;—that no change is recommended except where the necessity for it exists;—that it is to be made only upon deliberate investigation, and with a view to permanency;—and that, next to the welfare of our schools, the great object is, relief from the pecuniary burthen which the perpetual change of books, as the whim or caprice, of teachers or parents have dictated, has imposed. I cannot refrain from expressing the hope which I entertain, that our teachers, conscious as they must be of the many embarrassments and hindrances to success occasioned by the great diversity of text-books in their schools, will cheerfully coöperate with superintending committees in this work of reform, although the decisions of those committees may not be, in all particulars, such as their own judgment would approve. Perfection in text-books we have no right to demand or expect:—uniformity we may have, if we will,—and I hold the latter to be infinitely more important than the former.

## SCHOOL DISTRICT LIBRARIES, AND APPARATUS.

The Statute of 1844, chapter 106, confers upon school districts authority to expend a portion of their school money in the purchase of books for a District Library. I do not learn from the returns, that this authority has been exercised in any more than eleven districts in the State. The cause is probably to be found in the fact that the appropriations for the support of schools, have, hitherto, been too limited to justify the diversion of any portion of the funds from the strictly legitimate object for which they were raised. Although I coincide most heartily with the opinion expressed by the Board at its last meeting, that "school district libraries are of vital importance to the successful operation of the common school system in this State, and should be introduced into all the schools at the earliest convenience," I cannot refrain from the expression of my belief, that the time for carrying into effect this recommendation, in a very large majority of our school districts, has not yet arrived ;— in other words, that there are other objects which more imperiously demand attention, and to the attainment of which, that portion of the school money, which can by any possible means be spared from the support of the school, can be more advantageously devoted.

It was with reference to one of those objects which I regard of paramount importance, that the provisions of the Statute referred to above, were extended, at the last session of the legislature, so far as to embrace the purchase of *school apparatus*, the use of which is justly regarded, by all experienced teachers, as absolutely necessary to the successful illustration of many of the branches which are required, by law, to be taught in our public schools. To what extent advantage has been taken of this modification of the law, I am unable to determine, from the absence of any reliable information as to the state of things before the change was made ; but from the returns I learn that of the three thousand and fifty-two school-rooms in our State, two thousand one hundred and seventeen are now furnished

with the Blackboard, twenty-four with Outline Maps, twenty-four with a Globe or Globes, and eighteen with other Apparatus of different kinds.

It is gratifying to learn that the Blackboard,—that *right arm of the true teacher*,—has found its way into so large a proportion of our schools. Of this simple, unadorned article of school-room furniture, it has well been said, that “its inventor deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind; and so he will be regarded by all who know its merits, and are familiar with school-room trials.” As a time and labor-saving machine it is unsurpassed, and as an instrumentality,—especially in the primary school,—in promoting progress in the acquisition of knowledge and of clear and definite conceptions, of enlisting the attention of pupils, exciting an interest in their studies, and securing good order, it is invaluable. Wherever it fails to produce these effects, the failure may, with safety, be attributed to incompetency on the part of the teacher. That so general a deficiency should be found in other school apparatus, such as Outline Maps, Charts, Geometrical Solids, Globes, &c., is to be regretted. It is to be hoped, however, that as information of the important uses which may be made of them is disseminated, through the agency of our Institutes, and Teachers’ Associations, and the public attention called to the subject, the existing want will be gradually, if not speedily, supplied.

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### SCHOOL-HOUSES.

The “location and construction of school-houses” was discussed at such length in my last Report, as to render it unnecessary, perhaps unprofitable, to devote any portion of this to the further consideration of the subject. Observation of a large proportion of the school-houses in different sections of our State, during the past year, has satisfied me that the language



employed in the returns made to this Board at its last meeting, namely, that "ill constructed school-houses is one of the most prominent defects in the practical operation of our school system," was no stronger than the facts in the case justified. From the School Returns of the present year I learn, that the whole number of school-houses in the State, so far as returns have been received, owned by the districts, is three thousand and fifty-two, and that of this number there are but one thousand four hundred and twenty-six which are regarded, by the Committees, as commodious, well constructed, and in good repair. Tried by a correct standard,—such an one as we have reason to hope will ere long be established,—even this number would be much diminished, for it includes a large number which are described as in good repair, but exceedingly defective in interior arrangement, without proper facilities for ventilation, and constructed throughout upon the plan which was formerly the exclusive order of school-house architecture, but which long since ceased to have its admirers or advocates, except among those who have not yet learned that there is a "better way," or who possess the faculty of discovering beauty in deformity.

I know of no matter of taste in which so remarkable a similarity prevails throughout our State, as in the selection of the site for a school-house. The side-line of the public highway, and the most worthless parcel of land in the district, if the two can be found in juxtaposition, seem to be the favored locality. Whether this is the result of a peculiar mental habitude of our people,—the legitimate offspring of New England thrift,—or whether it has grown out of the belief that the "*pursuit of knowledge under difficulties*," is most conducive to the rapid development of intellect, are questions which I leave for the solution of the metaphysician of the next century, when the researches of its antiquarian shall have discovered the existence of the fact before stated. With such light as we of this generation have upon the subject, there can be but little doubt,

that there is ample room, and necessity, for immediate reform in this matter. The meagre allowance of ground, it being in many cases but a few feet more than is actually covered by the building, is another feature in the location of school-houses, which is open to very serious objection. Not to dwell upon the very apparent danger and discomfort, to both children and travelers, arising from a recess passed in the public highway, or the manifest wrong of placing in the way of the young the temptation to disregard the rights of others, by trespassing, of necessity, as it were, upon private enclosures, for want of proper and sufficient play-ground, as precluding the possibility of providing those conveniences which the necessities of nature, and common decency,—to say nothing of the moral health of the community,—demand, this neglect, through indifference or parsimony, to provide with the school-house a suitable quantity of ground about it, is most severely reprehensible. I have had frequent occasion in my travels through the State, to express my surprise at the utter destitution of the conveniences connected with school-houses, to which I refer. That parents, whose duty it is to provide for the physical as well as the intellectual wants of their children,—to keep them as far removed as possible from the contaminating influences of vulgarity in all its various aspects,—should permit such a state of things to exist,—that the moral sense of the community should tolerate such a disregard of the proprieties of civilized life, is, to my mind, matter not merely of surprise, but of amazement.

The principal defects in our school-houses,—I refer to those only which are not in so dilapidated condition as to be untenable,—aside from their location, are their size,—the school-rooms, or a large proportion of them, being too small and low for the comfortable and healthful accommodation of the scholars;—the construction of the seats and desks,—in which the physical comfort and health of those who are to occupy them, seem to be overlooked or disregarded;—the modes of lighting; and the absence of all means of securing a proper ventilation.

These defects are attributable, I believe, to lack of acquaintance with the laws of health, and with the best modes of constructing and arranging the interior of the schoolroom with reference to comfort and convenience, rather than to a spirit of penuriousness in the inhabitants of the district:—for the same amount of money which is often expended in the interior construction of an ordinary school-room upon the old plan, would be sufficient to finish it in the approved modern style. Until recently, the architect has had but one model to work by. Such has been the prevailing uniformity, that it has hardly been deemed necessary to make use of any other terms of description in the building contract, than “a school-house,” of the given dimensions. Within the last year, quite a number have been erected in different parts of the State, upon the most approved plans, and preparations are making for the erection of a still larger number, during the coming season. I regard every such school-house as an unanswerable argument in favor of reform in our school-house architecture, an example which cannot fail of finding imitators. The omens are auspicious. It may be permitted to us even, to see the day when,—the abuses of the present and the past swept from the face of this beautiful earth,—this mission of humanity fulfilled,—those humble edifices, which have been aptly termed the *people's colleges*, shall be no longer the torture-rooms and charnel-houses of their children.

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### TEACHERS' INSTITUTES.

The most prominent feature in the educational movement of the past year, is the establishment of Teachers' Institutes. The memorial of this Board, asking for an appropriation for the support of an Institute in each county in the State, was presented to the legislature, accompanied by the draft of a Bill containing all the provisions which were deemed necessary to enable the Board to carry out the object in view. That bill having passed

both branches, after an able and candid discussion of its merits, and having received the approbation of the Executive, immediate measures were adopted for carrying into effect its very beneficial provisions.

On the eighth day of July last, I issued a Circular, addressed to the Teachers of Public Schools, communicating the enactment of the law, its various provisions and requirements, inviting them to a participation in its benefits, and soliciting their coopération in this effort on the part of the State to promote their interests, and those of the children and youth entrusted to their charge. The prompt and hearty response to the appeal, from every section of the State, furnished the "reasonable assurance" required by the Act, and public notice, by Circular, and through the public prints, was given, as soon as practicable, of the time and place of holding the Institute in each county.

*The following table exhibits the time and place of holding each Institute, the number of teachers in attendance, and the names of the gentlemen composing the Board of Instruction.*

Counties.	Where held.	When.	Instructors.	No. of pupils.		Total.
				Males.	Females	
York. - -	Alfred. - -	Aug. 30.	Mr. Henry Gillam, Hon. E. M. Thurston, Mr. Horace Piper, member of the Board. - - - - -	51	39	90
Cumberland.	Gray. - - -	Sept. 14.	Rev. Wm. Warren, Hon. E. M. Thurston, Edward P. Weston, A. M. - - -	61	49	110
Oxford. - -	Paris. - - -	Sept. 27.	Mr. William B. Fowle, Hon. E. M. Thurston. - - - - -	81	84	165
Lincoln. - -	Wiscasset. -	Oct. 11.	Mr. William B. Fowle, George S. Rawson, M. D. - - - - -	23	42	65
Franklin. - -	Farmington. -	Oct. 25.	Mr. W. B. Fowle, A. H. Abbot, A. M., A. B. Caswell, Esq., Rev. Henry P. Torsey, O. L. Currier, Esq., member of the Board, -	106	78	184
Aroostook. -	Houlton. - -	Oct. 4.	Mr. Henry Gillam, Mr. Thomas Wilson, - - - - -	9	17	26
Somerset. - -	Norridgewock.	Oct. 18.	Hon. Salem Town, Hon. E. M. Thurston, William H. Seavy, A. B., Milton Welch, A. B., Mr. Edmund Hayes. - - - - -	89	82	171
Washington.	East Machias.	Oct. 19.	Mr. Henry Gillam, Frederic Vinton, A. M. - - - - -	41	70	111
Hancock. - -	Bluehill. - -	Nov. 1.	Mr. Henry Gillam, Hon. E. M. Thurston, Horace Silsby, A. B. - - -	30	57	87
Kennebec. - -	Hallowell. - -	Nov. 1.	Mr. W. B. Fowle, William H. Seavey, A. B. - - - - -	95	113	208
Piscataquis.	Foxcroft. - -	Nov. 15.	Mr. Henry Gillam, Thomas Tash, A. M., Wm. H. Seavey, A. B. - -	58	55	113
Penobscot. -	Bangor. - - -	Nov. 15.	Mr. David Worcester, member of the Board, Hon. E. M. Thurston, Mr. Moses Woolson, Mr. J. E. Littlefield. - - - - -	97	96	193
Waldo. - - -	Belfast. - - -	Nov. 15.	Mr. W. B. Fowle, and Mr. Asa Fitz. - - - - -	77	86	163
				818	868	1,686

SECRETARY'S REPORT.

From the foregoing table it will be seen, that the whole number of teachers who attended, was 1686. Of this number, 818 were males, and 868 females. Taking into consideration the brief interval between the passage of the Act and the commencement of several of the sessions, the late period at which others were necessarily held, it being after many of our winter schools were in operation, and the fact that the nature and object of Teachers' Institutes were very imperfectly understood, the attendance upon them was such as, while it more than realized the anticipations of the most sanguine, could not fail to be highly gratifying to all the friends of the movement. The result of this first experiment in our State, affords a sufficient earnest, that the teachers of our public schools are aware of the responsibility of their calling, and ready to seize with avidity upon every facility which may be afforded for qualifying themselves for the faithful and efficient discharge of their duties. They have, at least to the extent of their attendance, manifested a becoming appreciation of the measures adopted for their improvement, and shown themselves worthy of the bounty which the State, with a wise liberality, has provided. That the number in attendance at the Institutes to be held the present year, will be much greater, I can entertain no doubt. The expressions of satisfaction from those who attended the past season, and of regret from those who were prevented, by previous engagements, or other causes, from availing themselves of the privilege, are too strong and too numerous to admit of question upon this point.

I embrace this opportunity to recommend to the members elect who are to enter upon their official duties on the first Wednesday in May, as one of the earliest of their official acts, the designation of times and places for holding the Institutes the ensuing autumn, and that such publicity be given to their determination, as shall afford ample time and opportunity for all who are desirous of attending to make their arrangements accordingly. The employment of the gentlemen who are to

constitute the Board of Instruction, should also receive early attention. Among the embarrassments which attended the organization of the Institutes held last autumn,—and it was naturally to be expected that there would be many such, where machinery was to be put in motion with whose mode of operation but few within the limits of the State had any practical acquaintance,—none greater was found, than that which attended the employment of instructors. Although this portion of the work was commenced immediately after the passage of the Act, it was soon ascertained, that the employment of a sufficient number, resident in our own State, possessing the requisite experience, to take the superintendence of all the Institutes, was impracticable :—rendered so, in many cases, by previous engagements, and, in others, by a very becoming, but altogether unfounded distrust of their capacity to take the lead in a work, in which they proved most apt and skillful followers. It was with much difficulty that the services of the gentlemen from abroad who superintended several of the Institutes, were obtained ; and I have every reason for believing, that an ardent desire to lend their aid in the advancement of a cause, to which for many years they have been devoted, rather than any pecuniary compensation which we had it in our power to offer, was the prevailing inducement with them to come to our succor in the hour of our utmost need. It is to prevent the recurrence of any such embarrassment, which, without any fault on their part, may prove to the members of the Board a source of much anxiety and fruitless labor, that I present this subject for their early consideration.

The inquiry is often made, how is it possible that teachers can derive any material benefit from the exercises of an Institute, in the brief period of ten days. It is hardly necessary for me to say, that the inquiry comes from those who have never participated in those exercises, and have not taken the trouble to inform themselves by actual observation. For the information of such, however, I would answer the inquiry, briefly.

It is true, that the teacher who is deficient in ordinary intelligence, or who attends the Institute with no other object in view than the gratification of an idle curiosity, may not derive any benefit from the exercises in which he cannot, or will not, feel an interest. Upon minds of that character it is not to be expected that even the best influences can leave a permanently favorable impression, and it would be doing injustice to the best of causes, to form an opinion of its merits, from the effects which it produced on such. There are thousands who are exemplary in their attendance upon the public ministrations of the Sabbath, but whose lives are as barren of good fruits as the *gospel fig-tree*, yet who, for that cause, derides the Sanctuary, or its services, or denies their efficacy in winning man from sin and error, and girding him with strength for the discharge of his duty to God and his brother man? But the benefit which the intelligent teacher, the true hearted man or woman, intent upon the acquisition of knowledge, cannot fail to derive from the exercises of an Institute, brief as may be its duration, will be obvious from the mere statement of the character of those exercises, the manner in which they are conducted, and the object which is kept constantly in view. The object is the qualification of those who are presumed to be already possessed of an ordinary, if not thorough knowledge of the elementary branches required to be taught in our public schools, and who have more or less practical acquaintance with the business of school-keeping, for the more intelligent and successful discharge of their duties as teachers. The exercises consist of a review of those branches,—practical expositions and illustrations of the most approved methods of instruction in them,—of the best modes of organizing, governing, and disciplining a school,—of inculcating the principles of morality,—and keeping alive in the hearts of children an interest in the studies in which their minds are engaged;—the whole being interspersed with the expression of the views, opinions, and experience of the pupils, and practical, demonstrative lectures by the teachers.



An idea of the manner of conducting the exercises, may be gathered from the following Order of Exercises for one day, selected at random, as a specimen, rather than an invariable model:—premising, that the daily session is usually continued from 8½ o'clock A. M., to 12, M., and from 1½ to 4½, P. M.

*Forenoon.*

From 8·30 to 8·50—20 min.—Religious exercises :—reading the Scriptures by the members.

From 8·50 to 9·10—20 min.—Discussion.

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|-------------------|---|--------------------------|
| “ 9·10 to 9·40—30 | “ | Exercises in reading.    |
| “ 9·40 to 9·45— 5 | “ | Recess.                  |
| “ 10·15 to 11 —45 | “ | Grammatical Analysis.    |
| “ 11 to 11·15—15  | “ | Recess, and Vocal Music. |
| “ 11·15 to 12 —45 | “ | Geography.               |

*Afternoon.*

From 1·30 to 2 —30 min.—Practical lecture, and illustrations.

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|-------------------|---|--------------------------------------|
| “ 2 to 2·30—30    | “ | Intellectual Arithmetic.             |
| “ 2·30 to 2·35— 5 | “ | Recess.                              |
| “ 2·35 to 3·15—40 | “ | Elements of the English Language.    |
| “ 3·15 to 3·35—20 | “ | Methods of teaching Spelling.        |
| “ 3·35 to 3·50—15 | “ | Recess and Vocal Music.              |
| “ 3·50 to 4·10—20 | “ | Parsing.                             |
| “ 4·10 to 4·30—20 | “ | Discussion on government of schools. |

It will be apparent that the order of the day is *labor*;—that none of the precious moments during the session are wasted. During the whole time the note-book and the pencil are in constant requisition, and at the close of the session, the intelligent and attentive teacher returns, with a rich stock of valuable hints and suggestions, the gathered experience of his associates and instructors, to be carried into practice in his own school-

room, the scene of his more quiet and unobtrusive labors. Although a longer term of the rigid mental discipline in which he has participated, would, doubtless, be productive of greater benefit to him, still, no one who has ever been an eye-witness of a single day's labors in an Institute can doubt, that brief as has been its duration, it has increased the means of usefulness of all in attendance.

There are other incidental benefits following from these annual conventions of teachers, which are not to be overlooked. The opportunity which is thereby afforded to the community at large, of listening to lectures upon educational topics, the natural tendency of those lectures being to awaken an interest in the cause of popular education, and give to it an impulse which it can only receive from the popular will,—the formation of a community of interests, and the exciting of a laudable professional pride among teachers to advance the character of their calling,—the collision of mind with mind, calling into exercise its slumbering energies,—and the tendency to the establishment of uniformity in methods of government and instruction,—all unite in recommending the Teachers' Institute to the favorable consideration of parents, teachers, and all interested in the elevation of the standard of moral and intellectual culture.

Abundant testimony of the favorable impression produced by the Institutes which were held last autumn, is furnished in the resolutions which were adopted at the close of their several sessions, by the teachers, and, in many instances, by the citizens in whose immediate vicinity they were held. For the gratification of those friends of the cause who were not permitted to be participators in the occasion, I append to my Report some extracts from the resolutions to which I refer.

In bringing to a close my remarks upon this subject, I have only to add my renewed conviction, from the experience and observation of the past year, that to the Teachers' Institute must we look as the instrumentality by which the immediate

demand for teachers more thoroughly indoctrinated in the *art of teaching*, is to be supplied. An institution of a more permanent character, like the Normal Schools of Massachusetts and New York, desirable as is the establishment, and powerful as would be the agency of such in elevating the character of the teacher, and providing for the intellectual wants of the coming generations, would be found wholly inadequate to the present emergency. The period may arrive, and I have faith that it will, when an enlightened public sentiment, and an enlarged philanthropy, will afford sufficient inducements to those who would assume the responsibility of the teacher's calling, to qualify themselves, without extraneous aid, for the faithful and intelligent discharge of their duties. Until then, I hold it to be the duty, as well as the truest and wisest policy of the State, looking to the present and future welfare of the people, to lend its aid in providing competent instructors for their children, by encouraging and sustaining the Teachers' Institute. Its neglect or refusal so to do might not prove fatal to the effort now making to elevate the character of the teacher, and with it that of the Free School,—it could not, so long as there were to be found within its limits men recognising the existence and authority of moral and social obligations,—yet would it paralyze the right arm by which this great and good work may be borne successfully onward.

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#### TEACHERS' ASSOCIATIONS.

To the interest awakened by the Institutes held during the last autumn, may be attributed the formation of Teachers' Associations in several counties. The object of these Associations is, in the language of their Constitutions, to coöperate in the work of school reform, to unite effort in improving the present modes of teaching, to elevate the standard of education, and to qualify their members by the cultivation of their intellectual

and moral faculties, for the better discharge of their duties, as teachers. Of the same character are the Teachers', and Common School Associations, which have been organized, within the year past, in several towns in different sections of the State. The objects are most laudable, and from these voluntary associations, I anticipate most happy results. They cannot fail of producing a beneficial effect upon all who are brought within their influence, and contributing largely to awaken public interest and enlighten public sentiment. The friends of education, by attending their sessions, thereby manifesting their interest in the object for which they are convened, by affording facilities for the attendance of others, and participating in the exercises of the occasion, will not only strengthen and encourage teachers to renewed effort in the work of self-improvement, but will cheer and animate them with the assurance that the effort is appreciated,—that the heart of the people is with them in the work,—that the faithful teacher will ever find in the parents of the children to whose welfare he devotes himself, a faithful and devoted fellow-laborer and friend. That the teacher, to be eminently successful, requires such coöperation, the experience and observation of all who are in any degree conversant with his various duties, will bear witness. That he is entitled to it, as an act of common justice, is equally obvious. The neglect to afford it is a dereliction of duty:—the refusal, but little better than crime.

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#### DUTIES OF SUPERINTENDING SCHOOL COMMITTEES.

The Act of the Legislature establishing a Board of Education, makes it the duty of the Secretary to attend the annual county meetings for the election of Members of the Board, and “communicate with the superintending school committees there assembled.”

The object of this statute requirement, undoubtedly, was to furnish an opportunity for an interchange of views and sentiments, between the School Committees, who are, in the first instance, the constituency, and the Secretary, who is their ultimate representative. The term employed in defining his duty at the conventions, implies a participation in the proceedings, a conference with those who are there assembled. The position which he occupies is not of an authoritative character; his views and opinions are invested with no *ex cathedra* sanction. Nor, on the other hand, is he the passive recipient and organ of the views and opinions of others. In the discharge of their several functions, it was contemplated, without question, that each should act independently, yet, as fellow-laborers in the same work, in harmony. Entertaining the belief that this work of coöperation should not be restricted to the few hours of personal interview at the annual conventions, and regarding it of paramount importance to the success of the present educational movement in this State, that there should be on the part of all who are by operation of law more immediately connected with it, a full and accurate knowledge of the official duties and responsibilities which devolve upon them, I avail myself of the opportunity afforded by the publication of the Report of this Board, to communicate with the superintending school committees throughout the State, and to call their attention to some of the most arduous and responsible of the duties which are attached to their official station. In presenting for their consideration the modes in which, to my apprehension, those duties may be most faithfully and efficiently discharged, I trust I shall not be regarded as exceeding my jurisdiction,—as intending to set up my own opinion as an infallible standard, or arrogantly assuming an authority to control the judgments, or the operations of those, who, to say the least, are as competent as myself to arrive at correct conclusions in the premises. If an apology be necessary for the attempt on my part to define their duties, it must be found in the conviction to which none

of us are strangers, that there has not been, in times past, throughout our State, that clear apprehension, that fearless and faithful performance of duty on the part of school committees, which the well being of our common schools has demanded. To these officers, as the administrators of our school laws, do the friends of popular education look with hope and confidence, knowing, as they well do, that without their aid all their efforts must be comparatively fruitless. That hope must not be disappointed:—that confidence must not be betrayed.

**EXAMINATION OF TEACHERS.** There is attached to the office of the Superintending School Committee, an importance which has, heretofore, to a great extent, been almost unknown or unregarded, but which a newly awakened interest is beginning to appreciate. The examination of candidates for the responsible station of teachers of our children and youth, has become something more than a mere form, and such it is our bounden duty to make it. If the time and money, of children and parents, shall hereafter be wasted,—worse than wasted,—through the ignorance or incompetency of the teacher,—if the school-room shall hereafter be desecrated by the presence of the teacher lacking integrity and moral worth, but acting under the sanction of an official certificate, upon the authorities who grant it must rest the responsibility for the consequences. By the recent legislation upon this subject, the fullest power is conferred upon Committees, to examine not only as to the literary acquirements, but, also, as to the capacity for government, discipline, instruction, and the moral character, temper, and disposition of the candidate, and to grant or withhold the certificate, as, under the obligations of their oath, may seem just and right. This power must be exercised impartially,—independently. I know of no more trying position in which a man of ordinary sensibility, engaged in the discharge of the duties devolving upon him as a member of the school committee, can be placed, than when called upon, after a careful, patient, thorough examination, to decide adversely to the wishes, hopes, and expecta-

tions of the youthful teacher. Unpleasant to committee and candidate as may be such a result, yet, when it becomes necessary, duty to the teacher himself, to children and parents, requires that it should be met manfully. Better, far better for the interests of all, that the door of the schoolroom be bolted and barred, than opened for the admission of the incompetent or unworthy.

I may be permitted to make a few suggestions as to the proper time, place, and mode, of examining candidates; and, first, as to the time and place.

**TIME AND PLACE.** I take it for granted that no Committee will sanction a violation of the law, by consenting to the examination of a teacher who has commenced his school, without having procured the necessary certificates. There are reasons, apart from the consideration that he stands before them a willful breaker of the law, which should debar them from proceeding. The encouragement which would be held out to others to offend in like way and manner,—the strong probability that a consciousness of his own unfitness has been the inducing motive with him to steal into the place he occupies without submitting himself to an examination, in the hope that, notwithstanding his deficiencies, having secured possession, he will be permitted to remain rather than that the school should be broken up,—the fact which is well understood, that the refusal to grant the certificate is, in such case, rendered doubly disagreeable, and that, as a consequence, the incompetent teacher is too often permitted to receive the hire of which he is not worthy,—all unite in demanding that school committees should take an open and decided stand in this matter. Let the teacher who thus commences his school, without the proper, legal certificates, be regarded as what he voluntarily makes himself, an outlaw, and this pernicious practice, which has become very prevalent in some sections of the State, will soon be abandoned. As no examination can be thorough which is not deliberately made, the examination of teachers should not be deferred until

the schools are on the eve of commencing, as is too often the case, when the school agent is waiting impatiently, with his horse and carriage, to convey *his* teacher from the committee-room to the school-room.

I regard it also as important, that the examination of teachers should not be made in private; and, in one State at least, in the Union, such is the statute requirement. By adopting this mode, school agents and others who may see fit to attend, can have a better opportunity of judging of the comparative merits of candidates. None but the unworthy can suffer by the comparison. Candidates themselves can profit by it, and, comparing themselves with each other, will submit with a better grace to the decisions of the committee, should they be adverse to their wishes. The public will have a better opportunity of judging of the correctness of their decisions, and the committee will escape the unmerited censure which is often times heaped upon them by those, who, having no personal knowledge of the matter, form their opinion from the *exparte* representations of the rejected candidate; representations which, if untrue, he would not dare to make, had the examination taken place in the presence of other witnesses besides the committee. In addition to these considerations, much of the time of the committee will be saved;—a matter not entirely to be overlooked, when the trifling pecuniary compensation which is allowed for their services is taken into view. From my own experience and observation I do not hesitate to recommend the adoption of this method, and to advise, that at a reasonable time before the commencement of the summer and winter schools, the school committee give public notice of the time and place, at which they will attend to the examination of all such as propose teaching public schools during the current year, and that they strictly adhere to the rule of granting certificates at no other time, subject only to the exception of unavoidable accident.

**MODE.** The committee are to be satisfied from the examination of the candidate that he possesses the requisite qualifi-



cations. This is a duty, the performance of which they have no authority, under the obligations of their oath, to delegate to any one of their number, or to any other person, and, hence, the certificates of others cannot be substituted for, and should not be permitted to supersede, a personal examination. I believe that this examination can be made most thoroughly by written questions and answers. This mode has already been adopted in many towns in our own State, and prevails extensively in some of the other New England States. There are many advantages attending it, which cannot be obtained by an oral examination ; one of which, and by no means an inconsiderable one, is, that it places that modest merit, which, shrinking timidly from a public exhibition, too often fails to receive the award which is justly its due, upon an equal footing with that bold effrontery, which, knowing nothing, and therefore fearing nothing, too often, unworthily, bears away the palm. It affords the committee an opportunity of learning by one and the same process, and at the same time, the extent of the candidate's knowledge of the several branches of learning usually taught in public schools,—of orthography,—punctuation,—the construction of sentences, his skill in penmanship, &c. &c., and is the evidence, under the candidate's own hand, of his fitness or unfitness for the calling. It becomes the record of the committee, unimpeachable by the candidate or his friends :—it furnishes the conclusive answer to all complaints of unfairness, or partiality,—presuming, of course, that the committee, in all cases, decide in accordance with the convictions of a sound judgment. Where this method has been adopted, I have not heard the first murmur of complaint from any candidate who has failed to procure a certificate ; a state of things which, I believe, is not known to exist where the examination is conducted orally, and where the disappointed candidate is at liberty to give his own version of the manner in which he passed through his examination, without the fear of contradiction, save from the declarations of the committee, who, in all such cases, are regarded by him and his friends as the *adverse party*.

The proper manner of conducting an examination of this kind, is, to prepare such a number of written interrogatories as may be deemed necessary to elicit the candidate's knowledge of the several branches, and to require him to answer them in writing, in the presence of the committee. It is hardly necessary to suggest, that the questions should be occasionally varied, to prevent anything like deception, by a previous preparation with special reference to the occasion. I recommend to committees the trial of the experiment. It cannot fail to commend itself to those who may feel their incompetency to conduct an oral examination as well as they could wish. The aid of those who possess the requisite knowledge and longer experience, may be called in to prepare a suitable list of questions, and the appropriate answers, and, in this way, the committee who may happen to be deficient themselves, may be furnished with a safe standard, by which to test the literary acquirements of the candidate, and the means of arriving at a conclusion, unembarrassed by any distrust of its correctness.

**MORAL CHARACTER, TEMPER, AND DISPOSITION.** The examination should not stop here. The committee are to be satisfied that the candidate possesses a good moral character, and "a temper and disposition suitable to be a teacher of youth." A good moral character! What constitutes a good moral character? Of what elements is it composed? The same law which creates the occasion for the inquiry, answers it. It requires of all teachers of youth, as a part of their duty, "to take diligent care, and to exert their best endeavors, to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard to truth; love to their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues which are the ornaments of human society." That the teacher may be enabled to discharge this duty, to any purpose, or with any prospect of benefit to the children and youth under his care, these virtues must

be combined in his character, and exemplified in his life. If they are not, he does not possess that "moral character" which the law contemplates, however exalted may be his standing in the estimation of that *public opinion*, which contents itself with the observance of the outward forms of propriety, and recognizes no other moral code than the statute law of the land.

The evidence that the candidate possesses these qualifications, must come, in a great measure, it is true, from his past life and conduct; and where the committee have no personal knowledge, the testimonials of those who have been acquainted with him, are, from the nature of the case, admissible. But even then, much light may be thrown upon the subject by an examination. He may with propriety be asked, what methods he would adopt to inculcate the principles of morality, justice, truth, humanity, industry, temperance; the signification he attaches to the terms, &c. The answers to such inquiries will reveal his own character. If he has none to give, it will be safe to infer that he is himself wanting in any settled convictions of moral obligations, and is therefore unfit to be entrusted with the impressible mind and heart of childhood.

An opportunity for discovering somewhat of the "temper and disposition" of the candidate, may be afforded by the very process of examination; by the manner in which he submits to the tests and trials to which he is necessarily subjected. A still further insight may be gained by inquiries as to how he would deal with the obstinately disobedient, with the child of quick impulses, with the physically and mentally indolent, with those addicted to falsehood, to profaneness of language, and the innumerable school vices which are perpetually stealing into the heart of the child. That man, or woman, is but poorly qualified to be a teacher of youth, who cannot furnish an answer to such inquiries, and, from those answers, ordinary intelligence cannot fail to discover, to no inconsiderable extent, the temper and disposition of the candidate.

**CAPACITY FOR INSTRUCTING.** The committee are to examine

as to the capacity of the candidate "for instructing, for government and discipline." This portion of the examination must, almost necessarily, be oral, and I regard it of the highest importance that it should be thorough. Learning, without the capacity, or, rather, the tact of communicating it to others, is no conclusive recommendation for a school-teacher, while, on the other hand, the faculty of instructing, of engrafting, as it were, mind upon mind, is a gift which more than compensates for the lack of extensive literary acquirements. It is this faculty which is most desirable in the teacher, and he has most sadly mistaken his calling, who lacks it. To give, in detail, my own views as to the best mode of testing the capacity of the candidate to instruct, would consume more time and space than would be agreeable, or, perhaps, profitable. To state it concisely, it would be this:—to take up in succession the various studies from the Alphabet to the highest branch usually taught in our public schools, and learn from him his method of instructing in each:—his mode of conducting recitations; whether he required his scholars to repeat the words from the book, or to express the idea of the author in their own language: whether he made the lesson the subject of explanation and suggestion, or not:—in Arithmetic, whether he explained the various processes for solving problems; whether he required reasons for the rules given, or gave them himself; his method, if any, of illustrating the relations and properties of numbers:—in Grammar, his modes of teaching the parts of speech, the construction and analysis of sentences:—in Reading, his methods of correcting mis-pronunciation, of keeping the attention of the class fixed upon the lesson, of ascertaining whether the meaning of the author is apprehended:—whether he makes use of the Blackboard, for what purposes, and in what way:—his modes of exciting an interest in the various studies pursued in school:—these, and similar inquiries, all having a tendency to draw out the true teacher, would I adopt myself, and recommend to others.

**CAPACITY FOR GOVERNMENT AND DISCIPLINE.** The capacity of the candidate for government, and discipline, may be learned from the success which has heretofore attended his school labors; but if information cannot be derived from this source, resort must be had to a series of inquiries similar to those before suggested. In connection with this branch of the examination, his views upon the subject of government, generally,—how far he regards strict discipline of importance to the welfare of the school,—under what circumstances, and to what extent, he deems it proper, or necessary, to resort to force to secure obedience,—what species or mode of punishment he should adopt in certain supposed cases,—all these would be proper subject of inquiry. Every teacher is presumed to have his views upon this subject, and, from his expression of those views, a committee will be enabled to form a sufficiently accurate opinion of the probability of his success in the government and discipline of his school. If it should happen that he has no definite views or opinions upon the subject, it would be very questionable, to say the least, whether he possessed the necessary capacity for government and discipline.

I am aware that the objection may be taken to the mode of examination which I propose, that it will consume too much time. There is something in the objection, if the qualifications of teachers are of less value to their employers than the money paid to the committee for their time and services in making the examination. True wisdom holds to no such doctrine. It is to be hoped that the Common School will, ere long, assume its true rank in the list of our civil and political institutions, and when its bearing upon the interest and welfare of the whole is once well understood, there need be no apprehension of parsimony in the expenditures necessary to give life and motion to the minutest portion of its machinery.

**VISITING SCHOOLS.** The creation of a supervisory power is almost contemporaneous with the establishment of our present school system, and is indicative of the sound common sense

which was characteristic of its founders. Taking for data their individual knowledge of the business transactions of life, their own conduct in the management of their farms and their merchandize, they were at no loss in arriving at the conclusion, that to insure even the chance of success in the plans which they devised for the education of their children, there must be a controlling, directing, supervising power; and, hence, we find that provision was made at an early period in the history of the Common School, for the election of a superintending school committee. The obligation is imposed upon towns to elect that committee, and upon the individuals composing it is imposed the obligation of an oath, that they will faithfully perform the duty for which they are set apart. The very title of the office implies the duty of visitation and inspection, for with what propriety can that body be termed the *superintending* committee of the school, with whose progress and mode of operation they are unacquainted. But the law does not leave the performance of this duty to inference. It is express and explicit in its requirements, that at least twice during every term of the school, it shall be visited and inspected by the superintending school committee. This is the minimum of duty; the least with which the law can be satisfied. The higher law of duty,—of strict fidelity to the trust confided to them, is more imperious in its demands.

I regret the existence of a fact, the concealment of which is prompted by a commendable State pride, but which a sense of duty will not permit me to pass by without reprehension. I refer to the unjustifiable, and, in many instances, successful attempt, on the part of the inhabitants of towns, to render this wise and wholesome provision of the statute nugatory, by passing a vote of instructions to their school committee, to make no visits to schools, except when absolutely necessary for the investigation of difficulties arising between teachers and scholars, in matters of discipline:—a proceeding, reprehensible in every view which can be taken of it. Reprehensible as an indirect

violation of the statute law, and as requiring from the committee a direct violation of their oath of office. I need hardly add that such a proceeding is, in the eye of the law, a nullity. It is not obligatory upon the committee; it relieves them from none of their legal or moral responsibilities,—deprives them of none of their legal rights. It is an act which merits the condemnation of every good citizen:—it is a flagrant violation of duty on the part of all concerned in its perpetration:—it is a gross fraud upon the people,—an act of injustice to their children, for which, in this enlightened age, among a Christian people, there can be no apology. Presuming that the school committees of this day are not regardless of their duty in this particular, that their visits to the schools under their superintendence are made, as frequently, at least, as the law requires, I trust I may yet be allowed to offer a few suggestions, as to the way and manner in which those visits may be made most promotive of the true interests of the school.

And in the first place, they should not be made the occasion for *display* on the part of the teacher and scholars. The idea which I intend to convey, cannot be better illustrated, than by the familiar anecdote of the teacher, who apologised to the committee for the disorder in which they found his school and school-room, by saying, that *had he known of their visit in season, they would have found him better prepared for them.* The object of the visit is to find the school as it is,—not as it might be. The practice which prevails to considerable extent of making the visit of the committee the occasion for display, as encouraging the practice of deception in teacher and scholar, I hold to be prejudicial to both. Let there be, if desirable, a day of general, public examination, at which parents and friends shall be invited to attend, and let it be what it purports to be,—a holiday,—a day of exhibition. But the visits of the committee for inspection, should be of a different character. They should be, what the statute requires, visits to inspect the school,—to inquire into its regulations, its discipline, and the

proficiency of its scholars. That they may be such, thoroughly and truly such, they should be made when least expected; when teachers and scholars are off their guard,—if such a state of things is ever permitted,—when the school as it is, its true condition may be readily discovered. To the same end, that there may be no opportunity for the practice of deception, the committee should not entrust to the teacher the entire examination of his pupils;—they should engage in it themselves. Not, surely, for the purpose of embarrassing teacher or pupil, not for the purpose of propounding intricate questions, knotty problems, but that they may be the better able to judge accurately of the proficiency of the pupil, and the fidelity of the teacher. While such a procedure can do no injury to the reputation or feelings of the faithful teacher, it penetrates the disguise, in which the unfaithful or incompetent attempts to hide his own mental or moral deformities. For another reason do I recommend it. It is a manifestation of an interest in the individual welfare of each member of the school, which is alike gratifying and encouraging to them:—it begets a mutual confidence, without which but little benefit ever can result from social intercourse.

The object of the visit, however, is not accomplished by merely inquiring into the proficiency of the school: its regulations and discipline are to be the subject of investigation. There is a manifest propriety in the committee's learning from the teacher, in the presence of his scholars, the regulations which he has established, and the methods he adopts, for the government and discipline of the school. The teacher should gladly avail himself of the opportunity of submitting his views and methods to the examination of his visitors. If they are such as commend themselves to their good sense, they will not fail to express their satisfaction, and thus add their sanction to the teacher's law. From such a decision there is no appeal. The spirit of rebellion, if it exists, is crushed. Insubordination is thwarted in its plans of mischief;—the supremacy of the law



is established. If, on the contrary, the methods of government and discipline are not such, in the estimation of the committee, as are best calculated to secure the object in view, the suggestion of a better way, at the proper time and place, may be made to the teacher, and if the suggestion be but kindly made, it cannot fail to be received in the spirit of kindness, and to produce the desired effect.

As affording an opportunity for the expression of a kindly interest, of words of counsel and encouragement, I regard the visits of the school committee as of incalculable value. The law requires of them "to use their influence and best endeavors, that the youth in the several districts regularly attend the schools." And what more fitting opportunity can there be for the discharge of this duty? I have always looked upon the work of a school visitation as but imperfectly performed, when the occasion has not been thus improved. The remark that *men are but children of a larger growth* is no less true than trite; and perhaps as strong an argument as any, in support of the proposition, is to be found in the fact, that manhood only more fully develops the *listening propensity*, as it may be termed, of childhood. Children of a smaller, as well as of a larger growth, are pleased with being made the objects of address. Observation has induced in my mind the belief, that more of the knowledge of right and wrong, of good and evil, possessed by the mass of mankind, is learned from the lips, than from the books. Indeed, I do not know that it would be a misapplication of holy writ to say, that while the *letter* killeth, *speech* is the spirit which giveth life.

But I would not make the visit of the committee the occasion for dull, prosaic, abstract sermonizing. My own recollections of school-boy days are too vivid to admit of the concession, that good can follow from such an exercise of patience; but, at the same time, I am happy to have it in my power to add, that there are impressions which were then and there made upon my young mind, by a few words fitly spoken, which the

hand of time has not yet erased,—which I trust it never may. I introduce my own experience, not in the spirit of vain-glorying, but in illustration of the truth which I would impress upon every mind, that no fitting opportunity of inculcating upon the mind and heart of childhood, in fitting language, the sacred principles of morality, justice, truth, obedience to the laws of God and man, should ever be permitted to pass unimproved. And what golden opportunities are here presented! Invested with an authority which, in the school-room at least, is supreme,—embodying, in the apprehension of the young beings there assembled, the wisdom of the town,—the whole of the known world to them,—with what impressiveness, with what power, will the words of kindness, of counsel, of encouragement, fall upon their ears! Who that has ever watched the breathless attention, the kindling eye of childhood, while listening to the outpourings of the eloquent heart,—and how, in such a cause and scene, can the heart fail to find utterance,—can doubt, that every hour spent in communion with these young immortals, is an “hour well spent”? In such scenes of usefulness may it be the happiness, as it is the duty, of those whom I would now address, often to participate.

**SELECTION OF TEXT-BOOKS.** To the superintending school committee is delegated the power of determining what books shall be used in the respective schools under their charge. The language of the statute is explicit; it admits of but one construction. The performance of this duty is not left at the option of the committee; it is peremptory. In accepting the office they assume all its responsibilities, and its duties; and in the whole range of their official obligations, there is no one, the faithful performance of which is of greater importance to the welfare of the schools, than this. Upon them rests the responsibility; it is one of which they cannot divest themselves, and it is well that it is so.

I am aware of the peculiar difficulties and embarrassments attending any action upon this subject, and that in bringing

about a uniformity of text-books in any school, or number of schools, it often happens, that deep seated prejudices are to be rooted out, old partialities and favoritisms to be overcome, and diverse and conflicting views and opinions harmonized. Embarrassing, unpleasant, for the time being, as the task may be, it cannot be evaded. The interests of parents and children alike require it, and the only question which can arise in the minds of the committee, is as to the mode in which the result can be brought about. The committee having made the selection of such books as in their opinion are best adapted to the wants of the several schools, have the power to enforce the introduction of them, or, at least, the exclusion of all others. I find sufficient cause for mutual congratulation in the reflection, that, in the matter under examination, the resort to coercive measures will be unnecessary, so long, at least, as we have an intelligent people to deal with. There may be, and I doubt not there is, in many sections of the State, a necessity for enlightening the public mind upon this subject; and it was in view of this fact, that, in my former Report to this Board, I called attention to the importance of seizing upon every favorable opportunity, to urge upon committees the discharge of this duty, and upon parents the manifold advantages which would follow from acquiescence in their decisions. It is in this way that I would have committees, and the friends of popular education, prepare the way for the advent of a reform, which, once felt, will be effectual.

Committees are probably aware of the facilities afforded by publishers for the introduction of text-books, and wherever there is a necessity for a change, will do well to avail themselves of them. Not that every catch-penny publication, or empirical treatise, the introduction of which into our schools, gratuitously, is offered, is to be accepted for the reason that it costs nothing, but that, as the great objection to an exchange of books at the present time comes from parents and guardians, on the score of expense, every opportunity which presents of

obviating that objection, and at the same time of making a change for the better, should be seized upon with avidity. To the particular consideration of school committees do I commend this branch of their official duty, with the earnest desire that it may receive that attention which its importance demands, and that their efforts in this behalf may redound to their own credit, and the welfare of the schools under their charge.

I have thus endeavored to call the attention of our superintending school committees to the three great official duties which devolve upon them;—the selection of text-books, the examination of teachers, and the visitation of schools. Let these be but faithfully and fearlessly performed, and all other obstacles which may retard the onward progress of the Common School, may be easily surmounted:—let them be disregarded or neglected, and although it may still have a place upon the statute-book, it will have none in the affections of the people:—although it may still have a name, it will be one coupled with reproach and obloquy.

There is another class of duties, embracing the dismissal of incompetent teachers, the expulsion of disorderly scholars, &c., upon which it is not necessary that I should comment. For these evils an effectual remedy may be found in the strict and faithful preliminary examination of teachers, and the inculcation upon the minds of parents and children, of the importance of subordination to the welfare of all concerned. Whenever the necessity for action occurs, however, it hardly need be suggested, that to make that action efficient, and to prevent a recurrence of the same evil, it should be prompt, energetic, independent.

The enactments of the last Legislature have transferred to the School Committees the performance of certain duties which have, heretofore, devolved upon the Selectmen; such as the providing, at the expense of the town, the necessary school-books for children whose parents or guardians neglect that duty, and the making the Annual School Returns to the Sec-

retary of State. I am happy to believe that the first named provision will impose upon them but a trifling additional burthen, for the reason, that the instances of remissness on the part of parents and guardians, in this particular, are rare. So far as my observation has extended, such instances are to be met with only in cases of the most abject poverty. I rejoice that this labor of love is now transferred to those who will perform it promptly and cheerfully. The performance of the other duty, that of making the Annual School Return, is somewhat more onerous; but there is a manifest propriety in the transfer of it to the School Committee, inasmuch as the facts which it should embrace are more peculiarly within their knowledge. This duty has, heretofore, been but imperfectly discharged, and the reason, perhaps, may be found in the fact, that its performance has been, by law, entrusted to a board of officers selected, usually, with reference to their competency to take charge of the financial interests of the town, rather than those of the rising generation. Although, to every reflecting and observing mind, those interests are identical, yet, by the short-sighted policy which has too extensively obtained, they have not been so regarded. In the performance of this duty committees will be very materially aided by the statute provision, which requires teachers to keep a School Register, which, at the close of the school, is to be returned to the committee; and I would embrace this opportunity to remind the committees, that to every teacher, in connection with his certificate of qualifications, should be delivered a Register, blank forms of which will be forwarded to them, annually, from the office of the Secretary of State, and to suggest the expediency of calling the attention of teachers to the law which requires them to keep the Register faithfully and correctly, and to the penalty which will follow the neglect so to do, namely, the forfeiture of all claim to compensation for their services. A new and additional importance is attached to this matter, by the provision in the statute which makes the Annual Return, in due form of law, indispensably

necessary to entitle any town to its portion of the annual Bank Tax.

The law requires that superintending school committees shall make a written report, unless the town shall otherwise direct, at the annual meeting next after their appointment, of the condition, progress, success, modes of instruction and government in the several schools. I believe that much good would result from a more general observance of this requirement. The attention of many who are now entirely indifferent, would thereby be called to the subject of our common schools, and a livelier interest awakened. Teachers would have a new inducement to exertion, and a commendable pride on the part of parents and children would be excited. In Massachusetts, where a similar provision exists, a volume of Abstracts from these Reports is published, annually, under the supervision of the Board of Education; and it is the remark of the Secretary of that Board, that "the preparation and circulation of these Annual Abstracts, have been one of the most effective means for enlightening and elevating public sentiment on the paramount importance of education for the whole people." We have no statute of that kind, but the same purpose may be answered to some extent, by the publication of those Reports in our newspapers, and in Circular form. A practice prevails in some towns of printing a sufficient number to supply every family with a copy;—it is a practice worthy of universal imitation.

Perhaps an apology is due from me for occupying so much time and space upon matters already sufficiently familiar. If, however, my remarks shall serve no other purpose than to refresh the memories of my fellow laborers in the cause, the time may be regarded as not altogether mis-spent. If I have been so fortunate as to make any suggestion which may be of service to them in the discharge of their official duties, or promote the interests entrusted to their care, my labor will not have been in vain.

I am aware that but little honor has, heretofore, been at-

tached to the office of Superintending School Committee by the unreflecting portion of the community,—that it has been a thankless service,—and that its only adequate reward has been found in the consciousness of duty performed. I know that it is, by many, regarded as a useless appendage to the school system; that the scanty pittance which the law doles out as a remuneration for the services rendered, is paid grudgingly;—that not infrequently the most discreet and best directed attempts at improvement are denounced as visionary innovations; and that to the basest of motives,—that of self-aggrandizement in the eye of the populace,—is too often attributed the noblest and most earnest effort for the welfare of the rising generation. But with all these disheartening influences against them, conscious of the rectitude of their motives, realizing the full extent of the responsibility resting upon them, patient and long suffering, bearing and forbearing, the officers charged with this high commission have but to labor and press on. Their career may not be that of the mountain torrent, leaping from cliff to cliff, whose wild and wayward beauty enchains every eye that gazes on it, but, rather, that of the forest rivulet, stealing noiselessly along its course, whose kind and gentle influence is felt by every little flower that blossoms on its banks. It is not theirs to faint by the way, although they may not be permitted to see the fruits of their labors springing up on every side around them. I have faith that our works will live, long after the minds which conceived and the hands which wrought them, shall have ceased from the labors of earth:—that the influence of our teachings will be felt,—although, perhaps, for the first time,—long after the voices which uttered them are hushed in their last silence. Our labors will not be in vain! If for him who gives but a cup of cold water to one of those little ones, in the name of a disciple, there is the promise of reward, what shall not be laid up in store for him who, in the spirit of the Great Teacher, opens to them the well-spring of moral and intellectual life!

## CONCLUDING REMARKS.

I conclude this Report with the expression of my conviction, which may be regarded as but the repetition of a truism, that the work in which we, in common with the friends and advocates of popular education throughout Christendom, are engaged, infinitely transcends, in importance, all other temporal interests. It involves not only the welfare and happiness of the present and succeeding generations, but the welfare, the existence of the Republic. Degrade the Free School, and you degrade the people. In the footsteps of that degradation follow poverty, oppression, crime, and anarchy. Elevate the Free School, and you elevate the character of the people. You lift up the down-trodden and give new courage to the faint-hearted. You break the sword and spear of the strong, and gird the weak with triple armor. You strengthen the links of the golden chain which binds man to man, and earth to Heaven. You take the first, great step towards abolishing the factitious distinctions which are permitted to exist in society, and make the equality of man a living reality. You hasten the coming of those predicted ages when man shall be re-created in the moral image of his Maker, and earth become again an Eden. In this great work there should be no sluggards. Let no man cheat himself with the delusion that he is but one, and therefore it matters little whether he acts or not; of such units is the sum total of mankind made up. Let no man do himself the gross injustice to believe, and act upon the belief, that he can exert no influence: every member of the community can do something to advance the work, and is bound by the most solemn obligations to do what he can. It matters not what may be his condition or calling,—whether the station he occupies be public or private,—whether he is surrounded by the luxuries of civilized life or in want even of its necessaries,—there is that in this cause, which should excite his liveliest interest and call forth his noblest efforts. The preservation of our civil and religious rights,—of reputation,—of property,—



the present and future well-being of the State, ourselves, and our children, demand at our hands, prompt, efficient, unwearied action. It appeals to us as Christians, philanthropists, patriots! As we would diffuse far and wide the blessed influences of the religion of Jesus,—as we would uphold the dignity of human nature,—as we would save the *ballot-box*, and the *trial by jury*, the life-breath, and the life-blood of the republic,—from becoming the senseless echo of the demagogue, the instrument of oppression and wrong,—be it ours to cherish, encourage, elevate the Free School! In the hands of the people is its destiny. We may make it what we will;—our glory,—or our shame! The safe and sure foundation, or the sepulchre of our hopes! To what worthier cause can our united influence be lent! To what holier service can a nation's life-time be devoted!

WILLIAM GEORGE CROSBY,

*Secretary of the Board of Education.*

BELFAST, April 25, 1848.



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A P P E N D I X .

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## APPENDIX.

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NOTE.—The numerous applications to the Secretary of the Board for information upon the subject of the Classification of Schools, have induced the belief that the following compilation will be acceptable, and, at the same time, conducive to the usefulness of our Public Schools in those districts where the system can be adopted. For the leading remarks, and a portion of the vouchers introduced to sustain the views presented, we are indebted to the invaluable Report of HENRY BARNARD, Esq., Commissioner of Public Schools for the State of Rhode Island, submitted to the General Assembly, Nov. 1, 1845.

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### CLASSIFICATION OF SCHOOLS.

To what extent the gradation of schools shall be carried, in any town or district, and to what limit the number of classes in any school can be reduced, will depend on the compactness, number, and other circumstances of the population, in that town or district, and the number and age of the pupils, and the studies and methods of instruction in that school. A regular gradation of schools might embrace Primary, Secondary and High Schools, with Intermediate Schools, or departments, between each grade, and Supplementary Schools, to meet the wants of a class of pupils not provided for in either of the above grades.

1. Primary Schools, as a general rule, should be designed for children between the ages of three and eight years, with a farther classification of the very youngest children, when their number will admit of it. These schools can be accommodated, in compact villages, in the same building with the Secondary or High School ; but in most large districts, it will be necessary and desirable to locate them in different neighborhoods, to meet the peculiarities of the population, and facilitate the regular attendance of very young children, and relieve the anxiety of parents for their safety on their way to and from school. The school-room should be light, cheerful, and large enough for the evolutions of large classes, furnished with appropriate seats, furniture, apparatus and means of visible illustration, and having a retired, dry and airy play ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery and shade-trees, which they should be taught to love and respect. The play ground is as essential as the school-room, for a Primary School, and is indeed the uncovered school-room of physical and moral education, and the place where the manners and personal habits of children can be better trained than elsewhere. With them, the hours of play and study, of confinement and recreation, must alternate more frequently than with older pupils. To teach these schools properly,—to regulate the hours of play and study so as to give variety, vivacity, and interest to all of the exercises, without over exciting the nervous system, or over tasking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons of the properties and classification of objects, the cultivation of the intellectual faculties,—to do all these things and more, requires in the teacher a rare

union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, "in whose own hearts, love, hope and patience, have first kept school," and whose laps seem always full of the blossoms of knowledge, to be showered on the heads and hearts of infancy and childhood. In a right education of early childhood, must we look for a corrective of the evils of society, in our large cities and manufacturing villages, and for the beginning of a better and higher civilization than has yet blessed our world. The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principles,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children, with patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause.

2. Secondary Schools should receive scholars at the age of eight years, or about that age, and carry them forward in those branches of instruction which lie at the foundation of all useful attainments in knowledge, and are indispensable to the proper exercise and development of all the faculties of the mind, and to the formation of good intellectual tastes and habits of application. If the primary schools have done their work properly, in forming habits of attention, and teaching practically the first uses of language,—in giving clear ideas of the elementary principles of arithmetic, geography, and the simplest lessons in drawing, the scholars of a well conducted Secondary School, who will attend regularly for eight or ten months in the year, until they are twelve years of age, can acquire as thorough knowledge of reading, arithmetic, penmanship, drawing, geography, history, and the use of the language in composition and

speech, as is ever given in common or public schools, as ordinarily conducted, to children at the age of sixteen. For this class of schools, well qualified female teachers, with good health, self-command, and firmness, are as well fitted as male teachers. But if the school is large, both a male and female teacher should be employed, as the influence of both are needed in the training of the moral character and manners. This grade of schools should be furnished with class-rooms for recitations, and if large, with a female assistant for every thirty pupils.

3. High Schools should receive pupils from schools of the grade below, and carry them forward in a more comprehensive course of instruction, embracing a continuation of their former studies, and especially of the English language, and drawing, and a knowledge of algebra, geometry, and trigonometry, with their applications, the elements of mechanics and natural philosophy and chemistry, natural history, including natural theology, mental and moral science, political economy, physiology, and the constitution of the United States. These and other studies should form the course of instruction, modified according to the sex, age, and advancement, and to some extent, future destination of the pupils, and the standard fixed by the intelligence and intellectual wants of the district,—a course which should give to every young man a thorough English education, preparatory to the pursuits of agriculture, commerce, trade, manufactures, and the mechanical arts, and, if desired, for college; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and those resources of health, thought, manners and conversation, which bless alike the highest and lowest stations in life. All which is now done in private schools of the highest grade, and where the wants of any considerable portion of the community create such private schools, should be provided for in the system of public schools, so that the same advantages, without being abridged or denied to the children of the rich and the educated, should be open at the same time to worthy and talented children



of the poorest parent. In some districts a part of the studies of this grade of schools, might be embraced in the Secondary Schools, which would thus take the place of the High School ; in others, the High School could be open for only portions of the year ; and in others, two departments, or two schools, one for either sex, would be required. However constituted, whether as one department, or two, as a district school, or as part of a secondary school, or an ordinary district school, and for the whole year, or part of the year, something of the kind is required to meet the wants of the whole community, and relieve the public schools from impotency. Unless it can be engrafted upon the public school system, or rather unless it can grow up and out of the system, as a provision made for the educational wants of the whole community, then the system will never gather about it the warmth and sustaining confidence and patronage of all classes, and especially of those who know best the value of a good education, and are willing to spend time and money to secure it for their own children.

4. Intermediate Schools or departments will be needed in large districts, to receive a class of pupils, who are too old to be continued, without wounding their self-esteem, in the school below, or interfering with its methods of discipline and instruction, and are not prepared in attainments and habits of study, or from irregular attendance, to be arranged in the regular classes of the school above. Connected with this class of schools there might be opened a school or department, for those who cannot attend school regularly, or for only a short period of the year, or who may wish to attend exclusively to a few studies. There is no place for this class of scholars, in a regularly constituted, permanent school, in a large village.

5. Supplementary Schools, and means of various kinds should be provided in every system of public instruction, for cities and large villages, to supply deficiencies in the education of individuals whose school attendance has been prematurely abridged, or from any cause interfered with, and carry forward as far and

as long as practicable into after life, the training and attainments commenced in childhood. Evening Schools should be opened for apprentices, clerks, and other young persons, who have been hurried into active employment without a suitable elementary education. In these schools, those who have completed the ordinary course of school instruction, could devote themselves to such studies as are directly connected with their several trades or pursuits, while those whose early education was entirely neglected, can supply, to some extent, such deficiencies. It is not beyond the legitimate scope of a system of public instruction, to provide for the education of adults, who, from any cause, were deprived of the advantages of school instruction.

It is only in large cities that a gradation of schools, as complete as has been sketched above, can be introduced. In the largest class of village districts, three grades of schools will be required. As far as practicable, there should be such an arrangement of the districts and schools of a town, as to admit of the establishment of Primary Schools, under female teachers, wherever forty pupils, under ten years of age, can be collected, and one or more secondary schools, under well qualified male teachers, for scholars over that age. When the sparseness of the population will not admit of even this gradation, the school terms should be so arranged that during the warm months the district school shall receive only the young children, and in the winter months, only the older scholars. Even if Primary Schools are not conducted always after such methods and by such teachers, as we desire, the separation of the younger children, and the elementary processes of instruction, from the older pupils, and higher branches, will be of great benefit to both, and largely diminish the multiplicity and variety of cares and duties which drive one half, at least, of the young men and young women, who would make our best teachers, in disgust from this sphere of labor.

Among the results which may reasonably be anticipated from

the establishment of a gradation of schools, in every large district where the number of children will admit of it, the following may be specified.

1. The number of children attending the public schools will be increased from about one third, or one half, to at least two thirds, or three fourths, of the whole number of the recognized school age. The primary schools alone, if located where young children can conveniently attend, and continue through the year, will increase the attendance at least one third beyond the present average, and the number beyond that, will depend on the character of the school, or schools of a higher grade.

2. Private schools of the same relative standing with public schools will be discontinued, while those of a higher grade, if really called for by the educational wants of the community, will be improved. The best teachers in private schools will find employment equally lucrative and respectable in the public schools.

3. A larger number of female teachers will receive permanent employment, and the demand for male teachers, except of the highest qualifications will be reduced, while both male and female teachers will receive more adequate compensation for their services. Additional inducement will be thus held out to young men and young women of the right character and qualifications, to become teachers for life, and the expense, loss of time, want of system, and other evils growing out of the constant change of teachers in the same school, will be diminished, if not entirely removed.

4. Every thing which is now done for the education of children in the district schools, will be better done and in a shorter time under the proposed classification. The younger children will no longer be subjected to the neglects and discomforts which they too frequently receive, and the primary studies will not be crowded one side to make room for the higher branches. On the other hand, the older scholars, having been well taught in the elementary studies, and receiving more

of the time of the teacher, and having better facilities for study, will reach the present standard of school attainment at twelve instead of sixteen years of age.

5. The course of instruction will be rapidly extended and improved, so as to be more complete, thorough and practical. Physical education and comfort will be better attended to, by a practical recognition of the great principles of health and the human constitution, in school-rooms, and methods of instruction and discipline adapted to each grade of schools. Intellectual education will be commenced earlier,—prosecuted on a system, and continued to a later period of life, and in every stage, with the advantages of books, methods, and teachers adapted to the age and proficiency of the several schools and classes. Moral education, including all those proprieties of conduct, language, and thought, which indicate a healthy heart and tend powerfully to nourish and protect the growth of the virtues which they indicate, and which are the ornament and attraction of life, in the highest and the lowest station of society, will receive more attention and under circumstances more favorable to success. Children will come early, and continue through the most impressible period of their lives, under the more genial influence of female teachers, who care more for this department of education, and possess peculiar power in awakening the sympathies of the young, and inspiring them with a desire to excel, in these things. Besides, if the plan of gradation is thoroughly carried out, there will be more time to be devoted to special instruction in each department of education, under permanent teachers of the highest qualifications.

6. Promotion from a lower class to a higher, in the same school, and from a school of a lower grade to one of a higher, in the same district, will operate as a powerful and unexceptionable motive to effort, on the part of individual scholars, of the whole school. Where the promotion is from several schools, under different teachers, and different local committees, and is based on the results of an impartial examination, it will form

an unobjectionable standard by which the relative standing of the schools can be ascertained, and indicate the studies and departments of education, to which the teachers should devote special attention. With schools classified according to the studies pursued in them, and rising in the scale of compensation paid to teachers, as the character of the instruction rises, the principle of competition will operate favorably by holding out to the faithful teacher below, the certainty of promotion to a more lucrative place.

7. The expenditures for education will be more economically and wisely made. The same amount of money will employ the same number of teachers, a larger number of females, and a smaller number of male teachers, each for a longer time, and the scale of compensation will be graduated more nearly to the value of their services. Even if the sum expended on the public schools is increased, the increase will be less than the corresponding increase of scholars, and the aggregate expenditures for public and private schools together, will be greatly diminished.

8. The privileges of a good school will be brought within the reach of all classes of the community, and will be actually enjoyed by children of the same age, from families of the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart and hand in the same sports, pressing up together to the same high attainments in knowledge and character, will be found the children of the rich and the poor,—the more and the less favored in outward circumstances, without knowing or caring for the arbitrary distinctions which distract and classify society. With nearly the same opportunities of education in early youth, the prizes of life, its fields of usefulness and sources of happiness, will be open to all, whether they come from the mansions of elegance and wealth, or the hovel or the garret of poverty.

9. The system of public instruction, improved in the several particulars specified, will begin to occupy the place in the eyes

and affections of the community which it deserves, as the security, ornament and blessing of the present, and the hope of all future generations. The schools will be spoken of, visited, and provided for on a liberal scale. School houses will be pointed to as creditable monuments of public taste and spirit. Teachers will receive a compensation equal to what is paid the same talents, skill and fidelity employed in other departments of the public service, and will occupy that social position which their character, acquirements and manners may entitle them to. The office of school committee, instead of being shunned, or at best, barely tolerated by those best qualified to discharge its duties, will be accepted as a sacred and honorable trust, by the intelligent, enterprising, and influential members of society. Parents of all classes will take an honorable pride in institutions to which, under all circumstances, they can look as the safe and profitable resorts of their children, for as good an education as money can purchase, at home or abroad. The stranger, interested in the moral and social improvement of his race, will not only be incited to visit the busy marts of trade, and the workshops where the wind and the wave have been harnessed to the car of industry, and made to perfect the triumphs of the loom, the spindle, and the hammer,—and to those institutions which a diffusive and noble charity may have provided for the orphan, the poor, the insane, and even the criminal, but to those schools where the mind is educated to discern new modes of applying the labor of the hands, and the gigantic powers of nature to useful purposes, and above all, where happy and radiant children are trained to those physical, intellectual and moral habits, which bless every station, and prevent poverty, vice and crime.

The following extracts from communications received from cities, and villages in different States, are introduced to sustain the views presented in the foregoing extract from Mr. BARNARD's Report.

## BRATTLEBORO', VERMONT.

“The organization of the present school system in this village, dates back over a space of nearly five years, at which time, for a population of fifteen hundred people, there were four district schools, taught as usual, by males in winter, and females in summer; and in addition to these, the same number of select schools, including an incorporated academy. Our citizens were in no respect satisfied with the means of education offered to their children;—the poorer class, since the academy producing its usual and legitimate effect, had rendered the district school wholly unworthy of its design; and the more affluent, in that the select schools were indifferently supported, and taught by persons only temporarily employed in the business of instructing. A few gentlemen interested in the young, observing this unfortunate condition of the schools, proposed a trial of the present system; but were met by the doubts, fears, and indifference of the many, and the determined and violent opposition of a few. Some (there were honorable exceptions) of the wealthiest tax-payers, resisted the efforts of the friends of the system, because they had educated their children in the select schools; while the poorer class were influenced to believe that the system was designed to educate the children of their more favored neighbors. But by the prudence of the friends of the system, these objections were overruled, and now seem scarcely to be felt,—by the latter class, as they are sensible that their children receive the equivalent of an academic English education at a trifling expense; and by the former, since the improvement of the school system has induced some to select Brattleboro' as a place of residence, and a greater number of its present citizens to remain; thus exerting a favorable influence on the value of real property.

Such was the origin of the present school system and the obstacles it had to contend against. The high school is now based upon a foundation not to be shaken; for it has taken deep root in the affections of the community, and is sustained

and cherished, by their most ardent exertions and wishes for its prosperity and perpetuity. By strangers and the friends of common schools in neighboring towns, the inquiry is often made, what are the advantages of the present, over the old system; and, as we apprehend, they may be stated as follows:

In exerting a most favorable influence upon the primary schools. Preparatory to admission to the central school, are certain qualifications, so that parents are induced to exercise greater vigilance over the welfare of the lowest grade of schools; and teachers, being brought more or less into comparison by the success of the candidates from their respective schools, are stimulated to greater exertion. The consequence has been, that, that part of education, which formerly was most neglected, is now watched with the most lively interest; and the most happy effects follow. The greatest care is used in selecting teachers for these schools, which we regard as in no respect behind the high school in point of excellence. Again, one half, and even a greater fraction, of the children of the village, it is apprehended, would be unable to bear the expense of any thing like a full course of instruction in select schools, while under the present system they are carried through studies, covering six or eight years, at a trifling expense. In the same school-room, seated side by side, (we have but one department for both sexes) according to age and size, are eighty children, representing all classes and conditions in society. The lad or miss, whose father pays a school tax of thirty-five dollars, by the side of another whose expense of instruction is five cents *per annum*. They play cordially and happily on the same grounds, and pursue the same studies,—the former frequently incited by the native superiority and practical good sense of the latter. While the contact corrects the factitious gentility and false ideas of superiority in the one, it encourages cleanliness and good breeding in the other. There are exceptions, of course; but such is the general effect, according to my observation and common remark. Envy, jealousy and contempt, have given



place to kindness, confidence and respect. Such was *not* the case when we had four select schools in this village, not one of which remains. There are other advantages of a more miscellaneous character resulting from the system, which I will briefly mention.

The central school belongs to each parent in the village,—a patrimony which they leave to their children,—an inheritance indefeasible except by their indifference ; and, that it may not depreciate in value, they are constant in their visits and attention. Its influence has collected a well selected and much read library of nine hundred volumes, and created a taste for reading among all classes. It has secured a corps of competent and permanent teachers in the primary schools, and insured uniformity in books and the course of studies. Teachers from other towns visit the central school, to witness the modes of instruction, and school committees to obtain the improvements in construction of the house, seats, laying out grounds, &c. The effect upon the whole community has been favorably felt, in directing attention to the subject of education. The friends of the system were apprehensive that the citizens of Brattleboro', would not submit to the expense of the system,—that fifteen hundred people would be unwilling to raise fifteen hundred dollars, for the education of their children ; but the trial has proved the contrary. Under the former system, four males were employed in winter, and the same number of females in the summer, in the district schools. These have now become primary schools, and are taught the year round by females ; thus making a saving in expense, sufficient to pay the salary of the teacher of the high school ; so that the expense, week for week, is no more than before the present organization. The aggregate, however, is greater, and for the reason, that we now have forty-three weeks of schooling, whereas formerly we had only twenty-six in the year. But this increased expense, owing to increase of teaching, is more than saved to the district, by the closing of four female schools."

## NANTUCKET, MASSACHUSETTS.

Our Public High School has been in operation eight years, and has, during the whole of this time, been highly useful in many ways. It has been a stimulant to exertion to the scholars of the lower schools, and has furnished us with well educated females, as assistants in our grammar schools, and principals in our primary. Before the establishment of our high schools, we had several private schools, where the children of the wealthy received an education beyond the reach of the poorer class, who, although they had the interest and desire, had not the means to obtain it. When the school was first established, many kept their children back; but we were fortunate in obtaining a teacher, whose success was such that soon the public schools took the lead, and private instructions almost wholly ceased. All cheerfully sent their children to the high schools as soon as they were qualified for admission, and very many who had patronized private schools, when they found that their children failed in the examination for admission to this school, from superficial teaching, sent them into the public grammar schools, where no favor was shown, and no glossing over was tolerated; and there they fought their way up, side by side with their poorer schoolmates, learning many good lessons besides those in the exact sciences.

The whole amount of money expended for schools, has been much diminished by the substitution of a public for private schools, and the teaching has been much more thorough in the former than it was in the latter, as the temptation is not so strong with the teacher of the public school to force children forward in order to please parents and fill up his school. The whole community seem to be aware of this, and the sum expended for the support of our schools has been freely increased since the establishment of the high school, by the vote of many, who, because they paid large sums to private schools, were not before free to be taxed to support schools which their children did not attend. The general interest in schools is

much increased, and the admittance to the high school is valued by all, rich as well as poor. We have one high school, where we finish the English and commence the classical education. Males and females attend the same school, as in all our schools, and this we think highly desirable. In our first two grades, our teachers are all females; in the next two, the grammar and high schools, we have male principals and female assistants. The average number in our high school is one hundred, and since its establishment, hundreds have obtained a good education, who would otherwise have been deprived of it from want of means. Some who have finished their course at this school, are now teaching here and elsewhere with great success. We consider that without the high school our system of public education would be very imperfect.”

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#### NEWBURYPORT, MASSACHUSETTS.

“The Female High School was established by the town of Newburyport nearly three years since, under great opposition. It was the desire of its principal advocates, to make it such a school, in respect to the course of instruction, and facilities for acquiring knowledge, and laying the foundation for usefulness, as should so successfully compete with our best private schools, as to supercede their necessity. As might be supposed, an arrangement of this nature conflicted with various interests; and so loud and bitter was the hue and cry of opposition, that even its most zealous advocates began to tremble for the success of their enterprize. At the time of the organization of the school, much was said, publicly and privately, in the streets and in the newspapers of the day, respecting the probable practical working of the scheme. The rich were told that they were to be taxed for the support of a school by which *they* could not hope to be benefited; and the poor, that the children of the rich would occupy the seats, to the exclusion of theirs. I was my-

self a stranger to both parents and children, and entered upon my duties, with no acquaintance with the circumstances or history of any of my pupils. A few days after we were organized, a gentleman came into the school-room to make some inquiries respecting the classes of society most fully represented amongst us. I was totally unable to give him the desired information, and judging from the appearance of the individuals of my charge, I could form no idea as to who were the children of poor parents, or of those in better circumstances. I mentioned the names of the parents of several, which I had just taken, and amongst others, of two young ladies, of seventeen or eighteen years of age, who, at that moment, it being recess, were walking down the room, with their arms closely entwined about each other's necks. 'The first of the two,' said the gentleman, 'is a daughter of one of our first merchants, the other has a father worse than none, who obtained a livelihood from one of the lowest and most questionable occupations, and is himself most degraded.' These two young ladies were classmates, for more than two years, and very nearly equal in scholarship. The friendship they have formed, I am confident, no circumstances of station in life can ever impair. Some weeks after the school had commenced, I found, on entering, one morning, the young ladies greatly excited; a crowd gathered around me and began to pour forth their complaint in the most indignant terms. It seemed that an article had that morning appeared in one of the papers, in which it was declared that 'the rich and the poor could no more be made to mingle, than oil and water'—and that already enough had been witnessed amongst the members of the new school, to substantiate the position. I have rarely heard a warmer burst of indignation than this article occasioned in our little community. Indeed, every attempt made to sow the seeds of discord amongst us, has resulted in drawing upon the heads of those who would have done us this evil, the unqualified contempt of all the members of the school.

We have had in our number many from the best families, in all respects, in the place. They sit side by side, they recite, and they associate most freely with those of the humblest parentage, whose widowed mothers, perhaps, toil day after day, at the wash tub, without fear of contamination, or, as I honestly believe, a thought of the differences which exist. I have, at present, both extremes under my charge,—the child of affluence and the child of low parentage and deep poverty. As my arrangements of pupils in divisions, &c., are, most of them, alphabetically, it often happens that the two extremes are brought together. This never causes a murmur, or a look of dislike. I am fully persuaded, that there is not in the land a body of individuals, so miscellaneously collected, between the members of which a greater degree of harmony, and a stronger affection for each other prevail.

In order to insure the complete success of common high schools, it is of course necessary that they should be of as high a grade, in respect to the range of studies pursued, the cultivation of good morals and polite manners, &c., as the surrounding private schools. This is required to secure the patronage of the wealthy, as most of them will send their children to the best schools, wherever they can find them. On the other hand, committees, and especially teachers, should most scrupulously guard against any look, word or act, which could be construed into favoritism. The poor are generally more sensitive upon this point than the other class. If they see that in school they are upon the same footing as others, that they are treated with the same kindness and consideration, they will be contented and happy.”

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#### LOWELL, MASSACHUSETTS.

“The public schools are divided into three grades, viz., thirty-six primary schools, eight grammar schools, and one high school, and all of them maintained by direct tax on the whole

city. The primary schools are taught entirely by females, and receive children under seven years of age, and until they are qualified for admission to the grammar schools; the average number of each school is sixty. The grammar schools receive those who can bring a certificate, or pass an examination in the common stops and abbreviations, and in easy reading and spelling. These schools are divided into two departments, one for boys and the other for girls, and are taught by a male principal and assistant, two female assistants, and a writing master. The number of scholars is about two hundred in each department. The studies are the common branches of an English education. The high school prepares young men for college, and carries forward the education of the young of both sexes in the studies previously pursued in the grammar schools, as well as in algebra, geometry, rhetoric, astronomy, practical mathematics, natural history, moral philosophy, book-keeping, composition, and the evidences of Christianity. Pupils are admitted, on examination, twice a year, in the studies of the grammar school. There are two departments, one under a male and the other a female principal, assisted by two assistants, and a teacher of plain and ornamental penmanship. No better education can be obtained in the English, or in the preparatory classical studies, in any school, and the richest and best educated parents are glad to avail themselves of these public institutions."

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#### BANGOR, MAINE.

"The schools in Bangor are of five grades. The whole number in the city at present, is about forty, of which twenty-four are in the village, and are most thoroughly graded. There are eight schools of the first grade, in which the children of both sexes are taught to read in easy lessons, a little of mental arithmetic, &c., and, when qualified, they are transferred

to the schools of the second grade, of which there are also eight, and all taught, as are those of the first grade, by females. The studies in these schools are reading, spelling, mental arithmetic, geography, &c. From these the scholars go, when prepared, to the schools of the third grade, of which there are four; two taught by males, and two by females. The boys pass to the male, and the girls to the female school. In these schools they begin to cipher, study grammar, &c. A large proportion of our scholars never advance beyond the third grade, as they are, usually, by the time they have progressed thus far, transferred to some business employment. But a large number pass to the select schools, the next grade, of which there are two, one for each sex, and both taught by males. In these schools a class is annually prepared for the High Schools, of which there are also two,—one for each sex, and both taught by males. Scholars are permitted to enter the select and high schools, but once a year, and then upon examination, unless there is some special reason for admitting them at other times.

Besides these schools which are graded, there is one other, kept every winter, about fourteen weeks, for apprentices. This is attended by about one hundred boys and young men, consisting, mostly, of apprentices, clerks, sailors, &c. It is a very useful and popular school, and every large town ought to have one like it. Our schools are all very full, ranging from 50 to 150 each, and the committee are obliged, every year, to establish new schools to accommodate the increasing number.”

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#### HALLOWELL, MAINE.

“In compliance with your request I will state to you the outlines of our public school system. It embraces the village of Hallowell, containing a population of some 2500, and numbering nearly 1000 persons between the ages of 4 and 21. The

number of scholars attending school is between 500 and 600. We have seven primary schools, with from 40 to 50 scholars each, under the tuition of one female teacher in each school. In these schools, children are required to remain until they can read and spell with a good degree of correctness and readiness in Worcester's Third Book, have been through a primary geography, and child's arithmetic, and have mastered the multiplication table, and six sections of Colburn's First Lessons. The older scholars also take lessons in penmanship.

The number of Grammar Schools is two; one for boys under the tuition of a male teacher, and one for girls under a female teacher. These have about sixty scholars each, except in the winter term, when the boys' school has 20 or 25 more, and a female assistant is then employed to hear the recitations of the less advanced classes. The studies in these schools, are reading, writing, geography, grammar and arithmetic. Colburn's First Lessons are to be mastered, before any other arithmetic is taken up. The study of arithmetic in the grammar schools, is required to be carried through Fractions:—that of grammar is pursued here until the pupil can parse readily, in prose.

The High School contains about 60 scholars of both sexes, under the tuition of a male teacher. The studies are systematically arranged for a three years' course. Four studies are allowed to each scholar. The first year, the studies are, 1, Grammar; 2, Arithmetic; 3, U. S. History; 4, Governmental Instructor. Second year, 1, Grammar and Town's Analysis; 2, Arithmetic and Book-keeping; 3, Natural Philosophy; 4, General History. Third year, 1, General History; 2, Chemistry; 3, Intellectual Philosophy; 4, Algebra. Reading, spelling, defining, writing, composition and declamation are attended to, two half days in the week. The French, Latin, and Greek languages are also studied under certain restrictions. It is not intended that the teacher shall have more than about twelve recitations in the day to hear.



The employment of teachers is attended to by a school agent with the advice of a District Committee of seven. At the commencement of the first term in the year, scholars in the grammar schools are examined for admission to the High School, and those in the primary schools for admission to the grammar schools. None are admitted to my school except the primary, without certificates from the District Committee given after personal examination. The numbers in the primary schools are equalized, from time to time, by transfers made by the District Committee. The Superintending School Committee of the town exercise the same control over studies and text-books as in other schools in town.

All the schools are of equal length, from 30 to 33 weeks in the year. The terms are from 10 to 13 weeks long, with intervening vacations of five weeks: the first in July and August; the second, principally, in November; and a longer vacation in March and April. Usually, during this longer vacation, several of the teachers have short private schools.

The amount of money raised by the town for school purposes, has been \$3000, but in 1847 and 1848, \$3500. To this is added the share of Bank Tax received from the State. The amount apportioned to the Village District has been from \$1500 to \$1850. This has enabled us, without any other means, to maintain a sufficient number of schools to supply the school-going children in our district, three terms in the year, besides paying rent for half the school-rooms we use. We have no special act of the Legislature, but carry on all the operations of our school system under the general law of the State. We have not paid high compensation to teachers, but have intended to keep the prices paid just high enough to command good teachers."

## TEACHERS' INSTITUTES.

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*Extracts from the RESOLUTIONS referred to by the Secretary of the Board.*

### KENNEBEC COUNTY INSTITUTE.

*Resolved,* That in order that the enlightened policy (the establishment of a Board of Education and Teachers' Institutes) which has characterized our Legislature, may be fully carried out, teachers should avail themselves of the instruction of the Institutes; that they may not only be better qualified to instruct, but that there may be a general uniformity in the mode of teaching.

*Resolved,* That as teachers, we will use our ability for the furtherance of the cause of popular education, by putting in practice the instruction here received.

### SOMERSET COUNTY INSTITUTE.

*Resolved,* That judging from the advantages which we have here received, we deem it of the utmost importance that all those who are desirous of qualifying themselves for teaching, should avail themselves of the advantages that may be derived by attending an Institute for teachers.

### OXFORD COUNTY INSTITUTE.

*Resolved,* That we, the members of the Oxford County Institute, do hereby express our sincere and heartfelt thanks to our Legislature, for so nobly and benevolently appreciating the defects in our Common School System, and enacting remedial measures, whose sole aim is the eradication of the crying evils which have so long existed,—for the liberality displayed by them in their appropriation for our *internal improvement*, and showering upon us the beneficent and all important blessings of a Liberal Institute.

## PISCATAQUIS COUNTY INSTITUTE.

*Resolved*, That we, the members of the Piscataquis County Institute, consider these schools of the greatest importance to our common system of Education, and as promoting the true interest and permanent welfare of the State.

*Resolved*, That we believe the experiment of a Teachers' Institute as tried in this county, to be successful, and fully answering the most sanguine expectations of its promoters, and we would respectfully call the attention of our Legislature to continue the provision for the same.

*Resolved*, That the moral suggestions, the method of instructing, and the knowledge communicated, during the term of this Institute, must have a beneficial effect upon the schools that may be respectively placed under our charge.

## HANCOCK COUNTY INSTITUTE.

*Resolved*, That we feel grateful for the interest manifested in the cause of Education by the establishment of these institutions; and that we regard their continuation as the true policy of the State, desiring the happiness and prosperity of all free citizens.

*Resolved*, That the beneficial influence of these sessions will essentially improve the system of classification and government,—secure a better mode of imparting instruction, and disseminate a greater amount of useful knowledge in our Common Schools, through the labors of more efficient teachers.

## FRANKLIN COUNTY INSTITUTE.

*Resolved*, That in devising means for the improvement of the condition of the Common Schools, and elevating the standard of the qualification of teachers, by the establishment of Teachers' Institutes, our Legislature evinced the highest wisdom.

## WASHINGTON COUNTY INSTITUTE.

*Resolved,* That in our judgment nothing could have been devised better calculated than the Teachers' Institute, at so little expense, in so short a time, to improve the qualification of teachers, and that the appropriations for its support ought to be annually repeated, until some other institution better calculated to accomplish its object, is established.

## YORK COUNTY INSTITUTE.

*Resolved,* That the recent Act of the Legislature making provision for holding Teachers' Institutes in the several counties of this State is eminently calculated to remove this defect, (want of qualifications in teachers,) and thereby, in many respects, improve and elevate our Common Schools.

## PENOBSCOT COUNTY INSTITUTE.

*Resolved,* That the information communicated during the sittings of this Institute, is of a character that will tend to elevate our Primary Schools.

*Resolved,* That it shall be treasured up in our minds, carried to our homes, and faithfully imparted to those over whom we may be placed as teachers.

## BOARD OF EDUCATION FOR 1848--9.

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YORK,	HORACE PIPER, of Parsonsfield.
CUMBERLAND,	WILLIAM R. PORTER, of North Yarmouth.
LINCOLN,	BENJAMIN F. TALLMAN, of Woolwich.
HANCOCK,	ARTHUR F. DRINKWATER, of Bluehill.
WASHINGTON,	AARON HAYDEN, of Eastport.
KENNEBEC,	RICHARD H. VOSE, of Augusta.
OXFORD,	STEPHEN EMERY, of Paris.
SOMERSET,	STEPHEN COBURN, of Skowhegan.
PENOBSCOT,	DAVID WORCESTER, of Bangor.
WALDO,	BENJAMIN GRIFFIN, of Belfast.
PISCATAQUIS,	SAMUEL ADLAM, of Dover.
FRANKLIN,	OLIVER L. CURRIER, of New Sharon.
AROOSTOOK,	WILLIAM T. SAVAGE, of Houlton.

—  
WILLIAM GEORGE CROSBY, of Belfast,  
*Secretary of the Board of Education.*

## STANDING COMMITTEES OF THE BOARD.



1. *School Laws and School Districts.*  
HAYDEN, VOSE, AND DRINKWATER.
2. *Qualifications and Education of Teachers.*  
CURRIER, HAYDEN, AND GRIFFIN.
3. *Schoolhouses.*  
PIPER, CURRIER, AND TALLMAN.
4. *Intellectual Instruction.*  
PORTER, DRINKWATER, AND WORCESTER.
5. *Moral Instruction.*  
ADLAM, SAVAGE, AND COBURN.
6. *Physical Education.*  
VOSE, EMERY, AND PIPER.
7. *Vocal Music.*  
EMERY, SAVAGE, AND GRIFFIN.
8. *School Government and Discipline.*  
DRINKWATER, VOSE, AND PORTER.
9. *Classification of Schools and Pupils.*  
COBURN, WORCESTER, AND HAYDEN.
10. *Education in New Settlements.*  
SAVAGE, ADLAM, AND DRINKWATER.
11. *Registers and Returns.*  
GRIFFIN, PIPER, AND VOSE.
12. *Text Books.*  
WORCESTER, PIPER, AND PORTER.
13. *Libraries and Apparatus.*  
TALLMAN, PIPER, AND DRINKWATER.