

# MAINE STATE LEGISLATURE

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# DOCUMENTS

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# THE LEGISLATURE

OF THE

STATE OF MAINE.

1867.

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AUGUSTA:  
STEVENS & SAYWARD, PRINTERS TO THE STATE.  
1867.

THIRTEENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1866.



AUGUSTA:

STEVENS & SAYWARD, PRINTERS TO THE STATE.

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# SUPERINTENDENT'S REPORT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }  
AUGUSTA, DECEMBER 1, 1866. }

*To His Excellency SAMUEL CONY, and  
the members of the Honorable Council:*

GENTLEMEN:—The quiet, enjoyed by our State in the cessation of disastrous troubles, and the return of the profitable avocations of peace, have left the minds of our people at liberty to consider the utilities of a widely diffused education, and to adopt the means best fitted to secure its present advantages and provide for their increase in coming years. The past has proved the excellence of our system for training up the youthful members of our community in the knowledge adapted to prepare them for the busy pursuits of life, with the inculcation of the precepts of virtue and morality, under the influence of the principles of the true wisdom that has descended from above. That it has not done more for the welfare of society may be ascribed to the sometimes inefficient application of the means provided by our wise legislation. None will claim that the system is perfect, or that future investigations may not find defects and suggest modifications in the hope of improvement. But the vigorous use of its present provisions will produce results superior to those of the past; inasmuch as the starting point of each year will be in advance of its predecessor, and the enlarged experience of teachers will empower them to gain a greater success in fulfilling the duties placed in their charge.

In perfect agreement with the Report of last year, the Superintendent can again record the great cordiality and courtesy extended to him by Superintending Committees, Agents and Teachers in all his visits. He has found them interested in their several departments and desirous that their interest should be more widely diffused, till all parents should give their aid in a way, quite as beneficial as voting the annual supplies and electing the proper officers. Until the moral support of parents is more efficiently brought to bear in promoting the purposes of our Common Schools, these

results will fall below the value of their offered aid, and the waste of the time of the scholars and the money devoted to their instruction, if lamented at all, will be lamented too late to retrieve the damage of the double expenditure. It may be well hoped, however, that as our schools are improving, the complaints from these causes will become less, and public sentiment be uniform in giving every encouragement to the education of the young. On them are the hopes of the State fixed for its future prosperity and support, and every citizen should be anxious for the proper intellectual, moral and religious instruction of her children.

#### STATE NORMAL SCHOOL AT FARMINGTON.

Foremost at the present day in the means of spreading better modes of instruction through our borders, must be placed the institutions where "teachers are to be taught how to teach." The benefit and indeed the necessity of these seminaries for a peculiar work, have become so apparent, that in all the States where the interests of education have received attention in any degree equal to their claims, the public voice has sanctioned and welcomed their introduction, and, as will be seen in the following pages, has given them a liberal support. The withdrawal of them would be regarded as a calamity long to be lamented, and the cause, which they are designed to subserve, would go back to the inadequate standard and the inefficient methods of former years. The schools would be in danger of falling to the condition of teaching only the simple branches, without evolving the power of thought; and the school-life would be one of rules, where principles would be but dimly seen.

Our Normal School at Farmington is rapidly coming to its promised usefulness; and its record for the first two years, though some of its lines may tell of uncertainties, trials and anxieties, yet in its present results the record will speak of success and encouragement. The sagacity and skill of my predecessor in perceiving and displaying the benefits of such a school, and his perseverance in securing the requisite enactment by the Legislature; the earnestness of its first Principal in gaining its pleasant location, and his devoted attention to its wants in the struggles of the first experimental year; the equal earnestness and unshrinking fidelity of its present Principal, himself one of the original promoters of the enterprise, and an efficient teacher in it from the beginning; aided by assistants competent in the branches assigned to their instruc-

tion;—have brought the institution to a condition of prosperity hardly equalled in any other, in the same short time of its continuance. The valuable and practiced assistants now in connection therewith, by their character, attainments, experience and approved methods of teaching, give the assurance, that the Principal will be well sustained in his work, and promise that the successes of the future will be at the least as gratifying as they have been in the first two years of the undertaking.

The first graduation took place at the end of the second year, in accordance with the provisions of the act of the Legislature. A public examination was held in presence of the Committee of the Council, the Superintendent of Common Schools, gentlemen from a distance, and the intelligent citizens of Farmington. The facility of the teachers showed their thorough acquaintance with the subjects assigned for their tuition, and the recitations of the several classes proved how well they had been taught and how thoroughly they had studied. The whole drew forth warm commendations from the literary gentlemen present, and all felt satisfied that the diploma, given to each member of the graduating class, was indeed a testimonial to good character, diligence in study, ample attainments, and a compliance with the rules of the school. The persons, most interested in its work and care, saw on that day a rich compensation for the solicitude of the enterprise, which had thus far, at least, been regarded as an experiment; and they might well be pardoned, if somewhat of the feeling of triumph over the difficulties of its incipiency and early timid progress pervaded their breasts.

Many of the pupils have engaged in teaching during the vacations, and a part of the term time, while in their course of instruction. It is understood that all such subtractions from the prescribed time are to be made up, before graduation. It has been gratifying to learn in various ways, besides the Reports of some of the Town Committees, how largely their skill and success in teaching has been commended, even before the benefits of the course have been fully received: thus strengthening the belief, that when the power of this mode of preparation has been more fully developed, its widening influence will be felt throughout the State. As in colleges and other seminaries of learning, there may be some of the graduates, who will fail to make their mark in the world, so we are not to anticipate that all who receive the testimonial from the Normal School, will be equally well prepared to fulfil the office

contemplated in its establishment. Every diligent student will be benefited according to the natural powers, and literary qualifications, brought to receive the proposed discipline, where the pupils are led to form habits of accuracy in thought and in expression, and are taught how to transmit the same to their future pupils.

The demand for a Normal School, widely existing throughout the State, showed an increasing appreciation of the value of our school system, a perception of progress in its work, and the need of a new auxiliary to maintain that progress, and accelerate its speed. A survey of the past shows that an advance has been made; in books better than sufficed in by-gone days; in modes of teaching and discipline; and in many instances of graded schools, and the provision of better houses for the purposes of instruction. All these advances must be sustained. If not there will be the danger of falling back to the imperfect attainments which but too easily satisfied the deficiencies of the past.

Normal Schools have been found to be important agents not only in keeping up the improvements made from time to time, but of increasing them by annual addition. They must be duly appreciated for this reason, as well as for others, growing out of their facilities for imparting more exactness and thoroughness than is usually attained in other schools. But they cannot do all the work. The community must uphold them, by furnishing pupils, as well as supporting the Legislature in its action in their behalf; and by words and deeds of encouragement, suited to promote the prosperity of a useful and needed institution.

The third year of the experimental time, assigned to the school at Farmington has already commenced. The remaining two will leave only time enough to consider the questions, that will arise at their termination, as to the desirableness of its continuance; the present or a different location if continued; the purchase of the building where it now holds its sessions; the amount of moneyed support to be granted, if then still holding on its prosperous way, for teachers, library, apparatus, completing the building within, and the improvement of the grounds. Other questions will arise preparatory to a reply to these; Has the school answered its design during these experimental years? Has the number of pupils fulfilled the expectations of its early friends? Have the recipients of its tuition become better teachers, in their practical work, even where they have not completed the full course?

The design of presenting these considerations at the present



moment, is to prevent a surprise on the part of the friends of education in the State, that the time has so soon ended when the years set apart for the trial of the plan shall have been completed. They should not be left, without an ample notice, so that the answers to their claims may be found in an action, which will be the result of previous inquiry and a calm and searching deliberation.

REPORT OF THE PRINCIPAL OF THE STATE NORMAL SCHOOL.

This Report has been drawn up at my instance. It has been made full, because of the important interests involved in its welfare. It is here presented as prepared, rather than abbreviated by selections, which would be inadequate to show the true bearing of the matters discussed therein :

STATE NORMAL SCHOOL,  
Farmington, Me., November, 1866. }

REV. EDWARD BALLARD, D. D., *State Superintendent of Common Schools* :

In accordance with your request, I have the honor to forward this, my Second Annual Report of the State Normal School.

I feel thankful to Him in whose hands are the destinies of all human institutions, that I am able to present a record, which must be encouraging and gratifying to every intelligent friend of popular education in our State. Two years of trial for the Normal School have been completed ; one class of students has graduated ; new and numerous friends have expressed their interest in our work and their belief in the practicability of the " Normal Idea " ; and the first term of the third year, in the history of the school, has passed more successfully, in every respect, than that of either of the preceding years.

My present review should, I suppose, cover the past three terms. The teachers employed, have been as follows :

GEORGE M. GAGE, PRINCIPAL.

ASSISTANTS:

*For the Winter Term.*

MISS SARAH R. SMITH.      MISS MARY B. SMITH.  
MISS MARY C. PACKARD.

*For the Spring Term.*

MISS SARAH R. SMITH.      MISS HELEN B. COFFIN.  
MARY B. SMITH.              SOPHIE R. EARLE.

*For the Fall Term.*

MISS HELEN B. COFFIN.  
SOPHIE R. EARLE.

MISS JULIA A. SEARS.  
ISABELLA L. WIGHT.

It will be seen, that the corps of teachers now numbers five, (5;) and it gives me much pleasure to say, that concord has been constantly maintained among the assistants; with an earnest desire to cooperate with me in all my efforts to promote the highest interests of the school; and a zeal and good judgment in class work and in their general relations to the institution, which are eminently deserving of special commendation, and prove them worthy teachers and true ladies, and which I trust I shall remember ever.

The visit, which was paid to the school by the honorable gentlemen constituting the Joint Standing Committee on Education of the Legislature of 1866, was an occasion of much interest during the Winter Term; and the favorable Report, which they felt warranted in making to the Senate and House of Representatives on their return, was not less a source of benefit to the school itself than of encouragement and incitement to the teachers. The action of the last Legislature in favor of the Normal School, serving to help us to a firmer and more tenable position, as well as to indicate the current of popular sentiment in respect to our institution, should here be thankfully acknowledged. I hope and expect, that the Legislature of 1867 will act in the same direction, and place us where no angry storms of the future will be likely to overwhelm us.

The number of students, who attended the school during the Spring Term, was one hundred and nineteen, (119) and every county in the State was represented except Piscataquis. There were more visitors to the school this term than any preceding term. The expectation that the first graduation exercises in connection with a Normal School in Maine, would occur at or before the expiration of that session, acted as a stimulus to exertion, both among teachers and scholars.

Graduation Exercises took place on Friday, May 25th, and consisted of an examination, in which the whole school participated, in the forenoon, and public exercises by the candidates for the diploma of the institution, in the afternoon. A great number of the people of Farmington and vicinity, witnessed these exercises; and a good number of the friends of education from remote parts of Maine were present. I think that the names of the ten young ladies in this class should appear in this report, and I insert them here:

Miss EMMA J. FREEMAN, Manchester.  
MIRA Q. VAUGHAN, Farmington.  
DORA A. SPRAGUE, Farmington.  
NELLIE M. HAYES, Farmington.  
SARAH R. CURTIS, Mercer.  
SUSIE K. TOBEY, East Machias.  
S. FANNIE NORTON, Farmington.  
M. AUGUSTA EVANS, Athens.  
HANNAH B. STEWART, Farmington.  
MARTHA T. PERKINS, Bath.

The valedictory address, written for this occasion by Miss Perkins of Bath, gave a very interesting history of the rise and progress of the Normal School, and will be a valuable paper to refer to in future years.

The effect of these graduation exercises has been manifest this Fall Term. A very fine and large class, comprising students from various parts of Maine, has entered the school, and (one of the most gratifying auguries of success we have thus far had,) the school has suffered less depletion towards the close of the term than at any previous time. The students see the necessity of remaining, and are determined to remain the session through. What had been called an impossibility heretofore, has now been proved not to be such. The will to stay, has found a way to do so. Among the encouraging events of this term, the principal has been the visit to the Normal School of His Excellency, Governor Cony, and the Honorable Executive Council. The teachers and scholars were very grateful for this visit, and the expressions of pleasure and interest on the part of the distinguished guests, were a source of delight to the school. I pass now to consider the

#### *Present Condition and Wants of the Normal School.*

When the act providing for two State Normal Schools, passed our State Legislature, there was doubt, on the part of many, whether the people really wanted and would patronize such schools and the teachers who should graduate thereat. Consequently, inadequate provision was made for their maintenance, and the one already in operation, has labored under discouragements and difficulties, which none but those who have had the immediate charge of its affairs can ever fully know and appreciate. There were reasons for the existence of those doubts at that time. But a constantly increasing patronage in both the directions alluded to above, has served to dispel them from the minds of many, and

there are few now, who do not feel quite sure, that the Normal School is fit to be, and is to be the focal point in the new popular educational system, which is obtaining ground in Maine. This is probably inevitable. Injudicious and inimical legislation might retard the progress in this direction. Happily, the indications now are, that all legislation will be friendly, and that the school, having shown the hold that it has upon the people, legislators will enact the will of their constituents, and once for all, liberally found the Normal School. I present here the

*Expense of our School,*

as compared with other similar institutions in our country. In order to do this, I have collected the latest and most accurate information, from all the State Normal Schools of the United States. I take this opportunity to extend my hearty thanks to the Principals of those institutions for the kindness they have shown in enabling me to do this. I trust that the statement given below will be found useful to other States as well as our own.

No kind of machinery can be run successfully, for a great length of time, without some kind of lubricating fluid. And the grand desiderata, in respect to this, for the Normal School, as for other institutions designed to ameliorate the condition of mankind, are

1st—*A Wise Love for Man;*

2d—*Pecuniary Support.*

The former will sometimes accomplish wonders alone; but it is not, in the present state of human nature, sufficient to rely upon, in all exigencies. And it is no less true, that the latter can never achieve anything really praiseworthy in the directions of which I have spoken, without the former. It is only in the union of these two forces, that the sure foundation is laid, on which shall rise a superstructure, safe, prosperous and enduring.

It has been said, that the Normal School, as far as Maine is concerned, is an "experiment." The statement is a true one, and I would not abate one jot from its full force. But the readers of this report well know that no experiment can be said to be fairly tried, when certain conditions are not fulfilled. And if our Normal School is not supplied with that which has been, and is, found necessary to the success of similar schools elsewhere, our experiment cannot be said to have been a fair one. It is on this account, and because I think that the friends of education will hold me accountable, justly and largely, in this matter, and that the time has

come, when an advance step is essential to success, that I present the following

*Table and Deductions.*

STATE NORMAL SCHOOLS.	Salary of Principals.	No. of Assistants.	Highest Salary paid Assistants.	Average of Pupils attending.	Estimate of total yearly Expense.	Cost per Pupil.
Westfield, Mass., . . . .	\$2,500	5	\$1,400	115	\$10,000	} \$66 66 $\frac{2}{3}$
Bridgewater, " . . . .	2,500	5	1,400	80	7,000	
Framingham, " . . . .	*	-	-	-	-	} 136 36
Salem, " . . . .	2,500	6	*600	130	7,200	
New Britain, Conn., . . . .	2,500	2	1,600	+55	7,500	} 42 50
Trenton, N. J., . . . .	2,500	†9	1,500	†400	17,000	
Albany, N. Y., . . . .	**2,100	9	1,600	271	12,000	45 18
Millersville, Pa., †† . . . .	2,000	†11	-	†350	13,000	-
Mansfield, " . . . .	-	5	800	†175	-	-
Edinburgh, " . . . .	-	†10	1,200	†250	-	-
Baltimore, Md., . . . .	-	6	-	60	8,000	133 33
Normal, Ill., . . . .	3,000	9	1,500	††650	17,000	-
Ypsilanti, Mich., . . . .	1,800	†9	1,300	†225	15,000	66 66 $\frac{2}{3}$
Winona, Minn., . . . .	2,500	5	*1,000	†160	6,500	40 62 $\frac{1}{2}$
Iowa City, Iowa, †† . . . .	-	4	-	-	-	-
San Francisco, Cal., †† . . . .	-	-	-	-	-	-
Emporia, Ken., †† . . . .	-	-	-	-	-	-
Farmington, Me., . . . .	1,200	4	1,200	100	3,400	34 00

The facts here brought to light, are both interesting and instructive. They show, that institutions for the special training of those who are to teach in the public schools, are considered of indispensable value, in a system of popular education, in a large number of the States of the Union. Add to these the city Normal Schools of Boston, Mass., Chicago, Ill., Philadelphia, Pa., St. Louis, Mo., and the Training School at Oswego, N. Y., and we have, considering the fact, that less than thirty years ago, the first Normal School commenced operations in the United States, with an *average attendance of three pupils*, a cumulative argument in favor of those institutions, which can be controverted only by their failure to do, in the future, what they have hitherto done, wherever established and properly supported. And I ought not to fail to remark, that these good results so commend the Normal School to the thoughtful, philanthropic educators of other States, that movements are already

\* Female teachers.

† Number present this Fall Term. Probably considerably less than the general "average."

‡ Normal and Model Schools united.

\*\* Has use of house to live in, rent free.

†† Normal, High and Grammar School combined, under the general management of one head.

‡‡ Vide below.

in progress for establishments of the same kind in places other than those mentioned above. I have received the circular of Hon. Orrin Perkins, Normal School Commissioner in New Hampshire, with a letter from him, making inquiries about our Normal School, and probably before the Legislature of Maine shall be again convened, the States of New Hampshire and Vermont will complete the list of New England States, in which Normal Schools have been provided for. I expect to see, if I shall live, within the next twenty-five years, Normal Schools forming a part of the educational system for every State in the Union.

But the *figures* of the "table" are no less instructive than are the facts just given.

Massachusetts pays more than thirty thousand dollars *per annum* to maintain her four Normal Schools, and I am informed, that her wise and learned Governor, remarked, in a recent speech, that she would double that amount of expenditure for them, if necessary. So does the Normal School flourish in the home of its founders.

There are also other States of our Union besides those already referred to, in which, in various ways, the principle is recognized and acted upon, that it is good political economy to provide opportunities for those who are to mold the minds of children to be themselves prepared to do their duties at the expense of those whom they are to serve.

Massachusetts pays \$30,000 a year, with 450 students in attendance on her Normal Schools; Connecticut, \$7,500, with 55 young ladies and gentlemen preparing to be teachers; New Jersey, \$17,000 for her Normal and Model Schools, with 400 pupils attending; Illinois, \$17,000 for her Normal University, in which are 650 pupils, and which combines, under the supervision of one man, a graduate of one of the Massachusetts Normal Schools, the Normal, the High, and the Grammar School; Michigan, where the Normal and Model Schools are combined, has 225 students fitting for the teachers' profession, at an expense to the State of \$15,000 *per annum*; Minnesota, 160 pupil teachers, \$6,500 expense; Maryland, born to a new and higher life, 60 learning to teach, and \$8,000 expense of tuition.

The State Normal Schools of Pennsylvania are so differently organized from those of other States, that it is difficult to bring them into any just comparison with them, without a fuller statement than I can here give. They are, however, doing a noble work and receiving liberal support. The provision which is made for the

special training of public school teachers in Iowa, is a Normal Department and a Training and Model School connected therewith, both forming a part of the Iowa State University at Iowa city. This department is under the direction of a male professor, having three female assistants; and the Training School has at its head a lady graduate of the Training School at Oswego, N. Y., who is assisted by pupils in the Normal School.

I am sorry that I cannot give complete statistics about the Normal School at Emporia, Kansas. I know that the provision which has been made for the support of that institution, which has but recently gone into operation, is very ample and creditable to that State. I have no returns, at the time of preparing this report, from California; but I saw Prof. Mims, the Principal of the Normal School there, during the summer of 1866, and from what he said I know that Normalism is flourishing on the Pacific. Indeed, it is very true, that those States which are now forming systems for the regulation of public instruction, or have recently done so, seize upon the very best things that we have in the east, appropriate them and improve upon them, and we are to be distanced or move forward. Even Massachusetts feels that she must look well to her laurels.

I have inserted in the "table," the State Normal School at Farmington, with statistics corresponding to those furnished by the Principals of the other institutions in our land. The people of Maine are awaking to a new interest in the cause of education. I have had abundant evidence of this in the past two years and a half of my connection with the Normal School. There is anxiety to have access to the latest and best modes of teaching, and there is leaven at work, which will yet permeate and enliven our whole educational system. I have thought, that to give the statistics of our school in this connection, was fair, was due to the cause of education, and that the result would be *suggestive*. And I do not think, that, with the almost unprecedented interest taken in this school, as evidenced by the number and the character of the students in attendance upon it from all parts of our Commonwealth, anything besides such an array of facts as these, thus presented, is needed to commend the Farmington School and its teachers,—either those employed in it now, or those who shall be hereafter,—to the more liberal support of our State, rich as she is in native resources, and now awaking to new life in all her industrial pursuits. More liberal support must be accorded, or the school, hav-

ing lived largely upon the enthusiasm of its friends, must ultimately die for the want of sufficient "pecuniary support" at the proper period in its history. The policy for the past few years has been in favor of liberally founding schools for the people. I cannot doubt that this will be the policy of our Legislature in respect to the Normal School.

When I know that my native State pays more than \$30,000 to defray the expenses of her State Reform School, an institution needed and worthy of support, I cannot for a moment doubt that she will more readily pay a fifth part of that amount for the education of those whose duty it is to teach good behavior and obedience to law, as well as to inculcate those high moral principles which will tend to elevate and adorn human society.

I have received such assurances from a majority of the Trustees of Farmington Academy, through their Secretary, as warrant me in saying that the members of that corporation are now ready to release the buildings, grounds, apparatus, &c., now owned by them and used by the Normal School, to become the property of the State, and remain such so long as it shall be used for educational purposes, provided the State will pay a claim by mortgage on said property, which becomes due in September, 1867, and which amounts to \$4,200. It is estimated that the property could be sold to-day for \$12,000.

I have had an architect to view the buildings and grounds, and make estimates in respect to the cost of completing the work necessary to put the whole in order, in such a way, as to be creditable to the State and convenient for the purpose designed, and his figures are \$6,000.

I estimate that the outlay for furnishing throughout, including such a Reference Library as will be useful for those designing to teach in our Common Schools, and some much needed philosophical and other apparatus, would reach \$5,000.

The yearly running expenses of the school should be \$6,500. I put these now in condensed form, so that those who desire may see them, at once.

*Needed:*

To put the property of the Farmington Academy into the hands of the State, to be owned and used for educational purposes, . . . . .	\$4,200
To complete buildings and grounds, . . . . .	6,000
To furnish, procure Library, &c., . . . . .	5,000
Total, . . . . .	<hr style="width: 100%; border: 0.5px solid black;"/> \$16,200



*Needed:*

To pay yearly expenses of school, such an appropriation  
 as will yield an annual income of . . . . . \$6,500

I now call attention to some arguments, which seem appropriate in this connection.

The State of Massachusetts, fortunate in her natural position, fortunate in the character of her early settlers, and fortunate in the true ideas, and zealous intrepidity of her sons, has, without greater native resources than are possessed by many of the sister Commonwealths, so placed herself in the vanguard in respect to educational, as well as other sources of power and influence, that she serves rather as a pattern, toward an assimilation to which we of the less favored States may hope to approach, than as a proper standard for present comparison.

But of the States in respect to which comparative statistics have been made in the above "Table," the State of Maine has a representative population of 628,279; valuation for taxable property, \$164,714,168; public debt, \$2,422,000; 4,376 public schools; and 186,717 in attendance upon these schools. Connecticut has representative population of 460,147; valuation, \$254,742,695; public debt, \$3,050,000; 1,805 public schools; and 82,530 pupils. New Jersey has a representative population of 672,035; 1,496 public schools; and 110,320 pupils. Maryland has 652,173 representative population; and \$6,238,070 public debt. Michigan, 749,113 population; \$163,533,005 valuation; 2,936,753 public debt; 4,007 public schools; and 207,391 pupils. Minnesota, 172,003 representative population; 879 public schools; and 31,083 pupils.

Among these States, we should certainly be able to bear our test. But Maine pays \$3,400 per annum to fit teachers for 4,376 public schools; Connecticut \$7,500 to fit teachers for 1,805 public schools; New Jersey \$17,000 for her Normal and Model School, and she has 1,496 public schools; Maryland pays \$8,000 a year for her Normal School; Michigan pays \$15,000 to fit teachers for 4,007 public schools; and Minnesota pays \$6,500 yearly for her Normal School, while she has but 879 public schools.

Now an appropriation, *this year*, of \$16,200 as per estimate above, will be sufficient to put the institution at Farmington entirely in the hands of the State, and to give to it such a Library and Apparatus as will bear favorable comparison with that of other similar institutions in our country, while the actual value, in money, of the property thus placed at the disposal of the State,

will not be less than \$25,000. There will be required additional provision for the running expenses of the school at \$6,500 a year, a sum not one-half as large as is expended by Michigan, with a valuation less than that of Maine, and certainly without greater native resources, but large enough to meet the entire wants of every year. I cannot better say what I would, in respect to the desirableness of having a good reference Library for the State Normal School, than if I reiterate words that I have used in a former report.

I have thus, sir, finished what I felt that it was my duty to say in this report; and I feel sure, that, as time passes on, it will become more and more manifest, that the true policy for material prosperity, in the development of those vast resources that may remain undiscovered or unused in the State, except as the light of education find its way with brighter beams to every child of the Commonwealth, for the conservation of liberty and the salvation of mankind—that the truest, highest policy, as well as the dictates of philanthropy, are calling for liberality in the education of the people. Legislators of 1867! *You* can do this work, and secure high honor to yourselves. If you neglect to do it, it will nevertheless be done.

I cannot close without bearing my willing testimony to the uniform kindness and desire to cooperate with me in my work for the cause of education, that has ever characterized yourself and the honorable members of the Board of Oversight. May heaven reward you, and the Normal School flourish.

I have the honor to be,

Very respectfully and truly yours,

GEORGE M. GAGE.

## REMARKS ON THE REPORT.

It will be seen from the foregoing Report that the Normal School has now arrived at a point of progress where the mind of the Legislature will be called to prepare for a decision as to its permanency and its support. This support should be ample. While going through the process of an experiment, everywhere successful, nothing should be done to retard its progress, limit its sphere of usefulness, or discourage its friends. In other States the plan has been to sustain these institutions liberally, until they have passed the season of anxiety in their commencement; for they have feared that if the helping hand be stinted in its measures of aid, the enterprise would be carried forward with feebleness, and the distrust of the community be but too readily awakened. Let the support be liberal, because the present success augurs greater success in the future. Better teachers will go forth annually to carry their attainments into society, to infuse new life into our schools, and rouse the thought of our youth to interest and activity in the pursuits of the school-room. No money is better invested than when it is bestowed to promote true education.

## THE NORMAL SCHOOL AT CASTINE.

The act establishing Normal Schools, contemplated two institutions of this kind. Proposals from the eastern part of the State were made, which after some delay have resulted in a resolve passed by the Legislature at its last session, whereby "the location of the Eastern Normal School, as made by commissioners under the act of March sixth, eighteen hundred sixty-three," was "confirmed." The place, as indicated in the Report of the Commissioners, is at Castine. The time for the opening of the school was determined to be "as early in the year eighteen hundred and sixty-seven as practicable; *provided* that the proposals in writing now on the files of the Council, upon which said location was based, be complied with."

At your suggestion and that of the Council, in accordance with the wish of the citizens of Castine, I made a visit to that place during the last summer, and found much interest there on the subject of the proposed school. With several of them I visited the building and grounds offered for the purpose, and evincing a liberal disposition on the part of its friends; and I was assured that a sufficient amount of money would be ready to make such alterations

and improvements as the prospective use of the edifice might demand.

The building set apart for this use is the High School-house of the village. Though not furnishing as much room for the assembled students, nor as many conveniences for recitation, as the house at Farmington, yet a smaller number of pupils than at the latter place can be accommodated, and their instruction attended to with regularity and system. The location of this town, on a spot renowned in the history of our State, is in some degree isolated; yet facility of access to it is had by land and water; though in the winter season communication by the latter agency will be interrupted by the cessation of steam navigation, when it may be feared the attending classes will not be as large as if the winter did not bring this impediment.

If your honorable body shall find that the conditions of the location of the school have been complied with, and the Legislature shall decide to appropriate the pecuniary means for carrying out its design, I trust that these means will be made ample enough to supply the requisite teachers, and the ordinary needs for a promising commencement; and also that this aid will be applied without subtracting in the least from the amount required to place the school at Farmington in a condition of supply and stability, such as will give it, as far as human agency can contribute to the result, the power for its fullest measure of usefulness in all the coming years of its history. If these schools are to receive but a stinted support from the State, and so become feeble in action and scanty in benefit, the time will be not long in approaching when distrust will occupy the place of the present confidence; when appropriations will be diminished; and annual failures beget dissatisfaction, and so prepare for their dissolution. Any action, that may tend to hinder success or chill enthusiasm in the present well-received school, still an experiment, is to be lamented and warded off. If we are willingly and annually giving a much larger amount to the State Reform School than will be required to sustain generously our present and proposed Normal Schools, we are doubtless doing well for the interests of society, in the restriction of vice and the improved culture of our vicious youth. But how much better for the State and its finances to educate the young, intellectually and morally, so as in time to render Reform Schools needless, as jails sometimes have been, and to turn our property, now used for that pur-

pose, into a seminary of virtuous instruction in the utilities that strengthen society and adorn it with beauty !

#### THE MADAWASKA TOWNSHIPS.

At the suggestion of some members of your honorable body, I made a journey for observation into the remote part of the State inclosed in this designation. It was also in accordance with my own wish to see the fertile region watered by the Aroostook and St. John rivers, and the tributaries to these two important streams. It is not necessary for me to add my testimony to the value of the region, well known as the Aroostook, for the purposes of an extensive and varied agriculture, or the interest of its inviting scenery as presented to the tourist. In both these particulars I could speak in terms of high commendation, from a pleasant experience.

As far as I was able in the course of the journey, I made the acquaintance of School Committees and visited schools, before and after reaching the extended district, to which my attention was at that time especially directed. I only regretted that my purpose did not allow me greater opportunities for these portions of my duty. I passed through all the plantations bordering on the St. John, except the two most northerly. Those visited were Hamlin, Van Buren, Grant Isle, Madawaska, Dionne, Daigle and Fort Kent. The two not visited were St. John and St. Francis. On coming out of the region, I passed through Wallagrass and Eagle Lake plantations, in which the inhabitants are not as abundant as in the settlements on the more inviting banks of the St. John. There are other plantations still designated by Roman numerals, being south of the more populous and prosperous portions of this territory, where the wilderness is yielding to the slow progress of border cultivation ; but where well-directed industry will be sure to receive encouraging rewards. In all of them the population is chiefly of French origin ; having been first Acadian and afterwards increased by Canadian immigration. The French language is universally spoken ; but many, especially of the males, also speak English.

A considerable portion of my time was spent with Colonel Page, whose several appointments by my predecessor as Agent of the Madawaska Schools has been continued by me the present year. The season for my visit had been determined by his suggestion, as

best suited to see the schools at the opening of the summer sessions. But owing to the delay of agricultural pursuits, from the unusual wetness of the season, the aid of the scholars was needed to prepare for the future harvest, and the fields demanded the time for planting that would have been devoted to the school-room. However, I found two schools in operation; saw several teachers and residents interested in the education of the young. A large number of them was present morning and evening at Thibodeauville; and a free discussion was had on the desire for schools, and the best mode of securing their benefits. I also saw two of the clergy having charge of the larger portion in their religious concerns, who expressed themselves very favorably for promoting the purposes of my visit, and were specially urgent that the teachers employed should be well qualified for their office, and be able to teach both French and English. One of these gentlemen supports a school upon his own responsibility, where the teacher instructs in both languages. The desire for an education to be imparted in both languages is very prevalent, and an especial wish is often expressed for the English. This desire ought to be met, and indeed is met, to the full extent of the Agent to procure suitably qualified persons to undertake the charge. The knowledge of this language will open the way of business more easily with the other portions of the State. A better education can be given, as the school-books in this language, at an easy price, are far superior to the few that are brought to them in their native tongue. Those who wish to become teachers are very desirous of attaining this part of the preparation, and they receive all the encouragement in the power of the Agent to bestow, and in a few instances solicited my examination as to their proficiency.

The inhabitants of this region retain the peculiarities of their ancestry. They are social, honest and industrious; attached to the ways and customs of their fathers, but are gradually adopting improvements in agriculture and the conveniences of life, from their American neighbors. They need nothing, in a temporal way, so much as good education. Some of their youth have broken away from the influence of their traditions, and sought instruction "outside" in better schools, and returned to apply its benefits in teaching at home. Others will be induced to do the same, and thus the education of the whole will be leavened with the improvements enjoyed in more favored localities. The inhabitants will learn to value schools and their benefits more and more; and thus

it may be hoped that they will be led to increased efforts among themselves to encourage the care which the State extends for their good, and add to the pecuniary means to give it a wider influence.

The Report of the Agent for this district has been furnished at my request. As it is the first that I have seen in full, I deem it proper to place on these pages portions thereof, so that it may the better be seen how many the schools are; their condition and character; and the number of scholars receiving their instruction.

*To the Superintendent of Common Schools  
for the State of Maine:*

Conformably to the school law of 1862, entitled "an act to secure the proper expenditure of school moneys in the Madawaska Townships," I respectfully submit my Report, as Agent, under the act.

I have established twenty schools the past summer. The unprecedented cold and rainy spring rendered it difficult to commence the schools in proper season, as the Superintendent will have reason to remember, when visiting us last May.

There are many obstacles to the progress of education, incident perhaps to all places where schools are first being established, and I deem it my duty to name some of them.

1st. The want of suitable and efficient teachers. I am obliged to employ French teachers where the districts are *exclusively* French. As a matter of course, they do not desire to have their children taught English exclusively, and such teachers, at the present time, have not the English at command to speak and read it fluently. But I anticipate an improvement in this respect, as many of my young teachers the present season, express a strong desire for improvement, and say they shall go "outside" and expend their school money paid them for that purpose, the necessity of which I endeavored to impress upon their minds. A few, however, speak the English language fluently.

2d. There are but seven school houses in the whole territory, and the most of them are quite small and illy constructed. But the inhabitants are being interested in this respect, and I trust, ere long there will be more and better ones erected.

3d. There is quite an important defect in the schools for the want of suitable books, especially in the French branch, there being no other book used or desired, but one called "Nouveau Traité," (New Treatise.) There are two of these books, one a primer, adapted to young capacities; the other larger, and adapted to older

minds. These books are in French, and treat upon Roman Catholic church duties, rules and regulations; may be called a Treatise on Theology. To have such a book in school is not objectionable, but to have no other, is absurd. For children might read in this book until doomsday, and from that source would not be taught there was any other place but Madawaska, or whether the world was round or flat, or stood upon three legs or four. I have not deemed it my duty to interfere in what French teaching they may pursue. My desire and duty has been to introduce into these schools such English books as are suited to their capacities, and to impress upon the teachers the necessity and importance of teaching in their schools, *History* and *Geography*, in particular, as well as other branches taught in our English schools, and such other information as they were capable of giving. I found the schools almost entirely destitute of English books, and it was some time before I could ascertain how many, and what kind of books to purchase; and soon as I could I furnished the schools with such books as they seemed to require. I would recommend a small appropriation by the Legislature of one hundred dollars for the purpose of purchasing English books for those schools, for without books schools are but of little use, and the inhabitants are hardly awake to the importance of this matter.

4th. Children, with few exceptions, are taken from school after they become twelve or thirteen years old, both male and female, to labor in doors and out. So it will be perceived that they can have but two or three years of schools, of only three or four months of each year, and then their education is finished. This evil is not wholly confined to the French, for we have some pioneers of our own race here, who do not appreciate the necessity of schools for their children. This is no new doctrine. It is incident to all new places like this. This evil will be eradicated in proportion to the prevalence of schools.

#### *The Schools.*

I will commence in the Upper Township, and proceed down the river to the Boundary-line Township, and give a concise account of each school in detail:

#### *St. Francis Plantation.*

1. The westerly school herein was under the instruction of Miss Kittie Foley 16 weeks. This school I mark as one of my best, 29 scholars in attendance;



averaging 22. Much is due to Mr. Martin Savage for the good standing of this school, who has set a good example in promptly supplying his children with all necessary school-books, and besides has had several private schools in his family. I hope it may prove a stimulant to others to do the same. The deportment of this school was remarkably good, and scholarship much above an average. Much is due to the teacher for her good management and favorable results. This principal part of this school was English, and all studied English exclusively.

The next school in this plantation, on the easterly line of the same, was kept by Miss Delia Hunnewell 14 weeks. This school has been quite small, owing to the want of proper interest in the district, the residents in which are mostly English. It has had fair advantages, as results show on examination. All the scholars were English. There is a school-house here built and owned by B. Hunnewell, Esq., but situated unfavorably for convenience. Miss Hunnewell has proved herself a competent teacher. The school made fair improvement.

#### *St. John Plantation.*

There was but one school in this plantation. It was instructed by Mlle. Medie Nadeau, who has perfect command of the English language, and is a competent teacher both in French and English. This school is in its infancy, having had no training before. Under the teacher's skilful management the school made quite an advancement in French—the district desiring their children should commence in their native tongue. I trust another year will show here a good English class. Except two scholars all were French.

#### *Fort Kent.*

1. School in No. 1 district was instructed by Miss Mary Ramsey. The district not taking a proper interest therein, consequently it was small. School-room was in a private house, with few and badly-contrived seats. Under the circumstances the children made tolerable improvement; about all the scholars were of English extraction. The teacher performed her part with considerable ability.

2. The school in the village of Fort Kent was under the instruction of Miss Louisa Page of Fairfield (Kendall's Mills), 16 weeks. This was a large school, 60 pupils in attendance, averaging 40. There is a good school-house in this district, and scholars have had better opportunities for improvement, than any other district in this territory. The teacher is a good scholar, was industrious, and interested in her school. Good improvement was made in all the branches pursued.

3. The other school in Fort Kent was kept by Mrs. Amede Dumond 14 weeks; 29 pupils in attendance, averaging 25; fifteen in English. This school was exclusively French. Deportment of the school good, and under the good management of their teacher, the scholars made good improvement in reading, writing, spelling, &c.

*Wallagrass Plantation.*

1. One of the schools was under the instruction of Mlle. Helene Sirois 15 weeks, children exclusively French; averaging 25. Reading, writing and arithmetic were studied, with a fair degree of success. This district has had but small advantages for schooling, and generally in such places the parents are desirous to have their children commence in their native tongue; consequently but 7 attended to the English. This district has erected and furnished a school-house the last spring, and is showing a laudable zeal for the promotion of education. The teacher has but a limited knowledge of English, but is skilful in her office.

2. This school was taught by Mlle. Sophia Martin 15 weeks, all French pupils. This district has had but limited opportunities, but under the good management of Mlle. Martin the school has made good improvement. All French but one family. Ten have attended to English with marked success.

*Dionne Plantation.*

1. The one kept in the Rev. Mons. Sarron's district was under the instruction of Mlle. Claudia Carron. Seven have attended to English. Teacher's knowledge of English quite limited. This school will not close till the first of November. I am in hopes it will compare favorably with the other schools in the territory.

2. The school in Capt. Michaud's district was kept by Mlle. Malvina Chénard, 14. Eight have attended to English with a fair degree of success. The teacher is quite young, and this was her first effort. Her knowledge in English is quite limited, in French much better. The school has been well managed and the teacher deserves credit.

3. This school was under the management of Mlle. Philomena Babin, of Little Falls, N. B., 12½ weeks. Ten have attended to English with quite favorable results. Mlle. Babin has had considerable experience in teaching; is a good scholar, both in French and English. Department of her school good. She has acquitted herself in this school with credit, as its good appearance would seem to show. This school is situated nearly opposite Little Falls, N. B.

*Madawaska Plantation.*

1. This school, also nearly opposite the Little Falls, N. B., was kept by Mlle. Madaline Thibodeau 10 weeks. It is wholly French, 7 have studied English. Madaline is quite young and a native of Grant Isle, and received her education there, is ambitious of being better educated, and intends going "outside" to some English school during the approaching winter. Much praise is due her for the good appearance and improvement of her school. With more education and experience, she bids fair to become a first-rate teacher.

2. This school was under the instruction of Mlle. Julia Fornier, a native of Madawaska Plantation. She is quite young, has good command of the English language, is ambitious to improve, and intends going out to attend our English school this winter. She is efficient and a good teacher. There is a

school-house in this district, situated in the very heart, and the pleasantest spot of Madawaska; school exclusively French. Twenty have pursued English with quite favorable results; 16 weeks.

3. The next school in this plantation was kept by Mlle. Philomene Sirois 14 weeks. It has been quite small, owing to the unfavorable location of the house, being one side of the population. The district intends to remedy the evil another season. I cannot speak favorably of this school. Whenever a district disagree unfavorable results will follow. Eight studied English with some degree of success.

*Grant Isle Plantation.*

1. The school, under the tuition of Master Joseph Cyr, continued 14 weeks. Joseph is an efficient teacher, speaks English fluently. He taught one of my schools in 1863. Encouraged by his success, he went to Houlton to school, where he enlisted in one of our regiments in the late rebellion, served some two years, received an honorable discharge, and returned home again. Ten in English. The school, as may be supposed, made great improvement.

2. This school was under the management of Mlle. Philomena Daigle. Twelve have attended to English with quite favorable results. Mlle. Daigle is one of my best French teachers. Her school translate the languages with much accuracy. Deportment of the school good; scholars attentive to their studies—consequently have made good progress. This district has taken a commendable interest in schools, and are favorable to the English pursuits. I think they would consent to have an English instructor exclusively. School well supplied with English books.

*Van Buren.*

1. Mlle. Julia Therniault kept this school 12 weeks. This is one of their first schools for many years. The teacher is a native of Grant Isle, and intends to go out to an English school to qualify herself to be more useful as a teacher. This school is quite small. There was a class of seven in English. I was quite well satisfied with the teacher, and the improvement of the school. It was her first effort.

2. This school was taught by Mlle. Sophia Sanfanson 15 weeks. Fifteen in English. This district has taken a laudable interest in schools, furnishing a good supply of books and encouraging the pursuit of the English language. Where such a sentiment prevails we always find good results. The school has been well managed, though the teacher was limited both in French and English education. Deportment of the school good.

3. This school, near Violet Brook village, has been taught by Miss Mary Richards. The school, although near the village, is rather small, as the French population have not concluded to send their children to an English teacher. Consequently, there are two schools, one exclusively of English, and the other, French.

All the branches pursued in our common country schools were taught here,

with good results. The teacher deserves credit for her industry and good management.

*Hamlin Plantation.*

This school in the extreme easterly part of my limits, and near the Boundary line, was kept by Mlle. Fimie Thibodeau, a native of Grant Isle, has received her education in schools located in her own native plantation, which speaks well of the schools in Grant Isle. Thirty have attended to the English. The school has had considerable training in English pursuits heretofore, and the district has shown a good degree of interest in schools, especially in English studies. The scholars are French. I was pleased with the good appearance of this school. The teacher is anxious to attend an English school to enable her to be more useful in giving instruction in that language. She was efficient, according to her opportunities for education and experience in teaching. The improvement was good in all the studies.

RECAPITULATION.

Whole number of pupils in attendance,	.	.	614
Average number in attendance,	.	.	435
Whole number in English studies,	.	.	322

*Financial.*

For a detailed account of expenditures, I would refer you to my account rendered to the Governor and Council. I would state, however, I have received

from the State for the current year,	.	.	.	\$1,326 13
Expended for school purposes,	.	.	.	1,016 00
Balance in your Agent's hands,	.	.	.	\$310 13

Funds for the succeeding year will not be so large as were received for this, as considerable sums were paid in arrearages due to plantations, which had not previously received their due proportion.

I would recommend to my successor to have two schools in Eagle Lake plantation, two in Daigle plantation, one additional in Hamlin plantation, as they have not had their proper share of instruction for the present year.

It is due to this people to say, that they are honest in their dealings, social, polite and happy, and when they become a tax paying community, and the laws are honestly administered here, they will be found good citizens, and useful members of the State.

I have the honor to be, yours very truly,

D. PAGE.

Fort Kent, October 8, 1866.

## THE SUPERINTENDENCY.

In the fulfilment of the duties of his office, the Superintendent has maintained a large correspondence with persons interested in education, both within and without the limits of the State. He has been called on for information, for his opinion in matters where the law has not appeared to be sufficiently clear to the persons soliciting counsel; and in a few instances, where he could not answer their wishes fully without intruding into questions that were connected specially with municipal regulations. He has given advice in regard to the erection of new edifices for instruction. He has thus been rejoiced to witness the earnestness and liberality which have been put forth to increase the facilities for instruction, furnishing attractive buildings that make the whole toil of teaching and learning the more welcome and easy, by removing from it the inconveniences, discomforts and distastes, which are the constant attendants on incommodious, cold and cheerless shelters named school-houses. It has been his aim to give all encouragement to efforts tending in this direction. Many visits have been made to schools and districts, and addresses made to children in their gathering places with their teachers. Acquaintance has been formed with Committees and agents, and efforts have thus been made to promote the cause intrusted to all these officers, by suggestions and recommendations deemed judicious for the purpose. Journeys have been made to distant parts of the State, and every call for special services has been promptly answered. It is not for the officer to say how much or how little benefit has accrued from these efforts. He has only to say that from the members of your honorable body, Committees, Agents, Teachers and Schools, he has received a welcome sufficient to assure him that his visits have been acceptable, and with words to testify that they have been deemed useful. More would have been done in this direction if the means placed at his disposal for the purpose of travelling to the various parts of the State had been larger. But having expended the allowance, his visits have of necessity been restricted.

## COMMON SCHOOLS.

Citizenship is the inheritance of every one born in our land. Thereby he has the right to the rewards of his own talents and toil, to bear his part in the maintenance of good government, to cherish the principles of liberty, and by counsel and action to promote the common welfare. The State has the parental care of training the

young to meet the responsibilities devolved upon them by the privileges of their birthright. She is to be the guardian of her own interests. This guardianship requires that all the children under her protection should have an education suited to the relation of freemen, and fitted by good principles and judicious instruction to adorn society. She offers the means and protects the interests of education. By her provision houses are erected, teachers are employed, and persons appointed for local and general superintendence. The system is good. If there be any failures, they have come from the want of care and energy to carry out its plan and details according to their design. Each year finds improvement in the results; and though perfection may still be far distant, yet annual progress will bring the developments of the system nearer to the point, which may appear to recede the nearer it is approached, while the advance is scattering blessings all along its path. The intellectual powers of our youth do not fall below the average of the same class in any part of our country. They are as capable as any of being enriched with the treasures that are specially fitted for the mind; and thus to be prepared to enter on the business of life here as elsewhere, with the fair prospect of a success such as is constantly crowning the enterprise of our citizens. Whether in peace or in war, we have seen them giving their hearty support to our general institutions, and yielding their aid to the government that has and will bless the country with union, prosperity and peace. In military sagacity, prowess and success in the late national conflict, their record is clear and bright.

#### TEACHERS' INSTITUTE.

The county of Somerset still maintains its long-cherished and prominent interest in the affairs of education. The teachers in that section of the State have found their annual gathering, not only a pleasant reunion of persons engaged in similar pursuits, but profitable in the interchange of views on different methods of instruction, and in the increased purpose of raising the standard of education to a higher degree of requisition. An Institute for this purpose was held at North Anson, in the latter part of August, continuing through several days, with three sessions a day. Lectures were delivered by the Superintendent and persons practically acquainted with teaching. Exercises in the various departments of the school-room received a practical illustration from skilful

teachers as the instructors, and successful teachers as the learners. The village band furnished music to enliven the evening sessions. A large attendance was present, both of teachers and of interested persons from the neighborhood and other towns. The result is believed to have been favorable to the welfare of our Common Schools in that part of the State, and in the hope of still continued benefit a meeting of the like kind has been appointed for the next year.

The expenses of this Institute for several sessions have been borne by the members; and though they have been made as light as possible, they still are burdensome on many, who are most interested in their success and seek to be aided by their instrumentality. Its members are very desirous to receive aid from the State, in such an amount as, if not large, would be a relief to their self-imposed taxation. In another instance proposals were made for a similar meeting. But the fear of expense was among the leading hindrances to prevent its arrangements from being carried forward to completion.

There is a benefit in these assemblages of teachers which, as far as it extends, partakes of the character of the Normal School, and is well fitted to assist such as cannot avail themselves of the privileges of that prosperous seminary. Teachers can confer with each other; they hear lectures which bring out the experiences of the skilful in this department. In their turn they become pupils for the occasion; and thus resume their work with a new spirit for its better accomplishment. As at the meeting here described, the Principal of the Normal School gave his aid for the general benefit, it is believed that a new interest was created for that institution, which will tend to its support by an increased number of pupils. When the graduates thereof are numerous enough to take a leading part in teachers' meetings, they will then more widely spread the beneficial influences of Normal training. As one of the results of this voluntary Institute, it may be mentioned that a discussion was had in relation to the establishment of a serial, devoted to education, with a special reference to its progress and wants in our own State. The difficulties and the benefits of the proposed enterprise were fairly stated. The desire for such a publication prevailed, and the members of the Somerset County Teachers' Association gave the plan their cordial endorsement, soliciting the immediate issue of such a publication, and pledging to it their hearty support. Thereupon, the Principal of the Normal School at Farmington has entered on the editorship of such a paper in a

monthly issue, of which the first number has appeared ; and if its present articles be the sample of what are to follow, there can be no hazard in predicting a career of continued usefulness for this new agency to promote a better education in the school and family. Its name, "The Normal," properly indicates the place of its preparation and the design to be kept in view in shaping the course of instruction on its pages.

#### PERMANENT TEACHERS.

In the Report of the last year, the Superintendent called attention to the benefit of continuing teachers in the schools, where their knowledge and skill have been prospered. One reason for this recommendation may be found in this fact, that the retained teacher has learned the dispositions of his scholars, and can the better direct their powers to acquire. He knows their attainments, and can carry them onward from the point where they had been left at the close of the previous school, without the necessity, often experienced by the new teacher, of requiring them to begin anew, so that he may not make any mistake as to the extent of their previous gains. He can, too, the more readily arrange the studies and the classes, so as to give more care to the scholars, and more directness and efficiency to his wishes and efforts for their improvement. Even if a teacher in his first term is not the best, yet if he is earnest in his profession, and gives the promise of becoming better, his reëngagement will be likely to be more profitable than the employment of a new teacher, of whom but little can be known beyond the fact that he or she wants a school, and is ready to pass such an examination as is but too often passed over in haste, and is called satisfactory, because if the candidate is refused, the school-house may have no occupants, for the want of time to find another to take the charge.

But the instances are too many where needless changes are made, as where the objection of one or two parents, growing out of the complaints of a wayward child, where the cheaper rate of a new teacher, without experience, is preferred to the somewhat dearer cost of one whose practical skill is much more than an equivalent for the increased expense, and where mere favoritism rules the agent in making the selection ; or if not any of these reasons, where he takes "the first one that comes along." The same causes are in annual operation. The constant change is harmful. The money is often spent with diminished profit, and so



is in part wasted. Order is interrupted. An opportunity is given for new complaints from the captious. The hold of the school on the public interest is weakened. Progress is retarded, and the minds of the young lose the full improvement of a course where system, certainty and economy should have prevailed.

It may indeed be a partial excuse for this state of affairs, that good teachers are not found in sufficient numbers to warrant their reëngagement; that too many take up the occupation for a mere temporary purpose, and look more at the emoluments of their short reign in the school-house, than to their success in giving instruction. Such teachers are sometimes scarcely better than none, and of course are well changed, when a better one can be found to fill the place. It would be seen in the reports from the various towns, if they could be spread out on these pages in full, that where the constant and semi-annual changes have been allowed, there the schools show deficiencies such as do not appear in the towns where the same teachers have been retained through several successive terms. The reasons for this difference can be easily seen in the fact that the new teacher is like a traveller landed in a new country. He must learn his position, and the bearings of the different objects. He will be compelled to hear and know something about his predecessors; what their methods were, and how good or the reverse. He must study his scholars for a time as diligently as they will study their books. He will need to learn something of the wishes of the district, the agent, and the supervising committee, as to the policy to be pursued in the district and throughout the town. If he succeeds a teacher who has had "a hard school," he will wish to make it an easier one; and some time must be expended in bringing order out of chaos, by correcting bad habits, and introducing better modes; and because he is more or less stringent in his rules and their enforcement, he will be liable to be made the subject of report by the scholars at home, where the oft recurring inquiry perhaps in every family will be "how do you like your teacher?" will encourage the tongues of the small and large to "tell tales out of school," and at once to begin to neutralize the hope and zeal of the teacher. It would be well if the forbearance to ask children how they like the teacher was as usual as it is in asking the children of a neighbor "how they like their parents?" Much better will it be to gain the desired information in some other way than to seek it in the mode which tends at once to array the scholar

against the master and encourage him to find a reason why the school is not a good one, so that he may enjoy the pleasures of absence by its more speedily coming to an end.

Where there is a permanence in the relation, these rude inquiries gradually cease. No reports, or few indeed, are brought home. The policy of the general superintendence is understood. The school works well, because none wishes to find a fault, or if found to speak of it except to the teacher or the committee, and the aggrieved person seeks to have it corrected in a quiet way. Where this experiment of a permanent teacher with a settled plan is allowed a fair trial, the peace of the district will be increased, as will also the profit of its pupils. The teacher, instead of spending half a term in amending the errors of a former generation, will have had time to supersede them by methods of his own. He will prove his second term to be much better than his first, and his third than his second, and so onward; as is seen in our High Schools and academic institutions, where the long term of the teachers' service has acquired reputation, because the practised skill of the leader has had the opportunity to develop itself for the benefit of the led, and where the experience of each year, added to the former, gives its added power to instruct and educate. Classification can be the better secured, before the term is half ended, and therefore nearly the whole period can be spent in the actual work of his office.

The influence of a permanent teacher is seen in the very looks of the children as they meet him at the re-opening of the school. They do not come anew under his care in doubt as to their pathway into the future of their studies. They need not watch his every action, as if to learn how much or how little to expect from his care and skill. They start from a point of advancement, where they stood at the close of the previous session, and though the vacation, as is not unusual, may have occasioned a loss in the memory of some of the acquirements, yet a review is made welcome by the mutual understanding of the two parties as to its reasons. The superior knows how to apportion the studies to the capacities of his charge, and confidence in him stimulates exertion to gain the knowledge of the book, the master's approval, and impart happiness at home.

One of the most frequent causes for the change of teachers is to be found in the long-cherished idea, that there must be a male teacher for the winter, and a female teacher for the summer. This

idea doubtless originated in the olden days of our New England life, when the education of the females had received but little attention, and when needlework and knitting were deemed indispensable qualifications to be acquired in the school-room, and the literary attainments of the mistress were not expected to go much beyond the ability to manage the little pupils in reading, for large ones were not expected to be present, and hear them read and spell. But the time came when our ancestors decided that their daughters should know somewhat more than to be diligent house-keepers. They determined to elevate them into a fit companionship with their sons; to educate them up to a certain stage in the same studies with their brothers, and then to turn their course of instruction to such branches as were particularly fitted to the feminine mind. The result has now been reached where their qualifications are ample for teaching all that can reasonably be sought for in our Common and in many cases in our High Schools. Indeed, the only hindrance now in the way of the constant employment through the year, comes from the fear that the large boys will make disturbance from their unwillingness to be "ruled by a woman." The fault then is in the disposition of the large boys; and this has often been overcome by the gentleness and tact of the female teacher, combined with ability to give tuition in all the branches proper for her sphere of labor. There is no difficulty or even impediment coming from this arrangement in the Normal School. This relief comes from the facts that the female teachers are competent for their position, and the young gentlemen are ready and solicitous to learn. So teaching and learning go on in an equal pace.

#### THE PROPORTION OF SCHOLARS TO TEACHERS.

It has been an inquiry of much interest and practical value to ascertain how many pupils can be judiciously appropriated to a single teacher. There certainly is a number *too small* for the proper stimulus of either the learners or their guides, and insufficient to balance the payments ordinarily made for the time, acquirements and skill required in the work. And there is certainly a number *too large* for the proper benefit of the pupils, as well as too exhaustive of the powers demanded for their proper instruction. Many questions find their best answers from experience. Here experience shows that the fitting number must vary, according as the schools are heterogeneous, classed or graded. Where the

whole number can be placed in one, two or three classes, the power of the teacher can reach beneficially a larger number than where, as is not unfrequently the case, the classes are as numerous as the scholars, and therefore each can receive but a small portion of time and special instruction.

But taking the various kinds of schools throughout a State, or several States, we may come to a conclusion which may satisfy the terms of the inquiry. A careful investigator has examined the statistics of several States, where the interests of education have received a favorable share of attention and support, and has gathered the following results :

In Ohio there is one teacher to thirty-four pupils ; in Pennsylvania, one teacher to forty-three ; in New York, one to thirty four ; and in Massachusetts, one to twenty-five. It may also add interest to the statement to say that the cost for each pupil in these respective ratios of attendance is, in Ohio, \$4 ; in Pennsylvania, \$3.75 ; in New York, \$3 ; and in Massachusetts, \$8.

If we were to connect with this statement the opinions of successful educators on the same subject, we should probably find that thirty pupils would be the number which would be selected as the most profitable for the scholars. As the number diminishes there is a tendency on the part of the teacher to lose his interest. It is the same with the classes. The usual sequel is that the time for the recitation is shortened, and thus the requisite drill is much diminished, and its benefits proportionably lost. As the scholars increase beyond the proposed number, the force of the teacher is spread out over too large a field ; and what was adequate for thirty becomes weak for forty, and less effectual still when fifty or sixty and more make their draft on his attention to govern as well as teach. It is difficult to secure the minds of a class only as each one is taken individually ; and therefore the larger the class the less individual occupation of thought can be secured. The current of a river, when comprised in a fitting channel, turns the mightiest machinery ; but when spread out between distant shores it flows in beauty, placidly and slowly, but makes no movement to aid the mechanism of man's creation. The cultivation adapted to a small field will be of little avail, if the same amount of enrichment, seed and soil be spread over a domain of ten times the size ; and the tilth proper for the latter would stimulate the former to an unhealthy growth.

Effort should therefore be made, to establish a due proportion

between the number of scholars and the teacher. Districts should be arranged with this idea prominently in view. Where they are large in youthful population, classification should be insisted on ; or what is better still, the school should be divided into grades. Then the ability of the teacher will have a free scope. His skill can be wisely applied, and his work will tell.

#### MORAL EDUCATION.

The design of the State, in the creation of our Common School system, can never be adequately answered, until the moral education of the children connected with its instruction receives a proper share of attention. We require testimonials to the good moral character of our teachers ; and these testimonials are furnished by the Committee selected by the towns respectively, a part of whose duty is to ascertain their fitness in this particular to train their pupils in the knowledge of their duties in society ; and to certify to this qualification, either from personal knowledge or from evidence sufficient to give them satisfaction. Such precaution is by no means needless. For the welfare and the success of the future citizen may be permanently affected, by the influence of a teacher, good or bad in character. He may excel in intellectual attainments, and ability and ease in placing his knowledge within the minds of his scholars. His moral qualities will keep company with his mental powers, and will go out to their damage or profit. The head and the heart will be educated together. They should be educated aright.

It may be feared that the part of our statute on education relating to this duty, is too much neglected ; not, perhaps, in the general propriety of the examples given by teachers, but in the want of direct teaching in the nature and obligation of moral duties ; not so much in the needed reproof or severer punishment, when falsehood or other faults are committed, as the words for winning to virtue, by describing its value, its beauty and its rewards.

Teachers need encouragement in this branch of their efforts for the improvement of their charges. They may have the desire, but lack the courage. They can correct the act of disobedience, but do not speak of the beauty of obedience with sufficient frequency, or with such discretion as will keep dullness from their remarks, and give them an interest to their hearers. The town reports sometimes speak of the moral training of the schools, while the mention of the successful training of the intellectual powers com-

monly receives a large share of commendation. Parents, too, cannot withhold their applause when their children gain a good position in their class, and carry away from the examination the tokens of a well-earned approbation for diligence in study, and aptness at recitation, though nothing is added as to their conduct.

It requires but a glance to see the results of this course of action. The pupil is stimulated, by some at least, of the evils of ambition to put forth exertion for the attainment of knowledge alone. His place at school is rarely, perhaps never vacant. He learns every lesson. His words show his scholarship. And now who can avoid extending to him the offering of praise? So he goes on. The next term shows a repetition of the same disparity, between the two kinds of cultivation.

The effect upon the teachers is also of the like nature. He will teach that which yields the quickest and most prolific returns. He is pleased with praise, as well as his pupils; and this reward comes sooner and easier as the sequel to intellectual gain, than to the moral progress, which is slower and not as immediately brilliant, though best in progress and its end. It was a happy suggestion in a school where prizes were annually distributed, and scholarship was duly regarded, to give the richest reward to the "best boy"; the one whose general character for study was good, but whose "conduct" was better than all the rest. Not unfrequently this premium fell to the acceptance of the best scholar; as well it might. For good principle, especially when it is the out-growth of religion, developed in the right behavior, will be sure to strive for excellence in all duties.

If the teacher shows confidence in the good intentions of the scholars, if he does not charge them with deception till he sees the actual proofs, and is not suspicious of faults before they appear, he will secure their confidence in return; especially if by his own knowledge and skill he can keep their minds active in their lessons. Where this kind of treatment prevails, we may expect to see good government. But as all scholars are not ready to look upon their teacher as their friend, there will usually be the need of regulations, which will be more or less exacting, as the scholars fail in their confidence. But where the relations are mutually kind and confiding, there will come forth the most ease in the discipline and success in its results.

The teacher, therefore, who wishes to carry into practice *all* the qualifications designated in his certificate, will take care of the

moral as well as the intellectual faculties of his pupils. Both are to be developed. Both *will* be developed for good or its opposite ; and they need training in the right direction, or they will find it in the wrong. Feeble they may be in early childhood ; but the germs of strength are there, and as is their culture so will be their growth. That growth will not be secured by learning the precepts of duty. They must see the precepts in the living example, and learn their worth by their own practice. We do not teach them the rules of arithmetic and grammar and there leave them. We require the work intimated in the directions ; and sometimes even expect the work to be done from our dictation, before the rule is presented for their memory to take up and retain. Sometimes, too, after having thus taught them the way, we call upon them to make a rule for themselves which shall be in agreement with the principles evolved in our dictation. In modes like these may the teacher proceed in that department which is better than arithmetic or grammar. He may thus place in the minds of the learners the great fundamental principles of right and wrong that are to be the rules of their life, of which maxims and precepts are the useful and convenient expression.

As instances to illustrate these positions, it is not enough to say to the school, the destinies of whose members are to be decided, it may be, by the action of a single teacher, that profanity, falsehood, theft and calumny are wrong ; that they are wicked who allow them in their own cases, and thereupon compel them to repeat the commandments that divinely forbid these pernicious evils. They must be taught their perils by familiar illustrations, by suitable narratives, that show their tendency and recompense ; and especially by setting forth the goodness and the beauty of the opposite virtues, and alluring them to the practice thereof in the doings of every day. The approval of the good everywhere, of their parents, and the Parent of all, should be particularly enforced. Thus the seeds of goodness that are ready to be overgrown by the seeds of evil, should be nurtured, and while their growth is yet slow and tender they should be strengthened by counsel and encouragement, so that they may grow up with principles whose development will prepare them to render a good account at the last.

Parents will rejoice in such teaching, coming in as if incidentally, yet always with a purpose. They wish the preservation of their offspring from crime and its degradation. Their prayer will be for the contrary, for uprightness, worth and approbation. Whatever

pressure of penury or sorrow may come on the fortunes of their children, they will ask of God to protect them from vice, to guard them for purity, and aid them to proceed through the temptations of life in such a path of safety as shall lead them to a world of peace, to which the grave shall be a welcome door of entrance.

#### READING.

The importance of this branch of education is in no danger of being over-estimated. In its proper design and employment it becomes the inlet to a large portion of our knowledge. Without its aid many of the most useful if not the most necessary parts of our mental cultivation would be but most imperfectly attained; and books would be silent to mere auditors, if the reader was unable to make them vocal in the presence of the person or the company, where the instruction or information might be needed. The solitary student, deprived of eyesight in the midst of a library, would represent the desiring learner with his volume, where the characters on the printed pages would give him no intimation of the thoughts shrouded in their drapery; and ignorance would remain, however fervent might be the wish to derive a profit from the voiceless pages.

It will be easily seen from these observations, that the purpose therein is to present reading as something more than the simple pronunciation of words with a certain variation of voice, in accordance with previously prepared rules. All this might be taught, as indeed it has been, by tables of vocal elements, and marks intimating the up-rising and down-falling of the uttered sounds; or by taking columns of words as arranged in the spelling-book, affixing appropriate marks to the selected syllables, and requiring a mechanical process to be pursued, until the regular drill had exercised the flexibility of the organs of speech long enough to give to the will a command over the muscles used in speaking, and make them instantly obey when the eye caught the sign. All this discipline and other modes like thereto have their use. But neither this nor the accurate pronunciation of words according to the authority of the best dictionaries, constitutes reading in its true and most useful sense.

This true and most useful sense requires the taking in of the meaning of the words as arranged in sentences, paragraphs, pages and volumes. To this requirement the attention of teachers should



be directed. They should add thereto the aid of the several graded series of books, skilfully prepared by the friends of the young, to promote their progress from the alphabet to the highest department of impressive and successful elocution. The teacher's part herein consists, not only in imprinting the forms of the letters on the memory, which acquisition had always better be made before the school-room is entered, and their position in syllables; but specially in causing the learner to know what the syllables mean, if they are separate and have a meaning; and so proceed with words, often illustrated in the primers by pictures that convey the sense to the mind through the eye, as the teacher will endeavor to do the same through the ear.

In this way the early habit will be formed of wishing to know what is read. Each lesson will impart information, at least concerning the use of words; and as the education continues the higher branches will be pursued with ease and eagerness, because the learner is prepared to read for himself with understanding; and not to pore over words new, long and hard, imparting to his perception no idea better than the signs in algebra to one who opens a book on that science for the first time. The scholar therefore should learn to read "with the understanding," so that he may always be gaining mental treasures from the written teachings of the wise.

But as this art is also designed to be the means of imparting the knowledge in books to other persons, by making the pages speak through the lips of one for the benefit of the rest, it becomes important that he should be able to express the thoughts of the writer just as he held them in his own mind. The suggestion then arises as to the necessity of study to be applied to the lesson for the purpose of acquiring familiarity with the words; to see them as the clothing of distinct ideas, pertinent to the subject of the communication; and then with the voice to use them with such tones as shall transmit to the hearer the same thought as the reader has gained, in the belief that he is thus repeating the intention of the author. Where this is done properly the effect is to convey to the listener the thought through his ear, with the same accuracy and impressiveness as if he had learned it by his eye.

It may be questioned whether reading as a vocal culture is receiving its due share of attention in our schools generally. Possibly time enough may be devoted to the employment in the several classes in the teacher's presence. He may "hear the classes

read." He may help the tardy on their way by pronouncing for them the "hard words," where in most instances, if not in all such, aid is but little real help and often an injury, by causing the scholar to believe reading is an easy part of his task, and to feel comfortable in the persuasion that *he* has "read" when in the most important part his *teacher* has "read for him."

The most obvious remedy for this evil is either to send the scholar to an easier book, which he probably has left too soon, through the fondness of mistaken parents. For they often consider an advancement to a new and higher grade of books is an assurance that all the benefit has been extracted from the old ones. Or, to require such a preparation by study, with short lessons, as shall give the pupil power to pronounce the words, so that he may the better learn their meaning, and express it with propriety.

Nor is this previous study to be neglected in the higher attainments of this art, when poetic and dramatic passages are to be read. Indeed it is well understood by the persons who seek eminence in this relation, that study is essential to success; to gain not only the right pronunciation of the words, but to learn the nice shades of meaning intended by arranging those words in sentences for the expression of thought. The most successful teachers are those who have studied "well their part," and by practice have secured a complete mastery of the voice, by giving an instant impulse to the muscles whose office it is to make it speak; so that the perception of the ideas of the author and their utterance shall be simultaneous, and the one the true representation of the other. If the teacher has this power, so much more easily will he influence the scholars. He will not be satisfied with "*hearing* them read." He will "teach" reading, and make the lessons a pleasure as well as a profit. He will use his own voice in giving the example. He will not merely speak of the rule and tell how to read, or how to give an inflexion upward or downward; but he will read himself and give the sounds to be caught by imitation. Here as elsewhere, he will not only *tell* but *do*. If he have the spirit of the true reader, it will be infused into his pupils. They will learn not to fear the sound of their own voice, and they will find how to speak the words of others as if they were their own.

## SPELLING.

The more usual mode for teaching this necessary part of correct education is by the utterance of the letters and syllables in the proposed word, and collecting the whole in one final expression, and so passing individually through the class. It has great merits, or it would not have lasted so long, though there is sometimes a tendency to surrender a part of its benefits, by omitting the syllabication of the words; for the correct enunciation of syllables is as important as that of the whole word, until perfection is attained.

But in addition to this mode that of writing words from dictation is often used, and has the triple recommendation of increasing facility in penmanship, and of seeing as well as hearing the word given out. Teachers have generally noticed that scholars may spell correctly with their lips and yet in their compositions spell incorrectly with their pens. Hence comes the need of constant practice with the pen or with pencil on paper, the slate or the new erasive tablet, useful because less noisy than the slate; so that the eye may see the errors and the hand refuse their repetition. The importance of this exercise should be duly estimated; for if the faults are not corrected in the earlier years of education, they will be likely to be evils through life. Accuracy in spelling has been called "a habit rather than an acquisition." Like other habits, it is confirmed by repeating the acts. Where writing is added to speaking the forms of the words are the more durably imprinted on the minds of the learners, and therefore come more perfectly from the lips and the pen. Memory of forms and details is best in the first ten or twelve years of life. Memory rather than the judgment is the aid of spelling.

Teachers as well as their scholars should always bear in mind, that correct pronunciation is a great auxiliary to correct spelling. Indeed the pupils spell in general according to their perception of the word given. Their mistakes are thus accounted for. The best speller has been the best studier. The poorest will be the one whose thoughts have been but little conversant with his columns, though the watchfulness of the patient teacher may have compelled him to fix his eyes where his thoughts should also be. He will spell as he ordinarily speaks the words, like the boy who wrote "Medtrain," as the name of the sea that separates Europe from Africa, because he always pronounced it in that singularly abbreviated form. Many illustrations of this tendency might be fur-

nished. Perhaps many persons can find them in their own experience.

#### WRITING.

Generally too little time, perhaps often less attention is given to writing than is demanded by its utility in the affairs of life. The want herein may be accounted for in part by the fact that many schools are of short duration, and many good results are often expected in too many studies. In graded schools there can be more time given to it by the teacher, inasmuch as an hour or part of an hour can be bestowed upon it at regular intervals, when in the absence of recitations he can go from scholar to scholar, direct the posture, the mode of holding the pen, by words endeavor to introduce the forms into the minds of the writers, so that they will the more readily appear on the page of the book. As in spelling, the scholar whose mind most truly takes the sound of the word, will most truly give its syllables, so the learner in this branch will the most speedily gain credit for his penmanship, who has the soonest placed the forms of the letters in his mind, whence they are to come out in imitation on the ruled lines of his book. The painter succeeds the best who catches the lines and expressions of the object to be represented, whose memory holds them until the practised hand transfers his memories to the canvas. And what is writing but a kind of painting, or rather drawing lines, that, like pictures, are to recall and preserve thought?

#### PERMANENT SCHOOL FUND.

The wisdom of setting apart a certain amount of public receipts from the sale of lands is sufficiently evident, and needs not any argument in its support. As long as the respective towns are required to raise a proper and specified amount for the maintenance of Common Schools before any aid can be received from this source, there will be no danger of an undue dependence on the State, as an excuse for inaction on the part of the people. Where less has been raised than the law requires, the reason will be found generally in the sparseness of the population, its comparative inability, and particularly at the present time in the general increase of taxation, added to high cost of all articles for the necessities and comforts of life. To these circumstances may be added the larger *percentage* on the inhabitant for school purposes, which appears in

several instances not to have been known, or to have been forgotten. But with all these drawbacks the amount "raised by taxation" has been on the increase. In 1863 it was \$416,630.79; in 1864 it was \$426,904.05; in 1865, \$469,463.86; in 1866, \$477,131.66. This exhibit surely is encouraging, as it shows an addition from nearly eight to ten thousand dollars annually, and in one year of more than forty-two thousand five hundred. As the resources of the State shall be more developed under the spirit of enterprise, which is now apparent in its activities, the amount will doubtless be greater year by year; and if judiciously applied in the selection of good teachers, it will be more than repaid by the intelligence and prosperity of our inhabitants. For labor guided by knowledge produces *material* results.

The permanent school fund is designed to be auxiliary to the taxation; to make it lighter than it would otherwise be. It is a pleasure to behold its augmentation from year to year. Thus

In 1860, April 1, it was reported to be	\$150,767.02
1861, " " "	154,760.36
1862, " " "	-
1863, Dec. 30, " "	168,677.22
1864, " " "	173,492.70
1865, " " "	181,231.64
1866, " " "	214,735.79

At which last amount it will stand on Jan. 1, 1867, having received the sum of \$33,504.15 from the Land Agent, to be credited to this fund.

The interest of this fund will be the sum to be apportioned to the several towns which shall have complied with the condition of the law, in raising an amount for school purposes equivalent to seventy-five cents on each inhabitant. The income for 1866 was \$10,873.89. The addition accruing from the sale of lands, as above mentioned, will make it proportionably larger for 1867.

#### THE BANK TAX.

The effect of the act of 1863 remitting one-half of one per centum of the tax, and of the national banking system generally adopted has been to diminish the income from this source, to be devoted to schools. In 1863 it was \$79,830. In 1866 it had diminished, as apportioned, to \$7,626.38. It will be a few thousand dollars less in the appropriation for 1867.

## HIGH, INTERMEDIATE AND PRIMARY SCHOOLS.

These various kinds of schools must exist in populous towns and villages, if the educating power is to have its best opportunity for the accomplishment of its work. In the way of former days, the single school in a district was often large, large enough sometimes to occupy fully the attention of three or even four teachers in the present better mode of instruction; and all were placed under the control of a single mind. It was a hardship to attend to the discipline of the over-crowded school-room. To this was added the labor of attempting to give to each a share of time and as much instruction as that time would allow. But the portion was stinted, and though there was often commendable improvement made, because there were pupils who would gain a benefit, notwithstanding the impediments. Yet we can now see that their profit would have been the greater, if the number had been divided into sections according to age and progress, if improved classification had brought the pursuits more in unison of study, and enabled the teachers to bestow with equal profit on many, the time which had before been bestowed on one, or at the most a very few.

Graded schools have been the expedient to bring in the mode in which the time and skill of the teacher can be most systematically and therefore most usefully applied. The Primary takes the little ones and prepares them with thoroughness for the Intermediate or Grammar department, if these grades are made, as they usually will be where the numbers are large enough to demand the arrangement. The High School comes in to complete the series and the work. Where this order is carried onward with true zeal and faithfulness, and the scholars are allowed to have the advantages of the whole, there will an education be gained, in its breadth and accuracy, such as could not be reached in a school where the various ages and studies of the large number were brought into one room with a single instructor.

In places where such a division of labor would be useful, the objection has arisen that graded schools are a novelty. But if new there, they are not so elsewhere. In the neighboring State of Massachusetts, the principle was recognized and found its place in legal enactments more than two centuries ago. The application of the principle has not been dormant, and as the desire for better training has been extended, the plan has come into common use. In our own State, there are many towns where it has been introduced;

and where sound judgment has prevailed in the administration, the returns have been ample.

It is important that the Primary Schools in this arrangement should be well cared for. They are the basis of the system. In them the elements of all subsequent education are to find their place. Much of the future success depends on the right beginning; therefore the teachers ought to be selected with care. They ought not to be such as know merely the lessons to be taught to their youthful charge; as the alphabet, spelling, reading, the elements of arithmetic and geography. They should have a much wider range so that they may see the bearing of these early lessons on the whole course to follow. They will thus teach with understanding. The architect gives the working pattern to shape the granite block into its proper form, to meet its place in the rising edifice; and the well-prepared teacher will direct each part of his work so as to add its strength and ornament in its proper place to the mental structure, as it proceeds to its completion. From the beginning he will look forward to the distant result. He will fit the material for present use so that it will fulfil its part in future practice. The true sound of letters, for instance, will be taught in childhood, so as to be right in manhood. The outlines of geography will be so traced on the memory as to be the framework in which to place all future acquirements. The difficulties of the fundamental rules of arithmetic will be so illustrated, by one who sees far into their possible combinations, as to make the study, on which all numerical calculations depend, easy and inviting, and not leave them, as is sometimes done, to be a perplexity, making the study unwelcome. The same remarks might be made as to the other pursuits in the Primary Schools. The teachers should know much more than the beginning of education, so as to point out the way of excellence to the young traveller, and give him a welcome entrance to the duties, where with all his trials he will find abounding pleasure.

## THE SCHOOL RETURNS.

The following summary is taken from the statistics of the towns, as reduced to counties. Heretofore items have been added for the "aggregate of expenditure for school purposes," which for suitable reasons are omitted.

*General Summary of the Returns for the Year Ending April 1.*

	1865.	1866.
Population of the State in 1860, . . . . .	628,300	628,300
Extent in square miles, . . . . .	31,766	31,766
Valuation of the State in 1860, . . . . .	\$164,714,168	\$164,714,168
Number of towns in the State, . . . . .	406	-
Number that have made returns, plantations included, . . . . .	436	434
Number of children between four and twenty-one years, . . . . .	219,060	212,834
Number registered in summer schools, . . . . .	120,149	114,823
Average attendance in summer schools, . . . . .	92,409	88,743
Number registered in winter schools, . . . . .	138,181	123,756
Average attendance in winter schools, . . . . .	99,107	97,827
Average attendance for winter and summer, . . . . .	95,708	93,285
Number in winter who did not attend in summer, . . . . .	21,543	20,211
Ratio of attendance to whole number of scholars, . . . . .	44	43
Average length of summer schools, in weeks, . . . . .	10.1	9.3
Average length of winter schools, in weeks, . . . . .	9.4	9.1
Sum of the average for winter and summer, . . . . .	19.5	18.4
Number of school districts in the State, . . . . .	3,867	3,771
Number of parts of districts, . . . . .	308	418
Number of school houses in the State, . . . . .	3,830	3,727
Number reported in good condition, . . . . .	2,155	1,999
Number of school houses built within the last year, . . . . .	70	44
Cost of the same, . . . . .	\$42,503	\$25,609
Number of male teachers employed in summer, . . . . .	94	78
Number of male teachers employed in winter, . . . . .	1,157	1,786
Number of female teachers employed in summer, . . . . .	3,883	3,721
Number of female teachers employed in winter, . . . . .	2,156	2,034
Wages of male teachers per month, besides board, . . . . .	\$27.76	\$28.20
Wages of female teachers per week, besides board, . . . . .	2.49	2.54
Average age of teachers, . . . . .	22½	21¾
School money raised by taxation, . . . . .	\$469,463.86	\$477,131.66
Excess above requirement of law, . . . . .	27,944.38	24,730.45
Average amount raised per scholar, . . . . .	1.96	2.01
Amount of permanent school fund, Dec. 31, . . . . .	181,231.64	214,735.79
Income of same apportioned to schools, . . . . . (1864—10,120.63)		10,873.89
Bank tax apportioned to schools, . . . . . ( " 33,386.24)		7,626.38
Amount derived from local funds, . . . . .	19,469.32	13,927.35
Contributed to prolong public schools, . . . . .	17,453.25	16,852.28
Am't paid to private schools, academies, &c., within the State, . . . . .	38,102.43	35,368.87
Amount paid for same out of the State, . . . . .	9,285.75	5,208.80
Paid for repairs, fuel, &c., . . . . .	43,082.10	42,493.81
Average cost of board per week, . . . . .	1.95	2.03
Estimated amount paid for board, . . . . .	158,754.37	148,660.96
Amount paid for school supervision, . . . . .	15,539.16	14,852.67
Aggregate expenditure for school purposes, . . . . .	-	592,598.23



## SUMMARY OF STATISTICS BY COUNTIES.

**TABLE I.—Showing the number of scholars, attendance, length of schools, number of teachers and wages, districts, school houses, etc., etc.**

COUNTIES.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No attending summer schools.	Whole No. registered in winter schools.	Average No attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teachers' board per week.	Av. age of teachers.
	Androscoggin,	9,402	7,425	5,798	5,806	5,110	623	9.5	9.8	144	22	166	98	3	3,300 00	1,249 57	2	94	175	95	26 09	2 83	2 09
Aroostook,	8,765	3,522	2,518	2,244	1,638	579	9.8	8.5	173	24	110	55	11	2,408 00	717 95	3	18	117	58	20 93	2 57	1 65	21
Cumberland,	28,156	9,210	7,222	9,968	8,147	1,395	9.4	9.6	293	22	306	165	1	2,200 00	2,741 45	3	173	290	138	26 92	2 63	2 17	-
Franklin,	6,516	3,755	3,029	4,661	3,691	801	8.7	8.5	211	35	202	92	3	2,836 00	1,066 41	-	92	173	114	22 78	2 24	1 64	-
Hancock,	10,701	5,473	4,451	6,235	5,136	1,415	8.5	8.3	216	9	197	100	-	-	1,397 61	4	109	203	80	32 05	2 09	1 89	-
Kennebec,	18,386	9,184	7,181	11,330	9,127	1,990	9.3	9.1	338	15	365	208	5	2,925 00	4,643 22	4	144	328	221	29 00	2 68	1 95	-
Knox,	10,697	6,379	5,808	6,492	6,123	1,388	9.7	8.4	126	14	148	74	-	-	4,015 89	7	80	162	94	33 80	2 86	2 12	-
Lincoln,	10,368	5,813	4,332	6,404	4,868	1,059	9.8	9	195	5	189	100	3	1,650 00	1,654 06	5	126	177	65	31 36	2 57	2 38	-
Oxford,	11,858	6,987	5,532	8,208	6,625	1,292	8.5	8.6	320	27	322	143	4	2,212 00	2,134 54	1	179	314	139	22 08	2 21	1 64	-
Penobscot,	25,011	15,115	10,336	16,739	12,240	1,829	9.3	9.3	407	35	400	235	1	750 00	7,930 95	18	136	451	295	31 50	2 77	2 12	-
Piscataquis,	5,503	3,346	2,611	3,557	2,837	832	8.3	9.1	139	42	123	63	2	1,200 00	793 96	-	36	134	97	26 10	2 50	1 75	19
Sagadahoc,	8,114	4,168	3,694	3,253	2,830	719	9	9.6	98	2	111	66	2	1,450 00	3,133 23	6	67	120	68	33 20	2 45	2 66	-
Somerset,	13,253	7,420	6,014	9,544	7,475	2,407	8.3	9	358	67	335	164	2	698 00	2,483 61	-	134	309	208	26 27	2 37	1 76	-
Waldo,	12,188	7,001	5,413	8,384	6,709	1,676	8.8	8.4	229	42	225	142	2	1,910 00	2,008 77	1	127	234	122	27 16	2 36	2 03	24
Washington,	16,011	8,747	7,085	9,014	6,700	888	10.8	9.8	201	37	205	107	1	200 00	3,626 24	14	87	237	111	33 14	2 63	2 18	23
York,	17,905	11,278	7,719	11,877	8,671	1,318	10.5	10.5	323	20	323	187	4	1,870 00	2,896 35	10	184	297	129	28 76	2 77	2 41	-
Total,	212834	114823	88743	123756	97827	20211	9.3	9.1	3771	418	3727	1999	44	25609 00	42493 81	78	1786	3721	2034	28 20	2 54	2 03	21½

## SUMMARY OF STATISTICS BY COUNTIES.

**TABLE II.**—Showing the population and valuation for 1860, the amount of school money raised by taxation and other sources, 1865-6, etc., etc.

COUNTIES.	Population in 1860.	Valuation in 1860.	School money raised in 1866.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Androscoggin, . .	29,734	8,230,829	23,880 50	207 50	-	2 25	782 74	170 75	1,546 50	115 00	3,125 11	609 37	5
Aroostook, . . .	22,449	1,356,237	10,620 19	-	56 49	1 66	810 16	436 99	365 00	-	600 45	193 54	2
Cumberland, . .	75,608	36,361,035	87,725 95	-	371 15	2 14	3,555 59	726 12	7,820 00	510 00	1,604 40	915 52	16
Franklin, . . .	20,574	4,285,843	13,395 31	-	77 20	2 11	1,078 99	936 22	932 00	100 00	662 25	438 13	5
Hancock, . . .	37,728	6,520,694	18,440 90	-	445 48	1 64	1,370 77	831 95	1,193 00	250 00	1,278 25	736 62	5
Kennebec, . . .	55,668	15,273,355	49,957 39	8,094 83	-	2 31	2,900 92	383 24	2,718 40	579 00	1,008 22	1,747 88	13
Knox, . . . . .	33,122	9,212,824	23,865 03	-	-	2 08	1,782 72	90 00	2,041 00	150 00	1,505 00	861 96	6
Lincoln, . . . .	27,866	6,184,441	19,806 90	-	396 30	1 87	2,007 08	-	2,360 00	747 00	920 00	763 00	3
Oxford, . . . . .	36,700	7,834,162	8,469 25	810 60	-	1 99	1,316 30	1,602 50	1,781 60	110 00	1,338 25	1,035 43	7
Penobscot, . . .	72,737	14,524,937	55,740 68	-	651 79	1 91	3,582 03	2,634 35	4,470 46	322 00	384 50	2,346 37	22
Piscataquis, . .	15,054	2,705,228	10,120 00	-	301 06	1 72	702 38	877 44	813 50	25 00	263 50	433 91	7
Sagadahoc, . . .	21,685	10,054,434	24,027 12	7,828 75	-	2 28	1,271 98	189 87	352 95	33 00	574 00	910 25	4
Somerset, . . . .	36,547	7,136,994	26,211 70	-	367 80	2 06	2,126 97	1,574 93	2,127 46	125 00	1,393 71	1,010 85	7
Waldo, . . . . .	38,448	7,773,529	25,397 59	1,836 31	-	2 06	1,752 61	1,147 35	1,889 00	295 00	554 00	556 14	10
Washington, . .	42,555	7,663,945	30,791 87	1,532 85	-	1 76	1,765 43	1,664 56	703 00	1,232 00	1,338 64	737 25	19
York, . . . . .	62,124	19,135,618	48,681 28	3,834 01	-	2 30	3,270 58	661 08	4,255 00	615 80	302 00	1,556 45	18
<b>Total, . . . . .</b>	<b>628,600</b>	<b>164,714,168</b>	<b>477,131 66</b>	<b>24,730 45</b>	<b>2,667 21</b>	<b>2 01</b>	<b>39,077 25</b>	<b>13,927 35</b>	<b>35,368 87</b>	<b>5,208 80</b>	<b>16,852 28</b>	<b>14,852 67</b>	<b>149</b>

As it appears that there was in some of the towns, an unacquaintance with the law requiring seventy-five cents to be raised for each inhabitant, it has been thought expedient not to report the number of towns raising "less than the law requires." Six towns and eighteen plantations made no report of money raised.

## ABSTRACTS FROM REPORTS OF TOWN COMMITTEES.

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The fact, often apparent in the Reports of Town Committees, that they repeat the history of our Common Schools, as presented in previous years, only shows that faults continue, notwithstanding the improvements made, and damage their operation, although they have been exposed, and cautions suggested against their recurrence. If similarity exists in these various annual accounts, it only proves that the like encouragements and hindrances are found, the same hopes for the future are entertained, and the like remedies are suggested for the removal of the obstacles to the desired success. They are not the less valuable, because of this feature; inasmuch as they thus tend to concentrate attention on the exact state of the interests of education, and to call the attention of the public to increased effort to promote their welfare. Where praise and censure are judiciously distributed by persons, legally, as well as morally bound to give an accurate description of the matters intrusted to their "watch and ward," it may surely be expected that their declarations will show what has been gained, as well as what is still needed. From their descriptions, they themselves, if continued in office, their successors, and parents may be aided, in giving the best direction to their future cares and labors for the improvement of their charge.

In this way it may be revealed, that books are used not suited to the age, capacity and stage of improvement of the scholars, because of the desire to advance to a higher class; as though a mere position therein would be equal to the knowledge, requisite for a proper admission to its privileges. Laxity or rigidity of discipline may exist, and the evils of either extreme may deprive the school of at least a part of the benefits expected therefrom. School-houses may be defective in arrangement and comfort, and the best teachers may lose much of their power, because the places are not suited for its proper exercise. Other defects may appear and should be noted.

Now it will be easy,—and as beneficial as easy, if the suggestions be properly heeded,—to place the mention of these deficiencies in the report to be made to the town, and often printed, so that the facts may reach the parents, and educate them in the necessities to be supplied, before their children can reap the advantages, offered in the school-house, by the books, the teacher and his instruction. There has much good advice been given in this way. It has been read in the public meetings of the legal voters, printed and circulated; and the fact, that it has been too often neglected in practice, only proves the need of its repetition, until the reformation has been secured, and our schools come nearer the fulfilment of the design ever kept in view by the State in their establishment and support. Very much of the improvement, manifested in late years over the early, has proceeded from suggestions made by the Committees, and acted on under their own influence, and by their communication to a wider field through the aid of the press. This statement is verified by a reference to the earnestness, with which the works on education are sought; such as the Reports of Superintendents of Public Instruction, Lectures, Reports of Institutes, Educational Periodicals, and volumes devoted to the elevation of our Common Schools. Recorded defects and improvements, hints to be developed in experience, plans that have effectually reached the proposed object, are thus spread widely through our land. By the solicitation of the foreign friends of the cause, they are transferred into European and even East Indian fields to help forward the interests of education there, by the imitation of the American system. This system has grown up in our Common Schools. Thoughts and plans, originated here, have been reported by the Committees, and may have thus been sped on their way to spread an influence little dreamed of at the time of their origination. It is a pleasure thus to aid in their circulation, by making their Reports the means of imparting their ideas.

A large portion of these Reports relate to matters of local interest; but important to the districts where the commendation and reproof justly belong. These parts are not necessary in every instance to be given in this connexion. But other portions, presenting suggestions, as well as results, are of value, as going into the common treasury of information on the subject of education. These papers are often drawn out to a large extent, indicative of

the faithful attention and earnestness displayed by the friends of the young, and the supporters of the judicious and faithful teacher. The extracts are made from the Reports in the order of time when they were received ; and as the number forwarded to the Superintendent is considerably larger than in the last year, the space to be occupied in these pages will be in proportion larger.

MANCHESTER.—The report speaks of irregularity of attendance as affecting the final examination in one instance, and the importance of order in the summer schools, and general prosperity of interests intrusted to the Committee, who conclude their report with these suggestions :

“ In sketching this brief outline of the condition of our schools during the past municipal year, we have endeavored to give you a fair and impartial statement. We are happy in being able to say that they have generally been more profitable than for several past years. The number of successful terms has been unusually large. Success as well as failure should teach us the importance of securing good and efficient teachers ; and, when secured, we should encourage and sustain them. So much has been said and written to induce parents to manifest their interest in schools by frequent visits, that it seems useless to say more here, but we cannot refrain from again urging this *duty* upon parents. You interest yourselves in the sports and recreations of your children, and it is well. You thereby heighten their enjoyment and give a new zest to their happiness. Is it not probable that a similar manifestation of interest in their schools and studies would give them increased energy and zeal ?

Let us not rest satisfied with the improvement of the past, but resolve that each year shall be one of steady, systematic progress.

Our country, at this eventful period, demands that the covenant of ‘ Universal Liberty, thrice sealed in blood, shall now be established deep in the virtue and intelligence of her sons and daughters ; and these free schools are the stones of which its foundation must be builded. Every sentiment of religion and patriotism bids us foster and cherish this institution bequeathed to us as a holy trust.’ ”

*School Committee*—I. N. WADSWORTH, S. D. RICHARDSON, I. W. HAWKES.

BREWER.—The report is principally occupied with brief sketches of the various schools, showing their merits and defects, prefixes the following remarks of a general character :

“ Our schools the past year have been short, owing to the high wages of teachers and increased expenses generally. Also the new law passed by the

Legislature in 1865, requiring towns to raise seventy-five cents, instead of sixty, for each inhabitant, was not known in season to be acted upon by the town at the last annual meeting, which would have increased the school fund materially. But the winter schools especially, have been almost without exception, of a high order; having been unusually successful in obtaining faithful and accomplished teachers. If our two High Schools were united, the schools could all be graded more systematically, and as one male teacher would be sufficient, the money could be much more economically expended, and we think, more profitably than at present.

We would call the attention of school agents to the new law requiring them to 'return to the Superintending School Committee,' (instead of to the Assessors, as formerly,) 'in the month of April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years, as they existed on the first day of the month,' &c. Noticing that the *names* and *ages* as well as the number of scholars are required by law to be obtained.

The success of the several teachers, and the progress and standing of the several schools will be briefly stated and this followed by statistics in tabular form."

*School Committee*—GEORGE A. SNOW, JOSEPH HOLYOKE, M. P. NICKERSON.

GREENWOOD.—The Committee open their report with the mention of the incomplete manner in which they have fulfilled their duty, and close with the following observations regarding "text-books," and the duties of all connected with the schools:

"Your Committee feel it their duty to speak once more with regard to text-books. They believe it would be for the good of both scholars and teachers to have but one series of text-books used in town, whereas there are at this time some four or five. Your Committee also hope that you will see their failings, and in future try elect men to the office who will be more interested and better qualified for the great and noble work of assisting the rising generation to acquire knowledge. It is a work which should engage all, both old and young, school teachers, school officers, and parents. Remember, you who have children, that more depends upon you than upon any other person, whether your children learn or not. Try to procure good teachers and see that your children attend school regularly; for it is of little use to have them go to school *one* day and stay at home *three*. They might just about as well stay at home all the time."

*School Committee*—WILLARD HERRICK.

CHELSEA.—We find here the character of the schools and a judicious description of the *needs* to be supplied to make their future better than their past has been:

“Our schools, as a whole, the past year, have been very satisfactory. Yet they are far from what they should be, or what the times demand.

There is no interest which has more reasons for enlisting our sympathies, than that of Common Schools.

This institution, with all its deficiencies, is still one we are too poor to part with. We must not, we cannot do without our schools. They are the people's colleges, endowed with the rich man's tax, where the poor man's child receives his education free of expense. The Common School is the only hope of a large majority of the youth of our land; there, and there only, can they receive that mental and moral culture, and acquire those rudiments of knowledge which prepare them for an honorable discharge of the duties of American citizens.

The Common School is the corner stone, the foundation of a free and independent government.

In making a few suggestions for future improvement, we shall but reiterate the recommendations contained in former reports to this town; we, would, therefore, be brief, confining ourselves to such points as we deem of the greatest importance.

First—*You need good school-houses.*

It seems as if men, who will have good stables for their horses, would also have good school-houses, comfortable, convenient and attractive. But, in some of our districts, we find better barns than school-houses.

We would, in the spirit of kindness, respectfully urge upon you to act immediately, faithfully and harmoniously, in having school-houses to which young ladies and gentleman can repair with feelings of pleasure, and find themselves comfortably situated while pursuing their studies from day to day.

Second—*You need good teachers.*

The notion is too prevalent that our small schools may be confided to the care of persons of small attainments, who may be hired for small wages. We think it is evident to the mind of every rational man, if a school is backward, as small ones are apt to be, greater effort should be made to bring them to a higher standard. Third rate teachers are much like third rate articles of food for animals; they will carry the school through the winter, but the spring shows them in a poor condition.

Third—*You need good agents.*

The office of a school agent is no ordinary one. Much depends on a faithful discharge of his duties and responsibilities. School agents are invested with authority to employ teachers for their respective districts. This authority should not be abused by the employment of teachers destitute of the legal qualifications. Much wisdom and forethought must be experienced by agents if our schools are to be furnished with teachers who are qualified for their work, and who may pursue it without hindrance.

Fourth—*You need good parents and guardians.*

Intimately connected with the duty of the agent is another duty which parents are to consider well. Parents should understand that the teacher,

when he enters upon his duties, is vested with that degree of authority which constitute him governor of the school-room.

The teacher has a right to govern his scholars and to arrange his studies in such a manner as to accomplish the greatest amount of good. And when the affairs of the school are conducted judiciously, parents have no right to interfere. If there be interference by the parents directly, or by their children acting under their permission, to do as they please, great harm must necessarily arise to the order and progress of the school. There are many who have done much to increase the usefulness of our schools; others, regardless of consequences to themselves, and to their children, have striven to neutralize every good influence and to paralyze the arm stretched forth for their assistance.

The child that bears not the yoke of obedience in childhood may prove a refractory man through life. If the exercises of the school-room are to go on prosperously, the teacher must have all the favorable influence which can be brought to bear upon the scholars. For all insubordination in school, parents are responsible; it is the fruit which springs from the seed they sow; or rather, from the tares which they suffer to be sown, and to grow until they are compelled to reap the bitter harvest.

Finally, fellow citizens, let there be co-operation in the work; it is a matter that concerns all. The interests of the rising generations are your interests. The children are to fill your places in church and state, and the manner in which they will do it depends upon the kind of education you give them. You will transmit to them your houses, lands and wealth, and the institutions of your country; and will you not see to it that they are so educated as to be worthy of you and the rich legacy with which you will endow them?"

*School Committee*—S. W. BARKER, CHARLES F. BLANCHARD, STEPHEN COBB.

CORINTH.—The Committee report favorably of their schools, and represent them as "improving amidst all the discouraging circumstances with which they have to contend." Two cases—one of success and one of its want, and the general remarks of the Committee, are here given:

"This was Miss Doe's first attempt. We were much pleased with the order of exercises. The teacher's whole soul seemed to be in her work. At our first visit the school was progressing well, but as we were not informed of its close, it was not visited the second time. The order was all we could ask.

It is our opinion, that, because the scholars did not like to submit to the wholesome discipline required, the parents permitted them to absent themselves from the school; thus depriving them of a good school taught by a teacher who ranks among the best.

We would call your attention to a few remarks which to us seem important. Parents ought to make more efforts in order to have profitable schools.

Those schools where parents are mostly interested generally make the greatest improvement in learning, and cause the least trouble to teachers. Those



who think of teaching in this town, both inexperienced and *experienced* would do well to prepare themselves in *all* the branches of learning required by law; for the Committee intend to be more rigid in examinations hereafter. The Committee will try to inform all agents who desire it, of the best teachers with whom they are acquainted, hoping by this means to establish a better system of teaching throughout the town.

Average wages of female teachers in summer, \$2.20 per week.

Average wages of female teachers in winter, \$3.20 per week.

Average wages of male teachers in winter, \$27.80 per month."

*School Committee*—DAVID FLETCHER, JR., ISAAC R. WORTH, CHAS. CRESSY.

SIDNEY.—The extended report by the Committee in this town speaks in detail of the generally successful character of the teaching and order of the schools. The following suggestions will show their interest and opinions in the matters committed to their care:

"The condition of the schools throughout the town during the past year, has on the whole been quite satisfactory. The cause of education has been perceptibly advanced. But we should not remain content with present accomplishments. The question with us should be, cannot something more be done? Cannot some evils be corrected whereby better results may be obtained?

In our opinion more attention should be given to the support of private schools. Each district should regularly have its private school in operation. Especially should this be the case in the small districts. Liberality in this respect will be abundantly rewarded. The amount of money required by law to be raised, is small, and only forms a nucleus around which we should build.

Schools to be the most profitable should be graded. This system is not generally practicable throughout the town, but in some districts might be advantageously adopted. The school in No. 8 would be very much benefited by being graded. We would respectfully urge a consideration of this subject by the district.

To make our schools what they should be, *all* certainly have a duty to perform. But success must depend mainly on the teachers themselves. If the teacher possesses capacity, tact and energy, he will build up the school in spite of obstacles. The vocation of teaching imposes great responsibilities, and requires untiring zeal. We would impress the idea upon all teachers, that they must labor harder and discharge more faithfully their duties. They must study continually in order to keep up with the requirements of the times. Cato said that the first duty of the farmer was to plow; his second duty to plow; his third duty to plow. So we say that the first duty of the teacher is to study; the second to study; the third to study.

Your Committee do not recommend at present any change of books, although we think that, as a general thing too much attention is given to the study of arithmetic to the exclusion of other important branches.

The history of our country ought to form a part of the studies in every school. It is sadly neglected.

In conclusion, we would enjoin upon all the importance of lending their aid in correcting evils that arise, and the necessity of being more watchful over the interests of our schools."

*School Committee*—W. E. BROWN.

BRUNSWICK.—The morals of the pupils, are here cared for, and the important, and sometimes neglected duties of reading and spelling :

"The several examinations of the schools, so far as the Committee were able to give attention to them, were satisfactory. There prevails in them all, in a good degree, thorough teaching and good discipline. The Committee express the hope that they may be made more efficient in both these respects.

We cannot refrain from noticing as an example worthy of imitation, the effort made by the teachers of two of the Primary Schools to suppress the use of profane and vulgar language by the pupils. All teachers should feel that the care over their pupils is not confined to the school-room.

The Committee would call attention to a subject which they deem of first importance in our popular education ; and that is, the exercise of reading and spelling in school. Our system of free schools at first had for its main object to teach reading with reference to the general reading of the sacred Scriptures. It is apt to be the case in our schools, that this branch has fallen into a quite subordinate place, having given way, more than should be done, to what are considered higher branches. We do not object to these higher branches ; but we must remember that they are higher, only because attended to at a little later period ; not because they are more respectable or more useful. Certainly no slight should be put on reading and spelling. These are fundamental branches ; and the result of a course of training in our district schools should be, to send out their pupils good readers and spellers and grammarians ; so that every one who has been through these schools may be able to read intelligibly and without blundering a newspaper, or write a letter correctly spelt and without false grammar. In some of our schools these exercises have been conducted to the entire satisfaction of the Committee."

*School Committee*—A. S. PACKARD, L. TOWNSEND.

SKOWHEGAN.—Copious selections from this extended report will show the interest taken by the Committee in their schools, and the judicious course recommended for future gains :

"At the beginning of the year the board was divided into Sub-Committees of one each, and to each was assigned the supervision of certain schools, for the regular examinations and visiting of which, the Sub-Committees were to be severally responsible. In addition to this arrangement, it was understood

that the chairman of the board would endeavor to visit each school in the town once during each term. As the board had in view in their organization and course of action in the beginning the most efficient supervision possible, they have endeavored to keep that object steadily in view through the year, as feeling that our educational enterprises should participate in the progress of the age, and be annually somewhat improved in character and in power for good to the community.

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We have brought before you now the school districts of the town, and their operations and experiences for the past year. While we have been desirous to bestow only praise, we have felt that justice to the interests intrusted to our supervision demands that we do not hesitate to reprove what appear as faults or defects. And in addition to this review of the year, we would respectfully ask the attention of our townsmen to some points of general interest to our public schools. Among these are

*Text-Books.* The efficiency of our schools is much impaired by the redundant variety of text-books in use. Classes are necessarily multiplied; and a large part of many teachers's time is consumed in going over the same ground with pupils who really differ only in following different authors, or in needlessly using books of a different grade.

Your Committee are aware that they are regarded as having this evil at their control, they being empowered to prescribe what text-books shall be used. They are equally aware how futile all efforts in this direction are where parents insist upon providing such books as the child may fancy; and then demand that the child shall be allowed to use them, under penalty of being taken away from school. Pupils are often thus furnished with books by the parent, without consulting even the teacher; and sent to his care with the understanding that if not allowed to use them they need not go to school.

Under such circumstances the Superintending Committee see before them only the alternative of enduring the present evil, or of cutting off for a time at least, a large part of the pupils from the course of public instruction. Consequently they have confined themselves to efforts to prevent any additions to the worse than useless variety of books already in use, with the single exception of having authorized the introduction of a new first book in grammar. We think this evil of sufficient magnitude to warrant some action on the part of the town, by a vote in annual meeting. Such a vote would secure a weight of influence which might enable a Superintending Committee to apply a remedy, and thus save to the parents in the town a heavy annual tax, at the same time enhancing the value of our public schools.

*School-Houses.* It is very desirable that there should be an increased interest in the looks, convenience and comfort afforded by our school-houses throughout the town. With a few exceptions no more uninviting structures are seen than these are. To the eye and mind of persons from abroad, most of them speak a sad story of the lack of appreciation of the school privileges of our children. In some cases a few repairs, judiciously made, would be one of the

best possible investments for a school district, as bespeaking an interest in education which should make the district more desirable as a place of residence, and as such, should give an increased value to real estate therein.

The surroundings of our children should be thought upon and looked after, if we wish that they should appreciate our labors for them; and be as men and women prepared to maintain, and even advance, our own New England civilization. The surroundings of their school days should be of such character therefore, as, at least, to save them from retrogression in things relating to good taste, tidiness and self respect.

*Teachers.* During the year the Committee have endeavored to advance the interests of our schools by advancing slightly the requisite qualifications of candidates for teaching. In consequence of this, they have been under the necessity of rejecting some who have previously taught in the town or elsewhere. This has been an unpleasant duty, but cannot be avoided if our schools are to participate in the progress of society and the institutions of our age. The people have a right to demand that those who would be teachers shall also be students; making constant progress, instead of being content to remain at the point where they were when first able to obtain a certificate of approval as teachers in some small or backward schools.

*Official Irregularities.* Much has been done during the past year towards breaking up the illegal practice of teachers obtaining pay for their services before or without returning their school registers.

This practice, so utterly regardless of the law, has in former times obtained to an extent which made it nearly impossible for the Committee to make up the annual returns required by law to be sent to the Secretary of State. Through the co-operation of the selectmen, the return of the registers for the past year, has been secured, with a single exception. The law is that no teacher is 'entitled to receive pay for his services until his registers are properly filled up and signed,' and deposited with the School Committee or some one designated by them to receive it.

Another irregularity obtains to the extent of almost ignoring the law. It is the neglect of School Agents to notify, legally and duly, the Superintending Committee of the commencement and length of each term of school kept in their several districts. The law requires of each agent that he shall give a written notice to the Superintending Committee within ten days of the commencement of the term, of the beginning and length of the term, and this under a penalty of one dollar for every such neglect. During the year about fifty terms of public schools have been kept in the town; but the Committee have not received *five* lawful notices respecting them. Most frequently the only notice is a verbal message through a second or third person, that a school has been commenced in such a district, and frequently no notice whatever has been received. This illegal manner of proceeding interferes much with the examination of the schools, and involves no little trouble and expense, if the Committee endeavor to perform the duties of supervising the schools in any thorough manner.

It would be for the interest of our schools that district agents should look into the laws which define their duties, and aim to secure co-operation among all to whom the management of so important a social interest as our public schools is committed.

Many other points are suggested by this retrospect, to which it might not be unprofitable to turn our minds. Nor can we close without deprecating a disposition on the part of many parents to interfere with the internal arrangements of schools which they never visit nor hear from except through the reports of children. Such interference often extends to the classifying of the scholars, the books used, the daily order of exercises, and the entire details of the school room. Such criticisms and fault-finding are often indulged in before the children, and they go to the school room filled with a spirit of insubordination and contempt, which defies all effort at order, co-operation and harmony in the purposes and labors of the school room. An incalculable amount of evil is thus done; and many of the most meritorious efforts of teachers every way competent, are made utterly futile through parental indiscretion, to call it by no harsher name. We would solicit for our schools the attention of parents and guardians of our youth. Visit them, and acquaint yourselves with them as in actual operation. Make acquaintances and friendships with those to whom we commit so much as the training of our children comprises.

Our age is working out the problem of a higher, nobler civilization than has hitherto obtained in national bodies and organizations. The solution of that problem depends primarily upon the education of the entire people. Parents and guardians of children, through the machinery of our Common School System, have the work in their own hands. To fail in estimating the true magnitude and character of the work, is to sow the seeds of ignorance and social retrogression, which will in future years, pour into the bosoms and lives of posterity, the terrible national calamities of the past five years, multiplied and intensified more than seven fold. Ideas and energy are born of education. Let not the productive powers of the mother be enfeebled by our neglect. The inhospitable climate and sterile soil of New England, do not forbid us to raise crops of true and noble men and women from the boys and girls of to-day. And a patient continuance in the well-doing of educating the entire people, will surely, in due time, give the crop, prepared to be gathered into the great store-house of the world's best riches and noblest, truest life."

*School Committee*—G. H. ELDRIGE, C. H. ALLEN, B. P. REED.

MADISON.—The season of the year has an influence on the character of a school. An encouraging account is given, and valuable hints are here suggested :

"If this school was not profitable, surely it was not the fault of the teacher. It was taught in the midst of the *mosquito* season. The school-house is surrounded by forest trees, and when your Committee visited it he was reminded

of the building of the walls of Jerusalem by the Jews under Nehemiah, every one had a book in one hand and a weapon to beat off the biters in the other. Your Committee would recommend that this school begin before mosquito time. The school was as profitable as could be expected under the circumstances.

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In looking over the results of the past year, we feel that we have cause of encouragement that it is as well with us as it is. We have had but few failures, and very many good schools; and while we have been obliged to accept the services of a number of *raw recruits*, we have also been able to secure a large proportion of *veterans*—nine of them having taught two hundred and twenty-five schools, making an average of twenty-five schools to each teacher. This fact we deem worthy of special mention.

The teacher occupies an important position, and great care should be observed in his selection. Much importance is attached to the office of School Agent, and we suggest that districts be careful to choose only such men as will act with discretion. A teacher should be able to instruct in the various branches required by law correctly. If he has not the natural talent he had better quit the business. One should not labor in this department merely for the pay; but he should love his employment.

With a few practical suggestions to parents we close. ‘As the Common Schools are the pillars of our liberties and the very essence of our free government, it should ever be our duty to keep a watchful care over them and to encourage them in every way possible.’ We should not only have men for our school officers that are interested in the cause of education, good and commodious school-houses, competent teachers, and a good supply of books, but *parents* should evince their interest still farther by a hearty co-operation with the teacher in his arduous task. Parents have it in their power to make or break a school. If they listen with too willing ears to every silly report brought by children from school, or take exceptions to necessary and wholesome corrections, justifying the child in his disobedience, the foundation is being laid for the ruin of both child and school. It is the duty of every citizen to have a personal interest and solicitude in regard to our public schools. Let us give them our united and constant care and watchfulness.”

*School Committee*—JOSEPH WYMAN, S. S. BROWNSON, THOS. G. MITCHELL.

PITTSFORD.—The remarks following the special description of the schools, relate to their condition, school-houses, and the want of a deeper interest in the cause of education :

“The schools in our town the past year have been generally harmonious, and made, doubtless, their usual advancement. More might have been done—more ought to have been done—and it has been reported to the town again and again, through these yearly avenues, why more practical and embellishing education is not obtained in the district school-room. The poor old neglected

school-house in a majority of districts, though so often heretofore reported, still stands prominent among the reasons that no more (not indeed a little) is accomplished. We are a generous people, and it seems we have the means—for we patronize and support our dancing master—our donations are liberal—fairs and levees continue to revel in enormous profits—while the ill-conceived and battered school-house, where the scholar is sent to be moulded for manhood and womanhood, where habit is shaped and character is made, still stands wedded to decay, a monument of neglect. In some districts the proprietors are inexcusable for the persistent indifference continued in regard to the unsuitableness of their school-houses. You are missing it, parents, sadly; and, if you ever visit them, it seems strange that you do not see it yourselves, and interest yourselves more in that regard. Make first your school-room what it ought to be, and it will operate as a powerful incentive to rectitude in and around it.

We might go on, reporting this want, that need, and still other defections, as touching our schools in the main, but it would be but a repetition of what has been reported year after year. Suggestions and recommendations bearing upon all those who directly take part in the public schools—those who have a duty to perform and a trust to fulfill—have been heaped up until we deem it nearly useless to say more. Some are ever interested in their school, and seek to do all they can to have the appliances of the school-room constantly adjusted and suitable. They are interested for the benefit of the school, guarding and surrounding it by influences which shall urge and encourage the scholars to make the wisest use of their advantages. They heed and act by the fall-fraught saying, “we are training these children in the schools of to-day for the responsibilities to which they will be called, as they press onward to the positions which await them in the fast coming years.” Others are interested—often zealously so—but they are so fitful and empiric in their application, run so eagerly to experiment, it puzzles us not a little to determine what cause they most subserve. That even, progressive and constantly fed protection, which carries the school through all vicissitudes and changes, is not *their* tactic. They act, but act with so much zeal and inconsideration that the relapse leaves them prostrate. We would not arraign their intention, but their management and course of procedure. Let us not be too hasty to condemn all that is not precisely in keeping with our own notions, nor too anxious to experiment to the loss of what we already have. We look from different standpoints; and we are not the only perfect ones, though we differ from all others in our opinions and ideas of school requisites. There are still others interested, but only selfishly so. They have no care or solicitude but for their own. Selfishly blinded to their own and their children's faults, they array themselves in opposition to everything that does not yield to their caprice. And still there are others who, if they are interested we do not know it, are unsettled, and we decline to locate them as touching our schools. Parents, teachers and scholars are enlisted in one and the same service, seeking the same goal, aiming at the same results; and, in this copartnership, the more

co-operative the endeavor, the more harmonious the action, the surer and sooner will be the triumph.

We should learn to bear and forbear more, instead of frittering away our energies and wasting our strength in hacking at each other—fuse interests into one—forge all the small bars of sentiment into one mighty shaft of united purpose—and then we shall achieve the grand intent of free schools, dispensing universal education.”

*School Committee*—W. BENJAMIN, A. L. CALL, J. M. CARPENTER.

SEDGWICK.—The report speaks of the causes that have prevented the schools from reaching their desired excellence :

“The employment from whatever cause, of an unusual number of inexperienced and otherwise inefficient teachers, is certainly the chief cause of their want of success. It has also appeared to us that, for some reason, less than the usual degree of interest in securing the regular attendance of pupils, and the maintenance of discipline, has existed in some parts of the town. That the former is almost wholly under the control of parents, no one will pretend to deny; and their aid and influence in securing the latter, the Committee consider almost indispensable.

And here permit us to say, first, the services of a teacher should be secured, who cannot merely just pass the ordeal of an examination by the Committee, and receive the certificate they reluctantly grant, because they cannot quite feel justified in withholding it, but one whose acquirements, or previous reputation as a teacher, afford good promise of success; and secondly, he or she should be sustained by the hearty and active co-operation of the whole community.

It almost seems to be one of the necessary conditions of schoolboy existence, or, at least, of the existence of many schoolboys, to regard the teacher as a *natural enemy*; and, in the war that naturally results, his position is sufficiently difficult. How much more so, when, as is too often the case, the parents, either by a culpable indifference, or by open or covert opposition to the school, give aid and comfort to the rebellion!

The ever-recurring subject of poor school-houses has doubtless become distasteful, while, to use a phrase, which, if not particularly elegant, is exactly descriptive of the situation, they are getting no better very fast. We propose to leave them to speak for themselves. Those who refuse to hear them, will give little heed to any words of ours.”

*School Committee*—R. S. COLE, WM. H. SARGENT, L. S. TRIPP.

FALMOUTH.—Here attention has been paid to school-houses. The duties of teachers are specified and agents and parents are urged to a higher standard of duty :

“We think the schools in this town have been unusually quiet the past year.



Your Committee have not been called upon to settle any difficulty in any school during the year, and with one exception we think perfect harmony has prevailed.

Our school-houses will compare favorably with any other town in the county, and we have no hesitation in saying, that we are the banner town in this respect. This speaks well for the town of Falmouth.

Perhaps one will ask what are the duties of a teacher. We answer, to make the lessons of the text-book shine before the mind of his pupil; to make every page luminous with apt, clear and lucid illustrations. Make it your business to interest the scholar. When this is done the great object of education is being accomplished. No teacher can successfully teach a pupil, that which is not perfectly clear to his own mind. His acquaintance with the various branches taught, should be such that a text-book would be an unnecessary aid, to guide him in conducting a recitation. He must feel that the school-room is his proper field for action, and not a place in which to spend a few months to obtain the necessary means, to pass him to another profession. He should delight rather to see the mental powers of his pupils expanding and becoming active, than to see the close of the day or the termination of a school term. His pupil's good must claim his attention, and from their advancement must flow his greatest pleasure.

Another important branch is almost lost sight of; this is writing, during the past year. When teachers have presented themselves for examination, we have almost invariably urged upon them the necessity of making it a part of his or her business to see to it, that every scholar of sufficient age is provided with a writing-book, and make writing an every day exercise. At our first visit we inquire if the scholars have brought in their writing-books, the reply is, they have not yet, but we expect they will. At the close of the school we call for the writing-books, the teacher collects some six or eight perhaps, with some three or four leaves scribbled over, where we ought to see twenty or thirty books written through, free from blots and scrawls, and an improvement manifest on every succeeding page. Parents, will you not assist your Superintending School Committee, the coming year, in trying to have some attention paid to this important branch?

Another fault prevalent with teachers, some seem to suppose that they have a right to recommend and even introduce different kinds of books, into the schools where they are teaching. Much confusion is caused in this way. They are committing a gross wrong, and in no case should this be done. Teachers, do you know that you violate the law, and not only forfeit your wages, but as much more for every day you teach without your certificate of approbation?

Agents, you have an important duty to perform. You should not wait for some one to come along and offer his or her services, but make an effort to secure able teachers. If we ever expect to raise the standard of our public schools, in our opinion, this is the only way to do it.

Parents, the success of our Common Schools depends very much upon the

faithful performance of our duties. If you wish to promote the cause of education, you must be very careful not to introduce politics into your schools.

In choosing your agents, you should select men who have scholars to send to school. They will, generally speaking, be more anxious to secure the services of good teachers than those who have no scholars, and consequently they will make a greater effort. We think that young men, and those who have no scholars to send, should not come into the school-meetings and control them in choosing their agents, and in deciding what time the schools shall commence, unless they see that the money is being squandered, or that might is overcoming right, or something of this nature, in which case it would be proper for them to interfere.

It is almost a universal fault with parents, if the teacher is not precisely what he or she should be, in every respect, to take their children out of school. We beg of you not to deceive yourselves, or be deceived in this way. You are cheating your children out of their honest due. You are cheating them out of that which prepares them to discharge their duties as parents and citizens and has a tendency to lead them in paths of virtue, to happiness. A far better way to remedy this defect is to overlook the teacher's faults, or see the teacher privately, or call the district together, have the Committee present, have the matter investigated, and if the good of the school demands it, discharge the teacher and employ another. But in no case, under no circumstances take your children out of school. Parents, as you love your children do not indulge them in absenting themselves from school, or in disobeying the rules and regulations. If you wish them to be respectable and useful men and women, see to it that they attend our Public Schools, and we wish to impress upon the minds of parents the necessity of their children being prompt and punctual in their attendance, as irregularity seriously affects the progress of any school."

*School Committee*—E. H. STARBIRD, E. H. RAMSDELL.

PALERMO.—The schools here are not sustained by the amount of money required by law. School-houses and parents receive admonition :

"In the first place the town don't raise as much money for the support of schools, as the law requires, by \$229 ; consequently agents have to hire the cheapest teachers they can obtain, therefore our schools are not as beneficial as they might be. We feel constrained to say that there are many things which ought to be improved. Many of our school-houses fall far short of that neatness and convenient arrangement which would make them attractive to either scholar or teacher. Many of them are too cold for *sheep pens*. Scholars cannot study when their feet are cold. There is also an indifference with parents. The record kept by teachers is a witness to this fact. Those scholars who are frequently absent and tardy show most conclusively what regard their parents have for their education and the welfare of the school. There

should be a reform in this respect. Parents should encourage their children and demand of them punctual attendance. They should also visit the schools and thus stimulate and encourage them. It is indispensable to the highest success of any school that the teacher have the cordial and uniform co-operation of the parents; and when reports unfavorable to teachers reach the ears of parents from their children, they should not be too hasty in expressing publicly their opinion. They should visit the schools and see for themselves. If this were done we should hear less complaining, and our schools would be much more profitable."

*School Committee*—HIRAM WORTHING, L. A. BOWLER.

LEVANT.—The chairman speaks among other matters, of the need of parental aid in securing good Committees, and of the national benefit of such an education as the Common School is designed to afford:

"If the question was asked, what is the greatest hindrance to the success of our schools, we would answer without hesitation: Want of interest on the part of parents. We are too careless and indifferent in the choice of school officers. We sometimes act, in the choice of our Superintending School Committee, as though it were merely a matter of form, and choose them because the law compels us to. A few votes are thrown into the ballot-box, the box is turned, the votes counted, and the result is announced. Whilst in choosing some of our other town officers, of much *less* importance, we are sometimes almost *wild* with excitement, and every man is deeply interested in the choice. Is this as it should be? Can we expect that our children will be any more interested in school than we are in choosing our school officers? If we treat our schools with indifference, we must expect our children to do the same. If we would have good schools, let us in the first place choose men to superintend them who are not only qualified as regards education, but also those who are deeply interested in their success, men of integrity, uprightness, and decision of character, men who are willing to do their *whole* duty, regardless of consequences. Then let them act according to law. Let the teachers understand that there is a Committee ready to sustain them in all their arduous and responsible duties. Let the scholars understand that they will be *dealt* with by the Committee, according to law, in case of disobedience or improper conduct. The law we know is good, but we fear that public opinion is not quite up to the point in this particular.

To our Common Schools, we are to look for the development of that enlightened and loyal sentiment which shall redeem and disenthral our nation, and which will assist in reconstructing and establishing a foundation to our *free* republican institutions, that internal commotions or foreign foes, will never be able to shake or destroy, but will *stand*, the admiration of the world and a blessing to posterity."

*School Committee*—DAVID S. FIFIELD.

MONSON.—In a well detailed report, like very many others, the prosperity of the schools is announced, and the following good advice is given in regard to truancy, the village school, and better grading :

“ The house of the village school being situated near a public house and a store, affords an opportunity for those so disposed to slide into these, so that parents are not always certain whether their boys are in the school-room or in the former places. These habits being very injurious to the boys, and prejudicial to the general interests of the school as a whole, we would suggest that parents may wisely exercise some foresight and precaution in guarding their children against playing truant in these places. We say this in regard to the duty of parents, believing that it is sacredly theirs to care well for their children, and also with an eye to the good of the boys. It has been said that an ounce of preventive is better than a pound of cure, and that may hold good in this case.

Our village has been distinguished for its good order, tranquility and morality. But from various causes, elements of an adverse character may arise. The infusion of a reckless spirit in boys from ten to eighteen years of age, will either quickly or gradually change the order of things. As such a result is greatly to be deprecated, against such a tendency every good citizen should guard with a sleepless vigilance. It is desirable that the village school, having the privilege of more schooling on account of a larger number of pupils, and so having a larger amount of money to expend, should rather take the lead of other schools, and afford them an elevated example of progress, and by presenting specimens of advanced and earnest scholars, prove an impulse and incitement to other schools in town. In this view we should do all we can to elevate and ennoble the village school, for in doing this, we are not *overlooking* but rather *looking at* other schools.

It may be an advantage either to remove altogether the present system of grading from this school, or else to give it such a system as will be definite and specific, easily and satisfactorily understood, and hence in being carried out shall leave no reasonable ground for complaint. That this may be, it should be a term-grading such as the school, by its size and position, necessarily requires, affording the teacher the opportunity to do justice to those retained, and giving to all during the year, the largest, and on the whole, the best amount of school privilege.”

*School Committee*—H. S. LORING, R. W. EMERSON.

GLENBURN.—Here fault-finding is vigorously censured, and the improvement of the schools is ascribed to a determination to secure improved teachers :

“ But we are sorry to be obliged to report that there were those in the district who took their scholars out of school, both summer and winter, because,

forsooth, the schools were not up to their standard. The idea of fault-finding on the part of parents, we deprecate, and when fault is continually found upon the slightest pretexts, and sometimes without *any* assignable reason, we are inclined to the belief that the blame may, in some degree at least, be attributed to the fault-finder himself. One would judge from indications that some in the district did not think very highly of teachers employed in the past for the instruction of their children, and we may well doubt whether they think very highly of *anybody*, except *themselves*, and they would not probably think very highly of themselves, were it not for the fact that in that respect they have no fear of a rival.

Our schools have been of a higher order and very much more successful during the past year than for many years previous. In noticing the difference, we are led to inquire the reason. When the present Committee were chosen, some two years ago, they determined that no teacher should commence a school in town unless suitably qualified to teach; but during last year we were so beset by a class of incompetent teachers that it seemed hardly possible to make such selections as would be likely to prove satisfactory, either to the Committee or the districts employing them. We were under the necessity of refusing certificates to a number of old and experienced teachers, and of incurring the censure of many of estimable and well-meaning citizens. But severe as we were thought to be, we determined the present year to weed considerably closer, and in so doing, something more than half the applicants have been granted 'leave to withdraw.' To the fact of sifting so closely, more than to any other one thing, do we attribute the success of the past year. We are aware that by refusing certificates to those who have taught before, and in some instances *several schools*, we are apt to be considered by the applicants, and sometimes by their friends, as extremely *impudent*; yet we are thoroughly of the opinion that all other means designed to elevate the standard of our Common Schools will fail, so long as we leave them to the care of incompetent and inefficient teachers."

*School Committee*—W. E. GIBBS.

SHAPLEIGH.—The report is brief, speaks favorably of most of the schools, and refers to the report of last year for recommendations to be carried out in the future.

*School Committee*—ENOCH W. BODWELL, SAMUEL ALLEN, ALFRED HULL.

SOUTH BERWICK.—The Committee speak with what appears to be merited plainness on certain faults, and about teachers as follows. Of one school they say :

"One exceedingly disagreeable habit prevails; that is the practice of *indistinct pronunciation*. During the recitations of some of the most advanced pupils, the utmost attention of both ears and eyes was required to catch sound

enough for the imagination to translate into what the pupil probably intended to say. A recitation, listened to with such an expenditure of exertion, is not a pleasure,—but a pain.

The Grammar School—alas! *must* the truth be spoken? There was expended upon this school some \$225. The Committee think that sum of money would bring better fruit, if applied to missionary purposes in Syria, where teachers are competent and faithful; parents with some slight concern for the education of their children; pupils in a fair state of subordination, and moderately eager to learn. But the law required its disbursement within those four walls; so it was spent.

The second term was so brief, and the department of the school, twice, when the Committee visited it, was so little in accordance with ordinary ideas of decent behavior, that the Committee thought it a reprehensible waste of time to make the usual closing visit—hence did not. The third term was *long* enough. The Committee, at its outset, were encouraged to believe that, at least, some order would come out of the chaos. Whether any did, they are unable to say; the term closing with peremptory haste, without their notice or knowledge. They have, therefore, no competent evidence upon which to base any further or more explicit opinion. There are *two* sides to every question, and to some, *three*. The degeneracy of this school, and the plethora of several neighboring *private schools*, are sad commentaries upon the management of what should be the best school in town.

Teachers (so-called) are plenty. Some are good, some are not. Generically, there are two classes; *permanent* and *temporary*. The first class includes those who have had experience in teaching and intend to continue it as a profession; the second—all others; those who have never taught before, and intend to never again; those who have never taught before, but intend to never again if they can find any thing else to do; those who either have or have not attempted to teach before, but who ought never to attempt it again. The school-room is the place for the former class; the plow, the loom, the pulpit, or the parlor, the place for the latter class. The Public School is the last place, and the mind of a child the last material, with which either quacks or adventurers may coarsely experiment, with any degree of propriety or safety. Plainly, here is the disease of our Public School System. What the remedy? Says any one, the Committee can cull over applicants for certificates, and always, with unerring accuracy, determine their fitness or unfitness? To believe that is simply silly. A certificate of 'good moral character' is so cheaply had, your Committee confess they have never yet asked for one. A true estimate of 'temper and disposition' is often the labor of half a life-time; and both are so readily suppressed, exaggerated, colored, counterfeited, that any assumption of accuracy and judgment here, were more than silly. Mere intellectual qualifications (considering the ready access to text-books a teacher always has) few applicants lack. 'Capacity for government,' with a new teacher, must always be a problem with no sure means to a solution; with an old one sometimes an obscurity. No, here is not the antidote. Without

presuming to have discovered any panacea the Committee are strongly impressed that the great remedy might be found in *more nearly adequate compensation* for teachers. This would operate beneficially both by securing a better class of teachers, and by stimulating to better preparation for the duties of a teacher; and by inciting teachers to greater diligence and more honest effort. But the old objection. We have only so much money, and must *spin out* our school to just twelve or thirteen weeks. That objection—knocked over so many times, it can hardly stand long enough to be answered now, is conclusively answered in two ways: one, *raise more money*—the other, six weeks of a thorough, systematic, industrious, competent, conscientious teacher are worth more than twelve of disorder, idleness and smattering. Without invidious designation, your Committee only say, they could point out schools in town, between which has existed all this difference in value, while in cost they differed not ten per cent. To the Committee's certain belief, nothing so daunts the energy, and cripples the usefulness of teachers as the present utterly inadequate compensation; while it tends directly to degrade the high calling within the reach of the veriest quacks.

If there be any solid truth in the maxim, alike of common law and of common sense, that the teacher stands 'in the place of the parent,' surely his is no menial occupation. Yet the incontrovertible fact is that, in the busy arena of American life, whether the field, the shop, or the office, in common, skilled, or cultivated toil of hand or head, the average compensation is nowhere so disproportioned to the requisite fitness and untiring industry as in the school-room. Until this be otherwise, it seems futile to expect much advance toward that degree of excellence in teachers every one desires, though few really comprehend."

*School Committee*—ALBERT GOODWIN, G. C. YEATON.

ORRINGTON.—The report shows where the account of the imperfection of the schools finds its origin, as is but too often the case, in parents and agents:

"Your Committee are satisfied that many of the schools the past year have not been what they should have been. The fault is chargeable alike to agents and parents. If we would see our schools elevated, all have something to do. It is impossible for a teacher to profit scholars much who are absent from school a third or half of the time, and for this the parents are wholly responsible. The number of days' absence for the past year foot up five thousand five hundred and thirty-eight, equal to eighteen and one-half years' schooling for one scholar. Is it policy to raise money for the support of schools and allow so much of it to be wasted? Agents have much to do in determining the character of our schools. We are aware this, like most others, is a thankless office. It is often argued by agents that it is an office without pay, therefore little time can be expended. We would advise that agents devote time sufficient for the fulfillment of their duties and charge pay, if they must, be-

lieving money to be saved in the end. Instances have occurred where agents have largely neglected their duty and have done what was not their duty, morally or legally. This course of procedure cannot fail to meet the disapprobation of any peace-loving and law-abiding community. The law plainly specifies that each agent shall notify in writing of the time of commencement and close of their school, by whom to be taught, and how long to continue. But five such notices have been received during the year, and in a large majority of the districts *no* notice has been given. We are fully of the opinion that this lawless course of procedure is detrimental to the interest of our schools and should be corrected."

*School Committee*—GEO. E. CHAPIN, S. BOLTON, J. W. PHILLIPS.

WESTPORT.—No remarks of general interest are connected with this report of the generally satisfactory result of the schools. In one district proof was given that a teacher *can* be successful in the first attempt :

"It was one of her first attempts at teaching, and it was a perfect success. She respected her scholars and they respected her. She found the school under a very poor discipline; but with perseverance she made great improvement. The Committee visited the school several times during its session, and found every thing in perfect order."

*School Committee*—JAMES McCARTY, JR., Z. G. GREENLEAF.

STONEHAM—Requires good agents and a careful selection of teachers :

"No officers hold a more responsible station in relation to our schools than those chosen by the districts to manage their affairs. It devolves upon them to hire teachers, to have the particular charge and supervision of the school in prudential matters, and to notify the Committee of the commencement and close of each term. Now these all-important duties should not be intrusted to persons who have neither the will nor the capacity to perform them. Too much caution, we think, cannot be exercised in the selection of teachers. In this connection it may be said our agents often fail to discriminate wisely, or to obtain the necessary testimony that a little direct inquiry might furnish."

*School Committee*—W. M. A. MANNING.

CHARLOTTE—Is encouraged in the fact that the agents had employed good teachers :

"The schools of the past year have been generally successful. The agents of the several districts have been fortunate in securing the services of *good* teachers. It is desirable, of course, to get experienced teachers, but those who wish to become teachers must find employment somewhere for the *first* time.

*School Committee*—AVERY RICH, J. A. L. RICH.



THE NAME—Of the town, to which the following suggestive remarks were made, was unintentionally omitted by the Committee :

“ Every school room and its surroundings should be convenient and inviting. The school-days of children should be such as will inspire ripe years with happy remembrances. Age feeds on the past. How unfruitful of comfort and cheer are many of our school-houses ! It is believed there has been respectable improvement of the time and means employed. The great *hindrance of our educational interests is indifference*. Children will not ordinarily be interested in the studies of the schools, unless their parents evince interest in these things. The indifference of our citizens to educational interests is too plainly manifest at our annual town-meetings. The report of the Superintending School Committee is often made with great embarrassment. Some have intimated by their appearance, if not with their words, that it was a waste of time, a service of no importance. If this spirit should prevail, you may write *Lehabod* upon our history. ‘*Thy glory is departed.*’

Parents should converse frequently and freely with their children concerning their proficiency at the schools. Children need encouragement, just such as every parent can give, if he be not deaf to the calls of humanity and indifferent to the interests of his children. The real prosperity of our town does not consist so much in the revenue of our farms as in the virtue and intelligence of our citizens. We need the hand of intelligence to guide in all departments of industry. We need it to form and execute proper and wholesome laws for our government, and to establish and perpetuate our free institutions, to know and defend our sacred rights and liberties.

*School Committee*—C. L. CARY.

RICHMOND.—Here were good schools, the result of a good common interest. A report from one teacher, and the encouragement of the Committee are as follows :

“ The school now is in good shape to put on a grade basis, or, in fact, to receive any system given them. The discipline has been brought down to a system, and that system proved itself a success. The old method of excuses has been abolished. The scholar acknowledges himself to belong exclusively to the teacher for six hours of the day, without recourse to parents. The classes under my care have nobly acquitted themselves. All that is needed is to destroy, by some means, the apathy of the parents, and your school may be an honor to the profession,—an honor of which its teacher may claim a portion, but is obliged to thank his school itself, in a great measure, for his success. His thanks are respectfully tendered to the Committee for their prompt support in point of discipline.

The schools for the past year throughout the whole town have advanced in their grade very rapidly, and a great deal of praise is due to agents, teachers, parents and pupils who have taken hold and worked together for the common interest of all,—the promotion of the good cause of public education. We are

led to believe that more of a public spirit, for the good of said cause, has been apparent the past year in our town than there has been for many years. 'Peace on earth, good will toward all men,' has been the motto acted upon, and the result is very pleasing indeed. We cannot do too much for the cause, and let us all join hands in doing what we can. Let us not falter by the way-side, but gird on the armor, and go marching along. We have had blessings untold, as a reward for our labors, and if we all continue to act in unison as in the past, a still greater reward awaits us."

*School Committee*—SELDEN F. JENKINS, WM. T. HALL, BENJ. F. TALLMAN.

AUGUSTA.—The report of the village district notices the death of one of the valued members of the Board of Directors ; speaks of the need of parents to aid in discipline, and the evils of truancy :

"It becomes our sad duty to record again the death of another member of the Board. Melvin Cunningham, Esq., who was elected one of the Board of Directors at the annual meeting, near the close of the summer vacation, after a short illness, was suddenly called away from the scenes of his earthly activities and duties. He was a good man, honest, sincere and faithful—a valuable member of the Board, and a pleasant associate. His loss to the city and to the public schools in which he felt a peculiar interest—having had connection with them formerly as teacher—can hardly be made up.

Nothing of an unusual character has called for action during the year. Few complaints comparatively, of teachers or scholars have been made to us, and these for the most part were deserving of but little attention. In most cases the complaints have related to the discipline of the schools. This is a question of no little magnitude and difficulty. To render the government kind and parental, and yet sufficiently firm and systematic, is a point it is often difficult to reach. And in aiming at this object, it is patent that parents do not sufficiently co-operate with the authorities of the school, and their influence, unwittingly perhaps, is often thrown against good order and implicit obedience. And on this ground the teacher is often under the necessity of employing harsher means than would otherwise be required. If the measures of directors and teachers are made the stock of common discussion and animadversion at home, insubordination at school will be the inevitable result.

On the whole we think the schools have accomplished as much during the year as usually falls to their lot. It is true the careful observer cannot fail to discover imperfections ; but some of these are unavoidable, while still more arise from defects in public opinion and a failure to appreciate the value of harmony. Irregularity of attendance on the part of scholars is an evil which ought in some way to be remedied. Parents may do much in this direction by requiring their children to be at school every day during the term, unless prevented by sickness or some unavoidable providence. Irregular attendance often works almost fatal injury, not only depriving the scholars of a large amount of needed instruction and causing them to lose a relish for study, but

it forms in them a character for irregularity, which will abide with them in all after life, and most seriously interfere with their prosperity and usefulness. It is also very evident that there are too many children and youth in our city who do not attend our public schools at all, but are idling away their time at the corners of the streets, and in the drinking-shops, and are not only growing up in ignorance of useful learning, but are becoming adepts in vice, and candidates for the poor-house or jail. The tax payers are at the expense of providing schools for all our youth, with a view not only to properly educate them, but especially to prevent those from growing up in ignorance or immorality who might otherwise be exposed to these evils without a remedy. Ignorance, idleness, poverty and vice, are closely associated."

*School Committee*—SAM'L TITCOMB, JOHN YOUNG, C. F. PENNEY, J. B. DYER.

SACO.—This carefully prepared report gives a compact account of all the schools. The remarks of general interest are here presented :

"Next to christianity we owe more to our free schools—its out-growth, than to anything else, for the blessings of civil liberty, for our free institutions, and for the intelligence of the people; and the permanency of these depends on the perpetuity and improvement of our schools.

Every school-room should be furnished with such simple apparatus as will facilitate instruction. Some of them are sadly deficient, especially our High School room.

Let competent *agents* be chosen who will attend to their duties, employing the right kind of teachers,—the *best* for the place, and not the *cheapest* because they are cheap. Such are the *dearest* in the end. When they are employed let every parent co-operate with them. This is indispensable to the largest success. See that your children are constantly in school. Do not take them out, or suffer them to remain out, for every trivial excuse. Visit the school yourselves.

As you prize your liberty, and the government under which you are protected, do all you can to perfect and render efficient our school system, and transmit it unimpaired, nay, improved, as a rich legacy to posterity."

*School Committee*—J. M. BAILEY, S. L. GOODALE, R. L. BOWERS.

BELGRADE.—The Committee say they send, for the first time, a report from their town; and from it are selected the hints to agents and parents, which are constantly offered because constantly needed :

"All the wealth hidden in the rich mines of earth is not so valuable to a nation, as an educated and intelligent people. Should it not, then, be the duty of every parent, and every friend of education, to pay the strictest attention to the matters pertaining to the right discipline of the youth of our land ?

There devolves upon us all a fearful responsibility, if we do not aid to the extent of our means, those over whom we have charge. Upon the agent of the district rests a grave responsibility, especially in the selection of teachers; and it should be his aim to select such, as his best judgment plainly tells him will best advance the interest of education and promote the general welfare of the district. It should be his purpose to act impartially, and not to be influenced by any personal favors and hates, for his position should be one of independence, and with an eye single to the best interests of the greatest number. The agent and the parents of the district should often visit the school, and see for themselves; and give the teachers that aid and encouragement which they so much need; for the tiresome task and responsibility that rest upon them is a momentous one, and they need the smiles and favors of parents to cheer them onward. We live in an age of progress when all the powers of mankind are put forth for the advancement of the arts and sciences. New England's greatest boast consists in her Common Schools. Shall this town, then, be behind her sister towns in providing for the rightful training of her own youth? They are soon to fill the stations in life which we now occupy, and we should so mould their minds that we can safely transmit to them the rights and privileges which we now enjoy and have no fear that they will misuse them."

*School Committee*—GILMAN J. PAGE, GEO. E. MINOT, GEO. S. BLAKE.

BROWNVILLE.—A full review of the labors of the Committee is followed by this conclusion:

"Our schools are not behind those of last year, though somewhat shorter. Being successful in procuring good teachers in most cases, their progress in general has been remarkably good. The cause of education has materially advanced, and there has been but little to call forth criticism. It is true that in some instances, teachers have failed to make their schools as profitable as they might have been under different circumstances. But it is not always that the *whole* fault rests with them. The parents may safely take a *part* of the burden. The general supposition is, that a teacher is responsible for what takes place at school; but if they are not properly sustained they will be most likely to fail. As school agents were reminded last year of their duty of keeping things repaired up generally and making the school room attractive as far as lay in their power, we will simply repeat the caution, and add that in the selection of teachers, they cannot be too careful, as the greatest attraction in a school-room is 'a good teacher.'"

*School Committee*—DANIEL WILKINS, E. A. NYE.

WESLEY.—A brief report presents a gratifying account:

"Our schools for the past year, as far as we can judge, have been attended with success. Our teachers have proved themselves competent both in teaching and in government. Our scholars or the majority of them have studied hard and improved rapidly."

*School Committee*—EBEN S. HAYWARD.

COOPER—Speaks of the state of education within its limits by an experienced Committee, and its improvement over the past, and says :

“ If every parent in town should be asked, ‘ do you feel interested in the education of your children?’ the answer of nine out of ten would be, ‘ yes, we certainly feel interested in their education.’ But the parsimony used in raising just money enough to clear the law and the want of convenient and comfortable school rooms, (and there are five school-houses in town not one of which is in good repair,) and often keeping children from school for slight reasons, all go to show that parents are not so deeply interested-as the importance of the subject requires. There are, however, some worthy exceptions to the above remarks. The undersigned has been quite well acquainted with our Common Schools as teacher or Superintendent or both, during the last forty-five years, and has almost invariably found that the want of interest in the parents, the want of proper government over their children at home, the want of a comfortable and convenient school-room, and of good wood, books, &c., are among the many needs that a teacher has to contend with outside of himself.”

*School Committee*—JAMES TYLER.

CUSHING.—The Committee speak of their successful employment of female teachers in winter for the first time, and add some suggestions, designed “ to cover the most prominent bad features” in the schools of the town :

“ The several agents were desired to consult the Committee in regard to the merits of teachers before hiring them.

The attention of parents was called to the irregular attendance of their children at school. They were charged with being, in a measure, responsible for this, and the fact pointed out to them that the remedy was, in the same degree, in their hands.

A union of contiguous districts was recommended, a union so far as to hire the same teacher for both schools and allow scholars to attend from one district to the other.

A prize, of the value of \$1, was given by the Committee to the best scholar in each of the winter schools. It is intended to continue the practice.”

*School Committee*—R. C. DAVIS.

LIVERMORE.—The school year has been encouraging, and words of encouragement are spoken for the future :

“ The past school year has been one of unusual prosperity. We have had a good corps of teachers ; pupils have demeaned themselves honorably, and commendable acquisitions have been achieved. Not that every teacher, or

every pupil, or every school, has done as well as could be desired; yet take them as a whole, we can speak with pleasure in terms of high commendation, for what can be more encouraging indications for the future than to observe in our youth a willing submission to wholesome regulations, and an earnest effort for the acquisition of knowledge. These two elements form the basis of good government, of good institutions, and of perfect development, intellectual and moral.

We would speak a word of encouragement to our youth, that they aspire to a character noble in its nature, elevated in its position, and mighty in its salutary influence; and also a word of exhortation to parents, that they interest themselves more in the welfare of the young, that they afford to them every proper stimulus for emulation in the fundamental principles of correct deportment and sound learning.

*School Committee*—E. S. FISH, H. W. BRIGGS, HAYDEN BIGELOW.

DEXTER—Presents a compact and energetic report, both in commendation and reproof, more of the former than of the latter, and closes thus:

“We would recommend raising more money, employing better teachers, and *ten* times the interest in school now manifested by parents. Peculiar must be the circumstances of the *good* teacher who would at this time teach for less than \$3 per week. As long as teachers are employed at a less price, *poor* teachers will generally be secured.”

*School Committee*—B. S. AREY, J. B. ARNOLD.

KENDUSKEAG.—We find here a salutary check given to the wish to enter higher classes, and “get through” the book, without the proper improvement:

“In the examination of our schools for the past year we have endeavored to impress upon the minds of our youth the importance of a thorough knowledge of studies pursued by them, and have urged as their motto, ‘slow and sure.’ The idea seems to possess many scholars to get through the book in the shortest possible time. The effect is a mere repetition of words without understanding principles; cultivating the memory at the expense of reason. The man who went through college by going in at one door and out at another, is a good illustration of their case. Many scholars in getting through a book, gain but little knowledge of its contents. The selection of text-books, which are of too high grade for the comprehension of the scholars, is a serious evil. In the case of reading especially, there is a general scramble for the highest class. The effects are, the teacher’s time is wasted and the scholar makes little or no progress. The text-book that is best adapted to the scholar’s mind is always the best. Parents, as well as children, are often in error on this point.

Another important idea which we have endeavored to inculcate in the minds of our scholars is a spirit of self-reliance ; or depending more upon their own powers of mind and less upon others. In many cases when scholars meet with difficulties in their lessons, they at once appeal to the teacher for aid, making but feeble efforts of their own. It has been said, that, 'as the twig is bent the tree is inclined,' and in this case the mistake belongs not to school days alone, but often to a whole life-time. Our schools are but nurseries for the development of future men and women, and when as teachers we attempt to do the work of our pupils we commit a very serious mistake. The path-way to knowledge is not easy, and he who would ascend, must struggle long and patiently. 'Books and teachers are needed, but all the labor is the scholar's.' "

*School Committee*—CROSBY CLEMENTS, C. C. COLE.

MOUNT VERNON.—A report minutely descriptive of the schools, is followed by one of the leading reasons for an unusual prosperity, and cautions against evils not thus far noticed :

"Our schools have been unusually successful the past year, owing, in a measure, to the care of the agents in procuring experienced and efficient teachers. The Committee may be well satisfied that the person presented to them for examination possesses the requisite literary qualifications, while respecting others equally essential, they have not the means of judging. Agents should engage no teacher until they are fully satisfied, by careful inquiry, that the person has a capacity adapted to manage and govern a school. We think if this rule is carefully observed, that the number of poor schools in the future will be greatly diminished.

Among the evils which serve to impair the usefulness of our schools, and to which we would call your attention, is that of employing teachers in the district in which they live ; as neighborhood jealousies and preferences are quite sure to find their way into the school room. The practice, also, of scholars *racing about* to visit schools in other districts has a very deleterious effect, and cannot be too strongly condemned."

*School Committee*—TRUE FRENCH, JAMES F. BLUNT, FRANCIS LYFORD.

BUCKFIELD.—From remarks connected with the account of the progress in several districts, these are selected :

"Miss —— is an experienced teacher and has an unusual faculty of giving life and interest to her school. This may be accounted for in part by the introduction of some novel exercises, and giving frequently varied and interesting forms to recitation, such as reading in concert, with different degrees of force ; reading or declaiming for the benefit of the whole school."

Of another school, where the first half passed off pleasantly, the Committee refer to an oft-mentioned, because oft-existing fault :

“During the remaining half of the term, there has been considerable fault found by members of the district. It does not take scholars a great while to understand this; not nearly as long as it would to learn a difficult lesson. However faulty the teacher may have been, we think a greater share of fault rests with parents. \* \* \* To reach the highest attainments of the school-room, the influence without must be in harmony with that within.”

WHITNEYVILLE.—The schools have improved over the last year. One was much too large for a single teacher. The High School had large boys who were more bent on injuring the building, than in being present in study hours, in a place which they have rendered unfit for the purposes designed, until fully repaired. The Committee say :

“The great obstacle, which must be removed before we can look for any very rapid progress in our schools, is the indifference of parents. We have shown how, in the Primary School, the whole year, and in the spring and fall terms of the High School, about one third of the benefit which should have been received for the money expended was lost through irregularity in attendance; and this without taking account of those who came in late, or were dismissed before their classes. Had a correct account of these been kept, we are convinced that the loss by irregularities in attendance, would have been at least two-fifths, and nearly all this must be charged to the neglect of parents. Then the injuries done to the house must, to a great extent, be charged to the same account. If parents allow their children to go where they please, without giving any account of themselves, and to pick up their moral education in the streets and shops of our village, thus substituting ‘street education’ for home education, they will be very likely to acquire habits, and imbibe principles, little calculated to promote their progress in the acquisition of useful knowledge, or to make them very careful of the house provided for their benefit. And, if parents do not restrain their boys from breaking into the school-house during vacation, or at any time when the house is locked, it is not an easy thing for teachers, agents, or Committees to preserve the house from destruction. It is not expected that houses are to be made strong as prisons, so that it shall not be in the power of those who attempt it to break into them; and ‘locks,’ it is said, were never designed to keep out rogues, but only honest men.”

*School Committee*—N. BACHELLER, J. L. BRIDGHAM, OTIS GETCHELL.

FRYEBURG.—Varied success attended the efforts here, from satisfaction to near total failures. Of one, where trouble came from the larger boys, and of special needs for the future, the Committee says :

“In regard to the merits of the case I know nothing, but one thing I do



know, the Committee would never permit in any given case, any set of unruly boys to dictate terms to the teacher. The question now arises, how can these successes be made uniform and complete? My answer is this, parents should teach their children to be prompt and obedient at all times, particularly when attending school; agents should be very careful to secure the services of *competent* teachers only; the Committee should be more strict and thorough in their examination and more vigilant in their supervision; the teacher and the scholar, with the self-same end in view, the attainment for the scholar of the fullest development and highest culture, should work together with unflagging zeal and energy; and all should join in making the school-room more comfortable, pleasant and attractive."

*School Committee*—HENRY HYDE SMITH.

DEAD RIVER—Reports only the statistics of the schools.

GREENE.—The Committee give a well studied report of their duties and varied success, and call attention to text-books and duties growing out of the school relation :

"The text books in our schools are nearly or quite uniform. Where there is a variety of books no teacher can give an equal amount of attention, and no recitation can be made as profitable as when each scholar is provided with the same work. Parents should be particular that their children are provided with suitable books and enough of them, as recommended by the Committee.

The responsibilities of a teacher of youth are greater perhaps than most teachers are aware of. A good teacher should have a character above reproach. He should maintain a dignity in the school-room, and out of it, that will command the love and respect of his pupils. This is too generally neglected by teachers. It is expected that scholars who have arrived at the years of understanding will make no trouble; but young scholars will require more or less correcting for misdemeanors, and the teacher can bring them to order with little difficulty. Large scholars, who interrupt schools, should be made to obey the orders, or be expelled. There would be but little trouble with the teacher and pupils if parents were masters of their children."

*School Committee*—ALBION PEIRCE, B. G. HILL.

WILLIAMSBURG—Reports briefly of two schools, one of thirty-three and the other of forty-nine and a half days; average attendance 24 and 8 :

"The Superintending School Committee have but little to say concerning the schools in this town this year, for the reason that the schools are few and far between."

*School Committee*—M. G. PITMAN.

PENOBSCOT—Speaks of the benefit of supervision, and parental visits :

“ It is an *old* and we think very *true* adage, ‘ what is *everybody’s* business is *nobody’s*’; and we are of the opinion that, were the services of the Committee entirely dispensed with, as some have suggested, it would not be long before many of our teachers would cease to feel amenable, and a consequent lack of ambition become apparent in teachers and scholars. But, as it is, few teachers think they can afford to have their schools reported as unprofitable; and we find in all schools some scholars who seem stimulated to greater activity by the thought of ‘ examination day.’

It is painful to see school after school pass, in some districts, without receiving a single visit from parents in the district. We would that we could awaken parents to the advantages arising from these visits, not only to the school, by the encouragement given to the teacher and scholars by this exhibition of their interest in the matter, but to themselves also.’

*School Committee*—F. R. PERKINS, J. P. HANEY.

CORINNA—Suggests how complaints coming from the school-room may be judiciously met :

“ If any trouble arises, let the parent proceed to the residence of the teacher and privately state his business, not with the air of a military dictator, but as a friend, and then inquire into the trouble; and if you cannot settle it with him call on your Committee to come and investigate the affair, and then take some of your neighbors with you, meet the Committee at the school-room, and then and there have it decided whether your teacher is fit for his business or not. If he is not, of course the Committee will remove him; if he is, then stand by him and be his friend. You would find this to be a far better way than to grumble a teacher out of school.”

*School Committee*—MARK PALMER, D. C. LYFORD, J. H. SAWYER.

YORK.—The Committee speak of the benefits of good school-houses and punctual attendance :

“ Your Committee, in closing this report of the schools, would remark, that their standing as exhibited in examinations, compares favorably with that of previous years. We regret, however, to be obliged to admit that their efficiency and usefulness are not what they might be, and consequently should be. Every district should have an attractive and commodious school-room. In many of the districts this desideratum is possessed; but in several the scholars are crowded into unsightly, untidy and comfortless buildings, mere ruinous mementoes of former generations. We trust the time will speedily come when such language in relation to any building used for educational purposes in our town, will be libellous. But suitable school-rooms, appropriate books, pecuniary appropriations, and efficient and faithful teachers, though

necessary, do not alone constitute schools. The children must be there, punctually at the time, regularly as each day comes, if we would see our schools taking that rank they might and ought to attain, and the youth of our community reaping the full benefits of the Common School system.

These benefits are the birthright of every individual, and that parent or guardian who deprives his child or ward of them, or permits it to be done, does or permits an incalculable wrong to the child, to the community, to the country."

*School Committee*—W. JUNKINS, CHAS. C. BARRELL, I. P. MOODY.

SEBEC.—An extract from this brief report gives the improvement of the schools :

"In the schools visited by me I found generally a satisfactory degree of improvement, and the teachers manifesting a commendable zeal and anxiety for the advancement of their pupils. I have heard of no difficulties or misunderstandings between the teachers and pupils, and believe that harmony and friendly feeling have existed between them."

*School Committee*—J. SAMSON, WM. WASHBURN.

ENFIELD—Concludes a brief report as follows :

"We think, take the schools together, they have averaged as good as for several years past. But still we think there is a lack of interest both on the part of parents and scholars to improve the privilege of what schools we have. Many of our schools appear to fall off in numbers in the latter part of the term, and therefore many lose much of the benefit that might otherwise be gained."

*School Committee*—JOHN TREAT, S. S. MCKENNEY.

WINTERPORT—Details the generally good condition of the schools, but adds nothing of general interest. In the High School

"The usual amount of mischief was done, injuring the school-house, destroying school books, breaking chairs, etc."

NORTH BERWICK.—In the absence of an annual report the present Committee have sent the following :

"We are pleased to say that our district meetings, for the choice of school officers the present school year, have been better attended than in former years, and that in our opinion the people generally begin to realize something of the importance of electing men for agents who will do their whole duty not only with an eye single to the law, but for the greatest good of the largest number. We confidently believe there is an increasing disposition amongst the parents and guardians of children and youth, in this town, to co-operate with their agents in securing the services of such teachers as are

adequate to the task laid upon them when they take the charge of teachers in our Common Schools. In short, we do not hesitate to say that there is a gradual and manifest change for the better in relation to the education of children with us."

*School Committee*—GEO. D. STAPLES, WM. QUINT, JOHN C. HAYNES.

MINOT.—The fullness of this report shows that the authors are much interested in the duties of their office. Only a small part can be given :

"The Common School interest, in our view, is the most important one in town affairs, and demands careful consideration, and a liberal appropriation of means to have it served by trustworthy and competent hands. It will be noticed in our sketch of the different schools, that as nearly as we could judge, the great difference in their progress and usefulness was owing to the degree they had enjoyed, or been deprived of, the active good will and sympathy of parents. We fully believe this to be so, from our observations and inquiries in the various schools, and from our unforgotten experience as school teachers ourselves. Parents should generally observe a few simple rules with their children in relation to the school, such as seeing they are seasonably and suitably supplied with school books; that they attend punctually and regularly, and no truancy winked at; that some home interest is shown in the studies and progress made at school; an occasional visit to the school-room itself; to encourage both teacher and pupils in well doing. A few such just and plain duties generally performed would put a new and brighter face on many of our schools. We find by the school registers the aggregate days of absence from school to be nearly 25 per cent. of the whole time. A great and mostly, unnecessary waste of valuable privilege. The school-houses generally are in good condition."

*School Committee*—S. H. BRICKETT, A. MERRILL, W. H. FOSTER.

PARIS.—The employment of female teachers and the commendation of the "Normal School" are worthy of special attention :

"We have felt gratified that during the past year so many of the smaller schools in town have employed female teachers, and we believe that many more may be employed in winter as well as summer, to the advantage of all concerned. Our experience the past year shows that far more troubles on account of the government, have occurred in schools taught by males, than females, although there have been twenty-six females employed, and only fifteen males in the schools.

We regret that so few of those who seek employment as teachers, have availed themselves of the benefits of the 'Normal School,' now in successful operation at Farmington. And at no distant day we confidently hope that a thorough course of instruction at a school of this kind will be deemed a necessary qualification before teachers can obtain employment. This would

be, it seems to us, the most expeditious way of bringing its benefits to bear upon our public schools.

It is earnestly hoped that all females especially, who intend to pursue teaching as a regular employment, will at once place themselves under the training influence of our 'Normal Schools,' that the various qualities which are to be comprised in teaching and governing, may receive their proper development.

It is a fact that cannot be denied, that from Maine to Kansas, female teachers have been year after year displacing the males, and yet it is also true that our public schools have been constantly growing better. Why should we then hesitate to employ in all our schools those females who have properly qualified themselves for their high vocation?"

*School Committee*—T. HERSEY, S. BENSON, J. S. HOBBS.

PRINCETON—Sends mostly statistics, but does not encourage the employment of female teachers in winter schools, and adds:

"The influence of parents is much needed. They do not give interest enough to encourage their teachers and scholars. Their influence is rather against their success, than in favor. Yet they do not always consider it so."

*School Committee*—H. A. SPRAGUE, GEO. M. B. SPRAGUE.

BROOKS.—Returns statistics only.

*School Committee*—J. W. LANG, W. N. ROBERTS, A. DAVIS.

WESTFIELD PL.—Gives a good report of one school, where the number of pupils was thirteen.

*School Committee*—L. A. BLAISDELL.

POWNAL—Is favorably reported. One school of *six* pupils, and an average of *four*, shows how small a district school of twelve weeks can be. Home teachers were employed successfully in one district:

"One agent engaged his teachers both for summer and winter schools, in his own district; yet but few schools in town have improved so much during the past year. Can we not learn from this that it is better to employ our teachers of good reputation, living in town, than strangers with whose character and acquirements we are little acquainted?"

*School Committee*—JOHN R. SMITH, JOHN T. LAWRENCE.

CLIFTON—Reports statistics, with the one remark that the employment of female teachers in winter schools has been "satisfactory."

MONTVILLE.—The report speaks of irregular attendance, and parental neglect, yet gives encouragement :

“ We have succeeded well. Our schools as a *whole*, will rank a little above the few past years. Agents in most cases have been quite successful in selecting teachers, and I think we should be careful and select those men for agents who feel the most interested in our schools, and we have made it a point in the examination of teachers to see that they possess a good moral character, something, which we consider almost indispensable to a good school. We think we feel warranted to say that the interest is increasing in the schools in this town, and if it increases for a year or two as it has for the past year, we shall rank among the very first class.”

*School Committee*—G. W. NORTON, H. M. HOWARD, ORAMEL MURRAY.

EDGECOMB.—The Committee speak of the success as good, admonish agents of their unfulfilled duties, and urge parental interest and action thus :

“ We would say to parents, the success of our schools depend *very* much upon you. Your co-operation with the teachers is indispensable in order that they may do their part profitably. You should visit your schools as often as twice during each term, to speak a word of counsel and encouragement to teacher and scholars. You should sympathize with the *good* teacher in all his trials, as well as in his endeavors to raise our schools to a more elevated standard. You should see that your children are in attendance constantly ; for regularity on the part of scholars serves to sustain a healthy and successful interest. Let us all address ourselves to the work of elevating our schools, and we shall soon see them advance in the scale of improvement.”

*School Committee*—O. BAKER, J. C. WARD.

HARRISON.—The Committee present a discriminating report of success and little failure, and among other suggestions write thus respecting school-houses and teachers :

“ Many of our school-houses are a shame and disgrace to the town. It may be said, ‘ they are the same in which we acquired our education, or are as good ;’ but this argument, if indeed it may be called an argument, does not meet the case. In our dwelling houses, farming and mechanical tools, our carriages, and even our stables, we avail ourselves of all the improvements of the times. No one can be found using the iron pitch fork, wooden plow or pod auger of olden time. The man, no matter what his calling or trade, who discards the improvements of the times must go under. He cannot succeed. The same applies to our schools. In order to attain to a high standard of excellence we must have also good teachers. There is a class of teachers in the market, without the least love for, or devotion to the occupation, and who feel no real interest in the welfare of our children and youth. They resort to

school keeping because they deem it respectable, or because they are good for nothing else—no matter what the motive. They have not the qualifications, not the love, the enthusiasm for teaching, requisite for success. Such a class is in the market; they come from other towns where they have been rejected; they apply for our schools, and school agents need to be on their guard as they may employ them.”

*School Committee*—ORIN BARTLETT, S. LOTON WESTON, DAVID FROST.

DREW PL.—No school here, except one in progress not visited. The Committee earnestly call the inhabitants to the duty of educating their children :

“Your Committee feel it a duty incumbent on them, briefly to call the attention of the plantation to the lamentable fact that there seems to be but very little interest manifested on the part of parents in the educational interests of the plantation, and the best interests of their children. No one will deny that education serves to foster, nourish and strengthen all the ennobling qualities of man, while ignorance is truly the parent of vice. We hope parents will see to it that good teachers and a good supply of the most improved text-books for the use of scholars be furnished our respective districts the coming summer. And that they will not feel, as is too often the case, that sending their scholars to school is a waste of time and money.”

*School Committee*—ALVAN LEAVITT, ALMON LEAVITT, E. P. WOOD.

GREENBUSH.—Some success here against many hardships; as is thus stated :

“All schools in town, with two exceptions, are very small and backward, most of them short of books. A large portion of the parents seem to take but little interest in the schools or their advancement; another portion of them seem disposed to control the schools after appointing a Committee and employing teachers for the purpose. Agents generally are very negligent in notifying the Committee of the commencement of schools and returning the number of scholars. School-houses, with three exceptions, mere shanties. The Committee is decidedly in favor of employing female teachers for all schools in town.”

*School Committee*—CYRUS SPRAGUE, J. C. SCOTT.

WASHINGTON.—The following remarks are taken from the conclusion of another careful and detailed report :

“A growing demand for instructors of higher qualifications, and increased attendance of pupils, and a more enthusiastic support of all engaged, are characteristics that ought to be cultivated by every lover of a free and enlightened country. Our Common Schools, the crowning glory of our institutions, founded in the infancy of our political existence, so beneficent in their designs

and results, call loudly for united action by every individual. It should be remembered how fundamental are these interests and how incomparable is the difference between an enlightened public and the uncertain whims of ignorance. Let the beauty and potency of knowledge come to the laborer in every department of human industry. Educate the rising generation, on which the destinies of our church and State are soon to depend. Teach them that the *public school* is the birthplace of knowledge and the keystone to wisdom and truth. Let them be furnished with *power* to fulfill its noble mission. Let parents provide their children with every needed help to imbue them with correct views of study and duty; throw around and into the school their warmest support, and in every manner cheer the youthful mind along the rugged paths to science. And, too, let the teacher consider well the nature of his noble vocation, that he deals with the tender mind of youth; that he will make lasting impressions thereon; that he moulds for the best or otherwise; and as much as the immortal mind excels organized matter, so much of all workmen should he excel in high culture, sound judgment and Christian philanthropy. And finally, let school officers guard well the public school; keep it true to the purposes of its creation, and ever exercise that courage which insists upon well-informed and right-minded teachers.

*School Committee*—E. S. YOUNG, L. M. STAPLES.

ANDOVER.—The Committee mention the presence of parents at some of the schools, recommend shade trees on the play grounds, and conclude an interesting report with this recommendation:

“Various subjects of importance to our schools suggest themselves for discussion. But we pass them all by with the recommendation that in future this annual report of your School Committee may be printed and furnished to every family and teacher in town; and when this is done your Committee will have some encouragement to point out some of the evils attending our Common schools, and hopefully point out means of improvement. We would not venture this suggestion did we not see much to be done to make them more useful, to interest parents and teachers in their welfare, and to bring them up to the high standard merited by this, one of our wisest and best institutions.”

*School Committee*—LUCIEN INGALLS, C. F. POOR, AMOS M. JORDAN.

BUXTON—Sends a full report, and administers sound advice on several points, one example of which is here annexed:

“There are some districts which furnish very poor accommodation for their scholars. The houses in districts Nos. 8, 13 and 15 are dilapidated, and are disgraceful to the town. It cannot reasonably be expected that children will take much interest in a school, kept in a tumble-down, rickety, old house, without paint, without plastering, with paneless sash and panelless doors. Such a house is an indication of the decay of learning in the district. Taking



the house as an index of the state of the public mind, we say of it in the language of the old couplet :

“Thy destiny we can descry  
In the stones and clubs of the passer-by.”

There has been complaint from one or two districts, that the house has been wilfully and maliciously damaged, by the breaking of glass, destruction of benches, smashing of doors, and the like. A good house would not meet with such abuse. There is an inherent disposition in boys to express their contempt for an ill-conditioned school-house by assisting time in its work of destruction. Every school-house ought to be well furnished and well painted, then it will be well kept. With this essential requisite, there need be no difficulty in preserving a school-house from ill usage, for the public sentiment of the community will be sufficient to restrain any evil disposed or heedless scholar from depredation.”

*School Committee*—S. S. MILLIKEN, G. W. HOWE, G. W. HARMON.

HARTFORD.—Some disagreement among the School Committee seems to have occasioned an incomplete report. One of the number speaks favorably of most of the schools in his division of the labor, and also says :

“The Committee should pay some regard to their oath, when called upon to act in an official capacity. Friends or foes, rich or poor, great or small, should never be known when called upon to decide a point of law. The agents under my supervision have done their duty by notifying me of the commencement and close of their schools. All have been visited twice. Each district should act for the future good of their children. Then taking turns for that important post will be done away. Each member of the district should ask the question, What power do we place in the hands of the agent? Is it the power to bind us and our children for one year to his judgment as to what kind of teacher we shall have? If profanity or intemperance causes him to be looked upon with disgust by every good citizen, is it not to be noticed because he keeps good order in the school-room? Then such a person should never be trusted with the agent's office, if it is his turn, or he is the most wealthy person in the district. When each district shall act for the mental good of the rising generation, then the common town schools will be the great nurseries from which our High Schools and Colleges shall receive good and thrifty plants. Then will the fruit be seen from that seed which is so often wrung in the shape of taxes from the parent, when he knows it is worse than lost. Then will the duty of the Committee and teacher be a pleasure instead of an unthankful task which now so often is experienced.”

WILLIAM BICKNELL.

SEARSMONT—Has met with much success. The careful report says :

“ It is worthy of remark that eight of the teachers employed in the summer schools, and seven employed in the winter, were residents of the town. It is gratifying to see this manifestation of home talents. We are pleased to see our young teachers ambitious to justly secure a reputation at home. We sincerely encourage this laudable ambition. The engaging of female teachers, to instruct in the winter schools, has, in a majority of cases, proved successful. It may be safely practised in the future, but with the exercise of much caution and discretion. Regard should be paid to the size of the school, the disposition of the scholars, and the amount of money to be expended.

Your Committee would also express the hope that the town will soon be enabled to increase the amount appropriated to the school fund. We are aware it will be urged that the present is not a proper time to advocate greater liberality in our expenditures, burdened as we are already with the necessary war debt. It should, however, be borne in mind that ‘ taxes for education are like vapors which rise only to descend again to beautify and fertilize the earth.’ ”

*School Committee*—A. J. DONNELL, C. M. BARSTOW, W. L. BROWN. .

CANTON.—Female teachers and parents are thus noticed :

“ The standard of male teachers has fallen below what it was in 1860 and previous ; while that of females has remained the same, or perhaps improved. Hence the result in this town has been attended with satisfactory results. There is some interest in certain localities manifested by parents in favor of the success of schools. In other localities parents talk interested, but do not understand how to feel so, and do more hurt than good.”

*School Committee*—ALBION THORNE, ANSEL G. STAPLES, CARLTON PARKER.

LOWELL—Statistics, and the introduction of a uniform system of text-books :

*School Committee*—E. G. WAKEFIELD, O. H. WAKEFIELD.

GARDINER.—Several suggestions of great utility follow the account of the different schools :

“ Your Committee are happy to be able to report a successful school year. There has been no insubordination, and almost universally good order has been maintained.

Some of the scholars, and parents also, have expressed dissatisfaction, and in a few instances children have been taken out of school on account of disaffection ; but such cases have long been a source of trouble, both to teachers and Committees, and doubtless will continue so to be until the good time

cometh, spoken of in the Scriptures, when 'the lion and the lamb shall lie down together.'

Many parents complain of the course of study pursued in the High School, because, since it is designed for regular gradation of classes, during four years, those scholars who are absent for a single term, must necessarily fall behind their class; and others, who wish to attend school only a few terms, cannot have the advantage which a mixed school affords, of studying what they wish. There is some force in the objection, but since the great majority of pupils follow the progressive course, the objection is far outweighed; yet the Committee have endeavored to obviate the difficulty in part, by granting a choice of studies to those who cannot devote the four years, and will accommodate themselves to the regular classes.

Lowest in rank, yet first in importance are the Primary Schools. Here the first intellectual seed is sown; the key to the great store-house of knowledge is given, and the foundation laid for a future education. It is necessary that experienced teachers be employed for this important trust. In this respect we have been very fortunate this year. All have known their duty and have endeavored faithfully to perform it. In two or three instances there has been a little laxity in discipline, but as a whole, these schools have been a success.

Education is not a work of to-day, but for all time, and demands the united efforts of all. He who plants a tree by the wayside may not live to enjoy its beauty, but the tree may spread its branches, and furnish its refreshing shade to thousands of weary, way-worn travellers. So, they who furnish the opportunities to the young of rearing in themselves enlightened intellects and an ennobling manhood, may never see the full fruition of their hopes; but their influences will live forever, and spread through all the avenues of life, till all mankind shall be benefited thereby.

Truth, honor, justice, our duty to our fellow-men and to God, are urging us on in this work of educating the young, and of training a generation of enlightened and true-hearted men and women. Let us heed these promptings, that our 'children may rise up and call us blessed.' "

*School Committee*—J. M. LARRABEE, T. HILDRETH.

CALAIS.—The Committee speak of schools generally good, and show why they are not better:

"Our public schools suffer from several causes. One is, that so many of the scholars are taken out of the public schools and put into private schools. We are free to say that wherever it becomes somewhat common for the children to be put under private instruction there it will be impossible for the public schools to maintain a very high rank. Another cause is the general want of interest on the part of the public. It is now a rare thing for the citizens to attend our school examinations. Again and again has the principal of our High School given public notice of examinations, without their being attended by scarcely any except the Committee; and this neglect is increasing

every year. We cannot maintain any high degree of enthusiasm among the teachers and pupils unless the people show an interest. Another is the difficulty of obtaining teachers, who thoroughly understand their business. No doubt our teachers do as well as any others of the same advantages; but none of them, so far as we know, have ever attended a Normal School. We ought to encourage them to go and spend a year or more at these schools. We ought to encourage those who expect to teach to avail themselves first of this auxiliary. They would obtain many new ideas, which would soon appear in the great improvement of our schools."

*School Committee*—S. H. KEELER, H. V. DEXTER.

EDDINGTON—Here in a brief report is found the, by no means, unusual causes of the want of a teacher's success:

"The order was very good, and a course of instruction was adopted which was thorough and systematic. We saw no reason either on the part of the teacher or scholars why the school should be discontinued. We still think the teacher would have had no trouble had there been none outside of the school.

In closing we will remark, that one of the greatest hindrances to the prosperity of our schools is to be found in the lack of interest, or in thoughtlessness on the part of many parents, in allowing their children to absent themselves from school for mere trivial reasons. In order to receive anything like the full benefit of the instruction, punctual attendance is absolutely necessary."

ROBBINSON.—Statistics, with the following answers to questions:

"We think it would be a decided advantage to have male teachers in winter. Parents generally interest themselves in favor of the schools."

*School Committee*—RICHARD V. HAYDEN, WALTER S. VOSE.

CHERRYFIELD—Speaks wisely of grading schools by qualifications, and not by age, and shows by a comparison of two schools, how much benefit was secured by parental visiting:

"We have thus given you a general knowledge of the standing of the several schools the past year, the improvements in which, with few exceptions, have been very fair. Yet we feel that we ought not to close this report without calling your attention to what we believe to be some very serious hindrances to a more rapid improvement. The first is that of *grading by age*. So long as this system is continued, we must, from the very nature of the case, continue to have comparatively poor schools. Teachers may compare qualification of scholars, and arrange classes as they may, and yet after much labor and time having been spent, they find to their sorrow too many classes,

and too many members of the same class, differing in qualifications to warrant a good improvement. Change this system to that of *grading by qualification*, and the benefits would be incalculable. This change will incite in the scholar more studious habits, so that he may the sooner be admitted to a school of a higher grade, while at the same time, it will create an increased interest on the part of parents.

Another, and a more serious hindrance in our opinion, is a want of interest on the part of parents. This we believe underlies, and is the foundation of all the obstacles to a more rapid improvement in our Common Schools. In proving this we know of no better method than that of comparison. Take for instance, the spring term of the Intermediate Schools in union districts Nos. 1 and 2. No. 1 had a teacher well educated, having a good faculty for imparting instruction and well qualified in every particular, except a partial lack in governing. No. 2 had a teacher having no better qualifications, except it might be in government. No. 1 had not the assistance of interested parents generally: No. 2 was visited by parents a number of times during the term, and it was very evident there was a general interest, and of course there was a corresponding help given the teacher. When your Committee visited No. 1, which was soon after commencement, they found the method of instruction good and the teacher apparently doing her best to have a profitable term, but on the part of the scholars there was a lack of interest and a disposition with some to be unruly. On visiting No. 2, we found the teacher energetic and well encouraged, and the scholars orderly and interested. In No. 1, we had more or less trouble with unruly scholars through the entire term. In fact, this trouble was so great at one time, that we had serious doubts as to the propriety of continuing the school to the end of the term. In No. 2, not a jar or discord during the entire term. On visiting No. 1, near its close, we found just what we expected, comparatively but small improvement. On visiting No. 2, we found all life and animation, and both teacher and scholar ready for the examination. There were present, a large delegation of interested parents. The room was beautifully decorated with evergreens, with various mottoes on the walls, and above and back of the desk was written in large capitals the word 'Welcome.' How much of expression in that one word! It said to the Committee, "we are prepared for the examination. At the close of the fall term, you gave us for a motto, 'try again.' We have followed that motto and are now ready to be examined. It said to parents we are happy to see you. You have given us and our teacher encouragement, and we wish you to know that our advancement has been commensurate with your interest." Why all this difference? Simply because in No. 1 there was very little interest on the part of parents, while in No. 2 there was a commendable interest."

*School Committee*—DANIEL WILLEY, J. S. PECKHAM, S. F. ADAMS.

NEWCASTLE—Among other good things speaks of system, general condition of the schools, and the method of securing good deportment :

“ A radical change has been brought about in regard to the system of instruction ; one which we believe to be, and which those best qualified to judge concede to be far superior to the old method. At our first visits we found no well-defined method of teaching. Each teacher seemed to rely on his own resources and judgment in the matter of instruction.

The system which now prevails in most of our schools is simply this : Each scholar is required to commit to memory, *in the most thorough manner*, a lesson from the text-books every day. If absent, to ‘ make it up.’ This is exacted every day till near the end of the term, when all classes are put upon the review, making a sure thing of the whole course of lessons. The term is to close with a public examination, at which the Committee and parents are expected to be present.

Let this system be adopted and carried through as it should be, and our children must become scholars. All that a teacher need know when he commences his school is, how far the classes have advanced ; and if he is smart, he can take the school right along, nearly as well as if he had taught it the previous term. We hope that not a single school will be without the range of this system another year.

So far as we are able to judge the present condition of our schools is in the ascendancy, having gained an interest and acquisition the past year. The deportment of nearly all of our schools stands high. Our teachers have proved as a general thing, to be intelligent, efficient and kind. There has been a great deal of *home study* by a majority of the scholars. Many of them are becoming habituated to this important duty and high privilege. This duty attended to, combined with the training our scholars get at school, must soon place our schools in a position of which we may well be proud. May it be so.

At the commencement of the summer school, the Committee proposed that the teachers should report a list of the scholars perfect in deportment. This list was to contain only the names of those who yielded *prompt, exact and cheerful* obedience to all the regulations of the school, and who did all they could for the success of the school. These lists, as far as received, will be attached to the district reports. Every scholar can be perfect in deportment if he chooses, and it is but fair that the town should know the names of those who are honoring themselves and their parents. Teachers find it easier to *manage* their schools under this incentive to good behavior. A place in this list is the best recommendation a boy ‘ in search of a place’ can receive. It signifies that the scholar governs himself ; and this is just what he wants to learn to fit him for American citizenship. Cheerful submission to law alone sustains our form of government. Let no parent be satisfied till all his children’s names are found in this list ; and let him not attempt to excuse his darling and blame somebody else, for the town generally will locate the blame where it belongs—upon the child, and upon the parent. The fact

that 'perfection is not expected' prevents its realization. Expect more of the young and they will do more. They will not often exceed your expectations."

*School Committee*—E. H. GLIDDEN, H. C. ROBINSON.

LEWISTON.—The good schools and active Committee here present an interesting report. The legal rights of the school-room, the evils of leaving school with a partial education, and the reasons for discontinuing the "Evening School" are described:—

"Complaints are sometimes made by parents that scholars are kept at the school-room by teachers after the usual time for the school to close. It is quite important that the rights of parent and teacher be properly understood as relates to this matter. The parent has, no doubt, a right to keep his children at home, but if he sends them to school, they there become subject to the rules of the school. We have no hesitation in saying that it is within the scope of the power of a teacher to detain a scholar after the set time for school to close, for idleness or misdemeanor, and to compel him to attend to his studies while so detained. A teacher is in the lawful exercise of his power when he so detains a pupil, and should be protected in this right by the Committee.

There are also those who believe it is their right to require the teacher to dismiss their children from school at any hour of the day. Thus believing, they send requests to have them dismissed before the hour for closing. When the scholar is sent to school the parent waives his right to recall him from it before the close of the session. The power of the parent over the scholar does not extend into the school-room. Did it reach so far, order in the school-room could not be maintained.

When scholars are at school they are under the exclusive control of the Committee and teacher. We have briefly alluded to this subject from the fact that during the past year our schools have been disturbed by those who, laboring under misapprehensions, have sent requests for the dismissal of their children, and immediately upon the denial of their request have entered the school-room and demanded their scholars, to the disturbance of the school, and in some instances, much to their own inconvenience.

Scholars leave the High School, often preferring to try practical life before they are prepared for it. This is to be attributed more frequently to the misapprehension of parents than that of children. The time and labor of school culture are begrudged. The value of thorough mental training is not known, or not properly estimated by such persons. With too many, the faculty which a child may have to earn money in early life, is thought more important than his faculty of becoming, by education, well trained and equal to all the duties of life. The tendency with many is to put up with a small share of intellectual attainments, when a high course of culture is provided at public expense, and within the reach of all.

Some two years since your Committee recommended the establishment of an Evening School for the benefit of children who work in the mill, and who

are not able to attend the day session. We feared, lest the opening of such a school might become a temptation to many parents to keep their children from the day school, thinking an attendance on the evening school would be sufficient. Our fears have been fully realized. As soon as the evening school commenced its session there was a falling off in attendance on the day session. From the two years' experience we have had with the evening school, we are constrained to believe that its continuance would not be advisable. It is taxing the physical energy of a child too much to allow him to work in the mill from ten to twelve hours during the day, and then compel him to attend a session of school two hours in the evening. Under such treatment very little improvement can be expected."

*School Committee*—A. K. P. KNOWLTON, T. D. THORN, N. M. WOOD.

CRANBERRY ISLES.—This report, mainly of statistics, shows how much money is wasted by loss of attendance at the place where the teacher is paid as much for half-absent scholars as for the whole present :

"Whole amount of expenditures of the several schools is \$376.75; whole length of all the schools in days, 363; average length of each school in days, 72½; average number of scholars in attendance, 88; making a loss of \$154.46, on account of scholars not attending; as you can see by this report, that the attendance of our scholars is only 59 per cent.; and that we lose 41 per cent. on each dollar of our money, for want of punctuality. Gentlemen, stop a moment and consider, that 41 out of a hundred of our children are roving without restraint wherever pleasure may lead them, living without the benefit of our institutions of learning. We spread before them the bread of knowledge, but they refuse to eat. How long, oh ye fathers and mothers, shall this course be pursued, unheeded and neglected by us? Will our children thank us for our seeming indifference. Nay, but they will, in after years, be likely to reprove us, and bring our gray hairs in sorrow to the grave."

*School Committee*—A. C. FERNALD.

COLUMBIA.—Several points of good advice are here touched :

"Your Committee would suggest to their fellow townsmen the importance of holding their annual district meetings as early as possible, and to make choice of the best man in the district for their school agent for the ensuing year. Then let the agent employ none but those who have proved themselves worthy of the name of teachers. In this way the agent may relieve the community of a part of their burden. The elements essential to good success in our schools may be considered these: First, a faithful and efficient school supervisor or Committee. Second, a good school agent. Third, a competent teacher, dutiful scholars, and parents ready to co-operate with the teacher and pupils to obtain the desired result. We must have the united influence of



school teachers, school officers, and parents in our schools, in order to procure that interest so desirable. It must be evident to all, that parents are equally responsible with the teacher, and far more interested in the general good behavior of their children while at school. Self-interest, if no higher motive, should lead parents to co-operate with the teacher for the good of the school. Every faithful teacher will strive hard to have a review or examination at the close of the term, and invite in all the parents and school officers in the district. This would stimulate the pupils, and if the parents would generally respond to this invitation it would encourage the teacher, and benefit their children. Your Committee in their visits to the schools, and in their interviews with the teachers generally have tried hard to urge upon them the importance of having all the advanced scholars write compositions. In some of the schools much credit is due to the teachers and scholars in this respect."

*School Committee*—L. LEIGHTON, 2d, A. NASH.

AUBURN.—The two evils, common and crying, of absence and tardiness receive a rebuke, with reasons :

"These are both great evils in nearly all our schools, and the town may raise ever so much money for educational purposes, and so long as these evils so largely exist that money to the same extent fails of accomplishing its object. It is squandered on empty benches instead of being spent on the occupants thereof. Not on the teachers, for they have to do more work and have far greater trials than were every pupil in his place. Some tardiness and absence is, of course, unavoidable, but not one-tenth of what actually exists. Why cannot your children be as prompt and constant in attendance as those of our large cities like Boston and New York. There every child has to bring a written excuse signed by his parent or guardian why he was late or absent ; and if the teacher does not deem the excuse good and sufficient, the scholar is subjected to such correction as the teacher's judgment may decide. Excuses are brought here, but they are so easily obtained, that they virtually amount to nothing. If your child has no valid excuse do not give him one, nor plead in his behalf, but turn him over to the tender mercies of the teacher. Let *him* stand in relation to that which concerns the interests of his school, in '*loco parentis*,' in the place of a parent, as he actually does in law, and if he abuses your children there is a simple remedy. Let us enumerate some of the results of absence and tardiness :

*First*, the result to the pupil. If a pupil is absent he injures himself in various ways, he loses the lessons gone over by his class ; if he attempts to make them up, in most cases he does so quite superficially, and loses his relative rank among his classmates. He is very apt, seeing himself outstripped, to have his pride wounded, become discouraged, get a distaste for study and leave school altogether. Again, by staying away he is a loser in other respects ; he loses the moral restraint of the school-room, and if as is too often the case, he is not at work while away, but idling away his time with other

boys, he is learning vicious habits and concocting mischief perhaps to introduce into the school-room when he shall again return. *Secondly*, the effect upon those, who attend regularly, is bad. They are kept back in their studies. Of necessity a school is classed, and if one or two scholars are absent from a class, the teacher feels compelled when they return to explain the principles gone over during their absence and to shorten the lessons in order that they may be able to be retained in the class. Thus, those regularly attending have less than what they are able to do, and they too, in consequence, are likely to become indolent and mischievous, for it is a fact if you would prevent these things the best way is to give a child all he can do, for 'an idle brain is the devil's workshop.' It is discouraging also to the teacher, seeing his best efforts largely neutralized, his best hopes for his school fail, it is but human if he himself accepts the issue, sets a low standard and does not feel very badly if he does not reach even that; for why should he be more concerned about the fate of his pupils than their parents?"

*School Committee*—JOHN GOWELL, JR., Z. THOMPSON, J. W. BEEDE.

WATERVILLE.—The extracts from this report show that the Committee is watchful of the interest in its charge, and prompt to speak good advice :

"The Committee have had occasion to speak of several of the schools as *backward*. This backwardness is painfully shown in the two most elementary and most important of all the school exercises, reading and spelling. But the remarks now to be offered apply with little exception to *all* the schools; for there is hardly one of them, in which improvement, in the one or in the other, if not in both these respects, is not needed; though a few of the teachers have given praiseworthy attention to these matters, never allowing them to be crowded out by other studies. But there are schools in the town in which the older pupils even are generally far behind any tolerable standard of good reading and good spelling. Many read in a very slow and hesitating manner, and miscall many words. They get, of course, but an inadequate meaning of the assigned lessons. They read consequently with little interest and life, and without the natural tones. Two things essential to good reading are facility in calling the words, as the eye moves along the lines, and the habit of uttering them with the natural tones of voice, so as to give the true meaning. In both these particulars, there is need of improvement in our schools; and *time enough* should be given to the exercise of reading to secure this improvement. Some facility in reading should be gained, before the pupils are set to commit lessons to memory.

The Committee adopted last year the plan of printing in the annual report the names of all pupils who were present at school every whole day during any school term. They did this in the hope that it would operate as an incentive to greater regularity of attendance. They are now happy to state that their hope has been realized in this respect. The number of names printed in

this report is more than twice the number contained in the last. Should the coming year show a corresponding improvement on the present, a gratifying check will have been set to the great evil of irregular attendance, and an important point gained toward its removal. We trust that all parents and teachers will take pains to call the attention of their children and their pupils to this *list of printed names*, in connection with the different schools. If they will do this, we feel sure that these annual school reports will not fail to be in demand in most families."

*School Committee*—D. N. SHELDON, M. LYFORD, W. H. KELTON.

DURHAM—Has found the schools improved, but school-houses and lost time are lamented :

"It may be said with the fullest assurance of its correctness, that, although they have by no means arrived to that degree of perfection desirable, yet the progress will compare favorably with that of years past. This marked improvement in them, is but the legitimate fruit of an increasing interest in their welfare, which is becoming more apparent in a respectable majority of our citizens every year.

As another development of increasing interest, we notice the exertions made by school agents the past year in procuring known and approved teachers, in preference to such as may chance to fall in their way.

We would invite your attention to the dilapidated condition of many of our school-houses. Some of them are unfit for the protection of horses and oxen, still you suffer your children to resort there, not to receive what is lovely and refined, but a disgust for school, and an unpleasant impression with all that pertains to a Common School education.

It would be well for every parent, whose eye may chance to fall upon the account of *lost time*, to inquire how much of the amount belongs to his own family. None but practical teachers can be fully aware of the evils arising from inconstant attendance."

*School Committee*—WM. B. NEWELL, CHAS. G. BURGESS, CHAS. W. WEBBER.

READFIELD—A year of commendable prosperity. Extracts in regard to two schools may be read with profit :

"The summer school was well attended, admirably taught and governed. The winter term was undeniably a successful one, notwithstanding some demonstrations of disapproval at the commencement by certain parents. If all the desired good was not accomplished during this session we believe it to be clearly chargeable to premature and unnecessary fault-finding. Teachers may err at times ; but this readiness to find fault with them is not the best way to correct those errors.

Of the whole number of teachers, less than one-half particularly distinguished themselves for superior tact in governing and teaching. The Com-

mittee are of the opinion that the true secret of success in school teaching lies in the ability to govern well. In our experience we have invariably found that where a school is properly governed it was a good school in all respects. All who attempt to teach do not possess this ability. It cannot be obtained by study, or by any other process. It is not in the power of agents or the School Committee to determine, in every instance, whether the person proposing to teach possesses this natural gift. It may not be amiss here to call the attention of agents to a single remark, viz: Such teachers as are in pursuit of schools should be hired with caution. Our first-class teachers generally have very little trouble in obtaining schools."

*School Committee*—JAMES E. MERRILL, A. W. BRAINARD.

YARMOUTH—Mentions the prevailing faults, which have hindered schools, generally good from being better:

"The want of regularity still continues to be one of the chief obstacles to the usefulness of our Public Schools, and one of the chief annoyances to our teachers. The question naturally arises who are to blame in this matter so seriously affecting the interests of our children? Certainly not the teachers themselves, and as certainly, not your Committees, as they have no power to enforce regular attendance, and although the teachers are certainly often in fault in failing to secure the respect of, and present the proper attraction to, their pupils in the school-room, we cannot properly attach so large a share of blame to them as is often thrown upon them by those who expect impossibilities. The longer official duty connects us with our public schools, the more fully are we convinced that to the parents should be attached a large share of that blame which they are so naturally inclined to transfer to Committees and teachers. That which is seemingly of little importance in the estimation of the parent, soon and surely comes to be a matter of indifference to the child. We sincerely hope then, that parents will more fully realize this fact, and manifest a more liberal disposition to aid both Committees and teachers in a matter of so much vital importance to their children, or 'forever hold their peace' in regard to the imperfect character and unsatisfactory results of our schools. No school report would be considered complete, or a Committee's duty wholly performed, without a reference to bad school-houses and an exhortation to replace them with better ones. Your Committee will merely say in this connection, for the benefit of such as will not see the fact, that the most of our school-houses continue to be, as they have been for several years past, a disgrace to the town, and it does seem to them that, in these times of lavish expenditures and general extravagance, successful efforts might be made to provide decent and comfortable accommodations for our children, where they are required to spend so large a portion of their minority, and thus remove what is now a standing reproach to our humanity and general intelligence. We feel it a special duty to urge upon the minds of our agents, the importance of great care and judgment in the selection of teachers, and to remind them

that they can and should do much to aid the Committee in placing in our schools such only as are worthy of their hire.

First invoking the aid of Divine Providence, we would call upon all those parents whose interests are so closely connected with our public schools, and all good citizens who must feel a deep interest in the cause of popular education, to assist us in our efforts to raise our schools to a higher standard of excellence, that they may occupy a position more nearly in accordance with the increasing demands of an advancing civilization."

*School Committee*—JAS. M. BATES, PRENTISS LORING, BENJ. GOOCH.

HARTLAND—Languishes for the want of proper edifices for instruction. The Committee speak plainly, and if they were properly heard reform would begin :

" Thus briefly have we submitted our report. But we deem it our duty, ere we close, to impress a thought upon your minds in relation to the sad condition of our school-houses. It is useless for any one to palliate or deny the fact that the school-houses in Hartland are a disgrace to the intelligence and industry of the town. No sane man can for a moment candidly think upon and investigate the subject without being most forcibly impressed with the urgent necessity of immediate action on the part of most of our districts. Our scholars make some progress even now, while the wind whistles through a thousand apertures in the rickety, dilapidated school-house, and the limbs of the smaller children are dangling between heaven and earth, in vain seeking a resting place. What reason is there, we ask, in raising money to support schools when one-half of it is utterly lost for want of proper houses for instruction ; or, in other words, what use in raising money for schools, without first building school-houses. How many farmers there are who furnish better barns and stables for their cattle and horses, than school-houses for their children ! Is this right ? Is it humane ? Is it as it should be ?

Not only is there a want of warmer houses, but a great reform as to the location and arrangement of the school-houses. The seats should be so constructed that every scholar can rest his feet upon the floor. There should be a convenient and spacious place for recitations and exercises upon the black-board. And it is especially important, where so many are assembled in one room, that there be means for ventilation. The health of the pupil is endangered by breathing impure air, which produces impure blood, and this injuriously affects the whole system. The brain, as well as other organs, can perform its work but imperfectly ; hence the scholar is dull and stupid ; his thoughts are muddy and sluggish, and the result is poor lessons. On the other hand, when the wind finds an unobstructed passage through the school-room the scholar is uncomfortable and cold. He cannot put his thoughts upon his books ; and again the result is poor lessons and confusion in general.

In view of these things we do not hesitate to say that it would be far better for the cause of education in this town to have the schools suspended for two

years, and every dollar of the school money, and more with it, expended in repairing and building anew good, substantial and convenient school-houses, than to continue schools (especially in some districts) under present circumstances, but happily there is no need of this. Fellow-townsmen, give this subject your candid attention, and while you have expended so much in war, *neglect not* the great cause of education, for by it we have won a proud position in the great family of nations."

*School Committee*—CHAS. ROWELL, 2D, THOS. W. SMILEY, LUTHER H. WEBB.

EAST MACHIAS.—The pecuniary loss sustained by absences finds a merited rebuke, where the general state of the schools, is commended. Teachers are preferred who belong to the town :

"Every day your children are absent from the schools, during term time, there is so much money lost. To illustrate we will suppose a case. Suppose the amount of money that belongs to district No. 1, be \$300. Suppose you employ a teacher for six months, at \$50 per month. Suppose there are sixty children in the district, who ought to attend school, and only thirty attend ; you lose \$150 ; and if one, or five, or ten are absent, you lose in the same ratio. We hope that the inhabitants will consider, that what we have stated is the actual fact, and govern themselves accordingly. Then strengthen the hands of the teachers by encouragement, in their arduous labors. Show to them you are interested in the matter of education, by sending your children to the Common Schools. Show to them you are interested in society by sending your children to the Sunday Schools ; and by so doing you will confer the greatest favors on your children and on society that you have in your power to bestow ; favors that will tend to bless your children here and in 'the world that is to come.'

We would like to make a suggestion for the benefit of the teachers belonging in our town ; and we would not do so if we thought they were not deserving of it. In the very short experience which we have had as a Committee, we have learned that the best teachers who have been employed by us, or the agents, are those who belong in our own town. There were thirteen teachers employed during the year, nine of whom were inhabitants of your town. Those nine were successful, while the others with one exception, were not so successful as they should have been."

*School Committee*—A. W. NICHOL, A. C. NASH.

BANGOR.—The report of the Superintendent of the schools in this city furnishes a large field for extracts. The payment of teachers and the designs and benefits of the High School, are specially worthy of attention :

"At the time of fixing teachers' salaries for the year, there was an encouraging prospect that prices would soon approximate what they were before before

the rebellion. The war had just closed, and a decline in prices had already begun. It was under these circumstances that the salaries of teachers were continued generally without change from the year previous. This so reasonable expectation of improvement in the cost of living, however, soon proved fallacious, as all, who have constantly occurring to them the figures of domestic expenditure, are but too well aware. This condition of things has borne upon none more heavily than upon the salaried class, whose compensation has but slightly increased, while their expenses have doubled; and in this class none have suffered more than our female teachers.

Within a few years past, daily wages have advanced to meet the necessities of the times—unskilled labor about one hundred per cent., and skilled labor some fifty per cent. Within the same period the wages of female teachers have advanced but twenty per cent., affording most of them a sum entirely inadequate to their support, and rendering it necessary for them to depend upon the accidental advantage of boarding with their parents in the city, or upon aid from friends abroad. The majority of teachers, comprising those of the grades below the Grammar Schools, after paying their board for the year at the common price of \$3.50 per week, have but \$22.00 of their wages left for clothing and incidentals. Of course this balance is not more than one-third or one-fourth the present yearly cost of clothing, while sickness and other incidentals are among the luxuries and impossibilities not to be thought of.

It is true that our teachers are actively engaged in their work but about two-thirds of the year; but I think no one, who appreciates the wearing process of teaching upon the nervous system, will question the necessity of the relaxation of vacation time to refresh their energies and maintain their efficiency. Besides, the vacation intervals are too short to engage in any remunerative employment, except to attend to their own matters. Their yearly wages, therefore, should at least be adequate to their yearly support.

If the existing high prices are to continue, the compensation of female teachers, especially of those who receive the smaller salaries, must be increased in order to retain the services of our best teachers, and attract the highest order of talent to this vocation. At the beginning of the year we found one of the best of our corps of teachers engaged in another occupation, because the change was necessary to obtain the means of support. Another of our very best teachers left her post during the year, who would have continued through it, but for the insufficient compensation. Another teacher, feeling impelled by necessity to teach through our long summer vacation in a country town, was obliged to quit her school during the winter term, in consequence, very largely no doubt, for lack of the rest which the vacation should have afforded. In securing competent female teachers for our most important suburban schools, it became necessary to look abroad for them, and it was found difficult to obtain them, as they received considerably better wages in their own vicinity. Two or three of our best teachers are now looking for better situations abroad.

It is to be regretted that parents do not draw more largely upon the benefits of the High School in favor of their children. The loss is certainly with those

who neglect its opportunities. The mental training which the course of study in this school secures is an invaluable acquisition for those about entering upon the active business of life. Those who unnecessarily withdraw their sons from our schools, in order to hasten them into business life, make a great mistake. Whatever pursuits young men engage in, they need all the discipline and culture which our schools can give. There is too much haste in the spirit of the age, and, consequently, too little importance attached to those fundamental elements of success and usefulness which come only from patient application and thorough study.

At this time the Commercial and Business Colleges are attracting much attention, and causing some diversion from our public schools. These are excellent institutions in their place, and, when made use of by those of sufficient maturity of intellect and proficiency in elementary studies to appreciate and appropriate their advantages, afford valuable facilities towards a mercantile education, which only lack the routine of actual business transactions and the counting-room to lead to successful results. But it seems to me that considerate business men, who have spent years in the rudimental routine of mercantile life, cannot seriously believe that their sons are to be fitted to occupy their places by a few months' connection with any human institution, however magniloquent its assurances. It has been wisely ordained that the human body and mind should be of slow and gradual development, and any devices which seek to change this law, so that children may emerge from weakness and immaturity into full-fledged physical and intellectual strength, may be classed among the delusions of the day. The Alps may be tunnelled, and the tourist ascend Mount Washington on trucks, but the hill of Science has no tunnel through, or carriage road around or over it. \* \* \*

All need special education for their art and profession; and they need more than this, for an education limited exclusively to a vocation, necessarily tends to narrowness of vision and illiberality of sentiment."

*School Committee*—S. F. HUMPHREY, T. U. COE, F. M. SABINE, C. P. ROBERTS, F. A. WILSON, E. TRASK.

*Superintendent*—CHARLES P. ROBERTS.

BOWDOINHAM.—From a full and interesting report, the following is taken, to show the improved condition of the schools, and the increased interest therein :

"To exhibit in concise form the actual condition of our schools, to show wherein their usefulness and efficiency may be promoted, and to present faithfully any circumstances which may secure the carefulness and co-operation of the Committee, agents and the people in general in the great work of educating the youth, may be regarded as the threefold objects of these annual reports. But in view of the absorbing events in our national history, we do not deem it necessary to go into a minute exhibition of facts, any further than to present a sketch to stir up the mind on this important subject. Here it is



proper to say of our schools, that regarded as a whole, they are evidently advancing. Improvement in point of order, which is absolutely necessary to insure success is clearly manifest. Interest on the part of parents is becoming more general and is having its legitimate bearing. A marked reform in point of deportment and due respect has been characteristic of the past year. Efficiency and faithfulness in teachers, together with increased punctuality on the part of scholars, is also a noticeable fact. Not only are the more common studies pursued with success, but in most districts we find in the school-room, Philosophy, History, Astronomy, Algebra, and in some cases, Latin. The students in these, attending at the same time to the very elements of a sound education, with the necessary works at hand. From information promiscuously obtained, we judge that no town near this is accomplishing more in educating the young than this. Your Committee, in justice to themselves, have to say, in relation to the duties required of them, that they have performed these duties to their utmost knowledge and ability, prompted, as they trust, by a spirit of true fidelity, to fulfil in good faith the trust to which you have called them; as also by a strong interest in the welfare of common and public schools. And they feel gratified to say that your schools the past year, in point of efficiency and value have not fallen below the best within the last ten years. An item worthy of particular notice is that all the teachers have proved competent to manage and discipline their respective schools without the least aid from the Superintending Committee.

*School Committee*—H. CURTIS.

ACRON.—The Committee dwell upon an important matter not referred to in other reports, in behalf of small districts:

“Here we would call attention to the length of the schools in our smaller districts, as compared with the schools in our larger districts. The whole system of our free schools is based upon the duty of the State to each child,—to give him the privilege of a common school education. To this end, each town is required by law, to raise by taxation, for the support of schools, an amount of money equal to seventy-five cents (by the amended school law) for each inhabitant. This sum is assessed upon each man's property in proportion to its value, and not in proportion to the number of his school-going children. The money thus assessed is apportioned to the districts, according to the number of scholars therein. If that number is small, no matter how much of the tax may have been paid by the property-holders of that district, they receive but a small share of the divided school money. If the number of scholars is large, no matter how little of the tax was paid there, they draw a large share of the money. This is one of those cases, in which the rights of individual citizens are, in a sense, invaded for the public good. But no right is hereby conferred upon any district to draw a portion of the school money, greater than its wants require, as compared with the wants of other districts. The numerical basis is just, only so far as the expenses of schools are supposed

to be somewhat in proportion to the number likely to attend. But this is an error. So far as the expense of the house, fuel and wages of teacher are concerned, it costs more to support a school of fifty scholars, than to support a school of twenty-five, but not twice as much; and there is no justice in giving the school of fifty scholars, double the amount which the smaller district receives. Our system grants the right of every child to an education in the rudiments of knowledge, at the expense of the property in the town. Fifty children have no just claim to twice the privileges enjoyed by twenty-five, simply because they are twice the number. On this view of the case, are founded certain amendments which have been made in the original school law, as seen in section 7, revised edition, and as further seen in the following act, approved March 19, 1860: 'The Assessors and Superintending School Committee or Supervisors of towns, cities and plantations, shall have the power and may annually apportion ten per cent. of all the money required to be raised by the fifth section of said chapter eleven, in such manner as in their judgment shall give the smaller districts a more equal opportunity of enjoying the benefits of common school education with the larger districts.' In accordance with the same general principles, the school-going children alone, should constitute the basis of the division of the school money. Children at home, or away from home, without any expectation of going to school, whether in business or attending academies or other institutions, ought not to be counted. The justice of this view will be apparent on examination."

*School Committee*—MOSES W. D. HURD, R. H. GODING, DAVID BOYD.

MATTAWAMKEAG.—The Committee report favorably of the schools except one. In the town are but three districts, and one school-house, and that is a good one. They remark:

"That we need in a far greater degree than we have ever yet had, the hearty, earnest and intelligent co-operation of those parents who send their children to the schools. It is indispensable to success, that such parents should manifest some interest in the school and in the teachers; should know that their children attend, and that, too, regularly and seasonably; and that they perform all their tasks, and conform in all respects to the established regulations; that they should provide all necessary books, should take an interest in their studies, and encourage and assist them when difficulties are encountered, and they begin to feel discouraged. Parents should visit the schools often."

*School Committee*—ASA SMITH, JAMES BABCOCK.

SURRY.—The "two sides" to school questions are noticed. Parental visiting is practiced and commended:

"Another hindrance in this district, and in fact it is too much the case in many districts, may be noticed. There are two sides to every question, and

whether it be in choosing agents, or employing teachers, or governing the school, some one or another is bound to take exceptions, and will be anxiously expecting and predicting some evil results, and the wrong man will get in the right place, or the right man in the wrong place. And whoever may be agent, or whoever may be teacher, some things will be sure to go amiss with one or the other side. Now it does seem to your Committee that such things should be avoided in school matters, when it is an admitted fact that a good school and the improvement of all the scholars are for the best interest of every one in the district. If the same effort should be put forth by parents to assist the teachers and aid the pupils in obeying the orders of school and respecting their teachers, that are often made to the contrary, the result would be very much to the benefit of the schools."

*School Committee*—SAMUEL WASSON, C. K. HIGGINS, R. L. GRINDLE.

LEEDS.—A detailed report gives the general character of the schools thus :

"Many schools have been very successful, while others were only partially so. No one has been a total failure; and while we would not give any teacher or school undue praise, we do not censure beyond what duty demands. We do not wish you to understand that in our best schools every scholar makes good progress—far from it. Some are absent from school a large part of the time, and their parents manifest little or no interest in their welfare as scholars."

*School Committee*—H. F. WOODMAN, SETH HOWARD, J. G. GOTT.

GRAY—Speaks of increased success and profit, and notices hindrances to greater improvement :

"Our schools have been short the past year, but I am happy to be able to say to you that they have been more profitable and rank higher than in any previous year that I have had charge of them. Although we can speak thus favorably of them let us not stop here, for before they can arrive at the elevated standard which they might attain, there are many errors to be corrected. Among the most pernicious of these errors or evils, is the employing incompetent or immoral teachers; the neglect of duty and incompetency of agents and other school officers; the neglect and wrong action of parents; the profanity, tardiness and habitual truancy of scholars. The question arises, how can these evils be remedied and the interest and value of our schools be increased? One important step towards reform no doubt would be to hold all connected with the schools to a more strict legal accountability. Teachers should properly fill their registers and return them as required by law or forfeit the pay for their services. Agents should give legal notice of the time their schools are to commence and their probable length, or suffer the legal penalty for such neglect. Parents as they love their children and regard their future prosperity and happiness, should cause them to be punctual in their attend-

ance at school and insist upon their submission, and ready compliance with the regulations of the teacher."

*School Committee*—JAMES WHITNEY.

BLUEHILL—Reports in full and favorably. The extracts relate to two schools :

"The slack and disorderly manner in which the school was conducted during the previous winter, produced a very bad state of things, and rendered this teacher's work extremely difficult. Miss E. was the right person in the right place. The pupils complained and their parents grumbled, but the management of the school went straight forward in the hands of the *teacher*, and under her strict discipline and good instructions there was a marked improvement in the minds and manners of the pupils."

Of another, the report is :

"The more prominent features of this school were *interest and thoroughness*. In these two respects it surpassed, we think, every other school in town. The teacher felt his duty and he faithfully performed it, and the result was just what we might naturally expect,—a deep interest and a large advancement. The value of experience in the teacher was here happily illustrated."

WINSLOW.—The hope, that closes the following statement, will change to a blessing, when realized :

"We have seventeen school districts with fifteen school-houses, eight of which are in tolerable repair, and four of those are good—a credit to any country town. Of the rest little can be said in their praise. They are prisons to incarcerate children six hours in a day—kept in only by the teacher who acts as a picket guard. Some of them are mere apologies, fit only for the devouring element to revel in and leave the sites for commodious school-houses. We hope soon to see an awakening interest on the part of parents, not only in respect to our school-houses, but the schools."

*School Committee*—C. HODGES, C. H. KEITH, D. B. GARLAND.

MEDDYBEMPS.—From a brief report the following extract shows the prevalent wants :

"Our school-houses are not so good as needful ; our scholars are about as good as in other country schools ; our teachers are not so well qualified generally as is required. The Committee are not so faithful in examining persons who offer their services as teachers as is needful in our schools. It is common for scholars to borrow and lend books. Parents should see that their children are furnished with suitable books."

*School Committee*—E. F. WERNELL, S. Z. BRIDGES.

NORRIDGEWOCK.—The withdrawal of scholars from school at an age too early, the employment of female teachers, the Normal School, and reading and writing, receive special notice :

“The amount of money for each scholar was \$2.27. The whole number of scholars attending schools was 384, with an average attendance of 333, or about 57 per cent. of the scholars returned. Why 250 scholars do not attend school ought to be a matter of serious inquiry. The class of scholars absent are mostly those above 14 years old. It is rare to find a scholar more than 15 years old in our schools. We believe that scholars should not be permitted to leave the town school at so early an age, and that the character and standard of instruction would be materially advanced, if parents would see to it that the older scholars attend.

All our schools during the past year have been taught by female teachers, and we are happy to state that in no case has any difficulty arisen, requiring the intervention of the Committee. Two of our teachers have had the benefit of instruction at the State Normal School, and their excellent success speaks well for the mode of instruction thus taught. We would recommend agents to employ teachers instructed at the Normal School when practicable. We desire to call particular attention to two studies we deem much neglected in all our schools. We mean reading and writing. The two indispensable acquirements in education are so carelessly and indifferently taught, that it is rare to find either a good reader or writer.”

*School Committee*—S. D. LINDSEY, JOHN ROBINS, JR., CHAS. E. WARREN.

KITTERY.—The observations made from this town are worthy of careful perusal :

“To secure proper organization there must be an efficient head to the school, qualified to comprehend the material of which it is made generally, and in the case of each scholar, and then to classify each pupil where he belongs, and to see that he faithfully performs his part wherever he is placed, and is profitably employed during school hours. This efficient head must be the teacher, and not the Superintending School Committee, parents, or least of all the pupil.

In our schools many are attempting too many studies, and many more not enough, many are in classes too high, and some in classes too low. Some, especially the smaller, have no employment except while reading and spelling, and it may be some dull recitation. Good order is almost impossible where one-half of the school is idle. What can an idle scholar do except practice mischief? Small scholars cannot be expected to be constantly employed, unless by the help of the teacher in frequent concert exercises, in which the whole school shall join. If a teacher be not qualified to conduct these exercises, he must fail in keeping good order, and controlling his school.

When the scholar decides as to what he shall study, and what classes he shall be in, and insists upon his preferences, and the teacher has not authority

enough to overrule him, but submits as to a necessity, the proper organization and government of a school are impossible.

Thoroughly drilled teachers are not to be had, and the choice lies seemingly between none at all, or those of inferior qualifications; or still farther, that the best-qualified among the number from which selections can be had should satisfy any reasonable Committee or school district. To follow this seemingly reasonable course will keep the standard of teaching low and inefficient. This is the chronic trouble in this State, and also in neighboring States. Thorough professional training for teachers is just as essential as for physicians or any other profession. But where is this training to be had? Surely not in our academies or colleges or town schools. Where then? We answer: At our State Normal School at Farmington, or in model city or town schools where they exist; or in resolute private culture, by travel, observation, reading and practice. One week in a model city school would make a revolution in the notions and practice of many of our best teachers. A Teachers' Institute of one week in length preceding our summer and winter schools, connected so as to be at once a thorough drill for teachers on essentials, and also a complete model for a well-organized and efficient Common School, would be the direct way to remedy our difficulties. This Institute might be conducted by the Superintending School Committee, with such assistance as they might easily obtain. With opportunities thus brought to the door of teachers, they would be without excuse for essential deficiencies, and the Committee could carry out their obvious duty.

Childhood, under the age of fourteen years, is the period for acquiring those branches of education which depend mostly on imitation and memory, such as reading, spelling, writing, elementary drawing and arithmetic; geography and grammar as an art and not as a science. Mere book recitations and nothing else, in a Primary School, are abominable. The teacher should be the model to imitate, and the book to learn from. In manner, voice and speech she teaches a hundred fold more potently than from the books. The books themselves are mute until she gives them voice. For example, if the actual common speech of the teacher be faulty in grammar or any other respect, the child will imitate it in every case. How important then, that a Primary School teacher should be a school in herself. Only model teachers will do for the little ones. Look well to the Primary Schools."

*School Committee*—E. B. FERNALD, CALVIN L. HAYES, M. F. WENTWORTH.

BARING.—A trouble not elsewhere mentioned occurred in one school:

"The Primary School was taught with about fair success. It was encumbered at one time with a perfect exodus of scholars from the Grammar School without the knowledge of your Committee. This is an evil which needs to be remedied. No scholar should be sent from one school into the other or permitted to do so by any parent without the consent of the Committee, as it is

utterly impracticable for the Committee to visit the schools every week a scholar may attend the school to which he does not belong to the injury of himself and the school."

*School Committee*—WM. McLELLAND, SAM'L M. SMITH, JAS. S. TYLER.

LA GRANGE.—One district is thus signalized. Female teachers are commended :

"More than one-half of the scholars in the district did not attend school a single day, and not one-third is the average attendance. Let me ask you in all kindness, are you doing your duty to your children? While the door to an education is wide open, within a half hours walk, how can you content yourselves to let your children grow up in ignorance, unqualified to discharge the responsible duties of life? The human mind is expansive, continually upon the stretch. Children will learn, either that which is useful and ornamental, or they will be led away by the temptations which beset them at every turn, ere you aware. You will find your children ruined and your pathway beset with thorns, which upon reflection, you will find are of your own planting. The old adage, 'just as the twig is bent, the tree's inclined,' is as true now, as when first uttered. The great scarcity of efficient, thorough male teachers, seems to impose upon the school agents the necessity of employing some female teachers, and I know of no valid argument against such a course. The scholar, male or female, who would take the advantage of a female teacher and make trouble and difficulty in school, should be promptly expelled from the school. Competent female teachers more readily secure the affections, enlist the sympathies, and awaken an ambition to learn in small children, than male teachers; and I know not why a female teacher cannot impart instruction in every branch of education taught in our town schools, as well as male teachers, and I recommend a trial of the experiment in most of the schools in town."

*School Committee*—PLINY B. SOULE.

SCARBOROUGH.—The report is favorable for the schools, and warns parents in the following words :

"Then employ none but the best of teachers, regardless of expense. Let the parents sustain the teacher in every effort he makes for the welfare of the school and influence the scholars to be orderly and attentive. And understand that a teacher may labor with all the earnestness and assiduity possible, but if from lack of union in the district or other cause, the teacher does not receive the sympathy and support of a part of the district, the school is likely to be for the children of such, at least, far less profitable than it should be. Let the friends of education, who reside in the district, make occasional visits to the school room, and we are very sure that by so doing they will add to the interest of the school and the benefit will be far greater than one would

at first suppose. To encourage such we would say we have never seen the words '*positively no admittance,*' written over the door way of any of our school-houses."

*School Committee*—GRANVILLE MCKENNEY, HORATIO HIGHT.

ROCKLAND.—Female teachers have been employed in the Grammar Schools with varied success. An experiment of a "miscellaneous school" has been tried. Absences are noted :

"The Grammar Schools have, till within a year past, been most generally instructed by male teachers. Before the commencement of the last school year, it was suggested they might be successfully taught and managed by female teachers. The suggestion was favorably received, and in accordance therewith, it was resolved that a change be made in this respect. Accordingly females were employed to take charge of the schools. The result has been such, on the whole, as to justify the course taken. The teachers, however, have not all been equally successful. Some have succeeded admirably well, and have given good satisfaction ; others have partially failed in this respect. All have been faithfully devoted to the interest of their charge, and have, no doubt, labored to the best of their ability ; but some have lacked sufficient power to enforce, at all times, their regulations and preserve that perfect obedience and good order so essentially necessary for complete success. The teacher of one school found it difficult, if not entirely beyond her power, to control and successfully manage, at all times, some of the larger boys. They seemed to need a stronger arm than hers to curb their wayward dispositions, and keep them in proper subjection ; yet the school, aside from this, has not been without success. A large majority of the scholars give satisfactory evidence of having been respectful and obedient in conduct, industrious and diligent in the prosecution of their studies, and, in so doing, had attained to that standard of improvement which entitled them to a pass of admittance to a higher grade, and as such, they were rewarded with the necessary passes.

*Miscellaneous School.* It is now nearly two years since this school was established. It has been kept only in the winter season. The object for which it was established, as given in our last annual report, was to provide a school for that class of boys and young men whose only opportunity for attending school is during the winter. This school has no connection with the other schools of the city ; nor has it any regular and systematic classification of its scholars, like that which exists in our graded schools. At the last examination of this school, we noticed that a large proportion of the boys were attending to nothing more than reading, spelling, and cyphering. These same boys were formerly members of the Grammar Schools, and when they were there, they were required to study geography, English grammar, and the intellectual arithmetic ; but here, not being required to do so, as it seems, they had relinquished these studies. Now, since this is the case, whether it be the fault of the Committee, or of the teacher, or of both, some change should be made



for the better. Boys should not be left entirely to themselves to make their choice as to their studies, whether they should study this or that, or as much or as little as they please. In addition to what they were then doing, it seemed to us that they might be doing something more, which would be greatly for their benefit. This school is very large, numbering nearly one hundred and forty scholars. It would be better, on this account, to have two schools, instead of one. In point of order and good management, we found the school all that we could ask. The evidence we received of improvement in reading and spelling on the part of many, and especially in intellectual arithmetic, and in English grammar, by a small class of young men, was highly satisfactory to us, and creditable to themselves and their teacher.

In examining the returned registers of the several teachers, we find a wide difference in the attendance of children and youth at school. Opposite the names of some not a single mark for absence or tardiness is to be found; others there are, who fall but little below in the scale of merit; their marks are few indeed. But on the other hand, there are others, against whose names stand numerous marks of demerit of this kind. In many cases the absences or tardiness of scholars can be no fault of theirs. There are occasions in which they have justifiable reasons for being absent from, or late at school. They may have been sick, or necessarily detained by their parents, in which case, they would certainly be free from blame. But when, through the indulgence of fond parents, they are allowed to stay at home, even when they are in perfect health, and there is no real necessity for being absent; or when, in like circumstances, they suffer them to be tardy, and at the same time seem to justify them in it by sending to the teacher a written excuse for their tardiness, on whom, then, falls the blame? On none but parents themselves. Scholars in being thus absent or tardy when they might as well be present, not only do an injury to themselves, but also to the school. Those who have had experience in teaching, know full well the bad effects produced by the frequent occurrence of children absenting themselves from school. It often deranges the order of the school, impedes the progress of individuals, and hinders the advancement of whole classes. Hence, parents and guardians, and all who are entrusted with the care of children and youth, and especially boys, should be cautious how they act in this matter, lest by their indulgence in this respect, they do them a greater injury than good. A like caution is also necessary to be exercised by them, that they be not hasty in siding with their children, whenever the former make their complaints of ill-treatment received from the latter."

*School Committee*—HENRY PAINE, ALDEN SPRAGUE, C. N. GERMAINE.

WEBSTER.—The report urges unanimity of action, and some of the means of raising the standard of education :

“ I would urge the necessity of upholding and protecting your schools to the utmost of your ability. Let no dissensions ever creep in to impair your inter-

est or destroy your influence in the cause of education. Do not let prejudices of any character obtain a place in the district meeting, and employ the very best teachers you can find regardless of price, for a good school is worth all it can reasonably cost. Do not expect perfection in your teachers, and be careful not to speak disparagingly of them to your children. A school is like our general government, it must be supported by the people or it will fail. We are all interested, or at least should be in our schools, and should devote our untiring energies to the improvement and increase of their standard. We often hear it remarked that the standard of our schools ought to be raised. How shall we do it? To increase our school tax to any considerable amount above the present standard in addition to our present debt would be burdensome. Allow me then to make a few suggestions upon the manner of improving our schools without materially increasing our taxes. Commence at your district meeting, choose an agent who is acquainted with the affairs of the school, and is really interested in having the very best school possible, one that will hire none but the best teachers. The failures of incompetent teachers multiply and perpetuate misapprehensions of the value of education. Knowledge never can flourish until the profession of the teacher be held in high regard. Let it be your aim to lead the way in such enlightened homage; spare no pains, spare no expense within your ability to establish good and sufficient teachers in your schools. Then do not fail to see that the school-houses are in readiness for use; that they are well supplied with blackboards. I would also strongly urge regularity of attendance on the part of the scholars. The loss of a single term of schooling may destroy entirely the ambition of a pupil, and cannot fail to impair seriously its success."

*School Committee*—J. W. MAXWELL, H. G. DEAN, J. B. JORDAN.

FAIRFIELD.—Reports at length and favorably, and gives suggestions that come from the experience of the past :

" We would therefore say to districts be careful to select your best men for agents; men who have children to send to school; men who are interested in the work;—and then we would say to agents, select tried and faithful teachers; select just such as the interest of your school demands, but do not select for relationship, friendship, or any outside influence. Another drawback upon the usefulness and progress of our schools is the irregular attendance of scholars. A teacher can advance his pupils much faster when all are in their classes at the appointed hour than he otherwise can. It is not enough that the child is furnished with books, and started in the direction of the school-room, but the parent should see that the scholar attends seasonably and regularly. And it would add something to the interest of the school if the parent would occasionally visit it, and see for himself how the teacher and scholars are getting along. One of your Committee was much pleased to see the interest manifested by quite a number of the parents in district No. 10, in visiting the school on its examination. We trust they will continue to do so, and that other districts will follow suit."

CUMBERLAND—In giving merited praise, also adds encouraging advice :

“ Although it has given us pleasure to speak thus favorably of them, we can hardly feel warranted in stopping here. Let us not forget that a higher standard may yet be obtained. There are, undoubtedly, more errors to be corrected. And men will differ here, and honestly differ, in what are the requisites for a good school. Like all other institutions of a public nature, they will always be open to criticism. Your Committee might indulge in a good deal of fault-finding. But their aim has not been to pick out every fault, however small, that might show itself, and hold it out to the public view, believing that more evil than good comes from such a course. But let us all bear in mind that is the duty of every citizen to sustain and cherish this institution, ‘ The Public School, the Palladium of the public good.’ ”

It will be noticed that all but four of our teachers are females. It is said the time has gone by that required physical force to govern a school, when the teacher had to go into the school room well-armed with a large ruler and cow-hide, but that our children are more easily led by love and kindness, smiles and pleasant words. If so, we ask, ‘ Who so capable as gentle, smiling and amiable young ladies?’ ”

*School Committee*—A. GREELEY, J. M. DRINKWATER.

CONCORD—Has had a fair experience, not free from anxieties for the future, as the extracts show :

“ One thing however, which was the usual practice in this school, we would heartily discourage, and that is of allowing both sexes to have recess together. While one sex is at recess the teacher can generally find enough to do to busy herself with the other, even if the school is small ; and we think it much better to adhere to the old custom, rather than to endeavor to improve upon our Common School system in this manner, for we find that such deviations from the general rule almost invariably cause dissatisfaction. We would urge upon parents their duty in selecting school agents who are themselves interested in the prosperity of their school, men who will not act from prejudice or friendship in selecting teachers, but procure the services of only those who are known to possess the qualifications which fit them for the station they fill. Agents should not employ poor or inexperienced teachers because they can get them cheap, but recollect that if they have but little money in a district, so much the more need of making good use of that little. A short good school is better than a long poor one, and in fact the shorter the poor school the more profitable to all interested.”

*School Committee*—E. O. VITUM, A. H. FELKER, CORYDON FELKER.

NEW SHARON.—A full report from this town contains many useful topics for consideration. The extract speaks on a subject of deep interest :

“The importance of moral instruction and of the moral qualifications of teachers should occupy a large place in the minds of the people. If children are taught but one thing, let it be their duty. Let it be love of truth, sobriety, temperance, order, justice and humanity. If you make them any thing, make them good. With sound principles and good morals, are intimately connected correct manners. It is believed this subject has held quite too low a place both in school and domestic education. It is not an uncommon opinion, that school is the place to teach science not morality; polite literature not good behavior. It is probably in deference to this sentiment in connection with the apprehension of sectarian influence, that instruction in the great principles of human duty, as set forth in the precepts of the gospel, has been well nigh excluded from our schools. By a standing regulation, the only exercise of this kind is the daily reading of a portion of the sacred scriptures, without note or comment. This we think is not quite what it should be. Will not a liberal and enlightened public sentiment permit, yea, even demand more?”

It is a fact, which does not speak to our praise, that almost every class-book, adopted into schools, is prepared to teach how to read, or act, or calculate; to teach mere science, as though this was the great object of life. Let something more be put into the hands of children to teach them how to feel, to act, to live. Books should be a great deal more adapted, and instruction more directed, to the inculcation of moral sentiments; to explaining moral obligations, and illustrating the connection between morality and individual peace and public prosperity.”

*School Committee*—A. C. HUSSEY, D. L. SWAN, A. G. BRAINARD.

ANSON.—The report speaks of female teachers, and arouses parents and others to their duties:

“In concluding our report we must express the belief that too many females are employed to instruct the winter terms, especially in our larger schools, where all the strength and decision of a man are requisite to govern and discipline them.

Parents feel too little interest in the welfare of their children while at school, even to visit them for a single half-day. Would the inhabitants of this town expend nearly two thousand dollars annually upon any other object without requiring the strictest account of their agents and servants? Then why, we ask, be so heedless upon this subject, upon which depends the future prosperity and security of this government. Let every voter see to it that an agent is chosen in each school district who will feel a deep interest in the prosperity of our schools; and let every agent thus chosen exert his utmost efforts to secure the services of the best teachers, without regard to *cost* or *relationship*.”

*School Committee*—J. J. PARLIN.

NO NAME.—The report from a town whose name is not given, speaks well of some of the schools, and of one as “faultless.” Of three school-houses the language is plain and pointed. Improvement in the point censured will make such a reproof needless hereafter :

1. “The school was kept in a poor school-house, ill-constructed and out of repair, neither convenient, or pleasant, or comfortable. At the last examination of this school all in the house were reduced very near to a freezing condition ; and we would ask, is it in accordance, not with parental affection, but with the dictates of humanity, to subject children and youth to such discomforts when they are sent to school? In such a house every noble aspiration and every ingenuous feeling will freeze up, and all desire for improvement will be suppressed. We hope this district will very soon provide some better accommodations for their school.

2. The school was very short ; and the district labor under the further disadvantage of having no suitable school-room. The school-house in this district is a miserable affair. Not suitably located, ill-arranged, old, rickety and leaky ; with proper repairs it might make a respectable ‘pig-pen,’ but is fit for nothing else. It is to be hoped that a district, so amply able as this, will directly provide itself with a better school building.

3. The town is aware that there is no school-house in this district. We found about thirty scholars in a room not as large as the most of you sit in with your families about you, crowding each other on rough benches, where no scholar could move without disturbing others, or sitting in chairs from the neighboring houses, where the pupil must study hending over his knees. For so many children to grow up to be men and women among you with so little learning as, reckoning it at the most, they can obtain in these unfavorable accommodations, is a crying reproach to you, and your Committee can call it nothing but unfaithfulness to these children, if you do not remedy this defect.”

FAYETTE.—The Committee speak well of the schools for the past three years, after having described the fate of poor school-houses :

“Must the removal of our ancient school-houses always be included in the ‘chapter of accidents?’ Is it necessary that crackling flames should consume each one of them, and smoking ruins mark the spot where it stood, before the inhabitants can be reminded that a better building is needed in its place? Let them enter the shabby school-room on some cold and boisterous day, and view the group of suffering children, huddling around the fire, with aching feet and shivering forms, while the wintry winds are whistling through every cranny and crevice of the shaky old structure. Study, under such circumstances, is out of the question, and even the health of the scholars is seriously endangered. ‘A word to the wise is sufficient’ to intimate that these wretched relics are sadly in need of ‘reconstruction.’”

For three years past a large proportion of our schools have been taught by residents of our own town. During that time our schools, with a very few exceptions, have been uniformly successful and satisfactory. Within that period there has occurred but a single instance of difficulty in school which the Committee have been called upon to settle. We doubt if many towns in the State, for the same length of time, can show a clearer or fairer school record than Fayette.

*School Committee*—A. F. WATSON, A. G. FRENCH, GEO. UNDERWOOD.

AUGUSTA.—The report of the School Committee for the city notices the success of the schools, and solicits the aid of agents and parents, and in four cases improved houses :

“ Our schools for the past year have been attended with more than ordinary success—something has been gained—they have been more orderly, more attention has been given to the *morals* and manners of the scholars ; they have been more generally taught the *first principles*—understanding more thoroughly what they have been over—and reading, writing and spelling, so much neglected in many of our schools, have received, by most of our teachers, the attention their importance demands ; yet much remains to be done.

Your Committee need the help and co-operation of agents and parents—Agents should accept the responsible, though thankless office, with the determination to discharge their duties with interest and fidelity. Employ no *relation* or *favorite* unless you know they are *teachers*. Engage your teachers in season if it does require a little extra labor ; never wait for them to *come along* ; experienced and successful instructors seldom have to seek employment. Don't be *small* in the matter of dollars and cents ; good teachers must be paid. Don't insist upon paying only three dollars a week to a female who will do as well, and often better, than a male to whom you would willingly pay ten. Reject poor teachers at any price, and you will confer a blessing upon the district and Committee.

Parents should attend the school-meeting, and assist in electing the best man in the district for Agent. They should seek an acquaintance with the teachers, and co-operate and labor with them to advance the best interests of the whole school. They should know how much of their children's time is spent in the school-room, and how much in the street, at the stores, on the ice or about the neighborhood. You can know how many hours they attend school by calling upon the teachers and examining their record. The teachers will be pleased to give you the desired information, and if you find that your children have been punctual and show a clear record, let them have the pleasure of knowing it ; if not, you should apply the remedy. Do not listen to the complaints of your children against their teachers and school until you are perfectly satisfied that there is good and sufficient cause, then commence in the right way, having the best interest of the school in view, by notifying your Committee, and let there be an investigation, and if the school is found

to be unprofitable, let it be discontinued with as little talk and excitement as possible. Never allow yourself to find fault with your teachers until you can bring specific and reasonable charges against them, and be prepared to prosecute the same with sufficient evidence at an investigation.

Parents and voters of Districts Nos. —, —, — and —, look to your school-houses. Are they suitable places in which to train and educate your children? You erect commodious and comfortable *barns* and *stables* for your cattle and horses; you visit them daily, bestow upon them much time and attention, and mark their progress with satisfaction. Is it thus with your children? Do you visit them *once* in the school-room during the year? Do you know that they are sitting on benches not wide enough for a child of three summers, and yet high enough for a *man* of *six feet*? Do you know that the *old land-marks* leak in Summer and are cold in Winter?—that they are out of date, out of repair, and ought to be out of the world? \* \* \* If there is a house to be more pleasantly located, more interesting in its general appearance, more convenient and better furnished than any other in the district, *that house should be the school-house.*”

*School Committee*—C. E. HAYWARD, JOHN YOUNG.

BATH.—This full, well considered and beautifully printed report presents many topics suggestive and worthy of great attention. It has been difficult to select, where so much is worthy of a reproduction. The remarks on the disposition of the teacher, and the proper use of the memory, may be read with profit :

“ Whatever the teacher may do, the pupil should see that it is never done in ill-will. The pupil's love is the richest jewel that a teacher can wear. The selfish and unloving world will come fast enough, and the love of early days should be so rich, that it will always after be an inheritance of happy recollections and holy habits. One of the French kings told his son who would soon succeed him to the throne, that if he would reign happily and well, ‘ he must make his people *believe* that he loved them.’ To the question, How shall I do this? the reply was, ‘ You *must* love them.’ This will apply to the teacher's dominion as well. And though a teacher may have the gift of tongues, and all knowledge, without love there is failure. When, therefore, a teacher becomes out of sympathy with the work, it is time for that teacher to ‘ silently steal away ;’ for, however capable in other respects, when the grand central truth is forgotten, that *for* the work, and *in* the work, love is essential, then the highest usefulness is ended.

Much good may be done, to younger pupils especially, by just and judiciously expressed praise. The censure should be negative, and implied when it can be, that there may be resources left without coming in the end to where the severity of censure must exceed the fault. When there is merit, it should be given cordial recognition, and the occasional word of applause to a youth that does not often deserve applause, when he may merit it, will often do

more to confirm the half-formed purpose to excel, into a fixed intention, than any other means. Praise a generally bad boy, on any particular occasion, for a good act, and he will seek to repeat it, that he may earn more of that which is grateful. Even those who are older like deserved praise, and need it. It is insincerity which affects to dislike it. But most are more ready to censure boldly, than to praise discriminately. Praise on the part of teachers should of course be discriminating, and not given so loosely as to be worthless. It ruins anything to make it too cheap, but it should be equal to the merit rather than fall below it. The Englishman who stinted his praise of Niagara, saying, 'Very neat, sir; upon my word, a very neat affair,' was like those who prefer to be little in their recognition of good, rather than to give the commendation due to real worth. It is said that a kiss from his mother made West a painter. So praise for good is encouragement for good. A lad who is disposed to be evil, if he is told that he is a good boy when he is so, will in time grow ashamed to manifest his evil qualities. But let the praise be judicious. It may not do any good to say, in connection with these thoughts, that children are sent to school too young. Nothing can be worthily substituted for the instruction of the home for the first seven years. I do not hesitate to give the opinion, that parents place the conditioning of their children's welfare too much into other hands, when they themselves are made the natural, sympathetic and loving teachers. The Being who has made parents the guardians of their child's existence, has given them a key to the heart not given to others, and they sadly mistake who seek tuition beyond their own in these very early years. If a home is a home, and parents are indeed parents, then the child who does not go to school until the age of eight years will be in better physical and intellectual condition at the age of fourteen, than if the commencement had been made at four. What of 'book learning' is gained from four years of age to eight years, may all be gained in a year after the seven years are completed.

\* \* \* The tendency in these times is to treat education as a mere gathering of facts, as squirrels board nuts against a winter. But this is only taking a part for the whole. The pernicious results of this tendency are to be seen in the disposition to draw out the *memory* more than the mind.

The mere development of the power of verbal memory is not good. It always decays as we advance in maturity, and when the statement of the fact is lost, all is lost. At the same time a vigorous and retentive memory may be fairly ranked as an important gift, to be cherished and cultivated. When it is cultivated in association with the discipline of thought, so that it becomes a faculty not merely of reception, but also of reproduction, then it is a great blessing. Says Knox, as quoted by Dugald Stewart, in his *Philosophy of the Human Mind*, 'It is not enough that the mind can reproduce just what it has received from reading and no more. It must reproduce it *digested, altered, improved and refined*. Sheep do not show the shepherd how much they have eaten by producing the *grass itself*, but by producing outwardly *wool* and *milk* after their pasture is inwardly digested.' So a verbal memory may be of



little account, but a memory for things, for sequences, for analogies and impressions, is vital. The difference between the mere hearing a recitation given by verbal memory, and the drill of a true teacher who goes deeply into the subject, bringing out every why and wherefore for every what, is a difference which is radical.

The curiosity is to be roused and directed to its proper objects, the ingenuity is to be exercised, the attention is to be kept alive, particular wants detected in particular pupils, the wants met of particular cases, all the diversity of talents and character studied, and all of the powers of the pupils brought to bear upon the case in hand. This *cannot be done by a mere memorizing of facts*, nor by the teacher's hearing verbal recitations from the memory. There should ever be the continual reference to principles, the ever ready interrogation, *why?*

We would not disparage accuracy of memory. We believe in the frequent repetition and revision of subjects with a view to habits of intellectual accuracy. We would cast no reflections against the education of the memory. It deserves all of the cultivation that it receives, but to make it merely a storehouse of the brain for words, dates and minute particulars without principles and reasons, is only to lumber the mind with trash that will never be very profitable."

*School Committee*—A. F. BEARD, WILLIAM RICE, E. REED.

HARTFORD.—The report from a second member of the Committee of this town came too late to be connected with a previous extract. The present one believes that "flattery" will not be useful, and thus utters his thoughts with plainness on the needs of the schools:

"If the delivering of *flattery* alone, at every annual town meeting, would insure a good education to every scholar in our schools, it might be an inducement to the Committee to waive the more sober truths, and attend to that only. But the history of the past gives us no assurance of that fact. That there are many evils attending our schools, retarding in a great measure their prosperity and progress, will be evident to any one who will examine the facts. But a few years ago many of our schools were taught by resident teachers, both male and female. At the present time we find not a resident male teacher in town, and but two out of the fourteen schools the past Winter, taught by teachers residents of our own town; while within a few years we have added 50 per cent. to the money for their support. Why this fact? Is it because those who should have filled the places of the persons employed at that time have, by the rapid strides of our schools, been fitted for and passed to nobler and more honorable occupations, or have none come forward to fill their places? That the latter is the case I think you will find by careful inquiry. That we have a far less number that we term advanced scholars; that the grade of scholarship is below that of ten years ago; that our

schools certainly degenerate, is too true. And why is it? Among other reasons let me say, that our standard for the qualifications of teachers is too low; that the idea so prevalent with many, 'that our school is a backward one, and can be taught by a teacher of very limited qualifications,' is one of the most erroneous ideas that can exist. If there is a school that needs the resuscitating care and influence of an energetic and thorough teacher, it is the backward one. Another reason, Hartford is too well noted in other towns as being *the town* to which the young aspirant of sixteen may go to try his luck at teaching, and win the *money*, whether he leaves any equivalent in the way of services rendered or not. Is there no remedy? Districts should claim that their agents shall have as much interest in selecting a teacher, and make as much inquiry to learn whether he is qualified for his trust or not, as he would in selecting a man to work on his land. That the education of his children is of as much importance as the cultivation of his farm, he would hardly deny. It should not be a matter of indifference to any agent what kind of a teacher he employs. He should seek for the best and hire no other.

Parents should visit their schools. I believe it is not only their privilege, but a duty which they have no moral right to shun. They have no other business that they will intrust wholly to another. Is the education of their children of less importance, that causes this indifference? If it was known that the parents would be present at the examinations of our schools, it would, in most cases, stimulate both teacher and scholars to new life and action; and parents would soon learn the difference between the true teacher and one of the opposite class—to appreciate one and guard against the other.

In every branch of business there must be a fountain-head, from which it derives its sustenance or support, and especially is this the case with schools. And when you see our rivers turn in their courses, and flow back to the hills and mountains, to form the little brooks and rills from which they derive their mighty waters; when you see all nature change, and effect produce cause; then you will see our schools what they should be, and what they might be, without the united efforts of parents, teachers and *Committee* in their behalf, and not till then. Shall we not then come manfully to their support?"

*School Committee*—MOSES ALLEY.

HALLOWELL.—The report refers to the low wages of teachers, and is earnest in its appeal for the advance of a true education, intellectual and moral.

"We are employing our teachers at a very low rate of compensation, compared with the wages paid in almost every other kind of business. Whether we can continue to obtain suitable teachers at these rates, is another question to be solved hereafter.

It would seem that we need no other inducement to excite us to renewed and persevering exertions to maintain and improve our public schools, than the consideration how large a part of the youth in the community have no

other means of acquiring an education to fit them for life and its duties. Probably more than five hundred different children are in attendance upon the schools in our city a portion of each year. Some attend one term only, some two, others the whole time. The average time these children have for obtaining their school education does not exceed ten years. At the end of that period they are succeeded by an entirely new set of scholars, who, in their turn receive their training in the elements of knowledge in these institutions, and pass out to make place for others.

A solemn and weighty responsibility rests upon the community with regard to the right training up of the young, who are born and are to be reared in our midst, for weal or wo. Much depends upon the schools where they are educated, for the development of their intellectual powers and the discipline of their minds. And although they must necessarily receive their moral training mainly from parental influence and teaching, aided by Sabbath schools and religious instruction, yet the Common School teacher has no unimportant part to perform in moulding the moral character of the rising generation. How needful, then, that our schools should be properly cared for, not only by school officers, but by parents and others who have the welfare of the country at heart! In the plastic years of youth, characters are to be formed for life and for the life to come; for when the habits are fixed and the heart hardened by the lapse of years, it is "easier for the Ethiopian to change his skin or the leopard his spots, than for him who is accustomed to do evil to learn to do well."

*School Committee*—H. K. BAKER.

HARPSWELL.—The schools were not fully visited, but are believed to have been about the same as heretofore. Faulty parents, and the evils of truancy are plainly censured.

"Your Committee would respectfully submit the foregoing statistics of the schools, believing that, under the circumstances, it would be impossible to satisfy themselves even, if they attempted to report each separate school more definitely. Circumstances over which they have had no control, have prevented them from making more than one visit to many of the schools, consequently they are not prepared to speak of the improvement in a very decided manner; they believe, however, that the schools, taken as a whole during the past year, will come up to an average with former years. Some districts have been very fortunate in the selection of teachers for both the summer and winter terms, while others have been less fortunate, or perhaps we should say the character of the scholars in the districts has prevented good teachers from keeping profitable terms.

The Committee are constrained to believe that some of the unprofitable schools are made so by the parents not seconding the teachers' endeavors, but rather encouraging the children in their resistance to proper school discipline, and a lack of proper parental authority at home.

The Committee can hardly feel justified in closing these remarks without alluding to a serious evil which exists in more or less of the districts in town, that of truant children. There are many children, whose parents neglect to send them to the public schools, provided by a wise provision of our republican institutions, but are allowed to grow up in ignorance and vice, to be, perhaps, a scourge to the rising generation; and they believe it to be the duty of the town to move in this matter, and benefit themselves by rescuing these children from the ruin to which their idle and vicious habits will certainly lead them, if not prevented by proper and definite municipal action."

*School Committee*—L. H. STOVER, WM. C. EATON.

PORTLAND.—This report gives a good account of the educational progress in this city, where the interests of Common Schools have been sustained with an enlightened liberality, and the judicious application of means. The disasters of the memorable conflagration, whereby several of the school buildings of this city were destroyed, have impeded, only for a time, the activities that have done and even now are doing very much for the instruction of the young. The High School, under the present efficient teacher, it rapidly leaving its experimental state for its expected success. The other schools have been good, though from the force of circumstances some have been superior to others. The concluding observations are here reproduced, as valuable and suggestive:

"The exigencies of the age in which we live demand that this subject of education should have a yet more engrossing hold upon the popular mind. We are passing through scenes which are testing most severely the strength of our republican institutions and government. It is true the tumult of war has ceased, but there is now, and will be for years to come, a conflict of opinions and ideas. And this conflict is to be carried on, not merely in the halls of legislation, and among statesmen, but it will extend to every community throughout the land, and to our own firesides. The mightiest questions at issue are to have their final adjustment by the people. If they are intelligent and virtuous we have nothing to fear. Such a people can be trusted and will be found equal to any emergency. He whose intellect is more comprehensive than ours, and who is wiser than all men, has said, 'Wisdom and knowledge shall be the stability of thy times.' But this wisdom and knowledge should be diffusive like the light, and pervade all communities, all families, all individual minds. Grave and important as are the questions for this generation to settle, there may be others still more grave and important to be considered by the next. There will be needed then all the wisdom and virtue of a people who shall have been thoroughly trained from their youth, and universally educated. Provision should be made for the enlightenment of every expanding intellect. Whatever the race to which it may belong, or the complexion the

child may wear, beneath the exterior is a soul whose windows should be opened to the light of intelligence and truth. And for this, nothing is so well adapted as a well-organized, well-arranged system of free public schools. Our work, and the work of this generation should be, to mature such a system to the greatest possible extent, and transmit it, as the best legacy and richest inheritance to posterity."

*Secretary of the School Committee*—S. B. BECKETT.

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#### REMARKS ON THE REPORTS.

The careful reader of the foregoing Extracts will at once perceive them to have been written by persons interested in the subject that has given this employment to their thoughts and pens. In some cases the interest may have been small; smaller, indeed, than the momentous deposit of the welfare of the young in their hands would allow. But in the majority of instances they rise up to the measure of their obligations, and endeavor to throw their influence in its fullest weight for the upholding and the increasing improvement of the schools in their intellectual and moral relations. Their office is often a thankless one. The compensation is but trifling, compared with the thought, time and toil bestowed in the work. They are often beset by questions as to the rights of parents and scholars. They are often censured, because in the honest fulfilment of their duty they sometimes disappoint the wishes of one or more fond parents, who suppose their children do not occupy the class or use the books occupied and used by others of the same age, but of better attainments. While they aim at conciliation, they must be dutiful. To be dutiful they must be guided by the law. Where that fails to be a specific guide in its letter, they must use the discretion allowed to all executive officers, to be applied to the constantly occurring new cases, for which no specific provision has been made, but which must be met by the application of common sense, acting in harmony with the spirit of the enactment, and which may, if future need requires, become an enactment itself.

These reports are valuable; they are the gatherers of the annual experience of the State in this department. They show what is doing. They tell of what has been done. They point out defects. They mention needs. They give reproof, perhaps not always as often as merited. They give encouragement to awaken hope and

diligence in future days. They do not spare the parents when negligent or opposing; and are seldom deficient in giving them praise when the school-houses are good, coöperation is given to the teacher, and the school is properly visited by the persons most interested in the due instruction of their children. If the spirit which animates the Committees and teachers in general could pervade the minds of the leading men in the several districts, our schools would rise to a higher level of attainment than they have ever yet reached. Then we should not see and hear the remarks that "parents are often more of a hindrance than a help," that "they are never active about the schools, except to find faults in the teacher;" and that "it is about time to have a new Committee;" not because they have not been anxious and toilsome to promote the general good, but as is not unfrequently the case, because the complainers wish to carry out their own plans.

#### DUTIES OF PARENTS.

The foregoing remarks will recall attention to one conspicuous feature in these extracts, in the neglect of parents and their common, happily not yet quite universal, want of concurrent action with the school agencies, as regards the general Committee, the district agent, the teachers and books. The reports generally, not indeed all—for a very few speak in a different tone—are clear and distinct in their expressions of this deficiency. It is sad to read them. But a few comparatively are given in the extracts; but the intention has been to furnish enough to make the impression wherever needed, that the great and disastrous lack in the true working of our school department is to be found in the common want of parental interest. Some parents have it, but do not express it in any efficient way, lest they should be thought to be going beyond the bounds of their duty, and so gain dislike and censure. Sometimes difficulties exist in the form of parties; and any manifestation of a true interest would be regarded as taking sides, and so it is withheld. Many seem to think that there is a certain charm about the school by which the children will learn, without their help; while others still hold the opinion that tardiness and absence do not hinder the progress of their children's education.

These evils exist most largely in the portions of the State where the population is somewhat sparse, and the schools are short. For this reason they ought to be the more constantly attended, so that

all the offered benefits may be gained. But in all parts the interest ought to be such as will draw from the school all the profit which it is capable of affording. Let the right power be applied from the source of parental love, and then the machinery of our schools will work according to its design, and our sons and daughters will grow up to be the supporters of the State and the ornaments of society.

#### SCHOOL HOUSES.

During the year forty-four edifices have been erected for the purposes of education, at an expense of \$25,609. This number and cost are less than appeared in the report of the previous year. But still it is encouraging. The smaller number may in part be explained by the indebtedness of the towns, occasioned by the late civil war. As that indebtedness is diminished and the present prosperity of the enterprises of business continues, the hope may be entertained that the old, worn out, uncomfortable and almost useless buildings which have served out their day, will be replaced by commodious, attractive and useful houses, embracing the various improvements of later years in convenience of access, arrangement, seats, warmth and ventilation. In a good school-room the power of a teacher is greatly multiplied. Discipline is easier; quiet and order are better secured; teaching goes on with less interruption and more directness; the scholars are more attentive, and by these combinations more work is done and more profit gained.

New structures have been built during the present year to be reported hereafter. The Superintendent was present at the opening of one of these at South Freeport, in which the beauty of its location and exterior appearance was fully equalled by its interior arrangement for convenience to the scholars, and the efficiency of their instructor. It was not built before it was needed. The old building had done long service; but its bad situation and its many inconveniences, added to its unseemly looks, showed that its days of usefulness were ended. The new building is creditable to the liberality of the district and the skill of the architect; and cannot fail to add more than its cost to the improvement of the children and youth, who are to be gathered therein for many years to come. Many other districts might supply their needs as well as has been done here.

## THE DISTRICT AGENTS.

Not only are good school houses required, but the agents chosen to provide for their occupancy must be suited to their office. The reports are constantly speaking of the need of the proper qualifications for this duty. On them depends the provision for the warmth of the room, and the supply of articles needed for the work within its walls. Upon them devolves the procurement of Teachers. To them belongs the duty of giving notice to the Superintending Committee of the times when each school will begin and close:—a duty it may be feared, as the reports intimate, more often neglected than performed. Each School Agent is required by the act of 1865, to “return to the Superintending School Committee, in the month of April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years, as they existed on the first day of said month, leaving out of said enumeration all persons coming from other places to attend any college or academy, or to labor in any factory, or at any manufacturing or other business.” It appears by complaints in some of the reports that this direction has not been sufficiently heeded. The purposes of the law are good, and it should be obeyed. Complaints too are made of the neglect to return the Registers to the Committee. This is important, in as much as “no teacher shall be entitled to pay for his services until the register of his school, properly filled up, completed and signed, is deposited with the School Committee, or with a person designated by them to receive it.” These provisions of the law are here cited in the hope that the specified duties may be the better fulfilled.

## TARDINESS AND ABSENCES.

Scarcely any mention is more frequent in the reports than the irregularity of attendance at the school-room. This appears in the allowance of several days and sometimes the early weeks of the term to pass away, before the appearance of a portion of the school in the teacher's presence; lateness of attendance at its several sessions; leaving the school by requested permission when the duties of the morning or afternoon are half completed; absences during half or whole days, of more or less frequent occurrence; and a final quitting in its last one, two or three weeks. All this is wrong; if not always wrong, it is generally, and hinders, much more than is generally believed, the success of the teacher's labors and the welfare of the school in the whole, and of the faulty pupils in par-



ticular. The teachers are troubled by the requests presented by parents for the dismissal of scholars in the latter portion of the day, generally at the time of recess; and they commonly feel that these little bits of paper, asking for the release, are little bits of mischief to the school and to the scholars dismissed. In one Primary school the report speaks of seventeen of the parents in the district, regularly asking for these dismissals before the close, on the ground that they were needed for services at home. Doubtless in many cases they are given on the importunity of children, who wish for the time to enjoy play on the green, a ramble in the woods, or the joys of the ice pond, or similar sports, proper in their season.

It may be difficult to say where the strict requisition of the law would place scholars in relation to their attendance on the public provisions for education. The State, through wise arrangements, of taxation, districting and the proper officers, extends the means of free education to all the children within her borders. By this supreme authority the school-houses are open in great numbers, and every year with increasing conveniences and new attractions. Now shall these be neglected? The rich may educate elsewhere. But all are not such; and it may be well questioned whether they can be better taught to be good citizens, than they can be where our system is well developed, as it is in our cities, and as it could be, if our people in the less populous and compact towns, would put forth their energies in proportion to their means. But where scholars go at all to the school, they should go constantly. No break should be suffered in the continuance of attendance. If necessary tardiness or absence occur, and they may, then let the lessons be required to be made up; not so much because this supply may seem to be equal to the regular recitation, for it rarely, almost never is; but to mark with emphasis the disapproval of the teacher, showing that such defects are noticeable by him, and will be found in the general scholarship of the pupil, when the sum and privileges of the school-days are completed. If a few may neglect these generous offers, more may; and if more may, all may do the same; and so the money may be raised in vain; ignorance grow apace, and savagery approach in rapid strides.

The statute relating to truancy bears directly on this subject. It gives to towns the power to enforce the attendance on the schools, where children are growing up without any lawful occupation and in ignorance; thus indicating the purpose of all school legislation.

But the moral sense of a community ought to be enough to answer this purpose, without recourse to compulsion, and every parent ought to love his offspring so well as to endeavor to give them an education better than he had himself. If he send them to the public schools at all, he should cause them to yield conformity to its regulations. He should know that such is the tendency of their childish nature, that they feel a superiority when they are released from the school, over those who are restrained to the rules; and when dismissed at recess bear with them a spirit of triumph, because they are at liberty, while in their esteem the rest are still held as prisoners. The school is injured by the absence of the excused, because they are not improving. It is injured too by the frequently uneasy feeling of the scholars, who would like and cannot have the same release. Regularity and persistency are ever useful; and nowhere more so than in schools.

#### THE DECIMAL SYSTEM OF WEIGHTS AND MEASURES.

Complaint has been sometimes made in the reports of our schools that too much of the time of the scholars is exhausted in the study of arithmetic, as though the chief purpose of instruction were to teach the young how to compute mathematically, to acquire gain by learning how to place relative values in juxtaposition, and make good bargains. The tendency to attain wealth is doubtless strong in the New England mind. The climate and soil of our homes are such as to stimulate enterprise, and require the power to calculate. Mathematical studies strengthen the mind, and give it a power to grasp other difficult propositions than are found in books of arithmetic: and therefore this study should have a prominent place in the school-days of our children.

But it is thought that the study of history and some matters of natural science, should have a larger share of attention, even to the diminishing of the time usually devoted to arithmetical studies. As our children are to be trained up to be citizens, it is indeed of great importance that they should know what have been the struggles of our country to secure the invaluable privileges of our national inheritance. By knowing the cost of a nation, twice saved, they will the better love their birthright. In their manhood they will maintain its rights, and in danger will spring to the rescue, as have done their kindred in the late convulsion, with a readiness, zeal, and patriotic determination, that have placed us where it may be

believed no future storm of war will desolate our homes of happiness and the fields of our prosperity.

But if our arithmetics were, in one respect, differently constructed, the pupils would go through the mysteries thereof with more ease and profit, and so gain time for other studies fitted to expand and fill the mind with other truths. If the "decimal system" of notation could be introduced into the transactions of business, and so become a requisite part of the course of instruction in the Common School rooms of our land, a great relief would be gained. The tables of "weights and measures," which are among the hardships of the young pupils in the arithmetic, would be forever removed from their path. We see at once the benefit of the "decimal system" in our table of federal money, as contrasted with the cumbersome method of pounds, shillings and pence, pressing on our ancestors previously to the war of the American Revolution, remaining for years afterwards to perplex the community; and even now a trouble to our scholars, because we cannot yet fully break away from the traditions of the fathers, and because these traditions appear the strongest in the affections of the persons who make the books.

This improved system of notation, as referred to above, is happily no new thought in the mind of our State, as expressed by legislative action. The resolution on this subject, March 2, 1860, is one of the best arguments that can be used in favor of a change to the easier mode. Its simple statements are as forcible as logic. It declares the present inconveniences of the prevalent mode, when it says, in the preamble, that "there exists throughout the civilized world divers unequal, incongruous and inconvenient systems of weights, measures and currencies, without a proper basis or any uniform rates of divisions and multiples; thus subjecting the scholar, the teacher and the man of business to numerous and needless perplexities in computation and in trade." It declares that "a reform in regard to these inequalities and irregularities is demanded by the highest interests of education and commerce," and invokes, through our Senators and Representatives, the aid of Congress in establishing the desired uniformity.

Public attention had been called to the subject at various times, from the days of Washington and onward. An able report was made by Mr. Adams in 1821, and other communications have been made to Congress since that time. In 1863 a congress, in which nearly all the nations of Europe were represented, and our own,

was held at Berlin, and much information has since been spread on the subject.

It may be thought an inconvenience to make the change ; but no greater than the inconvenience of going on as heretofore. Indeed it would be far less, taken in all its bearings ; and posterity would bless the generation that effects the alteration. Our schools would at once feel the benefit, and commercial transactions would gain largely by escaping perplexity and saving time, which is equivalent to money.

It may be inquired when, after so long a consideration, beginning with the infancy of our republic, shall the change begin ? What better time than now, when the reconstruction of our nation is the engrossing thought in the public mind ? Let the era be marked with a reconstruction of our tables of weights, measures and currencies, and the coming generations of our pupils, while under tuition and in the busy years of manhood, will be grateful for the wisdom which simplified their arithmetic and made it easier in the learning and its applications to real life. The World's Exposition of Industry at Paris, in 1867, will afford an opportunity for the interchange of thoughts on this subject. If our government could be represented by a commissioner to carry the views long held in our country, to meet others of the different nations, much might be done to accelerate the desirable change.

#### ANSWERS TO INQUIRIES.

In connection with the blanks sent out to the Committees of the several towns in the State, two questions were added ; one as to the success of female teachers employed in winter schools, as compared with male teachers in previous terms ; and the other as to the degree of interest entertained and expressed by parents in the educational affairs of their respective districts. These inquiries seemed pertinent to the welfare of the young. For if female teachers can do as well as those of the opposite sex, the smaller expenditure for the payment of their services will allow longer terms of instruction in the different seasons of the year ; and therefore the advantage will be decidedly in favor of securing their aid in the winter season. And if parents will throw their support into the common cause, with unanimity and earnestness, the good teachers will be urged onward by the general sentiment to use their best powers in drawing forth the latent energies of the youthful mind.

Indeed teachers, somewhat less than good, will be helped upward to a better condition, by the uniform good will of the neighborhood. Their mind is like that of all persons. Encouragement, like lubricating oil to machinery, helps all their powers to work the more easily and directly to the purpose. But if they are censured and opposed they are placed at great disadvantages in their work. If only cold and averted looks meet their eye, and they have the feeling that they are regarded as fulfilling their engagement inadequately, they lose the spirit of their calling, and their work is liable to languish in their hands.

These thoughts have been suggested in a previous part of this Report, and they are here brought in as introductory to answers given to the proposed inquiries. Many of the Committees have given no replies, and therefore it has not been deemed necessary to give them statistically. The following are a specimen, and afford an instructive variety :

*First*, as to the employment of female teachers in the winter. "The females rank as high, or higher in all cases, than males." "The result is generally unfavorable." "Our experience is that females can be employed for less wages, thereby making our schools longer, and their success has been equally as good as the average of male teachers in this term." "The result has been favorable in our small orderly schools." "As a general thing female teachers have not been so successful as we would like to see." "In some cases the result has been satisfactory ; in others not." "Several of our winter schools were taught by females ; most of them succeeded quite well. The Committee are of the opinion that large schools, composed of *large boys*, should be placed under the instruction of male teachers." "Great dissatisfaction both among scholars and parents." "Unfavorable." "Good." "Fully as successful under the care of females as formerly under males." "As a general thing, the result is beneficial." "A success." "On the whole satisfactory ; much more so than in former years." "The result the past year has not been so satisfactory as formerly. Many districts seem to require a change. Our convictions are that a continuation of female teachers would not bring our schools up to that standard that an occasional change would." "It has had an exceedingly unfavorable influence." "They have uniformly been very successful ; quite as much so as male teachers." "We prefer male teachers as a general thing for the winter schools, there being some few in most of our schools who do not come under the

government of females very readily." "Female teachers succeed well where the people of the district are in favor of employing them, and they are generally much better qualified to teach."

*Second*, as to the interest of parents. "In most districts the parents exert a good influence in relation to their school, and the school is generally a success. But some unfortunate districts are always in a fever, and their schools suffer in consequence." "They visit our schools but very seldom, and take but little interest any way." "In some districts they do make out to appear at the closing examination, by considerable extra exertion and importunity on the part of the teacher." "Parents generally interest themselves quite too little in the welfare of the schools, but they have rarely thrown obstacles in the way of their success." "The parents do very well in raising money; and, in some districts, interest themselves in favor of the teachers and scholars; while a great many interest themselves to find out the faults of teachers, and destroy their usefulness." "Generally the parents are content to let the Committee manage the schools. Occasionally we have difficulties from the interference of parents with school government." "As a general thing in favor of their success, although in some instances it has been otherwise." "Too often carelessly indifferent." "Very indifferent." "In favor, with few exceptions." "Are anxious to have good schools, but exert themselves but little." "In favor generally, some instances against." "They are not interested." "Parents of this town are very much interested, and take measures for the success of the schools." "Generally against." "More generally against their success." "Against." "Generally in favor of the success of the schools, and do all they can for their support."

There appears to be a nearly uniform relation between the success of females in winter schools and the enlightened interest manifested by the districts in their support. It is not always the case, however. But it is easy to see that where the people are awake to the prosperity of education, there the means and appliances will be fully supplied, and as a consequence better teachers will be secured by teachers of either sex. Sometimes the young female teachers of the summer terms are transferred to the harder service of the winter, and their age and inexperience are unsuited to their task. But where the qualifications are such as are requisite for the work, and encouragement is given, and "the big boys" are

willing to learn from a female instructor, then all the elements of a good school can be had, and a blessing be left behind.

#### THE NORMAL SCHOOL—ADDITIONAL.

The materials of the following statement were not placed in my hands at a date early enough to secure their appropriate place in immediate connexion with the part of this Report relating to the Normal School at Farmington. The action of its early friends here presented, while furnishing an interesting portion of the history of that institution, and therefore worthy to be placed on record, is also pertinent, as coinciding with the statement made by the Principal in his Report, on page 14, *ante*, and will aid the Legislature in their views of the proper proceedings to be had in securing the permanency and prosperity of this valuable auxiliary to the education of our commonwealth.

#### *Statement.*

On the 7th of February, 1863, the Trustees of Farmington Academy, by vote, directed the Secretary to prepare a memorial and petition to the Legislature, then in session, for the establishment of a State Normal School in that place, and to offer in aid thereof the academy lot, building, apparatus, library, and three thousand dollars of its funds, on condition that the State should erect suitable buildings for the same, and continue said school at least five years; and in case the State should at any time withdraw its support of such school, the property offered, and such additions as should have been made by the State, to revert to the Trustees, to be administered by them under their charter. In pursuance of this vote, a petition and memorial were prepared and forwarded to the Legislature in the same month of February, 1863. It is believed this action of the Trustees, and the influence of the Trustees as a board, for the establishment of a State Normal School, were duly considered by the Legislature, and among other things led to the passage of the act of 1863, providing for the establishment of two State Normal Schools, and a commission to locate them, &c. June 3, 1863, the Secretary was directed by vote of the Board of Trustees to prepare and forward to the Committee appointed by the Governor and Council to locate the Normal Schools, provided for by the act of the 25th March, 1863, a grant of the use of the property belonging to the academy, in conformity to the act aforesaid. In June the Committee reported to

the Governor and Council in favor of the location of one of the schools at Farmington, on the terms offered by the Trustees. It was not till the 9th October, 1863, that the Trustees were notified that the Governor and Council had approved the action of the Committee, on condition that the "Trustees of Farmington Academy will furnish, without expense to the State, suitable buildings for the instruction of two hundred pupils for the term of at least five years, the same to be completed and ready for occupation by the 15th of August, 1864." Short as the time was, the Trustees with great energy proceeded to make preparations for erecting a brick building, which, with the repair of the wooden structure, would afford the desired accommodation; and it having been impracticable to complete it in season, the first term of the school was held in a commodious hall furnished by the Trustees. The Trustees have expended more than eight thousand dollars in the erection and furnishing the buildings now occupied, exceeding the available funds of the institution by three thousand five hundred dollars, raised by them on a mortgage of the property. While all the Trustees heartily coöperated in the work, it is due to Mr. A. P. Kelsey, the first Principal, to say that he devoted a year's time in laboring for the establishment of the school and superintending the building operations, without compensation. It was on his suggestion that the Trustees took the initiatory measures herein before stated.

The wisdom of this action at Farmington, and its acceptance by the State, has been constantly becoming more and more apparent. The increasing prosperity of this seminary, and its widening hold upon the many candidates for the office of teacher, are abundant indications of its filling a place in the present posture of our educational affairs, which should never hereafter become vacant, or be left without efficient and generous support.

#### CONCLUSION.

In concluding this Thirteenth Annual Report to your Excellency and the honorable Council, and the Second in my term of office, I cannot but express the sincere belief that the interests of education are prospering in our State. The indications are to be seen in the success which has followed the opening of a Normal School; the better school-houses erected from year to year; the amount of money raised; the desire for a better class of teachers; the gen-



erally improved working of the individual schools, admirably shown in their highest grades; and, would it could be said, the increasing interest of parents, which while gaining, is yet far behind the sacred obligations owed to their offspring, whose happiness and prosperity in life, and temporal and eternal welfare, are largely dependent on the training to be secured in youthful days. We are engaged in their education, not for our State alone, but for other parts of our Union, whither the spirit of enterprise and emigration is bearing them away, year by year. This loss by their departure we must still sustain, until the proper efforts are made to turn our natural advantages to good account, and make our waterfalls, our forests, our quarries and mines the agencies for detaining our population at home, and thus add the stirring avocations of business to the attractions of our natural scenery. Our schools, if carried on according to the wise design of the State, will be its great ornament, in which will shine the intellectual and moral worth of our people, irradiated by the light of our blessed religion. They will tend to sustain and confirm our institutions, which patriotism loves, and has secured at the cost of untold treasures, anxieties and bloody conflicts, and which can be preserved and transmitted to posterity for its good, only through the acceptance and expression of the principles revealed by the Great Teacher from on high.

EDWARD BALLARD, *Brunswick.*



CATALOGUE  
OF THE  
STATE NORMAL SCHOOL,  
FARMINGTON, MAINE,  
FALL TERM, 1866.

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BOARD OF TRUST AND OVERSIGHT:  
HIS EXCELLENCY THE GOVERNOR, SAMUEL CONY,  
AND THE HONORABLE COUNCIL.

HON. HIRAM RUGGLES, PENOBSCOT,	} <i>Committee</i> <i>on</i> <i>Normal Schools.</i>
HON. GEORGE W. RANDALL, CUMBERLAND,	
HON. JEREMY W. PORTER, FRANKLIN,	
HON. MARSHALL PIERCE, YORK,	
HON. DENNIS MOORE, SOMERSET,	
HON. EVERETT W. STETSON, LINCOLN, HON. ELBRIDGE G. DUNN, AROOSTOOK.	

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SUPERINTENDENT:  
REV. EDWARD BALLARD, D. D., BRUNSWICK.

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BOARD OF INSTRUCTION:  
GEORGE M. GAGE, PRINCIPAL.

MISS HELEN B. COFFIN,	} ASSISTANTS.
MISS SOPHIE R. EARLE,	
MISS JULIA A. SEARS,	
MISS ISABELLA L. WIGHT,	

## STUDENTS.

## RESIDENT GRADUATES.

<i>Names.</i>	<i>P. O. Address.</i>	<i>County.</i>
Hayes, Ellen M.	Farmington,	Franklin.
Stewart, Hannah B.	do.	do.
Vaughan, Mira Q.	Farmington Falls,	do.—3.

## SENIOR CLASS.

## LADIES.

Bixby, Electa W.	Anson,	Somerset.
Dyer, Susie M.	New Sharon,	Franklin.
Goodwin, Mary L.	Dresden,	Lincoln.
Huse, Abbie L.	Farmington,	Franklin.
Lowell, Julia E.	do.	do.
Morrill, Emma M.	Farmington Falls,	do.
Parsons, Adella C.	North Chesterville,	do.
Toothaker, Olivia M.	East Holden,	Penobscot.—8.

## SECOND CLASS.

Atkinson, Hattie,	Farmington,	Franklin.
Bisbee, Maria H.	Canton,	Oxford.
Bugbee, Mary R.	North Perry,	Washington.
Hayden, Jennie M.	Raymond,	Cumberland.
Leland, Emma C.	Farmington,	Franklin.
Lord, Mary O.	Springvale,	York.
Morton, Ella,	N. New Portland,	Somerset.
Pearce, Anna D. W.	Eastport,	Washington.
Rackliff, V. Addie,	Industry,	Franklin.
Rich, Ruth G.	Canton,	Oxford.
Stevens, Addie R.	Lewiston,	Androscoggin.
Stevens, Etta P.	do.	do.

## SECOND CLASS, (CONTINUED.)

<i>Names.</i>	<i>P. O. Address.</i>	<i>County.</i>
LADIES.		
Swan, Olive H.	New Sharon,	Franklin.
Twycross, Lillie S.	Dresden,	Lincoln.
Thayer, Sarah C.	Mechanic Falls,	Androscoggin.
Walker, Priscilla S.	New Sharon,	Franklin.—16.
GENTLEMEN.		
Bisbee, Charles M.	Canton,	Oxford.
Ferguson, George A.	North Alfred,	York.
Hayes, Edmund,	Farmington,	Franklin.
Hayes, Mellen,	do.	do.
Jackson, John,	Alfred,	York.
Knapp, Jerome B.	N. New Portland,	Somerset.
Knight, Joseph W.	Windham,	Cumberland.
Roberts, John G.	Farmington,	Franklin.
Sweet, John A.	do.	do.
Taylor, Austin W.	Byron,	Oxford.
Tukey, Alonzo P.	Windham,	Cumberland.
Woodbury, Roliston,	Sweden,	Oxford.

## THIRD CLASS.

LADIES.		
Harris, Joanna W.	New Sharon,	Franklin.
Riply, M. Nettie,	Farmington,	do.
Skinner, Carrie,	do.	do.
Smith, Lucilla E.	New Sharon,	do.
Tarbox, Josephine L.	Westport,	Lincoln.
Taylor, Frances E.	Norridgewock,	Somerset.
Whittier, E. Vodisa,	Farmington Falls,	Franklin.—7.
GENTLEMEN.		
Dyke, George K.	Sebago,	Cumberland.
Titcomb, Hiram,	Farmington,	Franklin.
Tozier, Orlando E.	Anson,	Somerset.—3.

## FOURTH CLASS.

<i>Names.</i>	<i>P. O. Address.</i>	<i>County.</i>
LADIES.		
Atkinson, Alma,	North Anson,	Somerset.
Bixby, Lizzie M.	Norridgewock,	do.
Brown, Emeline M.	Vienna,	Kennebec.
Burr, Persis K.	Holden,	Penobscot.
Copeland, Lizzie M.	do.	do.
Ferguson, M Abbie,	North Alfred,	York.
Gilmore, Angie,	Searsport,	Waldo.
Greaton, Annie M.	Farmington,	Franklin.
Haynes, Nellie M.	Anson,	Somerset.
Jones, Abbie J.	Farmington,	Franklin.
Marvel, Flora,	do.	do.
Sawyer, Emma F.	Madison,	Somerset.
Stone, Mary T.	South Paris,	Oxford.
Tufts, Louisa H.	Farmington,	Franklin.
Walker, Abbie J.	Anson,	Somerset.
Whittier, Ann V.	Madison,	do.—16.
GENTLEMEN.		
Bixby, John W.	Anson.	Somerset.
Brown, Rice,	Vienna.	Kennebec.
French, Charles O.	West Bethel.	Oxford.
Hunter, James T.	Farmington.	Franklin.
Mooar, Alphonso,	Farmington Falls,	do.
Pease, Daniel,	Wilton,	do.
Pinkham, Nahum B.	Anson,	Somerset.
Rowe, Charles H.	New Sharon,	Franklin.—8.

## JUNIOR CLASS.

<i>LADIES.</i>		
Bicknell, Mary D.	Madison,	Somerset.
Church, Florence A.	Phillips,	Franklin.
Copeland, Clara T.	Brewer,	Penobscot.

## JUNIOR CLASS, (CONTINUED.)

<i>Names.</i>	<i>P. O. Address.</i>	<i>County.</i>
LADIES.		
Crossman, Emma L.	Lisbon Falls,	Androscoggin.
Dolley, Thirza H.	Gray,	Cumberland.
French, Annie M.	South Chesterville,	Franklin.
Gilman, Clara E.	Anson,	Somerset.
Gordon, Ella M.	Farmington Falls,	Franklin.
Grows, Prudie E.	Brunswick,	Cumberland.
Ham, Hattie O.	Leeds Junction,	Androscoggin.
Hinckley, Clara A.	Wilton,	Franklin.
Hobbs, Temperance S.	South Berwick,	York.
Huse, Fannie W.	Strong,	Franklin.
Huse, Mary J.	do.	do.
Larrabee, Eloise,	Gorham,	Cumberland.
Larrabee, Ellen,	do.	do.
Marvell, Ella,	Farmington,	Franklin.
Merrill, Emma L.	St. Albans,	Somerset.
Miller, Hattie E.	East Wilton,	Franklin.
Norwood, Addie E.	Phippsburg,	Sagadahoc.
Pennell, Mary E.	Gray,	Cumberland.
Pinkham, Nancy M.	Anson,	Somerset.
Reed, Julia F.	Springfield,	Penobscot.
Reed, Laura A.	Phillips,	Franklin.
Reed, Mary C.	do.	do.
Stanley, Emma,	Farmington,	do.
Stevens, Clar. S.	Carthage,	do.
Tufts, Flora A.	Farmington,	do.
Tufts, Mahala R.	do.	do.
Walker, Louise L.	Rockland,	Knox.
Waugh, Ellen F.	Starks,	Somerset.
Weston, Lucilla P.	Madison,	do.
Wood, Maora F.	Starks,	do.—33.

## JUNIOR CLASS, (CONTINUED.)

<i>Names.</i>	<i>P. O. Address.</i>	<i>County.</i>
GENTLEMEN.		
Chick, Charles G.	Lebanon,	York.
Cole, William H.	Smithfield,	Somerset.
Coolidge, Hiram B.	North Jay,	Franklin.
Goding, Joseph A.	Bean's Corner,	do.
Goodrich, George H.	New Sharon,	do.
Holbrook, Lorenzo L.	Starks,	Somerset.
Lyford, Frank O.	St. Albans,	do.
Merrill, Milton L.	do.	do.
Patterson, Thomas B.	North Anson,	do.
Reed, Samuel H.	Springfield,	Penobscot.
Sampson, Alden,	St. Albans,	Somerset.—11.

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