

MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS OF MAINE:

BEING THE

ANNUAL REPORTS

OF VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

•
1867-8.



AUGUSTA:

OWEN & NASH, PRINTERS TO THE STATE.

1868.

FOURTEENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

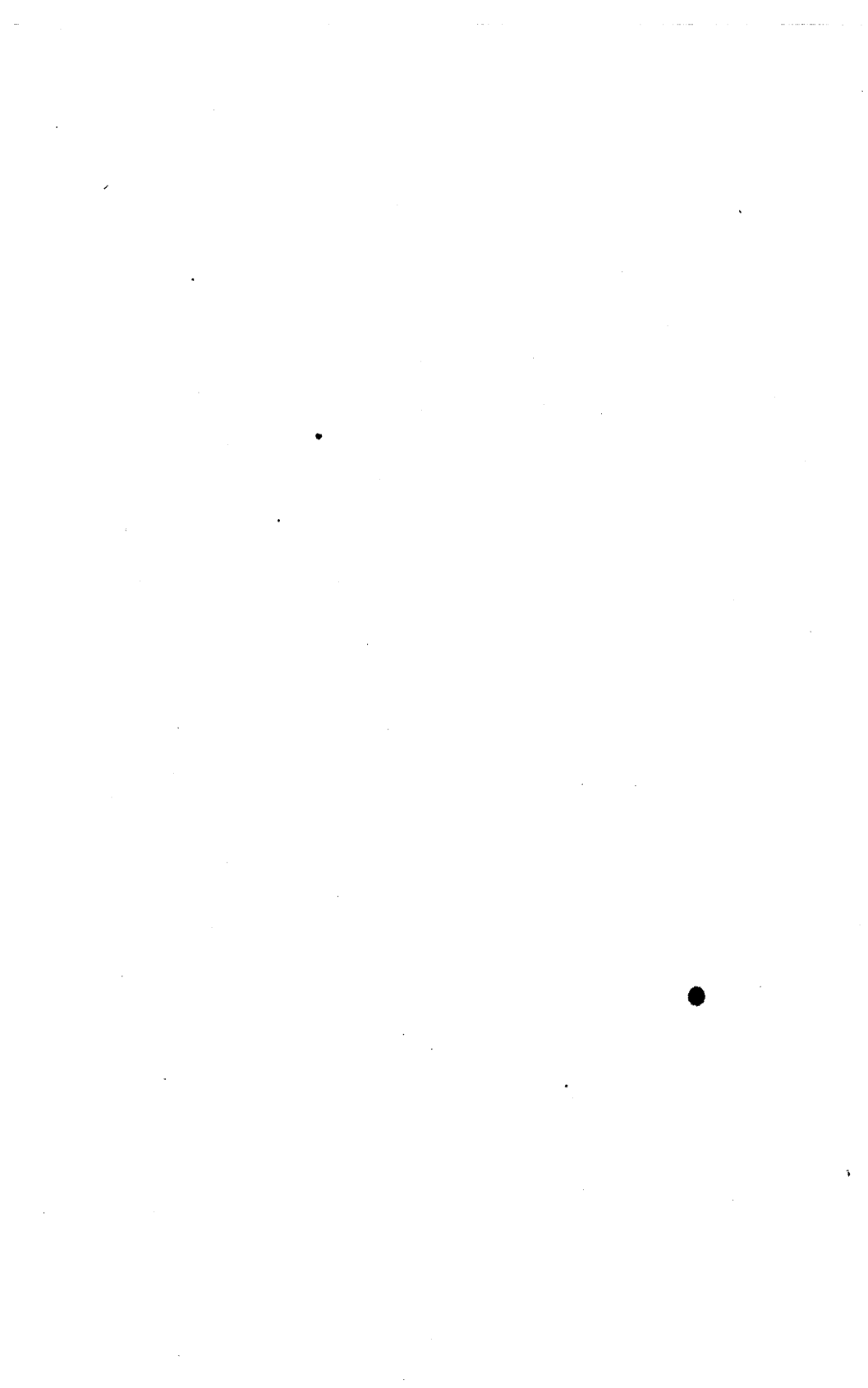
STATE OF MAINE.

DECEMBER, 1867.

AUGUSTA:

STEVENS & SAYWARD, PRINTERS TO THE STATE.

1867.



SUPERINTENDENT'S REPORT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
AUGUSTA, DECEMBER 2, 1867. }

To His Excellency JOSHUA L. CHAMBERLAIN,
and the members of the Honorable Council:

GENTLEMEN :—In presenting the Annual Report of the condition of the schools in the State, words of congratulation might be well used, in speaking of their utility, prosperity, and general results. The prevailing tone of education appears to be rising from year to year ; and there is all reason for the belief, that the aggregate improvement of the last twelvemonth has been equal to that attained in any like preceding period ; with the advantage of having the gains of all the past as the foundation for the erection of its own superstructure. The admirable system, controlling all these public efforts, may be traced back for its origin to an uncertain date, far back in the course of time, when the benign influences of the Christian religion required that instruction in the elementary portions of education should be given without price by its appointed teachers. The early occupants of our New England soil saw the benefits of the diffusion of knowledge, and gave an example that has stimulated improvement in the plans and means for reaching the youthful mind ; and under these impulses, and with these additions, the heritage has come to our own times. The great need of the present hour, is the want of a deep and universal interest in the community to give the system all the efficiency, which it is capable of affording. The machinery is good. The motive power has thus far fallen short of reaching its possible results. The inducement to put forth the requisite energy is the welfare of the individual, going in to make up the welfare of the people. The nourishment for the nation's life, certainly in a large part, should reach its vital economy through its schools.

In the many visits which have been made by the Superintendent, he has been welcomed, as heretofore, with great cordiality wherever he has appeared in his official duty. He has received from

Superintending Committees, Agents and Teachers, every needed facility for the accomplishment of the purposes of his visits. The scholars have shown interest and pleasure in his presence, questionings and addresses; and he cannot but hope that the cautions and commendations thus given in many places will be held in beneficial remembrance. All the counties in the State have now been visited. To reach all the towns and each school in their limits, would require years of constant travel, or such a multiplication of general agencies as the State has not deemed it expedient to furnish. The local agencies of the Superintending Committees, however, generally give a good attention to their duty.

TEACHERS.

When all the legislative enactments have been completed, and towns and districts have made all their arrangements in providing for schools, then comes the completion of these arrangements in the selection of the Teachers. Their qualifications therefore become an important element in the perfection of the purpose of securing the best instruction within the limited time. It is to be lamented that in far too many instances, the number of school days in the year is restricted so much as to afford even a good teacher but a small space for showing his skill, and for unfolding the powers of his pupils. There is a gradual improvement in this particular, and a more liberal appropriation is preparing the way for a longer dwelling in the school-room, having been this year more than forty-one thousand dollars in excess of the amount raised by taxation for schools in the year previous. It may indeed be said that where the teacher proves inadequate to his work, the shorter the school the better for the pupils. But the remedy should not be sought in diminishing the amount of time allotted to instruction. Rather let it be found in securing the right instructor; and if the teacher be in some parts of his qualifications imperfect, let him be encouraged in the parts where he is good, rather than break up a school, and turn the scholars adrift to be educated in the street. When the proper degree of interest is entertained and exhibited in this matter, then we shall see our children and youth finding their education a pleasure rather than a task,—the teacher a friend rather than a foe, as is sometimes the case; and as they increase in age to enter on the activities of life, they will be preparing to add to the material wealth of the community in proportion to the degree to which their intellectual wealth has been acquired.

We need then to speak a word about Teachers in relation to their success in their work, so that by securing qualifications we may confidently augur improvement.

One great element of success in the teacher's work is not merely the knowledge of the subjects connected with his instruction, but what may be called *prompt* knowledge. He should not only know, but his attainments should be ready to spring out, as if with a leopard's leap, to seize upon the occasion, and by its illustrations make hard things easy, dark things light, and crooked things straight. Failures do not occur from ignorance alone, because the knowledge may have been once present in the mind. It may have afterwards dropped out from its grasp, and is regained only by an effort, that may not be effectual until the proper moment for its use in the school-room has passed away. In this case, for the time being, the effect is like that of the blind leading the blind; or rather of leaving the mind of the pupil uninformed, where the promptitude of the knowledge needed for the emergency, would have imparted information, and a new starting point been afforded to the learner for an easier step forward.

It may be well to linger on this suggestion, and to state that he who would truly and fully teach, must be true in his acquirements, both in principles and in their development, and must have them so often reiterated in his own experience as with the slightest effort to produce each as it may be called for in the routine of his daily work. The thoughts uttered for instruction, whether in explanation, suggestion, or correction, should arise spontaneously, and impress the learner in words to indicate not only the present needed truth, but the great mass of truth in the teacher's mind, equally ready for any other like call for its use. He will thus be qualified to speak as one who is narrating the familiar events of his own life, rather than as the inventions of the moment to meet a case. This natural rushing out of thoughts at the right time and for the right purpose, inspires confidence in the learner towards his instructor. Whereas, if there were hesitation,—if words come out as if artificially framed together to conceal the want of information,—if they are raised as if from a deep well with the laborious turning of wheel and axle, instead of gushing forth from a full fountain, the scholars, whether small or great, scarcely receive an impression; or if impressed, they will have ideas formed after the manner of the hesitancy, uncertainty and toil, used in bringing out the semi-formed thoughts, extemporized for the occasion, to cover up a deficiency.

But let the teacher be filled with the elements and the means of their exposition, in whatever belongs to his sphere of educational labor; then wherever he may be touched, he will never be taken by surprise. No forcing-pump will be required to bring the stream to the surface. The spring is abundant in resources; and as soon as the opening is made the brimming fountain reveals the copious supplies within. The act of teaching is then easy and a pleasure. The act of learning is cheered by the in-pouring of intelligence; and the discipline of the school-room is made easier and smoother, because the mind is occupied with interesting themes, and its powers seek not the outlets of mischief in their desire for occupation. The leader in this work will be calm, because unfretted by perplexity. He knows what he affirms, and his fitting thoughts are always ready at hand, to be used just at the time most propitious for their most judicious effect. Thoroughness of knowledge will afford power of clear expression. Neither too many nor too few words will be employed in the utterance; and the hearer's mind will be effected according to the attention roused by new thoughts thus constantly presented by the well instructed teacher. Knowledge thus put in action promotes good government.

NORMAL INSTRUCTION.

The need of a better grade of teachers was long felt before the means of furnishing the supply came to the public mind. In the old mode of furnishing these leaders for the ranks of the young, the methods of instruction, so far as there was any method in them, were scarcely more than the perpetuation of customs, that had descended with little variation from the earliest days of our country, and perhaps had received their being in the free and paying schools of the parent land. At intervals some teacher more spirited and fortunate than his fellows, would venture on a new path, and create an interest in his work, which lasted as long as he was at the head. Perhaps his example was perpetuated in the few of his scholars, who took the ferule, as the badge of authority in those days. But their influence was confined within a narrow limit. There were no associations to extend its profit; no periodicals to record suggestions proposed or improvements made. The schools had been encouraged and praised as among our glories: though as a distinguished friend of the cause once said, about the time of commencing the reform, the praise had been tending to their ruin, by keeping their defects from the public eye. Happily they were not

abandoned. They were too good to be thus treated. Still they were not good enough, and wise well wishers cast about to seek the means for their improvement.

It was one of the best thoughts of the day when the friends of the cause, in the State that has taken the lead in educational interests, decided on the plan of a school where teachers should be instructed in the best methods of fulfilling their office. Though at the commencement of the undertaking, the number of pupils was so small as to present almost an effectual discouragement, still the work proceeded. The public mind became acquainted with the design, and has given it an efficient support. The example has been imitated in other States, until the number reported is twenty-four. Maine has entered on the work with earnestness and resolution; and the result of her first enterprise has shown the wisdom of her action, in the number of its pupils, and their qualifications, as tested by success in their work. The second enterprise has but recently commenced. Though small at its beginning, the belief is confidently expressed, that its prosperity will realize the wishes and hopes of its friends.

THE BENEFIT OF NORMAL TRAINING.

In some few instances, the last word in this caption has been preferred to the one preceding, as indicative of the character of the teaching here imparted. The idea is that of training the pupils to teach by rule,—by methods, suggested by experience, as the best adapted to give to the young mind the most effective instruction in the briefest time; so that there shall be no waste of hours in the school-life, and that the space of time given to study and recitation, may bear its fullest fruits to the instruction and development of the mind of the learners.

The opinion has been but too prevalent, that a High School or Academy can qualify teachers as well for their work as the institutions specially established for this purpose. But it is to the credit of the Normal methods, that in some of our higher literary institutions, classes have been formed with distinct reference to this plan. It is also to the credit of the intelligent perception of their value, that these methods are thus made a part of the instruction. Doubtless too in the ordinary use of High and Academic instruction, and with a Normal class added to the whole order, very large substantial benefits have been received for educational use. But it must be a fallacious supposition to consider, that the discipline

in either of these cases can be equal to the regular, systematic and thorough drill of the full proposed Normal course.

It would be more than well if all the pupils admitted to our Normal Schools could have the preparation acquired in our best High Schools; so that here there would be only the unfolding and application of the Normal principle, and a shorter stay required under this tuition. But as we cannot exact this condition for entrance, until the schools in the State are raised to a much higher grade than at present, the Normal School must teach, first the lessons to be taught, in the way of a thorough review, and then teach how they are to be taught; or, in other words, knowledge and the methods of imparting it.

The usual length of the course in our country is two years. The second is the one most profitable for the future teacher. As there still seems to be a want of information in some parts of the State on the design of these institutions, it may be proper to place on these pages some of the purposes to be reached, in coming to the great object proposed.

1. The increase of the pupil's power to teach,—in whatever branch of common school study he is hereafter to be employed. The training is designed to make him thorough in the knowledge of his department. It is not merely to acquire information that he is enrolled as a student; but he is expected, under the discipline, to master the separate subjects, so as to be able without confusion of thought or perplexity of manner, to transmit to others what he knows and as he knows it. Hence great care is taken that in description, direction or explanation, right words shall be used, and none superfluous, to convey the exact idea.

2. To place education in the teacher's mind, on a scientific basis. No subject can be well taught without the adoption of certain principles, that will be the same to direct, whenever the same subject comes up again. These principles will mark out the line of his procedure. He will know what to do and why he did it. Rules will grow up spontaneously for his own use; and in their influence, will enter the minds of his future pupils, even without the written formula.

3. Hence, too, will come *methods* of teaching, which are derived from the wisdom and experience of the best teachers here brought together to save the labor of learning through years of toil by the like experience. One of the great excellences of the Normal School is this collection of practical wisdom. These methods will

be adapted to the various ages of the scholars in the Primary and so upward through the Intermediate and Grammar to the High Schools.

4. And as the result of these combined influences, the adaptation of mind and manner to the actual work of the school-room. The common modes of teaching in our schools and academies have had reference mainly to the acquisition of facts, principles and rules; the study of lessons, their recitations, and where teachers have been prepared for the purpose, the illustration of the lesson by pertinent explanations. When the pupils have gone out as teachers, they carry the methods taught. In too many instances they have perpetuated the insufficient habits of several generations. It is chiefly because the improved modes, proceeding from the Normal Schools of New England, have largely entered into the instruction, that better methods have been partially introduced. How much better will it be, when the skill of every teacher, in the application of his knowledge to practice, shall have been attained by a course of study and discipline specially suited to the right accomplishment of his work. With some Normal Schools a model school is connected, taken from the neighborhood of its location, where the Normal pupils become teachers, under the guidance of their instructors. In others the like benefit is gained in a different way: where the pupils in rotation take the position of the teacher of their own class.

Many other incidental advantages come from this kind of training. A professional spirit is produced. Teachers become the more interested in their own and others' success. A generous rivalry during the time of preparation produces increased qualifications, and the desire to do credit to the Normal system stimulates the desire to excel. Without claiming that all the graduates will "make their mark," and no seminary of literature, law, theology or medicine, can secure this result, it may be truly said that much progress has been made, where time has been allowed, as in the State which led the way in this progress. A single testimony, out of many that might be offered to the same effect, may be cited. The Hon. Mr. Northrop, for nine years employed by Massachusetts to visit the schools of the State, and who is now the Secretary of the Board of Education in Connecticut, thus reported:

"The more I visit schools and observe their methods and results, the stronger is my conviction of the necessity and usefulness of Normal Schools. My observations in schools and among the

people assure me that our Normal Schools have widely diffused better ideas of education, and awakened increased popular interest in the cause of public instruction.

“They have greatly elevated the standard of qualification for teaching, both among teachers and in the popular estimate. The Normal graduates, as a general fact, have shown greater thoroughness and skill in teaching, more system in arrangement of studies and in the programme of daily duties, more enthusiasm in their work and devotion to the profession.”

WESTERN STATE NORMAL SCHOOL—FARMINGTON.

As the Legislature, in its action relative to Normal Schools, determined that they should be, “one in the eastern and the other in the western part of the State,” and has specifically designated the second established as “the Eastern Normal School at Castine,” it seems proper that the geographical distinction thus introduced, should be continued. As these institutions have been created and are sustained by the State, it is proper also that the remembrance of her bounties should appear in the names. I have, therefore, deemed it a fitting recognition of this public action, to carry out these intimations; one of which appears above.

The school at Farmington has had a prosperous year. It has been favored with teachers, both the Principal and his assistants, who have brought experience as well as knowledge, and skill as well as the desire to excel, in the discharge of their duties. The cheering results are the testimony to their success. Diligence, in their own daily preparation for meeting their classes, has been one mark of their interest and fidelity, and a corresponding diligence on the part of the pupils, has made their way the easier; and both the teachers and the taught have proceeded harmoniously and profitably. The discipline of the school has been regular, gentle yet firm, under the devoted and efficient management of the Principal. The number of pupils in the several terms since my last report, form the evidence of the hold which he has had on the regard of his pupils and their confidence in his abilities for his office.

The teachers have been Mr. George M. Gage, Principal, Miss Helen B. Coffin, Miss Sophia R. Earle, Miss Julia A. Sears, Miss Isabella L. Wight. On the retirement of Miss Wight from her well filled position, Mr. Roliston Woodbury, a graduate of the school, was appointed to fill the vacancy. A good number of male

pupils being in attendance, it was deemed a proper policy to have an assistant male teacher, in accordance with the practice elsewhere in mixed schools, as well as with the propriety of this kind of aid therein.

The number of pupils has been the following :

Winter Term, 1867,	75
Spring Term,	139
Fall Term,	117
	—
Total,	331

The history of the school thus far shows the like variation in the different terms. The attendance is smallest in the winter, when more of the scholars are engaged in teaching, and when the expenses of residence near the school are somewhat increased. The prospects for future attendance are as good as heretofore.

The close of the last Spring Term was made interesting by the exercises of the graduating class. It numbered thirty-two—of which number twenty-one were ladies, and eleven gentlemen. The first part of the day was occupied in the examination of the senior class, in the presence of a large assemblage of the friends of education and the school. The subjects were embraced in a range sufficiently wide to show the capabilities of the teachers and the improvement of the learners. In the afternoon the Class Exercises were held in one of the churches in the village, which was filled with an attentive audience. The compositions and the elocution spoke well for the instructors and pupils. The diploma, certifying their completion of the prescribed course of study, was conferred by the Superintendent. Remarks suited to the occasion and the future welfare of the school and class, were made by the Hon. Joseph A. Sanborn, Chairman of the Committee on Normal Schools on the part of the Executive Council, and several other gentlemen. The prevailing sentiment of the addresses was afterwards well expressed in a notice of the occasion, by the Hon. Mr. Dingley of Lewiston, one of the speakers, in the paper under his charge. He thus wrote: "We cannot close our brief and hurried report without bearing witness to the great success of this experimental Normal School in Maine. The school has already passed beyond the experimental period, and has established itself as not only an important aid, but also as a necessity in bringing our public schools up to the standard which they should occupy. We

have the utmost confidence that the teachers sent out will make their mark.”*

The School Building.

This edifice was prepared by the Trustees of the Farmington Academy, in compliance with the provisions of the act of the Legislature, March 25, 1863, and devoted to the use of the school “for the term of at least five years.” It was opened August 24, 1864. Two school-years after the present is completed will remain of what has been regarded as its experimental period. The success of the enterprise encouraged the last Legislature to give a favorable consideration to the proposal of the Trustees of the Farmington Academy, to convey to the State the buildings and land occupied by this institution, so long as the property shall be used for Normal or other educational purposes. The payment was to be not exceeding three thousand six hundred and thirty-two dollars and sixty cents, being the amount of a mortgage on the property, due December 17, 1867.

While these pages are passing through the press, I learn that the transfer, contemplated by the act, chapter 372, has been completed, and that this Normal School Building is now the property of the State. The institution has thus been placed on a firmer basis than heretofore. Ownership will create a new interest, and the liberality, which has prompted this prospective outlay for the building, will be encouraged to make farther appropriations “to provide such apparatus and other facilities for conducting the operations of the school as may be deemed necessary,” as allowed in the act of 1863. Among these facilities will be a portion of the text books, to be introduced from time to time, as improvement in methods of instruction are developed, and especially in books for a permanent library. Of this last a beginning has been made, and its utility has been manifested in various ways. Courses of lectures may then be provided, and thus give the greater efficiency to the daily work of study and instruction. The improvement of the grounds by grading and fencing will be looked for with interest, as well as the more useful alterations, which will improve the interior of the building for educational purposes. Thus far there

* It may be proper to mention in this note, that “The Normal,”—a monthly periodical, devoted to education in the school and family,—has been in a course of publication since the beginning of the year. It is under the editorial charge of the Principal of this school. Its increasing circulation speaks well for its instructive merits, without referring to its several public commendations.

has been no backwardness in the grants, and doubtless the future will see the spirit of the past exemplified in a similar way.

EASTERN STATE NORMAL SCHOOL—CASTINE.

The opening of this school has introduced into the part of the State, where its location is fixed, new and important facilities for training teachers for their occupation. While the first institution of this kind was in its incipient state, and some uncertainties clouded its future prospects, the Legislature, by resolve postponed for a time the date of the commencement of the second. But after prosperity attended the first undertaking, the friends of the like enterprise in the eastern part of the State presented anew their claims before the Legislature so successfully, that the Superintendent was directed to open the school at an early day in the last autumn; provided certain conditions fixed by the commissioners on this subject should have been complied with. The building was offered, well constructed, of good arrangement, of convenient access from the village, and in a retired situation. Steam communication along the coast and in the Penobscot river was established as required. The Executive Council deputed one of its members to meet the Superintendent, and the Committee of the town to complete the arrangements. A bond was executed by that Committee to prepare the building for the reception of as many students, as were contemplated in the act, as soon as the necessity for their accommodation should arise. The Principal, Mr. G. T. Fletcher, was thereupon engaged, whose testimonials as to his character, attainments and experience were ample to secure confidence at the beginning. Public notice was given in the papers in that part of the State, and the school was opened on the first Wednesday in September, with appropriate services and addresses.

The number of pupils in actual attendance has been thirteen. Several other applications were made. But the candidates, not having the specified qualifications in the subjects proposed for examination, were recommended to continue in a longer preparation to be admitted at a later day.

No discouragement has been entertained by the Principal, or any one connected with the interests of the school at this small number. The disappointment has originated from several causes; of which may be mentioned, a want of a true knowledge of the design of Normal training; a persuasion, that the usual teaching in High Schools, as already alluded to, will effect the same pur-

pose; and, in some instances, the expenses of travel and board have caused a hindering influence. Special effort has been made in reference to the next term to circulate information, that will place the nature of the institution before the public mind, where the Common Schools are to be aided by this new agent. The press has gone on its columns in some important instances to carry the needs of good teachers and the means of supplying them throughout the region. The prospects now are that the next term will be attended by a number of pupils, large enough to require the aid of an Assistant Teacher, to give such an amount of aid as the condition and size of the school may require.

It will be a source of deep and lasting regret, if the number of pupils do not increase, in a ratio like that which has favored the Western School. The beginning there was small indeed, as compared with present numbers. But the increase came. The first school of this kind in our country opened with *three* pupils. The State that introduced the system has now more than that number of schools, flourishing, useful, and deemed necessary for the proper education of teachers. The eastern part of the State, through its representatives in various ways, and aided by the views and judgment of my predecessor, solicited the favor. The citizens of Castine have made the generous gift of the edifice for use during the specified time, and have placed it in good repair, with all its conveniences of apparatus and village library for the benefit of the school. The State has supplied the means for its support, and has no disposition to cease to be liberal, as far as the people appreciate her liberality. The teacher is there, and others will be as soon as needed. Now it is the part of that wide community, spread out on shore, river, island and inland, to avail themselves of the rich privilege, here presented to their sons and daughters, not only to learn the art of teaching, but to acquire the knowledge, which will qualify them for their work, and equally well for the business of life.

The space here devoted to these two schools may appear long; but their importance in their relations to the youth of the State, and their history through the year will justify the delay in approaching other subjects connected with their welfare.

THE MADAWASKA TOWNSHIPS.

The inhabitants in this extensive portion of our territory may well claim a large share of our interest and attention. They are chiefly

of French origin, and only as yet in a small part influenced by their association with the laws, usages and people of our State, since the determination of the boundary line brought them within its jurisdiction. Many, probably most of the males have acquired the use of the spoken English language. A much smaller number of the females have made this attainment, perhaps for the reason that their avocations do not bring this necessity for its use by them as often as is the case with the other sex. Comparatively few persons of a different nationality reside in the region. These are chiefly residents at Fort Kent and Van Buren, and are favorably disposed to introduce the improvements which would follow an effective system of education, that should reach all parts of these several plantations. Influences in a large measure external to themselves, must bear upon this people of French origin, before they can learn to appreciate the value of school instruction, or be qualified by its aid to become citizens of such intelligence as will add to the strength of the State; and by a better system of agriculture, and the introduction of mechanic arts, add to our resources; and when they become a tax-paying community will increase our revenues by their increased abilities. The soil where they reside on the St. John, the northern boundary of this long and wide tract, is fertile. Climate is by no means unpropitious for most of the articles of annual produce. Intelligent labor, with the auxiliary of improved modes of cultivation, would bring far richer returns from the valley and the uplands, than have ever yet appeared. Schools will give the needed intelligence.

The Agent of that district has furnished his annual report. The condition of the schools with their teachers will be perceived in the Tabular Statement, and his own remarks on their progress. He also speaks of the hindrances to greater success, in the want of just that intelligent estimate of school instruction, which can rise to its most useful degree only when interested parents, good teachers, comfortable edifices and well supplied books, have afforded the proper field and means for its formation. He also makes a suggestion for the future which merits a careful consideration. From my knowledge of the region, and of the wishes of some of its most interested people, I cannot but regard the plan for the erection of school-houses, the outlay of money, and supervision, as having many recommendations: one of which which will be, if the suggestion be accomplished, to make other portions desirable of the like privileges, and thus to increase the number of

school-houses and supply an urgent need. The report is here presented :

FORT KENT, October 25, 1867.

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

In compliance with the school law of 1863, I herewith have the honor to make my Second Annual Report under your appointment.

Deeming it unnecessary to give a detailed account of each school under my charge, as the results would show about the same progress as in my last Report, and for the sake of brevity, I would submit the following table, showing the number of teachers, location of their schools, number of weeks of each school, number of scholars, average number, English studies, English and French, and wages; commencing at St. Francis and making the connection eastward to the "Boundary line."

Teachers.	Plantations.	Weeks.	Number of scholars.	Average number.	English studies.	English and French.	Wages.	Total.
Miss Kittie Foley, . . .	St. Francis,	12	30	25	30	30	53	\$36 00
" Delia Hunnewell, . . .	" "	6	15	12	15	-	2 $\frac{1}{2}$	15 00
" Belle Hunnewell, . . .	Fort Kent,	12	20	25	25	-	2 $\frac{1}{2}$	30 00
" O. W. Reid, . . .	" "	12	40	25	40	-	4 $\frac{1}{2}$	*45 00
Mlle. Media Nadeau, . . .	St. John,	10	20	15	5	20	3	30 00
" Sophia Martin, . . .	Daigle,	11	21	15	6	21	3	33 00
" Virginia Raymond, . . .	Dionne,	12	29	20	11	29	2 $\frac{1}{2}$	30 00
" Euphemia Daigle, . . .	" "	10	28	20	6	28	2 $\frac{1}{2}$	25 00
" Flevie Sirois, . . .	" "	11	26	20	8	26	2 $\frac{1}{2}$	27 00
" Philomena Babbin, . . .	" "	9	33	25	10	33	4	36 00
" Madeline Thibedeau, . . .	Madawaska,	14	27	20	8	27	2 $\frac{1}{2}$	35 00
" Julia Forney, . . .	" "	14	33	25	22	33	3 $\frac{1}{2}$	42 00
" Sophia Cyr, . . .	" "	8	16	13	5	16	2 $\frac{1}{2}$	20 00
" Edith Bouehard, . . .	" "	10	31	25	8	31	2 $\frac{1}{2}$	25 00
" Modeste Cyr, . . .	Grant Isle,	16	30	25	15	30	4 $\frac{1}{2}$	72 00
" Sophia Smyth, . . .	" "	11	27	20	8	27	2 $\frac{1}{2}$	27 50
" Fimie Thibedeau, . . .	" "	13 $\frac{1}{2}$	31	25	20	31	3	40 00
" Julia M. Therreault, . . .	Van Buren,	11	18	15	8	18	-	23 00
Miss Esther Maley, . . .	" "	11	45	35	20	45	-	40 00
" Mary Richards, . . .	" "	10	22	18	22	-	3	30 00
" Mary M. Seely, . . .	Hamlin,,	10	20	15	20	-	3	30 00
" Mary Ramsey, . . .	Wallagrass,	11	31	27	10	31	2 $\frac{1}{2}$	30 25
Mlle. Helene Sirois, . . .	" "	13	37	25	11	37	3	39 00
* Balance of \$9 paid by plantation.								760 75

I regret that I am obliged now as formerly, to make mention of the inefficiency of teachers, want of school-rooms, and books. I have had reason to believe that the French girls whom I am obliged to employ, would be improving in qualifications as teachers; but in this respect, I am disappointed. Their parents, considering that their daughters have once been employed as public teachers, conclude that their education is completed, and therefore do not deem it necessary to incur any further expense for their instruction.

The same feeling exists with regard to school-houses. Having had schools without school-houses, and for substitutes very indifferent places in private

dwellings, this management is considered by the people to be sufficient. There is but one *good* school-house in the whole Madawaska settlement; this one is at Fort Kent.

I purchased \$130 worth of English books for the use of their schools. Very few were inclined to pay for *any*. But it seemed *indispensable* that the schools should have English books, or the object which the Legislative Act contemplated would be lost, to wit: "To improve these inhabitants in English education;" therefore I deemed it proper and wise to furnish English books in part, on my own account, and charged the same to the school fund.

I should do injustice to these French girls as teachers, did I not mention the fact of their being good disciplinarians. Generally their schools are well managed, with good rules and regulations. The deportment of the pupils has been good. They are not wanting in capacity or desire to learn, and with suitable teachers, would make good scholars. For the proper progress of the schools the main difficulty lies in the want of qualified instructors.

This is the fourth year of my agency over these schools, averaging twenty-two schools per annum, and about twelve weeks time for each school. The yearly expenditure is not far from \$950. The last year the school fund was \$1,326.13, augmented by the collection of arrearages due from the State to certain townships that had not received their portion of school money. The expenditure for 1866 was \$1,016, leaving in my hands \$310.13. For this year I have received from the State, including the \$300 (surplus revenue) \$526.06; making in all for this year's school money, \$836.19. I mention these facts to show the small amount of school money that may be expected for the next year, amounting to about \$500, a sum inadequate to be used to advantage, under the present system.

There are some 75 school districts within the precinct of my agency, with at least 3,500 pupils. It would seem then, that only about one-third of the districts have received any of the school money. But I have complied with the requirements of the act, under which I receive my appointment, namely, to "establish schools where there was a reasonable prospect of success."

Under the above circumstances I would recommend a change of system with regard to these schools. In order to accomplish the desire of the government, there must be teachers qualified, who reside in the territory. To go "*outside*" for teachers, for twenty schools, would cost more money for transportation by reason of the isolated position of this territory, than we shall draw for these schools. There is good material here, if properly educated, to make good teachers.

I would recommend that the public school fund belonging to these townships, be concentrated upon three schools; namely, one at Fort Kent, one at Madawaska, and one at Violet Brook in Van Buren; provided, that the inhabitants in the above named localities, respectively, will furnish a good and sufficient school-house, capable of accommodating seventy-five pupils, and will raise a yearly fund of not less than \$200 towards the support of said schools; and until these requirements are complied with by the inhabitants of the

townships where the schools are to be so located, the public school fund shall be expended in such place or places as shall have complied with the above requirements; that each of these schools shall continue for at least six months in the year in each and every such school; that a good efficient male teacher shall be employed, who is qualified in such branches as are usually taught in our High Schools, also a female as an assistant, who is suitably qualified in both English and French to instruct in such school, and all pupils embraced within the "*Madawaska townships*" may attend, tuition free; and that the State shall donate such sum or sums, as will be sufficient to accomplish the above object, and that the said schools shall be under the superintendence of a board of three suitable persons, appointed by the Governor and Council.

The Madawaska territory has had no funds from the State for schooling purposes for some ten years, and if the above plan were adopted, in a few years, I have reason to believe this territory would be in a situation to sustain good schools without any further aid from the State. I always have had the opinion that donations from the State for educational purposes, have been unequal, that the fostering hand of the State should be extended more liberally to common and primary schools, and less to colleges and academies, for in the former lie the foundation of the morals, and usefulness of the rising generation as our future citizens.

I have the honor to be,

Yours very respectfully,

D. PAGE, *Agent.*

TOWN TEACHERS' MEETINGS.

These gatherings have been found very valuable, in the discovery and correction of faults, the giving and receiving of suggestions, and increasing the desire and purpose to excel. General meetings of the larger communities can occur but seldom; perhaps only annually. But where the teachers of a town or city can assemble once a fortnight, or a month for mutual counsel, amendment and support, much profit can be derived from the instruction given by each other. It will be an aid to effect the object, if one or more of the School Committee can be present to direct the measures of the meeting. Here the plan for the town can be stated and developed. For the time the teachers become learners. The person in the chair of instruction, in rotation of office it may well be, calls for the appropriate exercises, and watches the course of events as closely as in the school-room, and indeed with more attention, because not distracted by the calls for government. Thus accuracy in verbal expression, the enunciation of elementary sounds, syllabication, pronunciation, and rules, and indeed the whole detail of the work, will successively come into careful notice. Thus,

too, by the exercise of the vocal organs, in giving their quick and true action for exact utterance, the power to teach reading will be enlarged. So of other studies. Different methods of teaching can be discussed and illustrated. Questions can be asked, why some should be preferred and others rejected. The different studies pursued in the schools can be presented in a prescribed order for attention here. Lessons can be given out. Recitations can be made; and the person appointed as the teacher for the session, will contribute his or her skill and experience for the benefit of the associates. If he be one of the Committee, and especially if he have been a practical teacher, he can see and show how the whole town or city can be aided by simultaneous effort in the way desired; and thus the whole plan, like the movements of a well ordered body of soldiers, may be united in the one progress to a victory over ignorance.

As a plan for the suitable conduct of such an association for mutual improvement, a meeting once a month may be often enough. If appointed at shorter intervals, the frequency might be rendered burdensome by reason of distance; and hardly time enough would be allowed to reduce to practice the suggestions of the previous meeting, and test their value. Punctuality and the attendance of all should be exacted, as essential to the intended profit as are the same needs in the ordinary school-room. There should be roll-call, with marks for duty and delinquency. After the exercises are finished the occupations for the next meeting can be denoted, and a record made for its guidance. This arrangement will of course suggest the books needed, and will serve to hold each member to an agreement to take the part assigned. The meeting will be orderly and quiet, and should be conducted as a model for imitation throughout the town, so far as its doings are suited to the different grades; and if the schools are not graded, to the different steps of progress in each.

It may not be easy to carry out this plan in all towns. But where it can be done, as it has been in some towns "with a will," there the effect has been seen in better teaching and government; and the schools have reached an eminence which would not have been attained without the lapse of years, if even then, as commanding and satisfactory.

TEACHERS' INSTITUTE.

The experience of the past has shown the profit of the assemblage of teachers from different towns in some place convenient for

its purposes. The renewal and formation of acquaintances among persons employed in the same pursuit promotes a common interest in their occupation and its success. The interchange of thoughts on the common subject awakens kind feeling in their associates. Useful ideas are transmitted, and errors are brought to light, discussed, and checked. The instruction given in public lectures, with illustrations on the blackboard, and, where the means present will allow, of the principles of natural science, encourage the teachers to return to their work with a new power to increase the interest of their own instruction. By thus kindling the desire for knowledge in their pupils, and keeping their thoughts engaged, they add to the ease of discipline, and are at liberty to fulfil their office as teachers in schools that learn to govern themselves in their desire to improve. If there were encouragement given to these Institutes, to be held in the several counties, by a grant from the State in sums to meet necessary expenses, they would doubtless be held the more numerously. But as the expense devolves on the teachers, and largely on the female teachers, whose scanty pay does not warrant their making all the needed contribution, it cannot be expected that they will be held, except where the county feeling is earnest and pervading, and action can be united by facility for coming together.

The teachers in the county of Somerset have long cherished this spirit for mutual improvement. They have evinced its existence for several past years by gatherings of the nature here mentioned; and the attendance, interest and support have been such annually as to give encouragement for a repetition of the like efforts in the following year. In the month of August last, the seventh annual convention of the Association of Teachers in this county met at Athens. On the first day of the session the presence of its members was not large enough to warrant any sanguine expectations that its hold upon the absent would incite them to take action for its welfare. But each succeeding day of the four days of its continuance rapidly dissipated any anxieties that might have been entertained. Most of the towns in the county were represented by the hundred and thirty members present, at one or more of the three daily sessions. Lectures were delivered to large audiences in the evening by the Superintendent, C. F. H. Greene, Esq., of the place, and the Hon. W. A. P. Dillingham of Waterville. The first and last of the lecturers also rendered their assistance in the work of class instruction. Similar aid was also afforded by

Mr. H. C. Kendall in penmanship, with systematic, beautiful and rapid crayon illustrations on the blackboard, and Mr. J. L. Hammett in English grammar, both of Boston. Members of the convention also contributed to its profit in other lessons. It is believed that the cause of education in the county received an impulse for good through the endeavors here put forth; and the hope is cherished that future conventions may not only mark the recurrence of a pleasant reunion, but may each contribute more and more of intelligence, energy and profit to the Common Schools of that part of the State.

STATE TEACHERS' ASSOCIATION.

But a more promising feature in our educational affairs appears in the recent formation of the Teachers' Association for the State. An institution of a similar nature was created several years since, and, while it lasted, it did a useful work. Meetings were held in different sections of the State; lectures were delivered; discussions were held, and instruction imparted. But for causes not needing to be mentioned, and which perhaps none well know, it disappeared from its position among the good things in the State. During the last year several of its members were earnest that it should be revived, or that a new organization should be attempted. In accordance with this wish a call of persons desirous to promote the object, was issued by the late Superintendent for a meeting at Farmington in June last, at the time of the graduating exercises at the Normal School. A committee was then raised to take the preliminary steps, which resulted in another call of a meeting for the purpose contemplated. This invitation was answered by a large assembly of teachers and the friends of the teachers' work, at the new Grammar School House at Lewiston, on the 25th and 26th of November. The Association was formed anew. For the convenience of reference and consultation it is deemed expedient to give the list of officers chosen for the following year:

<i>President</i>	EDWARD BALLARD, Brunswick.
<i>Vice President</i>	GEORGE M. GAGE, Farmington.
<i>Sec. and Treasurer</i>	C. B. STESTON, Auburn.
<i>Executive Committee</i>	A. P. STONE, Portland.
	J. S. BARRELL, Lewiston.
	M. LYFORD, Waterville.
	J. B. SEWALL, Brunswick.
	J. Y. STANTON, Lewiston.

Lectures of a highly interesting and instructive character were delivered by Adjutant General Caldwell of Augusta, C. B. Stetson, Esq., of Auburn, A. P. Stone, Esq., Principal of the Portland High School, George A. Walton, Esq., of Lawrence, Mass., and D. B. Hagar, Esq., Principal of the Normal School, Salem, Mass. The discussions growing out of some of the positions taken, proved the deep regard entertained for our Common Schools, and the jealous care with which their reputation and prosperity are guarded. They served to bring out to view the methods of teaching preferred by the lecturers and their hearers, and left an impression which will be profitably remembered by the teachers in resuming their work. The common expression of the persons present indicated their favorable judgment as to the great value of this convention, and the success attending its exercises. So good a beginning augurs a good sequel. We have a right to expect that each yearly meeting will bring an improvement to the one that preceded it; and that thus the confidence and intelligence of the teachers, and their efforts, will be in proportion to the higher standard to be sought out for elevating the condition of our schools.

With a view to accomplish the design of the Association more effectually, committees were appointed to solicit the aid and action of the Legislature. When its objects are fully set before that body with the desires of the persons, who have the training of our youth for duty and usefulness at home and abroad, it is believed that the representatives of the people will not be backward to give a coöperation fitted to carry out these desires to their completion, in the better education of the young; not alone in the midst of our dense population, but in the small districts, where mind is as good as it is in any part of the State, and requires only the proper cultivation to develop its energies to meet any of the emergencies of life.

It may not be unfitting to remark in this connection, that a distinguishing characteristic of the lectures and discussions in this convention was the necessity of awakening thought in the minds of pupils, over and above the use of the words of the text-books; that "instruction" should be for the purpose of "education"; that the teaching should be so addressed to the mind as to unfold its powers, and enable it to act alone. Of course this design calls for a standard of teaching whose leading feature shall be kept in view, in a thorough instruction in the principles, that are the starting points and support of the various studies connected with our pri-

mary and higher degrees of education. That there are now many modes of instruction that can profitably be set aside, the careful visitor to many of our schools can readily see. When the standard is made to appear, as it will be shown in this Association, the teachers who attend its judicious exposition of their duties, will learn their imperfections, and turn to the better example here presented. One of the reasons why they have not in time past reached a higher state of excellence is doubtless in their want of better patterns for their imitation. As elsewhere stated they have perpetuated the imperfections of bygone days. Our Normal Schools are already doing a good work in collecting the experiences of many persons through many years, and are thus preparing for the introduction and perpetuation of many new and better methods. But all cannot attend them. As the next auxiliary comes the convention, whether of county or State; and if the lessons recently taught could become practical with all teachers as they are with some and will be with more, the future visitors to the school-room soon will see that much more is taught than the recitation of words; that memory, necessary as it is to retain knowledge, will not be allowed to substitute forms of speech for the thoughts of the scholar; and that teachers will learn to use the books as helpers in their work, and not to serve them as their masters. As it has been well said by an able writer on this subject, where he is giving a caution against the evil of mere word recitation: "The recitation of the mere words of the text-book, with no evidence of individual thought on the part of the learner, is chiefly indebted to the necessary adherence of teachers to the books, to their questions and answers. The rules and principles enunciated are taken as conclusive; the mind of the scholar making no effort to discover their reason or truthfulness. The mind educated in this manner must be weak, at best, in its powers, and exhibit in its manifestations nothing better than a spirit of servile imitation or dependence. As every teacher imparts somewhat of himself to his pupils, then must the teacher, whose want of correct intellectual training is seen in such methods of teaching, occupy a position of fearful responsibility. Whoever gives this subject a moment's thoughtful reflection, cannot fail to admit the imperious demand which everywhere exists, not only for the Teachers' Conventions, but for other agencies to render our schools a source of healthful mental discipline."

Such conventions, as are referred to in this instructive extract, are recommended by the State Teachers' Association. One for

the county in which it was held was organized during its session. Other counties will doubtless follow this lead ; and when the State is thus arranged, with its educational forces prepared for concerted action, it may be well hoped that the prosperity of our schools will be advanced, their supervision more carefully attended to, and the whole machinery of our system be put in the best order for accomplishing the greatest good. The working power is more needed than any modification of the general plan, though doubtless this may be improved.

SCHOOL EXAMINATIONS.

It is a laudable desire in the minds of parents to know what has been the result of the schools of the year upon the welfare of their children. It would be well if that desire were more frequently exhibited in visits to the school-room during the progress of the term. Too much negligence, not to say indifference, appears as the common fault in this relation. But there is generally a closing examination of the school, at which its friends are invited and expected to be present. Some persons may be unwilling to go singly to see its working during its daily sessions, through timidity, or the appearance of singularity where few or none go ; or, if there have been difficulties, though the fear of being regarded as entering within the teacher's rule to seek knowledge which may be drawn forth as testimony. But without attempting to state how valueless these reasons are, it may be well urged, that at the examination none of them need be allowed a place. The many should go, and the individual will be in a measure lost in the aggregate of the company. Then the attention should be given to the proofs of the teacher's ability and success as presented in the advancement of the scholars.

It may be said that an examination is no certain proof of thorough study and knowledge gained ; that a bold and self-assured pupil with small attainments will show off to better advantage, than the timid pupil, who has been studious, constant and has learned his lessons well. Perhaps there is not always as much truth in this statement as it may appear to possess on its first expression ; and, under the care of the judicious teacher, it will usually lose the chief part of its force. But this objection does not stand at all in the way of the utility of examinations at the close of schools.

This utility will be found in several particulars. They will encourage the teacher to put forth his efforts, so that what has been

taught privately may reappear publicly and creditably. They will stimulate the scholars to prepare for their good appearance when the day arrives. They afford the opportunity for a thorough review of the studies, which is as important for accurate and retentive memory, as is the learning for the first recitation. When the pupils know that their friends are to be witnesses of their proficiency, they will have a pressure upon their minds to keep them fixed on the subject in which their progress is to be proved. The good scholar will not shrink from the care of preparation. The poor one will have the poverty of his attention to his duties brought to light, by the fewness of the questions proposed for his answer, and the frequent failures when they are such as he has suffered to pass by, without the attempt for their mastery. It will not be difficult for the watchful visitor to see, even in the most timid pupil where merit is to be found, and we can easily make the allowance that diffidence may require. But the examination is not merely to determine rank and win applause. Its purpose is to induce greater diligence and plant the attainments in the memory. It should be fairly and honestly prepared. Each scholar should learn all concerning which questions are to be asked. No individual lessons should be given to single pupils for a special display; and thus a deception be taught as well as a single lesson, unless the fact of special preparation is previously announced. Where scholars are each drilled in only a small part of the subjects for the examination, and the rest neglected, each may shine for the moment. Approbation may be expressed at the close, by the attendants who do not know the secret marshaling of the forces. But it is gained at the expense of a practical falsehood on the part of the teacher, whom the scholars will learn to despise for the course of action which has gained them commendation for merits, to which they knew they had no just claim. But when the study has been well directed, when the whole ground, as described in the announcement has been cultivated by each, and honesty of purpose and action have been in the ascendant, then an examination will be a general benefit, even if there be some failures, on the part of timid and retiring pupils; and will be made all the better if there have been many witnesses.

MORAL TRAINING.

The best education to be afforded in our best schools, in the common and the higher branches of study, works out great changes

in the minds of pupils, who begin their studies during the legal age of infancy, and proceed by regular gradations to the knowledge of the classics and many departments of science. The high degree of culture of the intellectual powers where each is trained to bear its own part well, relatively to others, calls forth admiration, not only at the amount of acquisition really made, the grasp of memory actually exerted, and the treasures deposited therein for future use, but specially for the readiness of the reply to the searching question, and the skill with which difficulties are solved, and reasoning applied. But if the intellectual part alone is cultivated, is the education complete? If the head alone is touched by the teacher's wonder-working art, has he done all his part for the immortal mind of his pupils? Is there not another part of that mind to be trained, so that mere knowledge of facts and their systematic arrangement may be directed to higher aims than selfish ends and present scenes?

The legislation of our State has well and wisely answered these questions. The statutes recognize the fact that our citizens have a moral nature; that the young—our future citizens—are to be instructed by means intended for its development, in "the principles" best adapted to produce and maintain the virtues, most suited to be the protection and "ornaments of human society." In a later provision for the special instruction of teachers, "the fundamental principles of Christianity" are set forth as the basis on which the moral qualities of character are to rest. The Bible is an authorized text-book, and is read by many a pupil in the daily routine, or is heard from the teacher or selected pupils. In only one instance, coming to my knowledge, has a teacher refused to permit its use, though it belonged to the selection of books appointed by the proper authority; which at once "created a vacancy," to be filled by a successor willing to follow the Committee's direction, and use the best book for inculcating the principles and rules of truth and duty.

This action of the State for securing the best condition of social morality within our borders is in accordance with sound wisdom, and shows consistency between our recognized name as a people, and the reason why that name should in its general sense belong to us and to our nation. As long as we are designated as a Christian people, and our laws acknowledge the fundamental principles known by that name, there is all propriety in our endeavor to teach morals in connection therewith; and while we need not

at all wish to contravene the enactments which provide against sectarian instruction, we must ever wish that our schools may be the places wherein shall be taught "the principles of morality and justice, a sacred regard for truth; love of country and humanity, and a universal benevolence; sobriety, industry and frugality; charity, moderation and temperance."

The teachers of every grade in all our institutions of learning are required to "use their best endeavors" to secure this kind of instruction. My acquaintance with the schools and conversation with many teachers, lead me to the belief that very much of the influence contemplated in this wise legislative enactment, is exerted in these institutions, both "public and private." Not that in the hours of study and recitation formal instruction is systematically given; but that their own example is a constant teacher; often their brief devotional service at the opening of school shows their dependence on the Great Teacher; and their incidental instructions growing out of offences against the discipline, or suggestions occurring in the lesson, are more impressive on the listening class than would be a labored and long discourse. That the large amount of instruction given is in harmony with the principles avowed in our legislation, there is good reason to believe. That it often fails of its desired effect there may be sad reason to lament. But this end of good efforts is not found here alone. That it is often an effectual aid to better conduct with better motives, helping domestic wishes, and often supplying the want of domestic effort, the evidence will warrant us to declare.

It would be harmful to our cause of training the young to say, that our teachers need not give thought or care in this direction; that the schools on the sacred day of rest and the lessons at home should be answerable for the culture of the moral dispositions and their out-goings. Happily the State does not say this, and ought not to utter such a sentiment; because it has been and must be her wish to have her coming supporters well qualified for their responsible duties, and yield their obedience to the laws of the Moral Governor of the universe. Where there is no such instruction within the family walls, the school-room must supply the want, or the claims of right will find an opposer, and the claims of society a foe, when a few years shall have opened the way for the display of selfishness, low craft, and vice in its various destructive forms. The power of knowledge is conceded. So are the powers of physical forces. They need a controlling agency to give them the right

direction, or mischief, fatal it may be in its consequences, will be their action. The power may be for evil as well as for good; and therefore the heart should be educated so as to guide the head. "The strongest intellect and the most finished scholarship are powers which, when under the control of bad hearts, can shake the family, the social circle, or the political fabric, to its centre, with the most disastrous throes and convulsions." Our State has her prisons and Reform School. Would there have needed to have been the cost of these structures and the ceaseless expense of annual support, if the young at home and at school had been "trained up in the way they should go?"

WASTE OF SCHOOL MONEY.

The annual taxation of the State brings many thousands, even hundreds of thousands of dollars to be given to teachers to pay them, sometimes well, and often inadequately for their duties. Agents and Committees we may well suppose endeavor to select the best that opportunity will allow. The school-houses are opened,—not always indeed the best fitted or most attractive. The school begins: and then too the money begins to be wasted. Not alone by the employment of unprofitable teachers, for while there are these instances, sometimes made such by the meddlesome, the great majority are reported as successful. How then does this waste begin and continue? In the registers sent out from this office for this year, an inquiry was made in relation to "the loss of money to the welfare of the schools by the tardiness and absence of the scholars." The average answer is about twenty-five per cent. Some returns place it a little higher, some a little lower. As a single illustration of the way in which this loss, or rather waste, is occasioned, reference may be made to a single town, whose report will be noticed on a later page. Here there were "five hundred and eighty days of absence by those who have attended school the past year." Therefore there was an equal loss of the benefit of the several teachers' skill and time, for which payment was made, just the same, whether there were five pupils present or fifty. This non-attendance may be a large indication of a prevalent fault. The statistical tables will show a lamentable disproportion between registered scholars and average attendance. These testimonies ought to warn the indifferent to seek "the worth of the money" publicly given, if they cannot be actuated by any higher motive for the culture of their children's minds. A

town raises for their benefit hundreds of dollars. A large portion of the amount is often paid by persons who have no children to be aided by its outlay. One quarter of it is wasted in the way here faulted. Many towns are better in the attendance than the one above noted. In some instances it embraces nearly all the scholars. But when the returns show how different is the result in many towns where education is as much needed as anywhere, the well-wisher for the right cultivation of our youth cannot but sigh for some power to be exerted, that should constrain both parents and children to a course of conduct, tending to the best application of the money raised for the benefit of the latter, and their preparation to become such citizens as the State will always need.

THE CULTIVATION OF TASTE.

One of the objects to be gained in the education of the young should be the power to appreciate beauty in form and color, propriety in arrangement and the ability to re-produce in other localities the true ideas that have been learned in the days of pupilage and improvement. As yet we cannot expect that the higher degrees of this culture can be attained in our primary institutions. But certainly some approach can be made to a better state in this relation than has been hitherto reached. Without attempting to go in detail into the various ways in which this end may be reached, it may be sufficient to specify a single instance where no small addition can be made to the improvement of the young in the direction here mentioned. This is the adornment of the grounds connected with the school-house.

It is too often the case that the edifice, devoted to the training of the mind is as forlorn in appearance and as desolate in its surroundings as any one in the district, and not unfrequently more so. In another part of this report reference will be made to the buildings themselves; and better ones where they are greatly needed will here be only recommended. But even the poorer can be made more inviting by attention to outside appearances. The early simplicity and even severity of the mode of life in the population of New England, particularly in the agricultural portions, had its origin, in a large part, in the necessity of the times, when rugged forests were to be levelled, lands to be cleared and fenced, with labors and expense which in many instances have been deemed to have been more costly than their present value. There was not leisure then for the refinements of social life; and the cultivation of

the taste, which comes from reading the best writers, and an acquaintance with models of art. The customs of those days have come to our own. Yet as wealth has increased, facilities for communication been multiplied, and information more generally diffused, there has been a change for the better in customs of mere courtesy, the introduction of a better style of building, and a corresponding improvement in the laying out of grounds, not to mention other particulars.

But under the influence of the past, children have often been brought up to have a desire only for their protection against the actual wants of the present and the possible wants of the future. If, then, our school-houses can be made, in any measure to contribute to the appreciation of the beautiful and the true, the endeavor should be called forth to produce this addition to human enjoyment. They can be made public though silent teachers, and lessons can be thus learned which will have their influence through all the life, to promote the love of order, and desire for something more than the mere necessities of life. The taste can be developed, and its desires gratified.

One ready way in which many a useful hint can thus be given is the planting of trees on grounds contiguous to the place of learning. How shall this be done? The practical answer to this question may be found in the activity of the district and its schools. The grounds are often spacious enough to admit of a large addition to the attractions of the place, in the way here suggested. A good-sized playground is always important. It should not be rocky nor liable to be moist and muddy. Then let the pupils, under the direction of the Agent, with other persons, appoint a day for tree planting, and assemble the larger scholars to take part in the work. The forest in the neighborhood will furnish a supply in all needed varieties, to be placed in due distances around the plat; and where the wind blows hardest there a good belt of evergreens might have their firm roots placed to support the protection to be given through generations by the trunk and branches, against the winter storms. All the growth would furnish shade in the summer; and the happiness added to the hours of play would be a new inducement for the little ones to go with their companions to the place and the hours of study and instruction. Their interest in the planting, especially when their parents have taken part in the movement, will tend to their preservation. Protection by stakes or otherwise should be given where the trees are small; and when all

this preliminary work is done, and success is evident, each returning year will witness their growth. The birds will be their occupants, to cheer the summer days, and the profit of the investment to the minds of the children and the pleasure of their parents, will be better than the value of the labor placed at interest. If the building be old and unseemly, the outside beauty of the surrounding grove will prompt the erection of a new one more in agreement with the beauty of its position.

And if the inside could be decorated with expressive and instructive pictures, if the portraits of our great and good men and stirring scenes of our history represented by the skillful artist, could find a place on its walls within, new aids to instruction and intelligence would be given, and thoughts be awakened to produce their effects in later and busier years. The lessons of benevolence, of patriotism and self-sacrifice might thus be imprinted on the tender mind, and the skill in the representation might invite the effort to imitate, though rudely, the work of the artist, to be afterwards followed by more successful experiments. The country school-house, with all its imperfections, has furnished many of our most distinguished men in various departments of life, and will be likely to furnish a greater number, when its imperfections are removed, and their places filled with resources to be helps only and hindrances never.

PHYSICAL EDUCATION.

The old maxim that has ruled the lives and ways of the best students, taught the need of "a sound mind in a sound body." The men whose powers and influence as scholars have had the widest sway, have regarded the preservation of health as a necessity for the full exercise of their minds; and of their out-goings for their effect on the communities which they have wished to reach. We cannot regard the teacher's office as properly fulfilled when he has applied his labor to the unfolding of the intellect, and subjecting it to an appropriate discipline. He may have had great skill in suggestion and explanation. He may have had an equal sagacity in tracing the ability in the several faculties of his pupils. He may have known how best to adapt his care and thought to their various degrees of advancement; and while faithful to impress the memory with the instruction already given, he may go on with other lessons to keep them in a condition of progress, in the well-arranged order of studies, so that there shall be no standing still in the course which is on the

ascending grade to knowledge and usefulness. Parents, Committees and friends may rejoice at the manifestation of attainments made in reality, and not in show, and feel the thrill of pleasure when the mind has grasped truth, and has shown its perceptions of the deductions flowing from its fountains. The more fully the clearness of the apprehension and statement appear, the greater will be the grateful approbation for this cultivated strength and ready and pertinent expression.

But no witness of any successful training in this direction, will be willing to see any brilliancy of educated talent reached through the prostration or injury of the bodily powers. Cultivation is demanded for this part of our nature as well as for the higher. When we look at the union of our mental capabilities, and see how they are united with a frail and failing earthly frame, and know there is a mutual dependence between them, which must be recognized and studied for the right action of the whole, we shall dread the discipline which weakens by overtaking the outer part in the purpose of making the inner part remarkable for its enlargement. Such is the connection of these two, and the moral part may be added, that when one is a sufferer the other will suffer in immediate sympathy. Caution should be ever observed, so that the blow that bruises the casket shall not reach the precious jewel enclosed. The sound discretion both of parents and teachers should be on the alert to secure the education that will open and strengthen the powers of these parts of our nature.

There is nothing in study that need to disturb ordinary health. Where there is a physical debility there of course judgment must be used as to the time, place and extent of the occupation, which should be duly apportioned to meet the ability of the scholar. It was evidently the design of the Creator that His intelligent creatures should study. All His plan shows that there should be labor of the mind as well as of the body. He has opened the book of nature for human investigation; and benefits not to be counted have come to the human family from these researches. He has caused another book to be written, in which the principles of law are clearly defined, and mutual duty made apparent to serve the highest uses. He has thus shown His pleasure regarding study, by furnishing means and objects for its application, and proving its value in the results attained. What, therefore, He has designed for the good of man can never be for his harm, except when that design is perverted. While study is pursued in agreement

with the laws of health, it can never produce the evils against which the caution is here directed. The duties of the school-room should be regulated, so that they should be in proportion to the age and previous preparation of its inmates. The youngest should not be expected to keep pace with their seniors. The older, whose opportunities have been scanty, and sparely used, because their rarity has made them the less effective, cannot be well placed in the class of the like age, with studies far in advance of the one, who has scarcely learned the beginning of what they have well known. This disagreement between requirements and ability will go far to discourage effort if it be pressed; and the pressure, requiring extra toil, may become the cause for weakened health.

The early age at which children are often sent to school is prejudicial in the same way. Not that the alphabetical lessons, which the patient teacher points out in the column of letters for a few minutes in the morning and afternoon session, once or twice each, can bring any great exhaustion to the physical powers; but the confinement during the hours, and the seats too high for the feet to touch the floor, are enough to weary their occupants, and deaden any beginning pleasure in their employment. Their fatigue is often apparent, coming from mere inaction; and the sleep, not forbidden by the willing teacher, is a relief which tired nature seeks and the hard bench allows.

It would be well if the alphabet and syllabication were always learned before the school-room is entered. Then progress would be more pleasant and teaching more enlivened. But there are many families whose incessant claims do not allow the attention needed to secure thus much of incipient education, and who are very ready and glad to accept the school-room as a safe place for their children, while they themselves are engaged in domestic avocations. It may indeed be a part of humanity to allow this place to become a nursery during six hours of the day; but it would be better for the general welfare, and the ultimate improvement of the young, if they did not appear in the place devoted to instruction, till the age of five or six years; especially in places where the schools are large, and where the age of other scholars entitles them to a full share of the offered privileges. The very young children increase care. They often distract attention, and interfere with order, and are liable to exposures unfavorable to health. Indeed an experienced observer says on this subject: ¶ If the minimum age for admission were six years, instead of five,

I think it would be no less beneficial to those who would be thereby excluded, than to those who remain. The admission at an earlier period, in my opinion, exposes the little ones to serious dangers, mentally, morally and physically."

The regulation of the diet of scholars when engaged in their hardest duties is an important point in the preservation of health. Study is labor, and like all labor is exhausting, though the work of the brain does not diminish bodily power in the same way as is done by other toil. This exhaustion requires recruiting. The judicious parent will see that the supply is proper. But when the pupil takes his seat, oppressed with an over supply of food, and dainties coming in to add weight to the sufficient nutriment already taken, then attention is dull. The brain is oppressed. Knowledge enters the mind, through the eyes from the printed page, but tardily. Little impression is made on the memory, and recitation can hardly fail to show a failure. The fact of thus falling behind his class, if repeated, will with every repetition diminish interest in the common pursuits. Discouragement will come in; and it will not be long before the wish to leave school will be originated, and reluctance and importunity will too often succeed in its accomplishment at an age when the instruction is the most important for future respectability and success. An unchecked appetite is a mischief-worker with study.

The activities of childhood demand exercise as their natural outgrowth. It is required by the laws of our existence, and should be in proportion to the hours devoted to mental work. A change from one kind of this work to another will afford refreshment to the wearied faculties. It is therefore a wise arrangement in our schools, that class exercises should succeed each other in a profitable variety. Spelling relieves reading; writing relieves arithmetic, and other lessons contribute in the like way. The recess, which universal custom requires with a demand as strong as a law, breaks in upon the hours with a sufficient frequency, except for the youngest. The sports of the playground invigorate the system, and study is resumed with a relish which it could not have but for the intermission of its claims.

The improvement in the forms of school-desks and seats have taken away some of the ills connected with the instructions of earlier date. The old edifices still have many of these inconveniences. The new ones adopt the better, and do a good service where they are selected with reference to the size of the persons.

to be seated therein, so that the position for study can be taken to keep the body sufficiently erect to avoid the curved spines, the stooping shoulders, the narrow chest, the paleness of the countenance, debility and early death, which the neglect at home as well as at school, are suffered to promote. Teachers happily now are better acquainted with the laws of health, than were their remote predecessors. The study of them often comes into the course prescribed; and thus much is done to protect the bodily organs, and by securing their proper use, enable the educator to prosecute favorably the duties of his noble office.

While the location of the school-house, as elsewhere to be mentioned in this report, should be conducive to good health, and its surroundings be free from needless and noxious vapors; the fair-sized rooms, in height and breadth, should be well built for ventilation. The chief recommendation of the worn-out buildings consists in the fresh air, let in through many a crack and crevice, though it often reaches the scholars in the chilling way that distracts attention. Modern contrivances regulate the admission of the fresh currents, so as to give a pure supply without disturbing comfort. Yet these aids are sometimes too small; or while fitted for the escape of bad air, do not furnish a supply of the pure; or are sometimes neglected in use. Doubtless Committees and visitors can recall many instances where, on their entrance where their visit calls them, they at once perceive "a closeness in the room," oppressive to themselves, but not perceived by the teacher, upon whom the pressure has come so gradually as to require a notice to intimate its presence. That notice may be often seen in the listlessness of the pupils, their wish to support the head with one arm from the elbow, or to recline it upon the seat; thus testifying to the vitiation and the want of new currents. If a few experiments like those exhibited in the late convention at Lewiston, could be seen and remembered by all teachers, they would learn how easily the vital agency of the air is lost in breathing; they would note how its changes occur; and the part of the room where the bad should pass out and the good pass in. And where there is the requisite supply in winter, as there is in the bright summer days, the spirits of the scholar and teacher will be fresh and awake, and their powers be preserved in that elastic state where teaching will be easy, where study will be a pleasure, and the mind be enriched by its own labors. "A man," says an old writer, and if he had been writing of his offspring he might have said it as well, "has

but these four things to choose out of: to *exercise* daily, to be very *temperate*, to take *physic*, or be *sick*." To this instructive suggestion he might as properly have made the addition of good *air*. But in his days ventilation had not been studied as in later ones.

Other remarks might be here introduced on the subject of physical education as a necessary auxiliary to a full mental and moral development; but enough has been said to call attention anew to the important subject. Let health and knowledge be companions; the one to be preserved, the other to be gained, and our schools will have done their work well.

ARITHMETIC.

In communications from several School Committees the opinion is expressed that a disproportionate share of time is bestowed on this study, while as a consequence other branches are neglected, to the injury of other information proper to preserve the due balance in the preparation for the business of life. The causes for this amount of attention may be various. In part it is traditional; coming down from the times when it was considered almost the chief pursuit in the course of instruction; and when eminence herein was considered a greater victory than in any other of the few studies of the early days. The peculiar spirit of thrift which was encouraged by our ancestors, proceeding in large part from the necessities of the pioneer life, called for the exercise of prompt calculation, and a sound judgment that could be verified by figures; and though "guessing" was said to be the characteristic of their speech, yet the turn of mind beneath that dress of words was one which was shrewd in the application of the rules of addition and multiplication. There was, too, more time devoted to the study, because of the fewer studies then proposed, and the continuance of the scholars in the school through the years approaching to manhood. Now studies are increased. The pupils leave school, unless destined for college, at an earlier age. Their services are needed in many instances; and in others they leave because their classmates have gone.

Under these circumstances it becomes an interesting question as to what plan shall be pursued to gain a due amount of arithmetical knowledge, and at the same time gain the benefit of other useful branches. The answer may be found in part in better books on this science,—books that will furnish less of reading adapted to the age of the teacher, and more of practical work for the

exercise of the scholar. The arithmetic that will accomplish the most for him is the one that will have a few plain definitions, accurately drawn, in words that can be easily explained and their separate and combined meanings easily remembered. The explanations should be brief and the rules simple. The examples should be numerous in the parts oftenest used in the transactions of life. The teacher should supply the rest by oral instruction. It will be well, probably the best, for the scholars to be taught to make their own rules and write them out. This can be done by the aid of the teacher. Let him, for instance in addition, tell the class or the individual each step in the process. Let it be repeated till the scholar has the whole in his possession. Then let him recite the instruction received in his own language. Correction may be applied as required. In this way, under the judicious care of the teacher, the scholar will have the rule of his own construction; and because it is his own it will be the more easily retained. Little is gained in the way of committing the rule first, beyond the exercise of the verbal memory. The little pupil comes up abreast of language that conveys but little meaning to his undrilled mind. The teacher must follow this mere recitation, often meaningless to the learner, with his own explanations, to show the details of the work; and it is then only that the meaning of the rule is revealed. The same will be true of other parts. In the arithmetics of past use, there has been much of the printed pages committed to memory, which, when questions are asked other than in the usual formulas, appear to have carried no information to the reciter. What is remembered as being understood is generally the portion repeated by the teacher in his own words, to elicit the thought for apprehension. The very words "art or science of numbers," "abstract," "concrete," "inferior column," "superior column," are not always definable by every teacher, much less comprehensible by every learner. Yet time is spent in the reiteration of these forms of speech by the little and even large learners without any ideas suggested thereby. The most effective teachers are those who use the books indeed, but only as helps. They are themselves the real books. They select what is useful from the treatises, and skillfully develop the latent powers of the pupils. The usual defect in the scholar is the non-attainment of the principle. He practices by formula, and can proceed no farther in the path than he is borne by this aid. Let principles be taught. Let many and varied, and even extemporised examples reduce them to practice, and then we shall not

find, as is now too often found, that a vacation obliterates the effects of the previous term, makes a review the first thing necessary on resuming the duties, and thus adds to the time devoted to arithmetic while other studies, designed as companions, are treated with too large a portion of neglect.

GEOGRAPHY.

There seems to be needed some modification of the mode for teaching this study, or the change of its lessons to a later age of the scholar's school life. The question is often asked: Why is the knowledge acquired, and apparently firmly fixed, in the primary departments, so soon lost, after the higher grade of the schools has been reached with its appropriate occupations; so that by the intermission of this study for a year or two the attainments once so pleasant to hear at an examination for promotion, appear dim and uncertain, and in some cases almost lost? Why should this be the termination of better hopes, when the study is the one with which the primary scholars are generally pleased? The answer to these queries may not perhaps be given with certainty. But it may in a great measure be traced to the greater tax laid upon the memory than it is able to bear. Without doubt this faculty is in lively action at the period when this grade of schools takes the youngest classes into its instructive care. It is then easily impressed. But many impressions coming in rapid succession are like the foot-tracks of a procession, where the first are obliterated by the steps of the followers, and the last are hardly distinguishable because of the confusion of marks made by the preceding. The time for this pursuit is often fixed at this part of the course, because it has been thought that, through the pictures with which the primary geographies are adorned, and the maps and facts, it is well suited to arrest attention. This is true. But it does not effect the purpose much beyond the amusement of study, when all the labor is so easily lost, that by the time the pupils are fitted for the Grammar School the study needs to be taken up anew, or the mind be left in ignorance of many of the most useful as well as the plainest of its facts. The experience of many teachers and examiners will confirm the statement made in the report of the superintendent of public schools in the city of Bangor, who says: "The study of geography, as now taught, seems to be exclusively a work of the memory, the most brilliant recitation in which after the lapse of a few weeks vanishes." Doubtless we should cultivate the verbal

memory. Without words the thoughts will find a difficult expression. Without the knowledge of places and their relations to each other business would be hampered, and the current as well as past history would lose a large share of its interest; and the aim should be to teach this part of our education so that it shall not be useless by being forgotten. It is to be feared that in the descriptive parts of the lessons words are often recited without the knowledge of their meanings, and the pernicious practice of merely hearing recitations, without the care to see if they are understood, leave many a lesson with only a shadow of its benefit left on the mind. The answers of the book are learned often by their order, not in connection with the questions; and this accounts for the fact that an answer may be given in correct words, matching a question other than the one proposed. Little good can flow from this mode. The effect on the mind soon goes away, when distinctness of outline and depth of impression are wanting.

It will be better in this stage of progress to require less in this department; and to let the amount learned be secured by frequent reviews; by casual questions suggested in other lessons; and by attempts at map-drawing on a small scale. Time was when the use of slate and pencil for such attempts at pictures as a child could undertake, was under the ban. But we have learned to look favorably on the pencil and its use; and the sketches, however rude, are the beginning of something better. Let then these early efforts be turned in part to this direction, and memory will be aided by the longer time occupied in fixing prominent points; and the fewness of the places learned well will be better than the multitude, where the number leads to indistinctness in the individual fact, and each one appears to be the destroyer of another.

SELF-GOVERNMENT IN SCHOOLS.

In reference to the government of schools the opinion has sometimes been asserted that the nearer it approached to a despotism, the better would it be for its success. The theory would be good if the rulers were perfect. But teachers have their share of the frailties of our common nature, and the younger laborers in the work have not learned to avoid their influence by a maturing experience. If this kind of government is adopted it must be with the fear that reaction may come from the governed, when the decisions of the teacher are made without a sound discretion, and his discipline puts on the appearance of tyranny. Examples of this

nature have been presented where the strong hand has attempted to enforce submission upon the stronger wills of large and refractory scholars ; where the teacher has been made uncomfortable by the resistance to mere authority, and schools have been broken up by the excess of government on the one hand, and the absence of the spirit of self-government on the other. The true teacher will consider that if for no other reason than his own peace and quiet, he has the training of the wills of his charge, as well as the instruction of their intellect ; that he is to cultivate the principle of obedience as well as to develop the mathematical and other powers in their minds ; and that if he can secure their coöperation in the duties of each day, he will lead them to appreciate their opportunities, and turn them to their full advantage, as well as free himself from the perplexities that arise when insubordination appears, and resistance to "the rules" threatens to overturn the seat of power. The name of "master," by which teachers were formerly designated, has often carried the idea abroad that the school-room was to be the field for contest and conquest, on the one side or the other ; the place where children ungovernable at home, were to be broken into submission, and the "master" was engaged for the season, with as much reference to his stature and muscular vigor, as his intellectual attainments and capabilities to impart his own knowledge. How often has this course resulted in the struggle in the trial of the title to the dominion of the school-room ; and how sad have been the turmoils embroiling a district, when the contest for the "mastery" has, like other conflicts, awakened hopes and fears as to the probabilities of its issue. How sometimes parents have secretly applauded resistance, and given it no check, thinking that the teacher was wrong, when investigation would have proved him to have been right ; and encouraging the bad spirit to become rife, when the checking word would have restrained its appearance and encouraged the opposite.

It has been well for the interests of our cause that the name "teacher" has come into common use. While he is clad with all the authority belonging to the parent to preserve order and direct the energies of the scholars to the single purpose of the assembling under his care, his chief office is, and should be so regarded, to instruct and develop the youthful mental powers. Here then comes the propriety of the kind of government indicated at the head of this section.

Leaving out of view the primary grade, where difficulties seldom

arise, we may look at the higher grades; or where there are no grades, at the scholars whose age is sufficiently advanced to enable them to understand the real purpose and profit of the hours of school. They are at an age to understand that their own improvement is the reason why school-houses are built, books procured, and teachers provided at no small cost. The aim of parents should be, as it often is, to require in their children such a disposition as will incline them to act for the one object proposed by these arrangements. Their domestic cultivation should be such as to produce a state of mind in regard to right and wrong, as shall be a law unto itself. A pupil thus prepared will readily yield to the claims on his good behavior. Having no disposition to resist those claims, he will apply his thoughts to his lessons. Free from the distracting thoughts that resistance to authority calls up, he will receive deep impressions from the truths read and heard, and his recited lessons will be the proof of his diligence and success. The teacher should make known that this name indicates his proper office; that while he has all required authority to enforce order and obedience, it will be in every sense better for the pupils not to require its exertion; so that by their correctness of conduct they have all his time for teaching, and so far as his principal purpose is concerned, may waste none of it in governing. In all schools there are some self-governing scholars. If all were such, troubles would cease. They go to learn, not to be disorderly; to aid themselves by aiding the teacher, and not to injure themselves by hindering his work. They soon see the disorderly scholar is a damage to the whole school, because the time occupied in keeping him straight is time deducted from the lessons of the hour, as an addition to the damage inflicted by a bad example.

But home influences are not always in aid of this plan, and sometimes children are sent to school for the purpose of being "mastered." They go, expecting a struggle. The code of rules, laid down on the first day, suggests the spirit of rebellion, and ere long it bursts out. The teacher then must early prepare to gain a victory by peaceful arts. He will have various tempers and characters to occupy his thoughts. There will be the uneasy, the nervous, and the sedate and quiet. There will be the dreamy, the indifferent, and the earnest and active. But in all there will be that gift from above, which only needs to be brought into operation to secure the best results. Every pupil has the principle within his breast that requires obedience to the right, and the rejection of

the wrong ; and this should be the great auxiliary for his direction and control. This principle should be brought out. It may be called the conscience, the moral sense, or the power to distinguish between truth and falsehood. The aim should be not to describe it, but to bring it into action ; to lead the scholar into a willing compliance with what it decides is right. In this way the earnest and industrious will be kept and confirmed in their goodness. Their virtues will grow in strength and increase in number. The traits of an opposite nature will soon have a lessened field for their operation, and in time be driven out. Their example will be on the right side, and the wrong-doers will be rebuked. The self-governing spirit, if it reaches the majority, will soon so control affairs that the whole time can be bestowed on the instruction. If punishment is needed to reprove the idle or the worse than idle, what is its design ? Not to gratify the teacher, for if he have the spirit of revenge in his mind, he has just so much disqualification for being a teacher. It is to teach self-government, by showing the evil of a departure from the right. It is to point the way back from that departure.

It is an inquiry of deep interest whether under the constitutional provisions of our country, the principles of self-government ought not to be more fully developed in our schools. The experiment has been tried in a few instances in other States, and in one in our own, of allowing the scholars, in schools suited to the purpose, to form a society having this design in view, under the direction of the teacher. They have made their own code of laws and affixed the penalties, which are such as to deprive the offenders of certain privileges of seats and intercourse with their companions ; not, however, taking from the teacher any part of his own authority, from whom indeed all their power is derived by his consent, to be taken back when necessary or expedient. In the cases referred to the plan has been highly useful. It may not be suited to all schools. But the suggestions here made for the self-government of scholars may apply everywhere. Visitors see its operation in many instances. In the part of the school where the pupils are well taught at home it is apparent ; and such scholars are the learners. Their time is well occupied. They do not make a draft upon the teacher's time for their control. They ask it only for improvement. The teachers can gain it by their discretion ; placing themselves in their true relation to the scholars, and at the commencement holding out the idea that the teaching

will be more abundant and effectual, if the school is orderly, quiet, attentive and earnest; acting in the spirit, against which there is and can be no law, and of course no violation of law, and bringing all into harmony with the single purpose of the school, and that is education.

SCHOOL RETURNS.

The school returns have been made to the office of the Secretary of State from all the towns and twenty-four plantations. They have furnished the number of children between the ages of four and twenty-one years, and the amount raised on each by taxation, except that some of the plantations are incomplete in regard to the amount of money thus raised. Many of the towns also, as well as plantations, give no information on several of the minor points proposed in the inquiries. Occasionally the items are given with an indistinctness that has been perplexing, and has required a careful balancing of particulars and probabilities to arrive at a result, to be regarded only as the nearest approximation to the truth that the circumstances would allow. But in the most essential portion of the statistics, namely, the number of scholars and the amount raised by taxation, the tables may be referred to with confidence. Next to these come wages, weeks of school, attendance, and the amount raised more than is required by law, and money raised to prolong the schools. We thus learn the number of the youth whose age places them within the reach of education, and the means provided by the statutes for its support, and also the extent to which the privileges afforded are used. It is not to be supposed that all who appear as non-attendants are therefore without education, for many are taught in private schools and academies, and a few have private tuition. But still there will be found a large number whose absence from the school-room is preparing them for the ignorance which is among the greatest calamities that can exist in a free country, whose institutions largely depend for their support and continuance on the virtuous intelligence of the people. If these returns are worth making at all,—and the universal custom of all the States where the common school system prevails declares their value, and some of their reports are almost wholly statistical,—they should be made with fullness and accuracy. Nothing should be left to the Superintendent but to gather into the several tabular statements the results for the year. Then they could be referred to in all their parts

with confidence. But where the defective action of committees leaves blanks, or inserts answers that are enigmatical, although placed in figures that mean well, then the decision and arrangement of values must depend on his judgment, and the tables be deprived of some portion of the esteem which they ought to bear, and which can be imparted to them only by attention to every item, and exactness in its application.

PERMANENT SCHOOL FUND.

The aid to the interests of education from this source comes in the nature of encouragement. Its effect has been beneficial. Funds are sometimes prejudicial by leading to inaction. But in this instance the injury is warded off by the demand of the State that a specified amount must be raised for the purpose of schools. It is gratifying to know that many towns have raised more money than is required by the law. This will be likely to be the course where the value of schools has been well tested, and is usually done where the population is dense, as in cities and villages. But the increase is not confined to these centres. Towns whose inhabitants are not thus collected have done the same, and with the aid drawn from the provisions of the State they are in proportion adding to the intellectual wealth of the State. The Permanent School Fund is designed to be a partial relief from taxation. From the sources of information within my reach the following statement is here presented, showing its increase during several past years, and its present condition :

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
1867, Dec. 31, it will be	244,121 53

The income of this fund for 1868, apportioned to schools, will be \$14,647.29.

THE BANK TAX.

The gradual diminution of revenue from this tax for schools, and the causes thereof are well known. In 1863 it was \$79,830. Information received from the Treasury Department states that the amount of money from this source to be apportioned to common schools in 1867 has been \$4,475, and that there will be same sum for the same purpose in 1868.

AMOUNTS APPLIED TO EDUCATION.

The following brief summary will show at a glance the money expended for educational purposes by the citizens of the State during the school year of 1866-67, in the directions here indicated:

Raised by taxation,	\$518,292 97
Cost of new school-houses,	323,581 13
Income of Permanent School Fund applied,	13,244 14
Bank tax applied,	4,475 00
From local funds,	14,179 25
Contributed to prolong public schools,	15,316 93
Amount paid to private schools and academies within the State,	40,614 33
“ “ “ “ “ out of the State,	6,428 00
Aggregate of expenditure for school purposes,	<u>\$936,131 75</u>

SUMMARY OF RETURNS.

The following summary is made up from the returns of the towns and plantations reduced to counties. The valuation of the State for 1867 is accounted for by the abatement made to the city of Portland :

General Summary of the Returns for the year ending April 1.

	1866.	1867.
Population of the State in 1860,	628,600	628,600
Extent in square miles,	31,766	31,766
Valuation of the State in 1860,	\$164,754,105	\$161,113,350
Number of towns in the State,	405	405
Number that have made returns, plantations included,	434	429
Number of children between four and twenty-one years,	212,834	212,309
Number registered in summer schools,	114,823	110,936
Average attendance in summer schools,	88,743	85,965
Number registered in winter schools,	123,756	129,848
Average attendance in winter schools,	97,827	99,690
Average attendance for summer and winter,	93,285	92,827
Number in winter who did not attend in summer,	20,211	20,708
Ratio of attendance to whole number of scholars,43	.44
Average length of summer schools, in weeks and days,	9.3	9.1
Average length of winter schools, in weeks and days,	9.1	9.0
Sum of the average for winter and summer,	18.4	18.½
Number of school districts in the State,	3,771	3,843
Number of parts of districts,	418	339
Number of school-houses in the State,	3,727	3,782
Number reported in good condition,	1,999	2,065
Number of school-houses built within the last year,	44	79
Cost of the same,	\$25,609	\$323,581.13
Number of male teachers employed in summer,	78	71
Number of male teachers employed in winter,	1,786	1,857
Number of female teachers employed in summer,	3,721	3,781
Number of female teachers employed in winter,	2,034	2,042
Wages of male teachers per month, beside board,	\$28.20	\$28.78
Wages of female teachers per week, beside board,	\$2.54	\$2.71
School money raised by taxation,	\$477,131.66	\$518,292.97
Excess above requirement of law,	\$24,730.45	\$91,835.97
Average amount raised per scholar,	2.01	2.26
Amount of permanent school fund Dec. 31,	\$214,735.79	\$244,121.53
Income of same apportioned to schools,	10,873.89	13,244.14
Bank tax apportioned to schools,	7,626.38	4,475.00
Amount derived from local funds,	13,927.35	14,179.25
Contributed to prolong public schools,	16,852.28	15,316.93
Am't paid to private schools, academies, &c., within the State,	35,368.87	40,614.33
Amount paid for same out of the State,	5,208.80	6,428.00
Paid for repairs, fuel, &c.,	42,493.81	71,511.06
Average cost of board per week,	2.03	2.12
Estimated amount paid for board,	148,660.96	147,462.96
Amount paid for school supervision,	14,852.67	16,232.80
Aggregate expenditure for school purposes,	592,598.23	936,131.75

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.
Androscoggin, . . .	9,721	5,236	3,864	6,075	4,485	925	9.4	9.3	139	30	167	97	2	59,000 00	8,156 97	3	87	166	91	30 72	3 08	2 23
Aroostook, . . .	9,498	3,643	2,768	2,933	2,336	573	9.1	8.5	193	8	111	58	6	5,725 00	867 05	4	35	135	65	21 09	2 66	1 62
Cumberland,* . . .	29,105	9,213	7,274	15,068	11,561	1,795	9.5	9.5	315	16	331	181	12	19,5415 00	16,440 43	10	175	370	222	31 11	3 14	2 31
Franklin, . . .	6,820	4,224	2,934	4,858	3,599	1,120	7.4	8.3	235	33	205	103	1	300 00	1,218 89	—	89	175	122	22 44	2 37	1 77
Hancock, . . .	14,277	8,155	6,588	9,148	7,370	1,377	9.1	8.1	272	17	267	136	4	5,875 00	4,946 75	2	155	254	108	33 76	3 01	2 11
Kennebec, . . .	16,529	7,432	5,921	10,250	8,141	1,534	8.5	9.	322	16	345	206	3	1,300 00	3,891 99	3	148	310	192	26 04	2 70	2 02
Knox, . . .	8,226	4,814	3,814	5,798	4,634	913	9.5	8.1	133	28	137	59	3	2,480 55	1,964 05	4	82	144	69	32 52	2 64	2 47
Lincoln, . . .	9,960	5,709	4,456	6,717	5,253	1,180	9	8.5	187	9	177	94	1	2,000 00	1,816 92	4	122	177	60	30 52	2 62	2 57
Oxford, . . .	11,052	6,064	4,723	7,280	5,750	1,609	8.2	9.2	303	28	298	151	9	5,790 00	2,234 24	2	175	276	129	22 89	2 41	1 68
Penobscot, . . .	24,934	15,122	11,509	16,178	12,596	1,881	9.2	9.2	386	25	424	235	11	11,685 45	10,420 17	6	151	447	282	31 57	3 04	2 19
Piscataquis, . . .	5,077	3,116	2,415	3,444	2,628	701	8.4	8.4	145	15	134	67	3	1,141 13	1,524 89	—	29	124	100	28 03	2 48	1 84
Sagadahoc, . . .	7,571	4,544	3,664	4,832	2,584	608	9.1	10.	97	2	111	74	2	1,297 00	4,497 51	6	72	126	66	33 52	2 62	2 75
Somerset, . . .	12,166	7,213	5,661	8,529	6,918	1,667	7.5	8.	321	33	298	148	3	1,155 00	2,446 53	—	122	291	185	25 84	2 60	1 75
Waldo, . . .	12,612	7,209	5,674	9,117	7,390	1,967	8.4	8.1	244	32	244	159	8	24,777 06	2,484 68	1	157	247	104	27 69	2 34	2 06
Washington, . . .	15,832	8,984	6,742	7,882	5,494	1,468	11.4	10.4	233	20	227	116	2	800 00	3,729 70	16	82	240	111	36 50	2 90	2 22
York, . . .	18,929	10,258	7,958	11,739	8,951	1,490	9.5	10.3	308	27	306	181	9	4,840 00	4,870 29	10	176	299	136	26 31	2 77	2 41
Total, . . .	212309	110936	85965	129848	99690	20708	9.1	9.	3843	339	3782	2065	79	323581 13	71511 06	71	1857	3781	2042	28 78	2 71	2 12

* Records of summer schools in Portland, burnt.

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, 1866-7, etc., etc.

Counties.	Population in 1860.	Valuation in 1860.	School money raised in 1867.	More 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	26,114 75	897 50	2 45	550 90	215 55	1,833 00	75 00	374 50	1,094 50	9
Aroostook,	22,449	1,856,237	11,396 00	835 65	1 82	417 55	823 85	1,211 00	672 00	470 50	254 39	2
Cumberland,	75,608	36,361,035	101,348 75	41,434 68	2 55	2,632 19	1,314 54	4,847 00	805 00	1,377 00	1,178 67	29
Franklin,	20,574	4,285,843	15,163 25	265 00	2 26	480 51	599 64	1,730 00	175 00	1,119 00	600 48	1
Hancock,	37,728	6,520,694	29,266 25	1,274 75	2 07	1,057 59	1,040 25	2,998 00	300 00	954 00	860 53	12
Kennebec,	55,668	15,273,355	46,510 75	7,855 95	2 50	1,177 44	170 24	5,414 08	1,215 00	1,166 86	1,475 64	13
Knox,	33,122	9,212,824	18,593 79	1,318 00	2 14	709 57	290 36	731 00	50 00	1,287 50	621 50	7
Lincoln,	27,866	6,184,441	21,044 65	1,828 12	2 20	870 66	-	2,217 00	520 00	1,042 50	766 76	4
Oxford,	36,700	7,834,162	24,130 25	1,143 50	2 29	1,143 50	1,185 23	2,441 70	280 00	1,407 13	1,083 63	7
Penobscot,	72,737	14,524,937	43,872 71	3,604 59	2 22	1,827 00	3,629 68	4,933 43	50 00	396 50	2,777 21	22
Piscataquis,	15,054	2,705,228	11,109 85	714 50	2 02	443 75	828 88	445 00	-	204 00	397 82	6
Sagadahoc,	21,685	10,054,434	26,572 00	10,864 30	2 68	664 07	763 37	1,290 00	930 00	727 25	822 30	4
Somerset,	36,547	7,136,994	25,344 80	979 75	2 12	1,327 37	1,131 62	1,644 50	42 00	973 25	1,013 09	11
Waldo,	38,448	7,773,529	29,782 20	2,652 90	2 26	929 90	79 00	2,605 00	340 00	1,811 61	825 85	13
Washington,	42,555	7,663,945	34,589 47	5,271 03	2 06	1,296 74	1,962 75	1,674 62	453 00	1,291 74	724 63	17
York,	62,124	19,135,618	53,453 50	10,895 75	2 52	1,307 04	144 29	4,599 00	521 00	713 59	1,735 80	15
Total,	628,599	*164,754,105	518,292 97	91,835 97	2 26	16,584 38	14,179 25	40,614 33	6,428 00	15,316 93	16,232 80	172

* This valuation has been diminished by the Legislature in favor of the city of Portland, in consequence of the fire in 1866, and is now \$161,113,350.

ABSTRACTS OF SCHOOL COMMITTEES' REPORTS.

A visit to the school-room, often repeated, is the best way to learn the qualifications and success of the teacher, and the profit to the scholars derived from his skill and efficiency. He is placed in his position with authority like the parental, to rule and instruct, and by judicious and attractive methods, allure the pupils to the path of knowledge, and make each step therein an incentive to an eager advance to the increasing pleasures of progress. They should enter the place of instruction with a cheerful spirit, and, by the aid of the teacher, be separated from the tediousness of the hours, when idleness neglects the active study, and recitations reveal the want of the needed preparation. The teacher, having the concurrence of parents, is encouraged in his work, and by the admixture of firmness and gentleness in his discipline, and a persuasive mode of communicating his explanations, will hardly fail to fix a permanent good in the minds of his scholars. A visit to schools thus conducted, is always a gratification to the friends of education. If they are not so managed, a visit and a friendly word will aid to make them better.

But visits are too few. Perhaps there are many persons who cannot make them; at least the practice shows that such is their opinion. Therefore it becomes necessary to have reports of the condition and progress of these efforts for the education of the young, to be read before the assembled voters in the several towns at their annual meeting, or to be printed and circulated so extensively as to allow each person to read what has been done or left undone in each district. It would be well if these reports were always printed and placed in every house in each town. Thus each part of the community would be encouraged by the success, or cautioned by the errors and failures in other parts.

The benefits coming from the gathering of these reports into one view, or as must be done in the Report of the Superintendent, from extracts of portions deemed most appropriate for the purpose, are these: They show the actual work; they reveal the faults and excellencies both of teachers and pupils; they speak of the encour-

agement and coöperation of parents, and also not seldom of the hindrances thrown in the way by their often needless, often injudicious, and sometimes passionate interference; they give a life-like view of the whole working of the educational plan, and, if they could be published in full for a wider distribution than they can ordinarily have, would tell many truths, profitable for encouragement as well as amendment. For the want of such diffusion, many details are restricted to the towns where they are read, perhaps to a few persons in the annual meeting, where a petition for a new road or the construction of a new bridge, will hold a larger assemblage than the interests of the pathway of knowledge for the young. When these communications from the School Committees are printed, they gain a better opportunity for doing their intended good.

The following extracts will do a useful service in exhibiting the practical working of our school system, and will serve to show the extent of the interest cherished by our people for its better development. From such have been and must still be derived many of the improvements, coming from suggestions growing out of real wants, and earnest and wise entreaties, addressed to persons in every town, bound to be interested in the best instruction, and to bestow for its aid their united good will and personal effort, as well as a liberal monied support. These suggestions and entreaties come from persons who witness the needs, and are influenced by the love of good morals, knowledge, country and religion, to press the results of their observation and experience upon the acceptance of their respective communities. The State provides that a part of their work at least shall be spread widely enough to reach all its limits, and even go beyond.

The remark is sometimes made that these reports do but repeat the statements of former years. To a certain extent the criticism is just. The fact is to be explained on the ground that the variations in one year from that of its predecessor are never so great as to demand an entirely new description. The faults of our schools, needing to be mentioned, are not all remedied in a twelvemonth. The wants are not all supplied in so short time. Parents, agents and teachers, are not yet perfected in their respective influences; and therefore, for these and other reasons, the Committees must reiterate the claims presented by the important charge placed in their hands. A series of years will show a change throughout the whole, as has been done in some localities where interest, influence

and means have combined to place the schools in a condition to require little else to be said than approval and commendation. Let the counsels of the Committees be read and pondered, especially in the towns where they are designed to be first applied; and if received according to their real worth, they will be followed by other words of congratulation and hope.

The abstracts from the reports are made in the order of their reception.

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KENNEBUNK.—The following observations by the Chairman of the Committee reveal a not uncommon experience, and tell of needs that *need* to be supplied :

“ The writer of this, during his long connection with our public schools, and the countless conversations he has held respecting them, has never met with an individual who did not acknowledge their importance, express an interest in their welfare, and profess fully to appreciate, in all its length and breadth, the responsibility resting upon every citizen to do all in his power to elevate their character and increase their usefulness. He has never entertained a doubt of the sincerity of those with whom he conversed. That they felt as they spoke, he fully believes. But, as a good pastor of our old church once remarked, in the course of a Thanksgiving sermon,—(in years gone by, when the old church spire stood alone in the village,)—‘ be ye fed and clothed and warmed ’ are admirable words, when addressed to the poor and needy, *and* accompanied with the material aid that will insure food and clothes and thermal comfort to the suffering and wretched ones;—but if our benevolent feelings find expression in words only, they will fail to relieve want or dry the tear of misery. It is desirable to feel aright, but to do good and perform our whole duty ‘ we must, in many cases, *feel in our pockets.*’ So with our educational interests. To know that every good citizen rightly estimates their value,—realizes how great is our dependence upon them, whether we regard the nation’s prosperity or individual safety and happiness,—feels they are the corner stone of our political greatness and social advancement;—to know this is cause of congratulation. Correct public sentiment is a point gained, and one which cannot be over-estimated. * * *

We have said public opinion is correct, but inoperative. To illustrate: You sometimes hear an earnest advocate of our Common Schools;—he reasons well, his whole argument is sound and unanswerable; but still a proposition to increase the amount raised for the support of these schools does not meet his approval. The word *taxes* seems to drive him to seek a new base; he thinks teachers are paid too much, that district agents and town committees fall short in the performance of their duties. There is money enough, in his view, but it is not judiciously expended, or, be this as it may, he cannot see the necessity of, or countenance, increased taxation. Now here is a case of

soundness of opinion, which is inoperative, at least for good. It is perfectly clear that we cannot have good schools without good teachers, and in order to obtain these we must pay them as much as they can get elsewhere; we must 'feel in our pockets.'

Look at the length of the school terms in several of the districts where there is a sparse population, and then determine whether the children in those districts possess the educational advantages which, in strict justice, they ought to enjoy. Then, again, look at the large districts. Ought there not to be well supported *Graded Public Schools* in these? Can we not, moreover, maintain a High School, accessible to pupils who possess the requisite qualifications from every district in town? With our acknowledged ability as a town, and with a debt not at all startling in its proportions, why should we not take a high stand in this matter, rather than permit our schools to continue in their present drooping and languishing condition? It must be obvious to every one who examines into the facts and reflects upon the subject, that a larger sum should be raised for the support of the public schools, and it is hoped that our citizens will vote, unanimously and cheerfully, a liberal appropriation for this object.

The *manners* and *morals* of the scholars are too much neglected in our schools. In no case should the poorly clad, infirm or dull scholar be made the subject of taunts or ridicule by his or her associates. The teacher should impress upon his pupils the impropriety and cruelty of thus adding insult and wrong to the bitterness of misfortune. While reading, no opportunity should pass unimproved of giving moral instruction to the children. The lessons of the day will always furnish appropriate texts for remarks on some important subject,—such as respect for the aged, sympathy for the unfortunate, the exceeding value of *self-respect*,—which will naturally lead to talks about the evils of impertinence, profanity, obscenity, of all mean tricks and dishonest practices. While warning against these so-called small sins, the habits and qualities that constitute *true manliness* might be considered and enforced. The preparation required for the performance of this duty would cost very little time or labor, while the beneficent influences it would exert can hardly be calculated.'

School Committee—D. REMICH.

VINALHAVEN.—The report speaks of better attendance as the result of efforts made by the Committee; and a zeal in study that has surpassed their expectation. The results, with a very few abatements, have been gratifying. The following remarks should be well heeded:

“Parents should be very careful how they influence their children in regard to schools. We have seen it demonstrated the past year, that a word from a parent has a great influence, either in the right or wrong direction. If you think a teacher is not doing the right thing, go to the proper authorities and

make a complaint to them ; and not as some do, scandalize your teacher in hearing of your children. We have seen parents, from a slight complaint from their children, keep them out of school, without even saying a word to the Committee. Is this the way to have good order in our schools? Is this the way to have good scholars? Most certainly not ; this is a discouragement to your teachers, disrespect to your Committee, and an injury to your children. You have a Committee appointed to take care of the schools ; lay all your complaints before them. They have the authority to settle such difficulties, and can settle them a great deal easier than you can.

Again we would say, be careful whom you choose for school agents, and let men go for that office who you know will take an interest in selecting good teachers. Don't put a man in agent just because it is his turn. Get a man who you know has an interest in your schools, and if he is successful, keep him in year after year ; if you have to pay him well for his trouble, you will find it will pay better than money at interest."

School Committee—JOHN B. POOL, LUTHER J. CALDERWOOD, JAMES GINN, JR.

ATHENS.—An account of one of the schools will show what was done and what should be done to make a profitable winter school :

"The teacher's manner of instruction was thorough, systematic and correct. There are but few teachers who give better instruction than was given in this school. His theory of government and discipline was of a high order, though he lacked discretion, sometimes, in the administration of it ; and where is the teacher who does not? The order in the school-room was excellent,—no better in town. A portion of the scholars, having no regard for good order, and not willing to submit to wholesome rules and regulations, became disobedient and disorganizing. After other means were used, the teacher was compelled to resort to corporal punishment to maintain the supremacy of law and order. Thereupon some of the parents caught up their grievances, sympathized with the scholars, censured the teacher, and refused to send their children to school. The want of parental co-operation with the teacher, and ignorance of the best interests of our Common Schools, were influences at work to disorganize this school. If parents allow their children to go to school at any time of day, to permit them to absent themselves from school any day they please, to approbate their complaints and condemn the action of the teacher, and to take them out of school because the teacher happened to chastise *their child* for wrong-doing, it is not difficult to predict the result, either to the school or the child. In nine cases out of ten it will ruin both."

School Committee—WM. McLAUGHLIN, H. S. FRENCH.

SIDNEY.—This extract from a careful report, and full in its details, will show the judicious and earnest spirit of the Committee :

"No one will question the wisdom or the justice of the law, which requires

that a certain amount of money shall be raised yearly to be expended for educational purposes. Every child should have an opportunity to attend school, and there to qualify himself to fight the battle of life. But we are led to ask, do the people of this community fully appreciate their privileges? Are they aware how they are interested in this matter? Do they take note of how much is lost, through various causes, that might be avoided? Do the parents fully comprehend what is contained in the remark 'that the school is so long that the scholars have lost their interest in their studies?' Scarcely a school in our town has a term of twelve consecutive weeks. Many have not been present half that length of time. Yet we are sometimes pained to hear the remark that the school has kept long enough. To one who, when a scholar, attended school all the time, this has a strange sound.

If we are desirous that our children shall be good scholars there is a work for us to do. First, education must begin *at home*, by teaching subordination *there*. Children who set at naught their parents' commands, will be likely to try the same at school, and as a general thing the parents of such will aid them in the pernicious conduct. Again, the first hour of school is very often interrupted by the entrance of tardy scholars. Are parents aware how much they might do to prevent this evil? Is it conducive to the success of a school, that there should exist in a school district such strong party feelings as are often manifested there?

To have good and profitable schools, *all* should co-operate. Care should be taken in the selection of teachers, and then the scholars should give their whole attention to their *studies*, if they would be benefited thereby. No teacher, however good, can put knowledge into the scholars without their volition. Whoever has such an idea, rests upon a fatal fallacy."

School Committee—CHAS. W. COFFIN, JOHN I. CUSHING, WM. E. BROWN.

BREWER.—The interest in the closing examinations here is worthy of general imitation. Some remarks on particular schools may be read with profit elsewhere:

"In presenting our annual report, we should be pleased to speak of the entire success of every school; yet it is hardly to be expected. We have been gratified, during the year, to see the interest which the agents generally have manifested in looking after the welfare of their schools. With few exceptions, their efforts to secure good teachers have been very successful. The parents, also, have manifested a good degree of interest in their schools, of which the crowded houses in most of our examinations gave evidence.

We would urge upon districts the importance of commencing the winter schools early enough to have them close a fortnight, at least, before the annual town meeting, in order that the accounts of the several districts may be carried in to the selectmen, and settled in due time, and also that your Committee may have an opportunity of reporting fully the progress and standing of all the schools.

We congratulate the inhabitants of the Village District in having erected, the past year, a beautiful, substantial and commodious school-house; an ornament to the place, and admirably adapted to meet the growing wants of their schools, which now rank among our best. The house was formally dedicated to the noble purposes of education, at the commencement of the winter term, by appropriate exercises. * * * *

Miss —— labored very faithfully for the school, and her efforts were crowned with good success. Much care was taken in reading and spelling, which are very important exercises, especially in a school of this grade. Nearly all of the scholars could repeat the multiplication table at the examination. The monotonous and sometimes dull exercises of the school-room were interspersed with singing and oral exercises, which added much to the interest of the school and the pleasure of the little ones. The order, especially in the summer term, was good. * * * *

This was in all respects a successful and profitable term. The attendance was unusually large. The teacher labored earnestly for her scholars, who seemed to have entire confidence in her, and co-operated with her fully in all that related to the progress and profit of the school. We seldom, if ever, have attended an examination in which all of the classes appeared so well and seemed to comprehend so fully the several branches which they had been pursuing. The order was excellent. * * * *

Good order prevailed in this term, and commendable progress was made by the scholars who continued in the school until its close. Some dissatisfaction was manifested by a portion of the parents, who withdrew their children from the school, thus impeding the labors of the teacher,—a course of action very much to be regretted, inasmuch as it not only injures themselves, but their neighbors, also."

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

WHITEFIELD.—The schools appear to have generally had good teachers and an equal success. Some local difficulties occurred, and perhaps to these annoyances the following extract may in part relate :

“ Thus have we presented to you the progress and standing of our several schools during the past year, the improvement in which, with some few exceptions, will compare favorably with the past. But, before closing this report, we deem it our duty to offer a few suggestions to those immediately interested in the welfare of our schools, and to point out some of the hindrances to their future improvement.

Many of our school-houses are absolutely unfit for their intended purposes, and it is surprising, that after so much has been said, year after year, their condition is not improved. We are particular that our dwelling-houses are tasteful and convenient; that our workshops are warm and comfortable; while the school-room, that place where the youthful mind is moulded, where habit

and character are formed, where early impressions, at once the most lasting, are made, is left to decay, a monument of utter neglect. Make your school-houses convenient and attractive, and the effect will be most salutary.

The office of school agent is by no means an unimportant one. Vested by law with authority to employ teachers for their respective districts, much depends upon a faithful and judicious discharge of their duty. Agents should select their teachers with reference to the requirements of their schools, and not with reference to the price for which their services can be secured.

We would also call the attention of our agents to another important duty. It is expressly provided by statute that the agent shall, before the commencement of a term, give written notice to some member of the S. S. Committee when it is to commence, whether to be kept by a master or mistress, and how long it is expected to continue. In not half a dozen instances has this been complied with. We are decidedly of the opinion, that this remissness should be corrected; and if not complied with in future, would it be wrong to enforce the statute?

A word to our teachers: The position you occupy is truly a high and responsible one, and as such by you should be regarded. Many are the requisites of a good school, the first of which is order. No school can be truly profitable, unless good order prevails. In securing this, we would indeed say: 'Be kind, be courteous, be firm; but at all events, and under all circumstances, be governor in the school-room.'

We think, too, the authority of the teacher extends beyond the walls of the school-room, and should influence the scholar in his behavior, when coming to and returning from the school. We are aware that there are nice legal quibbles in regard to this; but we contend that the spirit and object of our common schools are not only to cultivate the intellect, but to improve the moral faculties also—not only that our scholars may learn the arts and sciences, but that they may be taught to obey. Another indispensable requisite to the success of a school is thoroughness in study—nothing worthy of exertion can be accomplished without it—and this, teachers, is especially within your province. It is for you to assign the lessons, and it is for you to say whether or not you will listen to imperfect ones. Ten lessons, well committed and thoroughly understood, are better, by far, than ten times that number passed over in a light and cursory manner—neither aiding the judgment nor improving the memory.

Parents, relative to our common schools, you occupy the first and most responsible position. In you, at least in early life, your children place implicit confidence. Your words are their words, your acts and prejudices they imitate and indorse. How great, then, is your influence in our schools, and how important the manner in which that influence is exerted. Let the teacher understand that you are co-laborers with him, that you appreciate his services, and are ready to sustain him in all just requirements; and let your scholars know, too, that you take a lively interest in their studies, and that the teacher's law is your law, and you will see a material change in the character

of your schools, and their condition will be much improved. Visit your school-rooms, parents, and by your presence, which is more potent than words, give encouragement to your teacher, and impress upon your scholars the high importance of the business in which they are engaged."

School Committee—J. H. POTTER, R. S. PARTRIDGE, M. L. KING.

HIRAM.—While some of the efforts have been very efficient and successful, others have partially failed; and in one district "a few lawless boys" have been worse than a disaster to the interests of the school, school-house, order and good morals. The closing paragraphs are given:

"We tender our sincere thanks to the citizens of Hiram, for the aid and generous hospitality granted to us while in the discharge of our official duties. We invite your candid attention to the errors and evils that we have mentioned, hoping that they will soon be remedied. Our citizens, relieved in a great measure from their excessive burden of debt and taxation, are at liberty to attend to those public improvements and peaceful avocations that have so long been neglected.

Our common school system has been fitly denominated 'New England's fairest boast, and the brightest jewel in the crown of her glory.' No other institution of man so deeply underlies the prosperity of the rising generation, and concerns the welfare and stability of the Republic—no other merits more attention, while none receives less.

There are scores of parents who would travel miles to a circus, or a horse race, or to see a horse-trainer tame a wild colt; while they may have passed the school-house weekly for a quarter of a century, and have never once entered the school, where their children are assembled, and where all their hopes of coming years are centered, to see if they are being properly trained and educated. Let us have a systematic, harmonious effort among agents, teachers, citizens and scholars, to remedy existing evils; and elevate our schools to their proper rank.

To those scholars who have appeared so orderly and attentive at our visits, we would say: respect your teachers and *yourselves*. Aim for the first place in your class; the first rank in your school. Strive for excellence. Cultivate your hearts and minds. Treasure the golden hours of your childhood and youth in useful study and reading, and you will be happy and respected."

School Committee—S. D. WADSWORTH, LLEWELLYN WADSWORTH.

LIVERMORE.—Several topics of much interest are here presented. Properly received, they will lead to valuable results:

"Nothing can be more erroneous than the idea that small schools are more profitable than large ones, or that every parent must have a school-house within a stone's throw of his dwelling. The large number of small schools is cer-

tainly very much to be regretted and should be remedied. The number of districts in this town should be reduced to at least twelve, which would increase the amount of schooling, give vastly better schools, and enable agents to procure more competent and experienced teachers. Every teacher knows that a class of twenty can receive nearly as much instruction as a class of ten, besides large classes and large schools are more interesting to both teacher and pupils.

It is a common remark and no less common than true, that the penmanship of the present day is vastly inferior to that of the 'fathers.' Next to reading, it is the most neglected of any of the branches taught in our schools, and some remedy should be found for this evil, which has increased so rapidly of late that in some districts the art has been almost entirely neglected. The fault we apprehend lies more with the teacher than with the school or parent. Penmanship is an art that requires knowledge, skill and tact to teach it successfully. This qualification in teachers should be insisted on during the coming year, and those applying for schools must govern themselves accordingly.

The two great evils which afflict our schools more or less are absence and tardiness. The lessons are consecutive and the class goes on while the scholar stays at home. How often has a teacher almost given up in despair on seeing some favorite scholar in his class absenting himself for several lessons at a time, and how often has his patience been exhausted, after having assisted such scholar to catch up to his class, to see him again perhaps within a week absent. Your Committee are not prepared to specify any particular remedy which should be applied. *Parents* should think of it and devise one.

A pernicious habit has crept into our schools,—that of studying the so-called higher branches, to the exclusion of more profitable ones. That of reading, writing, and spelling, is sadly neglected. Arithmetic is commenced at the age of seven or eight, and continued as long as the scholar attends school. Whether this is commendable, depends on circumstances. If it does not assume an undue prominence, and other branches are pursued with corresponding progress, then no objection can be made to it; but if a majority of the scholar's time is devoted to it, and it over-shadows and dwarfs all the other branches, then it should be discouraged.

The answer to the following questions may be suggestive alike to parents, teachers and scholars. How many of our scholars can take up a newspaper and read the news intelligently, distinctly, agreeably and without hesitation? How many can converse with grammatical propriety? How many can express their opinions in public with accuracy, clearness and force? How many can communicate their thoughts through the press and punctuate the article correctly? How many can draw up ordinary business documents and write them in a fair, legible hand? How many can keep a set of books in a common country store, or the books that every farmer and mechanic should keep? If these questions were put to the scholars through the teacher, or even to the teachers themselves, what a melancholy spectacle their preparation for active life would present."

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

SMITHFIELD.—Good schools followed the selection of good teachers. A description of one example will suit several others. Agents here, as elsewhere, have failed to notify the Committee :

“ Each school was systematically conducted, and the best endeavors of the same teacher were used in forwarding the interests of her pupils. The recitations at all our visits were conducted in an excellent manner, the teacher being careful to have a satisfactory reason given for the course pursued, and allowing nothing to be neglected which she thought was not well understood. We think that she spared no pains to render each term pleasant and profitable to her pupils. Good improvement was made in all the branches studied.”

Counsel is given to parents and teachers :

“ You are the natural guardians and instructors of your children. You should therefore employ teachers as favorable means of accomplishing a part of your own work ; and you should carefully encourage and assist them in their difficult labor. But if instead of doing so, you commence a warfare against the teacher, which is too often the case, your scholars will catch the same spirit, and either neglect attending the school, or attend, not to learn, but to make all the trouble that they possibly can. The best of your schools may in this way be ruined. Furthermore, the teacher finds himself under the necessity of governing not only his pupils, but also their parents, which is exceedingly difficult. You should endeavor to send your scholars constantly to school ; know what they study, and whether they are obedient or disobedient, and never withdraw them from the wholesome discipline of a good school, but visit them there, and witness their exercises and deportment. By doing so you would contribute greatly to their improvement. Few parents there are who can leave for their children wealth, and those who are thus fortunate are not sure that it will prove to them a blessing. But it is in the power of all, both rich and poor, to bestow upon their children a good common school education, and if it be thorough, genuine and practical, it will be to them a source of wealth, prosperity and happiness. * * *

In the first place, teachers, you should love your vocation. To you are committed immortal minds, and you should exercise an influence over them which will prove beneficial to them. You should take delight in your work. It should be to you a work of pleasure, and not of labor. But if you do not love your work, if you do not love those children committed to your care, if you do not take delight in teaching them, and in their progress in knowledge and virtue, we advise you to resign your trust at once. For no one can properly perform the duties of his profession, unless he loves it and is willing to devote his whole energy to the right and faithful discharge of its various duties. And this is especially true in regard to the profession of a school teacher. He cannot be such a teacher as the humblest pupil needs, unless he loves his profession, and lays aside as much as possible all text-books at the hour of recitation. The most successful teachers are those who make the least use of text-books during the recitation. Therefore let us say to you, study your subjects thoroughly before you enter your school-rooms, so that you may be familiar

with them, and ready to impart your knowledge to your pupils in a free and easy manner; and ask such questions as will tend to awaken an interest in their minds, and lead them into new trains of thought."

School Committee—HENRY C. DECKER, WM. H. HAYNES, LUTHER E. TAYLOR.

WEBSTER.—The copious remarks closing up the details of this report, are very plain and suggestive. The extracts on some subjects not often adverted to are worthy of memory and a practical application:

Thoroughness. A want of thoroughness, together with a lack of energy on the part of some of our teachers the past year, has somewhat retarded the progress that we might have justly looked for under other circumstance. Prof. Wayland once said that "he who reviews his past history, will observe that his present acquisitions are the sum of all that he has at some time thoroughly learned." This is a truism that none will attempt to deny. A proposition but half known and indistinctly conceived, is almost immediately forgotten; while that which we have thoroughly investigated and adequately comprehended, becomes a part and parcel of our mental vocabulary.

Curtains. There is but one school-room in this town, whose windows are accommodated with either curtains or blinds, to prevent the scorching rays of the summer sun from pouring full on the heads and faces of those who chance to sit in range of the windows. No matter how hot the day or how intolerable the rays, the child must sit without wincing or turning, and suffer the penalties of Nature's transgressed laws. This not only injures the organs of sight, but it affects the mental powers, causing a sort of stupor or sluggishness of mind and body. * * * The eye in its physical construction is exactly adapted to the light which the Father of the universe has provided for its stimulant. It can be improved and strengthened by use, if it be used in obedience to natural laws; but if these laws are violated, impaired or defective vision is the ultimate result. Our best oculists acknowledge that no small portion of our defective vision has its origin in the school-room. A paltry sum will curtain the windows; and as no man can deny the advantages arising therefrom, it is but good common sense to see that this work is accomplished.

Whittling. There is not a school-house in this town free from this Yankee trait; some, however, have fared much worse than others; yet all have suffered, more or less, from the pocket-knife of 'Young America.' The walls and out-buildings are defaced with vulgar and obscene carvings, and in many instances this abuse is carried so far as to render the school-house a disgrace to the district, an eye-sore to community, and an insult to humanity. These are plain facts, but every man in this town knows as well as we do, that they are facts to the letter. Some one may ask whose duty it is to look after the school-buildings during term time. We answer that it is the duty of the teacher and the parent to prevent this desecration, by mutual co operation.

There should be a public sentiment created against it that would reach the teacher, the parent and the scholar; and it should be so strong that every scholar would feel and expect that in committing any depredations on the school-house or out-buildings therewith connected, he would expose himself to public odium and disgrace."

School Committee—HENRY G. DEAN.

ACTON.—More commendation would have been given if all the schools had equalled a few. Some of the requisites for greater success are briefly specified :

"We have condensed our report more than we wished from the endeavor to have it occupy a small amount of space. We have given our opinion of the schools briefly, endeavoring if possible to do justice to all, without injury to any one. Our desire has been to report favorably when consistent with our ideas of truth. Our schools are far from perfect. We need more earnest, thorough and practical teachers, who are conversant with the late methods of school management. It is not sufficient that a teacher has a stock of knowledge, which will enable him barely to obtain a certificate. Efficient teachers have minds stored with varied and useful knowledge, and are able to prepare different subjects, and then present them in a concise and proper manner.

Agents should take more interest in the schools. They should employ none but well qualified teachers, and when such are obtained every one should uphold and support them.

Finally, as the great support of virtue and morality, as the corner stone of liberty and republican government, without which, under the mighty shock of rebellion, we must have perished as a nation, let us all endeavor to build up, perpetuate, and improve our common schools."

School Committee—RICHARD H. GODING, OLIVER C. TITCOMB.

BELGRADE.—"The majority of the schools have been good." The reasons for a failure in some are ascribed to the employment of female teachers, where large scholars wished to rule, and the fault-finding habit of some parents. The close of an interesting report is thus expressed :

"The subject of education is one in which, I well know, you are deeply interested. You are well aware that it is the great safeguard which gives protection to your life and property. You look forward with fond anticipations to the day in which that fair-haired boy or bright-eyed girl of yours shall go forth into the world clad in the protecting panoply of a mind well trained and stored with useful and valuable information. Such is the richest heritage that you can bestow upon them, more precious than silver or gold. You toil day after day in the field and the shop that you may secure a competence, and not only for your present and future use, but that those who are to follow after

you may have that wherewithal which is so convenient and necessary for success in life. But which is the most valuable to leave to a child, education or money? One can, as it were, take to itself wings and fly away, the other lasts through life, and lights with a gilded halo the pathway that leads to the River of Life.

We live in an age of progress, where the tide of civilization and humanity is advancing, higher and higher. Our own native State is awakening from the lethargy in which she has been slumbering so long, and is about to start upon a new career of prosperity and greatness. Her mighty rivers which have run, almost as it were unvexed to the sea, are about to be made subservient to the power of man, and minister to his wants and necessities; and new lines of railway are about to open the vast extent of our productive, but as yet undeveloped, forests. We could not, if we would, be insensible to those mighty changes that are being wrought about us, and does it not urge us on to vigorous action? I trust that we fully appreciate the position in which we are placed, and are alive to every object which will be for our future usefulness and prosperity. If we are, then let us educate the rising generation, so that it will be able to meet the demands which will be made upon it, for that which answers for the present generation will not be sufficient for the next. We live in one of the most chivalrous ages of history, and we must either be up and doing something to ameliorate the condition of man, and elevate him in the scale of humanity, or the car of progress will sweep by us and we shall mournfully linger amidst the misty realms of the dreamy past."

School Committee—GEO. E. MINOT.

CANAAN.—The Committee pronounce a favorable opinion of nearly all the schools. Where required to do otherwise, the cause is chiefly found in outside influences. Plain words follow:

"Where shall we find the parents who do not feel interested for their children,—in their future well-being and prosperity? Nowhere. You all acknowledge the common school to be the place to fit them for future usefulness in life; yet instead of inculcating obedience to reasonable requirements in the school-room, which are essential to success, if *your* children come home finding fault with the teacher to *you*, many of you at once turn your attention to the destruction of the little good they might receive, and thereby fasten upon them a habit of insubordination and dissatisfaction, that will 'grow with the growth and strengthen with the strength' of your children, and follow them through life. Now, instead of taking them from school or advising them to do wrong at school, remember the golden rule, and that others are to be benefited or injured as well as yourselves, by the course you see fit to pursue. Think of these things, and be determined in future that whatever differences you and your neighbors may have in other matters, you will be agreed in one thing—to do all in your power to make your schools profitable.

In the most if not all of the districts many of the scholars fail to be punctual

in attendance, not of necessity, but because of carelessness and indifference. Thus they fail to reap their full share of the benefits of the school. Now, to obviate this trouble, we earnestly recommend to the town to print the report of schools, and accompany that of each school with the publication of the names of those scholars who have been strictly punctual, and those who have been absent the most."

School Committee—

CORINTH.—A careful and condensed report speaks well of the most of the schools. The brief concluding remarks have meaning:

"We have but a few suggestions to offer, which we hope may prove of some benefit to our schools, in which we ought to be more deeply interested. The first important step to be taken is in choosing agents at our annual district meetings. Now it is not unfrequently the case that an agent is chosen who feels no interest in the school for which he is to engage a teacher, and consequently he makes but little effort to obtain the services of an instructor whom he knows will be interested in those confided to his care. This we believe to be wrong. Parents should choose some man who will devote his attention to, and is willing to sacrifice something for, the good of our public schools. Again, parents ought to take more pride in their school-houses, both in finishing and furnishing, for it is well known that just in proportion as they do this, will their children be interested in their studies."

*School Committee—*ISAAC R. WORTH, CHARLES CRESSY, O. M. BRAGDON.

PITTSBURY.—A generally successful school year. Large scholars have given trouble in some cases. But in others the profit is described thus. In one:

"On the visit made at the commencement of the term entire confidence was felt that the school would sustain its reputation of being one of the best in town. The characteristics of the school were decision, system and discipline on the part of the teacher, and promptness, obedience and attention on that of the scholars."

In another:

"The teacher early gave her scholars to understand that she intended to govern, and that they must obey. Good order and an interest in their studies were noticeable features at the first. At the closing visit our expectations were fully met in the thorough and practical manner of the recitations, some of which are deserving of more than a passing notice, especially the reading and arithmetic classes, creditable to teacher and scholars alike.

Winter Term. Miss ——— is deserving of much praise for the faithful, kind and successful manner in which she conducted this school. Without apparent effort an unusual degree of order was secured, and all appeared very industrious. Excellent progress was made in all the studies."

And of another it is said :

“The teacher proves himself to be fully equal to the task. He has a tact for his business, and is at home in school. He is persevering in his efforts to interest and instruct his scholars, and with such a teacher they enter earnestly into the tasks assigned them each day, and it is seldom so much is accomplished in so short a time. While all are deserving of praise, we cannot speak too highly of the first class in reading. We think it would be difficult to find a better class of readers.”

The Committee cannot be misunderstood in their last sentences :

“We have so often called attention to defects, and recommended improvements, that we deem any further remarks useless. The same want of interest by parents, the same disregard of duty by agents, and the same ill-constructed, ill-furnished and uncomfortable school-rooms remain.”

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

MONSON.—The minuteness in the details of this report evinces the deep and careful interest of the Chairman, as the extracts will in part show :

“Several more new, reconstructed, or well-repaired houses are needed in town ; now we have only a solitary one in good condition. One is utterly unworthy the name of a school-house ; it might go for a kennel, or a rickety hovel once inhabited but now deserted, or a very suitable haunt for owls and bats. A district containing a hundred scholars, in the very centre and village of the town, and on a thoroughfare like this, from Bangor to Mooshead Lake, should command a house at least in exterior respectable, and in interior of such arrangement and convenience as to be at once comfortable and attractive. Let it be such as shall win a scholar to it and not drive him from it. The present house is too near the highway, indeed almost in it ; too near the tavern ; too near a store ; and the lot, if it have any at all, too contracted to be called a lot. A spot should be sought, retired somewhat, sufficiently roomy, far enough from the road to command a play-ground, allow necessary external fixtures, and present a house *that shall be in all respects a school-house!*”

In the management of our schools one thing very important is that agents be chosen who shall feel interested for their respective schools. Then let these select the best teachers, paying them fair remunerative wages. Then parents need to co-operate with teachers by encouraging and assisting their children in their lessons ; by prompting them to punctuality and regularity in attendance ; and by speaking a kind word of counsel to the teacher, and exhibiting a manifest sympathy for him or her. In too many districts there are some scholars who ought to be in school that are not. The law makes some provision for school committees to do something in the way of requiring these under certain circumstances to attend. But this, besides being a very unpleasant task, is difficult in practice. The best way is for every person who is either the

parent or guardian of a ward between the ages of four and twenty-one, to regard himself or herself as a duly constituted committee to see that child attends school; and those who sustain this relation to the pupils should look in upon them in the school-room, and thus demonstrate their interest.

Our common free schools are the conservators of our free institutions, and if we would perpetuate these, we must dig at the trench of popular education, and work for our country not only with the sword, but also with the school-room. We need to look well to the training of youth intellectually and morally. Intelligence is an indispensable element in a people that are to govern themselves. Nor is this enough; there must be virtue, for it was a defection in the latter that overthrew the States of Greece and the government of France, where intelligence and literature were largely cultivated. These, that mould the young, govern the world."

School Committee—H. S. LORING.

FRYEBURG.—While much praise is merited and bestowed, one or two cases of a different kind are thus treated. In one:

"The Committee is inclined to think that the most of the fault properly belongs to those *few* scholars who were guilty of grossly insulting and abusing their teacher. With unwearied care children should be taught *at home* the necessity as well as the propriety of obeying their teachers as cheerfully and promptly as they do their own parents."

In another:

"It is to be deeply regretted that through a sad want of harmony among the members of the district, several of the scholars were deprived of the advantage of attending the school during the whole term. * * *

In the future there should be no relaxing of effort on the part of any who are interested, even in a remote degree, in the great cause of education, but rather a steady increase of energy and zeal on the part of all. The erection of better school-houses, with all the modern improvements and conveniences, in nearly every school district, should receive your early attention. There should be a larger annual appropriation for the support of schools, so that the terms may be prolonged; and first of all, that you may be enabled to procure the services of the ablest and best teachers; for in these days of rapid progress and improvement, the grades of scholarship, attainment, and general fitness, not only for teachers but for scholars, become higher and higher with every passing year. * * * See that all dissensions and divisions among you are laid aside and forgotten forever, and then, with 'a union of hearts and a union of hands,' you will scarcely fail to achieve the great object of your desire."

School Committee—H. H. SMITH.

CHELSEA—There is much encouragement in the account from this town, as well as good advice:

"In making the annual report of schools for the past year, the Committee

have been saved the undesirable duty of noticing to the public the presence of an unprofitable school in this town.

We had the gratification of finding, in almost every instance, teachers provided for the several schools of experience and ability. We found to a good extent, yet not to a full one, a disposition on the part of scholars to make the most of the advantages possessed by them for the advancement of their personal education.

This most important feature, requisite for the enjoyment and full realization of the good results which should emanate from our present system of Common Schools, is not considered by far too many scholars. And why? Why do we find in the same community, in the same school, the aspirations of some scholars so much higher than of others? A part of the difference must be ascribed to their respective dispositions, but only part.

In any school, scholars of varied proficiency are to be found, and, in accordance with the advancement made, may be traced the sources from which such progress comes. When we meet scholars who have attained a marked degree of knowledge, we consider it the result of particular advantages, one of which all children do not enjoy, and to which we would respectfully invite the attention of every man and woman; and it is that of correct home influences.

It is a lamentable but substantiated fact, that many, yea, a majority of parents are too indifferent concerning the education of their children. It is not enough to merely send the child to school, and there leave everything to the teacher. He can instruct and govern, but those are not the sole requisitions for scholarly attainments.

The vast importance of an education must be instilled into the minds of every pupil, and, although teachers, acting in harmony with parents, can do much to make such impressions, alone they have a hard and often fruitless task. To the child's mind, what father says or thinks is unquestionable, and, if the parents are uninterested as to the attainments of their children, they will feel unconcerned for themselves.

There is another part of our education so *extravagantly* neglected that it has ceased to be a part. We speak of *politeness*. Common school teachers, in general, may think this does not come within the limit of their functions; but it is the duty of every teacher to cultivate that in their scholars which shall tend to their advantage in after life.

The mind and heart should not be the only recipients of training and culture. Every person bears an outward finish upon which is based the first impressions of all with whom we meet. There is no one, however uncultivated he may be, but what has an instinctive admiration of politeness and refinement in others.

There are many acts of rudeness and roughness on the part of scholars which should receive the gentle, but firm reproof of their instructors. Personal culture should be of a higher order, and, as the mass are educated at our Common Schools, they should be improved. To do this, let us all be interested and united. Build comfortable and pleasant school-houses. Choose

men of sagacity and wisdom for agents. Employ teachers of ability and energy, and then let every parent influence his children for good; impress them with the importance of an education, and the end will be attained."

School Committee—C. F. BLANCHARD, STEPHEN COBB, E. M. HUNT.

SOUTH BERWICK.—A Committee that see what is needed and what has been gained, report in instructive detail. The extracts show their spirit in a town where the schools have been generally good :

"Upon the first visit of the Committee it was clearly seen that great difficulties were in the way of any teacher. The number of scholars in attendance is entirely too large for the present accommodations. The crowding of *three* scholars into the seat designed for *two*, interferes seriously with study. The same necessity, with that of crowding the recitation seats with permanent occupants, makes the preservation of order most difficult, while the atmosphere of such a room must be exceeding unhealthy. Yet the order was *above* the average. The exercises went on with a promptness and regularity like clock-work. The reading at first was poor, inaccurate—characterized by inattention to the small words. The highest class in arithmetic passed a very poor review. The closing examination of the summer term indicated a great change. The number in attendance had not diminished. The recitations of the youngest scholars and lower classes showed the care and thoroughness of their teacher, while the attainments of the highest class showed that they had felt keenly their former deficiency, and had tried diligently to make improvement. One thing deserves special mention; that is, the spirit of *kindness* and gentleness that appeared to prevail among the scholars.

The enthusiasm of the school, together with the cordial expression of satisfaction and confidence in the teacher, on the part of the district, gave promise of a successful winter term. The Committee thinks it was realized.

The Primary school your Committee would not know how to improve, except by diminishing it in numbers. Here, possibly, it may not be out of place to remind parents that this school, although a *primary*, is not designed to usurp the place of the *nursery*, and children of four years of age are not too far advanced in life to then begin to attend school. * * *

Early in the year it became apparent some change in the reading books was demanded. There was, on the part of the pupils, such familiarity with the series then in use, as beyond doubt "bred," if not "contempt," certainly carelessness. Teachers, in whose judgment the Committee had confidence, strongly urged a change. As to the necessity of a change, our own opinion coincided with that of the teachers. Hence we decided to make such change. Several series were then carefully examined, and the Committee, with great patience, and great forbearance, too, (they think), lent open ear, by day and by night, to tedious eonimums upon the various merits and demerits of rival authors inflicted by the paid agents of publishing houses. These they endeavored to utterly disregard, and *think* they succeeded in doing so.

Let parents remember *one* thing. The quality of your school depends far more upon the quality of your agent than the efforts or efficiency of the Committee. For the agent alone *selects the teacher*; the Committee have merely a *veto* power. They may reject—they cannot nominate.”

School Committee—G. C. YEATON, S. L. HOLMAN, ALBERT GOODWIN.

OTISFIELD.—No general remarks are here made in connection with a full amount of details; but some of the particulars show the facts, by their respective descriptions:

“Defects in government noticeable at the first part of the school, were remedied. ‘How *well* rather than how *much*,’ was the motto. As to thoroughness this school was unsurpassed. A little more time devoted to oral instruction and exercises upon the blackboard, would have been beneficial.”

Of another it is said, as if sadly:

“No register handed in. This school was visited but once, and then there were present four scholars only; a newspaper on the desk, a smoking stove, and a blackboard without any chalk, were the most to be seen to judge of the merits of the school. There was but little room for display on the part of the scholars or teacher.”

School Committee—T. L. WARDWELL, W. W. ANDREWS, A. F. NUTTING.

BOWDOINHAM.—If all reports could close with congratulation, well deserved, and encouragement well founded, as here, peace and prosperity would soon appear in all our districts:

“If the announcement with which we close this report, shall be as pleasing to you as it is to your Committee, it will repay the perusal. We allude to the deportment of scholars, as apparent through all your schools. With very few exceptions, it has been of the most noble and interesting quality. For quietness, a disposition to study, and ambition to learn, the younger portion have been all that is, or could ever be expected of mere children; but of such as are above the years of childhood, the observed bearing has been higher, purer, nobler than ever before. In this estimate, your Committee fully agree. The examples, then, of your sons and daughters—young men and women—have been, during the past year, at least, worthy of *your* praise and *our* admiration. Examples, we say,—assiduous attention to their studies and exercises, ready submission, modest demeanor, sprightly and cheerful obedience; and all other characteristics of self-government—a readiness when required to take the recitation seat, or to stand before the blackboard and give a plain and modest exhibition of their ability and attainments. These pleasing displays, witnessed by your Committee, have prompted them to inquire of teachers, whether such deportment, and such active performances characterized the daily proceedings; and the answers have been affirmative, in every instance. To the full bestowment of these encomiums, the exceptions are so few, indeed,

as to impart no color to the character of the whole. Well, beloved patrons, what does this augur? We assuredly see, as a legitimate result, the coming up, and coming forth, of lives of rectitude, usefulness and enjoyment. Is the cause, then, of this promise, from which you anticipate so much, attributable to the exertions, encouragements and precepts of your teachers, and your Committee? In some degree, probably, it is; but *more* to your own watchful care and training. You have done a *parent's duty*; your teachers, we hope, have done theirs faithfully; and your Committee, theirs, so far as they were able; and we trust it may be said of us that we have all done a *little*. Let us go onward then, and increase the page of little to volumes of *more*. Be it yours to educate your children *for the school*; that of your teachers and committees, with your aid, to educate them when *there*; and by the combined might of the Common School, the Sabbath School, the benign influence of our Holy Religion, and, above all, the blessings of Him from whom all blessings flow, your sons shall be as plants grown up in their youth, (in usefulness and honor,) and your daughters as corner-stones polished after the similitude of a palace.—*Ps. 144: 12.*”

School Committee—H. CURTIS, F. W. WHITE, M. HANSCOM.

SKOWHEGAN.—An earnest and well considered report, candid and just in its discrimination of varied excellence in the many schools in the town, suggests an important remedy for many of the evils in the village schools, to be found in an *increase of school accommodations*. The need of a system of graded schools is perhaps nowhere more apparent than in Skowhegan. The following remarks are taken from the conclusion of this report:

“ We wish to call the attention of the town to some of the hindrances that obstruct the way of advancement in our Common Schools generally. Among these is the neglect to give proper attention to the elementary principles, upon which our educational fabric is founded. We have found reading and spelling, two of the most essential branches taught in our schools, the most neglected. Scholars fail to manifest that interest in these exercises which is absolutely necessary to improvement. They seem to regard them as of minor importance; exercises to be gotten through with as quickly as possible, that they may give their attention to other studies. Too many of the classes read in a dull and monotonous way, or so rapidly as to cut short many words, and mispronounce others; and too many of the spelling classes seem like ‘guessing classes,’ the quickest gesser ranking first.

Teachers and scholars are not the only ones at fault in this respect; parents we think should share the blame, and for this reason: that there is a disposition, in many cases, on the part of parents to advise, to insist, even, that their children take higher and more advanced studies, as though the rate of their advancement was to be measured by the number and grade of their studies, rather than by thoroughness and correct understanding of them.

Irregularity is another evil to which we would call your attention. There were on the first day of April, 1866, 1358 scholars in town, as shown by agents' returns. Of these about 500 were registered during the summer, with an average attendance of about 350; about 650 were registered during the winter, with an average attendance of about 500, making the average number registered for the year 575; not half the whole number in town; while the average number in actual attendance was only 425. Thus we see, that less than one-third of the scholars in town are deriving any advantage from the money expended for the support of schools, and less than one-half are making any effort to derive any advantage from such expenditure.

Children are not idle, in the strict sense of the term. If they are not thrown in the way of the good influences of the school-room and its discipline, but are loitering about the streets or public places, they are as certainly acquiring a distaste for study, an unwillingness to apply themselves, and in many cases decidedly evil habits. We say to parents, the remedy is in your hands—will you apply it? Aside from the actual loss that obtains to the scholar who is irregular in his attendance, the effect upon the whole school, or at least upon the classes to which he belongs, is injurious. A scholar, who is absent two or three days in a week, can not ordinarily make as good recitations as one who is constantly present. And any one who has had experience in the school-room, as a teacher, will readily understand how three or four lagging scholars might bring a decidedly detrimental influence upon their classes.

And in this connection we may mention *tardiness*, a general complaint, as another great drawback to the efficiency of our schools. Scholars coming in late draw off the attention of others from their books, create confusion, and when the hour for recitation comes, if it has not already passed, are not prepared, making it necessary to delay the exercise for a time, or let the lesson pass half learned.

In some of our schools written excuses have been required by the teachers for tardiness and for dismissal before the close of the day's session. But from what we have been able to learn, and from our own observations in the matter, we believe their excuses, in many cases, have come to be granted on the merest pretext, and are simply a farce. One of our most experienced teachers, in a school of over sixty scholars, informs us that this was one of her greatest trials."

School Committee—CHAS. H. ALLEN, B. P. REED, CHAS. W. SNOW.

MADISON.—Fidelity to school interests marks this report. The schools have maintained their previous character for general improvement. One "veteran of fifty campaigns" is mentioned with special honor, for his unfailing practical skill and ready knowledge. The close of the report is here selected :

"We are aware that our schools are not made to yield fruit in quality or quantity that they are capable of yielding. There is a vast defect in a general sense under the head of *punctuality, deportment and improvement*. And

it is to be hoped that these will be filled up in greater measure as the system becomes more perfected. The manners and patriotism, as well as the knowledge of our youth, needs to be cultivated. Did our teachers do all their duty in schools, there would be no need of sending our children to a dancing-master to polish their manners, or to the newspapers to learn their patriotism. We are pleased to see proficiency according to our books ; but we need teachers who can impress the young mind with deep respect for age, and character, and with due deference for superiors in the walks of life. No doubt there has been progress in the science of school books, and in the mere educational department of teaching. But many are sighing for the wholesome discipline of our fathers, and the more rigid attention to the practical fitting of our children for real life in all its departments. Still we can say we think our schools are yielding blessings of inestimable value to the rising generations. And every friend of our country, of God, and of humanity, will range themselves on their side."

School Committee—S. S. BROWNSON, T. G. MITCHELL, J. WYMAN.

ORRINGTON.—The Committee publish the names of the "students present every day." The number of day's absence of scholars, not named, shows a large loss of money or its benefits to the absentees. The remarks are instructive :

"It has been the object of your Committee, in making individual mention of the several schools for the past year, both to give local interest to this report, and to show the comparative standing of schools and teachers, as they presented themselves during the year. This should serve to awaken an interest in all lovers of wholesome discipline and sound instruction. Of course, opinions may vary as to the exact truthfulness of these presentations, but having only the prosperity of our youth and the public good at heart, we cannot be accused of selfish partiality. It would be gratifying if all the schools had been a complete success ; but out of twenty-six, experience has taught us to fear, if not to expect occasional failures. But seldom, indeed, have been the instances when such failures were so easily traceable to incompetent teachers as during the past academic year. This incompetency has been, first, inexperience ; second, mismanagement. The co-operation of parents has been generally very cordial ; of scholars, good, and no hindrance but the above would have cast a shadow over this closing school year. Inexperience is not and should not be an index of failure. We do not expect the novice to compete with the expert ; but in the critical art of teaching the former often excels. Many candidates have not schooled themselves for a *practical* profession ; have not *studied to teach*. To know is one thing, to practice what we know is quite another. Pleasant it may be for a teacher to tarry among us a few weeks, receive wages and depart, but *value received* should alone quiet the conscience. Exchange is no robbery, provided the scales poise. We have strong faith that the State Normal School, now in successful operation, will

do much in preparing teachers for systematic instruction, and thus remove a serious obstacle to rapid advancement in education.

It is a matter of much doubt to your Committee whether to recommend the continued employment of females in the winter schools, for this reason, that district officers are too negligent in their selection. Experience has proved that in some, males only should be employed. If females in any, none but the *proved*, and to such a liberal reward should be allowed.

Mental arithmetic should occupy a prominent place in the school-room, and we question the propriety of allowing a student the use of slate and pencil until he has a good understanding of Colburn or Greenleaf's Mental. Greater proficiency in figures will be made in a single term after its mastery, than in a whole year without it.

Your serious attention is called to the fact that the past year, pupils in penmanship, (and these, we fear, are a minority,) have not averaged above five pages a term in their copy-books. Your Committee has repeatedly urged the necessity of this important branch upon teachers; but either because they think it consumes too much time in school hours, and that the writing school is the proper place for its acquirement, or because parents are too indifferent to its utility, and therefore do not insist upon their children's attention to it, certain it is that as a task, it has been for a few years gradually passing to oblivion. It is questionable if the young men of our schools can write as fair a hand as their fathers could at their age. We cannot, we should not depend upon professionals for this indispensable, this polite art, but insist that it be more frequently practised; be made a recitation of the school. It is hoped that the Visiting Committee of another year will be more successful in bringing this into prominence, and that they be cordially aided by all parents and lovers of good penmanship."

School Committee—SOLOMON BOLTON, J. WYMAN PHILLIPS, JOHN B. POLLARD.

ALBION.—The Committee report briefly of the several schools, and generally pronounce a favorable opinion:

Summer Term.—The instruction given was thorough and systematic. The school-room presented a neat and orderly appearance, and at our last visit we were satisfied that this was a profitable school.

Winter Term.—The teacher labored hard to make this an interesting and profitable school. The order was not such as we would wish, and at the close the interest manifested by the scholars at the commencement had somewhat diminished. Several of the larger boys were absent; those present showed that they had made good progress."

School Committee—ORA O. CROSBY, OSCAR C. HAMLIN, LLEWELLYN LIBBEY.

CORNVILLE—Speaks of a too common neglect of ventilation :

“Another difficulty arises from a want of the proper means for heating and ventilating our school-rooms. It has been noticed by your Committee, that school-rooms in winter, especially when female teachers are employed, are kept much too warm. Agents and parents, we think, should see to this. The fault often arises from the want of proper means to control the fire. A stove wants a damper, or a defect in the draft causes the room to be filled with smoke. All of which could be remedied by a trifling expense, and be of great advantage to the school.”

School Committee—L. E. JUDKINS, CLARK E. SMITH, ALONZO SMITH.

PARSONSFIELD.—Compact and pointed advice concludes the report thus :

“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.”

School Committee—CHASE BOOTHBY, LUTHER NEAL.

WALDO—Follows with counsels equally direct and forcible :

“The schools upon an average in this town are not up to the advanced stand-point to which they should be. Why is this? There appears to be a screw loose somewhere. It is a lack of interest in your Common Schools; resolve from this day forward that it shall be so no more. Choose for agents men who will do their *duty*. Show them your interest and *your anxiety*, instead of throwing a wet blanket upon their efforts. Agents, do you remember that you are under oath, and that the law makes it your duty to notify the Committee of the commencement and length of each term, and that the penalty is one dollar for each day of neglect? Some of our agents are now liable to sixty-five dollars for a single term. I recommend that this law be put in force hereafter.”

School Committee—PHILANDER PITMAN.

FRANKFORT.—Negligence of agents and parental fault-finding form the mournful burden of this report :

“We have heard of its being said too often by parents in the presence of their scholars, ‘The teacher does not know half enough to teach school, or is not suitable to govern a school, and you may as well go and play as attend the school.’ Is this the duty of parents? Such remarks are not much calculated to improve the features of the school, or give a stimulus to the teacher.

Intelligence is what makes our country respected and beloved by ourselves and the world ; therefore, let all remove the hindrances to its onward march, using their endeavors to elevate its standard by their precept and example."

School Committee—N. R. PENDLETON, W. K. PEIRCE.

ABBOT—Furnishes a cheerful account, though not wholly so :

"It is gratifying to know that several districts in town have very comfortable and convenient school-rooms, which are tributes of praise to the inhabitants of such districts ; while others, by being negligent and not displaying the public benefactor, have allowed their school-houses to become dilapidated, till they are only fit dwelling places for bats and owls. Parents and guardians are not all in the blame, when we see so many teachers whose sole object in teaching school is the money any particular district may have to expend for the schooling of their children. But one thing is a fact,—where districts have good school-houses, they take more interest in the schools, and consequently they endeavor to secure the services of teachers who have given evidence in their previous efforts that they are willing to return an equivalent for the money they receive."

School Committee—CHAS. FOSS, T. F. HOVEY, A. P. RACE.

HAMLIN PLANTATION—Presents only statistics.

LUBEC.—The report gives many useful suggestions, and concludes with a mention of the evils and cost of ignorance :

"In some districts, every day in the year, numbers of children can be found at play in the highway ; to such it makes no difference whether 'school keeps' or not. In dirt and independence alone they rejoice. The chances of evil are greater in proportion as they fall in company with those who are larger, to whom they look to lead off in some iniquitous work. Idleness in children engenders a love for mischief, and eventually you will find some larger boy, who is leading a bevy of smaller ones into all sorts of evil practices ; ending at last in crime and its legitimate results. It costs less to educate our children, than it does to support them when grown up in ignorance. To be sure, there is no royal road to learning, yet it is not a straight and narrow path running through the land of starvation. It is the education of the people that constitutes the only guaranty for the perpetuation of our republican form of government. Neglect the education of the masses of the people, and we are no longer capable of self-government."

School Committee—E. ADAMS DAVIS, E. W. BROWN.

WHITNEYVILLE.—Good scholars are here deemed essential to a good school :

"A scholar, determined to learn, will learn if he has not so efficient a teacher, and in order to have good schools as much depends on the character

and disposition of the scholars as on the teacher. We believe that there are, at least, three essentials to make a good scholar. In the first place, he must have a mind that is susceptible and capable of grasping anything that may come within his observation; and, secondly, there must be diligent and unremitting toil on his part, with desire to advance; and, third, he must conform willingly and strictly to the regulations of the school. Wherever you find a scholar with these characteristics, you will find one that will learn and advance in learning. Now our schools are not altogether composed of such scholars, but are made up of all classes,—the careless, and thoughtful, idle, and studious, good, and bad. That a teacher, male or female, can go into a school of from sixty to ninety of such scholars, and do justice to himself, or herself, and to the school, is too much to expect of weak humanity. We think there should be some mode adopted to make our schools smaller. They should be divided or graded so that we may have a suitable number in the room for one teacher to instruct.”

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

SEARSMONT—Encourages home talent, and urges the provision of better school-houses :

“ In our last annual report we encouraged home talent. It is worthy of remark that of the twenty-five terms of school taught in town the past year but six were kept by teachers from abroad. We still desire our teachers to be ambitious to secure a reputation at home. Everything else being equal, it is better to employ one we know than one whose merits are unknown. .

Your Committee regret that no decisive action has been taken in the erection of school-houses. In some districts these are much needed; in others they should be thoroughly remodeled and repaired. In this matter we would give you ‘ line upon line and precept upon precept.’

We decide that female teachers may still be employed in our smaller winter schools when experienced and competent ones can be obtained.”

School Committee—C. M. BARSTOW, W. L. BROWN, H. MUZZY.

YORK.—If the schools had furnished better materials to the Committee, they would have rejoiced to have made statements the opposite of the following :

“ Our schools, if not actually retrograding, are not visibly rising to that grade to which every good citizen would delight to see them attain. From some cause or causes, there is in some districts a marked falling off in the number of scholars actually attending school. In others, great irregularity in the attendance of those registered, and a carelessness of demeanor, often in individuals in attendance, that is very unpleasant, and decidedly injurious in its effect on the school. In no less than three districts this winter, open opposition has been exhibited to the authority of the teachers ;

and in two of them combinations formed, probably to eject the teacher and break up the schools. We regret to be under the necessity of stating facts indicating so strong a spirit of insubordination to rightful authority, and so disreputable to those implicated. The authority of teachers must be acknowledged and submitted to, or our schools, instead of a blessing, will prove nurseries of lawlessness, misrule and ignorance."

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

KENDUSKEAG—Gives a good account of all the schools but one, and hopes for a still better future :

"By the above short report of each school, you cannot fail to notice the general success which has attended them during the year just passed. But let it not be inferred from this report that our schools have accomplished all that we expected of them, or all that they may accomplish, with a strong effort put forth on the part of teachers and parents. Every year should see our schools better and better, the evils which have crept in removed, and better methods of instruction adopted. To accomplish this, we must have the earnest co-operation of every parent and every friend of education within our limits ; we must see that the scholars attend regularly during the whole term ; that nothing but sickness shall be a sufficient excuse for their being absent ; and that they heartily co-operate with their teachers in their arduous labors for their benefit."

School Committee—C. CLEMENTS, C. C. COLE, D. E. HALL.

SWAN ISLAND PLANTATION.—The schools were "generally profitable." One teacher assumed to direct that a certain good book should not be read, and receives this notice :

"His school was conducted moderately well, but the teacher excluded the Scriptures ; and not reintroducing them when so directed by your Committee, was by them dismissed."

In another :

"The teacher evidently did her best to reclaim a school that had been severely injured by misgovernment the year before. Her straightforward course won the affection of some, but the hatred of several, and the respect, it is believed, of all candid persons. She was successful as any thinking person could have supposed.

* * * * *

We recommend that parents refrain from finding fault with schools until they are prepared to make out their charges in writing and are ready to prove them. Vague and indefinite complaints are very annoying and only produce injury. Make your complaints in writing, and assume your own just share of the responsibility."

School Committee—C. WAGGATT.

CHERRYFIELD—Presents a neat statistical report, and shows the benefit of a graded system, and the use of the academy as a part of the plan. Irregular attendance is noted for censure :

“According to the recommendation of the Committee last year, early in the present year your Committee considered the propriety of establishing certain qualifications in Union District for admittance from the Primary School to the Intermediate, and from the Intermediate to the Academy. Qualifications were established, sanctioned both by the Trustees of the Academy and the District. The advantages have already become evident, and have exceeded the expectations of all those who have been interested in and observed the progress of the several schools. We would earnestly recommend to the Committee for the ensuing year, in conjunction with a Committee chosen from the Trustees of the Academy, to prescribe a course of study for each year. A scholar should be permitted, and even encouraged, to pursue those studies which his inclination seems to dictate ; but certainly not to the exclusion of what is more useful. Parents in some cases seem to be totally indifferent to the welfare of their children. Scholars are permitted to leave school upon any excuse. If parents fully realized that the loss of a single day's school, or even one lesson, often retards the progress of a scholar through the term, we think they would not allow their children to be absent without cause.”

School Committee—E. BROOKINGS, JR., S. F. ADAMS, DANIEL WILLEY.

MEDDYBEMPS—Has but two districts, with one school in summer and two in winter ; “ middling good ” :

“ A very little interest is manifested in town to sustain good schools. As a general thing every person wishes to suit himself.”

School Committee—E. F. NEWELL.

CORINNA.—A report full in its details and apparently just in its criticisms, in giving advice to districts, also allows some blame to the Committee and not a little to parents :

“ Before engaging a teacher, make some inquiries and find out who are considered the best, and then make your selection ; and not engage the first one that comes along, because she is cheap ; for it is a sure sign of poor teachers, to be looking about for schools, and offering their services cheap ; and yet we must not throw all blame upon the agents ; for we are well aware that we have given certificates in a few instances when they should have been withheld, and we should refuse them if we had the same things to do again. We will say a word to parents : Why is it that our schools are hardly ever visited by them ? Why will you still go on in the same old way, finding fault from hearsay, not knowing whether your information is correct or not ? Do you consider whether the instruction of your children is worth looking after

or not? If a noted horse trainer should come into any district and take a number of colts to train, there would be hardly a day but the owners would be looking after them; and yet they will allow their children to be trained year after year, without looking after them.

During the past winter we have had two teachers who have attended the State Normal School at Farmington, and their manner of instruction has been so pleasing to your Committee that we feel it our duty to urge upon the teachers of this town to attend it, if possible, if only during one or two terms. We have a number of teachers in this town that we feel proud of, but if they could have a little normal instruction, we should think still more of them."

School Committee—D. C. LYFORD, J. H. SAWYER, E. W. TRUWORTHY.

COOPER—Would be better taught if there were more interest and improved houses for the purpose :

"Where so little money is divided among so many districts, the schools must be short, and of course do but little good. Another disadvantage is the want of warm and convenient school-houses. There are five school-houses in town and not one can be said to be in good repair. The above seems to indicate that there is a want of greater interest in the parents in educating their children; and that we must acknowledge is the truth with the majority,—enough to prevent raising more money and building better school-houses. Another difficulty comes from the same source,—keeping scholars from school on trifling occasions, so that some scholars get but little benefits from the school during the year. We are of the opinion, however, that the schools during the year were an improvement on preceding years."

School Committee—JAMES TYLER, AMMI R. DOTEN, HASKELL SMITH.

GARDINER.—The valuable suggestions of this report are an addition to the thoughts here previously presented :

"The instructions given in the school-room are practical and progressive. The lessons which are learned from day to day will become a fountain of knowledge from which the essential elements of all industrial and professional labors may be drawn. The school is a place of training—a mental gymnasium. The business of the pupil is to meet and overcome difficulties; he is to do it not only perseveringly but promptly. A lesson learned in an hour is worth to the scholar ten times the same lesson learned in two hours. To do this, however, requires earnest, concentrated labor. It needs a healthy body as well as mind; and if a parent to whom the physical training of his child is necessarily committed, sends him to school in such poor health as to be unable to accomplish the tasks to be performed, it is unjust to complain because the more vigorous scholars do not wait for him; and it is impossible that he should keep pace with them.

We have been importuned frequently by parents to forbid the practice of

obliging children to commit to memory their lessons, so as to be able to recite them without being questioned by the teacher. It is said that too much time is required, and those who are termed dull have to suffer the disgrace of being defeated by those who are apt. This difficulty of dullness is overcome by this very course of thorough, systematic training. The difference between a dull and an apt scholar is not so much in the ability as in the habits of study. The ready learner casts all extraneous thoughts aside, and, becoming absorbed at once in the subject matter to be learned, comprehends and retains it. His sluggish brother, equally determined in the beginning, is disturbed by every movement around him; his attention is distracted by thoughts of play; he thinks the lesson too hard; is appalled at the insurmountable difficulties before him, and fails. Such scholars need the assistance and encouragement of parents and teachers. Help them to pass the Rubicon of listlessness, and victory is certain.

Complaints are frequently made in regard to the expensiveness of our schools. We do not think the expenses can be materially reduced. With the increase of population these, like all other expenses, must be increased. Education is a necessity, and there cannot be a more ruinous parsimony than to weaken a community by denying culture to the young. No expenditure brings so large a return to our citizens as that made for our public schools. The rich and the poor share it alike and are equally benefited. Common Schools are fortresses of republicanism—the gateway through which the poorest, if he will, can pass to competency and distinction. Retrenchment by curtailing the advantages of these schools is false economy. As well might we reduce our household expenses by attempting to dispense with the necessities of life, and to subsist upon the luxuries.

A few conservatives who think that there has been no progression in schools since the days of their boyhood, when to read, write and cipher, was all that was required, object to the practice of singing in our schools, on the utilitarian ground that it does not pay. We do not purpose to answer this objection. We only wish the practice was more general—that it was a regular exercise in every school, not only each day, but each hour. Nothing is more impressive than the sweet harmony of children's voices. Music is refining and humanizing in its influence upon the hearts of children. The tedium of study, the restraints of discipline, and the wear of mind and body, need to be relieved by some of the amenities of life, by an infusion of esthetics among the sterner duties of the school-room."

School Committee—J. M. LARRABEE, JOHN BERRY.

BLANCHARD.—A statistical note of absences tells a "tale out of school," which it may be found will prove as true in other places:

"There have been 580 days of absence by those who have attended school the past year. This ought not to be so. When one is absent his class cannot stop for him, and of course he must begin where the class is when he re-

turns; by that means he loses the lessons learnt by the class when he was absent.

We think it very important that all who have children to educate should be interested in their studies, and see that they attend the school. Visit them often in the school; they love to see you there, and are encouraged. What man is there who would hire another and set him to work, and then leave him for three months,—a stranger, too? If you visit him often he will do better; so will the teacher of your children do better and you will be better satisfied.”

School Committee—JACOB BLANCHARD.

CASTLE HILL PLANTATION.—The Committee say:

“We have found in all the summer schools good order and good interest, and when we visited them at the close we found that the scholars had made good proficiency. We can say the same of the winter schools; there was no trouble in any of them, and there was good attendance. The teachers gave entire satisfaction.”

School Committee—J. SAWYER, HENRY TOLLAY, JOHN GOODRICH.

NORTH YARMOUTH.—A discriminating view in regard to teachers suggests the duty of agents in making their selection:

“The average attendance of the scholars has been larger than in some former years, and in most of the schools the teachers have had good success. But as in every profession men and women sometimes mistake their calling, we must expect to have some poor teachers. Some *keep*, rather than *teach* school. Some are qualified to *instruct*, who have no faculty to *govern*. Others, not deficient in knowledge, have but little faculty to communicate. The great defect of *our* teachers the last year has been the want of explanation. The use of the blackboard has not been understood, and analysis in arithmetic has been too generally neglected.”

School Committee—GREELY PIERCE, THOS. N. LORD, SYLVANUS PORTER.

SPRINGFIELD—Is encouraged by the success of the past year, and advises well for the future:

“In general terms I have the pleasure of reporting the schools of the town for the year, a success—comparing favorably with other years. All have been fair,—some excellent. We would do well as parents, as guardians of the public good, as lovers of our town, as lovers of our country and its institutions, to take especial care and manifest especial interest in the proper education of all our youth. They are to take our places soon in the control of the town, State and nation. As we lay down our work they take it up; as we, one by one, go hence, they take our places at the helm and guide the ship; and whether they do it understandingly, faithfully, manfully and well, depends upon the influences to which they are subjected now. By all the hopes and bless-

ings of the time to come, let us see that we set them no example we would not have them follow; that they receive all the necessary training and instruction their circumstances will allow."

School Committee—O. N. BRADBURY.

ISLAND FALLS PLANTATION.—A good suggestion loses no value by its repetition :

" We think there would be more industry among the scholars if their parents would take more interest in their children's studies, know what they are studying, and how they progress. If parents take no interest in what their children are studying, the children naturally infer that their studies are not of much consequence, and take but little interest in them themselves."

School Committee—LEVI SEWALL, JESSE CRAIG, EBEN F. DINSMORE.

GREENE—Censures the lack of interest in schools and their houses, and predicts the consequences :

" The scholar does not feel it incumbent upon him to exert himself to perform a work wherein his parents feel no interest. Why should he? * * * What is for the welfare of the child? Some one would say, ' I think the child is far better to govern the old man, than the old man the child. I do not believe a teacher has a right to correct a scholar in school hours, for any misdemeanor he or she may feel disposed to commit.' Instead as of old, the scholar being put under the control and tuition of the teacher and the proper officers, he is under the immediate control and tuition of his or her parents; so the teacher can do nothing without first consulting the wishes of the child's parent. And what is the result of this plan? It destroys the whole groundwork of a judicious and permanent course of instruction. The teacher cannot do his duty, because of the influence outside of the school-room. The scholar *must* not do his duty toward his teacher, for in some instances he would fear a severe censure from his parents in so doing. In this course of instruction your children will grow up controlled by no law nor regulation. If parents think that this course is the best for their children and themselves, let them not blame their sons and daughters when they arrive at the age of manhood and womanhood, for any misdemeanors of a more heinous nature which they may commit."

School Committee—A. PIERCE, Z. A. GILBERT, B. G. HILL.

APPLETON.—A full and well considered report concludes with a common and often well merited comparison and reproof:

" *Our school-houses* fall very much below what they should be in goodness and comfort. Some in town are not fit for hovels, fit only for the devouring element to revel in, and leave the sites for commodious school-houses. We find as a general thing our *teachers* are nearer what they should be than *par-*

ents or school-houses, although they are not perfect, and have many to find fault with them. If parents would *visit their schools*, and there ascertain the merits of their teachers, then if they are not in their opinion what they should be, call in the Committee, we believe this would have a better result."

School Committee—ELDEN BURKETT, T. A. GUSHEE, EVERSON R. MILLER.

PENOBSCOT.—The blame which is sometimes thrown on the Committee, is here placed on other shoulders :

"Although a number of the schools have been excellent, and a *real honor* to the districts in which they were kept, still *too large* a number, by far, have failed to meet the needs of the children and youth of our town. Many are, and have been, ready to blame your Committee for suffering a school to continue after it has become unprofitable. Of such we would respectfully inquire, how we are to *know* the school is unprofitable. Very frequently, as will be seen by our report, we find at our first visit that the school does not appear as it should, or as it would if the teacher could have had a few days more in which to arrange it before being visited. Some such schools, on being visited at the close, prove themselves to have been well conducted and highly profitable schools. On the other hand, many schools which at the commencement bid fair to be useful, steadily degenerate, and not until the Committee visit them at the close are they aware that they have been unprofitable. Where falls the censure then? We would suggest that parents and guardians come in for a large share ; for if they possessed the real interest in the education of their children which the subject demands, they would be found often in the school-room, watching the progress of their scholars, and ready to apprise the Committee of the fact whenever, in their opinion, the school became unprofitable. The duty of the Committee would then be apparent to all. But as long as parents stay away from school and content themselves with tales told by scholars respecting the schools, the Committee cannot see it their duty to run at any such complaints. Let parents accustom themselves to visiting schools, and then they will be better able to judge of the merits of the school and teacher, than they could possibly be where they visit schools seldom or never."

School Committee—F. R. PERKINS, J. P. HANEY, E. R. BOWDEN.

WASHINGTON PLANTATION—Presents only statistics.

School Committee—THOS. G. WILKINS, EMMONS N. RANGER.

HARTLAND.—The report concludes with remarks on the difficulty sometimes experienced by the Committee, in the examination of unqualified teachers, the influence of parents in discipline, and poor houses :

"The Superintending Committee have but a negative choice in the selection

of teachers. They may reject, but cannot employ them. Now we do not ask that the Committee be invested with this power; but we do ask that agents exercise the same judgment and discrimination in the employment of teachers, that they do in their ordinary business. The situation of the Committee is sometimes extremely embarrassing, when a candidate is presented whose qualifications upon examination appear rather doubtful. Then the question arises, will a more acceptable person be procured if this one is rejected? Under such circumstances teachers are sometimes certified, who would not be if the Committee were sure that better ones would be procured in their stead.

Another thing we wish to notice, and that is the interference of parents with school discipline. One teacher informed us that a parent requested him, in case his child needed correction, to inform him, as he preferred to correct him himself, rather than to have it done by the teacher. Now we do not object to parents training their own children; on the contrary, we believe it to be their duty to do so. And we believe, further, that if they would do it judiciously and faithfully there would be very little occasion for such demands upon the forbearance of the teacher as that just noticed.

We might, perhaps, with propriety say a few words in regard to school-houses; but if people will be satisfied with such structures as pass for school-houses in districts No. 2 and No. 9, perhaps we ought not to find fault. We therefore forbear."

School Committee—T. W. SMILEY, A. W. MILLER, C. ROWELL, 2d.

PRINCETON.—The Committee is earnest for the schools and their conduct according to law. The extract gives reasons and entreaty of the right kind, to promote a better regard for public instruction:

"Parents have not that interest in the education of their children which they should have. How many having children at school are there who visit the schools to see what their children are doing? How many, who for the most trivial cause, keep their children at home one or two days out of the week, or perhaps do not send them at all. Were it a matter of dollars and cents, how quickly would it be looked after! Have we a right to deprive the rising generation of the privilege of improving their minds? Do we not owe to posterity what our fathers have done for us? Send the children to school and see that they are well furnished with books, that they may prepare themselves to become useful men and women.

When a boy is twenty-one years of age, it is expected that he should be prepared to do business for himself; but how many are there who are not capable of making a bill of their wages after a week or a month's labor! How many young men there are who cannot tell the difference between monarchical, republican, and democratic systems of government! If we deprive the children of the benefit of schools, we are not only doing the children an injury, but we are injuring the public generally."

School Committee—JAS. SPENCER, H. A. SPRAGUE.

AUBURN—Gives a particular account of each school, and adds the following judicious suggestions :

“The several schools have been as successful as could be reasonably expected under our *imperfect* system. What the thrift of our village and the interests of our town now imperiously demand, is a *High School* in this district. Without such a school from which to graduate our boys and girls, we can have no complete system of public schools, and without such a system our town will suffer at most vital points. To say nothing of the moral evil of having the early education of our children neglected, we ought certainly in our earnest and commendable seeking after material prosperity, to keep in mind the fact that the condition of our public schools is, and always will be, a matter of inquiry by those contemplating a removal to this town ; and that such men will or will not come here, according as they find that our scholars do or do not compare favorably with those of other places.”

School Committee—J. W. BEEDE, M. D. CHAPLIN.

DANVILLE.—The report is brief, and is chiefly confined to the character of the schools, of which it says :

“Our schools the past year have been successful, and much yet remains to be accomplished before they will take the rank they should. Our school districts, with one or two exceptions, are too small. Changes in the boundaries are much needed.”

School Committee—J. W. PEABLES, S. P. ROUNDS, M. WOODBURY.

LOWELL—Sends only statistics.

LIMERICK.—The report repeats recommendations often given because often needed :

“A number of the school-houses need to be thoroughly repaired or rebuilt altogether, in order to answer in any tolerable measure to the best influence and progress of the schools.

Increased care and discrimination is recommended on the part of agents in the selection of teachers. If the selection of the teacher is delayed till the last moment, and he appears before the Committee for examination only the evening previous to the day on which the school is to begin, it affords them an insufficient opportunity to determine whether he should be intrusted with the school or not.

It is recommended most earnestly to the parents and guardians of the children as a matter of vital importance to the efficiency and usefulness of the schools, that there be on their part a friendly and honest co-operation with the teacher. The work to be performed by the teacher is as difficult as it is important. He needs, therefore, every help available in its performance. With the generous and cordial co-operation of parents and guardians, even an

indifferent teacher may do a very good work ; while without such co-operation the most skillful and well trained teacher might fail altogether."

School Committee—PHILIP TITCOMB, LEANDER BOOTHBY.

NORTH BERWICK.—The recommendation of female teachers is well sustained by their general success, and the main objection to their employment in winter schools is met by the hope of a better future day :

"All our schools except one have been taught by females. Although a few have not been so successful as we would like, we have had some excellent examples that go far to establish the theory that our winter schools can be successfully taught by competent female teachers. The principal objection to females is that they cannot govern large, unruly boys. But we hope the day is not far distant when this obstacle will be removed, and that parents will teach their children a love and respect for our schools, which will enable the teacher to govern them without resort to physical force. The energies of the teacher should not thus be exhausted, as it impairs her capacity for instruction. The best of feelings should exist between teachers and scholars ; but if there be any that are not susceptible to moral efforts, we should take the advantage that the law provides, and not have the whole school thus injured. Our town schools are the only means that the most of our scholars have for obtaining an education, and preparing their minds for the practical duties of life, and the responsible situations they may be called to occupy. It must, therefore, be apparent to all advocates of popular education, who desire to perpetuate the institutions of our country, and have an interest in the rising generation, that we can ill afford to have any mismanagement in conducting our schools, either through ignorance or design."

School Committee—JOHN C. HAYES, CHARLES W. GREENLEAF, GEORGE D. STAPLES.

STRONG.—The remarks on the qualifications of teachers show the necessity of a right spirit on their part to do their responsible work "wisely and well":

"There are three essential elements in a good school, viz : a competent teacher, dutiful scholars, and parents ready to co-operate with the teacher and pupils.' But the labor and responsibility mainly devolves on teachers. The minds and hearts of youth, easily influenced, quick to receive impressions, to be moulded and guided by their example and instruction, are in their hands. Yet how often we are pained at their insensibility to the claims of their high calling. How often we find them unthinking and heedless of the power they wield, and even regardless of the true welfare of their young charge ; perhaps desirous only of 'accomplishing as a hireling, their day,' looking on their occupation as a wearisome task, rather than a precious trust. Teachers need to un-

derstand and appreciate their high responsibilities and to give themselves to their appropriate work with an earnestness and devotion of spirit which we fear few of them feel. They indeed are seldom aware how much they can do, if they bend the energies of their minds to their task ; how completely they can master what they have to teach ; with what clearness and vividness they can illustrate it ; how deep an interest they can excite in their pupils ; what a thirst for knowledge, what a willingness to study for it, they can call forth ; what energies before unfelt, they can arouse in those young minds, which once aroused, may cease to be exerted only when life itself is gone ; nor with what wondrous power they can control and direct those energies to the accomplishment of high purposes and noble aims. A great and weighty charge is committed to the teacher of youth ; let him and all who can influence him, see to it that it is fulfilled wisely and well."

School Committee—WINTHROP NORTON, J. M. KEMPTON, P. H. STUBBS.

STETSON.—Among the statements of the schools generally good, the absence and idleness of boys, who need their instruction, is well rebuked in a particular instance :

"There is noticeable in this school a grave fault. Quite a number of scholars are observed in the district, who ought to be in the school-room, but are found about the common lounging places, seeming to have the double occupation of attending school and loafing. In this manner *their* time is not only thrown away, but the attention of others, their associates, who have a disposition to be diligent and studious, is diverted from the proper course. Under such circumstances it is not possible for any teacher to maintain the desired interest in school. Although the Committee might be justified in expelling such scholars from school, still the evil would not be remedied, for they would still be associated with the remainder of the scholars out of school. This fault can only be prevented by the parents keeping their children in school or at some useful employment."

School Committee—D. E. PARSONS, LEWIS BARKER, R. D. PULCIFER.

DEXTER.—The Committee has not found the materials for a "flattering account," and do not hesitate to speak their opinion plainly :

"As to the general interests of the schools, we have to confess that they have been so short, and some of them so often supplied with inefficient teachers, that the town may have little to hope from them. In these things we do not wish to disguise the facts, and are persuaded that it is best to let the truth be known, that the people may be stimulated to a more worthy ambition. * * We are hoping for the best. We know, indeed, that many of our schools are promising to do very well the coming year, and as soon as we can raise sufficient money to employ those teachers who make teaching a profession, and who are qualified for their work by a course in the Normal School, or a thorough training in other schools, we can feel that there is reason to expect that

the youth of our town will enjoy benefits which the Common School system designs to supply."

School Committee—JOHN B. ARNOLD, R. CAMPBELL LANSING, CHARLES CURTIS.

FORESTVILLE.—In a plantation where a French population needs instruction the Committee say of one school :

"There was a class of children of French extraction, who at the commencement of the school could speak little or none of the English language, at the close could read, spell, and compare quite favorably with those of their own age, whose privilege of school have been superior to theirs.

Parents should instruct their children at home during the winter, while the schools are not in session. They should visit them at the school, thus showing by their presence that they feel interested in their welfare. They should provide them with suitable books."

School Committee—C. H. SMITH, C. POWERS, A. BARTLETT.

BRIDGTON.—A general success, and greater progress than heretofore, does not prevent the mention of faults and wants here as well as elsewhere existing :

"Your Committee are happy to say that, in their opinion, greater progress has been made in the right direction than for many years past. They attribute this advancement, in the main, to the employment of good teachers, who for the most part have been the best the community affords. But while we are gratified to say that the majority of our teachers have kept good schools, and made them profitable to the scholars ; a few have not come up to the mark which the present age demands. Success, as well as failure, should teach us the vast importance of securing the services of efficient teachers ; teachers, who not only possess the requisite knowledge, but also the equally desirable faculties of *keeping their schools in order*, and communicating their ideas to their pupils in the happiest manner. And when we have secured such teachers, let us encourage and sustain them. And in this connection we would observe, that there is no surer method of encouraging both teacher and pupils, than by the frequent visits of parents to the school-room. So far as we have been able to ascertain, but a single school in town has been visited by the parents of the scholars during the last year ! *This is all wrong !* It is placing too much reliance on your teachers, and school Committee. We possess no other interest of half the importance of our Common Schools, and certainly we possess no other interest that we would leave to the uncontrolled management of strangers.

Many of the school-houses in town are utterly unfit for the purpose for which they were designed. They are usually placed in the most barren localities, with no surroundings to make them attractive. Their construction is abominable, and few of us would consider them good enough for stables ; the ceil-

ings are generally low ; no means of ventilation are provided, and consequently the air becomes vitiated to such an extent as to render them totally unfit for human beings to live in."

School Committee—J. H. KIMBALL, E. R. STAPLES.

BROOKSVILLE.—Statistics only, in a copy of the return to the Secretary of State.

School Committee—THADDEUS SHEPARDSON.

BUCKFIELD.—A full and careful report, which speaks with fidelity in behalf of little children :

"A pressing want in education, is the want of the right kind and amount of teaching at the outset. Where gradation exists, Committees sometimes entrust their primary schools to young and inexperienced teachers, without special training for their work, or experience in it. In mixed schools the alphabet and primer classes are frequently turned off by the teacher with the mere fragments of time ; or, if the day is uncommonly crowded with business, with no time at all, save that occupied in *exploding* the harsh command, 'Sit still !' This policy, on the part of Committees and teachers, unwise and unjustified as it is, is still not unaccountable. The notion prevails that any one can instruct small children ; no extensive acquirements are thought to be necessary for her who is to teach the alphabet and multiplication table ; no great skill in government for her who has only a dozen or a score of little ones to manage. So she must work for a miserable pittance. Hence, in the schools of little children, beginners and indifferent teachers are, not always, but too often, found together. As soon as a teacher has gained something of experience and reputation, she is tempted to seek, in a higher grade of schools, a more fitting compensation, and what seems to be a more honorable position. Is this common difference in compensation just ? Is it a less tax upon ingenuity, skill, acquisitions in science, and personal resources of all sorts to interest, instruct, and train children too young to study set lessons, than to hear the recitations of older pupils ? The question needs no answer. Will it be contended that less time needs to be expended in previous culture and preparation by the primary teacher than by another ? This is the ground taken by too many, who, in consequence, believe that meaner compensation and little honor belongs to those who teach the youngest. This is a strange and ruinous mistake. It must be corrected before school instruction will accomplish what it should. Long ago, in mixed schools, I had little children under my care ; and now as I look back, it pains and shames me to think how little they profited by my instruction. Sometimes I would call them back, if they could come, as then they stood before me, in lisping childhood, to see if I could not, from some years of observation, study, and checkered experience, bring them something better. But this cannot be ; the years glided away."

School Committee—A. P. BONNEY, A. C. DAY, A. J. MERRILL.

LEVANT—Speaks encouragingly, both of the schools and female teachers :

“ Your Committee are happy to report success attending our schools the past year. Order, harmony and good feeling have generally prevailed, with a good understanding between parents and teachers. They are decidedly in favor of female teachers, with ability and experience, to young gentlemen, sometimes in their teens, with but *little experience*, who offer and can afford to work cheap.”

School Committee—SEWALL STANLY, S. G. JERRARD.

STONEHAM.—The supply of an improved class of teachers, by means of the Normal School, and the pecuniary loss by absences, form an instructive part of this report :

“ Your Committee would further say, that they hail the State Normal School as an exalted tributary in furnishing more competent teachers, and thereby raising the standard of Common School instruction. Much has already been done, and yet we believe that incapacity among our teachers is a crying evil of our public schools, even in New England. A candidate was recently brought before your Committee for approbation to teach, who, on being asked ‘ What is physical geography ? ’ replied, after much hesitation, ‘ I believe it is the geography of the human system.’ Now we have to say that similar instances of incompetency are frequent among those presented for examination. We regard the Normal School as an institution highly calculated to remedy the defects of teachers. * * * * *

Your Committee would speak of the want of interest among parents, which is manifested from the absence, tardiness and irregular attendance. Are you aware of the fact that from fifteen to twenty per cent. is lost yearly in some of the school districts in this town by the irregular attendance of your children ? ”

School Committee—WM. A. MANNING, WM. L. GOODWIN.

TRESCOTT.—If agents would not neglect nearly every portion of their duties, the Committee could be more serviceable, and the schools much improved. The censure here is by no means concealed :

“ There is one thing that your Committee have spoken of to you before, and has to say the same thing now,—that is, the neglect of agents. We cannot get them to do their duty by any means. In the first place, they do not care what kind of a teacher they get, so as they have any gain in it. Secondly, they give no information to the Committee of the commencement of school, or its close, nor fill the returns we give them. You cannot expect the Committee can fill a satisfactory annual return to the Secretary of State or Superintendent of Common Schools, as long as your agents are allowed to go on as they do without giving the least information to the Committee. If they do not do

better the coming year, we shall not fill any return next April, and you will lose your State school fund."

School Committee—JAMES KEEGAN, J. H. CALKINS.

CARMEL—Reports in detail the several schools; gives due commendation, with apparently judicious censure, reaching to some school-houses, and thus concludes:

"Let parents assist the teacher in the education of the youth, by their endeavors to have their children regular and punctual in attendance, furnishing them with suitable text-books; showing themselves interested in the welfare of the school; and giving to both teacher and pupil that encouragement so essentially necessary to their happiness and success."

School Committee—S. I. SMALL, JOHN B. BENJAMIN, G. E. DODGE.

NEW SHARON.—Here is sound advice to districts for choosing agents, and to parents, showing how to make good schools:

"Prejudices of a personal, political, or sectarian character, should be all overlooked or forgotten at the school-meeting. Do not choose a person of your own party or denomination, because you are strongest in numbers, and choose a person for agent who is totally unfit for the position; for the disease is contagious, infecting the scholars; the teacher feels its influence, and the result is a poor school, or worse than none. Select a man who is competent, and by all means one who has no particular object or self-interest to attain.

The schools for the present year cannot be reported as favorably as they were last; many cases of failure have occurred, *all* in consequence of a lack of order. The teachers may have been somewhat in fault,—parents and scholars more.

Importance of Grading Schools. We would urge upon the attention of districts No. 3 and No. 13 the importance of taking immediate and decided measures for uniting and grading their schools. So large ungraded schools as either of these cannot possibly make that progress which is desirable; hence the propriety of a classification of the scholars in these schools as their ages and capacities will admit."

School Committee—A. G. BRAINARD, A. C. HUSSEY.

CALAIS.—A full, well considered report, which having given statistics after the description of the individual schools, concludes with these useful suggestions:

"It will be seen that a large proportion of those for whom the public school is intended do not avail themselves of its advantages. Some attend private schools, and others are necessarily absent. But many who might and ought to be in the schools are wasting their time in the streets. If the truant law

which has been enacted during the past year shall be provided with the proper officers, and properly enforced, it will do something to remedy the evil.

Your Committee, moreover, would earnestly urge the importance of some means being devised, if possible, by which a greater number of those who offer themselves as teachers may become better qualified for their responsible vocation. It is not enough that they may have a knowledge of the various branches taught in our schools; they must also possess a tact for communicating what they know; they should be able, also, properly to discriminate between the different constitutions, temperaments and capacities of their scholars—between a blockhead and one slow to learn, but diligent—between a confident and sensitive spirit—between one who is willful and one who is merely roguish, but obedient—between one who needs urging to a close application, and one who needs restraining rather than pressing—and between one who can be governed by moral suasion, and one who needs both moral and legal force. To form such teachers, there is greatly needed the teaching and influence of the Normal School. Your Committee see little prospect of making our schools generally what they should be and what some of them are, until the time shall come when our teachers shall have been thus taught how to teach, and how to govern.”

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

WESTFIELD PLANTATION—Reports but one school of 55 days and 14 scholars, and average of 11, and adds :

“ Good order was maintained throughout this term of school, and a good improvement made. The time and money were profitably expended.”

School Committee—L. A. BLAISDELL, L. W. REED.

WINTERPORT.—The Committee give their judgment on the degree of success in each of the schools, but add no remarks of general interest.

School Committee—G. L. CURTIS, B. F. HALL, E. H. SMALL.

BRISTOL.—The Committee report reasons why their schools have given “ but little cause of gratulation,” and trace “ the great cause of the small average” to indifference in the minds of parents. As an encouraging feature in the future, they say :

“ We have one new school-house of which we are quite proud. It is high, roomy and pretty; it cost \$2000; but alas! it is Aladdin’s palace when compared with any other in town. We have six others that do pretty well, and as many as six wholly unfit for school-houses or anything else. This is the result of apathy; the people need waking up. In our opinion there is a direct relation between the condition of the house and the success of the school; and, other things being equal, those districts which have the most sightly and com-

portable school-houses have the greatest return for their school money. When children see the building dilapidated, they will often despise the school, or regard it as something to be endured while it lasts, but will be glad when it is over.

This is one of the oldest towns in the State ; it has a considerable and prosperous population, and may challenge the world to produce a more beautiful or intelligent covey of "olive plants," boys and girls : and it is too bad that so many of them seemed doomed to endure the mortification of conscious ignorance when they come to be men and women."

School Committee—OWEN ST. C. O'BRIEN, ARNOLD BLANEY.

EAST MACHIAS.—The Committee regard the schools as having gained over the past, but still below the proper standard. The districts and their schools are carefully reported, and in the conclusion of this part of their remarks, say they "believe it would be difficult to find a town in the State with so many uninviting school-rooms as in East Machias." But here as in other places, improvement will come. They add :

"*Duties of Parents and Guardians.* We believe it the duty of parents to see to it that their children have every day's schooling they are entitled to by the law. By the laws of this State every individual, that lives to the age of twenty-one years, is entitled to seventeen years' schooling, tuition free ; and the property of the rich man is taxed seventeen times to educate every poor man's child ; if this provision were rightly improved all would receive a respectable education. Yet we find that a very large class of the poor children of this town, are almost strangers in the school-room. We fear too many of them go upon the principle that that which costs them nothing is worth but little."

School Committee—ALBERT C. NASH.

GORHAM—Sends these judicious remarks :

"No country on the globe has so many and so valuable discoveries and inventions as ours. No people has had so rapid a growth in wealth and population. Strip us of one avenue to power and wealth, and ten others open before us. Let the demands of the times be what they may, our people are always adequate to them.

What, we ask, is the cause of this unparalleled growth in wealth and prosperity? You will with us well answer, 'The general diffusion of knowledge.' Make the test where you will in the State, community, or the man, the result is the same,—'knowledge is power.' We have said that education must be coextensive with the demands of the times. It must go in advance. It must open the way. It must be the *mother* of progress. It was recently asked of a distinguished Englishman what he thought was the greatest means of putting down the rebellion. The prompt and emphatic answer was 'The

intelligence of your people ! ' ' Why, sir,' said he, ' all your boys can read and write ; all do read the daily news, and all are fired with a love for their country. Your public schools are a wonder to me ; they make the minds of your young men astonishingly flexible. Take from an Englishman his wonted occupation, and he is ruined, but take it from a Yankee, and he will find another ; take that, and he at once seizes upon another, and so on, you cannot stop him. Your public schools *astonish* me ; and, sir, they have prepared your people for putting down this rebellion, and they have saved your country.' We all feel the truth of the above reply, and we feel proud that it is so. Now let us ask, are we alive to our duties in regard to their interest ? Do we sufficiently feel that we should freely give our influence, our money, and much of our time for their support and prosperity ? The greatest investment we can make is in the minds of our children ; and the most satisfactory reflection we can have, when they assume our duties in life, will be that we have given them, not large farms, and accumulated stocks and bonds, but a good example, an earnest and prayerful effort for the cultivation of their immortal minds."

School Committee—J. B. WEBB, A. P. FILES, A. W. MURCH.

DAMARISCOTTA—Reports favorably, but adds nothing of general interest.

School Committee—JOEL E. CHAPMAN, NATH'L M. PIKE.

UNION.—The remarks at the opening of the report refer to the need and present state of education in general. A novel mode of indicating the relative standing of the schools is here copied :

"The intellectual cultivation and intelligence of the people, united with pure Christian morality, are rightly esteemed as the foundation of republican government and the security of all those precious blessings of civil and religious liberty which we hold so dear. Hence, men of intelligence and wealth, who have the good of their country and their race at heart, are, and ever have been, willing to labor and to make sacrifices to promote the cause of education.

We shall indicate the degree of success in each school, according to the best of our judgment, by figures. The figure 5 will indicate the highest rank,—smaller figures a lower rank. The report will embrace three particulars : 1st, general management on the part of the teacher ; 2d, department of the school ; 3d, improvement of the scholars.

In our report the summer schools in districts Nos. 1, 2, 4, 5, 6, 8, 9, 11, 12, are all marked 5 in all particulars. Nos. 3, 13, 14 and 15, are marked 4, except 13 and 15 are marked 3 in improvement. The winter schools in districts Nos. 1, 2, 3, 5, 6, 7, 8, 9, 11 and 15, are all marked 5. No. 12, is marked 3 ; No. 13 is 5, 5, and 4. Several schools had not closed, and so are not marked. In No. 10 there was no summer school."

School Committee—A. THURSTON, A. L. BARTLETT, F. V. NORCROSS.

CHINA—Speaks of the necessity that has brought female teachers into the field, without any general disadvantage; though their discipline may not always be equal to the management of large schools in winter:

“It affords us much pleasure to be able to say, that with few exceptions, they have been managed to the satisfaction of your Committee. Within a few years, various causes have operated to withdraw our male teachers from the field, and their places have been supplied by females as a matter of necessity, and with most of our schools perhaps no disadvantage has arisen from this change; but we would suggest whether in our larger winter schools it would not be better to employ competent male teachers, rather than run the hazard of a poor school, by employing a female, who, though she may be well qualified in most respects, yet, as is too often the case, is inefficient in discipline, and when this fails, all fails.

During the last few years, your Committee have taken special pains that writing in all our schools should be brought up to that standard which its importance demands, and in many instances we have been quite successful. To be able to indite a letter in a neat, yet bold hand, is an accomplishment of which any young man or woman may well be proud.”

School Committee—A. H. JONES, J. F. CHADWICK.

FORT FAIRFIELD.—In the brief summary that concludes a report of the districts, the Committee speak concisely but clearly; frankly, but with plain truth. A beginning has been made of a better future:

“The terms have been very short. In seven districts there has been but one term during the year, in some cases very short. Not much progress can be expected in schools thus limited. There is little to attract the ambitious and well-qualified teacher, in the prospect of a six or eight weeks’ term in a log hut, lean-to, or shingle-camp. Yet such is the condition in some of our districts. Four are without school-houses. Such a state of things in a town as far advanced in improvement as this, is, to say the least, deplorable. Good schools in good school-houses, are among the things which attract the enlightened and progressive within our limits, while a lack in this respect will do much to eliminate such an element from our population.”

School Committee—W. F. SAMPSON, A. S. TOWNSEND, WARD MITCHELL.

CONCORD.—The report is brief, but in general commendatory. One school, as in the history of some others elsewhere for like causes, specially the last, “was an entire failure, owing partly to teacher, and mostly to parents.”

School Committee—CORYDON FELKER, E. O. VITUM.

BUXTON.—From this extended and discriminating report, the suggestions selected need many a repetition :

“ Four of the winter terms have been under the instruction of females, and, in our opinion, with equal success with the other sex ; yet we would not recommend their employment generally. As the wages of females are much less than males, districts with but few scholars should employ competent and experienced female teachers, thereby lengthening the terms, and resulting in much advantage.

Evidently there is a parental failure in not furnishing dictionaries for their children. In some schools we have looked in vain for one in possession of either scholars or teacher. Many other deficiencies might be named. Generally there is little or no interest taken by parents.”

School Committee—GEO. W. HARMON, JOEL M. MARSHALL.

CHARLOTTE.—The short report mentions favorable results in general. The teacher should be comfortably provided for, without a vendue :

“ It is important that teachers should have a proper boarding-house, and one not too far from the school-house. It is and has been the prevailing custom of this town for years to ‘ bid the teacher off,’ and let the lowest bidder board the teacher. Teachers would have less reason to complain, if none bid but those that had proper accommodations ; but such is not the fact. The poorer they are the more need of boarding the teacher ; for the tax collector will soon be around, and how can they pay easier ? ”

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

BARING.—The injury from private schools, in their antagonism to the public, are here directly specified :

“ A portion of the Committee at least, is of the opinion that the encouragement of private schools is highly injurious to public schools, lessening as it does the interest in the Common Schools. The Common School system has always been considered in republican and democratic governments as an improvement on the old aristocratic system of private or exclusive schools, and every effort to establish the new and discourage the old system, as laudable and good policy. The change recently made in the British Provinces of laws or customs in this respect is an argument in favor of our position, and if we need anything more to support us, we refer the considerate mind to the condition of the Southern States in relation to education.

One advantage of our system of schools is, it draws a large portion of its financial support from those in our community who are able to assist, and can well afford to do so, knowing as they do that an enlightened community gives strength and permanence to the State and safety and prosperity to the people. We therefore regret to see in the course of some of our fellow citizens a tend-

ency toward reviving the old and objectionable system. This is shown by permitting children to stay away from the district schools, with the understanding that they will have an opportunity to attend a private school."

School Committee—JAS. S. TYLER, JOHN F. STONE, WM. McLELLAN.

PROSPECT.—Favorable in the main. Agents are blamed for not giving the legal notice,—a common fault; and teachers, for not returning registers,—another common fault. The Committee say:

"We would recommend the support of our Common Schools to your most serious consideration. We are well aware that it will be urged that the present is not the proper time to advocate greater liberalities in our expenditures, burdened as we already are with our necessary taxes. But it should, however, be borne in mind, that the expenses for education are like vapors, which rise only to descend again to beautify and fertilize the earth."

School Committee—W. H. GINN, I. T. SMITH.

EASTON.—The report is occupied with statistics and brief remarks on the character of the teachers and their work; useful for the citizens to know, but not of general interest.

School Committee—J. E. COCHRAN, JOSEPH WINTER.

MACHIASPORT.—The common complaint of the hindrances and injuries created by parental influence in the wrong direction, are here described. "Irregular attendance" occasions "nearly one-third" loss of the privileges offered. The Committee add a good suggestion:

"Teachers, Committees, and parents, should aim to elevate the standard of morals. The moral character of the child is often neglected in our schools. The almighty dollar has become so much the central point on which the American mind fixes itself, that if our children learn to reckon dollars and cents readily, we are apt to think other branches of but secondary importance."

School Committee—A. B. LIBBY.

NEWCASTLE.—The inducements are very strong to extract more from this able report, than the following:

"The advantages of a printed report have been questioned. The Committee believe this report to be a power for good, in its effect upon the teacher.

Every teacher is anxious to stand well in the estimation of his townsmen. His employment depends upon it, and then every teacher is proud of a good reputation. No one is beyond the reach of praise or censure; and the teacher is at least as keenly alive to these, as is any other class in society. No one

questions that pride is an incentive to fidelity, with every high-minded young man. Money is not the only reward of faithfulness.

The teacher knows that a printed report will place his true standing before every citizen of the town; that it *can be*, and *will be* referred to, during the year, as occasion demands, perhaps afterward; while a written report, if read at all, would be heard by only a part of the inhabitants, and at a time when their attention would be engrossed in something else, so that one in ten would not be able, probably, to recall much of the report one week after town meeting. So, few could praise or blame the teacher for his work. The teacher knows also that printed reports find their way into other towns, and are carefully read by those most interested in schools. A perfect teacher would do the best he could under any circumstances, but the most of us are far enough from perfection to need all possible incentives to faithfulness, and then our work will be none too well done. The deep solicitude manifested by all the teachers, that their schools shall appear well, and their chagrin at a failure, during the visits of the Committee, prove the interest the teachers take in this report.

It affects scholars in the same way though perhaps not in the same degree. They are pleased to see their own school well reported; and when they are personally mentioned for correct deportment they have a right to be pleased. Should not this pride of character be encouraged? Self control is an essential in the student and in the man; and the sooner this is developed in the child the better. Appeals to his pride will accomplish, in this direction, what force never can. Motive must take the place of the rod. If the child desires praise in the presence of his parents, will he not much more desire it when it will be known by the whole town? Children always read anything concerning their own neighborhood, and *they* will read the report.

It *ought* to have an effect upon parents. When a failure occurs it is made known, and the parents will be held responsible, at least in part, by their townsmen. Towns which have printed a report for a series of years, exhibit more intelligence among the citizens, have better regulated, more quiet, and more advanced schools, and secure better teachers, than do neighboring towns without a printed report."

School Committee—HENRY C. ROBINSON, FRANK PINKHAM, EDWARD H. GLIDDEN.

KENNEBUNKPORT.—The extracts, like much more in the same spirit, speak wisely and well:

"The dilapidated condition, antiquated and inconvenient arrangement, of a large majority of the apologies for school-houses in this town, are, to use no harsher term, a disgrace to every citizen of the town. In several of the districts there are persons living in their tasteful and convenient residences, which are surrounded with barns and out-buildings for the comfort of their animals that outvie in neatness and symmetry of structure the school-house

where their children are sent to be educated. There are many persons thus situated who are abundantly able to build a neat and commodious school-house at their own expense, yet permit their children to be cooped up for six hours in a day in an old unsightly building that they would not for a moment tolerate on their own premises, even as a habitation for their most offensive animals! Where shall we find excuse for such wanton neglect? Shall we find it in high taxes? No, for this same state of things existed years before these heavy taxes were imposed. Is it for want of ability? Not at all, for there is not a single district in town that is not able to build and furnish, without the least embarrassment, a good school-house for the comfort and convenience of their children. * * * *

Those old, long unpainted benches set upon an inclined plane of twelve or fifteen degrees, those holes in the ceiling mended with unplanned boards instead of plaster, that unsightly place where stood the old chimney with its enormous fire-place all exposed to view, those high prison-like windows, those blackened and dangling clapboards, and the long weary hours therein spent in study, and contemplating those evidences of the want of enterprise and public spirit in their parents, will ever and anon be occurring to their minds through all the journeyings of subsequent life. * * * *

Make your school-house amply capacious, high posted, well-lighted and ventilated, and heat it without passing the funnel over the heads of the scholars. Furnish it with the patent desks and seats, a globe, blackboard, outline maps, and chairs for visitors. Let the play-grounds be properly graded and ornamented with trees, and the out-buildings be in keeping with good taste and decency. * * * *

We believe the spirit of the law of this State, as well as the public sentiment, makes it obligatory upon the teachers to impart (but without sectarian bias) to those put under their care the principles and obligations of true religion. Not that teachers must of necessity be christians, though it is a desirable qualification. They should teach the fallen condition of the race; its tendency to evil; the means of restoration through the mediation of Christ; the loveliness of the christian character, and the awards of immortal life. This will serve to fortify the young against the allurements of vice, and will elevate, enlighten and adorn their minds and prepare them properly to discharge their duty to God, their country and the world. The Bible should be continued in our schools and its precepts, denunciations and promises should be plainly taught. We should jealously guard against the disuse of this fountain of wisdom in the school-room."

School Committee—ENOCH COUSENS.

BIDDEFORD.—A full report, showing deep interest in its several subjects, from which the following extracts are taken to testify to the worth of the whole:

"It is a mistaken notion, and one which finds no argument in the analogy

of things, that a school-house or school system which was suited to the wants of the past generation is equally applicable to the requirements of the present. Society is constantly changing, and in the onward march of progress and improvement the habits and tastes of the community demand a corresponding advance in culture and refinement; and, as a necessity, the means of their promotion. While truth never dies, yet the medium through which we discover it must be always colored by its surroundings, and the associations which were sufficient and ample to arrest the attention and call forth the energies of a by-gone age, are now not only powerless but often repugnant, and methods of communicating ideas once had in holy veneration are become, in the light of a higher civilization, either obsolete or simply ridiculous. * *

Suggestions. It is a fault with many of our schools that scholars are allowed to *devour* more than they can *digest*, and are often encouraged in this to gratify some teacher whose speciality may happen to be to see how much they can *go over* and with little concern how much they understand.

Again, it is the fault of many teachers, that while being themselves perfectly familiar with the applications of the various rules and reasons pertaining to the solution of questions, they are often inclined to believe the scholar has the idea before it has been sufficiently impressed, and thus leave it without being fully comprehended.

There is but little danger of too thorough *drilling* or too frequent reviews.

Another evil is the great number of requests from parents to have their children dismissed before the close of the school. This not only interferes with the regular order of the school, but tends greatly to give such scholars the impression that their regular attendance is not a matter of much importance to themselves. And a habit thus formed is not easily overcome, but rather strengthened, by years, until the restraint of the school-room becomes irksome, and absence by permission is succeeded by truancy and open rebellion against all school authority."

School Committee—JOHN M. GOODWIN, JOHN Q. ADAMS, CHARLES G. HAINES.

STEBEN.—Notice of an evil sometimes, indeed too often existing, and the mention of a "great fault" appear in the extracts:

"There was some considerable outside pressure. Hence the latter part of the school was *minus* that degree of interest, which should at all times be manifested. Teachers should be very careful to maintain a deportment that shall win the respect of parents; and parents should see to it that they do not misconstrue the acts and motives of teachers; for by concert of action they should remember that they are securing to their children what *money* cannot buy.

* * * The great fault in our school system is the non-attendance and tardiness of scholars. Putting a scholar to school one week and keeping him out the next, is not much better than no schooling at all. While he is absent, his class has advanced; he becomes discouraged and in nine cases out of

ten the school will become almost valueless. Scholars going in after the school has commenced, attracts the attention of the whole school, leads the minds of the scholars in another direction, and works more mischief than people generally comprehend."

School Committee—B. S. HASKELL, S. W. CLEVES.

SANFORD.—The schools have appeared well, except in a single instance, where, as in the last extract, "owing to outside pressure the school made but little progress." Judicious counsels close the report:

"Parents, the teachers and committee may faithfully perform their duties, but if you are indifferent and neglect yours, your children and the whole school must suffer, and quite a proportion of your hard earned money will be wasted. Believing good government in a school, as well as in a nation, indispensable to its prosperity and utility, we are anxious to secure improvement in this respect. Order is a law of God and valuable everywhere. Anarchy is its opposite both in its nature and results. If you wish to increase the usefulness of our schools, and have your children receive the greatest amount of benefit possible from your teachers' labors, then arouse to your duty. Manifest more interest in the welfare of both your teachers and scholars. Regard the success of the school as your children's gain, and its failure their loss. Do not try to put all the responsibility of having poor schools on teachers, agents, or committee. See that your children are at school in season, and do not play truant. Never keep them out of school for any trivial causes, but aid the teacher in maintaining good order and promoting the usefulness of the school."

School Committee—C. O. EMERY, C. E. LORD, A. W. DAM.

MT. DESERT.—The Committee lament that they "have to report so few good schools and so little real gain by the children as a remuneration for the expense incurred." They say:

"Parents should be very careful what they say about the teacher before the child. If the teacher errs, the parent should speak with him privately if at all. No teacher is supposed to be perfect. Many parents are ever looking after the teacher's faults and magnifying them before their children, much to the detriment of the school and the injury of the scholar. They should ever try to make a good school better, and never allow themselves to be instrumental in making a bad school worse."

School Committee—T. S. SOMES, E. E. BABSON.

BANGOR.—The high reputation of schools in this city leads to the expectation of suggestions for their still higher advancement which will be useful to be applied elsewhere. The Superintendent care-

fully watches the movements of the machinery, placed under his special care, and in his report he gives the results of his experience for the general benefit :

“ Compensation of Teachers. A subsistence should be the minimum price paid to any teacher, and I should feel guilty of the sin of omission should I neglect to urge a further increase in the compensation of our teachers, until it approaches an independent support, and conforms more nearly to the change of circumstances, and the rates paid in other cities of our size and wealth. That our teachers do live, is attributable to the fact that a large majority are boarded, in part or wholly, by their parents or friends, while others, not able to be on expense during vacation, find refuge with their friends abroad ; and others, still, endeavor to eke out their scanty means by teaching private classes during vacations which they should devote to the recreation of their tired energies.

If we are to expect improvement in our schools, we must hold out sufficient inducement for the best talent to come into and continue in them ; and the sooner the public is brought to recognize the fact that skilled labor and talent must be paid for its services as well as raw and uneducated muscle, the better it will be for all concerned.

I could cite several instances where the best quality of teachers have quit the service, or gone to other places, on account of the meagre salaries paid here ; also, instances where good teachers, whom we should be glad to welcome to our corps of instruction, have been indifferent about coming, or refused to come, for the same reason, in some cases obtaining better pay in country towns.

Revision of Course of Study. During the winter, the question was agitated whether our schools were doing all that they ought, especially in the boys' department ; and the desire was expressed by some that some change might be made in the course of study, so that the boys graduating from the select school might be better fitted for the actual business of life, by instruction in those branches adapted to the counting-room, and of service in the various mechanic arts. It was urged that inasmuch as but very few boys enter the High School and have the benefit of its course of studies, provision should be made in the lower schools for a fuller course of instruction in the natural sciences, and that the studies of grammar and arithmetic should yield somewhat of their ground to make room for them.

There seems at first sight something very plausible in this suggestion. It is very desirable that lads upon leaving school should carry with them a good mental training and a sufficiency of the rudiments of knowledge to aid them in the various pursuits which they may engage in. But if they will not go to school long enough, it is difficult to see how these advantages are to be secured for them. If we have the requisite schools to give this instruction, and they will not avail themselves of them, it seems that the blame must rest somewhere outside of our school system.

The disposition on the part of parents to take their sons from school at an early age is becoming more and more prevalent. The expense of living and the value of service have so increased of late years, that there is a great pecuniary temptation in this direction with those of humble means. And with many who do not have this excuse, an impatience to hurry their sons into business and rush them along in the world must account for this unwise conduct. Formerly, the High School for boys was well filled. Now, with a larger population and more wealth, the number of lads in our High School, which was never more worthy of its name than now, has shrunk to a score. The first class of parents have our sympathy, so far as their practice is the result of inability; and we would urge them to a few years of self-denial for the sake of the greater and perpetual good of their sons—to give them a discipline that shall lead to industry, skill and enterprise, and a foundation upon which to build a useful, honorable and successful career.

The second class of parents have no good excuse; but in so far as they hurry their sons into business pursuits without the best preparation which our schools can give, do violence to them and an injury to society. Their example, instead of encouraging the cause of education, is arrayed against it. They who should be the patrons, become the obstacles in the way of literary and scientific culture. They make the great mistake of putting material before intellectual wealth; and, in their haste, neglect those very means which will conduct their sons to competency and wealth, associated with intellectual refinement and liberal culture, without which material wealth but renders mental poverty more conspicuous and pitiable. They are as unwise as would be the merchantman, who, in his haste to get his ship to sea, should commit it to the treacherous winds and waves, inadequately provisioned and without rudder or compass. Some remarkable run of luck might give it a prosperous voyage and bring a large return for the rash venture; but the chances would be as a hundred to one that disaster and disgrace would be the reward of his folly.

Some of the difficulties in the way of carrying out the desire for a wider range of study in the select school for boys are, 1st, that the studies already pursued are but elementary and indispensable. The study of grammar and arithmetic might perhaps be abridged somewhat, but not enough to allow the necessary time to pursue other studies to any great extent or advantage; 2d, that the capacity of the lads, attending this grade of school, is not sufficient for the proper comprehension and advantageous pursuit of these studies; 3d, that the introduction of the higher branches to any considerable extent in this grade of school would operate to still further reduce the number of boys in the High School. Many lads and their parents, if a wider range of study were provided in the Select School, would flatter themselves that their education was sufficiently complete in it, and regard the High School an unnecessary superfluity.

We wish to induce a fuller attendance at the High School, and not to reduce it. The Select School should prepare the way and stimulate its pupils

to go forward. If it is to prepare the way to the High School, then it must not do the work of the High School; and since it cannot be both a preparatory and a High School, shall it be used rather for those who will not go further, than for those who seek the full benefit of our whole school system?

We will admit that justice to the two classes of pupils—those who end their school education at the Select School, and those who go forward—requires that in so far as it can be done without detriment to the highest efficiency of our school system, such modifications as are feasible should be made in favor of those who cannot go through the whole course.

It should, however, be borne in mind that the instruction of our schools and colleges is not intended to fit one specially for any particular pursuit. Very few young men know what their future occupation or profession is to be, and the special training and study for it comes when the decision is made. The office of school education, besides furnishing one with the necessary elementary knowledge to discharge respectably the ordinary business of life, is to secure the mental discipline and habits of study and application which will enable one to take up and carry forward successfully the studies and preparation specially adapted to fit one for his profession or trade. Collegiate education, with this discipline, gives a liberal culture, and it is for the Divinity, Law, Medical and Scientific Schools to direct the discipline and culture thus acquired into the real business of life.

Some revision of the course of study in our schools is undoubtedly needed, and the subject has engaged the attention of the Board. The first modification should be made in the Primary Schools. The memory is here made to perform more than its share of the work, and too little attention is paid to the training of the perceptive and reflective faculties, and to those exercises which are rather pleasant and recreative than tasking and wearisome. The study of geography, as now taught, seems to be exclusively a work of the memory, the most brilliant recitation in which after the lapse of a few weeks vanishes. While the other studies of this grade sufficiently exercise this faculty, it seems that the time occupied in this branch would be far more pleasantly and profitably employed with the slate and pencil, in printing and drawing, and in instruction in object lessons, which have now come to occupy a prominent place in the lower schools in the best school systems of the country.

Vocal music in the school-room contributes greatly to the cheerfulness and refinement of the pupils, and, as an aid to culture, claims a high place in the agencies employed in the elevation of our schools. In some of the higher female schools, the vocal talent of the pupils appears to fine advantage with the piano-forte accompaniment. In some of the lower grades, also, teachers, who possess some vocal culture, have introduced singing to some extent. All our teachers, however, are not singers, and there are school-rooms where the voice of melody is seldom heard, and the sunshine of song a rare visitor. Provision ought to be made for the introduction of musical training, as far as practicable, in our school system, under a professional instructor. Besides

the cheerfulness and refinement resulting from this exercise, it would greatly contribute to improvement in the art of reading."

School Committee—F. M. SABINE, T. U. COE, A. K. P. SMALL, REUEL SMITH, E. TRASK, C. C. EVERETT.

Superintendent—C. P. ROBERTS.

HARPSWELL.—The Committee carefully review the condition of the schools and houses under their inspection, and present the following results, and counsel for the future :

"Teachers often fail from various causes. Among these we notice a few of the most prominent. Without discipline no amount of education, or ability to teach, can make him a successful teacher. Many fail through want of adaptation to the school of which they take charge. Others for want of discretion fail to secure the respect and good will of the school. No course will more certainly lead to this result than neglect on his part to maintain that self-respect which is due to his position. Clearly in other cases where teachers fail, the failure may be attributed to the scholars. A few idle and disobedient scholars, sanctioned by inconsiderate and injudicious parents, will utterly destroy the usefulness of what would otherwise be a profitable school. Hoping that before another school year shall close, many of the now existing hindrances to the progress and usefulness of our schools may be removed, we respectfully submit the above for your consideration."

School Committee—LOREN BEALS, THOMAS PENNELL, S. E. SMULLEN.

SEARSPORT.—It is rare to have so good an account as is given in the first sentence of the extract. A weekly report of improvement and conduct was useful where parents aided the plan. One did not :

"We are happy to be able to say, that during the year, no complaint has been made to your Committee, against any teacher in town; and no teacher has complained of any difficulty in the government of his or her school.

This is an encouraging fact and we may indulge the hope, that our youths have so cultivated their minds, as to feel themselves above disturbing schools.

But there may be much improvement made in the means adopted by the parents to excite an interest in the minds of their children, and in this, we solicit the aid of every parent. Let every parent look carefully after his children; inquire daily how they are progressing in their studies. Let your children *know*, that you are really *interested* in their improvement; use words of encouragement; excite in their minds a just degree of ambition and rivalry; so far, at least, as not to be outdone by their class-mates. Offer them prizes, if they will excel; encourage them in every way, and be sure you do it in love, in affection and parental regard. Mothers may do much in this matter; but, it should not be left to mothers alone; every parent should en-

deavor to fix it in the minds of his children, that on their improvement, and deportment, depend all their hopes of future usefulness and moral worth. It is a pleasant duty, and it will do much to encourage your children to overcome their hard lessons. Parents, who have not discharged this duty, have not faithfully discharged their obligations to those intrusted to their care.

To assist parents in this matter, your Committee has furnished to teachers a weekly report, for small scholars, to present to their parents, weekly. This report shows the improvement and deportment of the scholar, and has excited much interest, where the parents gave their aid and encouragement.

But, against this measure, some parents have rebelled, and refused to sign the report, as requested. One exhibited a specimen of his good manners, by sending an insulting message to the teacher. We will assure that parent, that the teacher was not blamable, in this matter, as he acted under the directions of the Committee; and he should hold them, and them only, responsible."

School Committee—WALTER NICHOLS, ELISHA HOPKINS, JR., B. C. NICHOLS, 2D.

HARRISON.—The Committee have given persevering attention to their duties and furnish the results of their experience in earnest remonstrance and useful suggestions, more numerous than the following:

"No one can fail to see that in this town we have too many small school districts, so small that they are able to support a school only for a very short time, and that often under the direction of cheap and inferior teachers. * * These districts should be remodeled and so arranged that they may be fewer and larger, and that soon. For there are some shapeless heaps in this town bearing the name of school-houses, about as comfortable and convenient on the outside as in the inside, where scholars and teachers are wont occasionally to assemble for the purpose of ciphering and catching cold, reading, spelling and shivering. Though inhabited, now and then, by your sons and daughters, they are nevertheless uninhabitable."

School Committee—S. LOTON WESTON, DAVID FROST, SILAS BULLARD.

WATERVILLE.—In this town the Committee have "a mind to work." Their annual reports are always instructive, the present no less than its predecessors:

"The Committee find many obstacles still in the way of such progress as our schools ought to make. Among these are the difficulty of procuring suitable teachers; the fact that when we get good ones their services are often retained only one term; the use of text-books above the capacity of the scholars; the shortness of the school terms in many cases, resulting from the smallness of the districts; and the lack of sympathy and want of co-operation of

parents with teachers in the management of the schools. These obstacles are not new. The Committee have endeavored, by a more critical examination of teachers, to stimulate them to a more thorough preparation for the work of teaching than they have been wont to consider necessary. They have urged the necessity of using only such text-books as can be mastered and appreciated, instead of allowing the pupil to stumble through such as are entirely beyond his capacity, as is often done, to the loss of more than half his time.

Small Districts. The disadvantages of small districts have forced themselves more and more upon the attention of the Committee, year by year, as they have compared the progress of the small schools with that of the larger ones. These disadvantages are probably not so obvious to the inhabitants of these districts. The convenience of having a school near one's own door, when there are small children to attend, is readily seen; but the advantages of large districts over small ones are not so well appreciated. It is of course seen that the larger the district the more money there is to be expended; and if the school is no more expensive, it will be longer in the same proportion. But then the labors of the teacher are divided among a larger number of scholars; and it is sometimes thought that the benefit to each scholar is reduced in the same ratio. This is, however, a great mistake. Take two of our small schools, numbering from ten to twenty scholars. We shall find in each of these schools about the same number of classes that would be needed if both schools were united in one. The number of scholars in each class would be increased, but not the number of classes; and this would more frequently be an advantage than otherwise. In most cases a scholar would receive more advantage in a class of ten or more than in a class of three or four. Every experienced teacher knows this fact, and undertsands the reason of it. A longer term is more profitable in proportion to its length than a short one. When the school terms are only six or eight weeks in length, and separated by long intervals, it takes a considerable part of the short term for many of the scholars to recover what they have lost in vacation. Of course a week added to the end of such a term would be worth much more than the average of those that preceded it. Indeed, twenty-five per cent. added to the length of one of these short terms would often double its usefulness. For these reasons it seems very desirable, wherever it is practicable, to enlarge these districts by re-arranging them and reducing the number."

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

BRADFORD.—Here a portion of the schools was good; some hardly so; and of one teacher it is said:

"He is a good scholar and a successful teacher. His success in this school was very good considering the small amount of interest which the district manifested in the school."

School Committee—L. S. BICKMER, W. M. TRUE, G. W. PRATT.

FREEPORT.—The writer of this report speaks from knowledge of the schools and interest in their welfare. He describes them with well measured words of commendation and its opposite. The remarks on a new school-house are no more than merited, and on the Normal School they are suggestive. The Committee

“Refer with the highest degree of satisfaction to the generous action of District No. 5, in erecting so valuable, commodious and beautiful a house for the instruction of their children. The people of that district have set a noble example before other districts, and it is to be hoped the present season will witness great improvements in several of the districts, now so deficient in a suitable place for the education of their children. In urging this subject upon the attention of the inhabitants of those districts in want of comfortable school-houses, your Committee do so with the hope that some of the houses will be *repaired* if new ones cannot be built before another winter. The interests of education, and the health of the scholars, require that something should be done the present season.

The Committee would also suggest the propriety of the agents of the more advanced districts, whenever convenient, to avail themselves of the benefits of the Normal School at Farmington. Although very successful the past year in securing competent teachers, yet that school has a claim upon our patronage and sympathy. Teachers educated there are more likely to be thoroughly drilled than many who come from smaller institutions. If changes are to be made the present year in the corps of teachers, it is hoped that early application will be made at the Normal School, that we may test its benefits and share them with other portions of the State.”

School Committee—N. O. TRUE, MICAH STOCKBRIDGE, B. T. SANBORN.

MINOT.—The interests of education in this town are well subserved. The houses are generally good. Parents, some at least, visit the places of instruction. From an extended and judicious report in detail, a portion of the general observations is here selected:

“We are of opinion that the physical condition of scholars receives less attention than it should both at home and at school. Abuses of health among children are allowed frequently without a word of remonstrance or correction from parents or teachers. Irregularities and imprudence in our manner of exercise, of eating, drinking and sleeping, and indeed of thinking, are conceded to be the great sources of ill health; but the relation between body and mind is such that when the former suffers the latter suffers also; thus in very nearly the same proportion that we neglect the laws of health will intellectual progress be retarded.

It is a fact that notwithstanding we profess to understand in a good degree these laws, we are constantly neglecting to observe them, and as a result the

pangs of bodily suffering are multiplied, our lives are shortened, our minds are in a measure dwarfed, and the great end and object of life only partly attained.

We believe the practice of some systematic physical exercises to be a good one, and hope it may be more generally adopted, especially in our schools of small scholars.

In some of our schools it has been customary to have exercises in singing. It seems to us that we can scarcely over estimate its good results. * * *

Geography, history and philosophy in many schools are but little studied, and astronomy, physiology, chemistry and botany are scarcely known as studies in any of the town schools. Yet it is not uncommon to find scholars much further advanced in algebra, geometry, &c., than is required to enter college. Are we not a little out of balance in this respect?"

School Committee—O. A. HERR, W. C. HALL, O. H. BROWN.

NEWFIELD.—Among other remarks of local value, the following has a wider one :

"We have invariably required the teacher to exhibit full exercises before us, and show us the clearness and extent of his own knowledge, as well as his ability to convey his ideas to the understanding of his pupils.

And, in conclusion, we would say to the town that the best economy as to school money is to spend the largest amount ; and that there is no injury to the republic so severe as permitting youth to grow up uneducated."

School Committee—C. L. WENTWORTH, C. E. CLIFFORD, W. G. CLIFFORD.

MT. VERNON.—The schools have had more than ordinary success. They are carefully reported, and as a means of their further improvement, other remarks in the spirit of these extracts urge plain duties in plain words, as do these :

"Teachers are generally much more deficient in the capacity to govern and control a school properly, than in the requisite literary qualifications. No school can be profitable where there is a lack of system and good order. The work must be not only regularly laid out, but firmly and energetically carried forward. Teachers should be active, vigilant and persevering. They should be kind and affable in their deportment ; and, at the same time, maintain a becoming dignity and self-respect. And while the timid and retiring scholar is to be encouraged and led forward carefully, by gentle words and mild measures, the obstinately disobedient are to be controlled with a firm hand ; and, if need be, made to feel the necessity of obedient submission. * * *

It is very much to be regretted that there are those who allow their children to indulge in disrespectful, vicious and indolent habits, but expect their teachers to control these propensities by some magical influence, which they seem to think a school-teacher always possesses. A single act of imprudence, on the part of the teacher, is sufficient to excite all the animosity and hatred of

their natures, and to cause them to set an example before their children as fearful in its consequences as it is dishonorable to themselves. There are to be found, in some districts, those who, upon the slightest pretence, are ready to circulate a report against the school and its teacher.

And what is much to be lamented is, that this spirit of fault-finding, and the destructive insinuations against the school, on the part of parents, have no better foundation than the idle gossip and bitter spleen of ill disposed and turbulent scholars; and which would never have been noticed unless the disposition existed to seize upon the most trifling and shadowy circumstance, and magnify it into the most enormous reality. We are happy to say, however, that a very different disposition from this has been manifested by some who thought they had good reason for being dissatisfied with their teacher; but who were willing to sacrifice personal considerations for the good of their school; and show that they had the power and a disposition to enforce obedience on the part of their children.

Whenever serious difficulties exist, commence in the right way, by immediately notifying the Committee. 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 find fault until you can bring specific and reasonable charges, and be prepared to prosecute the same at an investigation."

School Committee—FRANCIS LYFORD, SILAS BURBANK, JAMES F. BLUNT.

NO NAME—either of town or Committee; but a painstaking report, which the writer may recognize from the following:

"Every district should have an attractive and commodious school-room. In some of the districts this desideratum is possessed; while in many the scholars are crowded into untidy and comfortless buildings, the ruinous remnants of former generations. We hope the time will soon come when such language in relation to any building used for educational purposes in this town, will be libellous and false. The children must be punctual at the time, and regular as each day comes, if we would see our schools taking that rank they might and ought to attain. These benefits of the system are the birthright of every individual, and that parent who deprives his child of them, or permits it to be done, does, or permits an incalculable wrong to the child, to the community, and to the country."

SEDGWICK.—Improvement is mentioned and encouragement taken. A good idea of the nature of instruction is thus expressed:

"The importance of very thorough instruction is not fully realized. Parents too often desire their children to make rapid progress, to go over much ground, even if their lessons are not well learned. This should never be done. The lesson should be perfect, although it be short. In this case two halves are not equal to a whole. Three pages half learned are not as well as one page well learned. Let the teacher give all needful aid to the scholar,

and when he comes to recite, no help should be given, except to young scholars who have not yet learned to study.

Indeed learning to study is the great point in school education. The youth of fourteen, who has really learned to study, can master almost anything without a teacher. Yet few scholars, leaving our schools at twenty-one, have really acquired this art. The thorough scholar is the good scholar. A thorough teacher is a good teacher, although he makes little show."

School Committee—LEANDER S. TRIPP, WILLIAM H. SARGENT, SIDNEY DRINK-WATER.

COLUMBIA.—Among the cheerful sounds uttered here, the following sad note is heard :

"The teacher complained of no interest in the parents, only to interfere in the school government, and uphold their children in their misconduct in school."

School Committee—L. LEIGHTON, 2D, C. A. DRISKO.

LITCHFIELD.—From a report of the schools, unusually full and descriptive, one extract is taken to show how the oft desired co-operation of the parents has here been most profitably given, and another to show that answers by "yes" and "no" are not the best answers in an examination :

"This school has passed that point, where a poor teacher might possibly be of any service, and it has been brought into this condition by parents doing what parents ought to do. They employ good teachers, and visit them when about their labors in the school-room. They are well united. They encourage good order and denounce every attempt at insubordination on the part of their children. They attend the closing examinations, thus showing their scholars that the parents are interested in the work of education. At the closing examination nearly every family was represented by one or both parents. We would say that the progress of the school was excellent. * * We think it stands head and shoulders above any other in town. * * *

One of the most prominent faults which we have noticed in teaching, is a lack of thoroughness. Many teachers try to teach by the 'drawing-out process,' which consists in asking what lawyers call, 'leading questions;' it is usually practiced whenever the teacher wants to help along his pupils. Instead of the pupils doing most of the talking, the teacher does it, thus embracing the answers in the questions. The recitation on the part of the scholar consists mostly in saying 'yes' and 'no.' We think that such a course of extraction, at recitation, aside from being a waste of time by both parties, and a waste of strength by the teacher, has a direct tendency to make the scholars miserably superficial."

School Committee—D. L. SMITH, ELISHA BAKER, ORAMANDAL SMITH.

NORWAY—after a commendation of the agents for procuring good teachers, speaks of certain “wants” which exist in other towns, also :

“The school-houses want to be made warm and comfortable, by securing the floors against wind and frost, that the feet may be kept warm during the hours of study. Here is the source of your children’s coughs and colds.

Each school-room wants a good thermometer in it, by which the temperature of the room shall be regulated. Attention to this want should be the special work of the teacher.

The Committee want a suitable room for their meetings and for the deposit and safe keeping of the reports, books and papers, belonging to the town.”

School Committee—NATH'L GUNNISON, URIAH H. UPTON, THOMAS J. MERRY.

ELIOT.—Some matters are touched in this account of schools, that are not as apparent in extracts from others :

“More teachers fail from a misapprehension of the wants of their schools, than from any other cause.

We are constantly finding scholars in studies for which they are not prepared, and in books beyond their abilities. This may arise from a worthy ambition, but it is certainly a great and pernicious mistake.

Teachers’ registers tell a sad story respecting the attendance of scholars at school. In many cases, the days absent from school outnumber the days present. This need not and ought not to be ; it is a deplorable evil ; and it is not only an injury to the absent scholar, but to the school. It retards the advance of those classes with which such scholar is connected, and more or less confuses the whole arrangement of the school-room.

It is claimed by some, that our schools are more backward than schools were twenty or thirty years ago. We think the reason is quite apparent ; for then, probably half of those in the schools were from fifteen to twenty-one years old ; while now, scholars over sixteen years of age are exceptions ; and it cannot be expected that mere children will have that strength of intellect and fixedness of purpose which older persons have ; besides, the influence of older scholars in giving character to a school, can hardly be over-estimated. It is a great mistake to permit scholars to leave school so young as a large majority now do.”

School Committee—JOHN D. FROST, GEO. C. BARTLETT, JOSEPH H. DIXON.

PALERMO—labors under the disadvantages of several poor accommodations, but has had some success :

“The schools have been very quiet and peaceable. We think the teachers have done their duty as well as could reasonably be expected, considering the many poor houses they have to occupy ; we would call your attention to this matter. Some of our school-houses are unfit even as a shelter for beasts ; yet

your children are sent there to receive but a disgust for school, and an unpleasant impression of all that pertains to a good education."

School Committee—HIRAM WORTHING, E. H. EMERY.

GLENWOOD—returns only statistics.

School Committee—WILLIAM H. GRANT, PELEG T. HEWEY.

BUCKSPORT.—From one of the fullest and best of the reports the following selection may be read with no little profit :

"Teachers, as such, lack the qualities demanded by the progress and progressiveness of the age in which we live. They have, it is true, a larger education than in olden time; but they sadly need the sterner qualities of positiveness and self-reliance in governing and teaching of former generations; which renders them, we fear, less efficient in proportion to their more general education, greater facilities and better compensation. *Inertia*, entirely in contrast with the world at large, is the plague of the profession. Of course there are many honorable exceptions; but, in general, there is a lamentable timidity, cramping and crippling a very large proportion of the class. We do not desire (on the contrary we should deprecate) a return of the brutal treatment of scholars in olden time,—nor is the revival of such inhumanity needful to, or identical with, the positiveness, or courage, or authority, or manhood, or whatever you may please to call it, developed every day and all the day in the entire manner of that teaching and government which make the teacher master or mistress of the position. On the other hand this very quality, call it what you may, forestalls the necessity for severity, and prevents the occasion for punishment,—as preparation for war prevents war. The weak, if ready to do and dare in the right, is far more likely to save his strength (or his weakness) than the timid, fearing coward, however strong, or however in the right.

We admit, however, that the failure of many teachers is attributable more to their want of innate adaptedness than to their want of disposition to do. They do not because they do not know *how* or *what* to do; and they do not know *how* or *what*, because they have not been *born to teach*. Emphatically, teachers are *born*, not *made*, or, if *made*, they must *first* be *born*; and of those who are *born* they only succeed who are also *made* by due painstaking and preparation; while the others, if at all, succeed but meagerly."

For School Committee—W. H. PILSBURY.

EDDINGTON.—The employment of female teachers, the loss by non-attendance, and the disproportionate attention to arithmetic are briefly but judiciously mentioned :

"Every term but one for the year has been taught by a female teacher. The best schools, as well as the poorest, have been those under the instruction

of females. The Committee believe that the experiment of employing female teachers for the Winter Schools has proved a success. By the employment of females the schools may be lengthened several weeks, and at the same time an equally high standard of discipline and scholarship maintained; but it should be borne in mind that a teacher who has proved successful in a summer school, may not be competent to govern and instruct the same school in winter, when the large scholars, who do not attend in summer, are present.

The average attendance is believed to have been as good as in former years, yet the returns show that it was less than three-fourths of the whole number registered. More than one-fourth of all the benefit which should have been derived from the money expended for the support of schools was thus lost through the absence of the children from the school-room.

In regard to the studies pursued, the Committee believe that less time should be given to written arithmetic, and more attention bestowed upon reading, writing, and English grammar. Many young persons who have enjoyed all the advantages of our Common Schools, are poor readers, still poorer spellers, and unable to write a good legible hand. This should not be so."

School Committee—ELIJAH COMINS, L. D. KNOWLTON, GEORGE S. COMINS.

WELD—offers no remarks of general interest.

School Committee—ABEL D. RUSSELL, C. BROWN, AZEL E. HOUGHTON.

FAIRFIELD—A new school-house, and the rest poor. Other remarks are advisory to the districts:

School Committee—E. G. RIDEOUT, JAMES PLUMMER, C. H. ROWELL.

DETROIT.—After a special mention of the schools, the report refers to the well-known neglect, often censured:

"When *parents* will enforce the punctual attendance of their pupils at the schools, and stimulate emulation in their studies, when they will appreciate the fact, that mental and moral education proves an armor for the stern battle of life, and when by cheerful promptitude, they furnish the necessary aids for the intellectual developments of the minds of their children; then, and not till then, will be exhibited the higher order of intellectual attainments to be acquired in our public schools."

School Committee—C. W. BOYNTON, S. P. WATERHOUSE.

SACO.—The Committee depart from the customary form of a school report, and take up the several subjects connected with the department of education. They say:

"One reason for this can be given in few words. Repetitions are often obnoxious, even of truths or merits; and a fault however varnished, never became a virtue. We think personal consultation with teachers and agents far better than parading them individually before the public."

The subjects of discussion are,—“ School-Money, School-Houses, General condition of our Schools, Agents, Parental Co-operation, Teachers, Irregular Attendance, Tardiness, Dismissions,” and the usual studies. Some of these subjects re-appear in the extracts :

“Another fact worthy of your consideration—our school-houses are not properly ventilated. Upon many of your barns are costly cupolas for ventilation, but none upon your school-houses. Are your cattle and hay of more value than your children? On visiting our school-rooms, one is often painfully conscious of the disobedience to the great physical law of our being, in the pale and spiritless countenances he there beholds, sure indications of a lack of sufficient exercise in the sunlight and air, combined with imperfect ventilation and defective apparatus for heating. Let every school-room, then, be properly and thoroughly ventilated in the most approved manner.

The office of School Agent is no ordinary one. They are invested with authority to employ teachers for their respective districts. This authority should not be abused by the employment of teachers destitute of intellectual or moral qualifications. As a rule those who have scholars to attend school are best qualified for agents. They are generally more interested in schools, and will exert themselves more to get good teachers.

If one has a nice colt or promising calf out to pasture, it can be visited two or three times a week; but children are sent to school year after year, and yet parents never see the inside of the school-room. A feat of jugglery is to be performed on a certain night; ‘Tickets of Admission Fifty Cents,’ patrons are not wanting, yet intellectual feats of every day occurrence by our own children in our schools, are seldom witnessed, though no admission fee is required. We have not seen during the past year a parent in any of our schools, and have heard of only a few having been there. When parents join in the sports of their children what a new life it enkindles! Is not the same law good in respect to their studies? What teacher does not know the salutary effect of a mother’s visit to the school, and the worth of an encouraging word from a father?

Under our present system of classification, no scholar can be absent from any recitation, without in some degree affecting his standing in the class. The march is onward; and those who do not keep step to the music must certainly fall behind.

There is still another fault akin to those already named. We refer to that of *dismissions*. Parents often grant their children written requests to be dismissed at the asking, without stopping to ascertain what for, or thinking of the consequences, and think that the teacher has undue audacity to question its *binding force*. The real reason, in many cases, why the child wished to go home, was to evade a hard lesson—and doubly important because hard; or it may be to avoid being kept after school to make up for a poor lesson, or to answer for some bad behavior. Yet the request must be granted or there is a complaint entered at once. Now we believe that no scholar should be dismissed before the close of any school session except in case of sickness or some unavoidable cause.

Algebra has too often crowded out Colburn. Mental arithmetic we deem the most important. This most quickening study is much neglected. By some teachers and scholars it is *looked down* upon rather than *up to* and *into*, and is considered well enough for very young children, but altogether beneath the masters and misses, who have arrived at the dignity of using slate and pencil. Better exclude every treatise upon written arithmetic and algebra from our schools, than neglect the frequent drill in mental arithmetic. It not only induces habits of correct and rapid reasoning, but is most frequently used in the business transactions of life.

We would say, in conclusion, let the *Public School* be cherished as an institution of inestimable value; as the corner stone in the fabric of free government; as the safe-guard of our liberties; as the hand-maid of Christianity."

School Committee—M. J. HAINES, IVORY MASON.

BERWICK.—The benefit of uniform text-books is commended :

"A thorough change in most of our text-books occasions a uniformity throughout the schools in town. We were reluctant to undertake the exchange, knowing the expense that it would incur; but the wants of the schools required it, and as the result shows, the exchange has proved profitable and satisfactory."

School Committee—GEORGE W. LORD, WILLIAM EMERY, A. J. CLARK.

CANTON.—The school system may be praised, and its benefits may be supposed to have been fully received. But watchfulness is needed to make its privileges yield their full harvest of fruit. The cause of insubordination is traced :

"The community cannot afford to pay for a strained and studied measure of compliments, to be lavished upon a few favorite teachers, while so much yet remains to be done to place the real standard of the worth and usefulness of our schools where many may already have supposed it to be. We fear that many have deceived themselves on account of the numerous advantages afforded in the present age, while it is a sad truth that superior privileges have not been measured by corresponding attainments, as parents seem naturally to have anticipated. * * * Where do we find insubordination and discord springing up in school? Is it where the parents have exerted themselves to inspire their children with a love of learning and a spirit of obedience; or where the wild impulses of their natures have been uncultivated and indulged in their waywardness? Is it where the rules of etiquette and decorum have been interwoven with every thought of the child, by the unyielding force of paternal influence; or where rude and uncouth language has abused his ears even from his first introduction to the cradle; where the example of indecent manners has been constantly before him, and indifference has seemed to emanate from the parental bosom? Are parents aware, that every instance of insubordination in our Common Schools is an operative tel-

egraph, reporting to the world the degree of intelligence and cultivation and almost the secret thoughts of that family to whom the offender belongs?

School Committee—ALBION THORNE, A. G. STAPLES, CARLTON PARKER.

POLAND.—The schools are carefully described, and in the main commended. In remarks like those already given on the same subjects, school-houses, agents and parents, are noticed in suggestions for improvement in all.

School Committee—JOHN C. DAVIS, K. J. DENNING.

ROCKLAND.—The Committee see the profit of education, and the need and benefits of a complete system of gradation, as auxiliary thereto, in this able city :

“ It is more profitable to communities, in the end, to educate children thoroughly in the schools than to allow them to educate themselves in the streets. The first requires a present, liberal outlay for houses, books and teachers ; but the last will demand a future expenditure for courts, jails and prisons. Popular education is not a fanciful theory, but an admitted, tried necessity in our government, and an element of security and prosperity in all communities, which is recognized and sanctioned by the soundest political economists.

The measure so often mentioned, of a union of all the districts in the city under the grade system, would be a great relief to several small districts, as well as a general blessing to all outside of the first district. It would remove the difficulties which local jealousy often engenders, in the small districts, lengthen their schools, improve their teachers, give them the benefit of grading and a more thorough supervision, and, in fine, all the advantages which are now enjoyed by the first district alone. Up to the present time, the voice of the first district has been, we think, in favor of a union of all the districts ; but the other districts have been inclined to adhere to their limits and the old system. It is evident to us that the principal advantage in a union of all the districts would lie with the districts outside of the first. Their schools would be lengthened and improved, while the schools in the first district would be shortened. The first district would lose, while the others would gain. In the results which would flow from a better diffusion of education over the city, and a better supervision of school interests through the City Council, of course all parts of the city would share ; but in the length and character of the schools, the gain would be altogether with the outside districts.

* * * * *

The system of grading in the first district is as perfect as it can be with the present school-houses. Not only are the four grades into which the schools are divided thoroughly maintained, but the classes into which these grades are subdivided are kept entirely distinct. Four years ago the regular classification of the schools was unknown. There were grades, it is true, but even those were mixed. Neither was there any definite course of study carried

out. Scholars studied about what they pleased, without regard to teachers or Committee. A course was laid down but not observed. Less than one-third of the scholars in the Grammar Schools studied grammar. Now the scholars have not only their grade, but their class; and every scholar passes an examination at the end of the year, and if found qualified goes up one step. Our classes for the next year are completely organized. Any scholar in the district who attends school, whether he be six or sixteen, can answer in a moment what grade and class he will occupy at the coming term. Scholars may change their residence from one extreme of the city to the other, but wherever they go they find a class ready to receive them, similar to that which they would have occupied had they remained in their former location. This work is all done at the closest examination for the year. It takes time and attention, but it is well worth them; in other words, *it pays*. Our course of studies is strictly adhered to. No scholar thinks of pursuing anything but the regular course, unless it be in the miscellaneous school, where the greatest latitude in studies is allowed. Scholars and teachers know exactly what is before them when they commence the year, and the Committee can readily tell during the year whether they are accomplishing what they ought, and at the close of the year can form an accurate judgment whether promotion is deserved or not."

School Committee—A. SPRAGUE, C. N. GERMAINE, HENRY PAINE.

PORTLAND.—The energies of this recently desolated city are no where more conspicuous, than in its noble provisions for the teaching of the young. A sum of money, greater than ever before, has been appropriated to this purpose. One of the largest and most commodious and costly school buildings in the State, is nearly completed, to supply the places of former structures for education; and the general prosperity of the schools, under all depressing hindrances, has outrun expectation. The selections from the report will be useful outside of the city, as they relate to the importance of completing a prescribed course of study:

"While the schools are yet short of that perfection to which all would wish to see them advanced, it is, however, true, that our public schools offer facilities to a superior education, one that is equal to all the duties of maturer years, to any who by a reasonable persistency, and a regular pursuit of the course marked out by the various grades, indicate a sufficient desire for its attainment. Such a completion of the course is of high importance. The few years of business experience which might be gained by an unseasonable withdrawal from the schools, and an incomplete course of education, are but a miserable compensation for loss of the opportunity for securing a full share of intellectual attainment, and for becoming a well-trained man or woman. The time is neither so long, nor the requirements so great, but that by far the

great majority of pupils would find it not only convenient and easy, but of immeasurable advantage, to follow to its end the course of study required in our public schools. To the great importance of this completion of the course, the Committee would earnestly call attention. In the same degree that the community at large is indebted to the public schools for its intelligence and justice, so also it is true that the schools receive their best support from the education and improvement of which they are the donors and authors. Neither the highest benefit to the city, nor the firmest support to the schools can be secured, except the system of school instruction be so pursued that its richest and highest rewards may be reaped.

The existence of a system of public schools, even when imperfect in its appointments and organizations, can never fail of accomplishing a great amount of visible and permanent good, which can hardly be reached so readily by any other channel. By reason of the early age at which the pupil is brought under its influence, as well as the constancy of the pressure exerted, by an ordinarily regular attendance upon the school, upon the mind and character of the child, it would be strange if some abiding impression were not made, and the character of the pupil in some way moulded and improved. But the strongest argument for further improvement in the condition of the schools, and for imparting to them a more searching and extended influence arises from the fact of their having already accomplished so much, and attained so high a standard of excellence. New England, the parent of the system of free schools in the United States, can learn lessons of value from other States who have followed her teachings and improved upon her example. There seems to be no good reason why the State, offering as it now does the gift of a school education to the young, within the benefits of its laws, should not further enlarge the boon, and open to the poor, but justly ambitious and studious scholar, a free advance into the higher and now less accessible walks of learning. It must always exert an elevating influence upon the subordinate grades in a connected system of schools, that their course of study and instruction is designed to arm the student for such progress into the province of learning, as terminates only with an education finished and perfected according to the best examples and embracing the highest studies; and surely, it might have the effect to draw onward to the full completion of study many who would otherwise in view of the attendant difficulties, falter, and at last relinquish the object beset with so many difficulties. Furthermore, it seems in harmony with previous opinion and legislation upon this subject that every avenue should be opened to the advancement of those who would carry the pursuit of knowledge into its higher departments. But whether enlarged in such manner as to include the free college or not, this grand and beautiful system of schools is endeared to us by unnumbered proofs of its beneficent workings and its wonderful results.

To a scheme of such tried usefulness too great an interest cannot be attached; for, looking as it does to no less an achievement than the elevation of the whole people, we shall find in its influence and success, the most secure

foundation of beloved and honored institutions resting upon the people's intelligent choice."

Executive Committee—SAMUEL B. LEAVITT, MONROE A. BLANCHARD, HENRY P. WHITE.

Secretary of the Board—S. B. BECKETT.

BRUNSWICK.—Brief but discriminating reports are given of the schools, whose appearance has been satisfactory. The regularity of attendance in the village district is specially commended. The suggestions made are here presented :

" 1. The interests of our children and youth, and our character as a town, demand that a larger sum be raised for the support of the schools. * * * Some of our districts had but eight to ten weeks of school for the whole year. Those who are to become American citizens should have better advantages of education than that. A town like Brunswick should make more generous provision for its children.

2. The Committee would urge upon agents greater care in the selection of teachers. An applicant for a certificate of the Committee may pass satisfactorily in the branches required by law, and yet be entirely unfitted for a particular school, through want of experience or of force and tact in management; qualities which may be ascertained by careful inquiry, nay, often by the exercise of common powers of observation.

3. The Committee, as in former reports, would suggest, that where schools are small, it would be a great advantage for neighboring districts to unite, have a common school, and employ a superior teacher. It would secure longer terms, would inspire emulation in the scholars, more spirit in the teacher, and a higher tone of instruction.

4. We recommend to the notice of agents a substance for covering blackboards, which has been introduced into town within the year, much better than paint and varnish."

For the Committee—ALPHEUS S. PACKARD.

LEEDS.—Where the schools have been unsuccessful the cause and the remedy are pointed out. Male teachers should not allow one of the remarks to apply to them :

" The main cause of unsuccessful schools during the past winter has been a scarcity of efficient male teachers. And it is evident that we must resort to one of two things for future success; either to pay higher wages, and secure the best teachers from our own and other towns, instead of novices—beginners, as we now do; or rely on female teachers.

A very strong argument in favor of employing female teachers in our winter schools, is, that the qualifications of male teachers have been retrogressive while those of female teachers have been progressive during a few years past.

Many of the females have been employed to teach winter schools, receiving better pay, thus inducing them to prepare for the position."

School Committee—SETH HOWARD, JOSEPH H. GOTT, GEORGE PARCHER.

LEWISTON.—The interest in education in this city has been shown by the erection of a grammar school-house whose cost and convenience of arrangement place it in the first class, and whose symmetry of form and beauty of location make it a conspicuous ornament to the city, as well as a testimony to its enlightened liberality. The report is full; and from its several topics the following are taken, on points not as fully presented before:

Superintendent. Notwithstanding the large amount of labor performed by your Committee, yet we are conscious that much has been omitted which the highest interests of our public schools require should be done. Gratified as we have been at the great progress made by our schools, and especially at the promise of still greater efficiency in the future in consequence of the new systems of organization and instruction initiated, still we can but regret that it is impossible to give more time to the work of personally superintending the working of every school. We are satisfied if our public schools could have the whole time of a thoroughly competent Superintendent, who should go from school to school from day to day, inspecting the organization of each in detail, correcting mistakes in their complicated workings, and suggesting new and improved methods of instruction derived from his own experience, studies and observations, gathered from visits to various educational institutions and the leading cities—in addition to the general supervision of the Committee,—that the results would soon satisfy all that the comparatively slight additional expense had been wisely incurred. To say nothing of the magnitude of the interests involved in providing for the education of our thirty-six hundred—soon to be increased to four thousand—school children whom we are preparing to soon assume our places and take upon themselves the responsibilities of active life, the judicious expenditure of the large sum so wisely, as we believe, appropriated to sustain a system which lies at the foundation of every interest, demands the most careful superintendence. In every other department of the administration of our city, in addition to the general supervision of the City Council, you think it wise to appoint some one man, competent to discharge the manifold duties imposed upon him, to devote his whole time to the personal superintendence of every detail of the work. How much more necessary is it to adopt the same plans in the administration of the school department, to carry on which a larger amount of money is appropriated, and on the wisest and most careful attention to the smallest detail, depends not simply a mere item of dollars and cents, but more important than all else, the character of those who are to soon take in charge the interests of our city!

Government of Schools. There is no one thing in which parents are ordin-

arily so sensitive, frequently unjustly so, as in the infliction of any punishment upon their children in the school-room. Ordinarily more complaints are made in consequence of this than from all other sources. Investigation of the facts in each case, in nine times out of ten, shows that the pupil was mainly at fault, and that the punishment was not only merited but necessary to secure subordination in the school-room. Children who go home with complaints as to the injustice of punishments inflicted upon them, rarely tell the whole story. If the parent would only take advantage of such instances of punishment, to add to it their approval and their admonition against future disobedience, it would be found that a repetition of the fault on the part of the child would rarely occur, and a valuable lesson would be learned. When, however, the parent sympathizes with the child's complaints and even encourages him in his conduct at school, the way is prepared for a repetition of the offence, and the pupil is made not only a bad scholar, but the foundation is laid for a wayward life. When the parent is satisfied that special injustice has been done his child in the school-room, his complaint should be made not to the pupil, not to the teacher, but to the Committee who have the authority and the disposition to see justice done.

Difficulty sometime arises in our public schools from a misapprehension of the parent as to the extent of the responsibility and the authority of the teacher. The head of a public school is charged with the duty of maintaining a proper degree of order and subordination among his pupils, not only in the school-room and in school hours, but also in the school yard at all hours; and his authority over the pupils in these places and times is precisely the same as that of the parent over his children at home. Whatever the parent may lawfully or properly do to enforce the subordination and obedience of the child, that may the teacher just as lawfully and properly do to enforce the obedience of the pupil in his sphere of authority. Still further, the teacher may, if the best interests of the school require, exercise concurrent jurisdiction with the parent over the pupil, on his way from his home to the school-room, and on his return. As the parent is held responsible to the law and to public opinion for the proper exercise of that authority, so is the teacher held responsible to law, public opinion, and to the Committee, for the judicious exercise of his powers.

While we deem it proper, in accordance with judicial decisions, to thus broadly lay down the authority of the teacher to enforce the obedience of a pupil, even by the employment of corporal punishment—a power which we believe is essential to the maintenance of proper subordination in the school-room,—yet we desire to equally broadly say that it should never be used in the school-room except after everything else has been tried and failed. Ordinarily the knowledge on the part of a refractory pupil that a teacher possesses the power of inflicting corporal punishment, will render it entirely unnecessary to exercise it. Our instructions to teachers are to resort to the rod only sparingly, in cases of clear necessity; and we should deem it sufficient evidence that a person placed at the head of a school had mistaken her calling,

and should be at once removed, that she found it necessary to almost constantly pinch, pull the hair or ears, (this should never be done!) or whip any considerable number of her pupils. The teacher who is fitted for her work, will ordinarily find it unnecessary to resort to corporal punishment, for usually mildness coupled with a judicious firmness, and appeals to the best feelings of a pupil will best secure a respectful obedience. She should rule by love. When all else fails, justice to the pupil as well as to the school demands that the rod should not be spared. When that, too, fails, or when the presence in a school of a vicious pupil is manifestly working injury to the other scholars, the Committee will feel called to expel the pupil from the school-room."

School Committee—JOSIAH G. COBURN, *Chairman*; N. DINGLEY, JR., *Sec.*

CAMDEN.—The Committee urge the importance of graded schools in some districts, from the experience of the benefit of the system in others. The remarks on other points are timely :

Hindrances. It is an old saying, 'jack at all trades and good at none,' and this saying is as true of schools as of anything else. During the past winter many of our boys and girls have had their minds drawn away from their studies by attending dancing schools, singing schools, levees and other amusements, 'too numerous to mention.' It is not our province, of course, to lay down rules for the government of parents in regard to these matters; we only suggest that a wise man has said there is a time for everything under the sun, even 'a time to dance,' but in our judgment, based upon experience as scholars and teachers, the time to 'refrain' from dancing and other amusements, which distract the mind from study, is during the sessions of our schools. If pupils have dancing or music 'on the brain,' as the phrase goes, they will make but little progress in their studies. Any one at all conversant with the working of our schools must admit the truth of our suggestions.

Visiting. Your Committee have not failed to observe that those schools are most successful, and the teachers and pupils most interested in their work, where the parents are most in the habit of visiting them. In those districts where the parents seem not to care 'whether school keeps or not,' the pupils partake of the same feeling. If men employ a mechanic to build them a house, they take sufficient interest in the expenditure of their money to see that the work is properly done; but when they employ a teacher who is to lay the foundation of their children's intellectual and moral edifice, they seem, in too many instances, not to care whether the work is faithfully performed or not. This ought not to be so. If parents would accustom themselves to visit the schools in which their children are being trained for usefulness, they would find it not only a pleasure to themselves, but a great incentive both to teachers and scholars to make greater effort and progress."

School Committee—T. R. SIMONTON, WM. F. BROWN, C. M. KNIGHT.

RESULTS FROM THE REPORTS.

There are good reasons for believing that the foregoing selections will do a beneficial work according to their design. It may not be that they will be read entirely by all persons who may receive this Report. But some persons will read certain portions. Other portions will find other readers. There will be persons interested in the reports from their own towns, and the counsels designed for home improvement will reach their mark. Where there is a desire to learn from the experience of successful enterprises in different parts of the State, the accounts from those quarters will be sought to find the faults to be avoided, and the improvement to be made. As the number of these descriptive returns has been gaining annually for some years, this fact may be taken as evidence that the interest in our Common Schools is increasing; and with that interest comes the effort to spread through the several towns the knowledge of the defects in their working, and the encouragement annually arising from their gradual improvement. Of the defects in the proper fulfilment of the design of these much valued and necessary institutions, it may be fitting now to speak, as they have been suggested in the reports of one hundred and twenty Committees. In thus speaking, it is not to be implied that there have been no good schools, and no external helps to their success; for there have been many. But as they have not reached the level desired, the Committees tell of the hindrances that keep them below the point desired.

Parental Influence.—It is obvious that the character and efficiency of these seminaries for children,—seminaries in the most important sense,—must be very much in accordance with the interest and support yielded to them by the persons whose offspring are to share in their proffered advantages; aided by the intelligence and moral worth of the persons whose position in society qualifies them for acting wisely in their behalf. Upon this kind of control depends the raising of an amount of money, adequate for instructional purposes; such as the suitable payment of teachers, fully competent for their work; for schools of much longer duration than is provided for in the majority of the towns; for the improvement of old school-houses, or what is generally better, the erection of new ones; for the purchase of wall maps, and a simple apparatus for the illustration of geography and the first principles of natural science; and for many things of less moment, but still important for pro-

moting the ease and comfort of teachers and their pupils, and as auxiliary to their advancement. "Money enough" is needed always; and when judiciously expended in the training of the mind and manners of the young, is always well invested.

But the too frequent lack is the want of this liberality of appropriation, in consequence of which inefficient teachers of small attainments are employed; schools are short, houses uncomfortable, and none of the auxiliaries outside of books, and not always these, are provided. With this want is often coupled the indifference or dissatisfaction of parents, which allows their children to be tardy and inconstant in attendance, to their own serious injury, and, in a great degree, to the detriment of the school. The frequent, and indeed the almost universal complaint in the reports, as is partially shown in the extracts, bears against "the want of coöperation on the part of parents"; of their frequent interference with discipline, based on "tales told out of school"; sometimes their withdrawal of their children, and so holding out a lure for other children to make domestic reports, in the hope that they too may be, in the same way, released from the master's restraint; and sometimes endeavoring to settle their difficulties with the teacher, instead of stating their grievances to the Committee, with whom the responsibility of the teacher rests, and seeking the rectification of the supposed or real wrongs at their hands, who by the laws of the State have the control of the schools and their teachers. If parents would visit the school-house, while its occupants are at their daily work, and not wait until examination day, they would be much better prepared to judge of its correctness and efficiency, and less liable to be misled by the rumors excited by prejudice and fostered by jealousy. Parental influence is powerful, either for good or evil. When it is wisely directed, with kindness, earnestness and forbearance, the schools seldom fail to be good.

Superintending School Committees.—The persons acting in this capacity are clad with full powers to carry out the trust placed in their charge. They are generally interested in the duties of their office, and often deeply so. They are working well in a good cause; and yet, if they introduce reforms successful in other instances, they are not infrequently visited with censures, and find obstacles placed in their way by opposing interests. Nevertheless reforms have proceeded; and it will be found in looking back over the period of ten years, that the improvements accomplished, and

largely in our cities and principal towns, have been derived from their forethought, discretion and energy. They are chosen with regard to their fitness; and when placed in the office and clad with its powers, the perception of the wants of the schools seems at once to inspire them with the disposition to see that they are supplied. They thus from position and action become the best friends of the schools.

Many an inquiry has been made, and suggestions have been offered, in relation to the utility of having all the teachers selected by the Superintending Committees of the several towns. These intimations have all implied the benefit of that course.

Among the reasons to urge its adoption are the following :

1. The Committee know the wants of each district in most cases better than the Agents, and also the best means of supply.

2. The far too common—not quite universal—neglect of the Agents to inform the Committee of the beginning and close of the schools, would be relieved by their own knowledge.

3. The return of school registers, as required by law, would be made directly to this Committee, and the legal condition of non-payment to the teacher, until this return is made, could be more effectually enforced than is now the case.

4. The success which has attended this mode of procedure in the cities of our State, where the one district has been made to extend throughout its corporate limits; to which may be added the similar success, where the plan has been adopted elsewhere, in accordance with legal provisions.

Under this plan the district Agents,—if the sub-division of towns into several districts as at present, should be continued,—would still have the charge of providing furniture and fuel for the school-house, making repairs, and procuring all things needful for the comfort of the teacher and pupils. They could aid the Committee in their search for teachers, and could be the organ of communication when needed between them and the district or the school, to announce when it is to begin, be visited and closed.

If this proposal should be deemed worthy of the attention of the Legislature, it may not be improper to suggest that a law, for the purpose here contemplated, might be enacted, leaving it to the towns at each annual meeting, or at a period of three or five years, to vote upon its suspension. In this way probably the towns of large population would readily acquiesce in this new arrangement, while the less densely populated towns would for a time continue

in the present plan, until they had had time to witness in other places the benefits of the mode of the one district formed for this purpose.

Agents.—The reports, with great similarity of sentiment, speak of the importance of these officers in our school operations, in relation to the work assigned to them, and their appointment with special reference to their fitness to fulfil it. In the present arrangement, the selection of teachers devolves upon them; and the welfare of the scholars, or its opposite, for one term at least, and in a measure in its influence on other terms, depends chiefly on the nature of this selection. It is intimated that sometimes favoritism prevails in effecting the choice, and relationship furnishes a claim for one candidate over merit in another. Often there is a delay in the action; and the opportunity for the examination of the teacher proposed is not offered until a day or two before the school is to be commenced. The Committee are thus embarrassed with the difficulty of giving their certificate where the qualifications are not satisfactory, or to cause the postponement of the school, until another instructor can be found, at a time too when the best have been engaged, and are already at their useful work. In this particular is found an additional reason for placing the selection of teachers in the power and discretion of the Superintending Committee.

In this connection it may be pertinent to allude to a question proposed to the State Superintendent, in relation to the residence of the Agent for the district. A case occurred during the past year, where this officer was chosen, partly through unacquaintance with the exact limits of the district, whose residence was near by in the district adjoining. Through some local differences the choice was unacceptable to a portion of the voters. The inquiry was made, "Is this election legal?" The statutes were consulted, and there was thought to be no distinct provision for residence in a district as a qualification for the office contemplated. It was thought, however, by the dissentients, that as municipal officers must belong to the towns which in various ways they represent, so the same principle should rule in this election. It is not deemed inexpedient here to inquire whether any further legislation is needed to make the past action of the Legislature more definite.

School-Houses.—There are many complaints upon this subject, chiefly relating to the rural districts, but sometimes reaching to places where the population is large and means are abundant. The

sentiment of the people is, however, becoming more enlightened. As an indication of this progress, reference is made to the erection of *seventy-nine* new school-houses, at a cost of \$323,581.13. This expenditure compares most favorably with the outlays in this direction in several previous years. Thus in 1862 it was for this purpose \$92,358 ; in 1863, \$77,003 ; in 1864, \$111,385 ; in 1865, \$42,503 ; in 1866, \$25,609. The advance in liberal expenditure from the last to the present year is almost startling in its magnitude, and shows the strong hold of the Common School—free to all—on the public mind. It evinces a determined regard for the present and permanent welfare of the young ; and every future day will bear witness to the wisdom and profit of this gift to the free culture of the human mind.

New structures, costly, convenient and attractive in appearance and comfort, as well as easy for disciplinary arrangement for studies, classes, recitations, and recesses, have been erected in Portland and Lewiston. They reflect great credit on the persons concerned in the designs, and on the cities where they are fixed as fountains of knowledge ever full to bless coming generations. The effect of such buildings is not limited to the cities where they stand. The example will be imitated, not perhaps in edifices of similar size and cost, but in improved structures according to the means of the places where they are needed. Such at least should be our hope ; and if it can be realized we shall not then hear, as now, in answers coming to the inquiries made by the Superintendent, that there are many school-houses “uninhabitable for the purposes of education” ; varying in number in different towns from one to seventeen. In some cases all are reported to be in this condition. In others the statement is, that “all are a little better than none,” and three or four “decidedly shammy.” Too frequently is it the case that none besides the Committee appear to have the desire, or to make effort, that these places of instruction, in some senses more important to a people than the higher seminaries of learning, may be changed for better. Nevertheless each year sees improvement ; and in the progress of years all the old and nearly worthless may be supplanted by the new and valuable.

Location of School-Houses.—Much of the benefit of school-day occupations depends upon the attractions of the place where the instruction is given. In times long gone by, before population had fixed itself in permanent centres, and when log cabins, in some instances, were the literary nurseries of the few and scattered pupils

of the pioneers in the forests as well as in learning, the place was chosen, perhaps with relation to nearness to the dwellings of the settlers; or to suit the wishes of some one or a few, who had an influence more controlling than the rest. Or a spot was chosen, the bleakest in the district, on a knoll, or on the borders of a swamp, because it was deemed central, or more probably because the land was deemed unfitted for any useful agricultural purpose. The walls in a few years yielded to outward as well as inward influences, and the cracks and crannies of the structure gave an advantage to the winds of three seasons at least, to enter and take possession of the comfort of the inmates. The back seats became seats of uneasiness; and while the roaring fire gave the rosiest cheeks to the little ones whose position was in the neighborhood of too much heat, the backs and feet of the pupils in the arctic zone of the temperature, were in a condition that made attention difficult, and deprived study of a large share of its profit.

The mistakes of former days have been often corrected in the later; and as the centres of population have changed, requiring new locations, care has been exerted to select a spot comprising convenience of access, ample space for playground, with the adornment of shade trees, and at the same time a protection from the wind,—though this last recommendation has not been as often complied with as might be desired. When contention, the bane of school prosperity, has arisen, its unhappy results have sometimes been seen in a location chosen through party spirit. When the spirit has been cooled through the progress of time, by the prevalence of better counsels, or the removal of the quarrelsome, then a new location has been sought and perhaps for the better.

But whether this be so or not, it will be acknowledged that the pleasantness of the place or its disagreeableness will have an influence on the disposition of both the teacher and his pupils. If it be attractive, he will go to his work the more cheerfully. He will proceed the more patiently. He will be happier in his duties, and so spread his temperament over the minds of his charge; and the learners, catching his spirit, because they too find a pleasure in the place, will profit the more from his judicious lessons. They will find delight in its surroundings. They will like its seats and their schoolmates. Where the instruction is made interesting, they will be laying up not only the elements of knowledge, but memories also, to cluster around the school-house, when later years have taken the place of youthful days.

If the building is to be in a city, town or village, let it be where it will be near the centre of the population; retired from noise; easy to be reached; with ample playground for exercise at recess. If in rural districts, let it be where its very position will be a commendation; and where its symmetrical outline and suitable grounds will arrest the attention of the traveller, and draw forth his testimony to the intelligence and taste of the neighboring community.

CONCLUSION.

In bringing to a close this Fourteenth Annual Report on the subject of our Common Schools, and the last in the term of office for which I was appointed, I cannot but repeat the opinion heretofore expressed, that these institutions are annually improving, and thus becoming more efficient in the great work committed to their care. It would be unwise to declare that the school system, involving supervision and varied responsibilities, has no defects. No visitor will be ready to assert that they are in all things perfect. It would be easy to find many faults in present arrangements and defective interest, and thus overshadow the real good that has been accomplished, and throw discouragement, where well intended endeavors have not reached all the ends proposed. In some instances the legislation of the State is already in advance of the compliance of the people, for whose benefit it has for years been in existence; and, in the wide-spread want of a manifested parental interest, it is difficult to see how any enactment can produce a change. In regard to the need of a general visiting of the schools of the State, this want can never be adequately supplied by a single individual in the office of chief supervisor, whose presence, in the school-room, to have its full efficiency, should be at least twice in a term. Even if his field of service in this portion of his duties should be limited to a third, or even a smaller part of the State, he would then find it difficult to fulfil all he would wish to accomplish, because of the claims on his time made by his extensive correspondence, both within and without the State, and a large amount of other official work, requiring his presence at his own residence. The Association of Teachers, lately convened at Lewiston, appointed a committee to present the subject of school supervision before the Legislature, with the views entertained by practical men in the educational department, whose representations will receive from that body a careful and enlightened attention. Prob-

bly no one will wish a departure from the general system of education now in existence here and in many other States. But if any improvement in the details can be adopted, and above all, if any alterations in the machinery can bring aid for its better working, by calling the community at large to give united and persistent power to its operations, then these modifications should be hailed with joy. The foregoing report will show in what particulars we may take courage. We have two Normal Schools, working faithfully and well to train teachers. There has been an expenditure of unusual liberality in the erection of School-houses. Money for schools by taxation and in other ways has been increased. Better teachers have been sought, and in the higher grades at much larger salaries. Graded schools are showing their superiority over the ungraded. High schools are doing a thorough work. While the people of the State are turning their thoughts and energies more than ever to the opening of its material resources, there will be more of interest and means applied to education; and our schools, the ornaments of our times, whose scholars are to be our future protectors, will grow in their prosperity; and if maintained and conducted according to the judicious provisions of the State, they will bring out the intellectual and moral wealth of our people, and guide the attainment and use thereof by the principles that have descended from above. Patriotism will have its foundations laid in truth and wisdom. Our institutions will be perpetuated in favor of enlightenment and liberty, and the rules of life that come clad with a divine authority will find their true manifestation in the arts of peace and in love to God and man.

EDWARD BALLARD, *Brunswick.*

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1867.

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STUDENTS.

SPRING TERM.

SENIOR CLASS.

LADIES.	P. O. ADDRESS.	COUNTY.
Bisbee, Maria H.,	Canton,	Oxford.
Bixby, Electa W.,	Anson,	Somerset.
Bugbee, Mary R.,	Perry,	Washington.
Dyer, Susie M.,	New Sharon,	Franklin.
Floyd, Ada M.,	Winthrop,	Kennebec.
Goodwin, Mary L.,	Dresden,	Lincoln.
Hayden, Jennie M.,	Raymond,	Cumberland.
Huse, Abbie L.,	Farmington,	Franklin.
Leland, Ella A.,	"	"
Leland, Emma C.,	"	"
Lord, Mary O.,	Springvale,	York.
Lowell, Julia E.,	Farmington Falls,	Franklin.
Morrill, M. Emma,	" "	"
Parsons, Adella C.,	North Chesterville,	"
Pearce, Anna D. W.,	Eastport,	Washington.
Rich, Ruth G.,	Canton,	Oxford.
Stevens, Addie B.,	Lewiston,	Androscoggin.
Swan, Olive H.,	New Sharon,	Franklin.
Thayer, Sarah C.,	Mechanic Falls,	Androscoggin.
Toothaker, Olivia M.,	East Holden,	Penobscot.
Walker, S. Priscilla,	New Sharon,	Franklin.—21.
GENTLEMEN.		
Bisbee, Charles M.,	Canton,	Oxford.
Boston, Charles A.,	Avon,	Franklin.
Ferguson, George A.,	Shapleigh,	York.
Hayes, Edmund,	Farmington,	Franklin.
Jackson, John,	Alfred,	York.
Knapp, Jerome B.,	No. New Portland,	Somerset.
Knight, Joseph W.,	Windham,	Cumberland.
Roberts, John G.,	Farmington,	Franklin.
Sweet, John A.,	"	"
Tukey, Alonzo P.,	Windham,	Cumberland.
Woodbury, Roliston,	Sweden,	Oxford.—11.

SECOND CLASS.

LADIES.	P. O. ADDRESS.	COUNTY.
Atkinson, Hattie A.,	Farmington,	Franklin.
Harris, Joanna W.,	New Sharon,	"
Ripley, M. Nettie,	Farmington,	"
Skinner, Carrie A.,	"	"
Smith, Lucilla E.,	New Sharon,	"
Stevens, Ella P.,	Lewiston,	Androscoggin.
Tarbox, Josephine L.,	Westport,	Lincoln.
Taylor, Frances E.,	Norridgewock,	Somerset.
Whittier, Vodisa E.,	Chesterville,	Franklin.—9.
GENTLEMEN.		
Dyke, George K.,	Sebago,	Cumberland.
Hayes, Mellen,	Farmington,	Franklin.
Titcomb, Hiram,	"	" —3.

THIRD CLASS.

LADIES.	P. O. ADDRESS.	COUNTY.
Abbott, Mittie B.,	Farmington,	Franklin.
Bixby, Lizzie M.,	Norridgewock,	Somerset.
Brown, Emma M.,	Vienna,	Kennebec.
Burr, Persis K.,	Holden,	Penobscot.
Copeland, Lizzie M.,	"	"
Ferguson, May A.,	Shapleigh,	York.
Greaton, Annie M.,	Farmington,	Franklin.
Hayneš, Nellie M.,	Anson,	Somerset.
Sweet, Lizzie M.,	Farmington,	Franklin.
Whittier, Annie V.,	Madison Bridge,	Somerset.—10.
GENTLEMEN.		
Bixby, John W.,	Anson,	Somerset.
Brown, Rice,	Vienna,	Kennebec.
French, Charles O.,	West Bethel,	Oxford.
Greenwood, Harley,	Farmington,	Franklin.
Pease, Daniel,	Wilton,	"
Pinkham, Nahum B.,	Anson,	Somerset.
Rowe, Charles H.,	New Sharon,	Franklin.
Sewall, Elmer C.,	Farmington,	" —8.

FOURTH CLASS.

LADIES.	P. O. ADDRESS.	COUNTY.
Bicknell, Mary D.,	Madison,	Somerset.
Brackett, Ella E.,	Phillips,	Franklin.
Brackett, Lura E.,	"	"
Church, Florence A.,	"	"
Copeland, Clara T.,	Brewer,	Penobscot.
Dolley, Thirza H.,	Gray,	Cumberland.
Gilman, Clara E.,	Anson,	Somerset.
Goding, Clara,	North Livermore,	Franklin.
Goding, S. Lizzie,	"	"
Huse, Fannie W.,	Strong,	"
Huse, Mary J.,	"	"
Knapp, Rose E.,	East Livermore,	"
Larrabee, Eloise,	Gorham,	Cumberland.
Larrabee, Ellen,	"	"
Merrill, Emma L.,	St. Albans,	Somerset.
Miller, Hattie E.,	East Wilton,	Franklin.
Pennell, Mary E.,	Gray,	Cumberland.
Pinkham, Nancy M.,	Anson,	Somerset.
Reed, Julia F.,	Springfield,	Penobscot.
Robertson, Abbie,	St. Albans,	Somerset.
Stevens, Clara S.,	Carthage,	Franklin.
Tufts, Flora A.,	Farmington,	"
Tufts, Mahala R.,	"	"
Walker, Louise L.,	Rockland,	Knox.
Waugh, Ellen F.,	Starks,	Somerset.
Whitney, Collie F.,	Farmington,	Franklin.
Wood, Maora F.,	Starks,	Somerset.—27.
GENTLEMEN.		
Chick, Charles G.,	Lebanon,	York.
Cole, William H.,	Smithfield,	Somerset.
Coolidge, Hiram B.,	North Jay,	Franklin.
Goding, Joseph A.,	Bean's Corner,	"
Greenwood, Edwin H.,	Farmington,	"
Holbrook, Lorenzo L.,	Starks,	Somerset.
Lyford, Frank O.,	St. Albans,	"
Merrill, Milton L.,	St. Albans,	"
Reed, Samuel H.,	Springfield,	Penobscot.
Whitney, Fred E.,	Farmington,	Franklin.—10.

FIFTH CLASS.

LADIES.	P. O. ADDRESS.	COUNTY.
Barnes, Addie P.,	Lee,	Penobscot.
Brett, A. Jeannette,	Farmington,	Franklin.
Case, Rosa A.,	"	"
Cobb, Etta,	Buxton Centre,	York.
Day, Emma L.,	Anson,	Somerset.
Frizzelle, Lois E.,	New Sharon,	Franklin.
Hopkins, Nancy M. S.,	North Appleton,	Knox.
Judkins, Abbie J.,	New Sharon,	Franklin.
Kempton, Helen M.,	Mt. Vernon,	Kennebec.
Maddox, Susan E.,	Wilton,	Franklin.
Mayhew, Louise D.,	Mt. Vernon,	Kennebec.
McKenney, Anna T.,	Enfield,	Penobscot.
Merrill, Ella A.,	St. Albans,	Somerset.
Mosher, Emily F.,	Farmington,	Franklin.
Page, May V.,	Hallowell,	Kennebec.
Pike, Mary F.,	Fayette,	"
Russell, Lizzie M.,	So. Norridgewock,	Somerset.
Sewall, Carrie G.,	Farmington,	Franklin.
Shepard, Carrie,	Union,	Knox.
Simons, Celeste,	Pittsfield,	Somerset.
Simons, Clara,	Starks,	"
Simons, Lizzie,	Pittsfield,	"
Skinner, Ellen S.,	St. Albans,	"
Smith, Venora V.,	"	"
Webster, Emma O.,	Buxton Centre,	York.
Welch, Nancy,	Wilton,	Franklin.—26.

GENTLEMEN.

Alden, William E.,	East Turner,	Androscoggin.
Black, Moses S.,	Alfred,	York.
Boston, Orrison S.,	Avon,	Franklin.
Hodgskins, Willard S.,	North Chesterville,	"
Kempton, Herbert S.,	Mt. Vernon,	Kennebec.
Knapp, Charles B.,	East Livermore,	Franklin.
Leavitt, Edgar,	East Strong,	"
Morrisson, Harry,	North Chesterville,	"
Norton, Oliver S.,	Strong,	"
St. Clair, Ashley,	Rockland,	Knox.
Wells, M. H.,	Mt. Vernon,	Kennebec.
Whitten, Fred,	Alfred,	York.—12.

FALL TERM.

RESIDENT GRADUATE.

GENTLEMAN.	P. O. ADDRESS.	COUNTY.
Hayes, Edmund,	Farmington,	Franklin.—1.

FIRST CLASS.

LADIES.

Atkinson, Hattie,	Farmington,	Franklin.
Bixby, Lizzie M.,	Norridgewock,	Somerset.
Brown, Emeline M.,	Vienna,	Kennebec.
Burr, Persis K.,	Holden,	Penobscot.
Copeland, Lizzie M.,	"	"
Ferguson, M. Abbie,	North Alfred,	York.
Skinner, Carrie A.,	Farmington,	Franklin.
Sweet, M. Lizzie,	"	"
Whittier, Annie V.,	Madison,	Somerset.
Whittier, E. Vodisa,	Farmington Falls,	Franklin.—10.

GENTLEMEN.

Bixby, John W.,	Anson,	Somerset.
Brown, Rice,	Vienna,	Kennebec.
Dyke, George K.,	Sebago,	Cumberland.
French, Charles O.,	West Bethel,	Oxford.
Hayes, Mellen,	Farmington,	Franklin.
Pease, Daniel,	Wilton,	"
Pinkham, Nahum B.,	Anson,	Somerset.
Rowe, Charles H.,	New Sharon,	Franklin.—8.

SECOND CLASS.

LADIES.

Bicknell, Mary D.,	Madison,	Somerset.
Brackett, Ella,	Phillips,	Franklin.
Brackett, Lura,	"	"
Church, Florence A.,	"	"
Copeland, Clara F.,	Brewer,	Penobscot.
Craig, Mary,	Island Falls,	Aroostook.
Dolley, Thirza H.,	Gray,	Cumberland.
Gilman, Clara E.,	Anson,	Somerset.
Huse, Fannie W.,	Strong,	Franklin.
Knapp, Rose E.,	East Livermore,	Androscoggin.
Merrill, Emma L.,	St. Albans,	Somerset.
Pinkham, Nancy M.,	Anson,	"

SECOND CLASS—Continued.

LADIES.	P. O. ADDRESS.	COUNTY.
Reed, Julia F.,	Springfield,	Penobscot.
Robertson, Abbie,	St. Albans,	Somerset.
Stevens, Clara S.,	Carthage,	Franklin.
Tufts, Flora A.,	Farmington,	"
Tufts, Louisa H.,	"	"
Tufts, Mahala R.,	"	"
Walker, Louise L.,	Rockland,	Knox.
Wood, Maora F.,	Starks,	Somerset.—20.

GENTLEMEN.

Chick, Charles G.,	Lebanon,	York.
Cole, William H.,	Smithfield,	Somerset.
Goding, Joseph A.,	Bean's Corner,	Franklin.
Holbrook, Lorenzo L.,	Starks,	Somerset.
Lyford, Frank O.,	St. Albans,	"
Merrill, Milton L.,	"	"
Reed, Samuel H.,	Springfield,	Penobscot.
Whitney, Fred E.,	Farmington,	Franklin.—8.

THIRD CLASS.

LADIES.

Barnes, Addie P.,	Lee,	Penobscot.
Brett, Jennie M.,	Farmington,	Franklin.
Case, Rosa A.,	"	"
Cobb, Henrietta,	Buxton Centre,	York.
Furbush, Jennie S.,	Wilton,	Franklin.
Huse, Mary J.,	Strong,	"
Judkins, Abbie,	New Sharon,	"
Maddox, Susan E.,	Wilton,	"
Mayhew, Louisa D.,	Mt. Vernon,	Kennebec.
Merrill, Ella A.,	St. Albans,	Somerset.
Page, May V.,	Hallowell,	Kennebec.
Sewall, Carrie G.,	Farmington,	Franklin.
Simons, Clara,	Starks,	Somerset.
Simons, Lizzie,	Pittsfield,	"
Skinner, Ellen S.,	St. Albans,	"
Smith, Venora V.,	"	"
Welch, Nancie,	Wilton,	Franklin.—17.

GENTLEMEN.

Black, Moses S.,	Alfred,	York.
Boston, Orrison S.,	Avon,	Franklin.

THIRD CLASS—Continued.

GENTLEMEN.	P. O. ADDRESS.	COUNTY.
Coolidge, Hiram B.,	North Jay,	Franklin.
Knapp, Charles B.,	East Livermore,	Androscoggin.
Leavitt, Edgar S.,	East Strong,	Franklin.
Norton, Oliver S.,	“	“
Sampson, Alden,	St. Albans,	Somerset.
St. Clair, Ashley,	Rockland,	Knox.—8.

FOURTH CLASS.

LADIES.		
Ames, Sarah F.,	Jefferson,	Lincoln.
Ayer, Ellen,	New Sharon,	Franklin.
Ayer, Fidelia,	“	“
Billington, Addie E.,	East Livermore,	Androscoggin.
Billings, Maria N.,	Fayette Ridge,	Kennebec.
Bradley, Addie V.,	Athens,	Somerset.
Burr, Almira B.,	Springfield,	Penobscot.
Butterfield, Almira E.,	“	“
Butterfield, Mary E.,	“	“
Case, Mary D.,	Alfred,	York.
Chase, Lottie M.,	Chesterville,	Franklin.
Cushman, Thirza S.,	West Leeds,	Androscoggin.
Dolloff, Lizzie M.,	Monroe,	Waldo.
Downing, Nellie F.,	North Auburn,	Androscoggin.
Foss, Ella,	Lewiston,	“
Goodwin, Emma L.,	Litchfield Corner,	Kennebec.
Gordon, Lizzie S.,	Fort Fairfield,	Aroostook.
Gould, Annie P.,	Albany,	Oxford.
Hutchins, Emma L.,	Lexington,	Somerset.
Hutchins, Lora,	“	“
Hutchins, Rorea C.,	No. New Portland,	“
Judkins, Ella A.,	New Sharon,	Franklin.
King, Mary W.,	North Monmouth,	Kennebec.
Kyes, Delia A.,	North Jay,	Franklin.
Manter, Albina G.,	New Sharon,	“
McGaffey, Clara E.,	Mt. Vernon,	Kennebec.
Merrill, Clara A.,	St. Albans,	Somerset.
Moody, Luella A.,	Jefferson,	Lincoln.
Page, Nellie S.,	Augusta,	Kennebec.
Ross, Isabel V.,	North Chesterville,	Franklin.

FOURTH CLASS—Continued.

LADIES.	P. O. ADDRESS.	COUNTY.
Stevens, Hattie F.,	North Fayette,	Kennebec.
Stone, Frances,	New Sharon,	Franklin.
Tarbox, S. Evelyn,	Phillips,	"
Tolman, Mary M.,	New Sharon,	"
Trask, Annie M.,	"	"
Whitten, Annie M.,	Kennebunk.	York.
York, Mattie D.,	Farmington,	Franklin.
Young, A. Alida,	Augusta,	Kennebec.—38.

GENTLEMEN.

Billings, George F.,	Hallowell,	Kennebec.
Pottle, Manly,	Kingfield,	Franklin.
Stoyell, Leander B.,	Farmington,	"
Thomas, Lewis A.,	East Rumford,	Oxford.
Whittier, Gardner M.,	Madison,	Somerset.—5.

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