

MAINE STATE LEGISLATURE

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Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1868-9.

AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1869.

FIFTEENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1868.



AUGUSTA:

OWEN & NASH, PRINTERS TO THE STATE.

1868.

An Act to increase the efficiency of the State Supervision of Common Schools.

ART. 8. "Annually, prior to the session of the Legislature, to make a report to the Governor and Council of the result of his inquiries and investigations and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools."

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
Augusta, December 1, 1868. }

To his Excellency JOSHUA L. CHAMBERLAIN,
Governor, and the Honorable Executive Council:

GENTLEMEN:—In compliance with the foregoing legislative act, I have the honor to submit to you my First Annual Report, being the fifteenth in the series of reports on the Common Schools of the State of Maine.

Very respectfully,

Your obedient servant,

WARREN JOHNSON,
State Superintendent of Common Schools.



REPORT.

PREFATORY, EXPLANATORY AND PERSONAL.

Summoned from the retirement of my private school to the broad school-realm of the State, reluctantly drawn from congenial home labors inwrought with the daily life and developing manhood of our American boys and young men—a glorious privilege—drawn from these to the rather forbidding, uninviting, hitherto thankless task of State school supervision, I can assure you that nothing could have induced me to enter upon the arduous duties of this office except the deep, earnest heart-wish to place the common schools of my native State on a better basis—to infuse new life and activity into the great body of our common school teachers—to create, if possible, a more complete and thorough supervision, and thus in the two essential elements of school growth, *instruction* and *inspection*, to vitalize the entire school system. The task is Herculean, but it must be done. Excepting in the larger and more vigorous towns, as a State we are behind the record of a dozen or fifteen years ago in school matters. Our school-houses are no better—only half of them pronounced in good condition—our teachers plodding along as ever, with no extra facilities for improvement, excepting the Normal Schools, which by no means counterbalance the loss of the County Teachers' Institutes, their pay not advancing with the increased cost of living, school inspection in no degree more thorough than formerly, parents exhibiting no increased amount of interest, while the actual per centage of average attendance in the public schools is less than formerly. Meanwhile private schools have multiplied and prospered, indicating further the correctness of the foregoing statements.

Feeling, therefore, in common with other educators, the decadence of school-life, or at least the want of growth corresponding to State and national development, realizing deeply that there must lie under and behind commerce and manufactures, the two corner

stones of our substantial development as a commonwealth, an intelligent and well informed operative community, skilled to think and act; realizing also that this general information and skill can be initiated best in the public school, *systematized*, I resolved to forego the satisfactory pleasure of the "home school," submit to the pecuniary loss induced thereby, "roll up my sleeves" and *work* in the possibly larger and higher capacity of a servant to the State community. Furthermore, I propose to work only so long as I shall perceive a positive public good can be accomplished or is likely to be accomplished. I have no "axes to grind," no office to seek, no honors or emoluments looming in the distance enticing me as a young man to a ripe and "famous" old age. When I shall perceive that nothing can be accomplished, either through my personal inability or by reason of public apathy, I will most gladly and gracefully deliver up the burden to wiser heads and stronger shoulders than mine, returning most cheerfully to the good old home and the boys by the fireside and in the school-room. With these few explanatory and personal words, you will of course, gentlemen, allow and expect me to make my strictures on the present school system freely and fully, and to make suggestions and recommendations as freely and fully, and probably quite as earnestly. Enough; let us to the work.

THE PAST YEAR.

I entered upon my duties the first of April. The school year begins December 1. Four months of the regular year, therefore, had already transpired in the term of my predecessor. I have no report to make of that part of the school year. The present report must be written in October to be ready for the press in November. You will perceive, therefore, that my report will embrace really but little more than half the year. The School Returns and Committee Reports, however, embrace the entire year. The returns will be found in the tables following. Your careful attention is called to those abstracts and the subsequent observations in order, as showing a very interesting and nearly correct exhibit of the workings of our school system the past year.

Both for convenience in future reference and for the benefit of those who may read the printed report, allow me here to insert the bill by virtue of which the present office of State Superintendent exists:

An act to increase the efficiency of the State Supervision of Common Schools.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

SECT. 1. The governor and council shall appoint a state superintendent of common schools, who shall be duly sworn and continue in office three years, or during the pleasure of the executive; and when a vacancy occurs, a new appointment shall be made for a like term.

SECT. 2. An office shall be provided for the state superintendent at the seat of government, where he shall preserve all school reports of this state and of other states which may be sent to his office, the returns of the superintending school committees of the various towns, and such books, apparatus, maps, charts, works on education, plans for school buildings, models, and other articles of interest to school officers and teachers as may be procured without expense to the state.

Duties of State Superintendent.

SECT. 3. The duties of the state superintendent shall be as follows:

First—To exercise a general supervision of all the public schools of the state, and to advise and direct the town committees in the discharge of their duties, by circular letters and personal conference, devoting all his time to the duties of his office.

Second—To obtain information as to the school systems of other states and countries, and the condition and progress of common school education throughout the world; to disseminate this information, together with such practical hints upon the conduct of schools and the true theory of education as observation and investigation shall convince him to be important, by public addresses, circulars, and articles prepared for the press; and to do all in his power to awaken and sustain an interest in education among the people of the state, and to stimulate teachers to well directed efforts in their work.

Third—To take such measures as he may deem necessary to secure the holding of a state educational convention once each year, with a view of bringing together the teachers, school committees and friends of education generally, for the purposes of consultation with reference to the interests of common schools and the most approved method of instruction.

Fourth—In case sufficient encouragement is afforded by the citizens, to hold in each county once during each year a public meeting or institute for teachers and educators.

Fifth—To prepare and cause to be printed and distributed such portions of the proceedings of county and state institutes or teachers' conventions as he may deem important in the furtherance of the interests of education.

Sixth—To prescribe the studies that shall be taught in the common schools of this state, reserving to town committees the right to prescribe additional studies.

Seventh—To act as superintendent of the state normal schools, and perform the duties imposed upon the superintendent of common schools by the ninth section of the act establishing normal schools.

Eighth—Annually, prior to the session of the legislature, to make a report to the governor and council of the result of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

SECT. 4. The annual salary of the state superintendent shall be eighteen hundred dollars, exclusive of travelling and other necessary expenses incurred in the discharge of his duties, for which he shall receive such sums as he may actually expend, to be approved by the governor and council, not, however, exceeding five hundred dollars, to be paid quarterly, on the first days of April, July, October and January.

SECT. 5. Sections sixty-two to sections sixty-nine, inclusive, of chapter eleven of the revised statutes, providing for the appointment of a superintendent of common schools, and all acts and parts of acts inconsistent with this act, are hereby repealed.

SECT. 6. This act shall take effect when approved.

Approved March 7, 1868.

Agreeably to section 2, above act, a commodious office was provided for the State Superintendent in the State House at Augusta, thus localizing the Educational Department, a point of dignity never hitherto recognized or granted by the State, and also affording "Head-quarters" and a rendezvous for the great army of educators throughout the State. Allow me, as representing the great educational body of the State, most heartily to thank your Excellency and your Executive Council, co-operating so generously and cordially, for the interest and material assistance you have afforded us in this direction. Were our legislators and people as thoroughly wide-awake and as ready to do as your honorable selves, we should enter immediately upon a better and more complete educational career.

Books, maps, charts, State and city reports, and other articles of interest to teachers and school officers, have been generously furnished us by publishers, State and city superintendents.—These have been suitably acknowledged and a list of them may be found in another part of the present report.

The returns of school officers have been made partly to this office and partly to the office of Secretary of State, to which hitherto all returns have been made according to statute provision. I would suggest that the law be so amended that hereafter all school-blanks, school-registers, circulars, documents, school-laws, &c., be sent from the office of Superintendent of Common Schools and that all school returns be made to the same office, instead of the Secretary of State's office as at present required, the single item of "No. of Scholars" to be rendered to State Treasurer by State Superintendent.

Article first, section 3, requires the State Superintendent to exercise a general supervision of all the public schools of the State, and to advise and direct the town committees in the discharge of their duties by circular letters and personal conference. "Office business" required my constant presence at Augusta. "Personal conference" in five hundred towns and plantations, and in four thousand school districts, demanded my constant absence from

Augusta. Neither the "act to increase the efficiency (!) of the State Supervision," nor any previous or subsequent act, provided or allowed a clerk for my office. I think one of my predecessors ventured to engage clerk-service, but met with a gentle reprimand and a refusal to pay the wages of the clerk thus engaged. I ask you, and through you I ask legislators and the people, whether, in the first place, it is reasonable to ask impossibilities of any man—constant "office business" at Augusta, constant "personal conference" from *Kittery to Fort Kent*—and, in the second place, whether it is fairly reasonable to expect large possibilities from any man without a proper amount of individual assistance. I am well aware that the office of State Superintendent has been trembling in the balance. Good men have doubted as to the necessity or desirability of such an office in the State; some even have desired and made efforts to abolish it, perceiving no good results therefrom. How should there be any results except *nil* when the requirements of the office are so extensive and the instrumentalities so limited that its functions are paralyzed at the very thought of doing everything with nothing?

Again the act—section 4—provides an amount not exceeding five hundred dollars for travelling and other necessary expenses incurred in the discharge of necessary duties. Not one dollar, however, was appropriated for this purpose, and the Superintendent has been a beggar at the "contingent fund" door, an "object of charity," or a "missionary" on the highways and railroads. The State finds no difficulty in appropriating money for "bridge over the Wallagrass stream," "across Indian township," to "Peropole Sabattis," "Sockabasin Swassian," and the "Passamaquoddy Indians," while she sends the Superintendent of Schools out begging. She gives sixteen thousand dollars to the Reform School and twenty-five thousand dollars to the State Prison to punish crime, while the oversight of the Common School—where the first criminal intent is nipped in the germination and a healthy manhood engrafted thereon—is left to the generosity of stage-drivers and railroad conductors, and to the solicited hospitality of the general community.

Gentlemen, you will pardon me for these plain expressions. They are fair statements of the existing state of things in the matter of public education, and are addressed not so much to you as through you to the people and their servants, the legislators. Feeling confident that you are fully advised of the facts mentioned

above, I am quite sure that you will encourage ways and means to remedy existing defects. What we need is the same common sense applied to the department of education as to other departments. We have money enough—the people are always ready to make appropriations for the education of their children. The trouble is this: the funds are not wisely distributed, nor have we sufficient agencies to apply the large amounts raised in the right direction and economically. The suggestions and recommendations made in the body of this report, will indicate to you the agencies I desire and the direction in which I would apply the funds to combine power and economy.

CIRCULAR TO TEACHERS.

Perceiving that I could not accomplish an impossibility, I decided to remain in the office at Augusta the greater part of the time, attending to correspondence, conferring with educators, visiting schools as opportunity offered, lecturing occasionally to the people, dedicating school-houses, issuing "circulars" to teachers and school-committees, investigating the workings of our own school-system and the systems of other States and also the educational establishments of Europe, and thus prepare an enlarged and more substantial basis and an improved superstructure for our own public schools.

Previously to the opening of the Summer Schools I sent to teachers in all the towns and plantations the following Circular:

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
Augusta, May 1, 1868. }

MY DEAR TEACHER: As the personal representative of the State in her educational interests, it becomes my duty and pleasure to address a few earnest, hearty words to such of you as are about entering upon your summer school sessions. The State desires me to confer with you personally in the school room. To visit nearly four thousand schools in one season, or one year, is a plain impossibility. I therefore "drop you a few lines" of suggestion and cheer.

1. Let me assure you that you have an arduous summer work before you. Make up your mind to that, and determine to labor *cheerfully* with all your *mind, heart and strength*. The boy and girl element, heretofore restless in the general national and society confusion, is now in a condition for steady mental effort. Under your hands this element demands guidance, and while the nation is addressing all its recuperative powers to a new life, it is especially important that the teacher fully realize the mighty duty assigned to him, and awaken every energy to the noble task of giving to the State worthy citizens, to the Republic true men and women, to the world a splendid humanity. This is your *work*, teacher, to be entered upon this season, to continue through life.

2. *Prepare* yourself for the great work indicated. For the full discharge of your high duties, a broad, deep, thorough culture is an essential pre-requisite. Physically, intellectually, morally, you must be rounded out to true manhood and womanhood, a perfect exemplar. The rivulet cannot rise higher than the fountain. You are that fountain, children committed to your care streams of influence flowing out into every nook and corner of society. That fountain must be deep with learning, not shallow with smattering; clear with skill, not turbid with awkwardness; cool and refreshing with judgment and self-possession, not warm and unsatisfying with passion and impulse. Prepare yourself, then, by a course of study at one of the Normal Schools so generously provided for by the State—or if you cannot do that, read the best books bearing on your profession. Communicate with and receive communications from educators through the "Maine Normal," or some other educational periodical. Read to your pupils, read to their parents. Twenty-two years ago I kept my first town school. My success in that school was due in a great measure to the fact that I spent my evenings, while "boarding around," in reading "Page's Theory and Practice of Teaching" to parents and pupils. I fitted both myself and them for an interesting, successful school. Teacher, prepare yourself for your work. If the surgeon, dealing with the coarser mechanism of the body, needs "the eagle's eye, the lion's heart, the lady's finger," what keener, intuitive glance, what stouter moral courage, what nicer sensibilities and perceptions must characterize him who, extracting ignorance and sin from individual existence, shall, by transfusion, inspire with noble aspirations and a true life.

3. Knowing your duty, and having prepared yourself for it, enter upon your work with *enthusiasm*. Love your business, love yourself for engaging in it, love your pupil with an intelligence which perceives his wants and capabilities, love him with a heart so full as to establish confidence between him and you, and to draw him close to you. *Then* he is yours—*then* you have him to mould to your highest artistic taste. Labor with *earnestness, energy, enthusiasm*.

4. Remember that the State is steadily watching you as one of the servants in her vineyard. She has set you to the great task of training her children. Her solemn injunction upon you by legal enactment, is as follows: "*The presidents, professors, and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues which are the ornaments of human society; and to lead those under their care, as their ages and capabilities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution and secure the blessings of liberty and promote their future happiness; and the tendency of the opposite vices to slavery, degradation and ruin.*"—(SCHOOL LAWS, SECT. 57.) With such earnest, pleading, imperative words, does the State send you into her school-rooms, with watchful eye and thoughtful mind does she go in and out with you before her precious sons and daughters, with anxious heart does she watch the growth and development of the generation soon to care for her interests and legislate for her welfare. Morality, justice, truth, love of country, humanity, universal benevolence, sobriety, industry, frugality, chastity, moderation, temperance—what a mighty responsibility rests upon you, teacher, to instil, to *fix* these virtues in the hearts and characters of our youth.

Finally. Seek wisdom of God. Surely the Almighty thought that conceived the universe, the Omnipotence that spoke into existence and with sudden impulse flung each orb into its sphere, the Almighty Wisdom that still guides, forbidding chaos, the Almighty Heart that throbs and yearns in large love towards all His creation, have not

left this, "His image," lonely, cold, joyless, groping. No. Put your hand in the Almighty Father's hand confidently, it is ever extended to you; enlarge your love at His mighty heart, it ever beats for you; ask wisdom at His ear, it is ever bowed down to you; listen to His voice, clear and still its utterances are heard through a pure life and a clear conscience.

Petty annoyances, trials, anxieties, sad failures may befall you. Myself fresh from the school-room, with its care and sweat still on my brow, I sympathize with you under the burden. Nevertheless we *must* keep good courage. "Never give up the ship." Rouse yourself to renewed and better directed effort. An army of teachers, five thousand strong, you *must* stand shoulder to shoulder in the severe conflict with ignorance and vice. Do not fall out by the way. Confer with and cheer one another. Unite your energies and efforts in town and county associations, as teachers have done in Somerset and Androsoggin counties. Do not neglect the annual festival of the "Maine Teachers' Association." Exhibit a lively interest in every educational movement.

Any communication from yourself to me will be most acceptable, and will meet with a cheerful response. Please consider the Superintendent's Office at Augusta as "Educational Headquarters," not inaccessible through sentries, but bidding welcome to its hospitality all interested in the educational welfare of our beloved State.

With most earnest wishes for your complete success in this and all your future schools,
I am, most assuredly yours,

WARREN JOHNSON, *Superintendent.*

CIRCULAR TO SUPERINTENDING SCHOOL COMMITTEES.

Soon after, the following Circular was issued to Town Committees:

AUGUSTA, August, 1868.

Gentlemen of the School Committee:

I desire to call your attention to the following:

1st. Have you received from teachers and district agents all the required returns for the last school year, and transmitted the same, with your reports, to the Superintendent's office? If you have not, will you please complete such returns according to sections 49 and 50, School Laws, and thus avoid the delinquent list in the forthcoming Annual School Report of the Superintendent.

2d. A few returns are still wanting to the interrogatories addressed to you in May last in reference to school books and county supervision. Will you please return answers to these inquiries this month?

3d. I desire you to use your best efforts to aid in filling our Normal Schools, this coming Fall Term, to their utmost capacity. We are in great want of efficient teachers. The Normal Schools, at Farmington and Castine, were established to meet this want. Supported by the State, they are especially the people's schools. Well equipped with faithful instructors, as they are, they should furnish every year scores of young men and women fully prepared to do good service in our common schools. But the Normal School cannot furnish the supply unless students in large numbers enter upon and continue through the prescribed course of two years. It devolves therefore upon educators and upon School Committees especially to make these schools known to our young men and women, and to urge upon all proposing to teach the great necessity of such a preparatory drill as the Normal School affords, combining thorough training with the great-

est economy. Will you please to send at least one student for each member of the committee? You will thus do most excellent educational service, and contribute incalculable aid towards advancing the general standard of teaching. Visit the schools and make yourselves acquainted with improved methods of instruction. Criticise teachers and pupils. They are your schools and yours is the right and duty to inspect them thoroughly. Confer personally with the Principals. Draw as many teachers as you can from the graduating classes, and thus infuse a new educational life into your own community. The school at Castine commences August 19, the school at Farmington August 26. Each term continues fourteen weeks.

4th. Be preparing for the fall and winter schools. Announce at an early day to the agents the days appointed for examination of teachers, that agents may notify teachers when engaging them. You will thus avoid extra labor, and allow ample time to agents to engage other teachers in place of those rejected by you. Do not fail to reject an incompetent teacher. *Make no compromise with ignorance.* The people cannot afford to employ persons unqualified for the sacred duties of training their sons and daughters. The children can be employed better at home than placed under the tuition of a quack pedagogue. Conduct your examinations thoroughly, conscientiously—only thus will you send into the schools thorough, conscientious instructors.

Lastly. Realize that upon your personal efforts and influence depends in the largest measure the success of our public schools. You confer upon the teacher the high privilege of entering upon the duties of the school-room. You watch him in his labors and are therefore responsible for ill or good results. You know the condition of the schools. Are the rooms crowded, inconvenient, badly lighted, worse ventilated, overheated, or unhealthy in other ways? You are the Sanitary Committee for the great army of our youth, and your suggestions and personal influence must effect the desired changes. You are at present the great intermediate agency between the State and her children, for whom she entreats at your hands a good, sound common school training. Through you, principally, can the State Superintendent make himself felt in his endeavors to advance the educational interests of the State. I entreat, therefore, your hearty co-operation and assistance. Earnestly hoping to see you at the Educational office, or to meet you personally at your homes,

I remain your obedient servant,

WARREN JOHNSON.

From numerous responses received, I have reason to believe that the effect of these Circulars was to awaken new activity on the part of teachers, and to induce systematic effort among superintending committees, quite as much or more than could have resulted from personal conference possible in the meanwhile.

SUPERINTENDING SCHOOL COMMITTEE RETURNS.

The following blank form of "Inquiries" was regularly sent to all the towns in the State :

1. Number of Children belonging in Town between the ages of 4 and 21 years.
2. Number registered in Summer Schools.
3. Average number attending Summer Schools.
4. Number registered in Winter Schools.
5. Average number attending Winter Schools.
6. Number in Winter Schools who did not attend in Summer.
7. Average length of Summer Schools, in weeks and days, of $5\frac{1}{2}$ days per week.
8. Average length of Winter Schools, in weeks and days, of $5\frac{1}{2}$ days per week.
9. Number of districts in Town.
10. Number of parts of Districts.
11. In how many districts are your Schools graded?
12. How many have only two grades? Three? Four?
13. Number of School Houses in Town.
14. Number in good condition.
15. Number of School Houses built last year.
16. Cost of the same.
17. Number of Male Teachers employed in Summer.
18. Number of Male Teachers employed in Winter.
19. Number of Female Teachers employed in Summer.
20. Number of Female Teachers employed in Winter.
21. Average wages of Male Teachers per month, excluding board.
22. Average wages of Female Teachers per week, excluding board.
23. Average cost of Teachers' board per week.
24. Amount of school money voted in 1868.
25. Excess above amount required by law.
26. Per centage of average attendance to census.
27. Amount raised per scholar.
28. Amount drawn from State Funds in 1867.
29. Amount derived from local funds.
30. Amount paid for tuition in private Schools, Academies or Colleges within the State.
31. Amount paid for same out of the State.
32. Amount of money expended for repairs, fuel, insurance, &c.
33. Amount raised to prolong public Schools in money, fuel, board, &c.
34. Amount paid to Superintending School Committee.

Returns have been received from nearly all the towns and plantations. Following is a list of towns failing to make the returns required by law :

Aroostook County—Lyndon, Masardis, Maysville, Smyrna, Weston, Crystal Pl., Greenwood Pl., Houlton, Macwahoc Pl., Portage Lake Pl., Sarsfield Pl., Reed Pl., Buchanan Pl., Nashville Pl., Silver Ridge Pl., Sheridan Pl.

Franklin County—Rangely, Salem, No. 6, Dallas Pl., Sandy River Pl., Greenvale Pl., Copelin Pl.

Hancock County—Brooklin, Eastbrook, Ellsworth, Hancock, Tremont, Long Island, Nos. 7, 10, 21 and 35.

Kennebec County—Gardiner, Unity Pl.

Knox County—Rockland, Washington.

Lincoln County—Somerville.

Oxford County—Canton, Grafton, Roxbury, Stow, Hamlin's Grant, Riley Pl.

Penobscot County—Alton, Argyle, Edinburg, Howland, Hudson, Maxfield, Milford, Newport, Passadumkeag, Winn, Drew Pl., Webster Pl., No. 4, Range 1.

Piscataquis County—Kingsbury, Orneville.

Sagadahoc County—Perkins.

Somerset County—Anson, Mayfield, Solon, Dead River Pl., Jackmantown Pl.

Waldo County—Burnham, Jackson, Liberty, Lincolnville, Sears-mont.

Washington County—Centerville, Crawford, East Machias, Eastport, Perry, Princeton, Codyville, Pl., Waite Pl., No. 21.

York County—Dayton, Hollis, Knebunkport, Lebanon, Limerick.

Towns, 53. Plantations, 31.

The law requires the towns to make these returns to the Secretary of State on or before the first day of May. This is intended for the convenience of the State Treasurer in making the apportionment of the interest arising from the School Fund. No moneys are paid out until these returns are properly made. They can, however, be made any subsequent year, and the money then obtained without any serious inconvenience either to the State Treasurer or the town. But with this return of the number of children, on which the apportionment of school moneys is made, are several other data required by law and essential to this office in making correct tabulated abstracts, and the record of the past school-year. The returns are required on or before May 1. It is now October 22, and still no reports from thirty-one plantations and fifty-three towns. Probably negligence and indifference lie at the root of this delinquency. A little prompting is needed by positive legislation. Why not deprive such towns of their proportion, and pass it over to the School Fund, at least the propor-

tion of all towns failing to make returns on or before October 1, the time for making up the annual school report by the Superintendent? You will find upon examination that the delinquents are not confined to remote towns and plantations, but embrace some of the large and most important. Data derived from these would give our abstracts greater correctness and weight. Please notice observations on per centage of average attendance.

I submit to your careful examination the following tabulated summary, drawn with much care and labor from the certified returns made by the Superintending School Committees of the several towns. These tables are the record of the past year in the educational department, the figures of debt and credit, so to speak, an exhibit of the common school operations.

ANDROSCOGGIN COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
						w.	d.	w.	d.	2 grades.	3 grades.				4 grades.									
Auburn,	1,747	946	787	1,134	906	305	8	2	10	3	25	-	1	-	30	14	-	-	-	-	-	1	18	26
Durham,	534	271	192	343	282	146	8	2	10	2	14	-	-	-	14	6	-	-	-	-	-	-	10	16
East Livermore,	318	218	183	293	262	75	8	2	7	4	5	3	-	1	8	6	1	\$1,000	-	-	-	5	8	
Greene,	357	214	174	250	200	36	8	3	8	3	12	2	-	-	10	6	2	1,025	-	-	-	5	8	
Lewiston,	4,159	1,802	1,301	1,727	1,301	-	20	20	-	1	1	-	-	-	45	all	1	75,000	-	-	2	2	43	
Lisbon,	600	372	302	420	352	65	11	11	2	11	2	2	-	1	11	3	1	4,800	-	-	-	9	12	
Leeds,	437	213	178	332	275	-	8	19	-	13	1	-	-	-	13	7	2	1,500	-	-	-	6	8	
Livermore,	578	360	285	450	375	85	9	8	4	18	1	-	-	-	18	10	-	-	-	-	-	13	16	
Minot,	583	353	-	390	-	123	9	9	-	8	2	-	1	-	8	7	-	-	-	-	-	6	10	
Poland,	1,035	600	470	733	503	145	7	4	2	22	3	-	2	2	19	8	1	1,000	-	-	-	11	18	
Turner,	900	475	447	658	505	162	8	3	2	19	1	-	1	-	20	16	-	-	-	-	-	17	18	
Wales,	193	94	78	149	123	26	8	3	8	1	7	1	-	-	7	3	1	350	-	-	-	4	4	
Webster,	334	215	155	191	154	-	9	4	9	1	11	4	-	-	11	8	-	-	-	-	-	6	10	
	11,776	6,133	4,552	7,070	4,338	1,168	10	2	10	166	20	7	-	-	214	84	9	\$83,675	-	-	3	112	197	

ANDROSCOGGIN COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Auburn,	15	\$21 00	\$2 25	\$2 75	\$6,000	\$1,500	.48	\$3 43	\$128 09	-	\$1,200	\$20	-	-	\$329 98
Durham,	3	26 11	2 52	2 20	1,650	- 30	.44	3 09	42 67	-	-	-	\$425 00	-	54 00
East Livermore,	4	27 60	2 71	1 75	1,029	-	.70	3 24	28 17	\$59 85	125	-	162 00	\$30	50 00
Greene,	6	23 00	2 60	2 10	1,225	-	.52	3 43	27 94	-	45	-	160 00	76	42 00
Lewiston,	43	125 00	8 00	3 00	20,000	14,000	.31	5 50	278 90	-	-	-	300 00	-	500 00
Lisbon,	3	27 00	3 22	2 75	2,000	500	.54	3 40	36 16	-	200	-	75 00	180	45 00
Leeds,	7	22 00	3 20	1 61	1,400	10	.52	3 20	33 05	-	100	-	300 00	50	50 50
Livermore,	5	22 00	2 50	2 00	1,200	3	.50	2 07	42 75	46 79	125	-	200 00	100	63 00
Minot,	4	28 50	2 87	2 34	1,350	-	-	-	50 90	-	-	-	-	-	50 00
Poland,	9	27 00	3 70	2 38	2,747	-	.47	2 65	87 59	-	-	-	-	175	119 25
Turner,	3	25 82	2 65	2 48	2,682	-	.53	2 98	69 44	-	-	-	-	-	106 00
Wales,	3	19 75	2 96	given	600	142	.52	3 10	15 05	-	large	-	-	-	18 50
Webster,	5	24 10	2 87	2 25	890	-	.46	2 06	31 03	-	165	-	170 96	-	38 50
	110	\$32 22	\$3 23	\$2 03	\$42,773	\$16,185	.50	\$3 63	\$871 74	\$106 64	\$2,360	\$45	\$1,792 69	\$611	\$1,466 73

AROOSTOOK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	♂.	♀.					♂.	♀.	2 grades.	3 grades.	4 grades.													
Amity,	135	87	52	41	30	9	12	2	7	3	-	-	-	-	-	2	1	-	-	-	-	-	2	3
Ashland,	180	156	137	164	158	8	9	13	-	5	-	-	-	-	-	5	2	-	-	-	-	-	-	6
Bridgewater,	238	238	110	230	90	25	10	9	-	4	-	-	-	-	-	4	none	-	-	-	-	-	-	4
Easton,	212	110	79	103	92	-	6	17	4	9	-	-	-	-	-	1	-	-	-	-	-	-	2	7
Fort Fairfield,	736	305	241	185	164	-	10	6	-	17	-	-	1	-	-	7	6	-	-	-	-	-	1	9
Hodgdon,	360	254	183	163	129	-	12	2	3	9	-	-	-	-	-	8	4	-	-	-	-	-	4	9
Houlton,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Linneus,	350	180	152	188	160	17	7	4	8	9	-	1	-	-	-	8	3	1	\$550	-	1	-	2	7
Littleton,	271	185	153	196	160	10	9	9	-	7	-	-	-	-	-	6	6	2	500	-	-	-	-	7
Ludlow,	147	102	68	119	76	17	11	10	-	3	-	2	-	-	-	4	4	1	100	-	-	-	1	4
Lyndon,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Masardis,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maysville,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monticello,	282	131	86	89	63	-	10	10	-	8	-	-	-	-	-	5	2	-	-	-	-	-	3	5
New Limerick,	128	18	9	47	23	40	11	10	3	4	-	-	-	-	-	3	2	1	525	-	-	-	1	2
Orient,	68	54	50	-	-	-	12	-	-	2	-	-	-	-	-	2	-	-	-	-	-	-	-	2
Presque Isle,	330	197	143	156	122	18	9	2	8	9	-	-	-	-	-	5	3	-	-	-	-	-	2	2
Sherman,	241	175	116	189	159	-	11	3	-	6	-	-	-	-	-	4	4	-	-	-	-	-	2	5
Smyrna,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washburn,	184	110	77	79	51	30	11	9	-	5	-	-	-	-	-	4	-	-	-	-	-	-	2	4
Weston,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bancroft pl.,	117	85	70	65	50	20	11	12	-	4	-	-	-	-	-	2	2	-	-	-	-	-	-	3
Crystal pl.,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dion pl.,	676	64	64	56	56	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Dayton pl.,	32	-	18	-	56	-	-	-	-	2	-	-	-	-	-	1	-	-	-	-	-	-	-	1

AROOSTOOK COUNTY, (CONTINUED.)

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of		Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.	
	No.	return.					w.	d.	w.	d.				2 grades.	3 grades.							4 grades.
Eaton Grant pl.,	201	100	59	128	68	35	8	8	2	5	-	-	-	-	-	4	3	1	\$125	-	1	3
Forestville pl.,	184	81	56	21	15	-	10	4	3	4	-	-	-	-	-	2	1	1	150	1	-	3
Greenwood pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Isle pl.,	288	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Haynesville pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Island Falls pl.,	63	59	51	-	-	-	9	1	-	5	-	-	-	-	-	-	-	-	-	-	-	6
Leavitt pl.,	26	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Macwahoc pl.,	No	return.	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Madawaska pl.,	389	-	-	-	-	-	-	-	-	7	-	-	-	-	-	2	-	-	-	-	-	-
Mapleton pl.,	195	87	66	70	60	55	11	9	3	8	1	-	-	-	3	3	1	230	-	-	6	
Moro pl.,	44	34	30	-	-	-	12	-	-	2	-	-	-	-	-	1	-	-	-	-	-	2
No. 11, R. 1, pl.,	88	60	47	-	-	-	14	3	-	4	-	-	-	-	1	1	1	250	-	-	3	
Portage Lake pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sarsfield pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eagle Lake pl.,	106	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fort Kent pl.,	375	100	80	30	25	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Hamlin pl.,	230	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
St. John pl.,	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wallagrass pl.,	155	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Francis pl.,	124	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Van Buren pl.,	360	-	-	-	-	-	-	-	-	8	-	-	-	-	-	2	-	-	-	-	-	3
D'Aigle pl.,	210	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Benedicta pl.,	118	-	-	-	-	-	11	13	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Reed pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Buchanan pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

AROOSTOOK COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Masardis,	-	-	-	-	-	-	-	-	\$6 29	-	-	-	-	-	-
Maysville,	-	-	-	-	-	-	-	-	26 08	-	-	-	-	-	-
Monticello,	-	\$21 33	\$2 50	\$1 87	\$480	-	-	\$1 70	20 49	\$36 00	-	-	\$100 00	\$10	\$13 00
New Limerick,	1	16 00	2 61	1 75	226	56	.13	1 80	10 01	46 32	-	-	-	-	4 50
Orient,	-	-	2 75	1 50	75	-	-	1 05	6 83	34 13	-	-	-	-	5 00
Presque Isle,	4	-	3 71	1 92	750	27	.40	2 27	23 43	37 00	-	-	3 00	-	25 00
Sherman,	4	26 00	3 50	2 11	880	280	.57	3 65	18 70	120 00	-	-	-	50	31 00
Smyrna,	-	-	-	-	-	-	-	-	5 05	-	-	-	-	-	-
Washburn,	1	20 00	2 30	1 42	440	110	.34	2 39	12 11	1 90	-	-	35 75	-	4 75
Weston,	-	-	-	-	-	-	-	-	12 11	-	-	-	-	-	-
Bancroft pl.,	1	22 00	2 50	2 00	225	2	.51	3 00	8 62	100 00	-	-	10 00	-	10 00
Crystal pl.,	-	-	-	-	-	-	-	-	6 29	-	-	-	-	-	-
Dion pl.,	2	-	2 00	1 25	200	-	.09	30	52 32	-	-	-	12 00	-	-
Dayton pl.,	-	-	2 25	2 00	100	-	-	-	3 03	-	-	-	5 00	-	-
Eaton Grant pl.,	2	20 80	2 18	2 50	320	-	.31	1 59	11 95	-	-	-	-	-	3 00
Forestville pl.,	1	12 00	2 00	1 62	174	-	.19	95	12 42	-	-	-	-	7	8 00
Greenwood pl.,	-	-	-	-	-	-	-	-	1 01	-	-	-	-	-	-
Grant Isle pl.,	-	-	-	-	150	-	-	-	22 20	-	-	-	-	-	-
Haynesville pl.,	-	-	-	-	-	-	-	-	2 48	-	-	-	-	-	-
Island Falls pl.,	-	-	2 20	1 39	200	50	-	3 18	4 27	-	-	-	-	-	3 00
Leavitt pl.,	-	-	-	-	50	-	-	-	3 72	-	-	-	-	-	-
Macwahoc pl.,	-	-	-	-	-	-	-	-	6 29	-	-	-	-	-	-
Madawaska pl.,	-	-	-	-	200	-	-	50	31 73	-	\$60	-	-	-	-
Mapleton pl.,	3	-	2 87	1 63	300	35	.32	1 54	14 20	32 00	-	\$78	30 00	40	19 00
Moro pl.,	-	-	2 50	1 85	130	-	-	2 94	2 95	-	-	-	40 00	60	-

No. 11, R. 1 pl., . . .	-	-	5 00	2 00	-	-	-	-	-	6 91	-	-	-	-	-	-	-	-
Portage Lake pl., . . .	-	-	-	-	-	-	-	-	-	3 88	-	-	-	-	-	-	-	-
Sarsfield pl., . . .	-	-	-	-	-	-	-	-	-	18 77	-	-	-	-	-	-	-	-
Eagle Lake pl., . . .	-	-	-	-	-	-	-	-	-	8 38	-	-	-	-	-	-	-	-
Fort Kent pl., . . .	-	-	-	-	-	-	-	-	-	31 57	-	-	-	-	-	-	-	-
Hamlin pl., . . .	-	-	-	-	-	50	-	.24	22	13 81	-	-	-	-	-	-	-	-
St. John pl., . . .	-	-	-	-	-	-	-	-	-	5 20	-	-	-	-	-	-	-	-
Wallagrass pl., . . .	-	-	-	-	-	-	-	-	-	12 11	-	-	-	-	-	-	-	-
St. Francis pl., . . .	-	-	-	-	-	-	-	-	-	8 93	-	-	-	-	-	-	-	-
Van Buren pl., . . .	-	-	-	-	-	300	-	-	83	24 45	-	80	-	-	-	-	72	-
D'Aigle pl., . . .	-	-	-	-	-	-	-	-	-	15 36	-	-	-	-	-	-	-	-
Benedicta pl., . . .	-	-	2 75	2 25	200	-	-	-	-	8 30	-	49	35	-	-	-	-	-
Reed pl., . . .	-	-	-	-	-	-	-	-	-	1 55	-	-	-	-	-	-	-	-
Buchanan pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nashville pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glenwood pl., . . .	-	-	3 00	2 50	-	-	-	-	-	5 28	-	-	-	-	-	-	-	-
Alva pl., . . .	3	-	3 25	1 50	289	-	.67	-	-	14 36	-	-	-	-	-	-	-	-
Westfield pl., . . .	-	15 00	2 00	2 00	45	10	.61	2 14	-	1 17	-	-	-	2 41	-	-	-	75
Mars Hill pl., . . .	-	20 00	2 92	1 80	337	75	.36	2 55	-	10 32	-	5	-	1 65	-	35	-	8 00
Oakfield pl., . . .	1	13 00	2 06	1 25	300	184	.14	1 40	-	15 67	-	-	125	2 66	-	40	-	1 00
Silver Ridge pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Woodland pl., . . .	-	-	2 00	1 50	85	4	-	2 24	-	2 72	-	-	-	-	-	36	-	1 25
Sheridan pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castle Hill pl., . . .	-	25 00	2 00	-	200	-	.32	1 75	-	9 01	-	-	-	-	-	-	-	7 00
	59	\$20 44	\$2 71	\$1 81	\$11,037	\$1,344	.37	\$1 03	\$852 96	\$674 05	\$243	\$238	\$735 14	\$671	\$338 59			

CUMBERLAND COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of		Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
						w.	d.	w.	d.	2 grades.	3 grades.				4 grades.								
Baldwin,	390	245	185	315	246	70	8	8	1	12	-	-	-	-	11	2	1	\$475	-	-	4	11	
Bridgton,	939	571	443	505	391	121	9	3	3	21	-	-	-	-	21	7	-	-	-	-	7	21	
Brunswick,	1,800	773	749	650	588	251	10	13	24	24	-	-	1	-	27	11	1	6,500	-	-	13	29	
Cape Elizabeth,	1,775	1,440	1,275	1,575	1,490	280	10	13	13	13	-	-	4	3	14	11	2	11,500	-	-	11	12	
Casco,	423	238	202	275	226	25	10	8	9	9	-	-	-	-	8	4	1	350	-	-	6	9	
Cumberland,	558	238	219	356	290	112	10	2	10	4	13	2	-	-	9	7	-	-	-	-	2	8	
Falmouth,	653	283	224	463	390	-	7	4	3	4	12	-	-	-	12	11	-	-	-	-	5	7	
Freeport,	878	512	395	566	470	-	10	10	2	17	3	-	2	2	17	11	-	-	-	-	9	14	
Gorham,	1,180	-	-	-	-	-	-	-	-	18	-	-	1	1	18	4	-	-	-	-	12	19	
Gray,	646	337	257	432	350	11	10	1	11	3	11	1	-	11	9	-	-	-	-	-	6	12	
Harpswell,	625	371	298	405	324	34	9	9	3	19	-	-	-	-	14	5	1	1,500	-	1	9	15	
Harrison,	418	247	198	318	265	98	9	2	3	-	-	-	-	13	6	1	1,500	-	-	5	12		
Naples,	487	270	182	287	226	17	9	1	9	4	12	1	-	12	4	1	350	-	-	5	10		
New Gloucester,	595	298	245	368	269	74	8	1	10	13	-	-	-	12	7	-	-	-	-	-	8	13	
North Yarmouth,	344	-	-	242	206	-	-	-	9	7	-	2	-	-	7	2	-	-	-	-	3	-	
Otisfield,	395	230	186	273	209	-	8	4	10	12	-	1	-	11	8	-	-	-	-	-	8	12	
Portland,	10,463	5,000	3,826	5,052	3,826	-	20	2	21	-	-	-	all	15	15	1	125,000	-	7	9	86		
Pownal,	355	152	114	299	232	-	8	3	10	11	2	-	-	11	5	1	360	-	-	2	6		
Raymond,	468	319	230	247	182	-	9	2	9	11	-	-	-	11	4	-	-	-	-	-	7	11	
Scarborough,	682	390	303	440	358	108	12	14	10	10	1	-	-	10	8	-	-	-	-	-	8	10	
Sebago,	341	175	126	238	174	50	8	10	9	2	-	-	-	9	6	-	-	-	-	-	5	7	
Standish,	659	398	312	460	373	81	8	4	9	2	16	-	-	16	8	-	-	-	-	-	11	15	
Westbrook,	2,073	1,000	779	1,132	952	353	13	5	11	17	-	-	-	4	3	1	17	13	-	2	10	20	

Windham, . . .	821	500	360	461	375	508	29	3	19	-	-	-	19	15	2	1,000	-	13	15
Yarmouth, . . .	679	415	324	441	374	788	39		7	2	33		10	5	1	400	-	4	8
	28,034	14,602	11,332	15,800	12,896	1,813	9	4	10	17	16		335	162	13	\$148,935	10	182	1,022

CUMBERLAND COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to pro-long public schools in money, fuel, board, &c.	Amount paid to super-intending school committee.
Baldwin, . . .	8	\$26 50	\$2 36	\$2 00	\$1,227	\$306	.55	\$3 15	\$30 96	\$71 57	\$55	\$25	\$70 61	\$36	\$26 53
Bridgton, . . .	6	22 88	3 29	1 97	2,000	-	.45	2 13	70 45	-	700	-	-	-	86 50
Brunswick, . . .	19	26 00	3 35	3 00	7,200	2,200	.37	4 00	133 83	-	-	-	3,000 00	400	150 00
Cape Elizabeth, . . .	6	38 00	3 75	3 00	4,500	1,200	.77	-	134 92	-	-	-	375 00	100	70 75
Casco, . . .	3	29 25	3 27	2 17	1,115	-	.50	2 64	33 28	120 00	-	215	223 00	34	30 00
Cumberland, . . .	3	32 00	5 50	3 50	1,725	-	.45	3 10	44 69	115 12	-	-	-	-	28 00
Falmouth, . . .	7	29 40	4 35	2 90	2,000	-	.47	3 06	50 66	-	-	-	150 00	-	84 05
Freeport, . . .	9	27 00	3 15	1 91	2,800	-	.40	3 18	69 83	-	550	-	732 05	-	142 75
Gorham, . . .	3	-	-	-	3,000	-	-	2 52	86 20	-	-	-	-	-	52 50
Gray, . . .	6	35 00	3 08	3 50	1,768	-	.46	-	51 60	69 00	-	-	-	500	69 25
Harpsswell, . . .	3	23 00	2 60	3 00	1,250	48	.50	-	48 49	-	-	-	-	-	-
Harrison, . . .	7	25 80	2 32	2 00	1,200	261	.55	2 57	32 58	44 00	300	-	150 00	100	40 50
Naples, . . .	6	21 80	2 56	1 66	1,000	100	.42	2 05	34 99	-	-	-	-	-	-
New Gloucester, . . .	5	23 75	2 59	2 50	1,654	-	.43	2 76	43 68	256 90	250	25	100 00	-	46 25
North Yarmouth, . . .	4	30 00	-	-	1,000	213	-	2 61	19 24	254 96	-	-	-	-	17 00
Otisfield, . . .	4	20 66	2 30	1 50	1,200	300	.50	3 00	29 49	145 00	200	-	125 00	-	55 00
Portland, . . .	84	128 00	10 00	-	57,450	35,000	.37	11 50	888 48	-	10,000	4,000	13,000 00	-	unasked

CUMBERLAND COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money, expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Pownal,	9	25 00	3 10	2 00	1,053	-	.49	-	27 63	-	140	-	440 00	50	28 00
Raymond,	1	26 78	2 59	2 17	1,000	78	.42	2 14	36 46	130 68	-	-	-	-	32 50
Scarborough,	2	27 00	2 60	2 10	2,000	650	.48	3 09	51 83	-	180	-	145 00	-	55 00
Sebago,	4	21 00	2 27	1 51	725	-	.44	2 12	26 53	-	75	-	-	-	6 00
Standish,	4	24 60	2 71	1 96	2,072	-	.52	3 14	52 06	93 60	42	-	88 10	5	100 50
Westbrook,	12	45 00	6 75	4 00	8,000	2,000	.42	-	158 04	150 00	830	300	2,225 20	-	114 50
Windham,	6	26 42	3 07	2 27	1,978	-	.44	2 41	65 15	240 00	131	-	150 79	22	98 75
Yarmouth,	7	45 00	4 25	3 00	1,521	-	.51	2 09	47 17	-	500	300	600 00	50	80 00
	233	\$32 20	\$3 60	\$2 42	\$110,438	\$42,095	.48	\$3 93	2,268 24	1,690 83	\$14,042	\$4,650	\$19,574 75	\$1,293	\$1,422 83

FRANKLIN COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.				W.	S.	W.							S.	W.
Avon,	225	100	81	133	101	33	8	9	7	3	9	3	9	7	1	9	3	7	7	7	9	7	7	-	-	-	6	6	6	4
Carthage,	197	112	92	173	149	67	7	3	7	1	7	1	7	2	1	7	2	7	2	7	14	10	-	-	-	4	4	4	4	
Chesterville,	402	304	223	319	266	9	3	9	3	1	11	3	11	3	1	11	3	11	3	14	10	-	-	-	4	4	4	12		
Farmington,	1,004	690	612	755	672	60	8	3	10	24	2	1	23	6	1	23	6	23	6	23	6	6	-	-	-	6	6	6	26	
Freeman,	237	148	114	177	142	29	9	3	8	2	10	1	10	6	-	10	6	10	6	10	6	6	-	-	-	7	7	7	8	
Industry,	267	144	112	253	188	54	7	4	8	10	10	1	10	6	-	10	6	10	6	10	6	6	-	-	-	2	2	2	6	
Jay,	563	344	264	413	346	69	7	2	9	1	16	4	16	10	-	16	10	16	10	16	10	10	-	-	-	12	12	12	16	
Kingfield,	185	120	95	157	129	49	11	10	3	6	6	3	6	2	-	6	2	6	2	6	5	2	-	-	-	5	5	5	4	
Madrid,	170	78	59	127	98	74	6	3	7	2	9	2	9	2	-	9	2	9	2	9	6	2	-	-	-	6	6	6	4	
New Sharon,	531	249	185	376	312	103	7	9	19	2	19	2	19	6	-	19	6	19	6	19	6	6	-	-	-	7	7	7	11	
New Vineyard,	285	177	151	188	160	70	6	4	5	14	14	5	14	5	-	14	5	14	5	14	5	5	-	-	-	5	5	5	8	
Phillips,	470	149	108	348	255	164	8	3	9	3	18	4	18	4	-	18	4	18	4	15	10	10	-	-	-	6	6	6	9	
Rangely,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salem,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Strong,	196	94	73	154	129	60	9	8	4	9	5	4	5	3	-	5	3	5	3	5	3	3	-	-	-	2	2	2	4	
Temple,	257	130	109	173	145	47	7	8	3	8	2	1	8	1	-	8	1	8	1	8	1	1	-	-	-	3	3	3	8	
Weld,	423	175	137	302	257	176	8	3	9	2	11	3	11	3	1	11	3	11	3	11	3	1	1	1	1	8	8	8	9	
Wilton,	558	471	350	459	378	8	2	8	13	3	13	3	13	3	2	15	8	15	8	15	8	1	1	1	1	9	9	9	14	
Eustis pl.,	145	98	69	36	32	10	8	9	5	1	5	1	5	4	-	5	4	5	4	5	4	3	-	-	-	1	1	1	5	
Perkins pl.,	58	16	14	47	42	31	6	8	3	3	3	3	3	3	-	3	3	3	3	3	3	3	-	-	-	2	2	2	1	
Rangely pl.,	15	-	-	11	9	3	1	7	1	1	1	1	1	1	-	1	1	1	1	1	1	1	-	-	-	1	1	1	1	
No. 6 pl.,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dallas pl.,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sandy River pl.,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington pl.,	23	24	20	24	23	7	9	4	1	1	1	1	1	1	-	1	1	1	1	1	1	1	-	-	-	1	1	1	1	

FRANKLIN COUNTY, (CONTINUED.)

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer Schools who did not attend in Summer.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	No	return.						2 grades.	3 grades.				4 grades.									
Green Vale pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Copelin pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lang pl.,	17	-	-	-	17	-	-	-	-	1	-	-	-	-	1	-	-	\$278	-	-	-	
Letter E pl.,	37	12	10	32	23	20	3	7	2	2	-	-	-	-	-	-	-	-	-	1	1	
	6,755	3,624	2,874	4,674	3,773	1,096	7	28	3	206	40	5			204	95	3	\$2,078	1	99	157	

FRANKLIN COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Avon,	32	\$20 00	\$2 50	\$2 00	\$802	-	.40	\$3 50	\$21 26	-	- \$12	-	-	\$88	\$25 00
Carthage,	22	75	2 20	1 07	400	\$97	.60	2 03	14 97	-	-	-	15	18 00	18 00
Chesterville,	9	28 00	2 62	1 67	1,110	-	.60	2 73	22 43	\$30 00	75	-	100	48 65	48 65

Farmington,	21	30 00	3 00	3 00	3,170	-	.64	3 31	76 74	86 95	250	\$100	450 00	300	100 00	
Freeman,	2	21 00	2 29	1 38	500	5	.54	2 12	18 47	50 00	25	-	50 00	10	28 00	
Industry,	8	28 50	2 80	1 07	827	-	.55	3 09	20 95	-	90	-	70 00	75	28 50	
Jay,	4	26 00	2 50	1 50	1,700	40	.52	3 02	46 24	71 48	250	50	500 00	200	49 00	
Kingfield,	-	23 26	2 62	1 68	525	-	.60	2 83	14 44	75 35	-	-	72 10	-	16 50	
Madrid,	2	19 00	1 92	1 87	370	-	.45	2 10	12 96	24 68	-	-	68 00	15	17 00	
New Sharon,	10	26 00	2 82	2 00	1,730	-	.47	3 44	45 92	50 00	-	-	302 75	-	63 00	
New Vineyard,	4	23 60	2 46	1 63	648	-	.55	2 27	20 49	12 00	20	-	41 00	104	32 00	
Phillips,	10	26 00	2 62	1 52	1,000	-	.39	2 12	39 10	70 00	300	-	200 00	-	66 60	
Rangely,	-	-	-	-	-	-	-	-	8 46	-	-	-	-	-	-	
Salem,	-	-	-	-	-	-	-	-	9 62	-	-	-	-	-	-	
Strong,	6	25 00	2 75	2 60	550	15	.52	2 80	16 92	76 56	400	50	80 00	100	27 50	
Temple,	3	26 25	2 62	2 50	764	-	.50	2 97	17 54	-	257	-	297 00	24	32 00	
Weld,	3	23 00	2 87	2 00	1,040	-	.46	2 43	34 00	-	195	-	410 00	-	30 00	
Wilton,	5	27 72	3 23	2 00	1,920	-	.65	3 65	46 55	130 00	-	-	5 00	-	80 00	
Eastis pl.,	1	22 00	2 42	1 50	325	20	.34	2 60	9 85	-	20	-	-	-	35	
Perkins pl.,	1	18 00	2 00	2 00	125	12	.50	2 15	3 57	-	7	-	40 00	75	4 50	
Rangely pl.,	-	16 00	-	1 00	36	5	.60	2 40	1 40	36 00	-	-	-	-	6	
No. 6 pl.,	-	-	-	-	-	-	-	-	2 33	-	-	-	-	-	-	
Dallas pl.,	-	-	-	-	-	-	-	-	5 82	-	-	-	-	-	-	
Sandy River pl.,	-	-	-	-	-	-	-	-	1 94	-	-	-	-	-	-	
Washington pl.,	1	-	1 75	1 75	62	2	.93	2 69	1 86	-	-	-	6 45	-	2 00	
Green Vale pl.,	-	-	-	-	-	-	-	-	1 17	-	-	-	-	-	-	
Copelin pl.,	-	-	-	-	-	-	-	-	1 94	-	-	-	-	-	-	
Lang pl.,	-	22 00	-	given	35	125	1.00	2 06	1 63	448 00	-	-	-	-	2 25	
Letter E pl.,	-	22 50	1 50	1 75	108	95	.45	2 92	2 64	-	30	-	1 97	-	9 00	
		86	\$23 65	\$2 47	\$1 71	\$17,777	\$303	.56	\$2 63	\$539 83	1,061 02	\$1,707	\$200	\$2,744 27	\$1,147	\$685 50

SUPERINTENDENT'S REPORT.

HANCOCK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer Schools of 4 1/2 days per week.		Average length of Winter Schools of 3 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	Number registered in Summer Schools.	Number registered in Winter Schools.					w.	d.	w.	d.				2 grades.	3 grades.	4 grades.							
Amherst,	143	87	73	80	63	5	8	4	10	4	-	-	-	-	3	-	-	-	-	-	4		
Aurora,	89	60	42	35	25	3	10	8	-	2	1	-	-	-	3	1	-	-	-	-	2		
Bluehill,	660	392	308	442	338	92	8	27	3	18	-	1	1	-	18	9	-	-	-	9	19		
Brooklin,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Brooksville,	549	344	263	348	279	23	9	6	3	11	-	-	-	-	10	6	-	-	-	7	11		
Bucksport,	1,281	753	592	713	591	10	5	10	3	18	-	1	1	-	21	16	-	-	-	2	21		
Castine,	567	362	268	326	252	23	12	12	-	5	-	1	-	1	6	6	-	-	1	3	7		
Cranberry Isles,	157	68	60	115	98	25	6	3	1	6	-	-	-	-	4	1	-	-	-	2	4		
Deer Isle,	1,563	784	603	1,087	875	31	4	6	31	31	-	2	2	-	31	28	-	-	-	20	25		
Dedham,	184	129	92	136	126	25	9	10	-	7	-	-	-	-	5	4	-	-	-	2	5		
Eastbrook,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Eden,	464	229	215	356	281	60	7	8	-	14	-	-	-	-	11	5	1	\$1,500	-	5	11		
Ellsworth,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Franklin,	431	289	193	284	207	45	8	7	-	10	-	-	-	-	7	2	2	1,000	-	6	10		
Gouldsborough,	775	450	380	570	520	170	9	18	4	14	2	1	1	-	13	12	-	-	-	11	16		
Hancock,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mariaville,	182	118	87	62	52	10	8	8	-	5	-	-	-	-	5	2	-	-	-	2	5		
Mount Desert,	300	243	198	230	189	66	8	2	3	12	-	-	-	-	10	3	-	-	-	3	9		
Orland,	669	368	290	575	400	146	9	4	10	3	16	2	1	-	13	10	-	-	-	5	14		
Otis,	105	69	50	54	41	7	9	2	3	3	-	-	-	-	3	3	-	-	-	1	3		
Penobscot,	542	317	263	359	285	62	7	4	2	12	-	-	-	-	12	3	1	200	-	8	9		
Sedgwick,	479	287	217	324	262	67	8	2	8	10	-	-	-	-	10	4	-	-	-	6	10		
Sullivan,	300	170	144	201	177	34	10	2	2	6	1	-	-	-	6	2	-	-	-	5	6		
Surry,	546	331	258	354	272	73	7	6	1	9	-	1	-	-	9	9	-	-	-	5	9		
Tremont,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Trenton,	585	-	-	400	325	-	-	6	2	12	-	-	-	11	3	-	-	-	9	12
Waltham,	156	123	80	110	90	30	8	6	-	4	-	-	-	4	4	1	\$600	-	4	4
Long Island,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Swan Island,	218	32	29	184	145	152	10	7	5	6	-	-	-	6	5	-	-	-	6	1
Verona,	187	118	98	125	99	-	7	4	8	4	-	-	-	4	2	-	-	-	3	4
	14,782	6,023	3,813	7,470	5,992	1,384	9	18	1	239	6	8	-	225	137	5	\$3,300	1	125	221

HANCOCK COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to Superintending school committee.
Amherst,	4	\$24 00	\$3 55	\$2 18	\$384	\$96	.49	\$2 68	\$11 09	\$48 00	\$25	-	\$30 00	-	\$30 00
Aurora,	-	-	2 75	1 50	150	-	.42	1 61	7 37	50 00	-	-	-	-	5 00
Bluehill,	8	30 87	2 45	1 81	1,500	4	.49	2 25	55 63	150 00	-	-	-	-	66 25
Brooklin,	-	-	-	-	-	-	-	-	30 88	-	-	-	-	-	-
Brooksville,	2	28 14	2 56	1 75	1,428	-	.50	2 62	41 66	-	-	-	-	-	38 25
Buckspport,	17	22 50	3 33	2 62	3,000	334	.46	2 31	100 94	75 00	400	\$500	400 00	-	150 00
Castine,	5	70 00	5 00	3 50	2,600	-	.46	-	43 45	-	-	-	450 00	-	22 00
Cranberry Isles,	3	30 00	2 21	2 00	344	87	.50	2 21	11 64	-	10	-	27 60	\$160	5 50
Deer Isle,	8	33 00	3 00	2 75	2,696	-	.47	1 72	129 18	-	200	-	-	-	45 00
Dedham,	3	28 00	3 28	2 00	500	-	.59	2 70	14 59	68 96	-	-	60 00	-	16 50
Eastbrook,	-	-	-	-	-	-	-	-	5 05	-	-	-	-	-	-
Eden,	8	34 00	2 75	2 35	956	-	.53	2 06	37 47	-	43	-	123 72	218	32 75
Ellsworth,	-	-	-	-	-	-	-	-	175 19	-	-	-	-	-	-
Franklin,	1	34 00	3 00	2 75	1,004	-	.46	2 33	27 70	60 00	-	-	90 00	-	33 00

HANCOCK COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Gouldsbrough,	-	\$34 00	\$3 00	\$3 00	\$1,287	-	.58	\$1 66	\$57 40	\$28 00	-	-	\$150 00	-	\$5 00
Hancock,	-	-	-	-	-	-	-	-	29 49	-	-	-	-	-	-
Mariaville,	-	29 00	2 85	1 85	275	-	.38	1 51	14 89	40 00	-	-	35 00	-	4 00
Mount Desert,	5	33 00	2 93	1 88	918	-	.64	3 06	29 02	-	-	-	-	-	50 00
Orland,	8	35 00	2 50	2 50	1,750	\$410	.51	1 00	51 98	135 75	\$30	-	200 00	-	95 00
Otis,	1	28 00	2 66	1 50	210	-	.42	2 00	7 99	33 50	-	-	25 00	-	10 00
Penobscot,	4	30 75	2 84	1 89	1,200	-	.50	2 21	43 29	43 75	100	-	85 00	\$50	47 25
Sadgwick,	4	35 83	2 79	1 75	1,000	-	.50	2 07	37 16	52 16	75	\$50	86 00	15	61 70
Sullivan,	-	38 74	3 93	2 75	862	-	.53	2 87	22 65	40 00	-	-	32 35	30	10 00
Surry,	5	35 75	3 76	2 05	900	-	.48	1 64	40 57	95 62	30	-	82 81	-	76 00
Tremont,	-	-	-	-	-	-	-	-	58 34	-	-	-	-	-	-
Trenton,	1	33 33	2 75	2 00	1,050	-	-	1 80	41 04	-	-	-	60 00	-	-
Waltham,	-	26 00	2 70	1 90	350	59	.55	2 24	12 26	78 13	-	-	20 00	-	-
Long Island,	-	-	-	-	-	-	-	-	9 70	-	-	-	-	-	-
Swan Island,	-	25 83	2 50	2 12	450	80	.40	2 06	16 60	-	-	-	90 20	-	11 00
Verona,	2	27 50	2 12	1 87	300	-	.50	1 50	13 04	-	20	-	25 00	-	8 00
	90	\$32 49	\$3 21	\$2 18	\$29,027	\$1,072	.45	\$1 97	1,185 41	\$998 89	\$940	\$550	\$2,042 68	\$478	\$822 20

KENNEBEC COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.		Number of parts of districts.		Number of districts with graded schools.		No. of 2 grades. 3 grades. 4 grades.		Number of School Houses in town		Number in good condition.		Number of School Houses built last year.		Cost of the same.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		Number of Female Teachers employed in Summer.	
	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.		
Albion,	476	286	193	361	276	75	9	8	13	-	-	-	-	-	-	13	4	-	-	-	-	13	4	-	-	-	-	-	-	-	-	6	13	-	-			
Augusta,	2,440	649	485	689	555	237	9	3	24	-	-	-	-	-	-	23	10	-	-	-	-	10	10	-	-	-	-	-	-	-	-	11	20	-	-			
Belgrade,	517	299	242	417	365	118	6	2	18	-	-	-	-	-	-	18	14	-	-	-	-	18	14	-	2	-	-	-	-	-	5	13	-	-				
Benton,	392	267	193	253	198	15	9	11	10	-	-	-	-	-	-	10	10	-	-	-	-	10	10	-	-	-	-	-	-	-	-	8	10	-	-			
Chelsea,	330	250	200	235	212	50	10	9	9	1	-	-	-	-	-	8	5	-	-	-	-	8	5	-	-	-	-	-	-	-	-	8	8	-	-			
China,	866	530	400	760	560	170	8	3	22	-	2	22	-	-	-	3	15	-	-	-	-	22	15	-	-	-	-	-	-	-	-	12	20	-	-			
Clinton,	616	367	251	416	329	49	9	2	12	-	2	12	-	-	-	12	9	-	-	-	-	12	9	-	2	-	-	-	-	-	-	10	12	-	-			
Farmingdale,	250	140	122	170	148	-	9	11	3	-	-	3	-	-	-	3	1	-	-	-	-	5	1	-	-	-	-	-	-	-	-	3	5	-	-			
Fayette,	299	136	113	205	169	87	7	9	10	-	2	10	-	-	-	9	8	-	-	-	-	9	8	-	-	-	-	-	-	-	-	7	7	-	-			
Gardiner,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Hallowell,	764	410	335	401	327	-	19	12	3	-	-	19	-	-	-	3	10	-	-	-	-	10	10	-	-	-	-	-	-	-	-	1	11	-	-			
Litchfield,	550	313	253	437	360	100	8	8	15	1	-	8	-	-	-	15	4	-	-	-	-	15	4	-	-	-	-	-	-	-	-	11	12	-	-			
Manchester,	231	-	-	-	-	-	-	-	7	-	-	-	-	-	-	7	2	-	-	-	-	7	2	-	-	-	-	-	-	-	-	2	6	-	-			
Monmouth,	596	410	267	410	337	40	10	9	14	1	-	14	-	-	-	14	8	-	-	-	-	14	8	-	-	-	-	-	-	-	-	11	14	-	-			
Mt. Vernon,	437	275	223	325	275	72	7	2	13	-	1	13	-	-	-	13	5	-	-	-	-	13	5	-	-	-	-	-	-	-	-	7	12	-	-			
Pittston,	770	513	369	545	372	22	10	2	17	-	-	17	-	-	-	17	9	-	-	-	-	17	9	-	-	-	-	-	-	-	-	8	18	-	-			
Readfield,	452	187	142	307	247	-	9	2	12	-	10	3	12	-	-	11	3	-	-	-	-	11	3	-	-	-	-	-	-	-	-	4	6	-	-			
Rome,	317	200	175	225	194	45	9	8	8	1	-	8	-	-	-	8	3	-	-	-	-	8	3	-	-	-	-	-	-	-	-	6	8	-	-			
Sidney,	640	240	210	433	355	66	8	3	19	-	-	19	-	-	-	19	14	-	-	-	-	19	14	-	-	-	-	-	-	-	-	5	13	-	-			
Vassalborough,	960	500	350	675	580	200	9	3	22	-	-	22	-	-	-	22	12	-	-	-	-	22	12	-	-	-	-	-	-	-	-	9	12	-	-			
Vienna,	281	124	94	235	173	-	7	2	10	-	-	10	-	-	-	9	7	-	-	-	-	9	7	-	-	-	-	-	-	-	-	6	6	-	-			
Waterville,	1,671	848	663	926	769	-	9	3	12	2	13	1	2	1	1	19	8	-	-	-	-	19	8	-	-	-	-	-	-	-	1	7	23	-	-			
Wayne,	354	229	173	266	225	-	37	3	10	-	3	10	-	-	-	9	5	-	-	-	-	9	5	-	-	-	-	-	-	-	-	4	9	-	-			
West Gardiner,	419	260	216	328	287	-	3	1	9	-	-	9	-	-	-	9	5	-	-	-	-	9	5	-	-	-	-	-	-	-	-	6	8	-	-			
Windsor,	420	320	280	380	355	75	-	-	13	-	-	13	-	-	-	13	8	-	-	-	-	13	8	-	-	-	-	-	-	-	-	8	12	-	-			

KENNEBEC COUNTY, (CONTINUED.)

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of Houses in town.		Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.	
	Registered in Summer Schools.	Not Registered in Summer Schools.					Summer	Winter				2 grades.	3 grades.						4 grades.	Number of Female Teachers employed in Summer.	Number of Female Teachers employed in Winter.
Winslow,	532	300	232	303	237	68	9	29	16	-	-	-	15	8	-	-	-	9	12	
Winthrop,	719	362	293	434	380	75	12	12	10	-	-	1	8	8	-	-	1	5	10	
Clinton Gore,	95	-	-	-	-	-	-	-	2	-	-	-	2	1	-	-	-	2	2	
	17,501	8,404	6,474	10,081	8,186	1,424	9	19	314	14	14		340	184	4	\$5,350	2	166	302	

KENNEBEC COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to Superintending school committee.
Albion,	7	\$22 00	\$2 75	\$2 00	\$1,100	-	.49	\$2 31	\$36 85	-	-	-	\$95 00	-	\$70 82
Augusta,	11	31 55	3 36	2 18	7,609	-	.21	3 11	185 13	-	-	-	250 00	-	235 00
Belgrade,	12	25 70	3 36	2 30	1,600	\$306	.59	2 90	40 11	-	\$85	-	306 00	\$11	80 00
Benton,	2	23 00	2 25	2 50	1,200	-	.49	3 06	37 24	-	-	-	78 36	-	48 30

Chelsea,	7	-	3 17	2 00	1,025	-	.62	3 18	23 98	-	50	-	150 00	50	30 00
China,	10	25 00	2 00	2 50	2,800	-	.55	3 00	68 12	-	1,000	-	500 00	100	168 46
Clinton,	1	26 00	2 75	2 00	1,803	-	.46	2 92	50 58	-	500	-	150 00	25	72 50
Farmingdale,	-	23 50	3 50	3 00	800	-	.54	3 20	19 79	-	250	-	-	-	25 00
Fayette,	8	-	3 05	1 58	910	-	.47	3 04	24 21	-	165	-	160 00	46	40 00
Gardiner,	-	-	-	-	-	-	-	-	85 65	-	-	-	-	-	-
Hallowell,	9	49 00	3 00	3 00	3,500	1,065	.44	4 58	59 28	-	-	-	884 79	-	87 76
Litchfield,	3	25 00	2 00	2 00	1,704	-	.55	3 10	41 59	-	250	-	400 00	-	55 00
Manchester,	5	-	-	-	700	100	-	3 03	17 93	-	-	-	-	-	35 00
Monmouth,	3	21 50	2 25	2 50	1,853	-	.50	3 65	46 00	-	600	-	225 00	75	64 65
Mt. Vernon,	6	25 00	2 73	1 74	1,470	-	.57	3 36	36 08	-	215	-	127 00	167	61 50
Pittston,	10	21 00	2 87	2 45	2,000	-	.48	2 59	60 91	-	700	-	180 00	40	104 60
Readfield,	8	22 00	3 50	3 00	1,500	-	.44	3 32	38 16	-	485	-	-	-	80 00
Rome,	2	24 00	2 50	2 00	850	-	.58	2 12	28 23	-	45	-	-	-	4 50
Sidney,	14	24 00	3 25	2 00	1,782	-	.44	2 78	51 13	-	350	-	-	250	71 00
Vassalborough,	14	30 00	3 00	2 75	3,000	-	.48	3 13	78 67	-	500	-	175 00	100	103 00
Vienna,	4	20 30	2 30	2 25	658	-	.47	2 35	22 43	-	85	-	250 00	168	9 90
Waterville,	18	35 00	4 00	2 50	4,500	1,206	.43	2 70	132 36	-	-	-	-	-	191 39
Wayne,	7	24 60	2 37	1 73	1,194	-	.53	3 37	28 02	-	145	-	125 00	40	50 00
West Gardiner,	3	23 00	2 95	2 15	1,000	-	.60	2 38	33 75	-	-	-	229 68	35	38 25
Windsor,	4	27 00	3 00	2 00	1,161	-	.75	2 80	37 08	-	-	-	-	-	54 50
Winslow,	7	25 00	2 63	2 00	1,315	-	.44	2 47	42 90	-	233	-	200 00	100	70 29
Winthrop,	6	25 00	2 75	3 00	1,753	-	.46	2 44	55 48	\$175	-	-	200 00	-	42 50
Clinton Gore,	-	-	-	-	219	55	-	2 31	6 98	-	-	-	-	-	4 00
	201	\$26 92	\$2 45	\$2 29	\$49,003	\$2,732	.49	\$2 80	1,389 50	\$175	\$6,006	-	\$5,345 83	\$1,082	\$1,777 92

SUPERINTENDENT'S REPORT.

KNOX COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer Schools of 5 1/2 days per week.	Average length of Winter Schools of 5 1/2 days per week.	Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of 2 grades. 3 grades. 4 grades.	Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
Appleton,	548	339	314	361	275	75	9	10	12	-	-	-	11	7	-	\$500	-	6	10
Camden,	1,705	915	730	1,311	1,070	176	10	2	10	1	18	3	1	1	1	-	-	11	33
Cushing,	283	154	99	150	106	28	10	9	7	-	-	-	7	2	-	-	-	4	6
Friendship,	283	153	111	183	136	54	10	9	6	1	-	-	6	2	-	-	-	2	6
Hope,	357	190	134	210	171	48	9	2	10	3	7	-	7	2	-	-	-	2	6
North Haven,	316	168	127	196	160	84	9	4	8	3	6	-	6	4	1	500	-	5	6
Rockland,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Thomaston,	680	403	320	420	329	-	8	7	13	-	-	-	12	8	-	-	-	5	13
St. George,	963	529	402	529	406	119	11	2	9	1	18	9	16	5	-	-	-	13	14
Thomaston,	960	581	454	589	468	29	9	8	1	4	1	1	11	4	-	-	3	4	10
Union,	685	450	324	485	402	140	10	3	9	1	15	-	15	5	-	-	-	9	13
Vinalhaven,	622	322	244	408	338	86	7	3	8	2	11	1	11	6	-	-	-	7	9
Warren,	770	422	350	548	439	126	9	9	2	19	1	-	19	17	1	849	-	11	18
Washington,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Matineicus Isle,	97	55	45	73	64	35	12	10	2	-	-	-	1	1	-	-	-	1	1
	10,988	4,671	3,664	6,465	4,364	995	9	3	9	134	17	6	142	75	3	\$1,849	4	81	145

KNOX COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Appleton,	9	\$26 50	\$2 50	\$1 75	\$1,180	-	.54	\$2 00	\$43 14	-	\$300	\$100	\$180 00	-	\$48 00
Camden,	16	36 50	3 40	2 35	4,000	\$484	.52	2 35	134 30	\$90 36	-	150	400 00	\$500	150 00
Cushing,	2	27 00	2 21	2 05	796	-	.36	2 08	21 80	-	-	-	200 00	-	27 12
Friendship,	3	25 00	2 25	3 00	400	-	.43	1 63	19 55	-	-	-	75 00	183	4 00
Hope,	3	34 50	3 71	2 50	1,000	200	.42	2 80	29 49	-	-	-	75 00	-	25 00
North Haven,	1	32 60	2 57	2 25	700	20	.45	2 21	24 53	-	-	-	55 75	-	10 00
Rockland,	-	-	-	-	-	-	-	-	177 05	-	-	-	-	-	-
South Thomaston,	8	26 00	3 25	2 00	1,500	300	.47	2 20	53 50	-	25	-	150 00	-	33 00
St George,	1	29 00	2 62	2 69	2,716	-	.41	2 82	76 35	-	495	-	280 00	-	40 00
Thomaston,	9	40 00	7 00	5 00	3,500	800	.48	3 74	77 50	-	-	-	428 73	-	111 00
Union,	6	35 00	2 50	2 00	1,975	-	.53	2 25	45 62	-	90	-	150 00	100	60 90
Vinalhaven,	5	34 25	3 26	2 32	1,500	250	.46	2 41	49 27	-	50	-	131 61	-	36 00
Warren,	8	29 00	2 30	2 00	2,321	-	.51	3 00	61 83	-	100	-	400 00	-	35 00
Washington,	-	-	-	-	-	-	-	-	35 84	-	-	-	-	-	-
Matinicus Isle,	1	40 00	2 50	2 75	207	-	.55	2 14	8 15	-	20	-	-	15	-
	72	\$31 95	\$3 08	\$2 51	\$21,785	\$2,060	.47	\$2 16	\$860 17	\$90 36	\$1,180	\$250	\$2,541 09	\$783	\$580 02

LINCOLN COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 3 1/2 days per week.		Average length of Winter Schools of 3 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	No.	d.				No.	d.	No.	d.	2 grades.	3 grades.				4 grades.									
Alna,	266	151	126	180	158	34	10	19	3	6	-	-	-	-	-	6	2	-	-	-	-	5	6	
Boothbay,	1,036	650	470	740	580	200	12	11	-	17	-	-	-	-	-	16	10	-	-	-	-	15	15	
Bremen,	328	196	190	240	200	63	10	8	-	10	1	-	-	-	-	8	1	-	-	-	-	5	10	
Bristol,	1,155	556	438	705	577	201	8	47	1	22	-	-	-	-	-	21	8	-	-	-	-	11	18	
Damariscotta,	445	247	195	240	208	43	10	110	3	6	-	-	-	-	-	6	4	-	-	-	-	3	8	
Dresden,	319	166	117	232	171	66	7	38	2	9	1	-	-	-	-	8	7	-	\$350	-	-	5	8	
Edgecomb,	415	177	135	271	228	94	9	19	4	7	-	-	-	-	-	8	1	-	-	-	-	5	5	
Jefferson,	685	320	275	490	378	180	8	37	4	17	-	-	1	-	-	14	6	-	-	-	-	11	15	
Newcastle,	659	296	248	377	333	135	8	110	2	14	-	-	-	-	-	13	7	1	1,500	-	-	2	10	
Nobleborough,	779	362	345	384	325	75	10	8	3	12	1	-	-	-	-	12	5	-	-	-	-	10	11	
Somerville,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Southport,	278	130	100	165	134	35	10	9	-	6	-	-	-	-	-	5	5	-	-	-	-	4	5	
Waldoborough,	1,700	-	-	-	-	-	12	10	-	31	1	-	1	1	1	31	25	-	-	-	-	25	31	
Westport,	277	150	120	225	180	60	8	16	1	5	-	-	-	-	-	5	3	-	-	-	-	4	4	
Whitefield,	650	431	373	537	390	17	8	48	4	18	-	-	-	-	-	18	13	1	300	-	-	12	18	
Wiscasset,	693	307	220	291	215	-	10	12	-	6	-	-	1	1	6	1	1	-	-	-	-	5	7	
Monhegan Isle,	42	28	25	31	28	-	12	12	-	1	-	-	-	-	1	1	-	-	-	-	-	-	1	1
	9,225	4,167	3,377	5,028	4,105	1,203	9	49	2	187	4	4	-	-	178	99	3	\$2,150	1	122	172			

LINCOLN COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Alna,	1	\$28 00	\$2 50	\$2 50	\$810	-	.53	\$3 00	\$20 57	-	\$42	-	\$85 00	\$98	\$30 50
Boothbay,	1	34 04	2 60	3 25	2,857	\$3	.51	2 76	78 12	-	800	\$160	-	-	91 75
Bremen,	4	28 00	2 50	2 00	908	-	.59	2 98	23 04	-	50	10	200 00	120	17 50
Bristol,	6	33 90	2 61	3 00	2,200	-	.44	1 92	92 02	-	-	-	200 00	-	75 00
Damariscotta,	2	23 37	3 65	2 75	1,366	-	.45	2 43	37 24	-	-	-	-	50	-
Dresden,	4	25 00	3 81	2 14	1,250	-	.45	3 92	31 26	-	-	-	150 00	-	19 00
Edgecomb,	1	26 67	2 63	2 50	850	-	.41	2 00	31 96	-	50	-	68 00	-	46 00
Jefferson,	4	24 16	2 13	2 59	2,122	16	.48	3 09	56 00	-	300	-	400 00	100	72 00
Newcastle,	10	35 00	4 50	2 00	1,779	-	.44	2 70	53 15	-	-	-	250 00	50	70 00
Nobleborough,	2	23 00	2 50	2 00	1,078	-	.43	1 86	47 72	-	150	-	-	275	45 00
Somerville,	-	-	-	-	-	-	-	-	17 07	-	-	-	-	-	-
Southport,	1	31 25	3 37	3 31	566	-	.42	2 04	20 95	-	-	-	76 00	150	30 00
Waldoborough,	6	25 00	2 00	3 50	4,575	-	-	2 28	148 11	-	-	-	300 00	-	75 00
Westport,	1	42 00	2 80	2 75	800	200	.54	2 89	24 06	-	35	-	70 00	50	25 00
Whitefield,	4	27 00	2 75	1 50	1,500	-	.50	2 31	55 09	\$216 97	100	-	250 00	100	80 00
Wiscasset,	3	45 00	5 00	3 00	2,318	-	.32	3 00	50 50	-	1,000	100	165 00	-	60 00
Monhegan Isle,	1	-	5 00	-	120	20	.60	2 85	4 11	-	-	-	50 00	-	-
	51	\$30 09	\$3 14	\$2 58	\$25,199	\$274	.47	\$2 72	\$790 97	\$216 97	\$3,127	\$270	\$2,224 00	\$993	\$736 25

OXFORD COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No.			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.			
	No.	return.				♂	♀	♂	♀	2 grades.	3 grades.				4 grades.	♂	♀							♂	♀		
Albany,	305	188	144	213	172	70	8	4	3	9	2	-	-	-	9	8	-	-	-	-	-	-	5	9	-	-	
Andover,	286	181	146	180	156	46	9	3	3	4	7	-	-	-	1	6	3	-	-	-	-	-	5	5	-	-	
Bethel,	878	553	423	624	523	-	7	5	7	3	26	2	1	1	25	16	-	2	-	\$900	-	-	14	25	-	-	
Brownfield,	520	343	265	360	285	-	8	3	7	3	15	-	-	-	13	6	-	-	-	-	-	-	7	15	-	-	
Buckfield,	390	360	250	375	316	70	7	3	3	12	4	-	1	-	12	10	-	-	-	-	-	-	6	14	-	-	
Byron,	106	-	-	126	97	-	6	-	3	7	-	-	-	-	3	1	-	-	-	-	-	-	3	5	-	-	
Canton,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Denmark,	466	218	173	196	172	123	8	2	9	13	1	-	-	-	13	-	-	-	-	-	-	-	7	7	-	-	
Dixfield,	365	265	200	325	260	60	8	1	9	9	-	-	-	1	9	4	-	-	-	-	-	-	7	7	-	-	
Fryeburg,	548	282	215	340	274	58	10	2	10	4	16	-	-	-	15	6	-	-	-	-	-	-	5	13	-	-	
Gilead,	127	83	71	97	85	25	7	4	6	6	-	-	-	-	6	4	-	-	-	-	-	-	-	6	-	-	-
Grafton,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Greenwood,	332	250	215	275	200	50	8	-	10	13	-	-	-	-	13	6	-	-	-	-	-	-	3	9	-	-	
Hanover,	60	17	14	63	51	46	10	10	2	3	1	-	-	-	3	1	-	-	-	-	-	-	-	1	-	-	-
Hartford,	386	197	159	310	253	107	8	9	9	14	5	-	-	-	14	10	-	3	-	\$900	-	-	10	11	-	-	
Hebron,	270	136	114	168	151	40	9	8	2	9	3	-	-	-	7	6	-	-	-	-	-	-	5	7	-	-	
Hiram,	491	285	217	333	260	115	7	1	7	15	1	-	-	-	14	8	-	1	-	262	-	-	3	13	-	-	
Lovell,	424	178	156	303	256	125	10	8	13	13	-	-	-	-	13	10	-	-	-	-	-	-	9	10	-	-	
Mason,	52	25	21	34	25	6	-	10	5	1	-	-	-	-	1	-	-	-	-	-	-	-	1	1	-	-	-
Mexico,	204	126	97	152	122	38	8	3	7	4	7	-	-	-	5	2	-	-	-	-	-	-	5	6	-	-	
Newry,	148	118	20	156	26	41	8	3	6	6	-	-	-	-	6	2	-	1	-	500	-	-	3	6	-	-	
Norway,	643	292	241	352	286	60	8	1	9	4	15	1	1	1	17	11	-	-	-	-	-	-	2	17	-	-	
Oxford,	525	304	239	358	280	87	8	5	9	11	1	1	1	1	10	8	-	1	-	800	-	-	7	11	-	-	
Paris,	1,093	650	477	710	587	-	8	2	4	19	-	-	-	-	22	15	-	-	-	-	-	-	14	20	-	-	
Peru,	411	235	181	273	217	46	9	2	9	4	10	-	-	-	-	7	-	-	-	-	-	-	6	10	-	-	

Porter,	446	331	240	323	259	819	8	3	13	2	-	-	13	2	-	-	-	7	13	
Roxbury,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rumford,	500	272	213	379	316	1239	10	-	13	-	-	-	13	4	1	500	-	10	12	
Stow,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stoneham,	191	92	74	101	76	188	6	3	7	-	-	-	5	-	-	-	-	2	4	
Sumner,	393	175	168	245	224	709	10	-	15	1	-	-	14	10	-	-	-	7	14	
Sweden,	230	138	101	166	144	2810	10	4	7	-	-	-	7	5	-	-	-	4	6	
Upton,	63	19	17	35	27	167	9	-	4	1	-	-	3	1	-	-	-	1	2	
Waterford,	545	349	266	376	307	517	39	4	14	1	-	-	14	11	1	650	-	3	14	
Woodstock,	272	188	143	246	207	9	26	1	11	1	-	-	9	4	-	-	-	4	11	
Franklin pl.,	122	55	44	59	49	25	-	-	3	-	-	-	3	3	-	-	-	2	3	
Hamlin's Grant,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lincoln, pl.,	13	15	11	-	-	9	1	-	1	-	-	-	1	1	-	-	-	-	1	
Milton pl.,	97	61	51	72	53	2611	112	3	2	2	-	-	2	1	1	550	-	1	2	
Riley pl.,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Andover N. Surplus,	11	11	8	-	-	8	-	-	1	-	-	-	1	-	-	-	-	-	1	
	12,443	7,002	5,325	8,325	6,716	1,7008	48	4	350	29	8	-	337	186	11	\$5,062	-	2	168	317

OXFORD COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Albany,	4	\$22 00	\$2 52	\$1 75	\$700	\$100	.50	\$2 29	\$24 06	\$36 00	-	-	\$75 00	\$33	\$30 00
Andover,	1	26 50	2 50	1 50	735	-	.52	2 50	19 55	-	-	-	12 00	-	32 00
Bethel,	11	24 33	2 80	2 50	1,887	-	.56	2 15	45 85	-	68	-	-	-	130 60
Brownfield,	7	23 50	2 35	1 37	1,206	-	.50	2 32	37 71	115 00	-	-	-	-	31 00
Buckfield,	7	20 00	2 10	1 80	1,280	-	.73	3 28	44 30	126 24	-	-	256 00	25	70 15
Byron,	5	21 50	2 60	2 25	300	-	-	2 78	7 52	17 42	-	-	100 00	-	13 25
Canton,	-	-	-	-	-	-	-	-	26 46	-	-	-	-	-	-
Denmark,	1	20 83	2 41	1 75	1,100	-	.37	2 54	37 63	32 88	-	-	-	-	50 00
Dixfield,	7	-	2 50	2 00	900	-	.61	-	20 40	-	300	-	400 00	-	40 00
Fryeburg,	10	28 00	2 72	1 50	1,625	-	.44	2 90	42 12	90 00	-	-	-	-	62 00
Gilead,	6	-	2 63	1 23	347	-	.61	2 73	19 85	15 00	-	75	40 00	30	13 00
Grafton,	-	-	-	-	-	-	-	-	2 41	-	-	-	-	-	-
Greenwood,	5	20 00	3 00	2 25	880	-	.62	2 65	23 90	25 00	-	-	-	-	30 00
Hanover,	3	-	4 00	1 50	200	10	.50	3 16	4 27	-	-	-	10 00	-	6 00
Hartford,	4	21 30	2 09	2 50	1,156	289	.53	3 00	30 65	23 84	-	-	-	-	53 00
Hebron,	2	22 00	2 25	2 25	-	-	.48	-	20 65	-	250	\$300	70 00	-	30 00
Hiram,	12	21 43	2 59	1 80	1,000	40	.48	2 04	36 23	-	130	-	75 34	38	73 28
Lovell,	3	25 00	2 50	2 00	900	-	.48	-	38 16	-	50	-	25 00	30	56 00
Mason,	-	24 00	2 62	1 50	102	-	.44	2 04	3 88	-	3	-	10 00	-	2 75
Mexico,	1	20 00	2 25	1 75	504	-	.53	2 47	16 45	40 46	75	-	63 45	-	15 00
Newry,	3	22 00	2 66	1 75	462	-	.15	3 12	12 80	36 89	30	-	60 00	100	6 25
Norway,	16	40 00	2 11	2 00	1,500	-	.41	2 35	56 95	13 70	1,500	-	1,000 00	100	83 50
Oxford,	5	27 55	3 00	2 50	1,200	239	.49	2 28	42 43	-	304	18	409 05	67	53 00
Paris,	8	27 00	3 00	1 87	2,828	707	.48	2 58	82 55	1 75	-	-	-	50	120 70
Peru,	4	22 70	3 64	1 50	1,122	-	.48	2 73	30 73	-	141	-	85 64	157	36 50

Porter,	2	21 03	2 61	1 76	1,240	-	.53	2 49	34 52	100 70	-	-	113 02	30	39 00
Roxbury,	-	-	-	-	-	-	-	-	4 11	-	-	-	-	-	-
Rainford,	3	24 55	2 71	1 71	1,200	163	.53	2 80	35 77	180 00	217	-	-	247	53 25
Stow,	-	-	-	-	-	-	-	-	13 42	-	-	-	-	-	-
Stoneham,	2	24 00	2 75	2 25	350	-	.39	1 83	14 89	-	28	-	5 00	20	16 00
Sumner,	7	25 00	3 00	2 00	1,000	-	.50	2 54	30 26	-	-	-	75 00	-	48 00
Sweden,	3	23 75	2 45	1 83	600	127	.53	2 61	19 00	100 00	-	75	-	44	51 00
Upton,	2	21 00	2 25	1 00	250	86	.35	3 97	5 36	-	-	-	-	-	4 50
Waterford,	11	30 33	2 46	1 63	1,100	38	.53	2 12	38 94	68 00	350	-	125 00	100	90 00
Woodstock,	5	16 67	2 75	2 00	1,000	-	.64	2 68	26 23	-	-	-	-	-	35 50
Franklin pl.,	1	14 13	1 92	1 30	150	-	.37	1 23	8 07	-	-	-	12 00	6	3 50
Hamlin's Grant,	-	-	-	-	-	-	-	-	2 02	-	-	-	-	-	-
Lincoln pl.,	-	-	2 75	2 00	40	8	-	3 08	1 32	-	-	-	9 00	-	-
Milton pl.,	1	23 00	2 50	2 00	200	-	.53	2 17	7 13	-	56	-	12 50	50	5 50
Riley pl.,	-	-	-	-	-	-	-	-	1 17	-	-	-	-	-	-
Andover N. Surplus,	-	-	1 50	-	-	-	.72	-	1 70	-	-	-	-	12	-
	155	\$23 44	\$2 55	\$1 83	\$29,064	\$1,807	.50	\$2 33	\$964 29	1,022 79	\$3,682	\$418	3,158 00	\$1,139	\$1,294 23

PENOBSCOT COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Summer Schools.	Average number attending Winter Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of		Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	No	return.						W.	D.	W.	D.	2 grades.	3 grades.				4 grades.								
Alton,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Argyle,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bangor,	5,407	3,462	2,841	3,651	2,801	-	12	20	2	1	-	-	-	-	all	-	-	35	11	-	-	-	-	-	
Bradford,	637	281	220	302	239	-	8	3	4	15	-	-	-	-	-	-	12	4	-	-	-	-	-	-	
Bradley,	315	158	129	177	140	-	9	7	3	4	-	-	-	-	11	-	5	5	-	-	-	-	-	-	
Brewer,	1,148	690	536	748	677	-	50	10	3	10	2	7	-	-	31	-	10	8	-	-	-	-	-	-	
Burlington,	232	146	110	105	79	-	28	11	8	2	6	-	-	-	-	-	6	5	-	-	-	-	-	-	
Carmel,	558	323	231	352	277	-	9	9	-	11	-	-	-	-	11	-	11	8	-	-	-	-	-	-	
Carroll,	239	137	106	145	110	-	25	7	2	10	5	1	-	-	-	-	6	3	-	-	-	-	-	-	
Charleston,	461	269	219	292	240	-	9	19	11	11	1	-	-	-	-	-	10	8	-	-	-	-	-	-	
Chester,	173	106	80	77	55	-	29	8	1	6	-	-	-	-	-	-	5	-	-	-	-	-	-	-	
Clifton,	137	109	78	-	-	-	10	11	-	-	-	-	-	-	-	-	4	2	-	-	-	-	-	-	
Coriana,	567	334	319	338	282	-	92	7	2	16	1	-	-	-	11	-	16	12	-	-	-	-	-	-	
Corinth,	617	355	253	415	325	-	82	7	4	2	-	-	-	-	1	-	18	11	-	-	-	-	-	-	
Dexter,	975	801	640	903	678	-	102	9	10	12	-	-	-	-	1	-	15	10	-	-	-	-	-	-	
Dixmont,	489	267	201	378	312	-	162	9	13	2	-	-	-	-	-	-	13	7	1	-	-	\$650	-	-	
Eddington,	258	130	108	182	143	-	52	8	1	5	7	-	-	-	-	-	7	6	-	-	-	-	-	-	
Edinburg,	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Enfield,	223	221	157	94	69	-	20	10	2	5	2	-	-	-	-	-	5	1	-	-	-	-	-	-	
Etna,	340	182	136	221	177	-	39	8	9	9	-	-	-	-	-	-	8	5	-	-	-	-	-	-	
Exeter,	552	358	275	399	327	-	7	4	8	13	1	-	-	-	-	-	13	8	-	-	-	-	-	-	
Garland,	505	252	188	366	310	-	7	3	8	4	10	2	-	-	11	-	10	9	1	-	-	600	-	-	
Glenburn,	276	112	100	175	150	-	63	10	12	7	-	-	-	-	-	-	7	5	1	-	-	600	-	-	
Greenbush,	313	239	159	-	-	-	8	1	-	7	-	-	-	-	-	-	6	3	-	-	-	-	-	-	
Greenfield,	149	118	73	66	45	-	14	10	9	2	-	-	-	-	-	-	2	1	-	-	-	-	-	-	

Hampden,	1,299	756	588	837	692	75 8	2 9	20	-	2 2	19	3	-	-	-	-	8	20	
Heron,	626	338	277	414	339	76 7	3 7	1	14	1	-	-	13	10	-	-	9	14	
Holden,	335	202	194	241	207	39 8	2 7	4	9	-	-	9	6	-	-	-	1	7	
Howland,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hudson,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kenduskeag,	281	152	121	213	197	- 8	1 10	4	5	1	1	1	5	4	-	-	2	5	
Lagrange,	288	162	113	166	116	41 10	11	2	4	-	-	4	-	-	-	-	3	4	
Lee,	373	205	173	217	163	100 8	3 10	-	9	2	-	-	9	1	-	-	5	7	
Levant,	497	261	205	320	251	80 6	4 5	1	10	3	1 1	-	11	8	-	-	7	9	
Lincoln,	601	390	307	401	313	113 10	10	1	11	-	2 1	1	9	4	-	-	3	12	
Lowell,	180	165	160	150	150	10 10	11	-	7	-	-	-	7	-	-	-	-	6	
Mattawankeag,	90	68	55	42	35	- 11	12	-	3	-	-	-	1	1	-	-	-	3	
Maxfield,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Milford,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mt. Chase,	109	70	64	-	-	- 8	3	-	6	-	-	-	2	2	1	\$67	-	5	
Newburg,	412	306	256	364	301	58 8	1 8	5	10	-	-	-	10	9	-	-	-	9	
Newport,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oldtown,	1,329	647	478	631	488	54 10	3 9	4	8	-	1	1	10	4	-	1	6	12	
Orono,	826	415	308	289	234	133 11	12	-	1	-	all	all	10	9	-	1	2	9	
Orrington,	696	391	310	477	415	86 9	8	-	11	-	2 2	-	13	10	-	-	8	13	
Passadumkeag,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Patten,	293	178	134	199	158	21 9	3 8	2	6	-	1 1	-	6	5	-	-	-	7	
Plymouth,	395	210	167	247	209	37 8	9	-	9	-	1 1	-	9	8	-	-	4	9	
Prentiss,	133	31	23	-	-	- 8	-	-	7	1	-	-	5	1	-	-	-	2	
Springfield,	360	182	145	138	112	- 7	3 8	-	6	3	-	-	7	2	-	-	2	7	
Stetson,	332	198	149	221	176	90 8	3 9	7	7	2	-	-	7	7	-	-	5	7	
Veazie,	313	201	116	255	184	54 12	12	-	1	-	1	1	2	2	-	-	1	3	
Winn,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Drew pl.,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medway pl.,	164	-	-	-	-	- 12	-	-	4	2	-	-	4	1	1	200	-	3	
Pattagumpus pl.,	40	26	18	-	-	- 12	-	-	-	-	-	-	1	-	-	-	-	1	
Webster pl.,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Woodville pl.,	60	45	36	-	-	- 8	2	-	3	-	-	-	1	-	-	-	-	3	
No. 4, R. 1,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Independence,	20	-	-	-	-	- 11	-	-	1	-	-	-	-	-	1	100	-	-	
	26,387	14,605	11,556	15,208	12,125	1,825 9	2 9	2	360	24	22	-	397	248	6	\$2,217	9	140	448

SUPERINTENDENT'S REPORT.

PENOBSCOT COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Alton,	-	-	-	-	-	-	-	-	\$17 85	-	-	-	-	-	-
Argyle,	-	-	-	-	-	-	-	-	8 77	-	-	-	-	-	-
Bangor,	76	128 00	\$8 00	\$3 50	\$24,900	\$12,600	.52	\$4 60	416 00	-	-	-	-	-	-
Bradford,	8	29 60	2 93	1 90	1,200	50	.36	1 88	46 94	\$123 00	\$200	\$150	\$5,162 00	\$1,200 00	43 75
Bradley,	2	31 50	4 00	2 50	651	-	.42	2 07	23 75	49 00	25	-	125 00	-	25 00
Brewer,	10	-	-	3 60	2,500	473	.53	2 18	86 20	48 80	200	25	91 85	-	25 00
Burlington,	1	26 00	3 36	2 14	434	-	.40	1 95	16 14	254 00	114	25	500 00	\$50	100 00
Carmel,	8	26 00	2 78	1 75	1,200	240	.45	2 15	42 43	96 00	100	-	89 69	-	32 50
Carroll,	3	28 66	3 04	1 50	600	130	.47	2 53	18 47	66 00	86	-	450 00	-	53 00
Charleston,	5	24 85	3 02	1 95	1,100	50	.50	2 38	35 60	119 00	-	-	55 00	75	22 00
Chester,	3	-	2 54	1 83	325	-	-	1 87	11 95	13 00	-	-	-	-	47 00
Clifton,	5	-	2 71	1 67	300	7	.39	2 14	10 00	100 00	-	-	-	-	36 00
Corinna,	13	16 83	2 50	-	1,700	-	.53	3 00	44 53	-	-	-	-	-	25 00
Corinth,	11	22 70	2 85	1 68	2,000	-	.47	3 24	47 87	63 00	-	-	150 00	-	65 75
Dexter,	18	60 00	3 50	2 00	2,400	75	.67	2 66	69 05	146 00	-	-	-	-	62 00
Dixmont,	6	25 00	2 60	2 00	1,200	118	.52	2 45	37 15	-	-	75	-	-	145 30
Eddington,	6	24 00	3 23	1 90	900	259	.49	3 49	20 10	-	175	25	151 71	-	36 25
Edinburg,	-	-	-	-	-	-	-	-	20 10	-	25	-	86 99	34	22 50
Enfield,	1	30 00	3 12	2 02	400	-	.50	1 78	2 09	-	-	-	-	-	-
Etna,	5	26 50	2 45	1 78	800	162	.46	2 35	18 16	-	-	-	-	-	18 00
Exeter,	5	28 33	2 62	2 35	2,006	148	.54	3 62	27 86	48 00	25	-	103 00	-	27 00
Garland,	4	29 20	2 98	2 05	1,498	-	.49	2 96	39 96	-	156	-	444 28	-	65 00
Glenburn,	5	45 00	4 50	2 50	750	9	.45	2 71	40 57	92 00	300	-	400 00	-	50 00
Greenbush,	-	30 00	2 31	2 19	656	-	.45	2 71	25 22	-	-	-	90 00	-	35 50
Greenfield,	-	25 00	2 40	2 58	375	15	.39	2 51	24 83	30 00	75	-	22 60	6	25 25
									8 93	100 00	-	-	40 00	-	14 00

Hampden,	13	28 12	3 00	2 50	2,500	186	.50	1 92	86 89	-	1,300	-	-	-	125 00
Hernon,	3	25 00	2 00	2 25	1,100	-	.47	1 75	48 40	-	200	-	125 00	50	45 00
Holden,	8	26 00	3 75	2 25	750	132	.59	2 24	25 60	20 00	128	-	87 00	-	23 00
Howland,	-	-	-	-	-	-	-	-	4 10	-	-	-	-	-	-
Hudson,	-	-	-	-	-	-	-	-	21 06	-	-	-	-	-	-
Kenduskeag,	3	35 00	3 00	2 25	816	-	.56	2 83	23 38	52 00	40	-	92 00	132	23 00
Lagrange,	1	31 00	2 75	2 17	700	10	.39	2 91	21 65	-	-	-	-	-	1 75
Lee,	1	27 80	3 00	1 31	931	-	.44	2 50	29 93	100 00	500	-	175 00	30	32 50
Levant,	4	27 00	3 21	2 12	976	-	.45	1 99	39 26	-	215	-	130 75	33	33 75
Lincoln,	7	33 66	3 57	2 27	1,250	26	.51	2 08	45 77	192 00	390	50	122 37	135	65 00
Lowell,	3	-	2 50	2 00	-	-	-	-	15 59	-	-	-	-	-	17
Mattawamkeag,	1	-	2 66	2 16	210	-	.50	2 33	6 98	45 00	-	-	6 00	-	5 65
Maxfield,	-	-	-	-	-	-	-	-	3 96	-	-	-	-	-	-
Milford,	-	-	-	-	-	-	-	-	18 62	-	-	-	-	-	-
Mt. Chase,	-	-	2 50	2 45	226	-	-	2 07	6 68	22 00	-	-	10 00	-	6 00
Newburg,	5	26 00	2 25	2 25	1,365	-	.67	3 31	31 03	-	100	50	165 00	-	24 00
Newport,	-	-	-	-	-	-	-	-	37 08	-	-	-	-	-	-
Oldtown,	9	44 00	3 00	3 50	3,860	100	.36	2 90	95 27	-	500	-	652 70	-	150 00
Orono,	4	45 00	4 50	2 25	2,800	15	.33	3 39	65 56	-	-	-	195 00	-	58 00
Orrington,	5	29 00	3 40	2 75	2,000	537	.51	2 87	53 68	69 00	78	-	308 00	67 00	93 00
Passadumkeag,	-	-	-	-	-	-	-	-	10 00	-	-	-	-	-	-
Patten,	7	-	3 00	3 00	639	-	.63	2 18	18 24	53 00	130	-	97 00	40	24 75
Plymouth,	5	25 00	2 25	2 75	700	50	.47	1 82	26 60	-	75	-	71 00	47	30 00
Prentiss,	-	-	2 50	1 37	225	-	-	1 92	11 64	-	50	-	-	75	1 00
Springfield,	3	42 66	3 00	1 83	900	46	.35	2 50	26 77	65 00	263	-	80 00	61	47 25
Stetson,	3	33 33	2 86	2 15	800	115	.46	2 41	21 10	162 00	255	-	64 65	61	54 25
Veazie,	2	35 00	4 33	3 75	700	23	.51	2 48	21 88	-	40	-	145 70	-	15 00
Winn,	-	-	-	-	-	-	-	-	10 18	-	-	-	-	-	-
Drew pl.,	-	-	-	-	-	-	-	-	2 56	-	-	-	-	-	-
Medway pl.,	-	-	3 00	2 00	325	-	-	1 88	11 87	-	-	-	-	-	5 00
Pattagampus pl.,	-	-	2 50	1 50	65	-	-	1 58	3 57	-	-	-	-	-	-
Webster pl.,	-	-	-	-	-	-	-	-	1 48	-	-	-	-	-	-
Woodville pl.,	-	-	2 25	1 33	-	-	-	-	3 96	-	-	-	-	23	-
No. 4, R 1,	-	-	-	-	-	-	-	-	3 96	-	-	-	-	-	-
Independence,	-	-	2 00	-	37	-	-	-	1 55	-	-	-	-	49	-
	282	\$33 73	\$3 05	\$2 21	\$71,762	\$4,176	.48	\$2 72	2,004 46	2,127 00	\$5,845	\$340	\$10,489 29	\$1,011	\$3,014 70

SUPERINTENDENT'S REPORT.

PISCATAQUIS COUNTY.

Towns	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.		Number of parts of districts.		Number of districts with graded schools.		No. of 2 grades, 3 grades, 4 grades.		Number of School Houses in town.		Number in good condition.		Number of School Houses built last year.		Cost of the same.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		Number of Female Teachers employed in Summer.					
Abbot,	300	230	184	186	150	70	6	2	8	11	2	1	1	8	3	8	3	8	3	10	6	10	6	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Atkinson,	360	275	225	315	260	7	8	11	11	1	1	1	1	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	
Barnard,	65	18	18	-	-	8	3	3	3	3	3	3	3	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	
Bowerbank,	40	14	14	16	16	2	10	5	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2		
Blauchard,	78	45	33	51	41	12	10	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Brownville,	283	172	130	193	144	38	8	5	9	2	9	11	11	8	3	14	12	8	3	14	12	8	3	14	12	8	3	14	12	8	3	14	12	8	3	14	12	8	3	14	12	
Dover,	707	467	335	556	445	89	9	110	3	16	11	11	11	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	
Foxcroft,	360	193	154	183	158	50	10	8	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Guilford,	260	158	124	183	143	8	2	9	3	8	8	8	8	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8
Greenville,	121	95	65	60	40	-	-	-	-	4	-	-	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	
Kingsbury,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Medford,	143	90	69	102	75	23	6	4	6	6	6	6	6	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	
Monson,	250	142	111	128	104	7	7	9	9	11	11	11	11	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
Milo,	322	198	146	273	222	75	7	8	9	9	9	9	9	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	
Orneville,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Parkman,	429	264	200	350	275	150	6	8	15	15	15	15	15	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	
Sangerville,	433	224	175	268	216	46	8	11	9	3	9	3	9	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	
Sebec,	371	161	130	279	216	89	8	19	4	10	10	10	10	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	
Slidley,	96	79	57	68	54	11	8	11	3	3	3	3	3	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	
Wellington,	288	167	110	210	174	110	8	8	10	1	10	1	10	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	
Williamsburg,	75	7	5	49	37	30	8	9	3	-	-	-	-	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	
	5,313	3,012	2,284	3,491	2,761	795	8	8	3	146	7	7	-	132	62	2	\$1,500	-	30	123																						

PISCATAQUIS COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Abbot,	6	\$27 25	\$2 85	\$1 61	\$800	-	.55	\$2 67	\$22 89	\$59 15	\$75	-	\$3 25 25	\$40	\$44 15
Atkinson,	8	23 00	2 75	2 00	900	-	.67	1 98	27 16	100 00	100	-	-	25	25 00
Barnard,	-	-	2 17	2 31	108	-	-	1 66	4 97	-	4	-	8 00	-	4 00
Bowerbank,	2	-	2 00	2 00	30	-	.37	75	3 10	30 00	-	-	3 80	-	-
Blanchard,	-	28 00	2 00	1 75	164	-	.49	2 10	5 28	35 71	5	-	11 53	-	2 75
Brownville,	6	33 00	2 58	1 46	600	-	.48	2 12	24 50	30 00	16	-	58 75	46	26 75
Dover,	13	33 00	3 25	2 27	2,000	-	.56	2 89	56 79	78 00	-	-	365 93	50	71 00
Foxcroft,	10	-	2 50	1 50	1,102	-	.43	3 00	27 94	-	-	-	200 00	-	48 15
Guilford,	5	33 00	2 67	1 74	849	-	.50	3 26	21 49	-	127	\$20	85 84	-	40 00
Greenville,	-	26 00	2 44	2 20	250	\$13	.43	2 06	9 60	50 00	16	-	-	-	-
Kingsbury,	-	-	-	-	-	-	-	-	5 36	-	-	-	-	-	-
Medford,	4	-	2 00	1 75	270	-	.50	1 88	10 48	-	-	-	20 12	-	14 84
Monson,	5	20 50	2 82	2 00	708	-	.42	2 83	19 94	51 24	-	-	75 00	-	20 50
Milo,	9	36 00	2 75	2 04	1,000	41	.57	3 13	27 08	80 01	50	-	100 00	50	27 00
Orneville,	-	-	-	-	-	-	-	-	17 69	-	-	-	-	-	-
Parkman,	10	35 00	3 00	2 50	875	-	.55	2 04	33 10	19 00	-	-	-	-	31 00
Sangerville,	7	24 00	3 00	2 00	1,000	50	.43	2 30	33 28	45 00	-	-	-	-	36 50
Sbec,	4	27 67	2 78	2 00	850	-	.46	2 56	29 88	1 00	30	-	95 00	-	30 00
Shirley,	3	-	2 21	2 00	125	-	.55	1 30	8 85	131 80	-	-	25 00	21	5 25
Wellington,	1	20 00	2 00	2 00	800	277	.49	2 78	22 27	-	-	-	40 00	20	41 00
Williamsburg,	2	-	3 00	2 33	125	-	.28	1 66	4 80	-	-	-	10 40	25	7 50
	95	\$28 19	\$2 57	\$1 97	\$12,552	\$381	.48	\$2 36	\$419 00	\$710 91	\$423	\$20	\$1,421 62	\$278	\$475 39

SUPERINTENDENT'S REPORT.

SAGADAHOC COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.	
						w.	d.	w.	d.	2 grades.	3 grades.				4 grades.										
Arrowsic,	97	44	34	49	40	18	10	11	2	2	1	-	-	-	-	-	2	2	-	-	-	-	2	2	2
Bath,	2,559	1,653	1,379	1,663	1,456	10	20	20	1	1	1	-	-	all	-	-	14	6	-	1	-	2	2	35	
Bowdoinham,	679	393	307	431	351	38	9	5	10	5	18	-	-	1	-	-	18	9	-	-	-	-	11	17	
Bowdoin,	556	410	316	-	-	-	9	4	-	-	18	-	1	-	-	-	18	6	-	1	-	1	13	15	
Georgetown,	481	235	196	268	220	62	8	9	-	-	10	-	-	-	-	7	4	-	-	-	-	-	3	5	
Perkins,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Phippsburg,	631	363	258	434	332	108	9	19	1	1	14	-	-	-	-	-	14	11	-	-	-	-	5	12	
Richmond,	800	596	485	628	534	32	10	2	11	2	11	-	-	1	-	1	14	10	-	-	-	1	10	16	
Topsban,	512	274	222	353	285	85	9	10	10	10	10	-	-	1	-	1	13	8	-	-	-	-	6	11	
West Bath,	125	73	60	91	69	17	8	1	11	1	4	-	-	-	-	-	4	3	-	-	-	1	1	4	
Woolwich,	373	198	157	175	146	47	10	19	-	-	9	-	-	-	-	-	8	1	-	-	-	-	3	6	
	6,838	4,639	3,714	4,492	3,433	417	10	2	11	1	97	1	4	-	-	-	112	60	2	-	-	5	56	123	

SAGADAHOC COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Arrowsic,	-	\$28 00	\$2 00	\$2 25	\$261	-	.38	\$2 69	\$7 37	-	\$15	-	\$20 00	\$48	-
Bath,	35	122 50	7 18	3 00	15,500	10,088	.55	2 00	244 39	100 00	-	-	4,800 00	960	\$500 00
Bowdoinham,	-	24 38	3 03	2 50	2,349	-	.48	3 46	54 62	-	200	\$100	170 00	525	65 00
Bowdoin,	4	25 00	2 19	1 76	1,750	-	-	3 13	42 50	-	-	-	-	-	33 00
Georgetown,	4	38 00	3 50	3 50	750	-	.43	1 54	34 90	-	50	-	60 00	-	26 00
Perkins,	-	-	-	-	-	-	-	-	1 94	-	-	-	-	-	-
Phipsburg,	6	30 00	2 68	-	2,000	240	.46	3 17	52 29	-	-	-	150 00	200	59 21
Richmond,	6	36 00	3 87	2 50	3,000	265	.63	3 75	69 82	-	450	-	306 00	-	95 00
Topsham,	8	27 50	3 11	3 00	1,800	-	.49	3 50	41 66	39 87	90	100	-	-	57 50
West Bath,	3	22 50	2 80	2 40	400	-	.51	3 20	10 48	-	-	-	43 06	183	11 25
Woolwich,	4	26 00	2 72	2 28	1,000	25	.40	2 68	29 33	-	180	-	65 00	-	43 00
	77	\$37 99	\$3 31	\$2 35	\$288 20	\$10,618	.48	\$2 36	\$589 30	\$139 87	\$985	\$200	\$5,614 00	\$1,916	\$889 96

SOMERSET COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of		Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	w.	d.	w.	d.	w.	d.	w.	d.	2 grades.	3 grades.	4 grades.															
Athens,	583	356	260	455	353	-	7	49	3	14	-	2	7	3	14	-	2	-	-	13	5	-	-	-	4	11
Bingham,	343	178	137	197	164	71	8	37	2	12	-	-	7	1	12	-	-	-	-	7	4	-	-	-	2	12
Brighton,	265	178	165	192	175	14	7	8	-	9	-	-	8	6	9	-	-	-	8	6	1	-	\$200	3	8	
Cambridge,	163	107	85	132	111	25	6	4	2	5	-	-	5	2	5	-	-	-	5	2	1	-	800	1	5	
Canaan,	667	390	288	461	369	-	8	7	3	12	-	-	12	3	12	-	-	-	12	3	-	-	-	6	13	
Concord,	204	95	61	149	116	73	7	17	2	12	-	-	9	-	12	-	-	-	9	-	2	-	500	1	5	
Cornville,	352	201	150	267	216	90	6	4	2	12	-	-	12	8	12	-	-	-	12	8	-	-	-	6	10	
Detroit,	270	195	146	218	172	23	3	2	9	3	5	-	5	3	5	-	-	-	5	3	-	-	-	2	6	
Emden,	354	260	200	295	250	35	9	10	-	14	2	-	12	10	14	-	-	-	12	10	-	-	-	-	7	14
Fairfield,	1,085	450	300	540	380	90	11	10	-	16	2	-	18	12	16	-	-	-	18	12	-	-	-	-	10	16
Harmony,	367	280	220	360	310	80	9	3	10	3	11	-	11	3	11	-	-	-	11	3	1	-	500	6	9	
Hartland,	405	204	178	296	205	92	7	3	8	2	9	-	10	4	10	-	-	-	10	4	-	-	-	-	4	6
Lexington,	146	90	70	140	112	50	6	3	3	7	2	-	7	4	7	-	-	-	7	4	-	-	-	-	1	6
Madison,	528	298	229	400	347	102	8	3	19	3	19	-	16	13	19	-	-	-	16	13	-	-	-	-	6	15
Mercer,	325	168	133	237	180	51	7	3	9	11	-	-	11	2	11	-	-	-	11	2	-	-	-	-	7	8
Moscow,	218	105	84	167	124	61	6	2	3	10	-	-	5	1	10	-	-	-	5	1	-	-	-	-	2	6
New Portland,	563	286	223	448	358	162	7	8	-	16	2	-	15	11	16	-	-	-	15	11	2	-	700	7	12	
Norridgewock,	602	275	205	350	310	-	6	4	7	18	4	-	16	11	18	-	-	-	16	11	-	-	-	-	4	17
Palmyra,	577	327	247	431	352	66	8	19	15	15	2	-	16	4	15	-	-	-	16	4	-	-	-	-	4	13
Pittsfield,	633	373	290	412	344	124	8	17	2	10	5	-	10	4	10	-	-	-	10	4	-	-	-	-	6	10
Ripley,	207	132	97	150	121	42	3	3	5	5	-	-	5	3	5	-	-	-	5	3	-	-	-	-	2	5
St. Albans,	693	351	263	375	304	84	7	2	0	16	-	-	16	2	16	-	-	-	16	2	-	-	-	-	9	14
Skowhegan,	1,323	686	537	891	723	168	8	18	4	18	3	-	25	16	18	-	-	-	25	16	-	-	-	-	8	23
Smithfield,	284	184	148	213	163	63	7	2	7	3	7	-	4	4	3	-	-	-	4	4	-	-	-	-	4	6
Starks,	419	223	180	316	256	127	8	18	2	15	1	-	13	9	15	-	-	-	13	9	1	-	700	4	13	

Flagstaff pl.,	25	18	16	25	-	-	8	8	1	-	-	-	1	-	-	-	-	-	1	
Moose River pl.,	29	28	28	-	-	-	12	-	1	-	-	-	1	-	-	-	-	-	1	
West Forks pl.,	34	-	25	30	-	-	10	-	2	1	-	-	1	-	-	-	-	-	2	
The Forks pl.,	51	-	-	-	-	-	10	-	-	3	-	-	1	-	-	-	-	-	2	
Carratunk pl.,	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Pleasant Ridge pl.,	71	40	35	60	46	12	6	3	3	2	-	-	3	1	-	-	-	-	5	
Jackmantown pl.,	53	24	21	20	17	15	8	5	3	1	-	-	2	-	-	-	-	1	2	
	12,955	6,502	5,001	8,227	6,578	1,720	8	18	3	310	41	8		293	147	8	\$3,400		117	275

SOMERSET COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Athens,	9	\$28 50	\$2 75	\$1 75	\$1,063	-	.52	\$1 82	\$42 98	\$127 97	-	-	\$148 50	\$30	\$42 00
Bingham,	9	23 00	2 35	1 62	625	-	.43	1 82	25 60	60 00	-	-	75 00	-	28 25
Brighton,	5	20 00	2 75	1 75	555	-	.64	2 14	19 63	-	-	-	100 00	15	20 00
Cambridge,	4	30 00	3 00	1 47	516	-	.60	2 30	13 04	30 12	-	-	-	-	18 50
Canaan,	7	28 33	3 00	2 15	1,715	-	.49	2 62	55 09	42 00	-	165	127 31	-	75 00
Concord,	10	22 00	2 38	1 27	541	-	.43	2 65	15 67	50 00	-	20	50 00	50	9 00
Cornville,	5	26 50	2 44	1 90	1,140	-	.52	3 23	29 18	110 90	-	100	100 00	-	50 75
Detroit,	4	31 00	3 00	2 29	700	40	.58	2 59	20 33	50 20	-	-	48 56	-	37 00
Emden,	7	22 00	3 00	1 25	1,042	-	.63	2 94	27 24	56 00	-	50	112 00	-	-
Fairfield,	9	30 00	2 50	2 50	3,000	937	.31	2 77	84 15	-	500	\$150	400 00	162	132 20
Harmony,	5	30 00	3 00	2 50	1,107	-	.72	3 00	30 65	100 00	-	225	79 00	50	55 00
Hartland,	6	22 50	2 37	1 93	800	-	.47	1 95	30 65	-	-	50	-	12	41 80
Lexington,	7	22 00	2 66	1 65	496	-	.62	3 38	11 48	-	-	-	41 00	-	15 00
Madison,	9	33 59	2 60	1 67	1,615	-	.54	3 06	43 76	190 00	-	100	200 00	50	47 50

SOMERSET COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to Superintending school committee.
Mercer,	3	\$22 71	\$2 80	\$1 75	\$793	-	.48	\$2 44	\$25 30	-	\$65	-	-	\$73	\$23 50
Moscow,	6	28 00	2 83	1 60	450	5	.48	2 06	17 54	42 48	-	-	\$72 00	30	21 00
New Portland,	8	28 00	2 81	1 80	1,200	75	.51	2 13	36 46	44 64	-	-	162 48	108	71 00
Norridgewock,	13	22 00	3 50	2 75	1,900	-	.42	2 50	43 14	-	150	-	-	-	54 00
Palmyra,	11	25 50	2 52	1 83	1,200	-	.51	2 28	44 69	69 80	200	-	300 00	-	52 75
Pittsfield,	4	25 83	3 16	1 76	1,500	5	.50	2 36	53 76	-	400	-	150 00	38	64 35
Ripley,	3	29 00	3 00	1 48	656	-	.51	3 17	16 60	32 43	1,200	-	73 25	-	48 00
St. Albans,	3	28 27	2 56	1 94	1,808	-	.40	2 61	50 90	71 43	-	-	33 54	-	54 75
Skowhegan,	17	29 25	3 91	2 50	2,750	-	.47	2 07	106 68	-	-	-	800 00	-	169 75
Smithfield,	3	24 75	2 73	1 80	793	-	.54	2 80	22 58	-	35	-	43 78	42	24 00
Starks,	10	28 12	2 75	2 01	1,341	-	.52	3 19	33 83	-	141	-	104 09	210	58 50
Flagstaff pl.,	1	-	2 75	1 50	-	-	-	-	1 63	76 11	-	-	-	-	-
Moose River pl.,	-	-	4 00	2 00	-	-	-	-	2 56	-	-	-	5 00	-	-
West Forks pl.,	-	-	3 00	-	-	-	-	-	2 33	67 00	-	-	3 00	-	-
The Forks pl.,	-	-	3 00	-	-	-	-	-	4 50	-	-	-	-	-	-
Carratunk pl.,	-	-	-	-	-	-	-	-	5 58	-	-	-	-	-	-
Pleasant Ridge pl.,	3	-	3 00	2 00	-	-	.56	-	5 58	-	-	-	-	-	-
Jackmantown pl.,	2	17 00	2 00	1 75	138	-	.36	2 60	1 78	-	-	-	10 00	-	11 00
	193	\$25 50	\$2 84	\$1 87	\$29,444	\$1,057	.51	\$2 29	1,024 65	1,221 08	\$2,313	\$150	\$2,508 51	\$872	\$1,223 60

WALDO COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of		Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	w.	d.						w.	d.	2 grades.	3 grades.				4 grades.								
Belfast,	1,865	943	754	1,091	916	-	11	3	10	3	15	1	2	1	1	19	11	-	-	-	-	15	24
Belmont,	234	160	121	190	172	30	8	4	7	4	5	1	-	-	-	5	3	-	-	-	-	5	5
Brooks,	319	212	145	269	175	65	10	9	9	7	7	-	-	-	-	7	2	-	-	-	-	4	6
Frankfort,	524	120	98	450	384	330	9	10	3	8	8	2	1	1	-	8	6	1	\$225	-	-	4	4
Freedom,	250	146	120	187	145	41	8	8	-	9	9	-	-	-	-	8	-	-	-	-	-	5	7
Islesborough,	466	294	212	296	235	60	11	18	4	8	-	-	-	-	-	8	4	-	-	-	-	7	8
Knox,	355	206	146	263	200	54	8	4	3	10	1	-	-	-	-	9	-	-	-	-	-	8	9
Lincolntonville,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monroe,	540	227	167	390	311	156	6	4	4	13	-	-	-	-	-	13	13	-	-	-	-	6	9
Montville,	550	285	215	393	338	108	9	8	4	15	2	-	-	-	-	15	8	1	400	-	-	13	13
Morrill,	200	112	82	143	113	31	9	4	9	5	-	-	-	-	-	5	1	1	800	-	-	3	5
Northport,	367	166	149	247	194	70	8	3	10	9	-	-	-	-	-	9	1	-	-	-	-	5	8
Palermo,	440	319	293	339	303	61	9	8	3	14	2	-	-	-	-	14	6	1	300	-	-	5	12
Prospect,	338	190	175	229	198	-	8	9	-	6	3	-	1	-	-	6	2	-	-	-	-	4	6
Searsmont,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Searsport,	924	531	404	552	463	60	11	2	3	12	-	-	3	2	1	11	9	-	-	-	-	5	14
Stockton,	756	525	443	496	421	105	8	8	-	9	2	2	1	1	-	8	7	-	-	-	-	5	12
Swanville,	336	188	151	210	182	20	7	8	-	5	1	-	-	-	-	5	4	-	-	-	-	3	5
Thorndike,	310	215	185	285	240	60	8	3	1	10	-	-	-	-	-	10	1	-	-	-	-	6	10
Troy,	512	150	150	363	300	183	7	18	-	12	3	-	-	-	-	12	8	-	-	-	1	11	9
Unity,	440	290	265	328	296	47	9	4	12	1	1	1	1	-	-	11	6	-	-	-	-	3	10
Waldo,	270	148	121	102	135	26	9	4	2	7	-	-	-	-	-	7	3	1	587	-	-	5	7
Winterport,	1,190	747	614	673	537	136	8	2	1	17	2	2	2	-	-	17	10	-	-	-	-	7	21
	13,368	6,204	5,010	7,496	6,268	1,643	9	0		208	21	12				212	106	5	\$2,312	4	129	204	

WALDO COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Belfast,	9	\$37 00	\$3 25	\$3 00	\$6,500	\$1,000	.44	\$3 49	\$144 70	-	\$3,500	\$1,600	\$2,500 00	-	\$182 66
Belmont,	-	28 00	2 25	2 00	688	-	.62	2 94	18 00	-	285	100	100 00	-	30 00
Brooks,	3	25 00	2 50	2 00	700	-	.50	2 19	23 90	-	-	-	80 00	-	19 00
Frankfort,	6	29 00	2 58	2 42	1,100	-	.46	2 10	41 52	-	130	100	125 00	40	6 00
Freedom,	4	24 00	2 60	1 33	1,450	-	.52	3 40	18 62	-	-	-	79 13	-	17 00
Islesborough,	1	29 66	2 65	2 50	1,050	-	.47	2 25	34 93	-	-	-	45 00	-	-
Knox,	1	24 42	2 08	1 75	1,070	267	.48	3 01	28 78	-	100	75	125 00	75	41 00
Lincolnton,	-	-	-	-	-	-	-	-	52 76	-	-	-	-	-	-
Monroe,	7	24 66	2 45	2 00	1,200	-	.44	2 22	42 67	-	-	-	-	-	10 75
Montville,	2	24 00	2 07	1 74	1,685	-	.50	3 06	42 67	-	275	-	264 00	158	52 65
Morrill,	2	28 00	1 81	1 38	629	-	.50	3 14	16 22	-	30	-	-	-	14 00
Northport,	4	30 00	3 00	2 00	1,178	-	.46	3 20	29 72	-	25	-	178 00	45	30 75
Palermo,	7	20 50	2 50	2 25	1,010	-	.67	2 29	32 04	-	-	-	95 00	-	25 00
Prospect,	2	32 00	3 75	2 25	1,005	-	.55	3 00	28 17	-	-	-	122 70	-	34 50
Searsmont,	-	-	-	-	-	-	-	-	44 92	-	-	-	-	-	-
Searsport,	11	54 00	3 43	2 43	3,000	1,100	.46	3 32	72 16	-	400	125	-	-	117 50
Stockton,	4	35 00	3 00	2 33	1,600	400	.55	2 12	55 17	-	500	-	-	200	54 00
Swanville,	2	26 25	2 50	2 25	700	-	.50	2 08	27 18	-	-	-	-	-	30 00
Thorndike,	4	19 00	2 00	2 12	750	-	.68	2 42	23 28	-	-	-	-	-	24 50
Troy,	1	22 00	2 50	2 00	1,060	-	.43	2 11	38 94	49	68	-	187 00	-	24 75
Unity,	8	24 00	2 50	2 00	1,200	-	.63	2 50	34 93	-	300	-	110 00	40	60 00
Waldo,	2	25 64	2 90	1 87	728	-	.47	2 70	21 18	-	-	-	65 00	-	22 00
Winterport,	11	37 00	2 77	3 25	3,000	700	.48	2 52	65 56	-	350	-	385 45	40	81 00
	91	\$27 58	\$2 53	\$1 99	\$31,303	\$3,469	.51	\$2 34	1,025 89	\$49	\$5,933	\$2,000	\$4,461 29	\$698	\$877 06

WASHINGTON COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.	
	w.	d.	w.	d.	w.	d.	w.	d.	2 grades.	3 grades.	4 grades.	2	1	0																
Addison,	467	329	266	232	199	97	9	2	8	4	13	1	1	12	3	-	-	-	-	-	-	-	-	-	-	-	-	-		
Alexander,	201	121	91	55	42	-	11	2	12	4	4	2	-	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-		
Baileyville,	160	100	75	125	110	-	9	11	11	5	1	-	-	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-		
Baring,	185	80	72	95	84	15	12	13	13	1	2	-	1	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-		
Beddington,	65	57	49	38	30	-	3	16	2	9	1	1	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-		
Calais,	2,160	1,163	910	1,152	927	112	16	4	15	8	-	-	-	2	-	1	1	15	8	-	-	-	-	-	-	-	-	-		
Centerville,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Charlotte,	244	88	57	163	128	100	10	-	8	6	-	-	-	6	2	-	-	6	2	-	-	-	-	-	-	-	-	-		
Cherryfield,	692	409	344	376	291	-	10	8	8	8	-	-	1	1	1	-	11	3	-	-	-	-	-	-	-	-	-	-		
Columbia,	305	212	175	164	137	11	7	4	7	6	1	-	-	7	5	-	-	7	5	-	-	-	-	-	-	-	-	-		
Columbia Falls,	230	129	-	-	137	-	-	-	-	4	1	-	1	3	1	-	3	1	-	-	-	-	-	-	-	-	-	-		
Cooper,	166	59	39	91	74	-	11	2	8	5	1	-	-	5	-	-	-	5	-	-	-	-	-	-	-	-	-	-		
Crawford,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cutler,	422	308	267	273	245	97	8	10	10	8	-	-	-	7	1	-	-	7	1	-	-	-	-	-	-	-	-	-		
Danforth,	148	108	81	92	67	-	10	2	10	3	-	-	-	10	-	-	-	3	-	-	-	-	-	-	-	-	-	-		
Deblois,	30	30	25	30	22	-	12	12	12	1	-	-	-	1	1	-	1	1	-	-	-	-	-	-	-	-	-	-		
Dennysville,	208	101	63	117	94	31	13	2	13	3	2	-	-	2	2	-	2	2	-	-	-	-	-	-	-	-	-	-		
East Machias,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Eastport,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Edmunds,	184	169	144	-	-	-	10	-	-	6	-	-	-	5	5	-	-	5	5	-	-	-	-	-	-	-	-	-		
Harrington,	439	293	242	306	229	-	11	12	-	9	2	-	1	8	5	-	8	5	-	-	-	-	-	-	-	-	-	-		
Jonesboro',	194	140	100	19	15	5	10	3	-	9	1	-	-	5	4	-	5	4	-	-	-	-	-	-	-	-	-	-		
Jonesport,	511	394	249	260	220	67	13	10	-	16	-	-	-	9	4	1	9	4	-	-	-	-	-	-	-	-	-	-		
Lubec,	955	483	377	514	518	31	9	8	5	14	-	-	1	12	10	-	12	10	-	-	-	-	-	-	-	-	-	-		
Machias,	1,138	560	445	622	502	200	15	15	-	1	-	-	all	all	-	-	12	9	-	-	-	-	-	-	-	-	-	-		

WASHINGTON COUNTY, (CONTINUED.)

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of			Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
							w.	d.	w.	d.				2 grades.	3 grades.	4 grades.							
Machiasport, . . .	625	235	172	297	250	125	11	111			9	1	1			6	4					6	7
Marion, . . .	80	46	36	30	23	-	10	212			4					2	2					1	3
Marshfield, . . .	156	107	90	109	92	26	16		1	2					2	2					2	2	
Meddybemps, . . .	94	25	25	80	62	55	2	8		2					2						2	1	
Millbridge, . . .	651	379	315	372	319	86	10	8	2	11	2	1			11	4					3	10	
Northfield, . . .	100	85	70	75	70	8	7			3					3	2					1	3	
Pembroke, . . .	1,014	563	450	516	397	64	8	410		12		3	3		11	5					5	12	
Perry, . . .	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Princeton, . . .	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Robbinston, . . .	447	192	139	238	177	40	9	412		7	1				8	5					3	5	
Steuben, . . .	426	258	213	205	177	20	9	8		11	3				9	6					3	11	
Topsfield, . . .	189	129	89	131	83	-	11	9	2	4					4	4					2	4	
Trescott, . . .	292	84	56	104	76	20	8	210	2	7	2				7	4					1	3	
Wesley, . . .	147	107	81	-	-	-	9	-	-	5					4	1					-	4	
Whiting, . . .	183	138	114	103	90	13	9	512	-	6					5	5	1		\$50		2	6	
Whitneyville, . . .	243	144	115	182	150	64	9	8	2	1		1			-	-	-	-	-	-	1	2	
Codyville pl., . . .	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jackson Brook pl., . . .	30	30	21	-	-	-	13	-	-	2					1	-					-	2	
Talmadge pl., . . .	18	15	-	12	12	-	12	8	-	2					-	1					-	2	
Waite pl., . . .	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 7 R. 2, . . .	71	53	27	39	30	8	10	12	-	2					2	2	1		\$251		1	2	
No. 18, . . .	13	11	8	-	-	-	8	-	-	1					1	1					-	1	
No. 14 E. D., . . .	69	54	42	-	-	-	8	2	-	3					3	-					2	1	
	17,145	8,088	6,150	7,417	5,842	1,263	10	110	1	224	21	16	-	-	217	117	3		\$666	17	87	234	

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from Local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Addison,	5	\$34 00	\$2 75	\$2 50	\$1,275	- \$3	.50	\$2 75	\$35 53	-	88	-	\$693 98	\$220	\$22 75
Alexander,	-	40 00	2 40	1 87	444	-	.32	2 23	15 83	\$176 00	28	-	37 27	-	22 00
Baileyville,	1	26 00	2 50	2 00	400	130	.57	2 68	10 74	-	-	-	60 00	60	9 00
Baring,	1	45 00	3 25	2 50	456	-	.42	-	14 05	-	80	-	-	-	-
Beddington,	1	-	3 00	2 00	194	50	.60	2 95	5 05	72 00	4	-	14 50	34	9 00
Calais,	16	49 40	3 48	2 75	6,000	1,784	.42	2 80	163 63	130 00	225	200	2,000 00	300	150 00
Centerville,	-	-	-	-	-	-	-	-	5 13	-	-	-	-	-	-
Charlotte,	2	25 00	3 00	2 50	611	-	.37	1 87	20 02	-	200	-	50 00	-	15 00
Cherryfield,	10	30 00	2 34	2 50	2,000	500	.45	2 90	54 07	9 00	400	-	100 00	-	71 00
Columbia,	2	33 33	3 03	2 06	700	-	.50	2 29	27 94	-	-	-	-	-	6 00
Columbia Falls,	2	-	-	-	550	-	-	2 39	17 69	60 00	-	-	-	-	8 00
Cooper,	-	33 00	2 83	2 50	320	-	.33	1 91	12 84	30 00	-	-	30 77	50	16 70
Crawford,	-	-	-	-	-	-	-	-	8 54	-	-	-	-	-	-
Cutler,	-	42 00	3 00	3 75	750	39	.60	1 74	32 43	112 00	-	-	140 00	-	3 00
Danforth,	1	26 00	3 12	1 65	300	-	.50	2 05	11 09	90 00	-	-	40 00	-	-
Deblois,	1	-	5 50	2 00	100	-	.76	3 33	3 33	-	-	-	10 00	-	-
Dennysville,	1	40 00	4 43	3 00	786	300	.37	3 77	14 89	122 00	159	-	59 82	-	12 00
East Machias,	-	-	-	-	-	-	-	-	58 66	-	-	-	-	-	-
Eastport,	-	-	-	-	-	-	-	-	127 06	-	-	-	-	-	-
Edmunds,	-	35 00	-	-	944	400	-	5 13	13 73	123 00	-	-	-	40	10 00
Harri gton,	7	36 50	3 14	2 04	678	-	.53	1 34	34 52	-	10	-	12 75	85	26 10
Jonesboro',	1	38 00	2 95	1 75	518	129	.29	1 30	16 38	-	-	-	-	-	12 00
Jonesport,	9	-	4 00	3 00	1,148	-	.45	2 24	38 55	-	-	-	152 00	-	-
Lubec,	-	36 70	3 00	2 50	2,500	-	.41	2 69	71 64	72 00	18	-	16 50	-	40 00
Machias,	7	60 00	5 00	3 50	3,100	600	.41	2 72	73 47	-	-	-	400 00	-	60 00

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Machiasport,	-	\$4 00	\$3 50	\$3 50	\$1,200	\$90	.33	\$1 94	\$53 53	-	\$124	-	\$150 00	-	\$25 00
Marion,	-	30 00	2 33	2 05	160	-	.36	2 00	4 27	-	-	-	10 00	-	6 00
Marshfield,	-	35 00	3 50	2 50	220	-	.58	1 41	12 50	-	74	-	16 60	-	4 00
Meddybemps,	-	29 00	2 50	2 00	300	4	.45	1 72	7 24	-	5	-	29 26	15	3 00
Millbridge,	4	34 33	3 12	3 00	960	-	.48	1 55	49 14	-	85	-	130 42	-	42 00
Northfield,	2	30 00	3 25	2 00	250	20	.70	2 00	6 98	\$23 00	-	-	15 00	-	-
Pembroke,	7	25 00	2 00	3 00	2,308	-	.42	1 99	79 94	117 00	250	\$250	204 81	-	45 00
Perry,	-	-	-	-	-	-	-	-	40 42	-	-	-	-	-	-
Princeton,	-	-	-	-	-	-	-	-	19 25	-	-	-	-	-	-
Robbinston,	2	31 33	2 94	3 00	1,150	-	.35	2 57	30 80	100 00	-	100	200 00	25	20 00
Steuben,	5	40 00	3 00	2 50	1,191	-	.45	2 79	34 52	-	30	-	26 61	-	10 50
Topsfield,	2	25 00	2 81	1 60	444	-	.45	2 35	13 50	136 00	-	-	75 00	-	26 50
Trescott,	3	34 25	3 12	2 37	537	-	.23	2 03	24 06	-	-	-	45 00	-	14 00
Wesley,	-	33 00	3 50	2 62	350	-	.55	2 38	10 48	78 00	-	-	25 00	-	-
Whiting,	1	34 00	2 56	1 71	415	-	.54	2 26	14 36	85 00	-	-	165 75	15	8 50
Whitneyville,	1	50 00	4 36	3 75	581	-	-	2 39	19 55	-	136	-	105 65	-	10 00
Codyville pl.,	-	-	-	-	-	-	-	-	1 48	-	-	-	-	-	-
Jackson Brook pl.,	-	-	2 28	1 56	87	-	-	2 90	2 80	-	-	-	-	-	2 00
Talmadge pl.,	-	-	2 00	2 00	90	-	.71	5 00	2 87	-	-	-	-	-	3 00
Waite pl.,	-	-	-	-	-	-	-	-	2 33	-	-	-	-	-	-
No. 7 R. 2,	1	28 00	2 00	1 61	141	35	.40	1 97	5 51	-	-	-	8 15	-	3 50
No. 18,	-	-	2 00	2 00	40	-	-	3 07	2 04	-	-	-	-	-	1 50
No. 14 E. D.,	1	27 00	2 50	2 00	100	-	-	1 45	5 20	-	-	-	49 00	45	-
	96	\$35 02	\$3 08	\$2 40	\$34,298	\$4,107	.46	\$1 99	1,335 30	\$14 45	\$1,986	\$550	\$5,073 84	\$939	\$727 05

YORK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number in Winter Schools who did not attend in Summer.	Average length of Summer schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of districts with graded schools.	No. of		Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.
	Number registered in Summer Schools.	Number registered in Winter Schools.					W.	D.	W.	D.				3 grades.	4 grades.							
Acton,	375	223	184	274	241	51	8	2	8	13	-	-	-	-	13	7	-	-	-	6	8	
Alfred,	440	207	134	236	182	29	7	3	10	2	1	-	-	1	8	5	-	-	-	5	8	
Berwick,	864	561	424	395	291	41	10	10	1	18	-	-	-	-	18	11	1	\$400	-	3	17	
Biddeford,	2,657	1,620	1,382	1,740	1,326	-	12	3	17	3	12	2	1	-	19	16	1	1,200	-	13	30	
Buxton,	890	569	458	554	473	-	9	2	9	2	17	1	1	1	17	9	-	-	4	13	17	
Cornish,	432	274	224	304	250	64	7	2	8	2	10	2	1	1	10	6	-	-	-	6	11	
Dayton,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Elliot,	605	233	144	352	273	-	10	3	12	2	8	-	-	-	8	2	-	-	-	-	7	
Hollis,	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kennebunk,	951	563	443	580	463	78	11	4	11	1	12	-	-	-	14	12	-	-	3	7	10	
Kittery,	1,076	635	485	666	505	31	9	4	11	2	11	-	2	2	12	7	-	-	-	7	13	
Limington,	660	440	387	570	477	88	8	9	3	18	-	-	-	-	17	8	-	-	-	13	16	
Lyman,	429	971	197	276	214	5	8	2	7	4	11	1	-	-	11	8	-	-	-	7	11	
Newfield,	441	219	163	274	234	85	9	2	9	2	10	1	-	-	6	4	-	-	-	5	9	
North Berwick,	575	400	300	320	260	-	6	6	3	17	1	-	-	-	17	5	-	-	-	2	18	
Parsonsfield,	721	280	230	440	370	120	10	10	-	18	2	-	-	-	18	14	-	-	-	12	16	
Saco,	1,915	1,006	746	991	730	-	-	-	-	9	-	1	-	1	15	-	-	-	-	10	20	
Sanford,	788	433	336	379	328	-	10	3	10	2	18	2	1	1	16	12	-	-	-	8	14	
Shapleigh,	420	243	136	275	228	32	8	9	7	11	2	-	-	-	9	7	1	1,200	-	5	9	
South Berwick,	965	495	380	550	409	55	12	11	-	13	2	-	1	-	13	8	-	-	-	3	13	
Waterborough,	695	357	267	474	357	117	9	5	9	14	-	-	-	-	13	7	-	-	-	7	13	
Wells,	1,010	513	371	612	471	100	10	11	-	16	-	-	-	-	16	5	1	1,500	-	11	16	
York,	942	588	401	551	382	-	8	4	10	4	14	-	1	1	14	13	1	850	-	12	15	
	20,538	10,330	7,742	10,811	8,464	896	9	2	10	288	17	12	-	-	284	166	5	\$5,150	9	172	289	

YORK COUNTY, (CONTINUED.)

Towns.	Number of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money, expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Acton,	4	\$24 50	\$3 25	\$2 15	\$1,218	\$304	.56	\$3 25	\$30 26	\$30 08	\$50	\$25	\$100 00	\$50	\$30 08
Alfred,	5	25 20	2 83	2 44	1,000	12	.36	2 27	31 18	-	100	30	200 00	250	75 00
Berwick,	7	25 00	3 00	2 00	2,000	-	.41	2 31	55 86	-	500	300	212 19	30	81 60
Biddeford,	21	36 50	3 00	3 75	13,000	5,000	.56	4 68	202 25	-	-	-	-	-	350 00
Buxton,	4	25 82	2 83	2 44	2,800	-	.51	3 14	72 78	-	223	-	279 47	187	81 10
Cornish,	3	18 60	2 50	2 20	1,153	-	.55	2 69	33 44	-	400	50	275 00	-	32 00
Dayton,	-	-	-	-	-	-	-	-	16 30	-	-	-	-	-	-
Elliot,	1	42 57	5 08	3 66	1,768	-	.34	2 90	45 77	-	-	-	182 75	30	67 00
Hollis,	-	-	-	-	-	-	-	-	50 19	-	-	-	-	-	-
Kennebunk,	8	47 00	3 25	2 91	3,000	930	.47	3 15	73 01	-	420	90	1,170 90	-	52 00
Kittery,	6	41 76	5 35	3 75	3,000	731	.46	2 78	82 24	-	-	-	-	-	75 00
Limington,	3	22 00	2 25	2 20	1,503	-	.65	2 27	48 49	-	325	55	300 00	54	77 15
Lyman,	3	22 66	3 23	2 31	1,027	-	.49	2 39	33 28	-	125	-	100 00	-	37 00
Newfield,	5	23 60	2 50	2 25	1,358	-	.44	3 00	34 28	-	75	25	92 00	-	63 00
North Berwick,	10	30 00	3 25	2 00	1,500	-	.48	2 61	43 53	25 00	100	150	150 00	50	74 00
Parsonsfield,	6	23 00	2 50	2 60	1,600	-	.41	2 21	55 40	60 00	500	250	320 00	75	81 00
Saco,	10	-	-	-	7,500	3,000	.38	3 91	150 20	-	-	-	-	-	205 50
Sanford,	2	27 50	2 84	2 61	2,223	-	.42	2 82	60 28	-	200	75	-	-	75 00
Shapleigh,	2	24 20	2 92	2 10	1,273	-	.43	3 02	33 75	93 00	80	13	18 00	3	58 48
South Berwick,	10	40 00	5 00	2 50	2,600	800	.41	2 69	75 88	75 88	500	-	200 00	-	150 00
Waterborough,	6	20 00	3 75	2 50	1,836	-	.45	2 64	55 40	-	175	-	150 00	-	79 00
Wells,	2	30 00	3 25	3 00	3,000	-	.41	2 52	76 81	-	-	-	-	-	115 00
York,	3	21 72	2 33	2 67	2,193	-	.41	2 20	74 33	-	-	-	-	-	30 00
	121	\$30 58	\$3 24	\$2 60	\$57 052	\$10,437	.46	\$2 79	1,597 44	\$283 96	\$3,773	\$10 05	\$3,750 31	\$729	\$2,018 91

SUMMARY.

Counties.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number in Winter Schools who did not attend in Summer.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.		Number of parts of districts.		Number of districts with graded schools.		No. of		Number of School Houses in town.		Number in good condition.		Number of School Houses built last year.		Cost of the same.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		Number of Female Teachers employed in Summer.				
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	2 grades.	3 grades.	4 grades.	Number of School Houses in town.	Number in good condition.	Number of School Houses built last year.	Cost of the same.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	Number of Female Teachers employed in Summer.											
Androscoggin,	11,776	6,133	4,552	7,070	4,338	1,168	10	2	10	166	20	7	-	-	214	84	9	\$83,675	3	112	197																				
Aroostook,	10,652	3,546	2,488	2,600	1,946	372	10	8	3	141	5	1	-	97	50	11	2,630	2	29	131																					
Cumberland,	28,034	14,602	11,332	15,800	12,896	1,813	9	4	10	312	17	16	-	335	162	13	148,935	10	182	1,022																					
Franklin,	6,755	3,624	2,874	4,674	3,773	1,096	7	2	3	206	40	5	-	204	95	3	2,078	1	99	157																					
Hancock,	14,782	6,023	3,813	7,470	5,992	1,384	9	1	239	6	8	-	-	225	137	5	3,300	1	125	221																					
Kennebec,	17,501	8,404	6,474	10,081	8,186	1,424	9	19	2	314	14	14	-	340	184	4	5,350	2	166	302																					
Knox,	10,988	4,671	3,661	6,465	4,364	995	9	39	3	134	17	6	-	142	75	3	1,849	4	81	145																					
Lincoln,	9,225	4,157	3,377	5,028	4,105	1,203	9	49	2	137	4	4	-	178	99	3	2,150	1	122	172																					
Oxford,	12,443	7,002	5,376	8,325	6,716	1,700	8	4	8	350	29	8	-	337	186	11	5,062	2	168	317																					
Penobscot,	26,387	14,605	11,556	15,208	12,125	1,825	9	29	2	360	24	22	-	397	248	6	2,217	9	140	448																					
Piscataquis,	5,313	3,012	2,284	3,491	2,764	795	8	8	3	146	7	7	-	132	62	2	1,500	-	30	123																					
Sagadahoc,	6,338	4,639	3,714	4,492	3,433	417	10	2	11	97	1	4	-	112	60	2	2,500	5	56	123																					
Somerset,	12,955	6,592	5,001	8,227	6,578	1,720	8	18	3	310	41	8	-	293	147	8	3,400	-	117	275																					
Waldo,	13,368	6,294	5,010	7,496	6,268	1,643	9	9	208	21	12	-	-	212	105	5	2,312	4	129	204																					
Washington,	17,141	8,088	6,150	7,417	5,842	1,263	10	1	10	2	224	21	16	-	217	117	3	666	17	87	234																				
York,	20,538	10,330	7,742	10,811	8,464	896	9	1	10	288	17	12	-	284	166	5	5,150	9	172	289																					
	225,200	111,552	85,407	124,655	97,790	19,714	9	29	29	1,363	282	150	-	3719	1977	93	\$272,774	70	1815	4360																					

SUMMARY, (CONTINUED.)

Counties.	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1868.	Excess above amount required by law.	Per centage of average attendance to census.	Amount raised per scholar.	Amount drawn from State funds in 1867.	Amount derived from local funds.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools in money, fuel, board, &c.	Amount paid to superintending school committee.
Androscoggin,	110	\$32 22	\$3 23	\$2 03	\$42,773	\$16,185	.50	\$3 63	\$871 74	\$106 64	\$2,360	\$45	\$1,792 69	\$611	\$1,466 73
Aroostook,	59	20 44	2 71	1 81	11,037	1,344	.37	1 25	852 96	674 05	243	238	735 74	671	338 59
Cumberland,	233	32 20	3 60	2 42	110,438	42,096	.48	3 93	2,268 24	1,690 83	14,042	4,650	19,574 75	1,293	1,422 83
Franklin,	86	23 65	2 47	1 71	17,777	303	.56	2 63	539 83	1,061 02	1,707	200	2,744 27	1,147	685 50
Hancock,	90	32 49	3 21	2 18	29,027	1,072	.45	2 00	1,185 41	998 89	940	550	2,042 68	478	822 20
Kennebec,	201	26 92	2 45	2 29	49,003	2,732	.49	2 80	1,389 50	175 00	6,006	-	5,345 83	1,082	1,777 92
Knox,	72	31 95	3 08	2 51	21,785	2,060	.47	2 16	860 17	90 36	1,180	250	2,541 80	783	580 02
Lincoln,	51	30 09	3 14	2 58	25,199	274	.47	2 72	790 97	216 97	3,127	270	2,224 00	993	736 25
Oxford,	155	23 44	2 55	1 83	29,064	1,807	.50	2 33	964 29	1,022 79	3,682	418	3,158 00	1,139	1,294 23
Penobscot,	282	33 73	3 05	2 21	71,762	4,176	.48	2 72	2,004 46	2,127 00	5,845	340	10,489 00	1,011	3,014 70
Piscataquis,	95	28 19	2 57	1 97	12,552	381	.48	2 36	419 00	710 91	423	20	1,421 62	278	475 39
Sagadahoc,	77	37 99	3 31	2 35	28,820	10,618	.48	2 36	589 30	139 87	985	200	5,614 00	1,916	889 96
Somerset,	193	25 50	2 84	1 87	26,414	1,057	.51	2 29	1,024 65	1,221 08	2,313	150	2,508 51	872	1,223 60
Waldo,	61	27 58	2 53	1 99	31,303	3,469	.51	2 34	1,025 89	49 00	5,933	2,000	4,461 29	698	877 06
Washington,	96	35 02	3 08	2 40	34,108	4,107	.46	2 00	1,335 30	1,445 00	1,986	550	5,073 84	939	727 05
York,	121	30 58	3 24	2 60	57,052	10,437	.46	2 79	1,597 44	283 96	3,773	1,005	3,750 31	729	2,018 91
	2012	\$29 50	\$2 94	\$2 17	\$598,094	\$403,118	.48	\$2 65	\$17,719 15	\$12,013 37	\$54,545	\$10,886	\$73,477 58	14,640	\$18,350 94

COMPARATIVE STATEMENT.

	1868.	1858.	1867.	1857.
Whole number of scholars between 4 and 21,	225,200	241,883	228,388	240,764
Number registered in Summer Schools,	111,552	132,182	110,936	131,404
Average attendance,	85,407	100,726	85,965	100,251
Number registered in Winter Schools,	124,655	154,860	129,848	151,636
Average attendance,	97,790	122,430	99,690	117,415
Number in Winter Schools not attending Summer Schools,	19,714	-	20,780	-
Average length of Summer Schools in weeks and days, 5½ days per week,	9w. 2d.	-	9w. 1d.	-
Average length of Winter Schools in weeks and days, 5½ days per week,	9w. 1d.	-	9w. 0d.	-
Average length of schools for the year,	18w. 3d.	19w. 5d.	18w. 1d.	19w. 5d.
Number of districts,	3,632	4,127	3,843	4,102
Number of parts of districts,	282	394	339	328
No. of districts with graded schools,	150	-	-	-
Number of School Houses,	3,719	3,932	3,782	-
Number of School Houses in good condition,	1,977	1,925	2,065	1,881
Number of School Houses built last year,	93	134	79	149
Cost of same,	\$272,774	\$66,739	\$323,581	\$114,000
Number of Male Teachers employed in Summer,	70	-	71	-
Number of Male Teachers employed in Winter,	1,815	-	1,857	-
Number of Female Teachers employed in Summer,	4,360	-	3,781	-
Number of Female Teachers employed in Winter,	2,012	-	2,042	-
Average wages of Male Teachers per month, excluding board,	\$29 50	\$21 86	\$28 78	\$22 21
Average wages of Female Teachers per week excluding board,	2 94	2 13	2 71	2 10
Average cost of Teachers' board per week,	2 17	-	2 12	-
Amount of school money voted,	598,094 00	402,761 00	518,292 00	401,603 00
Excess above amount required by law,	-	54,712 00	91,835 00	54,066 00
Less than amount " " " " " " "	30,506 00	-	-	-
Amount raised per scholar,	2 65	1 59	2 26	1 57
Amount drawn from State fund in 1867,	17,719 15	82,698 27	13,244 14	77,960 16
Amount derived from local funds,	12,013 37	14,286 76	14,179 25	15,470 42
Amount paid for tuition in private schools, academies or colleges in the State,	54,545 00	26,581 56	40,614 33	29,455 69
Amount paid for same out of the State,	10,886 00	-	6,428 00	-
Amount expended for repairs, fuel, insurance, &c.,	73,477 58	-	71,511 06	-
Amount expended to prolong schools,	14,640 00	16,572 91	15,316 00	12,178 41
Amount paid to superintending school committee,	18,350 94	14,060 08	16,232 80	13,089 75
Per centage of average attendance to whole number, . . . . .	.42	.47	.44	.48
Per centage of average attendance to scholars registered, . . . . .	.77	.77	.77	.76
Per centage of average attendance to Summer Schools, . . . . .	.76	.76	.77	.76
Per centage of average attendance to Winter Schools, . . . . .	.78	.79	.77	.77
Aggregate amount expended for schools,	\$1,072,498	623,699 69	936,131 75	663,797 58
Amount of School Fund,	261,112	149,085 48	244,121 53	136,346 54

ANALYSIS OF TABLE.

No. 1. From the census of scholars as taken by the proper officers in the several towns and plantations, it appears that there is the alarming decrease of 16,683 from the census of 1858—Whence this difference? Is our population decreasing? We should hardly judge so, considering the number of votes thrown at the last September election—the largest vote ever cast in this State. We can hardly attribute the apparent loss to a defective canvass, as the committees in four hundred different towns would not probably be in collusion. Besides an examination of the following exhibit for the last decade, indicates a gradual increase and a subsequent larger decrease.

No. of Scholars, 1858, between 4 and 21,						Increase.
					241,883	—
"	"	'59,	"	"	242,700	817
"	"	'60,	"	"	244,920	2,220
						Decrease.
"	"	'61,	"	"	243,171	1,749
"	"	'62,	"	"	241,571	1,600
"	"	'63,	"	"	239,329	2,242
"	"	'64,	"	"	235,188	4,141
"	"	'65,	"	"	229,797	5,391
"	"	'66,	"	"	229,378	419
"	"	'67,	"	"	228,388	990
"	"	'68,	"	"	225,200	3,188

The total decrease from the maximum of 1860 is nearly 20,000—the largest diminution occurring 1864. But how shall we account for the great decrease of 3188 in the last year? Have we ceased to be a producing people? Formerly large families were common. Have habits of living, diet, want of ventilation, increased family expenses, fashion, tight-lacing, intemperance or lewdness influenced to this result? Are the vital forces expended in brain labor, and lost to physical reproduction? Are the modern fashionable criminalities of infanticide and feticide creeping into our State community? It is not within the scope of this report to investigate the causes of this great loss in number of scholars, but rather to startle the statistician and sociologist to inquiries and remedies.

Nos. 2, 3, 4, 5, and 6. Whole amount of summer school registration .49 of census. Average summer attendance .39 of census and .76 of registration. Whole amount of winter school registra-

tion .51 of census. Summer average attendance .45 of census and .77 of registration. I am not able to compare these rates with preceding years, further than they appear in the comparative table statement. The bare statement that less than half (.42) of our children between the ages of four and twenty-one are found in our public schools, is, or should be, sufficient to excite investigation. Moreover, when we consider that of those who see fit to attend a day or longer—sufficient for registration—barely three quarters attend regularly, this should awaken further inquiry as to causes of absenteeism and truancy. The remedies are pleasant school rooms, pleasant, *attracting* teachers, interested parents and a *compulsory law*. After good school houses, proper instruction, and thorough supervision, comes compulsion. This is simply an exercise of the power which the State holds inherent for self-preservation against the rebellious antagonism of ignorance. As to the manner and extent of this exercise of power see further on “Compulsory Attendance.” For average attendance in the several towns, see table. Franklin county presents the highest, .56.

		Weeks.	Days.
Nos. 7 and 8.	Length of schools in 1868,	18	1
	“ “ 1858,	19	5

Our schools are shorter than ten years ago, and yet the aggregate expenditure in the interests of schools was nearly twice as much as in 1858. Deducting the school-building expenditure from the gross school expense of each year, and there will still remain a difference exceeding the increased compensation of teachers. There is a loss of money-power somewhere in the school-machinery. It requires more than a *one-man* power State Superintendence to discover *where* all the leaks are. A few weeks ago, the treasurer of one of our largest manufacturing corporations notified the mill agent that the books indicated a daily loss of thousands of dollars in running the mill. The agent must discover the leak. Agent and sub-agents went to work, tracing the operations of the establishment from the nicely wrought fabric, back through loom, and spindle, and “mule,” and picker, down to the wheel pit, and lo! the main band needed *three inches* additional width. This done and the water giant could communicate his whole working force, economizing time and power, and turning the balance sheet to a daily *profit* of thousands. So in this vast school establishment there are immense losses of time and power. The Superintendent

can inform you of the losses and the remedies, but it is not in the power of one man to stop the leaks. I tell you, I tell legislators, I tell the people, boldly, fearlessly, confidently—you *must have better, more complete inspection*, or as Gov. Cony expresses it, "either more supervision or none at all." (See County Supervisors.)

Take the matter of time. Eighteen weeks of school the past year—short enough. In Wisconsin twenty-five weeks, California seven months, Michigan seven months and a half, Massachusetts eight months and three days. But of the eighteen weeks set aside by the State for the education of her children, please notice how much is lost; 58 per cent. ! reducing the whole time down to seven and a half weeks for all between 4 and 21 years. Or taking the enrollment as a basis, still 24 per cent. lost, reducing the time to fourteen and three-quarters weeks. Here is a loss in *time*. How shall we stop the leak? *Instruction, inspection and compulsion* will reduce the waste to a minimum.

Nos. 9 and 10. The number of districts has decreased the past year 607. This is a step in the right direction. (See Abolition of School District System.)

Nos. 11 and 12. No. of graded schools increasing, another sign of progress.

Nos. 13, 14 15 and 16. The number of school houses remains about the same; less, if anything, a necessary result of grading, and a better classification in towns wide awake to educational interests. The number of school houses (93) built the last year is considerably less than in 1858, (134) but the cost, (\$272,774) far exceeds the amount of the latter year (\$66,739). Of this large amount, the Counties of Cumberland and Androscoggin contribute the most. Cumberland \$148,935, Androscoggin 83,675—leaving the comparatively small sum of \$40,164 for the rest of the State. Analyzing still further we find that in Cumberland County, Portland expended \$125,000, a necessity resulting from "the great fire." In Androscoggin County, Lewiston expended \$75,000 required by a natural growth. The large amount expended for new school-houses therefore indicates rather a necessity or local requirement than a general public interest.

Nos. 17, 18, 19 and 20. The number of male teachers employed in Summer Schools remains about the same as last year, employed mostly in the graded High and Grammar Schools as principals or assistants, with an annual salary. The number of

male teachers in the Winter Schools is decreasing. This I regard as a favorable indication. The great body of our teachers will eventually consist of females. Nothing will be lost in instruction by this while a great deal will be gained in economy, giving us longer, and, on the whole, better schools. The number of female teachers in the Winter Schools already exceeds the number of males, while in summer the number is in the proportion of 62 to 1.

Nos. 21, 22 and 23. The wages of male teachers have advanced 35 per cent. since 1858—of female teachers 38 per cent. I have no data to determine advance in teachers' board. Plainly the compensation of teachers has not advanced equally with the increased cost of living. Male teachers are receiving two and a half times as much as female. This difference in wages is unequal and quite unjust. On my farm I hire male laborers readily at \$1.50 per diem. In the kitchen and for housework I am obliged to pay female domestics \$1 a day, or from 12 to 15 cents an hour—a difference of only 50 or 25 per cent. from man service in the field. Why should there be 250 per cent. difference in the school-room? So far as my observation and experience go, schools under female instruction are superior to those taught by males. One of the best Normal Schools in Massachusetts is wholly in the charge of a female principal, a Maine lady, to our credit. It would hardly be politic, perhaps, to entrust our larger and higher schools at present to the complete management of lady teachers. But I do claim for them undoubted pedagogical equality in the primary and grammar schools, and most earnestly desire to see them receiving better remuneration. At any rate I advocate their employment more generally so as to add to the length of our schools.

COMPARATIVE STATEMENT.

Average monthly wages.	Males.	Females.
Maine,	\$29 50	\$11 76
New Hampshire,	34 64	19 78
Massachusetts,	66 92	26 44
Connecticut,	52 05	24 91
New Jersey,	96 00	34 00
Ohio,	38 52	23 80
Michigan,	44 03	19 48
Wisconsin,	40 76	26 34
Minnesota,	34 61	22 28

Average monthly wages.	Males.	Females.
Iowa,	\$35 88	\$23 76
Missouri,	35 50	—
Kansas,	39 44	26 41
California, (gold)	77 00	64 00

The above is taken from official reports of '67 and '68. I have no reports from the other States. Maine presents a sorry figure above! the lowest on the list. Brains are cheap with us. I fear we get *cheap* brains. Sometimes poor articles are palmed off at high rates, but wares of intrinsic value seldom fail to realize high prices. Gentlemen of Maine, if you persist in paying *cheap rates* you will get *cheap stuffs*. (See Country Institutes.)

Nos. 24, 25, 26 and 27. The whole amount of school money voted by towns in the State is \$598,094, being \$30,506 less than the amount required. More than fifty towns, however, have not reported to this office as directed by law, which would reduce the gross deficiency. Yet an examination of the table showing amounts raised discloses a list of 137 towns—not counting the plantations—which have failed to comply with the requirements of legislation last winter. In extenuation of such failure it may be said here that many towns were ignorant of the legislation just alluded to and therefore raised only seventy-five cents for each inhabitant instead of one dollar as now required. A few of the towns, however, were aware of the enactment and yet raised only the former amount, saying that the State had no remedy for such violation of the law, except to deprive the towns for one year of their portion of the School Fund and Bank Tax. They really saved money by such illegal persistency, but at what a loss in educational interests. Fearful that towns might be ignorant of the enactment requiring them to increase the school tax, early in the summer I sent from this office the following "Circular" to all the cities, towns and plantations in the State, also to all the newspapers, desiring editors to draw the special attention of their patrons to the new legislation :

To Assessors of Taxes for 1868 :

GENTLEMEN :—Inquiries have been addressed to me frequently with reference to amount of school tax for 1868—whether it be *seventy-five cents* or *one dollar*. By order of Governor and Council I submit to you both the act, and opinion from Attorney General Frye :

CHAPTER 196.

An act increasing the amount of money which towns shall raise for the support of schools.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows :

SECTION 1. Every city, town and plantation shall raise and expend, annually, for the support of schools therein, a sum of money exclusive of the income of any corporate school fund, or of any grant from the revenue or funds from the State, or of any voluntary donation, devise or bequest, or of any forfeiture accruing to the use of schools, not less than one dollar for each inhabitant, according to the census of the State, by which representatives to the legislature were last apportioned.

SECT. 2. All acts or parts of acts inconsistent with the provisions of this act are hereby repealed.

SECT. 3. This act shall take effect when approved.

[Approved March 3, 1868.]

OPINION OF ATTORNEY GENERAL FRYE.

"Chapter 6, R. S., sects. 7 and 8, provide for the assessment of taxes the first day of April annually. Chapter 196 of the public laws was approved March 3, 1868, took effect same date by sect. 3d of said act, and is therefore applicable to the assessment of taxes for the current year."

The tax for 1868 is therefore *one dollar*. I would suggest that where the assessment has been based on a tax of seventy-five cents, the additional amount of twenty-five cents be legally added, that no towns may fall under the forfeiture expressed in Section 5, School Laws.

WARREN JOHNSON, *Superintendent Common Schools.*

The towns, therefore, have had sufficient notice and time to comply with the requirements and cannot plead ignorance or inability when demanding their respective apportionments at the desk of the State Treasurer. I have placed in the hands of the Treasurer a list of the delinquent towns, so that there can be no doubt as to what towns are entitled to a share of the State Fund and what ones are not.

The amount raised per scholar is \$2.65. This does not exhibit the cost of educating each scholar. Subtracting from the aggregate \$1,073,468 the cost of school-houses, \$272,774, and amount paid for private tuition in and out of the State, \$65,431, we have the running expenses apart from interest on school property and depreciation in value, \$734,293. This amount divided both by census number of scholars, 225,200, and average attendance number, 91,598, we have the following result with comparisons :

Annual cost per scholar.	Census Number.	Average Attendance.
Maine,	\$3 26	\$8 01
Massachusetts,	12 86	17 61
Connecticut,	8 14	18 09
Wisconsin,	4 09	7 86
California,	12 61	19 10

Another evidence that our schools are run quite as *cheaply* as in some other States, possibly not to our credit.

No. 28. The amount drawn from State Funds, \$17,719.15, is very much less than the amount ten years ago, \$82,698.27. The school money distributed by the State is derived from two sources, viz.: the School Fund—obtained from sales of wild lands—and the State Bank Tax—now very small. See following comparison :

Year.	Interest of School Fund.	Bank Tax.
1867,	\$13,244 15	\$4,473 00
1857,	8,180 79	75,639 28

No. 29. The amount derived from local funds is also steadily diminishing. Not knowing in what these funds consist, I am not able to assign the causes of diminution in income.

Nos. 30 and 31. The amount paid for private tuition both in the State, \$54,545, and out of the State, \$10,886, is a large sum, \$65,431—exceeding any previous year. In 1867, the total amount for this purpose was \$47,042. The increasing amount paid by our citizens for private instruction indicates something fundamentally wrong either in the schools or in society. New Englanders *will* educate their children—and they *will* send them to the best schools. There is no reason why the Common School properly graded into Primary, Grammar School and High School Departments—thence leading naturally into College and University—and properly equipped with *live*, trained, earnest teachers, should not fully meet the general demand of the public, completely and economically.

Nos. 32 and 33. Of the amount paid for repairs, fuel, insurance, &c., Cumberland and Penobscot counties bear the largest shares, containing the two largest cities in the State. The remaining amount is divided very equally among the other fourteen counties. The amount paid to prolong public schools is nearly the same as in former years—a little less.

No. 34. The amount paid for inspection is paltry compared with the large sum employed in instruction, and the aggregate expended in the interests of schools. In all the towns the sum paid for Supervision is small—in a few towns, nothing. See School District System and Country Supervision.

ANSWERS TO QUESTIONS.

The following answers have been elicited from committees in response to interrogatories Nos. 1, 2, 3 and 4, per Blank of Inquiries :

QUESTION 1. "What is the highest salary paid your teachers in the High and Grammar Schools?"

<i>Portland</i> —High School,	\$2,500
Grammar Schools,	1,400
Intermediate for Boys,	1,000
Girls' Grammar School,	550
Primary School,	400
<i>Bangor</i> —High School,	1,800
Select School,	1,000
Grammar School,	900
<i>Bath</i> —High School,	1,800
Grammar School, (Female Prin.)	750
<i>Lewiston</i> —High School,	1,500
Grammar School,	1,600
<i>Calais</i> —High School,	1,000
Grammar School,	900
<i>Belfast</i> —High School,	1,000
Select School,	350
Grammar School,	300
Intermediate School,	250
<i>Brunswick</i> —High School,	900
<i>Kennebunk</i> —High School,	850
Grammar,	550
<i>Wiscasset</i> —High School,	600
<i>Brewer</i> —Per month, male teachers,	\$75 and board.
Per week, female teachers,	8 "
<i>South Berwick</i> —Grammar, winter, male,	\$50 per month.
Grammar, summer, female,	26 "
<i>Thomaston</i> ,	\$65 to \$85 "
<i>Castine</i> —High School,	\$800
Grammar School,	10 per week.

QUESTION 2. "How many scholars complete the course in your High School?"

<i>Portland</i> —Graduated in 1867,	46
<i>Bangor</i> —Each year, about	16
<i>Bath</i> —Usually from	18 to 20
<i>Lewiston</i> —Small number as yet.	
<i>Calais</i> ,	8 to 12
<i>Belfast</i> —No answer.	
<i>Brunswick</i> —Each year,	8 to 10

Kennebunk—Put in operation last year.

Wiscasset—None.

Brewer—Not any definite number, about 65

South Berwick—No answer.

Thomaston—No answer.

Bucksport—Very few.

QUESTION 3. "At what age do boys generally cease in their attendance at school?"

Portland, about 16; *Bangor*, about 16; *Bath*, at or before 15; *Lewiston*, 15; *Calais*, about 17; *Brunswick*, about 17; *Kennebunk*, average 17; *Wiscasset*, about 18; *Brewer*, 20; *South Berwick*, 17 or 18; *Thomaston*, 16 to 18; *Chester*, 15 or 16; *Greenbush*, at no particular time; much depends on the whims of the scholar. *Levant*, 18; *Orono*, boys 18, girls 16; *Springfield*, from 17 to 21; *Bristol*, 18; *Damariscotta*, all the way from 15 to 21; *Brooksville*, 21; *Orland*, 20; *Castine*, 14 to 16; *Bucksport*, 15; *Chesterville*, we seldom find in our schools boys over 18 years of age, consequently the girls surpass in scholarship. *Industry*, generally at 18; *Temple*, 18; *Farmington*, in the villages 17, in rural districts 19; *Windham*, 18; *Harpwell*, 21; *Freeport*, 18; *Bridgton*, 19; *Livermore*, the majority at 18; *Buxton*, 18; *Litchfield*, 21; *Cushing*, 18; *Bethel*, 20; *Buckfield*, 18; *Norway*, 18; *Corinna*, 16; *Fairfield*, 18 or 19; *Starks*, 21; *Smithfield*, 18; *Addison*, 18; *Columbia*, 19; *Marshfield*, 21 and 22; *Wesley*, 18 to 20; *Whitneyville*, at all ages from 16 to 25, most between 16 and 19; *Kittery*, 16; *Harmony*, 18; *Richmond*, 17. Average of foregoing, 18 nearly.

QUESTION 4. "Can you suggest any amendment to the School Laws of the State?"

KENNEBUNK. It is desirable that some provision should be made for supplying at least one copy of the superintendent's annual report to each town committee at an early day after its publication. It would frequently be a great convenience to the member of the committee who prepares the annual town report to have it at hand for reference.

BREWER. That school committees be vested with the power to choose and hire the teachers, leaving it to the district agents to look after the other matters of the district.

CLIFTON. Yes, sir. A greater uniformity of text books, or rather a new system throughout, in which we may have one book (instead of four or five) to succeed an elementary book in each department. Colton & Fitch now costs \$7.50, (whole series) whereas one book on geography might be got up for about \$2; same is true of readers and grammars. This system of series is an enormous tax upon the people.

CHESTER. Abolish the town committee, and appoint a superintendent for each county, whose duty it shall be to visit every school and dismiss the teacher, if found incompetent.

GLENBURN. That the annual school meetings be held in the month of March of each year.

HAMPDEN. We would suggest that agents be relieved of that part of their duty requiring them to employ teachers, and have all teachers employed by the S. S. Committee.

LEVANT. We find by investigation that about one-half of the scholars in town have not been registered in our schools for the past year; and this is our experience as teachers in other towns; and we would, therefore, respectfully suggest, that the Legislature pass a law, with proper qualifications, making it compulsory upon parents and guardians to send their scholars to the public schools.

ORONO. Such as would *compel* the attendance of all the scholars between six and twenty years at school *some portion* of the year.

ORRINGTON. An amendment requiring school agents to make their return of scholars to the assessors according to law, or be sent to "*Botany Bay!*" Here it is near the middle of June, and three agents have not made their returns. One must live a Freshman's year in "*Sodom*" to know his duty!

SPRINGFIELD. We thought very favorably of the bill reported to the Legislature, last winter, and so ably supported by Hon. N. Dingley, Jr., of Lewiston, and others. We think the present law, so far as it goes, a good one, and far preferable to the old.

BRISTOL. We suggest that the office of district agents be abolished, or that they be paid for their services and the services exacted of them. In no instance has the agent done his duty the past year. Not one "agent's return" has been handed to the superintending school committee.

BREWER. Abolish corporal punishment on scholars over fourteen years of age; and give to the teacher the power to suspend or expel scholars over fourteen, subject to an appeal to the superintending school committee, if parent or guardian requested a re-hearing.

DAMARISCOTTA. Yes. That teachers be required to teach their schools five and a half days per week, according to ancient custom. Time enough for exercise and recreation remains, in our opinion. Though the form of return implies this, the law does not make it certain.

BROOKSVILLE. None. Could there be any means devised to secure a better attendance in school and more interest on the part of parents, it would be a great benefit.

MT. DESERT. Impose a fine on school agents for not making returns to the committees.

ORLAND. The present laws are good. If one-half they contemplate could be realized, our schools would be improved fifty per cent.

BUCKSPORT. Yes. Allow districts to elect agents before the spring town meetings, vacancies to be filled at the town meetings. Then agents can report census to selectmen in proper season. Now they cannot, as the agent may not be elected till April, whereas the census is required April 1st.

CHESTERVILLE. Yes, many. But it seems of little use to offer them until legislators become settled in politics.

INDUSTRY. We would recommend a law that school committees should employ teachers, and thereby give them the control of schools, so far as employing teachers. School committees, in general, know what qualification is necessary for teachers in particular schools better than school agents, as the law now is.

TEMPLE. We desire something that shall cause better attendance in our common schools from families where neither parents or children incline to be benefitted. There are many in our town of this class whom we cannot reach.

LETTER E, *Franklin County*. We should be glad if the law was so amended as to oblige parents to send their children to school.

FARMINGTON. Yes. I think we should get better teachers and have better schools if the school committee were to *hire the teachers*; nine-tenths of the school agents are unfit for the position.

YARMOUTH. A uniform system of text books throughout the State would be very desirable, relieving committees from much annoyance, and conferring real benefits upon all concerned.

WINDHAM. That school committees be authorized to employ teachers instead of district agents.

HARPSWELL. The laws ought to prevent agents from paying teachers who have not filled and returned their registers to the S. S. Committee, and received a receipt to that effect, by fixing a penalty for each violation. And there should be sent, at State expense, a copy of our school laws, yearly, to each agent in town. One-half of our agents do not so much as know that there are school laws for them to obey in our State.

FREEPORT. Cannot chapter 77, section 12, be so changed as to become a *State law*, and not left to the discretion of the town to make such a law?

BRIDGTON. Teachers should be engaged by S. S. Committee, so that the right teachers shall be in the right places, and favoritism and relationship in a measure lose their influence in the selection of teachers.

POLAND. We think the present price of school books is exorbitant, and the remedy lies in the adoption of a uniform series, published by the State, and furnished to the scholars at cost.

LIVERMORE. We would have the school committee engage all the teachers instead of district agents.

BUXTON. Uniformity of text books. Teachers pass their registers directly to the school committee.

LITCHFIELD. Yes. Let the committee furnish teachers, make the law in regard to agents' duties more definite, and let the directions to agents on this blank return be in conformity with the law, so that they may know to whom to make returns.

CUSHING. If any law could be enacted to secure *regular attendance* on the part of scholars it would be a very desirable thing.

UNION. We think that uniformity of books through the State would have a favorable influence provided we can have the best books. But if the interest of any publishing house or of any author are to be placed before the interests of education, we think the matter is best as it is now. The people will not make changes to gratify any man's avarice or ambition.

BETHEL. Yes. Abolish the section requiring agents to make report to S. S. Committee, and substitute something better.

BROWNFIELD. Selection of school books and prices of same.

BUCKFIELD. That the S. S. Committee of towns have power to engage and employ the school teachers, for reason that agents, almost without exception, are not qualified to judge of the qualifications of teachers, and our schools are filled with incompetent teachers thereby.

NORWAY. Yes. Do away entirely with districts and district agents. Let the towns own the school houses, and the S. S. Committee have the whole power of building and repairing school houses and employing teachers. Till this is done our schools will be just what they now are, *fifth rate*, and the office of S. S. Committee a *humbug*.

RUMFORD. Only in regard to a uniformity of text books throughout the State. The reasons for such uniformity are obvious I think, but while we have legislators who are so mean spirited that they can be purchased by the money of the publishers, it will be a difficult thing to obtain a result so devoutly to be desired.

FRANKLIN PLANTATION. We are of the opinion that there should be a larger deduction than ten per cent. made from the school funds; as the law now is, some districts get more than twice the schooling that others do.

CORINNA. I can. I would have the law require the committee to meet the district in consultation at the opening of the winter term, with the scholars, teacher and parents. I would have the law so amended as to make it proper for the teacher to expel the scholar, and let the appeal, if any, be carried to the Committee.

FAIRFIELD. I would suggest that all teachers be employed by the school committee, and the office of district agent be abolished.

STARKS. Yes. Agents should be chosen in *March* and return lists of scholars by April 15, to S. S. Committee and selectmen, after which no return to be received by committee, who shall be obliged, by some penalty, to immediately enumerate scholars in delinquent agents' districts and have their pay for so doing added to the money tax of such agent. Our agents care not much more for the School Laws than they care about the color of our Governor's cat.

SMITHFIELD. We sincerely think that a law making it the duty of districts to elect at their annual meeting a "Truant Officer," and providing for the punishment of truant children would be very beneficial; also, a change in the law, making it the duty of the Superintending School Committee to employ all teachers, would, in our opinion, be an advantage.

ADDISON. We would suggest that the School Laws be amended so that all children from the age of 8 to 16 years, inclusive, should be compelled to attend school a portion of the year.

COLUMBIA. Would suggest an amendment to the School Laws compelling attendance a certain portion of the time in proportion to the length of the schools. If, instead of compelling towns to raise more money some way could have been devised by which we could get the benefit of what we were before obliged to raise, I think it would have been much better.

MARSHFIELD. Pass a law to oblige parents to send their scholars to school, and not interfere with the teacher when they are corrected.

NORTHPORT. In our opinion it would be an improvement to allow the Superintending School Committee to hire teachers and perform other duties usually performed by an agent, thus dispensing with the election of that officer.

WESLEY. Oblige the town to furnish books, and provide a suitable place in the school-house to lock them up, and the teacher to take charge of them while school keeps, &c.

WHITNEYVILLE. We respectfully suggest that in our opinion, if it were made the duty of the committee to hire teachers for all the schools in town, better teachers would in many instances be secured.

RICHMOND. Uniformity of text books.

KITTERY. Abolish agents wholly.

BOWDOIN. Throw the whole system overboard and if we can't do any better, copy, in full, the system from Connecticut or Pennsylvania. Very good amendment presented to the last Legislature, perhaps not altogether judicious.

SCHOOL BOOKS.

The State *desires* and *expects* her children to attend school. She imposes upon towns the necessity of raising money, choosing school officers, building school-houses, &c., that scholars may have suitable accommodations and conveniencies. School is of but little account without books, an attendant necessity therefore. The State would seem consequently to have not only an *interest* but a *right* to inquire into the matter of school-books and in some way to render the *necessity* thus imposed as light as possible. Other States have exercised this right. The State of Maine has shown her interest in this direction by legislation as indicated in the following Circular :

STATE OF MAINE.

Resolve relative to State Superintendent of Common Schools.

Resolved, That the state superintendent of common schools be and hereby is directed to collect statistics showing the various kinds of text-books used in the public schools in this state, the number of schools using each series of such books, and the number, size and cost of the same, together with such other information as he may be able to obtain with reference to the subject, and the desirability and possibility of securing a uniformity of text-books in the schools of the state at reduced prices; and that the superintendent incorporate the result of his investigations in his next annual report.

[Approved March 7, 1868.]

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
Augusta, April 14th, 1868. }

Gentlemen of the School Committee:

In compliance with above resolve, I send you the following blank form, earnestly desiring that you respond to the foregoing request of the State, *freely, fully* and *promptly* as possible.

WARREN JOHNSON, *Superintendent.*

1. Name of City, Town or Plantation?
2. Number of Districts?
3. Number of Schools?
4. Number of Pupils?
5. What Readers do you use?
6. Cost of each to the pupil, viz:

	P.	H.	S.	U.	W.		
Primary,	\$0.23	\$0.25	\$0.25	\$0.20		Progressive,	179 towns.
First,	33	25	35	30		Hillard's,	29 "
Second,	50	37	55	50		Sargent's,	12 "
Third,	67	62	70	70		Union,	6 "
Intermediate,	54					Wilson's,	2 "
Fourth,	1.00	70	1.10	1.00			
Fifth,	1.24	1.30	1.25	1.10			
Sixth,	1.25	1.46					

7. Designate the numbers in the above series most in use in your schools. 1st, 2d, 3d, 4th and 5th.

8. Is it desirable to reduce the above list? Yes. No.

9. If so, what numbers would you select? As per No. 7 generally.

10. How many times have you changed Readers within the last ten years? 1, 2 and 3 times; within the last five years? 1 and 2 times; when did you make the last change? from what to what? What Reader do you prefer? Answers various.

11. What Arithmetics do you use? Greenleaf, 197 towns; Colburn, 18; Walton, 5; Robinson, 8; Davies, 1; Eaton, 1; Emerson, 2; Holbrook, 3.

12. Cost of each to pupil, designating grade of book? Retail prices.

13. How many times have you changed Arithmetics within the last ten years? 1 to 3; within the last five years? 1 to 2; when did you make the last change? from what to what? what Arithmetic do you prefer? Various answers.

14. What English Grammar do you use? Quackenbos and Weld, 89 towns; Quackenbos, 43; Brown, 85; Kerl, 23; Tower's, 25; Greene, 8; cost to pupil designating grade of book? Retail prices.

15. How many times have you changed Grammars within the last ten years? 1 to 4; within the last five years? 1 to 3; when did you make your last change? from what to what? what Grammar do you prefer? Indefinite.

16. What Geography do you use? Colton & Fitch, 151 towns; Cornell, 38; Smith's, 3; Mitchell, 3; Guyot, 1; Mrs. Hall, 1; Warren, 12; Olney, 1; Various, 2. Cost to pupil designating grade of book? Retail prices.

17. How many times have you changed Geographies within the last ten years? 1 to 3; within the last five years? 1 to 2; when did you make the last change? from what to what? what Geography do you prefer? No one in particular.

18. What Spelling Book do you use? Progressive, 179 towns; Worcester, 15; Sargent's, 6; Sanders, 3; cost to pupil? Retail price.

19. What Writing Book do you use? Payson, Dunton & Scribner's, 72; Potter & Hammond, 25; Natural, 3; Spencerian, 4; Variety, 64; cost to pupil? Retail price.

20. What History do you use? Quackenbos, 118; Goodrich, 22; Seavey's Good., 3; Willard, 1; Bonner, 1; cost to pupil? Retail price.

21. Is uniformity of text books in your town desirable? Yes, 191; no, 2.

22. Is uniformity of text books in the State desirable? Yes, 160; no, 15; doubtful, 13.

23. Would it be advisable to add "County supervision" to our present system, to bridge the existing gulf between "State Superintendent" and "the Schools," to represent the State in every school twice a year at least, to hold County Conventions, to awaken

parents, to energize teachers, and in every way to render our schools and school system more efficient, a supervision such as has been adopted in N. Y., N. J., Penn., Md., W. Va., Ill., Mich., Wis., Ks., Ca., and in other States to suit their wants? [See School Reports of above States.] Yes, 104; no, 38; doubtful, 13.

24. Can a suitable "Supervisor" be found in your County on a salary of ten cents per capita average pupil attendance? Yes, 76; no, 22; doubtful, 8.

25. What fair money salary would command an efficient "Supervisor" in your County? Average of 67 answers, \$1,075.

Please communicate further information or opinion with reference to foregoing "Resolve," or of value to the Educational office.

Returns were received from 225 towns—less than half the whole number of cities (12), towns (392) and plantations (110), in the State. Still sufficient replies have been received to exhibit both the variety and uniformity of text books, the frequent changes, cost of books and the general expression for or against town and State uniformity. The answers have been appended to the several interrogatories as succinctly as possible, so that a brief perusal will suffice for pages of analysis and explanation. The great variety of text books is evident, and although a few seem to outstrip the rest in the race, as for instance, readers, arithmetic, spelling-books and geographies, yet the fact that publishing houses *are* running a race is sufficient to indicate that the present ratio of text books series is not a constant quantity, but subject to variations dependent on the energy, skill and pertinacity of book publishers, book dealers and book agents. The general rates paid for books will be found to be high, usually the retail prices, few towns purchasing at wholesale rates, 20 per cent. off. Further comments will be found under head, "Town and State Uniformity of Text Books."

NORMAL SCHOOLS.

Our two Normal or Training Schools for teachers—one at Farmington, the other at Castine—are in successful and vigorous operation. I have visited each school twice the past year and testify without hesitation to the earnestness and faithfulness of principal and assistants, and to the thoroughness of the work done in each. The necessity of training schools for teachers is no longer a question in a well organized system of education. Such schools have been established in this State, have passed the experimental period and may now be considered as necessary agencies in furnishing trained and accomplished teachers for our primary and grammar schools. It remains that young men and women should avail

themselves more fully of the advantages afforded by these special training schools, that committees, agents, and educators generally should interest themselves heartily, in filling the schools to their utmost capacity. We stand in most pressing need of competent teachers. Each school should give the State at least fifty such teachers every year, and could easily do so, were the proper interest exercised by educators and the people for whose benefit the schools were established. I submit the following reports, exhibiting what the schools are doing and to a degree what they have done :

FARMINGTON, Dec. 11, 1868.

HON. WARREN JOHNSON—*Dear Sir* :—I send you a list of the graduates of this school, their present residences, and their occupations so far as I can learn. It was somewhat difficult to collect the facts, but I think they are reliable :

LIST OF GRADUATES OF WESTERN STATE NORMAL SCHOOL.

Names.	Present Residence.	Remarks.
<i>Class of 1866.</i>		
M. Augusta Evans,	Washington, D. C.,	Teaching successfully. Taught 10 weeks in Maine after graduating.
Nellie M. Hayes,	Leavenworth, Ks.,	Taught 2 years in Maine.
Emma J. Freeman,	-	Has taught since graduation.
Martha T. Perkins,	Bath,	Taught 2 years successfully.
S. Fanny Norton,	Boston,	Teaching. Taught 1 term private school in Maine, after graduating.
Dora A. Sprague,	Farmington,	Has taught 2 terms at least.
Sarah S. Curtis,	Mercer,	Has taught since graduation.
Mira Q. Vaughn,	West,	Taught in Maine about 2 years.
Susie K. Tobey,	Machias,	Teaching successfully.
Hannah B. Stewart,	Farmington,	A successful teacher. Has taught one term in this school.
<i>Class of 1867.</i>		
George A. Ferguson,	Thomaston,	Teaching successfully.
Mary L. Goodwin,	Dresden,	Has taught since graduating.
Augusta Hopkins,	-	Died.
Ella A. Leland,	Farmington,	A successful teacher. Teaching now.
Charles A. Boston,	Mankato, Minn.,	A member of this school 4 years, teaching while not in school. Taught some since graduating. Now teaching in normal school at Mankato.
Julia E. Lowell,	Farmington,	Has taught successfully.
Electa W. Bixby,	Thomaston,	Teaching successfully.
Olivia M. Toothaker,	Brewer,	Has taught successfully.
Adella C. Parsons,	Kent's Hill,	Studying. Has not taught.
Clara A. Cotton,	-	Died.
Susie M. Dyer,	Mankato, Minn.,	Teaching in normal school.
Adah M. Floyd,	Winthrop,	Has taught since graduation.
Abie L. Huse,	Farmington,	Has taught since graduation.
John Jackson,	Kennebankport,	Teaching successfully.
Joseph W. Knight,	Springfield, Me.,	Teaching successfully.
John G. Roberts,	Farmington,	Has not taught since graduation.
Alonzo P. Tukey,	Dennysville,	Teaching successfully.
Priscilla S. Walker,	New Sharon,	Has taught since graduation.
Emma M. Morrill,	Farmington Falls,	Has taught since graduation.
Edmund Hayes,	Farmington,	Teaching in Brunswick.

List of Graduates of Western State Normal School, (Continued.)

Names.	Present Residence.	Remarks.
Mary R. Bugbee,	California,	Taught some in Maine after graduation.
Jennie M. Hayden,	Lewiston,	Teaching successfully.
Ruth G. Rich,	Lewiston,	Teaching.
Emma C. Leland,	Farmington,	Teaching.
Addie B. Stevens,	Lewiston,	Teaching successfully.
Mary C. Lord,	Lewiston,	Teaching successfully.
Annie D. Pearce,	Eastport,	Has taught since graduation.
Sarah C. Thayer,	Mechanic Falls,	Has not taught since graduation.
J. B. Knapp,	N. New Portland,	Has not taught. Studying medicine.
Charles M. Bisbee,	Canton,	Studying medicine.
Maria H. Bisbee,	Florida,	Has not taught since graduation.
Roliston Woodbury,	Farmington,	Teaching in normal school.
John A. Sweet,	Illinois,	Taught one term since graduation.
Olive H. Swan,	Boston,	Has not taught since graduation.
<i>Class of 1868.</i>		
Daniel Pease,	Wilton, Bean's Cor.,	Has taught since graduation.
Mellen Hayes,	West,	Has not taught since graduation.
Lizzie Sweet,	Farmington,	Has taught since graduation.
Hattie Atkinson,	Farmington,	Taught 2 terms since graduation.
Frances E. Taylor,	Norridgewock,	Has taught since graduation.
Joanna W. Harris,	New Sharon,	Has taught since graduation.
E. Yodisa Whittier,	Farmington,	Has not taught since graduation.
George K. Dyke,	West,	Has not taught since graduation.
Carrie A. Skinner,	Farmington,	Has taught since graduation.
John W. Bixby,	Woolwich,	Teaching.
Rice Brown,	Vienna,	Not known to have taught.
Ella Bracket,	West Virginia,	Taught 1 term since graduation.
Lura Bracket,	Phillips,	Has taught since graduation.
Annie V. Whittier,	Lewiston,	Teaching.
Emeline M. Brown,	Vienna,	Has taught since graduation.
M. Abbie Ferguson,	North Alfred,	Has taught since graduation.
Lizzie M. Eixby,	Lewiston,	Teaching—music I think.
Lizzie M. Copeland,	Holden,	Has taught since graduation.
Persis K. Burr,	Holden,	Has taught since graduation.
Charles G. Chick,	West,	Has not taught since graduation.
William H. Cole,	West,	Has not taught since graduation.
Milton M. Merrill,	St. Albans,	Teaching this winter.
J. A. Goding,	Wilton, Bean's Cor.,	Has not taught since graduation. Father died—obliged to remain at home.
Clara F. Copeland,	-	Keeping books in Massachusetts.
Nancy M. Piukham,	Anson,	Taught since graduation.
Mary D. Bicknell,	East Madison,	Has taught since graduation.
Clara E. Gilman,	Anson,	Not known to have taught.
Mahala R. Tufts,	Farmington,	Has taught since graduation.
Louisa L. Walker,	Thomaston,	Has taught since graduation.
Florence A. Church,	Knoxville, Tenn.,	Principal of a city school. Did not teach in Maine after graduation.
Julia F. Reed,	Springfield, Me.,	Taught successfully.
Fannie W. Huse,	Farmington,	Has taught since graduation.
Samuel H. Reed,	West,	Taught 1 term after graduation.
Fred E. Whitney,	Farmington,	Teaching.
Rose E. Knapp,	Livermore Falls,	Has taught since graduation.

There have been connected with the school since its organization 426 pupils. Of these 77 have received diplomas. Of the graduates, 17, 10 of whom were members of the class of 1868, have not taught in the State since graduation. Of this number 3 are still studying in the State, and 8, 6 being members of the class of 1868, have left the State. Eight graduates have left the

State after a partial fulfilment of their pledge of service, and 2 after two years' teaching, Of the remainder, nearly all are still teachers in Maine, and many have taught successfully every term since graduation.

Three graduates of this school are now teaching in State Normal Schools, and another taught successfully one term in this school.

Of those in attendance this term 12 have taught since their connection with the school. Of those who have been members of the school one or more terms and have not graduated, 136 are known to be teaching now, and more accurate knowledge would doubtless make that number much larger.

I will mention a very few of our most pressing wants :

- 1st. Good Blackboards.
- 2d. Wall maps. Guyot's largest.
- 3d. Good Physiological charts.
- 4th. Natural History Tablets. (We are proposing to have instruction in Natural History.)
- 5th. Long's Classical Atlas, (or some other.)
- 6th. Philosophical and Chemical apparatus.
- 7th. Keith's, Johnston's or Berghaus' Physical Atlas.

There is great need of an addition to the Library in the direction of General and Special Histories, and Standard Literature, for reference and study. Craik's and Marsh's works on English Language and Literature, would do us great good. We also need good Atlases of Modern Geography.

Of the above, Nos. 1, 2, 3, and 6, are most urgently needed.

I trust means will be taken to make our instruction in music a permanent feature of the course, by assuring us of the services of a permanent teacher.

Respectfully yours,

C. C. ROUNDS.

EASTERN STATE NORMAL SCHOOL, }
Castine, Me., May 28, 1868. }

To His Excellency the Governor, and to the Hon. Superintendent of Schools it is my duty to submit, at this time, my Annual Report.

The Eastern State Normal School was opened Sept. 4, 1867. Eleven young women and one young man presented themselves for examination.

About half the number present sustained a creditable examination, but it was deemed advisable to admit the others on trial.

After the examination, the school was formally opened with public exercises.

Appropriate remarks were made by Dr. Ballard, which were followed by brief speeches from citizens of Castine and strangers who were present. An earnest and hopeful spirit was manifested, and full confidence expressed in the success of the school.

The class commenced the work earnestly, and commendable progress was made during the term. The school was rendered more interesting and profitable by the gift of a fine Piano from the State, for which we feel greatly indebted to His Excellency and the Hon. Council.

During the year, J. Dresser, Esq., has given to the school, twice each week, lessons in vocal music. This service has been rendered without compensation and in a most acceptable manner.

The second term of the school commenced Dec. 4, with twenty-five students. With two exceptions the pupils of the first term returned, one was detained at home by sickness.

The interest of the school and the confidence of its friends were much increased this term. A brief course of free lectures was delivered in Normal Hall during the winter.

The present term commenced March 4, 1868, with thirty-three scholars, several having entered in December for one term, did not return.

During a portion of the last two terms I have been assisted in school by Mrs. Fletcher.

The attendance, rank and deportment of the students have been generally good, while some have not taken the high standing in scholarship and conduct which may be attained by every earnest, conscientious student.

Having submitted the classes to you for examination, it is but just to teachers and students to say, that, only six now present have been connected with the school three terms.

Six young ladies from the first class have left within a few weeks to teach. Thirteen have been connected with the school two terms, eleven one term. The average attendance of those present is about two terms.

It is very desirable that students enter for a full course and remain six consecutive terms, but when earnest young men and women, who desire to become efficient teachers, are obliged to

defray their expenses from term to term by teaching, they cannot always obtain the advantage of a regular succession of terms. If such students are rejected, it will be many years before the effect of Normal instruction is felt in our common schools.

The privileges of education, in this section of the State, are not generally so good as in the western portion.

We need in our common schools, where the mass of the people is educated, trained teachers, young men and women who will carry that enthusiasm into the school-room which will, not only insure a *live school*, but arouse the people of every district from the present lethargy. Teachers who feel that their employment is a noble life work, worthy of daily study, careful observation and constant practice. The State has generously established the Normal Schools for the improvement of the common schools. They will be sustained, if the people supply the students and demand good teachers and pay them.

The people of Castine are liberal and earnest in supporting the school. A good building and valuable apparatus have been furnished. Through the kindness of publishers and friends we have obtained over three hundred volumes of excellent text and reference books. As a matter of great economy the State should place, in the library, all the books that are used in the school.

These can be obtained for first introduction at a cheap rate, and they can be used by many classes, for several years. Every dollar thus expended by the State will save to the student three dollars. By placing valuable standard works for reference within reach of the students, they will obtain rich stores of knowledge which will be carried into every district of our State.

In what other way can the government make so profitable an investment?

We trust that the State and the people will withhold neither the money nor the talent from this school necessary to make it a fountain of knowledge and usefulness. Education is one of the corner stones of free government; it should be placed upon a firm foundation.

In many respects you have chosen a good location for the Eastern School. The position and surroundings of Castine are of unsurpassed beauty. The town is quiet and healthful. Church privileges are abundant and good. The people are intelligent, social and kind. The schools are second to none in the State.

Normal students may witness in them the best methods of instruction put into actual practice.

During the past year particular attention has been given to the thorough investigation and clear presentation of the subjects taught in our common schools. Each student has been subjected to the criticism of his teachers and classmates. Each student is also required to teach different classes.

This plan is the peculiar feature of Normal work, which we hope to develop more fully next year. If the school is sustained by the people and the State, and blessed by our common Father, we feel confident that it will be able to accomplish all that its most sanguine friends expect of it.

The Fall term commenced August 19, 1868, and closed November 17. Twenty-seven students entered this term. Whole number registered, fifty-two; an increase of forty, during the year.

The school has been fortunate in adding to its corps of teachers Miss Julia E. Sweet of Boston, who, by her excellent scholarship and untiring industry, has won the respect of the students.

Mr. Mark Harden of Waterville, conducted the department of penmanship during a part of the term in a very satisfactory manner.

The school has made commendable progress in vocal music under the efficient management of Mr. Dresser.

Teachers and students have, with few exceptions, enjoyed good health during the term and an industrious and harmonious spirit has pervaded the school.

Near the close of the first month of the term we were "burned out" of our pleasant building, but through the kindness of friends of the school in Castine, a convenient room was furnished for our use, so that our regular work was suspended but one day. The building has been thoroughly repaired and two superior furnaces have been substituted for stoves.

It has been the constant endeavor of the teachers to awaken in the minds of the students, by precept and example, an enthusiastic love of the noble work in which they are soon to engage. Critical study is required and energetic presentation of what is known, demanded in the class recitation.

Students are daily required to teach different classes, their methods of conducting the recitation are freely criticised. Thus they gain valuable experience in teaching before schools are placed under their charge. During a portion of the term object lessons have been given to the whole school by different students. This

method of teaching will be interesting and profitable in our common schools.

For the benefit of those students who may teach during the coming winter, evening sessions of teachers' meetings have been held. Questions of vital importance to the interests of our district schools have been freely discussed, so that the young men and women realize that a great work is to be done in which they must enlist the support of committees, agents and parents, and to which they must bring knowledge of books and of men, energy and industry. They must classify and reduce to order elements that are now chaotic.

Respectfully submitted,

G. T. FLETCHER.

From the reports of the Principals it will be seen that both Normal Schools are prosperous. This is the second year of the Eastern School; it has not yet sent out any graduates, therefore. The number of students has constantly been increasing from the first term. An examination of the school at the close of the last and first year, by His Excellency, the Governor, and the State Superintendent of Schools, revealed thorough work and admirable discipline. The act for the establishment of Normal Schools, Sec. 2, Art. 4, requires that "Said Normal Schools, while teaching the fundamental truths of christianity and the great principles of morality, recognized by statute, shall be free from all denominational teachings and open to persons of different religious connections on terms of entire equality." Diligent inquiries failed to disclose the exercise of any sectarian influences in the Eastern Normal School. Mr. Fletcher, employed as principal by my predecessor, Dr. Ballard, Episcopalian, has been continued in that office for good services, as an educator. The regulations for the Eastern School are the following:

EASTERN STATE NORMAL SCHOOL, CASTINE, MAINE.

REGULATIONS.

I.—*Attendance.* No absence from school or tardiness is allowed except when unavoidable. Absence from town must be on leave previously obtained from the Principal.

II.—*Study Hours.* All study hours at home must be spent quietly, and those in school without communication.

III.—*Home Hours.* Students are required to be in their rooms for the night at seven o'clock in the winter and eight o'clock in the summer, and to be engaged in study until the hour for retiring. At least one hour must be devoted to study in the morning before school.

IV.—*Retiring Hour.* The hour for retiring is not later than ten o'clock P. M., at which time rooms are to be closed for the night and lights extinguished. Health demands a proper amount of sleep.

V.—*Exercise.* At least one hour of exercise in the open air should be taken daily, weather and health permitting.

VI.—*The Sabbath.* Proper observance of the entire day is expected. Pupils are required to attend public worship at the church which they or their parents may select. There are at present three churches in town, Unitarian, Methodist and Congregationalist.

VII.—*Visiting.* Gentlemen are not allowed to visit ladies at their rooms; and ladies will not be permitted to visit the rooms of gentlemen.

VIII.—*General Conduct.* It is expected that a sense of honor and propriety will regulate the association of the students with one another, and with the citizens of the place.

The teachers will, at all times, exercise a watchful care for the moral as well as intellectual welfare of the students.

G. T. FLETCHER, *Principal.*

More than four hundred students have been connected with the Western School. Of this number, seventy-seven have graduated, receiving the Normal School certificate. The report of the present principal, C. C. Rounds, shows that most of these graduates have been, and are now, teaching, but not all *in* this State. The pledge coupled with admission requires Normal Students "to teach in the public schools of Maine for a time, as long, at least, as they shall have been connected with the Normal Schools." This pledge should be strictly fulfilled. The preceding list of graduates was prepared for this report, with the clear intention of exhibiting to the State what returns she is receiving for her investment in the Normal Schools, and to remind graduates who have not fulfilled their obligations to the State, that they should return forthwith, and discharge their pledges by faithful service. The better compensation afforded in other States, doubtless draws away many of our teachers; this, however, should not and cannot relieve any one from self-imposed obligations.

The following are the regulations for the Western Normal School:

REGULATIONS.

I.—*Study Hours.* Begin at 7 P. M. End at 9.30 P. M.

Students are required to be in their rooms during study hours, and engaged in silent study. No communication is allowed. Every student is expected to spend at least one hour, in the morning, as a silent study hour. The morning hour may be kept in two periods of one-half hour each.

II.—*Retiring and Rising Hour.* Rooms are to be closed, lights are to be extinguished, and Students are to retire for the night, at 10 P. M. Students are not to rise before 5 A. M.

III.—*Visiting.* Gentlemen are in no case allowed to visit or call at, the rooms of ladies; nor will ladies be permitted to visit the rooms of gentlemen.

IV.—*Attendance.* All students are required to be prompt and regular in attendance, and no unexcused absence or tardiness will be allowed.

V.—*Church Attendance.* Students are required to attend church twice every Sabbath. They may attend Sabbath School or meeting for Social Prayer once in the day, instead of hearing a sermon. But they are expected to hear one Pulpit Service.

Students are allowed to attend either of the five churches in which divine service is held, Unitarian and Universalist, Free Baptist, Baptist, Methodist, or Congregationalist. But having chosen a place of worship, they are expected to make it their home.

Any interference on the part of any person connected with the school, with the religious prerogatives of the students, should be at once reported to the Principal. It is desired that students who have not formed opinions differing from those to which they have been trained at home, attend church with the denomination with which their parents have been accustomed to worship.

Exercises of Graduation will take place at the close of the Spring Term.

C. C. ROUNDS, *Principal.*

August, 1868.

DIPLOMAS. The present diplomas granted to graduates of the Normal Schools, are simply certificates that students have completed or passed through the course, neither designating their grade as students or qualifications as teachers, nor granting them the *privilege* to instruct in our common schools without an examination by town committees, although the State *requires* them to teach. With the marking system now adopted in each school, the rank of every student is known. This rank, placed opposite each study should appear on every diploma. Pedagogical skill will appear in the instruction of model classes. This rank will also appear in the diploma. Such diplomas should be divided into two grades—the first grade embracing all above the minimum of 75 per cent.; the second, all below 75 per cent. and above 50 per cent. Each graduate will thus get just what he earns. Not two years' study, but a certain amount of attainment will guarantee a diploma, and the liability to turn out incompetent instructors be avoided. I would therefore recommend legislation, making the Normal School Diploma, signed by the Principal, and countersigned by the Governor of the State, or State Superintendent of Schools, or both, valid, in lieu of certificate from Superintending School Committee.

MAINE EDUCATIONAL ASSOCIATION.

Every cause with vigorous life *nucleates* itself in some distinct form, or regular organization. The "Maine Educational Association" is the expression of the best educational life of the State.

It represents not only *teachers*, but *educators*. Organized last year, aided by legislative appropriation of \$200, it held its second Annual Session this year, at Augusta, Nov. 23, 24 and 25. The attendance in numbers was good, in quality, superior. The exercises were as follows :

ORDER OF EXERCISES.

MONDAY, 4½ P. M. Meeting for Organization.

EVENING, 7½ o'clock. Welcome Address, by Mayor Williams, Augusta; Response by Rev. Edward Ballard, President of the Association, followed by "A Voice from the West," Warren Johnson, State Superintendent of Common Schools.

TUESDAY. Meeting 8½ A. M. Reading, an Essay by C. B. Stetson, Esq., Lewiston. Discussion. 10½ A. M., Geography, Gilman H. Tucker, A. M., Boston. 12 M., adjourn. 2 P. M., Writing, A. H. Bowler, Esq., Boston. Discussion. 3½ P. M., History in Our Common Schools, A. P. Stone, A. M., Principal High School, Portland. 5 P. M., adjourn.

EVENING. Our Common School System, Superintendent Warren Johnson. Discussion, in which educators are most earnestly invited to participate.

WEDNESDAY. Meeting 8½ A. M. Lecture by G. A. Walton, Esq., Westfield, Mass., Subject—Method in Education. 10½ A. M. final adjournment.

The spirit of the Convention was excellent. The proceedings of the meeting were well reported and very generally noticed by the press. No detailed report therefore is required here, particularly as the Secretary was instructed and authorized to publish the whole in pamphlet form for general distribution. Resolutions approving the employment of teachers by Superintending School Committees instead of Agents, the revival of County Institutes improved and prolonged, the establishment of County Supervisors, were passed without dissent. The following is the organization for the coming year :

A. P. Stone, Portland, President; J. H. Hanson, Waterville, Vice President; C. B. Stetson, Auburn, Secretary and Treasurer; C. C. Rounds, Farmington, J. E. Littlefield, Bangor, J. P. Gross, Brunswick, G. T. Fletcher, Castine, M. C. Fernald, Orono, J. B. Webb, Yarmouth, L. D. Carver, Hallowell, Executive Committee.

The officers as indicated above are all *working men*, and I feel assured that the Maine Educational Association, not only is, but will continue to be, a strong, shaping and directing influence in educational matters. The appropriation by legislature was wisely made, and has been wisely expended. I would most respectfully suggest further aid to defray the expenses incident to publication of proceedings in pamphlet form—the same to be sent to every Superintending School Committee in the State.

The time and place of holding the meeting, also length of session, are important points for consideration. The time should be when teachers are generally at liberty, the place should be accessible, well provided with hall, and hotel accommodations for gentlemen and *hospitable homes* for ladies; the length of session should be at least three working days.

I recommend another appropriation the coming winter.

EDUCATIONAL JOURNAL.

It seems most desirable that educators should have in each State *some* journalistic expression and reflection of themselves. We have had several "School Journals" in this State. Every State has had one or more. If these *do* represent the life of educators—then we have had many *deaths* and occasional resurrections—among teachers, as the "journals" have lived, languished and quietly expired. It ought not to be so, and yet it is. The "Maine Normal," originated by Geo. N. Gage, late Principal of Western Normal School, was a very valuable monthly, but failed to receive the patronage and success that it deserved. Mr. Gage having left the State, has given up both editorship and proprietorship, so that virtually the "Normal" ceases. At the recent Educational Convention, however, an editorial board of twelve volunteered to assist B. Thurston, Esq., Portland—the former publisher—in the continuation of the "Normal" under the title of "The Maine Educational Journal." I feel confident that with this board of editors for *brain work*, and Mr. Thurston for *mechanical execution*, an educational journal will be produced, valuable, interesting and worthy of a place in every family in the State. Yet, for a few years it will require the encouragement of aid such as is, or has been rendered to the Mass. Teacher by the State of Mass., viz.: an appropriation of five hundred dollars as a subscription for copies sufficient to supply each of the town committees with a copy. I respectfully suggest the same or similar plan for this State.

REVIEW.

Thus far I have presented a history of the Common Schools, for the past year, as drawn from the official returns, exhibiting the actual and comparative cost of said schools, the whole amount of school population, average attendance, and other information evolved from the thirty-four queries addressed to the Superintend-

ing School Committees ; also an analysis of the answers to queries. I have indicated my own efforts with teachers, educators and the people. I have presented the statistical results in relation to school-books, while from the Reports made by the Normal School Principals, you are made acquainted with the actual workings and results of these institutions. The interior work in the Common Schools—more particularly in the country schools—may be ascertained from the special remarks and suggestions made by the several Superintending School Committees. (See Appendix to this Report.)

Regarding the State Common School System as a great educational corporation or mill—to employ an inelegant comparison—the inquiry very naturally arises, what have been the results from all the outlay of money, time and personal efforts through educational organizations? The youth are the raw material, school-rooms are the work-shops, teachers are the operatives, books and apparatus are the tools, superintendents are the grand agents and inspectors, the products, *men* and *women* in the noblest sense. I feel constrained to say that our school system has not yet attained that completeness and efficiency which will satisfy even the pressing demands of society, much less the demand for the complete man and the complete woman. The *school population*, though diminishing, is of good quality, mentally and physically, yet half of this material is lost through truancy and absenteeism. The *school-rooms*—work-shops—are generally poor, inconvenient affairs, unsightly, unpainted, located on some pitch-pine, white-birch, barren or sand knoll, illy or *too well* ventilated, with a generally dilapidated, tumble-down appearance, a target for small boys with rocks, and for larger boys with fowling pieces. The *teachers*—operatives—in plain Saxon, *do not know enough*, one half of them at least ; of the half with sufficient attainments not one half can communicate intelligently what they do know ; and of this best fractional part not one quarter *know* the active, impressible, immortal humanities placed in their charge, *how* to draw out naturally their minds towards good learning and their hearts towards God and their neighbor. The operative force in our school work-shops is far from being *skilled* agency. Our *tools*—books and apparatus—are too numerous and yet too limited ; books too many, too voluminous, too frequently changed ; apparatus, next to none. Inspection and supervision are too superficial to keep teachers or pupils up to the proper standard, or to arouse the people to a

lively interest in school-room matters. What sort of *men* and *women* products in all probability will be turned out by so imperfect machinery and organization as indicated above? Will they answer the following requirements, "which a man entering into life ought accurately to know?"

"1. Who he is; what sort of a world he has got into; what kind of creatures live in it; how large it is; who made it, what it is made for, and what may be made of it."

"2. Where he is going; what chances or reports there are of any world besides this, and what may be the nature of that other world."

"3. What he had better do under these circumstances; what kind of faculties he possesses; what is his place in society; what are the present wants of mankind; what are his means of obtaining happiness and diffusing it."

"The man who knows these things is educated; he who knows them not is not educated, though he can talk in all the tongues of Babel" (Ruskin).

The inference from statistics is that our schools are by no means meeting the above requirements. Observation confirms the statistical results. William Allen, Esq., of Norridgewock, aged eighty-eight, in a communication to this office writes, "our schools improved from 1798—my first year of teaching—to 1848, then remained stationary till 1860, and since 1860 have declined." Maine is not alone. Prof. Noah Porter, of Yale College, in his Prize Essay, says the following:

"Where is Connecticut, who was once the star of hope and guidance to the world? She was the first to enter the lists, and was foremost in the race. Is she foremost now? It is the general opinion, *out of Connecticut*, that she is doing little or nothing, and, whereas, a few years since her name was mentioned in connection with common schools, with honor only, it is now, in this connection, coupled with expressions of doubt and regret, and that by wise and sober men. Those who go from other States into Connecticut, can hardly credit the testimony of their own senses, when they are forced to believe the apathy that prevails. Every newspaper and lecturer *out of Connecticut*, sneers at the present condition of the Common Schools.

"Are the people of Connecticut aware that this is the case? Do they know what the people of other States think and say of them? Do they believe that what is thought or said is true and deserved? Those who go from Connecticut into other States, and from them into Connecticut, feel a shock in the transition. It is like going from a cellar into the sunshine, or from the sunshine into the cellar. The truth of the case can be demonstrated, till no man shall dare to deny it, that Connecticut is far behind her sister States in this matter, and will soon be still further in the rear."

The foregoing is an honest confession and is the necessary antecedent to a better state of things. New Englanders are reluctant to acknowledge the short comings of their grand system of Common Schools. But we must bend to facts, and make the necessary corrections and improvements. Almost every manufacturing establishment is obliged, periodically, to change old machinery for new and improved, to keep pace with the times. There has been, and is, progress in the educational as well as in the industrial department. Educators must not forget this. New educational agencies and improved systems are demanded. We must respond to these demands, and address ourselves to the work with judgment and energy.

OUR SCHOOL SYSTEM.

I desire to call your attention to the following points :

1. The School District System.
2. Teachers' Institutes.
3. County Supervisorship.
4. State uniformity of Text Books.
5. Compulsory Attendance.

I.—THE SCHOOL DISTRICT SYSTEM.

The District System was a natural outgrowth of the neighborhood school, a low organization of the voluntary system. It was well in its day for anything better would have been out of place, ahead of its time. Its day now, however, has past, for the most of towns. It is an old wheel, out of gear or hanging as a dead weight. The disadvantages are :

1st. *Expense* for school-houses in districts, not needed, but allowed by the school district principle of accommodating everybody.

2d. *Poor school-houses*, because small districts can not afford to build better.

3d. *Short schools* and *poor schools*—not sufficient money to have either long schools or to employ competent teachers. Many districts in this State number no more than from four to fifteen scholars.

4th. *The district Agent*, whose office is diametrically opposed to the interests of the school, inasmuch as it is *not* his business to judge of, or inquire about or even care for the qualifications of the teacher employed, but simply to make as sharp a bargain as

possible. His business is cheapness, the school and the Superintending School Committee demand goodness. Cheapness and goodness seldom are found combined.

5th. *A serious hindrance* to educational development and to a system of graded schools. Each district being independent, is disinclined to surrender any of its present rights for prospective benefits. A system of graded schools running from the Primary up through Grammar and Intermediate to High School, terminating possibly and properly in the College, is positively demanded to economize labor, time and money. This is the tendency of American educational efforts. The district system, or *un-system* is a stumbling block in the way—the tendency being to dis-integration, not to unification and order.

Abolishing the district system, what shall we adopt in its place. Very naturally the town system. Politically the town is the unit; make it the educational unit, also. Dispense with districts, and agents, let the town own the school-houses, and have the care of the same, and also employ the teachers through the Superintending School Committee. What are some of the advantages of the town organization?

1. Economy in the aggregate expenses of the schools. An approximation to the maximum utilization of time, money and human forces.

2. To end disputes about district boundaries—each child going to that school which is most convenient and beneficial, considering attainments and studies, subject to town regulations.

3. To secure better teachers for the schools, better compensation for teachers, and efficient supervision.

4. To enable every town to establish graded schools, and to secure to every scholar the privilege of the entire course from primary to college department.

5. To improve school-houses, and suitably furnish the same.

6. To promote uniformity of text books, and render classification more easy and simple.

The preceding points need no special explanation. The best educators agree as to the expensive disadvantages of the district system, and the beneficial results of the town organization. I quote from the "School and Schoolmaster," a manual prepared by Alonzo Potter, D. D., and Geo. B. Emerson, A. M.:

"This subdivision of districts not only deteriorates the standard of instruction, it adds also to its expensiveness. If two districts are established, where one would be sufficient, two buildings must

be erected and kept in repair, and two fires supplied with fuel, and two teachers maintained, where, one of each would answer the same ends. Suppose that a space of four square miles, the average size of our school districts at present, contains a population of 450 souls, of whom from 90 to 100 are children, between the ages of five and sixteen. The average number attending school would, in summer, be about fifty, and about sixty-five in winter. If, now, instead of having two feeble districts, two poor school-houses, and two indifferent teachers, there were to be but one district, with a good and commodious edifice, and an efficient teacher, no child would be required to travel farther than would conduce to good health, and there can be no doubt that the instruction and influence would be much more salutary. How would it be with the relative expense of the two systems?

I. With two districts, under the present system, there would be a female teacher four months in summer, and a male for the same period in winter.

The annual expense would be, say,

Interest on cost of two schoolhouses (\$400 each) at 7 per cent.	56 00
Wear and tear, and repairs of two houses	20 00
Fuel, &c., for two houses	20 00
Wages of two female teachers, four months, at 12 00	96 00
“ male teachers, four months, at 24 00	192 00
Incidentals	10 00
	<hr/>
	\$394 00

II. With one district, there might be a female teacher throughout the year or for ten months, with the addition of a good male instructor, for three or four months in winter. The annual expense on a *liberal* plan would be, say,

Interest on cost of one good schoolhouse (\$600)	42 00
Wear and tear, &c.	15 00
Fuel, &c.	15 00
Wages of female teacher, ten months, at 15 00	150 00
“ male teacher, four months, at 30 00	120 00
Incidentals	10 00
	<hr/>
	\$352 00

If the male teacher were dispensed with, the whole annual expense would be but \$232. If a male were employed for ten months without a female, at \$30, even then the expense would be but \$382, so that the present system is not only the least efficient and useful, but also the least economical.

The process of uniting two or more adjacent districts, or of forming two out of three, ought to be commenced at once, and it might be carried on, through our smaller villages, and the more thickly-settled rural districts, with the greatest advantage. A law, authorizing it, has recently passed the legislatures of this and adjoining States, and it is believed that, in New-York, the whole number of districts might be reduced one third without material inconvenience to any, and with the greatest benefit to all. The number of teachers in demand would thus be reduced, while the rate of compensation might be increased without adding to the

burdens of the people ; and thus the facilities for obtaining good instructors would be multiplied, in a twofold ratio. The schools, being larger, would admit of a more thorough classification of the scholars ; being kept throughout the year, the organization would be more permanent and effective, and the manifold evils, growing out of the constant change of teachers, might be obviated. The present is an auspicious time for this work. In many towns or counties, the schoolhouses are old and inconvenient, and must soon be renewed. Would it not be wise, in such cases, to induce the trustees and inhabitants of neighboring districts to assemble, and to consider the expediency of so combining their energies, as at once to increase the value, and diminish the expense, of an education for their children ?

Where it is not found practicable or expedient, to reorganize the school-districts on this principle, another plan may be adopted, which has found great favor in Massachusetts and Connecticut, and which is thus described by the enlightened gentleman who presides over the interests of primary instruction in the former of those States: 'The population of many towns is so situated as conveniently to allow a *gradation of the schools*. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition, one house, as centrally situated as circumstances will admit, would accommodate the population upon a territory of four square miles, or, which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons whose experience attests that they never enjoyed better health, or made greater progress, than when they went two miles and a half or three miles daily to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of about sixteen square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of four miles square, *i. e.*, sixteen square miles, for the younger children, there would be one central school for the older. Suppose there are \$600 to be divided among the inhabitants of this territory of sixteen square miles, or \$150 for each of the four districts. Suppose, farther, that the average wages for male teachers is \$25, and for female \$12 50 per month. If, according to the present system, four male teachers are employed for the winter term, and four female for the summer, each of the summer and winter schools may be kept four months. The money would then be exhausted ; *i. e.*, four months summer, at \$12.50=\$50, and four months winter, at \$25=\$100 : both=\$150. But, according to the plan suggested, the same sum would pay for six months' summer school instead of four in each of the four districts, and for a male teacher's school eight months at \$35 a month, instead of four months at \$25 a month, and would then leave \$20 in the treasury.

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“By this plan, the great superiority of female over male training for children under eight, ten, or twelve years of age would be secured; the larger scholars would be separated from the smaller, and thus the great diversity of studies and of classes in the same school, which now crumbles the teacher’s time into dust, would be avoided; the female schools would be lengthened one half; the length of the male schools would be doubled, and for the increased compensation, a teacher of fourfold qualifications could be employed.” —“If four districts cannot be united, three may. If the central point of the territory happen to be populous, a schoolhouse may be built consisting of two rooms, one for the large, the other for the small scholars; both upon the same floor, or one above another.”

The most enlightened towns and those most earnest in educational progress, have abolished the district plan. Lewiston, decidedly the most active town in common school matters in the State, has adopted the “unit” principle throughout, and with the greatest satisfaction. (See Lewiston Report in Appendix). The same is true of Portland, Bath, Bangor, Rockland and other places. But the “unit” plan need not be limited to the largest towns or cities. While the district system may be equally as good as the “unit” in towns sparsely inhabited, yet as it must yield with the increase of population to the superior town organization, it is on the whole desirable to adopt the latter at first. The State of Massachusetts has already decreed the abolition of the district system by legislating that any town adhering to the district divisions after 1869, shall not participate in the School Fund. (See Appendix.)

Knowing then the disadvantages of the “old” plan, the advantages of the “new;” knowing also that educators and the most enlightened towns and States adopt the “new,” shall we hesitate to tear out old and cumbrous machinery and put in its stead new and efficient agencies?

Realizing that there are towns still reluctant to part with the show and insignia of authority and that it is much better to win than to drive, I would respectfully recommend, not a compulsory,

but an enabling act. Towns desiring to change could therefore do so without legislative petition and consequent delay, while their example would soon be followed by adjoining towns.

II.—TEACHERS' INSTITUTES.

Guizot says, "it cannot be too often repeated that it is the master that makes the school." It is useless to select efficient agents and committees or build and furnish fine school-houses, unless we put into our school-rooms as guides for our youth men and women who *are men and women*, full of knowledge, wise, skilled to instruct, prudent, patient, large-hearted, hopeful of humanity and with an unfaltering trust in God. Three qualifications at least must characterize the person who would make even the first pretension to the office of teacher; knowledge, ability to impart, and an acquaintance with human nature. Now what facilities have our young men and women to accomplish themselves in these directions? Plainly but three; the ordinary means of obtaining an education, the Normal Schools, and experience drawn from mistakes and blunders in their own school-rooms. Training educed from "blundering" with our school-children, is a dangerous and costly experiment; the mere education acquired through ordinary channels by no means implies either capability to impart knowledge, or clear and certain perception of the conditions and natural development of mental faculties. The Normal Schools are valuable agencies but limited in capacity, giving us good leaven but insufficient to pervade the present heavy mass of educational indifference, and transmute to lively activity. We positively need something additional to stimulate teachers and awaken them to a new life. I know of nothing better than the County Teachers' Institute, rightly conducted. My "initial impulse" as a teacher was received at an old-fashioned Institute. Scores of other teachers testify to a similar experience. *But* the old Institute in this State deteriorated, fell to a "holiday," "good time," "social reunion." Want of management and interest allowed an agency, good in itself, to decline so far that the State withdrew her pecuniary aid. The "Institute" quietly expired. The State did right. Gentlemen educators, if we have not skill, energy, wisdom, *pluck* enough to prevent valuable educational agencies like the Institute from languishing, *with* State aid, plainly we do not deserve such aid. "The gods help those who help themselves." States ditto. Educators in other States have grappled with declin-

ing tendencies and to-day hardly a Northern State hesitates to recognize with material aid the County Teachers' Institute. I suggest the following plan :

1. The establishment by legislative authority, of a Teachers' Institute in each county of the State, the management of the same to devolve upon the State Superintendent of Common Schools.

2. The sessions shall continue ten days, technical instruction forenoon and afternoon, popular lectures and discussions in the evening in which citizens and educators shall be earnestly requested to participate. The annual Institute would thus become a *power* in the community as well as among teachers.

3. The last two days shall be in part devoted to an examination of such teachers as apply for a first or second grade county certificate (similar to those issued in other States—see Appendix,) said examination and certificate valid in lieu of examination and certificate by town committee, and good for two or three years, revokable by designated authority for cause. Such an examination anticipated would give *point* to the session, induce attention and application to the work of the Institute, while those securing certificates would go out with the confidence and independence characterizing a truly professional body.

4. State aid should be granted to the amount of three hundred dollars for each Institute—making whole amount required forty-eight hundred dollars.

A few words in explanation of method of examination, suggestive also to town committees. Assemble the candidates in a *school-room* so as to notice position at desk and other *straws* marking the *teacher*. Provide slate, slate pencil, paper, pen, ink, lead pencil, *no books*. Have ready for distribution printed slips, each containing ten questions on branches for examination, embracing theory and practice of teaching. Number the candidates and let each candidate place his or her number on the slip allotted. The written answers to these queries will tell the story. Credit ten for every correct answer, count zero for every incorrect answer. Divide the amount of credits by whole number of branches. The quotient will represent the per centage belonging to each number respectively. The minimum percentage having been previously established, say .75 for first grade and .60 for second grade—it will be easy to decide who are entitled to county certificates and who are not. This is the method employed successfully

for admission to our Normal Schools and also for county certificates in other States, (see Appendix).

Without further remarks, I most earnestly recommend legislation embracing the above important matters.

III.—COUNTY SUPERVISION.

Town, the unit; county, the aggregation of towns; State, the union of Counties; Nation, the unification of the States. This is the *civil* order. Superintending School Committees represent the towns; State Superintendents represent the States; the National Bureau of Education represents the National interests. One link is wanting in the educational order, in our State, viz.: the County Supervisor. Other States have it. Pennsylvania says, "county supervision is the main working beam of our school-system." Illinois is emphatic that "county supervision of schools is the right arm of power in our system. It cannot be dispensed with. It has done more than any other agency to make our schools what they are, and its vitalizing influence is more manifest every year. More and better work has been done by it the past year than in any other year since it was established." Iowa adds, "it is now nearly ten years since the first enactment of a law in our State creating the office of County Superintendent of Schools; and to the intelligent observer there can be little doubt that the rapid advancement which the schools have made within that time has been largely owing to efficient county supervision." (See Appendix for additional.) Gentlemen, we want county supervision in this State, not merely because it is a missing link, apparently; not because other States believe it essential to a complete school system, but because we positively *need* it for the following reasons:

1st. *Inspection* and instruction are the two vital principles of vigorous school growth. Our present officers of inspection are the State Superintendent and the town committees. The State Superintendent can *not* inspect all the schools. A few figures here. Number of schools in the State over 4000. Average length of the schools eighteen weeks and two days, equal to 101 days. 4000 divided by 101, equal to thirty-nine schools each day—six hours in each school day—thirty-nine divided by six, equal to six and one half schools each hour, or about ten minutes to each school. A race horse to each foot, a galvanic battery in each pocket, with myriads of wires radiating therefrom, or the wings of the winds could not place him in communication with each

school long enough to accomplish any good. Efficient, complete inspection of schools by the State Superintendent is an *impossibility*. Sufficient on this point. The town committees are generally worthy and efficient men. I recognize and acknowledge the great importance of their office in our present educational system. Yet their relation with the schools and the community is rather "suggestion" than "authority," "recommendation" than "with power." Our "March" reports abound with "ought," never "must." In an eastern town the district improvised a school committee and re-instated a teacher, already declared incompetent and expelled from the school-room by the regular town committee. The regular committee, however, did not have either authority or nerve enough to persist in a right course, and so incompetency reigned. Moreover, town committees often do not keep up with the times in school progress. Rev. Mr. A., or Dr. B., or Esq. C., generally are elected right round and round. They are good citizens, worthy men, kind neighbors, know more about the schools than any one else in town, hardly fair to turn them out of office! So it goes swinging round the circle. They *do* know something about the schools, but it is necessary to know something *outside* of the schools; something of what is being done educationally in other towns and other States. Now a circulating county supervisor would stir up these worthy gentlemen, and send new life through the school-room. Again, some of our town committees are totally incompetent and disgracefully ignorant. I have in my office committee returns, the mis-orthography of which would be a discredit to a lad twelve years old, and two returns with the three signatures to each written thus:

A (his + mark) B

C (" " ") D

E (" " ") F

Do I express it too strongly when I say *disgracefully* ignorant? It seems to me we need some one besides town committees to look after teachers and youth in these localities. A county supervisor could very profitably make a call that way. I know it is objected that even county supervisors could not visit all the schools, even in a county, twice a year, as proposed, possibly not even once in one or two of the larger counties. But one man in each county will approximate nearer to a complete visitation and inspection than one man—the Superintendent—can in the whole State. That line of argument only shows that we *need* at least

one man to each county. For better school visitation and inspection therefore we must have something to correspond to county supervision in other States.

2d. As an aid to the State Superintendent. The latter is now a brain without nerve communication, a body with no out-reaching arms, a battery with no wires through which to make himself *felt*, an engine with no connecting bands or pulleys to move into industrial motion and productive activity the vast outlying school machinery. The county supervisorship would supply the needful intermediate connection and agency. Reflexively it would be an immense force in itself, adding to the power and efficiency of the State Superintendency. For,

3d. As an Advisory Educational Board, meeting at Augusta, at least once a year, during legislative session, in conference with the legislative committee on education, such inspectors could communicate reliable information as to condition and wants of the public school, suggesting intelligent legislative action; and in conference with each other and with the Superintendent settle upon working plans for the coming year, in the Institute, in the school-room, with pupils, with teachers, with parents and with the people generally. Such men would go forth to their labor with new vigor, each feeling that he was at work with a strong body of strong men. I repeat it. Such a body would *back up* a State Superintendent and add to his own strength by an assurance that his own energy and efforts would not be exercised in vain.

4th. As an ex-officio head of Institutes and voluntary town and county Associations of Teachers, the Supervisor would be an invaluable aid and agent of the State Superintendent. Some one is needed "head and shoulders" above others by authority to designate time and place of Institute sessions and educational meetings, and provide for the same. In my efforts the past season to hold county meetings, I have been unable to find any superior directing agency to prepare for such. For instance—I desired to hold a meeting of teachers in Oxford county—inquiries were directed to several town committees to ascertain the locality most convenient for them, and affording the best accommodations. Buckfield, Paris Hill and Norway, each desired the convention there—each objected to holding it elsewhere. Paris Hill, with the advantage of the county newspaper for notification, secured the appointment. The convention was poorly attended. Norway and Buckfield staid at home. The town committees in each were

on an equality, and each committee felt itself entitled to the meeting. The superior authority of a county officer would have corrected this. Or if it be said that rather a lack of interest kept neighboring committees and teachers at home, how can a lively interest be excited better than by an official appointed for that very purpose?

Compensation. Good plans have often failed for want of proper executive agents. We want no man as county supervisor who is not alive to the public school interests. It will not pay to employ hesitating and inefficient persons. We must have active blood and brain. A salary of one thousand dollars on the average to each county will be requisite. This agrees nearly with the average—\$1075—as indicated by sixty-seven returns. The whole expense for county supervision will therefore amount to sixteen thousand dollars. (See Appendix and answers to No. 23 school-book blank).

IV.—STATE UNIFORMITY OF TEXT BOOKS.

The County Institutes will cost the State forty-eight hundred dollars, County Supervisorships sixteen thousand dollars. Whole amount, twenty thousand eight hundred. The whole amount expended in the interests of schools the past year was over eleven hundred thousand dollars. Two per cent. of this amount would more than meet the sum required above for institutes and supervision. The amount raised directly by taxation and realized from the school fund is about six hundred and forty-six thousand dollars. A little more than three per cent. of this amount would be sufficient for the above purposes. Or if the cost—\$21,000—be laid as a tax on the entire valuation of the State—\$161,000,000—it would be only thirteen-hundredths of a mill per dollar. As a per centage on the present amount of school expenses, the schools themselves would be shortened two days. I feel confident that what we should thus lose in *quantity* would be more than compensated by *quality*, in better instruction and inspection? As a direct tax the amount would be slight and what the State should thus contribute from its property would meet rich returns in a more complete public culture and increased intelligence. Can we not, however, avoid both the shortening of schools and the extra tax or at least save sufficient in some way to meet the requisite amount. This brings us to the matter of school books.

Our people are now *burdened* with the great variety of text-books and the frequent changes made—and not only burdened but often times deprived of school privileges. Let me illustrate. This winter a laborer resides in Augusta. His children attend school. Next winter he moves to Gardiner. His children go to school the first day. At noon or night they return with their books—such as were used in Augusta—with the announcement that entirely different books are used in the schools of Gardiner. New ones must be furnished or the children will derive no benefit from that winter's school. The father can not afford to purchase new books, but feels that he must. Thus it is a burden. Or possibly he is wholly unable to buy new ones, and concludes to set the son at work, or puts the daughter in the cotton or woolen mill. Thus the child is deprived of school opportunities and grows up in ignorance. This is a sad fact *felt* especially by the floating, laboring population, by itinerating clergymen and particularly by settlers in the townships, coming from all quarters of the State. To show the variety used in this State I submit the following taken from Messrs. Bailey & Noyes' list of books to supply the demands of our schools :

Arithmetics,	24
Algebras, Geometries, &c.,	17
Astronomy,	5
Anatomy and Physiology,	4
Book-Keeping,	7
Botany,	3
Chemistry,	4
Dictionaries,	16
French and German,	20
Greek,	13
Geographies,	18
Grammars and Parsing Books,	18
History,	6
Latin,	19
Philosophy,	7
Readers and Spellers,	46
Speakers,	6
Writing Books,	4

Such a variety of books naturally implies constant efforts on the part of the various publishers, each to hold his own ground and to supplant others. We find, therefore, smart, active book agents

in every part of the State busily employed effecting exchanges. These changes have become so frequent, in direct violation of the existing "five year law," that the people have fairly lost their patience; many, indeed, are disgusted with the manner in which the text-book question is handled. As an extravagant illustration I quote a newspaper item. "A few days ago a gentleman in Gardiner took his son to the book store to purchase a new school-book. Having secured the right one, the kind father, taking the lad by the collar, hurried him out of the store with the earnest command, 'Run, boy, run, or they will change the book before you get to the school-room.'" There is hardly a house in the State which has not one or more shelves crowded with school books thrown aside and out of use. This has been and continues to be a great expense. Can this needless outlay be prevented? I think it can, if honorable, honest, earnest men will take hold of the matter with determination. How? By *State uniformity of text books*. Establish through legislative authority one series of readers, one series of arithmetics, one series of geographies, grammars, &c., for the entire State—reducing the present large number of one hundred and sixty-seven text books down to less than one-fifth of that number—thirty-two. Wealthy and enterprising publishers have supplied the market with a great variety of excellent text books from which surely a good selection can easily be made by competent persons. Having secured books best adapted to our school wants, contract in due form with publishers to furnish such books for a certain period—five years, more or less—at stipulated retail and wholesale rates, said rates to be plainly and legibly stamped or printed on every book thus furnished. Violation of this contract to be accompanied with a suitable penalty. These books could be furnished either through the town committees or through the ordinary channels of trade. The saving to the people would amount to a sum more than sufficient to cover the expense of Teachers' Institutes and County Supervisorship. Superintendent Swett of California, states as follows: "I am confident that this single provision of the 'School Law,' (requiring State uniformity,) has saved to the people of the State, during the past five years, \$50,000 in the purchase of books, to say nothing of the incalculable advantages derived from it in the classification of the schools." That is equivalent to a saving of \$10,000 a year on a school population of 94,349. Our school population is 225,200—which would

demonstrate a saving of \$24,000 to our people. Mr. Davis, publisher of the New Practical Arithmetic, informs me that the people of Vermont pay a "uniformity" price of 63 cents for a book which costs them \$1 at retail—a saving of 37 per cent. The city of Bath provides pupils with books at a discount of 40 per cent. from former retail rates. The State of Maryland established uniformity three years ago. I "tear a leaf" from the Superintendent's report and enter it here :

List of Text Books adopted by the State Board of Education for use in the Public Schools of Maryland, showing the price at which each Book was furnished to the counties for introduction, including cost of Freight and Boxing, also showing the retail, or store price of same, for school year, ending June 30th, 1866 :

NAME OF BOOK.	Price at which furnished.	Retail price.
Sargent's Standard Speller,	\$00 9 1-5	\$00 17
" Pronouncing Speller,	00 11 1-2	00 34
Lynd's Etymology,	00 56	00 75
Webster's School Dictionary,	00 69 3-5	1 00
Willson's Primer,	00 11 1-2	00 25
" First Reader,	00 17 1-4	00 40
" Second " "	00 23 1-3	00 60
" Third " "	00 39 1-10	00 90
" Fourth " "	00 57 1-2	1 35
Sargent's Fourth Reader,	00 38	1 20
Willson's School and Family Charts,	15 52	18 00
Quackenbos' First Book English Grammar,	00 17 1-4	00 50
" English Grammar,	00 46	1 20
Davies' Primary Arithmetic,	00 16 1-10	00 30
" Intellectual " "	00 24 3-20	00 50
" El. of Writ'n " "	00 27 3-5	00 60
" Practical " "	00 56 7-20	1 00
Elementary Algebra,	00 72 9-20	1 34
Walton's Arithmetical Cards,	00 6 9-10	00 12
" " Key,	00 28 3-4	00 45
Cornell's First Steps in Geography,	00 17 1-4	00 45
" Primary Geography,	00 31 1-20	00 90
" Grammar School Geography,	00 60 19-20	1 50
Goodrich's Child's History U. S.,	00 37 19-20	00 90
" Pictorial " "	00 85 1-10	2 00
Phelps' Philosophy for Beginners,	00 46	00 75
" Chemistry " "	00 46	00 75
" Botany " "	00 46	00 75
Northend's Little Orator,	00 36 4-5	00 60
" Entertaining Dialogues,	00 73 3-5	1 20
Sargent's Standard Int. Speaker,	1 46 6-10	2 00
Payson's, Dunton & Scribner's Penmanship,	1 55 1-4	2 40
" " " " Double Entry Bookkeeping,	00 86 1-4	1 60

NAME OF BOOK.	Price at which furnished.	Retail price.
Payson's, Duntou & Scribner's Single Entry Bookkeeping,	00 42 1-8	00 67
“ “ “ “ Blanks for D. E. Book-keeping,	00 51 3-4	00 75
“ “ “ “ “ “ S. E. “	00 39 1-10	00 50
Bond's Small Hand Copy Books,	1 00	1 25
“ Round “ “ “	1 00	1 25
“ Copy Slips,	00 15	00 20
School Boys' Infantry Tactics,	00 41 2-5	00 70
Well's Science of Common Things,	00 57 1-2	1 25
Webster's High School Dictionary,	00 90 1-4	1 25
Scholar's Companion,	00 43 6-10	1 10
Willson's Fifth Reader,	00 77 1-10	1 80
Sargent's “ “ Part 2d,	00 46	1 46
Quackenbos' First Lessons English Composition,	00 40 1-4	00 90
“ Composition and Rhetoric,	00 69	1 75
Davies' University Arithmetic,	00 80 1-2	1 50
“ “ Algebra,	1 01 1-4	1 75
“ Elements of Geometry and Trigonometry,	00 80 1-2	1 50
“ Legendre's “ “ “	1 41 9-20	2 25
“ Surveying and Navigation,	1 61	2 50
“ Differential and Integral Calc's,	1 61	2 00
Cornell's High School Geography and Atlas,	1 43 3-4	3 50
Warren's Physical Geography,	1 03 1-2	2 00
Burrill's Geography of the Heavens, and Atlas,	1 81	2 50
Smith's Student's History of Greece,	1 38	2 00
“ Greece, abridged,	00 69	1 00
Liddell's Student's History of Rome,	1 38	2 00
“ Rome, abridged,	00 69	1 00
Worcester's Elements of Universal History,	00 57 1-2	2 00
Well's Natural Philosophy,	00 74 3-4	1 75
“ Elements of Chemistry,	00 80 1-2	1 75
“ “ “ Geology,	00 57 1-2	1 25
Lincoln's Botany,	1 15	1 88
Brockelsby's Elements of Astronomy,	1 03 1-2	1 88
Emerson's Manual of Agriculture,	1 10	1 50
Hart's Constitution of the U. S.,	00 25 3-20	00 65
Philbrick's Union Speaker,	1 65	2 50
Spalding's History of English Literature,	00 74 3-4	1 75
Northend's Dictation Exercises,	00 36 4-5	00 67
Wayland's Moral Science,	1 34 1-4	1 75
“ Political Economy,	1 34 1-4	1 75
“ Intellectual Science,	1 03 1-2	1 75
Boyd's Milton's Paradise Lost,	00 78 1-5	1 20
“ Cowper's Task,	00 78 1-5	1 29
“ Thompson's Seasons,	00 78 1-5	1 20
Brooks' First Latin Lessons,	00 40 1-4	00 80
“ Historia Sacra,	00 40 1-4	00 80
“ Viri Illustres Americae,	1 15	1 75
“ Cæsar's Commentaries,	1 15	1 75
“ Ovid,	1 61	2 67

NAME OF BOOK.	Price at which furnished.	Retail price.
Harkness' Latin Grammar,	00 74 3-4	1 75
Hanson's Book of Latin Prose,	2 07	3 00
“ “ “ Poetry,	2 07	3 00
Arnold's Latin Prose Composition,	00 74 3-4	1 75
Dillaway's Roman Antiquities,	00 65 1-5	00 90
Brooks' First Greek Lessons,	00 40 1-4	00 80

The above stands as an indisputable fact and shows a difference between “ uniformity ” and “ retail ” prices ranging from 50 to 249 per cent. Surely this indicates that a saving may be effected by State uniformity. The whole school population in this State is 225,000 ; 60 per cent. or 125,000 ought to be in attendance at the public schools some portion of the year. No one puts the annual expense for books less than one dollar for each scholar ; most with whom I have conferred place it at three dollars. Taking the former estimate, and the whole annual amount expended for school books would be \$125,000. Fifty per cent. of this amount saved as in Maryland, equals \$62,500—40 per cent. as in Bath, equals \$50,000—37 per cent. as in Vermont, \$46,250—25 per cent. equals \$31,250 ; or taking the customary discount allowed by the wholesale trade, 20 per cent., and we still economise to the amount of \$25,000—more than sufficient to meet the sum required for Institutes and Supervisorship. Evidently our school books cost us much more than they ought. In every well regulated factory, or machine shop, or business of any kind, a careful statement of running expenses is kept ; from the analysis of which an accurate knowledge may be obtained of the losses and profits, the well directed and ill directed expenditures of time, force and money, the retrenchment and additional outlays necessary for the most economical results. It seems to me that at least \$20,000 per annum could be saved in our educational operations in the single item of books, and furthermore that the additional outlay of \$20,000 in Teachers' Institutes and County Inspection—for the term of five years at least—would add immensely to the forces and productive capacity of our public school system. I have no doubt upon this point.

Again, State uniformity—as has already been stated—would contribute much to a better, simpler, and more effective classification in the school room. A few days ago I visited a school in one of the largest country villages of this State. It was near the close of the afternoon session. I found the teacher—a lady with sev-

eral summers' experience—weary and worn out with the labors of the day. I was a little surprised, for she seemed to be a woman of strong constitution, naturally able to do a good school day's work. In the rapid "call" and "return" of classes, I soon discovered the cause of "wear and tear" to nervous power. "How many pupils have you?" "Sixty," was the answer. This was an ordinary grammar school. "How many classes?" I asked. "Thirty." "Why, these will be the death of you," I said. "I know it," she replied, "but each child has a different book, and how can I help it?" Such a variety results in "confusion confounded," the minimum of good to the scholar, and the gradual wearing out and final breaking down of the teacher. The State can prevent this terrible waste of time to the pupil and loss of power to the teacher. Recognizing this waste and loss, conscious of her own power in public school matters, she *ought* to legislate with intelligent purpose to effect better results—to accomplished all that is possible in the brief eighteen week school period.

Furthermore, the frequent changes in books detract from the teachers' *power*. The farmer can hoe better with the "old hoe" or chop better with the ax to which his hand and arm have been accustomed. The "helmsman" who *knows* his craft feels *sure* when he grasps the rudder wheel, and steers *confidently* out into storm and "black darkness." The grim gunner of the "Swamp Angel" *knew* when he touched fuse or pulled lanyard, the terrible missile would speed away miles on its errand of death and destruction and would explode only when it should reach the heart of the town. Books are the *instruments* of the teacher, and he will do much better execution with those to which his thought and method of teaching have been accustomed, than with those of which he knows nothing, or but little. Think not that I do not approve of changes in text books. It is the *frequent* changes, I object to; from one book or series to another, no better, sometimes inferior. Great improvement has been made in school books, and will continue to be made. But the ordinary teacher will do more and better work with the same ordinary book for five years in succession than with a new book every year, or every term.

I am aware that it is said the teacher should be a person entirely *outside* of books, to whom the book is only a matter of convenience between himself and the pupil, and that so far as the teacher is concerned a change in text books is a matter of small consequence.

I grant the teacher *should* be one who knows his profession ; to whom the book is only another man's method of expressing naturally and logically in brief what he himself should know in *toto*—to whom any text book should pass in hand as easily and conveniently as the various cutlery and ware he uses on his dining table. But what the teacher *should* be is strikingly different from what he *is*. I refer more particularly to our country school teachers. There are among them excellent scholars, excellent instructors, judicious disciplinarians. But the great body of country teachers are young, unqualified in scholarship, limited in expression, ignorant of the simplest laws of mental development and growth. With a good deal of toil and struggle they “cipher” through even *one* arithmetic or “parse” through one “Parsing book.” They are obliged to solve the “puzzles” in even one arithmetic or unravel certain “peculiar grammatical constructions” in the book which they have before they dare attempt another, especially as a teacher. A 1 teachers in the public schools of Maine are limited in number. When we secure that grade six thousand strong, then book changes will not harm the teachers' corps.

How shall we secure a suitable selection of text books? Doubtless some plan can be devised whereby this can be done fairly, honestly, with proper restrictions and with a view to the best interests of all. I suggest the following: Let the sixteen County Supervisors, together with the State Superintendent (personally I should prefer not to be a member of the board,) constitute the Text Book Committee. Coming from different parts of the State, acquainted with the intellectual wants and capacities of the various communities among which they reside, knowing the school books now in use—such persons, it seems to me, would be generally well qualified for the duty required. It would be too large a body for easy, cheap *purchase*. But even after such a committee has made a selection of books, I would not have such a selection valid till approved and authorized by the Governor and Council, as a *check* on the way, should money be used, and to give dignity and authority to the State series, when established. A committee selected from college officers, or the principals of our High and Normal Schools, or from the great body of teachers, or from all these classes—with a like check in the Council Chamber, would perhaps answer as well. I do not intend hereby to reflect on the honesty and honor of any person or class. But the world is as it is. Every man is said to have his price. The money

power represented by the school book publishers is immense. Such power has been used and will continue to be used. It is but a part of common prudence to surround both government and people with proper checks and securities; to exercise such prudence is no insinuation against general integrity.

“Monopoly!” some one exclaims. Such a procedure on the part of the State would throw the publication of the school books into the hands of one man or of one house! Prices would go up immediately after introduction, and the people would be obliged to pay as high or even higher rates than at present, without any remedy! Hold a minute. Let us analyze this matter. Now, five different publishing houses are furnishing the State with as many different readers. It is natural to infer that each house realizes certain profits or the business would be relinquished. Suppose the entire profits on readers amount to \$25,000, and that the same be divided equally among the five houses, giving each \$5,000. Now if a single house could have all the readers with a clean profit of \$10,000—double the previous amount—still the State would save \$15,000; and then, again, such books being furnished under contract secured by sufficient bonds, obligations and penalties, with wholesale and retail prices stamped or printed as heretofore indicated, I see a monopoly over which the State has control. She is mistress of the situation, and holds the power in her own hands. No more combinations among book-dealers and publishers in this State to dragoon country dealers into line, and maintain high rates for school books. *These* are the real monopolies. I most heartily approve of “cornering” such.

But “the State has no more right to legislate on books, than it has on boots, shoes, or wearing apparel generally.” Is this true? Let us examine. The State says, “I must educate my children.” This is a duty of the State, founded on self-preservation and the *right* of the youth to a trained, intelligent, vigorous citizenship. In the discharge of this duty, the State imposes upon towns the necessity of raising money, building school-houses, selecting proper officers, &c. The children must go to school. The direct necessity of books follows. Now the State having imposed the necessity of books, should provide that that necessity be as light as possible. The child can wear any kind of a boot or shoe, or even go without. But he *must* have a book. The State not only has a *right*, but it is the *duty* of the State, a resultant of her own action, to regulate a matter so closely connected with the Common

School System, so intimately interwoven with its daily life, and with the full realizations of its capabilities as is the School Book question.

Finally, the "uniformity plan" will dispense entirely with that great army of "book agents" that now marches over every square mile of the State—where there are school-houses, school agents and school committees. Every school district, every school meeting, every educational convention, every teacher in some way or another, feels the "book agent." I find no fault with the "book agent." I do not speak reproachfully of him or his business. I admire his pluck, tact and persistency. He is a man of business, on business. This agency, however, costs somebody something. Who is this somebody? Of course, the consumer. Who are the consumers? The great people, away out on the periphery of active agencies, unable to make themselves felt except through central powers. Banish the "book agent" through the "uniformity method," and one great item of expense in the distribution of books will be dispensed with. Bring the consumer directly in contact with the producer. Avoid intermediate exorbitant commissions.

I do not advocate that the State should hold or own the copyright to any school book and publish the same, as is now done in Canada. I oppose such a measure. I believe in "living and let live." We have American book publishers who understand their business, who study popular wants and growth, who know how to meet these wants, who are in communication with the sharpest, clearest educators, and will prompt such men to compile and to write with a fine perception of present and prospective needs. The State can avail herself of the skill and wisdom of those who are "experienced" with a greater assurance of success and economy than in erecting and operating a huge book establishment of her own.

The preceding suggestions—embracing "Town Organizations," "Teachers' Institutes," "County Supervision" and "State Uniformity of Text Books," have not the discredit of being "novelties." I claim no "priority" of discovery or invention. They have been "suggested" again and again by my worthy predecessors. But "suggestions" alone amount to nothing—"suggestions" must be crystallized into clear and well defined forms by positive legislation before they will have weight or value.

Other States have not hesitated to embody such recommendations as are here made, in statutory enactment and the beneficial results have been as stated. Action, action, positive legislative action is what we now need. The "let alone, it will come out all right" policy, does credit neither to head nor heart, marks neither the wise legislator nor the prudent statesman. I have no pet theory, am willing to put my shoulders to the burden under any plan which after mature consideration shall be deemed best. No matter what the plough may be, I will put my hands to it strongly, but beg the *privilege of looking back to see what sort of a furrow it turns*. We need a better system than we now have as a basis of effective operation. We must have some practical, definite plan of operation in every business. In none do we need it more than in the matter of public education. A solid foundation, and a firm sub-structure must precede the substantial super-structure.

I recommend, therefore, legislation authorizing State Uniformity of Text Books.

V.—COMPULSORY ATTENDANCE.

The whole number of school children in the State is 225,200. The whole number entering public schools one day or longer is 131,266. The average attendance is 91,598, or 42 per cent. of the census number. Here is a loss of over 50 per cent. in money expenditure to the State. Or deducting 40 per cent. for those too young and too old to attend school and still a loss of one-third. That is, it is the same as if a farmer having a hundred tons of hay to secure should allow 40 or 60 per cent. of it to ripen, go to seed and decay on the ground. The State loses 30 to 50 per cent. of its brain power from truancy and absenteeism. Unlike the grass decomposing on the ground as a fertilizer for succeeding years, the brain power untaught still exists as a power, more generally for evil than good. The State obliges towns to support schools; what are schools without scholars? The State should see to it that she not only *provides for*, but *secures* the education of her youth. But first it is necessary to put the school within the means of the people, to provide pleasant school-rooms, pleasing instructors, thorough supervision, cheap books and endeavor thus to draw, to win children and parents. Yet after all these inducements, there will not follow full economy of brain power till the strong arm of compulsion places the child in some school-room. The

State should oblige through town officials a full attendance at either private or public school, of all children between, say, eight and sixteen, at least three months in the year. The present truant law seems to affect only habitual truants, placing them in the Reform School. The Statute says towns *may* make by-laws such as are not repugnant to the laws of the State, &c., &c.; it should say *shall*. Somehow we fear sharp, decisive legislation in educational affairs—the most vital concern in human interests. There is no great question involving family and society welfare on which the people so fully agree as that of public education. The poorest man toils to give his son or daughter the rich legacy of a good education, while the millionaire *knows* and *feels* that to his children the inheritance of a generous culture far outweighs the simple possession of bonds and stocks. The people expect and wait for healthy legislation to build up, and fashion and fill with life and light that vast mighty edifice, bearing in its front, chiselled deep, “The Daily Public School.” The people not only expect but *need* decisive, penetrating statutory enactment that will be *felt*. The present educational apathy is decidedly oppressive, like the quiet, short, still breathings preceding death. There is no doubt about this. Read the Reports of Town Committees, (see Appendix). “The present apathy of parents,” &c., “if parents instead of finding so much fault out of school, would take pains,” &c., “the people in this town have better barns and sheep pens than school-houses. Such indifference,” &c. There are exceptions, but I speak of the great body. A sharp, decisive blow with the legislative rod would smite to the opening of this dead rock of apathy, and out of it will gush new life. Compulsory attendance I believe to be, if not the rod, an *approach* towards the rock, one of the conditions of deliverance. We need such a law for the indifferent among our native population, and especially for that mighty incoming foreign population with instincts and tendencies largely adverse to our habits and institutions. Is it not better that the State *now* take the child by the hand, lead him to the school room, and make a *man* of him, than that by and by she clinch him as a criminal and deprive him of liberty and citizenship, perhaps of life. *After* good agencies, good teachers, good school-houses and cheap books, I would recommend a “Compulsory Law,” and even now a permissive statute to that effect.

MADAWASKA SCHOOLS.

I submit the following report of David Page, Esq., as representing quite fully the condition and wants of the Schools in Madawaska Townships :

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

In my last Annual Report of the schools in the "Madawaska Territory," your Agent recommended a new system with regard to schools in said territory ; for reasons, reference may be had to said Report. Instead of three High Schools, as was so recommended, by an act of the Legislature of last winter, an additional one was added, to be located at St. Luce, Dionne plantation, making four high or graded schools in the "Territory ;" with an appropriation of \$600 to be divided, as an Agent to be appointed by the Governor and Council shall deem equitable, who is also empowered to divide the school fund belonging to said territory, and to exercise general supervision over schools therein—with certain provisions ; all of which were complied with, by the plantations, when said schools were so located, namely : one at Fort Kent, one at St. Luce, one in Madawaska, and one at Violet Brook, (Van Buren). By said act, there was also appropriated for Public Schools in the plantations of Hamlin, D'Aigle, St. John, St. Francis, Wallagrass, and Eagle Lake, each the sum of \$50 ; also, with certain provisions, which were complied with by said plantations.

It is my purpose here, to speak more *particularly* of the four graded schools, and those in the six last named plantations, as appropriations were especially made by the act for said schools. The four graded schools are all in operation, some of which, will continue during the present winter. The one at Fort Kent, is under the instruction of Miss Rose McKenny, of Paris, Me., who was recommended by Mr. A. C. Herrick, Preceptor of Hebron Academy, in which Miss McKenny was an Assistant ; Miss McKenny is an accomplished scholar, and possesses all the requisites necessary for a successful teacher. It need hardly be added, the school has made satisfactory progress—forty pupils have been in attendance, averaging thirty-five—thirty have attended to arithmetic ; twenty, Geography ; fifteen, Grammar ; thirty-five, English studies generally ; twenty, French ; three, Bookkeeping ; two, Latin ; some half dozen young ladies are being qualified at this school, for teachers, who will, I trust, be useful as such the

coming spring. There was another school in this district, kept by Miss Kittie Foley, with about the same number of scholars as the one above named, continuing four months, with good results. The wages of Miss McKenny, seven dollars per week, exclusive of board, and travelling expenses allowed both from and to her home, commenced the 3d of June, and will continue to Feb. 1st, making eight months. There is a good and commodious school-house in this district.

Mlle. Caroline Pichette, from, and native of Quebec, (Canada,) has charge of the school at St. Luce, who is a thorough scholar in French, and has a good English education, in which branches, she is well qualified to be useful as a teacher. All the branches usually pursued in our grammar schools are taught in this school with good results. Mlle. Pichette has a happy faculty in instructing her pupils, to translate the English to the French, and the French to the English language, which is readily accomplished with accuracy and correctness upon the black board. The school is under good discipline, pupils making fair progress—averaging twenty-five scholars—the school will continue through the winter; commenced the 20th of July last.

Mlle. Modiste Cyr, who has charge of the school at Madawaska, is a native of the "Territory," whose father, (the late Paul Cyr, Esq.,) manifested a laudable zeal in educating his family, and Modiste is well qualified to instruct both in French and English, has a good faculty in qualifying her pupils for teachers; has thirty scholars, averaging twenty-five. The school will continue through the winter, commenced the 22d of June; school-house passable, with a fair prospect of a better one another year. This school is situated in the center of the "Territory," upon a gentle eminence, overlooking the St. John river, and opposite St. Basil Academy, commanding at one view the most picturesque scenery that can be found in the State.

The school at Van Buren, under the instruction of Miss Annie Hammond, did not commence until the first of November, as the teacher was engaged in the district school, and knowing her to be an efficient teacher, I deemed it prudent to defer the commencement of the school, rather than incur the expense of transporting one from "out side." Miss Hammond is methodical in her teachings, is untiring in her exertions to promote the interest of her pupils. About the same number attend this school as there are

in the other high schools, and I have no doubt that good results will attend this school.

COMMON SCHOOLS IN THE SIX TOWNSHIPS.

At St. Francis there have been two schools, of fifteen weeks each, the one kept by Miss Belle Hunnewell, in the most Northwestern district, perhaps, in the State, and the first one ever had in the district, all French with the exception of one family. By the promise of books free, the district were induced to commence in English, *exclusively*, when, I presume, in a comparatively short time, this school will be in advance of many which have been mongrelized by French and English,—school made fair progress. The other kept by Miss Annis Savage, who has managed her school with good judgment and skill. This district has always had English teachers and the French children are as far advanced as the English. There are but few schools in the “Territory” better educated than this, owing to the inhabitants taking an interest, and furnishing suitable books. Reading, writing, arithmetic, geography, history, and grammar are the features of this school. Thirty pupils, averaging twenty-five.

In St. John there has been but one school, (only about fifteen families in the plantation,) kept by Mlle. Helline Sirois. There have been but few schools in this plantation. The inhabitants taking little or no interest in education, a little *coercion* in this plantation would be necessary, as well as in some others of a kindred spirit—school continued fourteen weeks; twenty-five pupils, averaging twenty—six in English.

There were two schools in Wallagrass plantation, one under the care of Miss Mary Ramsey, the other, by Master Frank Souvier. Both of these schools were attended with passable good results; there are two tolerable school-houses in the plantation for which the inhabitants deserve commendation—inhabitants mostly French. English studies mostly taught in these two schools with fair success. The inhabitants are somewhat interested in schools, and when *that* prevails you will see corresponding results.

The school at Eagle Lake did not commence until October 1st, continuing but nine weeks, as a teacher could not be procured until one of the other schools had closed, when I employed Miss Mary Ramsey. On account of the inclemency of the weather and scattered population, it was concluded to close the school and

commence another in the spring. Not much can be said of this school, *saving* it was a *commencement* of their first school, a "*breaking of the ice.*" The teacher did as well as could be expected under the unpropitious circumstances, wages of teacher \$2.78-100.

There were two schools in D'Aigle plantation, kept by Mdlle. Nathalie Soucie and Mdlle. Alphonsium Chinard. I cannot speak with much favor of the results of these schools, only they *passed for schools*. The teachers were the best that could be had at hand, both of whom are now attending school, and may be in some *future* time useful as teachers. The two schools averaged fourteen weeks; twenty-five scholars in each.

Hamlin plantation, Philomine D'Aigle is now keeping, did not commence till the first of October, was obliged to postpone the time till the present teacher had finished her school in Grant Isle. Md'lle D'Aigle has had considerable experience as a teacher, is industrious, and faithful in her school, and good results may be expected. Thirty pupils in attendance, all French, but about all attend English studies.

There is one other school in the above plantation (*so called by the inhabitants,*) kept by a Canadian Frenchman, employed because his services could be had for eight dollars for three months. I did not recognize him as one of my teachers. Two *apologies* for school-houses in this plantation.

In Letter L (Cyr plantation,) Master Florem Cormier is employed, commencing July 15th, and is still in operation. Although their first school, good improvement has been made—teacher has acquitted himself with satisfaction to his employer. School small, twenty in attendance, averaging fifteen, all study English.

There were fourteen other schools not heretofore mentioned, namely: Two at Fort Kent, four in Dionne plantation, three in Madawaska, two in Grant Isle, and three in Van Buren plantations, which for the sake of *brevity* we will not particularize. The majority of these fourteen schools have averaged better than those described, making twenty-four Primary and four Grammar, making twenty-eight in all the "Territory."

The four graded having 140 pupils, averaging 100
The twenty-four primary schools having 700 pupils, averaging 600

With regard to the result of the four Grammar schools, I am gratified and convinced the system is an improvement upon the old plan; but would recommend, should the State continue to patronize the Grammar Schools, that the teachers to be employed

should have the English mother tongue, with a suitable French education. It is the only way the French dialect can be transformed into the English language, with any good degree of success—and since it is the principal object of the State, to Americanize this people, I would earnestly recommend this arrangement—and advise suitable appropriations, to effect the same, to be applied exclusively to these four schools. And further recommend, that a law be made, obliging each and every plantation in this “Territory,” to raise, and assess and collect, and pay into the Treasury of such plantation, the sum of fifty cents, for every scholar, embraced in such plantation. The Agent to be appointed, should be empowered to draw the money, so raised, from each and every plantation, and to expend the same for schools, in such plantations. Such an arrangement would better equalize the interests of all concerned. I would recommend compulsory attendance of all children between the ages of seven and fourteen, during the time such schools are in operation.

Books. I would suggest, should there be a change in the text books, to be used in our schools, that more of history and geography be combined and embraced in such books, believing that more lasting and interesting information may be attained by the scholar, in these two, useful (but somewhat neglected) branches, by constant reading rather than by committing to memory lessons to recite. The art of reading and general information may be had in this way by the scholar.

Studies. Arithmetic is indispensable, but it seems to me *too much* attention is paid to the study of arithmetic in our Common Schools; visit our schools and you will find about every child, with pencil in hand, plodding over a slate, to the neglect of such branches most needed and useful in our every day life, such as reading, writing and spelling, all of which may be attained by the scholar, if the studies were properly equalized; this applies more particularly to places where opportunities for schooling are limited.

Training. The statute law provides, that all teachers shall use their best endeavors to impress on the minds of the children, committed to their care, for instruction, “the principles of morality and justice, a sacred regard for *truth*, and all other virtues, which are ornaments of human society.” I am compelled to say that these principles are much neglected in many of our schools; children should be trained to go in and out of school orderly and respectfully, instead of grabbing their hats and caps, when dis-

missed to go home, and setting up a perfect howl like a menagerie of wild animals, even before leaving the school room. Children when on their way to and from school, in little groups, are generally known to be scholars by their uncouth and insulting manners. The fault is to be laid to the teacher, and more especially to the parents. It should be one of the imperative requisites that every teacher should see to the morality, civility, and politeness of those under their charge.

<i>Financial.</i> I have received from the Treasurer of the State,	
six hundred dollars,	\$600 00
Also, for the six plantations, fifty dollars each,	300 00
“ Surplus Revenue,” three hundred dollars,	300 00
From other sources, four hundred and forty-one dollars	
and sixty-six cents,	441 66
	<hr/>
	\$1,641 66

Detailed account of my expenditures will be exhibited to the Governor and Council.

Very respectfully,

D. PAGE, *Agent.*

GRADED SCHOOLS.

Classification in the school-room is an economy of time and labor. Twenty different pupils in arithmetic might recite at twenty different successive periods with twenty different lessons. Utilization of time and forces requires an aggregation into one class. Thus classification commences and continues; all the scholars are *systematically arranged* according to age or attainment—properly the latter. Rural and mixed schools involve generally numerous classes in the same room, to meet the wants of the several pupils. With a denser population the classes themselves are classed. Hence come the grades, Primary, Grammar and High School, simply subdivisions of labor. An Intermediate grade is sometimes thrown in between Primary and Grammar School, taking a portion from each, or accommodating the inapt, irregularly attending and floating school population. These three grades—to each of which in theory five years are allotted—are subdivided into courses, studies, classes or sub-grades, one succeeding the other in a natural order. With a sufficient number of pupils and teachers, well arranged and equipped, the theory becomes excellent practice. The child advances with growth and development, and in time

enters the broad sphere of life the complete man or complete woman. All this, too, at public expense.

What the several courses of study shall be, when they shall be taken up, how much time shall be devoted to each, and when dropped, are questions on which the opinions of educators are not settled. It would require an essay beyond the limits of this Report to discuss the matter fully, still leaving the details unsettled. The principles by which we should be guided in the arrangement of studies are evidently those which appear in the development of mental faculties and powers. First, observation; second, perception; third, reflection; and fourth, expression. These overlap each other and vary in different youth. Hence there must be a flexibility to all prescribed courses. I reserve this theme for some future occasion. Committees and teachers knowing their schools should be best qualified to adapt to special wants. For actual workings, I refer particularly to Lewiston and Bangor Reports in Appendix, and invite special attention to communication from C. B. Stetson, Esq., Lewiston,—an earnest, progressive laborer in the educational field.

CONTRIBUTIONS.

Early in the summer the following circular was sent to book publishers and dealers:

STATE OF MAINE.

An Act to increase the efficiency of the State Supervision of Schools.

SECT. 2. An office shall be provided for the state superintendent at the seat of government, where he shall preserve all school reports of this State and of other States which may be sent to his office, the returns of the superintending school committees of the various towns, and such books, apparatus, maps, charts, works on education, plans for school buildings, models, and other articles of interest to school officers and teachers *as may be procured without expense to the State.*

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
Augusta, ———, 1868. }

In compliance with foregoing section, a suitable office has been provided for the Superintendent of Schools in the State House. We shall be pleased to receive any gifts you may deem fit to make, of interest to educators in our State, and will see that such contributions have proper care and exhibition.

Respectfully yours,

WARREN JOHNSON, *Superintendent.*

The response to this Circular was general and generous, as the following list will indicate. These donations were promptly and suitably acknowledged. A large number of State Reports has

been received ; also, the valuable Report of Hon. Henry Barnard, 1868, from National Department of Education. Educators are earnestly invited to examine these Reports as exhibiting the progress of public schools in sister States, and affording valuable suggestions.

List of books received at the Office of Superintendent of Common Schools since May 1st, 1868 :

BOOKS.	DONORS.
Book-keeping, Bryant & Stratton's,	Ivison, Phinney & Co.
Wilson's Outlines of History,	" "
Gray's Lessons in Botany with Manual,	" "
How Plants Grow,	" "
Hickok's Science of the Mind,	" "
" Moral Science,	" "
Hitchcock's Anatomy and Physiology,	" "
Wilson's United States,	" "
Kiddle's New Elementary Astronomy,	" "
Wells' First Principles of Geology,	" "
" Principles of Chemistry,	" "
" Science of Common Things,	" "
" Natural Philosophy,	" "
Grammar of French Grammars,	" "
Physiology and Hygiene,	" "
Handbook of Household Science,	" "
Union Pictorial Primer,	" "
" Readers, full series,	" "
" Primary Spelling Book,	" "
" Speller,	" "
Kerl's First Lessons in English Grammar,	" "
" Common School Grammar,	" "
" Comprehensive English Grammar,	" "
Sanders & McEllicott's Analysis,	" "
Progressive Primary Arithmetic,	" "
" Table Book,	" "
" Intellectual Arithmetic,	" "
Robinson's Rudiments of Written Arithmetic,	" "
" Progressive Practical "	" "
" Higher "	" "
" Arithmetical Examples,	" "
" Geometry,	" "
" New Elementary Algebra,	" "
" " University "	" "
" " Geometry and Trigonometry,	" "
" Conic Sections and Analytical Geometry,	" "
" New Surveying and Navigation,	" "
Spencerian Writing Books,	" "
" Key,	" "
Marsh's Course of Single Entry,	D. Appleton & Co.
Quackenbos' Elementary Arithmetic,	" "
" Practical "	" "
" Primary "	" "
" First Book in Grammar,	" "
" First Lessons in English Grammar,	" "
" English Grammar,	" "
" Course of Composition and Rhetoric,	" "
" History of the United States,	" "
" Natural Philosophy,	" "
First Lessons in Mechanics,	" "
Cornell's Primary Geography,	" "
" Intermediate (new edition,)	" "
" High School,	" "

Contribution of Books, (Continued.)

BOOKS.	DONORS.
Cornell's Atlas,	D. Appleton & Co.
“ Outline Map and Key,	“
Youman's New Chemistry,	“
“ Chart of “	“
Alden's Intellectual Philosophy,	“
Prendergast's Mastery Series, French,	“
“ “ “ German,	“
Harkness' Introductory Latin Book,	“
“ Latin Grammar,	“
“ Latin Reader,	“
Hadley's Greek Grammar,	“
First three books of Xenophon,	“
Virgil's Æneid,	“
History of Rome, (Sewell),	“
“ “ Greece, (“)	“
Progressive Readers, (full series),	Oliver Ellsworth.
“ Speller,	“
First Lessons in Reading,	Lee & Sheppard.
Scientific Basis of Education,	John Hecker.
Loomis' Treatise on Mineralogy,	Harper & Brothers.
Knapp's French Grammar,	“
“ Reader,	“
Wilson's Readers (full series),	“
“ Speller,	“
Hooker's Mineralogy and Geology,	“
“ Natural History,	“
“ Chemistry,	“
“ Natural Philosophy,	“
“ First Book of Chemistry,	“
“ Book of Nature, Parts I, II, and III,	“
Principia Latina, Parts I, and II,	“
French's First Lessons in Numbers,	“
“ Elementary Arithmetic,	“
Phonic Charts,	“
School and Family Slate,	“
Writing Books,	“
Physiology and Hygiene Dalton,	“
Hillard's Readers, (full series),	“
Worcester's Primary Speller,	Brewer & Tileston.
“ Comprehensive Speller,	“
“ “ Dictionary,	“
“ School “ (large),	“
Seavey's Goodrich's History United States,	“
Walton's Primary Arithmetic,	“
“ Intellectual “	“
“ Written “	“
Eaton's Primary Arithmetic,	Taggard & Thompson.
“ Intellectual “	“
“ Common School Arithmetic,	“
“ Grammar School “	“
“ High School “	“
Philosophy of Natural History,	“
Webster's Primary Dictionary,	G. & C. Merriam.
“ Common School Dictionary,	“
“ High School “	“
“ Academic “	“
“ Unabridged “	“
Lawyer in the School-room,	J.W. Schermerhorn & Co.
High School Desk and Chair,	Robert Paton.
Steele's Chemistry,	A. S. Barnes & Co.
Parker & Watson's Readers, (full series),	“
Anderson's History, U. S.,	Clark & Maynard.
English Grammar, Harvey,	“

Contributions of Books, (Concluded.)

BOOKS.	DONORS.
Manual of English Pronunciation,	Soule & Williams.
Charts for Reading,	“
Guyot's Geographies (full series,)	Chas. Scribner & Co.
“ Wall Maps—Common School,	“
“ “ large U. S. and World,	“
Sargent's Readers, (full series,)	John L. Shorey.
“ Speller,	“
Magill's French Grammar,	Crosby & Ainsworth.
Elements of Natural Philosophy,	“
Hall's Alphabet of Geology,	Gould & Lincoln.
Mrs. Hall's "World" Geography,	“

SCHOOL BUILDINGS.

The man is known by the house he lives in. The home, *i. e.*, the house inside, outside, with the surroundings, indicates the tastes, culture, and moral elevation of the man—it is an expression of the mind which inhabits and fashions it. I trust our schools are not to be measured by the houses in which they are kept. With the exception of a few of the larger towns, the school-houses generally are poor. I feel confident, however, that a better feeling is prevailing in the community in reference to improved school architecture, not only as *fashionable*, but as *reasonable*, in view of the physical health, intellectual vigor, and even moral welfare of the rising generation. I do not deem it necessary to present any detailed plans for school-houses or school rooms. These can be obtained, readily, from published Reports, especially the recent Report of Superintendent Barnard, and from examination of new buildings already erected in the State. Working plans can thus be obtained, actual cost also, and profitable suggestions, the outgrowth of experience.

I desire, however, to call your especial attention to the Normal School building at Farmington. This being a State "school-house," it is surely desirable to present in this a fair model of school buildings. The interior of the building is not what it should be. The wood work is simply primed, and presents a poverty-stricken appearance, the plane marks and dark knots staring out through the thin coat of paint. The recitation rooms are poorly arranged and uncomfortable, scantily provided with maps, charts, apparatus, &c. Until last Fall there were not even decent out-buildings and no dress room for ladies. These were provided as necessities, trusting to future appropriations to defray

expense of same. A substantial fence of some kind, probably best of iron, is needed on two sides of the school grounds. The site of the school is naturally pleasant, and may be made very attractive, but at present it is an open common, grazed by wandering cattle, and exposed to constant travel. I would, therefore, most respectfully suggest an appropriation sufficient to cover the expenses necessary for suitable repairs and improvements. The building at Castine—Eastern Normal School—does not belong to the State. This is furnished by the town, and is well adapted to the purpose for which it was intended.

In brief, a healthy locality should be selected for the school-house, dry, free from the disease-bearing earth-water, pleasant, central, accessible; the school room should be high-posted, well ventilated, well lighted, well heated, with comfortable furniture, simple and suitable apparatus; class rooms, toilet rooms, water closets, &c. Build according to number of scholars and contents of the treasury box.

CONCLUSION.

In conclusion, I have only to say that I have endeavored to make merely a business Report. Intentionally, I have omitted any reference to special culture, I have directed my energies and efforts simply towards the *system*. *Something must be done*, and it is especially essential to *start* right. Almost without exception the testimony is, that our Common Schools are declining. This part of the Report indicates to you our present condition and defects, and remedies are suggested. For further information and enlightenment, I have annexed the following Appendix, agreeably to the act.

While therefore we *hope* for the best, let us also all *act* for the best.

APPENDIX.

I subjoin to the regular official Report *excerpta* from Reports by Superintending School Committees, revealing the inside condition of our Common Schools, their operations, results, and wants, good and bad points, success and failure of teachers, condition of school-houses, interest and apathy of parents and people, and other items corroborating or disproving my statement that our present school system is extremely feeble and inefficient in bringing about results proportionate to time, money and brain power expended. I also add extracts from the School Reports of other States to indicate the educational movements therein, their direction and force. It will appear, I think, that the Western educators, are grappling in with the problems of the day earnestly and intelligently, that they come east and select the best features of the public school system in the Middle and New England States, and returning, adapt them to the present and prospective wants of their people, adding fearlessly what they think best. Vast and mighty changes are occurring daily. It is as though the world were being born anew—springing up to a higher life. The people, like a youthful Hercules, steps forth from the cradle grasping the divine right of Kings in one hand and superstition in the other, proclaiming their manhood. Italy thunders at the gates of Rome and demands national unity. Austria, bankrupt, stunned by the apparently ruinous defeat of Sadowa, springs to new and wondrous life by sundering church bonds and granting civil religious and educational privileges to her *people*. China infuses new activity and energy into her mass of five hundred millions by religious toleration, by opening her magnificent ports and sending through her whole arterial system of canals and deep in-reaching rivers the life-giving impulse of commerce and trade. Spain sends the rotten relic of Bourbon dynasty flying across her borders without bloodshed, burns the guillotine, quietly waits the incoming of order, and challenges the admiration of the world in the demand

of her people for a place among the nations of the earth. The world moves—the people are awake. None more so than our own. Witness the recent “conflict.” Grasping the mighty “Python” of Rebellion in one hand the United States—unified—strangles it to “the death.” With the other she engages in wonderful enterprises, binding ocean to ocean with wire and rail, sending the rejoicings of victory and success under the sounding sea out through all the earth, to struggling peoples. Our State *must* feel the thrill of all these quickening movements. The broad main, sending its hundred bays and thousand arms up into the very heart of the State, woos her to launch upon its bosom the white-winged messengers of COMMERCE. Sun-power buoying up the light mist from every sea, wind-currents bearing the same to broad, deep reservoirs among the hills, gravitation hurling the waters oceanward over a thousand precipices and inclines, bid her set in motion the busy wheels of industrious, wealth-giving MANUFACTURES. But to shine with no flickering light and be true to her emblem, the Star—to guide with a steady hand and never falsify her motto—Dirigo,—she *must* have pervading all trade and handicraft a *trained intelligence*. With busy, well directed brain, in every industrial pursuit, with the lively rattle of machinery in tune with the noise of many waters, with busy barks shooting in and out from every port like weavers’ shuttles, we may exclaim as did Wordsworth :

Earth’s immense frame shall feel the effect,
 Even till the smallest habitable rock,
 Beaten by lonely billows, hear the songs
 Of humanized society; and bloom
 With civil arts, that send their fragrance forth
 A grateful tribute to all-ruling Heaven.
 From culture, unexclusively bestowed
 Expect these mighty issues; from the pains
 And faithful care of unambitious schools
 Instructing simple childhood’s ready ear;
 Thence look for these magnificent results !

LEWISTON.

School Supervision—While upon the subject of School Supervision, and before entering upon a detailed report of the progress and condition of the public schools of this city, it may be proper for your Committee to state some of the results of their experience in the discharge of their duties, and to make such suggestions in view of the same as the best interests of our schools seem to them to require. No citizen who has not been officially connected with our public schools, can have an adequate idea of the extent and importance

of the interests involved, and the amount of time, patience and labor required to properly superintend their varied operations. Notwithstanding this labor of superintending 32 schools—to be increased to 37, with 45 teachers, the next term—has been divided between the seven members of your Committee, and the more immediate charge of a certain proportion of these schools has been assigned to each member, yet this immediate responsibility, coupled with constant duties in examining and classifying scholars, providing teachers, suggesting improvements in methods of instruction, looking after truants, keeping school-houses and school-rooms in proper repair and furnishing supplies for the same, and other incidental work, has made demands upon the time of each member of your Committee which cannot be appreciated by those who have never had such duties imposed upon them. It may give some idea of the extent of these duties when we remark that one member of your Committee, who kept a minute of his labors, during the last short term of twelve weeks made over seventy visits to schools, in addition to attending upon a large number of examinations and numerous meetings of the Board, and responding to an uncounted number of calls for supplies, explanations, information and advice. Of course all these duties have been performed as a labor of love, in consequence of the deep interest felt in the success of our public schools; for the small annual compensation (about \$70) paid each member of your Committee, has been hardly sufficient to pay what would be the usual expense of horse hire, and of itself would have been insufficient to induce a single member to devote even a month to the discharge of the difficult and responsible duties imposed upon him.

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!

We cannot close our remarks on this all-important subject of School Supervision, without expressing the hope that you, gentlemen of the City Council, on whom the im-

mediate responsibility falls, and you fellow-citizens, whose judgment must ultimately decide the question, will give a careful and candid consideration to the expediency of providing at an early day for what we can but think you feel is demanded by the highest interests of our public schools. It seems to me that the plan generally adopted in those cities where the school system is most efficient, should commend itself to your judgment, viz : the selection at the annual city election, or annually by the City Council, of not exceeding three members of a Superintending School Committee from each Ward, to enter upon their duties the second Monday of August, annually, who should serve without compensation, and have, as at present, the general supervision of our public schools, and who should annually select some competent person to personally superintend the details of the school system, under the direction of the School Board. This plan, which has proved so successful elsewhere, impose the general responsibility of the management of the schools upon a committee of seven, fourteen, or even, at some future time, twenty-one, as the City Council shall at any time think most proper, thus officially interesting this number of citizens in the welfare of our public schools. As these gentlemen will not be required to devote their time to the details of schools supervision, but only to visit as they have opportunity, provide general rules, appoint teachers, advise and direct the Superintendent, and in general assume the responsibilities constantly arising, which no one man could long take without breaking down under them, there will be little difficulty in securing the services of those of our citizens best fitted for such duties, even without compensation, as interest in the schools, and not compensation, would usually be with such men a sufficient motive to accept a position of this character. That the Superintendent should be selected by those who have the direct responsibility of the schools, and who will not only generally be men chosen with special reference to their interest in and knowledge of their wants, but who will by their official relations have the best opportunity of becoming acquainted with their condition and necessities,—is so clear, and has been so satisfactorily shown by the experience of other places, that it requires no demonstration at our hands. Some additional Legislative authority would be required to give the City Council power to pass an Ordinance carrying out the suggestions we have made, but that could be readily obtained in season to arrange all the details and put the plan in operation, at least partially, at the opening of the new fiscal year in March next.

Rural Schools. The rural portions of our city are divided into thirteen districts, with thirteen school-houses, schools and teachers, although during the most of the last term the large increase of attendance in the Rose Hill School necessitated the employment of an assistant. It is evident that this school will hereafter be so large as to require its division into two departments, and the maintenance of two district schools—one Primary and the other of the Grammar School grade. The upper room, which has never been occupied, will be fitted up for the former department. This will increase the number of teachers in the rural schools, all of which are necessarily of a mixed character, to fourteen.

The rural or mixed schools have all been carried on the same length of time as the graded schools, and their success has been generally satisfactory. Great pains have been taken to provide them with the best of teachers. All of these schools, except the Rose Hill, are necessarily small, averaging only about twenty-five scholars each, but this fact has of course only increased their efficiency, although it has unavoidably rendered their cost, per scholar, greater than that of other schools, with similar grades of scholars—the average expense per scholar of the former being \$11, and of the latter, setting aside the High School, only \$6. No citizen, however, who appreciates the importance of public education, can feel anything but satisfaction in view of the fact that the rural portions of our city are enabled to have so much longer schools than

scattered communities are usually able to maintain, in consequence of the assistance rendered by the more densely populated portions of the city. Every citizen is interested in the most comprehensive education, not only of his own children, but also of the children of every other citizen. Let us hope that our rural schools will not only maintain their present good standing, but go on steadily improving.

We cannot turn away from these schools without calling the attention of the parents interested in them to the fact that of the seven hundred scholars reported within their limits, less than four hundred of them are registered as in attendance. It is probable, indeed, that this apparent neglect of more than three hundred scholars in the rural portions of our city, to attend school, is only partially real; for undoubtedly there is a class of large scholars who attend only in the winter, while there is a corresponding class of small scholars who attend only in the summer and autumn. Making all due allowance for this fact, it is still evident that there is not that importance attached to the value of educational privileges with some, which there should be, otherwise there would be a larger attendance upon these schools.

Primary Schools. Considering the crowded condition of our Primary Schools during the past few years, and the fact that the Primary school rooms have been so scattered that it was impossible to classify them so as to concentrate the efforts of each teacher on one class composed of scholars of the same attainments, instead of as now on several classes of all the varieties of attainments brought within the Primary grade, the wonder is not that our Primary Schools have done no more, but that they have been able to accomplish so much. We desire, indeed, to bear witness to the fidelity with which the teachers of this grade of schools have in general discharged their duties. No grade of schools demands a more accomplished instructor than our Primaries; none require so much tact, patience and devotion. An indifferent teacher may measurably succeed in schools of a higher grade; but contrary to the mistaken idea prevailing in many minds, none of this character can prove anything but miserable and mischievous failures in our Primaries. In accordance with this view the aim of your committee has constantly been to put only the best teachers to be obtained in these places, being convinced that the best are always the cheapest.

Primary Instruction. No teacher, however, can do anything like justice to seventy, eighty, ninety or one hundred and more scholars crowded into our Primary Schools. Under the most favorable circumstances fifty scholars should be the maximum number entrusted to any one instructor, and if the number could be made smaller than that it would greatly add to the efficiency of the schools. Even then the most satisfactory results cannot be obtained until our Primary Schools are so graded as to put only one class of scholars under each teacher. If, for example, the scholars now included in the Primary grade and placed together in every one of our Primary Schools, could be divided into three classes—one class including those who are learning the alphabet (if such scholars are to be sent to school) and those learning to form letters into words, a second class including those who read sentences and are prepared to learn to count and add small numbers, and a third class those who read with some facility and are prepared to enter upon the study of the Primary Arithmetic—and each of these classes of Primary scholars could be placed in separate schools, and instructed as a whole, no one can fail to see that the efficiency of such schools could be doubled. Under such a system, instead of giving each scholar only five, or at the most ten minutes mechanical instruction from books in which the young mind sees little to attract and less that it can comprehend, the larger portion of the time could be devoted to oral instruction of the scholars in each school as a whole, mingled with singing, gymnastic and other in and out-of-door exercises and story telling to cultivate their imagination.

It is our firm conviction that the Primary School system of instruction now very generally prevalent outside of a few centers, and which must continue to prevail until a sufficient number of school rooms are provided, either under one roof or contiguous to each other, to make it practicable to classify scholars of the lower grades in the same manner that the Grammar School grade is classified,—not only signally fails to secure that improvement which we have a right to expect, but also is positively pernicious in its cramping influence on tender minds which cannot comprehend things in the abstract, but yearn for such instructions and illustrations as will present things that can be seen, felt or handled; and is injurious to the health of physical frames which demand pure air, change and exercise. Children of this grade can be taught very little from books. Wall cards, the free use of the slate and pencil, which no scholar should be destitute of, frequent resort to the blackboard, daily illustrations by means of objects which the child can see, must be the chief dependence of the successful teacher of a Primary School. It must be constantly remembered that the child's mind is not so much a blank to be filled as a casket containing the germs of wonderful powers, which are to be drawn out and expanded into the fullness of intellectual manhood. Hence of necessity no system of primary education can do its work properly that does not address the perceptive faculties, and that does not interest the youthful mind and provoke curiosity and inquiry. By right methods the efficient teacher may accomplish much more with a properly classified Primary School than is generally supposed possible. Indeed such a teacher need not, and in truth should not, stop with those exercises that have been suggested, but she may lay the foundation for that highest and most difficult attainment—the art of thinking and of giving proper expression to thoughts—by daily object lessons in which the child shall be gradually led from the simple detail of the objects to be seen in the school room, to a statement of the parts of a house and an account of their uses, to a description of a familiar horse, and so on almost imperceptibly, until the written composition shall crown the work.

Without specifically pointing out the plan of Primary education which your committee would gladly adopt in this city, we have simply indicated a general outline of what we believe the highest success of our schools demand. To test the efficiency of the plan we have indicated, we propose to classify the Oak Street Primaries to be started in the two lower rooms of the old Grammar School building and the Oak Street Primary in the contiguous building, as well as a Primary which we propose to start in one of the rooms of the new Grammar School Building, under the general superintendence of the Principal of the Grammar School, to develop new methods of Primary instruction which may be copied in other schools. The same plan will be pursued with reference to the three Primary rooms on Lincoln Street, near the foot of Chestnut Street, when the new house now building there is completed. The contiguity of these four Primaries, on and near Oak Street, and of these three on Lincoln Street, will admit of this classification at those points, with but little inconvenience to the pupils. We shall endeavor to classify other Primaries to some extent, but the system indicated cannot be fully carried out under the plan which has heretofore prevailed of building only single or double Primary school rooms at any one point. To secure a thorough classification of schools of the lower grade, at least four school rooms, or better still six, or including Intermediate rooms, eight, should be under one roof, or in so near proximity that young children of the same family may not be separated in going to or returning from school, and that they may readily be transferred from one room to another. Until school rooms of the lower grade shall be provided on this plan, it is to be hoped that parents will as far as possible consent to the transfer of their children from one school to another, even at much inconvenience, in order to secure some approach to that classification which is so essential to the highest success of our Primary Schools.

The law has fixed upon four years as the minimum age at which children can be admitted to our public schools. Observation, however, has satisfied your Committee that there is nothing gained, but on the contrary much danger of positive loss, especially to the health of the child, by confining it to the school room, even for the brief time in which Primary scholars are restrained, before the age of five years. Undoubtedly there are exceptions, but of the correctness of this view as a general rule there can be no question. At so tender an age the child suffers from the least physical restraint, and when so little can be accomplished for it in the school room, it seems cruel to confine it. At least, no child should be sent to school until it has learned to walk, to talk, and to recognize the letters of the alphabet.

Intermediate Schools. Our Intermediate Schools are simply advanced classes of the Primary grade, and include such Primary scholars as have completed the Second Reader and the Primary Arithmetic, have learned the tables, and can readily add, multiply, and divide small numbers. No scholars are advanced to this grade except at the regular annual examination at the close of the school year in July, or at a special examination before the opening of the first term of the school year, the last Monday in August. Scholars of this grade are all required to give their attention to reading, spelling, primary geography, writing, and Intellectual Arithmetic, to which are to be added Written Arithmetic through the four fundamental rules, drawing, object lessons, lessons in language, manners, morals, singing, declamations, and physical exercises. The course of study in this grade is arranged to occupy three years, providing for three classes.

On account of the distance between our Intermediate School rooms, at present each Intermediate School has the three classes included in the grade. It is obvious that such a multiplication of classes in one school impairs its efficiency. The same reasons which have been urged in favor of a classification of the Primaries, hold with regard to the Intermediates, and the same difficulties prevent the carrying out of the plan. With only one of the three Intermediate classes in each school of this grade, there can be no doubt that the progress of the pupils would be much greater. The starting of a new Intermediate in the old Grammar School building, when the room shall be finished, brings the Franklin Street and two Oak Street Intermediates so near each other that we shall have an opportunity to test, some time during the next term, the advantages of classification by placing scholars of one class in each school. We doubt not the advantages will be so patent, that in providing rooms hereafter for scholars of the Intermediate, as well as the Primary grade, care will be taken to construct them so as to admit of thorough classification.

Grammar Schools. Pupils passing from the Intermediates to the Grammar School, or entering the school from elsewhere, are required to sustain an examination in Walton's Intellectual Arithmetic in the first 25 Sections, to Reduction of Fractions, and Sections 36 to 41, (Compound Numbers,) in the four fundamental rules of Written Arithmetic and in the whole of Mrs. Hall's Primary Geography, and must be able to draw the Grand Divisions without the map, to spell satisfactorily the words in the first hundred pages of the Progressive Speller, to write legibly without a copy, and to read readily and correctly in the Third Reader, and must know the abbreviations, punctuation marks and marks denoting the elementary sounds of letters, and be able to give those sounds. No scholars will pass from the Intermediates to the Grammar School except at the close of the school year in July, when the regular annual examination will take place. Pupils absent from the regular examination must give a satisfactory excuse for their absence in order to entitle them to a subsequent special examination, which will in all cases be conducted more rigidly than the regular examination. It will, therefore,

manifestly be for the interest of every scholar in the first class in the Intermediates to be present at the regular examination, which they must satisfactorily pass in order to be entitled to tickets to the Grammar School.

The course of study in the Grammar School is arranged to cover three years—Reading, Writing, oral and written Spelling, Intellectual and Written Arithmetic, Geography and map Drawings, oral and written exercises in Language, Object Lessons, Declamations, Singing and Gymnastics being pursued every term during the course, and Grammar and History of the United States the second and third year. Every effort will be made to secure promptness and constancy of attendance. The bell rings twenty minutes before the time of opening the school, and fifteen minutes previous the doors of the buildings are opened for the admission of scholars. For five minutes before the time of opening the bell tolls, closing at precisely the time designated for the school exercises to commence. At this moment every pupil is expected to be in his seat. The doors are then closed and no pupil admitted until the opening exercises are ended, which in the morning consist of reading of the Scriptures and other devotional exercises and singing. Twice each week all the classes meet in the Hall to unite in the morning exercises, the interest in which is greatly heightened by the music of the fine piano accompanying the singing. Twice each week the classes also meet in the Hall for general exercises. Three absences from the school during any two weeks, without a satisfactory excuse, lose a pupil his seat, which can be recovered only by application to the Committee, and formal re-admission. If any scholar, through absence or inattention to study, fails to keep up with his class, the parents are notified and the pupil admonished, and if after a fair trial the scholar still falls behind, rendering it evident that the good of the pupil as well as justice to the class requires his removal, he will be transferred to the next lower class, with an opportunity to regain his standing if by subsequent studious habits he shall show himself worthy of being reinstated. Members of the third class failing to maintain their standing with the class, will be sent back to the Intermediate School from which they came. Members of any class who by studious habits and rapid progress, shall prove themselves fitted for a higher rank, will also during the first term be advanced to the next higher class. A record of each recitation will be preserved, and fortnightly reports of the standing of each pupil rendered to the parent; and at the close of each term the relative rank of each pupil will be published for the information of all concerned, and as encouragement to good deportment and studious habits. At the close of the first term there will be a formal visitation of the various classes of the school by the Committee, parents and friends of education, and public exercises by the pupils; and at the close of the second term or of the school year, in July, there will be a prolonged and thorough examination of every pupil in each class in the work of the year, with a view of testing his fitness to be advanced to the next higher class, or in the case of the first class his fitness for the High School. The examination will close with an exhibition and other public exercises by the pupils, in the Grammar School Hall. Every scholar applying for admission to the Grammar School at any time, must sustain a satisfactory examination in all the studies that the class which he proposes to enter, has pursued.

Your Committee are confident that with such a system of organization, with all the appliances and surroundings that can be desired to increase the efficiency of the school, with a thorough classification, and with the best teachers which can be obtained, our Grammar School will prove second to none of this grade in this or any other State. A large proportion of our scholars, we regret to say, leave the Grammar School for the active business of life, without pursuing their studies further. This fact makes this grade of schools occupy the most important place in our system of free schools, and imposes increased responsibility upon those who have the management of them. In

arranging the course of study we have had this in view, and have aimed at so thorough and comprehensive instruction as would send forth every pupil leaving at the close of three years' study, with a reasonable knowledge of those branches of knowledge constantly called into requisition in every day life. We doubt not the event will show that our high hopes of the future success of this important school are well founded, and that thousands of our youth who shall go forth from it, will in future years bless the citizens of Lewiston for laying the foundations of so beneficent an institution.

High School. The course of study in this school, occupying four years in its completion, has hitherto been arranged so as to meet the wants of only such pupils as desired to pursue, exclusively or mainly, classical studies; and was not adapted to that large class of youth of both sexes who desire to fit themselves to become successful teachers of our public schools, or to prepare themselves for the practical duties of life, by pursuing the higher English studies. To supply this deficiency and to make our system of public schools all that any class of pupils could desire, your committee have added another Assistant to the corps of teachers, and introduced, in addition to the classical and mixed courses of studies hitherto pursued, a purely English course which, it is hoped, will attract all of our Grammar School graduates and other advanced scholars, who desire to fit themselves for teachers or for the active pursuits of life. This new English Department will include instruction in Grammar, Algebra, Commercial Arithmetic, Book-keeping, History, Geography, Geometry, Surveying, Geology, Mineralogy, Natural Philosophy, Chemistry, Astronomy, Mental Philosophy, Physiology, Botany, Rhetoric, English Literature, Composition, Declamations, Drawing, Music and the Theory and Practice of Teaching. We shall confidently look to such a course as calculated to awaken new interest in this school, and secure a larger number of pupils.

In addition to the exclusively classical course, with Algebra, Geometry and English Grammar, intended for pupils preparing to pursue Collegiate studies, a mixed course is pursued in the school in which Latin, French, Algebra, Geometry, English Grammar, Natural Philosophy, Chemistry, Astronomy, Mental Philosophy, Botany, Rhetoric and English Literature, with Compositions, Declamations, &c., are pursued. This mixed course is well adapted to young ladies. A pupil is allowed to select which of the three courses he will pursue, when he enters the school, but having entered upon a particular course he is required to pursue all the branches of study included in the course, and is not permitted to change to another course. All the courses occupy four years. The same rule as to admission of pupils and loss of place by three unexcused absences within two weeks, applies to the High School, as to the Grammar School. Candidates for admission to the fourth class of the High School are required to sustain an examination in all the branches of study pursued in the Grammar School; and for advanced classes, in addition to these such other studies as have been pursued by the class which it is designed to enter. Scholars who cannot maintain their rank in their class, are after a sufficient trial transferred to the next lower class. A monthly report of the standing of each pupil is made to the parent, and at the end of each term the rank of each scholar is published. At the close of the first term there is a visitation of the school by the Committee, Parents and friends of education, and public exercises by the school. At the close of the second term of School Year, there is a Public Examination of every pupil in each class, with a view to testing his fitness to be advanced to the next higher class or to receive the High School Diploma, together with a Public Exhibition by the graduating class and members of the schools. We commence, in this Report, a publication of the name of the Graduates from the High School since its establishment, with the expectation that the catalogue will be continued from year to year.

We trust that improvements in the accommodations, the enlargement of the corps of instructors, and the addition of a strictly English course of study, will mark a new era in this school; and that henceforth it will be the ambition of every Lewiston scholar to crown his studies with one of the courses of our High School. Of necessity for some time the expense of maintaining a school of this grade, with all the advantages it affords, will be comparatively large; yet with its foundations laid as broadly as our plan contemplates, we believe that but few years will pass before the number of its pupils and the extent of the educational work it shall have accomplished, will not only justify the undertaking, but reflect the highest credit on the noble generosity and wise forethought of our city. Experience has shown that the efficiency of every grade of our public schools is increased when the pupils have the praiseworthy ambition of reaching the High School. That crowns the beneficent system of our public schools, and in proportion as it is held in honor, all grades below it are elevated. It should be the ambition of every good citizen to be able to say that Lewiston gives to the child of the humblest as good an education as money can purchase for the child of the wealthiest, short of College Halls. Then with a College within our city, bearing the name of an honored friend of Lewiston, already highly prospered and giving evidence of future success, we may well take pride in the thought that within our borders there is opportunity for every youth to reach the heights of most liberal culture.

Irregular Attendance. The registers returned by the school teachers, as well as the average attendance as compared with the whole number reported, shows that the efficiency of our schools is seriously affected by the chronic evil of irregular attendance. This is an evil of so great magnitude that your Committee desire to call the special attention of parents to it, and to urge upon them to apply the remedy which lies in their power. An absence of even a single half day from the regular course of instruction, works much greater mischief to the scholar than might at first thought seem possible. Every lesson has a value considered in itself alone; but considered in its relations to every other lesson which is to follow, its importance cannot be overestimated. It is not infrequent that a scholar's understanding of and interest in some branch of study, are entirely destroyed by the loss of a lessons or lessons having an intimate connection with succeeding lessons. When absences from recitation are multiplied, the scholar is not only necessarily compelled to go along with his class without those connecting links which render his lessons intelligible and profitable, but the whole class is also made to suffer by the limping of one member. Parents should hesitate before permitting their children to stay out of school for a single half day except in cases of the clearest necessity. To remedy this evil in some measure, a rule which is enforced in the best schools in the country, has been adopted, by which any scholar who shall be absent from any school in this city three half days within two weeks, without a satisfactory excuse, shall vacate his place in school, and be required to apply to the Committee anew for admission to the same. To encourage constancy of attendance, your Committee have appended to their report, in a Roll of Honor, the names of all the pupils in our schools who were present all the time during the past term. It is to be hoped that future reports may increase this Roll of Honor, and in increasing it certainly the efficiency of our schools and the progress of the pupils will also be secured.

In connection with this evil of absenteeism, there is a kindred habit which mars the success of our schools and retards the progress of the pupils. We refer to the habit more or less prevalent with certain scholars of being five, ten or fifteen minutes, or even longer, late in entering the school-room. We never observe this discreditable mark, "tardy," against the name of any scholar without feeling that the pupil thus dishonored is not only retarding his present progress in his studies, but also that he is laying the foundation of a pernicious habit which will work injury to his prospects in life. Parents

who thus thoughtlessly allow, or perhaps cause their children to be tardy at school, should seriously reflect that they are not only doing them and the school a present wrong, but also are preparing for future mischief. To say nothing of the importance of constant and prompt attendance in securing to the pupil the full measure of the advantages of our public schools, there is a value in the formation of habits of constancy and promptness which no parent who loves his child, and who desires to see him develop those qualities which insure the highest success, can ignore. It is the deliberate judgment of your Committee that more pupils fail to attain a respectable scholarship, and more youth are led into habits which impair their usefulness as men and women, in consequence of the failure of parents to require their children be to constant and prompt in their attendance at school, than from any other one cause. An evil that is working so much harm, and which at the same time can be so easily corrected if parents will but co-operate with Teacher and Committee, should not be suffered to exist for a day longer. We confidently appeal to the parents of this city, as they love their children and desire their welfare, to at once apply the remedy which lies in their power.

Truancy—Neglect of School. The statistics which your Committee have presented relative to the habitual absence of at least 600 children under fifteen years of age from our public schools, and of so irregular an attendance of several hundreds more as to practically deprive them of any benefit from the generous provisions which our citizens have so wisely made for their instruction, may well challenge attention. Strange as it may seem there are parents, guardians and friends, as regardless of the dearest interests of their children, wards and dependants, as to deliberately deprive them of what is of more value than gold and silver to the youth themselves, and of inestimable importance to the State. Many of these habitual absentees from the school-room are truant spending their time on the streets and preparing themselves if not for crime, at least not for usefulness. More are deliberately kept away from school by parents or friends, and set to work in our manufacturing establishments, or in any occupation where they can earn a dollar. The plea in these latter cases is poverty—a plea, which, we are satisfied, is in a majority of cases only a subterfuge; for poverty can rarely be so pinching as to drive a parent who loves his children with an intelligent affection, to deprive them of that which will cramp and dwarf their manhood, and take away from them half of the blessings of life. We have known a poor widow, pinched by the severest want, yet cheerfully working late into the night to provide for her little ones that they might not be deprived of the inestimable privilege of an education. No! poverty, even, never will lead the true parent to throw his child into the Ganges of ignorance. If need be, he will beg before he will do this, and his petition would surely meet with a response.

It is indifference, fearful indifference, to the highest interest of their children—those whom God has given them to train for usefulness—that causes parents to neglect, or deliberately oppose so vital an interest. While a complete remedy cannot be provided so long as some parents will not interest themselves in their own children, yet the safety of society and of the State and the preservation of our dearest interests loudly call for the application of all the remedial means in our power. In the case of habitual truant, between the ages of six and fifteen, the School Board in their capacity as a Truancy Committee, have the power to bring them before a Magistrate who may fine them not exceeding twenty dollars, in default of payment of which they may be committed to jail, or may order them to be placed in the Reform School for such period as he may think proper.

In the case of children under fifteen years of age, deprived of school privileges by being kept at work in a manufacturing establishment, the Statute gives ample remedy, and what is still better all of the Agents of our Manufacturing Corporations are ready to co-operate with the City Authorities and the School Committee in putting this remedy

into force. Thus far, in consequence of the insufficient school-room accommodations it has been found impossible to attempt to apply any remedy, for the reason that we have not had school-room sufficient to accommodate the scholars applying for admission, to say nothing of those kept at home. Now, however, we have ample room for scholars of the High and Grammar grades. Soon, we trust, that there will be no excuse for allowing scholars of the Intermediate and Primary grades to be deprived of the advantages of our schools. When this time shall arrive, as it must very soon if the city is faithful to its own interests, then we doubt not that the authorities will enforce the provisions of the Statutes which under a penalty of fifty dollars, forbid the employment in a manufacturing establishment of a child under twelve years of age unless he shall produce a certificate of the teacher showing that he has attended a public school at least four months during the year immediately preceding, and of a child under fifteen years of age unless he shall produce a similar proof that he has attended school at least three months during the year.

Duties of Parents. What we have already said cannot have failed to show that parents, as well as teachers and school committees, have a most important—in some respects *the* most important duty to perform in order to secure the highest efficiency of our public schools. We have suggested that parents have a special and primary responsibility in securing the regular and prompt attendance of their children on the schools to which they may be assigned. This is the first duty of every parent, without which he cannot expect satisfactory progress of his children in school. Then, parents must manifest an interest in the progress and studies of their children, encourage them to study and talk about the lessons of the day and those of the morrow at home, and show them that their success is recognized and appreciated. The child who never reviews his lessons at the home fireside, who never hears them conversed about, and who is led to believe by the neglect of his parents that they care very little as to his progress, works under great disadvantage, and in the race with a companion whose home witnesses a different order of things, soon falls behind.

It is the duty of the parent, also, and of every citizen, to manifest his interest in our important system of public schools, by frequently visiting them. Teachers, as well as pupils, are not only inspired and encouraged, but are led to take a more elevated view of the importance of their work, when they observe this evidence of interest and watchfulness. Visit not only the particular school or schools which your own children attend, but visit other schools also—frequently during the term, and particularly at the close of each term. You are not only invited and expected to visit the school-rooms, but it is your right and duty to inspect them. If a large proportion of our citizens would only show their interest in our schools by frequent visits, the beneficial results would soon be seen in many directions.

The influence of the parent on the conduct of the pupil in the school-room, is marked and direct. It is never difficult to judge of the home influences of the scholar from his bearing in school hours. The petulant complaints and injudicious, not to say mischievous, insinuations against school and teacher so often carelessly indulged in by parent at home, always bear their fruits in the conduct of the pupil in the school-room. Parents may sometimes think that they have reason to find fault with the management of the school-room, but the last person to whom they should intimate this opinion, unless they wish to deprive him of all possible benefit from the same, is the child who attends such school. The child may sometimes come home with reports of occurrences in school, presenting the teacher to disadvantage, or with stories of personal wrongs, ordinarily exaggerated, not because the pupil is untruthful, but from a habit of exaggeration into which children so easily fall. But the parent should be slow to believe the unfavorable story in all its length or breadth; at least he should not intimate to his child that it

has been unjustly dealt with, until the facts are inquired into through the School Committee. It is so easy to encourage a fault-finding, rebellious spirit in a child—a spirit which not only destroys all hope of benefit from the school, but also seriously injures the usefulness of the child—that parents should always be careful to investigate the stories of children to the disadvantage of their teachers, before placing reliance upon them themselves, and then instead of sustaining their children in any charges they may prefer, should confine their complaints to the Committee who have the schools in charge.

BANGOR.

School Buildings. It is to be regretted that our school buildings compare so unfavorably with our churches and private residences, and with school edifices in other cities of less population and wealth. The spirit which prompts the erection of cheap and inelegant public structures is not in keeping with the general enterprise and taste of our community. And I think it unfortunate that the young, accustomed to our elegant and well-appointed churches, and to the sight, if not to the actual enjoyment, of our beautiful and tasteful residences, should from their contrast with the inferiority of their school-houses and school accommodations, receive the impression that education is necessarily associated with uninviting and repulsive surroundings.

The Schools. The whole number of pupils attending the summer term was 3462; average attendance, 2841. Whole number attending winter term, 3651; average attendance, 2801. These figures are almost identical with those of the previous year, but, in the comparison, more than one hundred ought to be added for pupils under five years of age excluded at the commencement of the year, the limit up to that time having been four years. In comparing these figures with those of former years, between three and four hundred should be added for pupils withdrawn from the public to the Catholic schools. While the schools maintain their numbers and show a slight increase, the number of persons between the ages of four and twenty-one, as returned by the Assistant Assessors, has considerably decreased during the past five years, as seen in the following :—

1863,	.	.	.	.	.	.	5975
1864,	.	.	.	.	.	.	5821
1865,	.	.	.	.	.	.	5635
1866,	.	.	.	.	.	.	5362
1867,	.	.	.	.	.	.	5407

Thus, with the exception of the past, which shows a gain of forty-five over the previous year, there has been a steady falling-off during the past five years—now amounting to five hundred and sixty-eight—in that portion of our population from which our schools are fed. As our whole population is believed to have considerably increased within these five years, the facts I have given may strike one with surprise. The same thing is noted in Boston and other cities. Perhaps a partial solution of this phenomenon may be looked for in the great and increasing expensiveness of living in cities of late years, which tends to reduce the number of marriages and to render the rearing of children a luxury which many choose to abstain from, or only indulge in to a limited extent.

Relatively with other cities we compare very favorably in the proportion of the number of pupils gathered in the schools to the whole population. By a table of statistics recently compiled by the Superintendent of the Manchester, N. H., schools, embracing some sixty cities and towns in the Eastern, Middle, and Western States, in which the ratio between the number of pupils and the whole population ranges from twenty-seven down to nine per cent. there are but two or three cities which exceed the ratio here,

which, estimating our population at eighteen thousand, is a little above twenty-two per cent. Some of these cities and towns are as follows : Oswego, N. Y., 26 per cent. ; Keene, N. H., 27 per cent. ; Cambridge, Mass., 20 ; Worcester, 14½ ; Springfield, 15½ ; Salem, 15½ ; Providence, R. I., 12½ ; Newport, 10½ ; New Haven, Conn., 10 ; Burlington, Vt., 11 ; Bath, Me., 22 ; Brunswick, 18½ ; Lewiston, 16¾ ; Portland, 16 per cent.

High School Discussion. Recently some discussion appeared in the newspaper respecting the High School, the opening of which by its violent tone and comparisons has tended to disparage this institution in which we have been accustomed to take much pride, and which has received so many encomiums from abroad. The doubt was expressed whether the school is sufficiently answering its ends and accomplishing results commensurate with its cost. The small number attending, and the advanced age at which pupils enter, were adverted to and deprecated, and the position taken, that if pupils cannot be earlier fitted, the standard of admission should be lowered in order that its benefits may be shared by a larger number. Now we do not claim perfection for our High School or our school system. It would be as conceited to prefer this claim, as it would be for those conversant with other schools and school systems to assert perfection for them and offer them as exact models for us. Our school system has been one of gradual growth, adapted to our circumstances and means, the imperfections of which are doubtless seen and regretted most by those whose acquaintance with it has been the longest and most intimate, and who would most eagerly welcome from any source suggestions for their cure.

It is manifestly unjust, however, to require that with our limited resources we should equal older and far more wealthy cities in our educational appliances and results,—as, for instance, that at an expense of seven dollars per scholar we should accomplish as much as is done in Boston at twenty-four dollars per scholar; that our teachers with forty or fifty per cent. more pupils to instruct, and fifteen or twenty per cent. less school time, should advance their pupils as rapidly as is done there, where the grading is more perfect and the conditions of society more favorable to regularity in school attendance; that lads should be as early fitted for college in our system as they are there, where a lad of ten years, with far less qualifications than are required for admission to our Select schools, may be admitted to the Latin School, and in a course of six years, from which nearly every study is eliminated not essential to a college fit,—such as Natural Philosophy, Chemistry, Astronomy, Geology, Mineralogy, Botany, Psychology, Rhetoric, English Literature, etc., which are pursued in our High School,—may be presented for college admission. Even this last undesirable performance might be reproduced here with the requisite costly specialities.

But since Boston has been cited and comparisons made, I propose to examine the facts more closely, and show that the disparity does not exist to the extent which might be inferred from the published statement. The small number of scholars and the meagre list of graduates is not peculiar to our High School, but is remarked and deprecated by school officers in other cities. The Superintendent of the Boston schools devotes considerable space to this matter in one of his recent reports. He says the number attending the English High School “ought to be doubled in three years,” and, “the High School has been conducted with ability and success, and has proved a source of great usefulness to our citizens, though its advantages have not been enjoyed to the extent which the interests of education have required.” The ratio of the number of pupils in the Boston High Schools to the whole number of pupils in all the schools is as 1 to 36. This is the ratio with us. Again, it appears that for the past forty years the ratio of graduates from the English High School to the whole number attending is a little more

than 14 per cent. The ratio with us has been equal to that, and our course is one year longer. The citation of lads entering the Boston Latin School at ten and fitting for college at sixteen, conveys anything but a fair representation of facts. By the Report for 1866 it appears that the average age of pupils entering the Latin school was a little over thirteen; and of the seventy-three admitted from the public schools twenty-two were over fourteen years of age; and the average age, in the regular course, of entering college would be over nineteen years. The average age of pupils entering the English High School was over fourteen years—in 1864 nearly fifteen and a half years—and of the one hundred and ninety admitted, sixty-four were fifteen, and thirty-four sixteen years of age. The average age of pupils admitted to the Girls' High School was a little over sixteen years, and this is the average age of the young ladies on admission to our High School. Thus it will be seen that, in comparison, we are not very far behind Boston, and probably the rest of the world.

However desirable it may be that our High School should be more fully attended, we think the proposition for lowering its standard would hardly meet the views of our people. Nor can we accept the numerical test for the measure of the usefulness of the school. A low standard of qualifications for admission, and of study after admission, would readily fill the school to overflowing, but its real usefulness would not be so great as with a less number and better scholarship. We want the facilities of a superior education and mental culture within reach of the humblest, although comparatively few avail themselves of them. In fact, a fair proportion of the graduates of our High School are from families of the most narrow means. We should not be satisfied with the dead level of a common education, but as many as possible should be elevated above this point, as fountains from which the lower rills may be fed,—as superior magnets to lift up the educational system and prevent its deterioration. It is in this regard that a collegiate education possesses incalculable value. Comparatively few receive its immediate advantages, but the whole community indirectly have the benefits which its liberal culture and thorough mental training afford.

Our great need, it seems to me, is not to bring our higher schools down, but to raise pupils up to them and induce these pupils to continue patiently, perseveringly, and successfully in them, so as to derive all the instruction and mental discipline they can confer. The rich, who cannot plead the exigencies of the times, and the value of their children's service in other occupations, should allow and encourage them to go through our schools; the less favored in worldly goods should be willing to practice self-denial for the lasting good to be secured in their children's education, or as Edward Everett said, "Save, stint, spare, scrape, do anything but steal," to accomplish this desirable object; and the unambitious and indolent, whose falling away from the straight path of persistent study now leaves so many empty seats, should be operated upon by every possible motive and incentive to overcome the sloth of inertia and the allurements of frivolous amusement and vicious dissipation.

The Board have not been unmindful of the complaint that pupils come so late to the High School, and have already taken some steps toward its remedy. Observation, confirmed by the experience and practice of other school systems, has demonstrated that the study of Geography as usually pursued in our Primary schools is of little utility and a waste of time. It has, therefore, been discontinued in this grade; and, doubtless, a further saving of time may be effected, without any real educational loss, by retrenchment in this branch, together with other modifications, in the Intermediate and higher schools. As it is not the number of facts which make education, but the digestion of them and the application of their underlying principles, it is not a multiplicity of studies that is needed, but thoroughness in what is studied. The great lack in our school system, as it appears to me, is in routine, or rote education, in which the memory is made to carry the burden, while the higher mental faculties are left to become

inert and dull for the lack of exercise. There is too much of the book and too little appeal to the perceptive and reflective faculties where lies the most promising sphere of intellectual development. It is in this direction that the true art of teaching is found, and the teacher must look for distinguished merit. The most inferior teacher can impose tasks upon the memory; but it needs no argument to prove that a mere mass of facts or pages committed verbatim to memory, not connected and vitalized by well comprehended principles, is a cumbrous load which will soon fall off, and the sooner the better, after the stimulus of the school room is removed. By apt address to the higher mental faculties, in whose service the memory should hold a subordinate place, the teacher should endeavor to help his pupils to comprehend principles, and thus by interesting them make the path of learning pleasant and promote a healthy and permanent intellectual growth. Some teachers recoil from the suggestion that they should take position somewhat outside the text-book and stand in their true relation to their charge,—as *teachers*, and not *hearers* only. Certain it is that one who cannot take such a position must be content to occupy a very low rank as an educator.

The proper adjustment of a school system to meet the true demands of education, and so far as possible recognize the various and conflicting claims of classes and individuals, is a very difficult matter. Impatient parents would like either to have their children pressed through the schools at an early age, or have the standard lowered so that it may be easily accomplished. Those who apprehend danger from overtasked and overstrained faculties, plead for a less rigorous course of study, or ask for more time, and for no diminution of vacation time in which our system is so liberal. Others ask that elementary studies should be abridged and higher studies introduced into lower schools. If mistake is made anywhere, however, is it not better that it should be on that side which regards the health of the pupil and the importance of "a sound mind in a sound body?" Better come late to the completion of a thorough school education in good health, than early with a faded cheek and an impaired constitution. To those stricken parents whose two noble sons—their only children—were so early fitted for college in the Boston schools, the elder receiving his Harvard diploma on his dying bed, and the younger, a member of the same college, following by an interval of six weeks,—both undoubtedly broken down under a mental strain too severe for their physical strength,—what consolation is it that their dear boys made so rapid intellectual progress only for death to reap the fruit?

The best interests of education, in connection with the popular requirements, seem to point to this desideratum,—to accomplish as much as is now done in less time, without lowering the standard of our schools or increasing the tasks of the pupils; and this I believe is feasible with the earnest co-operation of teachers and an application of the best methods of instruction.

Medical School Maxims. Apropos to the introduction of Gymnastics and the change made in the limit of admission of Primary scholars, I quote some of the maxims emanating from the Middlesex County (Mass.) Medical Association, as the result of careful deliberation. The action of the Board recognizes two of these maxims, and attention to others would undoubtedly prove beneficial:

First. No child should be allowed to attend school before the beginning of its sixth year.

Because the whole of the first five years of life are needed to give the physical nature a fair start, which would be prevented by the confinement and restraint of the school room. Because up to that time every child has enough to do in learning to use its limbs and senses, to talk, to obey. Because extended experience has proved that children who have never been to school before they are five years old make more rapid progress than those who begin their school life earlier.

Second. The duration of daily attendance (including time given to recess and physical exercise) should not exceed four and one-half hours for Primary schools ; six hours for other schools.

Because the liability to injury of both mind and body from sedentary application is in proportion to the youth of the student, and because as much can be accomplished in this time as in a longer attendance, which is a weariness to both flesh and spirit.

Third. Recess time should be devoted to play outside the school-room, unless during very stormy weather ; and, as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offense, and those who are not deprived of it should not be allowed to spend it in study ; and no child should ever be confined to the school-room during an entire session. In Primary schools there should be more than one recess in each session.

Fourth. Physical exercise should be used in school to prevent nervous and muscular fatigue, and to relieve monotony ; but not as muscular training. It should be practiced by both teachers and children for at least five minutes in every hour not broken by recess, and should be timed by music.

Fifth. Ventilation should be amply provided for by other means than open windows, though these should be used in addition to the special means, during recess and exercise time.

Sixth. Lessons should be scrupulously apportioned to the average capacity of the pupils ; and in Primary schools the slate should be used more, and books less, and instruction should be given as much as possible on the principles of "Object Teaching."

The advantages of using the slate are very great ; the hand and the eye are trained ; writing is earlier and more pleasantly learned ; little children are agreeably and profitably occupied, when they would otherwise be idle, unhappy and troublesome.

The teacher should avail himself of the natural preponderance of the powers of perception and observation in children, should go from the known to the unknown, from the concrete to the abstract ; and should neglect no opportunity to illustrate each lesson from familiar sources.

ROCKLAND.

Primary Schools. Of this grade we have eight. The whole number of pupils attending them during the past year was 644. The average number was 433. In our examination of these schools at different periods we have found them, for the most part, in a fair and flourishing condition. Some evidently excel others. Other schools of this grade with the exception of one have not failed to give satisfactory evidence of being well conducted. We cannot entertain a doubt that some would become far more efficient than they now are, or ever have been, did they but occupy different localities, and were supplied with better accommodations.

Intermediate Schools. Our next grade of schools is the Intermediate. Of this grade we have in the city six schools. In speaking of their present condition we find, not only from recent examination, but also from examinations at different periods in the course of the year, that some of them in point of progress and efficiency are far in advance of others. This difference is to be attributed, as we believe, not to any superiority of intellect which the pupils of one school may have over those of another, but in no inconsiderable degree to circumstances that attend one and not the other, and which have a greater or less favorable influence on the prosperity of each. Among the different circumstances that may have this effect is that of locality. Of this no one who has ever reflected on the subject can be ignorant. A frequent change of teachers is another circumstance which, in most cases, proves an impediment rather than an advantage to the improvement of a school.

Grammar School. The whole number of schools of this grade is four. Although our Grammar schools in general, are in a good condition, yet in the opinion of the Committee, they would be made more efficient under the management of male teachers; not, however, unless they are men fully competent for the work, well qualified not only to teach, but also to discipline and manage; for otherwise there would be no gain in making a change of the present teachers, at least some of them. Of these it would not be wise, perhaps, to make any change.

High School. A large portion of the scholars that were admitted to the High School at the beginning of the year were not fully prepared for admission, yet they were allowed to enter and to be organized as a fifth class. It was thought that by receiving special instruction this class might soon reach a point where it might advantageously unite with the fourth in their studies, and thus form but one and the same class. To effect this, it was found necessary to employ more assistance in the school. This was accordingly done, and at the close of the second term it was decided to make of the two but one class. The whole number of scholars that were in attendance at the commencement of the school year was 63, but some of these dropped off soon after entering. The average attendance is a trifle less than 90 per cent.

Whole number of tardy marks 1st term was,	302
" " " 2d "	203
" " " 3d "	138
Average number of tardy marks for a scholar 1st term,	3 5-10
" " " " 2d "	2 7-10
" " " " 3d "	1 8-10
Number of scholars not once tardy 1st term,	17
" " " " 2d "	29
" " " " 3d "	31

From the above statement it is seen that the school, in respect to the punctuality and attendance of its scholars, has been constantly improving from term to term during the year. This, doubtless, has been the result of skill, labor, and faithfulness on the part of the teachers. As a means to aid them in the government and discipline of the school, the Committee put into their hands a School Register wherein was kept a daily record of the deportment, attendance, tardiness, and recitations of each scholar, open to the inspection of the Committee and parents at all times. In connection with this Register was also introduced a Card or Co-operative Mirror, setting forth a weekly record of the scholar in all the different points named above, viz: deportment, attendance, tardiness and rank. This card was sent, at the close of each week, to the parent or guardian for his signature and approval. By this means the scholar is brought to an account with his parent or guardian every week, even while all the circumstances are fresh in memory. Nor has the introduction of registers and cards been confined to the High School alone. They have also been used in all the Grammar schools and some of the Intermediate. The effect which they have had on them has been most favorable. Tardiness and inconstancy in attendance have been far less frequent since than before the introduction of the cards and registers. The interest awakened in the parents in regard to the character and standing of his child in the class, manifested in an examination of the weekly record, is reflected upon the scholar who is anxious to meet the desires of his parents and to present them a clean record. Thus a two-fold object is attained, more punctual attendance and higher rank in scholarship. Encouraged by the success that has thus far attended the operation of this plan, the Committee think it advisable to extend in future, its benefits to all the Intermediate schools.

We have still a word farther to say in relation to the High School. Its course of instruction embraces a range of studies sufficient to constitute a four years' course.

Besides some of the common English branches it includes the higher English studies, and the Latin, Greek, and French languages. Prominence is given to the English. This is regarded as constituting the basis of the course to be pursued. The Latin, Greek, or French is left optional according to the desires and wishes of the parent and pupil. It is not deemed advisable to study the ancient languages unless it is the intention of the student to acquire a collegiate education, or to pursue the study to considerable extent and with a good degree of thoroughness. We know that the practice of studying a little Latin and a little French has become very fashionable, even to the neglect of other branches far more practical. Can it be wise to make a sacrifice of what would greatly aid in the transactions of every day life, merely for the sake of acquiring a smattering of some ancient or foreign language which through neglect is soon forgotten? To close our remarks on this one subject, we can, in truth, say that we never knew the High School to be in a more prosperous condition than at the present time.

Miscellaneous School. By the establishment of this school, which was organized in the winter of 1865, two important and necessary objects have been gained. First, it prevents any interruption or derangement in the classes of the Grammar schools. This would undoubtedly be the case were it not for this particular school. For the boys who do not attend school in the summer would, necessarily, be obliged to attend the Grammar schools in the winter, had they no other school provided for them; and their attendance would, unquestionably, have the effect to disturb and derange the classification which is so advantageously maintained in them at the present time. A second advantage gained by this school being established is this: more ample provisions are made for the boys who attend, and which afford them far greater facilities for improvement than they could have in the other schools. In examining the teacher's school register for the past term we have presented us the following particulars:

Length of the term in days,	. . . . .	55
Whole number of scholars that attended,	. . . . .	128
Average number of scholars that attended,	. . . . .	78
Average per cent. of attendance,	. . . . .	60 15-16

On a farther examination of this register we perceive that the teacher has not failed to record the regular and irregular attendance of each scholar. The following is the record in this particular:

Whole number marked as not absent a day is,		7
“ “ “ as absent only one-half day,		2
“ “ “ as absent from 1 to 5 days,		21
“ “ “ as absent from 5 to 10 days,		29
“ “ “ as absent from 10 to 20 days,		44
“ “ “ as absent from 20 to 30 days,		19

We also notice that the different ages of the pupils are not omitted and that these vary from the age of 12 that of 21 with the exception of two, whose ages are even more than that number.

From this view which the teacher has given of the attendance of his scholars, there seems to be in a large proportion of them a certain degree of independence to do as they please, whether they shall attend school much or little, whether they shall be present all day, or only a part. How they reason in this case, or by what consideration they are governed we are not able to say. They are mostly young lads from 15 to 20 years who appear to be in the practice of pursuing this course. It may be that some are necessarily compelled by their parents or some justifiable cause thus to absent themselves from school; but may it not be as reasonably supposed that they do this merely from a desire to gratify their present inclination for pleasure and amusement? How to remedy this

evil, or whether it can be, we do not pretend to know. If it can in any way be removed, or prevented in future, it should be done. In our remarks on this point we would not forbear to mention another evil which we notice to exist in this school. It is not the want of good order and government in the school room, for this is excellent, and doubtless ever will be wherever Mr. Young is the teacher. With the exception of Reading, Spelling and Written Arithmetic, it appears to be wholly optional with the scholar whether he shall give his attention to any other branches of learning, no matter how important or useful they may be; if not in accordance with his choice, they have no claim on his attention, and consequently are rejected. In examining the school at the beginning and close of the term we found the greater part of the scholars attending to nothing more than reading, spelling, and arithmetic, all, surely, important branches of education. We could but think, however, that in addition to these, they might have been studying something more with great advantage to themselves, and without causing any hindrance in their progress of what they were then pursuing. The evil of which we are now speaking has existed in the school from the time of its first organization. It has been suffered to continue quite too long. The evil can and should be removed. It is hoped and believed that the Committee will not longer delay to exercise its authority to improve the present condition of the school, particularly in relation to this one thing. The few that aspired to something more than merely to know how to read, spell, and cipher, passed an examination in English Grammar and also in Mental Arithmetic very creditable to themselves and highly satisfactory to the Committee.

Suburban Schools. We now come to speak briefly of those schools located in the suburbs of the city. The whole number of schools in suburban districts is now only six. These schools, with one or two exceptions, were, during the summer term, favored with competent teachers. Under their instruction the schools at the close of the term were found in a prosperous condition. The exceptions to which we refer were young and inexperienced teachers. Though they failed in accomplishing what might be desired, yet they should not on this account suffer themselves to be discouraged. Let them remember that this was their first trial, and that a partial failure is not a sufficient indication that they cannot in future succeed. The winter schools have generally been well conducted and successfully taught.

Our School Houses Insufficient. In what has been known heretofore as the grade district, there are eight school houses, each containing two rooms, with the exception of the one on Crescent street, which has a small recitation room additional; making sixteen school rooms in all.

In this district are twenty schools; four of which, the High, the Miscellaneous, and two intermediate schools "have no permanent abiding place." These schools contain about three hundred pupils, and when one term ends, they know not where they shall meet again. The Miscellaneous is taught only in winter, and held its last term in City Hall, which is so dark in cloudy weather that it is very difficult for scholars to pursue their studies, or teachers to hear their lessons, especially near night. In summer, the constant passing and re-passing of teams, carriages and persons on foot, the loud vociferations of the drivers and noisy boys as they pass within ten feet of the door, so disturb the quiet of the school room as to render it almost impossible to fix and hold the mind upon the lesson, either at time of study or time of recitation. The school is thus rendered very difficult to govern, and also retarded in its progress.

The two intermediate schools may be said to be "constantly on the wing." One of them held its spring term in the house on Portland street, and the other in City Hall. Scholars from the extreme south end of the city are obliged to attend these schools, and so great is the distance that tardiness and absence in bad weather, especially of misses

under ten years of age could not be avoided. At the fall term, these two schools were united in one, and occupied City Hall before mentioned. When the winter term commenced, they were obliged to vacate this place to make way for the Miscellaneous school, and were removed to the lower room in the Beals building, (more properly Beals ruins,) where they congregated, or were crowded into a small apartment, with loose, rickety benches, without desks. Many and bitter complaints were made to your Committee, by persons residing at the south end, that they should be obliged to send their small children so far to school in winter, and to such a place, when there was a good school-house near their own doors, built with their own money. Some determined to keep their children at home. So numerous and well founded were the complaints that the Committee decided to take the matter immediately into consideration; and on examination found less than twenty scholars that resided south of Holmes street, attending this school. To these we gave permission to meet the next Monday, at the Crescent street Grammar school room, as the seats were not all occupied by Grammar scholars. At the appointed time we found congregated at the school room, not less than twenty, but about forty Intermediate scholars with their teacher waiting admission. This was more than we expected, but as they all resided south of Holmes street, we suffered them to remain, and thus the two schools occupied the same room, during the winter term.

Changing the schools from one place to another, breaking them up and reconstructing them again to suit the localities and accommodations, annoys both parents and pupils, makes much disagreeable work for the Committee, and renders it very difficult to report them with any degree of accuracy.

The High school during the past year has been held in the Beals building, which, though the best place in the city that could be obtained for the purpose, is totally unfit for a school house. It is true, that the room itself, under the careful hand of our present tidy and efficient teacher, assumes a cheerful aspect; but outside of this, the appearance is anything but pleasing. It is a shame and disgrace to this city to suffer its High school to be held in such a place. And did we not feel confident that you will cause a house to be built the present year to accommodate this school, we would attempt a description. But spare us the mortification! If any gentleman thinks what we intimate is not true, we respectfully request him to examine the premises. We are always filled with a sense of disgust whenever we approach them; and think you that the young gentlemen and young ladies who attend this school are less sensitive than we? And what are the effects of such associations upon the young and plastic mind? Do they cultivate taste, elevate the morals, quicken the perceptions, or improve the understanding?

Objects induce thought, thoughts elevate or deprave the human heart. How necessary then that the school house should be surrounded with objects that induce pure thoughts, objects harmonious in themselves and in harmony with each other; objects that will not do violence to the most fastidious taste; but will waken the brightest aspirations and holiest thoughts in the human soul. Gently, from the dews of heaven is formed the delicate crystal, and gently from the gems of thought, gathered by the senses from all beautiful objects, is formed the noble character of man.

All the school houses in this district are in bad condition and need many repairs. Only two of these however, need our *special* attention; the house on Portland street, and the one on North Maine street. In these houses the ceiling is low, and rooms are so cold in winter that the scholars suffer much beyond a few feet from the fire. There is no way of ventilation except by the windows, and these are kept closely shut to keep out the cold. The consequence is, that the pupils are obliged to breathe the air over and over again, until it is nearly deprived of its oxygen, and for want of energy, their tasks become in a degree irksome. The pressure upon the brain of the

teacher, as she stands near the stove and above her pupils in a room like this is almost intolerable. It is the opinion of your Committee that two months school in a well ventilated, well arranged, comfortable room, is of more value than three months in such a place as this. A due regard to the health of the pupils, and prosperity of the schools, will soon cause these houses to be abandoned. Many of our school houses are sadly disfigured, and are being fast destroyed by certain malicious or mischievous persons; and your Committee would recommend that some person living in the vicinity of each house, be appointed to take charge of these houses and bring these marauders to justice. Thus far we have spoken only of the houses in the grade district, but all districts being now united in one, renders it necessary to examine all the scholars in the other districts and pass them to the proper grades. At present, but two grades will be made in those districts, Primary and Grammar; and in order to carry this into effect, it will be necessary to build one house with two rooms, near the site of the present house in district No. 3; and we would recommend that it should be completed as soon as possible. A house so situated, would accommodate all the Grammar scholars in districts Nos. 3, 4, 5, and 7, and the Primary schools can occupy the houses formerly belonging to those districts. District No. 2, has a comparatively good house of two rooms, and the two grades can go into operation there at once.

Effect upon the City. Providing proper accommodations for our schools will awaken in parents and children a new interest in education, of which our teachers will partake; and this added to the superior facilities and more congenial surroundings, will tend at once to elevate the character and increase the efficiency of our schools. Many persons who now send their children abroad for an education, will partake of the general interest, assist in improving, and send their children to our own schools; and thus thousands of dollars annually will be kept at home, that otherwise would be sent abroad for the benefit of other institutions. It will increase the value of real estate. He who sends his children abroad, paying a thousand dollars a year for their education, would value his estate higher if he could keep them at home, and educate them equally well at his own door. It will tend to increase our population. People are continually moving from country to the city for the purpose of educating their children. Their first inquiry is, "Where are the best schools?" for the New Englander naturally gravitates toward the school house, and the better the school the stronger the attraction. To attract our due proportion of these it is only necessary that we should make our school facilities equal to any in the State. Thus something will be added to the valuation of the city each year, that may be traced directly or indirectly to the influence of our schools. The tax upon this increase of value, together with the amount expended for rent and cost of furnishing the hired rooms, and the amount paid for extra fuel, will soon more than balance the sum required to pay the interest on the cost of the new school houses. If this be true, then we shall finally profit pecuniarily from such an outlay. But pecuniary advantage is not what we seek. If not one cent can be realized from the sources before mentioned, still our citizens demand that some of these houses shall be built immediately; and no tax will be so cheerfully paid as a tax to build a school house.

Our wealthy citizens individually build fine houses for the pleasure and accommodation of their children, and shall the aggregation of all this wealth do less? The time has long since passed in New England when it was necessary to argue the necessity or advantage of our common school system. It would be an imposition upon the intelligence of the people of this city to attempt it here and now. But the degree of intelligence and refinement to which a community have attained is shadowed forth in its schools and its school houses. An intelligent stranger visiting our city and judging us by this standard can not have a very favorable opinion of our intelligence, our refinement, or our

morals. Can this city, proverbial for energy and enterprise, afford longer to suffer the reproach that she is fifty years behind the times in regard to her school houses? Can this city, that stands in the front rank in loyalty, that sent forth her sons and poured out her treasures without stint to support the institutions of the Country in time of peril, can she longer neglect to provide for the wants of her own children, and thus sell the space of her "large honors" to save a few greenbacks? Our scholars are intelligent and ambitious, our teachers are faithful and capable, shall we alone be delinquent?

AUGUSTA.

The discipline in our schools for the past year has generally been good; in only one or two cases has it been materially wanting. First principles have been more generally taught than formerly, and reading and spelling, so often neglected, have received in most of our schools the attention their importance demands, but a great deal remains to be done. Our common schools are the people's colleges. In them the great mass of our children reach the end of their school career. In them they commence and finish their education. However incomplete their course of study may be, however inapt their preparation for life, with what they have and are, they go forth from our common schools, to become our citizens, to add to the enterprise and intelligence of the community in which they reside, or else become unproductive drones in the hive of nature, burdens rather than blessings to the State.

How essential then that our schools should have that character which will best enable them to furnish the necessary and the best educational training for future citizens. Do they possess that character now? We are compelled to say, from our observation, that they do not. There is too much text-book work, too much page after page memorizing, and meaningless recitation. Teachers have been wrongly educated; they teach as they have been required and as they have been taught. They take their pupils through the prescribed text-book, they read, spell, analyze and parse, and repeat correctly any rule of grammar, yet with all this they are not properly trained. Once let the particular phraseology of the text-book be forgotten, and all is forgotten, their time has been passed in memorizing rules, rather than in *learning* principles. Days and months are wasted upon lessons which are of no value except to adorn the brief hours of examination day. There is a want of wholesome, practical preparation for the ordinary business of life.

And here to a great extent our text-books are at fault. They are got up too much on the principle of "short hand acquired without a teacher." The authors of text-books attempt too much, they strive at merging the teacher in the text-book. We want fewer text-books and more *teachers*; memorizing should not be generally allowed, teaching should be resorted to, and scholars should be required to recite in their own words, disregarding the language of the text-book.

As before remarked, most of our boys and girls obtain all their education in our public schools; from them they go forth to mingle in the busy scenes of life, and yet it is a common remark that when they have left the school-room to enter the actual duties of life, most that is useful and practical, and which meets the demands of every day life has yet to be learned by them. This evil is now being partially remedied by the Commercial Colleges which have sprung up in various localities, but all cannot avail themselves of these commercial schools, and we must see to it that the teachers of our common schools are qualified, thorough, practical instructors, rather than well versed in the theories of text-books.

Frequent Changes of Text-books. The notion has become prevalent that books must perform the teaching in our schools, and every improvement in science results in a new book; old books must be thrown aside and new ones introduced. This is an unnecessary

expense to parents and is injurious to the schools. A book should be thoroughly learned before it is laid aside for another. It will be generally admitted that there is an advantage to the scholar in thoroughly learning one book before commencing another. In after life that book, thoroughly learned, and distinctly remembered, will often be a guide to thought.

Our district system degrades our schools. It is so unjust in the distribution of school money that the residence of a child in a small district or a large one determines whether he shall receive two or eight months of schooling per year. This is a gross injustice, and a reform should be demanded immediately. Not the amount of money drawn by a scholar determines his advantages, but the amount drawn by his district. The money apportioned to different districts ranges from thirteen (\$13.00) to four hundred and sixty-eight dollars (\$468.00), and the amount of instruction given is in nearly the same ratio. No such irregularity exists in the Village District. With our extent of territory and limited population we may not be able at present to establish a system of graded schools, but the city should be divided into districts so that the schools shall be more nearly of a size, and the time of commencing the schools and the length of the terms should be uniform. A course of study should be prescribed for all the schools and each school graded in itself.

The constant change of teachers practiced in our districts is exceedingly detrimental to the schools. The instances in which a teacher has been retained a second term are few. Each school becomes an experiment, and the result of success or failure on the part of the teacher is practically the same—a repetition of the experiment next year in another district. With the best of material and training we cannot get good teachers while this practice continues, and the effect upon our schools is still worse.

The State is endeavoring to elevate the standard of education by establishing Normal Schools for the training of teachers, but little can be done for the children of our State through their influence unless the people co-operate. They must build better school-houses, pay the teachers more wages, give them employment eight months per year, and then demand better work, and they will get it. By a more liberal expenditure of money, a more effective supervision, and a higher standard of instruction, we may expect to gather a rich harvest of knowledge in a field where the tares of ignorance have been abundant. The school fund should be as popular an investment as government bonds. The educational institutions of the country are quite as important as the financial interests.

We feel that our citizens do not realize the importance of education. Parents are more anxious to gain property for their children than to have their children acquire knowledge for themselves. Wealth that comes not by one's own skill and industry is more likely to prove a curse than a blessing, while the discipline of acquiring an education is of inestimable value and the knowledge obtained is above price.

Every parent should demand of the Committee and the agent that the best teachers be employed, those who have devoted years to the work of preparation, who love their employment, and whose enthusiasm in the great work will arouse the youthful mind to noble endeavors.

Parents, send your children to school every day of the term, and know that they are never tardy. Visit the school frequently; the influence of your presence will be felt upon teachers and pupils. Will not all give to our common schools the attention which the great interests involved demand?

In concluding this report, we would ask the particular attention of the parents and voters in Districts Nos. 2, 14, 16, 17 and 19, to the following extract from the Annual Report of the Superintending School Committee of Augusta, for the year ending March, 1866:

“Parents and voters of Districts Nos. —, —, —, and —, look to your school-houses. Are they suitable places in which to train and educate your children? You erect commodious and comfortable *barns* and *stables* for your cattle and horses; you visit them daily, bestow upon them much time and attention, and mark their progress with satisfaction. Is it thus with your children? Do you visit them *once* in the school-room during the year? Do you know that they are sitting on benches not wide enough for a child of three summers, and yet high enough for a man of six feet? Do you know that the *old land-marks* leak in summer and are cold in winter? That they are out of date, out of repair, and ought to be out of the world? Fearing that you do not know these facts, we feel it our duty to give these few *gentle hints*, trusting that ‘a word to the wise will be sufficient,’ and that ere long we shall see school-houses erected in pleasant places, convenient and attractive, where your children will love to be, and you enjoying the satisfaction of having at last discharged a sacred duty.”

Parents and voters of the district before mentioned, whether you were the persons addressed in the foregoing extract we cannot say, but that the remarks quoted apply to you there can be no doubt. We very much fear that the “word to the wise” has not been sufficient to incite you to action, neither can you enjoy “the satisfaction” in this respect “of having at last discharged a sacred duty.” Then let not the paltry consideration of a few dollars swerve you from that duty which as honest men you know should at once be performed. Do not impose upon the Committee the disagreeable duty of compelling, through the city government, the performance of those duties which, through your negligence or want of interest, you have left undone. Give the subject earnest thought and attention, and provide for your children pleasant and attractive school-houses.

Your Committee are aware that in the discharge of their official duties the past year, many things have been left undone, that many will find fault with their labors and criticise their remarks; others, remembering that to err is human, will forgive and forget their faults.

We have not aimed to please all, but we hope all, however displeased with us, will give us credit of having conscientiously and impartially discharged our duties without fear or favor.

DEDHAM.

In closing our report, we would remark that fuller details respecting the different schools, might be interesting and profitable, but would considerably increase the expenses of printing. Our schools the past year, we believe, compare very favorably with those of former years. No complaint has been made respecting any one of them to the Committee; yet we believe their efficiency and profit might be greatly increased.

1. By a less frequent change of teachers; as it must necessarily take a considerable portion of the short time of our school for teacher and scholars, who are entire strangers, to become acquainted; on the part of the scholars, with the manner of teaching; and on the part of the teacher, with the attainments of the scholars, so as to rightly classify.

2. By a greater uniformity of text books, thus reducing the number of classes.

3. By greater regularity in attendance. In some of our schools, the average attendance is but little more than half the whole number attending school. Especially is this the case in some of the summer schools, when the average attendance ought to be the greatest. Says one School Report: “We believe it the duty of parents to see to it, that their children have every day’s schooling they are entitled to by law.” The earning of a few cents, or even a few dollars ought not to keep children from our schools, when they are so short. It is injustice to them when their childhood is the best, and

we may say, the only time of receiving the little education which our short schools afford.

4. By a deeper interest on the part of parents; such an interest as will influence them to a more frequent visitation of our schools. Not for the purpose of seeing what defects they can discover in the teacher or scholars but to encourage both. Parents should in every suitable way aid and encourage teachers; for a teacher may be well qualified and very faithful, and yet, for want of sympathy and co-operation on the part of parents, may utterly fail of keeping a profitable school.

Your Committee regret their situation the past year has been such that they could not visit the schools as much as their interests demanded, but will venture to express the hope that you will be able to secure for the coming year a Committee who will be able to devote more time and in a more profitable manner than your humble servants have been able to do the past year.

FREEPORT.

Thus have we presented to you the progress and standing of our several schools during the past year. In some, the improvement has been good, but as a whole, we *do not think* the schools compare favorably with the past. We fear there is a growing indifference in our town in reference to the interests of education. We earnestly hope to see a reform. In order to accomplish this, there must be more co-operation. To have good and profitable schools, *all* must co-operate. There are those, who think their whole duty is summed up in finding fault with the School Committee; and when we visit our several districts, we find others who are never satisfied except in making exceptions to the school or teacher. This is all wrong.

Permit your Committee briefly, to call your attention to a few things, the recognition of which would improve our schools.

First, education must begin at home. Subordination to rightful authority must be taught there. Children who set at naught their *parents* commands, will be likely to be disobedient at school.

Again, parents should visit our schools. Too much negligence, not to say indifference appears as the common fault in this relation. If parents were as ready to visit a school as they are to complain of it, there would be less complaining, and much more interest.

Again, some of our districts need new school houses. Many of them 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. There are one or two school houses in town, which you would not deem fit to keep your horse or cow in; and yet without a scruple you put your son and daughter there. Will you see that your horse is well cared for, while the place where the youthful mind is moulded, and habits and character formed, such a place, is left to decay, a monument of utter neglect?

Again, the office of school agent is by no means an unimportant one. Parents should remember this one thing. The quality of your school depends far more upon the quality of your agent than the efforts or efficiency of the Committee. The agent *alone* selects the teacher. We would say then, be careful whom you choose for school agents, and let men occupy that office who you know will take an interest in selecting good teachers, and when you get a successful agent, keep him.

We would call the attention of our agents to another important duty. It is expressly provided by statute that the agent shall, before the commencement of the term, give written notice to some member of the Superintending School Committee when it is to commence, whether to be taught by male or female, 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 agents do not comply with the requirements of the law, would it be wrong to enforce the statute?

Finally, we need teachers who can teach ideas, and not merely words. Scholars should be made to think for themselves, and we need teachers who can teach their pupils how to think. We need live, active, energetic teachers; those who understand their business, and are qualified to perform it. To say the least, we demand teachers who can speak and write correctly their mother tongue. This we are sorry to say, has not always been the case during the past year. With well qualified teachers, and an active co-operation on the part of parents, we might dispense with many of our petty "private schools," so-called and educating our children in our own school, we should tend to raise and elevate the town school to its proper and required position.

EASTON.

Your Committee desires to impress upon your minds the urgent necessity of building school-houses. You have nine school districts with a united scholarship of 212, and but one school-house in town. Most of the districts have but a very poor chance for summer schools, and no chance for winter schools. You have had three schools in town this winter. One of them on account of the unfavorable location of the school was attended by less than one third of the scholars in the district. Another, much to the honor of both teacher and pupils, was well attended yet the progress of the school was such as to convince your Committee that the unsuitable house had robbed the scholars of one-half their dues. The third taught in your only school-house, was a good and profitable school.

Thus you see, that the scholars in eight districts all are wronged, and many of the larger ones entirely barred from the benefits of the money for which you are taxed. Nor is this all, a school district without a decent school-house is almost always in trouble; and dissensions among the inhabitants of a district are quite sure to find their way to the school-room. In conclusion permit us to urge you again to build good and commodious school-houses. Go about it with that same individual and common interest, that same determined and untiring effort, with which you have commenced to make for yourselves homes in this forest, and after many days you shall find the bread you have cast upon the waters.

EDDINGTON.

In conclusion we suggest much care should be taken to choose agents who have an interest in schools, and are willing to sacrifice some time to procure teachers who have other qualifications than their education, suited to their particular schools.

Parents should visit the schools, and see for themselves what difficulties the teachers experience in the management of scholars of so many different dispositions and temperaments, and try to encourage both teacher and scholars, by their presence at least to a more faithful performance of their duties. The appearance of a school when visited by the Committee does not always correspond with the true state of affairs, and if parents were in the habit of visiting the school they might assist the Committee in the management of them, and it might, also, serve to modify their own opinions in regard to the actions of both teacher and Committee.

Our school rooms ought to be supplied with a globe, and a set of outline maps to facilitate the much neglected study of Geography. An occasional change in reading books would cause the scholars to take more interest in the reading exercises. We are aware this would cause some extra expense but it is poor economy to withhold a small amount of money when it is needed to get the benefit of so much already expended.

The attendance the past year has been rather less than usual; of the whole number of scholars in town, a little less than three fourths have attended school.

And the average attendance has been about eighty per cent. of the whole number attending, or sixty per cent. of the whole number. It should be borne in mind that when scholars do not attend school regular that there is a greater proportional loss in the benefit of the school than of time.

ALBION.

In presenting our report of your schools for the past year we have briefly stated what we believe to be the progress made by the scholars, and the successes of the several teachers. There has been no change of teachers, and but very little difficulty in any of our schools for the past year, yet much less has been accomplished than might have been had the parents manifested a little more interest for their welfare. In some districts the parents have attended the examinations at the close of the schools, and we hope this practice will become general in all the schools. Not only attend the examination at the close of the school, but we say visit your schools frequently, for it would be of incalculable benefit to them. That we have had the wrong teachers in some of our schools, we admit, and we are willing to bear our part of the blame with the agents who made the engagement. We can ascertain but little about those who present themselves for examination, except that they are qualified as far as education is concerned, and though qualified in this respect, may be totally incapable of governing a school, and of course are unfit to teach. We think with a more effort on the part of our agents to procure good teachers, and those that are shown to be good teachers, a smaller number of unprofitable schools would be reported.

BRADFORD.

We are are happy to report that most of our school agents have manifested a commendable degree of interest in the selection of teachers, and have generally secured the services of experienced, competent and efficient teachers whose services have been valuable to those who have attended school. No instance of insubordination or difficulty in the school-room has come to our knowledge during the year, and we think the improvement of our schools compares favorably with that of former years, but on examining our registers we find that less than fifty per cent. of those who draw money have regularly attended school, and in some schools only about thirty-three per cent. In some cases the tuition has amounted to about three dollars per month for each scholar. At our last annual town meeting the town raised twelve hundred dollars for the support of schools. The interest on the town fund was \$122.60. Received from the state—bank tax, \$46.76. Total amount appropriated for schools \$1,369.57.

We would here respectfully ask why did a majority vote to raise that sum for the support of schools? Was it because the law compelled them to do so? Why we ask, were more than 700 dollars lost by irregular attendance? In part, no doubt, from unavoidable circumstances. Was it mostly for want of sufficient interest on the part of parents? We leave it for each parent to answer. We need a neat, commodious and comfortable school-house in each school district in town. At present we have but four that answer to that description and those are in districts Nos. 1, 3, 4 and 6. The remainder are mostly cold, unsightly affairs, old enough to speak for themselves and disgraceful to the districts in which they are located. We hope many of them will give place to better before the year passes away.

We would like to see our schools all supplied with good, competent teachers from our own town, and we believe we have the material and facilities if we make a proper use of them, and are glad to know that we have some young men and women who are earning

a good reputation as teachers. We believe it to be our duty as parents and citizens to see that proper school-rooms, books and teachers are provided for our children, and that they regularly attend our public schools, and receive instruction, encouragement and proper *moral* culture at home.

KENDUSKEAG.

In closing our report your Committee can truly say, that the Agents in the several Districts have been very successful in procuring good teachers. Our schools are in a very prosperous condition, in fact we have no bad schools in town. Our teachers have done well; tried hard to make their schools profitable. But we must urge the parents to make stronger exertions toward our schools; see to it that your children attend regularly, that they have books to study after they arrive at school. We very often see three or four scholars trying to read out of the same book, or one scholar asking leave to borrow this and that book of their neighbor. This, parents, is a great mistake, and this evil must be remedied before we can have great improvement in our schools. Again we urge you to visit your schools. Why not? Why not set apart a few hours each term and visit your children in the school-room? We know of nothing that will arouse the ambition of both pupils and teacher and infuse new life into a school more than frequent visits from members of the District. Your school-houses, too, look well to them; see that they are kept in good repair; see to it that they have good ventilation—pure air is one of Heaven's blessings, and none need it more than the scholars shut up in a school-room. If the parents of this town will exert themselves in behalf of our schools, we shall continue to have prosperous ones. But, on the other hand, if you do not try to aid both teacher and scholars, you cannot expect so much improvement in your schools, which if you would but visit them and give them a word of cheer, it would encourage them; thus benefiting yourselves and your children. We do hope this practice will be carried into effect.

BRIDGEWATER.

Our school-houses are a disgrace to any civilized people. Not hardly one of them that has a seat fit for a scholar to sit on. Some of the windows filled with shingles; the plastering torn off; the doors requiring the strength of a man to open or shut; inside they look as loathsome as a prison cell, their external appearance being that of a third-rate hen coop. We do not believe that there is another town in the State of Maine, as large as Bridgewater, but what can boast of at least one respectable school-house; and we hope that this matter will not be passed by unheeded, but that every district will provide at least a decent place in which to hold their schools.

It is the opinion of your Committee that not more than one-half of the scholars in town are properly provided with books. We cannot understand how that parents can send their children to school and expect them to learn without any books to learn from. The law provides a remedy, and we hope that it will be put in force.

KNOX.

We see by the State Superintendent's report that we have no schoolhouses in town in good condition, and probably this is known to all the inhabitants. That they are not what they should be, must be an admitted fact; but we forbear to agitate the subject under the present state of high taxes, hoping the time will soon come when we shall feel able to make them what they should be, inviting instead of repulsive.

One word we would say to parents, the success of your schools in a great measure depends on you. Your co-operation with teachers, and school officers is indispensable in

order that they may do their part profitably. You should visit the schools, speak a word of encouragement to both teacher and scholars; you should sympathize with the good teacher in his trials as well as in his endeavors to raise our schools to a higher standard; you should see that your children regularly attend school, for regularity on the part of scholars serves to sustain a healthy and successful interest. Let us all address ourselves to the work of elevating our schools, and we shall soon see them advance in the scale of improvement.

There are many other matters which might with good propriety be touched upon, but we forbear fearing our report will be so long as to be tiresome.

PENOBSCOT.

It will be seen that while we have the pleasure of reporting some *good* schools, we are obliged to speak of many which were nearly or quite useless. In many cases it is impossible for us to tell where the hindrance lies, still, when examination comes, the results which we hoped for do not appear. In some cases as we have stated, agents have been unfortunate in the choice of teachers. In others, old teachers who have enjoyed a good reputation, heretofore, have failed to find that sympathy and assistance which it was the duty of parents to render, and thus failed in their efforts.

We are not insensible to the fact that in a great many instances your Committee bear the blame for allowing an unprofitable school to go on. But those who feel disposed to censure us will do well to remember that in no instance, with one exception, have we been called upon to interfere officially with the government or instruction of any school during the year. Parents have, it is true, in some instances told us "they feared their school was not all it should be," but were hardly able to tell why they feared so. We do not feel bound to make extra expense for the town or trouble for ourselves by running after such uncertain calls. Still we hold it to be the duty of parents to make complaint whenever in their judgment the school is unprofitable, and the law makes it our duty immediately to attend to such complaints. But in all such cases we think it their duty to understand well the condition of things which can best be ascertained by frequent visits to the school-room as we have often suggested before.

There is another subject which we would call your attention to, viz: The lack of uniformity in our text books in the various schools in town. In some schools it is not uncommon to see four or five different works on geography. True the fault lies in part with the Committee, still we would much rather parents would regulate this matter themselves than cause us to take any action in the premises. Parents can easily find out what books are authorized by the Committee and purchase none besides. Many of our younger pupils are injured materially by improper management on the part of young female teachers, who, instead of waiting till the pupil is really prepared, push him on from the class he ought to recite in, to a higher one, in order, as is sometimes the case, to have as large a "first class" as possible. Parents, too, sometimes think that when their child arrives at a certain age he ought to be promoted to the higher classes, without at all considering his fitness. This is one of the most fruitful sources of annoyance to the teacher who would reduce his school to a system, and we believe that if scholars were to understand that they could advance in their classes only as they improved their minds, it would stimulate many of them to a greater mental exertion. Many more suggestions might be made if we had the time, but we forbear to weary your patience further.

Follow citizens! let us wake up to the importance of educating our youth; let us throw around them this safeguard, (for such we believe it to be); let us see if the morals of community cannot be promoted by the intelligence of our citizens. For this purpose let us make as liberal an appropriation of money as our means will permit, and above all, let

us see that the money appropriated is well expended. We wish especially that as we meet this Spring in our district meetings to deliberate upon matters pertaining to our schools, we may keep steadily in view the importance of our subject; select for officers those only who have the welfare of our schools at heart, and strive to make our schools more successful in the coming year than they have ever been in the past.

LITCHFIELD.

At our last visit we were pleased to meet some of the parents residing in the district, with other friends of education, and, although the ancient edifice used as a school-house was in a fearfully dilapidated condition, we all escaped with our lives, which is somewhat to be wondered at when we reflect upon the dangers which surrounded us in that chaos of ruin. As an individual we would take this opportunity of publicly expressing our thanks to one of the citizens of the district for his kindness in pointing out to us a large hole in the floor through which we might have fallen, thus suddenly ending our official career, had it not been for his timely warning.

In closing our report, we would say "to err is human," and we perhaps, may have erred in our judgment in regard to the qualifications of teachers, or the condition of schools. If we have misjudged in any way, we ask you to consider it an error of the head and not the heart.

Only one Agent has complied with the law in notifying the Committee of the commencement and close of his school; consequently several of the schools have not been visited a second time. This neglect on the part of Agents makes it very difficult for the Committee to give a fair report. The law is plain. "If an Agent neglects to give written notice to the Committee when any school in his district is to commence, whether it is to be kept by a master or mistress, and how long it is expected to continue, he shall forfeit one dollar for each day the school is kept before such notice is given." Now although a written notice will not probably be insisted on, yet *some* notice must be and *will* be insisted on.

If parents wish to have profitable schools, and have their children receive the greatest amount of good from them, they must wake up to their duty and exhibit an interest in the work, that their children and their teachers are engaged in. They must not try to put the responsibility of having poor schools on the teacher, Agent or School Committee.

It is the duty of parents to see that their children go constantly and early to the school, and to influence them all they can to make the school good. But we presume that most parents are already aware of their duties in this respect.

The hopeful sign seen in several districts, we hope will spread to other districts, so that we may see better schools and better school-houses. We hope to see Agents more careful in the choice of teachers; the best should be selected, those whom our children will love, respect and obey.

STONEHAM.

Perhaps no feature of our schools is more prominently objectionable than are those of *tardiness* and *absence*, by which many pupils lose much of the benefits of the school. Are parental duties always faithfully discharged in this matter? Do not the veriest trifles often suffice for detaining children at home? Not only does the *tardy* and *absent* scholar himself sustain a loss, but the school is disturbed by his late arrival. In this delinquency we may see many lost lessons, and others superficially committed. Will not parents awake to this duty which so imperiously devolves on them.

Your Committee would again revert to the grave responsibilities of School Agents, on whom we think, more depends than is generally admitted. In the engagement of teach-

ers the peculiarities of our schools in the several districts should be carefully regarded, for the teacher who may succeed in a special district might fail in others; and unless this discrimination is kept in view, existing emergencies will not be met. Now, where one teacher fails of success for want of literary attainments, probably ten are defective in judgment, energy and moral courage. We think this has been exemplified in, at least, two of our schools the past year.

WHITNEYVILLE.

We can hardly persuade ourselves to close this report, without once more urging the advantages of training boys at the "fireside school," instead of allowing them to attend the "street school." We do not mean by this that boys, or girls either, should be kept always in the house; air and exercise promote health. Skating, coasting and playing ball are good amusements for the young, and afford healthy exercise, whenever they can be practiced without danger to the parties engaged, or to the persons or property of others. But we do believe that when boys or girls go out, especially in the evening, their parents should know, pretty nearly, where they are going and when to expect them back, and that some portion of nearly every evening should be spent at the fireside school. And by this term we mean just what we say. We do not mean that boys should be required to come in at seven or half past seven, and sit mum till their eyes close and they are driven off to bed. But furnish them some amusement—something to interest and instruct at the same time,—a game of chequers, or of fox and geese may afford amusement, and at the same time exercise the mental powers. But these games should not occupy too much time, and care should be taken that the moral feelings be not injured rather than improved. Reading may profitably occupy much time, and should furnish employment for some portion of every evening. Furnish them with interesting books or papers, and listen while they read them;—you may find them as interesting as the stories to which you so often listen in the shops or at the corner of the streets. Talk with them about what they read, and let them see that you are interested in their pleasures, their improvement and their happiness.

If fathers, when not obliged to go out in the evening, would, after their day's work is done, sit down at home and listen to their sons or daughters while they read a chapter of history or biography, or even a good story, offering an occasional remark calculated to awaken virtuous or patriotic feelings, or to quicken the moral sense and stimulate a thirst for knowledge,—the mothers at the same time being not idle spectators or uninterested listeners, but by their occasional remarks showing the deep interest they must feel, we should soon see an improvement in the morals of our youth, and our schools would soon feel the effects of such a salutary influence.

We believe that the teacher should be at the school-house all the time that the house is open, and we recommend that the town instruct the school Agent to make an agreement to that effect with every teacher he may hire, and also that the Committee be instructed to see that such agreement is fulfilled.

CHINA.

It affords pleasure in our annual report to be able to represent our schools generally as in a very prosperous condition. There have been forty-five terms of school during the year, twelve have been taught by males and thirty-three by females. Thirty-seven of these terms were taught by residents of China—a very creditable record for our own town.

The teachers as a class have been well qualified and faithful in the discharge of their duties, stimulated in some measure, we have no doubt, by a desire to stand well in our

printed reports. These reports have a wide circulation. Almost every one in town as well as many abroad will read and criticise the standing of the teachers, and no one has become so neglectful of his own interest, and so regardless of public opinion, as to look on these reports with indifference. Perhaps no one thing has done more to raise the character of our schools than this. China was one of the first towns in the State that adopted this course, and to-day, as we look at our army of teachers, the self-respect of our scholars, the interest of parents in their schools, and the good condition of our school-houses, many of which are nearly new, who is there but what will say that such a step was a wise one. While we believe that our reports have very generally been satisfactory, giving as correct a statement of our schools as our narrow limits will allow, there may be those disposed to cast censure, as though the reports were framed in the ignorance, or moulded by the partiality or prejudice of the Committee. Of such we would inquire, who are the best qualified to judge of the character of a teacher, and the merit or demerit of a school, those who visit it and observe the efficiency, tact and energy of the teacher, or those who never enter the school-room, but base their opinions upon outside reports? We have known of more than one instance in which parents, with their minds prejudiced against a teacher, have visited the school with us and witnessing the exercises of their children have seen their mistake and returned well satisfied. If others would go and do likewise, similar results would often be seen. No one has a right to condemn a teacher on second-hand testimony. Those who are the loudest in censuring others are often the most in fault themselves.

BURLINGTON.

In conclusion we would mention the great hinderance to the success of schools, to be irregularity and non-attendance. Fifty per cent. of time and money are lost by these faults. Some boys, most arrived at man's estate, are assisting parents by working in woods, and toiling on farms. To such, all honor. But the excuses, "my boy's pants are not mended," or "my girl's shoe has a hole in it," don't pass muster with this court. The motto, "eat, drink, and sleep, for to-morrow we die," does not find sympathy with us.

To each district we would say: select intelligent, energetic agents, those who have sufficient education to fill out blanks furnished them, to say the least. Agents will be held responsible for fulfillment of their duties, as they have no excuse, the law being furnished them.

HARRISON.

Most of our schools have progressed finely during the past year considering the impediments in the way of their success, though they have by no means reached that excellence, which every philanthropist must desire, and to which they may be brought. We should not feel that we had done our whole duty should we close this report without calling your attention to the condition of some of the school-houses in town. You will all doubtless agree with us that if any class of buildings in any district should be more attractive, better warmed and better ventilated than the others, it should be our school-houses, where the children and youth are to be trained for life's conflict.

It is a well settled fact that under the instruction of a good teacher, the last half of a three months school is far more profitable than the first. Again, these small schools find it difficult to secure the services of the ablest teachers who seek for longer schools. They usually select a poorer class of teachers on account of their cheapness. The result is, the best scholars seek their tuition at academies and other schools where they can enjoy better advantages for improvement. Our schools should be such as will induce our best scholars to attend them. Every practical teacher knows the benefit of a class of high minded, ambitious scholars. They stimulate the whole school. We hope that the

wealthy of our town who have no scholars to educate will not feel that in seeking to elevate our schools they are paying money for the benefit of others alone, but that they are assisting in giving to all the children of our town such an education as shall fit them for their social and moral duties as good citizens, and in establishing that state of society which gives security and value to property. It is that which increases the true wealth of our people which imparts imperishable treasures to the minds of the young. Let our course of instruction be such as shall enable the children and youth of our town to act well their part in guiding the ship of State, and in giving beauty and permanency to our national character.

RICHMOND.

During the past year the schools generally have held their own; some having advanced in their grade, and taken higher stand than they have heretofore; while there may have been others, perhaps, that have not hardly come up to the average. The teachers with perhaps two or three exceptions, have been well educated, and very well adapted to perform the duties of the school-room; and although their success generally has been good and satisfactory, still there is yet need to put forth greater efforts than we have done to advance the interests of our common schools. We have not yet reached the haven of our common school system, where we can sit down contented, fold our arms and say, there is nothing more for us to do. There remains much more work to be done ere our schools will reach that standard of excellence which is so necessary for their healthy existence and growth.

To you Agents, a sacred and important trust is committed. Are the selections of your teachers always wise and judicious? Do you ever procure those who will work cheap because your school is small, or composed of scholars not far advanced?

We hope that each Agent can rightly answer the above questions; still we have had fears that there are some who do not feel the importance of procuring the very best teachers, for reasons stated above.

A wrong impression generally prevails in communities in reference to employing teachers. Some think if the school is composed of small children almost any teacher will answer, and act accordingly. This is a mistaken policy, and if pursued our schools in a few years will bear unmistakable marks of decay and degeneracy,

We hope we are not of the number who believe the world stands still or goes backward; that there is no progress, no improvement in anything; that to-day we are just where our fathers stood. But we claim to be enrolled among those who believe the world is full of progress; that *everything* is capable of being advanced; that even our common schools can be and should be improved, both in the manner and quality of their instructions. Teachers should love their business, if they would be successful, and they should bring all their powers to bear in finding out and adopting the best modes of teaching. They should never be satisfied in keeping a *fair or decent* school, but should strive to excel, and adopt as their motto, *Excelsior*. Not only Agents and teachers, but parents and all others should become more interested and active in forwarding their children's education.

Then let us be up and doing. Let it not be said of us that we failed to fit those young and immortal minds for the great business of life; but let it rather be said, "Well done good and faithful servants," you have done your duty in the cause of education.

OTISFIELD.

We will briefly notice a few prominent points, wherein our schools seem to come short of attaining to that excellence which might reasonably be expected of them. First, it is a matter of regret that our teachers are so poorly qualified to fill well their high voca-

tion. They are generally good scholars, but they have never received anything like a *normal education*—have never been taught *how to teach*. A scholar gets a little in advance of his schoolmates; perhaps attends a few terms of school outside of his own district, perhaps not; then turns around and acts as teacher for his schoolmates. And many, be it said to their credit, act the part of teacher *well*, and do honor to themselves. But how much more profitable would their labors be, if they were *far* in advance of their pupils; if they could tell them something *new*,—something that is not contained in their school books, and if they had made a study of the art of imparting their own knowledge to others, and unfolding the intellect, and awakening the dormant energies of their pupils. But while our teachers are not just what we could wish them to be, we are forced to the conclusion that they are, generally speaking, about as good as our Agents have the means of obtaining.

Committees often clamor for better teachers; but where are they? Can any one point out to us persons who are better qualified, who are ready and willing to engage in teaching, and are yet unemployed? We think not. Those who have been to the expense of educating themselves do not remain with us as teachers; they have “gone west” or engaged in other more lucrative and less trying occupations at home. We cannot expect teachers to be at great expense to fit themselves for teaching, when we can offer them no better pay than they can get at other employment for which they are already qualified. If this conclusion is correct, then arises the question, shall we content ourselves to make the best use of the means already in our hands, and cease grumbling about poor teachers; or shall we raise more funds, and thereby prepare the way for better to have better pay? And this also involves the question of increased taxation. We know that a call for more money at this time would be met with the very serious objection, that we now bear very heavy burdens, heaped upon us in consequence of the late wicked rebellion. But while we should cheerfully pay our debts contracted in the defense of earth’s best government, we should not be niggardly in our benefactions to an institution that underlies the whole structure of republican government. Upon the manner in which the children of the present day are educated, depends in no small degree the destinies of the coming age. A majority of the children of our land will receive *all* the schooling they will ever receive in their own little district. Here the poor can leave for their children a sure and abiding inheritance. Here the rich can educate their children with little cost, and have them always near them. *Think of these things when you vote money for the support of schools.* Also remember that your children for the past year on an average, have received but eighteen weeks of schooling out of the fifty-two, even at the present low rate of teachers’ wages. But we must make the best use of the means at our command, whether the town in its wisdom sees fit to appropriate much or little. Teachers must not be content to rest on the laurels already won, but with “*Excelsior*” for their motto—must press onward toward perfection. Agents must be more careful in their selection of teachers. All are not equally qualified. Some who will do well in one district, will not in another. A word of advice here from your Committee would not be amiss. Parents should see to it that their children attend school, and attend regularly. There is a large per cent. of your money wasted in consequence of non-attendance. There are districts in town where less than half of the scholars attend school.

We would say something in relation to the shabby condition of some of our school-houses, but we forbear, for we have somewhere read something like this “If it be true that a miller who can sleep soundly while his mill is going, making a great noise, will surely wake when it stops,” we have come to the conclusion that perhaps if we should stop trying to make a loud report concerning the apology for a school-house, which is found in some of our districts, the people might wake up and begin to do something.

A few more words and we are done. Parents, leave not the whole training of your children in the hands of the teacher, but recollect that a great part of their education is acquired at home. You should take an interest in their studies, and see that they study out of school, as well as in, especially during the long winter evenings; for small progress will be made in study by those who spend their evenings idly or in amusements, whose tendency is to diminish their interest in the school. See to it that your children are well supplied with books. Could the parents realize as the teacher does the evils arising from two scholars studying from one book, they would no more think of sending scholars to school to depend upon their neighbors for books, than they would of sending two laborers into the field to labor with one hoe. There is more encouragement now for parents to furnish books, as the law now forbids their being changed oftener than once in five years.

Finally, we must all take hold of the matter and see what can be done to elevate the tone of our public schools. Each one can do something by word or deed, to push along this truly great and beneficent system of educating the masses.

SMITHFIELD.

We have above given you a brief report of each school taught in town the past year, and can sincerely say that it gives us great pleasure to be able to announce that the schools with a few exceptions, have been supplied with competent and energetic teachers, and have made a commendable degree of advancement, yet much remains to be done before they can be brought to that degree of perfection which their importance demands. We therefore hope and trust that the amount of money raised for the support of our schools the ensuing year, will be sufficient to meet their real wants. For there is no one interest or combination of interests in which all are so generally to share as in our public schools. They are accessible and open alike to the children and youth of all classes, and should receive generous appropriations, be wisely and carefully superintended, and faithfully instructed. Let all then, study their wants, freely contributing their means and influence for their benefit. By so doing you will give your children that which is more valuable than houses and lands.

A few remarks in regard to the choice of school Agents. In our opinion the prevalent idea that school Agents should be chosen in regular order, A acting as agent this year, B next, and so on in rotation, is a humbug. For some men are just as unfit to act as agent as they would be to teach. It would be well to choose those men for agents who are interested in the cause of education, and who will exercise due care in the selection of teachers, and look after the interests of our common schools. We would also warn agents against hiring cheap teachers, as they very often prove too cheap to be beneficial. A short term under the tuition of a faithful, thorough and devoted teacher is far more profitable than a long school kept by an incompetent teacher; for in the latter case the money is uselessly expended, and the scholars contract bad habits which it sometimes takes much care and labor to remove. Many think because a school is in a backward state, that almost any one will do to teach it, especially if they can be hired cheap. But they are greatly mistaken for such schools require thorough, systematic teachers, to infuse life and energy into them, and bring them up to the proper standard. In conclusion, fellow citizens, we would say, knowing as we do that our common schools under proper management, under those moral influences which our laws require them to be, are the glory of our land and in a good degree, at least, the safety of our government. At the present time, perhaps, more than at any previous period of our history, the education of the young claims the attention and demands the energy of every sincere patriot and every enlightened and warm-hearted friend of humanity. It must be by

this time an admitted fact that in order to preserve and perpetuate our glorious Union, the great mass of the people must be educated; they must be able to read understandingly, to think deeply, and to act wisely; and underlying and inwrought with all this intellectual strength, there must be high-toned and carefully cultivated moral principle, which shall exert a controlling influence over the thoughts and feelings and actions of those upon whom are soon to devolve the duties and responsibilities of American citizens. We therefore hold it to be your duty not only to cultivate the intellect of your children, but also to imbue their minds and hearts with an enlightened and exalted patriotism and the principles of a sound morality.

BYRON.

The subject of education is one of no small importance. The foundation of good government rests upon the education of the people. If the education of the people, intellectual, moral and religious, be good and well-directed, with the blessing of God, without whose favor no government or nation can prosper, our government may be prosperous.

When we remember that the common school is the place where the most of the people of the New England States receive their book education, we can then see the important part common schools are acting in the affairs of individuals and of nations. If we degrade the free school we degrade the people, but elevate the free school and we elevate the people. Every one can do something towards elevating our schools. He can encourage the pupils and teacher or contribute to the support of the schools by defraying the expenses of wood and board as we are happy to learn is done in nearly every district in town. Thus by using the money raised by the town (which is necessarily a small amount to each district,) only for the wages of the teachers, we can prolong our schools at least one-third, which will be felt very much in a town like ours, while the expenses incurred by obtaining the wood and board free of charge to the districts, are small compared to the benefits received from the additional length of schools.

We think parents and others who send scholars to school, should converse freely with the teacher respecting the government and instruction of the pupils placed under their charge. If parents would consult the teachers concerning their children, especially when the teacher does not conform to their idea of correct management, much difficulty and dissatisfaction would be avoided and the schools of our town be crowned with more pleasing results. We also think many labor under a mistaken idea respecting the teacher's to be employed. Our schools have sustained considerable loss by agents employing young and inexperienced teachers. Boys and girls from fifteen to eighteen years of age and in many cases older, are too young to have the management and education of children although they may have sufficient book knowledge to teach any who may come under their charge. We recommend that so far as they can be obtained, older and more experienced teachers be employed, even though higher wages are demanded. A good school though it be short, is better than a long, poor one.

We think on the whole our schools are in a more prosperous condition than they were a few years since, owing in part to the introduction of the Progressive Readers and Spellers which are now used in every district except district No 1. The introduction was made in the early part of 1867. For some years previous to that there was mixture of readers and spellers used, which produced confusion. We think from what we have learned of the Progressive books from their use in this and other towns, that they are surpassed by no other series of readers that have come under our observation. Weld and Quackenbos' Grammar is now used in our schools, but we think from a thorough examination of Simon Kerl's series of grammar that *his* is the best now in use; we have contemplated a change but have taken no action, only that we have obtained the Pub-

lishers terms for introduction. We have also examined Greenleaf's new Practical Arithmetic, designed to take the place of the Common School and National Arithmetic, now used in our schools; we like it and may make a change if the parents feel willing for us to do what we think is for the best interest of the scholars, if not, we may take no action upon the matter, knowing that it is better to use a poor text book than create satisfaction and disunion in our schools.

Teachers are by no means perfect but we think *generally* teachers understand their duties and perform them as well as parents do theirs in respect to schools. If you see faults in your teachers go and tell them your complaints instead of telling them to your children. Make some inquiries of the teacher concerning the deportment of your children. On parents depend mostly the success of our schools.

GREENBUSH.

District No. 6, was taught 36 days. The school was set up by the Agent, and kept through the above time before I was notified, and when I visited the school and found that only three or four scholars were attending, and those so small that they required a nap during school hours, I closed this illy attended school, and prevented further unprofitable squandering of the money that we are all taxed to pay. Though the teacher was *apparently* doing with a will her duty; yet she was illegally there and not entitled to a cent of pay, but on the other hand, liable to be prosecuted for the amount she claimed for her services; and the Agent is also liable to be prosecuted and pay a forfeiture of one dollar per day for every day such school is kept, if he neglect to give written notice when any school in his district is to commence, to the Superintending School Committee or Supervisor.

I would here add, that the law requiring a register to be kept by the teacher and returned to the Committee or Supervisor, or with a person designated by them to receive it, should be strictly complied with; and that the selectmen who are to draw an order for the teacher's services, be instructed not to draw said orders without this law be complied with.

In conclusion, you will find that the inefficiency of our schools are attributable—First, to a lack of interest on the part of parents, to see that their children attend school *at all*, or regularly when they pretend to go. Secondly.—The delay in holding school meetings till the best teachers are engaged. Thirdly.—That the Agents will persist in taking up with novices or incompetent persons, that are better fitted for any possible employment, rather than the highest of all, the most responsible of all—the Church not excepted—a *common district school teacher*.

SANFORD.

To School Agents. (See School Laws of Maine, Act March 22, 1865, Sec. 55.) “If any Agent neglects to give written notice to the Superintending School Committee when any school in his district is to commence, whether it is to be kept by a master or a mistress, and how long it is expected to continue, he shall forfeit one dollar for each day the school is kept before such notice is given.”

Having briefly spoken of the several schools in town, we call your attention to a few general remarks.

Although some of the teachers in the employment of the town have not manifested that interest, and maintained that high standard of discipline which we need, and should aim to secure, we have had several teachers that deserve marked commendation, and the schools under their charge at the closing examination have satisfied us that there has been a combined interest of the teacher and pupils.

There is a demand for improvement in many respects, in order to raise the standard of instruction and thereby secure a greater interest in our Common School System. In many districts the scholars are very irregular in their attendance; and we attribute this to a fault on the part of the parents to require their strict attendance, which is necessary for the advancement of the scholars and the prosperity of the schools.

Parents! in training up our children to become useful, virtuous and practical citizens, our schools, and we through our schools, have a great work to perform. To whom do we look for the future rulers of our country, business men, and teachers, if not to the scholars in our common schools? If there is any institution to which we are indebted for greatness as a nation, or for success in arms, it is to our public schools, and when you refuse or neglect to give adequate support to your schools, you are striking at the foundation of greatness. If we give to our children nothing else, we should give them all the advantages of a common school education. This will not only open to them sources of personal enjoyment, but serve as capital more valuable than any earthly treasure we can bequeath to them.

In conclusion we would say that we need the influence, the counsel and the co-operation of all citizens, whether they have children to send to school or not. The end to be accomplished is a commendable one. It is none other than to extend to every one's children, rich and poor, high and low, within our town the blessings of a good common school education. To help on such a work, aiming at such a desirable result, cannot fail to be looked upon as a privilege by all who seek the prosperity and happiness of the present and the rising generation.

PITTSTON.

So much has been written in the way of advice and direction, in regard to the duties of Towns and Districts, Agents and Parents, Teachers Scholars and Committees, in relation to education, and so little apparent heed has been given to it, that at first, one about to write upon the subject would be inclined to forbear. But the performance of one's duty calls for action. It is believed that the schools in town have made as good progress and improvement during the past year, as in any former one. A higher position and firmer footing on the hill we are climbing, is especially desirable. We should not rest satisfied with following the copies set by our fathers. With all the advantages and improvements of this age, we should strive to do better; to make a proper and judicious use of the knowledge that has been intrusted to our care; that we may be able to transmit to those who are to follow us, a richer and more enduring inheritance.

In order to do this, towns should raise all the money for educational purposes that they can afford to. The districts should furnish as good and suitable school-houses as possible. Agents, in the performance of their duties, can render much assistance, by securing the services of the best class of teachers, according to the circumstances under which they are placed. Parents, with their almost unlimited powers and influence over their children, should exert themselves in the most judicious and careful manner, to the end that all their children shall be sent to the school, furnished with all the needful books and apparatus. And above all, they should be taught that prompt and constant attendance; kindness to each other, and to their teacher; obedience and careful attention to the duties of the school-room, are indispensable to their best interest, improvement and success. Teachers, with powers and influence nearly equal to that of parents, should be exceedingly careful in the exercise of them. They should bring to the work, knowledge and wisdom; firmness and kindness; industry and common sense; and strive with what strength they have, to prepare the minds of those entrusted to their care and instruction for the business of this life, and for that which lies beyond.

Scholars should co-operate with their parents and teachers. By so doing they will reap a rich reward; be better prepared for the various duties that multiply around them; looking cheerfully forward to the work before them, as they advance to fill the places of those that will soon be gone.

Committees should do all in *their* power, according to the light, strength and talents entrusted to them, to advance the cause in which they are engaged.

WARREN.

Your Committee are not able to make a statistical report of the condition of the several schools, a large number of the registers not having been returned as required by law. We would call the attention of the agents to the fact that the teachers are not legally entitled to receive pay for their services until these registers are filled out and deposited with the Committee or some person designated by them to receive them. This requirement of the law has been hitherto too generally neglected.

There have been a number of experienced teachers, as well as some beginners, employed the past year. We believe that in only two instances has there been any trouble in a school. The summer term of District No. 11 was suspended, and the agent thought best to reserve the balance of money to lengthen the winter term. The teacher engaged for the winter term in District No. 15, left the school before the completion of the term and another was engaged to finish it. A large proportion of the teachers are residents of other towns—of the winter terms more than one half. While we concede the right of a district to expend its money, wherever it may choose, so long as it secures the services of a competent instructor, and while we realize that a good school taught by a resident of another town is better than a poor one taught by a resident of our own; it would seem to be an unfavorable reflection on our own schools that we cannot furnish a larger proportion of our teachers than has been the case the past year.

The condition of our text books is a matter which we deem of sufficient importance to warrant us in calling your attention to it. We think that the Hilliard's Readers, which are in use altogether, or in part, in nearly all the schools of the town, were introduced in the year 1859—or nine years ago. These books are now out of print and are not to be obtained where books are needed, and the consequence is in some instances a deficiency of books, which is always productive of mischief in a school. It is important that there should be an uniformity of text books throughout the town, and it may be found more economical, as it would certainly be more to the interest of the schools, to effect this by exchange than by a gradual introduction of new books; as the agent of the Progressive Series of Readers, which are in use in most of the towns of the State, and to a considerable extent in our own, offer liberal terms of exchange. Those familiar with our schools will agree that something must soon be done in this direction, and if such is the fact, it would seem that the sooner it is done the better.

In regard to the proficiency made by pupils, and the success of modes of instruction, your Committee would make the remark, that we believe the greatest difficulty in the way of the instructor is a disposition on the part of the pupils to go over too much ground, or in other words, not to be sufficiently thorough. We have, therefore, recommended to teachers to review their classes frequently and systematically, and to satisfy themselves that the pupils understand thoroughly what they have been over.

Another difficulty in some districts is a want of punctuality on the part of the pupils, and to prevent this, parents should co-operate, as far as possible, with the teachers, since a teacher alone cannot reasonably be expected to secure attendance of pupils.

WINTHROP.

We had, as shown by return of Agents, on the first day of April, 1867, 714 scholars. The whole number attending our summer schools was 362; average, 293. In winter, whole number registered, 434; average, 380.

It will be seen that there has been many more absences than there should be. We admit that there are cases when it is not practicable, and some not possible, for scholars to attend school, yet as a general thing too frivolous excuses are made for being absent. We are well aware that many think it is none of your Committee's or teacher's business how much their scholars are away or how late they come to the school. This is a great mistake, to use a very mild term. The scholar that enters the school-room late, or comes one day and stays away the next, and so on through the term, makes very little progress himself and actually retards the advancement that others would make if he or she stayed away entirely. Nothing but absolute necessity should prevent any scholar from attending school constantly and in season, after they have once entered.

We have been compelled to exchange our reading books, and we have endeavored to do it with as little expense to parents as possible. We hope you will not charge us with fickleness in regard to this matter, for to our certain knowledge there has been but one thorough change made, by authority of School Committee, for the last twenty-five years.

This change of reading books has been no small trouble to your Committee, and has probably cost them more money than any other individual; yet in this we have felt fully compensated by the interest and consequent advancement that has been made in the art of reading; still we feel that this branch of learning is altogether too much neglected.

HIRAM.

We are gratified to be able to report the schools committed to our care as having been more satisfactory than those of the preceding year. During the month of September last, your committee received from the Secretary of State a code of School-laws, from which we quote the following: "*It shall be the duty of Superintending School Committees to select a uniform system of text-books to be used in the schools of the town.*" This duty like all others we were sworn to perform "*faithfully and impartially.*" We found no such system of books in use, but rather a mixture of Town's Progressive, Wilson's and Hilliard's Readers, while one district was found to have six kinds of Geography in use. The Progressive Series having been used in a large part of the town for seven years, and being most highly recommended by the State Superintendent of Common Schools, received the preference of the committee, and were retained. The charge that the committee have made this a matter of speculation is without foundation. One hundred and seventy books were bought, costing \$92.00, most of these were left with the merchants of Hiram, and sold 25 per cent. lower than Portland wholesale prices. Willson's and Hilliard's Readers being received in exchange at half price. This advantage the citizens receive; while the committee will only receive percentage enough to pay the express bill on the books returned to Boston. We write thus definitely as a matter of justice to ourselves, and courtesy to the citizens who are interested. While we hail with pleasure the prosperous condition of our school interests we regret that for several years we have depended upon other towns for two-thirds of our teachers, while some of our teachers have gone abroad for employment. We propose to make an effort to call out more of our home talent. Your committee complain that some agents are disposed to usurp powers not belonging to them, and leave some of their duties to be performed by the committee. In April of each year we are obliged to send to the Secretary of State a schedule of thirty-nine items compiled from the registers of each school, and returns of each school agent. The town can not receive one dollar of school money from

the State until this is done. If one item is omitted our report will not be accepted, and if one register, or agent's return is missing a correct report can not be made until it is obtained. Last April one member of your committee had to go after one return twice, and then go out of the county to learn the facts and fill the return himself, also to make three other returns and look after several others. After all this expense and perplexity is heaped upon our shoulders, there are others who are ready to heap curses and reproaches upon our heads.

There are some scholars in town without parental restraint, or any other, who neglect the school-room, and roam about in idleness, and form habits of vice and crime. Such boys should be compelled to learn trades and attend school. We shall report such cases hereafter to the Overseers of the Poor. Many persons forget that they have duties to perform as well as teachers, and committees. They expect a teacher to attend to all explanations and recitations, and take one, two, or three dozen children, half of whom never had any training at home, keep them all studious, orderly and obedient, and if in attempting this the teacher corrects *somebody's cosset*, "*there is death in the pot.*" Teachers should not however use the *ferule* to the exclusion of the *Golden Rule*.

BROWNVILLE.

In conclusion, your Committee would remark that it has become a very prevalent custom, to find fault with school teachers, school Agents and Committees; this perhaps, is a natural result from the general condition of our schools. We would blame none for feeling a deep interest in so important a branch of the public welfare; it is a matter that should interest us all, and we cannot be too careful in selecting competent officers who in their turn shall attend to their duties in selecting proper teachers. But after all necessary precaution has been taken, and the usual amount of discretion used, we are sometimes sadly taken in. Now for the proper remedy. After the services of a teacher has been secured, it becomes the duty of the Committee to give a careful examination with regard to his qualifications. After this they can go no farther, unless something comes against him which is deemed sufficient to act upon. It is the duty of every one interested to look carefully after the welfare of the school, and if there is reasonable ground for complaint, let the Committee be duly informed that they may act accordingly, instead of making it a subject of common conversation, and holding the teacher up to the ridicule of those uninterested. The *Store* is not a suitable place to discuss the merits or demerits of a school teacher. There are often those present given to slander who make much out of little, and thus the reputation of the school is unnecessarily injured. The fact that our schools are not in all cases what they should be, does not prove that the fault is always on the part of the teacher; frequently the fault arises from a lack of duty on the part of parents. The scholar, when young, does not realize the value of his school-day privileges, therefore it becomes the duty of parents as well as teachers to strive earnestly to impress upon the minds of their children, or those intrusted to their charge, the importance of getting an education; just make the scholar understand that it is for his own good that you send him to school, that you send him there to work for himself, and that he is always to have the benefit of what he learns, himself; *make him understand* these facts we say, and he will at once set himself to work in earnest.

Again, it is the duty of parents to provide comfortable and convenient school-houses; a good school-house is one of the best evidences of civilization and enterprize which the country affords, and as it is well known that some of our school-houses are far from being either comfortable or convenient, we would recommend that measures be taken to remedy this fault.

MT. VERNON.

In order to have a longer school, it is sometimes the case that a cheap, inefficient teacher is employed. Nothing can be gained by pursuing this course; for a *short* school with a *good* teacher, is much better than a *long* one with a *poor* teacher, as it is of the greatest importance that whatever teaching and training is done, should be of the *right kind*. We admit that the Committee, to some extent, have this matter under their control, as it is left with them to decide whether the teacher engaged by the Agent has the requisite qualifications; but it is frequently the case he does not present himself for examination till just before the time for his school to commence. His rejection by the Committee at that late day, would put the Agent to the trouble of procuring another teacher, with the chances of his attaining a suitable one greatly diminished, as the best teachers are usually engaged earlier in the season. Besides it would disappoint the people of the district, and give general dissatisfaction. Therefore it will be for the interest of the Agent to consult the Committee in regard to a teacher—as has been done in some instances the past year—or hire one of acknowledged ability.

Before closing our report, we would again refer to the condition of our school-houses. While a very few of them are in good condition—creditable to the town, and especially so to those districts in which they are located, a majority of these houses are very much out of repair, and some of them are absolutely unfit for school purposes. These dilapidated structures are so open that in cold weather the scholars are in danger of freezing if kept in their seats, and if permitted to crowd around the fire, they are not in a much better condition for study, as that gives the rogues an excellent chance to operate, and renders it extremely difficult for the teacher to preserve order. Besides such houses have a very unfavorable influence upon the minds of children. If there is a house in the district which should be rendered comfortable, convenient and attractive, *that house is the school-house*, where the youthful mind is moulded—where habits and character are formed, and some of the most lasting impressions are made. We would urge upon the people of those districts where these poor houses are situated, the importance of immediately attending to this matter, and either thoroughly repairing their school-houses or erecting others adapted to the wants of their children, and to the age in which we live.

Our schools are now much shorter than formerly, in consequence of the increased cost of maintaining them. Although the appropriations for schools by the town have been considerably increased within a few years past, still, the increase has not been in proportion to the advance in teachers' wages, and in the price of fuel and board. Besides, the school fund from the State has been diminished to less than one-fifth of what it was five years ago. We think our schools ought not to suffer—to say the least—*more* than other interests in town, in consequence of high prices; therefore, we recommend an increase in your appropriations for schools for the ensuing year. All of which is respectfully submitted.

SCARBOROUGH.

We think our schools the past year, on the whole, compare favorably with those of several preceding years. We are under the necessity, however, of admitting that some were not what they should have been or what the times demand. And we think there should be a greater effort made by all concerned to raise our schools to a greater degree of usefulness, and in order to accomplish this important purpose, we think it proper to make a few suggestions for your consideration. We need good, comfortable and attractive school-houses; and where there are such cold uncomfortable and ill-contrived school-rooms as we find in Districts Nos. 4 and 7, it is not to be expected that scholars will be so regular in their attendance or make the improvement that they would under

more favorable circumstances. To the parents of District No. 4 we would ask, why is it that the old house is suffered to remain year after year, a monument of disgrace to every intelligent citizen of the district? Do you know that it is far too small for the increasing demands of your district? Do you know that it is out of date, out of repair, and ought to be out of existence? Again we ask, why is it suffered to remain? Is it high taxes or want of means? Certainly neither, for we know that no district in town has more ready means or can build a house with less embarrassment. The statutes of last year make it our duty to report your case to the town for action. We have disregarded that duty and make one more appeal. We therefore hope some persevering individuals, who wish to be remembered as benefactors by the rising generation, will immediately give your Agent a request to call a meeting to see if the district will vote to build a house, as the early part of the season is the time to move in this matter. Lay aside all animosities and parsimonious feelings, and come together with an eye single to the welfare of the district, and when you have completed your house we believe there would not be a single person who would regret it.

Agents should be chosen who are interested in school affairs, and who would spare no pains in procuring faithful and efficient teachers, and those particularly adapted to their respective schools. And we would here remind them of their duty to give legal notice to some member of the Committee when their schools are to commence and how long they are expected to continue. We think if Agents would consult the Committee in the choice of teachers it might, in many cases, be very beneficial. We think if parents, and those interested in education, would visit their school often it would awaken a greater interest in the school. They would become better acquainted with the condition, progress and discipline of the school; and should difficulties occur, they would be better prepared to judge rightly in the case, and many disturbances would thereby be avoided.

WOOLWICH.

Irregularity of attendance is another great evil in our schools, which can be suppressed only by parental influence. Scholars are too frequently allowed to absent themselves from school for some trifling cause, or kept at home when it might have been avoided, not only robbing the child of what he might have acquired during the time absent, but often retarding his progress for the entire term, and making him a hindrance to his class.

In visiting the several schools in town, we find that the scholars with very few exceptions, are quite young. It is an uncommon thing that we find a class of young ladies and young men, which, a few years ago might have been seen in almost every school.

The ruling passion of the present generation, to get ahead of time is very manifest in our schools. The ambitious youth of *middle teens* thinks it folly to attend school longer; better give his attention to some manly pursuit, even though his store of learning is exceeding small. A few of the less ambitious choose to spend their time in idleness, contracting foolish, sinful habits, rather than attend school where their associates are not found.

Many of the "fairer sex" at the early age of fifteen or sixteen, prefer giving their attention to weightier matters, such as the present style of dress, appearance in society, future prospects of life, &c.

For the past year we think in no case, has any school been visited by parents, unless it be, that some exasperated mother whose child had been corrected for some misdemeanor, has visited the school for the purpose of giving the teacher a "piece of her mind," an unwelcome present always. This too, is wrong. Every school should be

visited often by parents, not to quarrel with the teacher, but to encourage both teacher and scholars, and thus stimulate them to greater effort.

Some may say it is the duty of the Committee to see whether the school is profitable or not. But we think this should not be left wholly with the Committee. Teachers are hired very often, of whose reputation nothing is known—sometimes selected by agents who feel not so much interested in the school as the teacher; it may be some friend whom they wish to favor; that teacher then goes to the Committee, and if his scholarship is deemed sufficient he is allowed to commence his school. The school is then visited in the first of the term, and if there is any time a school will appear passably well under the management of a poor teacher, it is at the first. The Committee after that, know nothing more about the school generally, unless some complaint is made, until it is visited for the last time, when it is often seen that the school has been unprofitable, but too late for help. Now if parents would visit the school often, watch over it, and when they see their money is not being profitably spent notify the Committee; let an examination be made, and if found to be unprofitable, have the proper remedy applied, even though it be to suspend the school; better thus, than allowed to go on and the money wasted.

There has been found in some of our schools a great want of order. Some of the teachers which were employed, did not possess the faculty to govern properly, a difficult school. Agents should exercise care in the selection of teachers, and select those who can govern as well as instruct, and those only should be employed who are every way fitted for the business, even though the compensation demanded be greater. A good teacher can command good pay and deserves it; a poor teacher cannot, and will *keep school cheap*—of such, let agents be suspicious.

Let us all take a deeper interest, and put forth a united effort for the good of our schools. Then may we feel assured that our schools will not have that feeble appearance, but their standard will be higher raised, and those coming therefrom, will be better fitted for the responsibilities of life.

WESTPORT.

The committee feel called upon to specify certain wants, and urge upon the town immediate attention to them.

The interests of education demand; First, that the school-houses be made comfortable, healthy and inviting. In order to do this, the underbrush where it exists, must be removed, that mosquitoes may be avoided; the houses secured from cold by good underpinning, the grounds smoothed off and suitably ornamented, and wood prepared a year ahead. Ventilation and painting will preserve both health and school-house. Good school-houses are always an index of the intelligence of a town.

Secondly, that Agents make *special effort* to employ competent and faithful teachers. Many districts have suffered much through poor teachers. The committee will recommend in future none but those well qualified. The standard must be raised, and none save the competent and faithful need apply for certificates. Third, that parents manifest more interest in the education of their children, that they co-operate with the teachers to secure the good behavior of the children, and guard them from foreign influences that detract from interest in their studies. They should make it a rule to visit the schools and be present, especially on the last day, at the examination. Education is the best legacy we can give our children; the praise and glory of the land. Let intelligence be the characteristic of the rising generation.

LIVERMORE.

From this brief statement of facts, we find that five districts in town, in consequence of having so little money, have had but one term of school each for the year, and that a short one, even with teachers that could be obtained for small pay; and there are four other districts in town which now are, or soon will be, in about the same condition.

Now we suggest whether it would not be advisable for the town, as soon as may be legally and consistently done, to initiate some measures towards remedying this very unfortunate condition in our educational affairs. As it appears to us there is a call for action, and that kind of action which will result in the consolidation of districts, giving more scholars and more money to the schools, which would well repay for going a longer distance; and if anything is done in this way, it should be brought about before repairs are made upon more school-houses.

Your attention last year was especially directed to the importance of punctuality on the part of pupils; we again enforce it, and we do it because of its potent influence in the prosperity of the school. If scholars are not in the school-room how can they be profited by the school?

And again, it is not enough for parents to know that their children are in the school-room during school hours. They should also know what they are about while there; what they are studying; how thoroughly they learn their lessons; what kind of obedience they yield to wholesome regulations, and being particular to give no impression to your children that the teacher is not doing right. Here is where insubordination very generally commences; where it is nursed into great proportions, and from whence a great amount of injury has accrued to our public schools.

ALFRED.

In the judgment of your Committee it is very desirable that in the election of all school officers for the town and for the respective districts, party feeling and all prejudice be laid aside, and persons be selected and chosen with special reference to their fitness for the responsibilities and duties of the office. The education of our children is a matter of such vital interest, that its progress ought not to be checked in the least by any deleterious influence growing out of party or schismatic feeling of any kind.

Some of the school districts in town are very small, and as they are entitled to only a small portion of the public school fund, the sessions of such schools are very short. These may be as profitable for the time they continue as the larger schools, but the scholars in these districts are put to great disadvantage for the want of a longer time to attend school. This disadvantage, however, has been obviated measureably, in some of the smaller districts, by the parents contributing liberally from their private means, by way of board and fuel, towards extending the sessions of such schools. This course is very commendable and has been attended with good results, and we recommend to parents and to all interested in such districts, to adopt this practice, where it is not expedient for them to disband and unite with other districts.

CUSHING.

I have said irregular attendance was a great fault. From the register I learn that *one-quarter* of the schooling you paid for last summer was lost, and nearly *one-quarter* last winter. Half as much more was certainly lost by want of punctuality in arriving at school. From this judge for yourselves whether irregular attendance is not a great fault. Again I ask you, shall not this thing have your serious consideration?

But after scholars are safely lodged in the school-house, in season, it is not always *well* with all of them. They there divide, according to their characteristics, into two

classes, the studious and the——. I will not say *idle*, strictly, for this class to which I refer is always *busy*, untiringly, desperately busy in mischief—but they may be described as not studious of their proper lessons, and generally the most numerous class in school. As they read the Gospel in the morning, Paul *would* be ashamed of it, and it is not “the power of God unto salvation to Jew or Gentile.” They are fifteen minutes washing their slates and ten minutes drying them. They occupy at least five minutes in sharpening slate-pencils. This sharpening slate-pencils in schools, by the way, is a great nuisance. The noise made is less sharp than that made in filing a saw, but not less disturbing. It does not make the pencil mark any better. It dirties the desk and soils the fingers, and the only result, as far as the pencil is concerned, is to waste it.

The sharpening should be applied to the wits, and that is done by diligent and persevering study. And the studious scholars, all the time of this slate cleaning and pencil scraping, are thus sharpening their wits as well as the din of these other wretched fellows will permit them. When the slates are ready and the pencils are ready one would conjecture that the next thing was to cipher. But it is not. Half an hour is spent in surveying the school-room, when, perhaps, in obedience to the command of the teacher, they take their slates and—what? Cipher? No, but represent upon them houses that never were built, and ships that never sailed. If the teacher looks at them suspiciously they at once begin to make supposed figures on their slates with lightning-like rapidity, moving their lips incessantly, and numbering their up-raised fingers to aid their supposed calculations. By this time recess is announced and a quarter of the school day is spent. To this class of scholars the remaining three pass in much the same manner, all unprofitably.

I have not misrepresented this matter a bit. Such a lack of interest in learning, and such an excess of interest in mischief, cannot be remedied by parents. By watchfulness and management, and untiring perseverance and patience akin to Job's, teachers may make a great improvement. I have brought up and dwelt upon this subject to enlist your charity for teachers. They have difficulties to contend with that are not dreamed of by those not familiar with teaching. Visit the schools as often as you can, friends. Make yourselves acquainted with life there. Wherever your influence can aid the teacher, or in any way conduce to the efficiency of the school, cast it actively. A faithful teacher is not satisfied with his wages alone. He wishes to see and feel that he has imparted a corresponding or more than a corresponding benefit.

It is earnestly desired that all persons who may be chosen school Agents the coming year will comply with the 4th paragraph of section 53 of the School Laws—

“It shall be the duty of the Agent, before the commencement of a term of school, to 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.”

The Committee require this information to guide them in their visits; and there is a penalty for a neglect of this duty. Section 55 reads—“If any Agent neglects to give written notice to the S. S. Committee, &c., he shall forfeit one dollar for each day the school is kept before such notice is given.”

I have now called your attention to

1. To Irregular Attendance. It is a fault which parents may in a great measure remedy. They are desired to give the matter serious consideration.
2. To the fact that teachers have much to contend with in the implanted aversion of many children to study, and the more deeply implanted love of mischief. The charity, aid and good will of all are invoked for teachers.
3. To certain important duties of Agents.

Attention to these things, it is believed, will prove of much benefit to the schools of the town.

THOMASTON.

The pernicious habit, to use a common expression of "running down the schools," has been so prevalent, and its influence so widely felt, that their reputation has been nearly destroyed. The effect has been to lessen the interest of parents, to foster indifference in the pupils, to place discouragements in the way of teachers, and to create a general unwillingness, on the part of tax payers, to vote the necessary amounts for the support of this most important institution. The whole atmosphere has been filled with this hurtful malaria, poisoning the very buds and blossoms and leaving and causing the growing fruit to wither and drop, instead of maturing. This is all evil, only evil and that continually. The committee having had a somewhat intimate acquaintance with the public schools in some of our better towns as Hamden, Bangor, Waterville and Lewiston, are prepared to say that in proportion to the amounts expended, and the care and attention given to them the schools in Thomaston the past year have not occupied an inferior rank. That they may occupy a much higher rank, is freely acknowledged, and to promote more rapidly that improvement, the citizens, old and young, male and female, one and all are counseled to cease from this suicidal policy of "crying down the schools," and begin to cultivate the better habit of crying them up.

One drawback upon several of the schools, too serious to be allowed to pass unnoticed, has been the badness of the school rooms and their surroundings. Nearly all the houses need repair and some expense upon their surroundings to make them neat and attractive. Neat, cheerful rooms, and pleasant, tidy external arrangements, have more to do with making the school attractive and profitable to the children than is generally acknowledged. An evil from which the schools have suffered greatly, has been the irregularity of attendance. The statistics of the registers show that about one-fifth of the scholars have been marked absent each day. This is a very large ratio, and must have been the result of the habit of truancy on the part of parents. A scholar who is habitually absent one or two days in a week, might almost as well stay away the remaining three or four days. Unless he or she is a most extraordinary genius it will be impossible to keep pace with the class. Discouragement follows, interest is lost in the studies and little or no advancement is made. Parents who allow this irregularity, without the very best of reasons are guilty of a wrong to their children, which no subsequent care will be likely to remedy. Beside this the effect upon the general interest of the schools is very bad.

During the year, the committee have had occasion to spend considerable time in examining and passing judgment upon the merits of new books brought to their notice for introduction. They have been very careful to take no step, in this, which they did not feel the best good of the schools demanded. A large number of applicants for favor have been rejected, and when new books have been introduced, regard has been had to economy as well as excellence. Marked improvements in the methods and matters of school books are being made in the present day, and it becomes those who would use the best means for the education of their children, to be upon the alert, and choose wisely between the wheat and the chaff.

When entering upon their duties in the beginning of the year, the Committee felt the importance of having legal authority to select and employ teachers for the schools. This feeling has increased continually during the year, until it has become a settled conviction that without such power, their efforts to raise the standard of the schools and promote their highest efficiency will be measurably defeated. The power to appoint teachers is the most essential element to success in those efforts. The Committee who from year to year cultivate an acquaintance with the condition and wants of the schools, ought to be, and must be admitted to be better judges of the qualifications and adaptedness of teachers to the several positions which they are to occupy than any other man or

men can be. The Agent may exercise his best judgment in the cases, but if he be not a member of the Committee, he cannot be as well acquainted with the wants of the individual schools as they, and if he be a member of the Committee the united judgment of these men surely is more likely to be correct than that of one man. Besides if the responsibility is divided there will not be the danger of an undue yielding to the pressure of applicants for those places, when there is doubt of their qualifications. If it be said, that the agent being a member of the Committee, may submit his choice to the other members before decision, the other members would reply that they could act with more independence and decision, if what is or may be accorded to them as a privilege, were given them as a legal right. Practically they have not always been permitted to have this privilege, and have not been disposed to set up a claim to it. Under this system of agency, the teachers are engaged by the authorized person, and presented to the Committee for examination. They may be able to pass thorough testing, and this is well, or they may be able to pass such an examination that the Committee cannot refuse them a certificate, while at the same time they are very far from presenting such characteristics as convince the Committee that they are as well fitted for the positions as others which they might find. But they get their certificate and enter the school, and the Committee are not responsible for they have not the power to choose. The result as in the case of ——— is a failure. Let the Committee have the power of agents, and then when a candidate for a position is presented he or she will be examined thoroughly before engaged, or rather a notice of a general examination of teachers will be given and all the candidates will be examined together, and the best selected from the number. Again, where a single agent is appointed, his authority extends only through the year. If several teachers by a year's trial are found to possess marked excellencies, he has no power to retain them for the next year by promise or engagement, for his authority does not reach so far, and so the very best of teachers may be lost to the town, for the best teachers are quick in the market. But the majority of the Committee hold over from year to year, and if they find an excellent teacher they can keep such under engagement for the next year. So the experience of one year is not in danger of being lost for the next. The Committee therefore ask that their power be increased to cover the grounds set forth in the 10th section of the school laws of the State.

The Committee believe that the experience of the past year is a practical commendation of the wisdom of the town, in the liberal increase of the appropriation for schools at the last annual meeting, and they are most hearty in the recommendation that another step in advance be taken this year.

The Common School system holds a most vital relation to the highest well-being of our communities, and we cannot afford to allow our schools to languish from lack of sufficient support. In being generous to our schools, we are in the highest, truest sense generous to ourselves. By a rigid economy in the expenditure of the school money, we were able to have but 26 weeks of school during the year. This is insufficient. Three terms of 12 weeks each would not be equal to what many towns and cities, of comparatively less pecuniary ability regularly enjoy. Whether the advantages for the education of our children shall be increased, is a question to be decided by the people in their sovereign capacity, and to them, after giving expression to their sincere conviction of the need, the Committee most cheerfully leave it.

CORINTH.

In reviewing the schools of the year we feel a satisfaction that, for the most part, they have been attended with so good a degree of success. We call attention to the fact that so many of our teachers are home teachers, and suggest the employment of such when practicable. What is needed to increase the rank of our schools, and thus confer inesti-

mable blessings on our youth, and thus on our town, our State, our nation and the world, may be summed up in a few words;—better school-houses in some districts, more general interest in our schools on the part of parents, and a larger appropriation of money for education.

Average wages of female teachers in summer, \$2.20 per week. Average wages of female teachers in winter, \$3.50 per week. Average wages of male teachers in winter, \$22.70 per month.

CORINNA.

There is one feature of your school system worthy of all praise, and that is, that you produce and support your own teachers. Out of thirty-two sessions during the year, you have imported only five from out of town. Twenty-seven of them have been educated at your academy. Besides, you have furnished one-third of the teachers for Newport. Wherever your young ladies and young men go as teachers, they receive the very highest commendation of praise.

There is one serious, detrimental fault on the part of agents, which we hope will be remedied the coming year, and that is, in making returns of scholars and in notifying the Committee of their schools in commencing and closing in season.

Many school-houses need repairing. No. 7 still remains in a bad condition.

Agents are requested to call on the Committee for "Blank Returns" for their part of the school business. At present they are in the hands of the chairman of the Committee.

During the year we have made a change of arithmetics throughout the town, placing Greenleaf's New Practical instead of the Common School and National, according to law, which we think will be a great saving in money, as well as in uniformity and utility. This change will remain five years, unless sooner changed by legislative action.

PHIPSBURG.

The most of your Schools the past year have made good improvement, and some few have rather excelled, still there is room for further improvement; and to accomplish this, it is necessary that every parent should be interested. Parents should stimulate their children to active and persevering industry in their studies, to perfect obedience to orders and regulations of their respective schools, and to love and respect their teachers.

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 a fruitless task. To the child's mind, what "father" says or thinks, is unquestionable, and if the parents are not interested in the attainments of their children, they will feel but little concern for themselves.

The office of School Agent is quite an important one. In the employment of teachers, much depends upon a faithful and judicious discharge of the duties of this office. Agents should select their teachers in reference to the requirements of their schools, and not with reference to the price for which their services can be obtained. We would also call the attention of agents to the importance of complying with the requirements of the law, in giving notice to the Superintending School Committee before the commencement of their term, when it is to commence, and how long it is expected to continue. This duty has often been neglected, and we are decidedly of the opinion, that this should be corrected.

Fellow citizens, let us all take an interest in the cause of education, and do what we can to promote the welfare of the rising generation.

STETSON.

The matter of public education does not receive the attention it deserves in this town; in some districts it is almost wholly neglected, many of the children receiving no schooling, while very many are irregular in attendance.

It is always for the advantage of a school to pay a good teacher reasonable wages in preference to employing one whose capacity for teaching is unknown or doubtful, and a good female teacher is to be preferred in a winter school to an inexperienced or unsuccessful male teacher. Teachers should always be employed with a view to retain them as long as possible. The practice of employing a teacher for a single term only is considered unprofitable, for it takes much time for scholars to learn a teacher's mode of instruction, and a teacher after knowing the material he has to use can make more improvement than when many or all are new to him.

MINOT.

In reviewing the labors of the year just past, a few thoughts present themselves, which we offer for your consideration.

And here we will say, that the special reports of several of our schools are deficient, as some teachers have failed to return their registers. Now be it known, that no teacher is entitled to pay for services until the register, properly filled out, is returned. And we now request the selectmen to draw no order for teachers in future unless this requisition is complied with.

And again, the law requires Agents to notify the Committee, *in writing*, of the beginning and close of schools. In some instances agents have failed in this thing, which will account for some delinquencies on the part of your Committee.

Our school system may be defective in some of its details, but it is to us, nevertheless, as an independent people, a tower of strength. By its beneficent working, a fair, practical business education is placed within the reach of all classes, however humble their position.

At the risk of saying what may have been said before, we must urge upon districts the great importance of choosing none but the best men each year for agents. The interests of our schools are too great to be sacrificed out of compliment to any one, by electing an unsuitable man to fill this important office simply because "it is his turn." An agent should be chosen because he is fit for it—because he is interested in the education of children; nor does it matter if he has but recently held the office, or what is his social standing. Agents should not persistently wait for an application, but should make an early effort to "get the best." A really good teacher is cheaper than a poor one.

We think also that the agent should stipulate with the teacher to be present, if at all practicable, at some meeting of the Superintending School Committee for the examination of teachers, so their qualifications or *disqualifications*, if such there, may be known before it is too late to remedy them.

Our teachers occupy a position both honorable and responsible. We feel the importance of giving our children the best education in our power, but either for want of time, or want of ability, or want of system, we delegate this work to other hands. The teacher thus stands in the parent's place, and since our children are under his immediate care for so large proportion of the time during the formative age—from six to twenty—that it becomes us to scan with a jealous eye the moral as well as the intellectual influence of those to whom we intrust the training of our children.

And here let us say that parents have much to do in school government—more perhaps than we are apt to suppose. Do you ask how? By sustaining the teacher,—so

far as he is worthy of it. Let us encourage, him then, and let our children feel that we appreciate his efforts.

We are glad the custom of singing in our schools is gaining ground. It has been practiced more or less in nearly all our schools the past year; and in some cases with much apparent interest where the teacher did not sing himself. In one school visited by myself, I noticed that during the various singing exercises, every one present took an animated part. The teacher remarked that at the beginning of the term she was told it would be of no use to attempt singing, there were so few scholars who could sing. The result showed the error. Other things being equal, those schools in which singing is practiced are most easily governed.

Our State authorities are proposing the introduction of uniform series of text-books through the State. We are aware that some of our school-books are very defective, both in plan and detail—more particularly our grammars. It has been our pleasure to examine several series, some of which had many desirable points. But we do not at present recommend any changes, for—(except such an exchange as has been made in Geographies the past winter), a change of books involves no little expense; and it may be that after we should institute some needed reform, the powers that be might think that our change did not coincide with their general plan, and so set it aside, to be met soon with another expense.

A law of the State, passed March, 1860, provides that the Assessors and Superintending School Committee or Supervisors of towns, cities and plantations, shall have the power, and may annually apportion 10 per cent. of all the money required to be raised by the fifth section of said chapter eleven, among the districts in their respective towns, cities and plantations, in such manner as in their judgment shall give to the smaller districts, a more equal opportunity of enjoying the benefits of common school education with the larger districts.

We do not know as the provisions of this law have been carried into effect, but we do not see any good reason why they might not be; for it is well known that sometimes the number of scholars in some districts becomes very small, and consequently the schools must be short, or must be kept by third rate teachers; and at the same time a good proportion of the town tax is paid by persons in these same small districts.

BRIDGTON.

Our schools as compared with last year, have made very apparent progress. This result in our opinion is due, for the most part, to the employment of good teachers, who, with few exceptions, have been experienced and successful. The agents have generally done their duty well. Some have failed to give us notice as the law requires, as to the commencement and close of their schools, and we fear will continue to do so until somebody is made to suffer the penalty prescribed by statute. It is hoped delinquents will take due notice and govern themselves accordingly.

Nothing has been done in the way of erecting new school-houses and with one exception (Hio district) none have been materially repaired. Something must soon be done in regard to the houses in districts No. 6, and 17 in the center village. The house in No. 6 is totally unfit for use, and that in No. 17 is by far too small to accommodate the rapidly increasing number of scholars in that district; and we again most earnestly recommend that these two districts unite in so far as to erect a new house somewhere in the center of the village where the higher branches of learning should be taught, and their old houses be remodeled and repaired to accommodate the smaller scholars until they shall be sufficiently advanced in their studies to be admitted to the High School. This would not only be the cheapest arrangement for the tax-payers, but would be the best stimulus for the scholars.

SURRY.

We ask leave to present for your consideration, some facts in connection with our schools, which demand our candid attention. We often hear the remark, that our schools accomplish less than formerly in proportion to the amount of money expended upon them. Whether this be true or not, all will concede that they are not what they ought to be; and if not, where rests the blame? A careful examination will show the folly and injustice of laying the blame on committees alone, on agents, on teachers, or on parents or scholars individually. The aggregate public opinion is the primary cause of the inefficiency of our public schools. Committees, agents and teachers are what the community make them. They are often selected without any reference to their capabilities or fitness, for the trust conferred, but on account of some political, religious or local feeling,—some petty jealousy or mischievous freak, often outweighing all considerations of the public good. We will here enumerate some of the secondary causes, which we conceive have tended to hinder the success of schools; a careless examination of teachers, or none at all; a careless oversight of teachers and schools; allowing scholars to study anything or nothing, as suited their fancy; arithmetic often being the only branch really attended to; reading and spelling being a mere farce; scholars being allowed to leave school whenever they become dissatisfied, or any employment or amusement presented itself; neglect of teachers to instruct the smaller scholars in the winter schools, where the schools are not graded; teachers giving their attention to other employments while teaching, thus detracting from their efficiency in the schoolroom; allowing scholars to leave school entirely, at an early age, and before they have thoroughly mastered any of the branches taught; allowing those who have thus prematurely finished their education, to use the schoolroom as a place to kill time and amuse themselves at the expense of the tax payers, to the annoyance of teachers, and the injury of the schools; schools for other purposes, and amusements of all kinds while the schools are keeping, serving to divert the attention of the scholars from their studies; expelling scholars from school, instead of applying the penalty of the law, for disturbing it; the neglect of parents to supply their children with the necessary books, thus hindering a successful classifying of the school; neglecting to confer with the teachers regarding the wants of their children; neglecting to visit the schools themselves, and discouraging others from doing so; allowing their children to be late at school, and to leave early, thus shortening the school at both ends; teachers sometimes aggravate this fault by being late themselves, or waiting for their scholars to assemble. We have ventured, in attending to our duty, to break away from the beaten track; to make a more thorough examination of teachers; to exercise a more constant supervision of schools; to give both teachers and scholars to understand that we might at any hour be found in the schoolroom; to insist on the preservation of order; to classify the scholars to better advantage; to induce them to attend more to mental arithmetic, grammar and geography, and less to written arithmetic; to induce teachers to give the attention to reading, writing and spelling, which their importance demands; to hold discussions in the different neighborhoods, and endeavor to arouse public opinion. We believe this course has resulted in good already, and we have the testimony of parents and teachers in its favor. We intend to pursue this course so long as we are satisfied that its influence is for good, and we ask the hearty co-operation of all who feel an interest in the welfare of the young. If districts will choose their agents solely in reference to their fitness for the position, without regard to their location in the district, their political or religious sentiments, or their belonging to some party or clique; if agents will employ teachers, not because they are cheap, or easily obtained, or because they are their relations, or intimate friends, but because they are efficient teachers, real live men and women, and when employed and suitably paid for their services, will insist that they shall not

expend their mental energy and physical strength in other pursuits, thus unfitting themselves for the duties of the schoolroom; if they will see that the school-houses are in order, the blackboards fit for use, the stoves in right trim, the houses well banked up, and suitable fuel provided; if parents and guardians will see that their children are ready to attend school at its beginning; are supplied with all necessary books; are induced to attend constantly; are not allowed to leave the school for any insufficient reason, or for none at all; remembering that each term of school exerts an influence on all succeeding terms; if they will cheerfully aid the teachers in their efforts to awaken an interest in their children's minds, in favor of a thorough mastery of their studies, and in maintaining order in the schoolroom; if they will evince their interest in their children's advancement, by visiting the schools themselves; and show the faithful teacher that they regard him, not as a stranger and a hireling, but as their children's friend and benefactor, we believe our schools will become far more useful, and we shall not hear the remark so often made, that our school money is worse than thrown away.

CAPE ELIZABETH.

Although our schools have made good progress generally, yet there are some exceptions. We express great pleasure to notice the good order and cheerful obedience which generally prevailed in the schools we visited, and the kindly relations that existed between teacher and scholar. There has been no unpleasant disturbance, and but few bickerings to report; and in districts where such things were known in former years, the improvement is remarkable. It is pleasant to mark any manifestations of encouragement to teachers, and to see home and school authority helping each other to appreciate what is for the children's advantage. Much dissatisfaction and complaint would be avoided if teachers and parents would take pains to become better acquainted with each other. In order to accomplish this, it would be well for parents and guardians of youth to visit the school-room in order to become familiar with the face of its instructor, and acquaint themselves with its scenes. If this course could be practiced in all our schools, the best results would be sure to follow.

We hope all that feel an interest in the future prosperity of our town, will bear some humble part in promoting the cause of education, by giving some words of sympathy and encouragement, or an occasional suggestion to those who are directing the youth in the road to virtue and happiness.

TURNER.

Your Committee would say that much credit is due to the voters of their town, for raising a larger sum of money than usual for the "support of schools," yet we cannot say that the improvement in them the past year has corresponded with your generosity. One great hindrance to a better progress in our schools is a want of order. The majority of our teachers have been young, with but little experience. They do not enforce that discipline which their duty requires. They appear to entertain the idea that any other antidote to unruly scholars but "moral suasion," would be dangerous, and would render their dignity and ease perilous. We claim that it is the duty of every teacher to maintain good order, and when the simple rules of school are trampled upon, to administer that kind of "suasion" which the occasion dictates; guided, of course, by dignity and forethought. We do not complain that young teachers have not enough of book knowledge, but we do complain of their lack of order in the school-room. Their services the past year have forced your Committee to the conclusion that if there is not a reformation in the order of our schools, Agents must procure the services of older teachers. We do not wish to be misunderstood. We would not in the least discourage

young teachers, but we say God speed those young men and women who are hewing for themselves a name, by acting in the capacity of school teachers, but your Committee have a duty to perform; a rule to prescribe. Experience has convinced us that young teachers as a whole, do not enforce a salutary school government.

Agents, in your hands, in part, lies the remedy. When securing the services of teachers, do not let the idea possess your whole mind that he whom you can hire the cheapest is the best teacher, but ask yourselves this question—"Is he capable of governing our school?" Act wisely upon this part of your duty, and you will in no small degree assist in placing in our schools a better class of teachers. We would here say that Committees pay too little heed to that part of the statute which requires them, when examining teachers, to satisfy themselves of their capacity to govern. Without regarding this clause of the law, no school committee performs his whole duty when examining teachers.

WATERVILLE.

Looking back over the five years, and comparing the condition of our schools then and now, a decided improvement is apparent. And we desire especially to express our conviction that the increased appropriations of money for school purposes have proved beneficial beyond the power of figures to express. In some schools the benefit of this increase of funds has been felt in the lengthened terms of school; in others more especially in the superior instruction of more competent teachers,—the additional funds enabling districts to secure the services of a better class of teachers than formerly. In our report three years ago we advanced this sentiment: "Investment in the cause of education pays, and the dividends are in proportion to the investment. The common school is one of the main arteries of the nation's life, and appropriations of the public resources to sustain it, and to increase its efficiency, are not only wise, but necessary." We repeat it here, and most earnestly protest against lessening in the least the appropriation for the support of schools. If any change at all be made, by all means let it be increased. And there is special reason for increase, since the amount received from State funds is annually decreasing.

Duty however compels us to state that in at least one important respect there has been no improvement. During the entire five years there has been no new school-house erected, nor any extensive repairs made upon an old one. Then, only about one-half the school-houses in town could be reported "in good condition," and five years wear and tear has only made the matter worse. Some of these buildings are a shame and disgrace to the town, and to the districts where they are located. It is time these unsightly scars were removed, and more attractive and convenient school-houses provided for our children.

We feel constrained still to agitate the question of small districts, and to urge the importance of prompt action on the part of the town. Our common school system is based upon the theory that all our youth shall receive the same free bounty of public instruction; but with our district system as it now is, the advantages of such instruction are most unequally distributed. The funds for the support of schools are raised by the town, and it is the duty of the town to see that those funds are so distributed as to secure for all the children within its limits the best possible school privileges. It will be seen that there is an immense disproportion in the amount of school privileges enjoyed by the youth in different sections of the town; a disproportion altogether greater than ought to be countenanced or allowed. There doubtless must be some degree of inequality in the distribution of all social advantages. It is not of course to be expected, that those who live in the rural districts can have all the privileges enjoyed by those who reside in our villages; but we believe there is no sufficient reason why some

of our children should be favored with one hundred and sixty-five days schooling, while others, in the same town, drawing money from the same fund, are granted only thirty days, or, as in one district in this town the past year, twenty-two. In at least five other districts, schools of respectable length have been secured only by the extra efforts of the districts in giving the teacher's board. Here is manifest injustice to a portion of the population. And yet, if it is to be regarded as a settled principle that no one must be compelled to walk more than one-half or three-fourths of a mile, or at the very utmost a mile, to school, we do not see how the injustice can be removed. But it is a notorious fact that pupils who live farthest from the school are often the most punctual and regular in their attendance; and it is the uniform testimony of those of largest experience and widest observation in these matters, that it is not so great an evil to live a mile and a half, or two miles from a school-house as many seem to regard it. The best scholars in many towns often go this distance, and where the population is sparse, there is no other way to secure a school of sufficient size—to say nothing of length—to make it really efficient. But if each little neighborhood must be erected into a separate school district, we must have more schools and more teachers, and consequently small classes with no enthusiasm, and short terms with little benefit.

It is a fact which all must admit, that new school-houses must, at no distant day, take the place of the dilapidated buildings which the schools now occupy. With two new school-houses located at convenient points, the money, now divided among four schools, could be expended upon two; thus securing two good teachers instead of four cheap ones, and furnishing the scholars in that section of the town with far better facilities for securing an education than they possibly can have under the present arrangement.

MACHIASPORT.

The prominent fault in our schools is irregular attendance, and this can only be remedied by parents impressing upon their children the importance of being punctual and making it a point to know that they attend every day if possible. They should also impress them with the importance of obtaining an education; and manifest their interest by visiting the school from time to time, co-operating with the teacher in sustaining order, and increasing the interest; and thus try to elevate the standard of our public schools, upon which, depend the future prosperity of our State and country.

LINCOLNVILLE.

We are happy to say that our schools, with few exceptions, have been supplied with competent and energetic teachers, and have made a commendable degree of advancement. And what accounts for their present prosperity, I will mention one simple fact and leave you to draw your own conclusions. The teachers employed for the summer term were all residents of the town, with the exception of three. Fourteen of our schools were taught by home-made teachers, and I say to you, school agents, patronize home industry, and next summer make it a point to employ a teacher who belongs in the town. And now one word in regard to the school-houses in this town. Are they suitable buildings in which to educate your children? This is the question, and in answer I say there they are, gentlemen, look at them. Three good ones, six indifferent and the rest miserable hovels scarcely superior to the barns in which our cattle are kept, and instead of being called school-houses, ought to be called graveyards for children, and all they need is the sign, "Children of all ages buried here," to make them complete. This you will say is plain talk; gentlemen, it is as true as it is plain. If a child gains an education at the sacrifice of his health, at what a fearful price is it

purchased. If I were asked the question—which is of the most importance, a physical or mental education, I should answer promptly, the physical. Or how shall I make my son a good scholar, and by a good one I mean a powerful one, I should answer as promptly, make him a powerful animal first. In order that scholars may make the greatest amount of improvement, the house should be neat, convenient, commodious, well warmed, the scholars must be comfortably seated and surrounded by furniture that presents, at least, a neat and clean appearance.

A word to school agents. In the selection of teachers our agents should exercise the utmost caution. No consideration of mere favoritism or relationship should exert the least influence, and even the wages is a matter of minor importance. "We want live teachers to make live scholars and live schools to raise up live men and women." When you select your teachers, be sure they are not like the boy's new boots, bought instead of made, throw all prejudice aside, banish from your minds all personal feeling. Don't waste a week or a fortnight hunting around for a cheap schoolmaster, ten chances to one he will teach a cheap school. If you paid a teacher ten dollars a week last year, and he gave entire satisfaction, proved himself master of his trade, was untiring in his efforts to advance his pupils in their studies, employ him again. If the choice is between one week to a good, live teacher, and two months to one of your dull, sleepy, slow, moping teachers, choose the former by all means. These drowsy, garping schoolmasters, why, gentlemen, they will dampen the warmest ardor and blunt the brightest intellect. Their acquired qualifications may be never so good—they may have been ground out in some intellectual hopper where the fool as well as the prodigy comes out with a diploma, but they lack the one thing needful—energy. Not that I would prejudice you against men of superior education, far from it, they are just the men you want, provided they possess the other more necessary qualifications.

Agents, before you engage your teacher, be sure you find out if he thinks that all that is necessary to set up the trade of the schoolmaster is a rod and ferule; whether he thinks that tyrant of childhood and instructor of youth are synonymous terms; whether he intends to teach principles, whys and wherefores, or mere theories. Is he going to use the rod more than the leading string; is he going to lead them in a circle or straight forward; is he going to teach them a manly independence of thought and character, or is he intending to learn them to lean on him; is he going to confuse them with technical terms and abstruse theories, when they could be much better employed on the multiplication table; and last, though not least, is he going to teach them what to think before he teaches them how to think.

LINCOLN.

The subject of the education of our children is equal to, if not paramount to any subject we have to deliberate upon in our annual town meetings.

In educating the youth it needs the earnest co-operation of the municipal officers of the town, the parents of the children, and of all other friends of education. In many respects, this co-operation is sadly deficient in this town. The selectmen ought to be censured for drawing orders contrary to law, (and instructions,) barely from the certificate of the Agent, without the teacher having returned their school register, as it is impossible for the Committee to make a true report to the Secretary of State without them.

Then in too many instances the course pursued by parents tend to impair the usefulness of our schools. In many instances, when children come home with some trifling complaint that they have been misused at school; without any further investigation, the parent takes the part of the child, and allows it to leave the school; when if they would search into the cause of the complaint, go directly to the teacher and get the true state-

ment of facts; in our opinion, nine times out of ten they would be satisfied that all was right; for every parent must know, and does know that our schools without good order and discipline become useless. Parents ought to consider whether in allowing a child to remain away from school they are not doing a great wrong to that child, and impairing its future usefulness, and also indirectly damaging many others; for if one parent is dissatisfied and withdraws his scholars from the school without any just cause, that is detrimental to the school, has a tendency to influence other parents and children, and may be the means of impairing the usefulness of our very best schools. Undoubtedly every parent desires that their children should procure a good education and become respectable and useful members of society, and to become such they cannot but know they need restraint at home and also at school.

WINSLOW.

We hope parents will manifest more interest for the education of their children. A few dollars invested for education is of more value than in the bank.

We have been called into but two schools by reason of disorder during the year.

A large proportion of the pupils who attend town schools will have the opportunity of attending no other; hence the importance of securing the services of such teachers as will *govern* and *teach* with propriety, and thus secure the attendance of all during the short terms. To secure this object Agents should be men who are acquainted with the wants of the district. No agent should fail of visiting the school each term. The Agent in district No. 2, showed his interest by visiting the school.

The teacher has many annoyances, and not the least are badly constructed school-houses, not unfrequently in bad repair, with old broken stoves, doors without latches, and desks so constructed that it is impossible to teach penmanship; while they are so huddled together that it is impossible to prevent communication with pupils. In most of the districts a large number of the scholars remain at the school-house at noon, and as they have no better place to play, they occupy the school room frequently to the injury of the furniture, books, slates, &c.

Most of the school-houses are poorly supplied with black-boards—many of them being of little use.

Teachers are also annoyed by the irregularity in attendance. Many parents want their scholars to assist them occasionally a part or a whole day, little thinking how annoying it is to the teacher, and injurious to the scholar. Another annoyance is tardiness of scholars. This is generally the fault of parents, and should be corrected. Imagine a teacher calling his school to order at 9 o'clock and one-half of them absent. A class is called to read, and before the first scholar has completed his verse, the door opens and a boy is admitted, with thick boots well loaded with snow. Then another and another, till ten o'clock. This is no highly drawn picture, but occurs in three-fourths of our town schools. This may be remedied by judicious parents.

In conclusion we would make the following suggestions: Build suitable school-houses in districts Nos. 12, 7, and 11, and repair all others that need repairing. Use the school money to educate your children exclusively. Choose suitable men for Agents. Employ suitable teachers, and if you find them incompetent, take measures for their immediate removal, for a poor school is worse than no school. Provide scholars with suitable books, and see that they are punctual in their attendance at school. Have an eye to your school-houses, and see that there are no indecent marks made on them, and that they are kept in good repair. This is the duty of all as well as the Agent. If these suggestions are followed, and we continue to raise the sum of \$1,315, which we have raised for a number of years, every child growing up in town will be qualified for almost any kind of business without a high school or academy. We would recommend

a less amount of time devoted to Mathematics, and more to Grammar, Geography, History, Philosophy and Chemistry.

VINALHAVEN.

In conclusion we would remark that parents and others having the care of children, should make every effort to keep those children at school, use every means to have them punctual in attendance. We find a disposition among many scholars to be late at school. There is nothing more discouraging to a teacher than to have scholars coming into school at all hours of the day. No teacher can keep their classes in a good state of progress, or keep good discipline in their school, unless the scholars are all present at school time.

We were in one school last summer where we saw an illustration of this. The school had been called to order about three quarters of an hour, and nearly one-half of the scholars came in after that time. We also find many large scholars are in the habit of being absent from school one or two days, and sometimes more, out of every week while their school keeps. This is also a great disadvantage to the schools. No scholar in this way, can arrive to any perfection in his studies. He not only loses his recitations while absent, but when he takes his place in his class, he is asked questions of which he knows nothing, whereas, if he had been present every day he would have seen every rule explained, so that when he gets through his books, he will know all about them.

We find some districts greatly in want of new school-houses. Districts No. 2, 7 and 9 especially need new school-houses. No scholar can learn unless they can sit comfortably on their seats, therefore these districts cannot expect their scholars to advance very far in their studies unless they have better formed and more comfortable school-houses. Your Committee would recommend that there be more money raised for support of schools. Every district should have at least ten weeks of school in summer and ten in winter, whereas this year some of the districts had no summer school, and from five to eight weeks in winter, and of this it takes at least one week to get the classes regulated before the work is fairly begun, so it leaves but a short time for scholars to make great advancement in their studies.

NOBLEBOROUGH.

We find ourselves obliged to come before you again with a partial report, for the same reasons given in former reports. Agents have not in scarcely any instance notified us according to law, of the commencement and length of their schools, and though we usually find out in some way when they commence, we are not always so fortunate with regard to their close; consequently, our visits are irregular, and we are unable in many instances to give a correct report of the progress and standing of such schools; and the merits of their respective teachers.

It affords us pleasure to be able to state that the progress made in our schools during the past year, and their present standing in point of scholarship, will compare favorably with any previous year during our time of service. Compared with their condition last year there are but few things that call for special remarks.

The good results of an uniformity of text-books are seen in the improved classification of our school and the economy of time. The books now in use in our town, having been established five years, a change might be made were it desirable; but as we know of no good reasons for making one, and as the subject of having an uniformity of school-books throughout the State is being agitated, and will probably soon become law, we do not think it advisable to make or recommend any change at present.

Notwithstanding these favorable circumstances, many of our schools are not what they should be, or what those interested have a right to demand. On the contrary, most of them come far short of that standard of excellence which should be set up for them. Should the inquiry be made wherein lies the difficulty, we shall be obliged to refer you to the same causes that have been set before you in former reports, namely, the want of more faithful, efficient teachers, regular attendance of scholars, the indifference and lack of co-operation on the part of parents, and in many of our districts of poor school-houses.

And let us say, if we would secure the full benefit of our schools we must have interest enough to visit them. The children would thereby be encouraged, and the teacher animated by the assurance that his labors were appreciated; would labor more cheerfully and exert himself to the utmost to deserve the approbation of a community so watchful of its educational privileges. Parents are mostly responsible for the continued evil of irregular attendance.

Allow us again to refer to the importance of choosing men for agents who are known to be interested in the school; men who are ambitious of the intellectual welfare of their children, and who will make seasonable efforts to secure the services of competent teachers.

We are again obliged to remind Agents that the law requires him to notify the Committee in writing, of the commencement and length of their respective schools, and affixes the penalty of one dollar for every day this neglect continues. We would further state that the law as amended, requires them to make their returns to the School Committee. We have labored under a great disadvantage in making our annual returns to the Secretary of State, through the neglect of many teachers to return their registers. They are not entitled to their wages until their registers properly made out, are returned to the School Committee. That many of our school-houses are unworthy of the name you need not be told; of the 12 in town, not half of them have the convenient arrangement and necessary appendages of modern times. The only recommendation that some of them have is, they are well ventilated. Is it right? Does it pay, to oblige our children to pass so large a part of the most delicate period of their lives in these miserable apologies for a school-house? We are glad to learn that in district No. 2 they contemplate building or repairing the present season; we trust that when completed it will do credit to themselves and town. The people in No. 8 would not be condemned, should they pull down and build greater. We are aware that these things have been brought to your notice in former reports; but they belong to that class of which we need line upon line and precept upon precept, here a little and there a good deal more of the same sort. And while pointing out the failings of others, your Committee would not exempt themselves. In view of what might and should be done to make our schools more effective, we have often regretted our own inability to do more.

BLUEHILL.

We conclude by saying that the cause of education throughout the town, as a whole, has advanced much the same as for some years past, that is, rather slowly. We do not yet derive all the benefit from our common schools that they are capable of affording. The reason is simply this;—parents, teachers and school officers are not fully alive to the vital importance of this great subject. Parents are too apt to leave this great work in the hands of teachers and the S. S. Committee, when in point of fact, parents are the parties who should be most deeply interested; and it should be their earnest and constant aim to co-operate heartily in every effort to advance the interests of our common schools. We beg leave to call the attention of the town, and particularly the inhabitants of the Head of the Bay school district, to a few facts pertaining to this district. It

embraces in its list of scholars more than one sixth of the whole number in town, and expends more than one sixth of all the school money; and this money when divided, as it is, between two schools, gives each far more than the average sum allotted to other districts. Though the school-house was originally the best in town, (sadly and shamefully has it been defaced and used as a nuisance,) though the teachers are paid a much larger sum for their services than in any other school in town, yet a majority of the schools in this district have been *far, very far* short of a success. And your Committee are of the opinion that though the Agent may use his best endeavors to secure the best and most experienced teachers for a fair compensation, and the teacher may commence the school with a vigorous determination that the money expended for their services shall count in the advancement and general good of the school, yet till there is an awakening from the sleep of apathy in which parents and those having the care and welfare of children in their charge, are allowing themselves to snooze; they must not be surprised if when they do awake they find that their children and those they love, though "sitting at the very feet of Gamaliel" in point of educational privileges, have been far outstripped and left in the rear, by those in more remote and smaller districts, who have enjoyed far less privileges, but have improved them far more.

We do most earnestly hope that the last report has been made out showing an average attendance of less than fifty per cent. of the number that should avail themselves of the benefits of the schools.

STANDISH.

In conformity with the requirements of the law which indicates the character of our annual report, we have thus briefly presented for your consideration, a statement of the condition of, and the improvement made in the several schools in town during the past municipal year. We have endeavored, in the preceding pages, to present a correct view of such facts pertaining to your educational interests as we may have gathered by personal observation, and by careful investigation in the proper discharge of the duties assigned us.

Permit us to submit a few general remarks touching the interests of public education which may have been suggested to our minds through past experience, and which justice to the important interests intrusted to our supervision demands. By thorough and repeated examinations we have been enabled to arrive at very definite conclusions respecting the condition of the various schools, and the success attending the efforts of their respective teachers, and to ascertain very nearly the degree of improvement made by the scholars. In many of them were exhibited conclusive and unmistakable evidences of efficient discipline, competent instruction, studious application, and consequent substantial progress. Still, we are compelled to state that these auspicious results have been wrought under difficulties, the entire removal of which we may not anticipate until parents and guardians more fully realize the high responsibilities resting upon them in the education of their children. There is no power so potent in moulding the character of youth as that which is exerted around the domestic hearth. Parents are the natural educators of their children, and as such, are responsible for their mental and moral culture. Teachers are only designed to assist them in the scientific part of education, and even in this the parent's co-operation is essentially necessary. When every parent, by governing his children, teaches them to govern themselves, when they place them under tuition of the teacher, imbued with correct ideas of study and duty, then, and only then, will our public schools have a sure pledge of prosperity.

Another formidable barrier to that increasing efficiency to which our schools are unquestionably entitled, is a disposition on the part of parents, selfishly blinded to their own and their children's failings, to listen with jealous criticisms to the idle whims and

distorted accounts of ill-treatment and mismanagement brought them by their children, and even to array themselves in direct opposition to everything pertaining to the internal management of the school that is not in exact keeping with their own conceived notions. Thus the teacher's efforts, however well applied, are largely neutralized, and often rendered worthless by counteraction. What is done by the teacher is undone by the parent. The parent should exercise the utmost caution in discussing the faults of the teacher, either imaginary or real, in the presence of the scholar; he should never allow himself to find fault with the teacher until, by personal supervision, he is fully satisfied that there exists good and sufficient reasons for complaint; and not even then, unless he is prepared to bring just and specific charges against him, and is provided with abundant evidence to substantiate the same at a legal investigation, ever remembering that he should manifest the same zeal in sustaining a good teacher that he would in ejecting a poor one. Self-interest, if he is actuated by no worthier incentive, should stimulate him to co-operate with the teacher for the good of the school.

The teacher may be endowed with all the necessary requisites to successfully govern and instruct; he may labor with the utmost fidelity; he may be thoroughly skilled in the art and science of practical teaching; he may be fully awake to all the responsibilities of his position, yet his labors will, to a great extent, prove futile, unless he is aided by earnest and united parental co-operation.

Much, too, depends upon the efficiency and faithfulness of those upon whom devolve the selection of teachers. It is exceedingly important that they should be competent to the trust conferred upon them; that they should, in all respects and under all circumstances, be capable of making a judicious selection. In this connection, free from any selfish desire of acquiring or assuming increased responsibilities, and without entering upon a discussion of the point in question, we wish briefly to urge upon the attention of the citizens of the town, the feasibility of transferring the rights and powers of employing teachers, from district agents, to the School Committee. In the unbiassed judgment of your Committee, the adoption of such an arrangement would contribute immeasurably to the prosperity and efficiency of the schools.

An evil of no trifling magnitude, and one that exerts a pernicious influence upon the general progress of a large portion of the schools, is the multiplicity of text-books, totally unadapted to the peculiar wants and capacities of the scholar. We are aware that it will be said that the Superintending School Committee are authorized to apply the remedy. Accepting the fact that, legally, we are invested with the power, yet practically, we are unable to successfully apply it without the concurrent action of the parent. We have, during the past year, succeeded in introducing *Walton's* series of arithmetics into a few schools, and with the co-operation and assistance of those who are to furnish the means, your Committee will, during the ensuing year, endeavor to complete the introduction of the above-named arithmetics, and make such other changes as, in their opinion, will best subserve the interests of the schools and promote their usefulness.

Your Committee, in their last annual report, forcibly urged the importance of consolidating certain school districts as a means of furnishing increased facilities for the education of your children. Without enlarging upon the favorable results that, in our opinion, would follow such a change, we leave the subject for your careful consideration, and subsequent legal action.

Some of your school-houses, as well as school-districts, need to be reconstructed. Make your districts as large and as nearly equal as geographical conditions will admit; then re-place those *old, worn-out, dilapidated* remnants of past ages, which show by their unsightly looks that their days of usefulness are ended, by commodious, convenient and attractive buildings which will be a source of comfort and profit to your children and a credit to the town.

Finally, while we would exert our utmost endeavors in cultivating and developing the physical and intellectual natures of the rising generation, let us not forget that their more important moral nature demands our earnest attention. Let school-officers, teachers, parents and citizens, each and all, with united purpose and united effort, steadfastly cherish and defend whatever tends to promote the interests of universal education.

LEEDS.

Some of our school agents manifest little or no interest in our public schools in employing teachers and discharging the various duties of their office. This is an important office and should be filled by the best man in the district. We want honest and intelligent men for school agents. We want men that will be men under all circumstances and not wreck a term of school on the breakers of obstinacy, or be governed solely by local prejudices. We want men that are interested in the great cause of education and will employ the best teachers even if higher wages are demanded; they will be cheaper in the end. Four weeks of school sometimes are worth more than twelve; it depends altogether how it is conducted. Agents have in many instances failed the past year to inform the committee when their schools were to commence and when close. Many of the teachers, also, have neglected to return their registers; this should be done before they are entitled to their pay, and we would recommend that the selectmen withhold orders from such delinquent teachers, until their registers are properly filled out and returned to the proper officers.

BUCKFIELD.

Our schools, with slight exceptions, have been quite successful; yet they are capable of very great improvements; the accomplishment of which is not altogether in the power of your committees as some seem to think. They may discharge their duties faithfully, in regard to the examination of teachers; may drop encouraging words to scholars; may make many suggestions to teachers in regard to the management of schools; may bring into our schools the best of text books; all of which, *may* have their proper influence. Yet they cannot make a profitable teacher of one extremely deficient in energy and ambition, though he may possibly possess the required literary qualifications. They cannot prevent the great irregularity of attendance which is so detrimental to the best success of our schools. The power to counteract the bad effect of poor school rooms, some of which are almost destitute of blackboards, is entirely beyond their control. Agents can do something, if they will, to increase the prosperity of our schools. The person who serves in that capacity should be one who feels a deep interest in the cause of education, and one who is willing to spend some time and exercise some forethought in the performance of his duties. He should employ no teacher of doubtful competency, because he can procure his services for a small sum. As long as we search for "cheap teachers," just so long we may expect to have "cheap schools." What is twenty-five or fifty cents per week in the wages of a teacher? Why! it amounts to the sum of three or six dollars in a term of twelve weeks. A poor school is not to be compared with a good one. They are incomparable. Will Agents look to this matter, and endeavor to employ only the best? School rooms should be made as convenient and attractive as circumstances will admit; supplied with a sufficient amount of dry hard wood seasoned under cover. In order to receive the greatest benefits of our schools, scholars should attend punctually and constantly. No trivial excuse should be of sufficient importance to absent them, even for an hour. Parents are responsible for their attendance.

MACHIAS.

The whole number of scholars registered in the summer term was five hundred ninety-one, with an average attendance of four hundred thirty-five; in the winter term six hundred and seven, with an average attendance of five hundred and twenty. Thus it will be seen that over one-third of our scholars are not registered as going to school at all, while less than one-half actually attended.

The Primary and Intermediate teachers have succeeded well, and good order has prevailed in these schools, and their pupils have made good progress. And so we may say of the two Kennebec schools.

Mr. Gilpatrick's success in the Grammar school continues, and we may say his labors continue more beneficial in the education of our children as his experience in teaching continues, and he becomes more acquainted with the scholars and their parents, and as they have more confidence in him. Good order, self-respect, and respect for others are maintained by him; pupils manifest a lively interest in their studies; and thus moral and intellectual progress are at the same time secured, and we hesitate not to say that we derive more benefit from his labors than from those of any other public man. This results in no small degree from the fact that he resides among us, and makes teaching his only pursuit. To retain his services longer he wants higher pay; he now receives \$650 for the year, a sum that will barely board and clothe him suitably for his occupation; he now receives but a trifle over two dollars per day for each working day in the year, while we pay that sum for day laborers to perform the coarsest labor, where no skill or responsibility is required. One hundred dollars more to be added to his salary we deem not unreasonable, and we doubt if we can make an investment that will pay better.

While the Grammar school shows the wisdom of employing a teacher whose permanent pursuit is teaching, the High school, on the other hand, exhibits all the evils that arise from employing teachers that devote only detached portions of their time to school keeping for the purpose of getting a little money to help themselves with, and this end is essentially attained for the outlay of money helps nobody else. For teachers we have had students in college, and students trying to get into college, and students just out of college, all teaching to help themselves. Some have taught one term, some longer, and some less than one term. These teachers come to us strangers, but well recommended it is true by the parish minister and trial justice of their native town; perhaps some college professor would, in general terms, endorse their good morals and literary attainments. These men could, of course, have no social sympathy with our people, no hold upon the good will of the community, with no experience at teaching, no knowledge of human nature. They failed to attain the confidence of parents, or inspire the scholars with respect for them. The consequence has been that the teacher entered the school at fearful odds. The relation of teacher and pupils was soon dissolved. The condition of superior and subordinate was soon blotted out, and a government, republican in form, followed with the maxim, that for a teacher to coerce a scholar was unconstitutional. Out of this deadly maxim ill feeling sprung up between teacher and pupil, ill feeling was followed by disrespect, disrespect by insult, and insult by actual conflict upon the basis of equal rights, with what results we need not here detail.

Who is to blame for all this? it may be asked. It is no matter who is to blame for it. The horrors of the past are of no use to us, except as we draw lessons of wisdom from the rehearsal of them. It will be more profitable to provide a remedy for these ills than to quarrel over them.

How shall we have a high school, where our citizens that are either not able, or willing to send their children away to academies, may have them educated in town, or even fitted for college? The success of the Grammar school will suggest the remedy. We

must have an experienced teacher, one who intends to make teaching his permanent business, who has no ulterior ends in view; who can live among us, be one of us, and have his fortunes identified with ours. Then he can have the confidence of parents, and the respect of the children.

But before this can be done we must raise more money. We must pay such a sum of money as will command the services of a competent and experienced teacher. We must so pay a man that he can live and support a family, and perhaps save a little from year to year out of his earnings. No other class of people will work for a bare living, but we expect a teacher to have no more than will supply their immediate wants. We have been paying five or six hundred dollars a year for a High school teacher. In many instances this money has been worse than thrown away, because we have been trying to get along cheap. Cheap rates procure cheap teachers, and cheap teachers of all things in the world is most to be shunned. One thousand dollars we no doubt would procure the services of a High school teacher, a permanent teacher; so that we should not have to change teachers every term, and incur the risk of getting a poor one. A teacher acquainted with the scholars, and the scholars with him, has a great advantage, and this mutual acquaintance is an aid to discipline and instruction. It is much better to invest one thousand dollars in a successful enterprise than five hundred dollars in an unsuccessful one; the five hundred dollars is but the penalty for our folly in adopting an ill-judged scheme.

You now pay your Primary teachers four dollars, and your Intermediate teachers five dollars and fifty cents per week. It may well be doubted if this is an adequate compensation. No tax-payer would be willing to board a primary teacher for her whole wages, thus leaving her to be clothed by charity. It may be said, you get plenty of teachers at these prices. That is partly true up to this time; although some of our teachers have been obliged to seek other, and more remunerative employment. It is also true that these teachers have found, hitherto, some kindred or friend that was willing to aid or accommodate them in matter of board, that they might be able to save something from their wages to clothe themselves with. Is this right? Is this good policy? Other towns and cities pay higher for good teachers, and unless you raise the wages of these teachers the good teachers will seek employment in such other towns and cities; and you will be left to pay four dollars to a class of teachers that are not worth one cent. Your corps of Primary and Intermediate teachers are now good, but you will not be able to keep them much longer unless you pay them better.

SEDGWICK.

There has appeared to us, an unusual want of discipline, in many of our schools, some of the best, in other respects, being by no means free from this defect. How much of this is justly chargeable to teachers, we are unable to say, but that it is in great part due to a lack of interest, if nothing worse, in the community, we think there can be little doubt. There are few teachers who can secure superior order, unaided by the active co-operation and sympathy of parents, much less, when their efforts are opposed and thwarted, purposely, or through a thoughtless indifference.

We must be pardoned for again calling your attention to the wretched state of many of our school-houses. We know that, in the years that are past, their neglect has seemed to be excused by the weight of our burden of taxation, but we respectfully submit that we are in danger of falling far behind our neighbors in this respect. Comfortable and commodious houses are springing up all over our State, and old ones are being repaired so as to be at least comfortable, which some of ours are far from being. It would seem that local pride, if no higher motive, should lead to improvement in this direction.

Your Committee favor the employment of ladies for teachers of our winter schools in most cases, thereby securing a longer session at the same cost, deriving more benefit from the money expended. The objection to this course has been the fear that large boys will not be governed by a woman. All we have to say to this is, that the boy who will not obey a lady teacher, has no business in a common school. A better place for such would be an institution provided by the State at Cape Elizabeth.

Of course we do not contend that every female teacher who can gain admission to our schools, and even be moderately successful in some cases, should be employed in winter schools. Only first class teachers are suitable, and such can be employed for liberal wages, much cheaper than male teachers of the same class. The experiment has worked well in some of our largest schools, and probably would in others.

SOUTH BERWICK.

Thus we have reported the several districts in order; and we are happy to say, that, in general, the schools have been profitable to the town and to the several districts. A few have not proven what we could wish nor what we expected at the examination of the teacher and what they promised at the commencement, but in some instances it has been as much the fault of the parents as the teacher, and in nine cases out of ten when children are required to conduct properly at home, they will do so in the school room, without any compulsion.

There is another thing which was urged upon your agents last year, and we would still urge it upon you this, that is, the notifying of your committee of the commencement and close of their schools. Except a very few instances this duty has been neglected, and some have even gone so far as to tell their teacher there was no necessity of applying for a certificate until after the school has commenced; thus subjecting themselves to a fine and the teacher to non-payment for their labor.

The irregularity of attendance detracts much from the interest and profit of our public schools in town, and is robbing the rising generation of much that will be valuable to them in the future. We hope parents and guardians will take more interest in those intrusted to their care, and fit them to become honorable and wise members of society.

Much has been said in previous reports in regard to the necessity of having new buildings for schools in some of our districts, and we are happy to say that even *one* district has in the past year erected a new house for this purpose, and hope those around them will continue the good begun work the coming year.

Let us strive to keep pace with those in other parts of our State, and neighboring States, in promoting the cause of education for our future welfare; and the welfare of our Republic depends upon the education of the rising generation. Wisdom gives strength, and strength gives power, and if we would be strong in our national capacities, let us look well to our source of strength and wisdom.

DAMARISCOTTA.

The schools throughout the town, with one or two exceptions, have been of a high tone and character; and agents have been fortunate in their choice of teachers, and we recommend to agents in making their selections of teachers to employ none but thorough and experienced teachers; there are some quite small schools in town, and agents in some cases employ new beginners, because they can employ them for less wages; this is a fatal mistake and should be avoided.

SKOWHEGAN.

The whole number of scholars in town, 1323—the whole number of scholars registered in the several schools the last year is 825 or thereabouts, and the average attendance has been about 650. Thus it appears that only about two-thirds, of those entitled to membership in our public schools, have been registered as scholars, and only about one-half have actually attended school. The amount appropriated for each person entitled to be a scholar is \$2.15—for each person registered, \$3.47, and for each person actually attending school, \$4.30.

Some persons may think this a liberal expenditure, and some may think it a small one for such a purpose. But whichever of those opinions may be the true one and whatever may be the sum, which the town may think proper now or hereafter to appropriate, for educational purposes, it is certainly important that that appropriation should not fail of accomplishing its end, in the education of the children and youth of this town—and that it may not, the committee would respectfully offer the following suggestions:

1st. Let School Agents be careful to perform their official duties. These duties need not now be particularly specified. But there is one which the law imperatively requires, and to the neglect of which it affixes the penalty of a forfeiture of one dollar for each day a school is kept before this duty is performed, but which, with three or four exceptions, has been neglected the last year by all the School Agents in town, viz: The duty of each agent to give written notice to the Superintending School Committee when any school in his district is to commence, whether it is to be kept by a master or mistress, and how long it is to continue. In consequence of the failure of agents to perform this duty the committee, in some cases, have failed to exercise over schools the supervision, which is one of the chief objects of its appointment.

Agents should, also, be careful to employ good teachers. Although such teachers may demand higher wages than poor ones, they are the cheaper sort of the two. If agents would also present their candidates at the regular times of examination appointed by the committee, instead of having them call on the committee in the haphazard way, which is too often practiced now, they would, thereby, save time to the committee and expense to the town, as well as help to make the operations of the district school system more systematic and efficient in our town.

2d. In the second place, let parents take a deeper interest in the schooling of their children. Let them honor the teacher in the presence of his pupils, and carefully abstain from everything, in word or example, that would be liable to weaken his proper authority or influence over his pupils. Let them visit the schools occasionally, as they may have time and opportunity to do so, and thus make their children see how anxious they are, their schools should be good ones.

Some parents do not need these exhortations. But it is believed that many do; and that if all parents would comply with them, a large part of the difficulties of teachers in governing their schools would be prevented.

3d. In the third place, suitable school-houses ought to be furnished for and by all the districts. Old and dilapidated or ill-arranged houses ought, either to be thoroughly repaired or remodeled or else to be torn down and replaced by new and suitable ones. Your committee would, by no means, insinuate that this town is eminently faulty in this respect, but it is capable of much improvement.

4th. In the fourth place, the grading of the village schools, which was begun last year, should be carried forward to perfection. In some cases, it was necessary, last year, to break over the line of demarkation between the different grades, by sending some scholars to schools, to which, if their qualifications alone, were considered, they

did not belong. But in the opinion of the committee this ought not to be, no scholars ought to be allowed to advance from the Primary to the Grammar School, or from the Grammar to the High School until he shall be able to come up to such standard as may have been adopted, as a basis for such promotion. Qualifications and not age, size or location in the district, should determine where the scholar should attend school.

In order to the perfection of the work of grading the schools in the village, it is thought that more school room is necessary and that the structure and furnishing of some of the village school-houses should be slightly changed. The committee are not fully decided what to advise in this matter, any further than to say that the two districts Nos. 1, North and South, would do well to take the subject into serious consideration, and act as wisdom may direct in the premises.

BERWICK.

School-Houses. The Committee believe it to be their duty to call public attention to the condition of the school-houses. While one or two districts—for example, Nos. 2, 3 and 4—have respectably lighted, decently ventilated, and generally comfortable houses, the large majority of districts have houses which can claim neither attribute of the three. Externally, and more especially internally, the architecture is of a novel and original order,—surely not “composite,” though certainly “mongrel.” Little larger than Havana sugar-boxes, where five are frequently crowded into insufficient space for two. Overhead a motley mosaic of patches of parti-colored plastering—laths with no plastering, and plastering plastered again with boards below. Under feet, here a board, there a plank and now a brick. Walls besmeared with dirt, begrimed with smoke. Windows painfully paneless. Little cramped, twisted, wretched, rickety, decrepid, diseased benches!—And these are the Elysian abodes where learning dwells! Why, you might as well expect to cultivate a crop of corn in a birch swamp, as to properly educate children in such houses.

To Parents. Perhaps the true relation of the teacher to the pupil, cannot be more concisely stated than in the legal phrase, which locates the teacher “in the place of the parent,” (in loco parentis.)

Does it not become you, then, to exercise circumspection in the selection of so important a substitute? That “knowledge is power,” he who knows most, most stoutly maintains,—he who knows least, most keenly feels. To receive “knowledge rather than choice gold,” is an injunction sustained by more than human wisdom.

So potent, then, and so rich is it not worth your while to pay every attention to securing a fit substitute, who in your own stead, is to impart it to your child?

But this is not all. Though you shall have secured competent teachers, without your constant assistance and support, their labors will prove fruitless. The parent must manifest an interest in the school, or the child will not. Without it, all attempted instruction is like medicine, very good to overcome an acute necessity but not very nutritious as a steady diet.

CASTINE.

The Committee cannot close their report without particular reference to the Eastern Normal School now in successful operation in our village.

Fifteen of our young ladies and gentlemen, are now receiving the valuable instruction given in that Institution, and preparing for future usefulness under the most economical and advantageous circumstances. If we have made large sacrifices to obtain the location of the school within our borders we are receiving large returns from benefits thus conferred upon those who could not obtain privileges elsewhere. The instruction

given in that school is of the highest character, and the high place which this Institution now holds in the confidence and esteem of our citizens is due to the energy of the Principal, and the interest and enthusiasm which he imparts to his pupils. There can be no more valuable advertisement of this school than the scholars who go out from it, and already this influence is being felt. It is also gratifying to note, that from the opening of the school until the present time, the citizens of Castine have by word and deed, manifested a deep and increasing interest in its welfare, and their appreciation of the merits of the school is indicated by the number of students from the place who are availing themselves of its advantages. Its success is undoubted, and we commend it to the continued regard and genuine support of the citizens of Castine.

The Committee have devoted to the elevation and advancement of our schools their best efforts, and while their labors may not in all cases result as you and they might wish, they assure you that they seek with sincere desire and earnest effort the good of all.

BUCKSPORT.

We have to repeat, with regard to agents, that they still need line upon line,—especially relative to the census of their districts—a few of which are delayed altogether too long, to the serious embarrassment of the selectmen in making the distribution of money; and consequently, as seriously embarrassing all the agents in the arrangement of school terms. The *law* needs amendment, which requires that agents be elected at the town meeting in March or April, or *subsequently* in the districts severally—and *then requires the census the first day of April—even before* agents have time to learn *anything* of their duties,—would it not be better to allow districts to elect *before* the town meeting, and then *at* town meeting fill existing vacancies?

Your committee are very happy to report an increased and still increasing interest on the part of parents, though there must still be a very great advance to make the interest what it ought to be relative to *this—one* of the very highest interests *both* of parents and children.

In conclusion we think we may congratulate you on the *very satisfactory* condition of your schools in general. This result, we assure you, has not been secured without a great deal of attention and constant and interested care; but the subject has been *worthy* of all the care bestowed,—and your committee are thankful that the effort has not been without its desirable results. We frankly acknowledge that the corps of teachers—as a whole—is not yet altogether what we need, what we desire, or what we aim at; but success encourages the expectation of the end sought,—all of which is respectfully submitted.

RUMFORD.

The schools have been generally, if not entirely, successful during the past year. Scarcely a complaint from either parents, or scholars, or teachers, has come to the ears of the Committee. All have seemed to work together for the best results, following the recommendations and suggestions of the Committee.

Nearly all the schools were visited twice each term, and a full record kept of the progress of each class. In several Districts parents were present at the closing examination. We hope to see more interest in this direction during the coming year. Parents can do a great deal toward the education of their children by their presence in the school room on examination days.

Most of the school-houses need repair; some of them are decidedly shabby and uncomfortable. Several are deficient in black board. Neat and comfortable school-houses are the pride of New England, and the strength of our Republican institutions.

Experience teaches that however great an influence the school teacher may exert over the mind of scholars, that of the parent is far superior. How essential then it is that the teacher's labors should be made effectual by the aid of this transcendent influence. But, alas! how rare it is that the influence of parents is given to act in harmony with the teachers. This is of so frequent an occurrence that we are constrained to say that it is a general fault with the parents of our scholars. Your children are under the care of the teacher but a small part of the time, and during that time he may labor most faithfully for their instruction, but unless you labor earnestly and faithfully with the teacher, much that is important in the education of your children will be neglected.

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

It is the earnest wish of the Committee to improve the schools and raise the standard of education in the town. We ask the co-operation of parents, and especially of agents, in this direction.

NEWCASTLE.

The limited space of our reports, admits of only a brief notice of the condition of the schools in town. We have gained nothing upon former years, and perhaps have, on the whole, lost ground. Nor should this be a matter of surprise to any one. Formerly we raised from two to three hundred dollars per year above what the law demanded. Wages then were fifty per cent. less than now. Many of the districts furnished fuel and board. The result was a "man's school" of two or three months in winter and a summer term somewhat longer. Now there is but one short term in some districts, and two short terms in the others; and male teachers are mostly excluded. If it is a settled point with the town that we are to raise no more money than the law requires, then male teachers are out of the question. Good teachers can find steady employment elsewhere, and poor ones are not wanted at any price.

The Academy is doing much good by furnishing well qualified teachers, and also by bringing the higher branches of learning within reach of all in this community. The natural influence of an institution of this kind is to raise the standard of education, and to elevate the common schools. It comes in to complete the course of study commenced in them, and enables the scholar to fit himself for business or for college without incurring the expense of an education abroad. It is a privilege not to be lightly esteemed, that we have in the Academy, as now conducted, an institution which is not inferior to any of its kind in the State, and that parents have an opportunity of educating their children at home, under their own care and supervision.

The committee are blamed for giving certificates to poor teachers. It should be remembered that some of our best scholars do not make successful teachers, and scholarship is all we are expected to examine in candidates. Again, it is impossible for us to examine teachers in the way the law designs, as schools are commencing and closing at almost any time of the year. We reject teachers every year, and then have to accept some who would not be taken if we were sure that better candidates would be sent. If agents will hire teachers early in the season, using care and judgment in the selection, then there will be time to examine, and reject if necessary for other reasons than simply want of promptness in answering questions.

A word to parents:—Let every one attend the school-meeting, then determine just what is wanted. Next, select an agent who will spare no pains to fulfil your wishes. Select a teacher, *proved* and *approved*, and then "hold up his hands." Do not complain of his failings to the children, or you will surely tie his hands for good. And if you

fail another year to have the best school in town, I believe it will be the result of mis-judgment or neglect; as agents are "to blame" for hiring poor teachers, and *districts* for selecting poor agents.

District No. 3. The Agent failed to give notice of the commencement and close of the school; consequently it was not visited by the committee; and, *consequently*, he is liable to forfeit forty dollars, or one dollar per day, for the whole length of the term. Agents should observe that the law requires a *written* notice, to the committee, of the commencement and close of the term, and by whom kept. The teacher of the summer school was employed for the winter term, and, doubtless, earned a good report.

WILLIAMSBURG.

In the discharge of our duties we have to report our schools in not so desirable a condition as could be wished, and we feel compelled to attribute the cause to quite an extent to a want of interest on the part of the parents of the scholars. It seems to be the general opinion of the people that all that is necessary on their part is to raise money for the support of schools, meet annually for the choice of an agent, (which is often chosen for partizan purposes or to favor a certain friend who has a friend who wants the school,) to expend the money and do the drudgery for the whole district free gratis, and here the greater portion of the people seem to think their duty ends, unless the one selected for teacher should not in every point come up to their idea of a good teacher, and then they seem to think themselves in duty bound to find fault, thus adding to said teacher's trials and perplexities. But there is one noticeable evidence of a lack of interest on the part of the voters of the several districts of which we shall speak in detail as we speak of the several schools, viz: the uncomfortable—to use as mild a term as the case will admit of—condition of a majority of the houses in which the schools are kept, we cannot say *taught* in many cases, for no person, we care not what their abilities may be, can *teach* a school such weather as we have had the past winter. We have been led to think on visiting some of our schools that the lack of interest of which we have spoken borders on extravagance, for certainly the extra amount of wood required to keep the scholars from freezing would in a short time amount to enough to put the house in passably good condition. Our schools ten or fifteen years ago would compare favorably with any in the State, and our town has furnished many good teachers who have gone to other States, to other towns, and some few still remain. Some few young teachers are coming forward who give promise of future excellence and usefulness. What we need is several trained teachers from the State Normal Schools, or some kindred institution, to give a new impetus a new energy and life to our sluggish schools; the material we have, the means we have, and the field is inviting, but laborers of the right kind are few. We pray the State Normal to send us a few of its many noble well-trained teachers to our aid. Our town raised \$800 for support of schools the present year. Number of scholars about 350, number of districts seven, school-houses in good repair two, average teachers' wages exclusive of board \$25,00, female \$2.50 per week.

BUXTON.

In closing, your committee deem it their duty to say that in the abstract the general rank of the teachers was very little inferior to that of the last year. Some cases, however, of signal and marked improvement, we noticed, and traced them to the proper cause, decision and energy on the part of the teacher. We cannot too much urge the importance of those qualifications in teachers to the agents in the several districts.

We must call your attention, also, to the fact that our school fund is lamentably deficient to meet the actual wants of the youth of our town. The longest terms do not exceed twelve weeks, and many of them are less than ten. With the diminution of wages, also, that attends this retrenchment, we begin already to realize, that the most ambitious teachers find employment where their labors are better rewarded.

Under this system, we shall soon lose claim to the reputation which Buxton has long held of sending out a better educated class of young men and women than her neighboring towns. We call your attention, further, to the importance of parents visiting the schools where their children are sent, and see what they are doing for themselves. You are too much a stranger to the school room and the teacher, and to the manner of instruction. Parents are always welcome in a well regulated school. This will encourage your teacher, and gratify your children.

Lastly, we call you to respect your teacher more—make him a *counsellor* and *companion* rather than a hireling. Do this, or you drive *smart young men* from the business.

PROSPECT.

Our schools for the past year, have proved very unsatisfactory. We are sorry to report that but one school during the winter term has given good satisfaction. The discipline taken as a whole has been very poor—retrograding sadly from that of last year. Riotous and insubordinate deportment have the rule rather than the exception—under these circumstances it were folly to expect but very poor improvement. It is the first instance in five years' experience, that your committee have been called upon to expel a scholar for disorderly conduct. Taken as a whole our schools for the year have been very unprofitable.

Your committee have labored under a great inconvenience making their report, teachers having failed to return their registers—the registers should be properly filled and returned, and such is the requirement of the law before the teacher can demand his pay. The success and prosperity of our schools depends very much upon the capacity, ability and leadership of a teacher, and we would urge upon the several agents the importance of employing only the best. And we would also urge upon parents the importance of securing agents who themselves are interested in the prosperity and welfare of our schools. Three years ago your committee thought proper to recommend the employment of female teachers—the experiment has been tried, and in our opinion has in a great measure failed in accomplishing its object, and we now earnestly recommend a return to the old system of employing male teachers for winter schools. We think some of our districts might be so arranged as to make our schools much more profitable. District No. 11 might be united with No. 3; they then would be enabled to support a graded school and thus both districts be benefited. A similar arrangement might be made with districts No. 4 and 6—the last named districts are small and must necessarily have short schools. We would earnestly recommend some change in regard to this matter. Again we would urge upon parents the necessity of visiting the school where their children are being educated. See to it that your scholars are well supplied with proper text books,—and that they are regular in their attendance—let the teacher

know and feel that he has the co-operation of the parent and many of the disagreeable and disgraceful proceedings of the past winter will not again occur.

CARMEL.

It is not reasonable to expect every school in town to be a success, but your Committee are of the opinion the schools in town for the past year have been of higher order and a better grade than in years past. How can you parents and guardians expect your Committee to expend thirty or forty days and ride more than five hundred miles, for the paltry sum you are willing to pay, (not one-fourth what the law would give us), when you manifest so little interest in the welfare of your schools. If we are to expect improvements in our schools we must hold out sufficient inducements for the best talent, and the sooner we recognize that skilled labor and talent must be paid for as well as the "raw and uneducated muscle," the better it will be for all. The startling fact that only 47 $\frac{1}{4}$ per cent. of scholars receive the benefit of our schools is enough to discourage any one who takes an interest in this important institution. We leave you to respond.

OF CLASSIFYING AND GRADING SCHOOLS.

BY C. B. STETSON.

The words "classified" and "graded," when applied to our common schools, designate, in conventional usage, arbitrary divisions rather than natural. It will be observed that, in the present paper, the conventional use of these words is not strictly followed.

Our Rural Schools To-day. In the rural portions of our State, sparsely populated as they are, the division of the scholars, except the grouping into classes for purposes of recitation, must, from necessity, be altogether territorial. There can be no subdivision of the district by what is termed "grading," because there can be no sufficient material to subdivide without compelling many of the scholars to travel great distances. All, therefore, within the district, though of unequal ages, of unequal attainments, must go to the same school, must be instructed by the same teacher. In this school, with its single teacher, will frequently be found thirty or forty classes, seldom less than twenty, counting those who participate in each of the different recitations as a class, which it is very proper to do, though that is not what is usually meant by "classification" where the schools are "graded." With such a multiplicity of classes, nearly all very small, there must be, of course, a prodigal waste of instruction, from which there is, at this time, only a partial escape, by reducing the number of classes somewhat. The decreasing size of families in our State puts off the day of better things by diminishing the school population. But a division of the scholars which is simply territorial, beset as it is with great disadvantages, has its good points also. The younger scholars learn much, unconsciously, from coming in contact with the older ones, just as younger children at home learn, unconsciously, from all the senior members of the family. The younger scholars also learn from hearing the recitations made by the older ones in their presence, while they not unfrequently become emulous of those who are in advance of themselves. And, again, there is no war waged upon the independence, the individuality of any scholar; he is restrained by no arbitrarily imposed fetters, but can, if he will, make the most of himself. Whatever obstacles impede his course, like the multitude of recitations, arise largely from the very nature of a school which embraces scholars of all ages and is taught by a single person; they are, therefore, largely unavoidable.

Our Classified and Graded Schools To-day. Where there is a division of the scholars into classes according to attainment, a teacher to each class, then a general division into grades, with separate buildings for each grade, there cannot be, from the necessities of the case, so much of that unconscious instruction which forms so valuable a feature of the ungraded school; but in its stead there will be something better, if that oral, ocular, simultaneous teaching of the younger children, permitted and required by "classification" and "grade," is practiced with zeal and judgment. Then instruction is greatly economized, and each scholar receives the utmost direct aid from the teacher that is possible, where large numbers are to be instructed together. It must be acknowledged, however, that this mode of teaching does not sufficiently obtain in the classified and graded schools of our State. Where it does not, the younger children fail to advance so rapidly as they would in ungraded schools with equally good teachers and the same time at school.

Again, there is, as yet, so much of the arbitrary in the usual mode of classifying and grading schools, that the individuality of the scholar finds no room for unfettered exercise and development. He is placed in a cage whose invisible bars are strong and relentless as bars of iron. And thus another virtue of the ungraded school is lost. There is indeed far too much cause for saying that the change from the ungraded to the classified and graded school is little more than a change from one set of evils to another.

The General Question Stated. This following the growth of the community, is the natural order of classification and grading, if indeed the latter ought to be esteemed as something different from the former: First, the scholars must be divided into groups, or classified, for the purposes of recitation, when the school has become large enough to require the services of more than one teacher, then the scholars must be divided among the teachers, or classified, for the purpose of economizing instruction. Lastly, where the distance is too great for the smaller children to attend school under the same roof with the larger ones, the school must be divided into grades, or classified, for the purpose of adapting the distance to the varying ages of the children. But, notwithstanding divisions and sub-divisions, all the scholars, from the youngest to the oldest, must be regarded as members of one school. This comprehensive idea of unity, with the harmonious management which it implies, must not be lost sight of for a single moment.

Classifying for Purposes of Recitation. To follow, then, the natural growth of the community and to begin with classifying, for purposes of recitation, the school which embraces scholars of all ages and is taught by one person, there should be careful inquiry as to just what is adapted to the capacity and the wants of each scholar.

1. This inquiry should, properly, be both general and specific. The general inquiry will determine, from the natural order of intellectual development, at what age certain studies or parts of them should be pursued by the scholars as a whole. For example, it might thus be concluded, and very justly too, that free-hand drawing, and writing with a (long) slate or lead pencil, should come at the earliest age; that the practice of composition should begin almost as early, while the science of language, or Grammar, should be deferred till the age of fifteen. It might further be justly concluded that, until the age of twelve, nothing in Arithmetic should be attempted beyond addition, subtraction, multiplication and division, oral and written—besides whole numbers, only the simplest forms of fractions being used; while nothing, or next to nothing, should be said of arithmetical reasoning until the age of fifteen. And, yet further to illustrate, it might also be justly concluded that the facts of Geometry should be learned at the age of eight or ten, but that the demonstrations showing why the facts are facts should be put off till the scholars are sixteen years old. Just so a similar conclusion, applicable to common school scholars as a whole, might be arrived at with regard to all studies. But there will ever be some scholars, to whom, either from nature or unequal opportunities, the general law will not strictly apply. They may rise above or fall below the requirements of that law; in either case there must be a specific inquiry, judicious, pains-taking, as to exactly what is best for them.

2. There should be careful inquiry as to how many different studies ought to be permitted in the school, and how far each can be pursued with profit. That is, a curriculum based on the wants of the school, as a whole, should be authoritatively established. If a new study ought to be in the school, let it be put in, if a study ought to be put out, let it be put out, or if one receives disproportionate attention, let it be abased. This is a matter which should not be left to general hap-hazard, to the blind whim of the scholar, as it usually is now in the school with one teacher. Whenever so left, there will quite certainly be found in the school several classes, composed of few members,

pushing two or three studies beyond the bounds of reason, or now and then introducing a new study which should be kept out of the school. Thus the classes and recitations are unduly multiplied with augmented waste of instruction.

3. There should be careful inquiry as to what degree of thoroughness can be judiciously attempted in the different departments of study. When this has been settled, then the scholar should, at the earliest possible age, be ranked in each of his studies. Before leaving one for another, or before advancing from one division to another of the same study, he should be obliged to attain a certain degree of proficiency. Thus, in addition, subtraction, multiplication and division, he should not only learn how to perform the examples, but should reach a designated standard of correctness and celerity of execution, before he is permitted to go further. In setting up this standard a wise discrimination must be exercised; for some parts deserve to be more thoroughly learned than other parts of the same study. Thus, the leading facts of History and Geography should take precedence of the details. And, again, the important fact should not be lost sight of that all young scholars do better by dropping, for a while, any study, or the particular part they have been at work upon; returning to it afterward they find that what was difficult has become easy, what was dry has become interesting. Thus time alone works wonders with children. Hence so great a degree of proficiency should not be required at the first consideration of a topic (all studies should be topically arranged), as upon a subsequent return to the same. Thus will progress oftentimes be rendered pleasant, which would otherwise be irksome, if not disgustingly slow. Such things as these must not be overlooked in establishing a standard of scholarship.

Emulation Demands a Standard of Scholarship. The establishment of such a standard is due to that spirit of emulation which all persons possess in a less or greater degree, and which should be stimulated in school by such honest, wholesome means as will show just what each scholar can do. This spirit of emulation, if it cannot manifest itself in one way, will do so in another. If a correct standard by which to judge is not provided for it, then it will set up a false one of its own. To-day the rivalry which exists among the scholars in the common schools of our State is largely based, not upon positive progress in knowledge, but upon presumptive progress marked by advancement from from page to page and from book to book. Hence there may often be found, in the same school, three or four small classes in Arithmetic or Geography, each using the same book, and yet no two of the adjoining classes are twenty pages apart. Class No. 1 thinks its honor would be tarnished by reciting with No. 2; class No. 2 looks down in scorn upon No. 3; while class No. 3 consoles itself by turning its back, with a grand, theatric air, upon No. 4. Seldom is the teacher able to consolidate these classes; for not only does the emulation of the scholar stand in his way, but that is often supported by the emulation of the parent at home. But set up a correct, authorized standard of emulation, based on intelligent progress; then may the classes in all these schools be reduced at once and instruction greatly economized thereby.

Suppose, by way of illustration, that there are two classes in arithmetic, and suppose that the scholar, upon attaining the rank of 75 in the lower, is permitted to advance to the higher. Each class has a specified amount of work allotted to it, and is to do no more; the scholars must not only learn how to perform that work, they must reach a designated standard of correctness and celerity of execution. The work must be gone over several times, for repetition is one of the cardinal doctrines which must be practiced in acquiring brain knowledge, as it is repetition that gives the workman marvellous skill in his handicraft. Hence it comes that scholars, ranking, for example, all the way from 30 to 100, may be put into the same class without particular detriment to any one. The stupid and the indolent will be stimulated then by the quick and the laborious, while the latter will have an opportunity of securing speedy promo-

tion to the next class by speedily attaining the standard rank of 75, or they may enlarge their field of operations by taking a new study and giving less attention to arithmetic. The work allotted to each class should be such as the class can go over two or three times during a fixed period, that there may be promotion from one class to another during that period. In no other way can there be created among scholars a rivalry so great, so just, so salutary.

Manual of School Regulations. Now, why should not the range of study, the number of classes and a standard of scholarship be definitely fixed upon for all the rural, ungraded schools in our State? It is these schools, without any provision of the kind, that are thus specially suffering; the schools of our larger towns and cities have been partially cared for in this respect. But what forbids an application of the remedy to the whole State? Nothing indeed. The Superintending School Committees already have the power, if they choose to exercise it. Let the Committee, then, of each town provide a Manual of School Regulations, which can be done at no great cost, and place it in the hands of every teacher and every family for the guidance of all concerned. If this Manual should not only lay down the law touching the matters enumerated, but should also give directions as to how each study should be taught, so much the better. Teacher, scholar and parent would then know just what is expected, and there would be both intelligent co-operation and intelligent criticism, instead of apathetic ignorance or purlind denunciation. If half done, this one thing alone would make our rural schools, within five years, a quarter better than they are to-day; if they cost \$500,000 now, it would make a saving, in the dollar direction, of \$125,000 annually. But not only may the rural schools be, in this manner, improved; there is yet ample room for similar improvement among the graded schools of our larger towns and cities.

The School must be Adapted to the Scholar. The classifying of scholars for purposes of recitation, where there is a single teacher, has been thus discussed at considerable length, because it is a matter of very great moment and really underlies all other classification. Now we come to the classifying of scholars for the purpose of economizing instruction by dividing them among two or more teachers under the same roof; then to the subsequent division of the scholars into grades under different roofs, on account of distance.

In the execution of this task it should be the earnest endeavor, while shunning all the bad features of the ungraded school, to retain all its good features in the classified and graded school, or, to compensate for them where they cannot be retained, by a thoroughly rational mode of classifying and grading, and by using, in part, different processes of instruction. We should not content ourselves with the more obvious and distinguishing advantages of grade and classification, but should strive to avoid, at whatever cost, the grievous evils which arise from an injudicious and arbitrary working of the system. It is a law of nature that, as the organization becomes more complex, a finer product is the result. So it should be with schools; as their organization becomes more complex, they ought to give us better work. When they do not, we may be sure that something is wrong—that, in some particular, nature has been violated.

Rejecting, then, simply territorial division of scholars, where density of population will admit, how can we make classification and grade contribute most toward a happy educational result? To determine this we must recognize what is needful, primarily, to achieve such a result; for classifying and grading do not directly educate; they only permit something else to be done through which education must come—permit it they should, to be better done than in any other way, where larger numbers are to be instructed together.

That the school should be scrupulously adapted to the scholar, not the scholar to the school, surely no man will deny, unless he is one who believes that childish and youthful humanity should be treated like clay in the hands of the brickmaker. He desires brick of only one size, shape and quality; so conforms his work to that end. But this inflexible mode of proceeding should not be tolerated in the school; there, whether the school be large or small, every one, at all times, should have an opportunity to do his best. From doing this much he should never be held back, nor should there be an attempt to make him do more. Of the feeble and the strong, of the infirm and the healthy, of the dull and the brilliant, of the torpid and the active, of the spiritless and the ambitious, the same amount of work, in the same time, should never be required. In a word, there should be, so far as possible, special provision to meet the wants of each scholar; there should be in all the school regulations, at all times, the utmost flexibility attainable. This is the thing which should never be forgotten; and the mode of classifying and grading, which will give the utmost flexibility, should alone be tolerated.

Classifying to Economize Instruction.—To begin with, there should be no chronological classification in the school with two or more teachers; there should be nothing, which can possibly be avoided, to disturb the fundamental division of scholars for purposes of recitation. As in the school with one teacher, so in the school with two or more teachers the course of study should be thoroughly flexible from first to last; accommodating itself to each scholar, giving him just what he can do, neither more nor less. The curriculum should simply designate how many and what months each class in the different studies must give to its allotted work, with the standard of scholarship which must be attained by repetition, if need be, before the scholar can advance to the next class; it should not designate the time when the scholar shall enter any class, that is, when he shall take any study, nor how many studies he shall take at one time. In other words, the time of taking any study, and the number of studies taken should be left to the election of each scholar—an election to be determined by frequent, thorough examination of the scholar and by consultation with parent or guardian. To help in this determination the names of all the scholars, except the very youngest, should be entered upon a School Record—a record that should be kept in every school, graded or otherwise; and there a full account of the rank, progress and conduct of each scholar should be kept from month to month, and from year to year, to which reference can be made at any time.

But how are the scholars to be divided among the various teachers and the various rooms? For, with election of studies, a greater or less number of scholars will need to recite to more than one teacher, which, by the way, will be, in itself, a good thing, since it will exercise the scholars in adaptation and tend to keep them out of the ruts of manner, ism and routine. There must, then, be more or less movement of scholars from one room to another; but the amount of this will be trifling, if each scholar has his permanent seat in the room with the teacher who hears the greater part of his recitations. When the time arrives for him to go elsewhere, he would quietly leave, returning quietly at the end of his recitation. In a well governed school the confusion arising from this source would be very slight indeed—not enough to be esteemed anything like a valid objection except by the exceedingly fastidious.

With the scholars thus divided among the different teachers there can be nothing but a conflict of recitations to disturb the scholar's choice of studies. Of the number of recitations there must be no increase in order to accommodate any particular scholar; indeed, for the purpose of economizing instruction as many scholars as can be well cared for should participate in every recitation. The number of recitations required in the

school and the time for each, should be definitely fixed. If good judgment has been exercised in doing this work, a latitude of choice among recitations that do not clash, sufficient for practical purposes, will be afforded to nearly all, if not to all scholars. Should any of the classes be so large as to require division in order that the recitations may be heard by different teachers, or by the same teacher at different times, this will yet further enlarge the freedom of election by enlarging the number of recitations in the school.

Thus may flexibility, one of the cardinal virtues of the ungraded school, be retained in a school with the largest number of teachers, and that too when economizing instruction to the utmost.

By rejecting the almanac, as proposed, that is, the chronological division of scholars, the work of classifying will be rendered somewhat more laborious. Yet, surely, the life of each child is of sufficient worth to justify a special inquiry as to his educational wants, and a special provision for his welfare as indicated by that inquiry. No less than this can be conceded to the advancement and happiness of any child. But, without looking at the grand object to be secured, the welfare of the scholar, there will be, for all the additional work of classifying, ample compensation in the greater ease with which other parts of school labor will be performed. For example, the teacher will find that the labor of ranking and keeping the school record will be quite counterbalanced simply by the diminished labor which will be required for governing the school. As in everything else, so in teaching, the most shiftless way of doing work is always the most laborious.

Grading on Account of Distance. We now come to the division of scholars by grading, to the establishment of schools under different roofs in the same community. When doing this we should, as already stated, look upon all the scholars, however often divided and sub-divided, as members nevertheless of one school. What then, if this idea of comprehensive unity is correct, can justify a division of scholars into grades at all? Nothing but distance.

This, however, is quite enough; for even in a populous community you cannot, without obliging many scholars to travel a considerable distance, obtain schools of sufficient magnitude to economize instruction by giving the teachers the requisite number of scholars at each recitation, from the alphabet upward. With twenty, thirty or forty scholars participating in each recitation, with perhaps sixty different recitations daily, from lowest to highest, there would need to be, at the least, some eight hundred or one thousand scholars under a single roof. Hence many of the small ones would necessarily be obliged to travel too far. Distance, then, justifies grading, with a multiplication and scattering of school-houses in order to convene the smaller scholars, who cannot walk so far as the larger ones. The latter can easily travel a distance which it would be a severe hardship for the former to attempt.

How many, then, shall the grades be? No more than three, to wit: Primary, Grammar and High; or Primary, Junior and Senior; if any one prefers that nomenclature. To be sure, a larger number would yet further meet the objections on the score of distance; but it must be borne in mind that this division of scholars into grades militates against elective studies, if carried beyond a certain point. Each grade must cover sufficient time and include a sufficient number of studies and recitations, or classes, to afford each scholar the same practical freedom of election which would be his, were all the scholars taught under one roof. Now, the three grades, with five years, for the average scholar, in the Primary, five years in the Grammar and five years in the High, will meet the requirements of both distance and election, without particular hardship in either case.

The scholars of the Primary grade should be brought together in groups large enough to admit at least four divisions, according to attainment, with a teacher for each division. There should not be above thirty scholars in a division, for at this age each scholar needs a vast deal of personal attention, of direct teaching, otherwise he will make little progress. If distance will allow, the groups should be made large enough for six or eight divisions, when there will be less diversity of attainment among the scholars under the different teachers. This will better admit of that oral, ocular simultaneous instruction, which is of such importance, when children are not old enough to use books by themselves with advantage—a thing they cannot do at an age so early as most people appear to think. But for some time after they can thus use books, this mode of teaching is of the greatest value; it compensates, many times, for that unconscious instruction which helps along small children in the ungraded school. The recitations should be very short.

All the studies belonging to the grade should be pursued by the scholars in each group—without transfer from one group to another. This, besides favoring the election of studies—for there should be some degree of flexibility, some passing from teacher to teacher, even in the Primary grade, especially among the older scholars of the grade—would also enable the smaller scholars to go to school with the larger ones, which is often a matter of considerable moment.

In the Grammar grade the number of scholars assembled under one roof should give classes, in all the studies of the grade large enough to economize instruction to the utmost. Should the classes, because of their size, require to be divided, so much the better; for by increasing the number of recitations, as heretofore stated, a greater freedom in the election of studies will be secured. What is true of schools in the Grammar grade is true of those in the High; in both the schools should be as large as the distance which the scholars must travel, will admit.

Promotion from Grade to Grade. The periods of promotion from grade to grade should be short. Every three months, at most, there should be a transfer of scholars from the Primary to the Grammar, and every six months, at most, from the Grammar to the High. Because the average scholar is expected to spend five years in each grade, that is no reason why those grades should be chronologically divided into the same number of classes, with only annual promotion from class to class and grade to grade. On the other hand, if John has the intellectual power, the bodily vigor and the will to go through either grade in four or three years, let him go and help him along. If Thomas requires six or seven years, not only let him have them, but make such provision as will render his passage, in the highest degree, pleasant and profitable. If, again, William can attend the school only at odd intervals, then so provide that he may always be able, without jostling anybody else, to find the place just adapted to his wants. Neither of these things can be with a compulsory course of study and with only an annual transfer of scholars from class to class and from grade to grade. Who, indeed, can give a sufficient reason why scholars should advance from grade to grade only once a year? Why one year and not two? Why twelve months and not six or three? Does intellectual progress depend upon the almanac? It may be that the arbitrary, irrational, narrow course of common school study now in so general favor, gives some shadow of excuse for attempting to get on with an arbitrary, irrational transition from class to class and grade to grade—determined more by the almanac than by the attainment and highest good of the scholar. But that the fiction of movement, the logical evil results are most grievous, will be denied by no one who has carefully examined the working of the system.

Modified course of Study. All things, unless perversely perverted, work together for good. A proper course of common school study, embracing just what is demanded by the wants of the people, would greatly contribute towards freedom in the election of studies. The more there is to choose from, and in this instance there would be more, the greater must be the freedom of choice.

There should be considerable enlargement of the present number of common school studies, an enlargement which can be made by adding only studies of wide utility, and therefore ought to be made. Also, there should be considerable reduction of the time devoted to some of the present studies, a reduction which can be made without doing any harm, and therefore ought to be made. Thus, in the Grammar School there should be some fifteen or twenty different studies instead of six or eight. These studies should begin and conclude at different seasons of the year, allowing the quick, active scholar to take up a new one every three months, if he wish, a thing which cannot be done, when the studies are so few as now, with two or three absorbing most of the time and dragging their slow length through all the school years. While this variety of studies would greatly increase the freedom of choice, permitting the scholar to take two, three, four, five or half a dozen at one time, according to ability and ambition, yet there would be no increase of recitations made by the whole school over the present number. With a judicious amount of time devoted to each study—six, twelve, eighteen months, two years in a grade, as the case might be—the number of classes could be easily kept down. Thus there would need to be, in the Grammar School, no more than two classes in written arithmetic, instead of three, four or five; no more than one class in Grammar, instead of two or three; with one in political and descriptive Geography, one in physical Geography, two in Drawing, one in Writing, one in Astronomy, two in Physiology, two in French, two in Geometry, and so on. There should be frequent concert exercises, three to five minutes long, embracing all sorts of topics, but these could hardly be counted as recitations.

The courses of study in the Primary and Grammar grades should include all those things which the great body of the people find of first necessity in discharging their duties and providing for the wants of the lives they must live. It should, indeed, be ever kept in mind that, to-day, common school education virtually terminates with the Grammar School, not more than one scholar out of thirty or forty passing into the High School. While, then, the service rendered by the High School must always be, in one sense, as valuable as the service rendered by schools of subordinate grades; yet all things of first necessity, and nothing else, should be taught in the Primary and Grammar schools during the ten years which are both from nature and custom, most available for imparting instruction to the great mass of humanity.

But while the course of study in the Primary grade should be the same for all, there should be a minimum and a maximum course in the Grammar School. The minimum course should embrace those things which all ought to learn, whether boys or girls, whether they are to follow this or that vocation in after life. All, therefore, should be obliged to attend to the studies of this course at some time before leaving the school. This course should occupy the average scholar about three years, perhaps a trifle longer. The maximum course should carry still further a part, at least, of the studies included in the minimum course, while it should embrace additional studies. Of this course the scholar should be permitted to take the whole or from it to select just what will specially prepare him for the life he contemplates following. Thus, the boy who is to be a mechanic, machinist or an engineer, requires much more of mathematics than the boy who is to be a merchant, a farmer or a painter. Why should each be instructed alike? And, again, is there any reason why the girls should be compelled to pursue, in all

respects, the course of study prescribed for the boys? Certainly not. Whether for boys or girls, there should first be careful adaptation of common school studies, as in the proposed minimum course, to the certain requirements of after life; then there should be careful adaptation, as in the proposed maximum course, to the contingent requirements of individuals.

The minimum course of the Grammar School should admit to the High School, though admission on the basis of the full maximum course would be, in some respects, always preferable. When the scholar is once in the High School, all compulsion should cease, so far as designating any particular study which he shall take, as in the Primary grade or in the minimum course of the Grammar School. Hence the diploma conferred upon the graduate from the High School should not be general, but specific; it should declare what studies he has pursued, and with what degree of success in each instance, if it is thought best to go as far in specification, and why not? as they do at West Point. The customary diplomas are much like the oracles of Delphi; what they mean nobody really knows.

But we all do know, or ought to know, that our graded schools to-day are not rendering the State one-half the service they should in the education of her children.

EDUCATION IN THE UNITED STATES AND OTHER COUNTRIES.

The second specified duty of the Superintendent of Schools is "to obtain information as to the school systems of other States and countries, and the condition and progress of Common School education throughout the world, and to disseminate this information." Not being able to make a personal inspection of schools, outside of our own State, I take advantage of the practical observations of those who have been specially delegated to such duties by the authorities of other States and countries, and select the following extracts from special reports made by such officials. It will appear from these extracts that the world is moving educationally by increased interest in Common School education, and by improved organizations to obtain the largest results from given means, and by approximately perfected instruction and supervision.

Extract from Special Report by VICTOR M. RICE, Superintendent of Public Instruction of the State of New York :

EDUCATION IN THE NORTHERN AND WESTERN STATES.

In those States of this Union formerly designated the Free States, popular education has long been the subject of especial care and encouragement. Legislation has intervened to grant it in the first place, pecuniary aid; secondly, organization; and thirdly, a competent supervision.

1. Two modes have been adopted in the several States for aiding the public schools; the raising of money by taxation, both general and local, as well as indirectly, and setting aside for the purpose the income of specific funds.

Connecticut took the lead in the creation of a permanent fund for the support of schools. The district known as the Western Reserve, in Northern Ohio, had been secured to her in the adjustment of her claims to lands confirmed to her by the charter of King Charles II. The Legislature of the State, in 1795, passed an act directing the sale of all the land embraced in the Reserve, and setting apart the avails as a perpetual fund for the maintenance of common schools. The amount realized was about \$1,120,000. In 1810 this fund was placed in the charge of a commissioner, and the income has been annually distributed among the districts for the support of schools. The management of this fund has been judicious and faithful, and it had increased, in 1825, to \$2,044,354, and in 1863 to \$2,049,426. The aggregate amount of the sums annually distributed since 1810 is more than double the capital.

New York was the next State to establish a common school fund for the aid and maintenance of schools in the several school districts of the State.

The other Northern States, except New Hampshire, Vermont, Pennsylvania, and one or two others, have established similar funds, and have generally, by provisions in their

Constitutions, declared them inviolable, and directed their income to be expended for the support of schools.

In all the new States, the 500,000 acres, given by act of Congress, on their admission into the Union, for the support of schools, have been sacredly set apart for that purpose, and generally other lands belonging to the States have been added to the fund. In some of the States it is estimated that this fund will, if honestly administered, amount to from five to ten millions of dollars.

In almost all the States there are also local funds, county and town funds, the gift by deed or devise of liberal men, held in trust under law, and the income expended in accordance with the will of the donors.

In this State, the first dividend from the revenue of the common school fund was made in 1814 to the several counties; the condition of the apportionment being that the boards of supervisors should levy upon the several towns, for the maintenance of schools, a tax equal to the amount received from the State. The law further required every school district to maintain a school kept by a qualified teacher for at least three months during the calendar year previous. In 1838 \$165,000 out of the income of the United States deposit fund was also directed to be distributed in like manner, and the required school term was extended to four months in the year. After the repeal of the free school act of 1849, the Legislature of 1851 passed a law providing for the collection, annually, of a State tax of \$800,000 for the support of schools, and the same enactment extended the term of school to six months in the year. In 1856 the State tax was fixed at the rate of three-fourths of a mill upon the dollar of taxable property; and the new school act of 1864 made the required school term in the year a period of 28 weeks.

Other States have followed the example of New York in prescribing a definite school term as the condition of receiving money from the treasury in support of schools. In Ohio and Iowa the period is twenty-four weeks; in Wisconsin three months. In Pennsylvania the school is required to have been in session, the preceding year, for a term not less than four nor exceeding ten months. It is noteworthy that the average time that the schools are kept open in any State does not greatly exceed the term prescribed by law. Cities, incorporated villages and "union school districts" are generally empowered to raise money, by tax, for the maintenance of free schools; and in such instances the schools are kept open much longer than in the other districts. In many of the States the townships and school districts can levy taxes for schools; but in Indiana local taxation for such purposes is prohibited.

The building of school houses, their furniture, apparatus, fuel, and in short all expenditures for the accommodation of schools and for some portion of teachers' wages, constitute a charge upon the inhabitants of the district, village or city. The requisite sum for school houses and sites is enormous, falling with great hardship upon poor localities. Many of the school houses are, in consequence, small, badly built, poorly furnished, and during the winter imperfectly heated and ventilated. The general complaint is made of unsuitable school buildings. Even in our large and wealthy cities the population has far outgrown the accommodations for schools. The difficulty of obtaining convenient sites has led to legislation in several States, authorizing districts to take land for that purpose by the right of eminent domain. A law for that purpose was passed by the Legislature of New York in 1866, cities and incorporated villages having been excepted from its operation.

2. The school polity is organized on the basis of the school district. This division was first established in New England. The towns, which seldom exceed the dimensions of six miles square, were divided for convenience into districts, of the size and wealth requisite for the maintenance of a school. In the State of New York, the plan of school districts was adopted in 1813, although they were never arbitrarily required to

be bounded by the town lines whenever it was deemed expedient for the convenience of the pupils to form them differently. The Western and Pacific States, also several of the Southern States, have copied this mode of organization.

In many of the States, as in New England, the school district is a body politic and corporate, capable of suing and being sued, of taking real and personal estate by gift and devise, and of holding the same, and is empowered to impose and collect taxes for the purchase of sites, and for the erection upon them, and the furnishing, of school houses.

In New England the districts are formed by the towns, either by vote in town meeting, or by a board of town officers. In other States the division is made by a county board, or by a county officer, styled a commissioner or superintendent of common schools.

These commissioners or superintendents form the medium of communication between the boards of education, or State Superintendents of Public Instruction, and the school districts.

The officers of the district are elected by the people in district meeting. They vary in the different States in number and name, and in the term of office. The duties of clerk, treasurer, and collector, are indicated by the title. The principal officer, styled trustee, or director, or moderator, transacts the business of the district, buys and sells property, hires and pays teachers, has the custody and control of the school house and other property, represents the district in suits at law, and collects and reports all the statistical information required by law relating to the condition of the schools.

3. The duty of supervision is devolved in this State upon the school commissioners, except in the cities, where it is performed by the superintendent or by the secretary of the board of education. To the school commissioner the trustees of the districts are required to report annually the enumeration of all children of school age, their attendance at school, the teachers employed, compensation given, and other facts of public interest which may be required by the Superintendent of Public Instruction. The school commissioners, and the school officers of the respective cities, in turn, report those facts and statistics to the Superintendent of Public Instruction. It is the duty of that officer annually to compile from them a report for the Legislature.

In other States the duty of supervision is exercised by county superintendents, who license teachers and perform all the general functions of the office. But in several of the smaller States, local officers are entrusted with them; and in others, examiners are appointed to license teachers.

The training of teachers has become a prominent feature of our educational system. The agency most favorably regarded for that object is the Normal school. Two such schools are in successful operation in this State, and four others are in process of establishment. There are five in Massachusetts, three in Ohio, three in Pennsylvania, and single institutions in Maine, Rhode Island, Connecticut, New Jersey, Maryland, Michigan, Wisconsin, Illinois, Indiana, Iowa, Minnesota, Kansas and California. Several of the States, as Michigan and Minnesota, have a Normal school fund.

Teachers' Institutes are also encouraged, in the principal States, and the expenses are often sustained in part by the State. Their importance is highly estimated.

It is with pride and satisfaction that the Superintendent points to the fact, that the loyal States, during a four years' war, in which their resources of men and money have been tasked to the utmost, have shown no abatement of their interest in the education of the young. The schools have been kept open. The attendance has nowhere fallen off. Although the male teachers in large numbers flocked to the army, as volunteers, their places were supplied by capable women. The usual, and, in most of the States, increased appropriations, have been made for the support of the schools. There has been everywhere a disposition to improve them, to remove every obstruction which shuts out

from them any child of school age, to make them free. Thus the rising generation is being prepared to bear with comparative ease the burden of taxation which the war will impose upon it, and to sustain the pillars of the Republic should the attempt to overthrow them be repeated.

EDUCATION IN THE LATE SLAVE STATES.

Prior to the war the Slave States had made attempts to establish plans for popular education, but with results of an unsatisfactory character.

In Virginia a school system was in force for the education of the children of indigent white persons.

In North Carolina a large school fund, exceeding two millions of dollars, had been set apart for the maintenance of schools.

In all these States common schools had been introduced, but they did not flourish as in the North and West. There were many obstacles to encounter and surmount.

The territory was not divided into townships, as in the Northern and Western States, and the district system, therefore, could not be conveniently applied.

There was not the same population of small and independent farmers, whose families could be united into a school district. The land was held in large plantations, generally, and the great proprietors did not favor schools. They could hire tutors and governesses for their children, and were slow to be persuaded that it was their duty and interest to educate the children of their poor neighbors.

A more serious obstacle was the slave population, constituting one-third of the whole, and in some of the States more than half, whom it was thought dangerous to educate. In Virginia and other States it was a criminal offense to teach the negro slaves to read and write.

A system of common schools, from which one-third of the people were excluded, was an experiment never before tried in any other country. The war that was brought on by the pretence that slavery was not sufficiently protected by the Constitution and laws of the Union, has put an end to the institution, and it will never be known what might have been the result.

During the war the schools in the rebellious States were nearly all suspended. It will be seen, by a reference to the Appendix, that the latest school returns from those States come down to 1860.

In Maryland, which was comparatively free from the alarms and disasters of war, a new system of popular instruction was adopted in 1865, providing amply by taxation for the support of schools. A notable and fatal defect is the want of any provision for the building of school-houses. No part of the State tax is applicable to this purpose, and no power is given to the districts by the law to impose taxes for this or any other object.

The negroes, who number at least 80,000 persons in the State, are totally excluded from the schools, while no provision is made for separate schools for their benefit. The very class most in need, whose ignorance and poverty should commend them to care and consideration, is utterly neglected. It is past comprehension that in this age a body of men, legislating for a State, should think the welfare of their commonwealth could be promoted by the enforced ignorance of one-fifth of its entire population. The stupid folly of such legislation is of a piece with the injustice of taxing the negroes for the benefit of the white children.

In Kentucky the common schools have not been wholly discontinued during the war. In some parts of that State they were interrupted and disorganized. The school system is a good one, and will in time be efficient.

The Legislature in 1865 passed a law setting apart all taxes assessed upon negroes, for two purposes; one-half for the support of their paupers, and the other half for the education of their children.

The other States have not yet sufficiently recovered from the exhaustion of the war to do more than look after the means of subsistence.

It is confidently believed that when the people of the former slave States shall have fully and decidedly accepted the new order of things, and given up all idea of the restoration of slavery in any form, they will make provision for general education without unjustly excluding from the schools those for whom schools are most needed; and that, instead of denying instruction to these poor people, they will be led by the dictates of good policy and of a prudent economy to provide the means for their education as speedily as possible.

EDUCATION IN EUROPE.

The German States originally included in the kingdom of Prussia were among those which, after the reformation, established that form of religion styled Lutheranism. They all adopted the Bible as their rule of faith; and hence followed the necessity of teaching all classes how to read it. The clergy very naturally resorted to the only penalty which they had power to impose. The rite of confirmation was administered by them. A rule that rejected all candidates not able to read the Bible and recite the catechism had the effect to constrain parents to provide the necessary instruction. The clergy generally felt themselves under a moral and religious obligation to maintain schools and supply teachers, or to become themselves the instructors. The good effects of education could not escape the observation of a man like Frederick the Great. In 1763 he issued a decree which made education the duty and business of the State. Another decree imposed upon Silesia, a province which he had wrested from Austria, and which had a Roman Catholic population, his system of public schools, modified to suit their condition.

But the decrees of Frederick and the laws of Prussia did not make education gratuitous. For more than one hundred years the government had proclaimed in its edicts that the first duty of every parish was to educate its young. But it left the work to the charity of individuals and the voluntary exertions of generous men. Many neglected their duty. There was a want of school-houses, a want of school teachers, a want of steady and regular support, a want of general interest, a want of supervision. After the disaster of Jena, the Prussian statesmen, Stein and Scharnhorst, undertook to resuscitate their country, and appealed to the people, proffering them freedom and free instruction. The serfs were accordingly enfranchised, and the schools became public institutions.

Other German States followed this example. But education was not gratuitous until 1848, when republican insurgents made the demand, which was granted, that the schools should be free to all and supported by general tax, without any charge for tuition.

If we would know what education has done for Prussia and Germany, we must compare the present with the past. The people were serfs, and entirely uneducated, at the beginning of the sixteenth century. The reformation did not improve their condition in these respects, but for more than a century it was worse, in consequence of the religious wars. Even nobles who fought for freedom of conscience did so only for themselves, and each insisted upon feasting his own creed upon his subjects. The peasant rebellion having been subdued in 1522, the victorious general, Truchsess, caused hundreds to be beheaded by his jester, and the peasant who could read his Bible, or could read and write, lost his head. But when the House Brandenburg had established the kingdom of Prussia, the kings made a system of schools a part of their civil administration. Luther's translation of the Bible fixed the form of the German language, as that of Coverdale and Tyndale did that of the English. Even Frederick the Great, whose decrees laid the foundation of popular education, despised his native tongue, and wrote all

his works in French. This fact shows how slow had been the progress of education in Germany for the preceding two hundred years. In truth, ignorance covered the whole land like a thick fog. Frederick did not foresee the result of his own acts. He wrote for a foreign, instead of a native audience, and hid his light under a French bushel. The philosophers* that he invited to his court formed a part of the luminaries that surrounded the throne of Louis Fourteenth. They lighted the torches that kindled the flame of the French Revolution. The terrible fate of the Bourbons and the French noblesse was not without its lesson to the rulers of Prussia, who immediately offered freedom and knowledge to the people. The promise, it is true, has been but partially kept. Serfdom has been abolished and schools established, but freedom is still fettered by aristocratic forms, and knowledge is conducted through royal channels.

But since 1815 the progress of popular education has been wonderful. According to official returns for 1864, there were 24,763 elementary schools in Prussia. These 24,763 schools were directed by 33,617 male and 1,755 female teachers. While the population of the rural districts is only about double that of the towns, there were seven times as many schools in the former as in the latter. Of 18,476,000 inhabitants, 17 per cent. or 3,094,294, were of an age to be required to attend school. Of that number, 1,775,888 Protestants, 1,063,805 Roman Catholics, 30,053 Jews, and 6,090 Dissenters, attended the public establishments, and 84,021 were receiving instruction in private primary schools. Of the remaining 130,437, a large number attended the secondary schools. The number of children between six and fourteen years of age amounted in 1861 to rather more than three millions and a half, and of these about three millions attended the public schools. Of higher educational establishments, called "gymnasien," there were 149 in the year 1864, with 41,786 pupils, and 1,823 professors and teachers. The six universities of the kingdom, Berlin, Bonn, Breslau, Griefswalde, Halle and Konigsburg, together with the Roman Catholic high-school of Munster, counted 5,421 matriculated students.

The example of Prussia has been followed in other German States.

In Bavaria, in 1861, there were 7,126 schools, with 8,205 teachers. Elementary schools exist in all the parishes, and all children from the age of six till the age of fourteen are required to attend.

Hanover, in 1861, had 4,781 primary schools, besides numerous secondary, elementary and industrial schools. One in seven of the population attends school. This kingdom in the recent war was conquered and annexed to Prussia, but education will not suffer from the change.

Public education in Saxony has reached the highest point, every competent child, without exception, partaking of its benefits. By the law of June 6, 1835, attendance at school, or under properly qualified teachers, has become obligatory for Roman Catholics, as well as Protestants. On the average, 95 of every 100 children are in attendance at school.

In Baden, parents are compelled by strictly enforced penalties to send their children to school. It is prohibited, also, to employ children in factories until their eleventh year. In 1861, there was one school for every 530 of the population.

In Wurttemberg it was ascertained, from official returns in 1840, that there was not an individual of sound mind in the kingdom, above the age of ten, unable to read and write. There are above 2,500 elementary schools, besides numerous seminaries for imparting a classical education.

In the smaller States of Germany, Nassau, the two Hesses, the Grand Duchies of Mecklenburg, Oldenburg, Saxe-Coburg Gotha, Saxe-Meiningen, Weimar-Eisenach and Altenburg, attendance is enforced by fines and penalties, and is generally obligatory

* Voltaire, writing from Potsdam to Paris, said: "We talk French here; German is for peasants and horses."

from six to fourteen years of age. These States are not larger than some of the counties of New York, and it is needless to give statistics concerning them. The general results may be stated as follows: The people of Germany, who, three centuries ago, were serfs, and totally illiterate, are at this day the best educated people in the old world, with perhaps the exception of the people of Holland and of two or three cantons in Switzerland.

The empire of Austria has a system of popular education. The schools are under the direction of the church. The number of public schools of all kinds was in 1851, 44,193, and in 1857, 48,615. The number of teachers in 1851, was 67,304, and in 1857, 71,730. The pupils numbered in 1851, 3,345,613, and in 1857, 3,732,862. The German population is most advanced, and the people of the provinces of Slavouia, Croatia and Dalmatia least advanced in education. At the conscription of 1857, it was found that, of 2,649 recruits in the Arch-Duchy of Austria, 2,323 were able to read and write; while in Bohemia there were, among 11,213 recruits, only 6,597 able to read and write; and finally in Dalmatia, among 928 conscripts, only nine were possessed of the rudiments of education.

In the canton of Geneva in Switzerland, education is universal, but attendance is not compulsory. It is said that no native citizen is unable to read and write. Some years since it was proposed to test a new method of learning to read, by teaching an ignorant adult. Such a person, after diligent inquiry, was not to be found in the canton. At last, however, a man was obtained who could not read and write, but he proved to be a native of Savoy.

In Holland, or the kingdom of the Netherlands, the schools are all under the care and supervision of the government. Education is generally diffused, and the standard is as high as in the most favored States of Germany. Every teacher, even of a private school, must be examined by, and obtain a certificate from a government inspector. In January, 1857, there were 2,478 public schools, and 4,638 schoolmasters and 134 schoolmistresses. The pupils numbered 186,766 boys and 136,001 girls. Besides the public schools, there are 944 higher educational establishments, with 1,842 male, and 777 female teachers, and according to an enumeration of July 15, 1857, attended by 40,493 male, and 40,652 female pupils. There are also 63 Latin schools, with 1,802 pupils.

In Belgium, since its separation from Holland, education has not made much progress. From the military returns, it appears that of the 4,260 National Guards in Antwerp, 1,085 were illiterate; Brabant, 7,329—2,190; Western Flanders, 5,787—1,904; Eastern Flanders, 7,343—2,870; Hainault, 7,817—3,057; Liege, 5,165—1,207; Limbourg, 1,941—539; Luxembourg, 2,089—133; Namur, 2,752—415; showing 13,400 illiterate men to 44,423 educated. If these figures correctly represented those not knowing how to read and write, the proportion would be 30 per cent.

In Sweden education is well advanced. In 1859 no less than seventy-one per cent. of all the children between eight and fifteen years of age attended the public schools. There were above 3,000 teachers and professors in the country, in 1859.

In Norway, in 1837, 176,733 persons, or about one-seventh part of the population, were receiving public instruction. School-masters are settled in each parish, who live either in fixed residences, or move at stated intervals from one place to another, and who frequently attend different schools, devoting one day only in the week to each. They are paid by a personal tax levied on householders, besides a payment from each scholar. Instruction in the primary schools is limited to reading, writing, arithmetic, and singing, with sometimes the rudiments of grammar and geography. Almost every town supports a high school; and in thirteen of the principal towns is a "høerde skole" or college, the instruction in which includes Theology, Latin, Greek, Norwegian, German, French, English, Mathematics, History and Geography.

Public education in Greece is divided into four classes. The communal schools form the first class, the ancient Greek schools the second class, the gymnasia the third class, and the university the fourth class. The educational returns for 1864 give the number of professors and teachers in the public and private schools, at about 500, with 64,061 pupils, 6,250 of whom are females. There are 42 superintendents, male and female, of schools on the principle of mutual instruction, with 2,880 pupils, and 300 infant schools with 10,000 pupils. There were also eight gymnasia, with 50 masters and 1,124 scholars, four medical schools, one theological, one military, one agricultural and one school of arts. The pupils and masters of these last are not included in the number given above. The State expenses for education in 1864 amounted to 158,789 drachmas, while the church and schools together were set down in the budget at 1,227,806 drachmas, or about 219,250 dollars.

The official report of the Minister of Public Instruction of Russia states that in the year 1860 there were in the whole of the empire 8,937 schools, with 950,002 pupils. This gives one pupil to every 77 inhabitants. Other calculations give a much lower rate, stating the proportion of children attending school, as one to 240 of the whole population. The system of private education formerly very common in Russia is at an end, owing chiefly to imperial decrees which exclude from government employments all young men who have not been educated at the public schools.

Till a very recent period the population of Spain was in a state of extreme ignorance. In the latter part of the eighteenth century, and at the beginning of the present, it was a rare occurrence to find a peasant, or an ordinary workman, who was able to read; and among women this accomplishment was even held to be immoral. Until the year 1808 public education was entirely in the hands of the clergy; but late enactments, giving the instruction of the people in charge of the government, have made a radical change. The State, however, contributes but a very small sum toward public education, which is left mainly to the charge of the communes and the parents themselves; but the supervision of the government over educational matters has led to vast progress. In 1797 only 393,126 children attended the primary schools, which were very imperfect. In 1812 the Cortez endeavored to introduce some modifications, but failed on account of the war. Fresh efforts were made in 1820 and 1825. The law of July 21, 1838, enjoining the expenditure of considerable sums by the communes for the purpose of public instruction, proved a great step in advance. Since that time the laws have been several times amended, especially in 1847 and 1857, when the masters were subjected to examination, school rooms built, and different scholastic institutions founded. The result was, that in 1848 there were 663,711 pupils, and on January 1, 1861, 1,046,558 pupils, of both sexes, in the 22,060 public and private schools.

Middle class education is given in fifty-eight public colleges by 757 professors to 13,881 pupils. In first class education the most remarkable feature is the large number of law students, namely: 3,755 in 1859-60, divided among ten faculties. There are ten faculties of literature and philosophy, with 224 students; seven faculties of sciences, with 141 students; four faculties of pharmacy, with 544; seven faculties of medicine, with 1,178, and six faculties of theology, with 339 students—in all 6,181 students.

In 1850 the Sardinian Chambers passed the bill of Sicardi, terminating ecclesiastical jurisdiction and the privileges of the clergy. In 1861 this law was extended over the whole of Italy. In 1866 the confiscation of church establishments, and the suppression of all religious houses, was decreed. A great part of the property thus confiscated has been dedicated to public education; and, in addition, an annual credit of three millions of dollars has been voted by the Parliament. Since the beginning of the year 1860 there have been opened throughout the kingdom thirty-three great model schools, of which ten are in the Sardinian States, six in Lombardy, four in the Æmilia, six in the

Marches and Umbria, two in Tuscany, and five in the southern provinces. In the former kingdom of the Two Sicilies education was in a depressed condition prior to 1860. From an examination made by the new government, it appeared that there were 3,094 large parishes which had no schools whatever, and 920 others in which the public instructors were individuals themselves devoid of simple elementary knowledge. The administration immediately set to work to apply a remedy to this state of things, and before the end of 1861—that is, in the course of little more than a year—1,054 elementary boy's schools were established in the former kingdom of Naples, exclusive of the central province of Naples itself. These were attended by 23,569 pupils. The elementary girl's schools, founded during the same period of time, were 778, with 18,912 pupils. To these must be added 18 evening schools, attended by 911 persons. In 1862 the 1,054 boy's schools rose to 1,603; the pupils, instead of 23,569, became 60,250. The girl's schools were no longer 778, but 922; the pupils, not 18,912, but 30,567. The evening schools increased from 18 to 234; their pupils from 911 to 9,804. According to the census of 1864, out of a total population of 21,703,710 souls, there were only 3,884,245 who could read and write (2,623,605 men and 1,260,640 women); 893,588 who could only read (of these the women were as more than 5 to 4 of the men), and 16,999,701 who could neither read nor write—7,889,238 men and 9,110,463 women. Piedmont and the Basilicata occupy the highest and lowest position. In the former country, out of every 1,000 inhabitants, 573 cannot read or write; in the latter, out of the same number, 912 are in the same ignorant state. Next to Piedmont is Lombardy, which has 599 untaught out of 1,000, and Liguria 708 in 1,000. Tuscany 778, and Emilia 803 in the 1,000, are about the average of the whole country. Umbria, the Marches, Puglia and the Abruzzi, appear better. In the Basilicata, Calabria, Sicily and Sardina, more than nine-tenths of the inhabitants can neither read nor write.

Primary instruction is given in all Mohammedan countries, in schools connected with the mosques. It is a sacred maxim of the Mussulmans, that "the ink of the learned and the blood of the martyrs are of equal value in the sight of heaven," and that the world subsists by four principles, namely, "the science of the learned, the justice of princes, the prayers of the faithful, and the valor of the brave." In consequence, public schools have been long established in the most important Turkish towns, and "medresses," or colleges with public libraries, are attached to all of the principal mosques. But the instruction afforded by these establishments is rather limited. The pupils are chiefly taught to read and write the first elements of the Arabic language, the class books being the Koran, and some commentaries upon it. In the "medresses," which are the colleges or schools of the ulemas, the pupils are instructed in Arabic and Persian, and learn to decipher and write the different sorts of Arabic and Persian characters; instruction in a species of philosophy, logic, rhetoric and morals founded on the Koran; and these, with theology, Turkish law, and a few notions on history and geography, complete the course of study. Among late improvements in public instruction are the foundation of a new university in 1843, and the subsequent formation of a plan of primary and secondary instruction. In 1859, Constantinople had 397 primary schools, which were attended by 22,700 pupils, and schools of the same description have been established in most other great towns. There are likewise many special schools where instruction is afforded in the sciences necessary to the prosecution of the chief military and naval employments.

Public education has made great progress in France within the last generation. The report issued by the Minister of Public Instruction in March, 1865, gives a comparative statement of the numbers who attended primary schools in 1832, 1847 and 1863, respectively; from which it appears that in 1832 there were 59 pupils per 1,000 of the population, 99.8 in 1847, and 116 in 1863. As regards the number of children who

are not known to go to any school, the report states that between 1847 and 1863, 8,566 public schools were opened, with a gain of 806,233 pupils, averaging 59,000 per annum. There are still 818 communes without schools, but in most of these places some of the children are sent to schools in the vicinity. There appear to be 884,887 children between seven and thirteen who are absent from the primary schools, some of whom, however, receive instruction at home, or in the elementary classes of secondary establishments. The duration of school life is regulated by the religion of the scholar. Roman Catholic children rarely visit schools after eleven or twelve, the age at which they receive their first communion. Protestants commonly remain until about sixteen. As far as can be ascertained, the number of children over eight and under eleven who have never been to school does not exceed 200,000. Of the children who left school in 1863, 60 per cent. could read, write, and cast accounts fairly; the remaining 40 per cent. had either passed through school uselessly, or left it with such imperfect knowledge that it was obvious they must soon forget what they had been taught.

According to official returns, there were in October, 1863, in France, 82,135 establishments of primary instruction, or 16,136 more than in 1848; and the number of children of school age, which at this last period was only 3,771,597, had risen in 1862 to 4,731,946, showing an increase of almost one million, or a quarter of the whole. The 36,499 communes which were provided in October, 1863, with means of instruction, contained 41,426 public and free schools, especially for youths of both sexes, of which 37,895, numbering 2,145,420 pupils, were instructed by lay teachers, and 3,531, numbering 482,000 pupils, had congregationist masters. Of the 2,627,428 children in those schools, 922,820, or more than one-third, were admitted gratuitously. The number of schools for girls, in October, 1863, amounted to 26,592; of which 13,491 were taught by lay teachers, who had received diplomas of competency, and 13,101 by religious sisters, of whom 12,335 had only the "letter of obedience." These schools received 1,609,213 pupils, of whom rather more than a third, or 604,247, were in the lay schools, and 1,059,966 in the congregationist establishments. One-quarter of these students were admitted gratuitously, viz.: 130,210 in the lay, and 490,094 in the congregationist schools, total 620,304. The emoluments of the female public teachers amounted to 9,169,030 francs, giving an average annual salary of 655 francs, or 130 dollars per head.

The general education of the French people may be judged of from the criminal as well as the military statistics. According to a report of the Minister of Justice of March 12, 1864, the number of prisoners unable to read was as follows, namely: In the year 1862, 1,913 against 1,864 in 1861; able to read only, or to read and write imperfectly, 2,220, against 2,111; able to read and write well, 496 against 540; having received a superior education, 321 against 268. In the young men liable to be enrolled in the French army in the five years, 1855—1859, the state of education was ascertained to be as follows, namely: Out of 1,000 recruits, unable to read and write, 318; able to read only, 32; able to read and write, 650.

Public education has made great progress in Great Britain during the last twenty years. A recent report of the Registrar General shows that 32.7 per cent. of the male minors who married in 1841 were obliged to sign the register with marks. This proportion diminished year by year till 1862, when it was 23.7. The progress of education among women has been still greater. In 1841, 48.8 per cent. of minors were unable to write their names, but in 1862 there were only 28.5 per cent. In the whole twenty years, from 1842 till 1862, the proportion of men who write has risen from being only two-thirds to be three-fourths, and of women from being about one-half to almost two-thirds, which may be expressed with tolerable accuracy by saying that where four persons had to "make their mark" then, only three do so now. This is for all England, but the rate of progress has not been uniform in every part of the United

Kingdom. From a report of the Army Medical Department, giving an account of the state of education among the recruits in the British army, it appears that of every 1,000 recruits examined in the year 1864 in English districts, 239 were unable to read and write, 37 able to read only, and 724 able to read and write. In Scotch districts the numbers were respectively 163, 157 and 680. In Irish districts the result appears as 318, 104 and 578. Compared with the results for 1861, there is a decrease in the proportion of uneducated in England, but scarcely any difference in Scotland and Ireland.

In the year 1862, the number of school-houses built in connection with Church of England schools was 101, and the number enlarged or improved was 72. The total amount awarded out of parliamentary grants was £50,237, the total amount subscribed by the promoters was £142,925, and the total expended was £193,320. The number of additional children accommodated by the new buildings was 28,139, and accommodation was also afforded for 2,370 children by the enlargement of pre-existing schools, making an aggregate of 30,509. These statistics apply only to cases in which government aid was sought, but there were probably only a few exceptional instances in which it was not desired and obtained. The number of new school-houses built in 1862, with the assistance of the Committee of Council on Education, by the Wesleyan, Roman Catholic and other bodies, was 28, and the number enlarged or improved 20. The total amount awarded out of parliamentary grants was £13,751; the total amount subscribed by the promoters was £32,430; and the total amount expended was £46,181. The number of additional children accommodated by the new buildings was 7,233, and accommodation was also afforded for 873 children by the enlargement of previously existing schools, making an aggregate of 8,106. These figures refer to England and Scotland only.

The following official returns, relating to the primary schools in Great Britain, will give a view of the progress of education within the years 1856-64 :

Years ending Aug. 31.	No. of schools inspected.	No. of children who can be accommodated.	Average No. of children in attendance.
1856,	5,179	877,762	571,239
1857,	5,398	954,571	626,696
1858,	6,641	1,155,964	761,027
1859,	6,586	1,209,041	801,401
1860,	7,272	1,320,248	884,234
1861,	7,705	1,396,483	919,935
1862,	7,569	1,476,240	964,849
1863,	7,739	1,512,782	1,008,925
1864,	7,891	1,521,457	1,011,134

The annual parliamentary grants to popular education, which amounted to £30,000 in 1840, rose to £83,460 in 1848; to £180,000 in 1850; to £326,436 in 1854; to £668,873 in 1858; to £774,743 in 1862; and to £1,018,661 in 1865. Rather more than one-third of these sums was spent in the payment of stipends to pupil-teachers, and gratuities for their special instruction. From the report given with the estimates which were laid before Parliament in the session of 1863, it appears that the public expenditure for grants for education from the year 1839 to December 31, 1862, amounted to £6,710,862, 14s. 10d.

ASIA.

The empire of China has had a system of popular education in active operation for many centuries. The art of writing has been known and generally taught from a period long anterior to the Christian era. The art of printing is of unknown antiquity. The primary schools are not, however, government schools. The State does not build

primary school-houses, nor hire teachers. The primary schools are all what we should designate as private schools, set up by teachers and supported by the tuition of scholars. We have no statistics showing with even approximate accuracy the population of the Chinese empire. The proportion of the people who can read and write is equally uncertain. Travelers and missionaries, and men connected with foreign embassies, are agreed in saying that about all the male population can read and write. But the women are neither sent to school nor educated at home. The sole inducement to study, apart from the desire to learn for the simple love of knowledge, is the fact that all the offices of government are bestowed upon educated men. Every man in the empire (with the exception of certain classes deemed infamous) has a right to aspire to its highest dignities. The government has a system of competitive examinations, to which any person is admitted, and those who can pass them, through their various grades, are entitled to hold office.

Our knowledge of the empire of Japan is even more limited than of China. It is known, however, that the people are generally able to read and write, and that the schools are attended by both sexes, the women being better educated than the men, because they have more leisure, never, or very seldom, being employed in the laborious, out-door employments to which they are subjected in some European countries, as well as in the half-civilized countries of Asia and Africa.

REMARKS ON AMERICAN SYSTEMS OF PUBLIC INSTRUCTION,

By the Rev. EDWARD RYERSON, D. D., Chief Superintendent of Education for Canada West, now Ontario.

GENERAL EXCELLENCE OF THE CITY AND TOWN SCHOOLS.

In the foregoing epitome of the systems and state of popular instruction in several neighboring States, I have said little of what has been done or is doing in cities and towns. The reason is that the schools are organized in the cities and towns, for the most part by special Acts, and not under the general school laws of the States. Taken as a whole, I do not think, from my best observations and enquiries, that there is any country in the world in whose cities and towns (except Leipsic in Saxony) the systems of education are so complete and efficient as in the neighboring States, especially in Boston, Providence, New York, Philadelphia, &c. There is one Board in each city charged with the education of a large population, from the primary schools up to the highest English and scientific schools, and classical schools preparatory to the University, and to the professions, and to foreign commerce. In each of these cities, and in each of many of the towns, there is but one set of regulations, and one series of school text-books; there are classical schools and teachers, and some of the cities have their own Normal Schools for the training of their own teachers, with libraries, &c. In the style, arrangements and furniture of their school buildings, in the character and salaries of their teachers, and in every provision for the education of all classes of citizens, there is a manifest earnestness, an intelligence, and princely liberality truly admirable and patriotic. Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances, grandeur of the establishments and systems of education in the cities, and in not a few towns of our American neighbors. And where there are *private* and *select* schools and seminaries in those cities and towns, they have to be conducted in the most efficient manner possible in order to maintain an existence in competition with the excellent public schools.

THE CITIZEN'S RECOGNIZED RIGHT TO EDUCATION.

There is another educational feature common to all the neighbouring States, and worthy of the highest respect and admiration; it is the recognition of the right of every citizen to the means of a good education, and the obligations of the State to provide for it. This is an article in the constitution of several of the States, and is recognized by a liberal provision in setting apart the proceeds of the sales of one-sixth or seventh of their public lands to form a school fund for universal education. This has been followed up by school laws, framed in the same spirit and with the same design; very large sums of money have been raised and expended, and a net-work of schools has been spread over the land.

INADEQUATE RESULTS FROM AMERICAN COUNTRY SCHOOLS.

But here, in most of the States, the work has begun to halt, and the patriotic objects of its projectors have been disappointed. The State has acknowledged, and nobly endeavored to redeem, its obligation to provide an education for its every child; but it has not provided that every child should qualify himself by such an education for citizenship. It has

placed the right of the parent or guardian and of the employer to master perpetuate ignorance, above the right of the child to be educated. It has made universal suffrage the lever to lift the masses to universal education and intelligence, in the absence of the requisite educational power to move that lever. Nor is there any adequate provision to secure the operations of a school in a single neighborhood, much less to secure properly qualified teachers where schools are established. The result is, that when you leave the cities and large towns, and go into the rural parts of the State—the peculiar field of a national school law and system—you there find that our American neighbors are not so successful in their public school economy, and accomplish results very far below and short of the State appropriations they make, and the machinery they employ for the sound education of all the people. This remark is abundantly and painfully confirmed by the facts given in the above epitome of the systems and state of popular education in the adjoining States of Ohio, Pennsylvania and New York. A further confirmation of the same remark is found in the defective education of many of the grown-up young men of these States. The late Frederic H. Pakard, Esq., of Philadelphia, for some thirty years the distinguished and philanthropic Secretary of the American Sunday School Union, published, in 1866, a pamphlet of 158 pages entitled “The Daily Public School in the United States.” On page 11, he observes, “Such observations as we have been enabled to make in interviews with many thousands of children and youth, satisfy us that nine in ten of them are incompetent to read properly a paragraph in the newspaper, to keep a simple debit and credit account in a mechanic’s shop, or to write an ordinary business letter in a creditable way, as to chirography, orthography, or a grammatical expression of ideas.”

In this same publication it is stated by a Chaplain in the Northern army during the late civil war, and whose intercourse was very extensive, “that a very large majority of the soldiers from the Northwestern States could read and write; but of these many could read only very imperfectly, and composed a letter with great difficulty. Union soldiers from slave States were deplorably destitute of Common School education. Thousands of soldiers learned to read and write while in the army. In my own Sunday-school of 150 to 250 from my own regiment, I found that a large number were poor readers. The same I found true of schools in other regiments. The letter-writing shewed that the writers were very imperfectly instructed in orthography. The average age of the soldiers I met, was certainly under thirty years. In a word, our soldiers, in their education, show that a great improvement is needed in our common schools.”

At a public meeting held at the Cooper Institute, New York, in October, 1865, a member of the bar, of large acquaintance with all classes of society, stated, that the ability to read and write was by no means as general as was supposed, and in proof of it, he mentioned that he had occasion to issue subpoenas to 40 persons, of whom 30 made their marks.

CAUSES OF FAILURE IN AMERICAN COUNTRY SCHOOLS.

Such an imperfect state and deficiency of sound education could hardly be otherwise, where the schools are kept open from four to six months in the year by boys and girls from 16 to 20 years of age, themselves poorly educated, and when so large a number of children of school age do not attend school at all, as shown by the official statistics given in the foregoing pages in regard to the adjoining States. And I find in a note on the 12th page of the publication above quoted the following statement: “It is not irrelevant to state, that by the latest report of the New Jersey Schools, it appears that of 190,000 children of school age in the State, less than 29,000 were in attendance upon the school during the year. The average attendance of those enrolled was less than 25 per cent., while 50,000 did not enter the school at all. The number of teachers

employed was one to about one hundred pupils. The pay of males was at the rate of \$36 per month, and the females a little over \$22. Cost per head, including all expenses, \$3."

The inference from these facts is, that there may be a magnificent school system, and a vast and even universal machinery of schools, and yet numbers of youth not educated at all, and of those who attend the schools, many learn very little, and that very imperfectly.

The practical lesson which we may learn from these facts is, that we must do something more than merely establish and keep open schools a portion of the year, in order to educate a whole people.

Furthermore, the foregoing facts suggest the enquiry—an enquiry in which we, as Canadians, are deeply interested—to what cause or imperfections in American systems of popular education are so much educational failure and deficiency in the rural parts of the States to be attributed? The subject is too extensive for discussion; but I will indicate two or three causes which have been impressed upon my own mind.

1. The first is a deficiency in the qualifications of teachers. There cannot be a good school without a good teacher. There must then be provision against the employment of ill-qualified teachers, and for securing good ones. In the neighboring States, there is no State standard of a teacher's qualifications, though, in one instance, there is a State Board; there is no State programme for the examination of teachers; in most instances, the Boards of Examiners of teachers, are not only local, but are elected by county or township universal suffrage, and each local Board thus chosen fixes its own standard and makes its own conditions and regulations for the licensing of teachers. In some States the Trustees of each School examine and certify to the qualifications of the teacher, as well as employ him; in other places, a Township Superintendent, elected by universal suffrage; in other instances, a Township Committee or Board is elected for the double purpose of examining teachers and employing them. But even in Ohio, where there is a County Board of three examiners, appointed by the Judges of Probate, there is no uniformity of standard, or of strictness in the examination of teachers. I observe in one County, out of 492 applications for certificates, 138 were rejected; and in another County, out of 258 applications, only one was rejected—showing that the examination could have scarcely amounted to even a matter of form, and this variation goes on throughout the whole 88 Counties of the State. In 1864, out of 19,346 certificates given, upwards of one-half of them were given for six months; and in 1866, out of 18,756 certificates given, 7,651, or upwards of one-third of them, were for six months—showing the large extent to which the employment of teaching is regarded as temporary. The State Commissioner states the results of each deficiencies in his report for 1866, in the following words: "No one can visit the country schools, hear the recitations, observe the discipline, examine the teacher's records, and look upon the cheerless interior and exterior of the school-rooms, without a most depressing conviction of the inferior advantages enjoyed by the pupils, and the unfavorable educational influences by which they are surrounded."

2. The second cause of this deficiency in the country Common Schools of our American neighbors, appears to me to be, the temporary employment and insufficient remuneration of teachers. This is indeed the chief cause of the "low grade of teachers," and the still lower grade of the schools. In both Ohio and Pennsylvania, more than one-half of the country schools are kept open only four months of the year; and this is the case in many country parts of New York. The teachers are employed there, not as in their cities and towns, and with us generally throughout the whole Province, by the year, but by the month. Their "wages," (or salaries as we call them), are only for the months that the schools are kept open. For those months, a male teacher may receive from

twenty-five to forty dollars a month, and a female teacher one-third and sometimes one-half less: and the other eight, or six, or five months of the year, as the case may be, the teachers must and do receive nothing, or seek other employments. Thus the country male teachers, do school teaching work when they can procure it to best advantage, and farm or other manual work of some kind the other larger part of the year; and the female teachers do likewise. Now, whatever may be the liberality of the Legislature, and the framework of the school system, and the patriotic aspirations and efforts of great numbers of citizens, in such a system of temporarily employing and perpetually changing teachers, there can be no material improvement in either the qualifications of teachers or the efficiency of the schools, or the education of the country youth; but the lamentations in the annual Reports of State Commissioners and Superintendents will, in my opinion, be the next ten years what they have been the last ten years.

In Ontario there is much room for improvement in these respects; but we have a national programme for the examination and distinct classification of teachers, and nearly uniform methods of examination; our teachers, except in comparatively few cases of trial, are almost universally employed by the year, in the townships equally with the cities and towns. By our method of giving aid to no school unless kept open six months of the year, and aiding all schools in proportion to the average attendance of pupils and length of time the school is kept open, we have succeeded in getting our schools throughout the whole country kept open nearly eleven months out of the twelve; the teachers are thus constantly employed, and paid annual salaries; and are as well paid, all things considered, in perhaps a majority of the country schools as in cities and towns. Some of our best teachers are employed in country schools, a very large proportion of which will favourably compare, in style and fittings of school-house, and efficiency of teaching, with the schools in cities and towns. Indeed for several years at the commencement of our school system, the country parts of Upper Canada took the lead, with few exceptions, of our cities, towns, and villages. Our deficiencies and shortcomings in these respects I shall plainly point out hereafter; but they appear to me to be more palpable, and to exist to a vastly greater, and even fatal extent, among our American neighbours,—so worthy of our admiration in many of their industries and enterprises.

3. A *third* and fruitful cause of inefficiency in the American systems of popular instruction, appears to me, to be the *mode of appointing the administrators of their school systems, and their tenure of office*. In all the neighbouring States, the mode of appointing their State Superintendents has been by popular universal suffrage vote, and for a period not exceeding three years, and in some instances not exceeding two years; in the election of their County or Town Superintendents the same system has been pursued. In New York and Pennsylvania a beneficial change has been introduced in regard to the appointment of their State Superintendents—in the former the State Superintendent being appointed by the joint ballot of the Senate and House of Representatives, and in the latter by the Executive with the advice of the Senate; but the tenure of office in both States is for three years, as it is in the State of Ohio, where the State Commissioner of Common Schools is still elected by universal suffrage throughout the State. In looking at the School history of these States for the last twenty years, there are very few, if any, instances of any one of these highest educational officers continuing in office more than three years at a time. There is no department of civil government in which careful preparation, varied study and observation, and independent and uniform action, are so important to success and efficiency, as in founding, maturing and developing a system of public instruction; which it is utterly impossible to do where no one placed at the head of the system has time or opportunity to establish and bring into effective operation any one branch of it. School legislation, therefore, with our American neighbors is as unsettled now, as it was at the beginning of the last twenty years and more; it has been

undergoing successive modifications; and their schools (except in cities and towns) are less improved than their country in every other respect. They seem to forget that the *representative* functions of government,—the power to exercise which is based on popular election—relate chiefly to the *making* of laws, and the *imposition of taxes*; but that the *administration* of law should be free from the influences of popular passion, and be based on immutable maxims of justice and patriotism. They recognize this in the selection and appointment of their supreme judges of constitutional and civil law; so should they in the supreme administration of school law, and in the development of school economy. Should their State School Superintendents, after being carefully selected, hold their offices during pleasure—another word with us for during good behavior and efficiency—there would be much more hope and certainty of maturing and efficiently consolidating their school systems.

Our American friends appear to me to suffer equally, if not more, in their educational interests from their love of rotation of office and frequent popular election to it, in respect to their county and town superintendents of schools. Their system appears to me to be inconsistent, as a general rule, with the selection of competent superintendents, or with the impartial and thorough administration of the law, among those by whom the local superintendents are elected or opposed, and to whom such superintendents are looking for votes at an approaching election. Under the operations of such a system, it appears to me there must frequently be as much electioneering as school superintendence and administration; that the latter will often be warped to advance the former; or, as is expressed in an American report that there will be much “log rolling and pipe-laying” to secure the universal suffrage of election or re-election to the office, at the expense of the advancement and elevation of the schools.

4. In the *fourth* place, I think the progress and efficiency of the common Schools in the neighboring States are also much impeded by *the absence of anything like a uniform series of text-books*, the great evils of the endless variety of which are graphically portrayed and earnestly lamented in their school reports, but for the removal of which no remedy is provided.

Such appear to me the chief defects in the American School systems, so far as I have been able to examine and observe them. In a former part of this report, I have stated what appeared to me the cardinal defects of the English elementary school system, as compared with that of other European Countries; and I trust our American neighbours will not regard the above remarks as proceeding from any other than the most friendly feelings and a sincere desire to advance the best interests of universal education.

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