

MAINE STATE LEGISLATURE

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Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

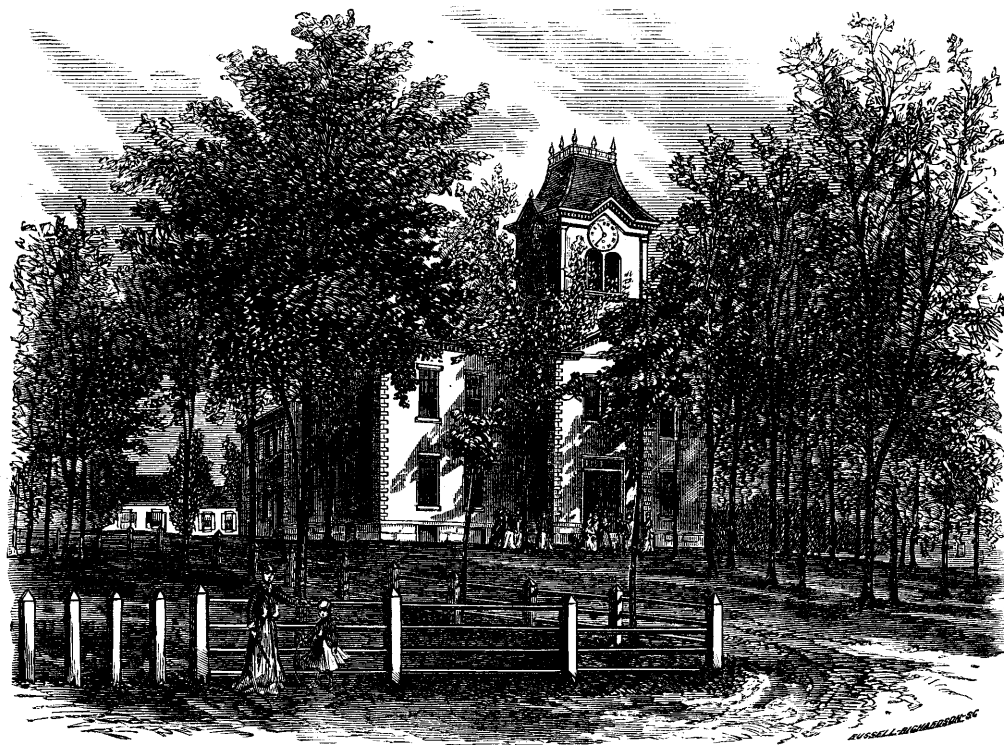
FOR THE YEAR

1869-70.

AUGUSTA :

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1870



Western Normal School, Farmington.

SIXTEENTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

COMMON SCHOOLS,

OF THE

STATE OF MAINE.

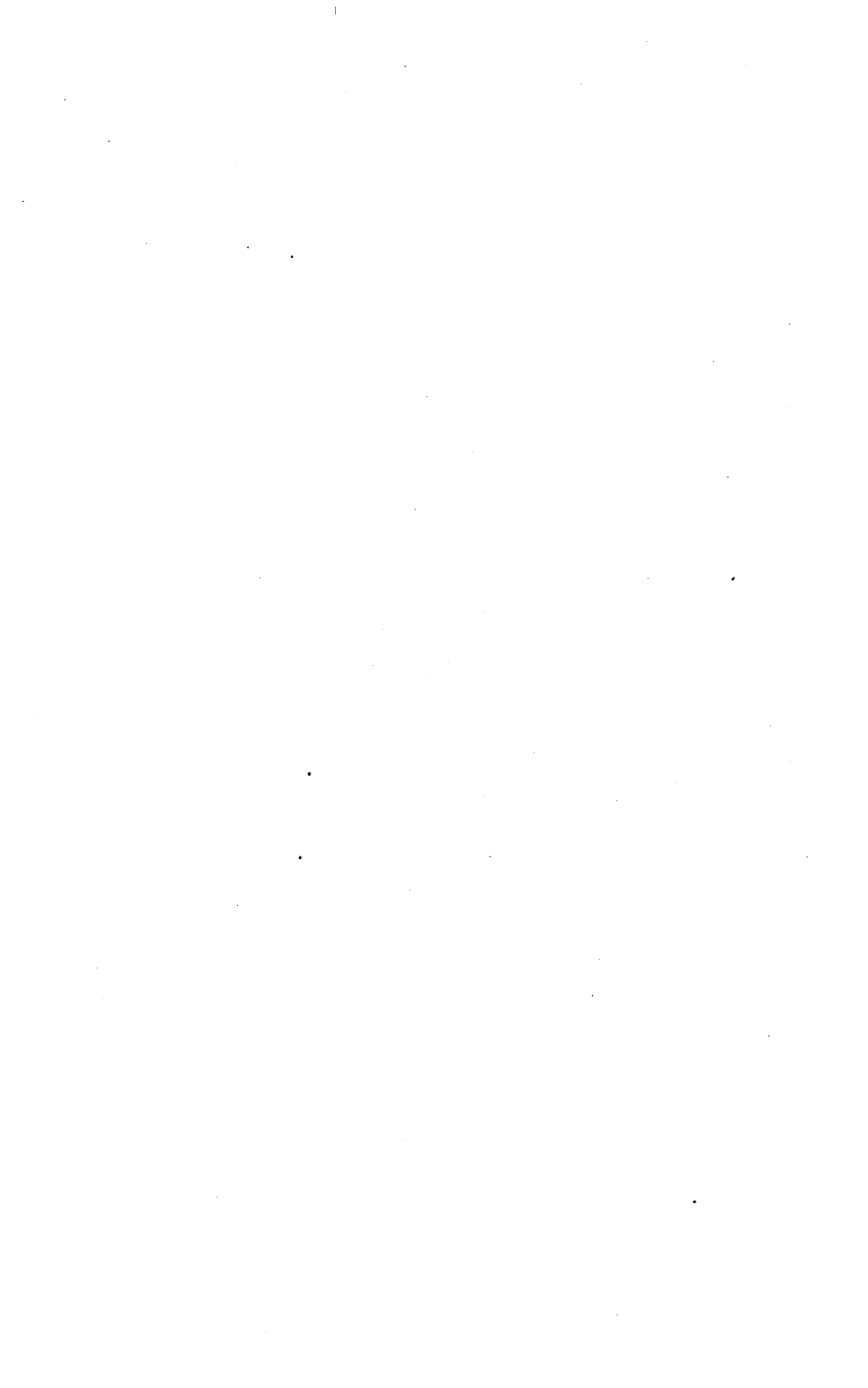
1869.



AUGUSTA :

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1869.



OFFICE OF STATE SUPERINTENDENT COMMON SCHOOLS, }
Augusta, December 1, 1869. }

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

GENTLEMEN:—In obedience to legislative enactment, I have the honor to submit the following Annual Report on the Common Schools of Maine for the year ending December 1, 1869.

The general divisions of the Report are :

1. Comparative and General Statistics.
2. Analysis of Statistical Tables.
3. Review of School Work for 1869.
4. Defects in our Public Education, and Remedies.

The sub-divisions naturally coming under these general heads may be found in the index.

Very respectfully,
Your obedient servant,

WARREN JOHNSON,
State Superintendent of Common Schools.

Summary of Statistics for 1869.

| | |
|---|-----------|
| Whole number of towns in the State..... | 408 |
| Whole number of plantations..... | 119 |
| Number of towns making returns..... | 395 |
| Number of plantations making returns..... | 59 |
| Whole number of scholars between 4 and 21..... | 226,143 |
| Number registered in Summer Schools..... | 120,262 |
| Average attendance..... | 94,114 |
| Number registered in Winter Schools..... | 135,292 |
| Average attendance..... | 108,434 |
| Per centage of average attendance to whole number..... | .50 |
| “ “ “ “ scholars registered..... | .79 |
| “ “ “ “ Summer Schools..... | .78 |
| “ “ “ “ Winter Schools..... | .80 |
| Number in Winter Schools not attending Summer Schools.. | 21,606 |
| Average length of Summer Schools in weeks and days, | |
| 5½ days per week..... | 9w. 2d. |
| Average length of Winter Schools in weeks and days, | |
| 5½ days per week..... | 9w. 3d. |
| Average length of Schools for the year..... | 18w. 5d. |
| Number of districts..... | 4,012 |
| Number of parts of districts..... | 328 |
| Number of districts with graded schools..... | 184 |
| Number of school houses..... | 4,019 |
| Number of school houses in good condition..... | 2,036 |
| Number of school houses built last year..... | 121 |
| Cost of the same..... | \$175,904 |

| | |
|---|-------------|
| Estimated value of all school property | \$2,163,409 |
| Number of Male Teachers employed in Summer | 97 |
| Number of Male Teachers employed in Winter | 1,968 |
| Number of Female Teachers employed in Summer | 4,033 |
| Number of Female Teachers employed in Winter | 2,200 |
| Number of Teachers graduates of Normal Schools | 136 |
| Average wages of Male Teachers per month, excluding board | \$30.44 |
| Average wages of Female Teachers per week, excluding board | 3.04 |
| Average cost of Teachers' board per week | 2.28 |
| Amount of school money voted | 792,815 |
| Excess above amount required by law | 89,698 |
| Amount raised per scholar | 2.93 |
| Amount drawn from State fund in 1868 | 15,658 |
| Amount derived from local funds | 14,434 |
| Amount paid for tuition in private schools, academies or colleges in the State | 54,329 |
| Amount paid for same out of the State | 11,222 |
| Amount expended for repairs, fuel, insurance, &c. | 92,364 |
| Amount expended to prolong schools | 17,744 |
| Amount paid to Superintending School Committees | 20,087 |
| Aggregate amount expended for schools | 1,082,106 |
| Amount of School Fund | 277,176 |

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. | | Per centage of average attendance. | | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|----------------|---|-------|--------------------------------------|-------|--|-----|--------------------------------------|----|--|-----|------------------------------------|----|--|---|--|-----------|--|---|------------------------------|------------------------------|--|--------|---|----------------------------------|---------------------------|--|-------------------|---|---|
| | ♂ | ♀ | ♂ | ♀ | ♂ | ♀ | ♂ | ♀ | ♂ | ♀ | ♂ | ♀ | ♂ | ♀ | 2 grades. | 3 grades. | 4 grades. | | | | | | | | | | | | |
| Auburn | 1,702 | 935 | 514 | 1,216 | 575 | .32 | 180 | 10 | 3 | 11 | 5 | 25 | - | - | - | - | - | - | 28 | 10 | 1 | - | - | 10 | 1 | \$1,500 | \$15,000 | 1 | |
| Durham | 499 | 248 | 188 | 314 | 250 | .44 | 108 | 10 | 3 | 1 | 14 | 14 | 3 | - | - | - | - | - | 14 | 3 | - | - | - | - | - | - | 3,000 | - | |
| East Livermore | 316 | 332 | 188 | 268 | 220 | .65 | 36 | 9 | 9 | 4 | 4 | 3 | 3 | - | - | - | - | - | 7 | 7 | 1 | 1 | - | - | - | 5,000 | - | | |
| Greene | 370 | 200 | 144 | 283 | 234 | .51 | 83 | 9 | 3 | 9 | 3 | 12 | 3 | - | - | - | - | - | 10 | 7 | 1 | - | - | 625 | 4,000 | - | | | |
| Lewiston | 4,326 | 2,270 | 1,539 | 2,350 | 1,610 | .37 | 330 | 19 | 21 | 1 | 1 | 1 | 1 | - | - | - | - | - | 25 | 23 | 1 | - | - | 37,772 | 157,000 | 2 | | | |
| Lisbon | 650 | 417 | 374 | 423 | 297 | .52 | - | 10 | 3 | 7 | 2 | 13 | 2 | - | - | - | - | - | 13 | 4 | - | - | - | - | - | 7,000 | - | | |
| Leeds | 408 | 252 | 209 | 297 | 241 | .55 | 84 | 9 | 10 | 13 | 2 | 13 | 2 | - | - | - | - | - | 13 | 10 | - | - | - | - | - | 6,500 | - | | |
| Livermore | 517 | 350 | 275 | 445 | 370 | .62 | 80 | 9 | 8 | 5 | 18 | 1 | - | - | - | - | - | - | 18 | 5 | - | - | - | - | - | - | - | | |
| Minot | 605 | 397 | 322 | 475 | 397 | .58 | 100 | 9 | 1 | 9 | 2 | 7 | 4 | 3 | 2 | 1 | - | - | 8 | 7 | 1 | - | - | 2,800 | 7,000 | - | | | |
| Poland | 1,003 | 603 | 487 | 606 | 469 | .41 | 127 | 9 | 1 | 9 | 4 | 23 | 1 | 2 | 2 | - | - | - | 20 | 8 | 2 | - | - | 3,500 | 10,700 | - | | | |
| Turner | 813 | 477 | 369 | 476 | 376 | .46 | 103 | 9 | 1 | 9 | 2 | 19 | 7 | - | - | - | - | - | 20 | 12 | 1 | - | - | 560 | 7,560 | 1 | | | |
| Wales | 194 | 101 | 85 | 138 | 117 | .52 | 37 | 8 | 3 | 9 | 3 | 7 | 1 | - | - | - | - | - | 7 | 3 | 1 | - | - | 360 | 1,100 | - | | | |
| Webster | 314 | 198 | 164 | 212 | 186 | .56 | 26 | 10 | 10 | 11 | - | - | - | - | - | - | - | - | 11 | 4 | - | - | - | - | - | 2,200 | - | | |
| | 11,717 | 6,780 | 4,858 | 7,503 | 5,342 | .50 | 1,294 | 10 | 110 | 167 | 18 | 9 | - | - | - | - | - | - | 194 | 103 | 8 | - | - | 8 | 47,117 | 226,060 | 4 | | |

ANDROSCOGGIN COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | 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 1869. | Excess above amt' required by law. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|----------------|---|-----|--|----|--|---------|---|--|---|---|---------------------------------------|------------------------------------|--|----------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | 21 | 28 | 12 | 2 | 2 | \$2 75 | | | | | | | \$3 00 | \$10,000 |  |  |  |  |  |  |  |  | $5,000 | Less than the amt' required by law. |
| Auburn | 21 | 28 | 12 | 2 | 2 | \$26 00 | \$2 75 | \$3 00 | \$10,000 | \$5,000 | - | - | \$5 88 | \$128 | - | \$1,000 | \$75 | \$1,700 | \$800 | \$279 | | |
| Durham | 8 | 12 | 3 | 1 | 1 | 29 00 | 2 37 | 2 50 | 1,650 | - | - | - | 3 31 | 42 | - | 110 | - | 175 | - | 73 | | |
| East Livermore | 3 | 8 | 1 | 1 | 1 | 30 00 | 3 50 | 2 50 | 1,029 | - | - | - | 3 25 | 25 | 60 | 150 | - | 516 | - | 50 | | |
| Greene | 7 | 9 | 4 | - | - | 24 29 | 2 60 | 2 00 | 1,225 | - | - | - | 3 31 | 28 | 25 | 25 | - | 126 | 136 | 36 | | |
| Lewiston | 2 | 43 | 43 | 11 | 11 | 128 00 | 8 25 | - | 22,500 | - | - | - | - | 333 | - | - | - | 2,611 | - | 250 | | |
| Lisbon | 11 | 13 | 2 | - | - | 27 31 | 3 50 | 2 70 | 2,000 | - | - | - | 3 40 | 36 | - | 133 | - | - | - | 67 | | |
| Leeds | 10 | 2 | 12 | 1 | 1 | 18 00 | 2 64 | 1 70 | 1,400 | - | - | - | 3 43 | 33 | - | 20 | 10 | 25 | 40 | 54 | | |
| Livermore | 9 | 15 | 9 | - | - | 24 00 | 2 75 | 2 50 | 1,600 | - | - | 4 | 3 09 | 46 | 110 | 50 | 100 | 100 | 150 | 64 | | |
| Minot | 7 | 11 | 4 | - | - | 33 42 | 3 47 | 2 45 | 1,799 | - | - | - | 2 98 | 52 | - | 251 | 100 | 340 | 105 | 102 | | |
| Poland | 15 | 23 | 7 | - | - | 26 55 | 3 15 | 2 25 | 2,755 | - | - | - | 2 74 | 82 | - | 300 | - | 435 | 85 | 124 | | |
| Turner | 16 | 18 | 4 | - | - | 29 82 | 2 86 | 2 22 | 2,682 | - | - | - | 3 28 | 72 | 200 | 200 | 35 | 291 | 37 | 112 | | |
| Wales | 5 | 6 | 2 | - | - | 26 00 | 2 90 | 2 00 | 600 | - | - | - | 3 09 | 15 | - | 98 | - | 63 | - | 18 | | |
| Webster | 4 | 6 | 4 | - | - | 18 50 | 2 70 | 2 50 | 890 | - | - | - | 1 00 | 26 | - | - | - | 112 | - | 37 | | |
| | 118 | 194 | 115 | 16 | 16 | 33 91 | 3 34 | 2 36 | 50,130 | 5,004 | | | 3 23 | 922 | 395 | 2,337 | 320 | 6,494 | 1,353 | 1,269 | | |

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. | | Per centage of average attendance. | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | | | |
|---------------------|---|-----|--------------------------------------|--|-----|--------------------------------------|-----|--|----|------------------------------------|--|----|--|----|--|----|------------------------------|-------------------------------|--|-----------|-----------|----------------------------------|---------------------------|--|-------------------|---|---|-----------|---|---|
| | | | | | | | | | | | | | 7. | d. | 7. | d. | | | | 2 grades. | 3 grades. | | | | | | | 4 grades. | | |
| | No return. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amity..... | 149 | 71 | 56 | 50 | 40 | .32 | 14 | 9 | 4 | 11 | 3 | - | 3 | - | - | 3 | - | - | - | - | - | 2 | 1 | - | - | - | 6650 | - | | |
| Bridgewater..... | 212 | 133 | 90 | 146 | 128 | .51 | 33 | 10 | 3 | 9 | 2 | 4 | 4 | - | - | 4 | - | - | - | - | - | 4 | 1 | - | - | - | 500 | - | | |
| Dalton..... | 193 | 144 | 131 | 160 | 152 | .73 | 16 | 14 | 9 | 4 | 5 | - | - | - | - | - | - | - | - | - | - | 5 | 2 | - | - | - | 2,500 | 1 | | |
| Dickeyville..... | 779 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Easton..... | 225 | 105 | 80 | 90 | 78 | .35 | - | 9 | 9 | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - | 300 | - | | |
| Fort Fairfield..... | 784 | 321 | 236 | 261 | 207 | .30 | - | 11 | 3 | 10 | 3 | - | 20 | - | - | - | - | - | - | - | - | 10 | 5 | 2 | 600 | 3,600 | - | - | | |
| Fort Kent..... | 610 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Grant Isle..... | 344 | 50 | 35 | 20 | 65 | .07 | - | 4 | 6 | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - | 500 | 1 | | |
| Glenwood..... | 79 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Hodgdon..... | 391 | 233 | 190 | 112 | 93 | .36 | - | 4 | 12 | 5 | 15 | 1 | 10 | - | - | 1 | - | - | - | - | - | 8 | 4 | 1 | - | 950 | 4,250 | 1 | | |
| Houlton..... | 806 | 366 | 248 | 454 | 313 | .35 | - | 10 | 8 | - | - | - | 9 | - | - | 1 | - | - | - | - | - | 9 | 3 | - | - | - | 1,500 | - | | |
| Limestone..... | 101 | 90 | 66 | - | - | .65 | - | 8 | 2 | - | - | - | 4 | 2 | - | - | - | - | - | - | - | - | - | - | - | 420 | - | - | | |
| Linneus..... | 350 | 183 | 142 | 190 | 165 | .44 | 32 | 8 | 10 | 3 | 9 | 1 | 7 | - | - | - | - | - | - | - | - | 8 | 4 | 1 | 950 | 4,250 | - | - | | |
| Littleton..... | 310 | - | - | - | - | - | - | 9 | 3 | 9 | 2 | 7 | - | - | - | - | - | - | - | - | - | 7 | 4 | 1 | - | 400 | 2,500 | - | - | |
| Ludlow..... | 154 | 95 | 65 | 100 | 66 | .42 | 5 | 11 | 4 | 9 | 2 | 3 | 2 | - | - | - | - | - | - | - | - | 4 | 3 | 1 | - | 1,570 | - | - | | |
| Lyndon..... | 568 | 378 | 283 | 189 | 141 | .37 | 189 | 9 | 7 | - | - | 13 | 1 | - | - | - | - | - | - | - | - | 9 | 9 | 1 | 300 | 1,900 | - | - | | |
| Madawaska..... | 467 | 93 | 93 | 33 | 33 | .13 | 3 | 5 | 3 | 5 | 3 | 7 | - | - | 3 | 1 | - | - | - | - | - | 2 | 1 | - | - | - | 1,900 | - | 1 | |
| Mars Hill..... | 141 | 57 | 34 | 70 | 51 | .30 | 45 | 8 | 3 | 11 | 5 | 2 | 5 | - | - | - | - | - | - | - | - | 3 | 2 | 2 | 600 | wild land | 500 | - | 2 | |
| Masardis..... | 54 | 38 | 36 | 25 | 20 | .52 | - | 12 | 12 | - | - | - | 2 | 1 | - | - | - | - | - | - | - | 1 | 1 | - | - | - | 500 | - | - | |
| Maysville..... | 300 | 200 | 117 | 300 | 200 | .52 | 100 | 6 | 8 | - | - | 13 | - | - | - | - | - | - | - | - | - | 10 | 7 | - | - | 3,000 | - | - | - | |
| Monticello..... | 303 | 197 | 147 | 65 | 53 | .33 | - | 12 | 10 | - | - | 8 | - | - | - | - | - | - | - | - | - | 7 | 3 | - | - | - | - | - | - | |
| New Limerick..... | 169 | 82 | 56 | 23 | 17 | .21 | - | 10 | 9 | 3 | - | 4 | - | - | - | - | - | - | - | - | - | 2 | 2 | - | - | - | 772 | - | - | |
| Orient..... | 89 | 55 | 50 | - | - | .56 | - | 12 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | 3 | 2 | - | - | - | 1,000 | - | - | |
| Presque Isle..... | 330 | 154 | 140 | 281 | 198 | .51 | 33 | 7 | 4 | 9 | 3 | 2 | - | - | - | - | - | - | - | - | - | 6 | 5 | 3 | 1,800 | 3,000 | - | 1 | - | |
| Sherman..... | 217 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--------|-------|---------|-------|-------|-----|---|-----|----|----|---|-----|----|---|---|---|-----|-------|----|-------|--------|---|
| Smyrna..... | 55 | 35 | 18 | 28 | 22 | .36 | - | 7 | 7 | 3 | 1 | - | - | 3 | 1 | - | - | 700 | - | | | |
| Washburn..... | 162 | 123 | 73 | 123 | 62 | .41 | - | 48 | 11 | 9 | 7 | - | - | 3 | - | - | - | 110 | 1 | | | |
| Weston..... | 156 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Alva pl..... | 190 | 120 | 90 | 131 | 96 | .49 | - | 46 | 11 | 9 | 3 | - | - | 2 | 2 | - | - | 800 | - | | | |
| Bancroft pl..... | 102 | 90 | 66 | 58 | 43 | .53 | - | 20 | 11 | 12 | 4 | - | - | 2 | 2 | - | - | 400 | - | | | |
| Barker pl..... | 13 | No | return | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Benedicta pl..... | 106 | 77 | 56 | 41 | 70 | .59 | - | 11 | 12 | 2 | - | - | - | 2 | - | 1 | 450 | - | | | | |
| Buchanan pl..... | 36 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Castle Hill pl..... | 112 | 39 | 29 | 62 | 50 | .30 | - | 20 | 11 | 7 | 8 | - | - | 1 | 1 | - | - | 400 | - | | | |
| Crystal pl..... | 106 | 51 | 47 | 85 | 51 | .46 | - | 33 | 8 | 15 | 1 | 6 | - | 3 | 2 | - | - | 300 | - | | | |
| Cyr pl..... | 132 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Dayton pl..... | 48 | 32 | 20 | 26 | 16 | .37 | - | 8 | - | - | 2 | - | - | 1 | - | 1 | 300 | - | | | | |
| Dyer Brook pl..... | 34 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Eagle Lake pl..... | 161 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Hamlin pl..... | 245 | - | - | - | - | - | - | - | - | - | - | - | - | 5 | - | - | - | - | - | | | |
| Haynesville pl..... | 34 | 23 | - | - | - | - | - | 13 | - | - | 2 | - | - | 1 | - | - | - | - | - | | | |
| Island Falls pl..... | 53 | 40 | 29 | - | - | .55 | - | 11 | - | - | 4 | - | - | 2 | - | - | - | 200 | - | | | |
| Leavitt pl..... | 42 | 18 | 15 | - | - | .36 | - | 12 | - | - | 2 | - | - | - | - | - | - | - | - | | | |
| Macwahoc pl..... | 82 | 48 | 40 | 35 | 30 | .43 | - | 12 | 8 | 1 | - | - | - | - | - | - | - | 50 | - | | | |
| Mapleton pl..... | 209 | 97 | 73 | 144 | 106 | .43 | - | 33 | 5 | 15 | 1 | 8 | - | 6 | 1 | 3 | 345 | 1,345 | - | | | |
| Moro pl..... | 52 | 48 | 48 | - | - | .92 | - | 22 | - | - | 2 | - | - | 2 | 1 | 1 | - | - | - | | | |
| Nashville pl..... | 20 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| No. 9, R. 6, pl..... | 40 | 22 | 20 | - | - | .50 | - | 12 | - | - | 2 | - | - | 1 | 1 | 1 | 350 | 350 | - | | | |
| No. 11, R. 1, pl..... | 101 | No | school. | - | - | - | - | - | - | - | 4 | - | - | 1 | 1 | - | - | - | - | | | |
| Oakfield pl..... | 238 | 137 | 99 | 65 | 44 | .30 | - | 11 | 8 | 4 | 1 | 7 | 2 | 4 | 4 | 3 | 850 | 1,200 | - | | | |
| Portage Lake pl..... | 50 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Perham pl..... | 29 | - | - | 18 | 15 | .52 | - | 18 | - | 10 | 3 | 2 | - | 1 | 1 | 1 | 350 | 830 | - | | | |
| Reed pl..... | 18 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Rookabema pl..... | 33 | No | return | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| St. Francis pl..... | 132 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| St. Johns pl..... | 66 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Van Buren pl..... | 324 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Wallagrass pl..... | 173 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Westfield pl..... | 28 | 22 | 15 | - | - | .54 | - | 4 | 4 | - | 1 | - | - | 1 | 1 | - | - | 400 | - | | | |
| Woodland pl..... | 64 | 40 | 27 | 31 | 22 | .37 | - | 19 | 4 | - | 3 | - | - | 1 | - | - | - | 40 | - | | | |
| | 11,571 | 4,107 | 3,160 | 3,416 | 3,647 | .43 | - | 716 | 9 | 38 | 4 | 216 | 11 | 2 | - | - | 141 | 77 | 21 | 7,735 | 37,167 | 8 |

SUPERINTENDENT'S REPORT.

AROOSTOOK COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|----------------|---|----|--|---|--|---|---|--|---|---|---------------------------------------|--|-----|----------------------------|--|----------------------------------|---|--|--|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | 7 | 8 |  |  |  |  |  |  |  |  | 9 | 10 |
| Amity | 1 | 3 | - | - | - | - | - | \$20 00 | \$3 16 | \$1 81 | \$306 | - | - | \$2 05 | - | - | \$12 | - | \$9 | - | \$12 |
| Bridgewater | 1 | 4 | 3 | - | - | - | - | 20 00 | 3 00 | 1 42 | 400 | - | - | 1 88 | \$47 | - | 30 | - | 45 | - | 15 |
| Dalton | 3 | 4 | - | - | - | - | - | 26 67 | 4 86 | 2 66 | 900 | \$294 | - | - | 4 | \$35 | 10 | - | 56 | 150 | 10 |
| Dickeyville | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Easton | 3 | 5 | 1 | - | - | - | - | 22 00 | 2 02 | 1 26 | 400 | 65 | - | 1 77 | 16 | 6 | 550 | - | - | - | 19 |
| Fort Fairfield | 1 | 10 | 12 | - | - | 1 | - | 18 00 | 3 36 | 2 00 | 1,400 | - | - | 1 78 | 58 | 190 | 350 | - | - | 10 | 87 |
| Fort Kent | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grant Isle | 1 | 1 | - | - | - | - | - | 16 00 | 4 00 | 1 50 | 175 | - | 325 | - | - | - | 200 | 100 | - | - | - |
| Glenwood | - | - | - | - | - | - | - | - | - | - | 182 | - | - | 2 30 | - | - | - | - | - | - | - |
| Hodgdon | 1 | 9 | 3 | - | - | - | - | 26 00 | 3 00 | 1 75 | 1,000 | 36 | - | - | 29 | 60 | 75 | - | 10 | - | 22 |
| Houlton | 3 | 10 | 6 | - | - | - | - | 26 00 | 3 50 | 3 00 | 2,035 | - | - | 1 00 | - | - | 500 | 100 | - | - | 40 |
| Limestone | - | 4 | - | - | - | - | - | - | 3 00 | 2 00 | 250 | 90 | - | 2 48 | - | - | 20 | - | - | 16 | 7 |
| Linneus | 3 | 7 | 4 | - | - | - | - | 22 00 | 2 70 | 1 97 | 785 | - | - | 2 21 | 28 | 71 | 75 | - | 75 | 23 | 34 |
| Littleton | - | 7 | 6 | - | - | - | - | - | 3 00 | 1 75 | 843 | - | - | 1 75 | 21 | 84 | 50 | - | 15 | 16 | 12 |
| Ludlow | 2 | 4 | 1 | - | - | - | - | 22 33 | 2 50 | 1 86 | 300 | - | - | 1 95 | 11 | 55 | - | - | 20 | 62 | 1 |
| Lyndon | 3 | 13 | 3 | 1 | - | - | - | 22 00 | 3 00 | 2 00 | 1,000 | 130 | - | 1 76 | 25 | 40 | 150 | - | 50 | 150 | 25 |
| Madawaska | - | 2 | 1 | 1 | - | - | - | 12 00 | 3 00 | 1 75 | 250 | - | - | - | - | - | 30 | 40 | 46 | - | - |
| Mars Hill | 3 | - | - | - | - | - | - | 20 00 | 2 83 | 2 25 | 337 | - | - | 2 39 | 10 | - | - | - | - | - | 9 |
| Masardis | 1 | 2 | - | - | - | - | - | 22 00 | 3 75 | 2 75 | 300 | 100 | - | 5 55 | 6 | - | 92 | - | 30 | - | - |
| Maysville | 2 | 6 | 8 | - | - | - | - | 25 00 | 4 00 | 3 00 | 700 | - | - | 2 33 | - | - | 300 | 400 | 200 | 200 | 26 |
| Monticello | 2 | 7 | - | - | - | - | - | 20 00 | 2 40 | 1 29 | 700 | 218 | - | 2 31 | 22 | - | - | - | 20 | 50 | 17 |
| New Limerick | - | 3 | 1 | - | - | - | - | - | 2 25 | 1 81 | 226 | - | - | 1 33 | - | 46 | - | - | - | - | 4 |
| Orient | - | 2 | - | - | - | - | - | - | 3 00 | 1 50 | 75 | - | - | 85 | 4 | 35 | - | - | - | - | 5 |
| Presque Isle | - | 5 | - | - | - | - | - | - | 3 00 | 1 57 | 725 | - | - | - | - | 4 | - | - | - | - | 37 |
| Sherman | - | 4 | 2 | - | - | - | - | 22 88 | 3 50 | 2 17 | - | 200 | - | - | 26 | 87 | - | - | 50 | - | - |

| | | | | | | | | | | | | | | | | | | |
|-------------------|----|-----|----|---|-------|------|------|--------|-------|-----|------|-----|-----|-------|-----|-------|-----|-----|
| Smyrna | - | 2 | 2 | - | - | 2 37 | 2 00 | 165 | - | - | 3 00 | 4 | 30 | - | - | 16 | - | - |
| Washburn | 1 | 3 | 1 | - | 20 00 | 2 30 | 1 55 | 380 | - | - | 2 56 | 14 | - | - | - | 87 | - | 11 |
| Weston | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Alva pl. | 2 | 3 | 1 | - | 17 00 | 3 25 | 1 75 | 400 | 14 | - | 2 10 | - | - | - | - | 46 | - | - |
| Bancroft pl. | - | 3 | 2 | - | - | 3 50 | 2 00 | 275 | - | 29 | 2 69 | 9 | 100 | - | - | 30 | - | 10 |
| Barker pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Benedicta pl. | - | 2 | 2 | - | - | 2 75 | 2 62 | 83 | - | - | 83 | 9 | - | - | - | - | - | - |
| Buchanan pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Castle Hill pl. | 3 | 2 | 1 | - | 22 00 | 2 00 | - | 300 | 50 | - | 3 00 | 9 | - | - | - | 5 | 25 | 13 |
| Crystal pl. | - | 4 | - | - | - | 2 50 | 2 00 | 300 | 200 | - | 2 87 | 5 | - | - | - | 12 | 17 | 4 |
| Cyr pl. | - | - | - | - | - | - | - | 50 | - | - | - | - | - | - | - | - | - | - |
| Dayton pl. | - | 2 | 1 | - | - | 2 50 | 2 00 | 100 | - | - | - | - | - | - | - | - | - | - |
| Dyer Brook pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Eagle Lake pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hamlin pl. | - | - | - | - | - | - | - | 100 | - | - | 40 | - | - | - | - | - | - | - |
| Haynesville pl. | - | 2 | - | - | - | 2 37 | 2 37 | 80 | - | - | 2 64 | 28 | - | 12 | - | 51 | 45 | - |
| Island Falls pl. | - | 4 | - | - | - | 2 36 | 1 50 | 250 | - | - | 4 72 | - | - | - | - | - | - | 10 |
| Leavitt pl. | - | 1 | - | - | - | 2 50 | - | - | - | - | - | - | - | - | - | - | - | - |
| Macwahoc pl. | - | 1 | 1 | - | - | 3 75 | 2 50 | 175 | - | - | 2 13 | - | - | - | - | 25 | - | - |
| Mapleton pl. | 3 | 5 | 2 | - | 20 00 | 3 00 | 1 50 | 335 | - | - | 1 60 | - | 15 | 26 | 10 | - | - | - |
| Moro pl. | - | 2 | - | 2 | - | 2 25 | 2 00 | 130 | - | - | 2 50 | - | - | 8 | 5 | - | - | 20 |
| Nashville pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| No. 9, R. 6, pl. | 2 | - | - | - | - | 2 50 | 2 00 | 80 | - | 80 | - | - | - | - | 8 | - | - | - |
| No. 11, R. 1, pl. | - | - | - | - | - | - | - | 250 | - | - | - | - | - | - | - | - | - | - |
| Oakfield pl. | - | 7 | 3 | - | - | 2 45 | 1 50 | 400 | 284 | - | 1 68 | 17 | 142 | - | 53 | 25 | 10 | - |
| Portage Lake pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 300 | 48 | - | 3 |
| Perham pl. | 1 | - | 1 | - | 20 00 | 2 25 | 2 00 | 86 | - | - | - | - | - | - | - | - | - | - |
| Reed pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Rockabema pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| St. Francis pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| St. John pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Van Buren pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Wallagrass pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Westfield pl. | - | 1 | - | - | - | 3 00 | 2 50 | 45 | - | - | 1 80 | 1 | - | - | 3 | - | - | - |
| Woodland pl. | - | 3 | 1 | - | - | 1 91 | 1 50 | 107 | - | - | 1 67 | 5 | - | - | 11 | 35 | - | 2 |
| | 46 | 155 | 69 | 5 | 20 31 | 2 88 | 1 97 | 19,680 | 1,681 | 434 | 2 18 | 388 | 996 | 2,490 | 655 | 1,227 | 941 | 470 |

SUPERINTENDENT'S REPORT.

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. | | Per centage of average attendance | | 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. | | Estimated value of all school property in town. | | Number of Male 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | | | | | | | | | |
| Baldwin..... | 412 | 240 | 188 | 270 | 198 | .42 | 1 | 9 | 4 | 10 | 1 | 12 | - | - | - | - | - | - | - | - | - | 11 | 3 | - | - | - | - | - | - | \$3,000 | - | | | | | | | |
| Bridgton..... | 917 | 590 | 440 | 556 | 432 | .48 | 112 | 8 | 3 | 9 | 20 | - | - | - | - | - | - | - | - | - | - | 20 | 7 | - | - | - | - | - | - | - | - | | | | | | | |
| Brunswick..... | 1,791 | 751 | 632 | 781 | 670 | .37 | 110 | 9 | 4 | 10 | 3 | 24 | - | - | 1 | - | - | - | - | 1 | - | 27 | 23 | 1 | \$6,017 | 24,600 | 1 | - | - | - | | | | | | | | |
| Cape Elizabeth..... | 1,833 | 1,331 | 1,116 | 1,498 | 1,247 | .65 | - | 10 | 12 | 13 | - | - | - | - | 4 | 3 | 1 | - | - | - | - | 13 | 10 | - | - | - | - | - | - | 6,600 | 1 | | | | | | | |
| Casco..... | 424 | 214 | 173 | 254 | 213 | .45 | 40 | 9 | 3 | 9 | 9 | - | - | - | - | - | - | - | - | - | - | 8 | 4 | - | - | - | - | - | - | 2,000 | - | | | | | | | |
| Cumberland..... | 542 | 180 | 140 | 402 | 300 | .65 | - | 8 | 10 | 14 | - | 2 | - | - | - | - | - | - | - | - | - | 11 | 9 | - | - | - | - | - | - | 5,000 | - | | | | | | | |
| Falmouth..... | 645 | 345 | 271 | 452 | 356 | .49 | 107 | 7 | 2 | 11 | 2 | 12 | - | - | - | - | - | - | - | - | - | 12 | 10 | - | - | - | - | - | - | 6,750 | - | | | | | | | |
| Freeport..... | 840 | 375 | 299 | 511 | 401 | .36 | - | 10 | 12 | 17 | - | 2 | - | - | 2 | 2 | - | - | - | - | - | 17 | 1 | 1 | 750 | 9,000 | - | - | - | - | 9,000 | - | | | | | | |
| Gorham..... | 1,158 | - | - | - | - | - | - | - | - | - | - | 19 | - | - | - | - | - | - | - | - | - | 18 | 9 | 1 | 11,000 | 100,000 | - | - | - | - | - | - | | | | | | |
| Gray..... | 598 | 312 | 248 | 368 | 290 | .45 | 110 | 9 | 10 | 3 | 11 | - | 6 | - | 1 | - | - | - | - | - | - | 11 | 7 | - | - | - | - | - | - | - | - | | | | | | | |
| Harpwell..... | 609 | 346 | 263 | 427 | 345 | .50 | - | 8 | 8 | 8 | - | 19 | - | - | - | - | - | - | - | - | - | 14 | 5 | - | - | - | - | - | - | 6,500 | - | | | | | | | |
| Harrison..... | 389 | - | - | - | - | - | - | - | - | - | - | 11 | 1 | - | 1 | - | - | - | - | - | - | 12 | 4 | - | - | - | - | - | - | 3,500 | - | | | | | | | |
| Naples..... | 447 | 197 | 153 | 305 | 228 | .43 | 61 | 9 | 2 | 10 | 1 | 13 | - | - | - | - | - | - | - | - | - | 13 | 8 | 2 | 1,000 | - | - | - | - | - | - | | | | | | | |
| New Gloucester..... | 583 | 265 | 197 | 325 | 241 | .38 | 60 | 9 | 10 | 13 | 1 | - | - | - | - | - | - | - | - | - | - | 13 | 12 | - | - | - | - | - | - | 3,500 | - | | | | | | | |
| North Yarmouth..... | 350 | 170 | 130 | 233 | 191 | .46 | - | 9 | 10 | 7 | 2 | - | - | - | - | - | - | - | - | - | - | 7 | - | - | - | - | - | - | - | 1,400 | - | | | | | | | |
| Otisfield..... | 391 | 195 | 146 | 269 | 214 | .46 | - | 10 | 11 | 12 | 1 | - | - | - | - | - | - | - | - | - | - | 12 | 6 | 1 | 600 | 3,500 | - | - | - | - | - | - | | | | | | |
| Portland..... | 10,520 | 5,000 | 3,286 | 5,052 | 3,826 | .34 | - | 20 | 21 | 19 | - | - | - | - | - | - | - | - | - | - | - | 14 | 14 | - | - | - | - | - | - | 350,000 | 7 | | | | | | | |
| Pownal..... | 328 | 155 | 128 | 285 | 223 | .53 | 130 | 8 | 4 | 11 | 11 | 2 | - | - | - | - | - | - | - | - | - | 11 | 4 | - | - | - | - | - | - | 3,400 | - | | | | | | | |
| Raymond..... | 494 | 223 | 169 | 273 | 228 | .40 | - | 9 | 4 | 12 | 1 | 12 | - | - | - | - | - | - | - | - | - | 12 | 3 | - | - | - | - | - | - | 2,000 | - | | | | | | | |
| Scarborough..... | 668 | 394 | 305 | 567 | 420 | .54 | 95 | 10 | 12 | 10 | 1 | 10 | - | 1 | - | - | - | - | - | - | - | 10 | 9 | 1 | 1,000 | 6,000 | - | - | - | - | 6,000 | - | | | | | | |
| Sebago..... | 319 | 150 | 118 | 221 | 178 | .46 | 60 | 8 | 3 | 8 | - | - | 1 | - | - | - | - | - | - | - | - | 9 | 6 | - | - | - | - | - | - | 1,700 | - | | | | | | | |
| Standish..... | 600 | 369 | 301 | 452 | 381 | .57 | 76 | 10 | 2 | 10 | 4 | 13 | - | - | - | - | - | - | - | - | - | 13 | 6 | 1 | 800 | 4,520 | - | - | - | - | 4,520 | - | | | | | | |
| Westbrook..... | 2,073 | 937 | 641 | 1,107 | 893 | .37 | - | 13 | 3 | 13 | 2 | 17 | - | - | - | - | - | - | - | - | - | 17 | 13 | 1 | 3,500 | 40,900 | - | - | - | - | - | - | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|----------------|--------|--------|-------|--------|--------|-----|-------|----|----|----|-----|----|----|-----|-----|----|--------|---------|---|
| Windham | 834 | 448 | 331 | 582 | 425 | .43 | 94 | 9 | 3 | 10 | 19 | - | - | 19 | 15 | 1 | 800 | - | - |
| Yarmouth | 687 | 225 | 183 | 276 | 226 | .30 | 51 | 9 | 3 | 8 | 9 | 2 | - | 9 | 6 | - | - | 4,700 | - |
| | 28,452 | 13,232 | 9,718 | 15,064 | 11,826 | .45 | 1,107 | 10 | 10 | 5 | 322 | 19 | 15 | 322 | 185 | 10 | 25,467 | 582,677 | 9 |

CUMBERLAND COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | | No. of Female Teachers employed in Summer. | | | No. of Female Teachers employed in Winter. | | | Number of Teachers graduates of Normal School. | | | 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 1869. | | | Excess above amt required by law | | Less than the amt required by law. | | Amount raised per scholar. | | | Amount drawn from State funds in 1868. | | | 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. | | |
|---------------------|---|----|----|--|---|--------|--|--------|--------|--|---|------|--|------|--------|---|-------|------|---|------|--|---------------------------------------|--|--|----------------------------------|--|------------------------------------|--|----------------------------|--|--|--|--|--|----------------------------------|--|--|---|--|--|--|--|--|--|--|--|---|--|--|---|--|--|
| | 6 | 12 | 3 | - | - | 2 | \$24 00 | \$2 50 | \$2 05 | \$1,227 | - | - | \$2 98 | \$30 | \$71 | \$50 | \$30 | \$62 | \$70 | \$41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baldwin..... | 7 | 20 | 7 | - | - | 23 00 | 3 27 | 1 93 | 2,552 | - | - | 2 15 | 75 | - | 2 15 | 700 | - | - | 86 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bridgton..... | 13 | 27 | 20 | - | 2 | 34 50 | 3 30 | 4 00 | 6,000 | \$1,200 | - | 3 34 | 89 | - | 3 34 | 200 | - | - | 188 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brunswick..... | 13 | 16 | 4 | - | - | 33 00 | 4 00 | 4 00 | 4,000 | 720 | - | - | 142 | - | - | - | 4 | - | 92 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cape Elizabeth..... | - | - | 8 | 3 | - | 30 00 | 3 50 | 2 00 | 1,115 | - | - | 2 53 | 33 | 7 | 200 | - | 125 | 25 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Casco..... | 3 | 10 | 9 | - | - | 32 00 | 4 00 | 4 00 | - | - | - | - | - | - | - | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cumberland..... | 8 | 10 | 4 | - | - | 30 25 | 4 02 | 2 67 | 2,000 | - | - | 3 10 | 50 | - | 300 | - | 200 | - | 87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Falmouth..... | 10 | 14 | 8 | - | 1 | 29 40 | 3 53 | 3 02 | 2,800 | 500 | - | 3 33 | 70 | - | 500 | - | 323 | 225 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Freeport..... | 14 | 20 | 8 | - | 1 | - | - | - | 3,400 | 67 | - | 2 66 | 94 | - | 300 | - | 653 | 66 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gorham..... | 10 | 12 | 2 | - | 1 | 30 00 | 2 50 | 2 75 | 2,000 | 233 | - | 3 34 | 47 | 70 | - | - | - | - | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gray..... | 7 | 14 | 7 | - | 1 | 26 00 | 2 51 | 3 00 | 1,625 | 22 | - | 2 67 | 50 | - | 125 | - | 250 | 450 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Harrison..... | 4 | 11 | 7 | - | - | - | - | - | 1,252 | - | - | 3 21 | 33 | 44 | 150 | - | - | - | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Naples..... | 6 | 9 | 6 | - | - | 19 50 | 2 55 | 1 77 | 1,100 | - | - | 2 55 | 39 | - | 100 | 50 | 100 | 225 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Gloucester..... | 5 | 13 | 8 | - | 1 | 21 00 | 2 75 | 2 00 | 1,654 | - | - | 3 10 | 47 | 25 | 350 | - | 175 | 50 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| North Yarmouth..... | 4 | 7 | 3 | - | - | 34 00 | 3 45 | 2 73 | 1,200 | 124 | - | 3 43 | 18 | 255 | - | - | - | 27 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Otisfield..... | 8 | 10 | 4 | - | - | 22 30 | 2 77 | 1 80 | 1,500 | 300 | - | 3 83 | 30 | 141 | - | 100 | - | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Portland..... | 9 | 92 | 91 | - | - | 130 00 | 9 80 | - | 58,450 | 2,500 | - | 5 75 | 850 | - | 10,000 | 3,000 | 1,600 | - | unask. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CUMBERLAND COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|------------------|---|--|--|---|--|---|---|---------------------------------------|--|-------------------------------------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | | | | | | | | | Excess above amt' required by law. | Less than the amt' required by law. | | | | | | | | |
| Pownal..... | 3 | 6 | 8 | 1 | \$31 00 | \$3 00 | \$2 37 | \$1,058 | - | - | \$3 21 | \$28 | - | \$80 | - | \$10 | \$10 | \$34 |
| Raymond..... | 5 | 8 | 4 | - | 27 80 | 3 07 | 2 15 | 1,230 | - | - | 2 98 | 37 | \$130 | - | 100 | 20 | - | 35 |
| Scarborough..... | 3 | 10 | 2 | - | 29 00 | 3 25 | 2 20 | 2,000 | \$203 | - | 2 10 | 54 | - | 650 | 150 | - | 60 | |
| Sebago..... | 6 | 6 | 1 | - | 21 00 | 2 50 | 1 67 | 960 | 33 | - | 3 00 | 27 | - | 10 | 55 | 10 | 12 | |
| Standish..... | 13 | 14 | 2 | - | 27 90 | 2 65 | 2 23 | 2,100 | 33 | - | 3 50 | 52 | 93 | 200 | 95 | 8 | 106 | |
| Westbrook..... | 11 | 21 | 12 | - | 47 50 | 7 50 | 3 00 | 8,000 | 1,500 | - | 3 85 | 166 | - | 1,050 | 1,442 | - | 135 | |
| Windham..... | 3 | 15 | 9 | - | 26 75 | 3 15 | 2 75 | 2,634 | - | - | 2 16 | - | - | 150 | 275 | - | 95 | |
| Yarmouth..... | 3 | 7 | 6 | - | 38 00 | 4 25 | 3 25 | 2,028 | - | - | 2 95 | 54 | - | 1,350 | 275 | 50 | 100 | |
| | 181 | 382 | 229 | 8 | 33 45 | 3 63 | 2 54 | 179,485 | 29,439 | | 3 16 | 2,123 | 839 | 6,465 | 3,160 | 21,494 | 1,236 | 1,551 |

FRANKLIN 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. | Per centage of average attendance. | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | |
|---------------|---|--|--|--------------------------------------|--|------------------------------------|--|----|--|----|--|-----------|------------------------------|-------------------------------|--|-----------|----|----|----------------------------------|---------------------------|--|-------------------|---|---|---|
| | Number registered in Summer Schools. | Average number attending Summer Schools. | | | | | w. | d. | w. | d. | 2 grades. | 3 grades. | | | | 4 grades. | | | | | | | | | |
| Avon | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Carthage | 208 | 157 | 127 | 190 | 155 | .68 | 30 | 7 | 1 | 8 | - | 7 | - | - | - | - | - | 6 | 2 | - | - | - | - | - | |
| Chesterville | 375 | 272 | 213 | 305 | 253 | .60 | 75 | 7 | 4 | 9 | 5 | 13 | 3 | - | - | - | 13 | 11 | - | - | - | - | \$1,200 | - | |
| Farmington | 970 | 765 | 538 | 748 | 652 | .60 | 118 | 9 | 10 | 10 | - | 24 | 6 | 1 | - | 1 | 23 | 8 | - | - | - | - | 4,000 | 1 | |
| Freeman | 230 | 154 | 115 | 181 | 144 | .56 | 57 | 8 | 1 | 9 | - | 10 | 10 | - | - | - | 10 | 5 | - | - | - | - | 1,600 | - | |
| Industry | 272 | 134 | 100 | 222 | 170 | .50 | 49 | 8 | 2 | 11 | - | 11 | 1 | - | - | - | 10 | 6 | - | - | - | - | 2,525 | - | |
| Jay | 548 | 316 | 260 | 407 | 358 | .56 | 91 | 7 | 10 | 10 | - | 16 | 4 | - | - | - | 16 | 10 | 1 | - | \$675 | - | 8,000 | - | |
| Kingfield | 182 | 117 | 86 | 152 | 119 | .56 | 50 | 10 | 10 | 4 | 5 | 1 | 1 | - | - | - | 5 | 2 | - | - | - | - | 400 | - | |
| Madrid | 144 | 94 | 65 | 120 | 91 | .54 | 44 | 6 | 4 | 7 | 5 | 8 | - | - | - | - | 6 | 3 | - | - | - | - | 600 | - | |
| New Sharon | 484 | 285 | 204 | 376 | 295 | .51 | 46 | 7 | 1 | 9 | 3 | 19 | 3 | - | - | - | 19 | 8 | - | - | - | - | 4,000 | - | |
| New Vineyard | 273 | 188 | 157 | 218 | 175 | .61 | 70 | 8 | 7 | 3 | 13 | 13 | - | - | - | - | 10 | 7 | - | - | - | - | 4,000 | - | |
| Phillips | 471 | 249 | 185 | 349 | 256 | .47 | 123 | 7 | 4 | 8 | 1 | 21 | 3 | 1 | - | - | 16 | 9 | 1 | - | 3,500 | - | 5,000 | - | |
| Rangely | 133 | 81 | 63 | 121 | 90 | .57 | 41 | 7 | 7 | 1 | 4 | 4 | - | - | - | - | 4 | 4 | - | - | - | - | 1,350 | - | |
| Salem | 150 | 75 | 60 | 100 | 75 | .45 | 25 | 5 | 3 | 6 | 3 | 6 | - | - | - | - | 6 | - | - | - | - | - | 1,000 | - | |
| Strong | 200 | 92 | 67 | 142 | 114 | .45 | 50 | 9 | 1 | 4 | 13 | 13 | 1 | 1 | - | - | 7 | 3 | - | - | - | - | 2,500 | - | |
| Temple | 263 | 134 | 115 | 178 | 150 | .50 | 54 | 8 | 10 | 3 | 8 | 8 | 2 | - | - | - | 8 | 1 | - | - | - | - | 2,500 | - | |
| Weld | 415 | 182 | 148 | 317 | 256 | .49 | 135 | 9 | 1 | 9 | 4 | 11 | 2 | 1 | - | - | 11 | 3 | - | - | - | - | 4,800 | - | |
| Wilton | 603 | 415 | 315 | 459 | 396 | .59 | - | 7 | 4 | 9 | 12 | 12 | 4 | 2 | 2 | - | 15 | 8 | - | - | - | - | 10,200 | 1 | |
| Eustis pl. | 148 | 101 | 77 | 40 | 28 | .40 | - | 8 | 1 | 9 | - | 5 | - | - | - | - | 5 | 3 | - | - | 300 | - | 1,100 | - | |
| Jerusalem pl. | 111 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Letter E pl. | 40 | 31 | 27 | 32 | 24 | .62 | - | 1 | 10 | 4 | 15 | 3 | 2 | - | - | - | 2 | - | - | - | - | - | - | - | - |
| Perkins pl. | 62 | 20 | 18 | 58 | 53 | .56 | 38 | 5 | 9 | 9 | - | 3 | - | - | - | - | 3 | - | - | - | - | - | - | - | - |
| Rangely pl. | 12 | No | school. | 8 | 5 | .42 | - | 7 | - | 8 | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| No. 3 pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| No. 6 pl. | 22 | 18 | 18 | 14 | 14 | .73 | - | - | - | - | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - |

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. | Per centage of average attendance. | 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. | | | Number of School Houses built last year. | Cost of the same. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|---------------------|---|-----------|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|--|-----------|--|-----------|------------------------------|-------------------------------|--|-----|---|-------|--|-------------------|---|---|
| | 2 grades. | 3 grades. | | | | | | | 4 grades. | 2 grades. | 3 grades. | 4 grades. | | | | | | | | | | |
| Dallas pl..... | 72 | 23 | 23 | 34 | 24 | 32 | 12 | 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sandy River pl..... | 24 | 13 | 10 | - | 24 | 42 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Washington pl..... | 23 | 17 | 12 | 16 | 14 | 57 | 5 | 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Lang pl..... | 15 | - | - | 13 | 12 | 80 | - | 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Green Vale pl..... | 14 | No | return. | - | - | - | - | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | 6,464 | 3,938 | 3,003 | 4,800 | 3,968 | .56 | 1,130 | 7 | 29 | 1 | 220 | 32 | 6 | - | 200 | 97 | 3 | 4,475 | 53,630 | 3 | | |

FRANKLIN COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools, | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|-------------------|---|--|--|---|--|---|---|---------------------------------------|--|-------------------------------------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | | | | | | | | | Excess above am't required by law. | Less than the am't required by law. | | | | | | | | |
| Avon..... | 1 | - | - | - | \$22 25 | \$2 36 | \$1 75 | \$502 | - | - | 3 15 | \$32 | \$30 | - | - | - | - | \$17 |
| Carthage..... | 6 | 6 | 1 | 2 | 21 20 | 2 72 | 1 60 | 1,110 | - | - | - | 36 | - | - | \$450 | \$100 | 45 | |
| Chesterville..... | 7 | 9 | 7 | 2 | 21 20 | 2 72 | 1 60 | 1,110 | - | - | 3 15 | \$32 | \$30 | - | - | - | - | \$17 |

| | | | | | | | | | | | | | | | | | | |
|---------------------|----|-----|----|----|-------|------|-------|--------|-----|-----|------|-----|-----|-------|-----|-------|-------|-----|
| Farmington..... | 8 | 24 | 15 | 6 | 26 00 | 2 75 | 2 25 | 3,125 | - | - | 3 40 | 125 | 86 | 700 | 75 | 300 | 100 | 100 |
| Freeman..... | 3 | 7 | 4 | 1 | 22 00 | 2 40 | 1 75 | 716 | - | - | 75 | 18 | - | 100 | - | 140 | 150 | 30 |
| Industry..... | 4 | 6 | 5 | - | 30 12 | 2 51 | 1 00 | 840 | - | - | 3 09 | 21 | - | 45 | - | 65 | 130 | 30 |
| Jay..... | 7 | 13 | 9 | 6 | 22 78 | 2 10 | 2 25 | 1,700 | 50 | - | 3 03 | 45 | 11 | 175 | 25 | 200 | 175 | 60 |
| Kingfield..... | 4 | 4 | 1 | - | 23 25 | 2 90 | 1 95 | 525 | - | 146 | 2 73 | 14 | 73 | - | - | 109 | - | 13 |
| Madrid..... | 1 | 5 | 7 | 1 | 20 00 | 2 33 | 1 75 | 491 | - | - | 1 41 | 12 | 18 | - | - | - | - | 20 |
| New Sharon..... | 8 | 15 | 8 | 4 | 25 00 | 3 00 | 2 00 | 1,730 | - | - | 3 57 | 96 | - | 300 | 50 | - | 200 | 50 |
| New Vineyard..... | 5 | 10 | 5 | 4 | 24 50 | 2 31 | 2 00 | 864 | - | - | 3 20 | 15 | - | 25 | - | 86 | 92 | 34 |
| Phillips..... | 4 | 12 | 11 | 1 | 23 00 | 2 48 | 1 70 | 1,700 | 100 | - | 3 61 | - | 70 | 100 | - | 100 | - | 68 |
| Rangely..... | 3 | 4 | 1 | - | 21 33 | 2 30 | 1 48 | 300 | - | - | 2 25 | 8 | 55 | - | - | - | 25 | 5 |
| Salem..... | 3 | 4 | 1 | 1 | 20 00 | 1 50 | 1 50 | 400 | - | - | 2 66 | - | - | - | - | 25 | - | 7 |
| Strong..... | 4 | 6 | 4 | 1 | 22 00 | 2 64 | - | 714 | - | - | 1 00 | - | 43 | 300 | 50 | 75 | 50 | 25 |
| Temple..... | 2 | 8 | 4 | 1 | 25 00 | 2 75 | 2 00 | 786 | - | - | 2 99 | - | - | 250 | - | 127 | - | 25 |
| Weld..... | 9 | 10 | 2 | - | 22 50 | 2 12 | 1 80 | 1,040 | - | - | - | 33 | - | 175 | - | 155 | 56 | 30 |
| Wilton..... | 9 | 14 | 6 | 3 | 32 00 | 3 00 | 2 00 | 1,920 | - | - | 3 01 | - | 128 | - | - | - | - | 81 |
| Eustis pl..... | - | 4 | 2 | - | - | 2 65 | 1 85 | 350 | 26 | - | 2 36 | 9 | - | - | - | 30 | - | 6 |
| Jerusalem pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Letter E. pl..... | - | 2 | 1 | - | 20 00 | 2 16 | 1 18 | 108 | 23 | - | 2 70 | 2 | - | 13 | - | 100 | - | 98 |
| Perkins pl..... | - | - | - | - | - | 2 50 | 1 50 | 125 | 12 | - | 2 01 | 2 | - | 11 | - | 68 | 7 | 4 |
| Rangely pl..... | - | - | 1 | - | - | 2 00 | 2 50 | 36 | - | - | 3 00 | 4 | - | - | - | - | 28 | - |
| No. 3 pl..... | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| No. 6 pl..... | - | 2 | 2 | - | - | 2 50 | 2 00 | 48 | - | - | 2 00 | - | - | - | - | 6 | 10 | 3 |
| Dallas pl..... | 1 | - | - | - | 20 00 | 2 25 | 2 00 | - | - | - | - | - | 137 | - | - | 10 | - | - |
| Sandy River pl..... | - | 1 | - | - | - | 3 75 | 1 50 | 50 | 5 | - | 2 08 | 5 | - | - | - | 5 | - | 1 |
| Washington pl..... | - | 1 | 1 | - | - | 2 19 | 1 75 | 55 | - | - | 2 39 | - | - | - | - | - | - | 2 |
| Lang pl..... | 1 | - | - | - | 18 00 | - | given | 35 | 2 | - | 2 33 | 1 | 2 | - | - | - | 6 | 3 |
| Green Vale pl..... | - | - | - | - | - | - | - | - | - | - | - | 6 | - | - | - | - | - | - |
| | 87 | 167 | 98 | 31 | 23 04 | 2 49 | 1 80 | 19,250 | 218 | 146 | 2 55 | 454 | 693 | 2,194 | 200 | 2,051 | 1,129 | 762 |

SUPERINTENDENT'S REPORT.

HANCOCK 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. | | Per centage of average attendance. | | 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 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. | | Estimated value of all school property in town. | | Number of Male Teachers employed in Summer. | |
|-----------------|---|-----|--------------------------------------|-------|--|-----|--------------------------------------|-----|--|----|------------------------------------|----|--|----|---|----|---|----|------------------------------|----|-------------------------------|----|--|----|--------------------------------------|----|----------------------------------|----|---------------------------|----|--|-----|-------------------|---------|---|----|---|--|
| | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | w. | d. | | |
| Amherst | 147 | 89 | 66 | 97 | 79 | .49 | 79 | 210 | 2 | 4 | - | - | - | - | 3 | - | - | - | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | \$1,657 | - | - | | |
| Aurora | 88 | 38 | 30 | 40 | 27 | .32 | 210 | 10 | 2 | 2 | 1 | - | - | 3 | 1 | - | - | 3 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | 500 | - | - | | | |
| Bluehill | 665 | 414 | 333 | 447 | 356 | .52 | 949 | 7 | 3 | 19 | - | - | 1 | 13 | 9 | - | - | 13 | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - | 8,000 | - | - | | | |
| Brooklin | 371 | 243 | 201 | 280 | 239 | .51 | 378 | 3 | 4 | 9 | - | - | - | 9 | 2 | - | - | 9 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | 6,700 | - | - | | | |
| Brooksville | 560 | 348 | 262 | 363 | 291 | .49 | 8 | 4 | 7 | 2 | 12 | - | - | 10 | 5 | - | - | 10 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Bucksport | 1,252 | 682 | 541 | 735 | 606 | .46 | 9 | 18 | 2 | 18 | - | - | 1 | 21 | 16 | - | - | 21 | 16 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Castine | 529 | 302 | 246 | 263 | 219 | .44 | 30 | 23 | 12 | 4 | - | - | 1 | 6 | 6 | - | - | 6 | 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 15,000 | 1 | - | | |
| Cranberry Isles | 152 | 82 | 70 | 111 | 99 | .55 | 58 | 9 | 1 | 6 | - | - | - | 5 | 1 | - | - | 5 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,000 | - | - | | | |
| Deer Isle | 1,562 | 527 | 450 | 1,054 | 800 | .40 | 527 | 7 | 2 | 31 | - | - | - | 24 | 15 | - | - | 24 | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Dedham | 184 | 109 | 74 | 116 | 91 | .43 | 7 | 8 | 4 | 2 | 6 | 1 | - | 5 | 5 | - | - | 5 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,000 | - | - | | | |
| Eastbrook | 57 | 35 | 30 | - | - | .53 | - | - | - | 4 | - | - | - | 2 | - | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 300 | 1 | - | | | |
| Eden | 448 | 299 | 230 | 366 | 303 | .48 | 116 | 8 | 3 | 2 | 15 | - | - | 10 | 5 | - | - | 10 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | 3,500 | - | - | | | |
| Ellsworth | 1,987 | - | - | - | - | .50 | - | - | - | 21 | 1 | - | - | 21 | 10 | - | - | 21 | 10 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 12,000 | 1 | - | | |
| Franklin | 423 | 254 | 209 | 297 | 217 | .50 | 37 | 7 | 8 | 10 | - | - | - | 8 | 1 | - | - | 8 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | 800 | 2,000 | 1 | - | | | |
| Gouldsborough | 661 | 469 | 367 | 424 | 350 | .54 | 186 | 9 | 1 | 7 | 1 | - | - | 13 | 10 | - | - | 13 | 10 | - | - | - | - | - | - | - | - | - | - | - | - | - | 5,000 | - | - | | | |
| Hancock | 381 | 209 | 156 | 218 | 216 | .49 | 12 | 4 | 10 | 3 | 7 | - | - | 5 | 3 | - | - | 5 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Mariaville | 176 | 132 | 100 | 29 | 25 | .35 | 13 | 8 | - | 5 | - | - | - | 5 | 1 | - | - | 5 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Mt. Desert | 372 | 190 | 156 | 212 | 177 | .45 | 22 | 7 | 4 | 12 | - | - | - | 12 | 3 | - | - | 12 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,000 | - | - | | | |
| Orland | 630 | 360 | 270 | 550 | 390 | .52 | 150 | 10 | 11 | 5 | 3 | - | - | 13 | 1 | - | - | 13 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | 7,800 | - | - | | | |
| Otis | 100 | 88 | 71 | 37 | 31 | .51 | 6 | 23 | 16 | 3 | - | - | - | 3 | 3 | - | - | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,000 | - | - | | | |
| Penobscot | 561 | 338 | 287 | 378 | 285 | .51 | 53 | 7 | 3 | 12 | 1 | - | - | 12 | 4 | - | - | 12 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,500 | - | - | | | |
| Sedgewick | 465 | 282 | 204 | 319 | 264 | .50 | 93 | 7 | 3 | 2 | 10 | - | - | 10 | 2 | - | - | 10 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,900 | - | - | | | |
| Sullivan | 289 | 191 | 149 | 195 | 165 | .54 | 40 | 12 | 19 | 4 | 6 | - | - | 6 | 3 | - | - | 6 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,700 | - | - | | | |
| Surry | 525 | 313 | 253 | 367 | 280 | .51 | 50 | 8 | 7 | 2 | 9 | - | - | 9 | 6 | - | - | 9 | 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,400 | - | - | | | |
| Tremont | 793 | 494 | 386 | 598 | 502 | .56 | 24 | 19 | 1 | 4 | 14 | - | - | 11 | 11 | - | - | 11 | 11 | - | - | - | - | - | - | - | - | - | - | - | - | - | 10,000 | - | - | | | |

| | | | | | | | | | | | | | | | | | | | |
|-----------------------|--------|-------|---------|-------|-------|-----|---------|------|---|-----|----|---|---|-----|-----|---|-------|--------|---|
| Trenton..... | 541 | 366 | 280 | 345 | 279 | .52 | 93 10 | 5 10 | 2 | 11 | 1 | - | - | 11 | 2 | - | - | 4,000 | - |
| Waltham..... | 150 | 94 | 69 | 98 | 75 | .48 | 25 8 | 6 | - | 4 | - | - | - | 4 | 2 | - | - | 1,900 | - |
| Hog Island pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Long Island pl..... | 113 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Swan's Island pl..... | 218 | 85 | 77 | 148 | 125 | .46 | 48 6 | 5 6 | 4 | 6 | - | - | - | 6 | 5 | - | - | 2,500 | - |
| Verona pl..... | 166 | 67 | 54 | 101 | 82 | .40 | 34 8 | 8 | 2 | 4 | - | - | - | 3 | 2 | - | - | 1,200 | - |
| No. 7 pl..... | 32 | 19 | 12 | - | - | .38 | - 10 | - | - | 2 | - | - | - | 1 | 1 | - | - | 200 | - |
| No. 10 pl..... | 9 | 6 | 5 | - | - | .55 | - 4 | 2 | - | - | - | - | - | 1 | 1 | - | - | 100 | - |
| | 14,607 | 6,625 | 5,638 | 8,188 | 6,573 | .48 | 1,956 9 | 5 8 | 4 | 285 | 11 | 9 | - | 272 | 141 | 6 | 4,900 | 95,057 | 4 |

HANCOCK COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools. | 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 '869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|----------------------|---|--|--|---|--|---|---|---------------------------------------|--|------------------------------------|----------------------------|--|----------------------------------|--|--|--|---|---|
| | | | | | | | | | Excess above amt required by law. | Less than the amt required by law. | | | | | | | | |
| Amherst..... | 1 | 3 | 2 | - | \$35 00 | \$3 40 | \$2 44 | \$385 | - | - | \$2 64 | \$10 | \$81 | - | \$4 | \$30 | - | \$15 |
| Aurora..... | 1 | 1 | - | - | 25 00 | 3 00 | 2 23 | 200 | - | 29 | 2 27 | 7 | 50 | - | - | 6 | - | 4 |
| Bluehill..... | 10 | 20 | 7 | - | 27 91 | 2 50 | 1 98 | 2,000 | \$600 | - | 3 00 | 52 | 150 | 400 | - | 170 | \$30 | 55 |
| Brooklin..... | 4 | 9 | 5 | - | 30 75 | 3 56 | 2 25 | 1,200 | 157 | - | 3 23 | - | - | 50 | - | - | - | 30 |
| Brooksville..... | 8 | 12 | 1 | - | 32 91 | 2 50 | 1 25 | 1,428 | - | - | 2 55 | 43 | - | - | - | - | - | 25 |
| Buckspport..... | - | - | - | - | 25 00 | 3 33 | 2 62 | 3,600 | 46 | - | - | 102 | 75 | 400 | \$500 | 400 | - | 144 |
| Castine..... | 4 | 7 | 4 | 1 | 70 00 | 5 00 | 4 00 | 2,600 | 1,243 | - | 4 91 | 45 | 100 | - | - | 500 | - | 15 |
| Cranberry Isles..... | 1 | 4 | 4 | - | 40 00 | 2 68 | 2 00 | 347 | - | - | 2 23 | 12 | - | 250 | 40 | 148 | 9 | |
| Deer Isle..... | 12 | 25 | 19 | - | 35 00 | 3 50 | 3 50 | 2,816 | - | - | 1 80 | 120 | - | 100 | 500 | 50 | 100 | |
| Dedham..... | - | 5 | 4 | - | - | 3 33 | 1 86 | 500 | - | - | 2 72 | - | 68 | - | 150 | - | - | 23 |
| Eastbrook..... | 2 | 2 | - | - | 28 00 | 2 00 | 3 00 | 205 | - | - | 3 55 | - | - | - | - | - | - | - |

HANCOCK COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal School. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|-------------------|---|-----|--|-----|--|------------------------------------|--|--|---|---|---------------------------------------|--|--------|----------------------------|--|----------------------------------|--|--|--|---|---|
| | No. | No. | No. | No. | Excess above amt required by law. | Less than the amt required by law. | | | | | | | | | | | | | | | |
| Eden | 6 | 9 | 5 | - | - | - | \$4 91 | \$2 75 | \$2 18 | \$1,250 | \$400 | - | \$2 79 | \$37 | \$139 | \$29 | - | \$116 | \$30 | \$40 | |
| Ellsworth | 15 | 27 | 10 | - | - | - | 35 00 | 3 50 | 2 60 | 6,000 | 500 | - | 3 00 | 162 | - | 500 | 200 | - | - | 182 | |
| Franklin | 9 | 9 | - | - | - | - | 37 00 | 3 00 | 2 50 | 1,004 | - | - | 2 37 | - | 60 | - | 150 | - | - | 32 | |
| Gouldsborough | 8 | 16 | 8 | - | - | - | 35 00 | 2 80 | 2 50 | 1,707 | - | - | 2 59 | 62 | 34 | 22 | - | 20 | 15 | 15 | |
| Hancock | 4 | 7 | 2 | - | - | - | 33 00 | 3 07 | 2 75 | 960 | - | - | 2 52 | 30 | - | 25 | - | 75 | 150 | 30 | |
| Mariaville | 1 | 4 | - | - | - | - | 26 00 | 2 75 | 2 00 | 458 | - | - | 2 50 | 14 | 50 | - | - | - | 15 | 6 | |
| Mt. Desert | 4 | 8 | 4 | - | - | - | 35 00 | 3 25 | 1 75 | 914 | - | - | - | 24 | - | - | - | - | 15 | 6 | |
| Orland | 8 | 15 | 5 | - | - | - | 30 00 | 2 50 | 2 50 | 1,700 | 13 | - | 2 77 | 53 | 35 | 35 | - | - | - | 104 | |
| Otis | - | 3 | 1 | - | - | - | - | 2 85 | 1 50 | 225 | - | - | 2 12 | 8 | - | - | - | 30 | - | 10 | |
| Penobscot | 6 | 10 | 5 | - | - | - | 32 00 | 3 00 | 1 90 | 1,557 | - | - | 2 92 | 43 | 40 | - | - | - | - | 12 | |
| Sedgewick | 4 | 10 | 6 | - | - | - | 35 25 | 2 95 | 1 73 | 1,050 | - | 173 | 2 26 | 38 | 48 | 30 | 50 | 175 | 25 | 63 | |
| Sullivan | 2 | 5 | 3 | - | - | - | 42 00 | 3 75 | 3 00 | 862 | - | - | 2 98 | 21 | 50 | - | - | 560 | 25 | 8 | |
| Surry | 6 | 9 | 3 | - | - | - | 34 00 | 3 21 | 2 25 | 1,322 | - | - | 2 50 | 41 | 95 | 50 | - | 100 | - | 84 | |
| Tremont | 9 | 12 | 5 | - | - | - | 33 00 | 2 75 | 2 80 | 1,768 | - | - | - | 54 | - | 55 | - | 170 | 290 | 41 | |
| Trenton | 9 | 11 | 1 | - | - | - | 32 75 | 3 05 | 2 50 | 1,400 | - | - | 2 50 | 46 | - | 50 | - | 140 | 375 | 12 | |
| Waltham | 2 | 3 | 1 | - | - | - | 28 00 | 2 33 | 1 87 | 350 | - | - | 2 33 | 12 | 78 | - | - | - | - | 8 | |
| Hog Island pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Long Island pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Swan's Island pl. | 4 | 3 | - | - | - | - | 27 62 | 2 00 | 2 00 | 500 | 8 | - | 2 29 | 17 | 15 | 75 | - | 70 | 25 | 12 | |
| Verona pl. | 1 | 2 | 2 | - | - | - | 28 00 | 2 32 | 2 50 | - | - | - | 2 75 | 14 | - | - | - | - | - | 10 | |
| No. 7 pl. | - | 1 | - | - | - | - | - | 2 50 | 1 70 | - | - | - | - | 2 | 20 | - | - | - | - | 1 | |
| No. 10 pl. | - | 1 | - | - | - | - | - | 3 50 | - | - | - | - | 2 00 | 27 | - | - | - | 22 | - | 5 | |
| | 141 | 253 | 107 | 1 | 33 | 63 | 3 00 | 2 32 | 38,405 | 3,571 | 232 | 2 67 | 1,225 | 1,225 | 2,075 | 900 | 3,272 | 1,303 | 1,122 | | |

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. | Per centage of average attendance. | Number in Winter Schools who did not attend in Summer. | Average length of Summer Schools of 1 1/2 days per week. | | Average length of Winter Schools of 1 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|---------------|---|-------|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|--|----|--|-----------|------------------------------|-------------------------------|--|-----------|---|----|----------------------------------|---------------------------|--|-------------------|---|---|
| | w. | d. | | | | | | | w. | d. | 2 grades. | 3 grades. | | | | 4 grades. | | | | | | | | |
| Albion | 480 | 290 | 200 | 250 | 320 | .54 | 160 | 10 | 9 | 13 | - | 13 | - | - | 13 | 5 | 1 | 13 | 5 | 1 | \$530 | \$2,500 | - | |
| Augusta | 2,385 | 1,294 | 1,003 | 1,344 | 1,092 | .44 | 172 | 12 | 12 | 3 | 24 | - | - | 3 | 29 | 24 | - | 29 | 24 | - | - | \$1,200 | 2 | |
| Belgrade | 548 | 296 | 242 | 426 | 336 | .53 | 130 | 7 | 3 | 1 | 18 | - | - | 2 | 18 | 15 | - | 18 | 15 | - | - | 5,475 | - | |
| Benton | 400 | 245 | 230 | 230 | 178 | .51 | - | 8 | 3 | 3 | 10 | - | - | - | 10 | 5 | - | 10 | 5 | - | - | - | - | |
| Chelsea | 314 | 201 | 140 | 190 | 156 | .41 | - | 9 | 3 | 9 | - | - | - | - | 9 | 5 | - | 9 | 5 | - | - | 3,000 | - | |
| China | 853 | 495 | 410 | 615 | 554 | .57 | 221 | 10 | 3 | 11 | 22 | - | - | 1 | 20 | 18 | - | 20 | 18 | - | - | 9,000 | - | |
| Clinton | 718 | 455 | 344 | 532 | 417 | .53 | 77 | 9 | 4 | 9 | 12 | - | - | 1 | 12 | 7 | - | 12 | 7 | - | 500 | 3,500 | - | |
| Farmingdale | 250 | 118 | 101 | 145 | 112 | .42 | - | 11 | 11 | 3 | 1 | - | - | 1 | 5 | 1 | - | 5 | 1 | - | - | 3,000 | - | |
| Fayette | 308 | 130 | 116 | 226 | 184 | .49 | 105 | 6 | 9 | 4 | 10 | - | 4 | - | 10 | 3 | 1 | 10 | 3 | 1 | 850 | 3,150 | - | |
| Gardiner | 1,395 | 926 | 728 | 879 | 659 | .49 | 40 | 11 | 9 | 1 | 1 | - | - | 1 | 15 | 2 | - | 15 | 2 | - | - | 17,000 | 1 | |
| Hallowell | 822 | - | - | - | - | - | - | 14 | 15 | - | - | - | - | - | 11 | 11 | - | 11 | 11 | - | - | 25,000 | 1 | |
| Litchfield | 526 | 303 | 234 | 385 | 305 | .51 | 102 | 9 | 2 | 3 | 15 | - | 1 | - | 15 | 6 | - | 15 | 6 | - | - | 5,750 | - | |
| Manchester | 244 | 132 | 100 | 185 | 149 | .51 | 74 | 8 | 9 | 7 | - | - | - | 1 | 7 | 3 | 1 | 7 | 3 | 1 | 675 | 2,500 | - | |
| Monmouth | 550 | 359 | 282 | 378 | 305 | .53 | 44 | 9 | 3 | 9 | 14 | - | 1 | - | 14 | 8 | - | 14 | 8 | - | - | 6,000 | - | |
| Mt. Vernon | 420 | 260 | 222 | 330 | 255 | .57 | 96 | 7 | 4 | 9 | 13 | - | - | - | 13 | 6 | 1 | 13 | 6 | 1 | 725 | 3,615 | - | |
| Pittston | 804 | 465 | 334 | 515 | 399 | .46 | 50 | 8 | 1 | 2 | 17 | - | - | 1 | 17 | 5 | - | 17 | 5 | - | - | 3,375 | - | |
| Readfield | 413 | 197 | 146 | 283 | 215 | .57 | 86 | 10 | 3 | 10 | 4 | - | - | 1 | 12 | 5 | - | 12 | 5 | - | - | 7,500 | - | |
| Rome | 316 | 173 | 159 | 248 | 212 | .59 | 71 | 7 | 1 | 11 | 3 | - | - | - | 8 | 7 | - | 8 | 7 | - | - | 2,000 | - | |
| Sidney | 575 | 300 | 244 | 437 | 347 | .51 | 137 | 8 | 9 | 19 | - | - | 2 | - | 19 | 16 | - | 19 | 16 | - | - | 10,000 | - | |
| Vassalborough | 933 | 341 | 262 | 546 | 440 | .38 | - | 8 | 11 | 22 | - | - | - | 1 | 22 | 6 | - | 22 | 6 | - | - | 10,000 | 1 | |
| Vienna | 285 | 125 | 91 | 189 | 152 | .42 | 47 | 7 | 8 | 10 | - | - | - | - | 9 | 8 | - | 9 | 8 | - | - | 2,500 | - | |
| Waterville | 1,719 | 822 | 645 | 905 | 748 | .41 | - | 9 | 3 | 9 | 13 | 1 | 2 | 1 | 18 | 8 | - | 18 | 8 | - | - | - | 1 | |
| Wayne | 353 | 252 | 216 | 271 | 219 | .60 | - | 9 | 8 | 2 | 10 | - | 1 | 1 | 13 | 7 | - | 13 | 7 | - | - | 1,290 | - | |
| West Gardiner | 408 | 270 | 203 | 294 | 212 | .51 | - | 9 | 8 | 3 | 9 | - | - | - | 9 | 2 | - | 9 | 2 | - | - | - | - | |
| Windsor | 454 | 359 | 330 | 375 | 345 | .74 | 35 | 10 | 11 | 13 | - | - | 2 | - | 13 | - | - | 13 | - | - | - | 2,925 | - | |

KENNEBEC 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. | Per centage of average attendance. | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | |
|----------------------|---|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|--|----|--|-----|------------------------------|-------------------------------|--|-----------|-----------|-----|----------------------------------|---------------------------|--|-------------------|---|---|---|
| | w. | d. | w. | d. | | | w. | d. | | | | | | 2 grades. | 3 grades. | 4 grades. | | | | | | | | |
| Winslow | 530 | 287 | 201 | 305 | 240 | .42 | 57 | 9 | 3 | 9 | 3 | 16 | - | - | - | - | 15 | 2 | - | - | - | \$3,000 | - | |
| Winthrop..... | 682 | 412 | 333 | 423 | 339 | .49 | 92 | 9 | 3 | 10 | 10 | - | - | 1 | - | - | 10 | 8 | - | - | - | 4,000 | 1 | |
| Clinton Gore pl..... | 101 | - | - | - | - | - | - | - | - | - | 2 | - | - | - | - | - | 2 | 1 | - | - | - | - | - | - |
| Unity pl..... | 16 | - | - | 13 | 13 | .81 | - | - | 5 | - | 1 | - | - | - | - | - | 1 | 1 | - | - | - | - | - | - |
| | 17,804 | 9,507 | 7,516 | 10,919 | 8,903 | .52 | 1,796 | 9 | 19 | 4 | 325 | 13 | 16 | - | - | - | 369 | 201 | 4 | 83,280 | 167,280 | 7 | | |

KENNEBEC COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Normal graduates of Schools. | 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 1869. | Excess above amt't required by law. | Not less than \$1 for each inhabitant. | Less than the amt't required by law. | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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..... | 10 | 13 | 3 | 1 | \$25 00 | \$1 75 | \$2 00 | \$1,500 | - | - | - | \$3 12 | - | - | \$75 | - | \$127 | - | $75 |
| Augusta..... | 9 | 36 | 29 | 1 | 52 75 | 4 76 | 4 00 | 13,937 | \$6,328 | - | - | 5 84 | \$195 | - | 750 | \$150 | 2,709 | - | 377 |
| Belgrade..... | 5 | 14 | 12 | 2 | 27 50 | 3 37 | 2 20 | 1,600 | 8 | - | - | 3 01 | - | - | 90 | - | 305 | \$73 | 80 |

| | | | | | | | | | | | | | | | | | | |
|------------------|-----|-----|-----|----|-------|------|------|--------|-------|-----|------|-------|-----|-------|-----|-------|-------|-------|
| Benton | 4 | 10 | 5 | - | 29 80 | 2 73 | 1 97 | 1,200 | - | - | 2 45 | 31 | - | - | - | 116 | - | 25 |
| Chelsea | 2 | 9 | 6 | - | 25 00 | 3 75 | 2 25 | 1,000 | - | - | 3 16 | 26 | - | 50 | - | 300 | - | 41 |
| China | 9 | 21 | 14 | - | 30 00 | 3 25 | 2 00 | 2,800 | - | - | 3 28 | 69 | - | 1,000 | - | 400 | 100 | 165 |
| Clinton | 8 | 13 | 5 | 1 | 30 00 | 3 08 | 2 43 | 1,803 | - | - | - | 47 | - | 250 | - | 150 | - | 81 |
| Farmingdale | 2 | 4 | 2 | - | 30 00 | 4 50 | 3 00 | 900 | 4 | - | 3 60 | 20 | - | 100 | - | 100 | - | 39 |
| Fayette | 3 | 7 | 7 | - | 22 33 | 2 28 | 1 66 | 1,000 | 90 | - | 3 04 | 23 | - | 300 | - | 41 | 40 | 25 |
| Gardiner | 1 | 19 | 19 | - | 93 12 | 4 75 | 2 75 | 6,700 | 1,700 | - | 4 89 | - | - | - | - | 1,000 | - | 275 |
| Hallowell | 1 | 10 | 10 | - | 83 33 | 5 00 | 3 50 | 3,500 | - | - | 4 25 | 66 | 200 | - | - | 600 | - | 90 |
| Litchfield | 11 | 13 | 4 | - | 27 75 | 2 78 | 2 25 | 1,704 | - | - | 3 09 | 41 | - | 325 | - | 305 | 67 | 72 |
| Manchester | 2 | 6 | 6 | - | 27 00 | 2 77 | 1 82 | 855 | - | - | 3 52 | 18 | - | - | - | 150 | 60 | 28 |
| Monmouth | 9 | 14 | 3 | 2 | 29 00 | 3 25 | 2 00 | 1,853 | - | - | 3 33 | 47 | - | 500 | 200 | 75 | 50 | 63 |
| Mt. Vernon | 7 | 11 | 8 | 1 | 26 00 | 3 00 | 2 07 | 1,470 | - | - | 3 50 | 35 | - | 63 | - | 131 | 25 | 63 |
| Pittston | 7 | 18 | 10 | - | 30 28 | 3 34 | 2 48 | 2,619 | - | - | 2 50 | 61 | - | 710 | - | 255 | - | 137 |
| Readfield | 5 | 8 | 7 | - | 25 00 | 3 32 | 2 22 | 1,515 | - | - | 3 66 | - | - | 408 | 21 | 264 | - | 73 |
| Rome | 4 | 7 | 3 | 1 | 24 00 | 3 50 | 2 00 | 850 | - | - | 2 12 | 24 | - | - | - | - | - | 1 |
| Sidney | 8 | 16 | 11 | - | 28 75 | 3 00 | 1 90 | 1,782 | - | - | 3 10 | 51 | - | 150 | - | 200 | 200 | 75 |
| Vassalborough | 7 | 17 | 17 | - | 30 00 | 3 50 | 2 00 | 3,200 | 19 | - | 3 42 | 300 | - | 1,000 | - | 550 | 100 | 108 |
| Vienna | 4 | 6 | 6 | 2 | 25 00 | 2 77 | 2 04 | 12 | - | - | 2 35 | 22 | - | - | - | 75 | 100 | 30 |
| Waterville | 7 | 22 | 18 | 1 | 27 00 | 4 00 | 2 75 | 4,500 | 108 | - | 2 67 | 183 | - | - | 208 | - | 626 | 190 |
| Wayne | 6 | 11 | 6 | - | 30 00 | 2 88 | 2 50 | 1,194 | - | - | 3 30 | 28 | - | - | - | - | - | 72 |
| West Gardiner | 4 | 9 | 5 | - | 24 00 | 3 00 | 3 25 | 1,000 | - | - | - | - | - | - | - | - | - | 35 |
| Windsor | 8 | 13 | 5 | - | 25 00 | 2 50 | 2 00 | 1,500 | - | - | 3 43 | - | - | 300 | - | - | - | 63 |
| Winslow | 8 | 14 | 4 | - | 26 68 | 2 63 | 2 50 | 1,700 | - | 200 | 3 20 | 42 | - | 564 | - | - | 100 | 62 |
| Winthrop | 5 | 12 | 7 | - | 35 25 | 3 70 | 2 65 | 2,338 | - | - | 3 42 | 57 | 170 | 75 | 15 | 300 | 70 | 50 |
| Cilnton Gore pl. | 2 | 2 | - | - | - | - | - | 219 | - | - | 2 17 | 6 | - | - | - | - | - | 8 |
| Unity pl. | 1 | - | - | - | 20 00 | - | 2 00 | 70 | 10 | - | 4 40 | - | - | - | - | 300 | - | 1 |
| | 159 | 355 | 232 | 10 | 32 48 | 3 30 | 2 36 | 69,331 | 8,267 | 200 | 3 33 | 1,399 | 370 | 6,210 | 594 | 8,156 | 1,611 | 2,337 |

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. | | Per centage of average attendance. | | 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 | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | | |
|------------------------|--|-----------|-------------------------------------|-------|--|-----|-------------------------------------|----|--|-----------|------------------------------------|-----------|--|---|--|---|--|----|------------------------------|-------------------------------|--|--------|---|---|----------------------------------|---------------------------|--|------------------|---|---|---|---|
| | 2 grades. | 3 grades. | 4 grades. | w. | d. | w. | d. | w. | d. | 2 grades. | 3 grades. | 4 grades. | | | | | | | | | | | | | | | | | | | | |
| Appleton | 552 | 313 | 242 | 421 | 344 | .53 | 122 | 8 | 2 | 8 | 2 | 12 | - | - | - | - | - | - | 11 | 3 | - | - | - | - | - | - | - | - | - | - | - | |
| Camden | 1,686 | 944 | 751 | 1,346 | 1,135 | .51 | 168 | 10 | 110 | 17 | 1 | 17 | - | 1 | 3 | 1 | 1 | 1 | 19 | 4 | 1 | - | - | 1 | - | 1 | \$8,000 | 31,500 | - | 2 | | |
| Cushing | 283 | 148 | 93 | 166 | 120 | .37 | 18 | 11 | 4 | 8 | - | 7 | - | - | - | - | - | - | 7 | 3 | - | - | - | - | - | - | - | - | - | - | - | |
| Friendship | 283 | 158 | 130 | 187 | 169 | .53 | 40 | 10 | 9 | 6 | 3 | 6 | - | - | - | - | - | - | 6 | 2 | - | - | - | - | - | - | - | - | 1,350 | - | - | |
| Hope | 348 | 219 | 140 | 255 | 212 | .51 | 117 | 9 | 4 | 9 | 4 | 4 | - | - | - | - | - | - | 7 | 3 | 1 | - | 1 | - | 400 | 2,600 | - | - | - | - | - | |
| North Haven | 287 | 160 | 135 | 210 | 176 | .54 | 92 | 9 | 4 | 7 | 3 | 6 | - | - | - | - | - | - | 6 | 4 | - | - | - | - | - | - | - | 3,500 | - | - | - | |
| Rockland | 2,305 | 1,639 | 1,293 | 1,719 | 1,414 | .59 | - | 8 | 18 | 1 | 1 | 1 | - | - | 1 | - | 1 | 14 | 10 | 10 | 1 | 1 | 1 | 1 | 25,000 | 34,650 | - | 1 | - | - | - | |
| South Thomaston | 680 | 420 | 313 | 450 | 340 | .48 | 30 | 8 | 7 | 13 | 1 | 13 | - | - | - | - | - | - | 12 | 7 | - | - | - | - | - | - | - | 6,000 | - | - | - | |
| St. George | 911 | 556 | 457 | 550 | 443 | .49 | 91 | 10 | 2 | 9 | 3 | 18 | - | - | - | - | - | - | 16 | 8 | 2 | - | 2 | - | 512 | 5,350 | - | - | - | - | - | |
| Thomaston | 902 | 549 | 462 | 524 | 457 | .51 | - | 10 | 20 | 1 | 4 | 15 | - | 4 | 9 | 8 | 1 | 10 | 4 | 4 | - | - | - | - | - | - | - | - | - | 3 | - | |
| Union | 7 | 380 | 292 | 465 | 408 | .56 | 100 | 9 | 2 | 8 | 4 | 1 | - | - | - | - | - | - | 15 | 6 | - | - | - | - | - | - | - | 4,000 | - | - | - | |
| Vinalhaven | 636 | 285 | 232 | 448 | 395 | .49 | 143 | 7 | 4 | 8 | 4 | 11 | 1 | 2 | 2 | - | - | - | 11 | 6 | - | - | - | - | - | - | - | - | - | - | - | |
| Washington | 435 | 289 | 240 | 386 | 342 | .67 | 118 | 9 | 8 | 2 | 13 | 2 | - | - | - | - | - | - | 10 | 4 | - | - | - | - | - | - | - | 3,000 | - | - | - | |
| Warren | 763 | 417 | 333 | 573 | 472 | .53 | 156 | 9 | 4 | 11 | 19 | 1 | - | - | - | - | - | - | 19 | 15 | - | - | - | - | - | - | - | 12,000 | - | - | - | |
| Matineus Isle pl. | 103 | 62 | 56 | 80 | 66 | .59 | - | 11 | 10 | 4 | 1 | 1 | - | - | - | - | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | |
| Muscle Ridge pl. | 29 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 10,801 | 6,539 | 5,169 | 7,780 | 6,493 | .53 | 1,195 | 9 | 3 | 9 | 4 | 147 | - | - | - | - | - | - | 164 | 80 | 5 | - | - | - | 33,912 | 108,950 | - | 6 | - | - | - | |

KNOX COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|------------------------|---|-------------------------------------|--|---|--|----|---|--|---|---|---------------------------------------|--|--------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | Excess above amt' required by law. | Less than the amt' required by law. | | | | | | | | | | | | | | | | | | | |
| Appleton..... | 9 | 11 | 6 | - | - | - | \$29 70 | \$2 80 | \$1 91 | \$1,573 | \$2 | - | \$2 85 | - | - | - | \$300 | - | \$120 | - | \$33 |
| Camden..... | 15 | 22 | 10 | - | - | - | 36 89 | 3 05 | 3 50 | 4,700 | 112 | - | 2 78 | \$136 | \$90 | 60 | - | 400 | \$150 | 111 | |
| Cushing..... | 6 | 6 | 1 | - | - | - | 27 54 | 2 04 | 74 | - | - | - | - | 25 | 22 | - | - | 67 | - | 21 | |
| Friendship..... | 3 | 6 | 4 | 1 | - | - | 25 00 | 2 12 | 2 00 | 770 | - | - | 2 65 | 22 | - | - | - | 60 | - | 8 | |
| Hope..... | 5 | 7 | 2 | - | - | - | 31 00 | 2 93 | 1 75 | 1,065 | - | - | 3 00 | 29 | - | - | - | - | - | - | |
| North Haven..... | 5 | 6 | 1 | - | - | - | 35 00 | 2 50 | 2 25 | 1,000 | 60 | - | 3 45 | 24 | - | 50 | - | 70 | - | 9 | |
| Rockland..... | 6 | 29 | 25 | 2 | - | - | 62 00 | 7 12 | 4 25 | 10,000 | - | - | - | 182 | - | - | - | - | - | 225 | |
| South Thomaston..... | 5 | 12 | 8 | - | - | - | 32 00 | 3 38 | - | 1,500 | - | - | 2 20 | - | - | 150 | - | 100 | 20 | 31 | |
| St. George..... | 11 | 13 | 3 | - | - | - | 32 09 | 3 35 | 2 62 | 2,716 | - | - | 2 98 | 77 | - | 150 | - | 350 | - | 42 | |
| Thomaston..... | 3 | 9 | 9 | 4 | - | - | 50 00 | 4 00 | 5 00 | 5,000 | 1,380 | - | 5 48 | 77 | - | 500 | - | 1,173 | - | 145 | |
| Union..... | 11 | 15 | 4 | - | - | - | 36 00 | 2 68 | 2 50 | 1,960 | - | - | 2 79 | 47 | - | 300 | - | 300 | - | 43 | |
| Vinalhaven..... | 10 | 6 | 3 | 1 | - | - | 31 66 | 3 43 | 2 33 | 1,700 | 40 | - | 2 67 | 49 | - | 25 | - | - | - | 42 | |
| Washington..... | 11 | 13 | 2 | - | - | - | 25 00 | 2 50 | 2 50 | 1,666 | - | - | - | - | - | - | - | 166 | - | 50 | |
| Warren..... | 16 | 20 | 4 | - | - | - | 30 00 | 2 65 | 2 50 | 2,321 | - | - | 3 00 | 61 | 200 | 50 | - | 300 | - | 38 | |
| Matinicus Isle pl..... | 1 | 1 | 1 | - | - | - | 45 00 | 3 00 | 3 00 | - | 276 | - | 2 67 | 7 | - | - | - | 32 | - | - | |
| Muscle Ridge pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | 117 | 176 | 104 | 8 | 35 | 25 | 3 17 | 2 63 | 36,247 | 1,594 | 3 04 | 718 | 312 | 1,585 | 60 | 3,138 | 485 | 800 | | | |

LINCOLN 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. | Per centage of average attendance. | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | | |
|-----------------------|---|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|--|----|--|----|------------------------------|-------------------------------|--|-----------|-----------|-----------|----------------------------------|---------------------------|--|-------------------|---|---|---|---|
| | | | | | | | | w. | d. | w. | d. | | | | 2 grades. | 3 grades. | 4 grades. | | | | | | | | |
| Alna..... | 278 | 159 | 130 | 190 | 165 | .53 | 40 | 12 | 10 | 2 | 6 | - | - | - | - | - | 6 | 2 | - | - | - | - | - | 1 | |
| Boothbay..... | 1,039 | 653 | 475 | 745 | 586 | .52 | 198 | 11 | 3 | 10 | 17 | - | - | - | - | - | 16 | 9 | - | - | - | - | - | - | |
| Bremen..... | 295 | 174 | 128 | 211 | 160 | .49 | 50 | 9 | 3 | 7 | 4 | 10 | 1 | - | - | - | 10 | 3 | 1 | \$500 | - | 2,500 | - | - | |
| Bristol..... | 1,126 | 607 | 483 | 721 | 592 | .47 | 332 | 10 | 8 | 3 | 22 | - | - | - | - | - | 21 | 9 | - | - | - | - | - | - | |
| Damariscotta..... | 406 | 260 | 210 | 277 | 238 | .55 | 17 | 9 | 1 | 10 | 2 | 6 | - | - | 1 | - | 6 | 4 | - | - | - | - | 3,300 | 1 | |
| Dresden..... | 314 | 156 | 109 | 262 | 205 | .34 | 106 | 8 | 10 | 10 | 10 | - | - | - | - | - | 9 | 7 | 1 | 850 | - | 5,000 | - | - | |
| Edgecomb..... | 425 | 222 | 22 | 291 | 32 | .06 | - | 8 | 3 | 10 | 8 | - | - | - | - | - | 8 | 1 | - | - | - | 5,000 | - | - | |
| Jefferson..... | 718 | 231 | 184 | 190 | 48 | .16 | - | 10 | 1 | 10 | 4 | 7 | 2 | 1 | - | - | 15 | 12 | 1 | 575 | - | - | 1 | - | |
| Newcastle..... | 643 | 345 | 254 | 397 | 340 | .46 | 113 | 10 | 5 | 9 | 1 | 14 | - | - | - | - | 13 | 6 | - | - | - | 2,500 | - | - | |
| Nobleborough..... | 485 | 268 | 234 | 322 | 257 | .51 | 40 | 10 | 4 | 10 | 12 | - | - | - | - | - | 12 | 8 | - | - | - | 5,000 | - | - | |
| Southport..... | 269 | 151 | 117 | 194 | 149 | .46 | 60 | 10 | 8 | 1 | 5 | 1 | - | - | - | - | 5 | 5 | - | - | - | 2,000 | - | - | |
| Somerville..... | 198 | No return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Waldoborough..... | 1,700 | 1,233 | 963 | 1,386 | 1,155 | .62 | 11 | 3 | 12 | 29 | 2 | 2 | 1 | 1 | - | - | 32 | 21 | - | - | - | - | - | - | |
| Westport..... | 274 | 165 | 148 | 194 | 162 | .55 | 68 | 8 | 9 | 2 | 5 | - | - | - | - | - | 5 | 3 | - | - | - | 4,500 | - | - | |
| Whitefield..... | 589 | 413 | 305 | 471 | 391 | .59 | 58 | 8 | 9 | 18 | 18 | - | - | - | - | - | 18 | 16 | - | - | - | 6,095 | - | - | |
| Wiscasset..... | 719 | 367 | 268 | 394 | 306 | .40 | 50 | 9 | 11 | 3 | 6 | - | - | 1 | - | 1 | 7 | 3 | - | - | - | 4,000 | 1 | - | |
| Monhegan Isle pl..... | 40 | 25 | 22 | 30 | 26 | .60 | - | - | - | - | 1 | - | - | - | - | - | 1 | 1 | - | - | - | 400 | - | - | |
| | 9,518 | 5,429 | 4,052 | 6,275 | 4,812 | .46 | 1,132 | 9 | 4 | 9 | 3 | 176 | 6 | 4 | - | - | 184 | 110 | 3 | 1,925 | 45,895 | 4 | | | |

LINCOLN COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | | 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 1869. | | Excess above amt required by law. | | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | | Amount drawn from State funds in 1868. | | 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. | | | | | |
|-----------------------|---|-----|---|-----|--|-----|---|-----|--|--------|---|--------|---|-----|---------------------------------------|----|-----------------------------------|----|--|----|----------------------------|----|--|----|----------------------------------|----|---|----|--|----|--|----|---|----|---|---|---|---|---|--|
| | No. | No. | No. | No. | No. | No. | No. | No. | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | | | | | | |
| Alna..... | 3 | 6 | 3 | - | - | - | - | - | \$29 00 | \$2 50 | \$3 00 | \$6810 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Boothbay..... | 14 | 16 | 2 | - | - | - | - | - | 33 87 | 2 90 | 2 41 | 2,857 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Bremen..... | 5 | 9 | 4 | - | - | 1 | - | - | 30 00 | 2 42 | 2 00 | 900 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Bristol..... | 12 | 20 | 8 | - | - | - | - | - | 32 50 | 2 92 | 3 86 | 3,000 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Damariscotta..... | 2 | 7 | 5 | - | - | - | - | - | 34 67 | 3 50 | 2 50 | 1,845 | - | 500 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Dresden..... | 5 | 7 | 4 | - | - | - | - | - | 25 00 | 3 53 | 2 25 | 1,200 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Edgecomb..... | 5 | 7 | 3 | - | - | - | - | - | 26 25 | 2 96 | 2 00 | 1,200 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Jefferson..... | - | - | 4 | - | - | - | - | - | 27 00 | 3 00 | 2 50 | 2,122 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Newcastle..... | 5 | 11 | 8 | - | - | - | - | - | 32 25 | 3 11 | 2 21 | 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Nobleborough..... | 11 | 12 | 1 | - | - | - | - | - | 29 70 | 2 80 | 2 00 | 1,437 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Southport..... | 4 | 5 | 2 | - | - | - | - | - | 32 21 | 2 95 | 2 36 | 708 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Somerville..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Waldoborough..... | 22 | 33 | 8 | - | - | - | - | - | 32 00 | 2 32 | 2 00 | 4,575 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Westport..... | 4 | 4 | 2 | - | - | - | - | - | 30 00 | 2 12 | 2 75 | 800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Whitefield..... | 12 | 17 | 6 | - | - | - | - | - | 19 42 | 2 41 | 2 00 | 1,800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Wiscasset..... | 5 | 8 | - | - | - | - | - | - | 45 00 | 3 00 | 3 25 | 3,100 | 800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Monhegan Isle pl..... | 1 | 1 | - | - | - | - | - | - | 30 00 | 2 50 | - | 120 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | 110 | 163 | 65 | | | 1 | | | 30 87 | 2 93 | 2 47 | 26,374 | 1,310 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

OXFORD 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. | Per centage of average attendance. | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer |
|------------|---|-----|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|----|--|----|--|-----------|------------------------------|-------------------------------|--|-----------|----|---|----------------------------------|---------------------------|--|-------------------|---|--|
| | ♂ | ♀ | | | | | | ♂ | ♀ | ♂ | ♀ | 2 grades. | 3 grades. | | | | 4 grades. | | | | | | | | |
| Albany | 294 | 191 | 144 | 214 | 179 | .55 | 52 | 7 | 3 | 8 | 3 | 9 | 9 | 1 | - | - | 9 | 5 | - | - | - | - | \$600 | - | |
| Andover | 291 | 190 | 142 | 202 | 154 | .68 | - | 9 | 9 | 5 | 3 | 7 | - | - | - | - | 6 | 3 | - | - | - | - | - | - | |
| Bethel | 778 | 537 | 439 | 660 | 543 | .70 | - | 8 | 8 | 1 | 27 | 27 | 3 | - | 1 | 1 | 27 | 18 | 2 | - | - | 500 | 2,000 | - | |
| Brownfield | 520 | 296 | 218 | 334 | 240 | .44 | - | 9 | 1 | 9 | 15 | 15 | - | - | - | 13 | 7 | - | - | - | - | - | - | - | |
| Buckfield | 541 | 354 | 285 | 305 | 255 | .49 | 52 | 8 | 2 | 7 | 12 | 12 | 4 | - | 1 | 1 | 12 | 9 | - | - | - | - | - | 10,000 | - |
| Byron | 72 | 56 | 50 | 65 | 55 | .72 | 5 | 6 | 8 | 8 | 7 | 7 | - | - | - | 3 | 2 | - | - | - | - | - | - | - | - |
| Canton | 350 | 204 | 169 | 292 | 242 | .58 | 88 | 8 | 4 | 9 | 2 | 10 | 3 | - | 1 | - | 9 | 1 | - | - | - | - | - | - | - |
| Denmark | 440 | 260 | 205 | 329 | 257 | .52 | 81 | 9 | 9 | 9 | 3 | 15 | - | - | - | 14 | 4 | - | - | - | - | - | - | 2,500 | - |
| Dixfield | 372 | 254 | 195 | 315 | 255 | .59 | 61 | 8 | 8 | 8 | 9 | 9 | 1 | - | 1 | 9 | 6 | - | - | - | - | - | - | - | - |
| Fryeburg | 550 | 285 | 220 | 348 | 279 | .45 | 60 | 10 | 3 | 15 | 16 | 16 | 1 | - | - | 14 | 7 | - | - | - | - | - | - | 3,000 | - |
| Gilead | 131 | 53 | 41 | 111 | 78 | .45 | 58 | 15 | 3 | 15 | 4 | 6 | - | - | - | 6 | 4 | - | - | - | - | - | - | 250 | - |
| Grafton | 30 | 23 | 12 | 23 | 12 | .40 | - | 8 | 7 | 7 | 3 | 3 | - | - | - | 1 | - | - | - | - | - | - | - | - | - |
| Greenwood | 352 | 176 | 121 | 249 | 188 | .44 | 30 | 8 | 10 | 10 | 13 | 13 | - | - | - | 12 | 2 | - | - | - | - | - | - | 2,000 | - |
| Hanover | 58 | 16 | 13 | 53 | 34 | .40 | 41 | 10 | 5 | 8 | 3 | 3 | 1 | - | - | 3 | 1 | - | - | - | - | - | - | 500 | - |
| Hartford | 391 | 241 | 197 | 298 | 244 | .56 | 79 | 8 | 4 | 11 | 3 | 14 | 4 | - | - | 19 | 8 | - | - | - | - | - | - | - | - |
| Hebron | 234 | 180 | 152 | 206 | 180 | .71 | 30 | 11 | 9 | 4 | 7 | 2 | - | - | - | 7 | 6 | - | - | - | - | - | - | 800 | - |
| Hiram | 501 | 296 | 224 | 356 | 276 | .50 | 55 | 8 | 2 | 8 | 15 | 15 | 1 | - | - | 14 | 9 | - | - | - | - | - | - | 3,000 | - |
| Lovell | 450 | 271 | 216 | 338 | 255 | .52 | 67 | 9 | 10 | 10 | 13 | 13 | - | - | - | 13 | 6 | - | - | - | - | - | - | 3,600 | - |
| Mason | 51 | 33 | 23 | 36 | 28 | .50 | 3 | 8 | 12 | 1 | 1 | 1 | - | - | - | 1 | - | - | - | - | - | - | - | 100 | - |
| Mexico | 166 | 106 | 88 | 111 | 92 | .54 | 48 | 10 | 2 | 9 | 6 | 6 | - | - | - | 6 | 2 | - | - | - | - | - | - | 350 | - |
| Newry | 131 | 122 | 99 | 130 | 97 | .75 | 39 | 6 | 4 | 8 | 6 | 6 | - | - | - | 6 | 3 | - | - | - | - | - | - | 1,500 | - |
| Norway | 602 | 374 | 306 | 506 | 379 | .58 | 132 | 7 | 8 | 8 | 15 | 15 | 1 | - | 1 | 17 | 12 | 1 | - | - | 550 | - | 8,500 | 1 | |
| Oxford | 530 | 309 | 244 | 358 | 290 | .50 | 90 | 9 | 10 | 10 | 11 | 11 | 1 | - | 1 | 11 | 3 | 1 | - | - | 600 | - | 3,500 | - | |
| Paris | 1,050 | 657 | 490 | 700 | 690 | .56 | - | 8 | 5 | 8 | 19 | 19 | - | - | 2 | 21 | 1 | - | - | - | - | - | - | 8,000 | - |
| Peru | 385 | 216 | 175 | 267 | 204 | .49 | 70 | 10 | 4 | 10 | 2 | 10 | - | - | - | 10 | 7 | 1 | - | - | 500 | - | 3,000 | - | |

| | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--------|-------|---------|-------|-------|-----|-------|----|----|----|----|-----|----|---|-----|-----|----|-------|--------|---|
| Porter | 448 | 266 | 213 | 278 | 210 | .47 | 82 | 8 | 2 | 10 | 13 | 2 | - | - | 13 | 1 | - | - | 1,860 | - |
| Roxbury | 74 | 4 | 4 | 4 | 49 | .35 | 45 | 5 | 10 | 4 | 6 | 1 | - | - | 3 | 3 | - | - | 750 | - |
| Rumford | 525 | 293 | 225 | 374 | 296 | .50 | 118 | 9 | 10 | 13 | 13 | - | - | - | 13 | 4 | - | - | 1,900 | - |
| Stow | 163 | 110 | 98 | 115 | 102 | .61 | 7 | 7 | 3 | 10 | 2 | 8 | - | - | 7 | 3 | - | - | 1,800 | - |
| Stoneham | 181 | 114 | 89 | 104 | 75 | .45 | 15 | 7 | 3 | 5 | 4 | 6 | - | - | 5 | 2 | - | - | 600 | - |
| Sumner | 382 | 260 | 220 | 209 | 249 | .62 | 30 | 9 | 8 | 2 | 13 | 3 | - | - | 15 | 10 | 1 | 300 | - | - |
| Sweden | 223 | 116 | 97 | 149 | 123 | .49 | 20 | 8 | 4 | 8 | 2 | 7 | - | - | 7 | 5 | - | - | 3,600 | - |
| Upton | 66 | 25 | 19 | 47 | 37 | .42 | 22 | 8 | 12 | 4 | 4 | 1 | - | - | 3 | 1 | - | - | 800 | - |
| Waterford | 503 | 386 | 304 | 451 | 392 | .69 | 75 | 9 | 3 | 10 | 14 | 1 | - | - | 14 | 12 | 2 | 2,000 | 8,000 | - |
| Woodstock | 358 | 193 | 152 | 206 | 185 | .47 | 112 | 10 | 9 | 11 | 1 | 1 | - | - | 10 | 6 | - | - | 4,000 | - |
| Andover N. Surplus pl.... | 10 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Franklin pl..... | 98 | 73 | 65 | 72 | 60 | .63 | 15 | 6 | 6 | 3 | - | - | - | - | 3 | 2 | - | - | 400 | - |
| Fryeburg Acad. Grant pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hamlin's Grant pl | 34 | 33 | 24 | 33 | 25 | .71 | 1 | 9 | 9 | 1 | - | - | - | - | 1 | - | - | - | - | - |
| Lincoln pl..... | 14 | 9 | 8 | - | - | - | - | 3 | - | - | 1 | - | - | - | 1 | 1 | - | - | 300 | - |
| Milton pl..... | 95 | 48 | 27 | 40 | 29 | .31 | 9 | 9 | 8 | 2 | 2 | - | - | - | 2 | 1 | - | - | 800 | - |
| Riley pl. | 15 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 12,444 | 7,670 | 7,413 | 8,888 | 7,338 | .54 | 1,682 | 8 | 3 | 8 | 4 | 371 | 34 | 9 | 355 | 186 | 10 | 5,350 | 77,810 | 1 |

OXFORD COUNTY, (Continued.)

| TOWNS. | Number of Teachers employed in Winter. | | | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|------------|--|--|--|---|--|---|---|---------------------------------------|--|---------------------------------------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | No. of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | | | | | | Excess above amount required by law. | Less than the amount required by law. | | | | | | | | |
| Albany | 2 | 9 | 6 | - | \$22 00 | \$3 00 | \$1 75 | \$853 | - | - | \$3 13 | \$20 | \$36 | - | - | - | - | \$28 |
| Andover | 4 | 6 | 4 | - | 27 67 | 3 00 | 2 75 | 1,035 | - | - | 3 50 | 22 | - | - | - | - | 33 | |
| Bethel | 12 | 28 | 15 | - | 25 54 | 3 10 | 1 77 | 2,500 | \$300 | - | 1 00 | 74 | 36 | - | - | - | - | |
| Brownfield | 5 | 15 | 9 | - | 26 00 | 2 50 | 2 00 | 1,398 | - | - | 3 00 | 15 | 115 | - | - | - | 9 | |
| Buckfield | 8 | 15 | 7 | - | 26 00 | 2 33 | 2 65 | 1,705 | - | - | 3 14 | 44 | 126 | - | - | 80 | 70 | |
| Byron | 3 | 6 | 4 | - | 20 00 | 3 00 | 1 75 | 72 | - | - | 1 00 | - | - | - | - | - | 15 | |
| Canton | 6 | 8 | 4 | 2 | 30 00 | 3 00 | 2 00 | 1,021 | - | - | 2 92 | - | 61 | \$100 | 75 | - | 50 | |
| Denmark | 11 | 14 | 3 | - | 24 85 | 2 29 | 92 | 1,200 | 14 | - | 2 73 | 35 | - | - | 85 | - | 73 | |
| Dixfield | 7 | 10 | 3 | - | 24 00 | 2 50 | 2 25 | - | - | - | - | - | - | - | - | - | - | |
| Fryeburg | 6 | 16 | 10 | - | 25 00 | 2 75 | 1 75 | 1,720 | - | - | 2 96 | 42 | 90 | 300 | 600 | 50 | 50 | |
| Gilead | 1 | 4 | 5 | - | 26 00 | 2 75 | 1 75 | 347 | - | - | 2 65 | 10 | 15 | 125 | 50 | 35 | - | |
| Grafton | 1 | 1 | - | - | - | 2 37 | 1 32 | 85 | - | - | 2 83 | - | 4 | 4 | - | - | - | |
| Greenwood | 2 | 8 | 10 | - | 20 00 | 2 75 | 1 75 | 900 | 22 | - | 2 55 | 26 | 23 | 50 | 60 | 75 | 25 | |
| Hanover | 1 | 1 | 2 | - | 30 00 | 4 00 | 1 50 | 256 | - | - | 4 41 | 4 | 12 | 75 | 20 | 50 | 4 | |
| Hartford | 11 | 13 | 4 | - | 24 46 | 2 36 | 2 50 | 1,156 | - | - | 2 91 | 30 | 23 | - | - | - | 55 | |
| Hebron | 4 | 8 | 4 | 1 | 21 00 | 3 00 | 1 50 | 900 | - | 15 | 3 87 | - | - | 38 | 75 | - | 30 | |
| Hiram | 5 | 13 | 10 | - | 23 50 | 3 00 | 1 53 | 1,283 | - | - | 2 56 | 39 | - | 65 | 95 | 20 | 77 | |
| Lovell | 4 | 12 | 9 | - | 20 00 | 2 75 | 2 25 | 1,500 | - | - | 3 33 | 23 | 186 | 200 | 175 | - | 66 | |
| Mason | 1 | 1 | - | - | 26 00 | 3 00 | 1 62 | 136 | - | - | 2 66 | 4 | - | 5 | 3 | - | 2 | |
| Mexico | 4 | 6 | 2 | - | 22 00 | 2 25 | 1 75 | 671 | - | - | 4 04 | - | - | 50 | - | - | 13 | |
| Newry | 3 | 6 | 3 | - | 20 00 | 2 83 | 1 75 | - | - | - | 3 52 | 12 | 47 | 50 | 440 | 180 | 9 | |
| Norway | 5 | 15 | 12 | 2 | 24 00 | 3 00 | 2 00 | 2,000 | - | - | 3 32 | 51 | - | 150 | - | - | 105 | |
| Oxford | 4 | 11 | 7 | 1 | 26 00 | 3 25 | 2 75 | 1,200 | - | 75 | 2 27 | 42 | - | 300 | 410 | 60 | 65 | |
| Paris | 13 | 21 | 7 | - | 28 00 | 2 85 | 2 26 | 2,828 | - | - | 2 62 | 87 | 175 | - | - | 112 | - | |
| Peru | 7 | 10 | 3 | 1 | 22 07 | 2 71 | 1 67 | 1,121 | - | - | 2 91 | 42 | 34 | 150 | 175 | 50 | 33 | |

| | | | | | | | | | | | | | | | | | | |
|--------------------------|-----|-----|-----|----|-------|------|------|--------|-----|----|------|-----|-------|-------|-----|-------|-------|-------|
| Porter | 7 | 13 | 4 | - | 22 42 | 3 00 | 2 00 | 1,240 | - | - | 3 04 | 37 | 100 | 250 | - | 65 | 10 | 41 |
| Roxbury | 3 | 1 | 1 | - | 12 00 | 1 75 | 2 00 | 225 | 12 | - | 3 04 | 4 | - | - | 18 | 10 | 3 | |
| Rumford | 12 | 13 | 1 | 1 | 25 85 | 2 42 | 1 90 | 1,375 | - | - | 2 52 | 35 | 179 | 400 | 491 | 253 | 54 | |
| Stow | 1 | 7 | 6 | - | 24 00 | 2 75 | 1 33 | 550 | 40 | - | 3 37 | 13 | - | - | 31 | - | 15 | |
| Stoneham | 2 | 6 | 2 | 2 | 23 00 | 2 17 | 2 00 | 350 | 113 | - | 1 93 | 15 | - | 30 | - | 39 | 16 | |
| Sumner | 6 | 12 | 8 | - | 26 00 | 2 82 | 2 00 | 1,200 | - | - | 3 19 | 31 | - | - | 75 | 20 | 50 | |
| Sweden | 4 | 6 | 3 | - | 21 83 | 2 67 | 1 87 | 728 | - | - | 3 26 | 18 | 100 | 50 | 65 | - | 49 | |
| Upton | 1 | 3 | 4 | - | 28 00 | 2 20 | 1 50 | 219 | - | - | 3 32 | 5 | - | - | 2 | - | - | |
| Waterford | 4 | 14 | 10 | 3 | 24 00 | 2 25 | 1 87 | 1,500 | 75 | - | 2 99 | 38 | 68 | 204 | 87 | 66 | 116 | |
| Woodstock | 4 | 11 | 4 | - | 30 00 | 3 00 | 2 50 | 1,025 | - | - | 2 87 | - | - | 125 | 150 | - | 35 | |
| Andover N. Surplus pl.. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Franklin pl..... | 2 | 3 | 1 | - | 19 00 | 1 50 | 1 52 | 175 | - | - | 1 78 | 9 | - | - | - | 22 | 5 | |
| Fryeburg Acad. Grant pl. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Hamlin's Grant pl..... | 1 | 1 | - | - | 18 00 | 2 00 | 1 18 | 88 | - | - | 3 00 | - | - | - | 10 | - | - | |
| Lincoln pl..... | - | 1 | - | - | - | - | 2 00 | 25 | 20 | - | 2 50 | - | - | - | - | - | - | |
| Milton pl..... | 1 | 2 | - | - | 25 00 | 2 50 | 2 25 | 275 | 20 | - | 2 85 | 7 | - | 100 | 11 | - | 5 | |
| Riley pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | 178 | 350 | 187 | 13 | 23 87 | 2 67 | 1 88 | 34,870 | 598 | 90 | 2 88 | 844 | 1,429 | 2,821 | 625 | 2,931 | 1,174 | 1,204 |

PENOBSCOT 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. | | Per centage of average attendance. | | 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. | | Estimated value of all school property in town. | | Number of Male Teachers employed in Summer. | | |
|-----------------|---|-------|--------------------------------------|-------|--|-----|--------------------------------------|----|--|----|------------------------------------|----|--|---|--|---|--|---|------------------------------|----|-------------------------------|---|--|----|--------|---|---|----------------------------------|---|---------------------------|---|--|---|-------------------|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alton..... | 242 | 62 | 45 | 164 | 117 | .33 | 102 | 9 | 3 | 9 | 4 | 6 | 1 | - | - | - | - | - | - | 4 | - | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Argyle..... | 120 | 80 | 70 | 90 | 90 | .67 | - | 3 | 9 | 9 | 4 | 4 | - | - | - | - | - | - | - | 4 | 3 | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | |
| Bangor..... | 5,382 | 3,498 | 2,849 | 3,572 | 2,849 | .53 | 12 | 4 | 20 | 5 | 1 | 1 | - | - | 1 | - | - | - | 34 | 28 | - | - | 34 | 28 | - | - | - | - | - | - | - | - | - | - | - | - | - | 4 | - | - |
| Bradford..... | 576 | 304 | 231 | 354 | 284 | .45 | 60 | 8 | 3 | 9 | 15 | - | - | - | - | - | - | - | 12 | 4 | - | - | 12 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Bradley..... | 322 | 132 | 100 | 301 | 280 | .59 | - | 12 | 12 | 4 | 4 | - | - | - | 1 | - | - | - | 4 | - | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Brewer..... | 1,191 | 689 | 550 | 752 | 644 | .50 | 75 | 10 | 4 | 11 | 4 | 7 | - | - | 3 | 1 | 1 | 1 | 10 | 9 | - | - | 10 | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Burlington..... | 258 | 159 | 129 | 103 | 86 | .42 | 21 | 12 | 2 | 9 | 3 | 6 | 1 | - | - | - | - | - | 6 | 5 | - | - | 6 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Carmel..... | 502 | 312 | 216 | 343 | 274 | .49 | - | 7 | 8 | 8 | 11 | - | - | - | 1 | - | - | - | 11 | 9 | 1 | - | 11 | 9 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Carroll..... | 252 | 165 | 116 | 162 | 125 | .48 | - | 10 | 10 | 1 | 6 | - | - | - | - | - | - | - | 5 | 4 | - | - | 5 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Charleston..... | 478 | 262 | 210 | 316 | 258 | .49 | 46 | 9 | 11 | 10 | 10 | 1 | - | - | - | - | - | - | 10 | 1 | - | - | 10 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Chester..... | 160 | 110 | 80 | 28 | 21 | .31 | 28 | 7 | 1 | 9 | 6 | - | - | - | - | - | - | - | 5 | - | - | - | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Clifton..... | 143 | 115 | 102 | 122 | 107 | .72 | 7 | 9 | 2 | 9 | 3 | 5 | - | - | - | - | - | - | 4 | 2 | - | - | 4 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Corinna..... | 601 | 392 | 225 | 542 | 372 | .50 | 150 | 9 | 10 | 4 | 16 | 1 | 1 | 1 | 1 | - | - | - | 16 | 14 | 1 | - | 16 | 14 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Corinth..... | 578 | 311 | 241 | 438 | 337 | .50 | - | 8 | 2 | 9 | 4 | 17 | 1 | 1 | 1 | - | - | - | 18 | 11 | - | - | 18 | 11 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Dexter..... | 955 | 625 | 527 | 388 | 305 | .44 | - | 8 | 7 | 4 | 12 | - | - | - | - | - | - | - | 14 | 7 | - | - | 14 | 7 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - |
| Dixmont..... | 500 | 263 | 200 | 387 | 302 | .50 | 115 | 8 | 3 | 9 | 12 | - | 2 | - | - | - | - | - | 13 | 8 | - | - | 13 | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Eddington..... | 244 | 169 | 136 | 181 | 157 | .60 | 51 | 9 | 5 | 11 | 7 | - | - | - | - | - | - | - | 7 | 6 | - | - | 7 | 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Edinburg..... | 27 | 18 | 17 | - | - | .63 | - | 8 | - | - | 2 | - | - | - | - | - | - | - | 1 | 1 | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Enfield..... | 215 | 144 | 111 | 104 | 77 | .44 | 16 | 10 | 9 | 5 | 5 | - | - | - | - | - | - | - | 5 | 1 | - | - | 5 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Etna..... | 334 | 177 | 135 | 262 | 242 | .56 | 85 | 8 | 3 | 10 | 8 | - | - | - | - | - | - | - | 8 | 5 | 1 | - | 8 | 5 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Exeter..... | 545 | 334 | 258 | 429 | 350 | .56 | 95 | 8 | 3 | 11 | 12 | 2 | - | - | - | - | - | - | 12 | 9 | - | - | 12 | 9 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Garland..... | 477 | 278 | 213 | 267 | 220 | .45 | - | 9 | 2 | 12 | 10 | - | - | - | - | - | - | - | 7 | 8 | - | - | 7 | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Glenburn..... | 275 | 122 | 105 | 180 | 165 | .50 | 21 | 11 | 12 | 12 | 7 | - | - | - | - | - | - | - | 10 | 7 | - | - | 10 | 7 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Greenbush..... | 328 | 198 | 139 | - | - | .43 | - | 11 | - | - | 7 | - | - | - | - | - | - | - | 6 | 3 | - | - | 6 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Greenfield..... | 125 | 102 | 76 | 46 | 30 | .42 | - | 3 | 11 | 13 | 1 | 5 | - | - | - | - | - | - | 3 | 1 | - | - | 3 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |

| | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--------|--------|---------|--------|--------|-----|-------|----|----|----|----|-----|----|----|----|-----|-------|-------|--------|---------|----|
| Hampden | 1,290 | 746 | 590 | 833 | 689 | .50 | 69 | 8 | 9 | 20 | - | 2 2 | 19 | 5 | 1 | 600 | 8,900 | - | | | |
| Hermon | 630 | 350 | 300 | 450 | 350 | .51 | 100 | 7 | 4 | 7 | 14 | - | 13 | 8 | - | - | 2,900 | - | | | |
| Holden | 313 | 172 | 134 | 178 | 141 | .44 | - | 7 | 3 | 8 | 9 | - | 9 | 8 | - | - | - | - | | | |
| Howland | 53 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Hudson | 250 | 200 | 138 | 255 | 185 | .64 | 55 | 7 | - | 1 | 7 | - | 7 | 3 | - | - | 1,500 | - | | | |
| Kenduskeag | 264 | 153 | 103 | 158 | 114 | .41 | - | 9 | 2 | 7 | 2 | 5 | 1 | 1 | 1 | 5 | 3 | 1,500 | | | |
| cc Lagrange | 280 | 240 | 104 | 265 | 165 | .50 | 81 | 10 | 2 | 10 | 4 | 4 | - | - | 3 | 2 | - | 550 | | | |
| Lee | 368 | 244 | 211 | 279 | 235 | .61 | 60 | 8 | 2 | 9 | 5 | 9 | 1 | - | 9 | - | - | 5,000 | | | |
| Levant | 470 | 235 | 179 | 304 | 260 | .47 | 89 | 8 | 9 | 10 | 3 | 1 | 1 | 1 | 11 | 7 | - | 3,750 | | | |
| Lincoln | 625 | 413 | 317 | 359 | 300 | .49 | 86 | 9 | 3 | 10 | 11 | - | 2 | 1 | 1 | 9 | 4 | 4,510 | | | |
| Lowell | 147 | 107 | 79 | 36 | 30 | .37 | 6 | 10 | 10 | 7 | - | - | - | - | 7 | 2 | - | 1,262 | | | |
| Mattawamkeag | 87 | 67 | 57 | 44 | 36 | .53 | - | 9 | 6 | 3 | 3 | - | - | - | 1 | 1 | - | 1,200 | | | |
| Maxfield | 53 | 43 | 35 | - | - | .66 | - | 10 | 4 | - | 4 | - | - | - | 2 | - | - | - | | | |
| Milford | 278 | 208 | 144 | 197 | 146 | .52 | - | 10 | 9 | 4 | - | - | 1 | 1 | 4 | 2 | - | 3,500 | | | |
| Mt. Chase | 105 | 70 | 60 | 22 | 20 | .38 | - | 10 | 5 | 6 | - | - | - | - | 3 | - | 1 | 500 | | | |
| Newburg | 395 | 217 | 159 | 316 | 226 | .49 | 99 | 9 | 9 | 3 | 10 | 2 | - | - | 10 | 8 | - | 1,500 | | | |
| Newport | 431 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| Oldtown | 1,368 | 610 | 424 | 750 | 562 | .36 | 135 | 9 | 1 | 9 | 4 | 8 | - | 2 | 1 | 1 | 10 | 4 | - | 1 | |
| Orono | 825 | 428 | 321 | 615 | 465 | .48 | - | 11 | - | 12 | 1 | - | 1 | - | 1 | 10 | 8 | - | 11,500 | 1 | |
| Orrington | 680 | 398 | 299 | 442 | 368 | .49 | 44 | - | - | - | 11 | - | 2 | 2 | 12 | 12 | - | - | 5,000 | - | |
| Passadumkeag | 100 | 82 | 77 | 92 | 87 | .82 | 10 | 8 | 4 | 9 | 3 | 4 | - | - | 4 | 4 | 1 | - | 400 | - | |
| Patten | 274 | - | 175 | 187 | 167 | .62 | - | 10 | 10 | 6 | - | - | 1 | - | 1 | 6 | 6 | - | 1,000 | - | |
| Plymouth | 377 | 218 | 166 | 290 | 221 | .51 | 72 | 7 | 4 | 7 | 5 | 8 | 1 | 1 | 1 | 9 | 8 | - | - | - | |
| Prentiss | 156 | 102 | 29 | 24 | 21 | .16 | 23 | 9 | 10 | 6 | 1 | - | - | - | 5 | 3 | 1 | - | 300 | 1 | |
| Springfield | 356 | 195 | 156 | 180 | 149 | .43 | 15 | 9 | 8 | 2 | 6 | 3 | - | - | 7 | 2 | - | - | 3,200 | - | |
| Stetson | 312 | 164 | 123 | 227 | 186 | .49 | 78 | 7 | 2 | 9 | 2 | 7 | 2 | - | 7 | 6 | - | - | 3,450 | - | |
| Veazie | 280 | 203 | 152 | 211 | 154 | .55 | - | 15 | 4 | 10 | 4 | 1 | - | 1 | 1 | 3 | 2 | - | 3,500 | - | |
| Winn | 192 | 142 | 110 | 96 | 72 | .47 | 30 | 9 | 2 | 7 | 1 | 4 | - | - | 4 | 3 | - | - | 3,000 | - | |
| Drew pl. | 32 | 20 | 16 | 34 | 30 | .72 | 19 | 10 | 9 | - | 2 | 1 | - | - | 3 | 2 | 1 | - | 300 | 1,000 | |
| Medway pl. | 157 | 157 | 140 | - | - | .89 | - | 16 | - | - | 6 | - | - | - | 4 | - | 1 | - | 250 | - | |
| Pattagumpus pl. | 42 | 30 | 25 | - | - | .60 | - | 16 | - | - | 2 | - | - | - | 1 | - | - | - | - | - | |
| Webster pl. | 18 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Woodville pl. | 63 | 17 | 13 | - | - | .21 | - | 10 | 1 | - | 3 | - | - | - | 1 | - | - | - | - | - | |
| No. 1, N. Div. pl. | 39 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| No. 2, Grand Falls pl. | 28 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| No. 4, R. 1. | 51 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Independence | 16 | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | |
| | 26,229 | 15,962 | 11,917 | 16,375 | 15,071 | .51 | 1,946 | 9 | 3 | 9 | 4 | 400 | 26 | 25 | - | 426 | 261 | 10 | 4,700 | 271,172 | 10 |

PENOBSCOT COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|------------|---|--|--|---|--|---|---|---------------------------------------|--|--------------------------------------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | | | | | | | | | Excess above amt't required by law. | Less than the amt't required by law. | | | | | | | | |
| Alton | 3 | 2 | 2 | - | \$28 67 | \$3 31 | \$2 82 | \$600 | \$40 | - | \$2 47 | - | - | - | - | - | - | \$20 |
| Argyle | 2 | 3 | - | - | 31 00 | 2 25 | 3 00 | 430 | - | - | - | \$9 | - | - | - | - | - | - |
| Bangor | 4 | 51 | 60 | - | 128 00 | 8 00 | - | 26,000 | 12,600 | - | 4 58 | 433 | - | \$1,500 | \$150 | 5,750 | 1,200 | |
| Bradford | 5 | 12 | 8 | - | 30 50 | 3 00 | 1 86 | 1,600 | 42 | - | 2 98 | 51 | - | - | - | - | - | |
| Bradley | 1 | 4 | 3 | - | 40 00 | 2 50 | 3 00 | 846 | - | - | - | \$85 | - | - | - | - | - | |
| Brewer | 4 | 14 | 9 | - | 44 75 | 3 60 | 2 50 | 3,000 | 164 | - | 2 50 | 91 | 52 | 25 | 50 | - | 30 | |
| Burlington | 2 | 6 | 1 | - | 26 00 | 3 50 | 2 25 | 579 | - | - | 2 32 | 259 | - | 350 | 100 | 425 | 78 | |
| Carmel | 6 | 12 | 6 | - | 35 00 | 3 50 | 3 25 | 1,300 | 50 | - | 2 58 | 44 | 96 | 50 | - | 100 | 45 | |
| Carroll | 3 | 6 | 3 | - | 30 00 | 3 00 | 1 50 | - | - | - | 2 38 | - | 66 | 16 | - | 215 | 24 | |
| Charleston | 4 | 10 | 6 | - | 25 50 | 3 26 | 1 90 | 1,450 | 11 | - | 3 03 | 36 | 119 | 47 | - | - | 50 | |
| Chester | 1 | 5 | - | - | 22 00 | 3 32 | 2 04 | 500 | 40 | - | 3 12 | 13 | 28 | - | 33 | - | 10 | |
| Clifton | - | 5 | 4 | - | - | 3 00 | 1 50 | - | - | - | 2 10 | 10 | - | - | 21 | - | 24 | |
| Corinna | 4 | 16 | 11 | - | 30 00 | 3 25 | 2 25 | 1,702 | 103 | - | 2 82 | 45 | 72 | - | - | - | 82 | |
| Corinth | 9 | 15 | 9 | - | 27 52 | 3 00 | 1 88 | 1,789 | - | - | 1 00 | 49 | 63 | - | - | - | 63 | |
| Dexter | 5 | 17 | 14 | - | 37 40 | 2 91 | 2 50 | 2,500 | - | - | 2 60 | 78 | 146 | - | - | - | 104 | |
| Dixmont | 9 | 9 | 4 | - | 25 00 | 2 62 | 1 83 | 1,450 | 8 | - | 2 90 | 39 | 156 | - | 450 | 175 | 39 | |
| Eddington | 1 | 6 | 5 | - | 29 00 | 3 60 | 1 97 | 950 | 94 | - | 3 90 | 21 | - | 113 | 67 | 20 | 23 | |
| Edinburg | - | 1 | - | - | - | 2 50 | 2 00 | 54 | - | - | 2 00 | 2 | 60 | - | - | 4 | 3 | |
| Enfield | - | 5 | 2 | - | - | 3 78 | 2 21 | 600 | 74 | - | 2 80 | 17 | 36 | - | - | 25 | 13 | |
| Etna | 7 | 9 | 2 | - | 24 00 | 2 17 | 1 56 | 900 | 51 | - | 2 69 | 28 | 48 | 12 | - | 58 | 52 | |
| Exeter | 11 | 11 | 1 | 2 | 30 00 | 2 71 | 2 25 | 2,000 | 200 | - | 3 95 | 156 | - | 200 | 225 | - | 56 | |
| Garland | 7 | 6 | 3 | - | 28 00 | 3 40 | 2 28 | 1,500 | - | - | 3 14 | 40 | 92 | - | - | - | 46 | |
| Glenburn | 2 | 7 | 5 | - | 40 00 | 3 50 | 2 00 | 900 | 159 | - | 3 27 | 20 | - | - | 150 | - | 49 | |
| Greenbush | - | 8 | - | - | 35 00 | 2 77 | 1 88 | 656 | - | - | 1 97 | 24 | 30 | 773 | 39 | - | 19 | |
| Greenfield | 1 | 5 | - | - | 38 00 | 3 20 | 1 98 | 375 | 15 | - | 3 00 | - | 100 | - | 41 | - | 10 | |

| | | | | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|---|-------|------|------|--------|--------|------|-------|-------|-------|-----|--------|-----|-------|-----|
| Hampden..... | 10 | 17 | 11 | - | - | - | - | 3,200 | - | - | - | - | 1,000 | - | - | - | - | 150 |
| Hermon..... | 11 | 14 | 3 | - | 21 00 | 2 25 | 2 15 | 1,430 | - | 2 30 | - | - | 111 | 50 | 277 | - | 7 | 41 |
| Holden..... | 1 | 8 | 5 | 2 | 36 00 | 3 30 | 1 92 | 812 | - | - | 26 | 19 | 150 | - | - | - | - | - |
| Howland..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hudson..... | 5 | 6 | 2 | - | 27 20 | 2 61 | 2 00 | 772 | - | 3 08 | - | 111 | - | - | 75 | - | - | 17 |
| Kenduskeag..... | 2 | 6 | 4 | - | 41 00 | 3 20 | 2 50 | 816 | - | 3 09 | 22 | 61 | - | - | 101 | - | - | 34 |
| Lagrange..... | 4 | 4 | - | - | 30 00 | 3 25 | 2 45 | 690 | - | 2 46 | - | - | 1,200 | - | 59 | - | - | 13 |
| Lee..... | 7 | 9 | 2 | - | 28 28 | 2 77 | 2 32 | 900 | - | 2 45 | 29 | 100 | 500 | - | 105 | 20 | - | 58 |
| Levant..... | 7 | 9 | 4 | - | 27 21 | 3 09 | 2 25 | 1,301 | - | 2 86 | 39 | 84 | 150 | - | 164 | - | - | 36 |
| Lincoln..... | 3 | 13 | 6 | 3 | 36 67 | 3 58 | 2 29 | 1,650 | 19 | 2 64 | - | 192 | 425 | - | 131 | 28 | - | 80 |
| Lowell..... | - | 7 | 1 | - | - | 2 50 | 1 50 | 550 | - | - | 14 | - | - | - | - | - | - | - |
| Mattawamkeag..... | 1 | 3 | - | - | 30 00 | 2 83 | 2 25 | 280 | - | 3 21 | 7 | 45 | 25 | - | 87 | 21 | - | 6 |
| Maxfield..... | - | 4 | - | - | - | 2 12 | 1 56 | 150 | 35 | 2 06 | - | - | - | - | - | - | - | 7 |
| Milford..... | 3 | 6 | 1 | - | 40 33 | 2 75 | 3 50 | 1,000 | 256 | 3 04 | 17 | 198 | - | - | 112 | - | - | 33 |
| Mt. Chase..... | - | 4 | 1 | - | - | 2 50 | 2 25 | 225 | - | 2 15 | 6 | - | - | - | 50 | - | - | 4 |
| Newburg..... | 4 | 10 | 6 | - | 26 00 | 3 41 | 2 22 | 1,365 | - | 3 47 | 31 | - | 100 | 50 | 125 | - | - | 25 |
| Newport..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Oldtown..... | 5 | 12 | 8 | - | 56 00 | 4 33 | 3 50 | 3,860 | - | 2 95 | - | - | 300 | 100 | 675 | - | - | 150 |
| Orono..... | 3 | 8 | 4 | - | 33 00 | 3 00 | 2 50 | 3,200 | 415 | 3 88 | 66 | - | - | - | 190 | - | - | 75 |
| Orrington..... | 5 | 12 | 7 | - | 33 80 | 3 35 | 2 24 | 2,000 | 100 | 3 00 | 55 | 69 | 250 | - | 340 | 65 | - | 92 |
| Passadumkeag..... | - | 4 | 4 | 1 | - | 2 50 | 1 90 | 300 | - | 3 00 | 9 | 96 | - | - | 35 | - | - | 21 |
| Patten..... | - | 7 | 7 | - | - | 3 50 | 2 50 | 768 | - | 2 80 | 20 | - | 250 | - | 15 | - | - | 25 |
| Plymouth..... | - | 9 | 4 | - | 24 00 | 3 00 | 2 00 | 980 | - | 2 60 | 31 | - | - | - | - | - | - | 5 |
| Prentiss..... | 1 | 8 | 1 | - | 20 00 | 2 57 | 1 75 | 226 | - | 1 45 | - | 120 | 45 | - | - | 75 | - | 10 |
| Springfield..... | 4 | 7 | 3 | 2 | 32 50 | 3 03 | 2 06 | 856 | - | 2 67 | 28 | 67 | 352 | - | 116 | 92 | - | 45 |
| Stetson..... | 4 | 6 | 3 | - | 35 75 | 3 03 | 2 07 | 915 | 2 | 3 67 | 26 | 162 | 90 | - | 53 | 10 | - | 44 |
| Veazie..... | 1 | 3 | 2 | - | 40 00 | 5 12 | 3 50 | 903 | 3 | 1 00 | 25 | - | - | - | 5 | - | - | 22 |
| Winn..... | 1 | 3 | 1 | - | 20 00 | 3 00 | 2 62 | 600 | 50 | 3 12 | - | - | - | - | 56 | - | - | 24 |
| Drew pl..... | 1 | 2 | 1 | - | 20 00 | 3 50 | 2 25 | 200 | 116 | 6 25 | - | - | 16 | - | 10 | - | - | - |
| Medway pl..... | - | 5 | - | - | - | 3 50 | 2 00 | 332 | - | 2 29 | 20 | - | 20 | - | - | - | - | 7 |
| Pattagumpus pl..... | - | 1 | - | - | - | 3 00 | 1 50 | 65 | - | - | - | - | - | - | - | - | - | - |
| Webster pl..... | - | - | - | - | - | 2 00 | 2 00 | - | - | - | - | - | 12 | - | 1 | 41 | - | - |
| Woodville pl..... | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| No. 1, N. Div. pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| No. 2, Grand Falls pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| No. 4, R. 1..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Independence..... | - | - | - | - | - | - | - | 36 | - | - | - | - | - | - | - | - | - | - |
| | 174 | 453 | 249 | 9 | 33 58 | 3 14 | 2 22 | 81,457 | 14,647 | 2 82 | 1,816 | 2,786 | 8,098 | 900 | 10,444 | 516 | 3,098 | |

PISCATAQUIS 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 Summer Schools. | Per centage of average attendance. | Number in Winter Schools who did not attend in Summer. | Average length of Summer 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|-------------------|---|--|--|--------------------------------------|--|------------------------------------|--|--|----|------------------------------|-------------------------------|--|-----------|-----------|-----------|----------------------------------|---------------------------|--|-------------------|---|---|
| | No. registered in Summer Schools. | Average number attending Summer Schools. | | | | | | 7. | 8. | | | | 2 grades. | 3 grades. | 4 grades. | | | | | | |
| Abbot..... | 305 | 153 | 112 | 211 | 161 | .45 | 56 | 8 | 10 | 8 | 2 | - | - | - | 8 | 4 | 1 | \$350 | \$1,500 | - | |
| Atkinson..... | 365 | 330 | 247 | 350 | 265 | .67 | 18 | 9 | 3 | 11 | 1 | - | - | - | 10 | 8 | 2 | 700 | - | - | |
| Barnard..... | 63 | 43 | 15 | 26 | 9 | .19 | 6 | 6 | 3 | 3 | - | - | - | - | 2 | 1 | - | - | 112 | - | |
| Bowerbank..... | 40 | 21 | 13 | 18 | 15 | .35 | 5 | 7 | 1 | 2 | - | - | - | - | 2 | - | - | - | - | - | |
| Blanchard..... | 76 | 49 | 35 | 47 | 38 | .47 | 9 | 12 | 12 | 1 | - | - | - | - | 1 | 1 | - | - | 500 | - | |
| Brownville..... | 293 | 167 | 127 | 206 | 160 | .49 | 40 | 7 | 4 | 9 | 1 | 11 | - | - | 8 | 2 | - | - | 1,500 | - | |
| Dover..... | 726 | 438 | 347 | 600 | 476 | .57 | 162 | 9 | 11 | 3 | 15 | 1 | 11 | - | 16 | 14 | 2 | 1,800 | 8,000 | - | |
| Foxcroft..... | 364 | 207 | 174 | 137 | 192 | .53 | 30 | 6 | 7 | 2 | 10 | - | 11 | - | 10 | 8 | - | - | 2,185 | - | |
| Guilford..... | 276 | 174 | 140 | 176 | 139 | .50 | 40 | 8 | 3 | 10 | 3 | - | - | - | 8 | 2 | - | - | 1,300 | - | |
| Greenville..... | 109 | No return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Kingsbury..... | 69 | No return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Medford..... | 122 | 85 | 60 | 95 | 70 | .53 | 23 | 6 | 5 | 6 | - | - | - | - | 4 | 3 | - | - | - | - | |
| Monson..... | 244 | 185 | 148 | 120 | 95 | .50 | - | 9 | 10 | 9 | - | - | 11 | - | 7 | 4 | 1 | 200 | 850 | - | |
| Milo..... | 346 | 190 | 152 | 295 | 210 | .52 | 8 | 3 | 9 | 9 | - | - | 11 | - | 8 | 3 | - | - | 2,400 | - | |
| Orneville..... | 262 | 160 | 120 | 210 | 154 | .52 | 50 | 5 | 4 | 6 | 3 | 9 | - | - | 7 | 1 | - | - | 1,600 | - | |
| Parkman..... | 414 | 200 | 190 | 250 | 225 | .50 | 75 | 8 | 9 | 15 | 1 | - | - | - | 14 | 7 | - | - | 1,500 | - | |
| Sangerville..... | 421 | 280 | 228 | 370 | 288 | .61 | 9 | 8 | 8 | 9 | 2 | - | - | - | 9 | 7 | 1 | 650 | 3,000 | - | |
| Sebec..... | 371 | 223 | 150 | 284 | 219 | .50 | 61 | 9 | 2 | 8 | - | 11 | - | - | 8 | - | 1 | - | 3,600 | - | |
| Shirley..... | 108 | 69 | 59 | 55 | 46 | .48 | 12 | 8 | 9 | 3 | - | - | - | - | 3 | 2 | 1 | 225 | 500 | - | |
| Wellington..... | 292 | 120 | 98 | 180 | 150 | .43 | 60 | 8 | 10 | 10 | - | - | - | - | 9 | 6 | - | - | 2,500 | - | |
| Williamsburg..... | 74 | - | - | 58 | 44 | .60 | 13 | - | 8 | 3 | - | - | - | - | 3 | 2 | - | - | 650 | - | |
| | 5,340 | 3,094 | 2,415 | 3,688 | 2,956 | .50 | 660 | 8 | 28 | 4 | 149 | 13 | 6 | - | 137 | 74 | 9 | 3,925 | 31,697 | - | |

PISCATAQUIS COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | 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 1869. | Excess above amount required by law. | | Not less than \$1 for each inhabitant. | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|-------------------|---|-----|--|-----|--|---|---|--|----|---|----|---|----|---------------------------------------|--------------------------------------|------|--|----------------------------|--|----------------------------------|---|--|--|---|---|
| | No. | No. | No. | No. | \$ | ¢ | | \$ | ¢ | \$ | ¢ | \$ | ¢ | | \$ | ¢ | | | | | | | | | |
| Abbot..... | 2 | 6 | 6 | - | - | - | - | \$30 | 50 | \$3 | 00 | \$1 | 75 | \$800 | - | - | - | \$2 | 62 | \$83 | - | - | \$53 | \$16 | \$38 |
| Atkinson..... | 2 | 11 | 8 | - | - | - | - | 25 | 00 | 2 | 50 | 1 | 87 | 900 | 5 | - | - | 2 | 47 | 27 | \$105 | - | 187 | 27 | 25 |
| Barnard..... | - | 2 | 1 | - | - | - | - | - | - | 2 | 50 | 1 | 53 | 125 | - | - | - | 2 | 00 | 5 | - | 6 | - | - | 6 |
| Bowerbank..... | - | 1 | 2 | - | - | - | - | - | - | 2 | 00 | 1 | 50 | 60 | - | \$25 | - | 1 | 50 | 3 | 20 | - | - | - | - |
| Blanchard..... | 1 | 1 | - | - | - | - | - | 28 | 00 | 2 | 50 | 2 | 12 | 164 | - | - | - | 2 | 16 | 6 | 33 | 12 | - | - | 8 |
| Brownville..... | 2 | 7 | 5 | - | - | - | - | 28 | 00 | 2 | 78 | 1 | 97 | 800 | 8 | - | - | 2 | 73 | 23 | 30 | 71 | - | - | 36 |
| Dover..... | 4 | 13 | 12 | - | - | - | - | 33 | 62 | 3 | 46 | 2 | 17 | 2,000 | - | - | - | 2 | 75 | - | 69 | - | - | - | 64 |
| Foxcroft..... | 2 | 10 | 8 | - | - | - | - | 32 | 50 | 3 | 12 | 1 | 75 | 1,102 | - | - | - | 3 | 05 | 28 | 79 | 170 | 16 | 51 | |
| Guilford..... | 3 | 8 | 4 | - | - | - | - | 27 | 67 | 2 | 25 | 2 | 30 | 850 | 5 | - | - | 3 | 08 | 20 | - | 90 | 3 | 36 | |
| Greenville..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Kingsbury..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Medford..... | - | 3 | 5 | - | - | - | - | - | - | 2 | 50 | 1 | 75 | 350 | - | 4 | - | 2 | 86 | - | 25 | 70 | 20 | - | 5 |
| Monson..... | 3 | 7 | 4 | - | - | - | - | 23 | 00 | 2 | 50 | 1 | 50 | 850 | - | - | - | 2 | 90 | 20 | 51 | 100 | - | - | 19 |
| Milo..... | 2 | 8 | 6 | - | - | - | - | 35 | 00 | 2 | 50 | 2 | 50 | 1,000 | 41 | - | - | 2 | 89 | 26 | 77 | 200 | - | 60 | 24 |
| Orneville..... | 3 | 7 | 4 | - | - | - | - | 21 | 00 | 2 | 40 | 2 | 10 | 1,000 | 88 | - | - | 2 | 10 | 17 | 40 | 10 | 100 | - | - |
| Parkman..... | 2 | 10 | 5 | - | - | - | - | 35 | 00 | 3 | 50 | 2 | 50 | 1,175 | - | - | - | 2 | 84 | - | 20 | 25 | - | - | 30 |
| Sangerville..... | 6 | 9 | 3 | - | - | - | - | 30 | 00 | 2 | 60 | 2 | 25 | 1,400 | - | - | - | 3 | 32 | 34 | 45 | 100 | 150 | 25 | 30 |
| Sebec..... | 2 | 6 | 6 | - | - | - | - | 26 | 00 | 3 | 60 | 2 | 23 | 1,152 | - | - | - | 3 | 11 | 29 | 100 | 176 | - | - | 30 |
| Shirley..... | - | 3 | 2 | - | - | - | - | - | - | 2 | 43 | 2 | 08 | 150 | - | - | - | 1 | 40 | 7 | 131 | 23 | 10 | - | 6 |
| Wellington..... | 5 | 6 | 3 | - | - | - | - | 26 | 00 | 3 | 25 | 1 | 75 | 1,200 | - | - | - | 4 | 10 | - | - | 115 | - | - | 35 |
| Williamsburg..... | - | - | 3 | - | - | - | - | - | - | 2 | 60 | 2 | 17 | 200 | 19 | - | - | 2 | 70 | 5 | - | 25 | 6 | - | 11 |
| | 39 | 117 | 87 | - | - | - | - | 28 | 66 | 2 | 73 | 1 | 96 | 15,278 | 166 | 29 | 2 | 67 | 339 | 826 | 855 | - | 1,375 | 183 | 452 |

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. | | Per centage of average attendance. | | 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. | | Estimated value of all school property in town. | | Number of Male Teachers employed in Summer. | |
|-----------------|---|-------|--------------------------------------|-------|--|-----|--------------------------------------|----|--|----|------------------------------------|----|--|----|--|----|--|----|------------------------------|----|-------------------------------|----|--|-----------|-----------|----|----|----------------------------------|-------|---------------------------|--------|--|--------|-------------------|----|---|----|---|---|
| | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | 2 grades. | 3 grades. | 4 grades. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | A. | P. | | |
| Arrowsic..... | 82 | 35 | 27 | 49 | 38 | .39 | 14 | 11 | 11 | 3 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 2 | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Bath..... | 2,584 | 1,664 | 1,535 | 1,624 | 1,495 | .51 | 24 | 20 | 20 | 20 | 1 | - | 1 | - | - | - | - | - | - | - | - | - | 1 | 15 | 12 | 1 | 1 | 1 | 1 | 1 | 1 | \$1,500 | 60,000 | 60,000 | - | - | 2 | | |
| Bowdoinham..... | 648 | 308 | 243 | 496 | 411 | .50 | 188 | 9 | 2 | 10 | 18 | - | - | 1 | - | - | - | - | - | - | - | - | 1 | 18 | 13 | 1 | 1 | 1 | 1 | 1 | 700 | 12,800 | 12,800 | - | - | - | | | |
| Bowdoin..... | 546 | 372 | 285 | 441 | 351 | .56 | 69 | 10 | 11 | 11 | 18 | - | 1 | - | - | - | - | - | - | - | - | - | - | 18 | 7 | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Georgetown..... | 476 | 214 | 184 | 278 | 231 | .43 | 60 | 9 | 9 | 1 | 10 | - | - | - | - | - | - | - | - | - | - | - | - | 8 | 6 | 1 | 1 | 1 | 1 | 95 | 2,250 | 2,250 | - | - | - | - | | | |
| Perkins..... | 20 | 17 | 12 | 19 | 16 | .70 | 6 | 5 | 8 | 8 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Phippsburg..... | 577 | 312 | 245 | 341 | 272 | .45 | 55 | 10 | 11 | 4 | 14 | - | - | - | - | - | - | - | - | - | - | - | - | 14 | 10 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Richmond..... | 849 | 562 | 443 | 632 | 485 | .55 | 70 | 8 | 2 | 11 | 3 | 11 | - | 1 | - | - | - | - | - | - | - | - | 1 | 14 | 10 | 1 | 1 | 1 | 1 | 209 | 5,800 | 5,800 | - | - | 1 | 1 | | | |
| Topsham..... | 520 | 239 | 196 | 323 | 264 | .44 | 60 | 10 | 3 | 10 | 2 | 10 | - | 1 | - | - | - | - | - | - | - | - | - | 12 | 8 | 2 | 2 | 2 | 1,400 | 9,500 | 9,500 | - | - | 1 | 1 | | | | |
| West Bath..... | 122 | 75 | 55 | 81 | 72 | .52 | 13 | 6 | 3 | 9 | 2 | 4 | - | - | - | - | - | - | - | - | - | - | - | 4 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Woolwich..... | 387 | 202 | 153 | 207 | 163 | .41 | 45 | 8 | 4 | 9 | 1 | 8 | - | - | - | - | - | - | - | - | - | - | - | 6 | 3 | 1 | 1 | 1 | 1,000 | 3,000 | 3,000 | - | - | - | - | - | - | - | |
| | 6,811 | 4,000 | 3,378 | 4,491 | 3,798 | .50 | 604 | 9 | 5 | 11 | 97 | 2 | 4 | - | - | - | - | - | - | - | - | - | - | 112 | 75 | 7 | 7 | 7 | 4,864 | 98,450 | 98,450 | - | - | 4 | 4 | | | | |

SAGADAHOC COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | | 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 1869. | | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|-----------------|---|-----|--|---|--|-------|---|--------|--|--------|---|----|---|--------|---------------------------------------|-------|--|-------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | |
| Arrowsic..... | 1 | 2 | 1 | - | - | - | \$30 00 | \$3 50 | \$3 00 | \$3 00 | \$3 48 | - | - | \$4 24 | - | - | - | - | - | - | - | - | - | - | - | - |
| Bath..... | 2 | 36 | 36 | - | 1 | - | 87 50 | 7 25 | 3 00 | 21,500 | 13,422 | - | - | 8 32 | - | \$205 | \$800 | 500 | 500 | 500 | 500 | \$100 | 5,946 | - | 565 | |
| Bowdoinham..... | 15 | 15 | 3 | - | - | - | 23 84 | 2 78 | 2 17 | 2,349 | - | - | - | - | 40 | - | - | 300 | 292 | 240 | 240 | 131 | 78 | 38 | | |
| Bowdoin..... | 14 | 16 | 3 | - | - | - | 20 67 | 2 26 | 2 45 | 1,148 | - | - | - | 3 20 | 42 | - | - | 108 | 131 | 78 | 38 | 139 | 50 | 36 | | |
| Georgetown..... | 4 | 6 | 3 | - | - | - | 25 30 | 3 00 | 3 16 | 1,200 | - | - | - | 2 52 | - | - | - | 15 | 139 | 50 | 36 | - | - | - | | |
| Perkins..... | - | 1 | 1 | - | - | - | - | 3 00 | 2 00 | 65 | - | - | - | 2 00 | - | - | - | - | - | - | - | - | - | - | - | |
| Phippsburg..... | 9 | 12 | 4 | - | 1 | 28 00 | 2 90 | 3 50 | 3 50 | 2,000 | 250 | - | - | 3 38 | 50 | - | - | 100 | 195 | 402 | 80 | 195 | 402 | 80 | | |
| Richmond..... | 10 | 16 | 6 | - | 1 | 30 00 | 3 05 | 2 21 | 3,000 | 3,000 | 265 | - | - | 3 53 | 64 | 7 | 750 | 25 | 570 | 49 | 90 | 570 | 49 | 90 | | |
| Topsham..... | 7 | 11 | 7 | - | - | 31 40 | 3 50 | 3 00 | 1,800 | 400 | - | - | - | 3 40 | 41 | 39 | 75 | - | - | - | 63 | 205 | 13 | 48 | | |
| West Bath..... | 2 | 4 | 2 | - | - | 27 65 | 2 31 | - | - | 32 50 | 2 97 | - | - | 3 33 | 10 | - | 9 | - | 63 | 205 | 13 | 600 | - | 13 | | |
| Woolwich..... | 3 | 8 | 3 | - | 1 | 32 50 | 2 97 | - | - | 1,320 | 1 | - | - | 3 41 | - | - | 50 | - | 600 | - | - | 600 | - | 13 | | |
| | 67 | 127 | 69 | 4 | 33 | 63 | 3 32 | 2 73 | 35,130 | 13,938 | - | - | 3 73 | 454 | 847 | 1,927 | 125 | 7,963 | 1,133 | 1,026 | - | - | - | - | | |

SOMERSET 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. | Per centage of average attendance. | 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 grades. | | Number of School Houses in town. | Number in good condition. | Number of School Houses built last year. | Cost of the same. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|--------------|--|-----|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|----|--|----|--|---|------------------------------|-------------------------------|--|----------------|-----------|----------------------------------|---------------------------|--|-------------------|---|---|
| | ♂ | ♀ | | | | | | ♂ | ♀ | ♂ | ♀ | ♂ | ♀ | | | | 2 grades. | 3 grades. | | | | | | |
| Anson | 654 | 336 | 297 | 419 | 339 | .49 | 145 | 6 | 4 | 8 | 17 | 3 | 1 | 1 | 20 | 5 | | 20 | | | | \$6,000 | - | |
| Athens | 583 | 390 | 317 | 427 | 335 | .56 | 36 | 7 | 2 | 3 | 14 | 2 | - | - | 13 | 4 | - | 13 | 4 | - | - | 2,500 | - | |
| Bingham | 340 | 165 | 132 | 204 | 188 | .46 | 41 | 7 | 1 | 6 | 12 | - | 1 | 1 | 7 | 4 | - | 8 | 4 | - | - | 1,500 | - | |
| Brighton | 269 | 151 | 116 | 169 | 124 | .45 | 18 | 6 | 3 | 6 | 9 | 1 | - | - | 4 | 4 | 1 | 4 | 4 | 1 | \$290 | 1,950 | 1 | |
| Cambridge | 176 | 119 | 91 | 138 | 114 | .58 | 19 | 7 | 4 | 9 | 1 | 5 | - | - | 5 | 2 | - | 5 | 2 | - | - | - | - | |
| Canaan | 668 | 334 | 237 | 462 | 379 | .46 | - | 9 | - | - | 12 | 3 | 3 | 12 | 1 | 1 | 1 | 12 | 8 | 3 | 1,400 | 7,000 | - | |
| Concord | 188 | 57 | 43 | 113 | 96 | .37 | 56 | 7 | 7 | 7 | 12 | - | - | - | 11 | 2 | - | 11 | 2 | - | - | 600 | - | |
| Cornville | 315 | 209 | 162 | 284 | 221 | .61 | 51 | 8 | 1 | 9 | 2 | 12 | 2 | - | 12 | 8 | 1 | 12 | 8 | 1 | 200 | 4,700 | - | |
| Detroit | 257 | 188 | 137 | 194 | 157 | .53 | 6 | 8 | 4 | 9 | 5 | - | 1 | 1 | 5 | 2 | - | 5 | 2 | - | - | 2,000 | - | |
| Embsden | 356 | 252 | 172 | 342 | 259 | .60 | 90 | 9 | 3 | 9 | 4 | 15 | 2 | - | 16 | 2 | - | 12 | 10 | - | - | 2,400 | - | |
| Fairfield | 1,088 | 700 | 650 | 850 | 765 | .65 | 225 | 10 | 10 | 10 | 15 | 15 | - | - | 15 | 15 | - | 18 | 14 | - | - | 10,000 | - | |
| Harmony | 370 | 188 | 151 | 304 | 218 | .49 | 106 | 9 | 9 | 3 | 11 | - | - | - | 11 | 7 | - | 11 | 7 | - | - | 2,000 | - | |
| Hartland | 446 | 297 | 190 | 294 | 208 | .45 | - | 7 | 5 | 8 | 9 | 4 | 1 | 1 | 10 | 4 | - | 10 | 4 | - | - | 5,000 | - | |
| Lexington | 147 | 71 | 64 | 117 | 99 | .60 | 51 | 7 | 9 | 3 | 7 | 2 | - | - | 7 | 5 | - | 7 | 5 | - | - | - | - | |
| Madison | 512 | 315 | 253 | 441 | 362 | .60 | - | 8 | 10 | 3 | 19 | - | - | - | 17 | - | 1 | 17 | - | 1 | 500 | 5,100 | - | |
| Mercer | 320 | 163 | 125 | 269 | 214 | .53 | 106 | 8 | 7 | 1 | 10 | 1 | - | - | 11 | 2 | - | 11 | 2 | - | - | 1,600 | - | |
| Moscow | 240 | 79 | 63 | 157 | 125 | .39 | 78 | 6 | 1 | 9 | - | - | - | - | 6 | 2 | - | 6 | 2 | - | - | 700 | - | |
| New Portland | 550 | 339 | 265 | 445 | 349 | .56 | 106 | 7 | 8 | 3 | 16 | 1 | - | - | 15 | 13 | - | 15 | 13 | - | - | 3,200 | - | |
| Norridgewock | 635 | 325 | 280 | 375 | 310 | .46 | - | 8 | 10 | 16 | 4 | 1 | - | - | 16 | 10 | - | 16 | 10 | - | - | - | - | |
| Palmyra | 556 | 358 | 265 | 420 | 333 | .54 | 111 | 8 | 1 | 9 | 14 | 2 | - | - | 14 | 2 | - | 16 | 6 | 1 | 550 | 3,500 | - | |
| Pittsfield | 640 | 380 | 289 | 425 | 334 | .49 | 102 | 7 | 5 | 8 | 2 | 10 | 5 | - | 10 | 3 | - | 10 | 3 | - | - | 3,000 | - | |
| Ripley | 202 | 103 | 81 | 149 | 92 | .43 | 47 | 7 | 9 | 1 | 5 | - | - | - | 5 | 2 | - | 5 | 2 | - | - | - | - | |
| St. Albans | 670 | 400 | 320 | 485 | 485 | .60 | 85 | 9 | 9 | 9 | 16 | 1 | 1 | 1 | 16 | 4 | - | 16 | 4 | - | - | 6,500 | - | |
| Solon | 475 | 274 | 243 | 317 | 356 | .63 | - | 8 | 11 | 4 | 13 | 1 | - | - | 14 | 12 | - | 14 | 12 | - | - | 5,000 | - | |
| Skowhegan | 1,400 | 723 | 552 | 863 | 650 | .43 | 140 | 7 | 3 | 8 | 18 | 3 | 2 | 2 | 25 | 15 | - | 25 | 15 | - | - | - | - | |

| | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--------|-------|-------|-------|-------|------|-------|----|---|-----|----|----|----|----|-----|-------|---|-------|--------|---|
| Smithfield | 280 | 182 | 137 | 220 | 155 | .52 | 508 | 9 | 7 | - | - | 7 | 9 | - | - | 1,500 | - | | | |
| Starks | 394 | 180 | 123 | 304 | 247 | .47 | 1248 | 9 | 2 | 15 | 1 | 13 | 10 | - | - | 4,000 | - | | | |
| Dead River pl. | 35 | 21 | 18 | - | - | .51 | 7 | - | - | 2 | - | - | - | 22 | - | 200 | - | | | |
| Flagg Staff pl. | 19 | 19 | 19 | - | - | 1.00 | 8 | 3 | - | 2 | - | 1 | - | - | - | - | - | | | |
| Moose River pl. | 27 | 32 | 24 | - | - | .89 | 16 | - | - | 1 | - | 1 | - | - | - | 200 | - | | | |
| West Forks pl. | 28 | 33 | 17 | 28 | 16 | .57 | 312 | 3 | 2 | 1 | - | 2 | 1 | - | - | - | - | | | |
| Carratunk pl. | 82 | 69 | 57 | 19 | 19 | .46 | 57 | 3 | 6 | 2 | - | 2 | 2 | - | - | 400 | - | | | |
| No. 2, R. 2, w. k. r. pl. | 47 | 19 | 17 | 38 | 33 | .53 | 217 | 2 | 9 | 4 | - | 2 | 2 | - | - | 200 | - | | | |
| Pleasant Ridge pl. | 54 | - | 20 | - | - | .37 | 108 | - | - | 3 | 1 | - | - | - | - | - | - | | | |
| | 12,114 | 7,471 | 5,927 | 9,372 | 7,582 | .54 | 1,832 | 18 | 3 | 334 | 55 | 12 | - | - | 335 | 166 | 7 | 2,940 | 80,750 | 1 |

SOMERSET COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal School. | 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 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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 committees. |
|-----------------|---|----|--|---|--|---|--|--|---|---|---------------------------------------|--|--------|----------------------------|--|----------------------------------|---|--|--|---|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | 7 | 8 |  |  |  |  |  |  |  |  | 9 | 10 |
| Anson | 1 | 19 | 18 | - | - | - | \$40 00 | \$2 50 | \$2 00 | \$2,000 | - | - | \$3 05 | - | \$144 | \$300 | - | \$125 | \$49 | \$60 | |
| Athens | 6 | 14 | 8 | - | - | - | 28 63 | 3 12 | 1 71 | 1,490 | - | - | 2 50 | \$46 | - | - | 220 | - | 38 | | |
| Bingham | 4 | 6 | - | - | - | - | 20 40 | 2 54 | 1 77 | 833 | - | - | 2 43 | 25 | 60 | 186 | - | 60 | 10 | 19 | |
| Brighton | 1 | 7 | 3 | - | - | - | 26 00 | 3 50 | 1 75 | 740 | - | \$3 | 2 76 | 21 | - | - | 2 | 14 | 25 | | |
| Cambridge | 2 | 5 | 3 | - | - | - | 31 50 | 2 89 | 1 73 | 516 | - | - | 2 98 | 13 | 30 | 30 | - | 47 | - | 20 | |
| Canaan | 7 | 10 | 6 | - | - | - | 29 50 | 3 33 | 2 17 | 1,715 | - | - | 2 57 | 53 | 42 | - | - | 135 | - | 75 | |
| Concord | 2 | 4 | 6 | - | - | - | 19 25 | 2 61 | 1 30 | 541 | - | - | 2 87 | 16 | - | - | - | 40 | 75 | 9 | |
| Cornville | 2 | 10 | 9 | - | 1 | - | 25 00 | 3 17 | 2 00 | 1,140 | - | - | 3 62 | 29 | 110 | - | - | 150 | 50 | 57 | |
| Detroit | 3 | 6 | 3 | - | - | - | 27 00 | 2 82 | 2 06 | 700 | - | 41 | 2 72 | 21 | 50 | - | - | 110 | - | 25 | |
| Embsden | 3 | 12 | 13 | - | - | - | 29 66 | 2 85 | 1 50 | 1,042 | - | - | 2 92 | 23 | 56 | 25 | - | 110 | 25 | 10 | |
| Fairfield | 8 | 18 | 12 | - | - | - | 23 00 | 3 75 | 3 00 | 3,000 | 250 | - | 2 75 | 88 | - | 500 | \$500 | 450 | 200 | 150 | |

SOMERSET COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|---------------------------|---|--|--|---|--|---|---|---------------------------------------|--|------------------------------------|--------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | | | | | | | | | Excess above amt required by law. | Less than the amt required by law. | | | | | | | | | |
| Harmony | 5 | 7 | 5 | - | \$28 00 | \$3 06 | \$1 80 | \$1,107 | - | - | \$3 00 | \$25 | \$100 | \$170 | - | \$100 | \$60 | \$55 | |
| Hartland | 1 | 6 | 8 | - | 40 00 | 2 65 | 2 10 | 951 | - | - | 2 38 | - | 30 | - | - | - | 30 | 53 | |
| Lexington | 1 | 4 | 6 | - | 20 00 | 2 87 | 1 77 | 496 | - | - | 3 37 | - | - | - | - | - | 21 | 12 | |
| Madison | 7 | 16 | 11 | - | 26 75 | 2 85 | 1 92 | 1,615 | - | - | 3 15 | 42 | 190 | 50 | - | 150 | 100 | 66 | |
| Mercer | 5 | 9 | 6 | 1 | 27 40 | 3 20 | 1 87 | 1,100 | - | - | 3 44 | - | - | 100 | - | 200 | 125 | 30 | |
| Moscow | 1 | 4 | 7 | - | 28 00 | 3 10 | 1 61 | 574 | - | - | 1 00 | 17 | 33 | 15 | - | 202 | 25 | 20 | |
| New Portland | 9 | 13 | 7 | - | 28 00 | 2 84 | 1 82 | 1,600 | - | - | 2 72 | 45 | 42 | 250 | - | 100 | - | 76 | |
| Norridgewock | 1 | 16 | 15 | 3 | 21 00 | 4 00 | 2 50 | 1,900 | - | - | 3 00 | - | - | 800 | - | - | - | 85 | |
| Palmyra | 7 | 15 | 9 | - | 25 43 | 2 68 | 1 89 | 1,600 | - | 3 | 2 00 | 41 | 69 | 250 | - | 300 | 50 | 57 | |
| Pittsfield | 7 | 10 | 4 | - | 28 28 | 3 41 | 2 03 | 1,500 | 5 | - | 2 32 | 50 | - | 500 | - | 134 | 17 | 68 | |
| Ripley | 2 | 5 | 3 | - | 26 50 | 3 25 | 1 40 | 656 | - | - | 3 02 | 16 | 32 | - | - | - | - | - | |
| St. Albans | 9 | 16 | 8 | 1 | 28 00 | 2 50 | 2 00 | 1,808 | - | - | 2 72 | 71 | 55 | 500 | - | 800 | 100 | 72 | |
| Solon | 5 | 13 | 8 | - | 1 27 50 | 3 00 | 1 75 | 1,345 | - | - | 2 80 | 34 | 114 | 200 | - | 142 | 25 | 49 | |
| Skowhegan | 9 | 21 | 16 | 2 | 28 00 | 4 00 | 2 50 | 3,665 | - | - | 2 63 | 105 | - | - | - | - | - | 164 | |
| Smithfield | 4 | 7 | 3 | - | 22 00 | 3 00 | 2 00 | 793 | - | - | 2 83 | 22 | - | 17 | - | 81 | - | 23 | |
| Starks | 5 | 11 | 9 | 1 | 27 40 | 2 86 | 1 86 | 1,341 | - | - | 3 40 | 33 | - | 161 | - | 170 | 212 | 55 | |
| Dead River pl. | - | 3 | - | - | - | 2 00 | 1 50 | 100 | - | 3 | 2 85 | 7 | - | - | - | 10 | - | - | |
| Flagg Staff pl. | - | 2 | - | - | - | 2 50 | 2 00 | - | - | - | - | 76 | - | - | - | 5 | - | - | |
| Moose River pl. | - | 2 | - | - | - | 4 00 | 1 50 | - | - | - | - | - | - | - | - | 10 | - | - | |
| West Forks pl. | - | 1 | - | - | - | 3 50 | 1 50 | - | - | - | - | 80 | - | - | - | - | - | - | |
| Carratunk pl. | - | 8 | 1 | - | - | 2 25 | - | - | - | - | - | 44 | - | - | - | - | 67 | - | |
| No. 2, R. 2, W. K. R. pl. | - | 4 | 2 | - | - | 3 00 | 1 50 | 138 | - | - | 2 93 | - | - | - | - | 35 | 25 | 7 | |
| Pleasant Ridge pl. | - | 1 | - | - | - | 2 00 | 2 00 | - | - | - | - | 10 | - | - | - | - | 600 | - | |
| | 118 | 309 | 216 | 12 | 27 30 | 2 97 | 1 87 | 36,006 | 310 | - | 2 79 | 985 | 1,180 | 4,364 | 500 | 3,916 | 1,880 | 1,388 | |

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. | Per centage of average attendance. | Number in Winter Schools who did not attend in Summer. | | Average length of Summer Schools | | Average length of Winter Schools | | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|--------------|---|------------|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|----|----------------------------------|-----------|----------------------------------|---|------------------------------|-------------------------------|--|--------|---|----|----------------------------------|---------------------------|--|-------------------|---|---|
| | W. | D. | | | | | | W. | D. | 2 grades. | 3 grades. | 4 grades. | | | | | | | | | | | | | |
| Belfast | 1,957 | 1,016 | 816 | 991 | 809 | .42 | 90 | 10 | 9 | 3 | 15 | 1 | 2 | | | | | | 17 | 9 | | | \$7,500 | 2 | |
| Belmont | 211 | No return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Brooks | 326 | 214 | 163 | 232 | 145 | .47 | 18 | 8 | 7 | - | 7 | - | - | - | - | - | - | - | 7 | 3 | - | - | - | 1,100 | - |
| Burnham | 346 | 248 | 25 | 243 | 35 | .09 | 12 | 5 | 3 | 8 | 4 | - | - | - | - | - | - | - | 9 | 9 | - | - | - | - | - |
| Frankfort | 475 | 155 | 110 | 393 | 352 | .49 | 23 | 8 | 2 | 9 | 3 | 8 | 2 | - | - | - | - | - | 8 | 6 | - | - | - | 7,000 | 1 |
| Freedom | 250 | 186 | 130 | 210 | 155 | .57 | 24 | 10 | 2 | 10 | 2 | - | - | - | - | - | - | - | 9 | 7 | - | - | - | 2,250 | - |
| Islesborough | 468 | 291 | 228 | 317 | 239 | .50 | 88 | 11 | 2 | 10 | 2 | 8 | - | - | - | - | - | - | 8 | 5 | - | - | - | 3,200 | - |
| Jackson | 218 | 102 | 71 | 198 | 150 | .50 | 9 | 8 | 9 | 9 | 9 | 1 | - | - | - | - | - | - | 8 | 5 | 1 | \$400 | - | - | - |
| Knox | 327 | 191 | 148 | 289 | 169 | .48 | 10 | 9 | 2 | 2 | - | - | - | - | - | - | - | - | 9 | 4 | - | - | - | 1,000 | - |
| Liberty | 360 | 278 | 243 | 324 | 283 | .73 | 45 | 8 | 4 | 10 | 11 | 3 | - | - | - | - | - | - | 10 | 4 | 1 | 150 | 2,800 | - | |
| Lincolnton | 783 | 527 | 436 | 654 | 581 | .65 | 127 | 11 | 4 | 9 | 17 | - | - | - | - | - | - | - | 17 | 5 | 1 | 1,200 | 4,375 | - | |
| Monroe | 494 | 205 | 152 | 337 | 272 | .43 | 120 | 8 | 8 | 8 | 13 | - | - | - | - | - | - | - | 13 | 13 | - | - | - | - | - |
| Montville | 550 | 231 | 176 | 382 | 315 | .45 | 151 | 9 | 3 | 15 | 2 | - | - | - | - | - | - | - | 15 | 9 | 1 | 825 | 5,525 | - | |
| Morrill | 199 | 92 | 70 | 140 | 113 | .47 | 48 | 10 | 3 | 10 | 5 | - | - | - | - | - | - | - | 5 | 2 | - | - | - | 1,500 | - |
| Northport | 350 | 164 | 145 | 247 | 190 | .48 | 65 | 10 | 12 | 9 | - | - | - | - | - | - | - | - | 9 | 5 | - | - | - | 1,800 | - |
| Palermo | 445 | 350 | 275 | 390 | 310 | .66 | 75 | 8 | 10 | 16 | 2 | - | - | - | - | - | - | - | 16 | 8 | - | - | - | 1,600 | - |
| Prospect | 354 | 153 | 145 | 224 | 193 | .48 | 70 | 9 | 2 | 7 | 3 | 1 | 1 | - | - | - | - | - | 5 | 2 | - | - | - | 4,000 | - |
| Searsmont | 595 | 349 | 276 | 457 | 376 | .55 | 10 | 4 | 9 | 11 | 3 | 1 | 1 | - | - | - | - | - | 12 | 5 | - | - | - | 2,700 | - |
| Searsport | 890 | 466 | 395 | 515 | 405 | .45 | 90 | 9 | 10 | 12 | - | 3 | 2 | 1 | - | - | - | - | 11 | 9 | - | - | - | 28,000 | 2 |
| Stockton | 780 | 550 | 467 | 562 | 470 | .41 | 107 | 8 | 8 | 9 | 2 | 2 | 1 | 1 | - | - | - | - | 8 | 7 | - | - | - | - | - |
| Swanville | 319 | 155 | 115 | 215 | 180 | .46 | 60 | 9 | 11 | 5 | 1 | - | - | - | - | - | - | - | 6 | 4 | - | - | - | 1,200 | - |
| Thorndike | 429 | 300 | 230 | 357 | 285 | .60 | 114 | 8 | 2 | 9 | 10 | - | - | - | - | - | - | - | 10 | 3 | 1 | 864 | 2,600 | - | |
| Troy | 600 | 264 | 200 | 396 | 348 | .46 | 132 | 9 | 10 | 12 | 3 | - | - | - | - | - | - | - | 12 | 7 | - | - | - | 5,000 | - |
| Unity | 458 | 250 | 218 | 392 | 342 | .61 | 160 | 9 | 2 | 9 | 3 | 12 | - | - | 11 | - | - | - | 11 | 6 | - | - | - | 3,500 | - |

WALDO 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. | | Per centage of average attendance. | | Number in Winter Schools who did not attend in Summer. | | Average length of Summer Schools of 5 1/4 days per week. | | Average length of Winter Schools of 5 1/4 days per week. | | Number of districts in town. | | Number of parts of districts. | | Number of districts with graded schools. | | No. of grades. | | | Number of School Houses in town. | | Number in good condition. | | Number of School Houses built last year. | | Cost of the same. | | Estimated value of all school property in town. | | Number of Male Teachers employed in Summer. | |
|--------|---|------------------|--------------------------------------|-------|--|-----|--------------------------------------|-----|--|-----|------------------------------------|----|--|----|--|-----|--|-------|------------------------------|---|-------------------------------|---|--|---|----------------|----|----|----------------------------------|---|---------------------------|---|--|---|-------------------|-------|---|---|---|--|
| | Waldo | Winterport | | | | | | | | | | | | 7. | 8. | 7. | 8. | | | | | | | | | 2 | 3 | 4 | | | | | | | | | | | |
| | 260 | 1,194 | 152 | 102 | 206 | 433 | 171 | 433 | .52 | .36 | 59 | 8 | 11 | 4 | 9 | 1 | 7 | - | - | - | - | - | - | 2 | 2 | 17 | 13 | 4 | 1 | 1 | - | - | - | - | 1,200 | - | - | | |
| | 13,628 | 6,889 | 5,336 | 9,314 | 7,021 | .49 | 1,893 | 9 | 19 | 2 | 262 | 27 | 12 | - | 259 | 154 | 5 | 3,439 | 87,850 | 5 | | | | | | | | | | | | | | | | | | | |

WALDO COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | | 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 1889. | | Excess above amt' required by law. | | Less than the amt' required by law. | | Amount raised per scholar. | | Amount drawn from State funds in 1888. | | 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 | Belmont | Brooks | Burnham | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 14 | 23 | 13 | - | - | \$39 00 | \$ 40 | \$ 50 | \$5,600 | \$80 | - | \$400 | \$3 44 | \$149 | \$1,000 | \$2,500 | \$1,400 | \$3,000 | \$1,500 | \$216 | \$3 07 | \$ 60 | - | - | - | - | 40 | 18 | - | 90 | 25 | - | 35 | 22 | | | |
| | 2 | 8 | 6 | 1 | 25 | 00 | 50 | 00 | 800 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | | | |
|--------------|-----|-----|-----|---|-------|------|------|--------|-------|-----|------|-----|-------|-------|-------|-------|-------|-------|
| Frankfort | 5 | 7 | 5 | - | 26 00 | 2 50 | 2 20 | 1,162 | - | - | 2 15 | - | - | 300 | - | - | - | 35 |
| Freedom | 6 | 8 | 4 | - | 30 00 | 2 50 | 2 50 | 849 | - | - | 3 39 | 20 | - | - | - | 159 | - | 24 |
| Islesborough | 8 | 8 | - | 1 | 30 87 | 2 89 | 3 00 | 1,274 | - | - | 2 51 | 34 | - | - | - | 115 | - | 12 |
| Jackson | 4 | 5 | 5 | - | 24 00 | 2 00 | 1 84 | 800 | - | 27 | 3 67 | 16 | - | - | - | - | - | 24 |
| Knox | 8 | 9 | - | - | 25 37 | 2 44 | 1 53 | 1,076 | - | - | 3 29 | - | - | - | - | 75 | - | 44 |
| Liberty | 8 | 11 | 3 | 1 | 22 00 | 2 00 | 1 50 | 1,050 | - | - | 2 22 | 250 | 200 | 78 | 25 | 450 | 40 | 28 |
| Lincolnton | 10 | 17 | 7 | - | 28 00 | 2 25 | 3 00 | 2,078 | - | - | 2 65 | 49 | - | - | - | - | - | 57 |
| Monroe | 8 | 9 | 5 | - | 28 50 | 2 21 | 2 30 | 1,706 | - | - | 3 47 | 41 | - | - | 21 | - | - | - |
| Montville | 11 | 12 | 4 | - | 25 00 | 2 00 | 1 96 | 1,685 | - | - | 3 06 | 44 | - | 150 | - | 215 | 138 | 48 |
| Morrill | 4 | 4 | - | - | 28 00 | 2 12 | 2 00 | 377 | - | 251 | 1 89 | - | - | 8 | - | 300 | - | 16 |
| Northport | 4 | 6 | 5 | - | 27 00 | 3 00 | 2 00 | 1,178 | - | - | 3 37 | - | - | 30 | - | 380 | 29 | 35 |
| Palermo | 12 | 16 | 4 | - | 25 00 | 2 00 | 2 25 | 1,372 | - | - | 3 00 | - | - | 60 | - | - | - | 28 |
| Prospect | 5 | 6 | 1 | - | 32 83 | 2 58 | 3 15 | 703 | - | - | 2 98 | 27 | - | 50 | - | 142 | 21 | 23 |
| Searsmont | 9 | 13 | 4 | - | 24 00 | 2 14 | 1 90 | 1,657 | - | - | 2 80 | 41 | - | - | - | 120 | - | 49 |
| Searsport | 5 | 13 | 8 | - | 50 00 | 3 25 | 3 00 | 3,500 | 966 | - | 3 93 | 16 | - | 80 | 30 | 200 | - | 110 |
| Stockton | 8 | 11 | 3 | - | 35 00 | 3 75 | 3 00 | 1,600 | 400 | - | 2 21 | 48 | - | 600 | 112 | - | 250 | 60 |
| Swanville | 4 | 5 | 1 | - | 23 40 | 2 18 | 2 00 | 914 | - | - | 2 80 | 26 | 62 | - | - | 91 | - | 20 |
| Thorndike | 6 | 10 | 4 | - | 20 00 | 2 00 | 1 75 | 1,000 | - | - | - | 23 | - | - | - | 50 | - | 25 |
| Troy | 10 | 10 | 2 | - | 21 66 | 1 90 | 1 78 | 1,402 | - | - | 2 33 | 40 | 49 | 30 | - | 125 | - | 23 |
| Unity | 9 | 10 | 4 | 1 | 25 00 | 3 00 | 2 25 | 1,320 | - | - | 2 88 | 35 | - | 350 | - | 185 | 45 | 70 |
| Waldo | 6 | 7 | 1 | - | 25 00 | 2 16 | 1 71 | 726 | - | - | 2 69 | 21 | - | - | - | 63 | - | 21 |
| Winterport | 8 | 19 | 13 | 1 | 27 62 | 3 00 | 3 00 | 3,000 | - | - | 2 51 | 95 | - | - | - | - | - | 81 |
| | 178 | 254 | 104 | 5 | 27 93 | 2 49 | 2 28 | 37,829 | 1,446 | 678 | 2 87 | 979 | 1,311 | 4,306 | 1,588 | 5,830 | 2,048 | 1,108 |

SUPERINTENDENT'S REPORT.

WASHINGTON 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. | Per centage of average attendance. | Number in Winter Schools who did not attend in Summer. | | Average length of Summer Schools 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. |
|----------------|---|-----------------|--|--------------------------------------|--|------------------------------------|--|----|---|----|--|-----------|------------------------------|-------------------------------|--|---|--------|---------|----------------------------------|---------------------------|--|-------------------|---|---|
| | Summer Schools. | Winter Schools. | | | | | v. | d. | v. | d. | 2 grades. | 3 grades. | | | 4 grades. | | | | | | | | | |
| Addison | 474 | 314 | 267 | 165 | 139 | .43 | 15 | 12 | 1 | 8 | 13 | 1 | 1 | 1 | 12 | 7 | - | - | - | - | \$2,430 | - | | |
| Alexander | 210 | 119 | 97 | 81 | 63 | .38 | 22 | 10 | 12 | 4 | 2 | - | - | - | 3 | 2 | - | - | - | - | - | 1,500 | - | |
| Baileyville | 170 | 105 | 75 | 140 | 95 | .47 | - | 10 | 12 | 5 | 1 | - | - | - | 3 | 3 | - | - | - | - | - | 300 | - | |
| Baring | 170 | 110 | 97 | 113 | 92 | .55 | 17 | 10 | 8 | 1 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | \$4,500 | 1 | 1 | 4,650 | - | | |
| Beddington | 65 | 59 | 49 | 37 | 36 | .65 | 4 | 3 | 12 | 1 | 1 | - | - | - | 2 | 1 | - | - | - | - | - | 1,200 | - | |
| Calais | 2,389 | 1,121 | 746 | 1,147 | 753 | .31 | 243 | 12 | 12 | 9 | - | 2 | 1 | 1 | 15 | 7 | 1 | 3,200 | 1 | 1 | 15,000 | 3 | | |
| Centerville | 70 | 46 | 34 | - | - | .50 | - | 14 | - | 3 | 3 | 1 | - | - | 2 | 1 | - | - | - | - | - | 1,400 | 1 | |
| Charlotte | 230 | 137 | 92 | 81 | 64 | .34 | 25 | 9 | 4 | 14 | 6 | - | - | - | 6 | 3 | - | - | - | - | - | 1,350 | - | |
| Cherryfield | 669 | 395 | 326 | 425 | 327 | .49 | - | 10 | 4 | 11 | 1 | - | - | 1 | 11 | 3 | - | - | - | - | - | 6,700 | 1 | |
| Columbia | 263 | 163 | 137 | 193 | 163 | .57 | - | 7 | 17 | 3 | 6 | 1 | - | - | 6 | - | - | - | - | - | - | 900 | - | |
| Columbia Falls | 233 | 158 | 132 | 139 | 105 | .51 | 40 | 8 | 4 | 8 | 2 | 4 | 1 | - | 3 | 1 | - | - | - | - | - | 1,500 | - | |
| Cooper | 164 | 116 | 78 | 107 | 82 | .49 | - | 9 | 9 | 9 | 5 | 1 | - | - | 5 | 1 | - | - | - | - | - | 200 | - | |
| Crawford | 106 | 25 | 12 | 48 | 35 | .21 | - | 11 | 16 | 2 | 2 | - | - | - | 2 | 1 | 1 | 800 | 1 | 1 | 1,200 | - | | |
| Cutler | 426 | 296 | 263 | 304 | 272 | .63 | 104 | 10 | 2 | 11 | 3 | 8 | 1 | - | 7 | - | - | - | - | - | - | 1,200 | 1 | |
| Danforth | 142 | 105 | 65 | 100 | 60 | .44 | - | 12 | 12 | 4 | 4 | - | - | - | 3 | - | - | - | - | - | - | - | - | |
| Deblois | 52 | 30 | 23 | 30 | 23 | .44 | - | 12 | 12 | 1 | 1 | - | - | - | 1 | 1 | - | - | - | - | - | 700 | - | |
| Dennysville | 205 | 114 | 80 | 155 | - | .39 | - | 12 | 2 | 16 | 2 | 2 | - | 1 | 2 | 2 | - | - | - | - | - | 3,500 | - | |
| East Machias | 900 | 462 | 265 | 184 | 145 | .23 | 125 | 8 | 19 | 4 | 7 | - | 1 | - | 7 | 7 | 1 | - | - | - | - | 3,000 | - | |
| Eastport | 1,600 | 650 | 488 | 651 | 510 | .31 | - | 20 | 20 | 1 | 1 | - | 1 | 1 | 6 | 6 | - | - | - | - | - | 13,000 | 3 | |
| Edmunds | 193 | 37 | 31 | 113 | 81 | .29 | 44 | 14 | 3 | 15 | 6 | - | - | - | 5 | 4 | - | - | - | - | - | - | - | |
| Harrington | 444 | - | - | - | - | - | - | - | - | - | 9 | 2 | - | 1 | 8 | 4 | - | - | - | - | - | - | - | - |
| Jonesborough | 205 | 93 | 59 | 49 | 34 | .22 | 12 | 11 | 1 | 11 | 1 | 6 | 4 | - | 5 | 3 | - | - | - | - | - | 800 | 1 | |
| Jonesport | 511 | 275 | 258 | 230 | 222 | .47 | 75 | 16 | 3 | 11 | 14 | - | - | - | 7 | 3 | - | - | - | - | - | 1,000 | - | |
| Lubec | 960 | 555 | 394 | 589 | 447 | .44 | 175 | 10 | 11 | 14 | 14 | - | - | 1 | 11 | 9 | - | - | - | - | - | 5,500 | - | |
| Machias | 1,083 | 649 | 503 | 613 | 507 | .47 | - | 11 | 3 | 10 | 1 | 1 | - | - | 1 | 9 | - | - | - | - | - | - | - | 2 |

| | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--------|-------|---------|-------|-------|-----|-------|----|----|----|-----|----|----|----|-----|-----|---|--------|--------|----|
| Machiasport | 666 | 386 | 299 | 276 | 232 | .32 | - | 8 | 3 | 10 | 1 | 10 | 1 | 11 | 6 | 5 | - | - | 3,000 | - |
| Marion | 77 | 64 | 46 | 38 | 27 | .34 | - | 11 | 9 | 4 | 4 | 2 | - | - | 2 | 2 | - | - | - | - |
| Marshfield | 158 | 102 | 81 | 108 | 88 | .53 | 48 | 7 | 5 | 4 | 2 | - | - | - | 2 | 1 | - | - | 1,000 | - |
| Meddybemps | 76 | 21 | 13 | 68 | 40 | .70 | 31 | 7 | 3 | 14 | 2 | - | - | - | 2 | - | - | - | 200 | - |
| Millbridge | 645 | 344 | 295 | 182 | 163 | .36 | 65 | 7 | 5 | 9 | 11 | 2 | 1 | 1 | 10 | 1 | - | - | 5,010 | - |
| Northfield | 90 | 87 | 78 | 85 | 75 | .84 | - | 7 | 1 | 6 | 3 | - | - | - | 3 | 1 | - | - | - | 1 |
| Pembroke | 913 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Perry | 516 | 309 | 220 | 205 | 142 | .35 | - | 10 | 3 | 11 | 2 | 13 | - | - | 12 | - | - | - | - | - |
| Princeton | 400 | 243 | 193 | 246 | 198 | .49 | 3 | 10 | 4 | 10 | 1 | 4 | - | 1 | 1 | 4 | 4 | - | 2,500 | - |
| Robbinston | 427 | 249 | 185 | 252 | 192 | .44 | 40 | 9 | 11 | 7 | 7 | 1 | - | - | 8 | 5 | - | - | 5,000 | - |
| Steuben | 434 | 302 | 226 | 227 | 174 | .46 | - | 10 | 1 | 8 | 2 | 11 | - | - | 9 | 5 | - | - | 2,000 | - |
| Topsfield | 211 | 131 | 91 | 140 | 88 | .44 | - | 11 | 9 | 3 | 4 | - | - | - | 4 | 4 | - | - | 740 | - |
| Trescott | 270 | 144 | 94 | 116 | 79 | .36 | 42 | 8 | 3 | 7 | 2 | 9 | - | - | 7 | 4 | - | - | 1,200 | - |
| Wesley | 147 | 114 | 91 | - | - | .62 | - | 10 | - | - | - | 5 | - | - | 4 | 1 | - | - | - | 2 |
| Whiting | 190 | 106 | 97 | 98 | 87 | .49 | 10 | 7 | 5 | 8 | 6 | - | - | - | 5 | 3 | - | - | 1,500 | - |
| Whitneyville | 245 | 70 | 56 | 136 | 113 | .34 | 113 | 15 | 3 | 13 | 3 | 1 | - | 1 | 1 | 1 | 1 | 2,350 | 2,500 | - |
| Codyville pl. | 21 | 12 | 8 | - | - | .38 | - | 7 | - | - | 1 | - | - | - | 1 | 1 | - | - | 1,000 | - |
| Jackson Brook pl. | 24 | 22 | 18 | - | - | .75 | - | 14 | - | - | 2 | - | - | - | 1 | - | - | - | 100 | - |
| Talmadge pl. | 36 | 32 | 24 | - | - | .67 | - | 13 | - | - | 2 | - | - | - | 2 | 1 | - | - | 300 | - |
| Waite pl. | 34 | 25 | 17 | - | - | .50 | - | 16 | - | - | 1 | - | - | - | 1 | - | - | - | 50 | - |
| No. 7, Range 2 pl. | 64 | 55 | 33 | 35 | 26 | .45 | - | 16 | 3 | 9 | 4 | 2 | - | - | 2 | 1 | - | - | 500 | - |
| No. 9, Range 4 pl. | 38 | 38 | 24 | - | - | .63 | - | 18 | - | - | 2 | 1 | - | - | 2 | - | - | - | 75 | - |
| No. 14, East Div. pl. | 69 | 47 | 39 | - | - | .57 | - | 8 | 1 | - | 3 | - | - | - | 3 | - | - | - | 600 | 3 |
| No. 18 pl. | 12 | 10 | 10 | - | - | .83 | - | 8 | - | - | 1 | - | - | - | 1 | 1 | - | - | - | - |
| No. 21 pl. | 75 | 45 | 36 | - | - | .48 | - | 14 | - | - | 3 | - | - | - | 1 | - | - | - | 100 | - |
| No. 31 | 17 | No | return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 17,789 | 9,092 | 6,844 | 7,906 | 5,979 | .47 | 1,262 | 11 | 10 | 5 | 250 | 22 | 15 | - | 237 | 118 | 5 | 10,850 | 85,405 | 18 |

SUPERINTENDENT'S REPORT.

WASHINGTON COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools. | 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 1869. | Not less than \$1 for each inhabitant. | | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|----------------|---|--|--|---|--|---|---|---------------------------------------|--|-------------------------------------|----------------------------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | | | | | | | | | Excess above am't required by law. | Less than the am't required by law. | Amount raised per scholar. | | | | | | | | |
| Addison | 2 | 14 | 5 | - | \$39 50 | \$2 79 | \$1 71 | \$1,275 | \$3 | - | \$2 69 | \$37 | - | - | - | \$150 | \$86 | \$21 | |
| Alexander | 2 | 4 | - | 1 | 37 50 | 2 37 | 2 12 | 444 | - | - | 2 12 | 16 | \$111 | - | - | 53 | - | 26 | |
| Baileyville | 1 | 5 | 4 | - | 30 00 | 2 50 | 1 75 | 400 | - | - | 2 35 | 5 | - | - | - | 20 | 20 | 9 | |
| Baring | 1 | 3 | 1 | - | 40 00 | 5 00 | 2 75 | 479 | - | - | 2 80 | - | - | - | - | 13 | - | 15 | |
| Beddington | - | 2 | 1 | - | - | 3 66 | 2 00 | 144 | - | - | 2 21 | 4 | 72 | - | - | 35 | - | 12 | |
| Calais | 6 | 22 | 18 | - | 60 00 | 4 00 | 2 50 | 8,500 | 29 | - | 3 73 | 169 | 120 | - | - | 21 | 22 | 150 | |
| Centerville | 3 | 3 | - | - | 30 00 | 3 50 | 1 50 | 200 | 10 | - | 2 75 | - | 110 | - | - | 10 | - | 3 | |
| Charlotte | 1 | 6 | 2 | - | 33 00 | 2 90 | 2 08 | 611 | - | - | 2 65 | 20 | 48 | - | - | 135 | - | 15 | |
| Cherryfield | - | 9 | 9 | - | 30 00 | 3 14 | 2 14 | 2,000 | - | \$200 | 3 06 | 55 | - | 250 | - | 150 | - | 79 | |
| Columbia | 3 | 6 | 5 | - | 35 00 | 3 65 | 2 33 | 700 | - | - | 2 89 | 24 | 75 | - | - | - | - | 24 | |
| Columbia Falls | 4 | 4 | - | - | 37 37 | 4 50 | 2 62 | 550 | - | - | 2 36 | 18 | 60 | - | - | 62 | - | 10 | |
| Cooper | 2 | 6 | 1 | - | 34 00 | 2 70 | 1 60 | 455 | - | - | 2 77 | 13 | 30 | - | - | 30 | 45 | 18 | |
| Crawford | 1 | 1 | - | - | 30 00 | 2 75 | 1 87 | 300 | 17 | - | 2 83 | - | - | - | - | 17 | - | 4 | |
| Cutler | 5 | 4 | - | - | 30 00 | 3 00 | 3 50 | 862 | - | 88 | 2 02 | 33 | 112 | - | - | 110 | - | 6 | |
| Danforth | 1 | 3 | 2 | - | 25 00 | 3 00 | 2 00 | 300 | - | - | 2 12 | 10 | 150 | - | - | 50 | - | - | |
| Deblois | 1 | 1 | 1 | - | - | 3 00 | 2 00 | 100 | - | 30 | 1 96 | 3 | 25 | - | - | 19 | - | - | |
| Dennysville | 2 | 3 | 1 | 1 | 42 50 | 3 50 | 3 25 | 785 | 300 | - | 3 29 | 16 | 72 | - | 30 | 93 | 300 | 12 | |
| East Machias | 3 | 9 | - | 2 | 50 00 | 3 50 | 2 50 | 1,500 | - | 500 | 1 67 | 60 | - | 350 | - | - | - | 30 | |
| Eastport | 4 | 10 | 9 | - | 50 00 | 3 00 | 4 50 | 4,800 | 800 | - | 3 60 | 118 | - | - | 1,097 | - | - | 25 | |
| Edmunds | 4 | 2 | 1 | - | 33 83 | 3 17 | 3 25 | 843 | 400 | - | 4 37 | 13 | 133 | - | - | - | - | 18 | |
| Harrington | 2 | 8 | 7 | - | - | - | - | 1,130 | - | - | 2 54 | - | - | 78 | - | - | 93 | 19 | |
| Jonesborough | 1 | 3 | 1 | - | 29 00 | 2 69 | 2 33 | 520 | 200 | - | 2 53 | - | - | - | 31 | - | - | 16 | |
| Jonesport | 3 | 14 | 8 | - | 30 00 | 3 75 | 2 50 | 1,150 | - | 2 | 1 00 | 38 | - | 25 | 150 | - | - | - | |
| Lubeo | 9 | 15 | 4 | - | 40 00 | 4 00 | 3 00 | 2,500 | - | - | - | - | 72 | - | - | 300 | - | 48 | |
| Machias | 3 | 9 | 7 | - | 16 25 | 2 50 | 3 25 | 3,100 | - | - | 2 86 | - | - | - | - | - | - | - | |

| | | | | | | | | | | | | | | | | | | |
|-----------------------|----|-----|-----|---|-------|------|------|--------|-------|-----|------|-------|-------|-------|------|-------|-----|-----|
| Machiasport..... | 4 | 7 | 2 | - | 39 75 | 3 25 | 3 25 | 1,502 | - | - | - | 50 | - | 650 | - | 90 | 149 | 34 |
| Marion..... | 1 | 3 | - | - | 32 00 | 2 50 | 1 78 | 200 | - | - | 2 60 | 4 | 8 | - | - | 6 | - | 12 |
| Marshfield..... | 2 | 2 | 1 | - | 38 00 | 3 00 | 2 50 | 330 | 2 | - | 2 12 | 11 | - | 45 | - | 10 | - | 5 |
| Meddybemps..... | 1 | 1 | 1 | - | 31 20 | 3 50 | 1 76 | 300 | - | - | 3 95 | 7 | - | - | - | 25 | - | 9 |
| Millbridge..... | 3 | 12 | 3 | 1 | 42 50 | - | - | 1,282 | - | - | 2 00 | 60 | - | 125 | \$20 | 125 | - | 46 |
| Northfield..... | 2 | 2 | 1 | - | 30 00 | 3 00 | 2 50 | 300 | 50 | - | 3 33 | 7 | - | - | - | 35 | - | 5 |
| Pembroke..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 11 |
| Perry..... | 4 | 11 | 7 | - | 35 00 | 4 00 | 3 50 | 1,150 | - | 45 | - | - | 26 | - | - | - | - | - |
| Princeton..... | 3 | 5 | 2 | - | 33 14 | 3 77 | 3 26 | 1,200 | 500 | - | 3 00 | 20 | 15 | 5 | - | 144 | - | 32 |
| Robbinston..... | 4 | 7 | 2 | - | 31 50 | 3 00 | 2 33 | 1,150 | - | - | 2 68 | 35 | - | - | - | 200 | - | 20 |
| Steuben..... | 3 | 12 | 4 | - | 36 33 | 2 50 | 2 02 | 1,191 | - | - | 2 81 | 34 | - | - | - | - | - | 15 |
| Topsfield..... | 2 | 4 | 2 | - | 26 50 | 2 62 | 1 57 | 444 | - | - | 2 24 | 15 | 136 | 5 | - | 52 | - | 30 |
| Trescott..... | 1 | 6 | 4 | - | 30 00 | 2 63 | 1 87 | 540 | - | - | 2 00 | 21 | - | - | - | 35 | - | 17 |
| Wesley..... | - | 3 | - | - | 40 00 | 3 25 | 2 00 | 550 | 150 | - | - | 11 | 78 | - | - | - | - | 14 |
| Whiting..... | 2 | 5 | 1 | - | 32 50 | 2 40 | 1 80 | 475 | - | - | 2 50 | - | 5 | - | - | 100 | - | 7 |
| Whitneyville..... | 1 | 1 | 1 | - | 55 00 | 3 46 | 4 00 | 585 | - | - | 2 38 | - | - | 10 | - | 26 | - | 16 |
| Codyville pl..... | - | 1 | - | - | - | 2 50 | 1 75 | 30 | - | 22 | 1 43 | - | - | - | - | 4 | - | 8 |
| Jackson Brook pl..... | - | 2 | - | - | - | 2 00 | 1 80 | 87 | - | - | 2 79 | - | 71 | - | - | 4 | - | - |
| Talmadge pl..... | - | 2 | - | - | - | 2 00 | 2 00 | 75 | - | - | - | 66 | - | - | - | 10 | - | 3 |
| Waite pl..... | - | 1 | - | - | - | 2 75 | 1 75 | 100 | - | - | 3 00 | - | 20 | - | - | 5 | - | - |
| No. 7, 2 pl..... | - | 3 | 1 | - | - | 2 25 | 1 66 | 138 | 60 | - | 1 97 | 5 | - | - | - | 10 | - | 6 |
| No. 9 R. 4 pl..... | - | 2 | - | - | - | 2 25 | 1 90 | 69 | - | - | - | 48 | - | - | - | 30 | - | 2 |
| No. 14 E. D. pl..... | - | 1 | - | - | 33 00 | 2 00 | 3 00 | 200 | - | 20 | 2 90 | - | - | - | - | 11 | 40 | - |
| No. 18 pl..... | - | 1 | - | - | - | 2 00 | 2 00 | 40 | 31 | - | 3 33 | 35 | - | - | - | - | - | - |
| No. 21 pl..... | - | 2 | - | - | - | 1 62 | - | 120 | - | - | - | - | - | - | - | - | - | - |
| No. 31 pl..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 93 | 262 | 119 | 5 | 35 51 | 3 00 | 2 37 | 45,706 | 2,356 | 905 | 2 61 | 1,092 | 1,051 | 1,593 | 20 | 3,470 | 756 | 857 |

SUPERINTENDENT'S REPORT.

YORK 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. | Per centage of average attendance. | 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. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | |
|---------------|---|------------|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|---|----|---|-----------|------------------------------|-------------------------------|--|-----------|----|----------------------------------|---------------------------|--|-------------------|---|---|---|
| | w. | d. | | | | | | | w. | d. | 2 grades. | 3 grades. | | | | 4 grades. | | | | | | | | |
| Acton | 350 | 197 | 153 | 272 | 219 | .50 | 50 | 9 | 3 | 8 | 4 | 12 | - | - | - | - | 12 | 7 | - | - | - | \$501 | - | |
| Alfred | 440 | 192 | 147 | 232 | 162 | .35 | 90 | 7 | 3 | 3 | 8 | 12 | - | - | 1 | - | 17 | 10 | - | - | - | 6,000 | - | |
| Berwick | 840 | 509 | 410 | 438 | 352 | .45 | 47 | 11 | 9 | 2 | 19 | 8 | - | - | - | - | 17 | 10 | - | - | - | 6,000 | - | |
| Biddeford | 3,018 | 1,686 | 1,417 | 1,821 | 1,349 | .46 | - | 12 | 5 | 17 | 3 | 12 | 2 | 1 | - | 1 | 33 | 28 | - | - | - | 25,000 | 4 | |
| Buxton | 871 | 533 | 404 | 604 | 453 | .49 | 127 | 10 | 10 | 3 | 17 | 1 | 1 | 1 | 1 | 1 | 17 | 12 | - | - | - | 6,500 | - | |
| Cornish | 402 | 237 | 196 | 275 | 196 | .49 | 78 | 8 | 3 | 8 | 4 | 10 | 2 | 1 | 1 | - | 10 | 3 | - | - | - | 2,400 | - | |
| Dayton | 189 | No return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Elliot | 576 | 311 | 236 | 330 | 254 | .43 | 90 | 13 | 2 | 12 | - | 8 | - | - | - | - | 8 | 3 | - | - | - | - | - | |
| Hollis | 583 | No return. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Kennebunk | 913 | 530 | 427 | 534 | 433 | .47 | 93 | 13 | 12 | 2 | 12 | 2 | 12 | - | 2 | 1 | 14 | 11 | - | - | - | 8,000 | 3 | |
| Kennebunkport | 867 | 478 | 371 | 489 | 344 | .41 | 119 | 9 | 3 | 4 | 12 | 1 | 1 | 1 | 1 | 1 | 12 | 5 | 1 | - | - | - | 3 | |
| Kittery | 1,093 | 512 | 370 | 746 | 581 | .43 | - | 12 | 13 | 3 | 11 | 3 | 2 | 1 | 1 | 1 | 12 | 7 | 1 | - | - | 10,000 | - | |
| Lebanon | 719 | 348 | 300 | 413 | 364 | .46 | 138 | 7 | 1 | 9 | 19 | 1 | - | - | - | - | 20 | 13 | 1 | - | \$6,400 | - | - | |
| Limerick | 454 | 250 | 215 | 380 | 300 | .57 | 130 | 9 | 1 | 3 | 10 | 1 | - | 1 | 1 | - | 10 | 5 | - | - | - | 2,800 | - | |
| Limington | 625 | - | - | - | - | - | - | 8 | 2 | 9 | 18 | 18 | - | - | - | - | 18 | 18 | - | - | - | - | - | - |
| Lyman | 419 | 225 | 195 | 283 | 258 | .54 | 13 | 8 | 7 | 4 | 11 | - | - | - | - | - | 11 | 7 | - | - | - | - | - | |
| Newfield | 424 | 203 | 161 | 288 | 237 | .52 | 90 | 9 | 2 | 10 | 3 | 9 | 1 | - | - | 6 | 4 | - | - | - | - | 3,000 | - | |
| North Berwick | 528 | 319 | 392 | 355 | 277 | .63 | 36 | 6 | 5 | 3 | 16 | 2 | 1 | - | 1 | 16 | 11 | - | - | - | - | 4,000 | - | |
| Parsonsfield | 693 | 360 | 280 | 509 | 409 | .50 | 149 | 9 | 9 | 18 | 2 | - | - | - | - | 18 | 14 | - | - | - | - | 1,000 | - | |
| Saco | 1,976 | 935 | 718 | 990 | 754 | .37 | - | 12 | 13 | 9 | - | 9 | - | 1 | 1 | 14 | 10 | - | - | - | - | 18,000 | 3 | |
| Shapleigh | 445 | 253 | 183 | 246 | 195 | .42 | 25 | 12 | 3 | 12 | 11 | 6 | 2 | - | - | 8 | 5 | - | - | - | - | 3,133 | - | |
| Sanford | 751 | 441 | 331 | 398 | 339 | .45 | 63 | 10 | 4 | 9 | 4 | 16 | 3 | 1 | 1 | 16 | 12 | 1 | - | 700 | - | 7,925 | - | |
| South Berwick | 1,005 | 483 | 360 | 727 | 553 | .45 | 193 | 11 | 2 | 13 | 2 | 13 | 2 | - | - | 13 | 7 | - | - | - | - | 6,000 | - | |
| Waterborough | 675 | 318 | 236 | 406 | 315 | .41 | 88 | 8 | 1 | 3 | 14 | 14 | - | - | - | - | 12 | 6 | 1 | 1,400 | - | - | - | |

| | | | | | | | | | | | | | | | | | | | |
|------------|--------|--------|-------|--------|-------|-----|-------|----|----|----|-----|----|----|-----|----|---|--------|---------|----|
| Wells..... | 1,028 | 566 | 427 | 544 | 404 | .40 | - | 11 | 12 | 16 | - | - | - | 17 | 8 | 1 | 1,294 | 6,000 | - |
| York..... | 960 | 491 | 314 | 531 | 404 | .37 | - | 11 | 11 | 2 | 14 | - | 1 | 14 | 11 | 1 | 500 | 6,000 | - |
| | 20,844 | 10,377 | 8,243 | 11,822 | 9,152 | .46 | 1,511 | 10 | 10 | 2 | 315 | 20 | 16 | 336 | 22 | 7 | 11,025 | 122,259 | 13 |

YORK COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No of Female Teachers employed in Winter. | Number of Teachers graduates of Normal Schools. | 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 1863. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|--------------------|---|--|---|---|--|---|---|---------------------------------------|--|-------------------------------------|----------------------------|--|---------------------------------|---|--|--|---|---|
| | | | | | | | | | Excess above am't required by law. | Less than the am't required by law. | | | | | | | | |
| Acton..... | 3 | 7 | 7 | - | \$17 00 | \$2 25 | \$2 00 | \$1,218 | - | - | \$1 00 | \$30 | \$30 | - | - | - | - | \$30 |
| Alfred..... | 3 | 9 | 7 | - | 26 35 | 3 17 | 2 33 | 1,250 | - | - | 2 84 | 75 | - | \$100 | \$100 | \$150 | - | 59 |
| Berwick..... | 4 | 14 | 4 | 1 | 27 00 | 3 80 | 3 12 | 3,000 | \$300 | - | 3 57 | 69 | - | 150 | 90 | 375 | - | 87 |
| Biddeford..... | 14 | 30 | 22 | - | 45 00 | 3 00 | 3 50 | 16,000 | 7,000 | - | 5 30 | 208 | - | 150 | 100 | 2,328 | - | 375 |
| Buxton..... | 13 | 16 | 2 | - | 28 41 | 3 23 | 2 09 | 3,000 | 147 | - | 3 44 | 71 | - | 34 | 60 | 342 | 138 | 78 |
| Cornish..... | 2 | 9 | 2 | - | 21 25 | 2 50 | 2 00 | 1,153 | - | - | 2 07 | 34 | - | 325 | - | 107 | 45 | - |
| Dayton..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Elliot..... | 8 | 8 | - | - | 40 37 | 5 19 | 4 25 | 1,780 | - | - | 3 09 | 48 | - | 450 | 40 | 475 | - | 65 |
| Hollis..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Kennebunk..... | 6 | 10 | 8 | 2 | 47 33 | 3 74 | 3 08 | 3,000 | 320 | - | 3 28 | 76 | - | 200 | 75 | 647 | - | 40 |
| Kennebunkport..... | 6 | 12 | 6 | 1 | 27 00 | 5 25 | 4 00 | 2,100 | - | \$600 | 2 41 | 62 | - | 750 | 450 | - | - | 65 |
| Kittery..... | 6 | 10 | 8 | - | 41 76 | 5 08 | 3 75 | 3,000 | 25 | - | 2 74 | 86 | - | 175 | 200 | 440 | - | 75 |
| Lebanon..... | 5 | 17 | 13 | - | 25 00 | 3 25 | 1 90 | 2,130 | - | - | - | 63 | - | - | - | 174 | - | 100 |
| Limerick..... | 8 | 11 | 1 | - | 22 00 | 2 25 | 2 25 | 1,450 | 50 | - | 3 20 | - | - | 500 | - | 300 | - | 45 |
| Limington..... | 15 | 17 | 2 | - | - | - | - | 2,004 | - | - | - | 52 | - | - | - | - | - | 46 |
| Lyman..... | 3 | 11 | 6 | 2 | 31 00 | 3 25 | 2 50 | 1,307 | - | - | - | - | - | - | - | - | - | 47 |
| Newfield..... | 6 | 8 | 4 | - | 26 00 | 2 50 | 2 25 | 1,358 | - | - | 3 20 | - | - | 250 | 50 | 100 | - | 66 |

YORK COUNTY, (Continued.)

| TOWNS. | Number of Male Teachers employed in Winter. | | No. of Female Teachers employed in Summer. | | No. of Female Teachers employed in Winter. | | Number of Teachers graduates of Normal Schools. | 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 1869. | Excess above amt't required by law. | Not less than \$1 for each inhabitant. | Less than the amt't required by law. | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|--------------------|---|-----|--|-----|--|------|---|--|---|---|---------------------------------------|-------------------------------------|--|--------------------------------------|----------------------------|--|----------------------------------|---|--|--|---|---|
| | No. | No. | No. | No. | No. | No. | | | | | | | | | | | | | | | | |
| North Berwick..... | - | 17 | 12 | - | 1 | - | 3 65 | 2 03 | 1,500 | - | 8 | - | - | 2 82 | 46 | - | 100 | - | 150 | - | 60 | |
| Parsonsfield..... | 12 | 17 | 6 | 22 | 00 | 3 00 | 2 50 | 2,125 | - | - | - | - | 3 03 | 57 | 60 | 450 | 20 | 600 | - | 70 | | |
| Saco..... | 10 | 22 | 15 | 30 | 00 | 4 25 | 3 50 | 8,500 | 500 | - | - | - | 4 30 | 150 | - | - | - | 500 | - | 229 | | |
| Shapleigh..... | 4 | 7 | 7 | 30 | 50 | 2 75 | 2 25 | 1,273 | - | - | - | - | 2 86 | 33 | 53 | 175 | - | 150 | - | 45 | | |
| Sanford..... | 6 | 17 | 7 | 34 | 23 | 3 06 | 2 14 | 2,300 | 78 | - | - | - | 3 06 | 63 | - | 100 | - | 300 | - | 81 | | |
| South Berwick..... | 5 | 12 | 14 | 42 | 40 | 3 78 | 2 28 | 2,700 | - | - | - | - | 2 68 | 80 | - | - | - | 400 | - | 65 | | |
| Waterborough..... | 8 | 13 | 5 | 25 | 50 | 3 50 | 3 00 | 1,825 | - | - | - | - | 2 64 | 54 | - | - | - | 300 | - | 80 | | |
| Wells..... | 10 | 16 | 5 | 35 | 00 | 3 50 | 2 26 | 3,000 | 122 | - | - | - | 2 91 | 80 | - | 375 | 100 | - | - | 30 | 125 | |
| York..... | 11 | 14 | 3 | 33 | 00 | 4 75 | 3 25 | 2,874 | - | - | - | - | 3 00 | 75 | - | - | - | 225 | - | 30 | | |
| | 176 | 324 | 166 | 9 | 30 | 82 | 3 51 | 2 71 | 69,947 | 8,550 | 600 | 3 02 | 1,543 | 143 | 4,284 | 1,285 | 8,063 | 488 | 1,963 | | | |

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. | Per centage of average attendance. | 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. |
|------------------|---|--------------------------------------|--|--------------------------------------|--|------------------------------------|--|---|--------|---|-------|------------------------------|-------------------------------|--|
| | | | | | | | | w. | d. | w. | d. | | | |
| | | | | | | | | Androscoggin..... | 11,717 | 6,330 | 4,485 |  |  |  | 6,994 | 4,915 | .48 | 1,184 | 10 | 3 | 10 | 143 | 16 | 9 |
| Aroostook..... | 11,571 | 4,107 | 3,160 | 3,416 | 3,647 | .43 | 716 | 9 | 3 | 3 | 216 | 11 | 2 | |
| Cumberland..... | 28,452 | 13,232 | 9,718 | 15,064 | 11,826 | .45 | 1,107 | 10 | 10 | 5 | 322 | 19 | 15 | |
| Franklin..... | 6,464 | 3,938 | 3,003 | 4,800 | 3,968 | .56 | 1,130 | 7 | 2 | 9 | 220 | 32 | 6 | |
| Hancock..... | 14,607 | 6,623 | 5,638 | 8,188 | 6,573 | .48 | 1,956 | 9 | 5 | 3 | 285 | 11 | 9 | |
| Kennebec..... | 17,804 | 9,507 | 7,516 | 10,919 | 8,903 | .52 | 1,796 | 9 | 1 | 9 | 325 | 13 | 16 | |
| Knox..... | 10,801 | 6,539 | 5,169 | 7,780 | 6,493 | .53 | 1,195 | 9 | 3 | 9 | 147 | 21 | 24 | |
| Lincoln..... | 9,518 | 5,429 | 4,052 | 6,275 | 4,812 | .46 | 1,132 | 9 | 4 | 9 | 176 | 6 | 4 | |
| Oxford..... | 12,444 | 7,670 | 7,413 | 8,888 | 7,338 | .54 | 1,682 | 8 | 3 | 3 | 371 | 34 | 9 | |
| Penobscot..... | 26,229 | 15,962 | 11,917 | 16,375 | 15,071 | .51 | 1,946 | 9 | 3 | 9 | 400 | 26 | 25 | |
| Piscataquis..... | 5,340 | 3,094 | 2,415 | 3,688 | 2,956 | .50 | 660 | 8 | 2 | 3 | 149 | 13 | 6 | |
| Sagadahoc..... | 6,811 | 4,000 | 3,378 | 4,491 | 3,798 | .50 | 604 | 9 | 5 | 11 | 97 | 2 | 4 | |
| Somerset..... | 12,114 | 7,471 | 9,372 | 9,372 | 7,582 | .54 | 1,832 | 8 | 1 | 3 | 334 | 55 | 12 | |
| Waldo..... | 13,638 | 6,889 | 5,336 | 9,314 | 7,021 | .49 | 1,893 | 9 | 1 | 9 | 262 | 27 | 12 | |
| Washington..... | 17,789 | 9,092 | 6,844 | 7,906 | 5,979 | .47 | 1,262 | 11 | 10 | 5 | 250 | 22 | 15 | |
| York..... | 20,844 | 10,377 | 8,243 | 11,822 | 9,152 | .46 | 1,511 | 10 | 10 | 2 | 315 | 20 | 16 | |
| | 226,143 | 120,262 | 94,114 | 135,292 | 108,434 | .50 | 21,606 | 9 | 2 | 9 | 4,012 | 328 | 184 | |

SUMMARY, (Continued.)

| COUNTIES. | No. of | | Number of School Houses in town. | Number in good condition. | Number of School Houses built last year. | Cost of the same. | Estimated value of all school property in town. | Number of Male Teachers employed in Summer. | Number of Male Teachers employed in Winter. | No. of Female Teachers employed in Summer. | No. of Female Teachers employed in Winter. | Number of Teachers graduates of Normal School. | Average wages of Male Teachers per month, excluding board. | Average wages of Female Teachers per week, excluding board. |
|-------------------|-----------|------------------------|----------------------------------|---------------------------|--|-------------------|---|---|---|--|--|--|--|---|
| | 2 grades. | 3 grades. 4 grades. | | | | | | | | | | | | |
| Androscoggin..... | - | - | 170 | 89 | 8 | \$47,117 | \$217,360 | 4 | 104 | 186 | 99 | 15 | \$36 76 | \$3 46 |
| Aroostook..... | - | - | 141 | 77 | 21 | 7,735 | 37,167 | 8 | 46 | 155 | 69 | 5 | 20 31 | 2 88 |
| Cumberland..... | - | - | 322 | 185 | 10 | 25,467 | 582,677 | 9 | 181 | 382 | 229 | 8 | 33 45 | 3 63 |
| Franklin..... | - | - | 200 | 97 | 3 | 4,475 | 53,630 | 3 | 87 | 167 | 98 | 31 | 23 04 | 2 49 |
| Hancock..... | - | - | 272 | 141 | 6 | 4,900 | 95,057 | 4 | 141 | 253 | 107 | 1 | 33 63 | 3 00 |
| Kennebec..... | - | - | 369 | 201 | 4 | 3,280 | 167,280 | 7 | 159 | 355 | 232 | 10 | 32 48 | 3 30 |
| Knox..... | - | - | 164 | 80 | 5 | 33,912 | 108,950 | 6 | 117 | 176 | 104 | 8 | 35 25 | 3 17 |
| Lincoln..... | - | - | 184 | 110 | 3 | 1,925 | 45,895 | 4 | 110 | 163 | 65 | 1 | 30 87 | 2 93 |
| Oxford..... | - | - | 355 | 186 | 10 | 5,350 | 77,810 | 1 | 178 | 350 | 187 | 13 | 23 87 | 2 67 |
| Penobscot..... | - | - | 426 | 261 | 10 | 4,700 | 271,172 | 10 | 174 | 453 | 249 | 9 | 33 58 | 3 14 |
| Piscataquis..... | - | - | 137 | 74 | 9 | 3,925 | 31,697 | - | 39 | 117 | 87 | - | 28 66 | 2 73 |
| Sagadahoc..... | - | - | 112 | 75 | 7 | 4,864 | 98,450 | 4 | 67 | 127 | 69 | 4 | 33 63 | 3 32 |
| Somerset..... | - | - | 335 | 166 | 7 | 2,940 | 80,750 | 1 | 118 | 309 | 216 | 12 | 27 30 | 2 97 |
| Waldo..... | - | - | 259 | 154 | 6 | 3,439 | 87,859 | 5 | 178 | 254 | 104 | 5 | 27 93 | 2 49 |
| Washington..... | - | - | 237 | 118 | 5 | 10,850 | 85,405 | 18 | 93 | 262 | 119 | 5 | 35 51 | 3 00 |
| York..... | - | - | 336 | 22 | 7 | 11,025 | 122,259 | 13 | 176 | 324 | 166 | 9 | 30 82 | 3 51 |
| | - | - | 4,019 | 2,036 | 121 | \$175,904 | \$2,163,409 | 97 | 1,968 | 4,033 | 2,200 | 136 | 30 44 | 3 04 |

SUMMARY, (Continued.)

| COUNTIES. | Average cost of Teachers' board per week. | Amount of school money voted in 1869. | Not less than \$1 for each inhabitant. | | Amount raised per scholar. | Amount drawn from State funds in 1868. | 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. |
|-------------------|---|---------------------------------------|--|--------------------------------------|----------------------------|--|----------------------------------|--|--|--|---|---|
| | | | Excess above amt't required by law. | Less than the amt't required by law. | | | | | | | | |
| Androscoggin..... | \$2 41 | \$47,820 | \$5,004 | - | \$3 43 | \$862 | \$395 | \$2,317 | \$310 | \$6,352 | \$1,313 | \$1,178 |
| Aroostook..... | 1 97 | 19,680 | 1,681 | -\$434 | 2 18 | 388 | 996 | 2,490 | 655 | 1,227 | 941 | 470 |
| Cumberland..... | 2 54 | 179,485 | 29,439 | - | 3 16 | 2,123 | 839 | 6,465 | 3,160 | 21,494 | 1,236 | 1,551 |
| Franklin..... | 1 80 | 19,250 | 218 | 146 | 2 55 | 454 | 693 | 2,194 | 200 | 2,051 | 1,129 | 762 |
| Hancock..... | 2 32 | 38,405 | 3,571 | 232 | 2 67 | 1,225 | 1,225 | 2,075 | 900 | 3,272 | 1,303 | 1,122 |
| Kennebec..... | 2 36 | 69,331 | 8,267 | 200 | 3 33 | 1,399 | 370 | 6,210 | 594 | 8,156 | 1,611 | 2,337 |
| Knox..... | 2 63 | 36,247 | 1,594 | - | 3 04 | 718 | 312 | 1,585 | 60 | 3,138 | 485 | 800 |
| Lincoln..... | 2 47 | 26,374 | 1,310 | 83 | 3 14 | 437 | 31 | 2,745 | 300 | 2,682 | 1,548 | 771 |
| Oxford..... | 1 88 | 34,870 | 598 | 90 | 2 88 | 844 | 1,429 | 2,821 | 625 | 2,931 | 1,174 | 1,204 |
| Penobscot..... | 2 22 | 81,457 | 14,647 | - | 2 82 | 1,816 | 2,786 | 8,098 | 900 | 10,444 | 516 | 3,098 |
| Piscataquis..... | 1 96 | 15,278 | 166 | 29 | 2 67 | 339 | 826 | 855 | - | 1,375 | 183 | 452 |
| Sagadahoc..... | 2 73 | 35,130 | 13,938 | - | 3 73 | 454 | 847 | 1,927 | 125 | 7,963 | 1,133 | 1,026 |
| Somerset..... | 1 87 | 36,006 | 310 | - | 2 79 | 985 | 1,180 | 4,364 | 500 | 3,916 | 1,880 | 1,388 |
| Waldo..... | 2 28 | 37,829 | 1,446 | 678 | 2 87 | 979 | 1,311 | 4,306 | 1,588 | 5,830 | 2,048 | 1,108 |
| Washington..... | 2 37 | 45,706 | 2,356 | 905 | 2 61 | 1,092 | 1,051 | 1,593 | 20 | 3,470 | 756 | 857 |
| York..... | 2 71 | 69,947 | 8,550 | 600 | 3 02 | 1,543 | 143 | 4,284 | 1,285 | 8,063 | 488 | 1,963 |
| | \$2 28 | \$792,815 | \$93,095 | \$3,397 | \$2 93 | \$15,658 | \$14,434 | \$54,329 | \$11,222 | \$92,364 | \$17,744 | \$20,087 |

COMPARATIVE STATEMENT.

| | 1869. | 1859. | 1868. | 1858. |
|---|---------------|---------------|---------------|---------------|
| Whole number of scholars between four and twenty-one | 226,143 | 239,796 | 225,200 | 241,883 |
| Number registered in Summer Schools, Average attendance | 94,114 | 101,737 | 85,407 | 100,726 |
| Number registered in Winter Schools... Average attendance, | 135,292 | 153,063 | 124,655 | 154,860 |
| Per centage of average attendance to whole number..... | 108,434 | 118,063 | 97,790 | 122,430 |
| Number in Winter Schools who did not attend in Summer..... | .50 | .46 | .42 | .47 |
| Average length of Summer Schools in weeks and days, 5½ days per week ... | 21,606 | 33,028 | 19,714 | ..... |
| Average length of Winter Schools in weeks and days, 5½ days per week. | 9w. 2d. .... | ..... | 9w. 2d. .... | ..... |
| Average length of schools for the year, Number of districts..... | 9w. 3d. .... | ..... | 9w. 1d. .... | ..... |
| Number of parts of districts..... | 18w. 5d. | 20w. 4d. | 18w. 3d. | 19w. 5d. |
| Number of districts with graded schools, Number of School Houses..... | 4,012 | 4,141 | 3,632 | 4,127 |
| Number of School Houses in good condition | 328 | 388 | 282 | 394 |
| Number of School Houses built last year..... | 184 | ..... | 150 | ..... |
| Cost of the same | 4,019 | 3,862 | 3,719 | 3,932 |
| Estimated value of all School Property, Number of Male Teachers employed in Summer..... | 2,036 | 1,892 | 1,977 | 1,925 |
| Number of Male Teachers employed in Winter..... | 121 | 115 | 93 | 134 |
| Number of Female Teachers employed in Summer..... | \$175,904 | \$61,851 | \$272,744 | \$66,739 |
| Number of Female Teachers employed in Winter..... | 2,163,409 | 1,116,766 | ..... | ..... |
| Number of Teachers graduates of Normal Schools | 97 | ..... | 70 | ..... |
| Average wages of Male Teachers per month, excluding board..... | 1,968 | ..... | 1,815 | ..... |
| Average wages of Female Teachers per week, excluding board..... | 4,033 | ..... | 4,360 | ..... |
| Average cost of Teachers board per week | 2,200 | ..... | 2,012 | ..... |
| Amount of school money voted..... | 136 | ..... | ..... | ..... |
| Excess above amount required by law... Amount raised per scholar | \$30 44 | \$21 15 | \$29 50 | \$21 86 |
| Amount drawn from State fund | 3 04 | 2 04 | 2 94 | 2 13 |
| Amounts derived from local funds | 2 28 | ..... | 2 17 | ..... |
| Amount paid for tuition in private schools, academies or colleges in the State, ... | 792,815 | 405,063 | 598,094 | 402,761 |
| Amount paid for the same out of the State | 89,698 | 59,134 | ..... | 54,712 |
| Amount expended for repairs, fuel, insurance, &c..... | 2 93 | 1 63 | 2 65 | 1 59 |
| Amount expended to prolong schools... Amount paid to Superintending School Committee..... | 15,658 | 80,294 | 17,719 | 82,698 |
| Per centage of average attendance to scholars registered..... | 14,434 | 16,060 | 12,013 | 14,286 |
| Per centage of average attendance to Summer Schools..... | 54,329 | 27,438 | 54,545 | 26,581 |
| Per centage of average attendance to Winter Schools | 11,222 | ..... | 10,886 | ..... |
| Aggregate amount expended for Schools, Amount of School Fund | 92,364 | ..... | 73,477 | ..... |
| | 17,744 | 13,151 | 14,640 | 16,572 |
| | 20,087 | 14,019 | 18,350 | 14,000 |
| | .79 | ..... | .77 | .76 |
| | .78 | ..... | .76 | .76 |
| | .80 | ..... | .78 | .77 |
| | \$1,082,106 | \$617,889 | \$999,021 | \$623,690 |
| | 277,176 | ..... | 261,112 | 149,085 |

COMPARATIVE TABLE, 1868-9.

| | 1869. | 1868. | Increase. | Per cent. |
|---|-----------|----------|-------------|-----------|
| Whole number of scholars between four and twenty-one | 226,143 | 225,200 | 943 | .004 |
| Number registered in Summer Schools .. | 120,262 | 111,552 | 8,710 | .08 |
| Average attendance | 94,114 | 85,407 | 8,707 | .10 |
| Number registered in Winter Schools. . | 135,292 | 124,655 | 10,637 | .09 |
| Average attendance | 108,434 | 97,790 | 10,644 | .11 |
| Per centage of average attendance to whole number .. | .50 | .42 | .08 | ..... |
| Number in Winter Schools who did not attend in summer | 21,606 | 19,714 | 1,892 | .10 |
| Average length of Summer Schools in weeks and days, 5½ days per week.... | 9w. 2d. | 9w. 2d. | ..... | ..... |
| Average length of Winter Schools in weeks and days, 5½ days per week.... | 9w. 3d. | 9w. 1d. | 2d. | ..... |
| Average length of schools for the year.. | 18w. 5d. | 18w. 3d. | 2d. | .02 |
| Number of districts..... | 4,012 | 3,632 | 380 | .10 |
| Number of parts of districts..... | 328 | 282 | 46 | .16 |
| Number of districts with graded schools | 184 | 150 | 34 | .24 |
| Number of School Houses..... | 4,019 | 3,719 | 300 | .08 |
| Number of School Houses in good condition | 2,036 | 1,977 | 59 | .03 |
| Number of School Houses built last year | 121 | 93 | 28 | ..... |
| Cost of the same..... | 175,904 | 272,744 | dec. 96,840 | ..... |
| Number of Male Teachers employed in Summer..... | 97 | 70 | inc. 27 | .39 |
| Number of Male Teachers employed in Winter..... | 1,968 | 1,815 | 153 | .08 |
| Number of Female Teachers employed in Summer..... | 4,033 | 4,360 | dec. 327 | .08 |
| Number of Female Teachers employed in Winter..... | 2,200 | 2,012 | inc. 188 | .09 |
| Average wages of Male Teachers per month, excluding board..... | \$30 44 | \$29 50 | .94 | .03 |
| Average wages of Female Teachers per week, excluding board..... | 3 04 | 2 94 | .10 | .03 |
| Average cost of Teachers' board per week | 2 28 | 2 17 | .11 | .05 |
| Amount of school money voted..... | 792,815 | 598,094 | 194,721 | .33 |
| Amount raised per scholar..... | 2 93 | 2 65 | .28 | .11 |
| Amount drawn from State fund..... | 15,658 | 17,719 | dec. 2,061 | .12 |
| Amount derived from local funds..... | 14,434 | 12,013 | inc. 2,421 | .10 |
| Amount paid for tuition in private schools, academies or colleges in the State..... | 54,329 | 54,545 | dec. 216 | ..... |
| Amount paid for the same out of the State | 11,222 | 10,886 | inc. 336 | ..... |
| Amount expended for repairs, fuel, insurance, &c..... | 92,364 | 73,477 | 18,887 | .26 |
| Amount expended to prolong schools.... | 17,744 | 14,640 | 3,104 | .21 |
| Amount paid to Superintending School Committees..... | 20,087 | 18,350 | 1,737 | .09 |
| Aggregate amount expended for schools | 1,082,106 | 999,021 | 83,085 | .08 |

ANALYSIS OF TABLES.

A cursory glance at the Comparative Tables reveals the agreeable fact, that while compared with 1859, the record of the past year exhibits in some items retrogression as in census number, register attendance, and amount received from State Funds, yet compared with the summary of 1868 a decided advance is apparent, indicating an increased interest on the part of pupils, teachers, school officers and parents. There are a few less delinquent towns than last year, but more delinquent townships, so that the basis of comparison remains nearly the same, more especially as the delinquent towns are small in population, not much exceeding many of the plantations, or townships. The delinquents in

| | | | | | | | |
|-------------------|---|---|-----|--------------|---|---|----|
| 1868, were towns, | - | - | 53; | plantations, | - | - | 31 |
| 1869, " " " | - | - | 13; | " " " | - | - | 60 |

CENSUS NUMBER.—The following table exhibits the whole number of scholars as returned to the State Treasurer for the last decade :

| No. of Scholars, 1859, between 4 and 21, | | | Increase. |
|--|---------|-------|-----------|
| | 242,700 | - | - |
| " " '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 | |
| | | | Increase. |
| " " '69, " " | 226,143 | 943 | |

It will be borne in mind that the returns made to the Treasurer are from *all* the towns and plantations, except that ten per cent. is deducted from the last returns of any delinquent towns or townships. The deduction having been about the same for each year, the foregoing table may be relied upon as approximately correct, exhibiting an irregular decrease for the eight years preceding 1869, and a small increase during the last year, equal to .004 of the census number for 1868. This is indeed small, but a much more favorable indication than the constant decrease of

preceding years. It will be remembered in connection with this statement that without immigration the yearly increase of the national population by excess of births and deaths, is about 1.38 per cent. while the actual increase from 1840 to 1850, was 35.87 per cent., and from 1850 to 1860, 35.59 per cent. It appears therefore, that Maine falls behind the average national increase, of 1.38 per cent. *without* immigration. The census of 1870 will disclose the fact whether she has kept pace with the average national increase of 35.73 per cent. As the increase in the last census decade was but about 10 per cent., it is hardly presumable that she will treble that per centage in the subsequent. What concerns us is that it should plainly be a policy of the State to add to its brain power, and one of the prerequisites to this is brain material. Immigration therefore "which has pushed the country forward forty years in national progress," enters as an element in our mental capacity and growth. While therefore, our capitalists are investing their wealth in great railway thoroughfares *across* the State, over which to transport the great tide of emigration from European countries to the Great West, it certainly becomes the agriculturist, the manufacturer and the educator, especially to arrest on the way as much of this physical and brain force as possible, and divert the same into channels contributing to the material and spirit power of the State.

ATTENDANCE —It is the aim of the economical manufacturer to convert the elements of raw material, working capital and labor into the maximum product, or that which shall give him the largest returns. This doctrine is true of every producer, simply stated, to make the largest possible dividend on the given stock. The State proposes to itself the production of intelligent citizens. The material is the youth force embraced between the ages of four and twenty-one. The work shop is the school room. The invested capital is that already permanently expended in school property and school funds. The working capital is the annual contribution of the citizens in the form of taxes, gifts, interest, derived from permanent funds and a few minor items. The operatives are the teachers. The paid agents and overseers are Superintending School Committees, County Supervisors, and the State Superintendent. The whole amount of material in 1869 is 226,143 children; in 1868, 225,200 children. Not all of this material in either year passed through the work shop of the common school. The average attendance indicates the raw material actually used.

In 1869 this was .50 of the whole ; in 1868, .42 of the whole. The per centage in favor of 1869 is .08. This on the working capital of 1868, money voted, (\$598,094) amounts to \$47,847 ; on that of 1869, (\$792,815) to \$63,425. This statement however is not strictly fair as the working capital in 1869 has been increased in comparison with that of 1868.

| | |
|---|--------|
| The amount raised in 1869, per scholar, is | \$2.93 |
| “ “ 1868, “ | 2.65 |
| Per centage of increase in working capital, | .10½ |
| “ “ average attendance, | .08 |

The increase of product therefore based on average attendance alone has not kept pace with the increase of money voted. We still need therefore better *instruction*, better *supervision*, and increased *parental interest*, to attract or compel a better attendance. The improving attendance, however, of the past year compared with peceding years is an agreeable indication in the right direction.

LENGTH OF SCHOOLS. The average length of schools *reported* for 1869, is 104 days ; for 1868, 102 days. As the returns are made May 1st of each year, the *report* of 104 days for 1869 indicates the length of school in 1868, and that of 1868 the length of school in 1867. We must, therefore, compare the length of school and its cost for the same year with similar data for other years :

| | |
|--|-----------|
| Length of school in 1868, | 104 days. |
| “ “ 1867, | 102 “ |
| Amount of money voted in 1868, | \$598,094 |
| “ “ “ 1867, | 518,292 |
| Per centage of increase in length of school, 1868, | .02 |
| “ “ “ money voted, “ | .15 |
| Average <i>number</i> of schools in 1868, | 4,128 |
| “ “ “ 1867, | 3,875 |
| Per centage of increase in number for 1868, | .07 |
| Amount expended to prolong schools, 1868, | \$14,640 |
| “ “ “ “ 1867, | 15,316 |

The difference between the last two amounts raised voluntarily to prolong the schools, is so small, that it will not affect the general results above. Averaging, therefore, the length and number of schools, the final statement stands as follows :

| | |
|---|------|
| Working school capital increased, | .15 |
| school quantity “ | .04½ |

Evidently, therefore, on this basis, the State did not receive

adequate returns for the increased amount invested. School *quantity*, however, should be carefully distinguished from school *quality*. This point will be elucidated in its proper place. It would be interesting to compare 1869 with 1868 under the foregoing aspect, but this is impossible, as the returns of the summer schools have not been received, and the winter sessions are not yet matters of record.

TEACHERS' SALARIES.—Teachers' wages increased from 1867 to 1868, three (.03) per cent. ; board, for same period, increased five (.05) per cent. Comparatively, therefore, the teacher receives less remuneration for his services than previously. Evidently the increased amount of money raised (.15) was not appropriated to increased (.03) salaries of the school teachers in Maine. The following table has been compiled from official sources, and suggests that the school operatives of our State, if they do not *strike* for higher wages, will be very likely to seek something better than the *home* market :

COMPARATIVE STATEMENT.

| Average Monthly Wages. | Males. | Females. |
|------------------------|---------|----------|
| Maine | \$30 44 | \$12 16 |
| 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 |
| Iowa | 35 88 | 23 76 |
| Missouri..... | 35 50 | — |
| Kansas..... | 39 44 | 26 41 |
| California (gold)..... | 77 00 | 64 00 |

SCHOOL HOUSES AND SCHOOL DISTRICTS.—The number both of school houses and districts is reported larger than the previous year. The number of new school houses built last year is 121, at a cost of \$175,904 ; the previous year 93, at a cost of \$272,744. Of the latter sum \$200,000 were expended on two school houses, one in Portland, \$125,000, the other in Lewiston, \$75,000. Deducting this amount, \$72,744 will remain as the cost of 91 school houses, averaging about \$800 each. Of the former sum \$37,772 were expended in the erection of one school building in Lewiston,

and \$25,000 for another in Rockland, making the average cost of 119 school houses nearly \$950—indicating a trifling increase in the value of the latter. The cost of materials and labor, was about the same for each year, favoring the latter if either. See under heading, "School Houses." The increase of school districts is an unfavorable indication except so far as the increase shows new settlements and an extending populated area. See school "District System."

MONEY VOTED.—The great difference (\$194,721) in the amount of money voted by the towns is largely owing to a misconception or ignorance of the law passed early in the year 1868, requiring a school tax of one dollar per capita. Many towns raised only the old amount required, seventy-five cents. Evidently the people of Maine are ready to raise any reasonable amount for the support of the public schools, while they very justly demand adequate returns. It will be noticed that the amount raised to *prolong* the schools exceeds that of any previous year. The same is true of amount paid for supervision and of the total expenditure in the interest of schools.

SCHOOL FUND.—The amount derivable from the School Fund and Bank Tax for distribution among the towns, has been constantly decreasing the last ten years. In 1859 the whole amount thus distributed was \$80,294: in 1869, only \$15,658, or less than one-fifth the former amount. This diminution is due to the entire loss of the State bank tax. Other States have supplied this loss by diverting to school uses, licenses, fines, taxes on domestic animals, passenger traffic, &c. The present School Fund receives small additions annually from the sales of State lands. These, however, will soon cease, and it is very desirable that ways be devised to afford increments from other sources.

This completes the general analysis of the tables, and the resultant conclusion is that further active agencies must be set in motion to secure the desired school *quantity*. As to the *quality* or character of our common schools, see "Teachers," "Supervision" and "Normal Schools."

ANSWERS TO QUESTIONS.

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

Lewiston, high, \$1,600. *Westbrook*, high, \$720. *Farmington*, \$600 in grammar school. *Castine*, high, \$800. *Augusta*, high school, \$1,500; grammar, \$1,000. *Hallowell*, high school, \$1,000; grammar, female teacher, \$500. *Waterville*, high school, 787; grammar school, \$500. *Rockland*, high school, \$1,000; grammar, \$900. *Thomaston*, high school, \$1,020; grammar, \$780. *Bangor*, high school, \$1,800; select, \$1,050; grammar, \$950. *Brewer*, \$800. *Dexter*, \$1,200. *Oldtown*, \$1,080. *Orono*, \$960. *Springfield*, \$600. *Bath*, high school, \$1,800; grammar, \$1,000; female principal, \$750. *Bowdoinham*, \$400. *Richmond*, \$20 per week in high school for two terms, and teacher has rent free for two academical terms for which he has tuition; grammar school, \$6 per week. *Topsham*, about \$18 a month for six months. *Skowhegan*, from \$40 to \$60 per month. *Belfast*, gentleman, \$1,000; lady, \$400. *Searsport*, \$90 per month. *Calais*, high school, \$1,000; grammar, \$900. *Dennysville*, \$55 per month and board. *Eastport*, high school, \$1,000; grammar, \$600. *Jonesport*, \$30 per month. *Machias*, \$800. *Biddeford*, high school, \$1,200; grammar, \$900. *Cornish*, male teacher, \$40 per month. *Kennebunk*, high school, \$900; grammar, \$600. *Kennebunkport*, \$56 per month. *Kittery*, \$55 per month. *Lebanon*, \$1,000. *Saco*, high school, \$1,200; grammar, \$800.

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

Lewiston, we are approaching a better state of things. *Castine*, about one-quarter of the whole number. *China*, 20. *Waterville*, 10 to 12. *Rockland*, 4. *Damariscotta*, one-fifth. *Bangor*, 12 to 15. *Bath*, from 15 to 20. *Bowdoinham*, nearly 10 yearly. *Belfast*, very few complete their education in our High School, but none continue long enough to complete a full course. *Eastport*, about one-half. *Machias*, 25. *Biddeford*, 11.

QUESTION 3. "Number of students from your town in State Normal School?"

Durham, 2. *East Livermore*, 3. *Livermore*, 5. *Turner*, 2. *Freeport*, 2. *Gorham*, 1. *Pownal*, 1. *Farmington*, 26. *Free-*

man, 2. *Industry*, 4. *Phillips*, 2. *Bluehill*, 9. *Brooksville*, 7. *Castine*, 25. *Eastbrook*, 2. *Ellsworth*, 12. *Franklin*, 1. *Penobscot*, 2. *Sedgwick*, 2. *Sullivan*, 1. *Surry*, 7. *Trenton*, 2. *Augusta*, 1. *Fayette*, 2. *Mt. Vernon*, 4. *Vienna*, 6. *Hope*, 1. *Rockland*, 2. *Thomaston*, 1. *Union*, 1. *Washington*, 3. *Boothbay*, 2. *Hebron*, 2. *Oxford*, 1. *Orono*, 1. *Woolwich*, 3. *Fairfield*, 1, there ought to be 25. *Madison*, 1. *New Portland*, 10. *St. Albans*, I think that at the present time this town is not represented in either of the Normal Schools, and in fact their merits are not so clearly seen in this vicinity as the appropriation for their maintenance would demand. Our town has been represented by nine, and some of the number employed as teachers without any visible improvement in our schools. *Smithfield*, 6. *Searsmont*, 1. *Swanville*, 2. *Winterport*, 2. *Addison*, 1. *Columbia*, 1. *Alfred*, 3. *Buxton*, 1. *Sanford*, 1.

QUESTION 4. "At what age do boys generally cease in their attendance at school?"

East Livermore, 21. *Greene*, 19. *Leeds*, 16. *Lewiston*, 15. *Lisbon*, 18. *Livermore*, 20. *Minot*, from 16 to 18. *Poland*, 19. *Turner*, 17. *Wales*, 21. *Webster*, 18. *Amity*, 18. *Houlton*, 16 to 18. *Linneus*, 17. *Littleton*, 17. *Ludlow*, from 16 to 20. *Maysville*, 18. *Prèsque Isle*, 18. *Island Falls plantation*, 21. *Macwahoc plantation*, 21. *Perham plantation*, 18. *Woodland plantation*, 16. *Baldwin*, from 18 to 21. *Casco*, 16. *Falmouth*, 18. *Gorham*, 17 or 18. *Harpwell*, 20. *Harrison*, 16. *Pownal*, 18. *Raymond*, from 16 to 18. *Scarborough*, from 18 to 20. *Sebago*, 18. *Standish*, 18. *Westbrook*, from 14 to 18. *Chesterville*, 16. *Farmington*, 19. *Freeman*, 21. *Industry*, 18. *Kingfield*, 20. *New Sharon*, 18 to 19. *Phillips*, 17. *Rangely*, 21. *Salem*, 21. *Weld*, 17. *Letter E plantation*, 19. *Rangely plantation*, 21. *No. 6 plantation*, 20. *Lang plantation*, from 21 to 27. *Amherst*, from 16 to 20. *Aurora*, 18. *Brooklin*, 18. *Castine*, 16. *Cranberry Isles*, 21. *Dedham*, 16 to 18. *Eden*, 21. *Ellsworth*, 17. *Gouldsboro'*, 18. *Hancock*, 18. *Mariaville*, 21. *Orland*, 18. *Penobscot*, 19. *Sedgwick*, 20. *Sullivan*, 19. *Surry*, from 17 to 21. *Tremont*, 17 to 18. *Trenton*, 18. *Waltham*, 21. *Swan's Island plantation*, 20. *No. 7 plantation*, 21. *No. 10 plantation*, 18. *No. 21 plantation*, 18. *Albion*, 16 to 18. *Augusta*, 16. *China*, 16. *Clinton*, 18. *Farmingdale*, 15. *Fayette*, 12 to 15. *Hallowell*, 15 to 16. *Litchfield*, 18. *Monmouth*, 16 to 17. *Mt. Vernon*,

19. *Sidney*, 17. *Vienna*, 18. *Waterville*, 16 to 18. *Winslow*, 18 to 20. *Clinton Gore plantation*, 21. *Camden*, 18. *Cushing*, 18. *Friendship*, 20. *North Haven*, 21. *Rockland*, 14. *Thomaston*, 16. *Union*, 18. *Washington*, 15 to 20. *Boothbay*, 20. *Bremen*, 19. *Bristol*, 18. *Damariscotta*, 16. *Dresden*, 16 to 18. *Edgecomb*, 18. *Jefferson*, 17. *Newcastle*, 16. *Nobleborough*, 19. *Southport*, 18. *Whitefield*, 18. *Andover*, 19. *Bethel*, 18. *Brownfield*, 17. *Buckfield*, 18. *Byron*, 18. *Gilead*, 21. *Hanover*, 21. *Hebron*, 16. *Hiram*, 18. *Norway*, 18. *Oxford*, 15 to 18. *Peru*, 18. *Roxbury*, 21. *Rumford*, 20. *Stow*, 18. *Stoneham*, 16 to 18. *Sumner*, 19. *Upton*, 13. *Woodstock*, 19. *Franklin plantation*, 21. *Hamlin's Grant plantation*, from 12 to 20. *Milton plantation*, 21. *Allon*, 18. *Bangor*, 16. *Bradley*, 15 to 18. *Brewer*, 21. *Charleston*, 18. *Clifton*, 16. *Dexter*, 16. *Dixmont*, 18. *Eddington*, 20 to 21. *Edinburg*, 16 to 21. *Etna*, 21. *Exeter*, 18 to 21. *Greenbush*, about 12, with a slight attendance occasionally after. *Greenfield*, from 14 to 21. *Hampden*, 16. *Hudson*, 18. *Lagrange*, 18. *Levant*, 18. *Lincoln*, 17. *Lowell*, 17. *Newburg*, 20. *Oldtown*, 15 to 16. *Orono*, 18 to 20. *Passadumkeag*, 21. *Prentiss*, 18. *Springfield*, 19. *Stetson*, 18. *Winn*, 18. *Medway plantation*, 21. *Abbott*, 19 to 21. *Barnard*, 21. *Bowerbank*, 21. *Blanchard*, 19. *Brownville*, 18. *Dover*, 18. *Guilford*, 16. *Medford*, 18. *Orneville*, 16. *Parkman*, they desire to at 12 or 16 years. *Sangerville*, from 15 to 21. *Sebec*, 20. *Arrowsic*, 21. *Bath*, not far from 15 years on the average. *Bowdoinham*, 18. *Georgetown*, 17. *Phippsburg*, 18. *Richmond*, about 17. *Topsham*, about 18. *West Bath*, 21. *Woolwich*, 17. *Anson*, about 18. *Athens*, about 18. *Bingham*, 16. *Brighton*, 18. *Cambridge*, 19. *Canaan*, 17. *Concord*, 19. *Cornville*, 19. *Detroit*, 18. *Madison*, 17. *Mercer*, between 18 and 21. *Moscow*, 21. *New Portland*, 16. *Pittsfield*, 21. *Solon*, 20. *Skowhegan*, about 16. *Smithfield*, 18. *Starkes*, 21. *Dead River plantation*, 21. No. 2, R. 2, W. K. R., 20. *Belfast*, from 12 to 20. *Brooks*, 20. *Burnham*, 20. *Frankfort*, 18. *Freedom*, from 17 to 19. *Islesboro'*, 19. *Knox*, 20. *Liberty*, 18. *Lincolnton*, boys about 16, girls 21. *Montville*, 18 to 20. *Palermo*, 20. *Prospect*, 19. *Searsmont*, 17. *Searsport*, from 15 to 16. *Stockton*, 17. *Swanville*, 21. *Thorndike*, 20. *Troy*, 19. *Unity*, 18. *Winterport*, from 8 to 20. *Addison*, 15 to 18. *Alexander*, 21. *Baileyville*, 16. *Baring*, 15. *Beddington*, 18. *Calais*, 16. *Charlotte*, 16 to 18. *Columbia*, 18. *Columbia Falls*, 19. *Cooper*, 18. *Cutler*, 19. *Dennysville*, 21. *Eastport*, 16 to 18. *Jonesport*, 15 to 21.

Lubec, 19. *Machias*, 19. *Marshfield*, about 21, or sooner if they go courting. *Millbridge*, 21. *Northfield*, from 18 to 20. *Perry*, from 12 to 21. *Princeton*, 18. *Trescott*, 20. *Whiting*, 14. *Whitneyville*, from 16 to 23. *Waite plantation*, 16. No. 7, Range 2 plantation, 18 to 19. *Acton*, about 14. *Alfred*, 16. *Berwick*, 17. *Biddeford*, 13. *Buxton*, 14 to 18. *Cornish*, 18. *Elliot*, 16. *Kennebunk*, 18. *Kennebunkport*, 17. *Kittery*, 15. *Lebanon*, 17. *Limerick*, 21. *Limington*, 21. *Parsonsfeld*, 18. *Saco*, 16. *Shapleigh*, 16. *Sanford*, 16. *Waterborough*, 18.

QUESTION 5. "Can you suggest any amendments to the School Laws of the State?"

Lisbon—That a town have a supervisor and that he be appointed by the county supervisor.

Livermore—We would have the Superintending School Committee hire all the teachers.

Wales—We think there should be a law establishing a uniform series of text books. We have more trouble in retaining a uniformity of school books than in anything else, as many of our scholars attend academies in various places, and every such school has a series of its own and scholars furnishing themselves for such schools, wish to use the same books when they attend our schools. Hence the trouble in a variety of books.

Webster—That the Committee employ teachers.

Hodgdon—We believe the Superintending School Committee in each town should hire all the teachers, as it often occurs, that from some trouble in the district, but little benefit is derived from the money expended.

Linneus—Let the laws be so amended that the Superintending School Committee shall have the right to employ teachers.

Mars Hill—I would suggest a law if possible to oblige towns to elect competent School Committees.

Maysville—That the Superintending School Committees have the power and perform the duties of district agents.

Oakfield plantation—To oblige parents to send their children to school.

Perham plantation—We suggest a uniform system of text books throughout the State.

Gorham—That the teachers be compelled to go at the times appointed by the Superintending School Committee to be examined, or that they should be obliged to pay the Committee at least one

dollar to each member that examines them and that the Committee receive no compensation from the town for private examination of any candidate, also that each candidate shall be examined by two members of the committee at least.

Harpswell—Make the penalty for teaching without a certificate from the examining committee more severe, and if possible transfer the power of employing teachers from our school agents to to some one who will employ *good* rather than cheap teachers.

Harrison—Abolish the office of school agent as far as hiring teachers is concerned.

New Gloucester—Abolish the school district system, make the school houses the property of the town, and make it the duty of the Superintending School Committee to select teachers.

North Yarmouth—Make it obligatory upon the selectmen to know that the school registers have been returned to the Superintending School Committee before any order is drawn for school money and that the agents have made true reports as required by law before drawing an order for winter schools.

Pownal—Uniformity of text books throughout the State.

Raymond—We can emphatically suggest State uniformity, from the writing-book up. Abolish the district and agent system root and branch. Compulsory attendance of scholars from 6 to 20 years of age.

Sebago—Committee should have the power of agents.

Westbrook—Teachers should be selected by school committees, leaving the agents to attend to the financial affairs of the districts and care of school houses. County supervisors should call county conventions of school committees, and act upon the schools through the committees thus called together. Uniform systems of instruction, and for the examination of teachers, might be given to all the school committees of a county, and the present lamentable lack of system thus be remedied. The county conventions of school committees might be considered a County Board of Education, to which the county supervisors might bear the same relation that the State Superintendent does to the State Board of Education. Improvements suggested by the State Board might thus be communicated by the county supervisors to the County Boards and through their members be practically applied in the schools. A complete system of supervision would thus be established which the county supervisors acting individually on the schools could never accomplish. Of course it would be the duty of supervisors

to visit as many schools as possible, and see that their suggestions were carried out by the school committees. The supervisors can accomplish very little if they attempt to act independently of the school committees. They must act upon the committees, and the committees upon the schools.

In the blanks furnished school committees some rule should be given for estimating the population of towns. It seems now to be expected that the committee shall step out any day and take a census of the town! Town officers take no census, and how is the committee to know how many inhabitants there may be in any given year? They should either be instructed to take the last national census as their guide, or some uniform rule should be given them by which to estimate the population. The population of Westbrook by the national census of 1860, was about 5,114; in 1868, John A. Poor estimated it at 6,677; using our best judgment we have estimated it for 1869 at 6,500, and so claim credit for \$1,500 excess of school money above the requirements of the law, but when we are in town meeting we tell the voters they cannot raise less than \$8,000 and meet the requirements of the law.

Chesterville—We recommend that towns be divided into Graded or High School districts, organized by the election of officers as at present. That as many Primary Schools be maintained in the summer season as convenience requires. That a High School of two terms be kept in each district, spring and fall, and that the Superintending School Committee provide the teachers.

Farmington—The law should be amended so that Superintending School Committees should hire teachers.

Industry—Abolish the school agent system, and let school committees employ teachers. Also, let school houses become the property of the towns, and likewise built by towns instead of by districts as now done by law. Observation and experience of our existing school laws demand that something more should be done besides county supervision, such as uniformity of text books, abolish the district system and school agents. Put the schools under the jurisdiction of State Superintendents, County Supervisors, and Superintending School Committees.

Phillips—Either abolish the office of school agent, or change the law so that one half of the penalty for their neglect of duty shall be paid to the complainant.

Rangely—Abolish school agents and establish uniformity of text books.

Salem—The Committee should have power to hire the teachers instead of agents, one half of whom do not know a good teacher from a poor one.

Rangely plantation—Incapable.

Amherst—Superintending School Committee employ teachers instead of agents. Compulsory attendance, with fine.

Ellsworth—Give Superintending School Committee the entire control and management of schools, employment and payment of teachers &c. To agents the custody and repairs of school houses and providing fuel.

Franklin—Compulsory attendance.

Gouldsboro'—Compel the scholars to go to school.

Hancock—Have Superintending School Committee authorized to engage teachers and draw the orders for their services, and do away with the school agent system.

Mt. Desert—Enforce the laws we have.

Orland—Better enforce present laws before enacting others. All laws are comparatively useless not enforced.

Augusta—We would make it the duty of *every* member of the Committee to visit each school at least twice each term instead of "one or more" as is now required. We would abolish school agencies. We would punish neglect on the part of cities and towns to raise the amount of money required by law for the support of schools, by a fine equal to the amount required by law to be raised by such city or town to be recovered by indictment by the Grand Jury of the county in which such city or town is located on complaint of any citizen of said county.

Farmingdale—Uniformity of text books.

Hallowell—Compulsory attendance.

Litchfield—Superintending School Committee to employ teachers.

Monmouth—That Superintending School Committee hire the teachers.

Mt. Vernon—Schools would be improved if the Superintending School Committee were authorized to employ the teachers.

Sidney—That the annual school meeting be held in the month of March. That agents be compelled to return lists of scholars to Superintending School Committee and Selectmen by April 15, or have the expense of doing so added to their next money tax. That all children from 8 to 16 years old should be compelled to attend school a portion of the year. That teachers may be allowed to expel disorderly scholars, the appeal if any to be carried to the

Superintending School Committee. *And that all teachers be employed by the Superintending School Committee, leaving the agent to look after other matters of the district.*

Vassalboro'—Let us have uniformity in text books.

Vienna—Give Superintending School Committee power to employ teachers.

Waterville—The Superintending School Committee ought to employ the teachers as well as to examine them.

Winslow—If the present law is enforced our schools would be improved. That all districts hereafter suffering their children to be incarcerated in buildings unworthy the name of school houses, be each fined not less than \$1,000, after due notice of such neglect, and such fine be equally divided in the several districts in the same town.

Appleton—Do away with the school district system and let the Superintending School Committee hire the teachers.

Camden—A practical Truant Law for villages.

Cushing—Pass a law giving the teacher power to expel a scholar, giving said scholar the right of an appeal to the Superintending School Committee.

South Thomaston—Would be glad to see the Massachusetts Truant Law incorporated in the school laws of this State.

Thomaston—The manner of providing for a truant office is too complicated. Too much "red tape." It should be simplified.

Vinalhaven—Let towns build school houses instead of districts. Put the whole business of hiring teachers, superintending schools, &c., into the hands of the Superintending School Committees instead of entrusting it to agents.

Warren—I have known instances where boys who have been expelled from school have come to the school room in character of visitors, and have caused trouble. I would suggest an amendment providing that the teacher may call upon the constable to take care of such offender, on exhibition of the committee's certificate of expulsion, or that some other provision be made for the enforcement of such expulsion.

Boothbay—Compulsory attendance.

Bremen—Superintending School Committee to employ teachers.

Bristol—Do away with the district system altogether. Let towns manage the schools and Superintending School Committees employ teachers. Give us uniformity of text books at reasonable rates, and compulsory attendance.

Damariscotta—Compulsory attendance. That the Superintending School Committee be authorized to employ teachers.

Edgecomb—We recommend that the present system of school districts be abolished.

Jefferson—Yes. The schools are not so good as they were fifty years ago. Stop all legislation after raising the money and if a man don't educate his own children no one else will.

New Castle—Would it not be well for the teacher to have the power of removing a disorderly scholar from the school-room, compelling the scholar to call the committee if aggrieved, as the fault is usually his. As the law now stands, turbulent scholars sometimes are not reached for two or three days. Prompt punishment is corrective, and promptness is at times simply impossible when left to the Committee alone.

Southport—We suggest that the Committee employ teachers.

Bethel—The law requiring agents to make returns of scholars is very difficult to execute in rural towns. Not more than four or five agents have complied with the law in this town. That in incorporated academies the same text books be used as are recommended by the Superintending School Committee of the town in which it is located in all the common branches.

Brownfield—A State School Constabulary to enforce attendance of truant children at school.

Canton—Some legislation to compel agents to be more prompt, or to dispense with the office.

Hiram—The office of school district agent should be abolished, and the business done by the Superintending School Committee who have very much of it to do now if done at all. Also that the town shall provide a good school-house for every district and keep it in repair, and the selectmen or Superintending School Committee shall have the care of the same.

Lovell—We hope that our parents and citizens are waking to the importance of taking more interest in our Common Schools. We trust that our schools are improving instead of growing worse. We ask an interest in your prayers and good wishes.

Norway—Yes. Follow the example of Massachusetts.

Oxford—Abolish the district system. Let the Superintending School Committee employ the teachers. Abolish district agents entirely. We have too many text-books, and good ones are very scarce. Good teachers should be employed. Every teacher should thoroughly qualify himself for his task. It is not enough to satisfy

his committee or employers. A more important satisfaction is due to his own conscience. His instruction should be thorough.

Paris—Teachers to pay for examination, unless present at one of the general examinations.

Peru—None. It is the people who need amendment and not the law. When they are aroused to a proper sense of their duty to our schools the present laws will be found quite sufficient.

Rumford—We would suggest uniformity of text-books throughout the State, and that the Superintending School Committee be authorized to employ the teachers, in place of agents.

Woodstock—Repeal the act creating State and County Superintendents.

Alton—Do away with school districts. Have the schools in each town of equal length controlled by School Committee.

Bradley—Yes! Affecting absenteeism.

Carmel—School Committees should employ the teachers.

Corinna—The abolishing of the school agent system. Leaving the work now performed by this corps of school officers to the charge of the Superintending School Committee.

Dexter—Yes! Abolish the districts. Make the School Committee responsible in place of agents for teachers, repairs, &c. Make the assessors take the census of scholars. Agents *do not and will not* do it.

Dixmont—First, the right of teachers to dismiss refractory pupils, subject to the approval of the Superintending School Committee. Second, for agents to make returns on or before the fifteenth day of April, annually. Third, uniformity of text-books throughout the State. Fourth, that it be the duty of Superintending School Committees throughout the State to employ the teachers.

Elna. Yes. Impose a fine on school agents for not making returns to the committees, also to the assessors of the expenditure of money. That the committees be vested with power to hire the teachers, and we shall have better schools. Nine tenths of our agents are not qualified to choose teachers.

Greenbush—I would make it compulsory on the part of the town that all the scholars included within a certain age—say from ten years to fourteen—should attend school during a limited time. Reason,—there are some in this town that are unable to write their names. If the town is compelled to raise money, why should not all be compelled to attend a limited time?

Greenfield—Let the choice of a "Truant Committee" by towns be compulsory, and Superintending School Committee employ teachers.

Hampden—Teachers should be employed by Superintending School Committee, or some other persons than agents.

Hudson—Uniformity of text-books throughout the State.

Levant—Empower the Superintending School Committee to hire the teachers. Adopt a uniform and easy system of text-books. Pass a compulsory law.

Orono—Something that should compel the attendance of pupils if possible.

Patten—Less form and ceremony in blanks.

Stetson—Yes. Please send to this town at least two of these blanks a year to avoid erasures. State uniformity of text-books. Superintending School Committee to employ teachers. Supervisors instead of Superintending School Committee; and that a board of examination be established for examining candidates for county supervisorships, and that the man best qualified receive the position. I would suggest the supervisor for the Superintending School Committee as a matter of economy, and because *one* will do the work better than *three*. The last named change is from the fact that two at least of the present County Supervisors are incompetent to teach some of the schools in their respective counties. I would suggest that this blank in future read, in the Superintending School Committee's certificate, the first day of April instead of the first day of March, if the law requires April; also School Agent's Return No. 2 read April in the agent's certificate. As they now read none can understand them.

Winn—Sixth item of Section 53, chapter 11, should be made absolute on either incoming or outgoing agent or Superintending School Committee. It is easily avoided now by outgoing agents. Town clerk under a penalty for not delivering school blanks at once. Committee to forfeit a certain sum of their pay if they do not deliver register blanks at the time of furnishing certificate. Superintending School Committee required under a penalty or forfeit to make first visit within first week to observe classification and organization. Books to be supplied at earliest commencement of school, if not by parents, by teachers at immediate expense of district and charged in teacher's bill at slight compensation above cost.

Drew plantation—Allow plantations organized for election purposes to raise a larger sum of money to an inhabitant.

Dover—Do away with district agents, and give the power to employ teachers to the Superintending School Committee.

Milo—Let the laws be so changed that the committee shall have entire control of the schools, with power to engage, dismiss, and change (from one school to another) teachers at pleasure. Why not circulate a petition to the legislature to that effect?

Parkman—Yes. Pass an act to let one or more districts vote to take a certain amount of their school money to be expended in a graded school.

Sangerville—Abolish the county supervisorship and give the towns the money expended therefor. Make it the imperative duty of town supervisors or committees to employ teachers.

Bath—The abolition of districts throughout the towns of the State would be a great improvement, and would bring about an improvement in the condition of schools.

Bowdoinham—Superintending School Committee should employ teachers.

Bowdoin—To define the residence of an agent, that it shall be the district for which he is agent.

Richmond—1st. Penalty for agents neglecting to make proper returns. 2d. Each town to be supplied with three copies of State Superintendent's School Report for Superintending School Committee. 3d. Abolish the district system or have the Superintending School Committee engage teachers.

Topsham—We think it would be a benefit to the schools, if the Superintending School Committee were authorized to employ the teachers. Also we think that more stringent measures should be authorized in order to insure punctuality and prevent truancy.

West Bath—We would suggest that the Superintending School Committee have the hiring of the teachers, and also that towns build the school-houses and keep them in repair.

Athens—That Superintending School Committee be allowed to grade schools where necessary.

Brighton—We think the money paid to the County Supervisor would be of more benefit to the schools if it was divided between each district in the State and schooled out by good teachers.

Cambridge—Abolish the school district system. Give Superintending School Committee authority to manage the schools. If the present district system is continued change the law so that the

annual meeting shall be in *March* instead of allowing March and April. That agents make the return of scholars to Superintending School Committee, instead of assessors.

Detroit—Abolish the agents!

Fairfield—Uniformity of text books.

Madison—Abolish the district system.

Mercer—We should favor an act establishing a uniformity of school books.

Moscow—Too many made already.

St. Albans—An act making it the duty of parents and guardians to send their children in their care between the ages of 8 and 16 to school three months in a year; also an act requiring every school district to sustain at least three months school in a year.

Skowhegan—That there be State uniformity of text books, and teachers be engaged by the Superintending School Committee.

Smilfield—We sincerely believe that if the School Laws of this State were so amended as to authorize the Superintending School Committee of each town throughout the State to hire the number of school teachers necessary to teach the schools in the State and dispense with school agents, that it would be very beneficial indeed.

No. 2, R. 2, W. K. R.—We think that there should be a penalty for parents or guardians who refuse or willfully neglect to send children to school.

Belfast—If the State can pass laws stringent enough to prevent the growing evil of *truancy*, it would confer a great blessing on the community.

Islesboro'—We would most respectfully suggest the law be so amended as to require all scholars to attend school at least three months each year.

Knox—We would recommend uniformity of text-books.

Northport—Pass a law to oblige parents to send their scholars to school.

Prospect—That the Superintending School Committee be empowered to employ school teachers.

Stockton—Do away with the agents and abolish the district system. Something should be done to get out better attendance.

Searsport—One law I would like to see made, viz: No Superintending School Committee shall have the power to expel any scholar *from school*, but it shall be their duty when informed of any misdemeanor on the part of any scholar to first examine the

case before the school, and if the scholar is found guilty give him a chance to acknowledge before the school, and if he will not, inform the parents or guardian, and then if they will not compel the scholar to do so, then the committee shall be obliged to enforce the law to the fullest extent. I will now give my reasons. First, there are many scholars that would not care if they were turned out, neither would their parents. Second, If a scholar is turned out, there will be both scholars and parents that will sympathize with him, and he will disaffect other scholars against the teacher and committee, and if there is no open rebellion there will be that which is worse, a secret movement that results in the ruin of the school. Third, I wish to punish parents more than I do scholars, and there is no way to interest many of them unless you touch their *hearts (wallets)*; and if they pay the cost of one suit their scholars behave as well as their neighbors.

I shall never sign my name to expel a scholar from school again. I did it last winter, much against my will, and the next morning I met the parent of the scholar and was thus accosted: If there is anything in conformity with the religion of Jesus Christ and turning that boy out of school, I am not afraid of my soul going to *hell*. I suppose this remark referred more to others than to myself. Now, if the law had been applied, he would perhaps have felt that that was more in conformity with better things. Note the result: he took the rest of his scholars out of school; many of his neighbors sympathized with him, and that carried a real rebellion into the school.

Note the result of prosecution: A father in this town went back to the school room with his goadstick and threatened to use it upon the teacher if he punished his scholar again, the law was then applied instead of the rod, and the result was, when the same scholar ran away from the teacher to avoid a punishment, the next winter, the man reversed his goadstick and drove his boy back, saying, flog him all you want to, *but don't prosecute*.

Addison—Abolish school agencies, and let the Superintending School Committee hire the teachers.

Alexander—Uniformity of text-books in all the schools in town. Towns should be obliged to furnish necessary text-books. Teachers should be accountable for the preservation of books, and that district agents should be done away with, and all the duties pertaining to schools placed in the hands of Superintending School Committee.

Baileyville—We need a law that will compel children to attend school whether parents are willing or not.

Baring—That no person shall hold the office of school committee who does not possess a *good English education*. That females be eligible as well as males. That the power be vested in *one* man instead of three, and that the committee or supervisor hire or select teachers and abolish school agents.

Calais—Abolish the districts.

Charlotte—State uniformity of text-books.

Columbia—Make a law enforcing the attendance of scholars, and give members of town committees authority to hire teachers without a vote of the town.

Crawford—It seems to us that the school laws might be compiled and simplified so that Superintending School Committees and those interested in schools, could understand them and find out what the laws are without application to a lawyer.

Cutler—A law is required to compel scholars to attend school and also to be there before nine o'clock. One quarter of the people are not up at nine o'clock in winter in this town.

Dennysville—Abolish school districts. Uniformity of text books.

Lubec—Make it the duty of Superintending School Committee to employ teachers.

Machias—Compulsory attendance.

Machiasport—A law authorizing Superintending School Committees to employ the school teachers.

Marshfield—We desire a law that shall cause better attendance of scholars in our common schools where neither children or parents are inclined to be benefited. Also uniformity of school books throughout the State would we think have a favorable influence.

Northfield—Abolish the district system which will work a new era in the advancement of educational interests of our State.

Princeton—The propriety of dispensing with the office of school agents and committing all school matters to the Superintending School Committee.

Steuben—Abolish the district system.

Trescott—We suggest that the Superintending School Committee have power to hire teachers. As for agents, they do not act as agents in any capacity.

Whitneyville—We repeat the suggestion of last year, that the Committee hire the teachers; also suggest that some amendment

be made which will enable the Committee to act promptly at all times when circumstances require such action.

Kittery—Define more particularly the duty and power of the Superintending School Committee in prescribing and enforcing regulations for school discipline to insure punctual and regular attendance of scholars.

Lebanon—Less legislation and more or better attention to the laws already enacted.

Lyman—That the Superintending School Committee be authorized to hire the teachers.

Wells—Uniform system of text-books. Committees to employ teachers.

NORMAL SCHOOLS.

Among the recognized educational agencies the Normal or Training School stands one of the first. All governments, monarchical and republican, interested in the educational welfare of the people, have not failed to establish and endow Normal Schools. Of the 30,000 teachers in Prussia, more than 28,000 are graduates of the Training Schools. Massachusetts supports four Normal Schools, at an expense of nearly \$50,000 annually. New York and Pennsylvania support similar schools; while New Jersey and many of the Western States have appropriated from \$50,000 to \$250,000 in establishing single schools. What the law schools, theological seminaries, medical and scientific schools, agricultural colleges and schools of technology are to their correlative spheres of labor in the great world work, such are the Normal Schools to the teachers in fitting and training them to the mightiest and most important of human endeavors, the education and enlightenment of the people. We will not intrust the repair or regulation of our watches to an apprentice or a bungler. Shall we confidently place the nicer physical and intellectual mechanism of our children in the care of those who are comparatively ignorant, know nothing of child powers, their capability and order of development, whose very bungling would bruise and crush the finer susceptibilities of child nature, instead of nurturing to vigorous growth God-ward? The *necessity* of training schools for teachers has become so well established that it no longer provokes discussion. States that have determined upon this educational agency have never abolished it, with one exception, Connecticut, and she has already re-established a first-class school. The *method* of

operating the schools may be a matter of much difference in opinion. Some educators demand a long course of four years, others one of two years. Some wish for an extensive preparatory course, others very brief. Some would fit teachers for the High Schools, requiring a higher grade of studies than the present course in our State, others desire that the work of the Normal Schools be arranged with special reference to our primary and grammar schools, or the mixed schools of the villages and the rural districts. Our object has been to receive those who propose to teach on an examination moderately low in grade and fit them in the best manner for the *common* schools, that is, the primary and grammar or mixed schools of the country, and the villages, with an earnest endeavor to elevate the general teaching force of the State. More than six hundred different young men and women have been connected with the two schools—one established six years ago, the other, four. Upwards of a hundred graduates have been sent out from both schools, and most of them are still employed in the State. The returns indicate that 136 normal graduates have been employed in the schools the past year, showing that we are getting some benefit from the Training Schools of other States. Committees and county supervisors are unanimous in commendation of the excellent work done by the normal students wherever employed in the State, while school directors are constantly seeking their superior skillful services in the educational field. From frequent general examination of the schools, I have no hesitation in expressing my unqualified approbation of the work done by principals, assistants and students.

A primary model department in connection with the school at Farmington was opened during the fall term, and will be continued through the year. This is in the charge of the Principal, Mr. Rounds, and under the instruction of Miss Smith, a graduate of the Normal School. The school is supported entirely by tuition. It is intended as a school of observation and practice for members of the Senior class in the Normal School. We are thus able to test the work of the teachers before going into the public school room. The beneficial effects of this arrangement are already perceptible.

A boarding house in connection with the Western school is very much needed. The economy, convenience and hygienic value of such improvement would largely increase the number of students, add to their discipline, and physical and mental energies, and return larger results to the present educational efforts. An appro-

priation of ten thousand or twelve thousand dollars would be needed. While the State is appropriating thirty thousand dollars for the Insane Hospital, an equal sum for enlarging the States Prison, twenty-eight thousand for the State Agricultural College, and fifteen thousand for the Orphan Asylum, to all of which we do not object, most certainly she will not hesitate to contribute liberally to all those appliances by which the physical and brain forces of the coming generations may attain the highest possible efficiency.

As the State is not yet in possession of any interest in Eastern school property, the above suggestions cannot be urged at present in favor of that school. Considering the awakening interest of the Eastern section of the State in educational, as well as other public matters, it is very desirable that some measures be adopted by which the Normal School for that portion of the State be placed on a substantial basis for future educational work. Your careful attention is respectfully invited to the following reports of the principals of the Western and Eastern schools.

REPORT FOR WESTERN STATE NORMAL SCHOOL, FARMINGTON.

HON. WARREN JOHNSON, *State Superintendent Common Schools,*

SIR: In submitting the report of the Western State Normal School for 1868-9, I would first call your attention to a few statistics. The number of different pupils connected with the school during the past year has been 157, representing twelve counties. Fourteen of that number, representing eight counties, graduated at the close of the year, viz. : Maria L. Billings, Henrietta Cobb, Thirza S. Cushman, Ella F. Downing, Louise D. Mayhew, May V. Page, Lucilla E. Smith, Clara S. Stevens, Hattie F. Stevens, Josephine L. Tarbox, George F. Billings, Edgar Leavitt, Ashley St. Clair. All of these, with perhaps one exception, have taught in the State since their graduation, and are thus engaged at this time.

Since its organization in 1864, 527 different pupils have been connected with the school; ninety-one of this number have graduated; eighty of whom, at least, have taught in Maine since their graduation, and nearly all this number are still teaching in the State. Not less than 200 who have been connected with the school, but have not completed the course of study, are known to have taught in Maine since leaving the school, and this number would doubtless be largely increased were more reliable data obtainable.

In my last year's report, I erred in stating that Mr. Charles G. Chick, of the class of 1868, had gone west without teaching in Maine. This error it gives me pleasure to correct, by stating that Mr. Chick was at that time teaching in the State with decided success.

The number enrolled the present term—the first term of the current year, 1869-70—is 119; those entering the school numbering fifty-two. Sixty of our present number have taught, the aggregate amount of their teaching being over 1900 weeks; and thirty-two have taught in Maine since joining the school.

For information regarding those connected with the school previous to the last year, I am indebted to Mr. Woodbury, who has been a member of the school, as pupil and as teacher, since 1865. Valuable information in regard to the labors and experience of those whose names appear on our records might be obtained by circular letters, and it would be well to require periodical reports for at least two years from those going out from the school.

The year 1868-9 has been characterized by changes in the Board of Instruction, and in the accommodations and in the organization of the school. At the close of the preceding school year Mr. Gage resigned the position of Principal, and only two of the teachers formerly connected with the school—Mr. Rolliston Woodbury and Miss Helen B. Coffin, continued that connection. Miss Mary A. Davis and Miss Susan D. Melcher were added to the Board of Instruction at the same time as the present Principal. At the beginning of the Spring term, Miss Coffin was called to a position in the Eastern Normal School at Castine, in order to equalize the teaching force in the two schools, and at the beginning of the present term Miss Maria N. Billings a member of the last graduating class, was appointed assistant teacher.

During the last summer vacation the school building was nearly completed. The study room was transferred to the second story, the large room previously used for this purpose being so divided into two convenient recitation rooms, by movable glass partitions, that the two rooms can in a few seconds be thrown into one large hall. The L of the building furnishes three recitation rooms, two dressing rooms, and a teachers' and reception room.

The study room is very neatly finished, and commanding as it does some of the finest views of a region well known for its beautiful scenery, it may challenge comparison with any school room in the State. The recitation rooms are convenient and pleasant.

Although a better house could have been obtained by erecting one at first solely for the accommodation of the Normal School, than by incorporating into the structure a building originally designed for a different kind of school, it is difficult to perceive how, under existing circumstances, a better building could have been obtained. All connected with the school have occasion to thank the Legislature for the appropriation which made these improvements possible; to thank you, Sir, and the Committee of Trust and Oversight, for your hearty countenance of the work, and to thank also Messrs. True and Neal, under whose direction the State has obtained a school house which it need not be ashamed to own.

I regret that I must qualify what has been said by stating that the building is not yet quite completed, and that our present plan of heating by one small furnace and five stoves we find inconvenient, uncomfortable, and very expensive. For a building like this it would seem that steam heating apparatus is the best, judged by all considerations of convenience, health, and economy. If steam is beyond our reach, it would be advisable to put in another hot air furnace. It is to be hoped that attention will soon be given to this matter. The grounds are still unenclosed. They should be surrounded by a substantial fence.

The want of a MODEL PRIMARY SCHOOL in connection with the Normal School has been long felt. Methods to be pursued in teaching children past the primary grade can be practically illustrated, to some extent, in the Normal School itself; but practical instruction in the best methods of primary school teaching and management can not be exemplified without having the children present. It became possible, at the commencement of the present term, to set apart for this purpose one of the rooms in the Normal School House, and a school was organized under the instruction of Miss Lucilla E. Smith, one of the graduates of the class of '69. The room is seated with primary desks and chairs from the manufactory of Robert Paton, New York, and furnishes accommodations for forty pupils. The school is well supplied with books and charts, partly by purchase, and partly through the kindness of Harper & Brothers, New York, and of Brewer & Tileston, and of Edwin Ginn, Boston. The results attained during the first term have amply justified the experiment of establishing such a school, and we are sure that it will prove of very great service to the members of the Normal School as a school of observation and of occasional practicé. I am pained to state that

Miss Smith was absent from the school for the last two weeks of the term in consequence of illness. The school was successfully carried on, however, by Miss Carrie Sewall and Miss Lizzie D. Melcher, pupils in the Normal School.

It is to be desired that we may some time have a completely graded Model School in connection with the Normal School. Such schools are successfully carried on in connection with some of the best Normal Schools in the country, and are found to be of very great benefit. We labor under local disadvantages which furnish special reasons for such an extension of our facilities: most of our pupils have never seen a graded school before entering the Normal School; and there is no well graded system of schools nearer than Lewiston. We shall not be acting up to the full measure of our responsibilities until we can *show* our pupils the best modes of school organization as exemplified in a completely graded school.

The work of the school is now organized for two years of three terms each. For a two years' course, the course of study is very much crowded, and we are forced to omit a few subjects to which it would be well to devote some time. The addition of another year to the course would enable us to complete more satisfactorily some of our present work, and to make some very desirable additions thereto.

A SCHOOL BOARDING HOUSE, accommodating a large number of pupils, and furnishing board at cost, after allowing a certain percentage for rent, &c., is very much needed, and would add very much to the usefulness and efficiency of the school, by bringing its advantages within the reach of a much larger number, and by enabling the teachers to exert a more direct and continuous influence upon those for whose habits and character, as well as for whose scholarship, they will surely be held responsible.

I have conferred with those best qualified, from their experience in Normal School work in various parts of the country, to judge in this matter, and I find them united and emphatic in the opinion above expressed.

We are seriously crippled in giving scientific instruction by the want of philosophical and chemical apparatus. One of the greatest wants of the day, and especially of our State, is the more general diffusion of scientific education. To supply this want we must have teachers trained in the methods of science, and such training requires the use of the appropriate means. Wise economy requires liberal expenditure in this direction.

We are under obligation for favors shown us in regard to supplies of books and charts to Harper & Brothers, Sheldon & Co., A. S. Barnes & Co., and Charles Scribner & Co., of New York; and to Brewer & Tileston, and Edwin Ginn, of Boston. We need important additions to our reference and general library, and it is very much to be hoped that means will be devised for making such additions.

The teachers of the school would express their gratitude to you and to the Governor and Executive Council for the uniform kindness which has marked your intercourse with them during the past year; and they would also express the hope that the school, through successive terms, may become more and more efficient in advancing the educational interests of the State.

Respectfully submitted,

C. C. ROUNDS.

Report for Eastern Normal School, Castine.

HON. WARREN JOHNSON—

DEAR SIR: My report of the condition of the Eastern State Normal School for the past year, with a few comments and suggestions, is respectfully offered for your consideration.

My last report gave the condition of the school at the close of the fall term of 1868. The winter term of the school commenced December 8th. Although fifteen young men and women connected with the school during the fall term did not return this term, most of them being engaged in teaching, the total attendance was increased to sixty-two, by an entering class of twenty-six. During the winter a course of lectures was delivered before the Normal Lyceum by talented men from abroad. The citizens of Castine having generously patronized the lectures, the expense to the lyceum was very small. The regular exercises of the debating society have been pleasant and profitable to the members. The progress of the whole school during the term was gratifying.

The Spring term opened early in March, eighteen new students entered and the total attendance was increased to eighty-one. This being the last term of the course for the first graduating class was one of unusual interest to all. The higher branches of the course, with teaching exercises, discussions and object lessons occupied the time of the senior class. As a large proportion of the ladies of the school teach during the summer vacation, the

spring term is felt to be one of more than average importance. Many go out to teach who have been connected with the school but a short time, and though the school is not to be judged by the success or failure of transient pupils, yet the teachers feel a deep interest in the success of all and in the advancement of the common cause. Irregular attendance greatly retards the student's progress, while it brings much additional work upon the teachers. For the assistance of those who are obliged to teach before completing the course, the teachers have done extra work.

The days of examination and graduation were ones of peculiar interest to all. Citizens of the town, teachers and students felt that they were honored by the presence and interest of the Governor, Council, Superintendent, President Harris, and members of the press. Of the success of the first two years of the school you, Sir, and the Board of Trustees have had opportunity to judge. We do not believe in exhibitions to *show* a school, but daily work and honest critical examinations indicate what teachers and students have done. Our public exercises have had a tendency to give pupils confidence, to incite them to thorough work, and to interest the people in the cause of education. The school has had more or less visitors every week since it opened. Friends of education, and foes, if any, are *urged* to visit the school frequently. Their presence insures more faithful work upon the part of teachers and pupils.

Seven of the eight graduates have since been tried in the common schools of the State, and have not, as we write, been found wanting. We expect to hear that some who leave us with high hopes of success will meet with temporary failures, but if they are "made of the right stuff," and do justice to their training, we feel assured that they will, by perseverance, succeed. It is a feature of Normal work to introduce the student to the actual joys and sorrows of the teacher's life, to impart sound instruction and present the theory and practice of teaching.

The present term commenced on the 18th of last August. The largest entering class that has been received at one time entered this term. The total attendance will be between eighty and ninety, a gain of more than thirty upon the attendance of one year ago. The students, generally, manifest a good deal of interest in their work, and we feel that the school is making progress.

Since the opening of the school there has been a growing interest in this section of the State in peculiar work to a Normal

School. An interest not before manifested in our common schools is noticed. The wisdom of the State in anticipating a demand for better teachers, in stimulating the same and preparing to meet it, is manifest to all thinking men. Teaching must be made honorable and profitable. The State has taken a step in advance, the people must sustain the cause of education, teachers must by thorough preparation and earnest work in the district and the school-room, make their influence felt.

Young men and women must be encouraged to make teaching a permanent employment, they in turn must be willing to make a liberal investment of money and time in order to prepare for the work. Let them, if necessary, draw upon their friends and the friends of education for help, giving for security a claim on future success and the improvement of society through the influence of education. Let no one deem two years a long term to devote to preparatory work.

Some students wish to enter the Normal School for one term, but delay until after the School has been a few weeks in session, and then leave to teach before the close of the term. Such students cannot expect to become teachers, who will do honor to themselves and their profession. Experience in teaching is valuable capital to bring to the Normal School, but let the student, if possible, when he has commenced the course, finish it without interruptions. Everything worth having has its price, and all preparation and faithful work will be rewarded.

We trust that the State will pay for the time and talent necessary to make our Normal Schools thorough training Schools. In addition to good buildings we need yearly additions to our library of text and reference books, stock of maps and charts, chemical and philosophical apparatus. A few hundred dollars thus expended would be a most valuable investment for the State to make. Hundreds of teachers will gain knowledge from these sources, and they, in turn, will teach thousands of the youth of the State lessons of truth and wisdom. When education costs the State more, crime, pauperism and disease will cost much less. Has not that day dawned? The assistant teachers deserve high commendation. By thorough scholarship, daily preparation for their work and excellent teaching abilities, they have been able to do a work for the students the results of which will be felt for good in our Common Schools.

Respectfully,

G. T. FLETCHER.

TEACHERS' INSTITUTES.

To secure better instruction in the common schools, the Legislature of 1869 established County Teachers' Institutes by the following act :

SECTION 1. It shall be the duty of the state superintendent of common schools on the written request of twenty-five teachers in any county, to hold therein annually a teachers' institute, to continue at least ten days, Sundays excepted, to give due notice thereof to all teachers, and persons proposing to become such, and invite their attendance. The state superintendent, or some person designated by him, shall attend and have charge of each convention, and employ suitable instructors and lecturers, to give instruction and addresses, with the view to aid teachers in qualifying themselves for a more successful discharge of their duties. An examination of teachers shall be held the closing day or days of the session, and certificates of scholarships and qualifications shall be granted by the examining committee, of such form and grade as may be deemed best by the state superintendent.

SECT. 2. To defray the expenses of these institutes the sum of four thousand dollars shall be annually appropriated, to be expended by the state superintendent, who shall render an account thereof to the governor and council, to be examined and audited by them.

By the provisions of this act, a session of at least ten days was required in each county. After consultation with the county supervisors and teachers, it was decided best to hold in each county, in different sections, two sessions of five days each, thus better accommodating the public, reaching a larger number both of teachers and people, and lessening expense to teachers and to communities generously granting free board to ladies and board at reduced rates to gentlemen. With this understanding the following programme was announced :

“Teachers' Institutes for 1869 will be held in the several counties, at the places and times indicated in the following list—

| TOWNS. | TIMES. | TOWNS. | TIMES. |
|-------------------|---------|---------------------|---------|
| Waterville | Aug. 30 | Fort Fairfield..... | Sept. 6 |
| Calais | Sept. 6 | Houlton | “ 13 |
| Machias..... | “ 13 | Orono | “ 20 |
| Ellsworth | “ 20 | Newport | “ 27 |
| Castine | “ 27 | Monson..... | Oct. 4 |
| Belfast..... | Oct. 4 | Dover | “ 11 |
| Unity | “ 11 | Skowhegan..... | “ 18 |
| Union | “ 18 | New Portland | “ 25 |
| Rockland | “ 25 | New Sharon..... | Nov. 1 |
| Waldoborough..... | Nov. 1 | Wilton | “ 8 |
| Newcastle | “ 8 | Livermore | “ 15 |
| Richmond..... | “ 15 | Bethel..... | “ 29 |
| Gorham..... | “ 29 | Norway..... | Dec. 6 |
| Bridgton..... | Dec. 6 | Lewiston..... | “ 13 |
| Limerick..... | “ 13 | Bath | “ 20 |
| Biddeford..... | “ 20 | Augusta | “ 27 |

“The Institutes in the first column will be held under the management of Prof. D. H. Cruttenden of New York, assisted by Dr. N. T. True, Bethel. The remaining Institutes will be under the charge of Prof. Fordyce A. Allen, assisted by C. B. Stetson, Lewiston. There will be two Institutes in each county, each Institute to continue five days. Two school sessions in the day; lectures for the people in the evening.”

A hasty comparison of this programme with the map of Maine will reveal the plan of the fall educational campaign. A central Institute was first held at Waterville to gather as many of the teachers and educators as possible in the opening session. A large number of teachers, committee-men and supervisors assembled at this meeting. This served as a key note to the whole fall work. From Waterville the two corps of teachers were sent to the eastern line of the State—Prof. Allen and C. B. Stetson at Fort Fairfield, Prof. Cruttenden and Dr. N. T. True at Calais—to move westward by easy stages through the two tiers of counties, inland and shore. The programme was carried out with a few variations in place and time, in the endeavor to accommodate different sections of the State. Castine was wholly omitted to answer the request of teachers in York county. Livermore was omitted likewise to accommodate the teachers of Cumberland county. Institutes were held at Biddeford and Gorham at the times appointed for Castine and Livermore. Bath was supplied by the State Teachers' Association, and the Institute appointed at Augusta was transferred to Winthrop. With the exception of Biddeford, all the Institutes were very successful. Deeming it essential to the success of those conventions that the best talent and largest experience should be combined in the conductors of the Institutes, great pains were taken to secure good leaders of these two corps. Our own educators were out of practice, as twelve or fifteen years have elapsed since Teachers' Institutes were held in Maine. We thought best to go directly into those States where such kind of instruction had been most successfully prosecuted and select the best workers in this specialty. New York and Pennsylvania seemed to afford the best field, and we therefore selected Prof. D. H. Cruttenden and Prof. Fordyce A. Allen—the former a veteran instructor with twenty-five years' experience in the Institutes of New York, Vermont and New Hampshire, the latter with large experience as conductor in the Institutes of Pennsylvania, and lately principal of Mansfield

Normal School in the same State. Associated with these were two of our own citizens and educators, Dr. N. T. True, Bethel, and C. B. Stetson, Lewiston. Without fulsome compliments or invidious comparisons, it is sufficient to report that the services of these gentlemen were rendered with earnest zeal and the most solicitous endeavors to fit the common school teacher for his especial work and to advance the general interests of public education throughout the State. Both the people and the teachers manifested a most commendable interest in the exercises of the Institutes. Teachers, committees and supervisors were constant in their attendance, when attention was once secured, and have doubtless borne away in mind and note book much valuable information, which will appear in superior efforts in the school room. Town institutes were also held subsequently to the county convention in several of the outlying sections, thus carrying the educational movement into all parts of the State and awakening a more general interest throughout the entire community. More than 3,000 teachers have thus been reached at a cost to the State of \$4,000, or only \$1.33 for each teacher. We feel confident that no better investment has been made by the State. I sincerely trust that the appropriation may be continued another year. It is useless to talk about "popular education," "better schools," "thorough instruction," and the like, unless means to secure the same are provided. It is vain to proclaim a crusade against ignorance, unless the sinews of war are made ready at hand.

The following list will indicate places and times of Institutes and the respective numbers in attendance :

| County. | Town. | Teachers. | County. | Town. | Teachers. |
|---------------|----------------|-----------|--------------|--------------|-----------|
| Androscoggin. | Lewiston | 183 | Penobscot. | Newport | 58 |
| Aroostook. | Fort Fairfield | 78 | | Orono | 60 |
| | Houlton | 65 | Piscataquis. | Monson | 50 |
| Cumberland. | Gorham | 307 | | Dover | 56 |
| | Bridgton | 105 | Sagadahoc. | Richmond | 61 |
| Franklin. | New Sharon | 61 | Somerset | Skowhegan | 67 |
| | Wilton | 165 | | New Portland | 45 |
| Hancock. | Ellsworth | 60 | Waldo | Unity | 88 |
| Kennebec. | Waterville | 119 | | Belfast | 67 |
| | Winthrop | 109 | Washington | Calais | 85 |
| Knox. | Union | 68 | | Machias | 93 |
| | Rockland | 96 | York. | Biddeford | 95 |
| Lincoln. | Waldoboro' | 43 | | Limerick | 165 |
| | Newcastle | 79 | | | |
| Oxford. | Norway | 59 | Total. | | 2,658 |
| | Bethel | 71 | | | |

Adding to this number those who have been reached by the town institutes, held under the charge of the county supervisors, and the total will be somewhat more than 3,000. See "Reports of County Supervisors."

The act establishing Institutes requires an examination of teachers at the close of the several sessions and the granting of a certificate indicating grade of scholarship in the branches usually taught in the common schools. As these certificates possessed no validity in themselves, not even when endorsed by the Superintending School Committee, and considering that much time would be consumed in the examination, it was deemed better to devote the whole session this year to direct instruction. Next year we hope to issue certificates indicating rank of the bearer, and after endorsement by Superintending School Committee, possessing the validity usually attached to the certificate granted by them in accordance to the present law. Such certificates, exhibiting a percentage—100 the maximum, and say 50 the minimum, divided into two grades, first grade above 75, second grade between 50 and 75, would not only indicate a certain standing, but would stimulate to greater exertions on the part of the teacher and in time afford a standard for examination. This plan adopted in other States has operated admirably well. See "Examination of Teachers."

TEACHERS' ASSOCIATIONS.

From the interest kindled by the Institutes have naturally sprung teachers' meetings and town and county associations. The teachers' meetings, so-called, are generally composed of teachers in a single town, occasionally of adjourning towns. These have originated from the extra efforts of some zealous member of the committee or from the contagious activity of some wide awake teacher. A longing to get out of the ordinary routine, an earnest desire to acquire some new method of instruction, some new way of exciting the attention of the child, of drawing him towards the teacher, some new avenue of approach to those wonderful spirit powers, which ally us to Divinity, all such aspirations to develop childhood into complete citizenship, into full manhood naturally induce teachers to cluster together and to crystallize into organized associations. The efforts also of County Supervisors and other educators find their legitimate channels of action and their instrumentalities in educational labor organized and systematized.

Hence have sprung up in many counties these town and county associations. Their value to the teacher, to the parent and to the educational life of the community can not be estimated.

STATE EDUCATIONAL ASSOCIATION.

This Association reorganized two years ago, held its second annual meeting this year at Bath, November 15, 16 and 17. No special pains were taken to secure a large attendance. The large number of teachers present therefore indicated a wide spread interest in educational matters and should in itself be a gratifying proof that the aid rendered the Association annually by the appropriation of three hundred dollars has not been given in vain. The meeting was characterized by an earnestness on the part of teachers and a practical discussion of practical questions betokening new life and increased efforts in the right direction. It is therefore recommended that the regular appropriation be continued. The most of it is returned to the people of the State in the gratuitous distribution of the printed report of the proceedings.

JOURNAL OF EDUCATION.

This valuable Journal has been published the past year by Brown Thurston, Esq., Portland. The Journal has been edited by volunteers, A. P. Stone, Principal High School, Portland, resident editor. Strong efforts have been made to swell the subscription list during the past Fall but teachers complain that insufficient salaries do not allow them the luxury of a monthly magazine, and committees are generally indifferent, so that the Journal leads a doubtful existence. This experience is generally true of all State educational periodicals, and therefore State aid has generally been granted. I would recommend an appropriation of Five Hundred Dollars by the State, payable on satisfactory evidence that five hundred copies of the annual issue have been sent to the Superintending School Committees of the several towns and townships of the State.

COUNTY SUPERVISION.

This new agency, new in this State but of long existence in many other States, was established last winter with an appropriation of sixteen thousand dollars to meet current expenses. Two quarters have expired with the most gratifying results.

Supervisors were appointed for the several counties, as follows:

Charles B. Stetson, Lewiston, Androscoggin county.
 Wm. T. Sleeper, Sherman, Aroostook county.
 J. B. Webb, Gorham, Cumberland county.
 A. H. Abbott, Farmington, Franklin county.
 Charles J. Abbott, Castine, Hancock county.
 Wm. H. Bigelow, Clinton, Kennebec county.
 A. R. Abbott, Rockland, Knox county.
 David S. Glidden, Newcastle, Lincoln county.
 N. T. True, Bethel, Oxford county.
 Wm. S. Knowlton, Monson, Piscataquis county.
 S. A. Plummer, Dexter, Penobscot county.
 D. F. Potter, Topsham, Sagadahoc county.
 G. W. Hathaway, Skowhegan, Somerset county.
 N. A. Luce, Freedom, Waldo county.
 Wm. J. Corthell, Calais, Washington county.
 Charles H. Milliken, Saco, York county.

Immediately after the appointments were made, a meeting of the Board was called at Augusta May 12. The object of this meeting was to review the educational field, to determine what work was necessary on the part of the Supervisor and the best method of action. The deliberations of the Board resulted in the following instructions issued by the State Superintendent to the several Supervisors:

Augusta, May 15, 1869.

My Dear Sir:—In compliance with the expressed wishes of the Board of Education at its recent meeting in Augusta, and for a complete and uniform discharge of Supervisory duties throughout the State, I have the honor to respectfully submit the following directions and suggestions:

1st, *Preliminary.* Examine carefully the several requirements and provisions of the Legislative act by which the office of County Supervisorship was established. A copy of this act has been sent you in Circular No. 3.

2nd, *Preparatory.* Lay out your tour for visiting the several towns and districts in your department, while the schools are in session. Determine as nearly as possible the towns to be visited, and time of visitation, notifying the town Committee of the same. If all the schools in the county cannot be visited in the same year, omit *towns* rather than *districts*, thus doing thorough work in each town. Make the required entries in "Visiting Book."

3d, *Inside Work.* Visit schools in company with Superintending School Committee. Ascertain from teacher the classification of the school, order and length of recitations, kinds of charts, apparatus and text-books used, amount of truancy, and witness work of teacher in the regular and ordinary recitations. Take recitations into your own hands if desirable, to wake up pupils and to stimulate teachers. Make suggestions and im-

provements to teacher directly, or to the Committee, as may be deemed politic and prudent.

4th, *Outside Work*. Hold a meeting of teachers, Committees, and educators in every town visited, some day or evening of the week to communicate instruction and improved methods of teaching, to ascertain difficulties in the way of success, and in general for mutual consultation in the interests of Common Schools.

5th. Meet the *people* as often as possible in different parts of the county, for plain talk on various school matters, according to the wants of particular localities, such as "Better and larger School Houses," "Compulsory Attendance," "School District System," "Union of Districts," "Text-Books," etc.

6th. Make frequent use of the county papers and the press generally. The press is most emphatically a power ready for every good work. A column of educational intelligence will indicate life in the educational body, and will exert a wide-spread influence through the community.

7th. Prepare fully for the annual County Teachers' Institute. Rouse teachers to an earnest desire for attending. Secure the required petition. Select place for holding the Institute. Provide accommodations for teachers; free for the ladies if possible, and, in general, arranging for and managing the Institute.

8th. Make quarterly returns of per diem and travelling expenses, and of the "Visiting Book." Make an annual report December 1, embracing at least the following points :

(a) A general review of work done during the year. (b) General condition of schools and school-houses, quality of instruction, and educational interest among the people. (c) Of County Institutes and teachers' meeting, if any have been held. (d) Defects of school system in Maine, and recommendations applying thereto.

The foregoing directions will indicate a plan of operations for the whole State. Teachers will be provided for the annual County Institutes to be held between the first of August and the last of November. Supervisors will report at the earliest opportunity the most desirable time for holding the Institute in their respective counties, that notices may be issued and arrangements made accordingly.

The objects aimed at in these instructions were: 1st, personal inspection of the schools by State educational officials; 2d, direct assistance to teachers in *classification and improved methods of instruction*; 3d, encouragement and aid to the Superintending School Committee in their visitations; 4th, instruction of teachers in the Friday and Saturday Institutes, or teachers' meetings; 5th, to awaken and organize educational efforts through the whole State community. These instructions were admirably received by the whole Board. Indeed they were evolved from their own deliberations, and each Supervisor felt that he stood responsible for the success of his own plans in his own province. I am happy to report therefore that the experiment of better inspection, exercised through this intermediate agency of county supervision has been in the main very successful—exceeding even my best anticipations. The worthy gentlemen holding the offices have all felt a deep interest in the public schools and their labors have generally

been earnest, continued and well directed. A small amount of opposition, doubt and indifference necessarily had to be overcome—such as are incident to all new enterprises. Success was felt to be a duty. The State demanded thorough work on the part of the whole educational board. The response on the part of committees and teachers is the best assurance that on the whole county supervision in Maine has been a success. Numerous letters have been received from educators, doubtful at first as to the enterprise, all testifying to the valuable labors of Supervisors, “as worth hundreds of dollars to this town,” “powerful aids to the schools in this village,” “value to the schools of this county not to be estimated in dollars and cents,” &c.

The principal efforts of the Supervisors in the school-rooms have been directed to *classification* and *methods of instruction*. Our schools have been and continue to be inefficient, largely from a want of proper classification, particularly with reference to *number of classes*. The number of recitations in some schools exceeds even the number of pupils. This is due largely to the variety of text-books and the number composing individual series, but in some degree to the lack of organization on the part of the teacher or to his ignorance. Supervisors have corrected in many schools the multifarious classification alluded to by suggesting methods of reducing the same and by personal aid in re-classifying. Certain schools within my own observation have been thus reduced from twenty-five to fifty per cent. adding this much to the time of instruction or to the actual money value of the school. One school occurs to me in which the number of daily recitations was reduced from thirty-five to eighteen, thus actually *doubling* the time for instruction to each scholar. The same increase of value appears also in *improved methods* of instruction. For instance one teacher taking a class of twelve juveniles in reading, will devote two minutes to hearing each one read according to the old method thus consuming twenty-four minutes. Another teacher with a class of like numbers, age and attainments, will employ all the twenty-four minutes with each scholar, either in concert reading, or reading from cards or charts, or by such devices as will secure their constant attention, not driving, but drawing the child unconsciously to an appreciation of the entire lesson. One teacher will spend a whole term in teaching a child the A, B, C's, developing neither attention, thought nor discrimination. Another will in the same time advance the pupil to easy reading lessons by the word

method, unfolding the power of observation, inducing correct apprehension and comparison and preparing the spirit powers for future symmetrical and complete development. One teacher will with difficulty weary and worry a class through the recitation hour; another by class criticism and personal intellectual encounter will so provoke to healthy action every mental faculty of the whole class, that time will fly too swiftly and the next day's recitation be eagerly awaited. The whole difference in class activity in actual brain power employed and in final results is attributable to *method* and *methods* in teaching. To impart such to the teacher is one of the objects of superior inspection. This the county supervisor attempts to accomplish, in co-operation with Superintending School Committees. It will be seen at a glance that an active agency like this, laboring in the directions indicated will be able to add immensely to the working school capital. In material enterprises the superintendent or head agent is able to show by figures the increased returns obtained from increased outlays. In educational operations it is hardly possible to show thus clearly in dollars and cents or by increased dividends the actual results of new and experimental efforts. We are dealing with a quantity not determinable by magnitude or monetary values, namely, intelligence. Yet we can determine in a measure the value of such improved *active* inspection as I have represented above. The actual reduction made in classification by supervisors has varied from nothing to fifty per cent.—the improved methods introduced have varied from nothing to an indefinite amount, say four-fold. Suppose these two values to be added and that the efficiency of the school system be doubled, in that case the working capital \$628,000, is doubled, with an expenditure of \$16,000—the appropriation for county supervision. But this supervision has not yet been felt over the entire State, having been in operation but eight months. So that its influence must be considerably reduced, expressed pecuniarily. But even calling it ten per cent. and we still get \$62,800 return for \$16,000 expended, or more exactly as the actual money expended last year for teachers' salaries exceeded \$800,000 we shall have \$80,000 increase representing \$8,000 outlay, the actual amount thus far expended towards county inspection. This however is but a crude and incomplete way of expressing the full value and influence of county supervision. This agency has been termed the main "working beam," the "right arm" in the school systems of other States. I have no hesitation in adding

my testimony to the invaluable aid rendered by such supervision in this State, even for the brief time which has elapsed since its establishment. By direct work with the teacher in the school-room, by personal instruction and appeal in teachers' meetings, Town and County Institutes, by conference with town committees and plain talks with the people, county supervision has already inaugurated an earnest, healthy, vigorous educational interest and effort. Only he, who is fully, heartily engaged in directing and energizing such efforts, can appreciate the cheerful and substantial aid afforded by a select educational corps. The reflex encouraging influence of active laborers in the field stimulate and give vigor to central and directing agencies. Organization is the complement of action. Power can diffuse itself only through certain instrumentalities. The State Superintendency can not make itself efficient, *felt*, except through some intermediate agency. The teachers and pupils are too distant and too numerous. The town committees generally are not in a mobile condition or endowed with sufficient activities. The State Superintendent, standing alone is powerless to move the great educational mass alone. The County Supervision furnishes the needed moving force. I therefore most earnestly plead the continuance of this agency, at least for the term of three years. The expense, sixteen thousand dollars, is trifling when compared with the amount annually expended in the interest of schools, more than one million of dollars; still more trifling, compared with the State valuation, one hundred and sixty millions—making the assessment but one dollar on each ten thousand dollars. Surely he whose property stands on the valuation books at that sum can afford *one dollar* for better inspection, consequent better schools, better children and scholars, better citizens, better security to person and property.

Two changes have occurred in the Board of Supervisors since the original appointments. Madison K. Mabry, Limerick, York county, was appointed instead of Charles H. Milliken, resigned, and Gordon M. Hicks, Rockland, in place of Rev. A. R. Abbott, deceased. In the death of the latter, the church lost an eloquent preacher and a faithful pastor, the Sabbath School an earnest worker, society a sociable companion, public education a judicious advocate, and the world a true man.

The following reports of the County Supervisors are respectfully submitted:

To the Superintendent of Common Schools,

HON. WARREN JOHNSON, *Augusta:*

I herewith submit my report as Supervisor of Androscoggin County, for the six months ending October 31, 1869.

Educational Work Done. I have visited and made examination of sixty-nine different schools. A part of them were visited twice, making seventy-seven visits in all. With a single exception I have been into all the thirteen towns of the county, and have visited schools in all but two. With most of the schools I spent half a day; with others a shorter, with a few a longer time. Generally one or more of the Superintending School Committee visited the schools with me. I have held thirteen conferences with school officers upon sundry educational matters. I have held seven evening meetings of the people, all of which, with two exceptions, were well attended through the aid of the Superintending School Committees. I have held, in different parts of the county, five Teachers' Institutes, continuing two days each, except one for a single day. At the Auburn Institute thirty-four teachers were present; twenty-seven at Turner Village; twenty-seven at Lisbon Falls; nineteen at Mechanic Falls; twenty-eight at Livermore Falls—making a total of one hundred and thirty teachers. There was also a considerable attendance of other persons. It is worthy of note that hardly any but the better class of teachers go to the Institute, the poor ones usually keeping away. In the prosecution of my work I have found it necessary to write nearly one hundred letters, while I have done something through the columns of the Lewiston Journal, which is ever ready to help along the great educational work. It must however, be borne in mind, when considering what I have done the past six months, that I did not begin work until about May 20, and that, since the first week in September, I have been constantly engaged in County Institutes in other parts of the State.

Educational Condition of the County. As a whole the educational condition of the county is not good. From my own observation and from what I have gathered by consultation with those members of the Superintending School Committees, in different parts of the county, who have been long acquainted with local educational affairs, I conclude that the schools in all the towns, with the single exception of Lewiston, are poorer than they were fifteen or twenty years ago. This depreciation is, of course,

greater in some towns than in others; but I think it cannot average less than twenty-five per cent. It is due to several things. The schools now are smaller and their terms shorter than they were fifteen or twenty years ago. A very small school seldom possesses the life of a large one. The teachers are younger and less experienced. Whatever else you may have, you cannot have a good school without a good teacher. Some of the schools I have visited, were, in my judgment, schools for the artificial production of stupidity, so vicious was the instruction given. Again, the boys and girls of to-day take final leave of school at an earlier age than formerly. When they are old enough to appreciate, in some degree, the value of a common school education and to make corresponding improvement, they are now too often out of school never to return. Probably the city of Lewiston has the best schools in the State, yet her schools are far from what they should be. They are, however, in charge of wide-awake men, who are well resolved to keep them moving. The Auburn schools, since the conversion of the town into a city last spring, have taken a long step forward in the way of organization and efficiency of management. There is good promise that they will soon stand in the front rank. A Superintendent has been wisely secured for the general oversight and direction of all the schools. Outside of the cities of Lewiston and Auburn I have found the best schools and the best school-houses, taken as a whole, in the northern part of the county. There the schools have not been so much injured, as in the southern part, by division into small districts, while they have felt more of the good influence which goes out from the Normal School, located just to the north at Farmington. Not only did I there find the most teachers who had attended the Normal School, but I found the most teachers, who, without having attended, had caught the true spirit of the teacher from the mere neighborhood of the School or from coming in contact with its students.

Obstacles. There are sundry obstacles in the way of improvement. The hiring of teachers by District Agents is a grievous obstacle, and it has nothing by way of compensation. The present mode of examining and certificating teachers is too often a mere farce; yet it would be hard to secure better Superintending School Committees than those of this county. The truth is, that the fault lies but in part with these school officers. Another obstacle is found in the great number and size of the text-books, which are but poorly adapted to the wants of the scholars using

them. It may be thought that the apathy of the people is the greatest obstacle in the way of improvement. This is not so. The people, that is, the great majority of them, are more anxious about the education of their children than about aught else. The trouble lies in that they do not know how best to educate and how to do it in the most economical way.

Means of Improvement. One of the first things to be done toward improvement, is to place in the hands of the Superintending School Committees the hiring of the teachers and the fiscal management of the schools. They should also be empowered to expend, at discretion, certainly five, perhaps ten per cent. of the school money for maps, charts, blackboards, et cetera, without which it is impossible for any one to teach a first-class school. The examining and certificating of teachers, certainly for all schools outside of the cities, should be transferred to the County Supervisor. There would then be a common standard of examination, and the poor teacher who had been rejected by the scrupulous Committee of one town, could not flee to another town where the examination was less thorough. The certificates should be of different grades, and valid for unequal periods. For sundry weighty reasons, which I need not here enumerate, there should be uniform text-books throughout the State. Could the question be submitted to the people, I do not doubt that the vote would be five to one for uniformity. A small Manual, setting forth a detailed course of study for the common school, and briefly indicating some of the best methods and underlying principles of instruction, should be put into the hands of every teacher and every parent. There would then be much more intelligent work done by the scholar, with much more intelligent coöperation between teacher and parent. The decreasing fertility of our soil and our present and prospective manufactures admonish us that certain new practical studies should find a place in the common school. Cut down arithmetic, grammar, geography and spelling, as they should be cut down, and teach reading as it should be taught, room enough will then be found for the new things. Explanatory meetings held in the rural school-houses, as they can be held by the County Supervisors, would soon convince the people that the change was a right one. It is a change which would not increase the school expenditures, while it would greatly increase the value of the schools. To-day the money expended upon the common schools of Maine is one-half wasted, that is, we do not

obtain more than half results, because so much is left to mere chance. Finally, teachers should be better paid while they teach, and most of them should be employed a larger portion of the year. There would then be more special preparation for their great work. A poor teacher, at any price, is the dearest of all things under the sun, as the time of school children, when properly viewed, is, of all things, the most precious. The one should have naught to do with the other; but this will never be, while the pay of the great body of teachers is so niggardly as now.

C. B. STETSON.

LEWISTON, NOV. 1, 1869.

To HON. WARREN JOHNSON, *Superintendent of Common Schools* :

DEAR SIR:—I beg leave to submit the following Report :

1. I have visited and noted the work in sixty-eight schools in the county of Aroostook, in eighteen different towns and plantations, extending over a territory of one hundred miles in length and thirty in breadth. The schools in the more populous part of the county have not yet been visited. They can easily be reached in the early part of the winter, while those in the more sparsely settled towns cannot so readily be approached. My usual mode of procedure, on visiting a school, is to observe first the working of the teacher, encouraging her to go on in her ordinary way; then, as opportunities present themselves to make suggestions, and to show the teacher a better way of conducting an exercise, or hearing a lesson, I improve them, often taking the book and conducting all the exercises of the school for an hour or two. This course I have found to be very valuable to the teacher. Sometimes a half day spent this way in a school has changed the whole manner of a teacher's working.

Addresses have been given in fifteen towns, and, in many instances, to large audiences. Sometimes remarks were made by the School Committee and others present highly commending my work in the public schools.

2. The condition of the schools in Aroostook County is, unfortunately, very unpromising. The teachers, as a general thing, are poorly qualified for their work; owing in a great measure to the want of opportunities to attend schools of a high order, where they might learn *how to teach*, and also to the fact that teachers command less wages than factory girls.

The committees in many of our towns are not competent to inspect their schools, nor to test the qualifications of instructors. The school-houses are for the most part nothing but wretched apologies for proper school buildings. The working of our district system has cut the towns up into so many pieces that it is impossible for the small districts to erect suitable edifices for schools. The classification of our schools is bad, owing partly to a great variety of text-books, and neither the teachers nor the committees know how to remedy the defects.

There is a great lack of interest in our schools on the part of parents. All these causes combine in making the condition of education in Aroostook county most deplorable. While this is all true I am glad to report that there are some noble exceptions in the county. We have a few fine school-houses and several very excellent teachers. In a few towns the committee are efficient and wide awake to the great work of educating the young.

3. A good work has been commenced in our county by the Teachers' Institutes of five days each, held at Fort Fairfield and Houlton, and one of two days held at Patten for northern Penobscot and western Aroostook. The two former, under the able instruction of Prof. F. A. Allen of Pennsylvania, and C. B. Stetson, Supervisor of Androscoggin county, were attended by more than one hundred and thirty persons, about ninety of whom were actual teachers. The impulse given to the educational interests of this county cannot be overestimated. These Institutes have touched and quickened the very springs of education. Already do I see the effects of them upon teachers in this part of the county who were in attendance upon the Institute at Houlton. They have gone to work with new interest, adopting the suggestions and modes of instruction which they got at the Institute. The Institute at Patten, under the direction of Supervisors Plummer and Sleeper, was attended by twenty-three actual teachers and some others. All who were present during the days and evenings admit the great usefulness of such gatherings and discussions. I am confident that great good has been done this autumn through the instrumentality of Teachers' Institutes. If it is the duty of taxpayers to raise money for the education of our children, it is their duty to see that such money is expended to good advantage, and not wasted.

Through the newspapers of the county every family in the county, probably, has been informed of the efforts now making to

raise the standard of education higher and to correct the abuses so common in our schools. The Editor of the Sunrise has published quite lengthy reports of my address at Presque Isle and Fort Fairfield, and of the proceedings on the last evening of the Institute at Fort Fairfield; also editorials in relation to the work of the Supervisor in the county, highly commending the efforts made to improve the schools. The Houlton Times has also aided our work by freely publishing any articles offered on the subject of education. The Pioneer has published two or three articles in relation to the Institute at Houlton.

The Voice published at Sherman Mills by W. W. Sleeper, has established an Educational Department, which I am to edit, in which will appear letters to teachers in Aroostook county, and other matter designed to aid teachers, and to interest the people in our schools. This paper (a monthly) has a large circulation in the whole county, and is taken by many teachers. The publisher offers a Webster's Unabridged Dictionary to that member of the Teachers' Institutes in 1870, in this county, who shall spell the greatest number out of one hundred words to be selected from the columns of The Voice, and put out at the Institutes.

4. The chief obstacles in the way of improvement are: the apathy of the people generally on the subject of primary education, and consequent small attendance at our schools, the unfitness of teachers for their work, the meagre compensation allowed to teachers, the wretched school houses, the smallness of the districts, which necessitates poor buildings, the great variety of text-books, the unwise selections of text-books, and the incompetency of school committees.

5. The means best adapted to improve our schools have already been inaugurated, I think. Thorough inspection and supervision, suggestions to teachers, and addresses to the people; Institutes, associations and teachers' meetings; the newspaper, circulars and books on education, scattered among the people in general, and educators in particular, are among the best means for improving our schools.

The district system should be abolished; compulsory attendance judiciously guarded from abuse, may be legalized; a uniformity of text-books for the State, if possible without stirring up too great a war with publishers.

If some such a series of text-books as Wilson's Readers, published by the Harper Brothers, could be introduced into our

schools throughout the State, I am satisfied that the education of the young would be greatly facilitated. Such books would direct the thoughts of parents, teachers and children to the proper objects of education, their vocabulary would be greatly increased, and a higher culture attained. A larger attendance at the Normal Schools in the State would greatly improve our teachers' fitness as instructors of the young.

All of which is respectfully submitted.

W. T. SLEEPER,
Supervisor for Aroostook County.

SHERMAN, NOV. 13, 1869.

HON. WARREN JOHNSON, *State Superintendent :*

Dear Sir:—In compliance with your request for a semi-annual statement of the condition of the public schools of Cumberland county, and of the work accomplished during the six months of my official duties, permit me respectfully to submit the following report :

Educational Work Performed. Immediately on receiving my appointment, I commenced visiting schools, conferring with Committees and holding meetings of teachers. One hundred and ten schools have been visited. Ten teachers' meetings, two county and three town Institutes have been held. Twelve lectures have been given. Through these means five hundred teachers have been reached in the county, and I believe their efficiency has been greatly promoted. Circulars have been prepared and sent to the school district Agents, setting forth their powers and duties, calling their attention to a more prompt and faithful discharge of them, and also urging a more careful preparation of their school-rooms for winter sessions, by having them more convenient and comfortable, and better supplied with necessary maps and charts. Their attention has been *particularly* called to the importance of greater care in selecting teachers.

It is highly gratifying to here acknowledge the hearty response given to my communication to the Superintending School Committees, soliciting their co-operation in the work, by elevating the standard of qualifications of teachers, by requiring teachers to be present at stated times for examination, and making such examinations more extensive and thorough, and in the assistance they have rendered me by securing full attendance at the Teachers'

Institutes. We have always been met by the committees most cordially, and their aid has contributed very largely to awaken the present cheering interest in the prosperity of our public schools.

The press has been of great service in my work, by frequent and encouraging articles, and often by full reports of Teachers' Institutes and associations.

Obstacles. While presenting so encouraging results of my labors in conjunction with the School Committees of this county, I am sensible of great and serious obstacles that interpose to materially retard the prosperity of our schools, and which I here wish to notice. The multiplicity of school districts, many of which are small and too weak to support good school houses and competent teachers, leads to short sessions and poorly paid, consequently *cheap* instruction. The present district system, placing the employment of teachers in the hands of Agents is in my opinion very objectionable, and it is hoped that the time is not far distant when it will be abolished. It cannot be expected that an Agent can *know* the qualifications of applicants for positions as teachers, consequently poor and inexperienced teachers are often engaged to take charge of most responsible schools, while more efficient teachers are compelled to take less important positions. In this way much of our teaching force is lost. With our limited means for supporting public schools, consolidation of districts would seem to be the dictate of wisdom. It must be apparent to all that the progress in grading our schools, and thereby giving greater opportunities for a more extensive course of education, is greatly retarded by the present district system, and thousands of dollars, that might be saved by proper union of small districts and gradation of the schools, are now annually paid to academies and other private institutions.

Text-Books. The great variety of text-books now in use, many of which are not level to the comprehension of the pupils for whom they are prepared, the large number of books in a series unnecessarily multiplying the number of classes, and thereby diminishing the teachers' usefulness, the frequent changes and *partial* changes, rendering even *town* uniformity quite impossible, are serious obstacles to a healthy condition of our schools. Recently, I visited the schools of a town, having only nine districts, and found four different readers, three kinds of grammar, and four different geographies. I am able to name five *adjoining* towns in

this county, each using different text-books. A change of residence from one of these towns to another must necessarily be attended with no small pecuniary burden to the parents, and a serious embarrassment to the progress of the pupils. It is hoped that these evils may soon find a remedy in the adoption of a uniform system of text-books. In presenting these views favoring State uniformity, judiciously inaugurated, I wish to here say that I have been led to adopt them from a careful observance of the many prominent obstacles that the present system lays in the way of good classification, and a progressive and thorough course of instruction in our public schools.

Attendance. Peace, happiness, and the safety of property and life are secured by the education of the masses. For this purpose every man is taxed, whether he has or has not children to be benefitted by the education for which he pays. The laws of the country wisely provide for the security of property and life by the general diffusion of knowledge through the public schools; now as the State claims the right to tax its citizens for the support of public instruction, can we doubt her right and *duty* to secure to the people the highest benefits of such taxation. It is hoped that we may have such statute enactments as shall bring all the children in the State to the school room, where they may receive that culture and training that shall tend to make them good citizens.

In presenting these views in favor of abolishing the present school district system, of a uniformity of text-books, and compulsory attendance of pupils at school, I am pleased to be able to say that they are heartily seconded by a large majority of the School Committees, and they receive the almost unanimous approval of our citizens.

The following is a statement of the Institutes held in the county, the number of teachers attending, and the number of towns represented:

| | | | | | | | |
|------------|------------|-----|----------|---------|------|----|--------|
| Gorham, | Oct. 4th, | 307 | teachers | present | from | 34 | towns. |
| Raymond, | Nov. 12th, | 54 | “ | “ | “ | 6 | “ |
| Yarmouth, | “ 19th, | 36 | “ | “ | “ | 4 | “ |
| Bridgton, | Dec. 6th, | 105 | “ | “ | “ | 15 | “ |
| Westbrook, | “ 18th, | 25 | “ | “ | “ | 3 | “ |
| Total, | | 527 | | | | | |

Allow me, sir, in conclusion, to congratulate you upon the

happy results of the workings, thus far, of the plans you were instrumental in putting in so successful operation, and the bright prospects that are dawning upon our public schools.

Respectfully and truly yours,

J. B. WEBB,
Supervisor of Cumberland County.

HON. WARREN JOHNSON, *State Superintendent of Common Schools:*

The Supervisor of Schools for Franklin County asks leave to submit the following Report:

Immediately after returning from the meeting called by the State Superintendent of Schools, at Augusta in May last, the Supervisor set about the work of visiting schools. With the advice and consent of the Superintendent, the plan adopted was substantially as follows: Beginning at the southerly extremity of the county, a thorough inspection was proposed of all the schools in each town in succession. The School Committees were invited to join the Supervisor in his visits. For the purpose of forming an intelligent opinion of the working of the educational system in this county, and for the purpose of suggesting a remedy for such evils as might be found to exist, brief calls at the several schools would evidently be inadequate. It was, therefore, deemed advisable to attempt, for the most part, only two visits each day.

The subjects for investigation were to be, the character and efficiency of the discipline, the course of study, the judgment employed in classifying, the order, or the want of order, and the thoroughness of the recitations, the modes of instruction, and, as the general results, the deportment of the pupils, and their proficiency in their studies.

With these objects in view, the Supervisor proceeded to make the tour of the county, visiting nearly one hundred schools, the whole number for the summer in all the towns except five, and those among the smallest in population, and discontinuing his labors only when no more schools remained in session.

Seasonable hints touching school government; a re-arrangement of classes, generally with a view to a reduction of the number; advice respecting the relative importance of the various branches, and the proportionate time demanded by each; the illustration of improved methods of instruction; these, and any other matters

which concerned the welfare of the schools, engaged the constant and earnest attention of the Supervisor.

The work thus described has constituted the principal part of the doings of the Supervisor in the fulfilment of his office; the effort to call together the teachers and the people for promoting increased efficiency of the former, and for awakening in the latter a livelier interest in education, being only partially successful. The summer schools are scattered over a large territory, and the number in session in most towns at the same time is very small. In many districts there are no summer schools. Consequently but very few teachers could be brought together at any one point. Then, too, the labors of the farm during the summer months are so urgent as largely to engross the time and the energies of the people throughout that busy season.

A glance at the average school-houses of the county would afford the stranger *prima facie* evidence that the cause of education among us must be at a low ebb. The sites are, in a majority of instances, most unhappily chosen. An unsheltered spot, at the junction of two or more public roads; close proximity to a graveyard, the graves decorated with flowers out of respect to the dead, but no flowers about the school-house for the benefit of the living; the margin of some stagnant pool, or of some "dismal swamp," "sweet home" of malaria and mosquitoes; these are the localities to which our children are sent to learn the lessons of modesty and propriety, to cultivate a correct taste and a love of the beautiful, and for the promotion, withal, of cheerful views of life, contentment, and health.

The school-houses themselves have been so often described, and are so well known, that the mere mention of them presents to the mind a picture to which words can add nothing.

There are exceptions. The school-houses at North Jay and at Strong village, are highly creditable to the districts which built them; and the one at Phillips village is, undoubtedly, one of the finest in the State. It will be strange if the people who have incurred so much expense for school-houses, should allow them to be disgraced by inferior schools.

That good schools may be found in poor school-houses is not at all an uncommon phenomenon; and that the schools are generally far from being as bad as the buildings in which they are usually kept, is a gratifying fact.

As a whole the present educational system is by no means pro-

ductive of the benefits which its friends have hoped for, and to which the children of the people are entitled. It appears from the last census, that in Franklin county only sixty persons were unable to read and write. While, therefore, the most elementary knowledge is possessed by almost all, it is still to be feared that a multitude never pass beyond this first educational stage.

Among the instrumentalities which a wise legislation has made use of in the interests of popular education, two are especially worthy of mention. The Normal School has proved itself beyond all cavil the most powerful means yet devised for the regeneration of the Common School. As yet, its graduates are but a little band; and it may well be asked, "What are they among so many?" to be supplied with intellectual food? But the number is every year increasing, and we may hope that the time is not far distant, when the supply will equal the demand.

Of the utility of the County Institute, authorized by the last Legislature, there is absolutely but one opinion among those best informed, namely, the teachers who have availed themselves of its benefits; and though it may add little weight to their well considered judgment, the Supervisor cannot but express his conviction that the State has seldom reaped so much advantage at so small a cost.

The obstacles in the way of the improvement of the common schools are of various kinds, but most of them are not difficult of removal. The schools are too short. There is a too frequent change of teachers. On the present plan certificates are obtained by persons who are wholly incompetent both to teach and to govern a school. The text-books are often of the most miscellaneous character.* The most obvious means of increasing the length of the schools is the appropriation of a larger sum for their support. But it might be no easy task to induce the people cheerfully to submit to an addition to their present burdens. The limits allowed to this report forbid anything more than an enumeration of some practical, and, it is believed, efficacious measures of reform, involving no increase of taxation, but some of them calculated to diminish its burdens: Abolition of the district system, and a transfer of the power of engaging teachers from district agents to town committees; State uniformity of text-books; compulsory

* In one school lately visited, the Supervisor found seven different text-books in geography, and five in mental arithmetic.

education of children; county boards of examiners of teachers; graded certificates.

A. H. ABBOTT.

FARMINGTON, Dec. 7, 1869.

To the HON. WARREN JOHNSON,

State Superintendent of Common Schools:

During the summer term I have visited fifty-four schools in Castine, Brooksville, Deer Isle, Sedgwick, Brooklin, Penobscot, Orland, Bluehill, Surry and Ellsworth.

Although there are encouraging indications that the people to some extent appreciate adequate means of education for their children, yet on the whole the condition of public schools in such part of this county as I have visited is depressed and unsatisfactory. This is indicated by the shabby state of school houses, the employment of cheap and imperfectly prepared teachers, and disorderly and idle schools.

That the people are sufficiently intelligent to understand the value of education, and to desire its advantages for their children, and are willing to be taxed to maintain efficient public schools, is believed to be true. But the great need appears to be, a few individuals in each town interested themselves in the cause, who will present the subject properly to the people, and will take the lead in reformatory measures. This work falls naturally upon members of school committees, therefore it is not generally satisfactorily performed. How the deficiency shall be met and adequately remedied, and what measures shall be adopted to raise the character of common schools to its true position, may perhaps be best determined at a meeting of the Board, when the members can bring forward such statistics and present such views as their season's experience may have furnished them with.

To report more specifically, I have confined my efforts mainly to visiting schools, examining their actual condition, making suggestions to the teachers and the scholars, and to members of the School Committee. The teachers were so scattered in most of the places visited, that after one attempt at a meeting of teachers, with but little promise of success, that mode was abandoned. In view of the class of teachers found in our schools, it appears to me that calling the attention of the teacher directly to the defects existing in each school, and suggesting other methods and improvements, is the more effective mode of operation.

2. The educational condition of the county has before been generally described.

3. The County Institute was fairly attended. The results of it were undoubtedly valuable, although perhaps the existing evils of our schools might have been more directly and constantly aimed at and remedies suggested. The attendance of Mr. Fletcher of the Normal School was secured by me, and at my instance he conducted a recitation by topics, with class criticism. I called the attention of the teachers to the defects I had found generally prevailing. At the close of the Institute a 'Teachers' Association was formed for the county.

4. Some of the obstacles in the way of the elevation of our schools have been mentioned above.

5. It appears to me that after Supervisors have become acquainted with the prevailing evils in schools, that they may send to the different town committees circulars, describing these defects, and suggesting means of improvement, with good results. As at present advised, I look more to the influence of our Normal Schools for elevating the standard of common education than to any other agency. One really fine school in a town is an *argumentum ad hominem* that few can resist.

C. J. ABBOTT,

Supervisor for Hancock County.

OCTOBER 23, 1869.

To the HON. WARREN JOHNSON,

Superintendent of Common Schools:

DEAR SIR:—I have the honor herewith of submitting my first semi-annual report as Supervisor of Schools for the county of Kennebec. As you are aware, I did not receive my appointment in season to organize work until the commencement of our summer schools. Since that time, I have endeavored to bring whatever talent and energy I possess to the faithful discharge of my duties.

My field of labor, however, was so extensive, the demand for immediate work so pressing in every town and district throughout the county, and the work new and unorganized, that I entertained serious doubts at the outset whether in so short a period of time, I should be able to overcome these difficulties, and report to you much apparent progress. I hope, nevertheless, to be able to show

you that in many respects, at least, there has been a decided improvement.

I have visited during the summer and fall months one hundred and twenty-seven schools, spending one-half day in each. These schools, in nearly all cases, were visited in company with the Superintending School Committee in charge. And, I take occasion here to say, that I have, with few exceptions, found the committee of the several towns willing, and in many cases anxious, to co-operate with me in every measure inaugurated for the good of the schools.

These visits to our schools revealed the fact, that a very large majority of teachers in our country schools are young and inexperienced. Forty-eight out of ninety-three teachers visited during the summer, were without very much, if any previous experience. Many of these teachers, though anxious to succeed and laboring hard to give satisfaction, were so destitute of a knowledge of teaching, that little if any good could be accomplished by their labors. It became evident to me at an early day, that if we expected to improve the condition of our schools two things were necessary. First, to educate the teacher to do better work, and second, to educate our people to appreciate that work. Having these objects in view, I endeavored not only to inspect individual schools, and assist the teacher in classification and instruction, but to perform a more general work, and, as it has proved, a more important one.

At the close of my labors in each town, with one exception, I held a teachers' institute or meeting, from one to two days' duration, in which I met a large majority of our teachers, superintending school committees, and many of the parents. In these institutes I took occasion to review my labors in the town, pointed out the defects noted in the respective schools, and presented methods of instruction and discipline applicable to the teachers' immediate work.

That my labors last season in visiting schools and holding these institutes were productive of some good, I need only cite you to the fact, that many schools in these towns were reported by the superintending school committee to me, by letter, as having made decided improvements; and also the fact that almost every teacher attending our regular "County Institutes" the present fall were teachers that we had met in some one of these gatherings.

Conscious that a large number of teachers who would be em-

ployed for our winter schools would not in all probability incur the expense of attending a "County Institute," more especially when their attendance would not add a single dollar to their compensation, and our people too ignorant of the benefits to be gained from these "Institutes," were in a fair way to be longer duped by persons professing to be teachers, I therefore resolved if possible to reach this class of teachers, and the people, by holding town institutes, from one to two days each, in different sections of the county. These institutes, convened as they were in thirteen different towns, attended by three hundred and fifty teachers and a large number of the citizens, could not have failed to awaken thought in the minds of teachers and create a better public sentiment. I have also, in addition to these institutes, addressed the citizens of twenty-three towns on matters pertaining to the growth and perpetuity of our free schools. I have organized during the past six months nine associations of teachers. Many of these I know have been continued, and are now holding weekly sessions.

I have endeavored to induce our teachers, to the full extent of my ability and influence, to become thinking, progressive teachers, and as a means to this end to procure books for study, bearing directly upon their work in and out of the school room; and our agents to procure some apparatus, charts, globes, &c., that the teacher might be enabled to make better and more lasting impressions upon his pupils.

In the month of August, I issued a call for a convention of the Superintending School Committees of the several towns in our county, to be held at Waterville on the 3rd day of September, ("Institute" week). The object of the convention was to devise means for a more efficient supervision and inspection of schools. The following towns were represented by twenty-five delegates—Clinton, China, Chelsea, Litchfield, Monmouth, Manchester, Sidney, Vassalborough, Winthrop, Winslow, Waterville and Wayne. The session was a profitable one, and the interchange of views and determinations there reached, cannot fail in having a salutary effect upon the educational interests of the whole county. One measure adopted by this convention is worthy of mention here, on "An improved teachers' certificate," showing the rank of each successful applicant, in each of the branches required to be taught in our common schools. This certificate, I am glad to say, has been very generally adopted throughout the county.

We have had, under the law of last winter, two "County Insti-

tutes," of five days each. The first was held in the town of Waterville, August 30th, and the second at Winthrop, November 22nd. These institutes were attended by two hundred and twenty-eight teachers, which added to the number who have attended the town institutes, will give nearly six hundred teachers, who have availed themselves of the opportunities afforded for professional improvement. Judging from actual inspection of schools taught by the same teachers before and since these institutes, I am bold to say that these institutes have more than doubled the efficiency of school labor in our county. I wish in this connection to mention the invaluable service which the press of this county has rendered us in our work. They have not only liberally extended our notices of appointments, institutes, &c., but have given us positive aid by editorials pointing out to teachers and people our educational wants, and urging upon them the necessity of more vigorous effort.

I have thus imperfectly sketched the work done under the laws of last winter. And although it is not all that I desired, still it is more satisfactory than I had reason to expect, considering the time and circumstances.

I have met with some obstacles which, in the nature of events, will take many years to remedy. These I will not mention, but will direct your notice to a few, which ought to receive your attention at once.

The present system of employing teachers by district agents seems to me incompatible with the best interest of our schools. In whatever form it may be presented, it appears to me there can be but one conclusion. In the light of sound business principles, it is the poorest economy imaginable to employ men to superintend the expenditure of money, who have no rational idea how the work ought to be done, or what persons are qualified to do it well. The workings of the present system have established a prerogative that this office belongs to every man in the district in turn, to dispense favors to his friends regardless of the schools. Persons are not employed on their merits, but because they are relatives. It is true that the Superintending School Committee have a right to reject unworthy or incompetent persons, but it is seldom put in practice. I have taken some trouble the past summer to get at facts, and these facts demonstrate to me, that ninety-nine out of every one hundred teachers employed by district agents, get into the school room some way, competent or incom-

petent. The Superintending School Committee have really no control over the teachers employed. If the committee attempt to set apart a day for the examination of teachers, as the law directs, they have no power to enforce attendance, and it becomes a mere form. Thus the examination of teachers is postponed until the commencement of the school, when a thorough examination becomes altogether improbable. There is but one remedy feasible. It is to put the employing of teachers into the hands of the Superintending School Committee. The people demand the change, and there is no reason why it should not be done at once.

My relation with the schools, particularly the country schools, the past season, has convinced me that something should be done by the legislature to regulate the adoption and sale of text-books for our mixed schools. We may have good school houses, an equitable distribution of school money and good teachers, but we shall never have proficient scholars until we adopt some policy that shall reduce the number of classes in our schools. Our teachers, under the present system of classification, are forced to hear (they make no attempt to teach) thirty or forty recitations in about five and one-half hours. If we examine the cause of this trouble, which is sapping the life of our schools, we must attribute it mainly to our text-books. Text-books that were compiled exclusively for the use of large cities which maintain graded schools, are forced by shrewd agents through the Superintending School Committee into our mixed schools. We are compelled to wade through as many recitations in one country school in a single day with our present text-books as would be found in many of our cities in all the schools from primary to high. There is no necessity for half a dozen different readers, arithmetics, geographies, &c., in order to classify a school of twenty or thirty pupils.

No topic that we have touched upon in our official duties has met such a ready response from the people as the matter of text-books. The people demand that there shall be something done to relieve their schools of this burden of books and their pockets from this extortion of money. Good educators differ as to the method, but in my judgment, (made up wholly from my experience in the schools,) we can only reach and apply the remedy by the adoption of a uniform system of text-books in all schools, at least, outside of our large cities.

There are other measures that might be urged at this time that would seem almost as imperative as those alluded to, and I doubt

not will receive your attention in your forthcoming report. These measures I have singled out, not that I considered them the only obstacles to success, but because I believe the people of this county through us demand a change to the extent of my suggestions.

I will say in conclusion, that there is no cause for discouragement, but on the contrary every thing to encourage us. I am almost daily in receipt of letters from all parts of the county, giving me words of cheer. It is universally conceded that at no time has our people been more thoroughly aroused to the importance of sustaining our "public schools" than at the present. Then let us work with renewed energy and zeal. God helps those who help themselves.

Your obedient servant,

W. H. BIGELOW,
County Supervisor.

To HON. WARREN JOHNSON, State Superintendent:

The sickness and death of Rev. A. R. Abbott, the original appointee to the office of County Supervisorship for Knox, deprived the schools of the towns in this county of the benefits of county supervision during the summer session. The present incumbent received his appointment on the 15th of August last. At that date the summer schools had nearly or quite all closed, while the fall schools did not commence till some weeks later. A regular fall session of schools is held only in the city of Rockland and the towns of Thomaston and Camden. Hence, supervisory labors in the schoolroom have necessarily been mostly confined to these three towns.

I have visited in all fifty-six schools. There are in the county about one hundred and eighty, of which but few more than one third have been in operation during the fall. It has not been my aim to visit those scattered schools taught during the fall, where too much expense would have been incurred. The few I visited, I conveniently did so while attending to the following duties.

In order to call the attention of teachers and others to the County Institutes to be held in October, and to awaken an interest about the institutes, and in the cause of education generally, I thought it advisable to go through the different towns, personally solicit the coöperation of the Superintending School Committees,

call upon as many teachers as I conveniently could, and have with them a pleasant but plain talk, informing them, as was often required, about the institutes, and urging the importance of attending them. I spent all the time in this direction that I deemed politic then, but I now regret that I did not canvass the whole county very thoroughly, even to the neglect of visiting schools. The roll of the institutes could thus have been increased largely, and by those who need institute instruction most. To secure a full attendance, the columns of the county press were generously opened to me, and were used frequently, and profitably I trust. Instead of personally visiting the three island towns, I wrote to the Superintending School Committees, stating some things, calling their attention to newspaper articles, and circulars of the institutes forwarded, and requested them to send delegations of teachers to the institutes. The delegates did not appear.

If school-houses furnish a criterion of the educational condition of the county, as a nice barn and other buildings indicate the thrifty farmer, we certainly cut a sorry figure in Knox. We have, however, a few nice school buildings in the county. Among these is the High school-house in Rockland, completed the current year at a cost of about \$25,000. Another is in progress of building, to cost about \$10,000. The High school building at Camden village, and the one at Rockport are good school structures. The building at Thomaston, now occupied by the High school, though in a fair condition, is to be supplanted, as a High school building, during the coming year, by a new house large enough to accommodate the High School, and several schools of the lower grades. While there are yet a few others that might be mentioned favorably, generally our school-houses are in a wretched condition.

A school-house should be ample, substantial and *commodious*, never extravagantly costly. It may cost \$25,000, and not be what we want; and it may cost half that sum, and be just what we want. In the construction of school rooms especial attention should be paid to the laws of ventilation, light, and sound. "Dropping the upper sashes" does not afford good ventilation. A room should also be ventilated from the floor. Some of our costliest rooms are so lighted as to throw the light in the scholars' faces instead of on the printed page before them, and so formed that both teacher and pupils may hear *noise* rather than articulate sounds. They are warmed quite generally with the apparent intention of roasting the teacher and freezing the scholars. Wall

seats should not be suffered, but a belt of blackboards should surround the room. Considering the above and other elements that enter into the make of a good school room—with a view of some of our new school rooms in my mind—knowing the difficulties that in at least one case beset the way—and believing that this, like other things, should be submitted, and in a proper manner, to those best fitted to judge, I suggest the propriety of so changing the public laws as to require plans of school houses to originate with the Superintending School Committee or County Supervisor, instead of only being approved as now by the Superintending School Committee.

The general condition of the schools I have visited cannot be pronounced satisfactory, while that of those yet unvisited is, probably, far worse. In Rockland the general condition is quite good, though capable of improvement, especially in the suburban districts. Thomaston deserves the thanks of the county and State for her good example. While but a few years ago, I am told, her school system and schools were as bad as any in the county, today she has, perhaps, the best. She has abolished the district system, transferred the entire powers of the agency to the Superintending School Committee, and with a prescribed course of study, an excellent corps of teachers, under the oversight of a committee who have done much to bring about the present commendable condition of things, the scholars of her schools should congratulate themselves as being, if not upon a royal road to learning, on one certainly not so hard to travel as the old way. Camden would do well to imitate Thomaston's example, at least in part. The schools of Camden do not compare favorably with those of Rockland and Thomaston. In addition to the Superintending School Committee, they have a "District" Committee at the village and at Rockport, consisting in the former case of eight or nine members, whose duties are to visit the schools weekly, and to promote such scholars as are deserving. From what I saw and learned, I judge that there cannot be a member of that committee who, if he pretended to attend to his duties, would not alone perform the work much better than is now done by all of them. Among other things, Camden wants, for the villages, a thorough system of graded schools, a better prescribed course of study, and, for the whole town, the abolition of the district system.

The quality of instruction generally needs to be improved. I

know of but three graduates from Normal Schools teaching in this county. For the present we must rely mostly upon the county institutes and the labors of the county supervisors to elevate the standard of quality. As to the kind of instruction, we need change. No instruction in agricultural chemistry or in mechanics is given in this county; the next thing to none in physiology and botany. With suitable teachers and text-books in arithmetic, geography and grammar, a more useful knowledge of these branches can be acquired than now is, and from one-third to one-half the time devoted to them be appropriated for the former quite as important studies.

Parents do not usually visit schools in these parts, and when they do, it is usually with rapid strides, unbecoming their parental dignity, and with grim vengeance depicted on what should be sunny faces. Parents should hold it a sacred duty to visit the schools for their children each session, and always with loving, benevolent hearts. Too little popular thought is given to the work of education, but there is an awakening in this respect, as will be seen by the interest taken in the institutes.

We have had two county institutes; the first held at Union during five days, beginning October 18th; the second at Rockland the subsequent week. At the former were enrolled 68 names, 48 of whom were females; at the latter 96, of whom 78 were females. Eight attended both institutes, making the aggregate number enrolled 156. Nearly all of these are active teachers. Many of the citizens were in attendance at the day exercises, and they came out generally to listen to the evening lectures, and took part in the discussions. The interest taken in the instruction given was good, the satisfaction expressed therewith quite general, and the endorsement of the wisdom of last winter's legislative action nearly or quite universal.

The following are a part of the resolutions submitted in connection with the institutes:

By the members of the Institute at Union—

Resolved, That we highly appreciate the wise legislation of the State, by which the Teachers' Institutes have been revived, and other efforts made to promote the cause of education.

By the members of the Institute at Rockland—

Resolved, That we approve those legislative enactments which have so effectively awakened an enthusiasm among the people, and which we hope will secure a better condition of our schools.

Resolved, That we most earnestly desire that the legislature of our State may adopt at its next session a wise and liberal educational policy, permanently establishing the county institutes, county supervisorships, uniformity of text-books, abolishing the district system now in vogue, and making each town one school district.

By the citizens of Rockland, through their mayor—

Resolved, That we hereby tender our thanks to Prof. Cruttenden and Dr. True for the very valuable information which they have imparted to us, and to the teachers of this county, in their lectures and course of instruction, and we feel highly pleased and gratified that the legislature, in its wisdom, has provided means by which a uniform and improved course of instruction can be imparted; and also to Hon. Warren Johnson for procuring the services of the above named gentlemen.

Resolved, That we, citizens of Rockland, do fully endorse the views presented by Hon. Warren Johnson, that there should be uniform text-books for the schools throughout the State; that all children in health, between the ages suitable therefor, should be compelled to attend school a given time in each year; that the State school fund should be increased, and that action should be taken by the legislature to that end.

There are with us many obstacles in the way of improvement. We need more *trained* teachers. From the material we have the best should be selected. The right teachers should be put in the right place. Good teachers should receive more constant employment. We need better, more commodious school houses, and those properly located. We need graded schools in all cases where circumstances will permit. We need a condition of things that shall do away with cause for so much complaint about "Agents' returns," "Agents not notifying Superintending School Committees when schools are to begin," etc. We need, and we ask, for the abolition of the district system as a chief source of the preceding needs.

Our schools generally should be classified. The course of study, to a certain extent, should be rigidly prescribed. This should not be controlled by the interest of the teacher, the whim of the scholar, or the prejudice of the parent, as is now too often the case in our country schools.

Therefore, in addition to the continuation of the County Institutes and County Supervisorships, we ask for legislation abolishing the district system, transferring the employing power from the agent to the Superintending School Committee, and enabling towns to combine the agency and committeeship. And we also *unanimously* pray for legislation authorizing State uniformity of text-books.

Something must be done to increase the percentage of attendance in this county. All reasonable excuses for not sending their children to school should be taken from parents. Miserable school

houses and high cost for books too often furnish reasonable excuses. But with the legislation we have and that asked for, such grounds of complaint should soon disappear. It is the duty of the State to educate her youth; and, after removing all just grounds for refusing to comply, she certainly has the right to say to her servants, "Go out into the highways and hedges, and compel them to come in that my house may be filled."

In conclusion, I have the pleasure of complying with a resolution, passed concomitantly with those already given in the account of the Institutes, wherein I am requested to present to you, Mr. Superintendent, and through you to the State Legislature, the petition of my school constituents, asking for legislation permanently establishing the County Institutes, County Supervisorships, State uniformity of text-books, and abolishing the school district system.

Respectfully submitted,

GORDON M. HICKS,

County Supervisor.

ROCKLAND, Dec. 1, 1869.

HON. WARREN JOHNSON, *State Superintendent Common Schools:*

On the 17th day of May last, I entered upon a work, new and untried, without experience or even the dim light of precedent to guide me in the discharge of important duties. But having accepted the position, I determined to lay aside every hindrance and make the inspection of schools a business of the first importance. In the discharge of my official duties I have been brought in contact with the several Superintending School Committees of the county, who, in spite of the general rule that legal authority or power looks with jealous eye on anything having the semblance of innovation, which impression I have studiously endeavored to avoid giving, and carefully correct if found cropping out, have met me cordially, and assisted me cheerfully in my labors. To many of them I am under obligations for kindness and favors.

Work done. In looking over the labor of the past six months, I find I have made one hundred and fifty-four visits to schools; one hundred and forty of these have been made to as many districts, and fourteen have been either a second visit at the same term or a visit of the same school at a second term. Recently I have labored much and earnestly to induce teachers to attend the County Insti-

tute. As indicated by the Board of Education, lecturing was not to constitute any part of the Supervisor's work; therefore I have refrained from labor in that particular direction; but have called together the teachers, inviting Superintending School Committees and citizens to meet with us for conference, discussion and instruction in the practical work of the school room. Our best teachers have told me that they regarded these meetings as being of much value to themselves. Such meetings have been called for twelve towns, and in several instances they have been well attended, and I believe productive of good. In some instances there was evidently a coyishness on the part of teachers to attend these meetings, and consequently many of those most needing institute instruction have deprived themselves of it by staying away. We suggest that town institutes ought to be made a permanent institution, and that provision for their support, and also to procure regular and general attendance, may be proper subjects for legislative action.

Educational Condition of the County. There is, unquestionably, much apathy among the masses with regard to this great and vital interest of our people and of our nation. Yet there are many hearts beating in sympathy with any movement that shall tend to put our educational interests on a better basis; and many are anxiously looking for the present movement to result in the ushering in of a new era, the dawn of a better day for our common schools.

Educational Work Done by Other Agencies. The County Institutes, proving a grand success, have done excellent work in awakening new interest—in teachers and citizens, and imparting instruction to aid teachers to do better work in their schools. I think the good resulting from the Institutes in this county fully justifies the expenditure, and confirms the wisdom of the State in providing for them. We have but one paper published in this county at present; its influence is strongly in favor of progress, and a place in its columns has been freely offered me, and gladly accepted. This being only a monthly issue, I have been obliged to go out of our own county and seek admission to the columns of those papers having the greatest circulation here. Among which, I may mention the Maine State Press, Kennebec Journal, Maine Farmer, and Rockland Gazette, to whose columns I have always been generously admitted and never refused. In one instance, only, have I met with refusal at all by the press where I have

applied for admission to its columns. I believe it is a power for good in the educational interest. There are no town or county educational associations in this county, but many are feeling the importance of such organizations.

The State Normal School at Farmington furnished us four teachers for our summer schools; one graduate, three had spent some time there. Two of our teachers were graduates of Massachusetts Normal Schools; making in all six who have been under Normal School training; and to appreciate that training one needs only enter the school room and witness the work.

Obstacles in the Way of Improvement. 1st, one of these I apprehend to be the preconceived notion with regard to what shall constitute the education of the child, viz., some reading and spelling, a little writing, and the rest in *ciphering*; 2d, multiplicity of text-books; 3d, bad classification; 4th, apathy of parents; 5th, poor school houses, poor fixtures, and no apparatus; 6th, inefficient and apathetic teachers; 7th, too low standard of qualification of teachers and inspection by Superintending School Committees.

Means to Promote Improvements. 1st, correct the public sentiment with regard to the wants of the child in its education; 2d, a uniform series and smaller number of text books; this will aid materially in obtaining better classification which must be had; 3d, Institutes, discussion, lectures, free conversations, and plain and earnest presentation of the whole educational subject, in a judicious manner to the consideration of the people, will do much to awaken interest and incite to activity; 4th, good school houses and suitable apparatus, having regard to the health and convenience of both teachers and pupils; 5th, abolition of school agencies and the present school district system, perhaps compulsory attendance may be one of *the* efficient means; 6th, pay teachers better wages and *demand* of them better work, which implies better preparation for their work—set the standard higher; 7th, efficient supervision and inspection; 8th, and a very important one, ample provision by the State for the support of longer terms of school, and have them of uniform length throughout each town; 9th, a uniform and thorough course of instruction, at least, uniform in the elementary course, and thorough in all.

Of 135 school teachers whom I have visited, 24 were educated in the old school houses at home, never attended high school or academy. Only 16 had ever attended Teachers' Institutes; 119 had never attended Institute. Six only had ever attended Normal

School, and three only were graduates from Normal Schools. Fifty-five had read books on teaching; eighty had never read any books on teaching.

Your most obedient servant,

D. S. GLIDDEN,

County Supervisor Lincoln County.

TO HON. WARREN JOHNSON,

State Superintendent of Common Schools :

SIR:—In compliance with your instructions I submit to you the following report of my labors as Supervisor of Oxford county :

1. I have visited fifty-four districts since my appointment, embracing less than one-fourth of the schools in the county. I held two public meetings of citizens, and five town institutes of one day each. About 125 teachers attended these institutes who manifested intense interest in the presentation of the different methods for conducting their recitations and interesting their schools. Nearly all the teachers in the towns where the Institute was held attended. The numerous villages in the county are supplied with high schools and academics, to which a large majority of the teachers repair for their education. At my suggestion the principals of several of them have formed Normal classes for teachers, which are doing excellent service.

2. I found the schools generally backward, their numbers reduced, and a majority of the teachers inexperienced. There were a few superior teachers, and, as a consequence, superior schools. Many of the teachers have the natural qualifications for good teachers, but need models, such as are furnished in the Normal School and town and county institutes.

3. The chief agency relied upon outside of my personal labors was through the press. The Oxford Democrat has kindly opened its columns for my use, and I have written something for its columns nearly every week. These articles have reached a large number of families throughout the county. I published a full account of one school, Miss Virtue Howard's, No. 6, in Bethel, which has been partially or wholly copied in a large number of papers all over the country. I have been cordially met and assisted by town superintendents whenever I have called upon them.

4. There are no serious obstacles that earnest work may not overcome. The work is a great one; small districts are too

numerous, which in some instances can be united, but in many locations it would be impracticable. Too great a variety, and too difficult text-books, and too many classes, and a want of a power of communicating instruction are really the most prominent obstacles to be overcome.

In reviewing my work I feel much encouraged in the belief that public sentiment eagerly demands an advance in the cause of education, till every child in the State shall feel its influence. There is a disposition in many towns to improve the school-houses. In Andover, each district has a good school-house, with good blackboards, and special arrangements for ventilation. A few school-houses in the county are a disgrace to those having good farms and dwelling-houses.

SECOND REPORT.

To HON. W. JOHNSON,

SIR:—I send you my report for the second quarter of my labors as Supervisor of Oxford county.

As most of the schools in the several towns closed in the early part of August, I found it impracticable to visit towns not before visited, except in individual schools, I therefore deemed it better to review my work; and with this idea I visited some of the schools in the different towns where I had suggested changes in their management. The result in most cases was peculiarly gratifying. Several of them had excited an interest in the districts not known for a long time. At the final examinations parents visited the schools and were highly gratified at the progress of their children. This fact has furnished a great deal of encouragement to me in my work. I visited some of the prominent village schools in the county, and conferred with Superintending School Committees as I had opportunity.

Having been selected by you to attend the Institutes, I was unable to extend my labors to remote parts of the county as I had intended.

Respectfully submitted,

N. T. TRUE,
Supervisor for Oxford County.

NOVEMBER 1, 1869.

To the HON. WARREN JOHNSON,

State Superintendent of Common Schools :

I herewith submit my first annual report as Supervisor of Piscataquis county. I commenced my work the first of May and devoted the three months following to visiting and inspecting the schools in session. I have visited seventy-six schools during the season. My plan was to visit a town when *the most* of the schools were in session, and then each school successively until all had been inspected. I obtained the assistance of the town committees whenever I could. In most instances they assisted me cheerfully and profitably. After the whole town had been inspected, when it was practicable I met the teachers and the parents in the evening and discussed with them the different methods of teaching, school government, &c. About two-thirds of the towns in the county were thus visited. The summer schools closed in the other towns before I could reach them. The following facts were obtained during this tour of inspection :

Number of teachers who had been instructed in Normal methods of teaching, none ; number who had invented a system of their own, three ; number who practice oral instruction, ten ; number who were less than eighteen years of age, ten ; number who intend to make teaching a profession, eight. The highest wages paid any teacher per week, \$5.50 ; the lowest, \$1.40.

The following is the condition of the school-houses in the towns visited, as far as they came under my observation :

| | Good. | Poor. | Worthless. |
|------------------|-------|-------|------------|
| Monson | 2 | 3 | 3 |
| Abbott | 4 | 2 | 2 |
| Guilford | 2 | 2 | 2 |
| Sangerville..... | 5 | 2 | 1 |
| Parkman..... | 5 | 4 | 2 |
| Dover | 7 | 3 | 3 |
| Foxcroft..... | 2 | 3 | 2 |
| Milo..... | 4 | 3 | 3 |
| Brownville..... | 2 | 3 | 2 |
| Shirley..... | 1 | 1 | 1 |

I found three new school-houses with no blackboards at all, twelve with no woodsheds, and more than half had no out-buildings or play-grounds. In three only were outline maps. The county has done much for the improvement of her school buildings during the last ten years. Much remains yet to be done, but we

must conform somewhat to circumstances. We are comparatively poor, and must build as we get the means. All towns do not do even this, and it is a peculiar fact that some of our wealthiest districts are not ashamed of the meanest school houses. In three fourths of the towns the school buildings in the respective villages are the poorest in the town.

The teachers seemed earnest and anxious to succeed, but if they do not all teach in the most acceptable manner, it is because *they* have not been correctly instructed themselves. We have a few teachers whom we must retain in the county at whatever cost. We have in the past suffered much from the exodus of our best instructors. We are beginning to pay better, and we hope this difficulty will be obviated in the future.

It's an oft repeated remark in this county, that our schools have retrograded during the last ten years. A careful comparison of facts fully substantiates the correctness of the charge. True it is that they are not so large, and in many instances less advanced. Several causes may be assigned for the decline. A number of our towns were settled about forty years ago, and mostly by young men and women from Massachusetts and New Hampshire; hence the first generation of children that grew up in those towns was much more nearly of an age than they are in older towns. The ratio of adults to children during the first ten years was nearly three times larger than during the succeeding twenty years. Then the relation between them began to fall back toward its original proportion, to be in a few years swelled again beyond its former limit. Several of our towns are now passing through this intermediate period when the ratio of children to adults is much less than it was ten years ago, or will be ten years hence. This state of things does not exist of course in older towns, where time has wrought out a general average.

Again, our scholars do not attend school so long as they did formerly. We rarely now find pupils over 17 in the winter schools; and the attendance of the younger pupils is less regular. The opportunities for employment have more than doubled during the last decade. This fact has had its influence upon our schools,—upon both scholar and teacher. It has almost indeed become unfashionable to teach, and some of our best teachers are to-day operatives in our manufactories. Of course *better pay* was the main incentive to a change of employment, but unmistakably there is not now that *pride* in being a *teacher* that once existed.

Ten years ago there were in the county two teachers to every school. To-day we have not enough to supply the demand.

Another fact is patent to all, that our teachers do not generally qualify themselves so as to command a high remuneration for their services. We have not the opportunities in this county for preparing teachers that the occasion demands. The State seemed to anticipate our wants and visited us through the teachers' institutes.

I cannot speak too highly of the teachers' institutes held at Monson and Dover by the State Superintendent, in October. The attendance of teachers at the institutes was fair, but not what it should have been. Forty-eight names were registered at Monson. Twenty-five of those attending were actual active teachers, and nearly all of the remainder will commence teaching during the year. The whole number at Dover was fifty-three; actual teachers forty-two. The instruction imparted at the institutes was just what was needed, and it was recognized by the teachers present as the only true method of teaching. These institutes most unsparingly exposed the errors of our present system of teaching, and taught the natural way in which knowledge is acquired and imparted. I can confidently assert that at the close of the session, there were in the heart of every teacher present, higher aims, nobler thoughts, and an earnest determination to return to the labor with renewed zeal.

I most earnestly hope that the county institutes will be continued. I regard them as indispensably necessary. Especially so in this county, where as yet, we receive no benefit from the Normal Schools established by the State. Our only "fitting" schools are the academies at Foxcroft and Monson. These institutions are doing what they can in preparing teachers for their vocation; but it is somewhat difficult to "fit" teachers, "fit" young men for college, and "fit" others for nothing in particular—all in the same school.

We cannot expect anything like perfection in our schools while the present district system continues. We peculiarly feel the bad effects of this system in this county. In many districts it is next to impossible to get an agent at all; and a large majority of those chosen cannot or will not attend to the duties of the office. As an illustration of the workings of this system of school agents: an agent this summer *let out* the school to a *speculator* at \$3.00 per week, who was to hire a teacher as cheap as he could, and pocket the surplus. The unequal distribution of the school money is also

very detrimental. In Foxcroft, for instance, the village district finds more money in her pockets than she can spend with four terms a year, while some of the other districts can support a school only twelve weeks during the year. It is manifestly for the interest of the village to help the town educate all her citizens. Would not the village be benefitted more by distributing a part of her money over the town than by keeping it all and allowing a part of the children in the town to grow up with insufficient opportunities for improvement?

As means to promote improvement in our schools, I would suggest, 1st, That the schools be entirely under the control of the towns. 2d, That the teachers should be examined by the county supervisor, who should issue to them certificates good for a year. A more thorough awakening of the people must also claim our attention. They must be made to feel the importance of educating their children, and to appreciate the fact that the State cannot afford to and will not allow any of her children to grow up ignorant and unfit to perform the duties of citizens.

Our larger schools would be much improved also by a judicious grading. There were but four graded schools in the county this summer. Every village should support schools of two grades at least. The summer term of the village district in Monson was attended by sixty scholars, ranging from four to sixteen years of age. No teacher can make such a school very profitable.

I have done less this summer and fall than I should have done, had the conditions of things been different. I have thought best to defer the lectures, &c., till a less busy season, when the *most* could be reached at the *least expense*. As our county is comparatively small, I can reach every town this winter and almost every family.

Upon a survey of the field of labor this season, though I am not satisfied with results, yet I feel greatly encouraged. That a new zeal has been awakened no candid observer can doubt. The people have sustained me in my work beyond my anticipations. I can confidently assert that it is the wish of the people of this county that the present plan for the improvement of our common schools should be pursued and perfected, and that the State Superintendent has their implicit confidence and will be supported in all his labors for the elevation of our common schools.

I am Sir, yours most truly,

W. S. KNOWLTON,
Supervisor of Piscataquis County.

Monson, Nov. 1, 1869.

HON. WARREN JOHNSON,

State Superintendent of Common Schools:

DEAR SIR:—I have the honor to submit my first semi-annual report as Supervisor of Common Schools for Penobscot county.

Work Done by Self. Setting out in the work of supervision fully conscious of the difficulties which would attend its satisfactory performance in a county so extensive and populous, and of the inadequacy of my own qualifications, I decided to make my influence felt first where it would naturally be most needed. Accordingly my summer's work has been mainly confined to the more sparsely populated and inaccessible towns. One hundred and twenty-eight schools have been visited; four local institutes and ten teachers' conventions have been held; and ten public addresses have been given in different central places. The attention of school officers and teachers has been called to important matters through the newspapers, and by official circulars, and in many instances suggestions thus made are known to have been acted upon.

Work Done by Other Agencies. The location of the Normal Schools is such that their influence is not so strongly felt in this as in some other counties, but the few teachers they have sent here, without exception, attest their good works, and operate as good leaven in the great mass of toiling teachers of the county. The regular institutes were fairly attended, and I am sure a powerful influence for the good of our schools has gone out from them. All who have witnessed their workings attest their value as an educational agency. Committees of towns where the teachers were required to attend, have assured me that their teaching has thereby been improved twenty-five per cent., and I have myself observed very marked exhibits of their worth, in revolutionized and improved instruction in schools. The zeal manifested by the leading newspaper of the county for educational progress and reform is worthy of commendation.

Educational Condition of the County. The educational condition of the county cannot well be viewed with satisfaction; still there are signs of improvement. In some places energetic and influential men have taken hold of the public schools, and drawn them out of the old routine ruts; in others they remain fast in the mud of apathy and neglect. In some towns an unwholesome spirit of accommodation on the part of officers and teachers, or immoderate stubbornness on the part of parents have prevented town uniform-

ity in text-books, and good classification of schools. In many of the older towns there are from seventeen to nineteen districts, and as a consequence short terms of school, poorly paid teachers, and poor school houses. The average market price for teaching in the county is so low that comparatively few permanent teachers are retained. In several school rooms visited there are no blackboards at all, and in seventy-five per cent. of the remainder they are utterly insufficient. In more than seventy per cent. no dictionaries, the property either of teachers or pupils, are to be found, and as a matter of course in many of these, excruciating mispronunciation of words is tolerated and even taught. The whole force of Canadian French children in the county, so far as I can learn, and many others, utterly neglect the public and all schools. I have thus stated defects in our school system and administration, because these only need correction, and because they naturally lead to the suggestions I wish to make, and form a proper basis for them.

Suggestions and Recommendations. I would have State uniformity in text-books, because town uniformity, which at best is more expensive, is for that very reason perhaps not realized, and nobody denies that a proper classification of our schools demands the one as the other. I would have a reduction of the number of districts through union, or what is better, the abolishment of the district system, and the establishment of the town, because it will apply the cost of the superfluous to the necessary schools, thus securing longer schools, better paid teachers, better school houses, and greater uniformity in school privileges. I would have teachers employed by the men who examine them, and examined before they are employed, and our market for skillful teachers made as good as any, so that they will not be drawn away from us by the magnet—money. I would have a good blackboard in every school room, also a dictionary, because the one is in my judgment as indispensable as seats, and the other as necessary as a teacher. I would have power given somebody to see to it that the public schools are not neglected by any, so that the State would not be as it now is, cheated out of nearly half the fruits of its generous expenditure, and have its own existence and perpetuity put in jeopardy by parental heedlessness and avarice. How these ends are to be reached it is not my province to say.

All of which is respectfully submitted.

S. A. PLUMMER,

Supervisor Common Schools, Penobscot County.

DEXTER, NOV. 15, 1869.

WARREN JOHNSON, Esq., *State Superintendent of Schools*:

DEAR SIR:—Herewith I submit my report as County Supervisor for Sagadahoc, for the period which has elapsed since receiving my commission, on 20th of May last, being nearly six months.

Educational Work Done. I have personally inspected one hundred and one schools,—of which number one was visited twice,—embracing all the towns of the county save one, Perkins, with its single school district, making the whole number of district schools visited by me one hundred. I have spent in each school from one hour to one day, according to the size and needs of them, noticing the methods of teaching, and in many instances taking the classes into my own hands.

The remaining schools of the county, in all fourteen, as yet unvisited by me, had no spring, summer or autumn session, being so small, and with such small means, that it was deemed expedient by the several districts to have but one, and that a winter session, so that really I may say the whole county has been explored, and all the schools within my jurisdiction have been inspected by me. I have lectured in two towns only on educational matters; my action in this respect being governed by the several town committees, who expressed a desire for such a lecture, but thought it wise to wait until a more convenient season. I have communicated freely with the county, town and city school officers, and in most cases have had their valued and cordial coöperation.

Educational Condition of the County. My impressions on this point must be derived from the statistics of my visiting-book, and from general observation. From these two sources I am led to infer that outside of those towns and parts of towns where the graded system prevails, and to a degree in those towns, there is need of more inspection than has been customary by the committees. In some cases, my book indicates not a single visit for the term. In others, one or two of the committee have made hasty calls. In the city of Bath, the graded system is in full and successful operation. In Richmond, Bowdoinham and Topsham, there are attempts made in this direction, but as yet very imperfectly has the system been tested. In all the towns there is need of more enterprise and public spirit, and popular sympathy in the school management. In some of the rural districts there is a disposition to let matters drift along, with little care to have it otherwise. This is evidenced by dilapidated school buildings, by close and ill-ventilated apartments, by the employment of cheap and inex-

perienced teachers, by superficial examinations of teachers, and by a heedless discharge of duty by school officers. Here and there are notable exceptions, both in village and country. Especially would I single out for commendation the schools of Bath, which, under the spur of a healthy spirit of emulation in all the grades, are aiming for and largely realizing a high degree of excellence.

Educational Work by other Agencies. We have no county association of teachers. In the city of Bath the teachers hold fortnightly a meeting for discussion and drill, which is found to be of service in promoting acquaintance and sympathy mutually between teachers, and in interchange of views on all matters of school government and study. Occasionally in one or two other places, there are infrequent meetings of a similar character. At this date, no institute has held a session in the county. The Bath daily and weekly press have opened its columns for the insertion of a series of articles on the "Public Schools of Sagadahoc County."

Obstacles in the Way of Improvement. I would note here a prevalent feeling of indifference cropping out in many ways—partly arising from discouragement, owing to the diminution of scholars and consequent decline of interest in schools, and partly from selfish considerations. Aside from this, the most marked obstacle to progress in education is the present district system, which practically operates in destroying a sense of responsibility by putting the school interests into two different and (in some cases) opposing representative bodies—either of which may, if disposed, throw the blame of any untoward results upon each other. Then, again, it is needful for the best results to have concentration of effort and unity of execution, which cannot be secured now under the present plan. Not infrequently the harmony of districts is disturbed by diversity of views and action between the district and the town. What is wanted, to guard against this, is an agency deriving its powers from the town, authorized to examine, employ and assign teachers, and to follow this up by frequent visitation and personal inspection.

Means to Promote Improvement. In some localities, better provision is being made for the accommodation and comfort of both teachers and pupils. Improved school houses are displacing the shabby ones. New apparatus is introduced. There is in all the towns an aiming for and striving after uniformity of text-books within the towns. In a few instances, the object sought has been reached. There are too initiatory measures in process for redis-

tricting towns and consolidating contiguous districts. A desire is expressed too for more thoroughness in drilling applicants for teaching.

I am very respectfully yours,

D. F. POTTER,

Supervisor for Sagadahoc County.

TOPSHAM, NOV. 10, 1869.

WARREN JOHNSON, Esq.,

State Superintendent of Common Schools :

DEAR SIR:—In conformity with your request of Oct. 30th, I respectfully submit the following statement, or report, of my labors as County Supervisor for the county of Somerset, covering for the period of the last six months, the educational condition of the county, the educational work done by other agencies, the obstacles in the way of improvement, and the means to promote improvement.

In the first three months I visited all the schools in operation; at the time of visitation, in Skowhegan, Madison, Mercer, Starks, Bingham, and Moscow; and one school in Cornville. A detailed report of these visits was forwarded to you in my "field books" for the quarter ending August 1st. During a portion of that quarter, I was disabled by sickness from prosecuting my work. It was also impracticable, at that season of the year and in the sparsely settled condition of the towns visited, to hold any town conventions or to deliver any formal lectures either to the people or to teachers. In the towns which I visited, I found the condition of the schools various. A few of them were of a high order of merit, but a large proportion of them were of a low order; and some were but little, if any, better than none. It is to be presumed, however, that the schools in many of the other towns will be found superior to those of the towns which I have visited. In conformity with your direction, the towns which I visited, were (with the exception of Skowhegan,) those which belonged to the more remote, less thickly settled, and more rural class.

The quarter ending Nov. 1st embraced the portion of the year in which the schools of this county are not in operation generally. During this quarter it was not practicable to do much of school visitation. I therefore did not attempt it. Shortly before the

Institutes in Skowhegan and New Portland, I visited nearly all the towns in the county, posting the hand-bills for the approaching Institutes, visiting School Committees, so far as practicable, and urging on them and on teachers, so far as I had opportunity to do so, the importance of their attending the Institutes. Having made the needful preparations for the holding of the before mentioned Institutes, I attended them when they were held, and did what I could to assist in the management and direction of them.

A detailed account of my official labors during this quarter has been forwarded to you in my last quarterly report; to which I would refer you for any further particulars. Having visited only a part of the schools in the county, I cannot speak with assurance of the educational condition of the entire county. But if the towns which I have visited furnish a fair specimen of it, it is lamentably defective, so far as our common schools are concerned.

The institutes which were recently held in Skowhegan and New Portland were deeply interesting to all who attended them, and (as I think) cannot fail to exert a very salutary influence on common school education in this region. I think, also, that the Normal Schools at Farmington and Castine, are exerting a very good influence so far as it extends on the common schools of this county. As a general fact, the teachers who have enjoyed Normal School advantages constitute a better class of teachers than those who have not. There may be some exceptions, but they are few. Such at heart is my opinion; and in this opinion, those superintending school committees whom I have heard express an opinion on this subject, agree with me.

The obstacles in the way of the improvement of our common schools are many. But in my opinion, the chief obstacle is the difficulty of obtaining an adequate supply of competent teachers. Without such teachers our common schools cannot be what they ought to be. How to remedy the existing scarcity of such teachers is a problem of difficult solution. Probably no complete and effectual remedy for it can be immediately found and applied. This work must be done in a gradual manner. Some causes are already at work in this direction. Normal Schools are doing something; teachers' institutes are doing something; and the people seem to be, to some extent, awaking to the importance of having competent teachers of their common schools. And when the demand for such teachers becomes sufficiently urgent, this

urgency will be likely to do much towards calling forth an adequate supply.

Yours respectfully,

GEORGE W. HATHAWAY.

SKOWHEGAN, November 16, 1869.

To the State Superintendent of Common Schools :

SIR :—I have the honor to submit the following report of work done, and results attained by me as Supervisor of Schools for the county of Waldo.

Preliminary Survey. Immediately following the meeting of Supervisors at Augusta, in May, in accordance with the general plan of action there determined on, a survey of the field of operations was had with a view to determining what special results should be striven for during the summer campaign, and in what way those results could be best reached. By the light of a somewhat extended and varied experience as a practical worker in our schools, as a town superintendent, and, latterly, in some small degree as an educator of teachers, I saw—what has long been evident to those who have given thought to the matter—that the task of elevating our schools to any very high degree of excellence, was one of Herculean proportions. A radically defective school system, leading naturally to defective work in all directions, had resulted in a very general want of zealous, enthusiastic, and skillful labor on the part of teachers, in a—to a very large extent—practically indifferent, or, at least, ineffective system of supervision on the part of town superintendents, and in a general want of interest among parents, so far as their interest manifested itself effectively for the bettering of the schools. And of these causes had been begotten a numerous and constantly increasing progeny of evils. School buildings disgracefully mean and ill-furnished; schools short, ill attended, badly classified, frequently broken up by unruly pupils with parental approval in many cases; school agents almost universally remiss in duty, and superintendents the same in a large portion of the towns, and these working often the one against the other, agents striving for poor schools by the employment of cheap and unskilled workers, and superintendents who really were conscientious in the discharge of duty, refusing rightly to certify such ;—such is a faint picture of the outlook

that presented itself, when making the preliminary survey of the work to be done.

A warfare against this horde of evils was the duty before me, and a warfare to be begun during the summer months, in many respects, in a section like that in which my work was to be done, the least favorable season for effective, telling work. Where should the first attack be made? This was the next thing to be considered, and involved an examination into the means in hand for the performance of the work. This examination revealed the fact that, so far as power was concerned, my position had none beyond that of the individual, personal influence which could be brought to bear.

Results to be Attained. It was determined, then, that the work through the summer should be directed toward the attainment of the following special results: 1st, To arouse town superintendents to a more thorough performance of duty,—especially in the examination and certifying of teachers, and in the inspection of their schools; 2nd, Acting upon the schools, directly by visitation, to arouse a nobler and higher interest among pupils; and, teaching both by precept and by example, to bring about more thorough and skillful teaching; 3d, To excite in teachers a greater love for, and interest in their work, and, so bringing them to see their need of a more thorough knowledge of the principles and details of their profession, to arouse in them a spirit that should manifest itself in a general attendance upon the institutes to be held during the fall.

In fixing upon these special results to be first attained, it was felt that, if successful in bringing them about, much would be accomplished toward staying the downward progress of our schools at least, if not in raising them to a higher plane of excellence. It was thought, too, that these results attained would furnish a permanent basis for future work, so that others in the future might be more easily reached; since flowing out from the schools thus furnished with better and more enthusiastic teachers, better supervisors, and filled with new interest, there would go forth an influence powerful for good, which should act upon the whole community.

Work with Town Superintendents. The first work, then, after entering upon the active discharge of duty, was to send to the several school superintendents in the county, circular letters, briefly calling attention to the objects sought to be accomplished,

invoking their hearty coöperation and assistance, and suggesting at their hands a stricter examination of teachers ; a stirring up of agents to a better performance of duty ; a demanding of more thorough work in the school-room ; a more frequent and more effective visitation of schools ; an endeavor to bring about parental visitation, with a view to arousing thus a more general popular interest ; the formation of town teachers' associations as far as practicable ; and, finally, public examination of all schools at the close of their terms. Information was also requested in regard to the time of opening and closing school terms, in order the better to arrange plans of visitation. Favorable responses were received from a large number of towns, and these suggestions were carried into effect in a greater or less degree, and with good results commensurate with the zeal exhibited. In some instances, however, that occur to mind, where for some reason these suggestions fell on barren soil, many of the schools were total failures ; but never, so far as has been learned, where they were carried out. With a view to a further awakening of interest among these superintendents, during the visitation of the schools their co-attendance was earnestly solicited, and obtained in every town but two ; and the many expressions of renewed zeal which resulted, were greatly encouraging.

Early in October a call was issued for a-convention of superintendents at Belfast, on the 30th of that month. The subjects assigned for discussion in that convention, were of importance, covering the whole ground of school supervision ; and it was hoped that there would be a general attendance of those concerned. But, owing to a severe storm occurring at the time, so few were present that it was deemed advisable to adjourn to the first week in December, the time of holding the institute in that place. The results that must accrue from the discussions of such a meeting, can but be of the highest importance.

I cannot close this portion of this report without paying a deserved tribute to the intelligence, ability, and progressive spirit which I have found characterising these school officers, and reading therefrom the signs of a brighter future for our schools.

In the School Room. Visitation upon the schools commenced with the beginning of June, and was finished in the first week in August. During that time, eighty-three schools were visited, included within territory occupied by one hundred and seventeen school districts. With few exceptions, a half day was spent in

each. The work done in these schools varied with their varying conditions, but was all directed toward the attainment of one general result,—that of arousing both teacher and pupil to more vigorous and healthy work. It has ranged from warm words of hearty approval and encouragement spoken in the few, down through all the various forms of evil remedied, or sought to be remedied, to the few instances where the school has been taken in hand, and thoroughly “reconstructed” and started anew. And everywhere, in the prosecution of this work, I have been received with a genuine courtesy on the part of teacher and pupils, and my suggestions taken in a spirit so kindly that it has rendered the work one of never failing interest and encouragement.

Work through the Press. Sensible, as every one must be, that the Press is a power in the land, the hope was indulged, when entering upon the work before me, of being able to make use of it to some considerable extent in creating a more general interest in school matters; but I found myself disappointed in that hope. When there shall be felt through the community as deep an interest in the better education of our children as there now is in the improvement of our farms and farm stock, or in the speed of our horses, then we may hope to find in all our local newspapers an educational as well as an agricultural department. At present such hope is often vain. There has been had, however, an occasional opportunity to reach the public mind through the columns of one of the county papers, and that opportunity has been taken advantage of to call the especial attention of teachers to the importance of their work, and of thoroughly qualifying themselves therefor through the means of the institutes. The influence of these articles has been so evident that it is much to be wished it were practicable to reach the public more frequently in this way.

Institutes. As will have been gathered from what has preceded, the culmination of the work done during the summer was expected to be found in a large and enthusiastic gathering of the teachers of the county into the institutes. These were to be, in a large degree, proofs of success or failure, and were waited for with much of anxiety.

But one of these institutes—that at Unity, for the northern section of the county—has as yet been held. If success is to be determined by the attendance and working spirit of an institute, this one was successful in a very high degree. Held during a stormy week, forced to contend for public attention with an agri-

cultural fair during the three first days of its session, and this, too, in a small country village, it had a regular attendance of more than ninety teachers, and received high praise from the gentlemen in charge for the zealous, enthusiastic, hard-working spirit manifested throughout. But in a higher and truer sense than this was it a success. Its members went forth from it with new and nobler views of their calling, and better furnished for its successful prosecution; and from it, too, flowed through a wide circuit an influence upon the public mind which will be potently felt for good. And just here permit me to say, that too much praise cannot be given to the many citizens of Unity, who, with a noble, self-sacrificing spirit of hospitality, opened so generously their houses to the lady teachers attendant upon this institute.

For the other institute, to be held at Belfast on the 29th of November, the prospects are quite as flattering as they were for the former. Whether those prospects shall be found deceptive or not, remains to be seen.

Unlike most others in the State, this county, with a single exception, has no high schools, academies or seminaries, to which as educational centres are wont to gather many of the teachers of the county during the fall terms; hence it has been deemed impracticable to hold in different sections local institutes of one or two days each, as would have been desirable. These have been reserved as work to be done during the early part of the winter, in connection with the work of visitation.

Educational Needs. Knowing from what depths of doubt and distrust our Normal Schools have had to struggle up into permanent being, it has been a source of pleasure to find that those teachers who have had the discipline of those schools, have invariably stood far in advance of all others. Of the seven schools visited which were under the charge of such teachers, not one but has given loud testimony to the wisdom of those who have worked for the establishment of these Normal Schools. But a comparison of the schools under these and ordinary teachers, has served to bring out more and more prominently the pressing need of just such thoroughly trained workers. Though, generally, our teachers have been found eager to do good work, very few have shown themselves possessed of the ability. Having no definite ideas of the real results to be attained, or of the underlying principles of teaching, they know not how to work toward the highest success. We need for our schools, if they are to become our boast

and glory, a *corps* of teachers with deeply cultured minds and large warm hearts,—teachers thoroughly skilled in all the details of school work and who shall love and reverence that work as a high and holy calling. Even one such teacher in every town would exert a mighty influence for good. For such we must look to our Normal Schools, and it behooves us to see that they are kept with full ranks.

To work towards this day of first-class teachers, we must have the employing power put where it by right belongs, in the hands of town superintendents; and then, raising the standard of qualification, and, by some form of graded certificate, offering in some sort a premium on thorough preparation, we must hold our teachers to a stricter examination. We shall in this way kill out those drones in the hive, who, because they work cheap,—*and do cheap work*—get into our schools, and keep down the standard of excellence.

We need better school rooms, and better furnished. Very rare have been the school rooms in the rural districts furnished even with suitable black-boards; while hardly a globe, or chart, or outline map has been found. Yet to the live, skillful, thorough teacher, these are almost as much things of prime necessity as text-books themselves.

Our schools need more frequent visitation. Inspection, intelligent oversight and direction, is as needful for the school as for the labors of the farm or the factory, if we would have those labors producing the largest results. Three visits during each term—one as near the beginning as possible, one very soon after, and one at the close,—should be the minimum.

We must, also, have better classification, a thing difficult of accomplishment with the text-books found in many of the schools. The series of books,—readers, arithmetics, geographies, and often grammars,—are too long drawn out, and tend to bring about, not only the evil of a multiplication of classes, but many others. We must have better; and a *uniformity*.

Underlying these and many other educational needs, is that of a more lively and effective popular interest in the schools. When through all the schools of eleven towns, and three of those possessing graded systems, there can not be found a half dozen cases of parental visitation, we must conclude that the influence of parental interest can not be very potent for good, at least. In such a state of things it is absurd to expect the best of supervision and

instruction; for supply will follow felt demand, but when no demand is felt, supply will often be found wanting.

Such is an imperfect outline of the work done, the results attained, and some of the most pressing of the needs brought to view, during the six months of service ending this 15th of November, 1869. Looking back over this period by the lights of acquired experience, I can see that many things have been left undone, which ought to have been done; and can see, too, that something of good has been accomplished. Looking forward I can see a mighty task to be accomplished. May strength sufficient therefor be given by the Giver of all good.

Very respectfully,

N. A. LUCE,

Supervisor of Schools for Waldo County.

Report of W. J. CORTHELL, Supervisor of Schools for Washington County, for the six months ending Oct. 31, 1869.

1. I have visited one hundred and seventy-two schools, in each of which I spent some time; in most cases an entire session, and in others the least time spent was two hours; noted the working of the schools, made such suggestions as seemed most needed, and in many schools taught some of the classes, to show the teacher what seemed a better way. I have visited thirty towns; been in all the schools in session in those towns at time of visit. Have given thirteen lectures to the people, in the evening. Have held sixteen teachers' meetings in the various towns, some a session of one-half day, some of one day, and others of one day and evening.

2. The interest in schools and educational matters in this county seems to me to be much less than at some times in the past. I know not to what cause to ascribe it. Parents care much less to have their children taught. There is a less number of good scholars in our country schools than could be found twenty years since. The same ambition and eagerness to be classed among the first scholars of a village or town, does not exist now as at that time. As a consequence of that want of interest, more teachers of less capacity and learning find their way into the schools now than at that time. I find in some of our district schools to-day teachers who would have been utterly incapable of teaching the school in the same district fifteen or twenty years ago. So much has the tone of the school degenerated. In some of the towns the men are

chosen for committees who are unqualified to examine a teacher in any branch of knowledge whatever. In one of the towns all the school money raised has been for several years devoted to the payment of the war debt. In some towns there is not a single decent school house. While these things are true of many towns, some are worthy of a better report. The county affords a few towns in which may be found a good degree of interest in schools, parents eager to have their children get a good education.

3. Two sessions of the Teachers' Institute were held in the county during the year, one at Machias and one at Calais. The number of teachers in attendance at Calais was sixty-one, and the number at Machias sixty-nine. The daily lessons and the evening lectures awakened a lively interest in these two towns, and every teacher who attended either institute, and gave heed to its instructions and suggestions, is doing his daily work much better for the new impulses there received. At the session at Calais, a "teachers' association" was formed, for the eastern section of the county. At Machias a like association was formed for the western section of the county. Neither of these associations has yet met. The eastern one will hold its first session at Eastport some time during the Christmas holidays. No Normal school in our county, and but few Normal teachers. They hire one at Dennysville, and six of the last class of the Farmington school are now employed at Calais. I know of no town associations. The teachers at Eastport held regular weekly meetings for discussion and mutual improvement, the past summer. I know not if they have been continued. At Calais there is a teachers' meeting, called at the option of the committee. It is intended that these meetings shall be held once a fortnight. The next one takes place on the 20th of November. The subject of discussion, "reading." I know of no other meetings of teachers in the county.

Obstacles.

1. The districts which hinder a proper gradation of the schools in many towns, and in all where they exist, introduce into the schools many teachers utterly unqualified for their work.

2. Lack of interest on the part of parents, which gives as results large percentage of absentees, irregular attendance, insubordination, want of books, and in short, nearly all the evils to which our schools are subject.

3. Poor teachers, without the necessary culture or the original capacity to understand the subjects to be taught, with no special

training for their profession, and no model after which to copy save the miserably imperfect one they may have seen in their own district school.

4. The want of decent school houses in many districts. The houses, many of them, in the county are by their character and surroundings fruitful sources of suggestions to the young of any thing rather than the excellence of wisdom.

5. Want of some supervision. Many committees do not go into the schools at all. In fact, some cases occur where the schools begin and end without any notice to the committee or any knowledge that such a school has been kept.

6. Actual poverty of some towns making it almost impossible to provide decent school houses and schools of sufficient length to enable the pupils to make any good degree of advancement.

Means of Improvement.

1. Abolish the districts.

2. By lectures and the public press awaken more interest on the part of the people.

3. Make the examination of teachers by a County Board, and fine every one who teaches without a certificate from this Board.

4. Pay the supervisors enough to keep them in the field all the year.

5. A law compelling parents to send children of a certain age to school.

W. J. CORTHELL.

Resolutions adopted by the "American Institute of Instruction," at the annual meeting at Portsmouth, N. H., in 1869.

Resolved, That the judicious and thorough supervision of public schools conduces to their efficiency and promotes the highest welfare of society.

Resolved, That school supervision and inspection should include the arrangement of school buildings, the appointment of teachers and classification of pupils, the order of studies and methods of teaching, the examination of results, and all matters which pertain directly to the interests of public schools.

Resolved, That in order to secure faithful supervision and inspection, it is of vital importance that there should be in every State, city and town, where practicable, a superintendent, eminently qualified by education and sympathy to perform the duties of the office, and that his whole time, or so much as is required, should be devoted to such supervision and inspection, and that he should have full authority to execute the orders of school boards, and to represent the sentiments of the people.

Resolved, That the adaptation of county supervision, as related to State and town school organizations, and its success in every State where it has been efficiently administered, commend it to the consideration of all friends of public schools.

SUPERINTENDING SCHOOL COMMITTEES.

The next official agency in order is that of the town committees. These represent the towns in the great workshop of the common schools, as supervisors and State superintendent are supposed to represent the interests of the State. With all due respect to their qualifications as citizens, and as men generally earnestly *interested* in matters pertaining to the common schools, I am obliged to report that the average committee man ranks low in qualifications necessary for the right examination of teachers and for the inspection of schools. He is quite unable to bring order out of chaos in a school, except by the pressure of authority—unable to initiate the young teacher into the talismanic secret of classifying a school in the simplest manner and opening up a clear, sure path for a term's journey in the road of knowledge, clear to the teacher, sure to the student—quite ignorant of improved methods of instruction, of the laws of mental development, of the philosophy of education, and therefore quite incapable of correcting the errors of teachers. Merely to visit a school for one short hour, to *witness* the work of teacher and scholars, to ask a few questions in arithmetic and parsing, to repeat common place remarks, to express the hope that each boy will by and by be President of the United States and that each girl may shine in the White House, and then at the regular March meeting to read a long report, eulogizing education but complaining of the apathy of the people, these are not the qualifications essential to a thorough school supervisor and inspector. Apathy in regard to the education of their children is *not* a characteristic of New England parents. The school tax is the last one which the fathers, mothers and guardians of children in Maine will refuse to pay. There is not a single native New England father or mother who will not say even in the utmost poverty, "I must and will give my children a good education, it is the richest, best legacy I can leave them." This is the marked characteristic of the present men and women of the State, and with this determination carried out either by public or private tuition, New England is New Englandizing the west, the south, the Pacific slope, and unifying but slowly the whole American people. The people of Maine, in the midst of heavy taxation and prostrations of trade, manufactures and commercial interests, have raised by direct taxation more than thirty-three per cent. than ever before for the support of schools. What they demand, and justly, too,

is that educators and those who have the management of schools shall return to the people and rising generations results commensurate with the means and moneys invested. This is especially the duty of superintendents, supervisors and particularly of town committees. So long as the average committee man remains at the low standard indicated above, inefficiency must characterize efforts at inspection and inadequate returns appear. Hence one of my first efforts, underlying the establishment of an efficient county supervision, was to educate and train the town educational police—the committees—to a better acquaintance with their duties, to a knowledge of better methods of instruction through the Institutes, and to a more complete discharge of their offices through the active and personal assistance of the county supervisors. To the credit of the committees be it said, that they have shown a most ready alacrity to avail themselves of these opportunities. Throwing aside all prejudices, they have generally cheerfully welcomed the Superintendent and Supervisors in their visits to the several towns, have visited schools in company with the State officials, have carefully watched their labors in the school rooms, have urged the attendance of teachers at the Institutes, and have themselves attended, when conveniently possible. Personally I have received great assistance from them and valuable practical suggestions. This earnest desire to do better work and the efforts taken to accomplish the desire constitute one of the most encouraging features in the educational revival now going on. The rejection of incompetent teachers, the increased percentage (.08) of average attendance this year over last year, the inquiries made at this office and at the Normal Schools for trained teachers, the frequent communications made to me for works on education, all indicate that the Superintending School Committees, however deficient now, propose to fit themselves for the complete discharge of their duties and to fulfill their share of the responsibilities in bringing up and maintaining the daily public school at its proper standard.

EXAMINING AND CERTIFICATING TEACHERS.

The present manner of examining teachers, and the character of the certificates issued, are quite unsatisfactory, both to teachers and committees. There is really no standard of examination throughout the State, or even in adjacent towns, while the certificate granted designates no rank, grade, scholarship or ability on

TEACHER'S CERTIFICATE.

NO. _____

Granted to _____

_____ 1870.

| | Rank. |
|----------------------|-------|
| Spelling..... | |
| Reading..... | |
| Writing | |
| Arithmetic | |
| English Grammar..... | |
| Geography | |
| History..... | |
| _____ | |
| _____ | |
| _____ | |
| _____ 1870. | |

This certifies that the bearer, _____, known as a person of good moral character, and having passed a satisfactory examination in the following branches with the annexed results, is recommended and authorized to instruct the _____ School in District No. ____ Town of _____.

| |
|-----------------------|
| Spelling..... |
| Reading |
| Writing |
| Arithmetic |
| English Grammar |

| |
|-----------------|
| Geography |
| History |
| _____ |
| _____ |

S. S. Committee,
Town of

the part of the teacher to practice his high vocation. Sometimes the district is designated, particularly in the case of inferior teachers supposed to be qualified to take charge of a small school, with pupils of low attainments. The next year, however, this inferior teacher in the attempt to secure a more remunerative position in some other town, will make use of this indefinite, general certificate, granted by a worthy committee the previous year for a comparatively low grade school, to obtain license to instruct a school far beyond his attainments or capabilities. An instance occurs to me where a teacher armed with a certificate from the Superintending School Committee of Augusta, granted the previous year, to take charge of a school with a dozen small children, actually persuaded the committee of a neighboring town of her high experimental qualifications, and obtained the charge of an advanced school, which she was obliged to leave in a week or two through sheer ignorance. A few teachers also fall behind the times. Never attempting to try depths beyond the point to which their pupils advance, they become careless and indifferent and perform their work less successfully each successive term. I knew of a teacher in a High School, where he had been engaged for years, who was unable to pass a satisfactory examination when required to do so under a re-engagement. *Frequent* examinations are therefore necessary.

We need therefore, first, a *standard* of examination for different grades of schools, involving both oral and written questions and answers; second, renewed examination every three or five years; and third, a form of certificate indicating grade and rank. The blank on the preceding page will suggest the form proposed. This may be of different grades, first, second or third, and issued for different lengths of time, according to grade, and revocable for cause. Such have been long used in other States with highest results. The methods of examination may be various. I will merely suggest the following: Let it be understood that the certificate is granted on a percentage basis, 100 the maximum, and say 50 the minimum in every branch, to entitle the applicant to a diploma. This may serve as a general range or standard for the town, county or State. Submit ten, twenty or any definite number of questions, written or oral, in each study, to the teacher, and the proportion answered correctly will indicate the percentage rank opposite each branch upon which examination has been made. Each applicant will thus get just what he earns, and his certificate

will honestly express it. Every worthy teacher will thus be induced to secure better rank and higher grades with every successive term or examination. It will be observed that as a hundred or more of these forms are bound in a volume, the rank of the teacher remains on the margin as a matter of record, the same list of studies appearing there as in the body of the certificate or diploma granted.

At present, examinations are made solely by the Superintending School Committee, and valid certificates are issued by them alone. I would suggest that the right of examination and certificating be extended to Normal school principals, county supervisors, Institute conductors, and the State Superintendent, but that all such certificates shall be valid to the teacher on entering the school room only when endorsed by the Superintending School Committee. This would tend to elevate the present form of examinations, and afford a wider and higher range to teachers themselves. I need not add that this method of examination and its extension to various boards of examiners, has been and is still employed in several of the States with most gratifying results. Various grades are also used; town, county and State certificates granted, with different limitation as to time, from six months, or even probation, to a life-certificate, issued by a State Board of Examiners or the Board of Education. Very few of our people apprehend the vast changes and improvements that have occurred in the busy school world about us—in other and newer States, and especially in the older European governments—not the least of these improvements being found in the various methods of examining and certificating teachers, and motives employed to stimulate to increased activity and higher attainments.

TEACHERS.

The teachers of the common schools are generally earnest, patient laborers in their arduous and ill-requited tasks. The *brain quality* is excellent, superior to those of most other States, inferior to none. The honest *endeavor* to perform their duties is noticeable. Their *natural* qualifications are generally good, but their intellectual acquisitions are exceedingly low. *Skilled* labor in the educational line we have but little. I do not say this to the discredit of our present teaching force. It is rather to their credit, for our best teachers taking their initiatory lessons here, fitting themselves by experience in our common and higher schools,

indicate their sound judgment by simply going to the best market with their training and culture. We find therefore, Maine teachers occupying the very highest positions in other States, and obtaining the largest salaries paid in the country. This exodus of first-class teachers simply leaves us those who are preparing to follow, or those who are indifferent to success, or who are raw recruits in the service. This is due mainly to the extremely low salaries paid, and partly to the present district system. The average weekly wages of male teachers, exclusive of board, is \$7.61; of females, \$3.04. The average length of schools, for the year, is nearly nineteen weeks. Supposing the teachers to be engaged summer and winter, and the annual salary of a male teacher would be \$144.59; that of a female, \$57.76—sums totally inadequate for the support of one individual. The district system prevents continuous employment, so that smart young men, and intelligent young women engage in other pursuits, affording them a larger annual return. While therefore we are endeavoring to render the services of common school teachers more valuable through the agency of Normal Schools, Institutes, and County Supervisors, increased rates must be paid for superior services thus rendered. There is an awakening conviction among business men, and throughout the more intelligent portions of the community, that higher salaries should and must be paid to first-class teachers. How many of our "old masters," who for half a century or longer, have been shaping the citizenship, and directing the thought, intelligence and activities of the State, have retired from their arduous and wearing school-work poor in purse, as well as feeble in body. They come in and go out before us, venerable with gray hairs, honorable and honored for the noble manhood and womanhood stamped upon society through their indefatigable patience and skill, but not affluent in those ameliorating accompaniments which give quiet comfort and easy dignity to declining old age. It is therefore the duty of teachers to demand increased salaries, and of educators and those in authority to aid in these demands. It is, of course, incumbent upon teachers to qualify themselves fully for their high responsibilities.

TEACHERS' EXCHANGE.

A central office seemed desirable, through which teachers might obtain situations, and those in want of teachers be supplied. Such an agency exists in connection with the Journal of Education, Portland. Mr. J. F. Dunning, clerk in the State Superintendent's office at Augusta, has also opened a register for teachers and teachers' places. Several vacancies have already been filled, and it is proposed to continue this as the regular "Teachers' Exchange." The applicant should state qualifications, grade of school, and salary desired, terms or years of experience, and any other desirable points of information. School officers should state grade of school, length of term, wages or salary, and number of scholars. No fees are required.

SCHOOL HOUSES.

The total amount expended for school houses in 1868-9 is not equal to that of 1867-8. The former sum, however, embraces a larger number of country and village school houses, so that the general improvement continued about the same. It is becoming fashionable to build in cities large and expensive school edifices. Much caution is needed in this direction. Light, ventilation, warmth, comfortable seats and desks, cheerful walls, accessible recitation rooms, black-boards, convenient clothes' rooms and water closets are the chief desiderata. Buildings three or four stories high, with large, crowded school rooms are discarded by the best educators. This is the city extreme. The country extreme still continues of small, low buildings, little light and poorly admitted, no ventilation or *too much*, alternate torrid heat and frigid cold, no black-board or apparatus, no clothes' room, privy an immoral scandal to the district. A few inquiries have been addressed to the Superintendent relative to school houses and modern improvements. These have been promptly answered. For further information I submit the following sketches and plans of three classes of buildings furnished by Hon. Geo. W. Randall, Architect, Portland. The arrangements I regard as admirable. The descriptions are furnished by the same gentleman, and for further specifications and details I would respectfully refer school officials to Mr. Randall, or they will be furnished through this office. Designs and plans have been solicited from other architects, with the view of supplying a variety.

Plate No. 1—COUNTRY SCHOOL HOUSE.

This structure is designed to meet the wants of a large class of school districts throughout the State, whose means are limited to the smallest possible outlay consistent with their actual necessities.

The ground plan is twenty-five by forty feet, six inches, between walls, with small entrances, porches on either side, six by eight feet. As may be seen at a glance, separate entrances and conveniences are provided for the two sexes, with the design to secure privacy and decency. Another advantage of this arrangement is, that recess may be allowed to all at the same time, thus gaining from fifteen to twenty minutes each session of the school, as every teacher well knows that recitations cannot be proceeded with when one-half the scholars are out, while the noise and interruption prevents study in a great measure.

The school room is twenty-five by thirty feet, and should be from fourteen to sixteen feet high. One flue of the chimney should be used to ventilate the vaults of the privies, connecting them with it by means of drain tile, or a tube made of cedar boards eight inches in diameter, passing beneath the floor of the building.

The ventilation of the school room is accomplished by connecting the ventilator on the roof with the wooden air ducts *v v*, which must be provided with two registers each; one at the bottom near the floor, the other near the ceiling. The rationale of this system of ventilation is that when the fire is first started in the stove by closing the upper register and opening that at the bottom, the heat is drawn downwards and that portion of the room near the floor warmed much sooner than it otherwise would be were it allowed to ascend without hindrance. When the room has become sufficiently warm, the register near the ceiling may be opened and the rarified and impure air allowed to pass off.

The cost of this building if erected of brick, would be not far from \$1,600; if of wood with vertical boarding and battens, or horizontal boarding and clapboards, from \$1,000 to \$1,200, varying in different localities with the price of labor and cost of materials.

A school building erected in the town of Houlton, the past year, after this design and of the dimensions above given, in the most thorough manner, cost inclusive of lot about \$1,500.

Explanation of plan: *EE*, entries—boys at the right, girls at the left; *PP*, water closets, with clothes' rooms and sinks; *W*, wood room and chimney, with two flues for smoke and ventilation;

L, teacher's platform; D, teacher's desk; S, stove. Closets for books, maps, &c., may be added at either end of platform.

Plate No. 2—VILLAGE SCHOOL HOUSE.

Houses after this plan erected at South Freeport and at Phillips village in this State, have been found practically convenient in their arrangement, and have received the approval of teachers and other educators who have examined them. The dimensions of the plan are 38 by 42 feet, giving a school room on each floor 28 by 37 feet, capable of accommodating eighty scholars each. Separate entrances and suitable ante-rooms are also provided.

The cost, if built of wood in a very substantial manner, may be stated at three thousand dollars. If provided with cellar and heated by furnace, five or six hundred dollars additional would be required.

Explanations of plans—Village School: A—lower school room; B and C—entries to the same; F—teacher's platform and desk; E—girls' clothes room, connected with C—boys' clothes room under stairway; D—entry to second floor; W W and S S—wash rooms and sinks, connected with the clothes room on second floor.

Plate No. 3—HIGH SCHOOL.

This design is for a graded or high school building, and may be used for either with very slight modification of the interior. Used as a high school building, it will accommodate about two hundred scholars. If a building for a graded school is required, the partition between the recitation rooms should be removed, thus giving two additional school rooms, capable of accommodating about seventy scholars each. The French story may be used for a gymnasium or converted into a public hall. The cost of this building, constructed of wood, with slate and tin roof, cellar and furnace, would be twelve thousand dollars; if executed in brick, not far from sixteen thousand.

Explanation, plan No. 3, High School. These plans are incorrectly designated in the diagram. First floor and second floor should be transposed. A A first floor (marked *second floor*) study rooms; B B—recitation rooms; C C—clothes rooms; D D—entries; F F and W C—wash rooms and water closets; E E and W C—wash rooms and water closets for second floor.

Second floor. B B—clothes rooms; A—study room; D D—recitation rooms.

SCHOOL DISTRICTS AND AGENTS.

The school district system and office of agent connected therewith have been adverted to in preceding portions of this report. The communications returned to this office by Superintending School Committees and County Supervisors all coincide in the expression that this system is a great barrier to the complete success of public educational efforts, while the employing of teachers by the *agent* and the certificating by the *committees* are often conflicting interests. The business of the agent, as fiscal officer, is to practice *economy*, that of the examining officer looks to *quality*. Sometimes the personal interests or feelings of these representatives of the "double headed" system are opposing. In that case the community may possibly suffer, as in one city in this State the past year. The agent selected as teacher one whom the committee did not deem qualified for the position. The agent refused to employ any other, and in consequence the people were deprived of a spring and summer session of their high school. For further arguments on this matter of school districts, I would respectfully refer you to my report of last year. The Western States improving on the experience of New England in this particular wisely discarded the district organizations, making the town the educational unit. Massachusetts last winter wholly abolished the system. Feeling that possibly we are not yet quite prepared to follow in the steps of our illustrious mother State, I would simply recommend legislation enabling towns to abolish the district organization without making it imperative. The more enterprising towns are prepared to do this now. Their experience and methods of action will induce others to follow their example, so that in process of time total abolition will become comparatively easy. I most earnestly recommend the entire transfer of the power to employ teachers from the district agent to the Superintending School Committee, together with all the relationship which the teacher now holds under the law to the agent. On this matter you are referred to reports of Committees and Supervisors.

SCHOOL-BOOKS AND APPARATUS.

Districts may now appropriate not exceeding one-tenth of their school money to the purchase of library, utensils, blackboards, globes, maps and other useful apparatus. This however is rarely done, and not even the most earnest efforts of interested teachers and educators are sufficient to overcome the feeling that money

thus expended diminishes the length of the school term, and consequently the money value of the school. They forget that, "not how much, but how well" applies also to school work. One diagram, one chart, appealing to that most sensitive of all the senses, sight, may impress upon the child's mind in one short recitation what possibly a whole term's study would fail to excite. Knowing also the difficulties under which committees labor to secure such an appropriation, I am the more readily inclined to recommend that the power to purchase apparatus, as indicated in the present law, be transferred from the district to the town committee, acting unanimously in the matter.

The multiplicity of recitations occasioned by variety of text-books and the large number of books constituting a series, together with the frequent changes in school books, has been for a long time in this and other States the cause of serious complaint. The loss of time to the pupil is immense and irrecoverable, the waste of efficiency and energy on the part of the teacher equally great, while the extra expense to the State for school books may be estimated by thousands. Here is a terrible loss in operating the educational machinery of the State, and it becomes us to set ourselves at work like men to stop the leak, to save the capital and forces thus lost, and to divert them into channels of usefulness. Attempts at district and town uniformity in text-books have very generally failed to accomplish the desired results. School committees are easily influenced to make exchanges through the active efforts of enterprising publishers. Indeed, in some instances members of school committees act as agents for publishing houses, and are thus very naturally influenced to to represent—perhaps *mis*-represent—certain series of books in preference to others, and to initiate changes which otherwise would not be made. Probably so many changes in books have never occurred in this State as during the past year. Whether this has been to prevent or anticipate State uniformity I am not prepared to express an opinion. The extensive intercourse that I have enjoyed with the people the past year has assured me of this thing at least, that a relief from the text-book evil is imperatively demanded by all classes. I perceive no remedy except through legislative enactment. State uniformity, judiciously and honestly obtained, and faithfully carried out, seems to be the general expression of people, committees and supervisors. I refer you to the Reports of County Supervisors and Suggestions by

Committees in the body of this report and to the town reports in the Appendix. As in my last report, I would suggest that a special commission of three or five competent persons be appointed by the Governor and Executive Council to select suitable textbooks in the branches of study required in the primary, grammar and mixed schools. The selection thus made shall be submitted to the Governor and Executive Council for their sanction or rejection, wholly or partly. Neither the State Superintendent, members of the County Supervisory Board, nor any person interested in the sale or publication of any school book shall hold a position on this commission. Prices, qualities, methods of introduction, penalties, &c., are details pertaining to legislation. I do not propose either to review or enumerate the arguments in favor of State uniformity. Reference is respectfully made to the Superintendent's report of last year.

CITY SUPERINTENDENTS.

The tendency in educational work, as well as in other branches, to subdivision and special delegation of labor to individual responsibility is plainly perceptible. Committees rendering services gratuitously, or for very trifling considerations, are displaced by single superintendents in many of the larger towns and cities of the United States, such superintendent assuming all the responsibility, and receiving an ample salary, supported, regulated and checked by an advisory committee. Comparison of executive action by committees and city superintendents in the different cities of New England convinces me that individual responsibility and personal efforts produce better results than can possibly be obtained when responsibilities and trusts are left to the general oversight of a large committee. The committee of Portland consists of twenty-one members, I think, that of Boston consists of more than seventy. I make no complaint against the services of such committees, but simply assert that much better results can be and are obtained from the personal and undivided efforts of a single superintendent than from the divided labors of a large committee. I feel constrained, therefore, to suggest to large towns and cities the desirability of consolidating school supervision and inspection in one individual, supported either by town committees and city councils, or committees chosen for that purpose. Possibly legislative action may be needed to warrant such an office as that of city superintendent. I know the feeling exists

among the best educators in our cities that such a division of labor would add much to the efficiency of the public schools.

SCHOOL FUNDS.

The total amount of State School Fund, January 1, 1869, was \$261,112. The present amount, January 1, 1870, is \$284,058.58. Increase for the past year is \$22,946.58. This constitutes a permanent school fund, the interest of which is divided annually among the several towns of the State on the basis of annual census of scholars. Additions are made to the fund from the sales of school timber lands, set aside from the State lands by special enactment. This fund is small compared with the school funds of many other States. Means should be devised by which this fund can be increased. It is not desirable that the public schools should be entirely or even largely supported by the proceeds from permanent funds, as individual interest and effort would thereby be much diminished. Still, as a coöperative, stimulating influence, the aid of a fund is valuable, particularly in the case of poor communities. It was deemed prudent in the past to tax certain interests for educational purposes. The bank tax formerly yielded a large revenue, exceeding \$80,000 one year. This revenue has now entirely ceased, and it is desirable to compensate for this in some form. I am not prepared to make any recommendation, but would simply suggest that some large interest, or interests, as for instance railway passenger traffic, savings banks, insurance policies, &c., representing *wealth*, be brought under an enactment similar to that formerly affecting State banks.

The gross amount of the Normal School Fund arising from the sale of four half townships of land set aside for this purpose by the act establishing the Normal Schools, is \$12,659.77, with no additions to be made hereafter. Of this amount, \$6,477.28 have been expended in the interests of these schools, principally the Western Normal School. I would recommend the appropriation of more lands, both to sustain the schools in good condition and to build such boarding houses as may be needed in accordance with suggestions previously made.

The local funds of townships, and organized plantations, derivable from timber and grass permits and the sales of school lots reserved, demand the attention and scrutiny of the State legislature. The suggestions of the present Land Agent, Hon. P. P. Burleigh, are worthy of your consideration. The funds alluded to, and the

sources from which they are derived, cannot be too well guarded as inducements and encouragement to future immigration.

MADAWASKA SCHOOLS.

The Madawaska Schools constitute a peculiar feature in the school system. They are embraced within certain territorial limits, and are entirely without the jurisdiction of the State Superintendent, having been placed two years ago in the charge of a special agent, who is required to report to the Governor and Executive Council. I do not propose to offer any suggestions at this time, as I learn that a special report will be made to you by the "Commission on Scandinavian Immigration," covering the educational wants of this community.

I submit herewith a communication from Hon. William Dickey, present school agent for Madawaska.

FORT KENT, December, 20, 1869.

HON. WARREN JOHNSON :

DEAR SIR:—I have not, and do not now propose to make a formal report, but wish to say I have succeeded beyond my most sanguine expectations.

The High School at Fort Kent, has been under the charge of Miss R. Williams, an experienced teacher. The first part of the school was dull and stale; the parents were remiss in duty; the scholars dull and careless; the teacher hardly understanding the trouble, and myself *in fault*; but after "a small resurrection" of all combined, we had a model school, which has been, and is, making great progress. Average number of scholars thirty-five. Some ten of our young ladies that attended last year, are this year teaching in this district, or in the West. Our school was therefore smaller than last year, and not so far advanced, and therefore not as interesting.

DICKEYVILLE.

This school was in the old house, which was small; but the inhabitants under the lead of Father Swearon, have built a large school house, two stories high. The outside is finished, and the inside so far advanced that our school is now in it. We have a large room, and when completed will be not only a large, but a beautiful school room, capable of seating one hundred and fifty scholars. This school is under the charge of Miss C. Pichette, an accomplished young lady. This is one of the best, if not the

very best school in the county. Nearly all study the English language. The school numbers forty in regular attendance. Father Swearon is a friend of education, and is deserving of much credit for the interest he takes in the school. One thing more will make this *the school of the State*—a good English teacher, as an assistant with Miss Pichette, so that the scholars could learn to read and talk the English from a pure English tongue.

MADAWASKA.

In this town, the most beautiful on the river, and perhaps the most beautiful town in the State, we have many good, and in many respects, excellent inhabitants; but they are nearly all of them ignorant of books or letters, and but few of them understand the English language, and are real "*old hunkers*" of the worst sort; and many of them were opposed to furnishing a suitable house, and were made to believe, *by designing beings*, that their taxes were so much higher than they used to be, on account of schools, and especially the high schools; and if Dickey was defeated in his foolish notion of schools, then their taxes would cease, and they go back into a plantation, and be "*let alone.*" But at last the people were nearly all satisfied that a good school would be for the interest of their children, and they at once provided a house, and to overcome every obstacle, I spent a week assisting them in seating the house, and opened the school the last week of October, under the charge of Miss Mary Niles, an excellent teacher, and most worthy young lady, who attended Fort Kent high school last year. She has now forty scholars, and will have many more—some six primary teachers attend. She teaches in French, but her conversation is in English, and all study the English, and are learning to talk it. It is an English school in every respect.

VAN BUREN.

I am now here to assist them in seating their house, which is now plastered and ready for the seats. We shall have the house ready this week, and the school will commence under the charge of Miss Mary J. Ramsey, a most faithful teacher, who has also received her education with us. The prospect here is good. This school will be English, while the scholars can, if they wish, study French. It may appear strange that these schools have not been opened before, but if you were acquainted with this people, and had watched them as attentively as I have in

their transition from the normal condition in which we found them when we really assumed jurisdiction over them, in 1842, you, or the Legislature, or people of the State, would not think strange that they had not made further advances, but would be rather astonished that they had made *so great advancement* as they have.

Really the State has done *nothing* for this people. While the Province of New Brunswick has carried out not only the letter of the Ashburton treaty, but *the spirit*. The present system, if continued with a determination, and by an agent who has an interest in, and a sympathy for this people, we shall soon see the numerous rising generation educated and fitted for the business of life, and an Americanized happy people.

PRIMARY SCHOOLS.

All the towns, and some of the plantations, have raised more money than required, and, save Hamlin and St. John, have manifested a much greater interest than ever before, and the people of these two plantations are strongly in favor of schools, but their officers if not openly opposed, will do nothing to assist. Good teachers are scarce, and nearly all we have, received all the education they have at our high schools. It is hard for a teacher where the parents have no learning, with committee men entirely unused to teachers, and perhaps unlearned, and agents are obliged to hire such teachers as could be had. The great thing with them is, to hire cheap teachers, such as will keep the school and board themselves for eight or ten dollars per month. We have had schools in all the towns and plantations except St. John, which school will commence in March. We shall nearly double our number of scholars, and have them at school a month longer time than last year. I have been astonished at the rapid progress of some of these scholars. I would recommend that this system be continued, and have the people increase the amount of school money as fast as would be advisable. We have under no other system accomplished so much, and I am sure none will be better. I would here say, that Miss Modest Cyr, an accomplished teacher, has been employed by W. C. Hammond, Esq., one of our smartest business men, as a teacher in his family, with a few other scholars. This school was kept in Van Buren until lately, but is now kept in Hamlin, at Mr. Hammond's residence. I would farther say, that in Van Buren, in what is called the Violet neighborhood, they have built a very neat and beautiful school house, which will soon be

finished, and as a reward of merit I shall keep our high school a portion of the time in it. They are deserving of much credit for their taste, liberality and interest. In Grand Isle, in the Cyr district, they have up and the outside nearly finished, a two-story school house, where when fully completed, I shall have a term of the high school. Many more school houses are in contemplation, and will be built soon. I am pleased to say, that the masses of the people are becoming awake to their interest, and want their children educated.

W. DICKEY, *Agent.*

COMPULSORY ATTENDANCE.

It will be seen in the Comparative Statement, p. 57, that only 50 per cent. of the census number of scholars attend the public schools. With all due allowance for the extreme limits of school years in this State, from four to twenty-one, embracing both those too young to attend school and those obliged to go out into the busy world to seek a livelihood, the absence of fifty per cent. from the school-room is altogether too great. Some are willfully absent, drifting on the streets, loitering in haunts of idleness and dissipation, or preparing themselves as future occupants of the poor-house, the jail, or the State prison. Some are inconsiderately kept away from school-privileges by parents; others designedly and through the short-sighted cupidity of parents. Complaints have come to me from districts where the schools have been rendered nearly valueless because the children were allowed to spend their time in gathering berries, or required to labor on the farm or in the mill. In general terms, truancy and absenteeism deprive us of at least twenty-five per cent. of attainable results in the educational line. This ought not to be. It becomes therefore the imperative duty of educators of the State to correct this evil. Parents and teachers should employ all influences to *win* the willing to the school-room, the State should *compel* the attendance of the unwilling and those forbidden the privilege of laying the foundation of substantial citizenship, either under public or private instruction. The power, that is the State, which compels the citizen to pay his annual tax for the support of schools, should in like manner fill the schools with all of those for whose benefit that contribution was made. It is in the light of a solemn compact between the citizen and the State community. The private citizen contributes of his means, under the established rule of the State, for the education

of the youth, with a view to protection of person and security to property; the State, compelling such contributions, is under reciprocal obligations to provide and secure the complete education for which the contribution has been made. This implies the exercise of State power, and involves compulsory attendance as a duty to the tax-payer. The State builds prisons and penitentiaries for the protection of society, and taxes society for the same. But does she stop here, leaving him who has violated law to be pursued by the community in a mass; to be apprehended by a crowd and born by a throng to the place of incarceration? No; she pursues the criminal through legitimate instrumentalities; ferrets him out by the sharpest means of detection, and eventually secures that safety and protection to society for which society has been taxed. Now to prevent crime, to anticipate and shut it off, by proper compulsory efforts in the school-room; working with and moulding early childhood and youth to 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 society," the State not only has the right to inaugurate such methods as may be deemed best, but is under strict obligations to fulfill by all the means in her power."

Again, the *child* has certain rights which the State should watch and protect. While I allow the almost supreme authority of the parent over the offspring, there are still certain rights belonging to the child, common to humanity, which the parent is bound to respect. Municipal and State law recognizes this when it provides that the naked or starving child shall be clothed at family or public expense, and when it takes helpless youth from the abode, not *home*, of the dissolute, dissipated parents and places it under suitable guardianship. But these are only *physical* rights of the child thus cared for. There are higher rights and higher wants to be respected. The suffering child cries for and demands not only clothing and bread for comfort and life, but begs that his intellectual and moral capabilities be unfolded and fashioned into noble and high aspirations, pre-requisites to a high toned citizenship and a true and full life in the world. Indeed the State to-day stands in greater need of skilled labor, active, discriminating, thorough, careful judgment, born of culture, and noble manhood

based on the strictest appreciation of "the beautiful, the true and the good," than it does on a numerous population or the brawn of physical force. Mind, not muscle is the strength of a State. Brain power, not the strength of limb, elevates and perpetuates.

The drifting sands of the desert and the flood deposits of the Nile have buried in one common sepulture Persian and Egyptian monarchies, leaving nothing but mounds and pyramids to mark the ancient reign of brute force, chilling, not inspiring, the heart of modern society, while Greece still chastens and refines the world through her philosophy, and Rome calmly rules the nations of to-day through her jurisprudence. And, if we may be allowed to utter it without the imputation of egotism or of exciting sectional bitterness, in the great struggle through which the nation has just passed, the keen penetration, skillful energies and well delivered blows matured and fashioned in the Daily Public School of the North, quickly pierced to the downfall of that powerful organization, based upon the culture of the few and the bondage, ignorance and mere physical force of the many. Both the rights of the child and the perpetuity of the State establish the right of compulsory attendance.

Influenced by these three considerations, therefore, namely, the obligation of the State to the tax-payer, the right of the child to an education, and the welfare and prosperity of the nation, I have no hesitation in recommending the enactment of a law *securing* in some form the education of all youth in the State. There should be limitation of age, embracing, perhaps, all between seven and fifteen, and also of time, perhaps three months of the year. The present truant law is entirely inefficient to cover the ground contemplated in the foregoing.

OFFICE WORK.

By act of legislature, 1868, the Educational Department was localized at the Capital, and an office established in the State House. Previous to this time the office had been itinerant, with a name but without a local habitation. The wisdom of associating it with the other State Departments, and bringing it into sympathetic action with the other executive offices, is already shown, in the dignity and influence which it holds with educators and the people. If education is one of the vital interests of the State, it seems proper and necessary that it should have an abode at the seat of government.

More than twenty thousand blanks, required by law, have been prepared by this office, and issued to the towns. Corresponding returns have been received, tabulated in the statistics embraced in this report, and properly filed. Twelve thousand circulars have been issued to teachers and committees. Five thousand reports have been distributed to the several towns and to the Institutes, and the annual school reports of the towns have been received, examined, and extracts made therefrom as they appear in the appendix to this report. Daily communications amounting in all to more than two thousand, have been sent to this office from all parts of the State, and from other States, on matters pertaining to education. The public schools, Normal schools, town and county institutes, and supervisory work, have obliged the Superintendent to be absent from the office a large portion of the year, while the office work indicated has required his presence. I found it necessary, therefore, to employ some one to perform the clerical labor, that I might have opportunity to discharge the more responsible outside duties. It is absolutely impossible for one person to attend to the daily recurring duties of the office, and discharge the relations he owes to the general educational interests. It is respectfully recommended therefore, that the clerkship of this office be embraced in the resolve of 1868, which refers the clerkships of all the departments to the discretion of the Governor and Executive Council.

COURSE OF STUDY.

Body and mind obey certain rigorous laws in their development. The physical growth and health of the child depend upon the strict observance of hygienic regulations based upon physical laws; mental development and vigor in like manner can be fully attained only through a course of study or intellectual action established in conformity with psychological laws. To accomplish this result, constitutes the philosophy of education. Early childhood requires for its proper physical growth sustenance adapted to its various age and conditions. The severe diet of riper years is neither relished nor endured by youth. So in mental development, care and judgment must be exercised in administering to children wants and capabilities. The scholar at four years of age, the commencement of school age in Maine, is merely receptive and *perceptive*, not *reflective*. Through all his senses—particularly sight and touch, he is gathering facts and ideas, not collating or

discriminating. Hence the necessity of object lessons, instruction with cards, and from the black-board. Objects, mental impressions or ideas, and names constitute the natural order of acquisition. Hence the value of the word method, in which *ideas* are taught first, *words* next, and the names of the letters follow as a result of analysis—or childish *picking-to-pieces* and comparison. When the mind has been well stored with facts, the reflective faculties have materials with which they may be properly exercised. Observation, perception, imagination and reflection are the regular order of mental development, and this order should in a great degree determine the course of study and methods of instruction. The two values, *knowledge* and *discipline* should influence in the selection of studies. The useful also should precede the æsthetic. In no case however, should the mind be merely a storehouse of agglomerated facts, but a goodly structure filled with thought-machinery ready to do the work of any master-will. These three elements therefore, natural order of mental development, knowledge or discipline, utility or æsthetic culture, will determine the school *curriculum*.

The present arrangement of studies in our schools is quite imperfect, both in order of sequence and in time devoted to each. Reading is poorly taught, because it is commenced wrong. Words and not ideas are forced upon the child. Batrachomyomachy has as much significance to the child as to speak to him of the engagement between batrachians and diminutive mammalians. Very few of our scholars can repeat the ideas contained in their reading lessons. They have chewed the husks and dropped the golden kernels. They have *parroted* their words and have no ideas to express beyond their common daily wants. Grammar is studied without acquiring the use of the English language. Grammar as grammar is commenced too early, and the art of expression too late. Arithmetic is the substantial ghost that pursues the child through all his school-days. Every boy and girl must cipher, while to solve knotty arithmetical problems is the height of scholastic ambition—problems of no more value as knowledge and discipline than the puzzles of last year's almanac. Such are some of our weak points. To tell a patient he is sick, however, is a simple and easy matter; to apply the proper remedies and give directions are graver matters. In the light of the principles just advanced, I will make the following schedule and suggestions:

Dividing the school period from five to twenty—fifteen years—

into periods of five years each,—primary, grammar and high school periods,—we have the following:

First, or Primary Period.

Reading and the *Alphabet* taught from illustrated charts. Frequent recitations. Teach the *printing* of letters and *drawing*. *Oral exercises* in the use of *language*. *Counting* with crayons, sticks, beans, pebbles, &c. *Color, form* and *size* taught from charts. Pupils should be induced to bring in plants and flowers; to distinguish colors and parts thereof, and describe properly. Physical exercises according to the necessities of the school. Spelling, writing, music, manners and morals. *Elementary Geography*; *Child's Book of Nature*; *Intellectual Arithmetic*; *First* lessons in *Physiology*, and the simple laws of health. *Written Arithmetic*, the fundamental rules. This will carry the pupil to the eleventh year. He is able to read fluently and understandingly; is able to think for himself; to express his thoughts clearly if not elegantly, by reason of the constant practice in examining and describing objects presented by the teacher.

Second, or Grammar School Period.

Spelling, Reading, with reference to inflection and emphasis, and a particular understanding of the sentence or sentiments rather than of the words considered abstractly. *Physiology*—to know ourselves is the third Christian duty. *English Grammar, Geography*, physical and descriptive. *History* and *Written Arithmetic*, and *Hill's Geometry*; *Natural Philosophy*, and the *Elements of Chemistry*, with practical applications to agriculture and manufactures of Maine. U. S. History and Constitution. *Elements of Mechanics*, with descriptions of steam engine, water-wheels, cotton, woolen and other machinery. Political economy; drawing, drafting, writing and book-keeping. English Grammar, compositions and declamations. Manners and morals. This completes the grammar school period, at which time the great majority of our boys leave school. The course indicated will give them both the knowledge and discipline necessary to a successful prosecution of the ordinary business pursuits.

Third or High School Period.

At this point it seems to me desirable to have at least two courses of study—one practical, looking to the tastes, conditions and necessities of the pupil, the other ornamental, classical,

having in view those intended for a professional life, or a life of leisure. I submit the following, without claiming completeness, but rather to indicate different lines of effort to meet the wants of those who may advance beyond the grammar grade :

| PRACTICAL. | CLASSICAL. |
|--|--|
| Reading, Spelling and Writing. | Reading, Writing and Spelling. |
| Comparative Anatomy and Physiology. | Physiology. |
| Botany. | Grecian and Roman Mythology. |
| General History. | Elementary Algebra. |
| Algebra. | Geometry. |
| Geometry. | Comparative Philosophy. |
| Trigonometry, Surveying, Navigation. | Grecian and Roman History. |
| Mineralogy and Geology. | Mental Philosophy. |
| Chemistry, Physics. | Latin. |
| Mechanics. | Greek. |
| Political Economy. | Rhetoric. |
| French. | Music, Composstion, Declamations, Man- ners and Morals. |
| German. | |
| Music, Composition, Declamations, Eng- lish Literature, Manners and Morals. | |

Teachers are referred to "Calkins' Manual of Object Teaching," "Willson's Manual," "Cowdery's Lessons," Jacob Abbott's "Teacher," and "Learning about Right and Wrong," Sedgwick's "Morals of Manners," and Herbert Spencer's "Education."

SCHOOL LEGISLATION.

While it is distinctly understood that legislative action alone will not impart vitality or vigor to the educational system, yet it is as clearly true that impulse and direction may be given by the legitimate removal of old hindrances and the legalized establishment of new channels for well directed efforts. Setting out resolutely to perform according to my best judgment and ability the supervisory work assigned me, I determined, first, to render efficient the means already at hand ; second, to suggest and secure, so far as possible and politic, new agencies demanded by the great educational work of Public Instruction ; third, to stop the leaks, prevent the waste of money, time and energies, and divert the same into currents of utility. With these aims, legislation was secured last winter establishing County and Town Institutes for better *instruction*, and County Supervisorships for better *inspection*. With like objects in view, a summary of legislation desired is here very respectfully presented.

First.—*The transfer of the power to employ teachers from the district agents to the Superintending School Committee.* See suggestion of S. S. C., pp. 66 to 78, etc., also p. 144 and in the appendix.

Second.—*The establishment of State uniformity of Text Books,* required in the primary, mixed, and grammar schools. This will save at least \$30,000 to \$40,000 annually to the people, one fourth of the time of the pupil, and add equally to the efficiency of the teacher.

Third.—*An enabling act by which towns at their annual meetings, or meetings called for the purpose, may abolish the district system.* No law upon the statute book is now sufficiently explicit in details. A law like that of Massachusetts will cover the object desired.

Fourth.—*Legislation, securing and compelling a better attendance of scholars.* See p. 160.

Fifth.—*An extension of the power to examine and certificate teachers to State Superintendent, County Supervisors, and the Conductors of County Institutes.* This power is now entirely limited to the S. S. C. Certificates thus issued and Normal School Diplomas, shall be valid only with the endorsement of the S. S. C., and teachers holding the same shall be liable to an examination at the option of Superintending School Committee.

Sixth.—*General act enabling towns and cities to purchase books.*

Seventh.—*Act empowering the Selectmen to take the annual census of scholars, instead of District Agents.*

Eighth. To amend Chapter 275, Resolves 1868, "authorizing the Governor and Council to determine number of clerks to be employed by the Adjutant General, Secretary of State and State Treasurer," and "Land-agent," as amended 1869, so as to embrace the office of State Superintendent.

CONCLUSION.

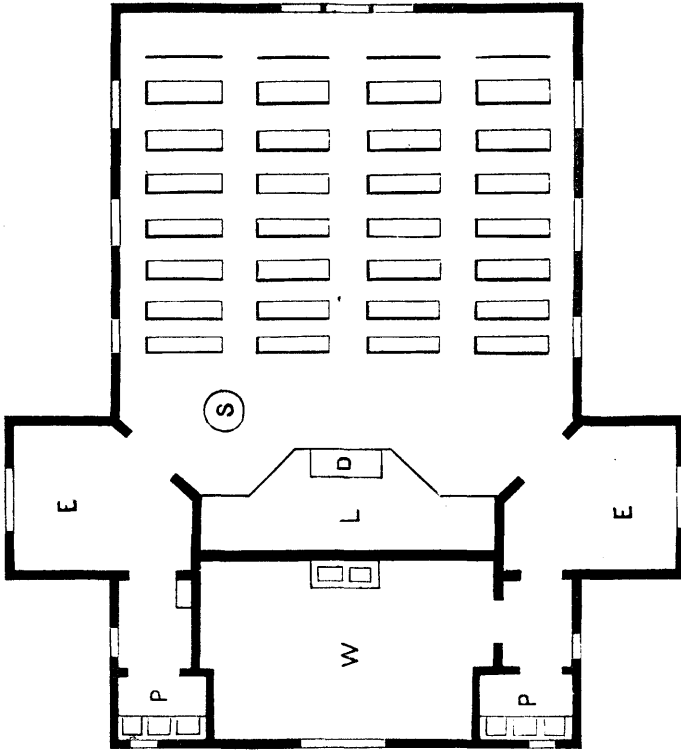
In conclusion I beg leave to express my obligations and thanks to His Excellency the Governor and the Ex. Council, for the deep interest and valuable aid rendered to me in the arduous and in some degree experimental labors of the past year. While the utmost scrutiny has been exercised by them as official servants charged with the high responsibility of caring for and fulfilling the best interests of the State, encouragement and counsel have been as freely rendered. Legislators, educators and the people have promptly responded to the call for fresh efforts in the educational

field. The press has generously contributed its powerful aid to the advancement of the common school cause. The editorial expressions have been sharp and clear, such as can come only from the habitual use of the pen and the constant intermingling with the current of daily thought. Agreeing or disagreeing, I take great pleasure in acknowledging those generous discussions which awaken and generally must precede all right action. Let me indulge the strong hope that this free and fair discussion of educational topics may continue, without bitterness or aught of malice, and also that when the plan for final action has been determined in any direction by the deliberate counsels of the State, we may cheerfully and earnestly march on to achieve the desired results. Differences of opinion may exist in planning the campaign, but when planned and the order given, *united persistent* individual effort alone insures success. With one-sixth of our national population unable to read or write, with immigration invited from all lands, with a flood of ignorance rolling in on either ocean shore, a successful educational policy in each State is a necessity, and will become a powerful example and influence to the whole national community. If Maine is soon to become one of the first stations on the great highway of the nations, if her capabilities are to be developed, her quarries opened up to the light, her broad forests to yield place to waving grain, and her rivers to run coursing to the sea to the merry music of shuttle and loom, it becomes the imperative duty of legislator and educator to direct the hand of every laborer and artisan by the skill of trained intelligence. Under Divine guidance and the full exercise of our best judgment and activities, we shall surely succeed.



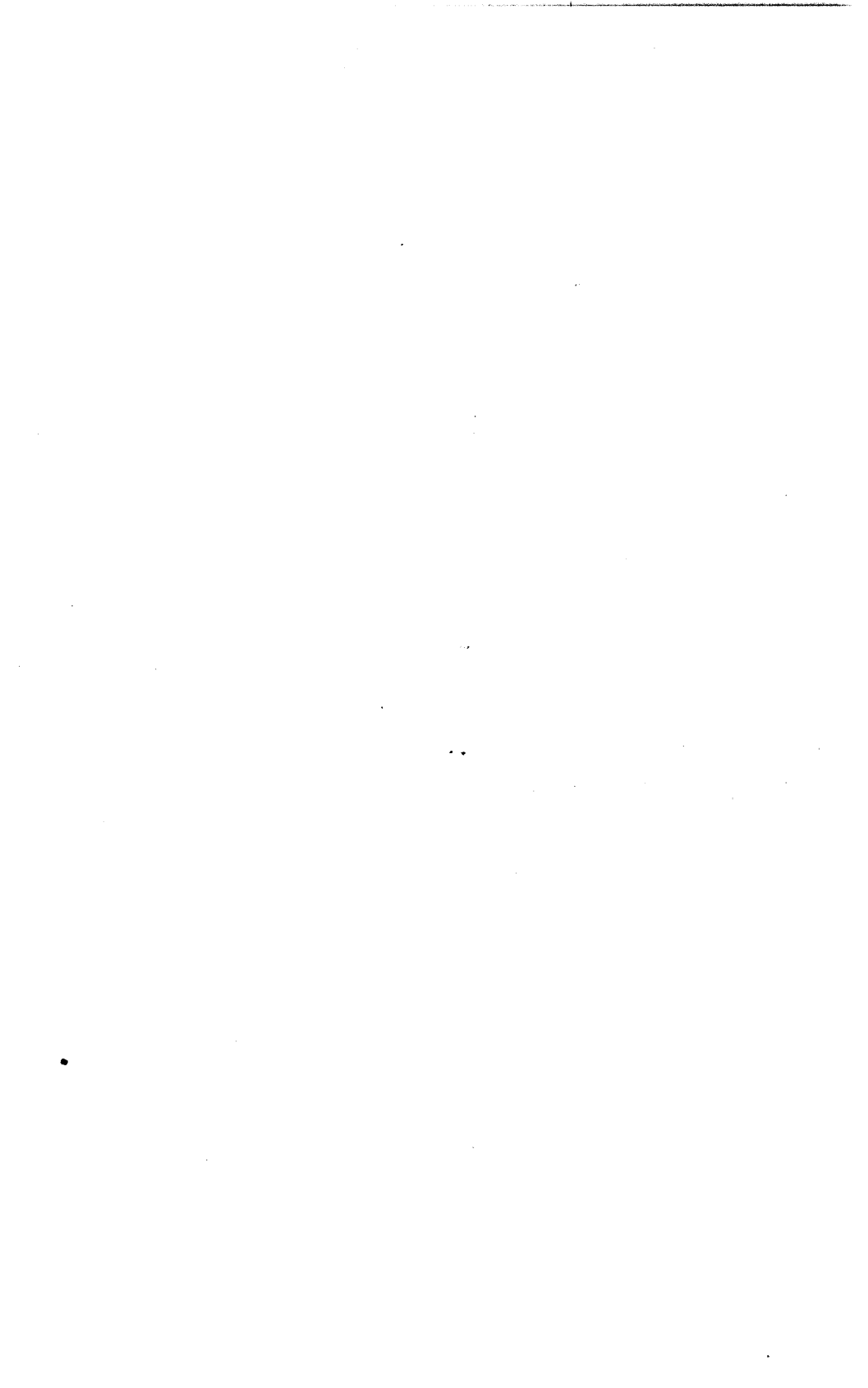
COUNTRY SCHOOL-HOUSE.

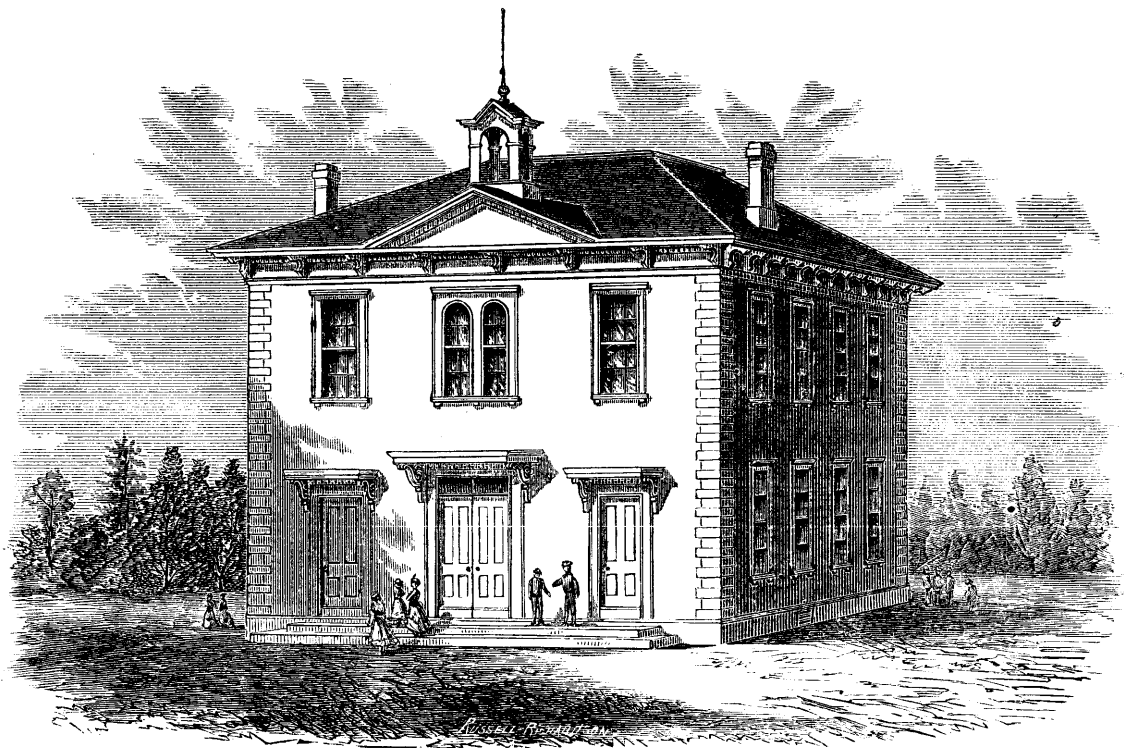
See "School-Houses."



Plan for Country School-House.

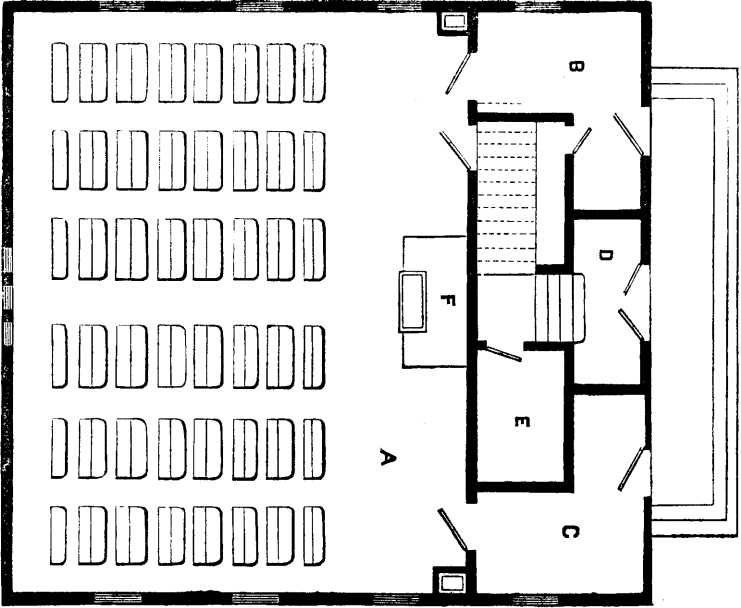






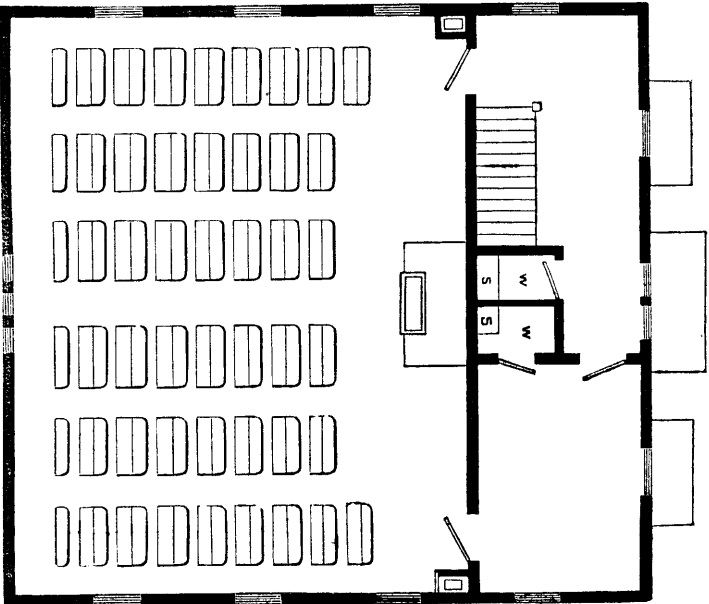
Village School-House.

(See "School-Houses.")



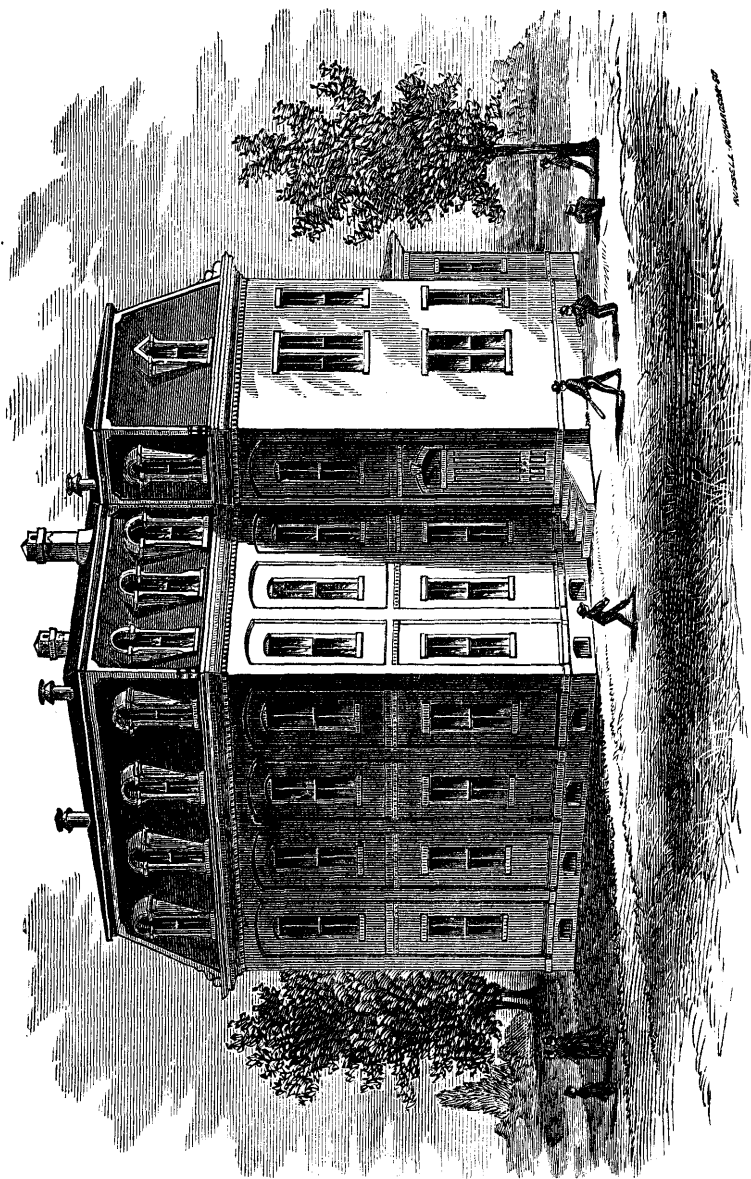
(First Floor.)

Plan for Village School-House.



(Second Floor.)

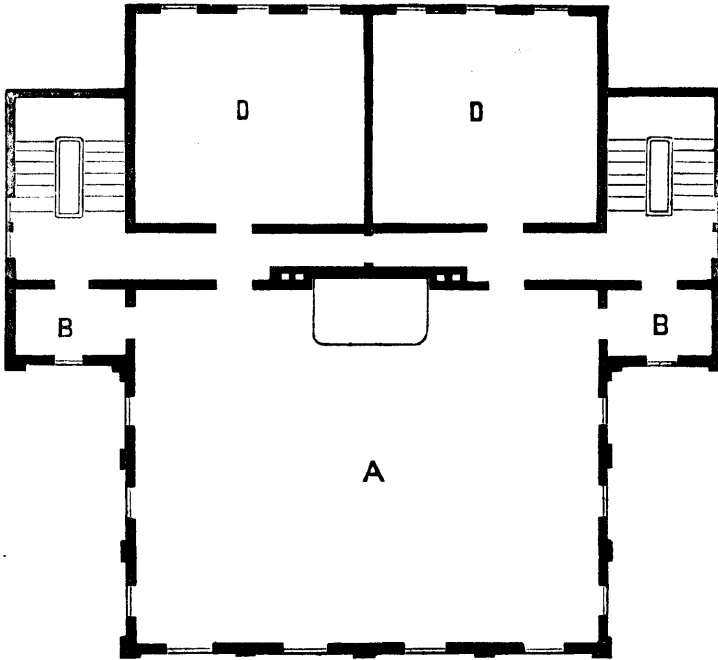




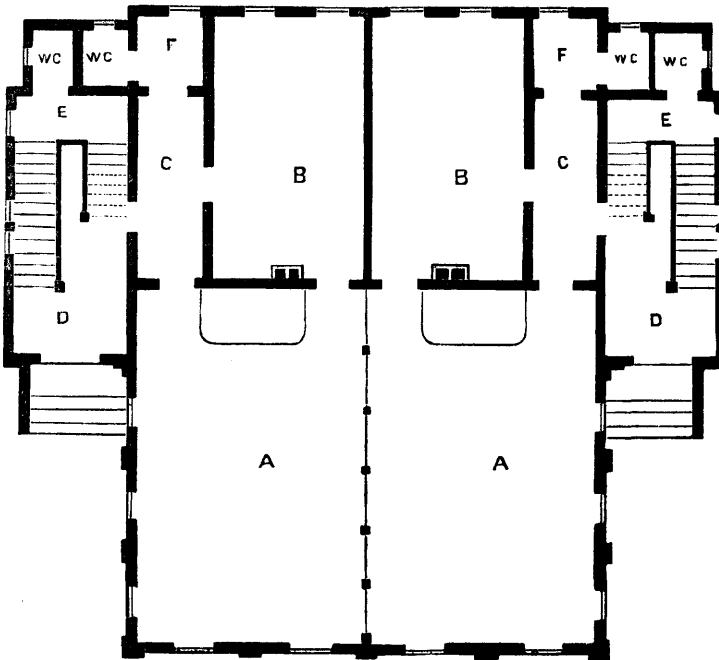
High School.

(See School-Houses.)

PLAN FOR HIGH SCHOOL.



(First Floor.)



(Second Floor.)

APPENDIX.

I subjoin Extracts from Reports of Superintending School Committees :

WHITNEYVILLE.

We shall now mention some things we regard as impediments in the way of advancement of scholars in our schools. And we would wish you to understand that, in this, we intend to be neither personal, invective, nor dictatorial. 1st, The idea that parents form, that it is not necessary for their children to study only those things that were studied by themselves. This is right as far as it goes, but does not go far enough. Do you not in thus abridging their studies, stint them, and lead them to think that when they have come up to your requirements, they have done all that is required or expected of them? in a word, that they have reached the "ne plus ultra" of their lives, and nothing more remains for them to do. 2d, Another almost prevailing idea is, that in Whitneyville, there is no need of knowing anything, only that which belongs to ordinary men and things, and that nothing more can be learned if undertaken.

Now, in our opinion these impediments can easily be overcome. Let parents but instruct their children that when they have digested one book, that there are others of as much importance, to make up what might be called a liberal education, and that when they have learned all they can in this short life, that there is yet a great sea of knowledge open before them unfathomable and illimitable.

Your children are in Whitneyville now, but can you say they will always be here? or can you say to what positions they may be called? If you cannot, is it not necessary that they be instructed so that, whether they remain here or go elsewhere, they may be prepared, if but poorly, to hold any position that may present itself? That they may not have to lament, when offered positions of trust, that they lack the qualifications to fill them.

We think there is only one requisition necessary to the attainment of knowledge, and that is labor, hard, untiring, persevering labor.

We cannot conceive that it was ever any part of the plan of the great Creator, that talent should be located, and belong only to a distinct class; but that the path of knowledge is open, and with it increase of talent, to any who will pay the price for obtaining it; and alike to common people and aristocracy, to the poor as well as rich. But the price must be paid, and whether in Maine or Massachusetts, in Whitneyville or Cambridge, the price is the same, and that determined, indomitable study and industry.

Those who lecture to us upon the cause of temperance, tell us, in order to have a prohibitory law operative in all its parts, that public sentiment must be educated to it. So if we wish to have more liberal views of education, and make them effective, if not educated to it enough now, we must get so. If we think that only so much education is necessary, our children will think so; if we have illiberal views in regard to it, they

will have them. On the other hand, if we think that any amount of knowledge is not enough, they will think so too; and if we think anybody can learn anything, they have a mind to, they will think so; and this will stimulate them to greater efforts, and will grant them greater success.

And we must remember that in educating our children, that it is not only necessary to educate our sons, but our daughters also. There never was a demand for, and the necessity of having female effort more than at the present. And the demand upon us to educate our daughters is as obligatory as to educate our sons, lest, in this progressive age, we be left behind in the essentials of education.

CONCLUSION. Gentlemen, you have our report, and we would ask you to consider it only as you would consider anything impartially; taking into account the success that has attended our schools this year as above other years; and asking yourselves the cause. That our schools have been this year attended by scholars enough for teachers to instruct, the success, in discipline and proficiency of the scholars, proves beyond doubt. Although we have a good house for our schools, we have not room enough for the accommodation of all our scholars, without detriment to their proper instruction. And unless the system of this year continues, or some other be established, we shall have the same trouble in our schools as in years past; but it is not for us to say, but for you to decide what system shall be adopted for the conducting of our schools in the future.

MACHIAS.

| | |
|--|------------|
| We have expended for the purposes of education in this town the past year, | \$3,589 00 |
| And received from the town this year..... | \$3,100 00 |
| Unexpended balance last year..... | 215 71 |
| This town's portion of bank tax..... | 91 16 |
| | 3,406 87 |

| | |
|--|----------|
| Leaving the school fund overdrawn..... | \$182 13 |
|--|----------|

This is accounted for in part from the fact that eighty-eight dollars paid the High School teacher in this year's account was for last year's teaching; also from the fact that the purchase and preparing the fuel for the past and present year were paid out of this year's fund. So that we have paid for fuel for the ensuing year.

The High and Grammar Schools have been kept forty weeks each, two Intermediate and five village Primary schools, and the West Kennebec, thirty weeks each; and twelve weeks in the East Kennebec.

By the return of scholars on the first day of April, 1863, there were eleven hundred and thirty-eight between the ages of four and twenty-one.

The whole and average attendance at school has been largely increased though not in the same ratio. During the Summer term the whole number in attendance was six hundred thirty-eight, with an average daily attendance of four hundred ninety-five, and in the Winter, six hundred twenty-five in attendance, with average daily attendance of five hundred and one. Nearly one-half of our children do not attend the public school at all.

The crowded state of our schools is a manifest evil. All our school rooms will only accommodate about five hundred scholars. Over six hundred already attend, and there are five hundred more that must attend if they claim the right to do so. We work at great disadvantage with school accommodations so inadequate to numbers. In some of our Primary schools are seventy scholars. Many of them do not know their letters, and all of them can do but little in way of learning unless under the immediate care and aid of the instructor. The scholars must have the personal attention of the teacher, and when he does not have the personal attention of the teacher he is making no progress.

Less than five minutes of attention can be given to each scholar per day, and to scholars, too, in their letters and the rudiments of reading. Progress must be so slow as to be almost imperceptible. And if the pupil does not get discouraged before he can read, it is fortunate indeed.

Teachers are not to blame. They have neither time or strength to do justice to so many. They do as well as they can, but work under discouraging circumstances. The fault is in the system; the remedy lies wholly with you.

We have attempted to obviate this difficulty in a degree by apportioning the scholars around so that each teacher should have about an equal number. But here the parents come in, unreasonably we think, to set at naught our purposes. One school room is more central than another, or has a favorite teacher, and all the parents claim the right to send there regardless of numbers and accommodations. We have found eighty in one school, and thirty in another, and have attempted to equalize the numbers by taking from the larger and sending to the smaller school, and have found the parents resisting our authority, even to the extreme of taking their children from all schools, if they could not send them to the one they chose.

The difficulty is to get a rule independent of the will and judgment of the committee as to what scholars shall be selected from a full school to fill up a thin one. If you take territorial limits then there will be small and feeble children remote from the room you desire to fill who cannot well go. If you take age as a criterion then some will have to pass one school room to get to another, and thus jealousy will be engendered and the Committee blamed. We ask parents to look reasonably to this matter, and see if they cannot allow their children to go where the Committee desire.

We need more school rooms and must have them. We need two more, one for primary and one for intermediate scholars. But we have matured no plan and specify nothing in detail, but recommend that a committee be appointed to report at an adjourned meeting what shall be done, and what plan shall be matured to meet these growing wants.

To maintain the schools as at present organized, and to make up the deficiency of last year, will require an appropriation of three thousand five hundred dollars. The actual expenditure for the last municipal year was three thousand three hundred fifty dollars, and it is not seen how a less sum than three thousand five hundred dollars can be got along with.

EASTPORT.

The proportion of the average attendance to the whole number of scholars in town seems very small, and is less than it should be, but it should be remembered that the whole number of scholars includes all the population of our town between the ages of four and twenty-one years, while those who attend the public schools are between the ages of six and eighteen years. The records of the schools show very few under six or over eighteen. The number of scholars between the ages named is estimated at 1100, and of these it appears that 746 attended school during a portion of the year, and 500, or nearly one-half, during the entire year. If parents realized how important it is that their children attend school during the ages of six and eighteen years, the proportion of attendance would be largely increased, for in the period between those ages the child if not receiving an education at school, is receiving it in the streets. To ignorance of books he is adding viciousness, the two elements most dangerous to society.

But the great evil complained of by our teachers is irregular attendance, and if we examine the daily record of attendance in any one of the schools, we shall not be surprised at the complaint. By the system pursued in our schools, a dot opposite the name of a scholar indicates a half day's absence; and a glance at the records of most of the

schools gives the impression that a majority of the scholars are absent more than half the time. This is particularly annoying and discouraging to the teacher. He realizes that in his desires and efforts to advance his pupils he has not the co-operation and sympathy of the parents, and that on examination day some of his scholars will reflect no credit upon him.

The remedy for non-attendance and irregular attendance is to impress upon the minds of parents the importance of education. The subject of free schools and general education needs to be discussed and public sentiment aroused, and through such agencies a larger attendance in our schools secured. We do not need less facilities for educating the young than now, as some urge, by reason of the comparatively small attendance. That would be a backward movement.

The Committee are of the opinion that the schools during the past year have been well conducted. Good order prevails in all the schools, and the examinations showed that the teaching had been thorough.

MADISON.

On the whole we believe our schools have held their own during the past year; but we should feel that this is not enough. Our motto should be advancement. And how shall this be accomplished? Obviously, in various ways. Our school houses should be made more convenient, healthful and attractive. We have one or two houses that are perhaps good enough for the particular locality, but these are the exception and not the rule. They, generally instead of being places of comfort to be sought after for pleasure and profit, partake more of the character of a prison fitted for criminals. The winds and snows find free access to all parts of them; the brains of our children at times burning with heat and their feet freezing with cold; the pipe of the cracked and smoking stove hung by a single wire, and often standing by itself without any security; the seats crooked, comfortless and rickety; the floor shaky and filthy; the walls and ceiling plasterless, and the windows "painfully paneless." Teachers, also, should feel more the weight of responsibility resting upon them. They should aim at a higher standard of attainment, so that they may the more clearly and comprehensively impart their knowledge to their pupils. We have many good teachers in the field who are doing a noble work, but were they better prepared how much more good they might do. To be a teacher in our public schools is no mean calling, and those preparing to teach should carefully consider the qualifications necessary for such a position, and be sure that no merely selfish or mercenary motives lead them to engage in it. Parents may give material aid to teachers by encouragement and co-operation with them; then they may induce a permanent interest in the minds of their children. They should not show a want of interest in allowing a whole term to pass away without knowing what their children are studying, and whether they are obedient or disobedient; and what is worse withdraw their children from the wholesome discipline of a good school.

Before closing our report, your Committee would call your attention to the subject of School Districts. We have been called upon several times by persons in different parts of the town to favor the division of Districts, but have invariably opposed such a course from a firm conviction that we needed to make less Districts, instead of more. There is an article in the warrant calling this meeting to see if the town will adopt any measures looking to a change of Districts by which the children shall be better convened. We recommend such a course, hoping that in this way we may consolidate some of our Districts, and thus take one step in the right direction.

BREWER.

The success and general prosperity of our schools the past year, we attribute in a great degree to the fact that our teachers have been, with a few exceptions, persons of ability, and experience in teaching. The average number of terms which they have taught before, being thirteen. It is true, that a good teacher even will sometimes become indifferent and lazy in the school. Also, we find occasionally that a teacher will do well in some schools and not in others. Yet with earnest, faithful teachers, who know their duty, and are ready to do it; who can instruct and govern a school judiciously and with discretion, we are almost sure of success in any school. With such teachers, we seldom hear of a want of co-operation on the part of parents. But, after due care on the part of the agents, and a careful examination by the Committee, we sometimes get an ordinary teacher; yet if parents and all interested in the school would rally around it and the teacher, and encourage them by word and act, it would usually be found better to retain the teacher than to make a change during the term.

The method of grading our schools, and the general course of instruction pursued in them, is imperfect and indefinite, and must necessarily be so until our larger districts, at least, unite and establish one high school, grade them all systematically, and define a course of studies for the schools. Then, with money enough to have three terms a year instead of two, we may hope that the necessity of sending so many of our scholars out of town for more schooling, will be obviated; as will the practice in some districts of having private schools, which usually cost more, and are generally less efficient than our town schools.

Let us look well then to the future permanent good and elevation of our schools, cherish and guard them well, and if they are not, in some respects, what we might wish them to be, let us strive to make them what they ought to be.

CHELSEA.

To the Inhabitants of Chelsea:—The Superintending School Committee of the town of Chelsea submit their Annual Report

The number of schools taught in town the past year was eight in summer and eight in winter, sixteen in all. There was no school in No. 5 in summer and none in No. 9 in winter.

In conclusion, we would say that the past year our schools have prospered much. The several agents have been fortunate in the selection of their teachers and in sustaining them. It is a thing next to an impossibility for a teacher to keep an interesting and profitable school without the co-operation of the parents; they must be co-workers with the teachers.

In reviewing the schools the past winter, we found more improvement in reading than we have ever seen, in the same time, during our connection with them as Superintending Committee. With a few exceptions, our schools have been very profitable the past year; but, notwithstanding their improved condition as compared with former years, we think, from the money expended, they should be far in advance of what they now are. We would ask, where does the fault lie? Is it in our teachers, our scholars or parents? We answer, the great, primary fault is in the parent, and the name of that *fault is legion*. We will mention a few;—some parents, on hearing that a certain teacher is engaged for the school, will say, in the presence of their children, that the teacher is good for nothing, and the children, catching the spirit, will go to school where it will be developed.

Another evil, which is very prevalent, is, when children attending school take an antipathy to their teacher, and come home with complaints, parents too often take sides with their children, casting all the blame on the teacher. This begets a spirit of insu-

bordination, which is participated in by others, and thus the school becomes unprofitable and many are the evils that follow.

If we would derive much profit from our schools, we must employ competent teachers, work in unison with them, and then our children will derive benefit from our schools and become a learned people.

DEXTER.

The law makes it the duty of each School Agent to notify the Superintending School Committee, by writing, of the time at which school is to commence in his district, by whom to be taught, and of the probable length of continuance; and any Agent who shall fail to do so is held liable to fine for neglect of duty. From Nathan Wyman, Agent for District No. 6, we have received legal notice of each term of each school in his district; but from no other Agent in town have we received any written notice, and from but few even a verbal notice, except through the teachers, at the commencement of their schools. Perhaps an enforcement of the law might awaken Agents to the fact, that no man should accept an office who does not know the duties of the office, and knowing will try to discharge them.

We think our schools are in as flourishing a condition as should be expected under the circumstances; we have too many districts in town, and as a consequence, too little schooling, and we suggest to the town the expediency of raising a greater amount of money for the support of schools; or, of reconstructing the districts, reducing the number from twelve to eight or nine at most.

It will be noticed that in our winter schools, we have had a larger proportion of male teachers than for previous years, and while we concede that their labors in their respective schools were highly satisfactory, we are still inclined to the opinion that the services of females might have been obtained at much less expense, who would have done equally as well for the schools as the teachers they had. The opinion prevails, to some extent, that a woman can not so well maintain discipline, or as the phrase is, "can not govern a school of large scholars so well as a man can." While we admit that occasional instances may be found to justify the opinion, we believe that in general application it is not correct; we know, indeed, that there are brutish dispositions which require brute force to hold them in check till the milder law of humanity can be brought to operate on the mind; but brute force never reformed, and it never will eradicate the brutish propensities; and civil law, wisely administered, should prove an effectual restraint upon the incorrigibly lawless and disobedient. It is the testimony of universal observation, that there is never trouble or difficulty in school with scholars that are habitually obedient to parental authority, and are respectful in their demeanor at home; and we can hardly forbear the reflection, that that parent speaks to his own shame who says, "my son is too old, or too large, to attend a woman's school." And that boy, or young man, as he may fancy himself, who disdains to yield obedience to the necessary and wholesome requirements of school government in the hands of a lady, tacitly acknowledges his disregard of the injunctions and admonitions of his natural school ma'am, his mother. The parent inflicts incalculable evil upon the child, if he upholds it in disregarding the rules and regulations of the school room, or justifies a non-compliance with the requirements of the teacher. It is sowing in the young mind the seed from which the child will surely reap the legitimate harvest in the bitter fruit of coming years.

We adjure parents by their regard for the future well-being of their children, for their own peace of mind and for the good of the world, to observe the utmost circumspection and care in dealing with the children, especially in their relation to school.

An inconsiderate and injudicious act, a passionate and ill-advised word in relation to the child, may result in a perverted intellectual or distorted moral power in the man, just as

“A pebble in the streamlet scant
Has changed the course of many a river;—
A dewdrop on the slender plant,
Has warped the giant oak forever.”

ALEXANDER.

In compliance with the requirements of the law, we beg leave to present the following report :

We have visited the several schools in town twice or more times each term, and are happy to state that as a general thing, there has been as good improvements as could be expected under the circumstances. Our town is rather sparsely settled, and many of the scholars have to travel a long distance to school, consequently, many are tardy, and in many instances parents are not particular enough to have their children attend regularly, but allow their scholars to absent themselves from school for trivial causes, or no cause at all. This is a serious evil, for no teacher can teach a pupil unless he is present. We have had some excellent teachers the past year, more especially the male teachers; they were men of experience, and we gave them a fair compensation, which was a step in the right direction.

WOOLWICH.

During the year past, there have been among our schools no cases of failure, and few of decided success. Although all have done as well perhaps as usual, yet in no case have we received the full benefit of our school money. From different causes our schools fail to reach their proper degree of perfection.

And what are those causes? One great cause is a general lack of interest. There is not value enough placed upon the Common School. “The subject of primary education is far more weighty than we are apt to imagine, involving consequences vastly more numerous and diversified, and of infinitely greater moment in the scale of human existence, than is ordinarily considered.”

The period allotted to primary education is full of importance—much is done during that period to form the character and fix the destiny for future success; then how important that we make that institution which forms and educates the youthful mind as perfect as possible.

It seems to be the opinion of many, that the Common School is not the place to gain an education, farther than the mere rudiments—all else must be acquired at some private institution. The result is we find but few advanced scholars pursuing those higher branches of study which might be pursued with success, and our schools no better than they were years ago. The State Superintendent says : “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, except the Normal Schools, which by no means counterbalance the loss of the County Teachers’ Institutes, their pay not advanced 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 school is less than formerly. Meanwhile private schools have multiplied and prospered, indicating further the correctness of the foregoing statement.” Such is certainly true of us as a town. The actual per centage of average attendance was

greater ten years ago than it is now. In the year 1860, fifty-six of all the children between the ages of four and twenty-one attended school constantly; in 1861, fifty-five; in 1867, only thirty-four; the past year, thirty-five; from these figures it appears that we have an actual attendance of a little more than one-third of the whole number of scholars. Who shall remedy this evil?

Mr. Johnson in recommending compulsory attendance, says: "Compulsory attendance I believe to be, if not the rod, an approach towards the rock, one of the conditions of deliverance." But such a law we have not, and cannot the rock be smitten by the rod of parental authority, and cause new life to our schools to gush therefrom.

Another evil allow me to mention, it is that of interfering with school government. Many parents will not allow their children to be corrected. In several instances during the past year, because corrected for willful disobedience, children have been taken from the school, or if not withdrawn the school and teacher condemned in the child's presence. The result is, respect for the teacher lost, and consequently the usefulness of the school is retarded. Let us all as we love and desire the welfare of the rising generation, who are soon to perform the active duties of life, put forth a greater and a united effort for their education.

One author has said: "Knowledge and civilization go hand in hand, and whatever renders human existence a blessing follows in their train. All our moral and benevolent institutions owe their vitality to the general intelligence that pervades the community. Intelligence must go before and prepare the way for every thing sound and stable in polity, everything desirable in civil intercourse, everything attractive in refinement, everything lovely in morals, and everything indispensably needful, preparatory for piety and religion.

Who, then, shall longer remain indifferent, in view of results of such magnitude? Who shall longer overlook, or continue to undervalue, either these humble institutions themselves or the skill and competency of those who are daily kindling up the lights of science in the young mind, and shaping that moral machinery which moves the world?"

BROWNVILLE.

In conclusion we would remark that as to the general success of the schools in town, your Committee have no grounds for complaint, but there are many things we have to regret when contrasting the present schools with those of years past. According to the Report of the Superintendent of Common Schools of the State, there is a great falling off in numbers from former years, and we find our own town not behind the chief in this respect. Were this the only ground for regret we might pass it over as the common lot of all, and thus be reconciled, but we find a great lack of interest on the part of the favored few who have the privilege of attending school in these days of degeneration. How rarely we meet with a lad who is bending his force of mind and body to obtain an education, or seeking any advantages beyond those of our County Common Schools. We see enough of energy, tact and application in all *other* directions, but no force to overcome obstacles or hinderances in the road to knowledge. We would not wholly censure the boy of sixteen because he sooner takes to the farm, quarry, store, or doesn't take to work at all, than to any course which leads to greater usefulness, or gives more power and influence in the world. There is great lack on the part of parents and the community in general in securing an interest in the higher matters. In the first place our school-houses are not inviting to the youth. The dingy walls and shattered benches *repel* rather than attract. Again we fail to keep up the interest by not encouraging *private* schools, and securing the help of efficient teachers to promote this interest. It seems that a careful consideration of this matter would lead to immediate action on the part of all well wishers of society in general.

SOUTH BERWICK.

School Houses.—Enough has been said in previous reports of the condition of many of our school buildings to require any repetition of the comments at this time. The importance to the cause of education of having roomy, well ventilated school rooms cannot be too highly estimated, and it should be the pride, as it is the duty of every school district, to provide suitable buildings, adequate for the accommodation of all the children attending school, and to keep them in thorough repair. Churches and school houses have been termed the bulwarks of New England, and it behoves us to see that our defences are in good condition, if we would successfully resist the assaults of ignorance and vice, and the poverty and degradation they bring in their train.

It is with pleasure that we notice the improvements in this respect already accomplished in some districts, and soon to be commenced in others, and we hope and believe that the time is not far distant, when all just cause for complaint of the dilapidated condition of our school houses shall have entirely disappeared.

Teachers and Parents.—But while we should be fully awake to the importance of increased school accommodations, we should not be unmindful of the character and fitness of the teachers, by whom they are to be occupied and used. The dignity and importance of the teacher's profession cannot well be over estimated. Martin Luther, the father of the Protestant Reformation, has given his very valuable testimony on this point. In what estimation he held the teacher's office, we learn from his own lips. "The diligent and pious teacher," he observes, "who properly instructeth and traineth the young, can never be fully rewarded with money. If I were to leave my office as preacher, I would next choose that of school master, or teacher of boys; for I know, that next to preaching, this is the greatest, best and most useful vocation; and I am not quite sure which of the two is the better; for it is hard to reform old sinners, with whom the preacher has to do, while the young tree can be made to bend without breaking."

The corps of teachers who have conducted our common schools during the past year, almost without an exception, we believe to be as competent and faithful as any to be found; and in behalf of the pupils under their charge, we thank them for the successful manner in which they have discharged their onerous and important duties.

The labors of the teachers for the improvement of the scholars will fail, however, to reach their full measure of success, unless supplemented and aided by the constant influence and sympathy of the parents of the children under their tuition.

Let the parents see that all reasonable and proper requirements of the teachers, both as regards study and discipline, are fully carried into effect, outside the school room. Let them require their children to be constant in attendance at school, and respectful and obedient while there, and then having fully discharged all duties incumbent upon them, they can more justly require of the teachers the due performance of theirs.

Text Books.—Your Committee are of opinion that a uniform series of text books is of the utmost importance in well conducted schools, and that all teachers should rigidly require the use of such books, as are, or may be, recommended for introduction into the schools.

Hearing scholars in two or three different books in the same study, breaks up the school into a multitude of small classes, taxes the patience and uselessly occupies the time of the instructor.

The text books in use, at any one time, should not be too frequently changed, and never carelessly and without careful consideration, nor at the importunity of agents of book selling firms.

At the same time, we are fully aware of the necessity of keeping pace with the progress of the times, and of affording to the children and youth collected in our schools, all the facilities to mental improvement afforded by improved text books, and new methods of study and instruction.

WINTHROP.

There has been two terms of school in every district the past year; some very profitable and a few very poor; it would have been better had they never had an existence; they are past, and were it not for the hope that in the future these may prove as beacons, to point out the folly of employing such teachers, we would pass them by unnoticed. Indulging in such a hope, it will be our duty at the proper place, to make such a delineation as their several cases may require.

There has been quite too many absences from our schools during the past year; also much sickness has prevailed during the winter, in some districts almost breaking up the school; yet with all due allowance for that, we know there is altogether too much laxness in regard to this matter.

The agents in some of our districts have done their work nobly. There are instances, however, where no interest has been manifested. We cannot reasonably expect much of a school where such indifference exists. This leads us to desire such a change in our district system of agents, as is recommended by our Superintendent of Common Schools, viz: "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."

Every school in town, with one exception, has been visited as required by the law of our State; and of this one, your committee had no notice of its commencing, or of the time that it was expected to close.

We hail with great pleasure a new worker in our common school cause, our present State Superintendent, Warren Johnson, Esq. He brings to this arduous work a zeal that is truly refreshing to one who has given his personal labors to this glorious enterprise for the last quarter of a century. He takes hold of this work in such a manner that we have reason to believe much good will be accomplished. No efforts of ours shall be withheld that he may require to help him on in this gigantic work. We are well aware that it is not much that we can do in so great a movement; yet we know the world is made up of particles; and if all the fifteen hundred members of school committees in the State, will give their hearty co-operation to our new Superintendent, it will help him much in his "Herculean task."

PENOBSCOT.

We have found in the schools, with only a few exceptions, too little teaching. There is too much repetition of the words of the text-book, and too little study of the subject. There is no system in regard to the studies to be pursued, or the order in which they shall be taken. Arithmetic receives too great a share of attention in every district in town, while the study of grammar is very much neglected,—perhaps partly because it is so poorly taught. There is surprising ignorance in the schools, and not all on the part of the pupils. Some earnest teachers of fair scholarship have had no special training for their work. For such, the revival of well-conducted Teachers' Institutes would afford instruction that is much needed, while our proximity to the Eastern Normal School *now* offers to all intending to teach, an excellent opportunity for acquiring the knowledge necessary to make the work pleasant to themselves and profitable for their pupils. Students are welcomed to this school for any length of time they may be able to attend.

From observation during the year, we judge that as good teachers for most of our winter schools may be found among women as among men. The advantages to be derived from employing the same teacher for consecutive terms, are many and obvious; not the least being that, with such an arrangement, those large scholars who need the instruction, would be more likely to attend the summer school.

With the increased amount of school money, some of the larger districts might profitably have three terms of school in the year; two of which, at least, should be taught by a woman.

Several of our summer schools commence too late in the season. It is better to warm the school houses in May, than to confine the children to them during the sultry weather of August and the closing weeks of July. A vacation in a term of eight or ten weeks should never be thought of.

No really good teacher should be allowed to leave town, or to seek other employment, for better compensation, while we have a school wanting a teacher. And those teachers employed from other towns should be only the best.

The weekly half-holiday being intended for the benefit of the school, should occur with regularity, and not be subject to the whim or convenience of the teacher.

If, as is now likely, uniformity is not secured during the present session of the Legislature, the list of text-books in use should be revised by the Committee before the opening of the summer schools; and where changes are made, the books should go into the hands of pupils at introductory prices.

If the school houses are to be improved in no other respects, they should, at least, be supplied with ample blackboards, and with convenient seats for visitors; and where it is not already the case, the windows should be arranged to let down, for the purpose of ventilation.

Agents chosen for the coming year, should be careful to receive from the present Agents the School Laws belonging to the districts; and it is to be hoped that they will not manifest the complete superiority to legal requirements that has been shown by the present incumbents of the office. There should be earnest co-operation with the Committee, on the part of the Agents, who should do much more for the schools than is required of them by existing laws.

However little respect may be paid to the common school, or to the agencies through which it is kept in operation, it should be borne in mind that through this institution nearly all the elementary knowledge of books, possessed by the bulk of our citizens, has been, and is to be, acquired. And if our schools do not now occupy a respectable position, they should be raised to it by those interested.

If our report seems to consist largely of fault-finding, it is no worse than are the facts; nor are the facts the worse for being aired. The trouble consists largely in the apathy of parents. Teachers generally endeavor to benefit the scholars under their instruction, but sufficient inducement is not offered them to prepare for their work; little or no discrimination in compensation being made in favor of the well qualified. Teachers should be warmly sustained by the community, and the compensation, especially of female teachers, should be much increased; and then, having given much, much should be required.

ORRINGTON.

It must be gratifying to the contributors to our Common School fund to note the general success of the schools during the past year. But one total failure has occurred, and this the mishap of youth and inexperience. In the large majority of districts, long tried teachers have been employed with most pleasing results. In fact prestige is half the victory.

You are aware that the State requires towns to raise for school purposes, one dollar for each inhabitant, which draws from us one-third more than we have been accustomed to raise for this object. We have no disposition to complain of this requirement, although a maximum for some years seems to be reached, but of the indifference of our citizens to the manner of its expenditure. There seems to be a growing apathy among parents to visit their children in school hours, and especially at the public examination. Your Committee realize the sad effect of such negligence at every examination, by the lack of that personal interest, and pride for excellence in study and deportment, which the parents' presence most effectually stimulates. A scholar would rather rehearse his studies before any person than in the presence of his parents, because he has a trembling consciousness that he may fall behind their fond expectation, or at least, not come manfully up to the ideal standard of a fond parent's heart; but we all know the test is a wholesome one, and should he receive a few words of commendation from father or mother, it will be more valuable to him in all the future of his study, than the dollars and cents you so liberally contribute for his tuition; or if he has not merited your reward, and is even below the average of his classmates, you will discern in what direction encouragement should be given, and be better prepared to hold out new inducements for his youthful enterprise. It is little use, in our opinion, to raise money for instruction, unless it is accompanied with our individual oversight. The idea that teachers, agents, and Superintending Committee will do all that is necessary for our children, is erroneous; the potential influence of the parent *must* be felt at home and *in the school-room* for the promotion of sound learning; it stimulates pupils, cheers your Visiting Committee, and gives a universal character of dignity and worth to Common School education, which is the security of our liberties. Will you not, citizens and parents, lend your cordial sympathy and encouraging presence to our Common Schools for the safety and future welfare of our children and youth?

UNION.

With sorrow we record the death of one of the Board, Rev. A. Thurston, a worthy citizen and exemplary man in all the walks of life. Mr. T. visited a few of the summer schools, and as he left no record of them that we have received, the report of them will be somewhat defective.

We do not wish to read a lecture to the town, and we will endeavor to be as brief as the importance of the subject will allow; but we ask your indulgence of us for a few moments, hoping that the few suggestions we have to make will not be found uninteresting or unprofitable.

The great importance of an education every one is ready to admit. The common business of every day life cannot be creditably performed without a thorough acquaintance with the common branches of knowledge, and the introduction of scientific processes into farming and the mechanic arts, and the discoveries that are constantly being made, are rendering a more thorough education indispensable for all those who are desirous of occupying any other than a subordinate position in life. The demand for men of a thorough practical education is very great, and is constantly increasing; and it is becoming more and more evident that it is "vastly better to get wisdom than gold, and to get understanding rather to be chosen than silver;" and that the best provision which parents can make for their children, consists not in riches, but in a thorough mental culture and a heart imbued with sound moral principles. With these success in life is almost certain. For those who possess these qualifications, there are places of honor and emolument always in waiting. The lower grades of employment are overstocked with laborers. There is always room higher up. The skillful mechanic and

professional man always finds employment. The possessor of knowledge and skill never goes begging for want of work. It is the work that goes begging for him.

We might also speak of the increase of happiness which a good education affords; of the vast fields of thought which it throws open to the mind; of the confidence and self-respect which it inspires; and of the innumerable blessings which it brings to the home and family, to the community, to the State, and to the world; but we have not time to enter upon these themes now.

But there is another aspect of this subject, which demands our attention, viz., the expenditure of our school money, and what we can do to secure the most profitable outlay of it. The expense of our Common Schools is but a trifle when compared to the advantage that is derived from them. They may at times be very poor, yet they are infinitely better than none, and the effort of every one should be to raise the standard and make them better.

In doing this, we should remember that it is not a *cheap* school, nor a *long* school that we are after, but a *good* school—a school that will advance the children most in their studies and have the best influence upon their morals. Eight weeks of schooling with some teachers is better than twelve with others. There is that difference in the manner and thoroughness of their instruction. Said a teacher to a boy with a poor lesson—“John, have you looked at your lesson to-day?” “Yes, sir,” said John, “I have looked it over.” “You mean,” said the teacher, “you have overlooked it.” Now, there is in some schools, and the teachers allow it, a great deal of this overlooking lessons. What we want and should insist upon is *thoroughness*. A class should not be permitted to pass over what they do not understand. We should all insist upon this. No school will be profitable without it. A little well done is better than a great deal shabbily gone over.

In securing a good school, a great responsibility rests upon the school agent, and we are happy to say that the agents generally have made commendable efforts during the past year to secure good teachers. Some of the schools which were before in a bad condition, have, by the efforts of competent teachers, been entirely reclaimed, and a laudable ambition has been excited among the scholars. Districts Nos. 7, 12 and 13, may be referred to as examples. The agents who have interested themselves so much are worthy of commendation. Some of the agents in other districts may have done as well. These are referred to because there was special need in their case and because of the good results. But the best teacher may find his efforts nullified by his surroundings. The school house is sometimes so poor that it is impossible to have a good school. How can scholars learn when they are suffering with cold; or when the seats are so high that one-half of them cannot reach their feet to the floor; or when there is no proper ventilation. We have in town a few very good school-houses; and we are happy to say that in District No. 14, the house has been put in prime order, and is a credit to the neighborhood and town. The happy influence of a good school-room was sensibly felt in the school, in the increased interest and improvement of the scholars. They have got the worth of their money back already. We would suggest that if several other districts would go and do likewise, they would have like reward.

Parents must lend their aid and influence if they would have a good school. They must see to it that their children are punctual and constant in their attendance, that they are supplied with books, and that they are obedient to the rules of the school. A word in season from them may greatly strengthen the hands of the teacher.

Many schools are greatly injured by the inconstant attendance of the pupils. This is lamentable, since it is generally occasioned by indifference on the part of the parents—sometimes by the indifference of both parents and scholars.

Now let all combine their influence,—the agent in securing the best teacher within his means and reach, the district in having a comfortable and pleasant school-room, and the parents in promoting in every possible way the welfare of their school,—and how soon would the happiest results be secured.

We are happy to say that a good degree of interest has been manifested during the past year, and that our schools, with a few exceptions, have met with more than their usual success. No one has been an entire failure. In one or two instances where difficulties occurred, the trouble was at once settled, and all moved on pleasantly again.

The introduction of new readers and spelling-books has been a help to the schools in awakening a new interest in study. We think an occasional change of books is an advantage, even if the books are no better than the old.

GOULDSBOROUGH.

We are getting on as well, I imagine, as the generality of towns. The people are not enough interested in the schools. The voters are always ready to raise the amount of money required by law, and appear willing to rest their responsibility there.

To the youth the attractions outside the school house are very great, and truancy appears to be on the increase. I would have the Legislature pass a law authorizing towns to choose a special police, one in each school district, whose business it shall be to see that every scholar is inside the school house at the appointed time, or give a good reason why. Said police to be paid *by the job*, or so much for every truant surrendered. Many parents are too passive in the matter of education, and if we could have an interested, energetic policeman to *shake up the dry bones*, I believe it would work a great good.

KENNEBUNKPORT.

Although we have reason to rejoice at the interest felt by many individuals in some localities in the cause of education, yet when we take a view of the whole field, and encounter the general apathy among the masses in this regard, we are forced to the conclusion that the prospect for the next generation to become "wiser and better than their fathers" is not so encouraging as we could desire. Perhaps, however, we have in proportion to our population, as many students in colleges, boarding schools and seminaries, of a high grade, as any other town can boast of. But we desire to see the whole people moving in a matter so closely allied to the dearest interests of every person, as is the education of our youth. Though we are not accomplishing all we could desire, yet much is being done. We have maintained a select school of a high grade in our village throughout the year, where the languages and higher English branches have been taught, while in other districts some are preparing themselves for teaching. It is also an encouraging indication, and speaks well for the intelligence of our own town, that so many of our schools are taught by our own citizens. An agent will not go out of town for a teacher when he can find a good one at home. This must serve as a stimulant to our young ladies and gentlemen to prepare themselves to excel in the laudable and honorable art of instructing our youth. As "a prophet is not without honor except in his own country, and among his own kinsmen," such teachers must possess superior qualifications, if they would be as successful and give as general satisfaction as strangers.

There are certain towns in our county, which have for many years been noted for furnishing a large number of excellent teachers; and going into those towns one is struck with the general intelligence of the people of those localities. He perceives at once the intellectual stimulant that permeates the communities where such teachers reside. With proper effort on their part, and suitable encouragement from those want-

ing them, this town can ere long furnish as good a corps of faithful and intelligent instructors from among its own citizens as any town in the county.

We are glad to be able to report that during the past year there has been added to our list of new, improved, or reconstructed school houses, another neat and commodious structure, to take the place of the one burnt last year, in District No. 6. The lot adjoining the one on which the house is located is less rough, and is free from ledges, or nearly so, and it seems to us would have been a more eligible and cheaper lot in the end. It is hoped, however, that the finishing touch will be given the lot they have chosen, by properly grading it and removing the rocks and supplying it with shade trees. Such trees, in a few years, would be a beautiful ornament to the premises, as well as a great comfort to the children. This district deserves our thanks for the honor they have conferred upon our town and the cause of education, by their efforts the past season. May they not relax their efforts, and may other districts go and do likewise.

To District No. 3, we have said all we can say. We hope they will consult their own interest and the comfort of their children, and furnish themselves with comfortable school rooms without further delay.

Districts Nos. 7 and 9 are sadly in want of new school houses. They can but realize that they are, in this regard, far behind the times. They would be unwilling to have it so, yet it is a fact patented long ago, that passers by do measure the intelligence, thrift, enterprise, patriotism, and liberality of a community by their school houses, churches and other public buildings! Where the externals of these are modernized and kept in good repair, and the internals supplied with all the modern improvements, they speak with much greater emphasis than any words can, in praise of the surrounding community. As the inhabitants of these districts are wealthy, and can so well spare the small outlay requisite for the accomplishment of these much needed improvements, may we not hope to see them moving at once in the good work above indicated?

The citizens of District No. 1 have raised necessary funds for altering, enlarging, and thoroughly fitting up their school house as the times demand, the ensuing year; and the village district, during the past year, has made quite a large outlay upon theirs, rendering it more convenient, neat, and comfortable.

Thus the good work goes on, and may it not stop until every old, dilapidated school house in town shall give place to neat, symmetrical, and commodious structures. There are several other subjects of importance which we would like to notice at this time, but for want of space we must pass them for the present.

Your Committee could have given you a dissertation upon the general topic of education, and thereby made a report more creditable perhaps to themselves, and more pleasing to you; but we have preferred to be practical, and call the attention of our fellow citizens to a few matters which we deem of paramount importance, leaving subjects of minor interest to be considered at some future time.

INDUSTRY.

We would invite your kind and earnest attention to the progress and improvement made in the Common Schools of this town, which we have presented for your consideration, in our annual report, hoping that the few brief suggestions that we deem appropriate to offer, may be available to some good purpose; while at the same time serve to awaken a new zeal, thereby promoting the interest of our future prosperity.

Returns. From returns made by the teachers, we find the general average in attendance greater than the preceding year; yet by no means satisfactory to your Committee. On this point we solicit your attention. Observation and knowledge of the absence and tardiness of children from the school-room, led us to inquire—who are responsible for

these overt acts, so deeply to be lamented? All, doubtless, from disinterestedness. Who is accountable for this great defect? Is it the teacher, parents, or Committee? Ponder on this, parents, ye whom the public demands of you—counsel, and guidance to the youth of the rising generations.

Agents. Often agents neglect too long, in employing teachers, until a late day, compelling certificates to be granted by us, which, otherwise, would be denied. What we need, are agents interested in schools as they are in their own private transactions; curtailing extravagant extortion of money for incidental expenses, such as fuel, board, &c., giving due notice to Committees of the commencement and close of schools; many of which, disregard this important duty.

It is a matter to be regretted, in one or two instances, that your officials disguised in collusion, with malevolent; usurped the authority vested in us, disregarding law and justice, while in the discharge of our duties; such base transaction being null and void, and should demand retribution.

Notwithstanding we have remarked on the schools severally, justice requires a more extended notice of some of the more successful ones, which we wish to make mention. Reference will be made to the winter schools in districts No. 1, 2, 5, 6, 8, and 9, showing a thoroughness in discipline, strict deportment, and great proficiency, under active, energetic and efficient teachers which we found in these schools; winning distinction, and claiming the respect and patronage of your Committee.

It is universally conceded that all who keep school, as the expression goes, strictly speaking are not teachers. Teaching and keeping school, are correlative terms, the former being to impart and instruct, and the latter implying a regular routine, daily, without practical application.

The essential elements necessary for a good school, are the following, viz: A competent teacher; punctuality of scholars; obedience; co-operation of parents with teachers, and a good supply of books.

Officiating in our capacity, we have endeavored to act under a firm conviction of justice to all, yet we do not claim to be free from error.

Education. Education is a subject which I think you are all deeply interested in. It is the great safeguard to which you look for protection to your life and property. It is the fabric on which is reared the great principles of self-government; and we appeal to you, parents, guardians, and friends of youth, to aid in perpetuating our Common Schools. The renowned and celebrated Grecian orator, Demosthenes, when asked what was necessary to overcome obstacles, replied: action! ACTION! ACTION! This is what we demand of you—*Action!*

“What is needed to improve our defective school system?” asks our worthy State Superintendent, Warren Johnson. The universal cry goes forth—ACTION!

Finally, we tender our hearty support to elevate, refine and improve our Common Schools. Not only this, but we ask your aid. The public good demands it. Remove the stumbling blocks that check its onward course. Dam and choke our Common Schools, and the great avenues of vice and crime are open, bringing devastation, degradation and ruin. On the contrary, morality, intelligence and virtue abound, inspiring us with ennobling sentiments of purity, love and hope. But why pursue the comparison. We all know these things, therefore let us not hold them in light esteem.

SANFORD.

Your Committee are very happy to be able to make so good a report of your several schools. Your Agents have been very successful in procuring competent teachers, and the improvement in nearly all the schools has been good. We see by the registers that

there has been a larger average attendance in many of the districts than there has been for several years. We are glad to see this, for it shows that the parents are taking a deeper interest in their children and schools. If parents and guardians could only realize the worth of our public schools, and the value of precious minds sent there, we are sure that they would see that their children were more punctual in their attendance.

Who needs to be told that in this age of the world a good education is not indeed a sure, but by far the most likely means of attaining all the ends which constitute material prosperity, competence, position, and establishment in life, and that it also opens the purest sources of enjoyment?

The surest path to a reputation for the mass of mankind is by intellectual improvement, and in this respect our school system places all our children on an equality.

Let us guard with zealous care our common schools.

NEWCASTLE.

In reviewing the past year, your Committee would say that, while our schools have not accomplished as much as we could desire, fair results have been secured. We think that there has been a decided improvement in the order. Our teachers have made special effort in this direction and have succeeded in most cases. This town labors under peculiar difficulties, and he that shall be able to suggest how these may be removed, will confer a great favor upon the rising generation. One obstacle arises from the geographical structure of the town, which in some instances necessitates small districts. Besides, such have been the changes in population, that some districts, which formerly had a large number of children, now have scarcely enough to make a respectable school: It is our opinion that the town ought to be re-districted. It is not wise to run forever in the old ruts. Some way ought to be discovered to enlarge the smaller districts—one or two might be abolished altogether. There are neighborhoods, where it would be well to allow the people to draw their school money and send their children into other towns, where the schools could be more easily reached. Another serious difficulty with which we have had to contend, is that of unsuitable text-books. Our reading books are the most inferior that we have ever seen, and as for the grammar, we do not consider it fit to put into the hands of pupils. We can readily conceive how these books supplanted the old. It was doubtless by the incessant and persistent efforts of the book-makers, who generally are more interested in their pockets, than in the welfare of our schools.

It should be laid down as a maxim, that it is no proof that a new thing is better than the old, simply because it is new. Our schools are suffering to-day immensely from these innovations. It is bad policy to make progress backward. Immediate attention ought to be given to many of our school houses. No farmer would deem himself a wise man to pay his help two dollars per day and then furnish such tools that they could do but half a day's work. Yet this is precisely the course pursued by many of our districts. You cannot expect children to make much advancement in study, while they are shivering with the cold.

Then many of the school rooms, which the parents deem quite good enough, are very deficient in proper conveniences. For want of ten dollars expended in appropriate recitation seats, the teacher is daily hindered in his work and the children are contracting uncouth and unmannerly habits. It is a wonder to us how teachers accomplish as much as they do, with such accommodations. We may suppose that school committees are chosen because they have had experience and know what is needed for the greatest efficiency of our schools. We are conscious of the high responsibility resting upon us, and it is our earnest desire faithfully and fully to meet it. We think that, under the circumstances, most of our schools have accomplished as much as could be expected. It

is not always possible to secure good teachers, and sometimes one that has succeeded well before, will fail, on account of difficulties that no teacher could surmount. There is too much wholesale censure. We could wish that every parent could try his hand at it, then we might hope for more candid judgment. There is need of a greater interest on the part of parents and a more earnest and cordial co-operation with the teacher. Thus would the money expended secure far greater and more satisfactory results.

YORK.

Your Committee are pleased to be able to report the schools to have made a commendable advancement from last year. The parents are waking up to the importance of greater carefulness in the selection of teachers, and the teachers are feeling more as they ought in relation to the improvement of their pupils, and that they are under the inspection of a much larger class. The public demands more thorough teachers, and holds them to a more strict accountability.

The consequence will be, the poor teachers will be left unemployed, and only those who command respect and confidence will be selected.

WINSLOW.

In submitting a Report for your consideration, we would first speak of the schools as a whole; and we are happy to say that their condition at the present time is worthy of commendation. Punctuality and improvement are so clearly manifest, that we have hopes of the rising generation in Winslow.

No difficulty has arisen in any district, except in No. 9, where a few large girls thought themselves farther advanced in mathematics and English grammar, than their teacher. Your Committee were called, and after a careful investigation, differed from their decision. We had not examined the teacher in branches so far in advance as were studied—supposing these girls would not attend school. And here we would suggest the propriety of employing no teacher who is not thorough in all English branches. A thorough scholar is more profitable in a backward school, and of infinite value in one that is advanced; while one of limited acquirements fails of teaching many important lessons, and is apt to teach some wrong. Agents are to blame in employing teachers many times because they are cheap. A cheap teacher frequently ensures a cheap school.

Commendable order has been observed in the schools. We find in our town schools a great amount of noise, occasioned in the first place by parents allowing their children to make a great noise with their feet in walking about the house at home. A few children at home are not noticed; but when the teacher rings the bell, and twenty or thirty rough boys clatter in with heavy boots, his patience is severely tried. Recitations must cease till order is brought out of confusion. Many teachers have in a degree remedied this evil, but it will never cease to be an evil until parents correct it. A very great additional noise is noticed from the faulty school-houses. Whispering is another annoyance, and is in all cases useless. Until all whispering and communication ceases our schools will not have arrived at a proper standard. Censurable remarks might be made about certain districts having very poor school-houses, but we forbear, hoping the inhabitants of those districts will soon erect good buildings in the places of such as now disgrace the town.

Male teachers have been employed in nine districts, and females in five, during the past winter. In many districts females may be employed the entire year profitably; but we would suggest to districts the propriety of consulting the Committee before

employing females the entire year, which will be found is law. Many times the opinion of the Committee is of more value than that of the whole district.

In conclusion we would submit a few thoughts and suggestions. First, we would urge districts to choose such men for agents as will inform themselves (if they are not already informed) of their duty, and do it—remembering one duty is to inform the Committee of the beginning and close of the schools in the districts in which they are agents. Another duty is to return the names and ages of all scholars in said districts as they existed the first day of April, to the Committee. And we would urge all teachers, not only to be faithful in the school-room, but to fill their registers as the law requires, and not think of being paid for their services till the same is deposited with the Committee or some one designated by them. We would exhort parents to visit their schools, and in this manner manifest an interest for your children. If you have a good teacher, it will be a mutual benefit; but if not, you can the more correctly judge of his imperfections. We have always found persons who suffered themselves to find fault with teachers, to be those who seldom, if ever, visit their schools. Many teachers are unworthy the name, and if parents would do their duty such would be dismissed, and advised to pursue a different calling.

We regret that so few study grammar and United States history.

PITTSFIELD.

Some of our teachers were without experience in teaching, but we think they have succeeded as well on the whole as young teachers usually do. We have perhaps been more particular in examinations than ever before. We have felt that the standard of attainments must not be lowered.

We notice in our schools that scholars are too frequently hurried into the higher reading classes before they are prepared for such an advance. This is an act of injustice to the one thus promoted and to the class into which he becomes an intruder. It reminds us of some boyish experiences, when we have tried to run so fast that we left our legs behind us. The poor reader, up against a hard word that he has never been trained to master, had better be set back where he can keep his legs. Too many teachers in such a case, just read the hard word themselves, and perhaps a whole line with it. The scholar finds himself away the other side of the word that puzzled him, and he knows just as much about it as he did before, and has only learned that when he hits another in the next line, all he has to do is to wait for the teacher to read it to him. Does such a teacher know how his mother learned him to walk? Does he think that she did it some night when his belly ached and she carried him around in her arms to prevent him from spoiling his lungs? If he understood how she took him by the hand, and tempted and encouraged him to use and rely on his own bone and muscle, he might get a hint from this that it would be far better to help a scholar in such a way as would learn and encourage him to master such difficulties on his own resources. What good will it do a poor reader if his teacher picks him up and helps him over the hard words? The teacher who shows him how to cut his formidable Nebuchadnezzar up into syllables, and then to put those syllables into the conquered word so that he fairly gets his mark on the word, and will henceforth know it by sight, does something. Such an ingenious, common-sense teacher is worth a whole acre of wooden heads. If there is any read in a boy such a teacher will bring it out, while the carrying over process smother it down, with the indolence and helplessness it induces.

What a difference there is in the value of the services rendered by different teachers! Every body can see that skill is needed in learning a child to read, and who cannot see that it must be equally necessary in every stage of the process of training the youthful

mind. These thoughts suggest more than one lesson; but one must not be lost sight of. *The very best teachers are the ones to hire.* Teaching is a profession in which teachers become skillful not only in the exercise of native tact, but in gathering in the lessons of experience. Normal schools and teachers' associations are invaluable aids. Let us get the best, and encourage them to make themselves better.

LEEDS.

We have thus given you a brief history of the condition of the schools in town, for the past year; the majority of them have been good ones; some have not been what they should be, but as a whole we believe *our* schools stand as high or higher than at any time past.

The co-operation of parents with teachers, exercises one of the most powerful influences over the destinies of a school. If parents would but visit their schools, confer with the teacher, and witness for themselves what labors and responsibilities there are connected with the school-room, it might be the means of awakening them to a higher sense of their duty, and stimulate teachers and pupils to greater exertion. If matters in your school are not moving to your satisfaction, it is far better for you and for the school, that you should go to the *teacher* with the difficulty, and candidly and fairly talk the matter over with him, lay before him a statement of the case, and in nine cases out of ten he will be willing to comply with all reasonable requests.

Do not condemn your teacher upon mere rumor, but satisfy yourself that you have sufficient cause. Then commence a right, notify the Committee to have the matter fairly investigated, and if the school is found to be unprofitable, let it be discontinued. This course will be for your interest and also for that of the district.

The majority of Agents have exhibited more interest, and used more discretion in the selection of teachers than usual. This is one of the most delicate duties an agent has to perform. Only those whom you know are good teachers, or those who you are confident will make such, should be selected.

The teachers for the past year have been more negligent in returning their registers than usual—for this reason we are prevented making a statistical report we designed to present at this time. We would recommend that the pay of each teacher be withheld until the register of his school, properly filled up, completed and signed, is deposited with the School Committee, or with a person designated by them, to receive it, as required by law.

One great fault in our schools, is irregular attendance. Parents should not permit their children whom they intend shall be present at the school *any* portion of the time, to be absent a single day. Frequent absence cannot fail to render each pupil backward, as well as superficial in their studies, and of course give a low rank in their classes. Scarcely less injurious and perplexing is the habit of tardiness, of being behind school time, thus creating confusion and delay. It is a serious disadvantage, not only to the delinquents themselves, but to the whole school.

The subject of education is one in which you are all deeply interested; you are well aware that it is the great safeguard, which gives protection to life and property. Let us educate the rising generation so that it will be able to meet the demands which will be made upon it; for that which answers for the present generation will not be sufficient for the next.

COLUMBIA.

And now, in conclusion, we would make a few suggestions which if carried out would, we believe, greatly increase the efficiency of our district schools. First, we would speak

of the non-attendance of scholars in many cases. Parents and guardians and others, having the care of children, seem to think that when food and clothing are provided their duty is done; while education, which is of untold importance to their children to enable them successfully to meet and accomplish the duties of life, is in a great measure neglected. So long as many parents are indifferent whether or not their children attend school, suffering the most trivial causes to keep them at home, just so long will our schools and society suffer from this indifference, and just so long will parents commit a crime against their children and society. Another matter is the aptness of parents to speak of any error in a teacher's conduct, or express their dislike of him in the presence of their children. Any such words are sure to fall on willing ears and will exert a powerful influence for bad.

Of School Supervision. Your schools need the constant supervision of the committee. We are not in favor of leaving this matter to three, as what is everybody's business is nobody's business, consequently the work is never half done. But by the terms of the law the committee are allowed to choose one of their number (a record to be made of such choice) who shall visit each school twice, once at the beginning and once at the close of each term. Selecting a good man for this place, and voting him sufficient compensation to enable him to perform his duty, would add much to the interest and efficiency of our common schools. Again, the members of the committee should appoint some time and place for the examination of those proposing to teach in town and give public notice of the same. Now it is often much trouble for teachers to find members of the committee, and they sometimes teach half of their schools and in some cases the whole without the necessary certificate.

We need a revision of the books used in our schools; we would not recommend a change at this time, but simply a striking out of some four or five now used, thus reducing the number of classes in school, enabling the teacher to bestow more time on those remaining, and lightening the expense of parents in buying books. Now we have two geographies, four arithmetics, two grammars and six reading books in use in our schools, making it difficult for some to provide books for their children, and adding needlessly to the teacher's burden.

We would recommend that what are known as the higher English studies be not allowed in our town schools. In our minds the purpose of our common schools is that every one may acquire such a knowledge of reading, writing, spelling, arithmetic, grammar and geography, as he may require in the common walks of life; this, with our short schools, is as much as can be done ordinarily.

We have now called your attention to those matters which we consider of the most importance; and as our term of office expires this day, you cannot accuse us of selfish motives in any change which we have recommended.

CORINNA.

There is one sad deficiency in all the schools, viz., a lack of dictionaries. Spelling and the meaning of words are too much neglected in the most of our schools. A dictionary is imperatively needed in every family, and we hope parents will see to it and supply their children with this necessary text-book.

A commendable improvement in writing has been obtained in most, if not all of the schools during the year. Much credit is due to Mr. Stuart, of your Committee, for his untiring efforts in awakening an interest in this branch of education.

Generally the school houses in town are not kept sufficiently in repair. As a matter of economy we would recommend to agents to see that their houses are kept in proper repair.

WATERVILLE.

In so brief a reference to these teachers, the Committee may seem to give to some of them but grudging praise. We have, however, a hearty sympathy with them all in their trials and work. We know that they have many and wearing difficulties, beyond what most persons seem to imagine. Their days, and often their nights, are made anxious. Dependent so largely on public favor, it is not strange if they are sensitive to what is said of them. A delicate regard to their feelings is therefore the more a duty. Their services are of unspeakable value, not to be weighed against the generally small pecuniary consideration which is afforded them. We find them, in not very rare instances, giving proof of a degree of tact, judgment, caution, and high moral feeling, in the management of difficult questions, which in more conspicuous positions would command unqualified admiration; and we are led to say, that school-keeping is as much a test of *character*, as of learning. It calls for the best qualities of the head and of the heart. It is, in this view, an employment to be honored; and hence all who seek it, should take the full time and pains to qualify themselves for its duties.

KITTERY.

We trust that the example already set by some districts in town in the improvement of their school houses will soon be followed by others, until Class 3 will be dropped from the list of school houses in Kittery.

Let parents imagine themselves children, again possessed of all their eagerness to sport in the sunlight of heaven with the bright sky above, the verdant carpet of nature beneath, and the rich foliage of the groves on either hand; where echo the gurgling streams, and the sweet music of birds enraptured by a thousand varying notes, affording to childhood such innumerable sources of delight—summoned by the instructor's bell, entering a school house with windows so small, so high in the ceiling and so far apart, that its interior resembles a prison rather than a school house; with ceilings sombre and defaced by the vulgar caricatures of those scholars, who, like Tommy Traddles at Salem House, made such images as were instinctively suggested by the surroundings; with desks hacked, spliced and twenty times re-nailed—whose tops have served as candle-stands and ink reservoirs; with unsightly breaches in the plastering above, and constant danger of their growing wider—the floor beneath uneven, cold and dirty—with a disconnected and rusty stove-pipe emitting smoke and soot water; with seats from which the feet cannot reach the floor, nor arms the desk, except by contravening a law of nature, and where there is not one beautiful or attractive object, except it be a school-mate as restless and unhappy as themselves—would they wonder why their children become wearisome, unhappy, and anxious for the school to close, or why they ask to remain at home to play in the fields so often?

Agents. District Agents, as at present empowered, are very important school officers, possessing power over schools which should be entrusted only to men who feel a special interest in educational matters, and have the ability to comprehend the educational wants of their districts.

Too much care cannot be used in their selection, and we would respectfully urge upon districts the importance of selecting such persons to act in this capacity as have a special fitness for it, discarding all political, sectarian and unworthy considerations that may be suggested. Districts, through their agents, have the power to add greatly to the improvement of our schools and aid the Superintending School Committee in accomplishing this end. Good teachers should be retained by a district so long as their services can be commanded. It is economy to increase their wages for this purpose rather than change so frequently as is the practice.

We have furnished agents with a copy of the school laws and digest, to be delivered to their successors in office, and we would call their attention to section 53, which provides for returning a list of scholars to the Superintending School Committee in the month of April; also to Form No. 2, which is furnished them for giving a synopsis of money expended for public and private schools, fuel, repairs, &c. Neglect on the part of agents to make them, render your committee unable to complete their annual report to the State Superintendent. They should be sent in soon after the accounts of the agents are settled.

As agents can seldom inform the Superintending School Committee when a school commences how long it will continue, we have no certain guide in this matter, and as several schools frequently close at about the same time, we would advise agents to give at least a fortnight's notice thereof to insure a final visit.

Teachers. We need those to teach who understand the art, those who have been especially instructed for this purpose, or have acquired it by experience.

We need a uniform and systematic course of instruction, which should be derived from a source to which all teachers can have access. Normal Schools and Teachers' Institutes are the principal sources; the former we have in this State, and the latter will doubtless be re-established.

Our teachers should avail themselves of the liberal advantages afforded by these schools. Many of them possessing good natural ability for model teachers, consent to continue the same habits with which they began teaching second rate schools, when they might acquire in a single term at a Normal School, if they felt the need of it and would apply themselves to attain it, such knowledge as would make them able teachers. The advantages would not end with the term, but they would obtain the germs of a system which would constantly be developing into maturity with accumulating experience. Education is the foundation, but not the profession of an instructor.

The student fresh from college would not think of immediately practicing law, or surgery; for the same reason he could not expect to succeed as a common school teacher.

It is one thing to know the tools of an artizan, quite another to use them skillfully.

In the common school there must be a perfect organization, a *head*, capable of comprehending the ability and wants of each scholar, to classify and so control that each one will faithfully perform his part, and be profitably employed during school hours.

The effect of systematic teaching is clearly indicated by the steady improvement of those schools in town where it has been employed most successfully, and where still greater results have been added by retaining the same teachers through successive terms.

Districts Nos. 1, 2, 7, 9 and 12 afford examples of the practice of both these principles within the past three years, although they have been but partially carried out in either of those districts.

Teachers cannot be too careful in their deportment and conversation in the presence of their pupils at all times, and especially in the school room; their acts, words, and oral instruction are closely observed, imitated and remembered by many eager and imitative children, whose impressions, whether true or false, will be as lasting as their lives.

Teachers should impart no errors either of pronunciation or sentiment which may need correction in after life.

Classed as a whole, the teachers employed the past year compared favorably with those of the two previous years, but there was that lack of adaptation to their respective schools, in some instances, which has generally been experienced, and which is so difficult to avoid under the present system of employment. Agents alone can regulate this matter, no discretion being left with the Superintending School Committee; they

must either pass or reject. In the exercise of the latter absolute prerogative, they do not feel warranted, if the candidate possesses the statute qualifications, especially when there is no prospect of obtaining a more suitable person—and this is usually the case at the date of examinations; consequently the schools suffer.

We may have teachers well qualified, and in all respects adapted to every school in town, but there is no agency by which they can be assigned to their appropriate spheres of duty, and this cannot be done until those whose duty it is to examine, have the power to employ.

We have several examples of the result of this evil of inadaptation among our resident teachers the present year—one of which we will name. In District No. 4, N., which has the smallest and most backward school in town, was employed one of our best resident female teachers. We would not be understood that a teacher can be too *good* for *any* school, but a true policy would indicate that the services of teachers should be employed where they can impart the greatest amount of usefulness.

Many of the Registers designed for teachers are not properly filled up and completed; until this is done and they be returned to the Superintending School Committee, teachers are not entitled to their pay. *Everything* required therein is important, and required by the Superintending School Committee to complete their returns to the State Superintendent.

The task of completing them is easy, and the manner in which they are made up is indicative to us of the interest which teachers possess in the essential elements of our common school system.

We would recommend semi-monthly meetings of all the teachers in town. Such meetings will be found valuable for the correction of errors, which may appear by an interchange of views upon different methods of instruction, for establishing a laudable emulation among teachers to excel, while it will tend to develop and strengthen their natural powers.

The committee will be happy to co-operate with teachers in establishing such a local organization as shall be both agreeable and instructive.

General Remarks. The whole number of scholars in town between the ages of four and twenty-one years is 1075, showing a decrease since 1850 of 104, and since 1860, a decrease of 99. This fact shows that we have contributed little less than our proportion towards the total diminution in the State, which the State Superintendent of Common Schools says amounts to 20,000 during the past eight years.

The amount of money raised last year for the support of schools was \$3000, which, with the amount received from the State, made \$3086.

The amount received from the State was apportioned among the small schools in Districts No. 3, 4, N., 6 and 10. The amount for each scholar was \$2.87.7.

For other particulars, please examine the tabular statement.

The increased expense of schools, and the fact that we have expended for educational purposes in this town during the past twenty years about \$40,000, exclusive of the cost of school buildings, very naturally lead us to inquire, whether our schools during all that period have been steadily progressing, and if we have derived all the benefit we might have reasonably expected therefrom? We answer no, to the whole inquiry.

Our schools have had periods of progression and periods of retrogression. Their progress may be attributed to the consecutive employment in the same schools of efficient teachers, and parental support and encouragement. When these necessary aids to town schools have been wanting, a reaction has taken place, and they have retrograded.

These changes have been so often manifested in the different school districts in this town that no citizen who has watched our educational interests during that period can

have failed to observe them; and the fact that they have not all been similarly affected at the same time, leads us to conclude that these changes depend mainly upon local causes, or those within the control of the districts themselves.

There have always been *some* encouraging results, and this accounts for our Superintending School Committees having usually given us the impression that as a *town* we have been steadily advancing under our present system for the past twenty years. Had this been true we should occupy at this time a proud position as an educating town, compared with the foremost in the State.

The fact is, we are far below the standard, while more modern towns have far out-reached us, and by their rapid strides have determined a policy which the State will eventually be compelled to adopt, unless she shall choose to lag behind other States in educational matters.

Let us not deceive ourselves in this matter, but admit the fact, and apply ourselves as those who value the interests of the rising generation, to find the remedy. And do this as individuals, as school districts, and as a town; without waiting for the State to open a new avenue to advancement by improving our school system.

We are aware that with our present imperfect school system there are many hindrances in the way of uniform, constant progression; but imperfect as it is, we can do much towards advancement as a town.

Too often the earnest and united interest of districts are destroyed by the injurious disposition of some unimportant or selfish matter growing directly out of the functions of a district organization, which serves for a time to defeat the very object of its existence.

In some of our districts, an apathy, approaching to utter indifference, is manifested by parents in regard to the interests of the school; they neither visit them, nor see that their children attend punctually and promptly.

It is stated, upon the authority of an aged and reliable instructor of this State, that "our schools improved from 1798 to 1848, and then remained stationary till 1860, and since 1860 have declined."

There must be a cause for this decline, and our most responsible educators believe it lies in the defects of the present system; that we have outgrown it, and that we need new and improved agencies to keep pace with the times. With this view, the State Superintendent of Common Schools has recommended in his annual report the abolition of the district system. By this change he claims that the *disadvantages* named under the head of "School Districts" will be avoided and the following *advantages* gained:

"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 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."

He states that those towns in the State which have adopted the town system, stand educationally far in advance of all others.

There are ample arguments accompanying his recommendations, but the limits of this report cannot embrace them. We submit the *propositions* for the information of our

fellow citizens, trusting that in its discussion we may prepare ourselves for the adoption of that system of educating the youth of our town which may promise the widest success. We frequently hear praised some of the old pioneer schools of our Puritan fathers. In those days, when the teacher was a parish fixture, boys were taught the classics and prepared for college in the parish school. And most of those who availed themselves of those schools, became, it is said, more thorough scholars than those of the present day. This is perhaps the reason why old men sometimes refer with a conscious pride to "the days when I went to school."

If there were good schools then, why cannot we have good schools now? It cannot be because it is impossible under our present system, but because we do not use the necessary means. This is the reason why it is represented as "an old wheel out of gear, or hanging as a dead weight."

If we neglect to use the means necessary to raise the standard of education, we can only hope for greater efficiency by changing the present system.

We would commend the careful perusal of the Report of the Superintendent of Common Schools for the past year, by every one interested in our schools.

Your committee have visited in company, with a few exceptions, and carefully examined all schools in town, twice or more, during each term, and have endeavored to suggest such improvements in studies and discipline as seemed conducive to their true interest.

As a town, our advancement the past year compares favorably with that of the year previous, but is confined principally to one of the districts in town; the others have generally made ordinary improvement, but have not contributed any to advance the standard of *education* in the town.

In many of our schools, especially in the eastern section of the town, arithmetic has claimed the attention of scholars, particularly of the larger male pupils, to the too great exclusion of other branches.

We have, as a rule, required grammar and geography to be commenced by such pupils, unless sufficient reasons existed for not enforcing its observance. It seems a little absurd to find a young man of sixteen or seventeen years of age in what is termed a "Grammar School," who has never studied grammar at all, and geography but little. This is certainly an obstacle in the way of grading, and an example demoralizing to such a school.

Such scholars seem out of place in the primary school, but what they know about arithmetic, in most instances, does not entitle them to be anywhere else.

Our best scholars in mathematics, with scarcely an exception, are those who know something else; and those who give their whole attention to arithmetic seldom progress so rapidly in this branch as those who have two or three studies besides. The exclusive attention which has been bestowed upon arithmetic is traditional, and doubtless is owing to the great honor which was anciently bestowed upon eminence in this branch; but now no such distinction attaches to the honor of being a superior mathematician as is accorded to him who claims equally the honor of being master of his vernacular language, or possessing a geographical knowledge of the planet on which he lives, its composition, and the philosophy of its forces.

The study of mental arithmetic has been increased in most of our schools the past year with good results. We have urged its study by those scholars who have advanced in the common school arithmetic; in fact, its study should be made universal in all schools where scholars have not become perfectly familiar with it.

The aid which it renders to operations in advanced books amply repays scholars for the time devoted to it, to say nothing of the valuable habit thus acquired of readily and accurately making mental computations.

Writing, which has been almost wholly neglected in some of our schools, has been made a duty for scholars of the proper age, during the past year, and the result has been most gratifying. The books have been neatly kept and well written. The improvement exceeds our expectations. Generally half an hour each day has been bestowed upon this branch.

To secure good copies and a uniform system, it is advisable to procure the books specially prepared for this purpose. Payson, Dunton and Scribner's series are preferable, but care should be used in selecting the appropriate numbers of the series—such only should be used as is adapted to the scholar.

The importance of spelling and pronouncing words has been urged upon the attention of teachers, and the improvement in this regard is commendable, although we notice imperfections in this exercise in nearly every school.

Punctual and prompt attendance is absolutely essential to the advancement and order of schools. In these respects our schools have always been faulty, but the registers show a slight improvement in these respects for the past year. By reference to the table it will be seen that our school privileges, as they are, are lost to one-fourth of those who attend school, while 329 do not attend at all.

These faults lie in a great degree with parents. Scholars, who cannot be controlled by parents, are with great difficulty controlled by teachers, yet some parents expect a teacher to accomplish with sixty scholars what they cannot do with one-twentieth of that number.

It may reasonably be inferred that some scholars are sent to the school room with no higher motive than simply to get rid of them at home. This is more especially true of small scholars, as large ones usually find numerous places of resort without troubling the parental abode or the school room, when naturally disinclined to study and left to pursue their own inclinations. The latter class of scholars are those who are usually driven from the school by a teacher who is a thorough disciplinarian, but they infest the halls of learning when such place can be made by them a little less happy place than a neighboring grocery. We do not wish to be understood that they are driven in the same manner as the angels were driven out of heaven, but doubtless for the same reason—order is uncongenial to them, restraint unnatural—and being *free immortal* agents, they instinctively withdraw. But worse than all the rest, there is no power to oppose it.

Of course in the estimation of the parents of such scholars the school "does not amount to much," and in fact, it does *not* so far as they are concerned.

Parents should visit the schools, and show that they have an interest in their children's progress, and by their presence encourage the efforts of teachers and scholars. By this means parents are brought more in sympathy with teachers, and impart a confidence and support which are so essential to the greatest success of a teacher.

A parent who studies the true interests of his children, will refrain from expressing, in their hearing, any opinion derogatory of the teacher's character, whether it be true or not, nor will he evince a disrespect for his conduct, or encourage opposition to his legitimate authority in his children. There is a better remedy for the little ills growing out of school government than that. Go and see the teacher, learn the facts from him, rather than depend entirely upon any other party, and you will find little trouble in adjusting any difference of opinion without compromising your honor, or detracting from the usefulness of the school.

The result of antagonisms between parents and teachers is always disastrous to schools; nevertheless there are some who are constantly ready to establish such conditions upon the slightest pretext.

No change has been made in the text-books the past year, nor have we decided upon a list for use, on account of the effort of the State Superintendent to have a uniform class. There is need for some changes for the purpose of classifying; but when children

require new books, the advice of the Superintending School Committee should be taken through the teachers, to avoid unnecessary outlay in the purchasing of wrong books.

Too great a variety of books upon the same subject has crept into some of our schools, causing an unnecessary number of classes, thereby reducing the time which the teacher has to devote to each class.

We have observed generally in our schools too great a neglect of the black-board. It is one of the most efficient means that teachers can employ in teaching mathematics, geography, and in fact, almost every branch studied in our schools. In some instances we have inquired for chalk, and have been informed by the teacher that there was none—"it has not been used during the term." What can a Superintending School Committee think of such a teacher?

In some school houses the black-boards are too small or need repair. Every district agent should see that the black-boards are ample, and in good order before the commencement of the summer terms.

All schools should close as soon as February 20th, so that there may be time to receive the proper returns necessary for the Superintending School Committee to make a complete report to the town at its annual meeting.

Some schools which do not commence until the middle of December, might, with much more economy, begin on the first of November.

We have endeavored to faithfully discharge our duties, and in so doing the knowledge we have derived from our schools the past year has been the result of our personal observation; and in this report we rely upon no other. We speak without prejudice or a desire to favor any school or teacher, having the disposition to exhibit as true a condition of our schools as the customary duties of a committee will enable them to report. If we differ from some who imagine they possess information in relation to some particular school superior to ours, we shall still adhere to our opinion; for we know, that without personal inspection of a school, no one is prepared to pronounce upon its inward character and scholastic attainments. It is an unhappy fact for us that few persons, parents or others, not scholars, are thus prepared to challenge our statements. In those few instances where they *may claim* that right, fortunately, to contradict would be to disparage; and we are quite certain that few schools under parental inspection deserve such a questionable compliment.

Our thanks are due for such co-operation as we have received from parents in our endeavors to improve the condition of our schools the past year, and the signs, in some quarters, are encouraging, that, hereafter, those whose particular province it shall be to continue this duty, will receive greater support from the parents of Kittery.

SIDNEY.

By the above report of each school, you will see that they have been attended with a good share of success; yet some have not accomplished all that we expected of them, or all that they may accomplish with a stronger effort put forth on the part of teachers and parents. Each year should see our schools better than they have ever been before.

In the remarks we address to parents, teachers and agents, we desire to speak of those things which none will deny are essential and right.

To you, parents, we will speak first, because we think your duty the most important. On your influence greatly depends the success of the teacher. Those things which you regard with respect and esteem, will, to a great extent, be so regarded by your children. Regard the success of the school as their gain, and its failure as their loss.

Do not try to put all the responsibility of having poor schools upon teachers, agents or Committee, neither place *too much* reliance upon them. See that your children are

punctual and constant in their attendance, if you would have an interesting and useful school; for, if scholars are not at school regularly, the best of teachers can do but an imperfect work in their instruction. This is not the only injury done; you are encouraging your children in habits of irregularity, which may affect their character for life, and hinder their success in affairs of business.

Be very careful what you say about the teacher before your child. If the teacher errs, speak with him privately, and if possible, settle the difficulty; but, if this cannot be done, and you are confident that a wrong exists on the part of the teacher, make the charge in writing to the proper authorities, and assume your own just share of the responsibility. No teacher is supposed to be perfect. Try to make a good school better, and *never* be instrumental in making a poor school poorer.

Do not, we beseech you, be too anxious for your children to advance too fast in their transition from one text-book to another that is higher and more difficult. Let one book be thoroughly mastered before taking another of a higher grade. We are constantly finding scholars in studies for which they are not prepared, and in books beyond their abilities. This may arise from a worthy ambition, but it is certainly a great and pernicious mistake, as it has a tendency to superficial scholarship.

When your school is short, if it is a good one, we think money would be well invested in prolonging it a few weeks by contribution.

Lastly, as you love your children, as you wish for a wise and economical use of your school money, as you desire to have a high-toned and superior instruction, visit the schools; for there is no surer method of encouraging both teacher and pupils to perform their part faithfully, than by frequent visits to the school-room.

Most of our teachers have proved themselves competent for their work; yet there are some, we fear, that do not fully realize the responsible position in which they are placed, as they should. We often hear the remark, "The teacher's calling is a high one," yet we fail to realize its force. Next to the parent, they are responsible for what the next generation shall be. Teachers are generally much more deficient in the capacity to govern and control a school properly, than in the requisite literary qualifications. No school can be wholly profitable where there is a lack of system and good order. The work must be not only regularly laid out, but firmly and energetically carried forward.

Teachers should be active, vigilant and persevering. They should be kind and affable in their department, and at the same time maintain a becoming dignity and self-respect. And, while the timid and retiring scholar is to be encouraged and led forward carefully, by gentle words and mild measures, the obstinately disobedient are to be controlled with a firm hand; and if need be, made to *feel* the necessity of obedient submission.

We regard the Normal Schools as exalted tributaries, in furnishing more competent teachers, and thereby raising the standard of Common School instruction. We would urge our teachers, especially those just commencing, and those proposing to teach, to avail themselves of at least *one* term—more if possible—at one of the Normal Schools; for teachers need training for *their* profession, as for any other.

School agents, hold important trusts. They determine how the district's money shall be expended; they decide as to the character of the teachers to be employed; they can shape everything concerning the school, about as they please. Therefore let competent agents be chosen, who will attend to their duties, employing the right kind of teachers—the best for the place, and not the cheapest because they are cheap—such are dearest in the end. Let parents remember that the quality of the school depends far more upon the quality of the agent than upon the efforts or efficiency of the Committee. For the agent alone *selects the teacher*. The Committee have merely a *veto* power. They may reject,—they cannot nominate. Yet we will not throw all the blame upon agents, for we are well aware that we have given certificates in a few instances, when they should

have been withheld, and we should refuse them if we were again placed in like circumstances. There has seemed to be a scarcity of teachers in town the past year, and we have granted certificates in one or two cases, that would have been withheld, had we been sure a more favorable candidate would appear. Therefore engage your teachers early.

School agents will please return to the Superintending School Committee and Assessors the number of scholars in their respective districts, as soon as possible after the first day of April, that we may comply with the requirements of the law.

Agents, do you remember that you are under oath, and that the law makes it your duty to notify the Committee, in writing, of the commencement, and expected length of each term, and that the penalty is one dollar for each day the school is kept before such notice is given? Were this law strictly enforced, we should have a fund but *little* less than the whole sum voted by the town for school purposes.

School Reports. "It is our conviction that the annual reports of the School Committee may be made efficient aids in promoting the general cause of education. But if these reports are to be only a mere matter of form, to be read only at town meeting, in the midst of confusion incident to such a place, and where, all but a few general items will be forgotten very soon after they are heard they must necessarily be of but little real value, and of no efficiency. Such reports should be printed and circulated among the people. Each district should know something of the condition of things in other districts, and all should know what the Committee is doing, and how the cause of education is progressing. We think printed reports serve as an incentive to both teacher and scholar, furnishing a suitable encouragement to the faithful and diligent, a strong incentive to the careless, and a merited rebuke to the inefficient."

We would suggest that the Treasurer peremptorily refuse to pay all teachers orders, unless they deposit their registers duly filled out, with him, or produce a certificate that they have been left with us, according to law; for we are very much troubled to get them in any way.

In regard to the studies pursued we believe less of the time should be given to written arithmetic, and more attention bestowed upon mental arithmetic, reading, spelling and writing; the last of which is sadly neglected in some of our schools. Many young persons who have enjoyed all advantages of our Common Schools, are poor readers, still poorer spellers, and unable to write a good legible hand. This should not be so.

A change of some of the text-books makes a uniformity throughout the town. We were reluctant to undertake the exchange, knowing the expense it would incur, but the wants of the school required it, and the exchange was made on such terms, that we think very general satisfaction was given to parents and scholars.

Three of the school-houses in town should be remodeled and thoroughly repaired the present year, and we earnestly hope that it may be done.

Teachers, Committee and parents should aim to elevate the standard of morals. The moral character of the child is often neglected in our schools. He must be taught to respect himself as a physical and a spiritual, an intelligent and a moral being, and to live accordingly.

In conclusion, permit us to say that in our official acts, we have neither tried to please friends, nor offend enemies. We are aware that many will find fault with our labors, and some criticise our remarks; but we submit our proceedings to the inspection of those for whom we have labored, in the firm consciousness of having honestly and earnestly endeavored to do our duty.

ANSON.

It will be observed that the amount raised the past year by the town, was reckoned on a basis of seventy-five cents to an inhabitant, as the law required previous to March 3d, 1868, our annual meeting being on the 2d day of March, the law requiring us to raise \$1.00 not taking effect till the 3d day of March, so that this year we shall be obliged to raise about \$500 more than last year. On the other hand we shall lose the amount drawn from the State, as you will remember that an order was introduced by Nahum Pinkham, instructing the Committee not to visit the schools for the year 1867, which order was respected by the board, and in consequence we were not able to make the necessary report last year to the State Superintendent, as required by law, and he has reported our town delinquent at the State Treasurers' office. The wisdom and financial ability of this order can be appreciated by the town when they consider that they save perhaps \$20 on the last year's Committee bill, and will lose in the neighborhood of \$100 which we might have drawn from the State. For the year 1868, however, your Committee have attended to their duties so as to be able to make their annual report unless the same counsels shall prevail as in 1867.

We feel sorry to again remind the town of the miserable condition of more than half of their school-houses, especially when this town has a reputation for the excellent care they take of their fine-wooled sheep. If many of our farmers proposed to winter their thorough-bred merinoes in those cold, tumble-down affairs, we think they would spend larger sums of money in repairs than they do to fit them for houses for children, for six hours per day in the coldest weather. We say *emphatically* to some of these dilatory districts, that unless they improve the condition of their school-houses, the Committee will feel it their duty to see that they are made more comfortable for the scholars as by law they are empowered to do. Nearly all our school-houses are entirely destitute of any out-buildings at all, and the few that do pretend to be supplied, are nearly worthless. We suggest most respectfully, that *common decency* should alone prompt us to supply this deficiency. One day's work from each voter in any district will build a respectable out-house for our schools. We ask again, who can hold up his head without blushing with shame if he refuses to give so small an amount for this object?

We must again urge upon agents to make their returns to us on or before the 25th day of April, as a report has to be made to the Secretary of State on or before the 1st day of May, unless we wish again to lose our part of the School fund. We have been obliged to make reports for several of the agents, the expense of which comes out of their district's money.

The schools for the past year will not vary materially in quality from two years ago. The Committee find it very difficult to obtain a sufficient number of competent teachers for all the schools, while agents persist in hiring for the least number of dollars per month or week. It is true, we can find enough school teachers, but school *masters* and *mistresses* are very scarce. In short, our teachers lack the ability to *govern* and *discipline* a school. We urge upon agents the importance of securing teachers of large experience and known ability, even though you are obliged to pay a little higher wages, for as Guizot says: "It cannot be too often repeated that it is the master that makes the school." It will be impossible for us to mention specifically all the schools in town, but will mention a few particularly deserving, or that have been failures.

In conclusion permit us to say that most of the districts are too small, thus necessitating short schools and cheap teachers. We would suggest that some measure be taken to re-district the town the ensuing year.

Too little interest is felt by agents, Committee and parents in the success of our schools. Is there any item involving the expenditure of more than \$2000, as will be the case the present year, of which the voters of this town take so little interest, or

know so little of the results of their investment? Our present Legislature is taking steps to secure State uniformity of text-books, and it is probable the plan may be adopted. If so, it will put at rest for five years, the annual expense of changing books.

An effort is being made to secure County Supervisorship, and to abolish the district system. For arguments pro. and con. on this subject, see the very able report of the Superintendent of Common Schools. Finally shall we, then, when others are taking so much pains to elevate their schools, and improve their school edifices, be dozing along in a Rip Van Winkle sleep, finally to be awakened by the whistle of the locomotive, and the tramping of his steeds of fire, as he flies up our beautiful valley, to find that "the world really moves."

SCARBOROUGH.

We have given you according to our best judgment a brief account of each school in town. And we rejoice that we are enabled to give you so good a report. That no year has better success attended our schools than the present; that we have had no trouble in a single instance; that order, harmony and good feeling have prevailed. This is an encouraging fact; and we may feel that parents and scholars regard themselves above creating disturbance in school. As you have perceived, one substantial and commodious school-house has been erected during the year; our others, with a single exception, are all painted, comfortable, and commodious, and will compare favorably with any of the surrounding towns. To the single exception, we would say, the sooner you imitate the example of No. 4, the better.

Yet we would not have you believe that all has been done that could be towards perfecting our schools. Parents seldom visit the school-room, and only in a single instance have we met any there; and we have frequently met those to whom it apparently makes but little difference "whether school keeps or not."

Another evil to which we would call your attention is irregular attendance. Teachers' registers tell a sad tale in this respect, although there are some scholars that miss not a single day during the term, yet there are a far greater number whose days of absence exceed the days of presence. Now this is all wrong, and parents are responsible for the evil.

Your Committee are convinced that the time has come when some change should be made in our school-books. During the last twenty years, little or no change has been made, and scholars have become careless and indifferent with the books now in use. Besides, like your last year's almanac, they are behind the times. Some will say that we are already overburdened with taxes, and they can ill afford the expense. To such we will say that parties are now ready at a very trifling expense to exchange new books for old worn out ones, thus instead of a burden it would prove a saving to the town.

Before concluding our report permit us to express a hope that every voter will see that an agent is chosen for each district, who will exert his utmost efforts to early secure the services of the best teachers, and if any of us have been negligent in any duty towards the welfare of our schools, let us resolve from this day forth that it shall be so no longer.

BIDDEFORD.

The laws of our State, as well as common custom, make it the duty of the Superintending School Committee to prepare an annual report of the condition of the schools, for the information of the public, and to make such statements and suggestions as they may deem necessary to promote the interests and increase the efficiency of the schools. It is with proper deference to the opinion of others that we venture to suggest our ideas

of the wants and requirements necessary to produce a higher standard of excellence in the schools, and to accomplish more satisfactorily the objects designed by our system of public education. The period of childhood and youth, most of which should be spent in attending school, is the time when characters are forming; the influences therefore which surround the child during his school days, have much to do in determining his future destiny and usefulness. These influences will have their weight in determining whether the child shall make a valuable member of society, an ornament in the community, an honor to himself and family, morally as well as intellectually, or shall occupy a less elevated position and be a "hewer of wood and drawer of water."

What are the Duties of Parents? It is proper to presume that all parents, who are blessed with children, have the deepest interest in their welfare, and are willing to cooperate with the Committee and others to raise the standard of the schools. Yet it is too true, while many appreciate the advantages of a good education, and desire that the public school shall be of high order, and follow the course of the children through their school years with patient care and ready encouragement, there is still another, and very large class, whose own advantages for early instruction have been very limited, who seem to care but little for the education of their children. Many of them require the earliest possible income from the hands of their children, and will allow them to remain in school only while they can reap no reward from their labor, and while connected with the school, they commit all care to the teacher and others, happy to be relieved from the care of their own offspring for an allotted time each day. To such parents the Committee would earnestly appeal, with the almost certain knowledge that the appeal will not reach them, for if a copy of this report be placed in their hands, so entirely indifferent will some of them be, they will not even read it, much less act upon its suggestions. If this, however, should reach but a small part of the parents, we hope some good will be accomplished.

Our lower Primary schools in district No. 4 are very full, many of them having scholars largely in excess of seats. The statute of the State allows a child of four years to be admitted as a scholar. The Committee insist that this is too tender an age for admission into school. The Middlesex County, Mass., Medical Association, after a careful discussion of this very subject, says: "No child should be allowed to attend school before the beginning of the sixth year." This is one full year later than our law allows, and one full year later than many parents are accustomed to send their children to school. This Association gives as a reason for this action, that the first five years of a child's life is needed to give physical nature a fair start, that every child has enough to do "in learning to use its limbs and senses, to talk and obey." They further say experience has shown that children, who have never been to school till full five years old, make more rapid progress than those who begin school life earlier, and that liability of injury, both of mind and body from sedentary application, is in direct proportion to the youth of the student. Believing this to be true, your Committee would advise parents not to send their children to school too young. By a special act of the Legislature, the city of Portland debar the children of that city from school, until the age suggested, with like good results to scholar and school.

When the proper age has arrived, do not think your duty is ended by simply causing the attendance of your children. Show by your acts, that you believe the school of importance, and give them your personal attention and watchfulness. Cause your children to attend every day of the term, unless sickness or unavoidable necessity hinder; and insist that they shall be in season in the morning and at noon. This is the first duty of the parent, and unless this duty is faithfully performed, your children cannot receive the highest benefit from the school. Neither the Committee, the teacher, or

the truant officer can do your duty in this respect. As well might you expect your child to take a good standing in the class with one-quarter of the leaves cut from his book as with one-quarter of the lessons lost. Talk about the studies of your child, manifest an interest in his success, encourage him, make him believe you appreciate his endeavors, and do not let him receive the impression from your neglect, that you care but little for his progress. Do not speak slightly or disrespectfully of your teacher, nor question his scholarship or right to discipline his school in the presence of scholars. Show your interest in the welfare of your school and your scholars by frequent visits to the school room. This is a duty that is sadly neglected by most of the parents in this city, but we are happy to state that there are many exceptions to the general rule, and we notice that the influence exerted by those parents over their children is very marked. Teachers and scholars are encouraged when they observe that the parents and guardians take an interest and visit the schools, and are led to take a nobler view of the noble employment in which they are engaged.

The Committee talk thus plainly to parents, because they observe a neglect on their part, in showing interest in the welfare of their children, or desire for their improvement.

Irregular Attendance. The schools of the city have the same trouble to contend with that other schools have, to wit: the irregular attendance of many of its scholars. This evil has been alluded to, and the evil effect of a want of regular attendance has been noticed in the remarks to parents.

The returns of the teachers of the High and Grammar schools in district No. 4, and of some other schools, show that many of the scholars of the schools did not have a single mark for a succession of terms for absence or tardiness. Fortunately they are healthy, and very fortunately for their education and habits of regularity, they have a desire to be punctual themselves, or have parents who have their success in study in view, and require their punctual attendance. In many cases we have found an inexcusable want of regularity; in one case as many as seventy days the past year of forty-two school weeks. Reduced to weeks of five days each, this record shows an absence of fourteen weeks of the forty-two—one third part lost, and no valid excuse for a large portion of the time. One single recitation lost destroys the connection in the studies and lessens the interest in the school; repeated absences begets entire indifference in study, and forms habits that will be detrimental to the business success of after life.

Tardiness, a kindred habit—injurious to the scholar who indulges in it, and to the school at large—is much too frequent in many of the schools. The scholar who is proverbially irregular in attendance, and who is frequently tardy, generally has a black deportment record and a low average of scholarship. The correction of these pernicious habits lies with the parents. The Committee may advise and direct, the teacher establish rules that will mend the matter some, but a thorough radical cure must be found in the home government.

School Books. The State Superintendent of Common Schools recommended the passage of a law to make the text-books uniform throughout the State. Anticipating some action on the part of the Legislature the present session, the Committee have made no changes the past year. We find in some of the rural districts a large variety of books in the same study; in one, some six or seven kinds of geographies, requiring as many classes, when not more than two should have been in the school. As the Legislature did not pass the law required by the Superintendent, we leave to our successors the duty of attempting "uniformity" in this city.

The cost of school books being so great and the quality of binding these latter days so very poor, the purchase of them is a heavy tax upon the poorer class, many of whom have large families to provide for. With the view of furnishing books of a better

quality, and to make the public school still more free, many cities have adopted the plan of furnishing books free to all the scholars, not as a gift, but as a loan for use, to be returned to the proper authority at the close of the term, to be reissued at the commencement of a subsequent term. In this way property pays for the books, thus relieving poverty. It is a common saying that the poor have the large families, and it is contended by many, that as the kind of books to be used is prescribed by legal authority, the purchase of them is as legitimate a charge upon property as the building of school houses, purchasing of fuel, or paying the salaries of teachers. The schools of this city are largely composed of the children of the industrial classes, and very many of them are obliged to use their books until hardly a whole page remains. We make no recommendation, but simply throw out these suggestions for the consideration of those interested in education.

School Teachers and Schools. The Committee do not propose to report upon each individual school, or discuss the merits or demerits of each individual teacher. We think we are justified in saying that the advancement of the schools as a whole, has been marked. The progress of scholars in the rural schools, where only two terms a year are kept, cannot be so great as in the schools in district No. 4, where they continue throughout the year. Most of these schools, however, show a degree of improvement, and very many of the teachers are eminent in their profession. Twenty-one out of the thirty-two schools are in district No. 4, one, a Primary, having been added since the report of last year. The Primary schools in this district are very much crowded, and it is no uncommon thing for the Committee on their visits to find all the seats filled and several scholars sitting on the form near the teacher or on recitation seats.●

The best proof of the advancement of the schools in district No. 4, during the past year, is found in the fact that the classes promoted from the lower schools to the higher ones, were better prepared than the preceding year. The Intermediates sent up a better class to the Grammar schools, and the Grammar schools a much better class to the High school than before, and we doubt not the next annual examination for promotion, will exhibit the same encouraging fact. The high school can receive no greater compliment than is paid it, nor can pages written in its favor, give it higher praise than the fact that not one single individual in this whole city is preparing for college at any other school. A large number are now preparing to enter some higher institution of learning, and it is hoped that our young men will continue to avail themselves of the great privileges they can enjoy at a very small pecuniary sacrifice.

SACO.

The schools generally during the past year have kept fully up to their former standard of excellence. In District No. 1, with one or two exceptions, they have been better than ever before to our knowledge. This is owing to the fact that they have been taught by teachers of experience, who have also had the advantage of continuing in the same schools from year to year.

In the other districts no particular change has been noticed. These schools labor under the double disadvantage of having but two terms in a year, with long vacations, and of having a change of teachers nearly every term. The number of classes, too, in these schools, rendered necessary by the fact that they cannot be graded, greatly lessens the efficiency of even the best teachers. We would recommend that, if possible, first-class teachers be employed in these schools, and be retained for a number of terms. We have had many *peripatetic* school masters, who, never thoroughly trained to their business, have wandered in successive years from one district to another, only the more thoroughly to demonstrate their incapacity.

School Houses. The matter of school houses demands your early attention. The house in District No. 6 has been burned down since the close of the winter school, and in one or two other districts new houses are imperatively demanded. In District No. 1, the scholars in daily attendance cannot be comfortably seated, and it was necessary, at the beginning of the winter term, to transfer the scholars from one primary school to the others, and establish a new intermediate school. As a natural result, the primary schools are now crowded, and another should be immediately established. The old wooden school house on Pleasant street still retains the bad pre-eminence of being the most unsightly, inconvenient, unwholesome, uninviting school house in the city. It is absolutely wicked to oblige scholars and teachers to live and labor in such a place. The fact is, Saco is about twenty-five years behind-hand in the matter of school houses, and it is about time to wake up to the subject, and adopt such wise and comprehensive measures as its importance demands.

Absence and Truancy. Truancy, and the absence of so many scholars from our schools, demand your attention. Less than one-half of our scholars are registered in all our schools during the year. Many are not seen in any school from year to year, and we think it would not be impossible to find here, young men and young women born and reared in Saco, who can neither read nor write. This matter demands closer attention on the part of the school guardians. So far as we know they have attended to every case of truancy that has been reported to them by the teachers, but we have yet to learn that the city ordinance concerning continuous absence has been enforced in a single instance.

Wages of Teachers. We recommend, that, if necessary, a larger amount of money be raised, so as to increase the wages of the women who serve us in the important and responsible office of teachers. We believe that in qualifications and faithfulness in the discharge of their duties, they are inferior to no teachers of the same grade in New England, while nowhere else is the salary of this class of teachers so low. Indeed, it would be impossible for a woman teaching her life time here on the present salary, to live comfortably and respectably, and make a suitable provision for sickness or old age. We commend this subject to your consideration, and that of the Agents whom you may elect. We would suggest also the propriety of introducing instruction in music into the high and grammar, and intermediate schools of District No. 1.

Also, we commend to your notice the expediency of consolidating the various school districts, of abolishing the present system of agents and committees, and of putting the whole control of the schools in the hands of a single board, as by the charter you have the power to do. In conclusion, we would say that the whole duty of the city in regard to education is, to provide the best school houses, apparatus and other appliances of teaching, to employ the best teachers, and, lastly, to see that every scholar in the city enjoys all the advantages offered to him.

VIENNA.

In reviewing the schools for the past year, we can say they have been prosperous. Your committee have not found it necessary to visit a school to adjust a difficulty. No school room has been found in the morning destitute of a stove; and a good feeling has existed between teachers and scholars, which is an essential requisite for a good school. But the greatest amount of good to be realized from our schools is not attained. A fault beyond the control of the teacher; that is, the tardiness of scholars, often being an hour or more too late. They necessarily lose many lessons by being late in school; and

then we find by the registers that many scholars are absent a quarter or half of the days, which is not only a great but an irreparable loss. It has been truthfully said—

“That from nature's chain whatever link you strike,
Tenth or tenth thousandth breaks the chain alike.”

So of the school lessons. In a school of forty scholars, if we have an average attendance of only thirty, one-fourth of your money is lost. No sane man will hire help on the farm, or in the workshop, and suffer such a loss. Why should we in the school room? Is it not from the fact of not fully appreciating the value of our children's school days? It is discouraging to the teacher to have scholars absent, it breaks up the classes, else the scholar must pass over very imperfectly the recitations during his absence. This evil should be remedied at once, and for its correction we must look at home. Parents and guardians are responsible for this pernicious evil. It is their duty to know that their scholars are in the school room at the appointed hour. If this bad habit is not corrected in youth, it will be apt to extend through all the business relations of life. If parents would oftener visit the school room, it would not only stimulate the scholars but would encourage the teacher. A more definite idea would be formed of the teacher's task and duties, keeping the school in order, and having their lessons thoroughly committed.

Too much care cannot be exercised in the selection of teachers. The time has been when the first applicant's claim to a school was considered paramount. That day we hope has passed, and that the most important question will be, is the applicant competent and adapted to the school. A committee may judge of the literary qualifications of teachers, but their faculty to govern can only be seen in school. It requires both for a successful teacher, with the addition of apt illustrations. •

The laws of the State require you to raise much more money than formerly. The most wealthy must appropriate for educational purposes according to the assessed value of his property, whether he has scholars or not, while the poorer classes meet on the same footing in the school room with those more wealthy. This has a tendency to secure an equilibrium in society. Our republican institutions must derive their strength from the general intelligence of the people, and to perpetuate the Union of these States the people must be capable of reading understandingly, of thinking closely, weighing the subjects justly, and acting wisely.

DENMARK.

We cannot close our report without once more reverting to the mortifying condition of our school houses. With but two or three exceptions, they are black, disfigured, rickety, low posted, unsightly hovels. Several of them with long, mutilated benches and desks upon an inclined plane, directly beneath the stove pipe; shorter ones upon either wing, whose occupants are shivering from the cold, while those upon the middle benches are sweltering from the heat. The walls barren of charts or black-boards, no globes or other apparatus, not even a desk or table, and, in *one* instance at least, not even a chair for the teacher. Such is the condition of our school houses,—not a first or *second*-class school house in town. Now shall this reproach be suffered to continue? Shall our youth, with their plastic minds, moulding themselves to the contour of their social, moral, physical, and artificial surroundings, be expected to grow in knowledge and refinement in such miserable sheds, which a humane husbandman would revolt from herding his sheep in? Parents, if you would but *visit* the schools, as your duty *requires* you to do, you would very soon loosen your purse strings, and rebuild and reconstruct your school houses.

Every school room should have at least 75 feet of black-board. Your children can better forego the slate than the black-board. Too little attention is given to the study of grammar and geography in our schools. A disheartening annoyance that our teachers have to contend with, is the lack of uniformity in our text-books. We hope and shall *strive* to see an immediate reformation in that respect.

BLANCHARD.

There was one thing that we think hindered the progress of the large scholars towards the close of the term. Their minds were too much taken up with evening visits, thereby dividing their time and thought, which should have been wholly given to their studies. In order that students should make good progress, their studies should be uppermost in their minds, not only in school but out of school, and every thing that draws their attention away from their studies is injurious. From 1865 to 1868, (three years) our scholars have increased fifty per cent, while our population has not increased more than twenty per cent. This *may* be a reason why our school is not more forward. The "vital forces" are "expended" in "physical reproduction" and lost to "brain labor." Whether "physical reproduction" destroys more *brains* than "the modern fashionable criminalities of infanticide and feticide" is a question your committee propose to leave to *educated* men.

HOLDEN.

We are happy to state, that our schools during the past year have been attended with as good success as any year since we first visited the schools as committee.

No teacher has been dismissed, no scholar expelled, and no difficulty of any note has occurred in the schools.

Much of the success of our schools depends on the interest and effort of parents. Parents should guard against becoming prejudiced against a teacher by reports of an unfavorable character. In this way very well disposed persons are sometimes led into erroneous opinions, and the good influence of the teacher destroyed, when if they would visit the schools and see for themselves the condition of the school, they would often form a different opinion of it, and encourage both teacher and scholars and produce a good effect.

MOUNT VERNON.

Your committee have endeavored to perform their duties to the best of their abilities, and to encourage the youth to more earnest efforts in the matter of education; to impress upon their minds the great importance of obtaining a good education. Also, what a great satisfaction it would be to each parent to know that their children were well educated; besides being of incalculable advantage to themselves. And we earnestly ask the citizens of this town to aid us in our efforts of encouraging the youth to more earnest endeavors to obtain knowledge. We want your assistance. We need your influence. Every parent should be earnestly interested in this matter. It is of vast importance. In a few short years those who are now young will be grown up to manhood and womanhood, and fill the places which we occupy. Then let us seek to instruct them morally and mentally. We want to see more interest manifested by the parents in each district through the town. We want to see the parents visiting the schools and looking after the interests of their children, aiding the teachers in the government of their scholars, instilling and inculcating into their minds obedience, perseverance, diligence and punctuality. They need words of encouragement every day. A close observance of these principles cannot fail to make their impressions.

We wish to call your attention to the State Normal Schools of this State—one at Farmington, the other at Castine. These are model schools, especially calculated to fit young men and women for the arduous duties of school teachers. We recommend those who intend to teach or to fit themselves as teachers, to take a normal course. The course is thorough and systematic. We desire to see more in this town. Of the teachers employed during the past year, but a small proportion reside in town. This town ought to furnish school teachers to teach her schools; it has talent enough if it can be improved. Let us see to this matter, that we may save our money in the town and not pay it away to be carried out of town. Our scholars are gradually diminishing in numbers, and as a matter of course our schools growing smaller. Before long it will be for the advantage of the town to make a revision of the districts, making a less number. It would be wise to consider this subject and see where changes can be made to the best advantage.

There is a pressing need of several new school houses; and we sincerely hope ere another year rolls round, that new and commodious buildings will be erected; at least in a few of these districts. It is impossible to have profitable schools in such miserable, cold houses. The committee suffer with cold on visiting schools kept in such shells, and know that the scholars must suffer.

A word to school agents. We would recommend that every school agent, soon after his election to office, procure a copy of the laws of the State of Maine in reference to school agents, learn their duty, and then do it. Many of our school agents have failed to do their duty during the past year, thereby causing great inconvenience to the committee. Several of the schools were visited only once, owing to the negligence of the agents in not notifying the committee as they should have done.

We would recommend to school agents that they use great care in selecting teachers. Nothing but good teachers should be employed. If they have not proved themselves, do not engage them unless you are satisfied they will keep good schools.

No parent or guardian should allow children under their care to attend school without a proper supply of books which they are to study. We notice in several schools there is a great lack of books, two or three in many instances studying from one book. This is entirely wrong and cannot long be permitted. Each scholar should have a book of their own.

There is an urgent need of a change in some of our text-books. During the past winter we have changed the text-book of geography. No change has been made before for at least six years. We have carefully considered this subject of changing books, and at this time of high taxes and costly living would not consent to any change unless the change would more than compensate for the expense. We hope to be able to make some more changes without any expense to the scholars, or at least very trifling cost. With these few suggestions, we lay before you our imperfect report for your consideration.

HARTLAND.

The improvement and deportment of your schools the past year have, with one or two exceptions, been very satisfactory (that is to your committee). Perhaps some of you will disagree with us, and say that such and such schools which we have reported good, are good for nothing. But we give our opinion without regard to outside prejudice.

But where lies the difficulty that we do not have better schools? Is it with your committee, or the teacher, or the parents? Perhaps partly with all. When you have your school meetings to choose your agents, choose the best man you have in the district. Do not think that you must take turns in being agent, but having once found a good man for the office, keep him until you think you can do better. Do not think because

you get a teacher cheap and have a long school, that it will be the most profitable for your scholars, for nine times out of ten it will not. I would not have you pay as much again as there is any need of, because there are good teachers who can be obtained, by taking a little pains and good judgment in season, for a fair compensation. I would advise you not to employ teachers who live in the same district, unless you know beyond a doubt that they are just what you want. Almost every agent has some relation that he wishes to employ, but nine cases out of ten I would not hire them, for it is quite frequently the prime cause of spoiling a school.

Fix your school houses in the best possible manner your means will admit of. Repair the benches so as to make them comfortable. Do not get them so high for your small ones that their feet cannot touch the floor, for it is uncomfortable and injurious to small children especially.

After your school has been keeping a week or two, go in and see for yourself how your schools are conducted. If your teachers are what they should be, they will be glad to see you. Do not leave it wholly with your committee to say how your schools shall be conducted, but co-operate with them and thereby secure better schools. But some one says, I know that such a school was not a good one. But *how* do you know, do your scholars say so? You must not rely on what you hear from scholars. Perhaps the teacher has whipped some of them, and that is the reason they dislike the teacher. But if they would whip some of them as much again no doubt it would be better for them. Go in and see the school for yourself, and then if you think it is not a good school enter your complaint, and not go to blowing about every little silly thing you hear against your teachers. Some say, hire a teacher who is competent in physical strength to thrash a school house full of large boys if needs be. But that you cannot always do, for it is hard to find such men (that are engaged in the occupation of teaching,) to supply all of our schools. The better way would be for you to bring your children up at home as they should be, and set the example for them yourselves, and then they will seldom ever disobey their teachers.

JEFFERSON.

Although failures have occurred in our schools the past year, yet taken as a whole their success furnishes ample occasion for heartfelt gratitude and a recognition of the doctrine, that to our public school system, subject to the law of progression, we must look not only for individual culture but the elevation of the masses to a more exalted and extended plane of existence. What is to create a broader and loftier public sentiment, thus basing our liberties on a more permanent foundation and rendering life more desirable and true national greatness less uncertain? We answer, our *common schools* must be regarded as a very potent agency. Then the practical question presented for solution is, how may they become more efficient?

Without attempting to answer this important query fully, but leaving it open for the careful consideration of all, we throw out a few hints. Should a greater degree of care be exercised in the selection of teachers, doubtless an essential improvement would be effected. Hence let every school agent, throwing aside all favoritism, search out the teacher who has an undoubted reputation of competency as soon as possible; for those of capacity are usually secured at an early day; still care should be taken that no great amount of prejudice previous to engaging exists, as it would be likely to produce disastrous results. But, says one, all this argument falls to the ground, should school officers discharge their duty faithfully; yet, let it be borne in mind, that not unfrequently the applicant does not *ask* for an examination till a few days previous to the time when the school is expected to commence; and as it is pretty certain by this time that the best

teachers are engaged, a person of ordinary ability must either be accepted, or the district subjected to disappointment, and run the hazard of not being served in a more efficient manner; still no committee possessing an ordinary sense of duty, can accept the services of an individual who gives *conclusive* proof of incapacity for the proposed task. Again: doubtless school committees should endeavor to ascertain more fully the capacity of teachers to instruct and govern; although it is quite difficult to determine accurately the exact degree of success which a teacher may have in a given school till an experiment is made, yet good judgment, kindness, firmness, and correct ideas of self-government and the law of development, would render a prosperous issue highly probable.

Moral culture is too much neglected; then every educator should strive to infuse into his scholars a love of justice, frankness, courtesy, fidelity, and an *uncompromising regard for truth*, which will not be effected so much by formal lecturing as by a reflection of these traits in his own character. By this course, pupils would be much more likely to possess *cohesion* of character, so as to be perfectly reliable under all circumstances; still *back* of all this, the teacher should reserve the right of coercion when all other *reasonable means* fail to secure obedience.

Parents should be very cautious not to form hasty opinions in relation to their schools from mere hearsay, which frequently has no foundation in fact, nor from the whims and limited views of children, who not unfrequently are so blinded by prejudice, that a warped account is necessarily given. But in case the school is defective, will it be improved by indulging in fault-finding and disapprobation of the teacher in a public manner, or in the presence of scholars? We think not; for in pursuing this course, the pupils will be likely to lose all respect for the teacher, and consequently become more difficult to govern; while the instructor, either disheartened or perplexed and irritated, is well nigh powerless for good. Still, some one may say, when my rights are infringed upon, I cannot tamely submit. You need not; but seek redress in the proper manner, if you value the welfare of your children. First of all, see that your scholars are punctual in attendance; that they have your counsel to be studious and obedient; then if dissatisfied, approach the teacher alone in a kind manner and look into the matter, and perhaps by a little explanation the whole difficulty may be removed; but if not successful, then call upon the proper authority; on investigation, should the teacher be found at fault, let him make suitable restitution if possible, or be discharged at once.

Before closing these remarks, reference is made to the erroneous idea that the larger the space rushed over, the greater the scholarship. This opinion has induced some scholars to skim over the surface of science, thus sacrificing mental culture, and rendering less certain that the foundation of literary research will ever be laid. Attention also is called to the fact, that teachers who fail in attainments, usually lack more in not possessing clear and distinct ideas even in the rudiments, than in the extent of their acquirements; therefore, may each who assumes the responsibility of teaching, not be hemmed in by stereotyped questions and answers, but be acquainted with the principles underlying the different branches to be taught. Much more might be said in relation to school management on various topics, but propriety suggests a close.

In conclusion, it is earnestly desired that these sweeping suggestions will be tested—that by a practical application our schools may be essentially benefitted.

LIVERMORE.

There is a great difference between a good and a poor school. One produces forward movement in the right direction; the other is a retrogradation. One is the employment of funds to the very best advantage; the other is worse than throwing money away. Good habits and good principles inculcated in the youthful mind are a treasure of richest

jewels to the possessor as long as he lives. Bad habits and bad principles are a nest of vipers in the bosom, destructive of everything good.

The men and the women of the future are in embryo now in our children, who will be moulded and fashioned by the influences brought to bear upon them; and especially by the training received in our Common Schools.

Our State Superintendent reports a sad decline in the standing of schools generally, especially in the rural portions of the State, where men are raised up as feeders for our cities and large towns, and who need the very best of preparation in order that truth and righteousness may most effectually hold the balance of power. And most certainly we cannot claim for our town an elevation above the mediocrity of the State. And we also are very well aware that our schools are not what they ought to be.

There may be, and doubtless are, a multiplicity of reasons for this defect, but we are not allowed time to discuss them, and so will only announce a few conditions necessary for a good school; 1st, there must be scholars. To what profit can military drill be applied, if there are only three or four or half a dozen soldiers, and these mentally and physically incapacitated for unity of effort? And how can it be supposed that a school of such numbers and capacities can be made profitable? In order for proper acquisition and development, mind must be brought into contact with mind, and a stimulus thus incited to earnest effort. The thoughts of one need to be brought into contact with the thoughts of another, by which means new and important thoughts will be elicited which otherwise never would have an existence in those particular minds. This is true with small as well as large pupils. The stimulus of competition is a great incentive to mental development. Again, there must be a goodly number of pupils in order for beneficial results from the teacher's efforts. A teacher should have in school all the work he can possibly do, otherwise there is a tendency to laziness on his part, which becomes a contagious disease, infusing itself into the entire school.

2d, There must be good school-houses. What an incentive to neatness, carefulness, docility and studiousness, to have a pleasant, commodious, neat and comfortable school-house; a place that good children can love, respect and ever reverence.

3d, There must be competent teachers; such as are qualified to teach principles, and conduct examinations without confinement to text-books; such as have an intellectual and moral power sufficient for grasping and holding aspiring minds, and conducting them onward and upward, and filling them with such intense ardor in mental and moral acquisitions as to cause them to forget the idea of roguery or insubordination, and steadily set their faces towards a high eminence of intellectual and moral attainment.

There are other conditions necessary for a good school; but without enumerating more at present, we inquire: In how many districts in this town is there any considerable approximation towards the conditions now named? In nearly half of them there are not pupils enough for a decent school, and as a general thing, the prospect is diminution rather than increase.

There are but few good school-houses in town, while quite a number are in a very dilapidated condition. And as for really competent teachers, providing we had scores of them, they command better compensation away, or in other business, than most of the districts in this town can afford to pay; hence many of our schools must be put in operation with the cheapest teachers that can be obtained, else the term must be so short as appears forbidding. And for this reason your Committee often feel obliged to admit teachers into our schools with far too little mental caliber or moral power. Now if anything can be done to remedy this state of affairs it appears to us that it is time that it be undertaken. We do not suppose that anything like perfection can be attained, neither can all be pleasantly accommodated with school. But if the aspects of school

affairs can be seen in this true light, and such action be taken as will be for the best good of all concerned, we think that an improvement can be effected.

CLINTON.

In submitting to parents the *annual* labor of over six hundred *scholars*, we feel as though we were dealing with matters of no little importance. School labor, unlike all *others*, does not admit of reconstruction. The mechanic may change the structure of building, the *engineer* alter the plan of cities, and legislative authority modify and repeal existing statutes, but what the child once *learns* is not for a short time, but for a life time. Therefore the board had in view in their organization and course of action, the most *efficient* supervision possible. They have *endeavored* to keep that object steadily in view through the year; feeling that our educational enterprise should *participate* in the progress of the age, and be *annually* somewhat improved in character, and in power for good to the community.

NORRIDGEWOCK.

In conclusion permit us to say, that we cannot have too high an estimate of the importance of our Common Schools. To make them what they should be, they must receive the attention of every parent. Each one can do something for this great interest. Let the district meeting be fully attended; let judicious and prompt agents be chosen, who will select capable and efficient teachers; let the parents co-operate with the teachers in enforcing a healthy discipline; encourage them by a generous sympathy; and cheer them by their frequent presence in the school-room;—then there will be less complaint that the money devoted to our schools is thrown away.

CALAIS.

In conclusion we would urge upon all the importance of giving more personal attention to our public schools. Among the many interests of our people which require constant labor and watchful care, the education of their children is by far the most important, for upon the proper moral, mental, and physical culture of the child depend the future prosperity and happiness of the man. Youth is indeed the moulding period of our existence, and it is an old truth, that he who bends the twig gives direction to the growth of the tree. Our schools, all unnoticed, are, day after day, adding, for good or for evil, to the characters of those consigned to them. As the little flakes of snow, falling one by one, finally make the mighty avalanche that sweeps the mountain side, so the characters of our children are made up, not by any great and commanding influence, but by the little impressions made upon their minds, that come and go without their notice. John Ruskin writes thus of this formation period of our school days:—
 “There is not an hour of it but is trembling with destinies. Not a moment of which once passed, the appointed work can be done over again, or the neglected blow struck upon the cold iron. Take your vase of Venice glass out of the furnace and strew chaff over it, on its transparent heat, and recover that to its clearness and rubied glory when the north wind has blown upon it, but do not think to strew chaff over the child fresh from God’s presence, and to bring the heavenly colors back to him, at least in this world.”

Our schools are filled with children who are passing through this formation period. They are soon to succeed their fathers and mothers in the busy scenes of active life—some of them it may be to exert a powerful influence upon the country and the age. They are to receive the larger amount of their education in our public schools. Here their characters and habits of life are formed and as they leave these schools, so they

will take their places in society. Then as we prize our own happiness and the happiness of our children; as we love the institutions that have been handed down to us and wish to preserve them untarnished in the future, let us cherish more deeply our system of Common Schools. Let them be objects of care and solicitude, for upon them depend the future prosperity and happiness of our whole country. They are the basis of our political and social institutions, without which, in a short time, all our boasted liberty would be no better than the tyranny of the Old World.

YARMOUTH.

While your committee do not propose, under existing circumstances, to make any suggestions bearing upon the general management of our public schools, they cannot close this their last report without once more putting on record the oft repeated convictions which several successive years of committee service have served to strengthen and confirm, viz: that until we as citizens and parents co-operate with and fully sustain our committees, teachers and agents, in their efforts to promote the interests of our schools, their character will be such that our posterity will have but little in this direction to thank us for.

PHILLIPS.

The above completes the special report of the schools during the past year; and we remark in general terms, that in looking over the field of school operations during the past year, and reviewing the progress and standing of the schools as a whole, in the proficiency and deportment of the scholars, and the ability and fidelity of the teachers, we may be permitted to express our gratification at the success which has so eminently characterized them; yet they have many faults, and labor under many disadvantages, and as a consequence must fall far short of meeting the wants of the community.

The committee will not occupy your time by pointing out the defects of our common schools, which they hope will soon be eradicated by an entire change of our common school system throughout the State, nor submit for your consideration any proposition or suggestions of their own; but cite you to higher authority, the able report of Superintendent Johnson, which is stronger argument in favor of legislation for our school interests than can be offered on the present occasion, did time allow.

Why are our schools inferior to those of Massachusetts, Pennsylvania, and some of the Western States? Our leading educators say, simply for the lack of system and a want of public interest. One has said, "Go to Massachusetts, whose public schools have, until very recently, stood in the front rank, and we observe at once that there is a greater personal interest among the people, and consequently among the children in the cause of education."

In conclusion, we say: Let there be in the future a more general public interest enlisted in behalf of our public schools which will co-operate with the labors of those who have the charge of their supervision and instruction; let teachers be employed who are of the highest order; and let them be sustained in their arduous task by the sympathy and co-operation of parents, not magnifying their faults and forgetting their virtues. We will here introduce an extract from a report of common schools which reads as follows: "In no one feature does the large majority of reports agree more uniformly, than in their opinion, that the chief drawback upon the prosperity of our schools is to be found in the lack of *parental* interest, as shown in a want of unity of feeling and action among parents; in the disposition to listen to the complaints of children; in finding fault with teachers; in not visiting the schools for encouraging their good order and progress, and in allowing tardiness and inconstancy of attendance." The

above is taken from Superintendent Ballard's report for 1865. Finally, to state our convictions in as few words and as plain terms as possible, we say parents should exercise so much care over their children as to *know* that they are attending school, and not loafing in the streets nor angling in the river. They should also visit their schools twice at least during each term; they should *see* and *know* what their children are doing and learning, whether good or whether evil. This would prevent nine-tenths of all the difficulties in our schools. Teachers would be encouraged in their laborious task. It would inspire the scholars with greater zeal in their studies and recitations; and we are confident that largely as the liberality of our fellow-citizens is necessarily drawn upon for the support of their public schools, the compensation they return is greater than money can weigh. Large as the expenditure attending them may be, they must continue to occupy the first place in the regard and just pride of our town.

MINOT.

They not only teach their pupils *books*, but seek to inspire them with a love of mental and moral excellence, which can but ennoble the character, while educating the intellect.

At the close of the term it was manifest that the scholars could both read what others had written, and write for others to read. And here, permit us to say, that this was the only school in town in which, in the knowledge of your Committee, writing out any ideas consecutively, was at all practiced. Now this omission is not as it should be. We open our grammars and there find that English grammar teaches to write the English language correctly. And so children are put through a course of grammar, committing the text correctly enough perhaps, and then required to "Parse Milton" to the end of their school-days; and that is about all, so far as the study of grammar is carried on in most of our schools; while at the same time many teachers, although able to answer questions in this branch of study to almost any extent, will constantly "murder the King's English" in common conversation. No wonder that grammar is a dry, meaningless study to most of our children, with this unpractical mode of instruction.

We believe that *writing correctly* is the true end of studying grammar, and should be commenced at an early period in the study—not under that frightful ogre of a "composition," but simply writing about something.

In March there was a term of school of three weeks, devoted to writing, reading and spelling, in which the improvement, particularly in writing, was marked. Now while these same elementary branches lie at the foundation of every one's education, they are too often considered of so little importance that they do not receive the thorough attention they ought.

Writing is a mechanical exercise, and the muscles of the hand and arm should be trained early and perseveringly in this direction.

Good reading is an invaluable accomplishment, and but too rarely found, even among the well educated; and can only be acquired by long practice. If our teachers would take the same pains in training the vocal organs, and practising upon the elementary sounds and their combinations, *and repeating them again and again*, that the teachers of music do with their pupils, we should have more good readers.

Spelling is an act of memory. For instance, when one has learned to spell *supersede*, he does not know *by that* how to spell *intercede*; for the last syllable of the one begins with s, and the other with c. Then there are such words as *receive* and *believe*, which do not follow the same analogy in spelling; but they must not only be learned, one by one, arbitrarily, but remembered; and so of hundreds of words in like manner.

BRADFORD.

We congratulate the town upon the general good success which has attended our schools for the past year, although there is yet much chance for improvement.

The moral status of our schools needs to be elevated. Parents, scholars and teachers should feel that the business of gaining knowledge is a serious business, and well worthy of serious attention. The school house should be surrounded and regarded with the same sanctity as the meeting house. The citizens should make it their practice to visit the schools, be interested, instill into the minds of youth and children a spirit of eager emulation to be learned, and a spirit of veneration for knowledge. Children not only need to be instructed in the arts and sciences, but they need to be instructed in their habits. No man would be regarded as having a thorough and polished education, however great might be his mental attainments, who should be guilty of using profane language in the school room, and yet many of our schools, out of school hours, are the very nurseries of this habit. The first idea that many a child gets of wild, rough and boisterous behavior is at school. These things are a part of the education which the scholar is getting, but it is education in the wrong direction. And until our public schools are invested with greater interest, and children are taught by the presence of their parents and others to regard the school room and education with earnest veneration and respect, it will be hard to correct the evil.

ALBION.

Before closing this report, we deem it our duty to offer a few suggestions to those immediately interested in the welfare of our schools, and to point out some of the hindrances of their future improvement.

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

Parents, relative to our Common Schools, you occupy the first and most responsible position. In you your children place implicit confidence. Your words are their words, your acts they imitate and endorse. How great, then, is your influence in our schools and how important the manner in which that influence is exerted. Let the teacher understand that you are co-laborers with him in all just requirements, and let your scholars know, too, that you take a lively interest in their studies, and that the teacher's law is your law, and you will see a material change in the character of your schools, and their condition will be much improved.

DETROIT.

We have within the limits of the town two hundred and eighty-seven scholars (287) that need the discipline and instruction of our public schools, equalling an attendance for both terms of 574 pupils. What are the facts? From the registers returned by the several teachers we find only 379 registered as having entered the school-room at all, and on the presumption that in districts 4 and 5, winter term, now in instruction, shall have the same average and numbers as the summer terms, leaving the astonishing figures of one hundred and ninety-five (195) scholars who attend no school during the year; and eighty six (86) who attend only a part of the time during the terms, with a meagre average of two hundred and ninety-three (293) scholars, instead of five hundred and seventy-four (574) or the whole number.

The inquiry comes up, "What shall be done to remedy this state of things?" We answer, let parents feel, at least, as much interest in the moral and intellectual training

of their children as they do in that of their *horse*, or their *ox*; let them employ good teachers, furnish good houses for their schools, suitably furnished with all the "modern improvements," and helps to education, and during the continuance of their schools, feel that their duty is not done until every child shall *regularly*, day after day, attend the places of instruction well supplied with books and aids to study, and then, by "line upon line, and precept upon precept", inculcate in the minds of your children that to acquire an education is a labor that brings its own reward—that wisdom's ways are ways of pleasantness, and all her paths are peace.

LEVANT.

However widely you may differ in regard to the particular policy to be pursued by the State or country; and however indifferent you may feel in regard to other matters, there is *one* subject that presents itself for your consideration, that transcends all partisan schemes, and *one* that should never fail to call forth the warmest sympathies, and to command the cheerful co-operation of all. That important subject is the education of the youth in the Common Schools.

Having been chosen by you to superintend and watch over the welfare and interests of your children in the school-room, it becomes our duty to report to you our doings and observations thereon. In making our report we propose to depart somewhat from the usual manner of our predecessors, and instead of discoursing upon the merits or demerits of the teachers, we shall endeavor to discuss in general terms, the support, management and condition of the schools themselves, under our jurisdiction, and the subject of popular education, which is derived mainly from our Common School system in its relations to society and government.

The teachers have done their work for better or worse; got their pay and are now beyond our control.

If you have had profitable schools, you are fortunate. If you have had poor ones, the fault rests mainly with you; for you have either failed to co-operate with, and sustain competent teachers, or have neglected to notify your Committee, and to show wherein others were incompetent.

Moreover, gentlemen, we presume that you have all formed your own opinion in relation to the success or failure of your schools, and no argument of ours would change your views. We are happy to say, however, that as a whole, the schools during the past year have been very orderly and quiet, which fact argues well for their profitability. There has been but one school in which any serious difficulty has occurred, sufficient to call for a particular notice. We refer to the winter term of the school in District No. 4. But it is the opinion of your Committee, that there are many other instances in which the schools have been much less beneficial than they otherwise might have been, owing to causes which we shall notice hereafter.

In regard to the difficulty in District No. 4, we are sorry to say that this school was broken up by the unruly deportment of the large scholars, some of whom were guilty of conduct unbecoming to any pupil; disrespectful to themselves and their parents. We advise this District to employ an experienced male teacher in the winter term, and suggest that it will be for the interest of all, for the parents to inquire into the behavior of their children at school, and see that it is proper and respectful.

We will next call your attention to the education of the youth in the Common Schools as a necessary means for the maintenance of enlightened society and free government. This is a subject of the greatest importance, for it may be truly said that the education of the common people is the firm foundation upon which alone the superstructure of good society and wise government can safely rest. It is pre-eminently so under our

republican system of government, where the executive and law making powers alike spring from the people through their suffrage. It, therefore, follows as a consequence of the most weighty character, that the people should be educated to the greatest possible extent, as the existence and security of the government itself rests directly in the virtue and intelligence of the masses of the people. Hence our system of free Common Schools is one of the main pillars in our Temple of Freedom; the surest safeguard of our liberties and education becomes the birthright of every American citizen.

The tyranny or despotism that would seek to crush the liberties of a free people, and enslave them, would first seek to stifle their free schools and degrade them, for it impossible to keep an educated people long in bondage. Every individual, high or low, rich or poor, parent or childless, is personally concerned in the education of the youth, for the intelligence of your neighbor's children is a guarantee of your own security and happiness. Hence the laws of the State justly compel every citizen to help support her system of schools in proportion to his property. And it follows, of course, that every species of property should be fairly and proportionately taxed. Since, then, those who have no children of their own to educate, are obliged to pay largely for the support of schools, it follows, too, that they have a right to demand that their money should be properly expended. Moreover, they have a good cause of complaint against those, who having children, willfully refuse or neglect to send them to school, and thus deprive them of their birthright,—an education—allow them to grow up in ignorance and superstition, which lead to vice and crime, and rob society of its most valuable ornaments,—intelligent citizens.

It will be seen by a reference to our tables, that of the whole number of scholars, but fifty-nine per cent. have been registered in the schools at all, and but forty-eight per cent. have attended regularly. In behalf of the community as citizens, and in behalf of the youth, as supervisors, we respectfully inquire of the parents where the remainder have been? What have they been doing? Have they been usefully employed? Or have they been spending their time in idleness, strolling through the streets and fields, lounging in the stores and bar-rooms, in the highways and byways of vice, misery and crimes? These are pertinent questions, and you, parents, are responsible before God and man, for the character and deportment of your children. Children are naturally fond of society, of company, and unless their parents watch over them carefully, they will be led into bad company and evil associates. They have active minds and bodies, and must have employment or recreation, and unless they find it at home or in the school-room, they will seek for it elsewhere. Remember, if we may be allowed the expression, "That an idle brain is the devil's work-shop!"

Absenteeism and irregular attendance are wide spread and increasing evils, which are undermining and threatening to destroy the usefulness of the entire system of schools. We find by the report of the State Superintendent that the average attendance in the State was only 42 per cent. of the whole number of scholars in 1868; while it was 44 in 1867, and 47 in 1858.

How shall these evils be remedied? In our return to the State Superintendent last year, speaking upon this point, we suggested "that the Legislature be requested to pass a law, with proper qualifications, making it compulsory upon parents to send their children to school."

We cannot better express our views at length upon this subject than by reading from his report. (See compulsory attendance, page 114 and 115.)

We will next call your attention to the subject of school government, and in this connection shall endeavor to point out some of the evils existing in the management and control of the common schools at the present time. The teachers, so to speak, are the executive officers in the educational department. It is, therefore, strictly necessary

that they should be invested with authority and power sufficient to sustain order and system in the school room, and to command the respect and obedience of the pupils placed under their charge; otherwise anarchy, confusion and rebellion would be the result. And we believe that the law wisely clothes the teachers with penal authority, and places them in the same relation to their pupils that the parents hold to their children. But we observe that people generally are educating themselves to believe that corporal punishment is a twin relict of barbarism, and ought to be abolished from the school room.

It is not our purpose to discuss this question at this time, and we pass it to notice some of the evils that are undermining and destroying the usefulness of our schools. They are many, wide spread and deeply rooted, and it is our opinion that it will require the strong arm and sharp knife of legislative enactment to lop away and eradicate them. In this respect we can only mention a few of the more important ones. They are: want of interest or stolid indifference on the part of parents; a deplorable want of home training and home influence in favor of the schools; incompetent, inefficient and unskilled teachers; irregular attendance and indolence on the part of scholars. Enough to make poor schools. The only wonder is that you have any schools at all!

There is another evil, however, that demands more than a passing notice. We refer to the "growing antagonism" existing between the teachers and the parents—between those who ought to be the firmest friends. This frequently leads to an "irrepressible conflict" between "the power on the throne and the power behind it."

The "impending crisis" is the union of the schools. Lord, send us a helper!

This antagonism often results from the most trivial circumstances. The teacher, for instance, punishes a pupil for violating some rule of the school, or for idleness and poor lessons. The majority of children are encouraged by their parents, to report to them every thing that occurs in school. Such children when punished, are sure to relate to their parents the story of their supposed wrongs, usually in an exaggerated manner, not because they are untruthful, but from the habit of exaggeration into which children so easily fall. The parents too often credit the story of their children without further inquiry, and taking sides with them against the teacher, openly express their dissatisfaction of the teacher's course. The effect of this is never lost upon children. We do not question the right of parents to investigate any and all charges against a teacher; it is their duty to do so. But they should do it in a proper manner. And if, upon investigation even, they find that the teacher was hasty or wrong, they should be very careful not to intimate this opinion to their children, unless they wish to encourage a fault-finding and rebellious spirit, which not only destroys all their interest in the school, and debars them from making any improvement in their studies, but permanently injures their usefulness. The reverse of this is too frequently the course pursued. They either take their children away from the school entirely, and thus deprive them of its privileges, and injure the usefulness of the school; or they join with others who have a like disaffection in raising a crusade against the teacher. The conflict once begun, generally increases until the whole District is arrayed, on one side or the other, ready for battle.

The Committee in such a controversy are powerless to avert the consequences, for to expel the teacher only encourages the factious spirit, and to allow it to continue is a waste of money. The final result is, the school either drags out a miserable existence, or the large boys encouraged by home influence, take the matter into their hands, and give the teacher a free ride on a cedar railroad, or *steal the stove*. But there are other consequences growing out of this evil which are not so violent and apparent to the casual observer, but which are equally pernicious and damaging to the usefulness of the schools.

Teaching is a profession—a trade, as much as any other branch of business; and those who follow it, like to be successful and popular, as well as the merchant or mechanic does.

The shrewd observing teacher soon finds that success does not consist so much in strict discipline, and a thorough course of instruction, as in pleasing the scholars, and conciliating the parents. In many cases he finds that to compel his pupils to obey the rules of school, or to get their lessons thoroughly, either banishes them from the school-room, or breaks up his school. Therefore, if he wishes to succeed, he must “stoop to conquer.” To be popular he must be superficial.

Having pointed out some of the evils that exist in the management of the schools, let us next examine their rank and condition intellectually. Let us inquire what proficiency the majority of the pupils make in the various branches of the sciences, which our system of Common Schools embraces.

Your Committee have no desire or motive to underrate the value of the schools under their charge. We wish that we might truthfully speak of them in more favorable terms, but duty compels us to report them just as we find them.

We have no inclination to look altogether upon the “dark side of the shield;” but it is the dark side which needs scouring up. The bright side will shine of its own luster. While the people are obliged to bear increasing burdens, and to pay heavy taxes for the support of schools each year, we presume it will be interesting for them to know what use is made of their money, and what good results from it.

Henceforth we have been dealing with causes; but the investigation of this part of our subject will reveal their effects directly upon the schools. From our own experience and observation we are forced to conclude, that the most of the schools in town are low in rank of scholarship. And from reliable information, we infer that they are below the standard previously attained in these same schools.

We can console you, however, if there is any consolation in degradation, that we are not alone in this respect. It is so in other towns. It is so all over the State, and Maine is not alone, if we may credit the report of the State Superintendent. See report of 1868, pages 92 and 93.

What is the inference to be drawn from this wide spread and alarming condition of things? Is it a fact that the educational interest of the State and community are on the downward tendency? Is it a reality that our system of schools, the pride and glory of our republican institutions; the source of our progress and enterprise as a people; and the hope of the nation,—are falling to ruin and decay!

However humiliating this fact may be, we must blush and own the truth. Did we not fear that we should trespass upon your patience, we would discuss some of the remedies to be applied. This would add much to our report, already too long.

Having shown you the danger, we can only warn you to shun the consequences.

Let us for a few minutes examine the graduating class, which on the average leaves school at the age of 18 years. We shall find that they can read, write and spell tolerably well; few of them excel in these branches. They are quite well versed in geography, and the most of them are proficient in mathematics; while they are deficient or entirely ignorant of grammar, history, philosophy and book-keeping, which are seldom taken up. This is about the extent of their education. There are exceptions it is true. In short they succeed in getting through their school period about as the ignoramus said he got through college, “He went in at one door, and was kicked out at the other.”

Education means something more than what is usually taught within the walls of the school-room.

That eminent philosopher, John Locke, said that “the difference existing in the manners and abilities of men is owing more to their education than anything else.

Man is endowed with certain faculties, and whatever tends to develop and improve these faculties, is education; whatever trains his mental powers, his affections, manners and habits; whatever directs and subdues his passions; whatever cultivates his virtues and improves his manners, is a part of his education.

Indeed, education is not limited to any period of life. Life itself is one great school. Time, experience and example, are its teachers; we are its pupils; and to live uprightly, to deal justly with our fellowmen, and to love mercy and truth, are some of the lessons to be learned. He is the best educated who knows how to live.

We believe that children should be educated morally and politically, as well as intellectually. It is not enough that they know merely the shape and boundaries of the country; that they can name and describe its lakes, rivers and mountains simply, but they should also understand something of its resources and advantages. They ought, too, to learn something of the structure and first principles of the government under which they live, and which sooner or later they are to manage for themselves. They should be made acquainted with the rights and privileges of American citizenship, in order that they may better understand how to value and use them. Therefore, we believe, that the analysis of the Constitution should form a part of the Common School studies; and your Committee recommend the use of a small work, entitled "The Citizen's Manual," as a text-book; a work which is peculiarly adapted to the wants of the schools.

In the examination of the several schools in town, your Committee have been not a little surprised and pained to find those sciences usually denominated the "Higher English Studies" have been almost entirely discarded from the course of studies (if there is any course) pursued at the present time. 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.

The study of the sciences tends to refine the taste, expand the intellect, and enlarge and improve the understanding; and setting aside their practical utility, they serve as a continued source of enjoyment and pleasure through life.

But we are sorry to find that the mass of the pupils in our schools know little or nothing of the sublime truths, and ennobling lessons of astronomy,—barely enough to be certain whether the moon is not, after all, really made of "green cheese," or whether the stars are anything more than twinkling points, or gimlet holes in the sky to let the light shine through. They have not the slightest conception of those silent yet mighty agencies that are continually performing some of the grandest and most beautiful phenomena of nature, in the very walks and most common affairs of daily life,—building up and tearing down, creating and destroying the universe by chemical action. The poet has well said that, "The world is full of beauty, when the heart is full of love," but unless one is enabled to feel a sense of that beauty and can appreciate it in some small degree, it might as well have been a void waste.

But it is of still more practicable importance for the youth to know something of the physical structure of their own bodies, and of those laws which protect and preserve their health, otherwise they cannot foresee the sure and awful consequences which result from their neglect or violation. For a want of such knowledge the young man who indulges in those vicious practices, by far too common in society, does not stop to consider that he is forming a habit which will sooner or later, if continued, overpower his manhood, blast his intellect, and destroy his body. Neither does the young lady when she dresses for the fashionable party or ball, seem to realize that by tight lacing she compresses her lungs and vital organs of life, "*multum in parvo*," thereby deforming her chest, and sowing the seeds of consumption, misery and death.

We do not expect the young man or young lady who enjoys no other advantages than those offered in the Common Schools, to become skilled in these sciences. We do not

expect them to become professors or doctors. But they ought to know enough of them to qualify themselves to become men and women in the noblest sense; to become the fathers and mothers of the succeeding generation. They ought to know enough of them to tell "who they are, and what sort of a world they have got into; what kind of creatures live in it, how large it is, who made it, and what it was made for, and what may be made out of 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."

In conclusion, we are led to exclaim, that the world is full of knowledge. God is its author; nature is its grand store house; knowledge is power; and whoever will, may drink deep and full from the living springs of eternal truth.

ELLIOT.

The Superintending School Committee respectfully submit the following report:

That the public schools demand the most cordial sympathy of every philanthropic mind is a self evident truth. Upon its influence the moral and intellectual culture and growth of the present generation, to a very great extent, depends. Rightly directed, results most desirable in a race are achieved; wrongly, principles and habits which will prove an injury to the common weal. We may truly regard them as public resources, for good or evil, and therefore demanding our most vigilant care.

The public school teacher who rightly appreciates his position as such, is truly worthy in all cases of our warmest sympathies and earnest co-operation. We commit to his care a most sacred trust, a trust that demands his entire energies, and one that should not be committed to ordinary, but only to those who possess extraordinary minds. It requires an experienced hand and cultivator, to rear the vine to skillful beauty, thrift and fruit; to take away superfluous growth in one place and to train each part in the right direction, requires constant watchfulness and care.

The task of the mental cultivator is far more arduous. The youthful mind is to receive proper direction. Often the teacher's task is to do what others should have done, and to undo what others have wrongly done. Vicious habits and tendencies are to be checked, and in their place correct principles installed. Habits of industry and mental thrift to take the place of idleness. Promptness in the line of duty, to supplant tardiness and inattention. The entire course of thought and feeling often requires a change. Manners in and out of the school room, with the accustomed conversational habits and common use of language, are to be corrected. The scholar in his associated relation and influence with his fellows, his duty to regard the rights of others with the strictest propriety in all cases, and to instil a love of truth and justice, and to cultivate to the highest extent the moral powers of the growing intellect, are duties which the good teacher feels that he must not neglect, and duties that he accepts with an eye single to the usefulness and happiness of the citizen during present existence, and with that firm faith which grasp results beyond the bounds of time.

It requires men and women of more than common moral and intellectual culture for the position. Those who enter the work for the good it promises, mere hirelings, receive their reward, while the community suffers loss. The true teacher seeks aid of Him who giveth to those who ask, and receives a reward far superior to that which gold can confer, walks by faith and labors with diligence, and feels satisfied only when the charge committed gives evidence of healthful, moral and intellectual growth. We should ever regard our worthy teachers as public benefactors, encourage their hearts and strengthen their hands. We should remunerate without stint, remembering that money is but small compensation for the benefits conferred and labor performed.

Every means for advancement and progress should be furnished. The best text-books,

and not a multiplicity—we have more than are useful. The School Committee are constantly pursued by book venders; you meet them on every corner of the street. Committees too often heed them. For the well being of the public purse, committees should be cautious. Principles never change; a few good books contain a sufficient number for the school room. We hope for State decision, and a permanent and established class of text books.

The public schools have progressed with unusual harmony during the past year. Not a single appeal has been made to the committee for the entire season. The various teachers have proved adequate to the duties assigned them, to a good degree, and a respectful observance of healthful discipline has generally obtained the ascendancy. The school room of District No. 8 has been remodeled to a much better one.

District No. 7 suffers great loss yearly; room too small. The teacher's time must be expended to a great disadvantage. So many classes of different grades of progress, in the same room, nearly prostrates all well directed efforts. If the district would build an ample house, with apartments for grading, or join with No. 6, and form a third district from the two, they would receive much more benefit from their school money.

We have the pleasing assurance, on a retrospective review of our educational advancement for the past ten years, that we have made very marked improvement. The influence of our academy has been reflex for good upon every district. It has sent to the winter schools more advanced classes, and some of our best scholars. It has given to our own, and to some of the adjoining towns, good teachers, who we have reason to remember with gratitude. Thirteen of the sixteen schools of the season have been taught by the pupils of our academy, and these residents of our own town; and we may safely say, that we have not lost by the experiment, but have had a class of teachers who will average better in mental culture and fitness than a like number who have come from other places. Other towns acknowledge its influence. Teachers from Elliot rank well with intelligent committees of other places. We cannot afford to dispense with this institution. Every citizen should foster and sustain it as a public good. The expenditure falls far short of the advantage resulting from its patronage. Young men have fitted for a collegiate course in this institution, whose influence, we hope, will be exerted to bless and to subserve the highest good of an influential and useful life. Let our course be onward; let us hold fast what we have gained; let us continue to fill our institutions with pupils, and thus encourage the progress of education.

POWNAI.

The committee can with pleasure repeat the language of commendation which they have heretofore employed respecting the schools. No special occasion has interrupted the harmony and success with which they have been conducted during the year. The style of teaching has been satisfactory, and the results gratifying. Your committee have seen with pleasure your increasing zeal for the welfare of your children, and would earnestly urge you to interest them by all worthy means in their books and schools, hushing all murmurs of discontent towards teacher and school mates, and imbuing their minds with the necessity of improving every hour as it passes.

We must again urge upon agents to exercise judicious care in the selection of teachers, and not allow the influence of friends in favor of candidates who are really incompetent to succeed in introducing teachers, upon whom the money and time of the school are worse than thrown away. Some of your school houses are a great credit to the town, and speak volumes in your praise; while others are in great need of repairs, and need to be reconstructed to make them convenient and conducive to health.

There are quite a variety of books in use in the schools, and some, your committee

think it advisable to change, and have had opportunities to make such change at a small expense, but have deemed it best to wait the action of the Legislature on the uniformity of school books through the State.

GORHAM.

In presenting our annual report, we take pleasure in saying that our public schools throughout the town have been attended with more than ordinary success during the past year. With few exceptions, they have made very gratifying progress in the different branches of study, and have performed quite thoroughly more than the usual amount of mental labor.

In most instances good discipline has been maintained without undue severity, while the intercourse between teachers and pupils has been pleasant and harmonious.

The average attendance has been greater than during any similar period since 1863; a fact which we regard as full of encouragement for the future, indicating very clearly a revival of interest in the work of education. Several of our schools have made a record in this respect of which they may well be proud, and have presented an example worthy of imitation. We regret that this is not true of all our schools, or that any portion of the youth in town have neglected to avail themselves of the opportunities which they enjoy for acquiring a good common school education. And we would here urge upon parents, especially, the importance of doing their whole duty in this matter. It is not sufficient that they make liberal appropriations for the support of schools—that they provide good school houses and competent teachers—that they furnish their children with the best text-books found in the market; they must go one step further in order to render their work complete. They should see that their children are prompt and constant in their attendance at the school room whenever school is in session, unless prevented by circumstances which render absence fairly excusable. Nor indeed should they stop here. Parents should visit the school room from time to time, in order to manifest their interest in the important work performed there, and to judge for themselves in regard to its quantity and quality. They should not depend entirely upon hearsay for information in a matter of such vital consequence to them and their children. It is their duty to know from actual observation, whether the moral, intellectual and physical training which our schools afford, is such as they can fully approve and cheerfully sustain. We have spoken in terms of praise of our schools generally. A few of them have failed to deserve such commendation. Prominent among these, is the school in District No. 13, which seems to have been particularly unfortunate for several years past, owing mainly we think to the employment of inexperienced and inefficient teachers. They have failed to govern the school, but the scholars have not failed to govern them. The result has been chaos in the school room, and generally dissatisfaction throughout the district. We would recommend an immediate return to the old, time-honored method of requiring the teacher to govern the school, and pupils to render prompt and cheerful obedience. Let the good people of District No. 13 be careful hereafter to employ none but thorough disciplinarians for teachers—fully sustain them in the exercise of their legitimate authority—and we have no doubt that they will soon find their school taking rank among the best in town.

And here we may remark, that among the causes which every year render some of our schools partially or wholly useless, and sometimes even worse than useless, none is so prominent as insubordination on the part of pupils, and generally on the part of a contemptible fraction of the whole number.

In three cases out of four, at least, where a school is broken up, a teacher abused and insulted, school money wasted, and forty, fifty, or perhaps more of our youth deprived

of an opportunity for intellectual improvement, which can never be enjoyed again, it will be found that two or three unprincipled, reckless boys have been at the bottom of the whole mischief.

And who can estimate the amount of evil thus wrought every year, even in a single town? The waste of money, although large, is the smallest item in the account. The waste of time—of the precious moments of youth—of golden opportunities never to be repeated, is infinitely more to be lamented. We feel deeply upon this subject, and we would most earnestly request all our citizens to discountenance and resist all attempts at secession or rebellion, whether in the school room or out of it. A disorderly or demoralized school is full of baneful influences and pernicious examples, which too often make impressions on youthful minds that are never afterwards effaced. It is here that too many a promising youth takes the first step in the path which leads to disgrace and ruin. How important, then, that parents should maintain a watchful care over our public schools, in order to guard their children against the effects of evil examples, and to aid their teachers in promoting good moral influences.

We would again invite the attention of our citizens to the importance of providing better school houses for the accommodation of our schools, and we would point with pride and pleasure to the example of District No. 1 in this matter. With a wise liberality, worthy of all praise, the citizens of that district commenced some two years since the work of erecting a new school house, of ample size and elegant architecture, which was finished last fall, and opened for the reception of pupils. Situated at a central point, upon a lot admirably chosen, it is not only an ornament to the village, but an object of interest to the friends of education throughout the town. We trust that other districts will soon follow the example of District No. 1, and provide for their respective schools such school houses as are needed to render them in the highest degree efficient and useful.

We cannot close this report, brief and imperfect as it is, without urging upon our citizens the importance of making more liberal appropriations for the support of our public schools, in order that they may not fall behind in the grand intellectual march of the present age. 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 best efforts of every true friend of a Republican form of government and those free institutions which we have inherited from our fathers. Great dangers and severe trials lie in our pathway as a nation. Ambitious and designing men are grasping at power and defying the will of the people. Bribery and corruption are rife in high places. Even grave and reverend Senators are found willing to betray the sacred trust committed to their hands for paltry gold. In order then to preserve our glorious Union and to maintain a free government, the rising generation must secure such moral and intellectual culture as shall prepare them for the great duties and responsibilities which will soon devolve upon them. For a purpose so noble and so beneficent as this, let us cheerfully make every sacrifice, and labor with untiring zeal.

GREENBUSH.

The lesson which this report ought to impress on the fathers and mothers of the children of your schools, is, that you are *wasting* the only real fortune that it is in your power to leave your children, that your children will one day have just cause to arraign you for this wicked neglect of your known duty, the duty of sending your children *regularly* to school.

TREMONT.

Your committee have perceived in some sections of the town a greater degree of interest manifested by parents to have their children in constant attendance at school. This is a move in the right direction. Still we would like to see it more generally manifested, for among many parents yet, there is a want of interest in this respect. Parents, it is your duty to see that your children are regularly at school, and at the proper hours; also, visit them often while there.

We would like to impress upon agents the importance of exercising great care in selecting teachers. Many district agents entertain a wrong idea in relation to the proper fulfilment of their duties. They think it not their duty to know whether a teacher possesses any necessary qualifications for the success of the school, but leave that wholly with the committee. Your committee may ascertain whether they are qualified in all the branches of studies employed in our schools, but they cannot ascertain that they possess a faculty to interest children, and skill in governing them, and without which a school cannot be profitable. One evil attached to our schools near the seaboard is the scarcity of good teachers. The result is, we are obliged to procure the services of many that are incompetent, who have no other interest save the money obtained. Give more wages and procure better teachers, and secure such teachers as intend to make that a vocation, if possible.

The wants of District No. 4 require that they should immediately have a better school house. We hope they will attend to that matter before another year rolls round.

The new series of Readers, which your committee have introduced into our schools, have proved a success. The advancement made in that branch of study has been beyond expectation.

ACTON.

Having given a separate though brief account of the several schools in town, we wish to submit a few general remarks. If there is any one who demands the sympathy and the support of the community, it is the teacher of our Common Schools. There is nothing that will encourage a teacher more than to have parents who feel an interest in the welfare of their children, visit him not for the purpose of criticising and fault finding, but to encourage and assist him. A half day a few times in the course of a term, can be spent to no better advantage. Nearly all the trouble in our schools arise from want of co-operation on the part of the teacher and parents. Agents should seek for the best teachers at reasonable prices. We cannot expect a teacher who has devoted the best years of his life to qualify himself for the high and responsible position of teacher, to serve for the same pay as a common laborer. It is with pleasure that we are able to announce that our schools have been prosperous, and that the advancement and proficiency in the various branches of learning have been all that could have been reasonably expected.

Before closing this report it may be well to say there is a deficiency with our teachers in filling out and returning their registers. A full return cannot be made to the State unless the registers are completely filled up, and the register is not properly filled unless every question is answered.

MEDDYBEMPS.

From the foregoing observations it cannot but be observed to any discerning mind, that the larger portion of our school money is little better than thrown away. It is certainly discouraging to those who pay heavy taxes for the education of our youth, to have the money so misapplied, while those whom it is intended to benefit are so shamefully deprived of the usefulness which might be derived from it. It is a shame and a

scandal that parents are so indifferent about the welfare and mental culture of their offspring as to allow them to grow up in ignorance of even the common rudiments of an education, while a sufficient amount of money is annually raised and expended to maintain a good school for a large portion of the time. It is an outrage on society that the hard earned money of the tax payer is given to a person to teach empty desks, while children are suffered to lounge about home or loaf about the street.

The town school is within the reach of every one, and to a large majority of our population is the only source of obtaining any education at all. How important then that parents should interest themselves in our common schools, and see to it that their children improve every opportunity to fit themselves for future usefulness and the active duties of life. Our State and nation need men and women of education to run the machinery of government, as well as to develop science and the industrial arts; and the common school is the grand lever to be applied in raising the youth of our country to the requisite standard of intelligence, from the fact that it is within the reach of all, rich and poor, high and low; there is no caste, no preferred class, no aristocracy in our free schools, save that noble aristocracy of merit and intelligence.

The loss of school money in this town for the last year, by tardiness and non-attendance, is not less than fifty per cent. What a sad commentary on the condition of our public schools! What a wrong perpetrated upon the youth of our town!

Let parents and heads of families rouse up from that dangerous lethargy, manifest a proper interest in the cause of free and popular education, and resolve that such a state of things shall not last; that the gloomy picture of the past shall become obscured by the record of a brighter page for the future.

One great obstacle in the way of successful schools is the unsuitableness of our school houses. The manner in which they are fitted up and arranged, seem little calculated for the comfort or convenience of either teacher or scholars. The desks are narrow contracted, rickety, dilapidated affairs; the blackboards are little better than none. In District No. 1 the doors of the school house are without latches, locks or fastenings of any kind and the house exposed to the raids and incursions of any one who may meet there for the pastime of hacking and demolishing desks, which practice seems to have been quite prevalent. The law authorizes the district agent to expend ten per cent. of the money apportioned to the district for repairs; and the district at the last annual school meeting so instructed him, but for reasons unknown by the committee, but which are probably satisfactory to himself, that wise provision of law has not been complied with.

The law also requires school agents to give written notice to some member of the committee, before the commencement of a term of school, when the school is to commence, whether it is to be kept by a master or mistress, and how long it is expected to continue, and make it a penal offence to fail to comply with that provision of law. Yet in no instance for the past year have agents complied with the law in that respect, and are of course subject to a forfeiture of one dollar per day for every school that has been taught.

In closing this report the committee would recommend that district agents be dispensed with, and that the Superintending School Committee be invested with the whole supervision of the schools, including the hiring of teachers, as in their opinion the interest of our schools would be subserved by the adoption of such a course.

MANCHESTER.

You have thus before you, fellow citizens, the result of your schools for the past year, as they have appeared to us. The successes and the failures, and we are compelled to

say that the former are less, and the latter more complete, than they should be. If the expenditure of money in any other department of our municipal administration had not produced its legitimate results, every voter in town would be clamorous to know the reason why. But it seems to be an accepted axiom, in school operations, that a certain portion of school money, larger or smaller, as accident may determine, must of necessity be wasted. We admit of no such axiom; we acknowledge no such necessity. And it seems to us pertinent to this report to present to you our view of the mutual duties and relations of those who are connected most intimately with the management of our schools, and upon whose conduct their success or failure must depend. It is your duty, fellow citizens, to vote and raise such sums of money as may be necessary, if judiciously expended, to give every child within the limits of your town a good common school education. In this respect there has been no failure. You are also to provide commodious and comfortable school houses for your children and their teachers. In District No. 5 there has been erected, during the past year, a neat and convenient house; but there still remain three of the seven districts in town in which the school houses are utterly unfit for the purpose, and we blush to say that two of them are relatively the wealthiest districts in town.

Parents and guardians, what are your duties, and how have you discharged them during the past year? It is yours to provide your children with the books and other things necessary for the successful prosecution of their studies; to see that they are present at the school room every day of school, unless detained by sickness, and punctually at the appointed hour; to impress upon their mind that their only business in school is study; to so interest yourselves in their progress that they shall feel its importance; to give to your teachers your cordial support and sympathy in their arduous labors, and believe (unless you have the strongest evidence to the contrary) that they are laboring for the best good of those committed to their care.

Unless you have conscientiously discharged your duties in these respects, it ill becomes you to join in the sweeping denunciations so freely heaped upon the heads of teachers whose successes have not been all that might be desired. We are willing teachers should bear all their own burdens of labor and responsibility; but it is unfair and ungenerous to hold them accountable for your neglect. Your influence over your children is paramount, and, if used in opposition to their teacher, will render all his best efforts vain. It is his part to aid his pupils in the prosecution of their studies and to require and enforce obedience and submission to wholesome rules and restraints; but can he successfully do the first, when they are absent three days in the week, or the latter, when insubordination is winked at, if not openly encouraged? We fear these things are not duly considered, and parents, in placing themselves, without good reason, in an attitude hostile to the teacher, inflict untold injury on their children. We wish this principle of mutual responsibility were better understood; and, if the suggestions submitted shall lead to this end, our labors will not have been in vain, and we may confidently look forward to a brighter era for our schools.

READFIELD.

In concluding our report the question arises, what can we do to increase the efficiency of our schools? It is the desire of every inhabitant of the town to secure the highest possible good from our schools. This question then is a practical one, one that touches the purses of the tax payer. First, then in answer, can we not by our personal effort, influence, and, perhaps, sacrifice, secure a greater punctuality and regularity of attendance on the part of our scholars. Very much of the usefulness of our schools is lost through these two causes. If there were holes in our purses through which our dimes

and dollars dropped out, we would instantly repair them, but lost days in the education of our children are more than dimes, sometimes than dollars.

2d. Can we not by our frequent visits to the school room both encourage our children and stimulate the teacher? The teacher is your employee, and you have a right to know how he is doing the work for which you employed him. You employ a man to hoe for you, do you allow him to go on hoeing day after day without ascertaining how he is doing your work? And will you allow strangers to operate upon that most delicate of all machinery, the human mind, the mind of your children, without your personal inspection?

3d. Can we not add to the comforts, conveniences and attractiveness of our school houses? We have one school building in town that is an honor to us. With reference to the others, though they undoubtedly compare well with those of other towns, the least said about them as *school houses* the better. We hope to see the time when all these unsightly structures shall be displaced by neat, convenient and attractive school buildings, which shall in themselves possess an educating power.

4th. Do not the interests of our schools demand that a larger sum be raised for their support, and might it not be well for you to instruct your agents to employ not the *cheapest* but the *best* teachers? The cheap teacher is dear at any price.

With these suggestions we leave the matter with you, hoping that you will devise liberal measures for the education of our youth, a matter so vital to our national stability and prosperity.

HOULTON.

In reviewing the whole situation of our school matters, the committee feel that the following points need the careful attention of the voters of the town, and they would urge their speedy adoption.

1st. In case Mr. Johnson's bill fails to become a law, put the schools entirely under the control of the committee, as to hiring teachers, length of schools, etc.; or, elect the agents at the general town meeting.

2d Introduce into the town at the earliest possible date, a system of graded schools. This would at once relieve our over crowded rooms, give us better classifications, improved methods of study, and an elevated standard of public education.

3d. To carry out these suggestions, and to deal justly with the rising generation, an increase of the money voted yearly in support of schools is imperatively demanded.

BANGOR.

During the year a revision of the "Regulations of the Public Schools" has been made. The last edition, published in 1857, was exhausted, and a revision was needed to meet the requirements of our school system.

The most important work, however, has been in the complete revision of the course of study in the several grades of schools. The changes made since the last published revision were so numerous that it was no longer recognizable in the text-books used. There was also a lack of uniformity of studies and text-books in schools of the same grade. The revision, which has been matured with much care and no little labor, definitely marks out the work of each grade of school, secures uniformity, and provides for methods of instruction recommended by the most experienced educators and approved by their successful results in the best schools in the country.

Prominent in this revision is the provision for Object Teaching and Oral Instruction, which have a place all through the course, adapted in their quality and scope to the mental capacity found in the respective grades. The perceptive faculties being the first

which are developed in childhood, advantage should be taken of this fact to cultivate the senses, to awaken and quicken observation, and lead children to observe everything about them within the range of their senses, and to express in proper terms clearly developed ideas, thus cultivating language as well as observation. The perceptive faculties rise to the higher mental faculty of conception, recalling impressions once made upon the senses, and leading from what is known to the unknown. In this interesting field of development of the youthful mind the skillful and enthusiastic teacher will find pleasurable and profitable work. Teachers will of course labor under the disadvantage of not having had a special training in this art of instruction, but with the aid of guide-books it is believed the live teacher may obtain satisfactory results.

Drawing is also to be introduced into the lower grades of schools, and I hope it will be soon put into the higher grades, even if arithmetic should give way somewhat to make room for it, the cultivation of the esthetic principle being quite as important as the reckoning of dollars and cents.

A great portion of the time of pupils in the Primary Schools is unemployed. Their minds cannot be kept upon their books for any considerable length of time. How better can this time be occupied than in printing and drawing simple forms on their slates from copies set for them by charts or by the teacher on the blackboard? The love of drawing is in the child, and it only needs encouragement, the supply of suitable materials, and systematic aid, to enable the child to express the truths of form as readily, correctly, and forcibly in the language of art as in its mother tongue. Drawing develops the perceptive faculties, as to form, size, &c., and disciplines the hand, and is, therefore, an important aid to penmanship. Horace Mann has said that he believed a child will learn both to draw and write sooner, and with more ease, than he will learn writing alone. The practice of drawing will also prove a great assistance when the pupil comes to map-drawing in connection with the study of geography, as now required in our schools.

Besides the utility of this art for the purposes of the school-room, and the more successful prosecution of mechanical trades, one has very justly adverted to its higher esthetic uses.

“The study of drawing, in leading to a just appreciation of the beautiful, would, could it be generally pursued in our schools, prove a national blessing, inasmuch as it would elevate the standard of public taste. Every ill-proportioned and distorted building we erect, every ill-drawn roll of paper we place on its walls, every ugly carpet we put on its floors, every unsightly piece of furniture we place in our rooms, every trashy picture we hang, every ill-shaped piece of crockery we procure, and, in a word, every thing in the shape of bad art which we collect about us, great or small, is a positive injury to ourselves, and to the community at large. On the other hand, if our selections are what they should be, we improve our own perceptions of the beautiful, promote a higher standard of taste in ourselves and those about us, and, in addition to this, we encourage the artisan who labors to produce good art, and contribute our mite to the elevation of pure taste.”

From the element of Oral Instruction which has been engrafted in our school system, we have a right, with a hearty and intelligent co-operation of teachers, to expect excellent results. It will serve to draw the teachers out of the shell of a slavish and exclusive fidelity to text-books which is regarded as the bane of American public instruction. It will make the teachers more self-reliant, promote a growth in useful power, and bring them as it were into a magnetic communication with their pupils.

Teachers need to learn that *hearing* a recitation is not teaching. The indolent teacher will pursue this method because it calls for no special exertion or preparation, and the inexperienced teacher because he thinks it correct to follow the plan marked out in the

book. The teacher's true relation to his pupils is to come before them with a well-stored mind to explain, amplify, and illustrate the topic of the lesson, and with a tact to impart instruction and call into active play the pupil's natural desire for knowledge. Let the teacher step boldly out-side the text-book, and if he have strength and resources within himself, he will be surprised at the eagerness with which his pupils will seek to follow him.

Physical Exercises. The light gymnastic exercises, introduced into the Girl's Grammar and Select Schools last year, having proved a decided success and been acknowledged a useful and graceful adjunct of the school-room, they have this year been extended to the Boys' Grammar and Select Schools under the instruction of Mr. Partridge, and through his instruction to the teachers of the Primary and Intermediate grades, to their respective schools.

A few persons have objected to these exercises, some on grounds too ridiculous to argue with. The more common objection, however, with parents in the case of their boys, is that they have exercise enough out of school and at home, without its being required of them in the school-room. The answer to this very plausible objection is that the school exercise is not intended for muscular development and to fill the measure of bodily activity which good health demands. There is not enough of it for that. It is an easy and agreeable exercise thrown into the school-room as a relief to its physical restraint and mental toil. It is for rest and recreation for body and mind, and not a task. Let one of these objectors sit down quietly at a desk for an hour engaged in mental work, and he would be glad enough to move his limbs and respire freely, and it would be all the more agreeable if his exercise should be in concert with others and timed by music.

Some teachers, while heartily approving the exercise, seem to grudge the time devoted to it, because they have so much to do. This objection, while doing credit to their fidelity and desire to accomplish the most possible, argues a forgetfulness of the principles of physiological science, and entirely loses sight of the conditions upon which the best results are attainable. The relief and recreation which a few minutes of free movements and free air afford, enable the mind to resume its work with greater relish and vigor. Long constrained posture, and inhalation of the too close air of our school-rooms induce bodily and mental weariness and lassitude, and there is no time more profitably spent in the school-room routine than this. In this connection I repeat the carefully considered opinion of the Middlesex County (Mass.) Medical Association:

"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."

Drawbacks in our School system. Among the drawbacks to the efficiency of our school system the most prominent are:

First—The large number of pupils placed under the care and instruction of one teacher. The Primary schools are administered by seventeen principals with four partial assistants. An average attendance of forty pupils is all that one teacher should have the management of. At this rate we ought to have thirty principals in this grade. Some of the Primary teachers have from sixty to eighty pupils. In those schools which have assistants, the average number is about one hundred, and the interruption caused by classes going to and from the class-room is a very serious annoyance. In the lower grades of schools the class-room, as such, ought to be abolished, and any new building intended for these grades, should be planned for not more than fifty sittings in a room.

Second—The lack of special training for their work on the part of the teachers themselves. And this is not to be laid to their charge as a fault for which they are blame-

able. Our teachers, as a class, are industrious, faithful, pains-taking and laborious. Indeed they work too hard, but the large number of pupils claiming their attention, and the lack of that special training which in the best school systems has come to be regarded as essential, cause them to fail of that success which is desirable. Tact in discipline and instruction is a most important element of the teacher's power. With some it is natural and they are successful from the start. With others it comes from years of experience, and its acquisition is often at a great expense of educational opportunities for the young. What is needed is a special training to fit teachers for their profession, so that the greatest results may be attained with the least expenditure of time.

Teaching is an art, and a special preparation is as necessary to render one successful in it, as to make a skilful mechanic, a physician, a preacher or lawyer. Besides the equipment which our best unprofessional schools afford, teachers need a Normal training which will give a practical knowledge of their duties, indoctrinate them with the best methods, give them the benefit of the ripe experience of others, and teach them how to make their materials most available, and how most effectually to reach the minds of their pupils. It is to be hoped that ere long a Normal department may be added to our High School to furnish these much needed facilities to young teachers, and that by reconstruction and new school edifices the first mentioned obstacle may be removed.

VASSALBORO'.

The committee in submitting to the town this their annual report, have endeavored to give an impartial statement of the state and condition of the schools, and the success of the teachers. We cannot say that the schools have been as prosperous as in some former years. The question naturally arises, why is this? We venture to assert that it is for a lack of interest on the part of parents; for nine-tenths of the adult inhabitants of the town never enter the school room, except at their annual meeting for choosing an agent, and in one district we learn that they have not done that for a number of years. For this reason the only means the parents have of judging of the success of the school, or merits of the teacher, is from their children, who are often biased in their judgment, and often incompetent for so important a matter. Our teachers must have the co-operation of parents and guardians, or the money that we are pouring out so ungrudgingly is lost, and even worse than lost. We should seek educators for the young, who will become hearty and efficient friends, counsellors and coadjutors in the work. They should be worthy of our confidence, should find our doors always open, should be among the most welcome guests, and should study with us the discipline which the peculiarities of each child may require. Such teachers we need, and their value cannot be prized too high. A teacher of distinguished ability and virtue, whose mind is concentrated on the work of training and guiding the youth, will shed a light on the path of parents for which they often sigh, and give an impulse to the young, little comprehended by many. Very many send their children to school and seldom or never see the instructor, who is operating daily and deeply on their minds and characters. We do not know of any way by which society can be aided more than by the formation of a body of wise and efficient educators. Perhaps there is no class which would contribute so much to the stability of the State and to domestic happiness. They would leaven the community with just principles. Their influence would penetrate every family, and parents would feel the power of this aid in raising their depressed spirits, in the great work of swaying the youthful mind. The multitude think that to educate a child is to crowd into its mind a given amount of knowledge, to load the memory with words. No wonder then that they think almost every body fit to teach. The true end of education is to unfold and direct aright our whole nature. Its office is to call forth power of every

kind. In proportion as the child gains knowledge, he should be taught how to use it well, how to turn it to the good of mankind. Corporal punishment, we fear, cannot be dispensed with in our public schools, but that it ought to be administered most deliberately, righteously, judiciously, and with a wise adaptation to the character of the child, we all feel; and can it then be safely intrusted to teachers undisciplined in mind and heart?

It is very important that our children are regular in their attendance at school; that we do not listen with too credulous an ear to complaints against the teacher, and that we fail not in the discharge of the thousand little demands that are constantly made on us, which we must discharge, as no one can do it for us. It is a matter of regret and surprise that the inhabitants of the town, having the best interest of the education of our youth at heart, should allow evening amusements to such an alarming extent, to divert the minds of children when our schools are in operation. We believe if such amusements are essential to the healthy morals of the community, there will be time enough allowed, without taking that time designed by law, to be devoted to instruction of youth in wisdom and virtue. "The young mind should be guided through nature and human history to the Creator and Disposer of the Universe; and still more, the practical principles and spirit of Christianity should be matters of direct inculcation. We know no office requiring greater wisdom, and none but the wise and good should be invited to discharge it."

DENMARK.

In presenting to you our annual report, we shall aim to be plain rather than elaborate. We have been pained to observe, and we mention with regret, the lack of interest manifested by the parents and guardians of our school children, in that most important of all institutions, *the public school*. In scarcely a district in town, can we learn that the school has been visited during the past year by a single parent. So long as parents remain thus indifferent to the educational welfare of their children, so long will the children, in a greater or less degree, manifest this indifference in the school room, in spite of the most arduous efforts of the most efficient teachers.

The school registers show a sad lack of punctuality in nearly every district in town. Parents not only wrong their *own* children, by permitting them to remain out of school two or three days in the week, but they, by so doing, injure the *school* and the teacher. Nothing except sickness should take a scholar out of school for a *day* during the term. As a reward of merit, we append a complete list of all the scholars in town who have not been absent from school from commencement to close, during the past year.

CAPE ELIZABETH.

The district agents have generally been men interested in school affairs. Their wisdom in the selection of teachers has contributed much to the success which has attended our schools during the year. Too great care cannot be used in selecting those who are to be, not instructors only, but continual examples before the young. While scholars are obtaining an education they are equally active in forming a character for life. If parents would see their children developing principles of morality and truth, then no person should be allowed to enter the school room as teacher, in whose character these qualities are not strongly marked. He who assumes a character or principles which he does not possess, is a continual example of deception.

Furthermore our agents can adopt no better rule for the transaction of public business than the statute law. No agent can legally authorize a teacher to commence school until the required certificate has been obtained. This certificate, under ordinary circum-

stances, should be signed by the full Board of Superintending School Committee. One name alone is worthless. A majority of the Board is usually insufficient. A few cases have occurred in past years where schools have suffered from a disregard of these requirements.

School Houses. By a reference to the accompanying statistics it will be seen that, while a few of our school districts are a little slow in erecting suitable and commodious school houses, most of them have provided their children with pleasant and commodious school rooms. These parents understand that children are positively better children when attending school in a well prepared house than when attending in one which is ruinous and neglected. They know that the school house, its surroundings, and the school room, exert an influence upon the young minds; that any teacher can keep a better school in a pleasant, inviting school room than in one which is otherwise.

There have been no school houses built in town the past year. The house in District No. 12 was destroyed by fire during the winter term, but the school was immediately carried to the vacant church on Brown's hill, where it continued in successful operation till the close of the term. This district, undoubtedly, will erect a fine, commodious building during the coming year, wherein will be found all the modern improvements in school house architecture and furniture.

A suggestion has been made, looking to a division of this district. We would here say that, in this case and all similar, we would continually discourage all movements for a division; but recommend the erection of large houses and the grading of the schools, knowing as we do, the disadvantages of school districts and the great advantages of graded schools.

Text Books. While a change in some cases would be desirable, yet we have not, during the year, determined to make any change in our text books. Had we done so, it must have been from a strong demand for a better work. Then, instead of accepting the first change suggested, we must have examined the most popular work on the branches in question, and selected that which, in our opinion, was best suited for introduction.

We have found it necessary to furnish books, to some extent, for the use of needy children. Payment has since been made for many of these books. Those not otherwise paid for, we have charged to the town, retaining the books in our possession at the close of the schools, as the property of the town, to be used again in similar cases in the same districts, or wherever occasion may require.

Instruction. While our townsmen have been very liberal in appropriating money for the erection of school houses and the employment of instruction, we are compelled to say that our schools have not made that corresponding advancement which we might desire. This is not owing to any inaction of our scholars, for we claim for them all the promptness and energy in their work that is found in scholars generally. But, as one cause, we think the range of study has been too contracted, too stinted. The time has already come, and passed, when we should leave these old-timed ways. Our scholars demand of their Committee and their teachers, that they should be led forward and given a wider range of study, receiving just and correct instruction therein. It is not enough that they are learned in the common branches. Our schools should afford them something more. Having no established High School in town, the higher branches should be found to a greater extent in the advanced classes in our graded schools. Arrangements should be made, classes formed, and instruction given in the Natural Sciences, and in the Languages, wherever scholars are found qualified to take these studies. Our teachers should be employed and examined with these ends in view.

In making this most desirable advancement there is much to be done. Scholars, themselves, who have hitherto been content to pursue the same branches term after term, as if there were little beyond, should look upon the wide range of study pursued by the learned, and thereby know how little the beginning which they have made, and resolve, by close study and continued application, to become sufficiently versed in the common studies to be thought qualified for something higher. Let their continual effort be for something higher and better. "Still achieving, still pursuing."

Parents, too, have an important part in this work, in the encouragement of their children to greater and continued effort, and in offering them all possible facilities in the pursuit of their studies.

Your committee, also, have a duty here which is imperative and devolves entirely upon them. A careful examination of our text-books, a wise and judicious change in some of them, and an introduction of others upon new topics, is most advisable. We further suggest the establishment of a uniform course of study in our graded schools, to be adhered to as far as practicable, affording our advanced scholars the advantages which we have already urged.

In conclusion we cannot refrain from a mention of that immature criticism, which is productive of not more good than evil. The methods, motives and transactions must be known in their connections before a just criticism can be made. Justice demands that the affairs of a school room should be viewed in relation and association, rather than in disconnection and isolation, or as presented in an imperfect and prejudicial light.

The infinity of modifying influences, and the endless number of influencing circumstances, which must all be kept in view by the teacher in making up, often the smallest judgment even, in his school discipline, and which are often quite unknown or entirely forgotten by the criticiser, are well expressed by the excellent Principal of the Lyman School, Boston: "When we consider a single child, his hereditary nature, his home education—received, it may be, under antagonistic parental influences; his propensities, faculties, disposition, tastes, habits, will; his out-door surroundings; then multiply these by a hundred or a thousand, bring them together into a school. their wills begin to cross, their dispositions to clash, their propensities to project. What a complexity is here! Is not the teacher's task a difficult one?"

Again, he justly and intelligently criticises: "When you find the vicious and morally depraved, as a class, praising their teacher, be assured he is neglecting his duty toward them. When rowdies love policemen, culprits prisons, secessionists unionists; when evil loves good, and Satan Christ,—then will the vicious, self-willed youth love the restraints of the school room. Yet I have known teachers blamed for not securing, at once, the affections of this class. They could not do this without compromising the truth and their consciences."

KENNEBUNK.

It is quite apparent that the interest in our Public Schools is every year becoming more earnest and practical, that this interest is not confined to parents, but is manifested by all classes of our citizens, and especially have we noticed among our young men, just entering upon the active duties of life, a disposition to sustain and elevate them. Taking into view the unusual prevalence of epidemics throughout the town, during the past year, the attendance has been good and the punctuality creditable. With these indications that the public appreciates their importance, we may feel assured that the means for their proper support will be cheerfully supplied and that they will each year better fulfil their high mission.

STONEHAM.

We have six School Districts in Stoneham, about half of which have but one school term in the year, and it may be proper to say here, that much want of interest attaches to both the parents and prudential Committee in all the districts in town; while the former are dreadfully somnolent, there is a "masterly inactivity" on the part of the latter, and by their united passiveness some districts which register fifteen or more scholars, average only five; and one registering fifty-two, averaged only thirty, the past season, hence the paucity and backwardness of our schools.

In this connection your Committee would speak of the paramount importance of electing to the responsible office of Superintending School Committee, the very best men in town whose services can be secured, without respect to politics. On this office devolves the supervision of your schools, the selection of your text-books, as well as the examination of your teachers. Your Committee are more strongly of the opinion than ever, that the members of this office, on whom so much depends, should be severally awake to the demands of the age in which we live. Great changes have been made within the past twenty-five years in our methods and principles of instruction, as also, in the school-room furniture and apparatus, evolving a much greater exercise of the powers of reason. With all these, and the like progressive features of the educational cause, your Superintending Committee should be familiar, and for all the services of their office they should receive adequate compensation from the town.

We are compelled to report unfavorably of the capacity of *most of our teachers* the past year to maintain good order in school.

CLINTON.

We have brought before you now the School Districts of the town, and their operations the past year. While we have been desirous to bestow only praise, we have felt that justice to the interest intrusted to our supervision, demands that we do not hesitate to reprove what appears as faults or defects.

The prosperity of our schools depends very much upon the agents. Let the best man of each District be appointed as agent. They have the control of the money; the whole charge of the school property; the houses and their furniture, and must see to keeping them in repair. But the most responsible duty is that of engaging teachers; it is their duty to select the best. The great thing in the school, is the man who keeps it select, if possible; a person who knows what he is about; one acquainted with human nature. It is not always easy to say at first sight, whether a candidate is fit for this place. But there are precautions which can be taken, and which ought to be taken. Let the Committee be fearless and impartial in deciding upon qualifications. Let no consideration of fear or favor suffer any District to be obliged to waste its hard-earned money, in paying an inefficient and incompetent teacher. Again, after the agent has engaged a teacher, and he is duly inducted into the school, it should be the *purpose*, as it is for the *interest* of the District, to rally around the teacher, and make it their business to render the school as useful as possible. Every one should feel that it is his school. By sympathy, encouragement and co-operation expressed by kind inquiries after the progress of the school, and occasional visits, success may be insured to a school that otherwise would prove a failure.

LONG ISLAND PLANTATION.

As a member of the so-called Superintending School Committee of this plantation, I have the honor to make the following report of the schools and scholars on this Island.

1st, *School Houses*. There is one house built about twelve years ago for a church, which has been used as a school-house, but which is now unfit for religious or educational purposes un il it is repaired and refitted.

2d, *Schools*. During my residence of three years, there have been two (2) spasmodic attempts at a school, the first subsided in a fortnight, and the other ran through a period of three months. The expense was met with the State fund which had accumulated several years. The benefits derived did not equal the expense, owing to the dilapidated condition of the house, the inclemency of the weather, and the inexperience of the teachers.

3d, *Scholars*. There are about forty (40) children of all ages and sizes who are embraced in the above term, but there is not one among the whole whose qualifications would secure him a desk in any other than a Primary School, while many, yes, *most* of them are *utterly* ignorant of the rudiments of learning. This sad state of affairs is the result of the general poverty which prevails among the parents of the said children, rendering them incapable of supporting a school, and causing them to require the services of their children as soon as they are old enough to earn something towards their support.

There is good material among the children here for scholars, provided they had the advantages which other children enjoy, and if a school could be established, I believe an average attendance of twenty-five scholars could be had.

The State fund is wholly inadequate, and the people can do little, if anything, towards a school, and as the law makes no provisions for such a case, I see no way of redeeming the children, and through them the people, from the poverty and ignorance into which the latter have fallen, and the former are fast growing, unless the humane and charitable take the matter in hand, and by well-directed effort bring light out of darkness, knowledge out of ignorance.

Without religious or educational privileges, with nothing to civilize, humanize or refine, it is no cause of wonder to me that there are but four republicans on this island. If you think I draw too strongly upon my imagination, please send a trusty agent here, and if he does not say as did one of old, "The half has not been told me," I will immediately resign my position as junior member of the Superintending School Committee.

DEDHAM.

In reviewing our schools for the past year, we feel warranted in saying that *all* of them have been profitable. Doubtless some of them more so than others. And this would be owing to a variety of causes. For the same teacher will be more successful and keep a more profitable school in one district than in another. And the cause of the difference will not be in any change in the teacher but in the difference in the scholars and their parents. And this same difference often exists in the same district. For it is no uncommon thing for one parent to pronounce a school profitable and very good, while another pronounces it worthless.

Good and competent teachers have been turned out of a school where those less competent have been retained. We believe that most if not all school committees would assert that it is in accordance with their experience, that the most of troubles in our schools are more attributed to outside influences than to the unfaithfulness or incompetency of teachers.

No complaints are made to the committee or teacher, but complaints or disparaging words are uttered in the presence of children. Now, while there may not be any change in the teacher, there will soon be a change in the conduct of some of the scholars, and such a change as to make the school less profitable to them and perhaps to the whole

school. Parents feel an interest for their children—for their future well-being and prosperity, and all want good schools to promote these, and yet, (quoting from the State Superintendent's Report) "instead of inculcating obedience to reasonable requirements in the school room, which are essential to success, if *your* children come home finding fault with the teacher to *you*, many of you at once turn your attention (perhaps not intentionally) to the destruction of what little good they might receive, and thereby fasten upon them a habit of insubordination and dissatisfaction which will follow them through life." If we fear or believe a school is not as profitable as it ought to be—or as well governed as it might be—we should be very careful not to express our fears or doubts, in any way, before our children. And "whatever differences we, or our neighbors may have on other matters, let us be determined we will be agreed in *one thing*—to do all in our power to make our schools profitable."

BREWSTER.

In compliance with the law, the Superintending School Committee respectfully submit to the town the following report of "the condition of the schools for the past year, the proficiency made by the pupils, and the success attending the modes of instruction and government of the teachers;" which will be followed by statistics in tabular form.

The success and general prosperity of our schools the past year, we attribute in a great degree to the fact that our teachers have been, with a few exceptions, persons of ability and experience in teaching. The average number of terms which they have taught before, being thirteen. It is true, that a good teacher even will sometimes become indifferent and lazy in school. Also, we find occasionally that a teacher will do well in some schools and not in others. Yet with earnest, faithful teachers, who know their duty, and are ready to do it, who can instruct and govern a school judiciously and with discretion, we are almost sure of success in any school. With such teachers, we seldom hear of a want of co-operation on the part of parents. But, after due care on the part of the agents, and a careful examination by the committee, we sometimes get an ordinary teacher; yet if parents and all interested in the school would rally around it and the teacher, and encourage them by word and act, it would usually be found better to retain the teacher, than to make a change during the term.

The method of grading our schools, and the general course of instruction pursued in them, is imperfect and indefinite, and must necessarily be so until our larger districts, at least, unite and establish one high school, grade them all systematically, and define a course of studies for the schools. Then, with money enough to have three terms a year instead of two, we may hope that the necessity of sending so many of our scholars out of town for mere schooling, will be obviated; as will the practice in some districts of having private schools, which usually cost more, and are generally less efficient than our town schools.

Let us look well then to the future permanent good and elevation of our schools, cherish and guard them well, and if they are not, in some respects, what we might wish them to be, let us strive to make them what they ought to be.

OTISFIELD.

Whilst the schools of the past year as a whole may have been conducted in as judicious a manner as in previous years, giving little cause of trouble to your committee, and in some instances giving them reason to hope for the dawning of a brighter day, still it is far from our purpose to flatter you into the belief that we are making *very* rapid strides if *any* towards a higher and more perfected system of education. This is

true of us not only as a town but as a State, if we may give credit to the report of the Superintendent of Common Schools. Admitting the above statement to be correct that we are making no advancement in our system of instruction, offering to the child of to-day no advantages not possessed by the one of ten or even twenty years ago, and it becomes a subject of painful interest to all of us. To our mind there is no *one* great obstacle in our pathway, which being removed we then might move on uninterruptedly to final success, but that very many are the hindrances, some of which we will briefly glance at. It is said the *master* makes the *school*. If so, how important that with his knowledge he may have had such training as will best enable him to impart it to others. Teachers of marked abilities will be hunted out, and they will, as they ought, command the highest wages; while cheap rates will almost invariably command cheap brains. Will you then persist in begrudging to raise a few extra hundred dollars, when by so doing you can have so much *better* and longer schools. It has been well and wisely said, that money raised for school purposes was like vapors, which only rise to descend upon us in showers. Then it follows that inadequate sums of money raised for the support of schools, proves a hindrance.

Another serious obstacle in the way to success is the irregular or non-attendance of the pupils at school. Having secured a competent teacher, how absurd to expect much good to result from his labors unless each and every scholar is promptly in their place. Parents, and you that may have children under your care, I believe you are verily guilty, in that you do not take this matter in hand, and seek with an earnestness which its importance demands to remove it. Small school districts, as we view the matter, are an obstacle. When men can be found who prefer a *better* and *longer* school to an *inferior* and *shorter* one, although it may be somewhat farther from their homes, and at times may give them some little inconvenience in getting their children to the school house, then, and then only, shall we be able to apply a remedy. The above statement needs little corroboration. Its practical workings may be seen in the union of Districts No. 4 and 12. In place of two old, tumble-down school houses, we have one tasty and convenient; instead of two fires to maintain, now only one; instead of two persons to board, now only one; instead of two teachers of inferior abilities the agent was able to obtain the services of a first-class teacher. These results were brought about only through persevering and persisted effort, and a sacrifice of time and money. But in what manner can we be better employed than in opening up a higher and better standard of education for those who are so soon to fill our places in Church and State?

Incompetent agents are a hindrance in bringing forward a candidate for this office. It would be pertinent to ask, is he the man of all others who knows the wants of the district, and will he exert himself to the utmost to supply those wants? If he is not such a man reject him by all means, notwithstanding his friends may claim it is his *turn*. We do not wish to be needlessly severe on this class, still it is our opinion that there is gross mismanagement in some instances of the funds placed at their disposal.

Want of uniformity in school books is an obstacle with which we have to contend with at this time. A great amount of worse than useless labor is required in many of our schools by there being such a variety of text-books in use. The teachers are unable to form classes of any considerable size, consequently it is with great difficulty that much interest is kept up, and if the school is large, the lessons must be passed over in a hurried and superficial manner. It is a satisfaction to know that this matter is now receiving that attention which its importance demands.

Poor school houses *have ever been, and still are*, serious hindrances to the progress and prosperity of our schools.

Having now called your attention to some of the more prominent obstacles which exist among us, but which have been painful to contemplate, would it not be well to

ask the question, can a remedy be applied, and if so in what manner? We reply that these hindrances might be partially if not wholly removed, so that it might be said of us, we are making it but slow, certainly sure progress. And it must be done by the efforts and sacrifices of the entire community, coming up shoulder to shoulder, and manfully laboring for the general good. This is common ground. No party animosities need enter here to divide and thus neutralize our efforts. The school room is common stock, open to all children of suitable age and conditions, and the property of every citizen is taxed to support the school. The children of the poor are mainly educated by the property of the rich. This is not an act of pure benevolence simply, but one of sound policy, for in the intelligence and intellectual culture of the people, we may hope for the perpetuity of our free institutions, and the blessings of civil and religious liberty. Upon us rests a fearful responsibility, that of training the rising generation to honor and respectability, or to dishonor and ruin. But so far as we are faithful in the performance of duty, we shall be rewarded, if in no other way, by an approving conscience. "Let us work and win."

HIRAM.

In making our annual report of the schools committed to our care, we find some encouraging facts and features, while we find much to regret and condemn. Within four years our appropriation for schools has been increased twenty-eight per cent., and during the same* time two new school-houses have been built, one thoroughly repaired and painted, while four other Districts are agitating the same question. One new District has been formed within two years, from isolated families of three Districts, and instead of little or no privilege, have had ninety-four days of good school the present year, and one hundred and twenty the year before.

We find by referring to reports of past years, that the number of schools have increased from twenty-two or twenty-four to twenty-eight. We are happy to observe another sign of progress in the right direction, viz :—Our School Committees are chosen by a union of both parties, and the bane of political contention is removed. In regard to text-books we find a Babel of confusion that the efforts of Committees and teachers for years have failed to regulate. We find two editions of Town's Progressive Readers, *paged differently*, also, some of Wilson's and Hillard's Readers in some Districts. We have also three or four kinds of grammar, and five or more of geography, and about four editions of Greenleaf's books of puzzles to strengthen the youthful brain by tiring it out, and give a clear knowledge of arithmetic, by weaving around their efforts the witchery of Gordian knots. In one school of eight pupils we found four kinds of primary arithmetics. Our attempts to regulate text-books generally result in adding a new kind of books, without diminishing the number of kinds in use before. It takes nearly five years to effect a change of books, thereby causing a mixing up of books and classes. If a change is forced and arbitrary, some scholars are withdrawn from school, and a scene of discord occurs that injures schools more than the evil to be corrected. It is generally the case that voters who go to the election complaining of their inability to purchase books for their children have money enough to buy tobacco and cider; and those who complain most of the expense of visiting schools, are generally those who do the most to ruin and break up schools, and make expense necessary. Yet we would not make sweeping charges, for we have many citizens who take great pains to educate their children. In view of the want of uniformity in school-books we would appeal to the law-givers to give us a uniform system throughout the State

By referring to the registers we find that of four hundred and ninety-one scholars in town two-thirds of them attend school, and the average attendance is about one-half. The previous year less than two-thirds attended school, and those lost two-ninths of the

time. This may account for the fact that of twenty-eight schools taught the past year, sixteen were taught by persons from other towns. We have a sufficient number of teachers to supply the town. We therefore recommend that agents encourage home talent.

We find that writing is sadly neglected as a general thing. We would therefore recommend that parents and teachers require all pupils of the age of ten years and upwards, to write, not merely once in a while, but ten minutes each half day, under the watchful care of the teacher, all other studies being laid aside and forbidden. It is also recommended that history should be taught in schools more than it is, and also suggest that once a day it be used as a reading book. It is apparent to all who will take the trouble to observe the development of scholars, that they will learn as much of arithmetic by devoting a reasonable amount of time to it, and then taking up some other study, as they will by continually plodding over and over the same knotty problems, and abstractions, rendering them like a darning needle, keen at a *mathematical point*, and dull at any other point. Astronomy, botany, geology, physiology, physical geography, philosophy, book-keeping, surveying, and other branches, should be encouraged wherever they can be introduced. They will serve to expand the mind, widen the range of thought and observation, furnish a never-failing fund of ever-increasing knowledge of themselves and all around them. Every hour of the day, every foot of land, or water, and the whole heavens full of grandeur and glory, may contribute something to cultivate the head or heart; while the student who is ever humdrumming over figures, wrapped in his one idea, is like a deaf mute, *lost without his slate and pencil*. We say then give scholars a *variety*, and start their *enthusiasm*, and teach them to have an *object*, and a *high and noble aim*. We would suggest that hereafter our reading books should contain the Declaration of Independence, and the Constitutions of the State and Nation; and all large scholars should become familiar with every section and sentence.

AUGUSTA.

Reading, spelling and writing have received an unusual degree of attention during the past year and great improvement has been made. We have endeavored, with some considerable success, we think, to impress upon teachers the importance of imparting thorough instruction in first principles, of instilling ideas into the minds of their pupils, rather than storing them with words, the language of the text-books, and requiring them to go through with, to them, meaningless recitations. We found in our schools many pupils who would answer correctly the questions in grammar, or repeat with precision any rule, yet they could not parse a sentence correctly. They had been simply memorizing words, not acquiring ideas; they had not been taught the application of the rules of grammar, but only to repeat them. Especially do we see this error of memorizing in the examination of classes in arithmetic. The pupils will solve correctly any problem, and repeat correctly the rule, but there their knowledge ends; in a majority of cases they are unable to give the reason why. This evil can be only partially remedied, and but little permanent good can result from the labors or suggestions of the Committee so long as we continue the present system of semi-annual experiments in teachers. In order to have good schools, we must not only get good teachers but we *must keep them, pay them for their services and demand good work*. Parents, agents and committee must co-operate if they would raise our schools to a standard at which they should be sustained. The field of labor is broad enough, the will to work alone is wanting.

Our School District System. We have twenty-three suburban school districts and twenty-five schools, the schools in two districts, Nos. 20 and 26, being graded. They are scattered over a wide extent of territory and so unequally laid out, as regards the

population, that the school money is divided very unjustly, the largest district receiving the past year, four hundred and sixty dollars and sixty cents, (\$460.60,) while the smallest received but four dollars and ninety cents, (\$4.90.) The result of this unfair distribution of money is, that while the former district enjoys the privileges of four terms of school a year, the latter has had no school at all for the past two years, and the children are growing up in ignorance, while the school agent is waiting to accumulate sufficient funds to employ a teacher. Comment on such a condition of affairs seems to be entirely unnecessary. The city government ought only to understand the evil, in order to apply prompt and searching remedies. The number of districts should be reduced at once, and the whole plan so rearranged as to make the schools as nearly as possible of the same size.

The peculiar configuration of the country may render it impossible so to arrange the districts as to render them equal in point of population, without subjecting many of the scholars to the inconvenience of going a long distance to attend school, but almost any change, which reasonable and intelligent men would be likely to make, would be an improvement upon the present plan. We would suggest, for instance, that district No. 25, be annexed to No. 11; that No. 27, be united to Nos. 23 and 1, and that Nos. 1, 20, 21 and 26 be consolidated into one district, to be styled No. 1, and that a system of graded schools, similar to those of the village district, be maintained therein. It will be seen that the district thus formed would contain more than one-third of the scholars of the suburban schools. The districts should be renumbered, so that the number of a district would give some idea of its location.

The power of employing teachers should be taken from the school agents and entrusted to the Superintending School Committee. It is only by so doing that good teachers can be retained in our schools from term to term.

At least a majority of the Committee should be required to visit each school as often as twice each term. This would give four visits instead of two as is now usual. Indeed in our own judgment it would be better for the interests of the schools to require that each school be visited weekly by some member of the Committee. We should certainly watch our schools and teachers as carefully as a prudent business man does his business affairs and employees.

What would be thought of the merchant who employed a clerk or salesman, sent him to his store, and never so much as looked in upon him for weeks and months, and only sent an agent to visit him for a few hours twice or three times a year? What would be thought of the farmer, who sent his hired man into his field to labor, and bestowed no further thought or attention upon him for months? Surely when such a merchant became bankrupt, and such a farmer found himself an inmate of an alms-house, the good people would exclaim in all soberness, "*good enough for him, he might have known it would be so.*" But thus they treat our public schools, the people's colleges, the dearest interest of their children, the hope and stay of republican institutions, the great luminary which is yet to civilize and enlighten the world, and never for one moment dream but that they have done their duty to their children, and to the community. And with all this apathy on their part, they even wonder that there are failures in our schools, and grumble and growl at the Committee because "their school has been good for nothing this term." Oh! "Let him who is without sin, first cast a stone." Let Mr. Growler first ask himself what he has done to make his school otherwise than *good for nothing*? Has he visited it? Not at all. Has he even called on the teacher? Or sought his acquaintance? Or invited him to his house? Or had a friendly talk with him about the wants, or disposition of his children? Does he know anything of the school, except what he has learned from his own or his neighbor's children? Has it ever occurred to him that in all his fault-finding he has been talking about that of which he

has no knowledge? Does he realize that by his conduct he is doing great injustice, not only to the teacher, but to the community, to himself, and to his children?

We have not learned of an instance during the past year, wherein parents have visited a school-room under our supervision for the purpose of witnessing the progress and discipline of the school. Can our public schools be expected to be prosperous, or attain any high degree of efficiency, while this lack of interest in their welfare continues? If parents cannot or will not visit the schools themselves, they should at least authorize and require the Committee to do so weekly.

School Houses. It becomes our duty to ask the particular attention of the City Council to the condition of the school-houses in districts Nos. 2 and 14. We perhaps cannot better describe their dilapidated condition than in the language of a former Committee :

“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 landmarks* 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.”

Three years ago the parents and voters of districts 2 and 14 had their attention thus called to the condition of their school-houses. A year ago their attention was in like manner called to the same subject. The houses in the meantime have gone on from bad to worse; and at the present time there is not a well-to-do farmer in the State who would think of putting his cattle into such hovels, or who would not regard the offer of such a shelter as an insult to his swine. Under these circumstances it would be a dereliction of duty on our part if we left the voters in those districts to the chances of being influenced by a “word to the wise,” for we should have strong reasons to doubt the application of the “word” to the *wise*. And experience has taught us that “the satisfaction of having at last discharged a sacred duty” has been of very little influence in those localities.

We therefore recommend that the City Council cause legal meetings of the voters in districts Nos. 2 and 14, respectively, to be called as soon as practicable, for the purpose of raising money for building new school-house in said districts, the plans for the erection of such school-houses to be submitted to the Superintending School Committee for approval in conformity with the provisions of section 30, of chapter 11, of the revised statutes. And in case of the refusal or neglect on the part of said districts to raise money sufficient for the erection of suitable school-houses therein, we recommend the enforcement of the provisions of chapter 132 of the public laws of 1867, entitled “An act additional to chapter eleven of the revised statutes, relating to building school-houses.”

We are happy in this connection to report that the “word to the wise” has not been sown altogether on “stony ground,” or amid “tares,” but much seed has fallen on good ground and brought forth fruit abundantly.

ALTON.

We would say in conclusion, that there seems to be a lack of interest throughout the whole town in regard to schools. And if we speak plain upon the subject, we hope no one will be offended, for we do it for the benefit of the scholars. The state of the school houses would justify us in saying that there was a lack of interest in education. They are very much out of repair, the plastering is partially off from many of them, panes of glass broken out, doors so much shattered that they are only excuses for keeping out the cold. The house in District No. 2 has no entry, and no shed upon the outside, and when the door opens, it opens out into the whole world. A very few dollars would build an entry for this house, and why it has not been done is because the district is neglectful. The house in District No. 6 is very ill contrived for the comfort of the scholars. The stove being placed in a recess at one end of the room, the heat it throws out is lost, and it depends upon the funnel to warm the house, which it is not capable of doing, as we can testify by experience. We find many scholars with books so badly torn, or worn out, that it is impossible for them to get all their lessons; and it is a common excuse for not reciting, that the lessons are not in the books. In all our schools there is not more than one-half books enough for the number of scholars. One great evil in our schools is irregular attendance. This is the greatest trial the teacher has to encounter. When a scholar comes into school, after being absent a day, he must get two lessons, or the class be put back where he left off; more frequently he skips the lost lesson, and half understands what he is studying.

There is an unpardonable lack of interest throughout the whole town in regard to the schools. You go to your town meetings, get up a little enthusiasm, and vote to raise quite a sum of money for the support of schools. When you leave the meeting your enthusiasm dies down, you imagine you have done your duty to the rising generation. You send your children to the same old, unrepaired school houses year after year, where in winter terms they have all they can do to keep comfortable without studying. You send them with the same old, torn books, and half enough at that, and keep them out of school one third of the time, and then complain that the school money is thrown away. In District No. 1, (where there are 43 scholars) a meeting was called in the fall to make arrangements for the winter school. The agent and district clerk were the only ones present! Is it any wonder that when the school commenced that the plastering was off, or the glass broken out, or that not a door in the house had a latch upon it, so that when any of the scholars went out the teacher had to fasten the door after them with a stick. If you do not want your school money thrown away every year, then take more interest yourselves in the matter, repair your school houses, furnish your children with books, whole ones and a plenty of them at that, see that they attend school regular, and our word for it, your school money will be a hundred times more profitable to your children than it has been in the past.

SEARSPORT.

In looking over our report you will find a few failures and many successes, and taking the schools as a whole they have made good progress for the year. This progress is most marked in our smaller districts, as our school fund has been more liberal for the past two years, it has given them an opportunity of lengthening their schools from four to six weeks, which tells to their advancement more than can be realized by a careless observer. It is our opinion that some of these districts have advanced fifty per cent. in the past two years, of scholars of the same age.

Where there have been failures you should strive harder to make the next school enough better to make up for the failure. Parents must interest themselves more; they

must have their scholars in school at the appointed hours. *The best teacher in the world cannot teach absent scholars. The seats will never retain an explanation for its tardy occupants.*

We are sorry to report, that in our graded schools, where we have most elegant school rooms and always in order for scholars, that if the seats could speak, a large number would report a tardy occupant. This is a *very, very, VERY* sad *failing*. A scholar behind time in the morning is behind time all day, and at the end of the school he is found in the same position, and many we fear will always *live* if not *die* behind time.

If parents would visit these schools from time to time, they would interest their scholars and themselves too, and you would be surprised to see the effects on the school. Then you could see for yourselves how the school is conducting, and if it is improperly carried on, have the matter investigated at once. This is better than to listen to reports, handled and rolled around until the *pea* becomes a pumpkin and the pencil a crowbar.

MACHIASPORT.

Your committee think the schools of the past year will compare favorably with those of any previous year, and have really *improved* in some respects, owing to the fact that agents have been more fortunate in securing *good* teachers. But yet there is room for much greater improvement, and it can only be secured by parents themselves taking a deeper interest in the education of their children.

The prominent fault in *all* our schools is want of punctuality or non-attendance. There is a loss of nearly, or quite, one-half of the benefit we should receive from the money we raise, resulting from this source alone. We do not ask you, fellow citizens, to raise more money annually for schools, nor do we ask to have better teachers employed than we have had in *most* of our schools the past year, but we do ask you to see that your children receive the benefit of the money you have to pay, by *obliging* them to attend school regularly and in season, and impressing upon them the importance of gaining an education while young. Manifest your interest in their behalf by questioning them in regard to their studies, visiting the school room and listening to their recitations. There is no other business so much neglected as this; no other that we leave so much to the care of strangers.

The importance of this subject cannot be too strongly urged. Not only is the education of our children important in a moral point of view, elevating and ennobling their character, but it is important in a pecuniary sense, by fitting them for situations of independence. Give all children a *good* education, and there will not be so much need of *reform schools* and *alms houses*.

In closing our report, fellow citizens, we would express the hope that you will give our schools a generous support, and co-operate heartily in all measures which may be needed to furnish the rising generation, who are soon to fill our places, with that thorough instruction that shall fit them for the business of life.

NEWRY.

A few general remarks may not here be out of place. The importance of keeping our schools in a healthy condition is apparent to all. No shrewd business man invests money without calculating to get the full benefit of it; but how is it with the money which we as tax payers invest yearly in our common schools? Does each stockholder keep an eye to the proper disbursement of the shares? We opine that a seasonable overhauling might conduce to a more advantageous expenditure of the funds. Economy in the expenditure of public funds is an excellent virtue, but it does not follow that

parsimony in their appropriation is justifiable. Want of means hampers the usefulness of our common schools in this town. The committee reiterate the statement of last year, that it is for the interest of the town to pursue a more liberal policy in respect to our schools.

The average length of our schools does not exceed six or seven weeks. An additional four or six weeks would treble the usefulness of a rightly conducted school. You had much better tax yourselves to support schools at home, than to tax yourselves as many of you are now doing for the education of your children abroad.

Irregular attendance of pupils is a source of great annoyance to teachers, and the occasion of great injury to the prosperity of our schools. Parents, see to it that your children are constant at the school room, even at the expense of some little inconvenience on your own part. Gladden the hearts of your teachers by evincing an interest in the progress of their labors. Keep as sharp an eye on the progress of your children in their studies as you now do on the management of your farms and the growth of your stock, and you will have no occasion to wait for the committee to tell you whether your school money has been wisely expended or not.

SURRY.

On account of the scarcity of superior male teachers, and the high wages commanded by them, we think we should do well to follow the example of other towns, and employ female teachers in most of our winter schools. Female teachers were employed in districts five, six and nine, with good results, and we urge their employment in districts seven and eight. Another year's connection with the schools has confirmed us in the views expressed in our report of last year, which we will not here repeat, as you can read them at your leisure. We have been painfully impressed by the want of system, looking to a thorough training of the youthful mind in our common schools. This system, so urgently needed, it is the object of the Normal School to impart; and we have used our utmost endeavors to induce teachers, and those who intend to become teachers, to avail themselves of the opportunity now offered by the Normal School in our own county, for acquiring that system. We cannot consider it a proper course for any young man or woman to take, to acquire the capacity for efficient teaching, little by little, at the expense of the various small and poor school districts, when the same is offered, almost gratuitously by the State, in the Normal School, where, by a course of instruction, which has been perfected by the best minds of our own and other nations, and which has been tested with the best result in other States, they may be qualified to take at once a high stand as teachers, and aid to check the downward tendency of our schools. We would urge upon districts the importance of appointing suitable agents, and upon agents to engage competent teachers in season, and not wait until the last moment and then be compelled to take whoever they can obtain. We have prepared a tabular statement, giving at one view the number of scholars in each district, the amount of money expended, number of days of school, average attendance, cost of board and wages per week, and cost per scholar per week, in separate columns both for summer and winter, and for the year. This estimate does not include the cost of fuel, for the reason that so few districts have rendered in their bills.

EDDINGTON.

The committee again call the attention of the inhabitants of District No. 1 to the necessity of providing a new school house; the old one is entirely unsuitable for the purposes for which it is used. Let it give place to a better and new one.

We have heard of one instance where a gentleman constituted himself a committee to interfere with a school. We trust such a thing will not again occur.

During the last four or five years, our schools have been mainly under the instruction of females. There is no reason why we may not have quite as good schools with female teachers, as with male teachers; but the committee cannot but remark that, with some few exceptions, there has been a general lowering of the qualifications of teachers. Too many young ladies are inclined to look upon the business of teaching school as a kind of genteel employment with fair pay and very little labor. Agents are requested to think of this when engaging teachers.

It is recommended that Districts Nos. 2 and 5 employ male teachers for their winter schools. It is a delusion to think that anything is gained by the employment of cheap teachers. The value of our schools depends almost wholly upon the efficiency of teachers. The best and most expensive books that you can send into the school room, become worthless in the hands of incompetence and sloth; while the very poorest text book in the State will become a mine of wealth, sparkling with jewels, in the hands of a live, energetic and capable teacher.

Finally, we are happy to report our schools in so prosperous a condition; six districts out of seven in town, possess good school houses; our teachers have generally been capable, and have endeavored to faithfully perform their duties; and the scholars have, for the most part, been well provided with books.

Let these things be an inducement for farther effort and a greater improvement.

HALLOWELL.

Our public schools have enjoyed a good degree of prosperity during the year. They have been unusually free from disturbances, and their general appearance and progress have been quite satisfactory. A few of them have attained a high degree of excellence.

Our schools are not crowded, and are so well graded and classified, that teachers, possessing ordinary facility for performing the duties of their position, may have ample time to devote to each class. In these favorable circumstances, scholars ought to make rapid progress.

The schools are arranged, according to the attainments of the scholars, in four grades. In each school, with one exception, there have been three terms during the year, viz. : a summer term of nine weeks; a fall term of eleven weeks; and a winter term of twelve weeks.

Primary Schools. Of this grade of schools we have seven, including the one on Loudon hill, and the one in the Laughton neighborhood. In the latter school there was but one term. The teachers employed, though several of them were comparatively inexperienced, labored with commendable zeal and devotion, and, in most cases, gave good satisfaction.

Intermediate Schools. We have two schools of this grade. In both of these, experienced and successful teachers were employed. The improvement made by their pupils was a sufficient proof of their ability to teach and their fidelity in performing their duties.

Grammar School. This school has been managed with signal ability during the year. It has been distinguished for good order and thoroughness of instruction. The scholars were able, when examined, to explain *principles*, as well as to state facts, or to give the answers contained in the books.

High School. This school and Hallowell Academy were temporarily united at the commencement of the year. Mr. Carver, a thorough scholar and successful teacher, was employed to take charge of the school. He labored faithfully during the year, and

accomplished a good work. He seemed more anxious to keep a good school than to win temporary popularity. Most of his scholars made rapid progress.

We hope the present arrangement will be continued in the future. If judiciously managed, we see no reason why this school may not become an ornament to the city, and afford as good facilities for acquiring an education as are afforded by any high school or academy in the State.

We have not referred in detail to each of the schools, because we wish to make some general remarks, some of which may be applicable to all of them. We have referred in favorable terms to all the schools, not because they have all attained the desired standard of excellence, but because they all have some excellences; and, in the criticisms and suggestions we may make, we would not be understood to speak disparagingly of any school or teacher.

In a few of the schools there was a want of order. The scholars did not manifest a spirit of insubordination, but they were allowed, when in their seats, or in their classes, to assume almost any attitude they chose. If this did not retard their progress, it certainly injured the appearance of the schools.

Teachers, in a few instances, took the liberty, without consulting the committee, to allow their scholars a holiday, or to take one themselves. The effect of such a practice is injurious, and should not be continued.

Some of the teachers, in conducting recitations, were too closely confined to their text-books. They simply read the questions proposed by the author, and required their pupils to recite the answers. Such teaching is hardly worthy of the name. If scholars are expected to recite without the aid of their text-books, we see no reason why teachers should not ask questions in the same manner.

Besides this, teachers ought to explain and illustrate the lessons which the scholars are required to commit to memory; for it is frequently the case that scholars, especially in the primary schools, are able to recite correctly a lesson, when they are not able to understand it. It is proper enough for teachers to require their pupils to study attentively and recite correctly; but it is certainly their duty to explain and illustrate the various branches of study pursued, in such a manner that the scholars will be able to understand them. There has been considerable improvement in this respect in some of the schools, but there is ample room for more. A thorough change is demanded, especially in the schools of a lower grade.

There has been a lack of thoroughness of instruction in our schools. The teachers have been expected to advance their pupils through certain books, or parts of books, each year, but have not been able to do it in a thorough and satisfactory manner. When promoted from one school to another, the scholars have sometimes been obliged to spend nearly a year in reviewing, before they were prepared to advance. We directed the teachers, at the commencement of the year, to give more thorough instruction, even if they did not advance as rapidly as they had previously. Most of the teachers followed the direction and the good results have been apparent. We feel quite sure that those scholars who will enter the High School, and most of those who will enter the Grammar School, will not be obliged to spend the entire year in reviewing the studies already pursued.

In some of the schools there was a marked improvement in reading, but in others there was not that improvement which we desired to see. Scholars were allowed to read through a book once or twice during a term, but with very little attention to articulation, inflection, expression and the various qualifications which are essential to good reading. Sufficient attention has not been given to this branch of study for several years, and the result is that, while we have many scholars who excel in other branches of study, we have but few, if any, who excel in reading. We think special attention

should be paid to reading in all our schools,—in the High School, as well as in the Primaries.

We have noticed that in some schools, both scholars and teachers habitually speak indistinctly and often ungrammatically. Such habits are exceedingly injurious, and, on the part of teachers, inexcusable. Scholars should not be allowed to speak incorrectly, to violate the very laws of language they are endeavoring to learn; and teachers should, in these respects, be models; for their pupils are at all times, either consciously or unconsciously, imitating them.

We desire to call special attention to the fact that nearly one-half of the school children, residing within the limits of the city, do not regularly attend school. This evil is not confined to our own city, for the State Superintendent informs us in his report, that the average attendance of school children in the State is only 42 per cent. of the entire number. Plainly, such a state of things ought not to exist. We would not only call the attention of the parents and guardians to this alarming evil, which seems to be on the increase, but would respectfully suggest that it may be wise for the city government to pass an ordinance to remedy it. That the city has the authority to do this will appear from the following statute:

“Towns may make such by-laws not repugnant to the laws of the State, concerning habitual truants and children between six and fifteen years of age, not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare, and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for each breach thereof; but said by-laws must be first approved by a Judge of the Supreme Judicial Court.”

Some changes have been made in the text-books used in our schools. Greenleaf's New Series of Arithmetics have been adopted in place of the old series; Kerl's Grammar, in place of Tower's; and the National Series of Readers, in place of parts of several series heretofore in use. These changes were needed, and were made with caution and discrimination. We carefully examined and compared the different books recently published, and selected those we believed to be the best. We are confident that we did not err in the selection. These changes were made, with a single exception, without any expense to the city or the scholars.

In closing this report, we desire to ask the hearty co-operation of the parents with the teachers. A want of co-operation is often fatal to the interests of the school. Parents and teachers should become acquainted with each other, and unite their efforts to secure the punctual and regular attendance of the scholars and to awake their interest in their studies.

WEBSTER.

A few suggestions have occurred to us which we propose to offer. First—As regards school agents. The office of a school agent is as you are aware a responsible one. Oftentimes upon the failure of a teacher almost the entire blame is thrown upon the School Committee; this we think to be unjust. Agents have the sole power of selecting whom they please. A candidate comes before the Committee for examination; he may be as far as literary requirements are necessary, fully up to the standard required; his abilities for teaching, as far as we can detect, may be fair, so nearly up to the average that we cannot in justice set him aside, still at the same time were it in our power to select, we should look farther. So we say use great care in the selection of your teachers. Do not wait until the eleventh hour, hoping that some one may come along in your way. It is only second and third rate teachers who apply for schools. As soon as you are appointed to that office, immediately endeavor to employ the best teacher you can, remembering that the cheapest article is not always the most profitable to purchase. Learn

something, if possible, of the success that teacher has had in former schools, or if he be inexperienced, use your own good sense, in deciding from personal observation whether he has the natural talent for teaching, remembering that it is in this, as in other occupations. One person has a mechanical talent, another person who is not naturally fitted for that business, may become a bungling mechanic; but there is an idea which many, and especially inexperienced teachers have, that any person who has received a certain amount of mental discipline, more than is possessed by his pupils, may become a successful teacher. This is a great error. We make the assertion, and we think we are justified in making it, that not more than one in five who enter the school-room as teachers, are naturally fitted for the business. That person, and that person only, who has the tact to create and maintain in the minds of his pupils an interest in all their studies, is the really successful teacher. That mischievous scholar, the one who is continually disobeying the rules of school, whom the teacher can at no time safely trust, is in all cases the scholar whom the teacher has failed to get interested in the studies. True the parent can assist the teacher very much, but the greater part devolves on the teacher. The old adage, that "Idleness is the devil's workshop" is fully illustrated in the school-room. If the scholar is interested in his studies he will not be mischievous; if he is *not* interested in his studies he will certainly be interested in something else. In short our advice to agents, is, exercise the same shrewdness in the selection of your teachers which you are accustomed to make use of in other kinds of business.

As School Committee the past year, as well as teacher in former years, we have endeavored to obtain the presence of the parents at the closing examination of at least the winter terms, but in the majority of cases have failed. Now we do not say that because you do not visit your schools you take no great interest in the education of your children, but it is because you do not realize so fully as those more intimately connected with the school-room, the good effect which your presence has both on teacher and scholars. We remember a few years since, in our own district, where for three years the same teacher presided, it was his custom at the closing examination to have all the parents present. We remember what good effect it had, causing us scholars to study not only harder in the school-room, but many hours out the school, which we should not but for this. It is so in *all* cases; not only will that scholar who knows that his parents will be present at the close, and there hear him review what he has been over during the term,—witness how he compares with his classmates, strive from day to day to have each lesson in a thorough manner, so that the whole may come up well, but that teacher who knows that his school will be publicly inspected by the parents at the close, will give his scholars a more thorough drill than though he closed without any such examination. We make the statement, that there is not an inhabitant of this town who has an occupation which will pay so well as to spend one-half day each term in examination of his school.

Text Books A class of our leading educational men advocate a State uniformity of text book; another class who are equally interested in the welfare of our Common Schools, claim that a State uniformity is not desirable, but all classes admit that a town uniformity is needed—that there should be one arithmetic, one reader, one speller, one text, one kind in every school in town. Any one can see the propriety of this by visiting a school where there are different text books, and witness the teacher call out two, three and perhaps four classes in the same grade of books, thus dividing the time which should be given to *one* class. Of all text books, that of readers was the least uniform in some schools, but in others, two, three and sometimes four editions of the same, and in one district no less than four different kinds of readers. The Committee were unanimous in the opinion, that a change was needed; to take out one and leave another would

cause some to exchange, and others not, so we decided upon a book which we were well acquainted with, which has been for some time, and is now used in all the public schools of Boston, also Portland, and many large towns in this State; a book which since its introduction into this town, has been introduced into over forty towns in this State, and which we think must give entire satisfaction. As the law now stands, no change can be made for five years from January 1, 1869, unless by your vote.

We fear that in some districts there is not that feeling of harmony existing among parents that ought. Now, whatever ill feeling may exist in business matters, it should never for a moment be carried into the school-room. Let it be the determination of each parent, that they will use every effort to make it a profitable term, and if perchance the teacher makes a mistake, it is better to be silent to your children. But when the time comes that you are satisfied beyond a doubt, that the money is being expended uselessly, it is better to have the matter investigated.

We think there should be six months school in each district. How is this to be brought about? We answer, by giving board, wood, and meeting all incidental expenses gratis, and if that is not sufficient, by raising money by subscription.

In conclusion we say that whatever errors we have committed in performing the duties incident to this office, are due to our poor judgment, and not to a lack of interest in the welfare of the schools.

With an earnest hope that the schools of this town may soon reach a much higher standard, even to the extent that your houses and lands may stand higher in the market, from the fact, your schools are superior to those of other towns, we close this report.

ROCKLAND

School Houses. The new high school house on Lincoln street, now rapidly approaching completion, and promised for the next term of the school, is fast winning its way into favor, even with those who, a few months since, were so confident that the city did not need such a house and would not build one; and we predict that within two years there will not be an inhabitant of the city who will not rejoice that the house is built. There the scholars of our high school, and, probably, two large grammar schools will be able to pursue their studies uninterrupted by the noise, confusion and temptation incident to the location hitherto occupied by the high school. It will be a place where we can take our friends from abroad, or strangers who are interested in education, without blushing at the meanness of the premises occupied by the school; a place whose surroundings will be more pleasantly suggestive than those of the "ruins" that have so long furnished the city a high school room. Some complaint has been made of the expense of the building; but for the purposes for which it was erected, and the school accommodations it will furnish, it is a very economical building—a little too much so to be perfect in all its details. But, viewed simply in a financial light, the house is a good investment for this city, and would have been even at a far higher cost. In the report of the Superintendent of Common Schools for 1864, it appears that this city was sending away, for the purpose of instruction, \$6,425 annually; a sum that would cover the expense of our high school house every four years, and leave a little surplus. If the house had been built ten years ago, there would have been no need of sending so much money out of the place; and the benefits of the outlay, instead of being confined to a few families, would have been free to all the scholars in the city. Instead of sending money abroad for educational purposes, a first class school established here would soon prove a source of revenue to us. It were far better for us in all respects that the excellence of our schools should invite strangers to send their children here to be educated, than to send our scholars to be educated among strangers. We hail, therefore,

the erection of our high school house as the introduction of a new era in the schools of this city.

A most desirable improvement has been made in the school house at Bird's Corner, converting an awkward and unsightly room into one of the most pleasant and convenient primary school rooms in the city. A similar change in the house near Alden Ulmer's would be an equally desirable improvement. But it may be a question whether the house is worth the repairs. Besides, it seems desirable, at no distant day, to build a new house in the best place to accommodate at least the two higher grades, the grammar and intermediate schools, from the three schools now in that vicinity. We see no other method by which they can derive any benefit from the system of classification from which we experience such gratifying results in all the graded schools. And in case it should be thought best to build such a house, it might be found practicable to have it accommodate the three grades.

The house on Portland street is poor, dilapidated, cold and dark; a most uninviting place for children to pursue their studies. The location is about as bad as it could well be, crowded into the narrowest space, with no play-ground for the children but the street. The inside is, if possible, more forbidding than the outside; its low, dingy rooms, scanty space and narrow aisles. If teacher or pupil can find anything attractive in such a place they must possess rare abilities in that line. The house on Crockett's Point, though a better building and better lighted, is as badly located as that on Portland street. It ought to be moved out of the mud, and away from the stables that surround it. If we are to continue the use of that kind of houses, that on Portland street should be disposed of and a new one built on Pleasant street, near the corner of Broad street, and that on Crockett's Point should be moved to some decent location.

The house on Summer street, of course, should not remain in its present proximity to the high school house; but precisely where it should go, is a question to be settled only after mature deliberation. Whether it should go up North Main street far enough to receive the intermediate scholars from Bird's Corner, and relieve somewhat the crowded condition of the two schools now on North Main street, and the primary at Pine Grove; or whether a more suitable place might be found for it on Rankin street, or between Rankin and North Main streets, your committee are not at present able to decide.

"*Irregularities.*" The law expressly provides that "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 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." Yet the committee have not been so notified in a single instance during the year.

In regard to certificates granted to teachers, the law says: "No certificate shall be valid for more than one year without the approval of the Superintending School Committee annually endorsed thereon." Yet several persons have taught in our schools during the year, who have neither been re-examined nor had their former certificates approved by the committee.

Again, the law says: "No teacher shall be entitled to pay for his services, until the register of his school, properly filled up, completed and signed, is deposited with the School Committee, or with a person designated by them to receive it." A few of our teachers have entirely disregarded this provision of the law; yet it is presumed they have received their wages. Thus the committee are left without the returns necessary to make up their report to the City Council, or to the Secretary of State. Under the practice of the past year we have no remedy. The Agent draws the money from the City Treasurer on the order of the Mayor, and pays the teachers when he pleases, without

regard to whether they have, or have not, complied with the law. We trust some efficient remedy may be devised for this evil.

Art. II of the School Regulations of the city is as follows: "For persistent disobedience, or flagrant opposition to authority, the teacher may suspend a scholar at discretion, and refer the same immediately to the Superintending Committee." All the teachers, with a single exception, have observed this regulation. One teacher during the winter term suspended a scholar, and neglected to notify the Committee.

Art. VIII, Reg.; "Every teacher is required to be present in the school room at least ten minutes before the time appointed for the opening of the school in the morning and afternoon, to see that scholars, who may at that time assemble, conduct themselves orderly." One teacher, at least, has habitually disregarded this regulation during the winter term, generally arriving at the school room after the time for the morning session to begin, sometimes as late as 25 minutes past 9 o'clock. Possibly the city should share the responsibility of this irregularity, till we can afford to have a "school bell" rung, to inform both teachers and scholars when it is time for them to be on their way to school. It is more inconvenient than we might at first suppose, to be without a standard time for our schools. Children are not allowed in the school room before the teacher arrives; and it is not very comfortable for them to wait ten or fifteen minutes around the door on a cold winter morning for fear of being marked tardy. All this may be remedied by having one or two of the church bells rung regularly, morning and afternoon, fifteen minutes before the time for the sessions to commence. That would become the standard time for the city, and the clocks and watches in the homes of the pupils and teachers would be regulated by the school bell.

Rank Cards. Our teachers are nearly unanimous in their testimony to the good influence of the "Rank Cards," not only upon the attendance, but upon the deportment and recitation of their scholars. It is difficult to imagine how any scholars can object to them who are willing to have the truth known about their standing in the school. It is easy to understand that a scholar whose attendance, deportment and recitations are of a high order, may be justly proud of the card that records daily and weekly the impartial testimony of his teacher to these honorable facts. Scholars of the opposite character would not be very likely to be proud of their cards. In the course of the examinations of the schools, the committee were surprised to find in one school a set of rank cards that gave no hint that any scholar had been absent or tardy, or that there had been a single instance of imperfect recitation, or improper deportment during the term. According to those cards every scholar in the school had been there promptly at every session for the term, had recited every lesson perfectly, and constantly merited the highest rank in deportment;—an absolutely perfect school—if we may trust the record. Yet that set of cards left a more unfavorable impression upon the committee than those of any other school in the city. If it was an attempt to flatter the scholars, or please the parents, it may have succeeded. But if it was an attempt to deceive the committee it was a failure. We found no such school as the cards represented. It illustrates how easily the purpose of the rank cards may be defeated, and their use perverted.

Ourselves and Others. It is well sometimes, when we are disposed to set a high value upon our achievements or attainments, to compare ourselves with others, to see whether, after all, they may not have done better in some respects than we. In comparing our schools with those of other large towns and cities in the State, we find some points in which we are far in advance of them, and some in which a few places are ahead of us. The table on the next page will show how we compare with them in some points of special interest.

| | Number of Schol- ars. | Number Regis- tered. | Average Attend- ance. | Per cent. of Av. Attend. | Appropri- tion per Scholar. |
|-------------|-----------------------------|----------------------------|-----------------------------|--------------------------------|-----------------------------------|
| Augusta, | 2,440 | 1,319 | 1,047 | .44 | 5.84 |
| Bangor, | 5,407 | 3,651 | 2,841 | .52 | 4.60 |
| Bath, | 2,559 | 1,663 | 1,456 | .55 | 6.06 |
| Belfast, | 1,865 | 1,091 | 916 | .44 | 3.49 |
| Biddeford, | 2,667 | 1,740 | 1,382 | .56 | 4.68 |
| Brunswick, | 1,800 | 773 | 749 | .37 | 4.00 |
| Lewiston, | 4,159 | 1,802 | 1,301 | .31 | 5.50 |
| Portland, | 10,463 | 5,052 | 3,826 | .37 | 11.50 |
| Saco, | 1,915 | 1,006 | 746 | .38 | 3.91 |
| Waterville, | 1,671 | 926 | 769 | .43 | 2.70 |
| Rockland, | 2,519 | 1,881 | 1,521 | .60 | 3.17 |

It will be seen that while we are ahead of all these places in the proportion of scholars registered in our schools, they are all but two ahead of us in the liberality of their appropriations. While Lewiston has 1,640 scholars more than we have, there are registered in her schools 79 less than in ours, and her average attendance is 220 less than ours. But she has 45 schools for an average attendance of 1301, or less than 30 scholars to each school, while we have but 24 regular schools for 1521 scholars, or an average attendance of more than 60 to each school. Bath has 40 scholars more than Rockland, registers 218 less in her schools, with an average attendance of 65 less; yet she has 10 schools more than we, and her appropriations are almost twice as much as ours. Lewiston, with a smaller attendance than ours, built a school house the past year costing \$75,000. Portland, with an average attendance less than twice as large as ours, appropriates \$57,450 to her schools, and built a house last year costing \$125,000. We appropriate but \$8,000, and with great difficulty build a house worth \$25,000. In both Portland and Lewiston their schools continue 40 weeks in the year; ours but 27 weeks.

What Our Schools Need. More money must be appropriated. It is useless to expect our overburdened teachers to accomplish in 27 weeks what teachers in other cities, with only half the number of scholars, accomplish in 40 weeks.

It would have been more pleasant to speak in this report only in praise of our schools; but if we desire to improve them, the first step is to know what they lack. This it has been the purpose of the committee to state freely.

HANOVER.

There is no individual interest of our town that should be guarded with greater care and fidelity, than our educational interest. This care should be exercised not only by the Committee, to whose official care you have entrusted this interest, but to a certain extent by every citizen of the town. A persistent neglect of this interest will produce more evil than a neglect of any other, for the loss occasioned by this neglect is irreparable. A financial loss may be retrieved to a certain extent as it affects material matters, but this can never, as it affects the intellectual, social and moral condition of the young of our town.

The rising generation have strong claims upon us. The children are soon to stand by our side, or take our places as members of the great body politic. We know not in what particular locality they may decide to pass their days, whether in their native town or in some distant land, and it matters not to us, our duty to them remains the same. As citizens of the town we are interested in the children of our town, and wish to see them

properly educated, so far as our Common Schools can do it. In the Common School we wish to lay the foundation of an education, deep and broad, that the superstructure which may be erected thereon, however large it may be, may be able to withstand all the storms of oppression that may beat against it.

The contractor who lays the foundation for a public edifice fails to fulfil his contract, unless he lays it deep and strong, that the edifice when erected may stand firmly. So we as parents and citizens fail to fulfil our contract with the children, unless we lay the foundation of an education firmly. But, says one, we are under no actual contract with them to do what you have mentioned. We remark sir, that we are under one of the most binding contracts. The very nature of our relations to each other as social and moral beings places use in this position, and this argument we deem sufficient to establish our position fully.

The law requires us to contribute of our money for the support of schools, but our duty does not end here, we each have an individual interest in the schools of the town. But, says one, I am not a parent, and therefore I have no personal interest in them. Sir, let us examine the matter a little further, and see if you are not implicated in it also.

Learning is the handmaid of religion. Hand in hand they move over our earth, shedding their hallowed influence over the haunts of vice, and raising man from his low and besotted condition to a sphere of usefulness. Where the latter wields her gentle scepter over the hearts of men, elevating them to that sphere of life in which God designed them to live, the former trains the mind for greater usefulness. Second only to religion is education among all the potent agencies of reform. The more highly cultivated the mind, the more refined is society. Education is one of the best safeguards against crime. By this, we mean, that the best means of keeping a child from vice and crime is to give him a proper education. Develop the nobler faculties of the mind and soul, and instil therein a love for what is good and true, while he is young, and as a rule he will be an ornament to society, and an honor to himself. To be sure, there are exceptions, but they destroy not the validity of the rule.

You, Mr. Objector, have a great interest in all reforms, and in the well being of society generally, for your happiness to a great extent depends upon the condition of society. Then we claim that you do, or should have a personal interest in schools, whether you be a parent or not. We are not morally independent beings, but are dependant upon each other, therefore, if we would do what is right, we must work for each other's good.

We thank you fellow citizens for your co-operation in the work, for with a few exceptions, you have manifested a lively interest in it. We are sorry to be under the necessity of recording the fact, that any have been negligent of their duty, but such is the fact, and we do not wish to deal in flattery. When the schools are so small, and per consequence, short as they are in this town, every one ought to be willing to do all he can to lengthen them. What is a week's board of a teacher, or two or three weeks even, compared with the amount of good the children may receive from the additional advantages gained thereby! We hope each one will think well upon this point, and decide and act right, with reference to it in the future.

AMHERST.

We have endeavored to secure two objects, *regularity in attendance* and *interest in study*. This has been our aim in offering prizes, and we think it has had a good effect. We have known scholars that would go to school when somewhat unwell, rather than lose the prize offered for regularity in attendance. Another thing that needs very much to

be attained, is more interest on the part of parents. Why is the school in district —, in the town of ———, so good a school? Because the parents have taken hold of it. The mothers and the fathers, some of them, come in to witness the examinations. Sometimes before the school is to commence, they inquire for the best teacher they can command. Their school is rising. This is the way to improve our schools. Another thing to be regarded, is the inculcation in our schools of *good manners* and *good morals*. It is only a part of an education to teach a boy or girl to recite well from the books. The law enjoins, in explicit terms, the instruction of youth on the part of teachers and overseers of schools, in “all the virtues that adorn human society.” Then we must displace boorishness.

We must seek to train each boy and girl in a school of good manners and good morals, educating them to understand what these are, and to practice them. Our schools and our families are the nurseries in which we are to rear up citizens for the sustaining of our free institutions, and the nourishing of the welfare and advancement of our country. New England, and the State of Maine even, is a good place to raise men and women. We cannot produce so great an abundance of grains as some other portions of our country, but we can raise as noble men and women as anywhere, by proper care and exertion. These have been our most striking productions, and should be still. To secure this end we need *good schools*; and then we shall have good *scholars*. To have these, we need good school houses, good teachers, good school agents, and good parents. What pains are taken in many portions of our State to raise nice horses, nice cattle, nice sheep, and even nice swine! How much better is a man than a sheep, or an ox, or a horse? Let us take as much pains, and even more, to raise *nice men* and *women* than to raise nice horses and oxen! Yet some of our school houses are scarcely as good as some stables we have seen; and there is hardly so much care in serving out the best kind of intellectual and moral food to our youth, as there is by some in serving out the most nourishing aliments to thriving colts and young stock. And at agricultural fairs, in some of our counties, swarms of people come in to see the exhibitions,—large and nice colts, sleek and promising steers, a large hog, and even a big pumpkin, all attract notice, and call forth exclamations of surprise, praise, and admiration! Why should not our school examinations gather in something of a little swarm, to see the fruits of learning, and to look on those who are to be the future men and women? Why should not these, when promising and marked in their progress, call forth as many exclamations of surprise, praise, and admiration, as any of the marvels shown at agricultural fairs? Let us have a deeper interest in our schools—our common schools—where the roots of society are developed, and in our children and youth, who are the fathers of the men.

LITCHFIELD.

In bringing our report to a close, we would state, that teachers have ranked higher, their teaching has been more analytical and practical, and better adapted to the wants of pupils than heretofore. The average attendance during the winter has not been as large as usual, owing principally to the unusual amount of sickness in town.

In comparing our schools with those of former years, we think we can see an advance; and, that we still continue advancing, the town must hold the Committee responsible, and the Committee the Agents, for a more faithful and prompt discharge of all their legal duties; the performance of which will make our town a *poor place for poor teachers*. A more critical method of examining teachers must be pursued, and a higher standard of qualifications required.

We would advise that unless favoritism and partiality can be made conducive to the

interests of education, they be abandoned in the employment of teachers, and that agents seek, not so much the advancement of personal friends, as the general good of the schools.

FORT FAIRFIELD.

Before closing this report, we feel called upon to speak of the great want of school-houses or other suitable places for teaching. In this town there are twenty Districts, and only five school-houses that are in any way suitable,—such as the wants of the Districts demand. This is not as it should be. Parents are too indifferent in regard to the health and comfort of their children, and there should be more attention paid to the necessity of having proper buildings, well heated and ventilated, for the purposes of schools. But little improvement can be expected where either is wanting, and where the scholars are crowded together in rooms wholly unsuited for health or comfort, and the children are jammed together upon ill constructed seats, without suitable desks or other conveniences. In District No. 2, the school-house has been taken down and moved to a more central point, and will probably be rebuilt in season for the ensuing summer term.

In Nos. 7 and 12, school-houses are in process of being built, and will probably be ready in season for the summer schools. An effort has been made in District No. 28, to erect a suitable building for schools, but for want of unanimity they have failed to accomplish their object, and, believing the wants of the District to require it, the Committee have been induced to apply to the municipal officers of the town, under the statutes of the State, to insert an article in their warrant for calling the next town meeting, to see if the town will raise money to be assessed on the District for that purpose. The matter will probably be entertained at the meeting referred to.

We hope that the establishment of a High School here may prove an era in the progress of education in this town, and others in the vicinity. We anticipate an increased educational interest in our community, created by the direct impetus of the institution itself, and by the influence of teachers who may here be trained for their calling. We hope that in future the Committee may not feel constrained to endorse any teacher not thoroughly qualified, because they can do no better. There is now no excuse for ignorance. Young ladies expecting situations in this town will not be surprised to find that more thorough knowledge is required than in years past.

There is a great work to be done in some of the districts of this town. They are dozing in apathy and groping in the darkness of ignorance. They will not send their children to school unless under the most favorable circumstances. Snow-drifts, berry picking, &c., are allowed as excuses. The lamentable effects of irregular attendance are well known to every teacher. The fault lies with the parents. Every father and mother should know that each child of theirs attending school is there at the proper hour, and never absent without a sufficient cause. But what is to be done where the parents have no interest, and ‘don’t care whether school keeps or not?’ Here is a work for you, *lady teachers!* Can you awaken an interest in the minds of such! If *you* have not the tact to do it, then ignorance and dullness must reign.

HARMONY.

The number of scholars belonging to our town April 1, 1868, was 367; which number compared with that of the past year, shows a decrease of some seven per year for the last ten years; and if we continue would leave us without use for school houses or school books in about fifty-two years. Let old bachelors and toy venders think of the time so soon coming, when all these diamonds shall be stricken from the social ring.

We designed a compliance with the law in our supervision of the schools, and arranged for one member of our board to make the regular visits and throughout the terms, to exercise a vigilant care for their prosperity, requiring ability and faithfulness on the part of teachers, and urging punctuality, obedience and industry on the part of scholars, and to fan and keep in lively exercise a sense of the happy results of appreciating and improving the boon of our public school system, on which republican institutions and universal liberty arise and expand. And as learning is not an impenetrable shield to glance off the arrows of vice, constant heed should be given to the index which points out virtue's path, and no tampering suffered with that siren that lures its votaries along the crooked ways of vice.

No change of text-books has been made; but your future committee will see the necessity of some change, to obviate the want of uniformity which has crept into some of our schools unbidden by us; the avenues by which we will not here detain you to explain, but proceed to the direct report of the individual schools.

DENNYVILLE.

The fault with our primary schools has been, that it has been supposed that the younger children can be successfully taught in the same way as the older. This is a mistake. We would not throw the blame on the teachers, because they have never been trained in the best method of primary instruction. It is a mistake to suppose that scholars five, six and eight years old, require only five or ten minutes in a half day for recitation and that they will spend two and a half hours in a session in study. As a matter of fact they do not, and many cannot spend ten minutes in uninterrupted study. They spend most of their time in idleness.

There should be frequent oral exercises and short recesses, black board and wall map exercises, to occupy the attention of those who are too young to study long at a time, and yet are considered old enough to spend nearly six hours in the school room each day.

NORWAY.

Demands of Education. These are, 1st, that the parents manifest a much greater interest in the *education* of their children than they at present do. That they not only see to it that their children *attend* the schools, and do not fritter away their precious time in the streets and elsewhere, but frequently drop in upon the school and by their *living presence*, especially at the beginning and close of each term, seek to advance the cause of education in the town.

2d. That every district furnish its school room with apparatus, such as a globe to illustrate geography, and blocks to illustrate the roots, &c., &c. The expense of these would be trifling, while their value would be incalculable.

3d. That the town appropriate \$2000 for the support of schools. Then that each term of town school be followed by a private term.

4th. That the school laws of the State be so changed as to invest the superintending school committee with the powers of employing teachers, expending money raised for school purposes, and all other duties of an official nature pertaining to the schools of our towns. The following are the reasons for the change: 1. The committee know the want of the schools better than agents can. They can employ teachers at better advantage than an agent. 2. They can manage the financial affairs of a district to better advantage than an agent. The discords and strife so common, growing out of the election and duties of agents, would be avoided. 3. It has always succeeded admirably wherever tried. Massachusetts is an example.

CHERRYFIELD.

Thus closes our report of the various districts, but we cannot forbear to add a few words by way of general remarks. By the resignation of Rev. Mr. Estes, a vacancy occurred in the board, which was filled by the appointment of H. Hume.

On the whole, we can but say that many of our schools have not come up to our expectations or desires. In many of them there has been a want of good order, and without order genuine progress cannot be made. Obedience to law is necessary to all good government; and this idea will hold good in the school room. Scholars must be taught obedience. They should first be taught that at home. But if they are not thus taught, they should be learned at school, that when they come there they must obey the rules there established. For orderly and well regulated schools are a blessing, disorderly and poorly managed ones a curse to any community. A well disciplined school will have its influence in any community, an influence lasting and beneficial to all the youth of that community.

Good and profitable schools is the end in view. How shall we attain it? First, we need better school houses in many of our districts. We build good barns for our cattle, and can we not afford to build decent school houses, where our children are to spend several months of each year? They should be comfortably arranged, well warmed, and well lighted, and the grounds about them should be well laid out. And when our forests are so well stocked with beautiful evergreen and deciduous trees, can there be any excuse for not having our school houses surrounded with them? Impressions have much to do in forming the character. Who then can doubt the efficiency of neat school buildings and well laid out grounds as a means of education.

What next do we need in order to have good schools? We answer, good teachers. These we cannot have without paying more liberal wages. "Cheap pay will procure cheap brains." We pay our laborers and mechanics as much per day as we pay our female teachers per week. Now in this active, go-ahead country of ours, we cannot procure the best talent for what we pay in Maine. For by the last annual report of our energetic, wide-awake State Superintendent of Common Schools, we learn that Maine pays on the average to her male teachers but \$29.50, and to her female teachers but \$11.76 per month, while Massachusetts pays \$67 to her male, and \$27 per month to her female teachers. Michigan pays \$44 and \$29; Wisconsin \$40 and \$26, and so on with other States. "Maine with her motto, I lead, paying the least of any." To-day knowledge is most emphatically power, and if you would have first class talent we must pay for it. Now, then, being willing to pay liberal prices, let us be exacting in our requirements of the teachers we employ. Let us require that they not only know books well, but that they know something of men and things; and that they have the capacity to command, to lead, and to gain the respect and esteem of their pupils; that their manners and morals be such as to fit them for instructors of youth. Let us require that they do their work thoroughly. For if there is any one thing that our scholars are suffering from more than the want of discipline, it is the want of thoroughness in what they learn. It is a serious fault and must be remedied. "Let us seek for teachers that have the power to blend gentleness with firmness, love with power. And while they insist upon obedience, strive to lead their scholars to order through a regard for future truth and greatness. Thus will they secure the highest end of all government, the establishment of moral character." But when it shall appear that teachers have not the power of governing and doing their work well, let them be dismissed at once, and let us try the old motto, "Try, try again."

Now with good school houses and good teachers, is there any thing more needed to attain the desired object? Yes, that parents should manifest more interest in our

schools—interest sufficient to see that their children *attend school*, that they *attend regularly and in season*. For of all the drawbacks to a school the greatest are irregularity of attendance and tardiness. Do parents have the interest they ought to have? Let the figures speak. In our county of Washington, there are 17,145 pupils; of these 6,150 attend our summer schools, and 5,842 attend our winter schools on an average. About one-third as we see. How is it in our own town? Last year, we had 699 scholars; of these only 326 attended our spring schools, and 327 our fall schools, less than one-half. For the high school we draw money for 167 scholars; only 65 attended the last term on an average. The Ridge has 86 scholars, less than 50 attend school regularly. Fellow citizens, is there any good reason for this? How many boys have grown and are growing up under the shadow of this high school, who cannot write their names legibly, or make out a bill of their time should they work a week for a man? Theologians with prosy sermons will split hairs as to the unpardonable sin. Were we called upon to say, we should answer, “bringing children into the world and then neglecting their moral and intellectual training.” But we have no time to attend to these things. So said an Ex-Judge of the Michigan Supreme Court to one of your committee, “My three boys are naturally smart, but I have had no time to attend to their education.” No, but he had time to acquire fame and riches, but none for his sons, and to our personal knowledge they were libertines and drunkards. Parents, you have received these children from the Almighty. At your hands He will require them again with an accurate account of your stewardship. See to it then that they are educated. Do not neglect the privileges of the common school. See that your children are there, visit them when they are, to encourage them and the teacher. It is your privilege, it is your duty. One word more, do not neglect the “fireside school.” Make home attractive, be companions and friends to your children as well as parents, that they may confide in you implicitly. Frown upon street and store loafing, which is the bane of any community. Do these things and our youth will be ornaments to society.

In conclusion, fellow citizens, we would say in the language of another: “As you prize your own happiness and the happiness of your children, as you love your country and your inheritance, the institutions transmitted from your fathers, and would have them perpetuated to your children, cherish carefully our system of public schools, to which we are more indebted than to anything else, except its foster mother the gospel. It is the secret of our general intelligence and pre-eminence, the glory of our country, the bulwark of our liberties, and the guarantee of our future prosperity. We cannot value it too highly, we cannot sustain it too faithfully.”

DAMARISCOTTA.

In concluding this report we feel it our duty to remark, that in our opinion the great and munificent purpose for which our public schools are designed can never be attained otherwise than by and through the co-operation of all who are interested therein. Teachers and pupils alone cannot accomplish this; parents and guardians must co-operate with the Committee and teachers “and use their influence to secure the regular attendance at school of the youth in their town.” Agents of districts, we have before repeatedly remarked, are too indifferent and negligent in the performance of the duty which the law enjoins upon them. As though their ships, stores or farms are of paramount importance to the education and well-being of youth, the solemn obligations of their oaths, and the penal forfeitures to which they expose themselves. [R. S. Chap. 11, Sect. 53, Spec. 4, and Sect. 55, and 70, *q. v.*] We are sorry to repeat, that not an agent in this town has strictly complied with this important provision of the statute, and have with one or two exceptions neglected it altogether, and some agents have

neglected and others failed to make the returns to the assessors and Committee, required by act of March 22, 1865, Chap. 304, Sect. 3d, [School Laws, page 35, *q. v.*] thus causing great inconvenience to the assessors and Committee, and subjecting their districts to an unjust expense. [Act March 22, 1865, Chap. 304, Sect. 4, *q. v.* School Laws, page 36, *q. v.*] It is to be feared (and not without cause) that our public schools are *retrograding*, notwithstanding the multiplicity of books with which the country is flooded, in view of which our last Legislature wisely took some action, which we hope and trust may avert this retrogradation and accomplish the desired purpose which it designed. But public opinion and influence, which is the reserve corps of all legislative enactments, must regulate and determine this thing, by *speech* and *action*, in all that pertains to the future progress and well being of our community. Another thing to which we call attention: Our teachers generally, do not keep their schools but five days in the week; we believe the law requires five and one-half days. Sect. 26 of Chap. 11, R. S., provides that they shall keep a "school register" of all "facts required by the blank form furnished under the provisions of law." These forms provide for five and one-half days of school per week. Hence, in our opinion teachers must comply with these forms in this respect, in order to be entitled to full wages, unless otherwise stipulated in their contract with the agent employing them. Agents, see to this.

Finally, we unanimously recommend a change of text books, in reading and spelling, in all the schools in town, because the present ones have been in use *immemorially*, and like an old newspaper, have become stale and uninteresting to the scholars. Teachers and pupils generally recommend and call for a change. The interest and progress of our schools demand it; the law contemplates it. And a change can be had on terms of great liberality, book for book, a new one for an old one in exchange. "The National series of Readers and Spellers" for instance, which are superior decidedly, to the Progressive series now, and for a series of years past, in use in our schools. And other text books, in keeping with the progress of the times, can be had on like liberal terms and in our opinion, could be introduced with great advantage and benefit to the schools, and we invite your candid attention and expression on this subject.

SPRINGFIELD.

We have made our reports of each district quite brief, and will add a few general remarks upon the condition of our schools during the year. We are glad to be able to make so favorable a report. In some respects there has been a decided improvement upon any previous year. The average attendance has been good,—much in advance of the year before, which is a sure indication of an increasing interest on the part of parents and scholars. In some districts the attendance has been excellent; while in one or two districts, the parents on account of a disagreement among themselves, have neglected to seize upon the advantages offered, and consequently have failed to receive that benefit which they might and ought. This should not be. You should not allow any feelings of prejudice whatever to interfere with your interest in your schools.

As the only hope we have for the prosperity and perpetuity of our nation is in the advancement of her educational interests, and in the wider dissemination of truth and intelligence among the people, so in our town. If we wish to advance and not retrograde, if we desire to see any advancement from year to year, if we expect for the rising generation to be better fitted for the duties of life than the past or the present; we must pave the way by raising the standard of our public schools.

It takes parents, scholars and teacher, working harmoniously together to make a successful school. A *live* and energetic teacher is very essential, but he cannot make a good school unless he has the co-operation of parents and scholars.

There has been a decided improvement in the discipline of our schools the past year. In many of them it has been excellent. This is indicative of good results. Discipline is as much a part of education as anything that can be learned from books. In fact this in its *true* sense is the most *important* part of an education. We are glad to see such an increasing interest in the cause of our Common Schools throughout the State. This is evident in part from the action of our last Legislature in establishing and providing for County Institutes for the training of teachers, and County Supervisors. We trust our teachers in this vicinity will avail themselves of all the benefits to be derived from this new source of discipline.

There is another point to which we wish to refer. Many scholars, and we may also say some parents, entertain the idea that as soon as a scholar gets a slight smattering of the elementary English branches, a slight acquaintance with the rules of Arithmetic and Grammar, and a little knowledge of Geography, that the next step should be to commence the study of some foreign language. We believe this is an erroneous idea. While there is nothing which it might not be well to learn, we know that in the short time our scholars are in the public schools, it is impossible to learn every thing. And we believe it better to give the attention to those branches which will give the best discipline, and at the same time prove of the most practical benefit. After having gone over with what are termed the elementary branches, a wide field opens to the student in the natural sciences. The study of these is both interesting and of great practical good. We believe a knowledge of the world in which we live, and the laws by which it is governed, to be of much more importance to the pupils in our common schools than a knowledge of one or all of the old, dead languages of the old world. The study of nature is a noble study. Why we protest against giving so much time and attention to ancient language is, that we have learned from experience and observation that when it is done, it can be only to the neglect of those branches which we consider of more importance. We incline to the practical side.

We have said so much on the subject of school houses in previous reports that we refrain from saying much at this time, although we have some buildings used for school houses in town which are a disgrace to the district and the town, and we hope something may be done the present year for their improvement.

We call upon agents to use great care in the selection of teachers. The teacher who will work for the least pay is not always the cheapest one to hire.

Finally, we appeal to the parents in town, and all who have an interest in advancement of society and the prosperity of our schools, to manifest that interest by more frequently visiting the schools. Your presence will do much to encourage both teachers and pupils, and will show to them that you are interested in the great work in which they are engaged. The teacher's position is an arduous and important one. There is none higher or nobler than the training of the human mind. Do all you can, then, to assist your teachers in the right discharge of every duty. Sustain them in doing whatever is for the best interest of our schools.

STETSON.

There has been the usual difficulty about registers, one not having been obtained, while some teachers have given incorrect answers to questions, and one even has changed the 5 and $\frac{1}{2}$ days required in the blank for a school week to 5 days, as though the remainder of the schools in the State were to conform to his standard. These irregularities will continue to exist, notwithstanding the efforts of the Committee, and the printed instructions on every blank, as long as agents continue to approve of bills for teaching without first knowing that the State law has been complied with.

GREENE.

It will be seen by our brief reports of the several schools in town that they will compare favorably with those of the preceding year. With some exceptions they have been conducted with a good degree of success. Several of our schools have enjoyed longer terms than usual, and we heartily endorse the plan of districts giving the wood and board in order to lengthen their schools. It is the only way we can enjoy good schools in our small districts.

Agents. Your school agents should be the best informed and most interested men in the district. One who knows what a school should be, and who will select only the best of teachers. Agents are not aware we think of the responsibilities devolving upon them. Too much care cannot be exercised by agents in selecting their teachers. We urge the importance of this upon your minds. The law requires that school agents shall make returns to the assessors in the month of April of the number of scholars in their several districts as they existed on the first day of that month. It also makes it the duty of the agents to notify the Committee the time their schools commence and close. Experience has taught us that these laws are most grossly violated.

Text-Books. We have been trying to secure a uniformity of text-books in our schools. Last year we secured a uniformity of reading books. This winter we have secured a uniformity of arithmetics, at a very small cost. This secures a uniformity of text-books, except geographies. We have adopted measures to get a new series in exchange for the old ones now in use. We see that the result of having a uniform system of text-books is highly satisfactory, and more than amply compensates for the expense incurred by so doing.

Registers. Much trouble has been occasioned to your Committee by agents not enforcing a return of the register by the teacher. The school law provides that no teacher shall receive his or her wages until their register is returned to the Committee properly made out and signed. It is very important that the Committee should be supplied with the facts contained in them, and still more so that the State Superintendent would receive all the statistics furnished thereby.

School Houses. We refer with pride to the new and commodious house in district No. 10 erected the past season, at a cost of \$650.00. Districts Nos. 6, 7 and 10 are now amply supplied with school rooms. We are now waiting for districts No. 4 and 11 to follow the worthy example of these districts. The surroundings of a school house should be agreeable. Encourage your scholars from time to time to transplant some trees, and ere long you will feel such a pride growing up in your hearts to have your house compare with your grounds, that each district will strive more earnestly to erect houses that will be an ornament to the community.

Tardy and Absent Scholars. One of the greatest obstacles we have to contend with in acting for the welfare of the schools, is that absences prevail to an undue extent throughout the town. It is a material drawback to the absentee, a trial to the teacher, and a hindrance to prosperity of the school. Generally those classes make the *least progress* in which the number of absences is greatest. When a scholar falls behind his class, he either *remains there permanently, or brings the class back to his level.* Parents should look well upon this matter, and allow no scholar to absent himself during the term, except for important reasons.

In closing we would say that the interest to educate our children in our Common Schools is steadily on the increase, and the time is not far distant when our town will be awake to a sense of their obligations to their children, and give them a thorough training in our district schools.

SKOWHEGAN.

In conclusion, after having the foregoing account of the several schools of the town in detail, your committee would now say, that the appearance of the schools in town the past year has been decidedly better than it was the year before. There has been less complaint of insubordination. If we mistake not, there has been also less of inaccuracy and defectiveness in the instruction given in these schools. In some of the schools, however, there is still much room for improvement in both of these particulars, and perhaps there may be some in all.

Your committee have had frequent occasion to examine as candidates for the office of school teachers in this town, persons who have been previously examined and approved in other places, and so far as they can judge from this source of information, we are confident that the schools of this town are not inferior, to say the least, to those of our neighbors. But you ought not to be satisfied with mere equality with neighboring towns. The schools of Skowhegan ought to be the model schools of Somerset county. There is no good reason why the town of Skowhegan should not be as far ahead of the other towns of the county in educational advantages, as it is in wealth and business, energy and enterprise.

The attention of the committee has been repeatedly called, in the course of the year, to the need of some alteration in the existing state of things in regard to text-books used in the various schools. At present there is a lack of uniformity in these books, as well as a deficiency in the supply of scholars with them. Some of them have, also, been superseded by better works of the same kind. Although some of the causes of these evils are entirely beyond our control, some of them are partially, at least, within our reach. But knowing that not *all* innovation is improvement, and deeming frequent changes undesirable in themselves, the committee have refrained from making any movement in this matter as yet, in consequence of their having been informed by the State Superintendent that State action would probably be had by the Legislature this winter, which would establish a permanent system for the whole State. If the anticipations of the State Superintendent should be realized, your committee will rejoice to be relieved of the responsibility in this thing, and, also, thus to be saved from the frequent annoyances to which they have, hitherto, been subjected by competing and, in some instances, unscrupulous agents of rival book publishers. But whether the anticipations of the Superintendent are to be realized or disappointed, it is devoutly to be wished and hoped that neither the present members of your committee, nor their successors in office, may ever be hindered in any way or by any means from doing what ought to be done by them to give the town of Skowhegan in educational matters, the proud position which it ought to hold in comparison with other towns of the county and State.

RESULTS OF NORMAL SCHOOL SYSTEM.

Alexander Dallas Bache, L.L. D., Superintendent of the United States Coast Survey, in a "Report on Education in Europe" to the Trustees of Girard College of Orphans, Philadelphia, in 1838, remarks as follows:

"When education is to be rapidly advanced, Seminaries for Teachers offer the means of securing this result. An eminent teacher is selected as Director of the Seminary; trains yearly from thirty to forty youths in the enlightened practice of his methods; these in their turn, become teachers of schools, which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired, in the course of the two or three years spent at the Seminary, an experience equivalent to many years of unguided efforts. This result has been fully realized in the success of the attempts to spread the methods of Pestalozzi and others through Prussia. The plan has been adopted, and is yielding its appropriate fruits in Holland, Switzerland, France, and Saxony; while in Austria, where the method of preparing teachers by their attendance on the primary schools is still adhered to, the schools are stationary, and behind those of northern and middle Germany.

These Seminaries produce a strong *esprit de corps* among teachers, which tends powerfully to interest them in their profession, to attach them to it, to elevate it in their eyes, and to stimulate them to improve constantly upon the attainments with which they may have commenced its exercises. By their aid a standard of examination in the theory and practice of instruction is furnished, which may be fairly exacted of candidates who have a different way to obtain access to the profession."

Hon. Horace Mann, in his "Seventh Annual Report as Secretary of the Board of Education in Massachusetts" in which he gives an account of an educational tour through the principal countries of Europe in the summer of 1843, says:

"Among the nations of Europe, Prussia has long enjoyed the most distinguished reputation for the excellence of its schools. In reviews, in speeches, in tracts, and even in graver works devoted to the cause of education, its schools have been exhibited as models for the imitation of the rest of Christendom. For many years, scarce a suspicion was breathed that the general plan of education in that kingdom was not sound in theory and most beneficial in practice. Recently, however, grave charges have been preferred against it by high authority.

The popular traveller, Laing, has devoted several chapters of his large work on Prussia to the disparagement of its school system.

An octavo volume, entitled "The Age of Great Cities" has recently appeared in England, in which that system is strongly condemned; and during the pending of the famous "Factories Bill" before the British House of Commons, in 1843, numerous tracts were issued from the English press, not merely calling in question, but strongly denouncing the whole plan of education in Prussia, as being not only designed to produce, but as actually producing a spirit of blind acquiescence to arbitrary power, in things spiritual as well as temporal—as being in fine, a system of education adapted to enslave, and not to enfranchise the human mind. And even in some parts of the United States—the very nature and essence of whose institutions consist in the idea that the people are wise enough to distinguish between what it is right and what is wrong—even

here, some have been illiberal enough to condemn, in advance, every thing that savors of the Prussian system, because that system is sustained by arbitrary power.

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But allowing all these charges against the Prussian system to be true, there were still two reasons why I was not deterred from examining it.

In the first place, the evils imputed to it were easily and naturally separable from the good which it was not denied to possess. If the Prussian schoolmaster has better methods of teaching, reading, writing, grammar, geography, arithmetic, &c., so that, in half the time, he produces greater and better results, surely we may copy his modes of teaching these elements without adopting his notions of passive obedience to government, or of blind adherence to the articles of a church. By the ordinance of nature, the human faculties are substantially the same all over the world, and hence the best means for their development and growth in one place, must be substantially the best for their development and growth everywhere. The spirit which shall control the action of these faculties when matured, which shall train them to self-reliance or to abject submission, which shall lead them to refer all questions to the standard of reason or to that of authority,—this spirit is wholly distinct and distinguishable from the manner in which the faculties themselves ought to be trained; and we may avail ourselves of all improved methods in the earlier processes without being contaminated by the abuses which may be made to follow them. The best style of teaching arithmetic or spelling has no necessary or natural connection with the doctrine of hereditary rights; and an accomplished lesson in geography or grammar commits the human intellect to no particular dogma in religion.

In the second place, if Prussia can pervert the benign influences of education to the support of arbitrary power, we surely can employ them for the support and perpetuation of republican institutions. A national spirit of liberty can be cultivated more easily than a national spirit of bondage; and it may be made one of the great prerogatives of education to perform the unnatural and unholy work of making slaves, then surely it must be one of the noblest instrumentalities for rearing a nation of freemen. If a moral power over the understandings and affections of the people may be turned to evil, may it not also be employed for the highest good? Besides, a generous and impartial mind does not ask whence a thing comes, but what it is. Those who, at the present day, would reject an improvement because of the place of its origin, belong to the same school of bigotry with those who inquired if any good could come out of Nazareth; and what infinite blessings would the world have lost had that party been punished by success?

Throughout my whole tour, no one principle has been more frequently exemplified than this,—that wherever I have found the best institutions,—educational, reformatory, charitable, penal, or otherwise,—there I have always found the greatest desire to know how similar institutions were administered among ourselves; and where I have found the worst, there I have found most of the spirit of self-complacency, and even an offensive disinclination to hear of better methods.

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All the subjects I have enumerated were taught in all the schools I visited, whether in city or country, for the rich or for the poor. In the lowest school in the smallest and obscurest village, or for the poorest class in over-crowded cities; in the schools connected with pauper establishments, with houses of correction, or with prisons,—in all these, there was a teacher of *mature age*, of simple, unaffected, and decorous manners, benevolent in his expression, kind and genial in his intercourse with the young, and of such attainments and resources as qualified him not only to lay down the abstract principles of the above range of studies, but, by familiar illustration and apposite example, to

commend them to the attention of the children. I speak of the teachers whom I saw, and with whom I had more or less of personal intercourse; and, after some opportunity for the observation of public assemblies or bodies of men, I do not hesitate to say, that if those teachers were brought together in one body, I believe they would form as dignified, intelligent, benevolent-looking a company of men as could be collected from the same amount of population in any country. They were alike free from arrogant pretension and from the affectation of humility. It has been often remarked, both in England and in this country, that the nature of a school-teacher's occupation exposes him, in some degree, to overbearing manners, and to dogmatism in the statement of his opinions. Accustomed to the exercise of supreme authority, moving among those who are so much his inferiors in point of attainment, perhaps it is proof of a very well-balanced mind, if he keeps himself free from assumption in opinion and haughtiness of demeanor. Especially are such faults or vices apt to spring up in weak or ill-furnished minds. A teacher who cannot rule by love, must do so by fear. A teacher who cannot supply material for the activity of his pupils' minds by his talent, must put down that activity by force. A teacher who cannot answer all the questions and solve all the doubts of a scholar as they arise, must assume an awful and mysterious air, and must expound in oracles, which themselves need more explanation than the original difficulty.

When a teacher knows much, and is master of his whole subject, he can afford to be modest and unpretending. But when the head is the only text-book, and the teacher has not been previously prepared, he must of course, have a small library. Among all the Prussian and Saxon teachers whom I saw, there were not half a dozen instances to remind one of those unpleasant characteristics, what Lord Bacon would call the '*idol of the tribe*,' or profession,—which sometimes degrade the name and disparage the sacred calling of a teacher. Generally speaking, there seemed to be a strong love for the employment, always a devotion to duty, and a profound conviction of the importance and sacredness of the office they filled. The only striking instance of disingenuousness or attempt at deception, which I saw, was that of a teacher who looked over the manuscript books of a large class of his scholars, selected the best, and bringing it to me said, 'In seeing one you see all.'

Whence came this beneficent order of men, scattered over the whole country, moulding the character of its people, and carrying them forward in a career of civilization more rapidly than any other people in the world are now advancing? This is a question which can be answered only by giving an account of the Seminaries for Teachers.

From the year 1820 to 1830 or 1835, it was customary, in all accounts of Prussian education, to mention the number of these Seminaries for Teachers. This item of information has now become unimportant, as there are seminaries sufficient to supply the wants of the whole country. The stated term of residence at these seminaries is three years. Lately, and in a few places, a class of preliminary institutions has sprung up,—institutions where pupils are received in order to determine whether they are fit to become candidates to be candidates. As a pupil of the seminary is liable to be set aside for incompetency, even after a three years' course of study, so the pupils of these preliminary institutions, after having gone through with a shorter course, are liable to be set aside for incompetency to become incompetent.

Let us look for a moment at the guards and securities which, in that country, environ this sacred calling.

In the first place, the teachers profession holds such a high rank in public estimation, that none who have failed in other employments or departments of business, are encouraged to look upon school-keeping as an ultimate resource. Those, too, who, from any cause, despair of success in other departments of business or walks of life, have very slender prospects in looking forward to this. These considerations exclude at once all

that inferior order of men, who in some countries, constitute the main body of the teachers. Then come,—though only in some parts of Prussia,—the preliminary schools, where those who wish eventually to become teachers, go, in order to have their natural qualities and adaptations for school-keeping tested; for it must be borne in mind that a man may have the unexceptional character, may be capable of mastering all the branches of study, may even be able to make most brilliant recitations from day to day; and yet, from some coldness or repulsiveness of manner, from harshness of voice, from some natural defect in his person or in one of his senses, he may be adjudged an unsuitable model or archetype for children to be conformed to or to grow by; and hence he may be dismissed at the end of his probationary term of six months. At one of these preparatory schools, which I visited, the list of subjects at the examination,—a part of which I saw,—was divided into two classes, as follows:—1. Readiness in thinking, German language, including orthography and composition, history, description of the earth, knowledge of nature, thorough base, calligraphy, drawing. 2. Religion, knowledge of the Bible, knowledge of nature, mental arithmetic, singing, violin-playing, and readiness or facility in speaking. The examination in all the branches of the first-class was conducted in writing. To test a pupil's readiness in thinking, for instance, several topics for composition are given out, and, after the lapse of a certain number of minutes, whatever has been written must be handed to the examiners. So questions in arithmetic are given, and the time occupied by the pupils in solving them, is a test of their quickness of thought, or power of commanding their own resources. This facility, or faculty, is considered of great importance in a teacher. In the second class of subjects the pupils were examined *orally*. Two entire days were occupied in examining a class of thirty pupils, and only twenty-one were admitted to the seminary school; that is, only about two-thirds were considered to be eligible to become eligible, as teachers, after three years' further study. Thus, in the first process, the chaff is winnowed out, and not a few of the lighter grains of wheat.

It is to be understood that those who enter the seminary directly, and without this preliminary trial, have already studied, under able masters in the Common Schools, at least all the branches I have described.

The first two of the three years, they expend mainly in reviewing and expanding their elementary knowledge. The German language is studied in its relations to rhetoric and logic, and as æsthetic literature; arithmetic is carried out into algebra and mixed mathematics; geography into commerce and manufactures, and into a knowledge of the various botanical and zoological productions of the different quarters of the globe; linear drawing into perspective and machine drawing, and the drawing from models of all kinds, and from objects in nature, &c. The theory and practice, not only of vocal, but of instrumental music, occupy much time. Every pupil must play on the violin; most of them play on the organ, and some on other instruments. I recollect seeing a Normal class engaged in learning the principles of Harmony. The teacher first explained the principles on which they were to proceed. He then wrote a bar of music upon the blackboard and called upon a pupil to write such notes for another part or accompaniment as would make *harmony* with the first. So he would write a bar with certain intervals, and then require a pupil to write another with such intervals as according to the principles of musical science would correspond with the first. A thorough course of reading on the subject of education is undertaken, as well as a more general course. Bible history is almost committed to memory.

Connected with all the seminaries for teachers are large Model or Experimental Schools. During the last part of the course much of the students' time is spent in these schools. At first they go in and look on in silence, while an accomplished teacher is instructing a class. Then they themselves commence teaching under the eye of such a

teacher. At last they teach a class alone, being responsible for its proficiency, and for its condition as to order, &c., at the end of a week or other period. During the whole course there are lectures, discussions, compositions, &c., on the theory and practice of teaching. The essential qualifications of a candidate for the office, his attainments and the spirit of devotion and of religious fidelity in which he should enter upon his work; the modes of teaching the different branches; the motive-powers to be applied to the minds of children; dissertations upon the different natural dispositions of children, and consequently the different ways of addressing them, of securing their confidence and affection, and of winning them to a love of learning and a sense of duty; and especially the sacredness of the teacher's profession,—the idea that he stands, for the time being, in the place of a parent, and therefore that a parent's responsibilities rest upon him, that the most precious hopes of society are committed to his charge, and that on him depends, to a great extent, the temporal and perhaps the future well being of hundreds of his fellow creatures,—these are the conversations, the ideas, the feelings, amid which the candidates for teaching spends his probationary years. This is the daily atmosphere he breathes. These are the sacred, elevating, invigorating influences constantly pouring in upon his soul. Hence, at the expiration of his course he leaves the seminary to enter upon his profession, glowing with enthusiasm for the noble cause he has espoused, and strong in his resolves to perform its manifold and momentous duties.

Here, then, is the cause of the worth and standing of the teachers, whom I had the pleasure and the honor to see. As a body of men, their character is more enviable than that of either of three, so-called professions. They have more benevolence and self-sacrifice than the legal or medical, while they have less of sanctimoniousness and austerity, less of indisposition to enter into all the innocent amusements and joyous feelings of childhood, than the clerical. They are not unmindful of what belongs to men while they are serving God; nor of the duties they owe to this world, while preparing for another.

On reviewing a period of six weeks, the greater part of which I spent in visiting schools in the north and middle of Prussia and in Saxony (excepting of course, the time occupied in going from place to place,) entering the schools to hear the first recitation in the morning, and remaining till the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt.

1. During all this time, I never saw a teacher hearing a lesson of any kind (except a reading or spelling lesson), *with a book in his hand.*

2. I never saw a teacher *sitting* while hearing a recitation

3. Though I saw hundreds of schools, and thousands,—I think I may say, within bounds, tens of thousands of pupils,—*I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished or from fear of being punished.*

During the above period, I witnessed exercises in geography, ancient and modern; in the German language,—from the explanation of the simplest words up to belles-lettres disquisitions, with rules for speaking and writing;—in arithmetic, algebra, geometry, surveying, and trigonometry; in book-keeping; in civil history, ancient and modern; in natural philosophy; in botany and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world, and of society; in Bible history and in Bible knowledge;—and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded.

I remember calling one morning at a country school in Saxony, where everything about the premises, and the appearance, both of teacher and children, indicated very narrow pecuniary circumstances. As I entered, the teacher was just ready to commence a lesson or lecture on French history. He gave not only the events of a particular period in the history of France, but mentioned, as he proceeded, all the contemporary sovereigns of neighboring nations. The ordinary time for a lesson here, as elsewhere, was an hour. This was somewhat longer, for, toward the close, the teacher entered upon a train of thought from which it was difficult to break off, and rose to a strain of eloquence which it was delightful to hear. The scholars were all absorbed in attention. They had paper, pen, and ink before them, and took brief notes of what was said. When the lesson touched upon contemporary events in other nations,—which, as I suppose, had been the subject of previous lessons,—the pupils were questioned concerning them. A small text-book of history was used by the pupils, which they studied at home.

I ought to say further, that I generally visited schools without guide, or letter of introduction,—presenting myself at the door, and asking the favor of admission. Though I had a general order from the Minister of Public Instruction, commanding all schools, gymnasia, and universities in the kingdom to be opened for my inspection, yet I seldom exhibited it, or spoke of it,—at least not until I was about departing. I preferred to enter as a private individual, an uncommended visitor.

I have said that I saw no teacher *sitting* in his school. Aged, or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all. The looks of the Prussian teacher often have the expression and vivacity of an actor in a play. He gesticulates like an orator. His body assumes all the attitudes, and his face puts on all the variety of expression, which a public speaker would do if haranguing a large assembly on a topic vital to their interests.

It may seem singular, and perhaps to some almost ludicrous, that a teacher in expounding the first rudiments of hand-writing, in teaching the difference between a hair-stroke and a ground-stroke, or how an *l* may be turned into a *b*, or a *u* into a *w*, should be able to work himself up into an oratorical fervor; should attitudinize, and gesticulate, and stride from one end of the class to the other, and appear in every way to be as intensely engaged as an advocate when arguing an important cause to a jury,—but strange as it may seem, it is nevertheless true; and before five minutes of such a lesson had elapsed, I have seen the children wrought up to an excitement proportionally intense, hanging upon the teacher's lips, catching every word he says, and evincing great elation or depression of spirits, as they had or had not succeeded in following his instruction.

So I have seen the same rhetorical vehemence on the part of the teacher, and the same interest and animation on the part of the pupils, during a lesson on the original sounds of the letters,—that is, the difference between the long and the short sound of a vowel, or the different ways of opening the mouth in sounding the consonants *b* and *p*. The zeal of the teacher enraptures the scholars. He charges them with his own electricity to the point of explosion. Such a teacher has no idle, mischievous whispering children around him, nor any occasion for the rod. He does not make desolation of all the active and playful impulses of childhood, and call it peace; nor, to secure stillness among his scholars, does he find it necessary to ride them with the nightmare of fear. I rarely saw a teacher put questions with lips alone. He seems so much interested in his subject (though he might have been teaching the same lesson for the hundredth or five hundredth time) that his whole body is in motion; eyes, arms, limbs, all contribut-

ing to the impression he desires to make, and at the end of an hour both he and his pupils come from the work all glowing with excitement.

Suppose a lawyer in one of our courts were to plead an important cause before a jury, but instead of standing and extemporizing, and showing by his gestures, and by the energy and ardor of his whole manner, that he felt an interest in his theme, instead of rising with his subject and coruscating with flashes of genius and wit, he should plant himself lazily down in a chair, read from some old book which scarcely a member of the panel could fully understand, and, after droning away for an hour, should leave them, without having distinctly impressed their minds with one fact or led them to form one logical conclusion, would it be any wonder if he left half of them joking with each other or asleep;—would it be any wonder,—provided he were followed on the other side by an advocate of brilliant parts, of elegant diction and attractive manner; who should pour sunshine into the darkest recesses of the case,—if he lost not only his own reputation, but the cause of his client also?

These incitements and endearments of the teacher, this personal ubiquity, as it were, among all the pupils in the class, prevailed much more, as the pupils were younger. Before the older classes, the teacher's manner became calm and didactic. The habits of attention being once formed, nothing was left for subsequent years or teachers, but the easy task of maintaining it. Was there ever such a comment as this on the practice of hiring cheap teachers because the school is young, or incompetent ones because it is backward!

In Prussia and in Saxony, as well as in Scotland, the power of commanding and retaining the attention of a class is held to be a *sine qua non* in a teacher's qualifications. If he has not talent, skill, vivacity, or resources of anecdote and wit, sufficient to arouse and retain the attention of his pupils during the accustomed period of recitation, he is deemed to have mistaken his calling, and receives a significant hint to change his vocation.

Take a group of little children to a toy-shop, and witness their outbursting eagerness and delight. They need no stimulus of badges or prizes to arrest or sustain their attention; they need no quickening of their faculties by rod or ferule. To the exclusion of food and sleep they will push their inquiries, until shape, color, quality, use, substance, both external and internal, of the objects around them, are exhausted; and each child will want the show-man wholly to himself.

But in all the boundless variety and beauty of nature's works; in that profusion and prodigality of charms with which the Creator had adorned and enriched every part of his creation; in the delights of affections; in the ecstatic joys of benevolence; in the absorbing interest which an unsophisticated conscience instinctively takes in all questions of right and wrong;—in all these, is there not as much to challenge and command the attention of a little child, as in the curiosities of a toy-shop. When as much of human arts and ingenuity shall have been expended upon teaching as upon toys, there will be less difference between the cases.

The third circumstance I mentioned above was the beautiful relation of harmony and affection which subsisted between teacher and pupils. I cannot say that the extraordinary fact I have mentioned was not the result of chance or accident. Of the probability of that, others must judge. I can only say that, during all the time mentioned, I never saw a blow struck, I never heard a sharp rebuke given, I never saw a child in tears, nor arraigned at the teacher's bar for any alleged misconduct. On the contrary the relation seemed to be one of duty first, and then affection, on the part of the scholar.

The teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish dotings or indulgencies to which parental affection is

prone. I heard no child ridiculed, sneered at, or scolded, for making a mistake. On the contrary, whenever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, although there had been a failure, not merely to answer the question of a master, but to comply with the expectations of a friend.

No child was disconcerted, disabled or bereft of his senses through fear. Nay, generally at the end of the answers, the teacher's practice is to encourage him with the exclamation, 'good,' 'right,' 'wholly right,' &c., or to check him, with his slowly and painfully articulated 'no,' and this is done with a tone of voice that marks every degree of *plus* and *minus* in the scale of approbation and regrets. When a difficult question has been put to a young child, which tasks all his energies, the teacher approaches him with a mingled look of concern and encouragements; he stands before him, the light and shade of hope and fear alternately crossing his countenance; he lifts his arms and turns his body, as a bowler who has given a wrong direction to his bowl will write his person to bring the ball back upon its track; and, finally, if the little wrestler with difficulty triumphs, the teacher felicitates him upon his success, perhaps seizes and shakes him by the hand, in token of congratulation; and when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child and embrace him, as though he were not able to contain his joy. At another time, I have seen a teacher actually clap his hands with delight at a bright reply; and all this has been done so naturally and so unaffectedly as to excite no other feeling in the residue of the children than a desire, by the same means, to win the same caresses. What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give anything, bear anything, sacrifice anything, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences like these?

The Rev. Egerton Ryerson, D. D., Chief Superintendent of Schools, in a "Report on a System of Public Elementary Instruction for Upper Canada" after quoting the above passages from Mr. Mann's report, remarks:

"In the above summary and important statements on this subject, by the able Secretary of the the Massachusetts Board of Education, I fully concur, with two slight exceptions. In one instance I did see a boy in tears (in Berlin) when removed to a lower class on account of negligence in his school preparations. I did see one or two old men sitting *occasionally* in school. With these exceptions, my own similar enquiries and experience of nearly three months in southern and western, as well as northern and middle Germany, and I might add a longer period of like investigations in Switzerland, Holland, Belgium and France—enable me not only to subscribe to the statements of the Hon. Mr. Mann, but would enable me, were it necessary, to illustrate them by various details of visits to individual schools."

Professor Lemuel Stephens, now of Girard College of Orphans, Philadelphia, in a "*Letter addressed to Hon. F. R. Shunk, Superintendent of Common Schools in Pennsylvania,*" from Berlin, in 1843, remarks:

To determine absolutely the influence which teachers' seminaries have had upon the state of popular education in Germany, would be a matter of great difficulty, owing to

the gradual growth of these institutions. One thing is certain, that the improvement of the schools has followed hand in hand, the multiplication and improvement of the seminaries. Perhaps the value of these institutions can be shown in no light so advantageously, as by comparing the class of common school teachers in Germany, at the present moment, with the same class in England and America. In this country one is struck with the zeal and common spirit which a common education has imparted to the whole body. They have been for three or four years under the instruction of men practically and scientifically acquainted with the best principles of teaching; and what is an indispensable part of their preparation, they have had the opportunity of testing the value, and of becoming familiar with the application of these principle in practice. During the latter part of their course they have been accustomed under the eye of their teachers, to instruct a school of children, by which means the art and the theory have kept pace with each other. Some knowledge of the human mind, and some just conception of the great problem of education which they are engaged in solving, inspires them with self-respect, with earnestness and love of their profession. Once raised above the idea that education is consists alone in drilling children in a few useful accomplishments, a sense of the dignity of the work of operating on, and forming other minds, causes them to overlook the humble outward conditions of a village school, and fortified them against the seductions of false ambition.

Leaving out of the question the great immediate benefit of these seminaries in fitting teachers better to fill their office, I believe that the professional spirit, the *esprit du corps*, which they create, is productive of results which are alone sufficient to recommend these institutions. It is this common spirit which secures the progress of the young teacher after he has entered into active service, and saves him from the besetting of rusting into a mechanical routine, by keeping up a lively interchange of opinions, and making him acquainted with the successes and improvements of other teachers. The means for this intercourse are conferences and periodicals of education. In every German city, in which I have made the inquiry, I have learned that the teachers from the different schools are accustomed to come together, at stated times, for the purpose of mutual improvement: even in the villages of Hesse, and the mountainous parts of Saxony, I found that the teachers, from villages miles apart, held their monthly conferences for debate and lecture. In Germany there are no less than thirty periodicals devoted exclusively to education. In these all questions of interest to teachers are discussed; the best method of instructing explained, all new school books noticed and criticised; the arrangements and organizations of distinguished schools described, and accounts given from time to time of the progress of education in other states. The General School Gazette, which has particularly attracted my attention, has a list of more than one hundred regular contributors. The journals are open to all teachers to make known their experience, or to ask for information. The able director of the seminary in this city, who is at the same time conductor of one of those periodicals, informs me that one or more of them finds its way to every common school teacher. They are furnished so low that he can generally afford to take them, or if not, they are taken by the district for his benefit. By these means an active spirit of inquiry is kept up; the improvements of individuals become the property of all; the obscure village teacher feels that he is a member of a large and respectable class, engaged in the great work of human improvement; and love and zeal for his profession are enkindled. There is union, sympathy, generous emulation and mutual improvement. Among the members of a profession, there is a common principle of life. It is a type of organic life, which contains within itself the principle of development and growth.

A valuable ordinance passed in Prussia, in 1826, and renewed in 1846, requires a director of a seminary to travel about once a year, and visit a certain part of the

schools within his circuit. He makes himself acquainted with the state of the school, listens to the instruction given, takes part himself in the same, and gives to the teacher such hints for improvement as his observation may suggest. The results of his yearly visits he presents in the form of a report to the school authorities of the province. This occasional visitation is very useful in clearing up the dark corners of the land, correcting abuses, and giving an impulse, from time to time, to teachers, who might otherwise sink into apathy and neglect. To render the efficacy of the seminaries more complete, it is provided that at the end of three years after leaving the seminary, the young teachers shall return to pass a second examination. And further, by an ordinance in 1826, it is provided, to the end, that the beneficial influence of the seminary may extend itself to those teachers already established, who either require further instruction, or who in their own cultivation and skill do not advance, perhaps recede. It is required that such teachers be recalled into the seminary for a shorter or longer time, in order, either to pass through a whole methodical course, or to practice themselves in particular departments of instruction.' By this organization it is very easy to see that the whole system of popular instruction is brought under the influence of the most able teachers; their skill is made to tell upon the character of the class; and the assurance is given that the work of education is advancing surely and consequently toward perfection.

It is only by the distinct division of the objects of human industry and knowledge, into separate arts and sciences, that their advancement can be insured. The necessity for the division of labor in the mechanic arts is well enough understood. A necessity for this division, in intellectual pursuits exists in a by no means less degree.

So long as the science of education depends for development upon the casual contributions of men of all professions, without being made the business of any, it must grope its way hither and thither by the lights of occasional flashes, instead of being guided on by a steady flame.

The views of certain men on education are known among us, but so far is pedagogies from being cultivated as a science, we feel ourselves as yet hardly authorized to use the word. I am far from denying that we have many good teachers; but they stand separate and alone. Their influence rarely extends beyond the sphere of their own schools. Their experience has furnished them with excellent practical rules for their own procedure, but these rules have perhaps never been expressed in words, much less their truth demonstrated by a reduction of the same to scientific principles. They are content to be known as possessing the mysterious talents of a skillful teacher, and their wisdom dies with them. It is owing to the isolated position in which teachers by profession find themselves, that the didactic skill they may have acquired, even when it rises above the character of a blind faculty, and is founded on the enlightened conclusions of science, still remains almost without influence on the wrong ideas in education which may be in vogue around them. To quote a remark of Dr. Harnish: 'We have had, now and then, capable teachers without possessing seminaries; we still find such *singly* in States which have no seminaries; but it cannot be denied that seminaries are most effectual levers for elevating the condition of common schools, and such they have sufficiently proved themselves to be in latter years.'

* * * * *

“How far may we avail ourselves of the German plan of popular education? It will be borne in mind, that the Prussian system is so far voluntary that it is left entirely to the parent where and in what manner, his child shall be educated, only requiring that the years from six till fourteen, shall be devoted to instruction, and that a certain amount of knowledge shall be obtained. The Swiss republics have placed their public schools on the same basis that the German states have done, their laws are essentially

the same, and teachers have therefore, there as well as in Germany the character of public servants. The great feature of the Prussian system, which it is both suitable and highly desirable for us to imitate, is that which I have already described, namely : the provision therein made for the education of common school teachers. This appears to me the only radical reform, and the only means of putting public education in a steady and consequent train of improvement.

To apply to ourselves the advantages which I have already stated as flowing from this measure, it will raise the employment of teaching among us to a regular profession, and introduce generally consistent and rational methods of instructing. It will create among teachers devotion to their office, and a desire for co-operation. This desire will manifest itself in the organization of unions for conference, and in the establishment and support of many periodicals. The higher character of teachers, and the improved state of the schools will bring them respect, and a better remuneration for their services. The higher value set upon education, the immense contrast between the efficacy of a constant, and that of a half-yearly school, and I must add, the *impossibility of getting good teachers for the latter*, will gradually do away with this great evil under which our school system suffers. The permanent settlement of teachers, rendering much less the annual accession to the profession necessary to keep the schools supplied, will, as I have shown, obviate all difficulty on the score of numbers. The science of the human mind and its cultivation, this vitally important branch of a nation's literature, will be developed among us, and its blessings will be richly manifested in the better cultivation of all the sciences and arts of life. Such is a scanty outline of the benefits which the experience of other countries, and reason, show us will follow the proper education of our teachers. I do not mean to say that Germany has already realized all these benefits. It is important to observe that the reform in education in this country, goes out from the government, not from the people themselves, who rather passively submit to its operation, than actively co-operate in giving it efficacy. This, with other grounds before stated, necessarily make popular education in Germany productive of less results than in our own country. * * * In the establishment of teachers' seminaries, their utility and success will depend entirely upon their appropriate and perfect organization. False economy has often attempted to provide for the education of primary teachers, by making the seminary an appendage to a high school, or an academy. Thirty years ago this arrangement was not uncommon in Germany; and later the experiment has been tried in the State of New York. * * * If it were needed, to strengthen the evidence of the inefficiency of this system, I might easily quote the testimony of the most able teachers of Germany to this effect. Perhaps no department of education requires a more peculiar treatment, and more calls for the undivided zeal and energy of those who have the conduct of it, than the preparation of teachers.

Everything depends on making the seminaries for teachers, separate and independent establishments, with a careful provision for a thorough, theoretical and practical preparation for all the duties of the common school. In the experiment of introducing teachers' seminaries into our country, there is a danger that we shall be too sparing in the number of teachers employed in conducting them. Seminaries conducted by one or two teachers can not be otherwise than imperfect; and while but little good would come from them, there is great danger that their failure would serve to bring the cause into disrepute."

EXTRACTS IN REGARD TO UNIFORMITY OF TEXT-BOOKS.

Ulster County, New York, First District.—An evil, not the least among others which ought to be corrected, is the variety of text-books in use in the schools. The teacher, however competent and faithful, labors under many disadvantages; in many cases what he might otherwise perform in half an hour, will take an hour, and much to the disadvantage of the whole school. This evil might be corrected by giving trustees the power of furnishing their schools with a uniformity of books, and either compelling parents to pay for them or levying a tax upon the districts; the books to be the property of the district, and no change to be made without the advice and consent of the trustees and commissioner.

Ulster County, New York, Second District.—The diversity of text-books is one of the greatest difficulties teachers have to contend with. Can not our Legislature be induced to pass an act directing that a uniform series of text-books be used throughout the district schools in our State?

Suffolk County, New York, First District.—There is an evil, a gigantic one, which calls loudly for a speedy remedy. The multiplicity of text-books to be found in every county, town, and even in the same school district, is productive of the most baleful results. Teachers are perplexed, and children are confounded; and parents are greatly annoyed in being obliged to purchase so many different kinds of school books. How frequently does it happen that a family, having purchased a liberal supply of school books for a certain locality, are compelled, by some unforeseen event, to remove to a neighboring district, where, to their utter astonishment, they find that all the books so recently obtained are wholly useless, and that new ones must be bought. It seems to me that an effectual remedy for this may be found by having the State prescribe the use of text-books, which shall be uniform, either throughout its entire jurisdiction or in each county. By so doing, parents would be saved great expense and inconvenience, and teachers, once having become familiar with the books to be used, could readily change from one district to another without being subject to delay in making their classifications. If this plan be not practicable, I trust that one may speedily be devised which will prove a permanent and effectual remedy for this manifest evil.

Saratoga County, New York, First District.—One great trouble in our schools is the lack of uniformity in text-books, preventing classification, and wasting the time of the teacher. If some method could be found to remedy this evil it would be a great blessing to our common schools.

Oswego County, New York, First District.—We have met with reasonable success in securing through the district a uniformity of text-books; and I think that another year will place us almost out of harm from this great source of evil to the schools.

Onondaga County, New York, Second District.—We rejoice at having a uniform, or nearly uniform, series of text-books in the schools throughout the district. The great multitude of books by different authors was, at one time, a source of annoyance.

Kings County, New York, Brooklyn.—We have, during the last two years, been using a uniform series of text-books throughout the schools, and with good results. Indeed, it is hardly practicable to pursue successfully a graded course of study with a variety of class books in a given grade. In uniformity, there is not simply utility, but economy. It is apparent that, when the books of a given grade of the course of study are the books of all the classes of that grade throughout the city, if a pupil change his residence, the books he had in use in the first school will be the same he will need in any other school of the city he may enter; consequently, he will not be obliged to throw aside his books and incur the expense of a new set. Again, when a graded course of study is pursued by all of the schools, similar classes, having corresponding grades, are

subjected to like examinations. This affords the best facilities for obtaining comparative results in scholarship, and the general standing of the classes and teachers of a given grade in all the schools. This is a consideration of great importance.

Jefferson County, New York, Third District.—I am in favor of a uniformity of text-books in our schools. Can there be thorough classification without it? Can teaching reach its highest efficiency in the common school, unless there is some uniformity? After spending ten years of my life in the capacity of a teacher of the young, I think I may safely answer, No. Authors, publishers and book agents may differ with me on this subject, but I can not help it. I do not think it best to “swap horses while crossing a stream,” nor to change books or teachers too often in schools.

Cortland County, New York, First District.—Any one familiar with the workings of our common schools cannot fail to coincide with the opinion that a want of uniformity of text-books is a serious impediment. A uniformity could be secured without difficulty, were it not for the pertinacity with which the publishers force their books upon the people, expending in many instances thousands of dollars in giving away books, and in various other ways to purchase favor and influence, in hopes of further gains. It strikes me that a plan might be adopted that would obviate the difficulty and secure uniformity throughout the State. I suggest the following as a feasible plan: The department of public instruction, or other State authority, to appoint a committee, composed of some of the most competent educators, to prepare a series of text-books on all the subjects regarded as common school studies, the copyright being in the name of the State, and all persons within the State, who might choose, having the right to publish the same. The monopoly that the adoption of any series now published might create, and which constitutes the principal reason against State action would thus be avoided.

Columbia County, New York, First District.—The great variety of text-books operates very much against the successful working of some schools, the teachers not being skillful enough to teach the subjects independent of the text-books, or in connection with different authors. Commissioners have to contend against an old custom which many have fallen into by dwelling upon the theory of subjects without making knowledge practical. It is a difficult matter to show or convince teachers that, if they would be successful, they must, of necessity, launch out into the object world, and teach practice as well as theory—twin sisters in the arena of education.

Clinton County, New York, Second District.—The multiplicity of text-books, which is always on the increase, is very detrimental to the success of our schools. There should be some means desired to remedy this evil.

MASSACHUSETTS.—The want of system in our text-books is a serious evil, and one which seems to grow from year to year. As few of the members of the school committees or of the teachers have the time and means to make a faithful comparison of the multitudinous varieties of grammars, geographies and arithmetics, which swarm thick as leaves in Vallambrosa, they are much at the mercy of enterprising publishers and book agents. Bad books or inferior books, which are issued by a wealthy and energetic business firm, will often drive out better ones whose authors or proprietors have relaxed their efforts.

EXTRACTS IN REGARD TO COMPULSORY ATTENDANCE.

NEW YORK.

Something more, then, is needed to accomplish the end proposed. It is the compulsory attendance of every child upon some school, a definite length of time. In plain language, it is neither honorable or just to tax large property holders, who have no children to send to school, on the plea of the desirability of universal education, when those very children are running the streets, a public nuisance. It may be inconvenient for some parents to dispense with the aid of their children, but they should submit to that inconvenience for the good of the State. It is no more convenient and no more just that the property holder should support a school for their education, which they refuse to enter. I have obtained the views of the people of this district pretty generally upon this subject, and almost without exception they have coincided with those above presented. If compulsion is to be the moving power, let us have its operation both ways.

Lewis County, First District.—To remove a reasonable objection to this law, and one which I think the most valid, compulsory attendance must follow. Many say that they would not have the least objection to this law, if the class of children for whose benefit its makers designed it, were actually in attendance at school. If these individuals pay for the education of such children, have they not a right to demand their attendance?

Jefferson County, First District.—It is urged by very many of our most intelligent citizens that attendance at some school, for some portion of the school year, should be compulsory on all children between certain ages; and, although I do not fully share in that opinion, there is a wide-spread and rapidly increasing feeling among the people of this section that it is not only the duty of the State to provide for the educating of its children, but also to compel its children to be educated, on the principle that it is necessary to the perpetuity of the State and the liberty of the people.

Essex County, First District.—A law compelling attendance at school would prove most effective in the work of reform, and would meet with the hearty approval of the intelligent citizens of this county. I am somewhat familiar with the objections to such a law, but, as yet, I fail to see the policy, or any good reason, in permitting those classes to stay the progress of intelligence, and defeat the main objects of a wise legislation. A right to hang implies a right to educate, says a distinguished historian. In fact, it seems self-evident, that the power that can prescribe for the punishment of ignorance and crime can as well prescribe the means necessary to prevent the same.

MASSACHUSETTS.

MILLBURY. Truancy and Absence from School. The committee desire to draw the attention of their fellow-citizens to this great, and, they fear, growing evil. We earnestly ask them to assist us in applying the needful remedy. After paying so heavy a tax for the support of schools, it is wrong to have so many children deprived of their benefits. Sometimes we are accosted thus: "Why don't you have these children, coasting in the streets and endangering the safety of travellers, in the schoolroom, where they belong? In coming a half mile we have seen a dozen of them. It costs our manufacturing establishments a dollar a day the year through to keep the schools in operation. We pay the tax cheerfully, but we don't want the money thrown away." Now no one has any right to complain of such logic. It is certainly conclusive. But what committee, unaided by their fellow-citizens, can successfully grapple with an evil so wide-spread and vast. Some of our population seem not to care whether their children are in school or not. They think, in this free country, men should be permitted to do as they please. They do not want committee-men to interfere with their domestic affairs.

But these persons make a great mistake in supposing that the education of their children is left at their option. The child and society have rights as well as the parent. Within certain restrictions these rights are paramount to all others. The law makes it the duty of every parent or person who has children in his charge under fourteen years of age, to furnish them at least with twelve weeks of schooling during the year, six weeks of which shall be consecutive; and for every neglect of this duty the party offending is liable to a forfeiture of twenty dollars. There is also a law respecting habitual truants and children not attending school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen. It would be a kindness to all concerned to put these wise and beneficent laws in force.

SALEM.—I regret to say that the evil of truancy continues greatly to embarrass some of our schools and impair their usefulness. The causes of this are various and need not be dwelt upon. When the offence has become so common as to injure public morals and security, by filling our streets with juvenile offenders who might be saved could they be kept at school, and who certainly should not be left at large under imperfect restraint, it would appear plain that we should put into effect the power granted to cities and towns by the acts of the Commonwealth relating to truancy.

In different calls made upon parents, I have often heard the wish expressed that some provision existed which would compel their children to keep at school, and I have no doubt they spoke their unbiased impressions. Such parents are often poor,—compelled it may be to be from home most of the day for labor,—and to look after delinquent boys is a great interruption. Had we a truant officer, with proper powers, the cases of this character would at once be put into his hands, the runaways promptly secured and returned to their schools, or, when several times delinquent, sentenced by the court to some place of commitment and discipline. We need such a place in Salem; one where the idlers upon the streets, of a suitable age, could be placed, if they would not attend the public schools, as well as truants from those schools. Such a place, and the certainty that offenders would go there, would have a two-fold advantage. It would restrain many who might become truants, and reform some, all whose surroundings incite to vagabond lives. It should not be a place for mere idle confinement. Provision should be made for instruction, and, if possible, occupation. I know not any hindrances to the adoption of such a measure this year, which will not exist the next and subsequent years, and strongly hope that the proper and usual steps will be taken to give the city the advantage of both the law and the school at an early day.

WEYMOUTH.—Some of our schools suffer from the frequent and, in many cases it is believed, unnecessary absence of the pupils; and the blame for this is in a great degree due to the parents, who, perhaps, fully understand the cause, but do not sufficiently reflect upon the injury they are inflicting upon their own children and upon the community by allowing them to be irregular in attendance at school. The time usually allotted to the education of the young is sufficiently short even when sedulously devoted to mental culture, and the necessity sufficiently urgent for intellectual power and vigor to forbid imperatively any wanton disregard of these advantages. The duties of citizenship in this age demand unusual mental vigor, breadth of attainments and information. When this absence is the result of carelessness or indifference it is indeed reprehensible, and scarcely less so when it has a financial bearing. Many boys at the age of nine or twelve years, are taken from the schools that they may earn a few dollars, a sum too insignificant to compensate for the loss sustained by an absence of one-fourth of the time. While children labor for their parents, there is an idea of mutual dependence and mutual obligations, a positive claim on that parent for intellectual food and growth as much as for bodily sustenance. No parent has a right to coin mental powers into dollars and cents, when a respectable position in society, obtained by education, depends upon school advantages.

WEST BOYLSTON, MASS.—SCHOOL REGULATIONS.

All teachers in our public schools are required to make themselves and their pupils familiar with the following rules; and any violation or neglect of them will be regarded as sufficient ground of complaint against a teacher:

1st. The morning exercises of the school shall commence with the reading of a portion of Scripture by the pupils or teacher, or both, to be followed by some devotional service.

2d. Teachers shall have the general charge of the school-room, and be responsible for its order and cleanliness. They shall also have a general supervision of the entire school premises, and report to the Committee any damage done to the room or furniture, and by whom, if known. The scholars, so transgressing, will subject their parents or guardians to full payment for all damages thus caused, either to the school building or grounds.

3d. Teachers are required to be present at least ten minutes before the time prescribed for commencing school, and shall give special attention to the ventilation and temperature of the school rooms.

4th. There shall be a recess of ten minutes for every scholar each half day, and no pupil shall be deprived of any part thereof, except for misconduct. In no case shall girls and boys have recess at the same time.

5th. The discipline practised in the schools shall be that of a kind, judicious parent to his family. In all cases corporal punishment is to be avoided, when good order can be preserved by milder means. If deemed needful to inflict it, the teacher shall, at the first opportunity after, report the case to the Committee, with the necessity and severity of the punishment. No teacher will be justified in inflicting any punishment upon the head of any pupil, either with the rod, rule or hand.

6th. All teachers shall punctually observe the hours for opening and closing their schools; *provided*, that classes may be detained a reasonable time after the regular hour of dismissal, for the purpose of recitation; and pupils for the purpose of discipline or to make up neglected lessons.

7th. No child under five years of age shall be allowed to attend school without special leave first obtained from the Committee.

8th. The statute requiring the faithful keeping of the school-registers must be strictly complied with, and no teacher shall receive payment for services till that duty is fully performed.

9th. Teachers must not depend on the reports which scholars may give of their studies or deportment, but rely on their own personal observation in the final filling up of the registers.

10th. Teachers shall have the privilege of taking one-half day in each term to visit any other schools in town.

13th. It shall be the duty of teachers to guard their pupils against the use of profane and obscure language, and to inculcate, in compliance with the General Statutes "the principles of piety and justice, and a sacred regard to truth; love of country, humanity and universal benevolence; sobriety, industry, frugality, chastity and temperance, with all those other virtues which are the ornament of human society and the basis on which a republican constitution is founded."

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