

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEARS

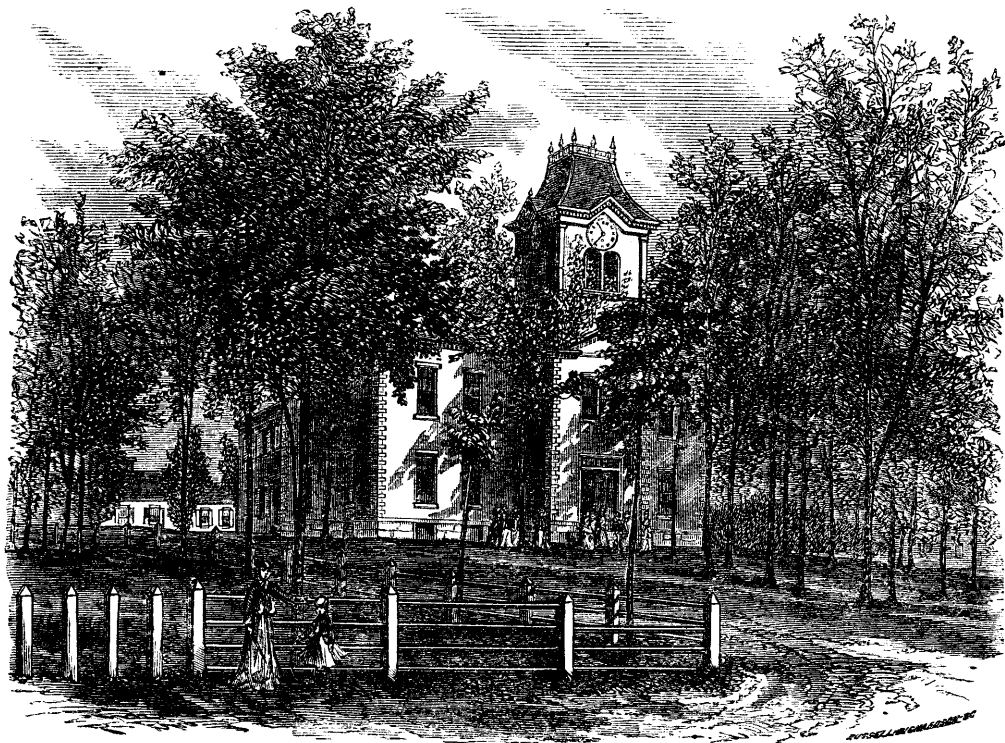
1871-72.



AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1872.



WESTERN NORMAL SCHOOL, FARMINGTON.

EIGHTEENTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

STATE OF MAINE.

1871.



AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1871.



STATE OF MAINE.

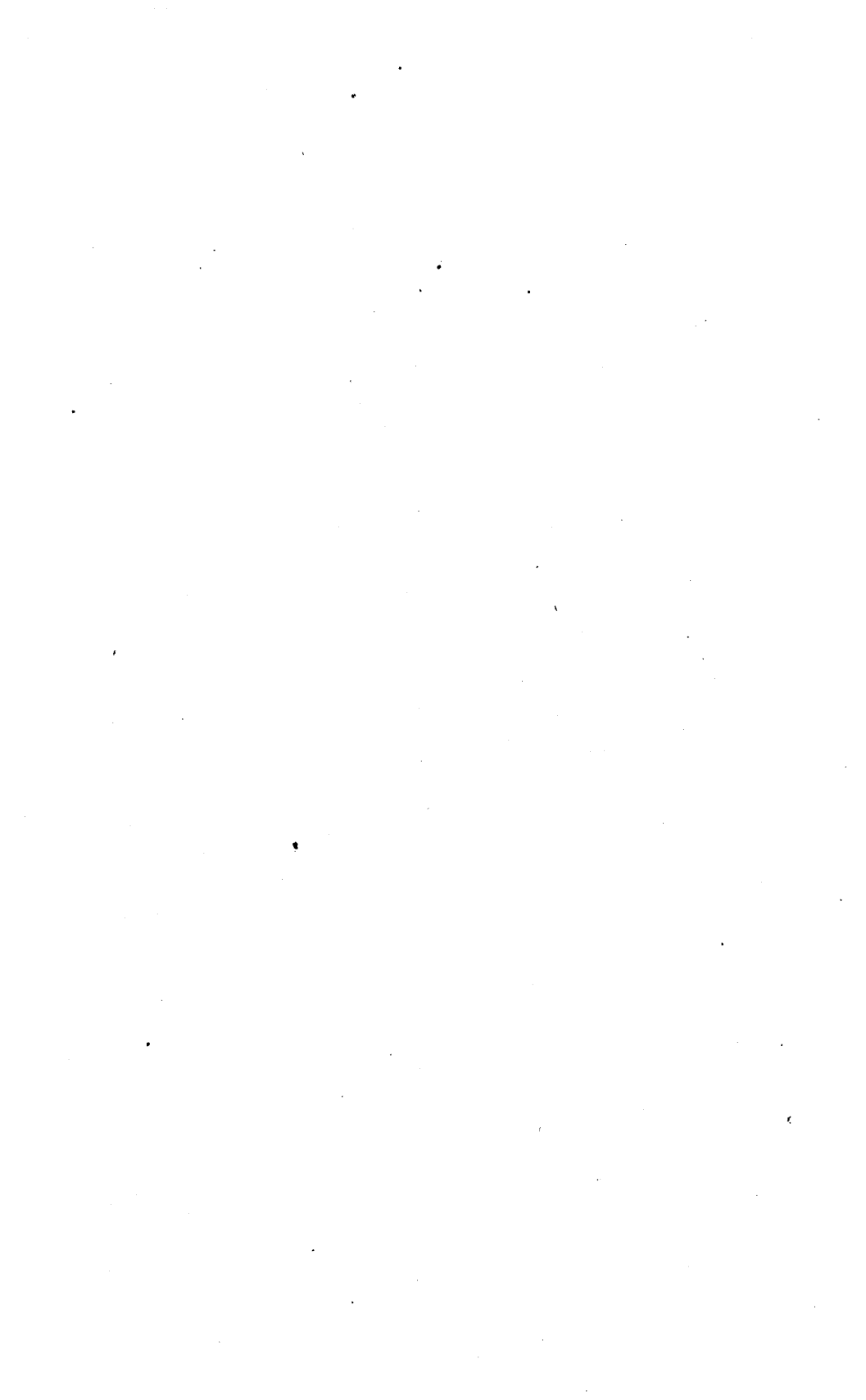
EDUCATIONAL DEPARTMENT, }
Augusta, Dec. 1, 1871. }

To his Excellency Governor SIDNEY PERHAM,
and the Honorable Executive Council:

GENTLEMEN:—Agreeably to the provisions of statute, the accompanying report on the Common Schools of the State of Maine for the current year, is most respectfully submitted.

Your obedient servant,

WARREN JOHNSON,
State Superintendent of Common Schools.



REPORT.

The public schools of the State have generally been successful during the past year. As will be seen from the tabular statements, the *amount of money* raised for school purposes has been quite as large as in preceding years—excepting the single item of “cost of new school-houses;” the *average attendance* of scholars the same as last year, although we had reason to apprehend a decrease in this item, owing to local disaffection due to the “teacher law,” so called; the *quality of instruction* has been evidently superior to that of former years according to the testimony of town committees and county supervisors, attributable to the influence of the Normal Schools, Teachers’ Institutes, graded certificates and higher wages; the *examination and certification* of teachers are receiving more careful attention, while the *inspection* of schools is rising from the condition of simple superficial observation to the proper office of close and thorough examination and practical suggestion. The Normal Schools and Teachers’ Institutes have been well attended, their influence in improving the quality of teaching has been marked, and at the same time they are winning the favor and confidence of the public. County supervision in most of the counties has demonstrated anew its value as an educational agency and vindicated its rank as the “right hand” of influence in the school-room, and in stimulating and directing the efforts of interested educators to proper channels of activity. The press, with one or two exceptions, has generously given its aid to promote the cause of public education by strong words of encouragement or proper expressions of criticism and stricture, while the public mind generally has been attentive to listen to propositions submitted in behalf of the common schools and ready in the exercise of a sound judgment to accept or reject. The excitement kindled a year ago by reason of the “teacher law” and by an apprehension of loss of “ancient rights” in the restriction of school-district privileges has largely given place to

dispassionate and deliberate consideration of the superior value of the "town plan." The academy system is gradually yielding to the more vigorous and better supported free High Schools, while in the department of higher instruction the Seminaries and Colleges in the State are prudently and energetically putting forth fresh efforts to meet the larger and practical educational wants of the present age.

These efforts will doubtless reflect a new impulse upon public instruction and induce educators and teachers to more judicious and discriminating school work. In general, we may confidently affirm that the educational sentiment of Maine is in a healthful, progressive condition.

SUMMARY OF STATISTICS—1871.

The following summary was made up at a somewhat later date than the tabulations which constitute the first fifty pages appended to this report—hence the apparent discrepancy between the totals of the summary and of the comparative statement for 1871—Appendix, page 52. To accommodate the members of the Legislature and for the sake of economy the tables of the Appendix must be prepared for the printer as early as the first of September. As the law requires all school returns to be made May 1st, it would be expected that complete reports would be made to the office by September 1st. Such, however, is not the case. Many towns are dilatory, others carelessly negligent. Thirty-two towns and twenty-nine plantations have failed to make any returns. The delinquent towns are as follows:

Alexander, Alton, Appleton, Argyle, Atkinson, Avon, Cape Elizabeth, Clifton, Crawford, Cushing, Dayton, Deblois, Dixfield, Fort Kent, Freedom, Grafton, Greenfield, Howland, Kingsbury, Lincolnville, Lubec, Lyman, Lyndon, Meddybemps, Norridgewock, Northfield, Searsmont, Sherman, Stoneham, Swanville, Webster, Waldoborough.

The several totals in the summary annexed have been completed by later returns and by approximate figures from the statistics of last year.

SUMMARY.

Population of State, census of 1870.....	626,915
Whole number of towns in the State.....	411
Whole number of plantations.....	75

Number of towns making returns.....	379
Number of plantations making returns.....	46
Whole number of scholars between 4 and 21.....	225,508
Number registered in Summer Schools.....	120,295
Average attendance.....	93,066
Number registered in Winter Schools.....	134,065
Average attendance.....	107,717
Per centage of average attendance to whole number.....	.50
“ “ “ “ scholars registered.....	.79
“ “ “ “ Summer Schools registered.....	.78
“ “ “ “ Winter Schools registered.....	.80
Probable number of truants or absentees.....	18,989
Average length of Summer Schools in weeks and days, 5½ days per week.....	9w. 3d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w.
Average length of Schools for the year.....	19w. 3d.
Number of districts.....	4,003
Number of parts of districts.....	350
Number of districts with graded schools.....	420
Number of school houses.....	3,917
Number of school houses in good condition.....	2,234
Number of school houses built last year.....	119
Cost of the same.....	\$117,364
Estimated value of all school property.....	2,488,5
Number of Male Teachers employed in Summer.....	119
Number of Male Teachers employed in Winter.....	1,801
Number of Female Teachers employed in Summer.....	3,790
Number of Female Teachers employed in Winter.....	2,180
Number of Teachers graduates of Normal Schools.....	264
Average wages of Male Teachers per month, excluding board.....	\$32 44
Average wages of Female Teachers per week, excluding board.....	3 43
Average cost of Teacher's board per week.....	2 30
Amount of school money voted.....	743,326
Excess above amount required by law.....	132,213
Amount raised per scholar.....	3 29
Amount drawn from State fund in 1870.....	15,144
Amount derived from local funds.....	14,539
Amount paid for tuition in private schools, academies or colleges in the State.....	48,774
Amount paid for same out of the State.....	11,552
Amount expended for repairs, fuel, insurance, &c.....	93,460
Amount expended to prolong schools.....	12,966
Amount paid to Superintending School Committees.....	23,623
Amount of School Fund.....	312,975

FISCAL STATEMENT.

Raised by direct taxation for current expenses.....	743,326\$
New school-houses.....	117,364
Private tuition in and out of the State.....	60,326
To prolong schools.....	12,966
To pay Superintending School Committees.....	23,623
Appropriation for County Supervision.....	16,000
“ “ Teachers' Institutes.....	8,000

Appropriation for Normal Schools.....	\$25,000
Expense of Annual Report, (7000 copies).....	3,500
Salary of Superintendent, \$1,800 ; Clerk, \$1,200.....	3,000
Traveling expenses \$500 ; postage \$300.....	800
Interest of permanent school fund.....	15,444
Derived from local funds.....	14,639
Aggregate expended for educational purposes.....	\$1,043,988
Valuation of State.....	\$224,585,325
Rate of aggregate school expenditure to valuation.....	4 3-5 mills.
Rate of direct taxation.....	3 3-10 "

ANSWERS AND SUGGESTIONS GIVEN BY SCHOOL COMMITTEES.

From the returns of 1870-1, made to this office, the following facts and suggestions have also been gathered :

No. 1. *What are the salaries paid by the year to your teachers in the High and Grammar Schools?*

TOWN.	High School.	Grammar School.	REMARKS.
Turner.....	\$50 per month.	.....
Fort Fairfield.....	100 per quarter.	.....
Presque Isle.....	\$550	.....
Brunswick.....	1,200	\$600	
Cumberland.....	800	.....
Industry.....	30 per month.	.....
Wilton.....	1,000	.....
Bucksport.....	50 per month.	.....
Castine.....	800	\$10 per week.	
Ellsworth.....	1,000	.....
Augusta.....	{ 1,800	1,200	* Each to 4 Assistants.
	{ *450		
Hallowell.....	900	350	
Waterville.....	.....	10 per week.	
Thomaston.....	30 per month.	.....
Boothbay.....	50 per month.	.....
Wiscasset.....	{ 900	296	
	{ Assistant, 400		
Hebron.....	1,000	.....
Norway.....	50 per month.	.....
Bangor.....	{ 1,800	{ 1,000	Select School, \$1,000.
	{ 1,200	{ Fem. Assis't 400	
Dexter.....	40 per month.	9 per week.	
Hampden.....	100 per month.	.....
Oldtown.....	1,200	.....
Orono.....	{ Female, 320	.....
	{ 1,800	{ 1,400 and 1,000	
Bath.....	.....	{ 450 and 450.	
Richmond.....	650 and 162	.....
Topsham.....	300 and 225	.....
Fairfield.....	{	{ 50 per month.	} Board included in both cases.
	{	{ Fem. 8 per week	
Pittsfield.....	.....	200 for 20 weeks.	
Skowhegan.....	1,000	300	

Town.	High School.	Grammar School.	REMARKS.
Belfast.....	Principal, 1,175 Assistant, 250	Principal, 500 Assistant, 175 Prin. 900 do 800 Fem. Assis't 450	
Calais.....				1,200
Cherryfield.....	75 per month.		
Dennysville.....		50 per month and board.	
East Machias.....		52 per month.	
Eastport.....	800	600	
Machias.....	850	800	
Biddeford.....	Principal, 1,200 Assistants, ea. 400	Prin. 950 each. Assis't 320 each.	
Kennebunk.....				1,000 and 600
Kittery.....	40 per month.		
Saco.....	1,500	900	
Sanford.....		60 per month, including board.	

No. 2. Number of Scholars in your High School?

Poland.....	53	Corinna.....	151
Turner.....	60	Corinth.....	70
Fort Fairfield.....	68	Hampden.....	40
Presque Isle.....	60	Oldtown.....	96
Cumberland.....	50	Orono.....	82
Portland.....	385	Bath.....	120
Industry.....	28	Topsham.....	29
Wilton.....	150	Hartland.....	40
Ellsworth.....	60	St. Albans.....	51
Augusta.....	100	Skowhegan.....	60
Hallowell.....	45	Belfast.....	60
Waterville.....	44	Baring.....	65
Windsor.....	36	Calais.....	68
Thomaston.....	57	Cherryfield.....	75
Boothbay.....	50	Eastport.....	71
Damariscotta.....	40	Biddeford.....	61
Hebron.....	100	Kennebunk.....	45
Norway.....	50	Kittery.....	37
Woodstock.....	30	Saco.....	47
Bangor.....	160		

No. 3. Number of Scholars graduated last year?

Cumberland.....	2	Bath.....	17
Portland.....	66	Belfast.....	20
Augusta.....	6	Baring.....	2
Waterville.....	6	Calais.....	2
Thomaston.....	11	Eastport.....	17
Damariscotta.....	10	Kennebunk.....	3
Bangor.....	14	Biddeford.....	16

Nos. 4 and 5. Number of Private Schools in your town?—
Number of Pupils attending same?

Town.	No. of Schools.	No. of Scholars.	Town.	No. of Schools.	No. of Scholars.
Greene.....	4	67	Brunswick.....	4	50
Lisbon.....	2	45	Falmouth.....	1	60
Minot.....	1	17	Freeport.....	1	25
Poland.....	1	45	Raymond.....	1	30
Turner.....	1	60	Sebago.....	1	36
Dalton.....	1	46	Standish.....	2	42

TOWN.	No. of Schools.	No. of Scholars.	TOWN.	No. of Schools.	No. of Scholars.
Strong	1	35	Bath	2	50
Weld	1	40	Bowdoin	3	95
Bucksport	1	25	Phippsburg	4	60
Eden	1	35	Richmond	4	140
Ellsworth	1	20	Topsham	1	60
Gouldsborough	1	25	Athens	2	40
Manchester	1	75	Cambridge	1	30
Readfield	1	325	Canaan	1	40
Rome	2	40	Detroit	1	30
Waterville	2	100	Hartland	2	30
South Thomaston	2	150	New Portland	3	100
Union	3	70	Pittsfield	1	258
Boothbay	6	180	Skowhegan	5	100
Bremen	1	15	Smithfield	1	24
Bristol	5	50	Moose River pl.	1	44
Southport	2	50	Belfast	2	36
Hiram	2	31	Frankfort	3	100
Norway	6	175	Morrill	1	32
Oxford	1	34	Prospect	1	25
Bangor	1	50	Stockton	3	60
Charleston	1	20	Troy	2	45
Enfield	1	25	Addison	3	69
Garland	1	50	Baring	1	25
Greenbush	1	2	Cutler	2	40
Hampden	3	60	Eastport	2	60
Lee	1	60	Jonesport	1	40
Levant	2	58	Marshfield	2	35
Lincoln	1	40	Kennebunk	1	30
Passadumkeag	1	20	Sanford	3	50
Winn	1	27	Shapleigh	1	71
Independence pl.	1	21	South Berwick	2	100
Dover	4	85	Wells	1	33
Wellington	1	15	Porter	1	60
Arrowsic	1	12			

No. 6. *Number of Students from your town in State Normal School?*

Durham	4	Ellsworth	4
Greene	2	Franklin	3
Leeds	4	Lamoine	5
Minot	1	Mt. Desert	4
Poland	3	Penobscot	1
Turner	3	Sullivan	2
Brunswick	2	Surry	13
Freeport	2	Augusta	2
Pownal	4	Clinton	6
Standish	1	Mt. Vernon	3
Windham	1	West Gardiner	2
Chesterville	2	Windsor	4
Freeman	4	Camden	4
Jay	3	South Thomaston	4
New Vineyard	1	Union	2
Strong	2	Washington	2
Temple	3	Warren	2
Eustis plantation	1	Matinicus plantation	1
Brooklin	3	Bristol	3
Brooksville	5	Somerville	1
Castine	12	Rumford	1
Cranberry Isles	1	Sumner	3
Eastbrook	2	Sweden	3
Eden	2	Etna	2

Hampden	3	Morrill	2
Lowell.....	2	Northport.....	1
Newbury.....	2	Searsport.....	5
Orono.....	2	Stockton.....	6
Richmond.....	1	Addison.....	7
Bingham.....	4	Calais.....	2
Emden.....	2	Charlotte.....	1
Fairfield.....	5	Cherryfield.....	6
Lexington.....	2	Columbia.....	2
New Portland.....	1	East Machias.....	2
Palmyra.....	1	Edmunds.....	2
Skowhegan.....	3	Jonesport.....	3
Belfast.....	2	Machias.....	2
Frankfort.....	3	Millbridge.....	1
Jackson.....	2	Robbinston.....	1
Monroe.....	4	Limington.....	3

No. 7. *For how many Pupils have you suitable sittings or accommodations in your school-houses in town ?*

Durham.....	500	Gouldsborough.....	520
Greene.....	350	Hancock.....	200
Lisbon.....	500	Lamoine.....	184
Leeds.....	450	Mt. Desert.....	300
Minot.....	500	Penobscot.....	450
Poland.....	367	Sullivan.....	230
Turner.....	800	Surry.....	375
Wales.....	200	Trenton.....	250
Amity.....	110	Waltham.....	160
Dalton.....	165	Long Island plantation.....	75
Fort Fairfield.....	300	Benton.....	450
Hodgdon.....	165	Chelsea.....	380
Linneus.....	292	Clinton.....	650
Littleton.....	400	Fayette.....	380
Ludlow.....	150	Hallowell.....	600
Masardis.....	30	Manchester.....	220
Maysville.....	40	Readfield.....	500
New Limerick.....	300	Rome.....	250
Presque Isle.....	350	Sidney.....	700
Smyrna.....	65	Waterville.....	700
Weston.....	40	West Gardiner.....	400
Dayton plantation.....	40	North Haven.....	275
Island Falls plantation.....	30	South Thomaston.....	750
Mapleton plantation.....	200	Thomaston.....	888
Oakfield plantation.....	110	Union.....	600
Baldwin.....	169	Washington.....	500
Brunswick.....	1,000	Warren.....	700
Cumberland.....	500	Boothbay.....	650
Freeport.....	1,000	Bremen.....	245
Naples.....	500	Damariscotta.....	400
Pownal.....	30 to 60	Dresden.....	500
Raymond.....	350	Somerville.....	200
Standish.....	600	Southport.....	187
North Yarmouth.....	400	Westport.....	250
Chesterville.....	500	Whitefield.....	630
Freeman.....	250	Byron.....	65
New Vineyard.....	250	Denmark.....	375
Phillips.....	700	Gilead.....	125
Strong.....	175	Hanover.....	75
Weld.....	400	Hartford.....	500
Wilton.....	400	Hebron.....	280
Brooksville.....	300	Hiram.....	350
Bucksport.....	1,000	Newry.....	70
Castine.....	486	Norway.....	860
Cranberry Isles.....	100	Oxford.....	480
Dedham.....	250	Roxbury.....	100
Ellsworth.....	1,200	Rumford.....	500
Franklin.....	96	Sumner.....	500

Sweden	250	St. Albans	450
Woodstock	425	Skowhegan	1,500
Lincoln plantation	20	Smithfield	475
Bangor	3,800	No. 1, Range 2 plantation	100
Brewer	600	Belfast	2,000
Carroll	250	Brooks	300
Corinth	900	Frankfort	500
Dixmont	100	Liberty	40
Glenburn	275	Montville	600
Greenbush	200	Morrill	180
Hampden	950	Northport	400
Holden	400	Prospect	120
Hudson	200	Searsport	700
Kenduskeag	225	Stockton	650
Lagrange	150	Troy	500
Lee	300	Unity	175
Levant	500	Addison	360
Lincoln	500	Baring	130
Lowell	176	Calais	1,500
Maxfield	40	Centerville	60
Milford	400	Charlotte	220
Oldtown	600	Cherryfield	600
Orono	686	Columbia	300
Passadumkeag	166	Columbia Falls	100
Winn	250	Cutler	100
Drew plantation	60	Dennysville	15
Lakeville plantation	20	Edmunds	180
Abbott	144	Eastport	700
Blanchard	66	Jonesborough	175
Medford	170	Jonesport	400
Orneville	200	Machiasport	350
Sangerville	400	Marion	60
Wellington	275	Marshfield	112
Williamsburg	80	Pembroke	650
Arrowsic	120	Princeton	260
Bath	2,000	Trescott	270
Bowdoin	540	Wesley	170
Richmond	860	Whiting	200
Topsham	700	Talmadge plantation	50
West Bath	175	Acton	350
Athens	1,000	Biddeford	1,728
Brighton	30	Buxton	1,100
Detroit	300	Hollis	475
Harmony	200	Kennebunk	700
Hartland	500	Kittery	775
Mayfield	30	Limerick	575
New Portland	600	Newfield	350
Palmyra	625	Sanford	600
Pittsfield	500	South Berwick	500
Ripley	225	Wells	650

No. 8. *Can you suggest any amendments to the School Laws of the State?*

DURHAM—We would recommend that there be uniformity of text-books throughout the State, and that all school property be owned by the town, and schools regulated by the town and committee.

GREENE—Compulsory attendance.

LEEDS—Compulsory attendance, uniformity of text-books, committee to employ teachers.

LISBON—1st. A good truant law. 2d. Uniformity of text-books. 3d. This year we have abolished the district system, and we find the law in such cases exceedingly indefinite. Sections should be added to cover the following cases:

First, When the districts are consolidated, all parts of districts lose their rights in their school-houses when they are in other towns, if they have been established fifteen years. As a matter of course these parts of districts are remote from school-houses in their own town. The town cannot build school-houses immediately, and consequently scholars are not able to attend school if parties in the adjoining town object. Some law should be passed to allow citizens in such cases to send their scholars, and expend their money as usual, until they can be provided with school-houses by their own town.

Secondly, When a town abolishes its districts, does the town become one district, with functions similar to a common school district? If so, must the town or district choose an agent?

Thirdly, One of our districts had seven suits pending when the districts were abolished; as the town becomes the district, should it assume these suits? These suits are all brought for materials and labor on the school-house in the district, and as the town now owns the house, and the bills are good against the building, why will not the town be obliged to satisfy the claims?

Many things need defining in regard to the practical adoption of this law. The old district system stands squarely in the way of any improvement in our rural schools. Towns must abolish it, or many schools will have little or no schooling, if our small districts decrease as they have during the last three years.

MINOT—Abolish the district system.

POLAND—A regular system of books should be fixed by law for the whole State.

TURNER—Uniformity of text-books, truant law, do away with district system.

WALES—Uniformity of text-books.

FORT FAIRFIELD—Uniformity of text-books is desirable. I do not see why something like the following plan, carefully guarded and extended, might not prove practical, and secure the gradual accomplishment of this desideratum. Let a committee be appointed by the Governor, of which the State Superintendent of Common Schools shall be chairman, whose duty it shall be—

1st, To secure the copyright of text-books by purchase or by employing some competent person or persons to prepare the same.

2d, To advertise for proposals to print and bind a part or the whole of the desired number, and from these proposals to make such awards as are most advantageous.

3d, To make arrangements for their distribution to S. S. Committees, and to have the same distributed among the schools by the S. S. Committee, to be paid for at or before their second visit to the school, or the amount to be added to the tax of the parents or person with whom the scholar boards while attending school.

HODGDON—Require committee to visit the schools at least three times each term. Compulsory attendance. Laws should be made more definite and direct. Abolish school districts.

LITTLETON—Committees should employ teachers.

WESTON—Provide text-books at the expense of town or State.

MAPLETON PL.—Pass a law that no person shall act as agent for hiring teachers unless qualified for a teacher of public schools.

PERHAM PL.—We would suggest that the State Superintendent shall in his annual report furnish plans for school-houses, which shall be capable of accommodating from forty to sixty scholars.

BALDWIN—The subject of absentees is worthy of consideration. Whether anything can be done to advantage by law, query.

BRIDGTON—Oblige agents to notify S. S. Committee of commencement and close of school as formerly. Specify a certain number of children necessary in a district to authorize a part of the school money to be appropriated for a separate school, unless by a special vote of the town. The object is to compel weak districts to unite with strong ones when possible, but when not practicable, get a vote of the town to secure a portion of the money.

FALMOUTH—State uniformity in school books, and compulsory attendance of all children between the ages of ten and fifteen years, for at least three months each year.

NAPLES—That the agents be compelled to make return of the number of scholars to committees and supervisors in season for them to make their return, or that some other way may be provided for the taking and return of the number of scholars, so that it may be done.

NEW GLOUCESTER—The district system should be abolished, in our opinion, without delay. All children within the State, between the ages of eight and fifteen, should be compelled by law to attend our common schools, twelve weeks at least during each year.

NORTH YARMOUTH—Rather dangerous. I would like to see some law passed that would fill up our summer schools. Parents should be required to send their children to school until fifteen years of age.

PORTLAND—No uniformity.

WESTBROOK—Make it imperative upon all towns of more than 2,000 inhabitants to support a high school.

WINDHAM—A law compelling school agents to make their returns in due season.

CHESTERVILLE—State uniformity.

PHILLIPS—A law imposing penalties on district agents for wilful neglect of duty in failing to make the proper returns as required by law. Uniformity of text-books. Also a truant law, like that in force in Massachusetts.

WELD—Compulsory attendance, and the hiring of teachers by the S. S. Committee. Our schools averaged better last year under this arrangement than ever before.

LETTER E PL.—We should be glad if the school laws were amended so that the State could appropriate more money for the support of schools in back places.

AMHERST—Compulsory attendance a certain portion of the year. Also a provision enabling districts to unite for the purpose of building school-houses for graded schools.

BUCKSPORT—Uniformity of text-books.

CRANBERRY ISLES—Uniformity of text-books, and a law compelling agents to make their returns to the S. S. Committee in due season. A law to give the districts having fifteen or twenty scholars an equal chance with districts having forty or fifty scholars. In this town Nos. 1 and 2 receive \$244, while

Nos. 3, 4, 5 and 6 receive but \$113—the small districts receiving from one-third to one-half as much as the larger ones.

ELLSWORTH—1st, Compulsory attendance for children above ten years of age not knowing how to read or write. 2d, A general truant law. 3d, Induce towns in some way to consolidate the school districts into one district.

FRANKLIN—Compulsory attendance and State uniformity of text-books.

HANCOCK—1st, That some measure be adopted to bring out a larger per centage of attendance. 2d, That the S. S. Committee or supervisor be invested with authority to designate the age at which scholars shall or shall not attend school taught by a master or mistress, in those districts where the schools are not otherwise graded. 3d, That the school money be distributed to the district in direct proportion as the average attendance of pupils. 4th, That teachers be examined and certificated by a county board of practical teachers assisted by the county supervisor.

MARIAVILLE—Establish a reform school for meddlesome parents.

TREMONT—Uniformity of text-books and the hiring of teachers by the S. S. Committee.

TRENTON—Compulsory attendance and some law to compel teachers to be present on the days indicated by S. S. Committee for their examination.

VERONA—Committee to hire the teachers. Less form to the teachers' blanks. Extend the teachers' power in governing the school.

SWAN ISLAND PL—Uniformity of text-books under careful and wise regulations, so as to secure good well bound books at the lowest prices.

AUGUSTA—Abolish the district system. Enact a law obliging all children between the ages of ten and sixteen to attend some school at least three months in each year.

CHELSEA—The changes mentioned by the State Superintendent, I think, would be a great improvement. There seems to be a great waste of money in the low average of attendance. A law to compel scholars to attend school would be a good one for the State.

CLINTON—Put the employment of teachers entirely into the hands of S. S. Committees, with an amendment that the S. S. Committee or supervisor shall not employ themselves; or if the law is to remain as it is, provide that teachers shall only be selected when they hold a valid certificate from the S. S. Committee of the town or the county supervisor.

LITCHFIELD—Let the S. S. Committee appoint teachers as in 1870.

READFIELD—Uniformity of text-books.

SIDNEY—Let the S. S. Committee hire the teachers; let the assessors take the list of scholars when they take the valuation.

WAYNE—Amend the present law so as to oblige towns to choose a S. S. Committee. Let committees hire teachers. Oblige teachers to pay a reasonable compensation for certificates, if they do not attend the regular examinations.

WEST GARDINER—Abolish the district system. Have State uniformity of text-books, and compulsory attendance.

SOUTH THOMASTON—Let there be a law imposing a fine of fifty dollars for any Selectman to draw an order for payment of teachers' wages either directly or indirectly unless the teacher delivers the school register properly filled to

the S. S. Committee or to the selectmen as the S. S. Committee may direct. Also, uniformity of text-books.

VINALHAVEN—We did not think it prudent to make suggestions as intimated in eighth question, for a Legislature that has shown such consummate wisdom in making a law on one session and repealing it on the next. The folly of the Legislature of 1870-71, has injured our common schools more than ten years can make good the rascality of the senseless power of school agents and their rabble.

BOOTHBAY—A law to punish truancy and compel parents to keep their scholars in school a certain portion of the time. Do not think the county supervisor of sufficient benefit to pay the expense of the same.

BREMEN—Equal apportionment to districts of school money.

BRISTOL—Let us have a uniform series of school-books cheaply supplied. Abolish the school district system—it is a public nuisance. Or let such district have a member of the S. S. Committee elected by themselves, and let that college govern the schools altogether. The number of members of the committee would be the same then as the number of districts. The object aimed at would be to get the districts and the town to work together.

DRESDEN—Extend the American idea one step farther and compel towns to furnish books by taxation. There is no more reason in requiring poor parents of large families to buy books for their children than there would be in requiring them to pay their tuition at our public schools.

NOBLEBOROUGH—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.

SOMERVILLE—Some act to compel the attendance of scholars. Some act to require town supervisors or committees to obtain a certificate of qualification to examine teachers, &c., or that the county supervisor examine the teachers. Ignorance abounds. In many places men not qualified are elected to look after our schools.

WESTPORT—We dare not. We believe the law passed by the Legislature last year would have been of incalculable benefit to our schools had the inhabitants received it in the right spirit, but instead of assisting the committee they opposed every measure; many of the most influential men giving out in the onset that they would never be reconciled to the enactment. Consequently our schools have suffered very much from this source the past year and they are not prospering as well as we wish.

BYRON—It would be an excellent amendment to prevent so large a part of school money in small towns going for use of buildings in which to hold schools, for wood, procuring teachers and incidental expenses, which in many cases leaves but a small portion that the children get in schooling.

FRYEBURG—Give the entire power in school matters to the S. S. Committee. Agents pay teachers, whether their reports are kept or not, &c.

HIRAM—Abolish the school district system and the office of agent, and require towns to provide suitable school-houses and all necessary apparatus, and also all school books required. Also compel the attendance of scholars from four to seventeen. Require that school money shall be apportioned so as to

give all scholars an equal amount of schooling, instead of eighteen days in one district and one hundred in another.

MEXICO—Compulsory attendance between the age of seven and sixteen.

NORWAY—Yes. State uniformity in text-books. Teachers to be employed by S. S. Committees. A course of study complete in the direction you have indicated in your last circular.

OXFORD—A law that no district should be entitled to draw more than three-quarters of their proportional parts of the school money in any year in which they fail to furnish the returns on or before May first, as the law provides for district agents.

PORTER—Yes. 1st, Towns to own all school property; districts abolished. 2d, S. S. Committee or supervisor to hire the teachers. 3d, Compulsory attendance. 4th, County supervisor to have assistance so as to reach all schools and have more institutes.

WOODSTOCK—An act to compel punctual attendance and prevent truancy.

MILTON PL.—Compulsory attendance might be of some benefit. There are some scholars in the plantation that stay at home on account of not being able to be clothed properly, consequently they grow up in ignorance. It might be beneficial to so amend the law that in case of the S. S. Committee disagreeing upon examination of a teacher the minority would appeal to the county supervisor. In one district in this place we threw away eighty-one dollars for the sake of helping a poor friend of two of the committee; he was not qualified to teach in any school.

BRADFORD—Uniformity of text-books.

BURLINGTON—State uniformity of text-books. Children under five years of age not to be allowed to attend school unless accompanied by a nurse.

CHESTER—It is easier to suggest than to make.

CORINTH—Yes. Do away with district agents. Put the whole business in the hands of a committee, and make a uniformity in books and methods, and attendance compulsory.

GARLAND—First, A law compelling districts to hold their annual meeting in March. Second, That agents shall make their returns by the fifteenth of April.

GREENBUSH—Would make attendance compulsory for a certain time of all scholars within limited ages.

HAMPDEN—First, Have supervisor or S. S. Committee take a census of scholars each year. Second, Have twenty supervisors instead of the sixteen county supervisors; Penobscot county needs more than one supervisor. Third, Let towns build and repair school-houses instead of districts.

HOLDEN—We are decidedly of the opinion that there should be uniformity of text-books throughout the State, and that they should be furnished by the State to the S. S. Committees or some one chosen by the town, from whom they may be obtained at the lowest possible price, and thus save much of what so many poor parents are now obliged to pay for books.

HUDSON—A law that towns shall choose a supervisor of schools, thereby doing away with a committee of three. One will attend to the schools, but if a town has three, one waits for another and nothing is done.

KENDUSKEAG—State uniformity in text-books is of primary importance.

LEE—State uniformity of text-books.

LEVANT—Remove the county supervisors and in the place thereof give us a good educational journal, free to teachers and S. S. Committees.

LOWELL—The acts published in your circular No. 6 should become a law.

MAXFIELD—The law is well enough if enforced.

ORONO—A truant law that will enable somebody to compel idle, ignorant, lazy boys between the ages of eight and fifteen years to attend school.

STETSON—Apportion the school money in such a way as to give each district the same number of weeks of school during the year, rather than to let each scholar draw a certain amount. Some system ought (in my humble judgment) to be adopted to equalize our school money. If no other, give it into the hands of the S. S. Committees to be apportioned or expended according to the wants of the several districts.

WINN—Absolute abolition of the school district system. Uniformity of text-books throughout the State. A compulsory law for attendance in villages at any rate. S. S. Committee to be joined with selectmen in apportioning money to school districts.

ABBOTT—The town to own all the school property. Also that the schools throughout each town be of equal length.

MILO—Abolish the district system.

CRNEVILLE—Yes. Help rural districts to more funds. Pitch a standard of teachers' wages so as to induce our young men and women to engage in the business of teaching in preference to menial labor. Compel punctual attendance, and bind school officers to see that laws are enforced, and that genuine learning and good manners are secured to our children and youth.

PARKMAN—Elect three committee instead of town supervisor. Change the law and make it the imperative duty of the county supervisor to hold an institute in each town, one day, for the purpose of examining teachers; and no certificate to be valid issued by committee unless signed by the county supervisor. (for county supervisors have no power to act now, only advising.) All certificates to be valid for one year. Urge the next Legislature to change the law so that S. S. Committee of towns having 1,000 inhabitants may take ten per cent. of their school money for the purpose of having a graded school to admit scholars over seventeen years of age.

WILLIAMSBURG—I would recommend a law to compel parents to send small scholars to school.

BOWDOIN—Think there were many points of merit in the law repealed last winter. Could it have remained in force long enough for the people to have understood it and recognized its benefits, but few would have voted to go back. As soon as it became known that it was repealed our town went back with a slam to the old system.

PHIPSBURG—Recent legislation in regard to the school laws, has been highly beneficial in this community. The friends of progress always prevailed in the discussion. We think that the apparent retrograde movement of the last session will soon be reversed.

TOPSHAM—Repeal the law of 1871 touching the employment of teachers by district agents.

DETROIT—In this town truancy is the bane of our schools. We need a truant law, short, sharp and decisive.

HARTLAND—Uniformity of text-books at reasonable prices would be very desirable.

MADISON—Yes. State uniformity of text-books.

NEW PORTLAND—Uniformity of text-books.

PALMYRA—Make it imperative for towns to print the report of the S. S. Committee.

PITTSFIELD—We suggest that when we have laws enacted, sufficient time be given to test them before repealing them. The law of last year worked well with us, but we are satisfied if it had not been repealed it would have worked better.

RIPLEY—Compulsory attendance would be for the interest of our schools, but any departure from the old routine of school management is not received in this town with much favor.

SMITHFIELD—We decidedly believe that the school laws of this State should be so amended as not to allow children to attend our common schools under five or six years of age. The age of four years is altogether too young for the confinement of the school-room. When sent to school at this age it is rather to be taken care of than to be taught, and that is not the office of the teacher. Children of four years of age can not be and should not be required to be quiet in school, and if not quiet they disturb the school. Therefore, it would be a great relief to teachers to exclude those under six years of age. Other States do so, and we believe that the mental and physical welfare of the children would be promoted by such a change in this State.

BROOKS—Abolish the district system.

LIBERTY—A more stringent law in relation to truants. State uniformity of text-books.

MONROE—There is law enough, if enforced.

MONTVILLE—We believe that the State has a right to demand that every child therein attend school a certain portion of the time each year. But we doubt the expediency of a compulsory law at present, as it is evidently in advance of public sentiment, as is also the law empowering school committees to employ teachers; also the law creating county supervisors. We think the people must be made to see the necessity of these laws before they can be of any practical benefit to them.

SEARSPORT—Yes. Compel teachers to be certified by the S. S. Committee before they can be employed by the agents, and then there will be less passing teachers into the school-room, as the Dutchman expected to get into the kingdom of Heaven.

STOCKTON—Make a certificate of qualification from the State Superintendent, county supervisor, or teacher of a normal school, indispensable for all persons offering to teach a common school.

TROY—We think county supervisorship does not pay.

UNITY—Put the employment of teachers in hands of committee in cities and large villages—in hands of agents in more sparsely settled districts.

WINTERPORT—Uniformity of text-books.

BARING—I would suggest a law compelling parents to send their scholars to school three months at least during each year,—make said law so they cannot evade it. I would also recommend to his honor, the State Superintendent, that each county be divided into two or more districts, according to size and convenience, for the purpose of holding teachers' conventions twice during each year, the teachers to organize and elect the officers for the year ensuing at the first meeting. That a committee be chosen from each convention to give out certain lessons involving the practical principles of teaching, these lessons to be given to the teachers of each town in the district, to be demonstrated at the following meeting. In this way you will at once create an interest in the conventions and thereby call out nearly every teacher in the State.

BEDDINGTON—Compulsory attendance for a portion of the time.

CALAIS—Compulsory attendance in some form and to some degree.

CENTERVILLE—Yes. By all means a State uniformity of text-books. That is the wish of four-fifths of the people, and why can't we have it. Less tinkering of the school-laws. No ones knows what moment they are going to be changed. Compulsory attendance from seven years to fourteen at least. We want just enough good laws, and then want them let alone.

CHARLOTTE—Increase the rate per inhabitant to one dollar and twenty-five cents.

COLUMBIA—Compulsory attendance a part of the time between the ages of 6 and 15. Abolition of the district system, and entire control of schools and school buildings by S. S. Committees. State uniformity of text-books, and these compiled by men appointed by State authority, and published under contract to the State and furnished towns through their S. S. Committees at cost. Three readers; two arithmetics, one written and one mental; one geography. All school supervision and work to be done by one member (under a penalty) of the committee, with the advice of the others, and pay that one for his time.

DENNYVILLE—Compulsory attendance very much needed. Abolish the school districts. Give us uniformity of text-books.

EDMUNDS—Yes. Compulsory attendance.

MACHIAS—On account of the Guild system resorted to by the book publishers, there is good argument to press the uniformity of text-books in our schools in the State, and that the State should publish her own books.

MACHIASPORT—Yes. Compel agents to return the number of scholars as early as the first of April, under penalty. Or better still, do away with agents; let the town own the school-houses and give the Committee the control of the whole thing with a reasonable compensation.

MARSHFIELD—There are too many school-laws made already.

MILLBRIDGE—Law to protect teacher in requiring written apology for absence, from parent or guardian. Agents return list of scholars on or before April 15th, or have expense of doing so added to their money tax. Abolish district system and towns build all school-houses. Punish neglect to raise money for support of schools. Compulsory education. School meeting in March without fail.

PEMBROKE—We would suggest uniformity of text-books throughout the

State, compulsory attendance under the ages of sixteen—abolish district system—some law to prevent tardiness and truancy; and a stringent law that shall make it imperative on all teachers to attend normal school, at least two terms, before they shall be entitled to a certificate.

PRINCETON—Yes. Abolish county supervisors. Abolish district system. Make attendance compulsory, and a uniformity of text-books.

ROBBINSON—1st, To have the superintendent or S. S. Committees hire the teachers. 2d, The State to pay a bounty to all school districts that employ Normal School graduates, to help pay said teachers' wages. It is difficult to persuade most districts to accept of Normal Teachers on account of the high wages.

TOPSFIELD—Repeal the law creating county supervisors.

ACTON—I would suggest a law providing uniformity of text-books throughout the town.

KITTERY—Attach a penalty to the law requiring district agents to make their returns to S. S. Committee, especially form No. 1.

LIMERICK—Many might be suggested; but the people will repudiate anything in shape of laws which tends to break up the "Old Pod Auger" system of schools. Our agents will not attend to their simple duty required in the "School Agent's Return," more than return the number scholars in the district, and everything is left for the S. S. Committee to find out as best they can. Our return is made as regards questions 29, 30, 31, 32 and 33, from the nearest approximates and estimates we can possibly make.

NORTH BERWICK—County supervisor's office abolished.

SANFORD—There should be a stringent law to compel all children between seven and fourteen years of age to attend some school at least three months in the year. Also every town in the State, exceeding say, 2,000 inhabitants, be compelled by law to maintain a high school six months, at least, every year.

SCHOOL CENSUS.

Allowing the delinquent towns the same number of scholars as reported last year, the total number of scholars for 1871 appears to be.....225,508

Number of scholars for 1870.....	228,167
“ “ 1869.....	226,143
“ “ 1868.....	225,200
“ “ 1867.....	228,388
“ “ 1866.....	229,378
“ “ 1865.....	229,797
“ “ 1864.....	235,188
“ “ 1863.....	239,329
“ “ 1862.....	241,571
“ “ 1861.....	243,171

During the past ten years there appears to have been a gradual decrease in the number of youth between the ages of four and twenty-one years. The causes of this decrease are to some degree conjectural and might well enlist the careful consideration of a Board of Health, did Maine, like some other States, have one established. The school age now extends from four to twenty-one years. This begins too early and ends too late. Children generally should not be sent to the public school before they are six years of age. The great majority of our young people leave school at or before eighteen. This wide range therefore presents our average attendance in an unfavorable and unjust light, while we do not as a State compare favorably with our sister States in the national educational statistics. The following table will indicate the several school ages in the different States :

STATES.	AGES.	STATES.	AGES.
Alabama.....	5-21	Missouri.....	5-21
Arkansas.....	5-21	Nebraska.....	5-21
California.....	5-15	Nevada.....	6-18
Connecticut.....	4-16	New Hampshire.....	4-21
Delaware.....	5-21	New Jersey.....	5-18
Florida.....	4-21	New York.....	5-21
Georgia.....	5-21	North Carolina.....	6-21
Illinois.....	6-21	Ohio.....	5-21
Indiana.....	6-21	Oregon.....	4-20
Iowa.....	5-21	Pennsylvania.....	6-21
Kansas.....	5-21	Rhode Island.....	5-15
Kentucky.....	6-20	South Carolina.....	6-16
Louisiana.....	6-21	Tennessee.....	6-20
Maine.....	4-21	Texas.....	6-18
Maryland.....	5-20	Vermont.....	4-18
Massachusetts.....	5-15	Virginia.....	5-21
Michigan.....	5-20	West Virginia.....	6-21
Minnesota.....	5-21	Wisconsin.....	4-20
Mississippi.....	5-21		

An examination of the foregoing discloses the fact that seven States admit scholars at four, nineteen States at five, and eleven States at six years of age, while the maximum school year is twenty-one in twenty-two States, twenty in six States, and under twenty in nine States. It seems to me that the profitable limit of school age in our own State would be between six and eighteen inclusive. This would seem to be a period of education in which the means afforded by the State could be used with the expectation of the largest results. Youth under or over these limits might be allowed to attend school by vote of town or at discretion of Committee. This would also be a convenient term for the majority of the States, and thus the comparative school statistics would present a nearer approximation to the truth than they do at present.

ATTENDANCE.

The total school attendance, or register, like the census number, has been less this year than last, while the average attendance has nearly equaled that of last year. The per centage of average attendance varies widely in the several towns, and even in the same town in different years. The following table shows the per centage of average school attendance in the fourteen cities of this State for the two past years, as deduced from the returns made to this office:

CITY.	1870.	1871.	CITY.	1870.	1871.
Auburn.....	.49	.48	Ellsworth .....	.40	.45
Augusta.....	.45	.46	Gardiner .....	.46	-
Bangor .....	.49	.50	Hallowell.....	.45	.43
Bath .....	.56	.48	Lewiston.....	.34	.34
Belfast.....	.45	.41	Rockland.....	.56	.49
Biddeford .....	.41	.33	Portland.....	.34	.34
Calais .....	.38	.42	Saco.....	.35	.36

This indicates the average city attendance .42 to be much below the average in the State, .50. The following table indicates the average attendance compared with the total number of registered pupils:

CITY.	1870.	1871.	CITY.	1870.	1871.
Auburn.....	.80	.83	Ellsworth .....	.79	.80
Augusta.....	.77	.76	Gardiner.....	.79	-
Bangor .....	.76	.80	Hallowell.....	.86	.91
Bath .....	.84	.79	Lewiston.....	.65	.71
Belfast.....	.78	.74	Rockland.....	.81	.81
Biddeford.....	.81	.82	Portland.....	.70	.74
Calais .....	.80	.76	Saco .....	.76	.80

While we can not expect to gather into the public school over sixty-five or seventy per cent. of the total number of youth within the school age as at present established, we ought certainly to secure a better attendance than at present, both in the total registered and in constant presence. A loss of fifteen per cent. in attendance is equivalent to a waste of \$150,000 annually, besides a sure loss of all the possible advantages of wider intelligence and a better citizenship. The *chief* remedy for this is better teaching, and better teaching is based on ample remuneration for the best efforts, and on thorough, intelligent, sympathetic inspection of school work. The almost twenty thousand truants—see tables—must be drawn within the directing, obedience-producing influence of the school-room by the alluring attractiveness of the instruction and the compelling power of the town and State.

LENGTH OF SCHOOL.

The summer schools for 1871 were the same as 1870, the winter schools one day shorter. The *length* of a school does not in itself signify much, the *quality* outweighs the *quantity*. The fact that higher wages generally have been paid the past year than were paid formerly will in part account for the slight decrease in length of school, while also the custom of "boarding around," "giving fuel," &c., does not prevail so generally as formerly. In this connection mention should be made of the unequal length of terms of school in different communities—the cities and villages enjoying much larger school privileges than the rural districts and remote towns. Now this can not be perfectly balanced, but a grand approximation may be made to it by the *abolition* of the *district system*, as in Lewiston and Lisbon, by an *equable school revenue* and by the *free high school system*. See index.

ANNUAL EXPENDITURES.

In round numbers the school system of Maine costs her citizens about one million dollars. The current expenses of operating do not quite come up to this sum, but the additional amounts voted for building new school-houses, repairs, insurance, &c., swell the amount to the first sum mentioned. This equals for each inhabitant.. . . . \$1 67

For each census scholar.....	4 62
" registered scholar.....	8 89
" average attendance.....	11 07

The following table indicates amounts paid in the several States per census scholar :

Nevada	\$19 17	Wisconsin.....	\$4 98
Massachusetts	16 45	New Hampshire.....	4 66
California.....	11 44	Maine	4 62
Connecticut	10 29	Maryland.....	4 50
Pennsylvania	7 86	Arkansas.....	3 97
Illinois	7 83	Louisiana	2 84
Iowa	7 21	Delaware	2 70
New York.....	6 83	Missouri	2 65
Vermont.....	6 47	Nebraska	2 65
Kansas	6 45	Indiana	2 37
Ohio	6 43	Alabama	1 49
Michigan	6 40	Tennessee.....	91
New Jersey	6 38	Florida	91
Rhode Island.....	6 20	Kentucky	73
Minnesota	5 71	North Carolina	48

This is hardly a correct comparison, as a reference to the table of school ages in the various States reveals an inconstant basis of

calculation. Making however all proper allowance, Maine taxes herself among the lowest in aid of public instruction. It would seem necessary, in order to secure schools sufficiently long and to retain the force of teachers raised and reared on her own soil, to add considerably to the amount now raised. If a saving could be effected in other departments or other lines of expense and the same diverted into the common school channel, a vast change for the better would ensue. It is estimated that our State community spend \$500,000 on quack doctors and quack medicines—\$1,000,000 for ailments and diseases preventible by a better understanding of the human system and an obedience to knowable laws of health, attainable by the study of physiology in our common schools, and \$2,000,000 annually for tobacco and liquors. So long as we pay such sums for errors committed, for the pleasure of an hour and the gratification of appetite, we ought to be willing to invest most abundantly for common culture, better citizenship and the elevation of reason to its calm supremacy over impulse and passion. We *can* afford the last expenditure—we can *not* long endure the former.

TEACHERS' WAGES.

The salaries of teachers have steadily increased in the State the last three years, particularly in the high school division of graded schools and in the superior schools of the larger villages. Employers are learning that it does not pay to set at work inexperienced, untried, unskillful operatives in the school-room, however superior their *scholarship* may be. Executive ability must be superadded to any and all literary attainments in order to wheel the irregular forces of the school-room into line and to insure a successful advance. Now this executive ability is rarely the gift of genius, sometimes is the product of simple observation and natural tact, but generally is the sure, strong growth of experience, actual contact with the child-mind in its evolutions and out-reachings and mental craving for higher intellectual conditions. This experience—pre-essential to executive ability—requires study, time, money—an investment of life and means which demands reimbursement. In the grand reciprocity of human agencies and in the grander correlation of mechanical and cosmic forces, velocity, power, heat, light, motion, the teacher and intellectual forces are no exception. According to the constitution of things, and people, the potential activity of the laborer in the school-room will depend largely on

the primary impulse of the pecuniary inducement, while the intellectual forces brought into exercise will depend much upon the attractive and stimulating influences of surrounding conditions. This general law dressed in homespun and applied to school economics is simply this, as is the teacher, so will the school be; as the wages, so the teacher; as the community, so the wages. In the light of this principle the advance—small but steady—in teachers' wages is a significant fact and an encouraging promise. Below is a corrected list of teachers' wages in the several States:

WAGES OF TEACHERS PER MONTH.	MALES.	FEMALES.
Arkansas	\$80 00	\$60 00
California	81 33	62 81
Connecticut	63 10	31 29
Illinois	48 35	36 66
Indiana	37 00	28 00
Iowa	36 96	27 16
Kansas	39 60	31 10
Louisiana	112 00	76 00
Maine	32 44	13 72
Massachusetts	77 44	30 92
Maryland	43 00	43 00
Michigan	47 71	24 55
Minnesota	33 91	22 45
Missouri	38 00	29 81
Nevada	157 41	107 28
Nebraska	34 32	33 60
New Hampshire	36 09	20 71
New Jersey	57 34	32 43
New York	*63 00	63 00
Ohio	55 63	33 26
Oregon	50 00	30 00
Pennsylvania	41 04	32 86
Rhode Island	35 86	35 86
South Carolina	35 00	35 00
West Virginia	34 00	30 50
Wisconsin	41 77	27 40

* Average both sexes.

An examination of the foregoing discloses the fact that Maine by no means yet reaches even the average of salaries paid teachers and that some additional measures must be devised by which a larger school revenue shall be raised, and the services of our superior teachers retained. See Mill-tax and Free High Schools.

SCHOOL HOUSES.

One hundred and nineteen new school-houses are reported as having been built last year at an average cost of about \$1,000 each. The city of Auburn erected eight for rural districts and primary schools at a cost of \$6,000. Gardiner completed a very neat and convenient high school edifice costing \$20,000. Skowhegan, con-

solidating four village districts into one, still further harmonized school interests by erecting on a lot, donated for the purpose by Messrs. A. & P. Coburn, an elegant high school building at a cost of about \$17,500. No argument is needed with an intelligent community to establish the necessity of well-built, well-lighted, and well-ventilated school-rooms, affording convenience and comfort. How to secure these ends in the best and cheapest way is the question. In partial answer, reference is made to the Appendix of this report, page 124, *et seq.*

SCHOOL DISTRICTS.

The number of districts and parts of districts remains the same as last year. The better judgment of the "reasoning" portion of our people is decidedly favorable to the reduction of the present multiplicity of school districts and even to the abolition of the system. The leaven is working in the body politic and in process of time the good people of Maine will see clearly what is for their interest, from the pioneer examples of a few leading towns will learn how to attain the desired result without loss of privilege, and then they will set themselves at work to accomplish the same right earnestly. See Appendix, page 146, *et seq.*

GRADED SCHOOLS.

The number of graded schools reported in 1870 was two hundred and thirty. The number reported this year is four hundred and twenty, showing a large advance made in the efforts of committees and supervisors to evolve order from the chaos of the "mixed school" and to classify school-work. The graded system may be carried to an extreme "tight-laced" condition under which all free and healthful movements will be nearly, possibly entirely, restrained. A loitering, consumptive deace, would ensue. This, however, is only the possible exceptional liability of the graded system. The general result in most of the towns has been far above the possibilities of the old "mixed schools." The division of labor is correct in theory. The principal weak point now is in the "course of study." This problem is however receiving so much attention, the points of difficulty are so well understood by educators, so many honest and earnest attempts are now being made in both lower and higher departments of education towards its solution, that we may hope soon to have definite fields of school-work, definite courses of study and a fixed order of instruction

from the primary upwards. So far as my observation has extended in this State, the methods for promotion from one grade of school to another are not sufficiently searching, they do not exercise *all* the mental faculties of the pupil, do not develop the amount of original, or attained *thinking power* of the child. Pupils come in from the several primary schools in the same city for advancement to the grammar schools, or from the latter to the high school, unevenly prepared. This renders the labors of the higher grades more arduous and the final results unsatisfactory. The teachers in the various lower grades are not apt to have either a common standard of attainment in *mental culture* for their pupils, nor do they in their methods of instruction follow well established "first principles" of pedagogics. The work therefore sent up from the lower to the higher grades is in all sorts of an unfinished condition. The fault is in untrained teachers and insufficient, inefficient supervision or inspection, chiefly the latter. See "School Inspection."

NUMBER OF TEACHERS.

The comparative ratio of male to female teachers remains nearly the same as last year. The number of male teachers reported as employed in summer schools is larger than last year, due to the fact that the principalships of high and grammar schools are sought for by young men, who propose to continue in the business of teaching. None of the professions now afford avenues to promotion, influence and success, much superior to those lying in the line of high school work. In this direction our best teaching ability is tending as a business, a *profession*, so that we may expect to see this number yearly increasing to a certain limit of demand. The great majority of our teachers is female, and this will probably continue to be the case, both as a matter of economy and from the superior aptitude of the female mind in winning and directing children.

NORMAL SCHOOL GRADUATES.

The number reported as employed last year in our schools was 193, this year 264. In 1869 the number was 136. This seems to indicate that the two normal schools of the State are not only yearly giving us trained teachers, but that the public appreciate and appropriate the same. Supervisors and committees speak in the highest terms of the labors of our normal graduates. Indeed, no stronger evidence of the character of the work done by those

graduates and of the value of the normal schools in our school system, need be adduced than the statement that "the demand for normal school graduates outruns the supply." This will be the most convenient point, perhaps, to present the

NORMAL SCHOOLS.

Of these we have two, one at Farmington, C. C. Rounds, M. A., principal; the other at Castine, G. T. Fletcher, M. A., principal. Each principal is seconded by able assistants. The annual graduations, the term examinations, and the daily class exercises testify to the thoroughness of instruction given by principals and assistants, while the general success of graduates and those connected with the schools for a term or longer, as teachers in the public schools, affirms still further the excellency of the apprenticeship thus served. The necessity of training schools for teachers can not now justly be questioned. The public school system, as such, demands this skill-producing agency. Skilled labor is the potent ruler in every department of life; nowhere more so than in that of public instruction. What *degree* towards perfection this skill shall attain depends largely upon the encouragement, pecuniary aid and facilities afforded the schools by the State. The school-room accommodations should be ample for two hundred and fifty students in each school, the corps of instructors should be sufficient in numbers, superior in scholarship and teaching power, and with liberal salaries, while all the equipments of furniture and apparatus should be such as belong to the best schools in New England. How is it with our two schools? At Farmington the State has invested \$14,000 in building and furniture; at Castine, nothing in buildings, \$250 in a piano, \$75 in a bell. The teachers receive moderate salaries and often the number is insufficient to perform the necessary duties, because a higher compensation attracts from their ranks one or more. No apparatus of any kind has ever been placed in either school by the State. The school grounds at Farmington never have been enclosed and are therefore open as a common grazing ground to all the "wandering kine." Of course there is no opportunity to cultivate taste on this piece of "pasture." In Castine we have no abiding place and after June, 1872, shall have no shelter for our head, unless Castine generously invites the State to its high school building. The Legislature of 1870 did, indeed, appropriate \$15,000 "for the purchase or erection of a suitable school building for the Eastern

Normal School, to be expended under the direction of the Governor and Council." Not a dollar has yet been expended towards either "purchase" or "erection." So then it stands that the State has invested \$14,325 in two normal schools that numbered more than four hundred different students in attendance the past year. Compared with the endowments of our several colleges, or with the sums invested by the State and individuals in the semi-colleges and denominational schools; or by the State in her reformatory institutions, the above amount seems extremely paltry. Surely, may not an earnest educator be pardoned while indulging the feeling of intense indignation and astonishment that a State should give \$25,000 for the erection of a *chapel* for four hundred inmates of the Insane Hospital, and refuse an equal sum for a *shelter* to four hundred teachers, devoting their intelligence to the welfare of thousands of our youth. The State ought to expend at least \$50,000 on each normal school, and then she would be doing no better by herself than she has already done for *private* institutions and private corporations. While giving \$100,000 to the Agricultural College for the better education of our young mechanics and farmers, the State can well afford to invest an equal sum for the better training of *both* sexes in the business of better teaching, which underlies every other pursuit in our community. I therefore earnestly recommend \$25,000 to be appropriated for the erection of a suitable building for the Eastern Normal School, \$5,000 for furnishing the same, and \$12,000 to defray the current expenses of the two schools for 1872. The current expenses for 1871 will slightly exceed the appropriation of \$10,000.

For further particulars reference is made to the following reports of the principals :

STATE NORMAL SCHOOL, }
Farmington, Dec. 14, 1871. }

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

I respectfully submit my report of the Western State Normal School for the school year 1870-71.

The attendance for the year was as follows :—

The whole number of pupils in attendance for the year.....	278
The number of different pupils.....	202
The number of different pupils in the model school.....	55

At the close of the year a class of nineteen was graduated, and

all of these, with two exceptions, have taught or are now teaching in the State.

Mrs. Woodbury resigned her position as one of the teachers of the school at the close of the fall term, and Miss Clara A. Hinckley, a graduate of the school, was appointed in her place.

Miss Mary A. Davis was unable to return to her position, as we had hoped, at the commencement of our second term, and Mr. C. E. Williams supplied the place through the year.

The general organization of the work of the school has remained unchanged, though there have been some modifications of the work in detail. These modifications have tended to a more satisfactory combination of instruction with practical training for the duties of the school-room.

The reasons for the establishment of the model school have been stated in my former reports. Two years' trial have but confirmed the conviction that the model or training school is the necessary complement of the normal school, and that nothing can take its place as a means for *thorough training in methods of instruction*—the distinctive work of the normal school. The work of the model school must be so arranged that its pupils may not suffer from the practice of the teachers-in-training, and that these may become well acquainted with all the details of school instruction and management. That the former of these ends has been accomplished is proved by the steady attendance and by the fact that we are already urged to establish additional grades, and the accomplishment of the latter is proved by the marked success of those of our graduates who have received this training.

The model school as now organized includes within its range the work of the first three years of school life. There is like need for training in methods in the more advanced stages of instruction and the addition of several years to the course of the model school, i. e., the organization of such a model school as is found in connection with the normal schools of the West, would add greatly to the efficiency of our work. Such an extension would require another teacher and another room.

We are obliged at present to restrict the privileges of the model school mainly to the graduating class. And yet of the more than seven hundred pupils who have been connected with the school not more than one in six has graduated. To meet the wants which the model school can not at present supply, we have this term—fall term, 1871—so organized and systematized teaching

exercises that daily exercises are given in the various classes under the severe but friendly criticism of teachers and pupils. This work the pupil commences upon entering the school and continues throughout the course. The results have thus far surpassed our expectations.

We have lately been supplied by the State with a good skeleton, long needed for instruction in physiology. By contributions of members of the school and others we have obtained a printing press with needed material, and find it of great service in our school work.

There has been great want of apparatus for instruction in physics and chemistry. This term, a table fitted for the simultaneous work of sixteen pupils, was made by the pupils themselves, requisite apparatus was obtained, and the class in chemistry put upon experimental work. Large additions to our stock of apparatus are needed, and it is to be hoped that the liberality of the State will be commensurate with the spirit of the school.

By our present conditions for admission, males must have attained the age of seventeen, while females are admitted at the age of sixteen. I can perceive no valid reason for this discrimination, and I think the interests of the school would be advanced by prescribing the age of seventeen for both sexes.

In closing this brief report of our work, our means, and our wants, it may be well to say something of results accomplished. The school will be judged by the work of its pupils. Sometimes it suffers wrong in being judged by the work of those whose brief stay among us only gratifies them to caricature our methods. Now and then one from whom we expect success does not fulfill our expectations, sometimes from his own fault, sometimes from the fault of those who will not give him a fair chance. The result of the most careful inquiry shows that in the history of our graduates success is the rule, and failure the rare exception. The chairman of the school committee of a city to which we sent several members of our last graduating class, writes thus: "We secured six or eight of the lady teachers from the list given us by yourself, and they are doing good work. We will need a few more for the next term."

In another city several of our graduates have taught and are now teaching. I can not learn that one has failed to give satisfaction. The superintendent of still a third city, to which we have sent within the last two years fifteen of our pupils,—eleven

of them graduates—says that not one of the fifteen has failed, while most of them have met with eminent success. In expressing his gratitude for the benefits which his city has received from the training of our model school, he says, “Your teachers have revolutionized our primary schools;” and to supply his call for four more teachers from our present graduating class, we are forced to graduate the class two weeks before the close of the term.

The demand made upon us for qualified teachers is still far in advance of our ability to supply, and within a week I have been obliged to report myself unable to fill two places, paying \$70 each per month.

In view of all the facts in the case, we feel that we may take courage from the past history of our normal schools, and go on hopefully to meet the future.

Respectfully submitted,

CHARLES C. ROUNDS, *Principal.*

EASTERN STATE NORMAL SCHOOL, }
Castine, October 21, 1871. }

Hon. WARREN JOHNSON—

Dear Sir: I have the honor of submitting to you my fourth annual report of the Eastern State Normal School for the year ending June 1, 1871. As the Legislature, at its last session, made an appropriation of \$15,000 to erect a suitable building to meet the present and future wants of the school, and as an additional sum will be required to complete the house and properly furnish it, allow me to call your attention to the following statistics showing the growth of the school, and indicating to some extent, its future prospects:

	SUMMARY.			
	1867-68.	1868-69.	1869-70.	1870-71.
Fall term.....	13	51	87	119
Winter term.....	25	62	72	65
Spring term.....	33	81	121	140
	71	194	280	324

The total attendance recorded is eight hundred and sixty-nine, an average of two hundred and seventeen per year. The number of different pupils who have attended the school during the four

years that it has been in operation, is four hundred, an average of one hundred per year.

Three classes have been graduated, numbering in all fifty-four members. Nearly all belonging to these classes have since taught, and, with but few exceptions, their success has been excellent. This number of graduates by no means indicates the return which the school has thus far made to the State for its investment in it. Of the four hundred who have attended the school from one term to one year, at least three hundred and fifty are believed to have taught since entering the normal school, in the schools of the State. From these facts it is evident that the State realizes surely and quickly a valuable return from those attending this school.

But four graduates are teaching in other States, and they have taught several terms in this State. While we are pleased to know that so many of our pupils have received "loud calls" from abroad, we regret that our own towns have not felt it to be for their interest to offer sufficient inducement to retain the services of valuable teachers. But it is an encouraging sign of the times that so many of our school officers are placing high teaching ability before low pecuniary terms, in determining the important question who shall teach our children.

The vital relation which popular education holds to the life of the government is recognized by all wise legislators, and the duty of the State to educate its children being granted, the necessity of training teachers for this peculiar educational work is evident.

The States are no longer asking the question, shall we have a normal school, but how *many* are needed. In those States most noted for intelligence and thrift the yearly appropriations for these schools has, within a few years, increased to tens and even hundreds of thousands of dollars. These facts are unanswerable arguments in favor of training schools.

Maine has wisely adopted a more liberal policy in regard to the development of her material and intellectual resources. The enlightened policy of the past five years in regard to railroads, manufactures, agriculture and public instruction, has brought us into favorable notice, attracting capital and labor from abroad, and encouraging our people to remain in a State whose natural advantages are second to but few in the Union. But the work has only begun. We must educate our children to meet the responsibilities of the hour, to make the resources of the State available as elements of true prosperity.

The course of instruction in our normal schools is in a high degree practical, not only adapted to the wants of those who are to teach, but invaluable to young men and women as a preparation for the duties of life. The true teacher should be a model citizen, not restricting himself to the sphere of his school duties.

If there is any ground for the complaint, that our higher institutions educate a few away from the common people, out of the common industries of the State, it does not hold in regard to normal schools. They draw their pupils from all sections and conditions, and return them to their homes to work, in most instances, in the schools of their towns.

In my last report, I called your attention to the wants of the school as regards a suitable building. Several plans have been drawn, but all have been too small, or too expensive to come within the appropriation. The last submitted to the Governor and Council meets their approval, and but little exceeds the appropriation of last year. It is plain, but neat and commodious. The expense is much less than that of any normal building in other States, and must, I think, meet the approval of the Legislature. To finish and furnish the house contemplated in this plan will, probably, require an additional appropriation of \$10,000. For the \$25,000 thus invested by the State, there will be erected a creditable house, the influences of which upon the intelligence and consequent prosperity of eastern Maine can hardly be over-estimated.

I hope you will present the necessities of the school to the Legislature. If the appropriation is made early in the session the work will be forwarded considerably, and the building may be ready for occupation at the commencement of the winter term of 1872. .

The past year has been one of healthy growth and prosperity. During the spring term our accommodations were taxed to the utmost to make room for the large number of pupils. The opportunity which our pupils enjoy of visiting the different grades of the excellent schools of Castine answers, to some extent, the need of a model school in connection with the normal school, but we propose to give instructions to a class from town during a portion of the present year, and as soon as the new building is completed we shall have a model school. The Governor and Council have manifested a deep interest in the success of the school,—their presence, support and advice have added greatly to its interest and prosperity.

From the proceeds of a course of lyceum lectures given last winter fifty dollars' worth of books have been added to the library. Friends of education who may be able to make donations of books are assured that what may be given to the normal school will be productive of great good. Our reading table has been quite well stocked with the magazines and newspapers of the day.

I have had during the year the same corps of assistants as at the time of my last report. Their excellent ability and earnest devotion to their work are well known to yourself and the Board of Trust.

The deportment and scholarship of the pupils have, with but few exceptions, been highly commendable.

For the support, encouragement and advice which you have so often given, accept the thanks of teachers and pupils.

Respectfully yours,

G. T. FLETCHER.

TEACHERS' INSTITUTES.

The same division of institute work has been made this year as last—namely, town institutes of one and two days' duration, and county institutes of five days each. Both classes have been conducted mainly by the county supervisors. The town institutes have been of great value as reaching not only teachers, but parents and scholars. A larger educational interest has thus been awakened in the community generally, comprehensive views of our school system inculcated, and a favorable feeling excited in aid of same. For particulars in relation to the town institutes, reference is made to the accompanying reports of the county supervisors. More than forty county institutes have been held the past year, with an attendance of nearly four thousand teachers. These institutes have been conducted entirely by our county supervisors. The two previous years it seemed necessary to procure aid from abroad in the operation of our regular institutes—as we had no recognized skilled operatives in this branch of school-work. Meanwhile our county supervisors had been appropriating to themselves whatever of good there was in the instruction by “foreigners,” had been applying the same in their one and two days' town institutes, and likewise testing by direct use in the school-room, and all this with so good success that we determined this year to rely entirely upon “home talent” and to develop our

own resources, relying upon a generous and sympathizing public to chide us in our mistakes, gently as well as justly, and to encourage us to new and better efforts. Ambitiously anxious to place the entire school system of our State on a basis equal to and even superior to that of any other State, we must bring into lively, healthful activity, every element and force essential to such a consummation and within our possession. Impelled by this ambition and guided by this purpose, I have endeavored to present to our common school teachers the ablest representatives of their craft in the State, especially in all points relating to the ordinary studies. These representatives were mostly found in the ranks of our supervisors. The county institute work commenced August 1st, and continued without interruption to November 24th. Each week of this period from one to three institutes were held in various parts of the State. Although the experiment was initiated with some doubt and anxiety as to success, I am happy to announce but three failures in the entire list. The instruction given by the conductors and assistants was generally precisely suited to the wants of both teachers and schools; the teachers themselves were generally constant in their attendance, and cheerfully industrious in the work required of them, while a large majority were creditably interested in the final examination. The written examination on the closing day of the institute has constituted one of the chief features in the institute work of the past two years. In my humble estimation there can be no doubt about the value of this last day's work and the accompanying issue of graded certificates. It serves as a point to reach,—a mark to aim at during the preceding days; it stimulates the industrious to increased activity and drives away the drones; it indicates the weak point in the teacher's attainments, and intimates the direction for future efforts; especially does such an examination bring to the surface and to notice the truly meritorious and *persistent* teacher—persistent in a laudable determination and ambition to master his profession. More than fifteen hundred graded certificates have been thus issued the past year. School agents and superintending school committees are now beginning to ask teachers to exhibit their record at the institute examination. This is right and corresponds to the New York plan of employing as teachers only those who have attended the institute.

The amount appropriated for institutes by the last Legislature was \$8,000. Less than half of this sum has been expended. I

recommend a re-appropriation of the sum not expended. As many of the details relating to our institute work are clearly set forth in the reports of the county supervisors, they are presented in this connection :

REPORTS OF COUNTY SUPERVISORS.

To the State Superintendent of Common Schools,

Hon. WARREN JOHNSON, Augusta :

I herewith submit my annual report as Supervisor of Schools for Androscoggin county for the year ending October 31, 1871.

1. Since my last annual report I have held, with the assistance of others, nine Teachers' Institutes, which were attended by about two hundred and twenty-five actual teachers. Excepting two instances, I feel that I have good reason to be satisfied with the result. Six of these institutes were held for one day each, one for three days, and two for a week each. With the exception of the one for the special benefit of the Auburn teachers, they were all held in the rural portions of the county, away from the main centre of population and teachers, as I thought that the rural teachers could be more generally reached in this manner. At these institutes about one hundred teachers were examined and certificated, there being no examination of the teachers who attended the shorter institutes. Evening meetings, with public addresses, were held in connection with all the institutes. The character of the work done I need not describe in detail, but will only say, that it was specially calculated to help teachers of ungraded country schools.

2. I have made one hundred and forty-five school visits, going into every town of the county. I usually spent a half day in a school; in a few instances all day; but where there were several schools in the same building, I sometimes spent less than a half day in a school. My mode of procedure when visiting schools was quite fully described in my last report, and I need not go over it again.

3. I have delivered forty-three evening lectures on different educational topics. Six of these lectures were before Farmers' Clubs, treating of "What the Common School should do for the Farmer." Other educational lectures by Dr. N. T. True of Bethel, and by Mr. A. H. Abbott of Farmington, who were the conductors of the institutes which continued for a week, and by J. D. Pulsifer, Esq., of Auburn, Hon. Nelson Dingley, Jr., of Lewiston, Mr. Thomas Tash, Superintendent of the Lewiston schools, and Mr. J. S. Barrell, Principal of the Lewiston Grammar School, make fifty in all which were delivered during the year in various parts of the county.

4. With Superintending School Committees, and others engaged in the educational work, I have held a large number of conferences about text-books, the organization of schools, and the building of school-houses. Finally, I have written a dozen columns on sundry educational topics for the papers, and more than a hundred letters bearing on school affairs. So much for the work I have done in Androscoggin county during the year. As for suggestions, I do not know that I have any to make, other than the ones I made last year. Those I would repeat.

5. Though in two or three towns there has been little if any perceptible advance, educationally, during the last three years, as in Poland for example, yet, taking the county as a whole, the advance has been very decided. There is better instruction in the school-room. There is better supervision on the part of superintending school committees. Many of the larger and useless text-books have been thrown out of the schools, and others are going, thus saving the money of the parents and the more precious time of the children. The popular interest in behalf of education is greater, while there is a more just appreciation of what the common school should teach and of the value of this teaching. Quite a number of the towns, like Lewiston, Auburn, Lisbon, Durham, Greene, Turner, raised the current year more money than ever before, much more than required by law, for the support of schools. I regret, however, to say that Webster, the town that has perhaps the poorest schools in the county, raised less money for educational purposes than it did last year, and only, I think, what the law requires. Lewiston has provided herself with a Superintendent at an annual salary of \$2,000 and travelling expenses. She is also taking steps to make her education more practical by putting into it an industrial element. Already her public schools are the best in the State, yet they will soon become much better under the direction of Superintendent Tash. But the greatest educational achievement of the year is the abolition of the miserable district system by the town of Lisbon, by which act the town became the owner of all the school houses, the schools of the same length, with the whole management of the schools in the hands of the superintending school committee. Having voted to abolish the district system at the March meeting, the town, believing it would be judiciously expended by the superintending school committee, then voted to raise fifty per cent. more money than required by law for the support of schools, which gives three good terms of school the present year. Old school-houses have been repaired and new ones built. Lisbon has now four new school-houses that cost \$12,000 in the aggregate. And while I regarded her schools, less than three years ago, as among the very poorest in the county, they are now, thanks to her public spirited citizens and her very efficient superintending school committee, far ahead of all others in the county, excepting the schools of Lewiston and Auburn, the two other towns in the county which have abolished the district system. I am fully satisfied that if the superintending school committee, or anybody else, will cause the necessary article to be placed in the warrant for March meeting, and then provide for an intelligent discussion of the subject, that a large part of the towns in the State would at once abolish the district system, and thus double the efficiency of the schools, with not more than one-tenth part of the present trouble in their management. And without this abolition I am also fully satisfied there can be no great and steadfast improvement of the schools.

6. There is, of course, opposition, as there always will be whenever an attempt is made to improve the public schools. So far as this opposition is based on candid investigation and genuine public spirit, it is not to be condemned, but respected rather, since it is not reasonable to expect uniformity of opinion on public measures. But the opposition comes mainly from those who care little for public education any way, or else they have made little or no effort to inform themselves as to the present condition of the public schools,

what is already doing, and what further ought to be done for their improvement. The opposition manifests itself in hostile criticism on modified management of schools and on modified methods of instruction when the teacher attempts these modifications; but it manifests itself more especially in denouncing the cost of county supervision, which increases by some six or eight cents the taxes of the man whose valuation reaches two thousand dollars. But in spite of all opposition the work of radically revolutionizing and elevating the public schools of Maine will go on. Though at times it will doubtless be seriously retarded, yet it will not stop. Twenty-five years hence the people will more willingly spend three dollars on the public schools than one to-day; and Maine will have schools of which she may justly boast. And so I conclude this, my last report, with a cheerful prophecy for the encouragement of yourself and others in the arduous educational work.

C. B. STETSON.

LEWISTON, November, 1871.

To Hon. WARREN JOHNSON, State Superintendent of Common Schools:

The following annual report as Supervisor of Knox county is respectfully submitted:

WORK IN THE SCHOOL-ROOM. During the year past I have made over two hundred school visits, reaching nearly every district in the county where there has been a school session. Many schools have been visited more than once.

Classification in the mixed schools has received special attention, since the work of the institute in this, as in other respects, needs supplementing by inspection in the school-room, to prevent a tendency of many teachers to reduce the number of classes without receiving the legitimate fruits. I meet those who have reduced to one class in the alphabet for instance—i. e., they call all to the recitation seat at one time, but hear each recite separately. How to teach the whole class at once by the use of black-boards, charts and other means, has been a constant aim. In commanding the attention of the whole class most teachers fail, and much time has been given to this. Improvement in these respects has been marked, thus economizing greatly in time and increasing vastly the teaching power. Attention also has been given to a better order of classes, improved methods of instruction, to school government, and especially to the kind of matter to be taught, discarding the useless, with satisfactory results. Among the obstacles are a multiplicity of text-books, and these too large—too few and too small blackboards, and occasionally a fossilized teacher.

INSTITUTES. We have held one county and eleven town and section institutes. At the town institutes held during the winter and spring, I was assisted cheerfully by the school officers and other educators of the towns where they were held. In conducting the town institutes in May and June, I was assisted by Mr. L. F. Starrett of Warren. About two hundred teachers were in attendance, and probably as many more citizens. The county institute held in Camden in October, was the largest and best ever held in this county. The lecturers and instructors from out of the county were Hon. Warren Johnson, Profs. A. H. Abbott, G. T. Fletcher, W. H. Savery and Mrs. O. P. Amies. Throughout

the week, both at the day exercises and in the evening, there were crowded houses. One hundred and nine teachers were enrolled. Seventy-nine passed the examination with an average rank in orthography of 8.2; reading, 8.2; writing, 7.3; drawing, 6.6; arithmetic, 7.0; geography, 7.0; grammar, 7.0; history, 7.1; physiology, 8.7. These teachers did well, and instead of receiving the certificates they did, with little positive and no negative virtue, papers should be granted valuable not only to the teacher, but to the cause of education, by their speaking in warning voice throughout the county to those whom not the polite request of the town nor the urgent solicitation of the county official, nor the still small voice within demanding fitness for duty, could summon from their retreats to attend the institute.

WORK WITH THE PEOPLE. Since writing my last report, I have met the people on thirty-six evenings, not including meetings held in connection with institutes, for the purpose of talking over matters pertaining to our common schools. These meetings were quite well attended, the average attendance being about sixty. A discussion of the laws enacted in 1869-70 was announced. I met with little, if any opposition, excepting on the teacher law, and I received much support in favor of that law. Its friends, however, did not feel like using the same activity nor resorting to the same means to support it as its enemies did to abolish it. Twelve of the fourteen towns in this county have given the employing power to agents. In nearly every one of these towns agents have, since this town action, applied to committees and supervisors to assist in procuring teachers. State uniformity of text-books was also discussed. Unless the legislature undoes what has been done the past three years, the people will within a very few years demand such uniformity with a unanimity too great to be successfully resisted from any quarter. School government and parental co-operation were among other subjects that received attention.

TOWN INSPECTION AND SUPERVISION. Six of the fourteen towns in this county committed the inspection of their schools to a single person last spring. One does the work better and with less waste of time than three. In one or two towns the character of the town inspection has not improved, but take the county as a whole there has been a wide stride of progress. Rockland and Thomaston are the only towns where the employing of teachers has been left with the committee. The inspection of the Rockland schools has been committed to one of the committee, Mr. A. C. Tyler, the other members being advisory and acting without compensation. An additional salary, though still small, is given Mr. Tyler on the condition of his giving all his time to the schools. He is doing an excellent work, and the Rockland schools, which two years since were not better than those in an adjoining town, are now a good step ahead of any in the county. It is sincerely to be hoped that the present arrangement, which is only temporary and experimental, will become the permanent policy of the city.

FREE HIGH SCHOOLS. In this small county there are about a dozen villages large enough to support graded schools, and most of them suitable places to locate town free high school buildings, in each of which are two or three mixed schools within a radius of about one-half mile. Indeed, in some cases the schools are scarcely fifty rods apart, but entirely independent of each other.

This independence seems, in popular estimation, to be a virtue, and it certainly is on par with the other attributes of these schools, for the houses are as poor, the schools as short, as poorly attended and necessarily as badly classified, as the average country school. In hopes of a better state of things friends of education have in some cases opposed replacing the old buildings with new ones, but their motives have too often been misconstrued even by those friendly to education. The legislature should at once come to the assistance of these best friends of our common schools, by enacting the free high school proposition of last winter. Then this wasting of the school money in every village district should at once be stopped.

SIGNS OF IMPROVEMENT. The educational wheel rolls hard; great obstacles are before it. Unremitting toil alone accomplish a good work in this field. We look back on what has been done with at least a fair degree of satisfaction. We behold a better class of teachers. Some have laid down the hoe, others have ground theirs. There is a better supply of apparatus. The new school-houses are better adapted to the end than those of former times. We have better classification, better instruction, less useless, and more useful things taught. Graded certificates, stimulating teachers to a better preparation in a degree not anticipated, are coming into more general use. The better class of those intending to make teaching a business are becoming thoroughly alive, attending institutes at every opportunity, or away at the normal and other schools. During the year thirty-five have attended normal schools alone—thirty at Castine. Two and a half years since we had not a tittle of this number at these schools. They are doing an invaluable work for our teachers. And lastly, it is believed the people are beginning to entertain more enlightened views respecting improvements of our common schools.

G. M. HICKS.

ROCKLAND, Dec. 1, 1871.

To the Hon. WARREN JOHNSON State Superintendent of Common Schools:

Dear Sir:—The close of another school-year makes it incumbent on me to write my second annual report as Supervisor of Common Schools for Penobscot county.

The hopeful spirit in which my last report was made is still steadfast, and the educational out-look is far from discouraging. The progress in educational matters during the year has been decided in most directions, and in some quite marked. The most noticeable advance has been in the efficiency of the teaching force of the county. Ten per cent. is a moderate figure to indicate it. Since a good teacher is indispensable to a good school, this is of great importance. The causes of this advance undoubtedly lie, first, in the steady spread of Normal methods through the agency of the Normal Schools themselves, and of the institutes, in which kindred principles are enunciated, and second, in the growing conviction among teachers that they are more closely observed in their work than heretofore, that the standard of excellence is higher, and that skill will more surely find its proper recognition in increased pay.

I have to report about the usual improvement of school property. I think,

however, there has been uncommon thoroughness in repairing and building school-houses.

The interest of the people seems to fluctuate. In a given locality it depends very much upon the interest and educational energy of the teachers, and change of teachers promotes change of popular interest. In the main the teachers have the double task of sustaining the interest of the pupils, and creating that of the people; albeit the latter is easy when the former is well done.

During May and the summer months it was thought better to devote the time to visitation than to institutes. Although visitation may not, on the whole, be so beneficial a method of supervisory work as holding institutes, still it is an important element which must be given place in the programme. Too much of the one or of the other would destroy that balance between the direction how to do work, and the holding to responsibility for its proper performance, which is always essential to effective service.

In the month of October five section institutes were held with excellent success as to attendance, interest and attention. A desire to reach the greatest number of teachers possible, determined the location of these institutes, and they were accordingly held in towns where high schools were in session. This leads me to speak of one of the most cheering facts of our educational condition. At least one thousand pupils attended the fall term of the academies and high schools of the county; besides a large number who went out of the county because we lack a first-class seminary here. In other words, more than twice the usual number of boys and girls in Penobscot county are availing themselves of advanced school privileges. This could not be without a kindling ambition in the common schools, which are the natural and necessary feeders of the high; and it must be an outgrowth of the new and much distrusted influences that have been set in operation upon the common schools. What good citizen does not rejoice at the exhibit! It shows that the boys and girls of the present generation, not satisfied with being illiterate have decided to become educated.

The first and great hindrance to good schools is want of money to pay for them. It is a humiliating fact that Maine pays her teachers less per week and per month than any other State. Now, we must make our market for trained teachers as good as that of neighboring States, or the supply will fail. Unless we do this we cannot expect the highest skill—we do not deserve it. But this is not the time to raise the taxes; and by what expedient can we gain or approximate so necessary an end? If we could reduce the number of schools and consequently of teachers employed twenty-five per cent., the wages of those retained could receive a corresponding increase, which would enable us to compete with several other States, though by no means with a majority. Now this is just what can be done, and in my judgment it ought to be done. This reduction would undoubtedly be an incident of the abolishment of the school district system; but since experience has shown this to be a measure remote from the thought of the present generation, either of legislators or of people, it behooves us to seek the reduction in the usual and authorized way. Let the note of its necessity be sounded by every teacher and educator in the State, and in a few years supervisors will be spared the mortification of reporting

thirty six weeks of good schooling for pupils in one part of a town, and twelve weeks of poor for those in another; or the absurd division of a town, containing thirty-six square miles, into nineteen districts, and an average payment to the teachers thereof of two dollars per week during the space of fourteen weeks per year; making the average yearly salary of permanent teachers twenty-eight dollars, with their board to pay out of that during thirty-eight weeks of vacation.

The next hindrance to school progress to which I will call your attention, is mixture and multiplicity of text-books. State uniformity would, as a condition of its existence, do away with the former, and it would, also, unless grossly perverted and made an instrument of folly in dishonest and bungling hands, remedy the latter. But this is a measure too radical for the stamina of our times, and we must approximate its beneficial results by ordinary means. Town committees should come up and do the work, so far as may be, that a higher power has hesitated to do. Since they are left with so large duty and responsibility, they must magnify their office by exercising its fullest powers towards praiseworthy ends.

The third and last hindrance to common school weal I will mention, is the growing disposition of the more wealthy citizens to hold their pupils aloof from the common schools, and sustain them in the more select and aristocratic atmosphere of private institutions. If, as Superintendent Philbrick claims, a contrary disposition on the part of the prosperous citizens of Boston is the most prominent cause of the pre-eminence of her schools, what would it not do for us! Let us by all means invoke it.

And now, Mr. Superintendent, before the passage of another year shall call for another report, the time of my original appointment as Supervisor will expire, or circumstances over which we can have no control will dissolve our relation as members of the State Board of Education; hence this is my last opportunity of taking public leave of you, and in doing so I wish to express my strong regard for your laborious, enthusiastic, and well-intentioned efforts as the head of the Board, and my sincere thanks for your uniform frankness and kindness towards myself as a member thereof.

Respectfully submitted.

STANLEY PLUMMER.

BANGOR, Nov. 15, 1871.

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

I have the honor to submit my annual report as Supervisor of Piscataquis county.

There has been no very marked changes in educational affairs during the year, though a steady, healthy growth has manifested itself. Our teachers have certainly improved. In this respect we feel sure that a good work has been done. Most of the teachers have entered heartily into the work of self-improvement, and the result has manifested itself in the school-room. A few, only, stand aloof, like some of our old-fashioned guide-boards, which persist in informing the traveler that it is thirty miles to Bangor, though actual measurement has determined that it is but twenty-five. I think our teachers compare

very favorably with those of any county situated as we are. But new ones are coming up every year, hence the necessity of constant labor to keep up the standard.

The interest among the people is much greater than formerly. They are becoming, gradually, advocates of an improved method of teaching. Districts which have had teachers practicing the modern improvements are now unwilling to employ any others.

Our school-houses are decidedly improving. Foxcroft has just built a fine large house, which is an honor to the place. Sebec and Brownville have also built good school-buildings. Several districts have purchased outline maps for the use of the schools. Blackboards are not so rare as formerly.

INSTITUTES. The County Institutes were held at Foxcroft and Monson. The institute at Foxcroft was under the direction of A. H. Abbott of Farmington. A fair number of teachers were present and manifested a good degree of interest. Dr. E. A. Thompson, Surgeon General of the State, conferred a great favor upon the members of the institute, by a daily lecture on Physiology. Dr. Patten of Monson, also favored us with an elaborate lecture upon the same subject.

N. A. Luce of Freedom conducted the institute at Monson. Lectures were given by Hon. S. A. Patten and Rev. A. H. Tyler. Both institutes were ably conducted and must have been productive of much good. Town institutes have been held at Brownville, Milo, Atkinson, Parkman and Wellington by the Supervisor, which were very well attended. Thus every teacher has had an opportunity of attending some of these meetings. Most of the summer schools were visited by the Supervisor. This inspection convinced me that progress had been made in the right direction. Of course, everything was not as I would have it, nor all teachers adapted to the work, but yet improvement seemed refreshing. Nearly all our schools now are taught by females; only the "hard" schools being under the instruction of males; and experience has demonstrated even in these schools, that females often succeed better than males. I think the change with us has been favorable. Our male teachers are too transitory, too "embryotic" to be of much use, taken as a class.

DIFFICULTIES AND OBSERVATIONS.—The shortness of the schools seriously affects their usefulness in this county. There are in every town some districts where there is but one term a year, and that often of only ten weeks' duration. It requires no argument to convince, that but little can be done under these circumstances. In some instances the scholars in these districts can attend the adjoining schools, but so sparsely are many of the towns settled that this can be accomplished in few instances only. The settlements are not continuous in the thinly settled towns, but many of them are so isolated that no combination or union of districts can be found.

The early settlers seemed to have made farms wherever the soil appeared the best, without any regard to the position or surroundings of the land. And to make the matter worse, there is always a change of teachers every term. This error is an almost universal one with us, or at least has been, though there is some improvement at present. Our teachers so differ in their methods of teaching that the first few weeks are mostly spent in getting the school into

the position desired by the teacher. If the same teacher could be retained for a number of terms, at least three weeks each term would be saved.

Again, we have not money enough. The amount raised by the towns is somewhat less in a few cases than formerly, as those towns have fallen off in population. The amount raised is quite disproportionate to the sums raised for other purposes; for instance, one town raises \$2,000 for the highways and only \$700 for schools. Another town last year paid a pauper tax of \$700, and raised \$800 for schools. The war debt of almost every town hangs very heavily upon it, and as many are endeavoring to pay this debt by taxation, I suppose we must "wait a time with patience" before we can expect much more money from the towns. One thing might, and in my opinion ought to be done—the school officers should have more discretionary power in the distribution of the money. They can now dispose of ten per cent. as seems best, but this per cent. I would increase to fifteen or twenty. The condition of several towns demands this change.

The text-book question is not quite settled. We have not town uniformity in half the county; nor have we any prescribed course of study in the schools. Considerable difficulty has arisen in some schools from this deficiency—a conflict between teacher and scholar. The town committees should attend to these matters, and be deprived of all pay for their services till this duty is performed. It is agreed by all educators that exercises in declamation and composition should be a part of the studies of every school, but without imperative instruction from the committee no teacher can succeed in successfully introducing these very necessary branches of a good education into the schools.

The need of a better course of study in the district school is a growing one with us. Formerly the academies and high schools were very fully patronized by the people, so that deficiencies of the common school would be supplied at those institutions, but at present in this county but few attend those schools, hence all the education our scholars get comes entirely from the district school; hence the imperative necessity of making those schools supply, in some respects, the place of the academy, or in other words making them supply the needs of the times.

Writing is but little taught in the district school, but this is not wholly the fault of the teacher. The scholars do not wish to write, and the parents do not insist that they shall do so, hence difficulty arises if the teacher requires every scholar to write. The committee should regulate this matter.

I fear moral instruction is too much neglected in our schools. The charge is often made that the scholars learn more evil around the school-house than they do science within. This is an important matter, and should not be overlooked. Committees should be more careful whom they certify, and follow the requirement of the law, that every teacher shall be possessed of a good moral character.

The teachers have been, this year, receiving little better wages. The stern necessity of supply and demand has driven us to do what common honesty should have prompted. We have not a full supply of teachers in the county, and the number is gradually decreasing. There must be an increase of wages or destitution will finally result. As far as my observation goes, it certainly

seems best to have a town supervisor instead of a committee of three. "Assembled wisdom" is often less effective than "responsible individuality," I find. This is especially true when any new schemes are proposed. However I think it best to leave this matter with the towns.

In nearly all the towns the agents employed the teachers the present year, agreeable to a vote of the respective towns. But I am happy to say that in very many instances the committee were consulted before the teacher was procured, so that much of the benefit which was expected to flow from the change of the employing power has been received, notwithstanding the modification of the law.

Graded certificates are used in about half of the towns. The effect of these certificates has been decidedly good. They have stimulated teachers to better prepare themselves, and have frightened away some too indolent to try to improve.

Finally, though by no means satisfied with the work accomplished by myself, yet I feel that through all the agencies employed, results have been obtained which need not discourage. The awakening of public interest has produced marked success; the better preparation of the teacher has secured better work; the change in the branches pursued by the student has been much for the better.

Yours, most truly,

W. SMITH KNOWLTON.

To Hon. WARREN JOHNSON, State Superintendent of Common Schools:

It is my duty as Supervisor of Common Schools for the County of Sagadahoc to make an annual report.

I was appointed to this office the latter part of January last. Since that time I have devoted as much time to the duties of the office as I could spare from other labors which devolved upon me. I have made more than a hundred visits to the schools of the several towns of the county. In the county there is one city—Bath, and ten towns. I have endeavored to divide my time as nearly equally as possible among the different towns. I have, however, spent more time in some than in others.

In visiting a school I have sometimes taken entire charge of the school for a time, conducting all its recitations; at others left it in charge of the teacher. I have generally conducted one or more recitations in the several branches taught in the school, giving more or less instruction, and indicating some of the better methods of conducting recitations. I have tried to put that excellent little book, "Child's Book of Nature," by Hooker, into the hands of every teacher in our county. It is in the hands of all the teachers in Bath. I purchased two hundred copies at introduction price, and furnished a copy to all teachers and members of school committee at actual cost. Some of the teachers have purchased them, but by no means all. I have urged teachers to talk or read a chapter each day as a general exercise in the school. I have also tried to introduce drawing with all our schools. This is a frequent exercise in the schools at Bath. In some instances a very good degree of success has been already attained. I find too many teachers however reluctant to teach anything new, or go at all outside of the old routine of the school-room.

Before leaving the school-room I have usually talked with the pupils and with the teacher, making suggestions, commending when this could be done, and urging to more zealous efforts. I am happy to be able to say, that in all cases my visits and suggestions have been very kindly received, and in many cases a very agreeable acquaintance has grown up between us. I think it is but justice for me to add that in few cases I have fallen into admirable schools, where I have learned much, which I have endeavored to disseminate among less favored minds.

I have also found the school committees of all our towns awake and alive to the interests of the schools under their supervision. They have accompanied me more or less in all my visits. They have shown a disposition to do all they could for the improvement of the common school. They are all strong friends of progress and improvement. They are in hearty sympathy with their work. They have been exceedingly ready to put every useful suggestion into practice.

At the beginning of October last, the teachers of our county united with the eastern portion of Cumberland in holding an institute in Brunswick, one week. Sixty-five teachers registered their names and were in attendance, a few the most of the time, others a portion of the time. Many of the citizens of Brunswick were also in attendance during a large part of the sessions of the institute. The sessions of the institute were made highly interesting and profitable by primary instruction, object lessons, and readings of Mrs. O. P. Amies of Lewiston. The teachers were much interested in all her exercises. Mr. A. H. Abbott, Supervisor of Franklin, also added much from his storehouse of learning and great experience. Rev. Mr. Root of Portland presented the subject of Drawing, in an attractive and practical manner; and Mr. Mason of Boston gave some admirable lessons in Music. These all combined to make this one of our best institutes. It could but be useful to all who were in constant attendance and gave their minds unreservedly to the work before them.

It has seemed to me that our institutes will produce more practical results when the teachers shall be induced in some way to be present during the entire session, take an active part, like pupils in the class-room, in all the institute work, and strive to enter into and practice the best methods of instruction, under the criticisms of good instructors. Then the teachers may be giving some practical experience at our institutes. As it is at present, too many of those who are in attendance seem to be present as observers rather than pupils or learners. Their attendance is also brief, or interrupted and broken in some cases, and thus a considerable of the time of the session is frittered away.

It would also be well to have a written examination at the close of the session of the institute, and a graded certificate given, and all who are to teach within the limits of the county required to pass a satisfactory examination and obtain one of these graded certificates, to be signed by the County Supervisor and a Board of Examiners.

I throw out these as rough hints at changes which seem to me desirable in reference to our institutes. So far as my own experience extends, I believe our institutes are useful, and they can be made more and more valuable in qualifying teachers for their work by improvements in the methods of conducting

them, and by a more general attendance on the part of all teachers, and an attendance during the entire sessions.

During the year past I have given lectures or addresses in several of the towns of the county, and in school-houses, where parents and friends were invited from the neighborhood, and usually I have found a good degree of interest. These school-house talks and discussions I deem as profitable as any meetings which we hold in awakening the interest of the people in the common school. A little free discussion and talk by the people leads them to feel that they have a work to do in this matter of education, and that a responsibility rests on them. The school is for the benefit of their own children. They must support and sustain it. They must move in the work of reform and countenance and sustain radical reform, or it will not be carried out. When the matter is presented in this light, I have not hitherto found them backward in the interests of education. The people are for education. They are in favor of good schools. They are in favor of improvement in our schools. They are in favor of all reasonable expenditures, all real improvements, all true progress. I speak this from ample testimony and from my experience.

The free high school bill which was before the Legislature last winter I strongly favor. It met my cordial approbation, and I used what little influence I had in its favor. How much wiser for the State to bestow its gifts upon free high schools in our villages and towns, than upon private institutions. The public high school opens its doors to all who are qualified, without distinction of sect or party. And no party, no sect and no class has any claims or privileges superior to all others. All are equal here. These schools are the schools of the people. Let the Legislature use its influence and what means are at its disposal in establishing these free high schools in the different sections of our State, and in maintaining and supporting them till they can be sustained without State aid, and in my opinion, it will be one of the wisest and most beneficial steps yet taken in our State to promote the interests of the common school and the education of the people.

S. F. DIKE.

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

I have the honor to submit the following as a report of the educational progress and educational needs of the county of Waldo for the present official year.

The following comparative statement, made up from actual and thorough inspection, showing such conditions of the schools during the years 1870 and 1871 as are capable of numerical expression, indicates the direction and results of work done, and indirectly, the directions in which there is need of further work and change of system. It indicates, too, these things more definitely than they could be indicated in any other way, and hence will form the basis of this report.

This statement, it should be here remarked, is based upon a comparison of actual conditions of the schools at the time of visiting them, and does not show any of the improvements made or suggested at those visits or resulting from them, but only those resulting from previous visitation and from institute work.

For the purpose of making the comparison as exact as possible, only summer schools have been taken, and those in equal numbers, of the same localities, and the same grade, being all of them mixed schools. The statement, therefore, it seems to me, is as reliable as it could be made. To it, with the accompanying remarks, I would respectfully invite your attention.

	1870.	1871.
Average number of pupils registered per school - - - -	28	29
Average number of pupils present at visit - - - -	22	24
Percentage of number present to number registered - - -	.78	.83
Average number of classes per school - - - -	15	15
Average number of recitations per school - - - -	26	25
Percentage of Normal teachers to whole number - - - -	.09	.12
Percentage of teachers who have attended institutes - - -	.43	.72
Average grade of teachers - - - -	6.81	8.58
Average wages of teachers per month - - - -	\$11.87	\$11.42

ATTENDANCE. It will be observed that there is shown an increase in attendance in two directions—in the number of pupils registered, and, to a greater extent, in the number present at the time of visit; or, as it may be fairly assumed, in the regular attendance; in the former to the extent of three, in the latter of five per cent. These gains are the results of three causes. In part they have come about from that more general interest in education which has been developed during the past three years, and is beginning to find expression not only in an increased attendance upon the common schools, but in the larger filling up of the higher educational institutions, which has been so marked during the past fall. In part, probably, they are due to an earlier beginning and ending of the schools in many localities, thus giving opportunity of attendance to many pupils who would otherwise be kept from attendance. But more especially are these gains due, at least that in regularity of attendance, to the greater zeal and skill which teachers have been putting into their work—zeal and skill which are the direct results of institute instruction, and which find their legitimate and natural outgrowth in the creation of a more intense interest in and love for school work on the part of pupils. As a case in point, a school in the town of Knox, visited both years during the last week of the term, the average attendance of which was figured in both cases by the daily record, showed for the average attendance last year seventy-eight per cent., and this year ninety-eight. And this difference is attributable to the fact that the teacher this year, by her better methods of work and greater zeal, created a larger interest among her pupils in the pursuits of the school.

CLASSIFICATION. Probably in none of the working forces of the schools has there been greater waste than through the unduly multiplied classification which has heretofore existed and does yet exist in them; and in nothing is the skill and experience of the teachers more taxed than in the attempt to bring their classification into working limits. It may be taken as an axiom of school economy that the quantity and quality of teaching will be in inverse proportion to the number of daily recitations. No teacher in an ordinary mixed school can teach much or well where he is compelled to hurry through with the thirty or forty daily recitations which are found in some of the schools. He can hear the lessons hurriedly, indeed, but hearing lessons and teaching are different

things. In order to the best teaching, in the largest quantity, no teacher ought to handle over sixteen recitations per day; nor should there be in any of the common schools, under any circumstances, more than twenty. To bring the average classification of the schools down to this basis has been an object kept constantly in view in all the work done, whether in visiting, in talks to the people, or in institute instruction. Last year I had the pleasure to report as the result of such efforts, a reduction in this direction to the extent of twenty-three per cent.; or from a general average of thirty-four or thirty-five to one of twenty-six. And this year I was hoping to be able to report, though not so large, yet a very considerable reduction compared with that of last year; but I soon saw in visiting the schools that the difficulties lying in the way of such reduction had become largely increased in the to-be-expected increased non-uniformity of text-books. In thirty-one per cent. of the schools visited there was found a lack of uniformity in the text-books in some one or more of the ordinary branches of study. Under these circumstances the reduction made, of about four per cent., is larger than was to be expected.

TEACHERS AND TEACHING. Skilled and effective labor of any kind pre-supposes skillful and earnest laborers. Progress, then, in skilled and effective work in the school-room, while it cannot of itself well be numerically represented, can yet be indicated numerically to a certain extent by figures showing the character and qualifications of the workers in the schools—the teachers. The elements of successful teaching, which are not inborn, and can, hence, be acquired by every teacher, are a thorough knowledge of the things to be taught, an acquaintance with and skill in the use of the best methods of organizing, governing and instructing their schools, and a lively interest in and love for their work. And other things being equal, those teachers who have had the benefits of Normal school or institute instruction, will be and are found possessed of these elements of successful work in far greater degree than those who have failed to avail themselves of these means of improvement. Hence the larger the number of such teachers in the schools the greater will be the quantity and the better the quality of the teaching done in those schools. The figures, therefore, in the comparative statement above, showing the percentage of such teachers to the whole number, are indicative of marked gain in the direction of improved work in the school-room. So, also, the figures showing the comparative literary qualifications of the teachers, based upon the examinations had in the county institutes for the two years, point decidedly in the same direction. They show that the teachers, while seeking through the institutes for better methods of teaching, have also been equally seeking more knowledge of the things to be taught, and hence have been teaching more thoroughly.

TEACHERS' WAGES. The comparison in this respect shows a slight retrogression instead of advance; for a reduction in the average wages of teachers would seem to indicate that there had been a seeking for cheap rather than skilled labor. This was to be expected under the unfortunate return to the old system of employing the teachers, but has been manifest in less degree than was to be feared.

On the whole, then, there is evident a decided progress. That such progress has been equally distributed among the schools, however, is not true. From

a variety of causes it has been more marked in some localities than others, and in the same locality in some directions than others. The state of popular sentiment, the conditions of communities as regards wealth, density of population, general intelligence, &c., and, more than all else, the character of school officers, whether zealous and progressive or fogyish and inefficient, have acted either to give augmented effect to, or to nullify the force of the various general agencies employed for the bettering of the schools. Had all these influences been everywhere as favorable as they have been in some localities, the progress would have been very much more marked and general. But fairly aggregating the various items of gain which the comparative statement shows, taking as the measure of gain in attendance the percentage of gain in regularity of attendance, as the measure of gain in quantity of teaching that of better classification, and assuming, as the measure of gain in quality of teaching, one-fourth the sum of gains in character of teachers—thus making large allowance for all cases of waste in this direction—there results as the measure of progress for the year the sum of twenty per cent.

NEEDS. The comparative statement not only indicates what has been done, but, also, what ought to be done, to stop the wastes in our school system and make it in the highest degree effective.

1. The schools average too small. With the average as shown there must be at least as many—and there are in reality more—schools less than the average, as there are larger. But the smaller the schools the larger must be their number, and hence the larger the number of teachers employed, school-rooms furnished and to be kept in repair, and the greater the expense of fuel, board of teachers, &c.; while the schools must be shorter, the school-rooms poorer and more scantily furnished, and the teachers less skillful. The small schools are, therefore, indicative of waste in all directions. There is needed, then, a reconstruction of system such as to give larger and longer schools, more uniform in length, with better school-rooms, better furnished, and with better teachers. Such a reconstruction can come only from the *abolition of the district system and the adoption of the town system.*

2. The average attendance as compared with the whole attendance, and especially as compared with the whole school population, is much too small. To bring this up to the maximum there is needed a yet wider spread and more intelligent popular interest in the schools, more zealous and skillful teachers, and some additional force coming into play where other influences are ineffective. The means to the building up of such an interest and such a class of teachers, are now in operation, but need to be supplemented by some system of compulsory attendance.

3. The classification of the schools is yet in excess of anything like the most effective teaching basis. But further reduction in this direction, under the present conditions is impracticable, if not impossible. The various series of text-books found in the schools are so multiplied in number, and are more and more so mixed up in them, bringing about every term a greater lack of uniformity, that anything like a proper classification is becoming more and more difficult. Teachers cannot remedy the evil, and towns through the proper officers will not. The State, therefore, ought to give relief in the form of *State uniformity of text-books.*

4. The State has made provision through the Normal schools, and more generally through the teachers' institutes, for the building up of a corps of more zealous and better trained teachers; and in making these provisions she has virtually imposed upon all who are, or are to be, teachers an attendance upon these as a duty. The better class of teachers see this duty, and perform it. But those who merely keep school for the pay, and have little interest in their work beyond the pay—drones in the hive, as they are—neglect this duty. To them, teachers' institutes, with their demand upon them for live work, present nothing congenial to their thoughts and feelings. And a still smaller class whose leading characteristic is an over-weening self-sufficiency, who assume to know all that can be known of their work, and yet who fail to show themselves possessed of that knowledge, when their schools are inspected, are also never found performing this duty. These agencies for the teaching of teachers should be continued and multiplied—their instruction being made to keep pace with the progress of the schools, and adapted to their needs—and the State should demand the attendance of every teacher, at least once a year, upon the one or the other of them. *Attendance upon a Teachers' Institute or Normal School within the year, should be made by law a pre-requisite to the obtaining of a certificate or warrant to teach in any public school.*

5. The influence of the form of examination and certification pursued in the county institutes last year, and continued this year, has been so marked in lifting the teachers to a higher grade of literary qualifications, that it would seem wise, not only to continue that influence in operation, but also to enlarge its force by making a similar form obligatory upon superintending school committees. *Some form of graded examination and certification of teachers should by law be made universal.*

Such is a general outline of the progress made, and the directions in which progress and change should be made. And in surveying the whole field there is encouragement for the future, in that there has been much gained, and there remains much more to be gained.

N. A. LUCE.

FREEDOM, Nov. 20, 1871.

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

I have the honor herewith to submit my annual report containing a summary of my labors, experience and observations, during the past year, as Supervisor of Schools. My special labors may be classified as follows :

First. Introducing books and publications on teaching to the notice of teachers, and procuring the same for those who would purchase. Thus a goodly number have become subscribers to the "Journal of Education" who were not subscribers to any educational journal before. I have also put into the hands of teachers such books as the "Child's Book of Nature," by Hooker, a valuable possession for every teacher and every child; Page's "Theory and Practice of Teaching," no teacher ought to be without this book; Wilson's "Manual of Object Lessons;" "The Kindergarten," and "Oral Training" by Barnard, each of which may be a valuable aid to the teacher in some department of his or her labor; all of which are excellent works for any teacher to peruse, nay, to study.

Second. By public lectures, to call the attention of those outside the school-room, to the condition of the public schools, the defects of the present system, and the real wants of our schools; urging that these positive wants must be supplied before the schools can rise to that elevated position which the spirit of the times demands. Among these wants we mention better school-houses, better furniture, good apparatus—such as globes, charts, outline maps, and a belt of blackboards around the room—good teachers, who shall be at home among such apparatus, and make it contribute daily to the permanent advancement of his school. Also, thorough inspection and careful supervision, without which any system, however good, will crumble and fall. Also, that the present unequal distribution of school funds should be so changed as to afford the child in the small districts the same amount of schooling as in the large.

Third. By institute work. While our county institutes have done much to awaken thought, encourage effort, excite to activity, and arouse a spirit of noble emulation in teachers, our town institutes have done excellent work in promoting the growth of all these elements, and placing in the hands of teachers many valuable suggestions and methods to aid them in their work in the school-room. These institutes are no mean instrumentalities; nay, they are a power for good in the educational work. And I suggest that a small appropriation by each town in the State to aid its teachers to hold two such sessions of not less than two days' each during each year—one at the commencement of the summer, and the other at the commencement of the winter terms, in connection with the examinations, would be money well and wisely expended. Seven of these institutes were held in the months of April and May. In five of them I was assisted by Prof. A. A. Woodbridge, in one by the State Superintendent, and one I held without assistance. These institutes were attended by more than two hundred persons, a large part of whom are active teachers, some were young persons who intend to become teachers; of this latter class some have already entered upon their work as teachers.

Fourth. Visiting and inspecting schools. The first four days of the year were spent in connection with the county institute. This was a valuable session, and much prized by our teachers. Immediately after the close of this session I commenced the work of inspection of the winter schools, determined to bring myself in contact with as many teachers as possible in their school-room work; allowing one-half day to each school. In these visits it has always been my purpose to encourage all that seemed commendable in both teacher and pupil, to discountenance positive evil, and impart such instruction as should tend to elevate the character of the public school as a literary institution, and lead to better and more intelligent methods of teaching. To accomplish this I have, with the consent of the teacher, engaged in the school-work myself, and presented such methods of conducting exercises as seemed best adapted to meet the wants of the school; thus converting the school, for the time being, into an institute of instruction. This course I have pursued during the year, in which I have made more than two hundred and fifty school visits, and given ten public lectures. Much more of each kind of work would have been performed during the winter sessions, but for prostration of myself by sickness, by which I was laid aside from my labors three weeks. Those were to have been weeks of solid work and inspection by day, lectures in the

evenings, and a one day session of institute during the week. My appointments to that effect I was unable to fulfil.

Whatever difference of opinion may be entertained, and undoubtedly there is an *honest* difference, with regard to the true policy to be pursued by the State in building up her educational interests, and the best agencies to be employed in promoting the same, there is one point to which when the intelligent people of Lincoln county come, they harmonize, and are a unit—the children must be educated. In wished for results, they are one; in details they differ. Convince them of the utility of a system and with liberal hands they will support it. And could they but see the futility of the old system they would abandon it. Such has been some of my experiences with those whom I have met the past year; they have voluntarily laid aside their opposition and given in their adherence to a system which they say they now believe to be good.

My observations the past year lead me to the conclusion that other obstacles in the way of uniform success, than those already alluded to are meeting us at almost every step of the way; such as, that agents make wide mistakes in the employment of teachers unsuitable for the place. A judicious committee would have assigned them to an easier place or ruled them out altogether. Inference: There should be no divided responsibility in the employment of teachers and the supervision of schools. Too many do not yet know the difference between first-class teaching and that of inferior grade; and hence do not demand the pure article; do not appreciate it; are not quite ready to pay for it. Assumption: When the pure article is appreciated, sought for, demanded, and an adequate compensation offered, it will be forthcoming and ready for the market. Too many persons are taken as teachers simply upon their literary merits. Here there is liability to make great mistakes; although this is one of the pre-requisites of a teacher, it is by no means the only one. Can he teach?—can he direct?—can he control?—are pertinent inquiries respecting every person proposing to enter upon the high vocation of teacher of public schools. To the subject of employing good teachers, I have often called the attention of our citizens, and it is one of such vast importance that it should not be overlooked or winked out of sight. And we take it as one of the favorable signs of the times, that so many now send out their enquiries for *good* teachers. To this subject I still wish to call the special attention of those whose business it may be the coming year to employ teachers, and press upon them the importance of employing only *good teachers* for their schools. We have them, and at the demand of the people more will come forth. We have those who have done excellent service the past year, and who are still striving for higher attainments. They should be kept in the service, and well paid. Such schools are cheap, although the very highest compensation be allowed the teacher.

D. S. GLIDDEN,
Supervisor of Lincoln County.

To Hon. WARREN JOHNSON, State Superintendent of Common Schools:

My general course during the past year has been about the same as in previous years, visiting schools, lecturing, writing articles for the county newspaper, and holding institutes. Within the present year I have visited the schools in almost every town in the county except some of the French schools in Madawaska, and given evening lectures in many of them. I find the schools very much better than they were two years ago, especially the schools taught by teachers who have been previously visited, and who have attended our county institutes. Early in the season I held one day institutes in three towns, and I think the result was good. In September an institute of five days' duration was held in Presque Isle under the direction of W. J. Corthell, A. H. Abbott, and the County Supervisor. This was a very successful institute, attended by seventy who have already taught schools, and by fifty-five others, many of whom will soon become teachers. Messrs. Corthell and Abbott did excellent work for our county. The popularity of Mr. Corthell as a speaker, and the accuracy of Mr. Abbott as a scholar, had the effect to stimulate our teachers to higher attainments in their profession.

In November an institute of five days was held in Houlton, under the direction of W. J. Corthell, N. T. True and the County Supervisor. The number attending this institute was over one hundred, sixty of whom were teachers. The instructions as given by Messrs. Corthell and True were very happy, and their lectures well received by large audiences in the evenings at Frisbie's hall. Your own presence during several days, your spicy instructions to the teachers and your lecture in the evening added a good deal of interest to the occasion.

The free entertainment of the members of the institute and instructors at Presque Isle, and the gratuitous board of members from out of town at the institute in Houlton, are among the pleasant things worth a permanent record in this report. Such favors are worth more to the cause of education than they cost. They greatly encourage the attendance at institutes, and show that our labors for the good of the teachers are in some measure appreciated.

The hearty remarks of Daniel Stickney, the last evening of the institute at Presque Isle, and of J. C. Madigan, Esq., at Houlton, show that leading citizens in those two largest villages in the county of Aroostook, prize the work done by the State for the education of our teachers.

The county has lost the services of Mr. Fernald of the Houlton Academy. But his place was temporarily filled this fall by Rev. Mr. Thorndike. There have been, in addition to the Houlton Academy, high schools one or more terms during the year in Sherman, Dalton, Presque Isle, Fort Fairfield, Maysville, Caribou, Frenchville and Fort Kent. All of these schools have done noble work for the cause of education in our county. It is greatly to be desired that your plans for establishing a graded school of high order in each town in the State, may be carried out. I can think of no one measure now under contemplation so important to the interests of education as this. Let the State more and more assume the work and expense of educating her sons and daughters, directing the course of study to be pursued in the schools.

THE MADAWASKA SCHOOLS have been more efficient this year than last. There were during parts of the year forty-seven different schools in the terri-

tory. I am not satisfied with the proficiency made in the study of the English language in those schools. In many instances the teachers who are employed cannot speak English at all, nor read it with accuracy. Very often teachers among them who are well qualified to teach English are not employed, while those with not so much ability are obtained because they will teach for less wages, or for some other causes. I believe much good has been done in the way of education among this people by the liberality of the State in giving them money on certain conditions. I would recommend the continuance of this liberality, but would add another condition which they must accept before the money can be paid over, viz: "No town or plantation shall receive the money appropriated by the State unless such teachers shall be employed as the County Supervisor shall approve."

The high school at Frenchville, under the efficient management of Rev. Charles Sweron, has made commendable progress. The present number of pupils is upwards of fifty. Two large additional buildings, one flanking each end of the original school-house, have been erected during the summer. The prospect is, that if aid is continued to this school a large and flourishing institution of learning will be established on this extreme northern boundary of the State. This institution, having the confidence of the French people, under a proper supervisor of the State, may do a great good to the citizens on the St. John and vicinity.

The high school at Fort Kent, under the instruction of Mr. A. G. Fenlason, deserves more than a passing notice. I spent a day, the first of November, in this school, and was greatly delighted with the proficiency and accuracy of the recitations. The whole tone of the school was high. The children of French parents were as good scholars and spoke the English language nearly as accurately as any others.

Respectfully,

W. T. SLEEPER,

Supervisor of Aroostook County.

To Hon. WARREN JOHNSON, State Superintendent of Common Schools:

In submitting my report of work performed the past year, I beg to remind you that the county is of such extent, and the number of schools so large, that the faithful and thorough performance of the duties of my office would require that I should devote to the work my entire time and energies, and call to my assistance, in the conducting of institutes, persons who make a specialty of certain branches, and have experience in presenting them. There are in the county twenty-six towns, and to hold institutes in each of these, or so as to make them convenient for the teachers of the several towns, would incur an expenditure for instruction and the other expenses incident to the holding of institutes, nearly equal to the amount appropriated for the entire work of the county, leaving little or nothing for the general supervision of schools.

COUNTY INSTITUTES of one week each have been holden—one at Bridgton, and the other at Brunswick. We were ably assisted at Bridgton by Mrs. Olive Pond Amies of Lewiston, and by Rev. N. W. Taylor Root of Portland; the former presenting methods of teaching by object lessons, and the latter a system of free-hand drawing. We would here acknowledge with thanks the

valuable aid given us by Rev. Mr. McKenney, and Albert Gould, Esq., members of the committee of the town; the latter gentleman well known for the interest he has always shown in education. The institute at Brunswick was conducted by yourself, assisted by Rev. Mr. Dike of Bath, Supervisor of Sagadahoc county, and Mr. Abbott of Farmington, Supervisor of Franklin county; also, by Rev. Mr. Root and Mrs. Amies, the latter taking the same parts here as at Bridgton.

SECTIONAL INSTITUTES have been holden as follows: Portland, including Cape Elizabeth, Deering and Westbrook, of three days' continuance; and institutes of two days' continuance at Freeport, New Gloucester, Windham, Raymond, Casco, Otisfield, two at Naples, and of one day at Standish and Harpswell. In all of these we have been favored with the presence and assistance of the superintending school committees of the several towns. In the Portland institute, we had the assistance of Mrs. Amies of Lewiston, Profs. Bartholemew and Mason of Boston, and Rev. Mr. Root, and Mr. A. P. Stone of Portland. The evenings were occupied by Mrs. Amies, who gave her brilliant entertainments in reading, and by Prof. C. C. Rounds of the State Normal School at Farmington, who delivered an address of great interest and power. The distinguishing feature of this institute was, that those who were engaged in conducting it spent the forenoon of each day in visiting the different schools of the city, and there exercising the pupils in their different studies, and after the manner in which they would conduct recitations; thus showing the teachers in their own rooms and in their several duties, the methods they would have them adopt. In the afternoon, sessions were held at Reception Hall in the City Building, where more than two hundred teachers of the city and from adjoining towns, were assembled for instruction and special drill. I owe thanks to the school committee of the city, and to the many friends of education, who by their presence and hearty co-operation, so greatly contributed to the success of the institute. In most of the other sectional institutes I have enjoyed the advantage of having the assistance of Prof. Isaac B. Choate of Gorham, whose ability and whose large experience in public schools of every grade, not only in this State but in New York and the West, eminently fit him for the training of teachers. We have in these institutes met more than four hundred teachers.

SCHOOL SUPERVISION. We have during the past year visited one hundred and twenty schools in the various towns of the county. In each of these schools we have taken charge of from three to five classes, hearing the recitations, and endeavoring to show the teachers how we would have them conduct the different exercises of the school.

EDUCATIONAL WANTS, SCHOOL-HOUSES AND APPARATUS. I would repeat here, what I have before so often and so strongly urged, the necessity of having better school-houses—more convenient in their location and appointments, more attractive in appearance, better warmed and ventilated, furnished with more regard to the comfort and health of teacher and pupils, and supplied with more of apparatus and books of reference. We would suggest that the very low percentage of attendance, of which there is so general complaint throughout the State, may, perhaps, be in a great measure, due to the present unattractive condition of our school-rooms. The same may, also, be assigned

as a cause for the removal of so many of our teachers from this to other States. Taken in connection with the inadequate pay they here receive, our teachers leave as soon as they have acquired the experience needed to fit them well for their work. These evils may, in many instances, be remedied by uniting two or three small districts, and forming one large enough to afford a good school building, and maintain a school long enough to be of profit to the pupils. We should then be able to secure better teachers, and make them a just compensation for their work. We regret that we are again compelled to report that we find many of our teachers poorly qualified for the position they occupy, although we can report a manifest improvement in this respect. It is desirable that our better class of teachers be sufficiently remunerated to induce them to continue with us, and in the profession. It is, also, desirable that our town committees subject candidates to a far more strict examination than is usual, and that they refuse certificates to all incompetent persons. Preference should always be given to those who intend to make teaching the business of their lives; and every encouragement given them to qualify themselves fully for their duties. They should be required to attend at least one of the county institutes, and sectional institutes when held for their convenience. If engaged in teaching at the time, their wages should be continued while they are in attendance upon the institutes. We find those teachers who have received special training for their work in our Normal schools, doing it far more satisfactorily than those who have not availed themselves of such advantages. A comparison of their work with that of other teachers abundantly show its superiority. •

TEXT-BOOKS. Our town committees have shown a laudable interest in securing in their several towns that uniformity of text-books which is desirable, and which the law contemplates. This is very generally the case in all the towns of the county.

COURSE OF STUDY. The inexperience and imperfect qualifications of our teachers render it impossible for them to direct their pupils as they should in the selection of their studies, and thereby prevent that classification which is desirable. We have in our institutes directed the attention of teachers to the introduction of physiology, drawing and other studies, into our schools, and are of the opinion that much of the time now devoted to arithmetic might be more profitably spent upon other branches. Physiology, in particular, should interest our more advanced pupils, and could be taught successfully in our common schools, if teachers would but prepare themselves for teaching it.

In conclusion, we would congratulate the public upon the improved condition of our schools, and we would, also, congratulate you, the Superintendent of our Common Schools, upon the highly gratifying results which have flowed from that system of supervision which was devised by you, and over which you have so ably and so faithfully presided. And permit me, sir, to express the belief and the hope that the future will show, even more clearly than the present, the wisdom of those measures which you have inaugurated and maintained. •

J. B. WEBB,

Supervisor of Schools, Cumberland County.

To the Hon. WARREN JOHNSON, *State Superintendent of Common Schools:*

Dear Sir:—I herewith submit my second annual report as Supervisor of Common Schools for Hancock county.

IN THE SCHOOL-ROOM. Since December 1st, 1870, I have visited about one hundred schools in twenty-five different towns. In all cases I have met the school committees, and as far as possible acted with them. It is seldom, however, that visits have been in company with the committee, from the fact that the districts are taken on the way. In entering the several towns I have reported at the school-room. It has been my plan usually to ask the teacher to proceed with the regular work of the day. After each recitation brief time is allowed me to ask further questions, and test the proficiency of pupils.

In most schools there is no kind of oral teaching independent of the text-books. The teaching is generally "hearing a lesson." General exercises, or spirited class-criticism, drawing out the reasoning or inventive faculties, are confined to few. But here and there through all the towns are teachers who from native talent, or from attending the institutes and special course of the Normal schools, work to advantage and show a better and more active-minded school. I can see that visiting schools does much to stimulate and encourage pupils. But teachers are helped very little without we bring them together at institutes and associations.

I find no towns where the committees summon teachers together for discussion, and to receive practical ideas concerning their work. The larger portion of our teachers have obtained from the schools which they attended as boys and girls, their only working plan, be it faulty or good.

LOCAL INSTITUTES. In the spring of the current year I arranged and held six local institutes. They were attended in good numbers, and seemed to me to be as useful and practical as possible. The following table will show the statistics of these gatherings:

Time.	Place.	No. of Teachers	Instructors.
April, 20, 1871 ... }	Sullivan.....	42	{ A. H. Eaton, W. H. Savary.
" 21, " ... }			
" 22, " ... }			
" 24, " ... }	West Brooksville...	66	{ A. H. Eaton, W. H. Savary, Dr. N. T. True, G. T. Fletcher.
" 25, " ... }			
" 26, " ... }			
" 27, " ... }	Sedgwick.....	25	{ A. H. Eaton, W. H. Savary, Dr. N. T. True.
" 28, " ... }			
" 29, " ... }			
May 1, 1871.....	Waltham.....	15	{ A. H. Eaton, W. H. Savary.
" 2, " ... }			
" 3, " ... }			
" 8, " ... }	Mt. Desert (Somerville).....	38	{ C. B. Stetson, W. J. Corthell, W. H. Savary.
" 9, " ... }			
" 10, " ... }			
" 11, " ... }	Bucksport.....	35	{ C. B. Stetson, W. Haskell, M. F. Arey, W. H. Savary.
" 12, " ... }			
" 13, " ... }			

Total number of teachers present, 221.

Each evening during these local institutes there were free, popular lectures

and educational addresses. The meeting-house was furnished to us at Sullivan, West Brooksville, Sedgwick and Mt. Desert, for each of our evening meetings. In nearly all these towns the people responded to the invitations given to them to attend. Excellent lectures were delivered by C. B. Stetson of Lewiston, at Bucksport, and by Dr. N. T. True at Sedgwick.

We were met at West Brooksville by a delegation of fifty pupils from the Castine Normal School, a visit that gave our institute much life and added to the success of it. The Principal of the Normal school also gave his valuable help. These institutes were the first ever held in some of the towns; and the teachers who were reached showed the good results in their summer schools.

EDUCATIONAL MEETINGS. At times during the summer I gave an evening lecture on "The Elements of a Successful Free School System." If other engagements had permitted I should have been glad to have held educational meetings in every town of the county. Everywhere public opinion needs this kind of impulse. We trace the feeble, unprofitable schools, in many instances, to want of popular interest, and a low estimate of teaching and school advantages. I often found that a visit to those places that most neglect their schools kindled both shame and a sense of duty. Where I had felt that nothing would come of the effort to expose special cases of destitution, report would come to me of a fresh movement to put the district forward in such a way that odious comparisons could not be instituted again. We want to agitate reforms, and greatly extend our contact with the masses of the people to reach the worst faults, and benefit permanently the common schools.

SCHOOL-HOUSES. The progress during the past year in the matter of better accommodations for the schools, has been very encouraging. In many towns district has followed district in replacing the wretched buildings, thrown together years ago, with neat, tasteful modern school-houses. I have taken special pains to visit and consult with those who are suffering in the matter of shabby school accommodations; and the impulse of the last two or three years is being felt. In Franklin and in Hancock, in Sedgwick and Deer Isle, and Brooksville, the change wrought is most creditable. I was glad, also, to find in all the towns of Mt. Desert island a steady determination not to cease building. Eden and Tremont have to-day excellent school-houses in almost every district. Those that have not yet rebuilt the old school-house cannot long bear the criticism of their neighbors.

ELLSWORTH. The schools of this city, the capital of the county, are better than in any previous year. The annual appropriation for support of schools has been increased from \$6,000 to \$7,000. A high school is sustained, and well appreciated. But Ellsworth suffers the inherited district system to continue to work against the impartial distribution of privileges. The rural districts are some of them without suitable buildings, and seem to be unwilling or pecuniarily unable to supply them. With an aroused local pride, in two or three instances, the districts have voted this year to build instead of waiting longer the uncertain event of the abolition of the district system. At Ellsworth Falls, now a growing settlement, a new school-house is being erected of large pattern. When finished, it will contain four good school-rooms, and will cost probably \$6,000. It displaces one of the meanest, most unfit rooms for the size of the district, to be found anywhere. With the beginning now made to advance the

schools of Ellsworth, I look forward to gains still more creditable. It will not be long that the enterprise of the young city will suffer three short terms in the centre, and two terms only in the remote portions. There will be added more new school-houses, and the distribution of a larger school fund. At present Ellsworth does not compare favorably as to school-houses and appropriations with the other cities of the State.

DEER ISLE. In August I visited this town, which now contains nearly four thousand inhabitants. There is no central village, and the people have never established a union school or academy. At a public meeting in the large church at N. W. Harbor, I urged upon those that came the necessity of combining three or four districts for a select winter school, at least. It is pitiable that the school money from year to year should be appropriated in no part of the island for the support of a union grammar school. This town, built up by profitable fisheries and coasting, has excellent material for scholars. There is wealth enough there to be applied to means of public improvement. A school of the nature of an academy, partly supported from the general school fund, would give education to numbers of children that have now only very scanty discipline. In Deer Isle we were glad to find some districts putting away the shabby school-houses; and some individuals eager to bring about the establishment of a union grammar school. I saw the need of much and earnest educational work in that large town.

COUNTY INSTITUTE. The third annual county institute was held at Ellsworth during the first week of October. The instruction in the day sessions was committed to Supervisor N. A. Luce of Freedom, and Supervisor C. B. Stetson of Lewiston. About sixty teachers came from twelve different towns. We closed on Friday with a written examination, and signed thirty-nine graded certificates for the teachers. Those that ought to be tested as to qualifications year after year are slow to take examination papers. I wish all school committees might adopt a common scheme of examination, and that an ascending scale of wages were made, as inducement for superior scholarship. As it is, at present, the towns have no way of discovering the comparative rank of different teachers.

Each of the evenings during the county institute large audiences gathered in Hancock Hall to hear lectures and addresses. Prof. Edward S. Morse of Salem, Mass., gave two most instructive, quickening and entertaining lectures on "Animal Life and Growth." The teachers were treated to an admirable illustration of the power to *impart knowledge to pupils* by original methods. Those who came to the institute went away with enlarged views of the business of teaching, and, I feel sure, gained practical information and ideas.

USE OF THE PRESS. As during the previous year, I have printed in the *Ellsworth American*, week after week, educational papers. These have come from the suggestions of the service in and outside the school-rooms. Whatever help to the cause might come from making the people more familiar with all the wants and difficulties, I have tried in this way to extend. This advantage certainly comes from using the local press. The printed word is carried to every part of the county at the same time, which I could not with evening lectures reach so widely.

TEXT-BOOKS. More could be accomplished to increase the value of the

common schools if there were fewer kinds of books. The committees are not thorough in making a uniformity in each branch of study. Again, the circumstances of some parents, and the careless habits of so many of the children combine to make a new distribution well worth practicing. I feel sure from the light of experience that the plan of placing a closet in every school-room under the exclusive care of the teacher, and the purchase by the towns of all text-books used during school hours, would work exceeding great benefits. We could thus classify schools almost perfectly, and we could bring the studies of the scholars to suitable system and order. Again, if school-books were purchased by towns as an essential part of the school-room fixtures, (like blackboards and crayon,) they would not cost much more than half the sum now expended. I am certain that no single reform would improve the schools so greatly; and no way more directly simplify the vexed school-book question.

DIFFICULTIES AND NEEDS. The schools in almost every town are managed without thorough and pains-taking supervision. The school committees are often too busy—too much occupied with other concerns, to make suitable number of visits. Thus, incompetent, unsuccessful teachers, instead of being speedily discharged, usually continue week after week to waste the wages paid. Until more diligent town supervision and more good teachers are furnished, the schools will show slow gains.

The school districts are not ready to allow the operation of the statute, which authorizes the school committees to employ teachers. This, in towns disposed to elect good school officers, is a sentiment to be deplored and denounced. Let us hope the time is coming when the machinery of our free school system will be less clumsy and cumbersome.

The town as the smallest school unit; the increase by the State of the school revenue—are provisions essential to the end toward which we toil and strive.

Most respectfully,

WM. H. SAVARY.

ELLSWORTH, Dec. 1, 1871.

MR. JOHNSON—

Dear Sir:—My attention, year before last, was principally directed to visiting schools, that I might ascertain their defects and their wants. After carefully examining quite a large number of them in different parts of the county, I concluded that the great difficulty with them lay in a lack of *efficient management* on the part of the teachers. I was brought to this conclusion, partly, from my knowledge of schools in general, and partly from visiting the same school under different instructors and noticing the vast difference frequently seen. This being the case, I thought that I could reach more teachers and work to better advantage in institutes than in any other way. Accordingly, early in the season, I made arrangements for a circle of institutes, so located that they might be attended by every teacher in the county. A part of these were in this county, and a part in adjoining towns in Franklin county. Those in this county were held and attended as shown by the following schedule:

Time.	Place.	Conductors.	No. in at- tendance.	No. exam- ined.	Days duration.
Feb'y 22.....	N. New Portland	A. H. Abbott and A. H. Eaton.	22		2
" 25.....	Starks	A. H. Abbott and A. H. Eaton.	20		2
March 2.....	Harmony	W. S. Knowlton and A. H. Eaton.	15		2
May 11.....	Canaan.....	N. A. Luce, W. H. Bigelow, A. H. Eaton.	14		2
" 14.....	Kendall's Mills.	N. A. Luce, W. H. Bigelow, A. H. Eaton.	23	17	3
" 22.....	Ripley.....	W. S. Knowlton and A. H. Eaton.	19		2
" 24.....	Detroit.....	W. S. Knowlton and A. H. Eaton.	31		2
June.....	Solon.....	A. H. Abbott and A. H. Eaton.	19		4
Aug. 21.....	Skowhegan.....	W. J. Corthell and A. H. Eaton.	80	41	5
Sept. 18.....	Kendall's Mills.	C. B. Stetson and A. H. Eaton.	27	13	5

The instruction in all these institutes was of a practical character and such as commended itself to the good sense of most of the persons present. Many of the ideas advanced were seized upon by the best teachers and put into practice immediately. These meetings of teachers have not had the influence they might have had if the teachers had known more about them and the benefits to be derived from them. Many teachers have arranged to attend but one day, thinking thus to derive the full benefit. Those who attend a number of institutes are benefited more in proportion than those who attend but one. At the first institute teachers hardly get the "new" worn off, so that they can take an interest, ask questions, and really feel that they are the persons interested and the ones to be benefited. When teachers attend an institute and behave as they would at a Sabbath service, they will not be instructed much, but when they take hold of the work like scholars in a school, then they cannot fail to be improved.

The examination of teachers at the institutes is a feature introduced the past year with great success. It has a tendency to make the teachers more regular in their attendance, and more careful in their attention. It makes the institute more like a place of work, and less like a place of entertainment. In the three institutes where it has been tried, more than half of those registered were examined, and very many received a good rank. Nearly three hundred teachers have attended these institutes, and the effect on the schools of the county must be very beneficial.

During the evenings, after the daily work of the institute had closed, lectures were given on topics of interest to all. Over thirty such lectures have been given in connection with the institutes. These have been listened to in most places by large numbers that did not attend the day sessions, and very many questions of general interest have been discussed freely at these times. I have also lectured seven times in the towns of Embden, Concord, Cornville, Brighton and Palmyra, on such subjects as I have deemed of importance to be presented to people that desired an improvement in the public schools.

I have visited schools in the towns of Embden, Concord, Solon, New Portland, Cornville, Skowhegan, Mercer, Smithfield, Brighton and Norridgewock. There are now six towns in this county whose schools have not been visited by me. In four of these I have held institutes, in one lectured, and visited

the other by mistake, when no schools were in session. Some towns I have visited more than once. I have occasionally written for the county paper, to state the results of visits, of institutes, or for other purposes.

One of the greatest difficulties I have observed in the school-room, is the lack of efficient management on the part of the teacher; another is, that many teachers are very poorly prepared to teach the branches that are required by law. Teachers are employed so small a part of the year that they cannot depend upon the business as a means of support, so only a few take it up as a life business. We all know how poorly people prepare themselves to perform any kind of labor of which they are required to do but little. Many teachers are of this class.

School-houses are very poor generally, only one hundred and fifty-five being reported in good condition, out of three hundred and thirty-one in this county. A great difficulty still exists in the variety of school-books, and their ill-adaptation to our schools.

It seems to me that a few reforms are needed before we can make the advance in the common school that has been made in everything else for the past fifty years. I would suggest that the two things that I believe to be needed more than any others, and that will have a more beneficial influence than anything else, are abolition of the districts, and uniformity of the school-books in the *ungraded* schools in the State. I believe that the former will bring better school-houses, more weeks of school to each scholar, render necessary the employment of a less number, and consequently secure a better class of teachers. The latter ought to be secured as a great economical measure, if for no other reason. A saving of time and money will be effected by it.

By request of Mr. Abbott of Franklin county, I assisted him in holding institutes at Kingfield and New Sharon. In accordance with the wish of Mr. Bigelow of Kennebec, I went with Mr. Stetson and held two institutes—one at South China, the other at East Vassalboro'. By request of Mr. Savary of Hancock county, I went there about the last of April, and assisted him in conducting institutes at Sullivan, West Brooksville, Sedgwick and Waltham.

To sum up in a few words, my labors in this county for the year, I have visited schools in ten towns, held ten institutes of from two to five days each, and given twenty-one public addresses.

Truly yours.

AMOS H. EATON.

Supervisor of Schools for Somerset County.

NORRIDGEWOCK, November, 1871.

HON. WARREN JOHNSON—

Dear Sir:—I send a report of my labors as Supervisor of Oxford county for the year ending Nov. 1, 1871.

OBSTACLES TO THE WORK. It is idle to conceal the fact, that there is a strong feeling in many minds against every effort made to educate the young. It has been so in all ages. In many rural neighborhoods the children are wanting, and a popular vote of such communities would abolish the school system if

their vote to accomplish it could effect it. It is only by the decided efforts of those who have the honor and character of the State in view that we do not sink into barbarism, and our children grow up in ignorance to be the slaves of the more intelligent. Men will expend one hundred and fifty dollars a year for the care of a horse, who would refuse to furnish a child with a new book. Such cases occasionally occur, but I do not regard this as an indication of the actual state of things in this State. The idea has scarcely entered many minds that every occupation in life demands careful supervision in order to succeed, and that our schools are no exception to this rule.

EMPLOYMENT OF CHILDREN. During the last winter I endeavored, by visiting the schools, and by public lectures, to solve the question, How shall young children be kept busy in their studies so as to render them interested and profited by them? While visiting the schools, I noticed that from one-half to two-thirds of the children were idle a large portion of the time. To remedy this state of things, and feeling that the time of these children is as valuable as it ever will be, I devised a course of exercises by which the children could be employed while the teacher might be engaged in other duties. I therefore introduced script-hand writing on the blackboard and on their slates. Contrary to the generally received opinion, young children will learn script-hand more easily than the printed forms of the letters. Little children delight in imitating the older ones, and whenever I presented the subject to the young children they bounded to the work with the most intense pleasure. Many teachers have pursued the course with most interesting results. It places a new power in the hands of both teacher and pupil, and gives the children something to do. My cardinal motto in this, as in other work, has been, that *Children love to do things when they know how to do them.*

Other exercises in arithmetic, spelling, drawing and geography, were introduced, so that under skillful management a large proportion of the time could be employed, not as a compulsory exercise, but one in which the children delighted to engage. I deem these as vital points in advancing the condition of our schools; and I notice that in proportion as teachers have taken hold of these matters, have their services been in demand and higher wages obtained.

A BUSINESS EDUCATION. There is one class of scholars in our schools to which I deemed it necessary that special attention should be called. I refer to the class of young men and women who are at school for the last time. I have called the attention of teachers to the importance of teaching them what should be of the most practical value as soon as they go out into the world. Hence correct spelling, learning how to write forms of letters, bills, notes and receipts, how to do business as business men perform their operations, how to measure wood, lumber, hay and land, and pay for these articles; how to make change, not as the arithmetic would tell them, but as business men would do it. There are two classes of scholars in all our schools; the one, which will attend school for a series of years; the other, whose school days will end with the present term. A different policy should be pursued in regard to both of these classes. The one class should study arithmetic as a science, the other with reference to their immediate practical wants.

PLAN OF OPERATIONS. Finding it impossible to carry out the plan of literally visiting every school in the widely settled population of the county within

a reasonable time, and feeling desirous of equalizing my labors among the towns, I adopted the plan of visiting as many towns as possible near the commencement of the winter and summer schools, and visiting one or more schools in each town with the superintending school committee, and exhibiting to them before the school such suggestions as I would like to see carried out in the other schools in their respective towns. The committees generally entered into the work with a new inspiration and with valuable results. In this way I was able to visit more than half the towns in the county during the last season. I propose to pursue the same course the coming winter in other towns.

RESULTS. The question arises, What are the results of my two and a half years of labor in the county? To those who never enter a school-room, and never look at anything pertaining to education only to find fault, my labors have been of but little account. To those who are familiar with the condition of our teachers and of our schools now, and what they generally were three years ago, I am willing to trust the decision of this question, and abide by their verdict. But to be more particular: No class has been more benefited than our town supervisors and superintending school committees. In every town, with one or at the most with two exceptions, they have co-operated with me in the most cordial manner. They have received a new inspiration in their work which is sometimes a thankless labor. To them I have been largely indebted for my success, and so much importance do I attach to their co-operation that my labor in a town would be of little account without it.

Many towns the last spring elected a supervisor instead of a committee of three persons. In the smaller towns, especially, this is decidedly an improvement, as well as more economical to the town. One man will be more likely to feel the responsibility of his position than if divided among several persons, while it renders my labors easier.

GRADED CERTIFICATES. Four hundred and thirty-two teachers in the aggregate in the county, have availed themselves of the town and county institutes. I have examined and given a graded certificate of their literary qualifications to three hundred and fifty-two teachers and scholars the present year. The exercises of a written examination are admirable. They show the teacher and scholar his strong and his weak points, which will encourage him on the one hand, and lead him to make up deficiencies on the other. I keep a record of the rank of each teacher examined, which I find of great convenience for reference. These certificates do not indicate their executive ability, but only their literary qualifications—deeming the former qualification as rather belonging to district agents and superintending school committees, than to the county supervisor. Superintending school committees have quite generally adopted the plan of written examinations of teachers. I can now refer to a host of teachers in the county who are proud to show me their school-room work; and it is a matter really unpleasant to my feelings, that I cannot visit every one of their schools within a single quarter. The most skeptical person would be converted at once, could he see the bright, intelligent faces of the children in many of our schools, where formerly stupidity reigned supreme.

HIGH SCHOOLS AND ACADEMIES. When I first entered upon my work, I was pained at the sight of so many boys in our larger towns and villages, who were loafing about saloons and in the streets, without any definite object before

them. Multitudes were growing up in idleness and ignorance. I finally started with the idea, one year ago, of encouraging the establishment of high schools in all of our villages during the spring and autumnal months. I presented the subject in the county newspaper, and encouraged this class of scholars wherever I could, to attend these schools. In several instances, I have furnished teachers for them. The result has been exceedingly gratifying. We have in operation the present autumn, nineteen high schools and academies, in Oxford county alone; containing about six hundred students in our academies, and as many more in the several high schools. Without these schools, a large majority would never avail themselves of the advantages of the higher branches which they are now pursuing. I have visited many of these schools, where teachers and pupils are laboring hard to produce the best results. In most of them, teachers' classes have been formed, where the students receive special instruction in the art of teaching. In fact, a large proportion of our teaching force is at school in these institutions. I know of no teacher in the county of any merit, who does not avail himself of every opportunity for improvement by means of these schools or the teachers' institutes.

COUNTY INSTITUTES. Two county institutes were held during the year; one in August, in Brownfield, under the direction of Mr. C. B. Stetson, Supervisor of Androscoggin County, assisted by the County Supervisor. About ninety teachers availed themselves of the institute. It was emphatically an institute of solid work. Teachers were required to perform on the spot the methods of instruction presented, and then they were reminded that they were to use them only as *suggestions* in their school-room work. No time was allowed for telling stories or making long harangues, but everything was of the most practical character. Evening lectures were given during the week, which were listened to with much interest by crowded houses of the citizens. In my mind, it was the best institute I ever attended. A second institute was held at Rumford Center. It was my intention to hold it before the commencement of the fall term of the high schools and academies, but owing to a disappointment in receiving assistance, I was unable to do so. As a consequence, we had only about forty teachers. Many of these were teachers of large experience, who rendered valuable aid. I was assisted by Mr. M. B. Ricker of Canton. Written examinations were held at the close of each institute.

During last winter I held several town institutes, and while visiting the schools lectured evenings in the school-houses. The labor was too severe, and I broke down under it, and was compelled to lay aside all lecturing till autumn.

SCHOOL-HOUSES. While we have many good school-houses, there are several in villages which are a disgrace to any civilized community. It would seem as though they vied with each other to see how wretched a place they could make for their children. Frequently this difficulty has arisen, not so much from a want of disposition to build a new school-house, as from want of agreement upon a location. It is to be hoped that the bright-eyed boys and girls in those schools will have new houses before the close of another year.

LECTURES AND TOWN INSTITUTES. As opportunity offered, I have given a public lecture in different parts of the county, on some subject that I deemed instructive and entertaining to all classes. These have generally been well attended and well received. Much valuable knowledge has been imparted to all classes in this way, which will serve to elevate the public mind to a higher place of thought.

Perhaps the most powerful agency ever devised for doing the most work in the shortest space of time, is the town institutes, where the teachers, committees, scholars and citizens, meet and discuss the best methods of conducting their schools. A single day spent in this manner produces results that cannot be estimated by dollars and cents, and which are often of greater value than the more unwieldy county institute.

As a large number of our teachers are attending school at the high schools and academies during spring and autumn, I have availed myself of this circumstance to visit these schools, and hold institutes and written examinations. In this way, I have reached during the year, in the aggregate, over five hundred teachers. The principals of all these schools, and other educators, have aided me in these labors.

In summing up the results of my labors since I entered upon my duties as Supervisor, the following points may be worthy of record :

1. The progress of the schools in any town has been largely in the ratio of interest manifested in them by the citizens themselves. Wherever local prejudices existed against all progress, there no progress is to be seen.

2. The great variety of text-books existing three years ago, has very perceptibly diminished. I doubt not there has been a saving of more than two thousand dollars in purchasing text-books within one year in this county alone. Mental arithmetic and geographies in too great varieties still afflict some schools.

3. Clearer ideas of what constitutes good teaching are now better understood by teachers. Instead of a dull routine of questions and answers, black-board illustrations are everywhere employed, as well as other appliances designed to explain the various topics under consideration.

4. Penmanship is now taught in nearly every school in the county, both summer and winter.

5. Much of useless arithmetic has been thrown aside to give place to more useful and practical work.

6. The establishment of a large number of high schools, and the filling up of our academies with young people, has given them more enlarged views of the kind of education they will need to carry them through life.

7. There have been more enlarged views on the part of intelligent citizens of what constitutes a good education, and a readiness to furnish their children with better advantages; and it has raised the important inquiry, everywhere, Where shall we find a good teacher? As a consequence, earnest, faithful teachers have been brought forward into greater prominence.

8. Smaller and less expensive text-books are gradually taking the place of the cumbersome compilations of past years. New and valuable studies as a consequence are gradually working into some of our schools, such as physiology and free hand drawing.

9. As the consummation of all these things, I will challenge any part of the State to furnish as many bright boys and girls in proportion to the population as Oxford county.

CONCLUSION. Whether this shall be the last report I shall ever make or not as County Supervisor, I wish here to put on record my firm conviction, that no so powerful an agency, at so cheap a rate, has ever been devised for elevating the condition of our common schools as the one now in operation in this State. To my own mind our former work in this State is entirely thrown into the shade in comparison, and on no work of my past life shall I look back with greater pride or pleasure than on the results of my official labors in elevating the condition of our schools in every nook and corner of the county. I would much prefer that some humble person shall hereafter visit my grave and say, "There lies the man who encouraged me when a boy to secure a good and useful education," than to have him curse the bones of the man who exerted his influence while on earth to deprive the children of the State of every possible advantage for becoming good and intelligent citizens.

All of which is respectfully submitted.

N. T. TRUE.

BETHEL, Nov. 1, 1871.

To Hon. WARREN JOHNSON :

I have the honor to submit my annual report for the year ending October 31.

My efforts have been directed to the improvement of the condition of those elements which are involved in educational enterprises, and which constitute the foundation of a good school, as well as to the correction and suppression of those elements which prevent the healthy progress of school interests. To accomplish these I have employed all the appliances the statute has authorized and as efficiently as my own ability would allow. I regret that the former are so inadequate, and deeply lament that the latter is so meagre. Still, results have been reached which are gratifying and which I am happy to present.

I divided my county into five districts, and held an institute in each district with excellent success. The first was held in Cornish, April 17-19. Dr. N. T. True and Mr. J. B. Webb rendered me very valuable service. Here was my first experience in written examinations in a section institute. *It worked like a charm.* It has worked well during the year, and I must be allowed to say that if nothing else is secured to the State by this educational effort, the examination and certification of teachers and scholars is enough to satisfy any reasonable person. The certificate shows them just where they are, just what they know, their weak points, their strong points, where they fail, and when they succeed.

The second institute was held in South Berwick, May 1-3, with equally good results. Fifty teachers from the towns in the district were present. Kittery is the banner town; fifteen were in attendance, accompanied by their earnest and gentlemanly superintending school committee, M. A. Safford. The severe storm of three days prevented our meeting with the teachers of Kennebunk.

At Springvale, May 8-10, and at Bar Mills, May 11-13, we had very interesting meetings, and I believe much good was done. The teachers all felt more strongly fortified, more thoroughly prepared for their work, and went

forth to their schools with confidence. They have done credit to themselves and are living witnesses to the value of *Teachers' Institutes*.

I have visited about one hundred schools, held twenty-three institutes, lectured twenty-six times, besides the evening meetings of institutes, granted one hundred and fifty certificates, and have done a great amount of incidental work. Now, for all this expenditure, it may be asked, What are the returns? I will attempt to answer the question, but do not expect to satisfy all who may read this report. First, then, I have the voluntary testimony of our best teachers, —our best teachers attend institutes—that they can teach better, do better work, instruct more correctly and govern more easily. It has lifted them “out of the ruts,” has given them new ideas, has caused them to think. It has brought back many of our best teachers who had abandoned the profession for want of sufficient encouragement and compensation. We have few good teachers now, but the number has increased twenty-five per cent. in two years. There is a constant demand for “first class teachers,” not only for large and graded schools, but for small and mixed schools. Many school officers hesitate to employ teachers who have not attended an institute. Said a superintending school committee, speaking of a teacher, “She did very well, but she needs the benefit of the institute.” Institute teachers do not fail so often as others.

Many of our young teachers show the experience of years. They had a capital on which to begin business; the whole programme had been exemplified before them; certain general principles had been laid down, and they were prepared to enter upon their work. A teacher said most feelingly, “If I had had such instruction before I began to teach, I should not have made so many blunders.” The first school is the most important both to teacher and pupil.

As a course of lectures is to the medical student, so is an institute to a teacher; the former can be dispensed with as readily and harmlessly as the latter. I am most happy to say that there are many, very many, who see the subject in this light.

The evening meetings reach the masses; thoughts are there presented, suggestions made, ideas advanced and encouragement given, which have matured into good results. The ventilation of the school-room, the ill-constructed seat, the imperfect heating apparatus, the poor blackboards, the kind of teaching they have had—the kind they need, their neglect to visit the school, their failure to support the teacher—have been presented and admitted. I know of a school district in which there has been more or less trouble for fifteen years. No teacher has been able to satisfy the district. The past year is a most agreeable exception. No word of fault or complaint has found utterance. The improvement in school-houses is exceedingly encouraging, though there are more houses unfit for shelter for domestic animals, than suitable as houses in which the young are to be educated for citizenship and future usefulness. The signs are propitious.

The time spent in the school-room—teacher and scholar present—is in many respects the most profitable. I can hardly call it a visit, for I have usually “kept school” for the teacher. I am not so conceited as to believe that any teacher will adopt all my methods, or that every teacher will adopt some of

them. A subsequent visit shows that there is a change for the better. New ideas, or old ones in a new form, always please the child, and a live teacher is very anxious to please; hence he catches with avidity anything that has a tendency to please and instruct, I believe that this part of supervisory work cannot be overestimated. A. F. Littlefield, Superintending School Committee of Wells, testifies to the good results of these visits.

I have met some discouragements, have felt disposed to find fault sometimes, have almost said "it is a failure," but I have persevered. The Teacher Law, so called, has been so modified as to be inoperative. Alfred has allowed it to remain in full force; the only town in the county. It has worked to the injury of the schools, but I hope that better counsel will prevail another year, and we shall have the full benefit of that wise and wholesome law in every town in the county. The academies and high schools have been well patronized, select schools have been well sustained. Teachers for such schools are not plenty. *Teachers, take notice.*

M. K. MABRY,
Supervisor of York County.

No. PARSONSFIELD, Nov. 15, 1871.

To the Hon. WARREN JOHNSON,
State Superintendent of Public Instruction:

In accordance with the requirements of law and your instructions, I submit my annual report as Supervisor of Schools for Washington county, for the year ending November 15, 1871. During that time I have personally visited two hundred and eighteen schools other than those in Calais. I have held nineteen public meetings in which educational matters were discussed. In visits to the schools it has been my aim to suggest improvements in modes of teaching, rather than to examine and criticise the scholars. I have made special efforts to secure better results in reading, spelling, writing, writing compositions, and have urged the necessity of teaching drawing, physiology, and the elements of natural history. In these visits the committees of the towns have been invited to accompany me, and have often done so.

There has been instituted in connection with the schools visited the custom of reporting in the newspapers of the county the names of those scholars who have been neither absent nor tardy during the term. We call these names the "roll of honor" for the county. We have also made arrangements for the publication in the papers of the percentage of attendance for each school; by these means the percentage of average attendance has been raised a little.

In the public lectures the aim has been to awaken and develop a more active interest in education. When such interest has been aroused, I have endeavored to direct it: First, To securing better teachers. Second, To providing better school-houses and appliances for good teaching. Third, To more constant, careful and intelligent supervision. Fourth, To better classification. Fifth, To a better and more practical course of studies for our common schools. These meetings have been well attended, and much interest has been exhibited by the people, and they have declared themselves in favor of the most advanced ideas.

There have been held in this county five institutes during the year. They

have been of five days each; one at Eastport, commencing April 17th; one at East Machias, beginning April 24th; one at Harrington, commencing May 1st; one at Machias, beginning October 16th; and one at Pembroke, commencing October 23d. Four of these were under the instruction of Mr. C. B. Stetson, assisted by the supervisor of the county. One was under the instruction of Mr. A. H. Abbott and the Rev. Mr. Eddy, assisted by the supervisor of the county. At Eastport there were present forty-five members, thirty-seven of whom were examined; at East Machias were thirty-four teachers, thirty of whom received certificates; at Harrington forty-three teachers were present, of whom thirty-six received certificates on examination; at Machias forty-one were present, of whom twenty-six were examined and received certificates; at Pembroke seventy-eight were present, of whom sixty-one were examined and certificated. At these institutes a public lecture was given by some one of the instructors every evening, save one evening at Machias. These meetings were fully attended, not only by the teachers, but by the citizens, and much interest was manifested, especially at Pembroke and Harrington. The large majority of the good teachers of this county has thus been reached by institute instruction. The poor teachers have not generally attempted to avail themselves of its advantages.

In the matter of school-houses some progress has been made in the county during the past year. In some towns those unsightly, uncomfortable structures, which adorned many of the hillsides of the county, have given place to more convenient and tasteful structures, in which the child will not be made physically and morally deformed by the influence of the old school-house. A few towns are indictable under the statutes for having school-houses which are nuisances.

While some progress has been made in the right direction in the county, there is need of much greater advancement before the desired good can be even remotely approximated. To attain this, there must be an enlightened and active public sentiment, which will demand that every child of the State should receive such a degree and kind of education as its future welfare demands. To bring about such a sentiment, some person experienced in the work and able to speak should go into every town, and if possible, into every school district in the county, and calling the people together discuss this matter with them. It seems to me that no supervisor should be satisfied till this result has been attained. Till such a state of public opinion can be secured, our schools will lack what they now, in most towns, so greatly need, a constant, intelligent and authoritative supervision. The people, generally, do not seem to appreciate the fact, that teachers, like all other workers, will do better work when they are carefully watched; that the teacher needs the encouragement which good supervision gives, and that they need the support of such supervision in securing good discipline and the needed appliances of good schools. Scholars need the encouragement of such supervision. It aids in giving them broader and more practical views of their studies by having the questions presented in a form different from that in which the teachers present them. Such supervisor must be intelligent, understanding methods of study and teaching, the proper classification of schools and the studies to be taught in them. There is in this county an increasing demand for better teachers,—for trained teachers—but trained teachers have found, and will find in a

majority of the school districts of the county, that, without such intelligent supervision which appreciates their better methods, and stands between them and a wrong public sentiment, their better methods will be opposed as new-fangled notions.

That many of the towns in the county are comparatively poor is true; but when the people of these towns shall be aroused to a common sense view of the value of a good practical education, they will find means to have good school-houses and good schools. Looking forward, the good time to be reached seems very distant, and mountains of difficulties loom up in the path; but looking back, the past affords much encouragement to earnest workers in the educational field.

Yours, very respectfully,

W. J. CORTHELL.

To the Hon. WARREN JOHNSON, Superintendent of Common Schools:

I herewith submit my third annual report as Supervisor of Schools for Kennebec County.

Since the date of my report, I have visited one hundred and eighty-three schools, embracing all that were in session at the time in twenty-one different towns. An intimate acquaintance with committees, teachers and many of the pupils, rendered this work more satisfactory than at any former period. I have been able through the co-operation of the local authorities and teachers in charge, to effect a thorough reclassification in forty-two different districts, reducing the number of daily recitations thirty-one per cent. The number thus reorganized, it is true, is comparatively small; yet if you consider the obstacles that stand in the way of permanent improvement in this direction, you will appreciate the effort made to secure it. I lay less stress upon the immediate change effected in any individual school, than I do upon the system which has been so thoroughly impressed upon the school officers and teachers. I am convinced that this matter of classification, which most certainly lies at the very foundation of all progress, must be worked up in the several towns by the county supervisor gradually. A few of the more important schools in each town, thus systematically reclassified or graded, would of itself work an entire change. Much has been done also in these visits to carry into successful operation some of the more practical methods presented at our institutes for improved instruction. In connection with this work of visiting schools, I addressed parents and pupils every evening practicable, upon some topic growing out of the great interest in charge.

During the past year we have held one county and nine sectional institutes, as follows:

PLACE.	Days' Duration.	Number Present.	TEACHERS.
Gardiner	5	86	Stetson, Luce and Mrs. Amies.
Kendall's Mills.....	3	39	Luce and Eaton.
Weeks' Mills.....	2	31	Stetson and Eaton.
Vassalborough	2	23	Stetson and Eaton.
West Gardiner	2	35	Bigelow and Stevens.
Mt. Vernon.....	2	19	Luce and Abbott.
Fayette	2	34	Luce and Abbott.
Kent's Hill.....	2	75	Stetson and Luce.
Monmouth.....	2	17	Stetson and Luce.
Litchfield.....	2	40	Stetson, Luce and D. L. Smith.

The teachers' institute is doing a noble work in this county. It has been the means of working almost an entire revolution in educational affairs. Three years ago the institute had but few advocates, now it is universally regarded by every intelligent community as the most effective agency to build up and advance the interests of our common schools. Teachers look to it with confidence, for it prepares them for successful labor in the school-room; parents, with feelings of admiration and assurance, for the minds of their children are already beginning to bear its fruits. Teachers institutes should be encouraged in every possible way by our legislators, school officials and the public at large. Every rational, thinking man, will readily see the advantage and the strength of an organized body of seventy-five or a hundred earnest teachers, all banded together for the purpose of advancing the educational interests of the county and State.

A very encouraging feature of our work the past year has been the granting of county and institute certificates. The examination of teachers has generally been held in connection with institute exercises. They have partaken of the nature of a normal school, in which a superficial sketch or outline of the work before them as teachers, has been presented, and for which they were required to have some approximate qualifications and a proper appreciation of the position sought. The teachers of this county have, with few exceptions, manifested a growing interest in these competitive examinations. One hundred and forty-six certificates have been issued; these, when compared with those issued one year ago, show unmistakable advancement. The average certificate last year in the county institute was $65\frac{1}{2}$ per cent.; the present, $79\frac{3}{4}$ per cent. This shows a gain of $14\frac{1}{2}$ per cent. in a single year. Much could be said in favor of making these certificates valid throughout the county. It would add power and efficiency to supervision and teachers' institutes, and at the same time do much toward reducing this important feature of our work to a uniform standard. It is to be hoped that you may be able to take an additional step in this direction during the coming session of the Legislature.

I am able to report an increased school interest in the county; an advanced movement is being made—a higher stand taken in favor of public schools. There is a great demand for good rather than cheap teachers, and a more thorough appreciation of such than formerly. We have an increased number of moderately good school-houses. Twenty-three new ones have been built or thoroughly repaired the past year. I regret that truth compels me to add that some of the buildings used for school purposes within the county are not only totally unfit, but an actual disgrace to the central county of the State. But few school districts have their grounds fenced, and less have trees planted about them; less than one-half have respectable desks and other school furniture, and a few have no blackboards.

We have, as a matter of course, met with many obstacles in the way of rapid improvement of our schools, but these obstacles have been repeatedly brought to your notice through the county supervisors and others. No further legislation is suggested. Your own wisdom will indicate whatever may be proper.

In conclusion, permit me thank the school officers, teachers and friends of education throughout the county, for the many personal acts of kindness and

hospitality shown me during the past three years. I regret that I have been unable to accomplish all that was desired at the outset; yet I relinquish the position, fully assured that my successor will find earnest co-operation and sympathy from every part of the county in the great work committed to his trust.

Very respectfully,

W. H. BIGELOW.

CLINTON, December 1, 1871.

To Hon. WARREN JOHNSON:

The Supervisor of Schools for Franklin County has the honor to submit the following report:

The work of the present year has been much like that of the last; the leading instrumentalities consisting of, first, teachers' institutes for general instruction in the theory and practice of teaching; secondly, school-room visits for particular instruction suited to individual cases; thirdly, familiar addresses to the people, with a view of awakening a more active interest in the cause of education.

The supervisor has held, since the date of his last report, partly in conjunction with others, and partly alone, eighteen institutes; has made one hundred and sixty-nine school visits, and has given nineteen public addresses.

A partial summary of the ideas commended to the teachers for their guidance in the prosecution of their educational labors is here presented.

SCHOOL-ROOM TACTICS. Without order and obedience on the part of pupils, every school a failure. Constant employment one of the best means of promoting order. Self control to be encouraged as a substitute for control exercised by the teacher. Gentle measures preferable to forcible, unless found ineffectual. The latter influence only the body, while the former influence both body and mind. The teacher should always be severely impartial; only when unavoidable, impartially severe.

CLASSIFICATION. To be based not on likeness of books, but on similarity of capacity; and when members of a class have books by different authors or of different grades, lessons to be assigned by topics. In every branch the fewest possible classes consistent with a reasonable regard to the capabilities of the pupils.

RECITATIONS. To be of sufficient length to do each subject justice. The pupil to be required to use his own language, to question, and to criticise. Everything admitting experiment or illustration to be illustrated.

INSTRUCTION. *Utilitarian considerations should govern the selection of subjects for study. The rudiments to be reduced within the limits of actual necessity. Things before names; the concrete before the abstract; the particulars before the generalization. As little direct assistance to be given the pupil as possible. Assistance when required, to be mostly in the way of hints and suggestions. In short, the learner should be helped to help himself. Habits of observation to be cultivated by lessons on the qualities of natural objects.

*The doctrine of a liberal education, that the training of the faculties should have a higher place than the acquisition of knowledge can hardly be adopted in the common schools, until they are much better endowed than at present.

No good teaching without frequent and systematic reviews. Advantage should be taken of the daily incidents of the school-room and of the playground, for inculcating (in obedience to a provision of law) "the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance, and all other virtues, which are the ornaments of human society."

During the year a considerable number of new school-houses have been erected; most of them well planned, and some of them models of neatness and convenience. It is undeniable, that our people are growing dissatisfied with such shelter for their children as would be deemed inadequate provision for their domestic animals.

A comparison of the present with past years indicates considerable improvement in school classification. There is a general falling off in the number of classes, with an occasional exception in the case of schools taught by the inexperienced.

In methods of instruction there has been a manifest gain during the last three years. More use is made of the blackboard and of wall maps. Reading is better taught, though with the disadvantage of books singularly unsuited to the purpose. To a considerable extent school-room spelling is made a written exercise, in conformity with the practice of full grown men and women. Arithmetic has been deprived of much of its former exclusiveness, and if less studied, is studied with less contempt for the requirements of business. Map drawing, as a means of fixing in the memory the facts of geography, is recovering from the disuse into which it has of late years fallen. Penmanship is receiving, not its full share of attention, but much more than three years ago. It is a hopeful sign, that in many schools the youngest children are now taught to write.

Grammar alone is as absurdly treated as ever in the past; as if it were only a science to be studied, not an art to be practiced. A study of the rules and principles, if supported by incessant illustrative practice, is of great service towards acquiring the ability to write and speak good English; without it, of none whatever; and the time of the learner is thrown away.

If the future should not justify the prediction of a late author, that the telegram is destined to supersede the older mode of correspondence, letter writing must continue to be one of the most useful of the useful arts. This form of English composition, then, should be taught as universally and as regularly as arithmetic. Yet it is almost universally and regularly neglected. Injurious and inexcusable as it is to teach useless knowledge, it is far more inexcusable to neglect to teach that which is of unsurpassed importance.

If the general character of school-room work, with the exception of instruction in grammar, is, on the whole, more satisfactory than heretofore, there is still some rubbish remaining to be swept out of doors. The maxim of an ancient philosopher, "Learn what will be used in manhood," is too often adopted with a negative amendment: "Learn much that will neither be used in adult years, nor be an aid to learning such things as will be used." Multitudes of words of rare occurrence are spelled only to be forgotten. The school-room system of weights and measures is largely unknown outside of

the school-room walls. It is neither the *de facto* system of commerce, nor the *de jure* decimal system of common sense. The children are still doing penance in grinding out grindstone sums, and traveling around circular islands. Too much is attempted in geography, and, (as as might be expected) too little is accomplished.

The text-books have their share of responsibility for these absurdities. Uniformity of text-books has been so much insisted upon as a desideratum, that it is referred to here only for the purpose of remarking, that another year's experience furnishes another argument in its favor. And yet, want of uniformity is not the only, or even the greatest ground of complaint. A uniformity of almost any of the existing books would prove only a very partial reformation. Indeed a uniformity of the arithmetics which stand highest in popular favor,—the Rip Van Winkle series,—would threaten the children with a uniformity of incorrigible dullness.

Every series of readers used in the schools of this State, (and the same is true in a greater or less degree of some of the other books) contains too many volumes; most of them twice as many as are desirable. * Three readers and one book for each of the other branches are sufficient for the wants of any school; and every superfluous volume, though it may add to the profits of those who sell, subtracts from the profiting of those who use.

Again, the books are almost all of too large a size. The authors evidently studied the art of amplification, rather than that of condensation. The object appears to have been to try, not how little might be made of the rudiments, but how much. The inevitable consequence is, that the learner lingers so long on the threshold of knowledge, that no time is left for taking one step beyond. Our children are growing up to manhood unacquainted with the simplest rules for the preservation of health. They are soon to have a voice in a government, of whose history and principles they know little or nothing. Many of them are to cultivate the soil without any aid from those sciences which unlock its secrets, and teach the economy of vegetable growth.

It is often remarked, that "as is the teacher, so is the school." It is almost as often true at present, that as is the text-book, so is the teacher. Teachers are exhorted to be independent of the book. The majority dare not cut loose from it. It is to the imperfectly educated a professional life-preserver, which they hug with the desperation of a drowning man. Some there are, however, who, (lacking neither education nor experience, but being of that sort which may be appropriately termed the cast iron species,) fell into a misshapen mould a long time ago, and they will sooner break than bend.

The two most pressing wants at this moment in the schools of this State are better books and better teachers; books which shall be above the suspicion of having been made with too much reference to the balance sheet; books which shall not savor of an attempt to embalm dogmas dead and buried; books, in short, wisely adapted, in respect to number, size, and practicality to the requirements of those who are to use them; and teachers, who, with books of

* Oral instruction in geography and arithmetic should be employed with young children; and with only very moderate intelligence on the part of the teacher, it affords the best possible introduction to those sciences.

such a character as their tools, shall perform their tasks with all the efficiency that education, experience, and a hearty enthusiasm can achieve.

The former want must be supplied only in the face of the most determined opposition on the part of those who are satisfied, and have reason to be satisfied with the school books as they are.

*The latter want, under the admirable system of normal and model schools, is day by day becoming less considerable. May the time be hastened when every district school shall be a model school, instructed by normally trained model teachers.

If the rudiments of learning were well taught within reasonable limits, it cannot admit of a doubt, that even in the common school, there would be ample room for drawing, general history, physiology, and the elements of botany, physics, and agricultural chemistry. Whenever a consummation so devoutly to be desired is realized, the inhabitants of the State of Maine may hope to be—what they are not as yet—an educated people.

A. H. ABBOTT.

FARMINGTON, December 16, 1871.

COUNTY SUPERVISION.

The preceding reports of the county supervisors indicate both the character of the work performed by them and the amount of the same. It will be seen that their efforts have generally been directed towards the country and village schools in the following ways: 1st, By visitation and inspection of schools, either alone or accompanied by school officers; 2d, by encouragement of or suggestions to the teachers in the organization of their schools and in better methods of instruction; 3d, by extending to the poorer schools the good features of the better schools; 4th, by stimulating and encouraging the town committees and supervisors in their generous endeavors to improve the schools of their respective towns; 5th, by conducting and carrying on successfully generally, all the town and county institutes of the past year, heretofore necessarily under the charge of educators from other States; and finally, by coming in close contact with the people and awakening a general interest and thought in relation to public education unprecedented in the history of the State. While I regret that not all has been accomplished in these directions as hoped for and desired by myself, by the supervisors and by the public, owing partly to the inexperience and inefficiency of ourselves, and partly to local indifference and prejudice, yet an immense work has been accomplished and a lasting benefit attained which commend this agency to the favorable consideration of the citizens of Maine, which entitle it to a continued existence, improved

and perfected, if possible, and which warrant even an increased appropriation from the State in aid of the same.

The amount appropriated by the State last year for this agency was \$16,000. The total sum expended is \$15,649.96, and was distributed quarterly in the several counties as follows :

COUNTIES.	NAMES.	Quarter ending Feb. 1, '71.	May 1, '71	Aug. 1, '71	Nov. 1, '71	TOTAL.
Androscoggin..	C. B. Stetson.....	\$305 00	\$235 00	\$300 00	\$138 00	\$978 00
Aroostook	W. T. Sleeper.....	241 00	86 00	354 00	286 00	967 00
Cumberland	J. B. Webb.....	322 95	235 75	357 50	106 00	1,022 20
Franklin	A. H. Abbott.....	398 65	155 75	240 00	93 50	887 90
Hancock	W. H. Savary.....	240 00	195 00	306 00	211 00	952 00
Kennebec	W. H. Bigelow.....	388 00	180 00	425 00	261 00	1,254 00
Knox	G. M. Hicks.....	383 25	141 75	346 50	128 37	999 87
Lincoln	D. S. Glidden.....	300 00	149 50	357 00	196 87	1,003 37
Oxford	N. T. True.....	235 50	150 00	370 50	173 25	929 25
Penobscot	S. A. Plummer.....	365 00	140 00	426 00	126 00	1,057 00
Piscataquis	W. S. Knowlton.....	330 00	100 00	380 00	180 00	990 00
Sagadahoc.....	S. F. Dike.....	181 75	No serv.	225 00	325 00	731 75
Somerset	A. H. Eaton.....	336 70	209 11	328 83	161 45	1,036 09
Waldo	N. A. Luce.....	269 70	63 50	374 15	120 18	827 53
Washington	W. J. Corthell.....	205 00	106 00	312 00	200 00	823 00
York.....	M. K. Mabry.....	385 00	254 00	450 00	102 00	1,191 00
						\$15,649 96

It will be borne in mind that this amount has been paid for actual day labor, as returned to this office in the Supervisor's Field Book and transmitted to the Governor and Council. The quarterly accounts are audited by the latter and paid by warrants on the State Treasury. The county supervisors are *not* salaried officers, but simply day laborers in the service of education. The expense moreover is borne by the entire property of the State, and does not present the inequableness of the ordinary school tax. In addition to this, the outlay for county supervision represents a sum that would in no other way be diverted towards the common school interest. What we get through this agency is a clear gain to public education, and may be regarded also as a generous contribution from the large and wealthy towns to the sparsely settled and poorer sections. The expense, \$16,000, is distributed over the entire valuation of the State, \$224,500,000, making the individual tax very small—about seven cents on every thousand dollars of valuation. Whoever has a State valuation of \$14,000 contributes \$1.00 towards county supervision.

What benefits have resulted from this new agency, *new* in our

State, but well established in other States, as the following list will show ?

STATES.	No. of Supervisors.	STATES.	No. of Supervisors.
California	41	Minnesota	48
Illinois	102	Missouri	109
Indiana	92	Nevada	11
Iowa	97	New Jersey	21
Kansas	44	New York	133
Kentucky	115	Pennsylvania	76
Florida	26	Tennessee	82
Maine	16	Virginia	78
Maryland	18	West Virginia	58
Michigan	51	Wisconsin	62

1st. An increased interest among the people in relation to public education.

2d. Systematic efforts on the part of educators and school officers.

3d. An improvement in the scholarship of teachers, and in the quality of their instruction. The institute examinations of the two past years present an advance in scholarship ranging from ten to twenty-five per cent., as shown by the graded certificates.

4th. More intelligent supervision on the part of town committees.

5th. A quick appreciation and promotion of those who are likely to prove our best teachers.

6th. Increasing indirectly the average attendance of scholars. Three years ago the average attendance was forty-two per cent. of census number; the past year it was fifty per cent.

7th. Raising the compensation of teachers.

8th. Furnishing the State with a number of competent institute instructors. Three years ago we were unable to find a man within the limits of the State, who had sufficient experience and confidence to take the conductorship and instruction of a five days' institute. During the past year, all the institutes have been managed—and generally very successfully—by *home forces*, chiefly by the County Supervisors, trained to action by service in the school field during the past three years.

9th. The whole board of supervisors from their close contact with the schools, constitute a most practical and efficient Board of Education to confer with the legislative "Committee on Education," to suggest modifications of the school laws, and to aid

in the understanding of the same on the part of the people, and in their acceptance.

10th. In elevating and sustaining public sentiment in a higher educational tone, and in general in quickening the whole body politic to the mighty necessity of universal intelligence in a republican form of government.

In common with other State Superintendents, I therefore considerately recommend the continuance of county supervision. I would also recommend a change in the present method of selecting supervisors, so modifying the law that the popular will, or at least, the preference of the school officers in each county may have full opportunity of choice or expression. A simple amendment of section 75, school laws, would effect this desirable change.

TOWN SUPERVISION.

The town committees and supervisors have generally discharged their duties the past year with more discrimination than heretofore, especially in those towns where the entire responsibility of securing good instruction devolved upon the committee or supervisor. This plan of fixing responsibility upon one set of officials, and especially of examining teachers prior to employing the same, recommends itself both to the common sense of educators and the approbation of the public. There is a tendency to simplify this responsibility still further by entrusting the *inspectory* duties entirely to one member of the board, where a committee of three are chosen—the committee holding within itself the full *authority* delegated by the people. This tends to unity of purpose and action and to harmonize results. I am happy to report that the town committees and supervisors have heartily sympathized with us in all our efforts to educational progress and have cheerfully co-operated whenever it was possible.

I regret to make any exception to the foregoing general commendation. There are, however, *three* classes of failures in our present town supervision. *First*, inefficient committees. This inefficiency arises partly from a lazy indifference on the part of committees, partly from poor remuneration by the town, and lastly from positive ignorance, and total incapacity to fill the office of school inspection. *Second*, an expressed and fulfilled determination of some towns to elect as members of the committee men totally unfit for the position, and known to be such. These

instances are rare, but they exist, on the score of *economy!* *Third*, some towns, after electing a committee, instruct them *not to visit the schools!* Of course such instruction on the part of the town amounts to nothing in law, but it completely nullifies all efforts of a well intending committee to advance the general standing of schools in such a community. I should blush to report the names of such towns in this record, but do feel it my duty to intimate to them that such willful neglect cannot long escape the notice of the rest of the State, who are contributing by legislative effort and by taxes assessed in their behalf. These failures can be met only by a willingness and determination on the part of towns to secure the services of the best men in the community as school officers, and by paying them fully for their labors in the school-room and elsewhere in the all-important work of public education. I propose in my next report to give a list of towns publicly instructing their school officers *not to visit their schools*. Certainly some form of legislation should be secured to reach such instances with appreciable penalties.

CITY SUPERVISION.

The experience of all our large towns and cities lends strength to the plan of individual inspection and the lodgment of executive authority in one or two individuals. Almost all the cities of 20,000 inhabitants and upwards in the Northern States, while entrusting the control of the schools to a committee of three or more, have confided the administration of the school-work proper to the skill, experience and activity of a single superintendent. Upon him rests the responsibility of carrying out after his own methods the plans agreed upon by the committee. Success or failure in the discharge of his duties, retains him in his office or dismisses him therefrom. And for this labor the city superintendent is generally well paid, the salaries ranging from \$1,000 to \$5,000. In Maine city supervision has not yet received the attention, consideration or remuneration that it deserves. Of the fourteen cities, Calais, Bangor and Lewiston, are the only ones with recognized city superintendents. Calais pays a salary of \$500; Bangor, \$1,000; and Lewiston \$2,000 and \$150 for horse and carriage. Auburn, Bath, Belfast and Rockland, empower one of the committee to act as superintendent, but with very small salaries. In general, it may be said, that the inspection of schools in the cities of Maine lacks thoroughness, unity of plan, definite

purpose and comprehensive grasp. These deficiencies are the necessary attendents of poorly paid services. It is pleasant to add, however, that in most of these communities there exists a strong and growing feeling of the necessity of better school supervision, and that this department of school labor should be amply remunerated.

DISTRICT AGENTS.

I am happy to report that the district agents are co-operating with committees and supervisors in the selection of teachers, in advancing the salaries of the best instructors, in endeavors to secure *good* rather than *long* schools, and in promoting the general school interests. The apprehension of "loss of rights," fears of "centralization," the dread of "autocracy," &c., have yielded to the fact that in this country the *people* are, as always may be, masters of the position. By the subsidence of these feelings of alarm a place has been given for deliberate consideration of school measures. "New departures" in educational legislation are now not so generally looked upon with distrust, but are deliberately handled and compelled to answer this interrogatory—"What is this worth?"

I regret that agents cannot all agree that teachers shall be examined by proper authorities prior to any engagement for school service. If agents would meet with the committees at the stated examinations of teachers, and *after* the results are ascertained, select those best qualified, many mistakes that now occur would be avoided.

SCHOOL DISTRICTS.

My views upon the district system have been expressed in previous reports. For the views and conclusions of others, to which I subscribe, reference is made to the Appendix of this report, page 145 *et seq.*

GRADED SCHOOLS.

The division of school labor and the assignment of the various departments of school-work to persons especially qualified therefor, and a consequent better classification of pupils, continue to recommend the graded system. This however can attain its highest results only when guided by a *unit* of purpose and a comprehensive generalship of the whole body of scholars from the youngest primarian to the well-equipped candidate for the high school.

And here the pervading inspection and executive ordering of the individual school general or responsible superintendent are apparently necessary. Certainly the graded system exhibits better results in those cities and towns where the single superintendent holds positive sway than in those where the various schools are entrusted to the divided rule of sub-committees.

The principal grades should be the primary, grammar and high school; the primary and grammar grades embracing the *useful* studies,—the “bread and butter” branches,—while the high school grade should complete these and superadd grace, adornment, culture. In large towns and manufacturing centers it will be found necessary to establish an intermediate or apprentice grade, or half-time schools, as in Fall River, Mass., or evening schools, as in Boston, Worcester, and other places. The vast heterogeneous body of mixed American youth cannot be stretched healthfully upon the Procrustean bed of the graded system. The youth who have fallen out of the regular ranks of the common school army, or who have never been trained by its orderly discipline, must be reached by special agencies, and nurtured with the broadest charity and benevolence. I especially recommend the cities of Lewiston, Rockland and Calais, to such school officers as are seeking for the best working graded schools in the State.

COURSE OF STUDY.

What shall be taught in our common schools? *When* shall the several branches be taught? *How* shall they be taught? These interrogatories open a volume. I shall simply answer briefly. *What?* Those things necessary to our children as men and women. *When?* As fast as their faculties of sensation, perception and reasoning, develop. *How?* In the order of the development of the child-faculties and with all the allurements possible to the inventive powers of the adult mind. These principles will determine the course of study to be pursued in our schools. For our primary and grammar schools, that presented in the Appendix to this report, page 161, &c., seems to me to be admirably well prepared. For the high school, the simple double course presented in my report of last year, or the one adopted by the School Committee of Lewiston, may serve as a model. See Appendix, page 181. No system of graded schools, however, will attain the highest possible results, without the personal efforts of the skilled operative, the teacher, and the judicious, searching inspection of the overseer, the school supervisor.

CLASSIFICATION.

Next to a school system and to graded schools, comes system *in* the school,—a number and arrangement or order of classes, such as shall best economize the time and talents of the pupils. These points have been well presented in our institutes the past three years, and a great improvement has been perceptible in the school-work of our enterprising and growing teachers. A reference to the reports of the County Supervisors will disclose a promising advance in this respect. Caution must be exercised that condensation of classes be not carried so far as to retard rather than promote the progress of the school. The returns received from teachers, however, show that the balance of loss is still on the side of excessive number of daily recitations, running, in some instances, as high as thirty-five. This is partly due to a lack of executive ability on the part of teachers, more largely, however, to the continued variety of text-books in use. I recommend some form of legislation to correct the latter difficulty.

TEXT-BOOKS.

The evils resulting from a variety of text-books, especially in the country schools, and from an excessive number in the various series, still continue. By reference to page 12 of this report, it will appear that the school officers very generally suggest uniformity of text-books by legislative enactment. Simply referring to my report of 1868, page 104, for the *argument* in favor of uniformity, I concur in the suggestions of our school officers, and trust that some plan may be devised and agreed upon by which the interests of pupils, parents and of the trade, may justly and equitably be subserved.

METHODS OF INSTRUCTION.

Our teachers, under the stimulating and suggestive influences of the normal school, the institute, and the directing mind and hand of the supervisor, and the really zealous town officer, are making rapid advances in the art and science of teaching, the philosophy of education, the order of mental development, and the proper appliances to develop thought and evolve simple and logical expression. The intelligent tendency in this direction augurs well for the future of teaching as a *profession* and for the high rank which Maine teachers will undoubtedly take. The temptation at

this point, to a disquisition upon "methods," is exceedingly strong, but the office of a public report of "the condition of the schools" forbids me to this digression. Your attention is invited to a careful perusal of the suggestions involved in the "Course of Study," Appendix, page 161, *et seq.*, and to some of the County Supervisors' reports.

SCHOOL REVENUE.

The opening provision of Article VIII., Constitution of Maine, reads as follows: "A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object, the Legislature are authorized and it shall be their duty to require the several towns to make suitable provision at their own expense for the support and maintenance of public schools." This provision seems first to establish *public schools*, and second to impose the *expense* of the same upon the several towns. This expense is now provided for by legislative enactment, establishing a *per capita* tax of \$1.00 in each town of the State, assessed upon the property in the town. This furnishes the gross sum of \$615,000* nearly, the inhabitants of Madawaska territory (about 10,000) being exempt from the dollar tax. This method of raising a school revenue seems to be both insufficient and inequitable—insufficient, that the sum is not large enough to meet the demands of public education—inequitable, in that the expense is not equally or equably imposed upon the several towns, the regular school tax varying in rate from one mill and a half to the extreme of thirty-one mills! This inequality arises from the fact that the assessment is based upon the population of a town, but the payment of the tax is levied upon the valuation therein. See Appendix, page 183.

To remedy these two defects, I propose a direct school tax upon the entire State valuation, payable into the State treasury as other State taxes are, and disbursed to the several towns according to the *average school attendance*. This would be additional aid to that now raised by the towns, and would clearly be within the scope of legislation. More than this, as the Legislature has from time to time increased the *per capita* tax from forty cents to one dollar, the Legislature may reduce the latter and fix the State tax at such a rate as shall insure a sufficient school revenue and equalize more

* Population of the State, 626,915.

nearly the present *per capita* tax. I therefore recommend a tax of one mill upon the dollar of State valuation, payable as indicated above, and a reduction of the present *per capita* tax of one dollar to eighty cents. By this means we shall add at least \$100,000 to our present school revenue. An act somewhat like the following is suggested :

An act to establish the school mill fund for support of common schools.

SECTION 1. A tax of one mill per dollar is hereby annually assessed upon all the property in the state according to the valuation thereof, and shall be known as the mill tax for the support of common and free high schools.

SECT. 2. This tax shall be collected in the same manner as other state taxes, and be paid into the state treasury and designated as the school mill fund.

SECT. 3. The fund thus received shall be distributed annually by the state treasurer to the several cities, towns and plantations of the state, according to the average attendance of scholars in each city, town or plantation, as the same shall appear from the official returns made to the office of the state superintendent of common schools for the preceding year.

SECT. 4. It shall be within the power of the legislature to appropriate from said funds special sums for the support of normal schools, teachers' institutes, and any purpose clearly in the interest of common schools, and the balance distributed as provided in section three.

SECT. 5. All and every portion of the school mill fund not distributed or expended during the financial year, shall, at the close of each financial year, be added to the permanent school fund.

Also amend chapter eleven, section five, line sixth, revised statutes, so as to read "eighty cents" instead of "one dollar."

I desire to add as additional reasons for the increase of our school revenue, that with two exceptions, New Hampshire and Nebraska, Maine has the *shortest* schools of any of the Northern States. Also that Maine pays the *lowest* wages for teachers' services compared with those paid in any other State. See page 26 of this report. Again, that in her school expenditure *per capita* of school population, Maine ranks the *lowest* of the Northern States. In this respect she holds the twenty-first position, while in wealth *per capita* of total population her rank is the thirteenth. I submit the following tabulation, taken from the corrected sheets of the Report of the United States' Commissioner of Education for the year 1871 :

Number.	STATES.	Public school expenditure per capita of school popula'n.	Assessed valuation of property per capita of total popula'n.	Number.	STATES.	Public school expenditure per capita of school popula'n.	Assessed valuation of property per capita of total popula'n.
1	Massachusetts.....	\$20 66	\$972 39	21	Maine.....	\$4 06	\$357 71
2	Nevada.....	19 17	605 79	22	Arkansas.....	3 53	194 38
3	Connecticut.....	12 92	600 15	23	Louisiana.....	3 17	349 93
4	Rhode Island.....	11 89	982 59	24	Mississippi.....	2 95	214 10
5	California.....	11 44	481 29	25	West Virginia.....	2 84	317 97
6	New Jersey.....	8 89	689 62	26	Delaware.....	2 70	518 23
7	Nebraska.....	8 06	460 06	27	Missouri.....	2 65	323 08
8	Illinois.....	7 97	190 13	28	Oregon.....	2 06	349 73
9	Pennsylvania.....	7 86	353 04	28	Alabama.....	1 49	157 24
10	Michigan.....	7 33	229 92	30	Florida.....	91	173 00
11	Iowa.....	7 10	253 91	31	Tennessee.....	91	202 35
12	New York.....	6 89	448 80	32	Kentucky.....	60	310 02
13	Ohio.....	6 86	438 13	33	North Carolina.....	48	121 69
14	Kansas.....	6 45	252 80	34	Georgia.....	.....	191 00
15	Vermont.....	6 09	310 23	35	South Carolina.....	.....	260 64
16	Indiana.....	5 15	394 75	36	Texas.....	.....	182 92
17	Wisconsin.....	4 86	316 16	37	Virginia.....	.....	298 27
18	Minnesota.....	4 85	191 36				
19	Maryland.....	4 73	542 76				
20	New Hampshire.....	4 46	468 31		United States.....	.....	358 08

It will be seen from the foregoing table that Maine expends \$4.06 *per capita* of school population, while according to her wealth she ought to rank with Ohio and expend at the rate of \$6.86—an increase of 50 per cent. at least. Her present gross expenditure now is about \$1,000,000. It should be increased to \$1,500,000 at least. And how much poorer would the State community be by this annual contribution to the schools? None at all; rather the richer by the *inflow* and *outflow* of such an amount of currency. In the spring-time it is assessed. In summer it is gathered in. Autumn and winter see it all gradually and quickly distributed back to the whole community through thousands of channels,—*money* power turning into *brain* power,—refreshing invigorating, evolving both physical and spirit forces. Why, the business world grows richer only as capital moves,—not as it is hoarded, as it rushes along a quick *currency*,—not as it stagnates in the miser's chest. The physical heart itself would perish from plethora and impurity did it not send out as well as receive the vital fluid. So it is true of money power and intellectual and moral wealth. Therefore, as a matter of school economy and school wealth and vigor, I recommend the increase of our present school revenue.

COMPULSORY ATTENDANCE.

I have in previous reports urged the importance of *securing* the education of all the youth of the State. I have gone further than this, and affirmed the *right* and *duty* of the people of the State through their highest form of organization, the Legislature, to insure this result by pertinent and stringent enactments. I have based my argument upon the following points: 1st. The self duty on the part of the State to health, growth, progress, perpetuity. 2d. The obligation of the State to the tax-payer—the contract being that the former agrees to return educated citizens for the pecuniary consideration paid by the latter. 3d. The duty of the State to her youth, all of whom are necessarily under the bondage of their own inexperience and want of wisdom, and many of them in physical servitude to thoughtless and ignorant parents. The first announcement to the public of compulsory school attendance, excited a momentary feeling of repugnant opposition. This was very natural, as seeming to be an invasion of the immunities and sacred privileges of the family, and as being inconsistent with the established ideas of republican institutions. This first flush of thought, however, has died away largely before the second sober convictions that prevention is better than the pestilence, knowledge better than ignorance, the school-house a better institution than the jail, skilled, intelligent labor, more productive than mere brute force,—that the glory and destiny of the State are dependent upon the intellectual and moral development of the rising generations. Various other considerations are leading our people to the conclusion that every capable child in the State must be educated so as to fulfil at least the ordinary duties of citizenship. Other States are moving in the same direction. Maine has nearly 20,000 illiterates; the records of the past year show about that number of truants. The whole number of illiterates in the United States exceeds 6,000,000, or quite one-seventh of the population; while the balance of power at the last presidential election was entirely in the hands of voters who could not read the ballot deposited in the box by their own easy will. Necessarily, therefore, all the States must sooner or later turn their most thoughtful attention to this matter. Will it not be better and easier for Maine to express her determination *now*, than hereafter, when her population shall be largely increased, especially in manufacturing centers, by the influx of a foreign and strange element?

I therefore recommend some legislative enactment like the following, either as a general law, or to be adopted by the individual towns :

An act to secure the education of the youth in the State of Maine.

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

SECTION 1. That every parent, guardian, or other person in the State of Maine, having control of any child or children between the ages of eight and fourteen years inclusive, shall be required to send any such child or children to a public school for a period of at least twelve weeks in a year, at least six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the school officers of the town in which such parent or guardian resides, upon its being shown to their satisfaction that the bodily or mental condition has been such as to prevent the attendance at school or application to study for the period required, or that such child or children are taught at a private school or at home in such branches as are usually taught in primary schools, or to have acquired the ordinary branches of learning taught in the public schools; *provided* in case a public school shall not be taught for three months in the year within one and one-half miles by the the nearest travelled road of the residence of any person within this state, he shall not be liable to the provisions of this act.

SECT. 2. In any case, any parent, guardian or other person, shall fail to comply with the provisions of this act, said parent, guardian or other person, shall be liable to a fine not exceeding five dollars, for the first and each offence, to be prosecuted in any court competent to try the same. Said fine shall be collected by the school officers of said city, town or plantation, in the name of the same, in an action of debt or on the case, and when collected, shall be paid to the treasurer of the town in which the defendant resided when the offence was committed, and by him accounted for the same as money raised for school purposes.

SECT. 3. It shall be the duty of the school officers of every city, town or plantation in this state, to cause to be posted three notices of this law, in public and conspicuous places in said city, town or plantation, or published in one newspaper in the town for three weeks during the month of March in each year, the cost of each publication to be provided for as a current expense of said municipality.

SECT. 4. It shall be the duty of the superintending school committee or town supervisor, to enforce the several provisions of this act, and such school officer or officers neglecting to prosecute the fine within ten days after a written notice has been served on him by any tax-payer in said town, unless the person so complained of shall be excused by the selectmen of towns or the mayor and aldermen of cities, shall be liable to a fine of not less than five nor more than twenty dollars, which fine shall be prosecuted for in the name of the treasurer of said city or town, and the fine when collected shall be paid to the treasurer, to be accounted for as in section two of this act.

SECT. 5. This act shall take effect when approved.

FREE HIGH SCHOOLS.

In my report of last year, the fact was presented, that the academy system in this State, as in others, was in its decadence—that towns were asking for aid to establish high schools in place of the academies—that it was desirable to meet these applications on the basis of some general rule or principle, and recommended a policy, the general features of which, were as follows: 1st, A town or individuals shall raise a certain sum in addition to the regular amount of school money required by law, and shall make suitable provision of buildings and equipments for a high school free to all the youth of the town, with specified qualifications as scholars, and open to students of other towns by paying tuition. 2d, The course of study in said high schools shall embrace the ordinary academic course, and the natural sciences in their application to the arts and agriculture, and shall be under the inspection of State Superintendent or County Supervisor. 3d. The State warrants to aid said high schools in sums equal to the amount contributed by towns or individuals, the gift to each school on the part of the State not to exceed five hundred dollars.

This plan I have presented to a great many towns during the past year, and it seems to be generally acceptable. This affords superior education at the expense of the property of the town and of the State. I submit the following form of a bill:

An act in aid of free high schools.

SECTION 1. Whenever any city, town or towns, shall establish and maintain a suitable free high school for such city, town or towns, and shall annually make special appropriation, by tax or otherwise, for the same, the state by this act covenants to appropriate annually in aid of said free high school, not already provided for by state aid, a sum equal to the amount raised and actually paid by each city or town, for the like purpose; in no case to exceed five hundred dollars on the part of the state; said appropriation to be paid by the state treasurer, on or after November first of each year, upon proper certification by the governor and council, as provided in section four of this act.

SECT. 2. It shall be the duty of the town, or school district, in which said free high school shall be located, to furnish at the expense of said town, or district, a suitable building and equipments for said school.

SECT. 3. The course of study in said high school shall embrace the ordinary academic studies, and especially the natural sciences in their application to mechanics, manufactures and agriculture.

SECT. 4. Prior to the making or paying of any appropriation by the state in aid of such school, satisfactory evidence shall be furnished to the state superintendent of common schools, and by this officer to the governor and council,

that the city or town asking aid, has complied with the conditions required in sections one and two of this act; and a certificate thereof shall be issued by the governor and council for the benefit of the city or town asking such aid.

SECT. 5. Cities, towns and school districts are hereby empowered to appropriate a portion of their school money to sustain said free high school, as indicated in this act, in addition to the special appropriation required by section one.

SECT. 6. The free high school contemplated by this act shall be free to all youth in the town on such conditions of attainments or scholarship, as shall be fixed by the superintending school committee of that town; and the same school may be open to youth from other towns upon the same conditions of scholarship, and at such rates of tuition as the superintending school committee may determine.

ACADEMIES.

Agreeably to act of Legislature, 1871, inquiries have been addressed from this office to the several chartered literary institutions in the State, in order to ascertain their present condition and prospects for educational work and consequent claims on the State for encouragement and substantial aid. In answer to these interrogatories, returns have been received from thirty-seven chartered institutions of learning. The total number of such institutions is sixty-seven. It will seen that nearly half have made no response to the request of the State. The returns made will be found tabulated in the Appendix to this report. See page 188.

An examination of these returns discloses the fact, that while a few of the highest seminaries fostered by denominational sympathy and aid, have developed to a vigorous and healthy existence, the great majority of the academies, so called, are in a feeble and precarious condition. The returns establish the fact that the academy system is in its decadence, while the constant application of these institutions to the State Legislature for aid is a confession that they are unable to stand alone. It will also be seen that their resources are insufficient to meet the annual income or revenue requisite to support the schools and meet the educational demands of the community. Either, therefore, these institutions must constantly be assisted by the State, or they must give place to some better and more efficient system. Considering that the academies are private tuitional schools for the several communities in which they may be situated,—that the poorest cannot equally with the richest secure admission thereto by reason of the fees required,—that they require contributions from all parts of the State for their support, and also considering that the gifts made

to them in the past by the State are now entirely beyond its power to recall, when wasted, lying idle or hoarded up for accommodation, I am compelled to advise the discontinuance of any further appropriations, and to recommend that the academy system be absorbed in or displaced by a general system of Free Town High Schools, depending for revenue upon the property of the town and the property of the State, and open without tuition to every youth in the State, whose attainments and qualifications shall warrant his admission thereto. Such a system has been set forth in the few pages preceding this.

In some instances, the trustees of academies, finding their funds insufficient to support a school, have co-operated with the public high school in their immediate vicinity, by adding the income of the academy to the public school moneys, thus furnishing a *free* school to the town and the former academy privileges to students outside of the town. This is a wise arrangement, and is no diversion from the original intent of the State when the gift was made by the State to the academy. This also strengthens the public school system. Bath and Skowhegan are instances of this arrangement. There is a tendency, however, on the part of some academies, to sell themselves out to private, possibly denominational, corporations. This seems to me to be wrong, as taking from the *public* what belongs to it,—as diverting a State gift from the original purpose,—as turning from the public school system means and influences which would contribute to its strength, character and dignity. If this be right, then the community that this year seeks and obtains aid from the State “for academic and general educational purposes,” may the next year turn the same without blush or compunction into the narrow channels of sectarian influence. Holding such a course to be wrong in principle, as procuring educational gifts under false pretences, or as selfishly placing public gifts in a line of influence to gratify private rather than general ends, I sincerely trust that the State, if it cannot recall, will certainly throw around its own benefactions such safeguards as will render them advantageous to public weal.

MADAWASKA SCHOOLS.

In company with Mr. Sleeper, the agent for the Madawaska schools, I visited this section of the State in the month of June last, to ascertain what disposition had been made of the State's benefactions to this community in the interest of education, whether

the people had complied with the conditions on which those gifts had been made, and whether any advance appeared in the schools of that territory. I am happy to report favorably. The moneys seem to have been properly distributed by the agent, the towns and plantations had generally complied with the terms required, the number of schools had been more than doubled, two flourishing high schools for the education of teachers and for advanced pupils had been well sustained, while the people evidently were not only grateful for the gratuities of the State, but expressed themselves as generally determined to do all in their power to reap the highest educational advantage from them. For particulars, you are respectfully referred to the report of W. T. Sleeper, Supervisor of Aroostook county. I recommend an appropriation of thirteen hundred dollars for this district—that is, one thousand dollars as a proper appropriation and three hundred dollars to reimburse the people for an equal sum of which they were unjustly deprived by the conditions of last year's appropriation, in taking their *interest* money, which belong to them, to pay a *gift* of the State.

EDUCATIONAL ASSOCIATION.

The State Teachers' Association held its annual meeting this year in Portland, in the month of November. The attendance was large and the session very interesting. Over two hundred teachers were present representing nearly every part of the State. The association was cordially welcomed to the hospitalities of Portland by Mayor Kingsbury and by Dr. E. C. Gordon in behalf of the school committee of the city. Prof. C. C. Rounds, principal of the Western Normal School, responded in complimentary acceptance. The following papers and subjects for discussion were presented: "How shall we obtain trained teachers for our schools," by Prof. G. T. Fletcher, Eastern Normal School; "Intellectual culture and mode of study," by Prof. Lyford, Colby University; "Practical laws of success in life," by Ex-Gov. Washburn; "What shall be taught in our public schools," by C. B. Stetson, Lewiston; "Claims of Music as a branch of common school education," a paper by Prof. D. B. Hagar, principal of Salem Normal School, Mass., read by Miss Laura E. Hovey, assistant in Portland High School; "School supervision," by Thomas Tash, sup't of schools, Lewiston; "Public school revenue," by Warren Johnson; "Teaching the English language," by W. H. Lambert, principal of High

School, Lewiston; "Education outside of books," by Hon. Geo. F. Talbot, Portland. The following officers were chosen for the year:

President—Thomas Tash, Lewiston. *Vice-President*—C. B. Stetson, Lewiston. *Secretary and Treasurer*—W. J. Corthell, Calais. *Executive Committee*—C. C. Rounds, Farmington; W. H. Lambert, E. Wentworth, Portland; J. H. Hanson, Waterville; Laura E. Hovey, Portland; G. T. Fletcher, Castine; Susan M. Hallowell, Bangor. It was voted to hold the next session of the Association in July or August next, in the eastern part of the State.

The session was one of the most interesting ever held in the State. The proceedings, papers and discussions, ought to be published and spread broadcast over the State. The association however has no funds. I recommend for this purpose an appropriation of \$500.

CONCLUSION.

Thankful for all the cordial sympathy which has been extended to me by every profession and class of persons throughout the State, for the personal aid and encouraging efforts of friends to education, and for the generous co-operation of that powerful educator of public opinion, the press, I close my Fourth Annual Report with the following

RECOMMENDATIONS :

1st. An increase of present school revenue by the assessment of a mill tax on the entire State valuation.

2d. An abatement of the present *per capita* tax from one dollar to eighty cents.

3d. Distribution of school moneys according to average school attendance, and not, as at present, according to total number of scholars.

4th. The establishment of a system of Free High Schools.

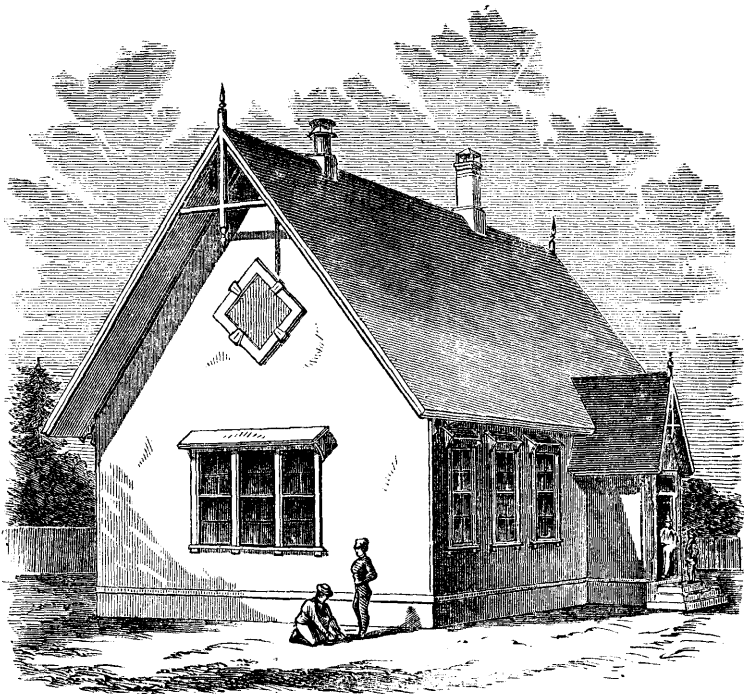
5th. State uniformity of text-books.

6th. Appropriation in aid of Eastern Normal School, \$25,000.

7th. \$500 in aid of Maine State Educational Association, and \$300 in aid of Maine Journal of Education.

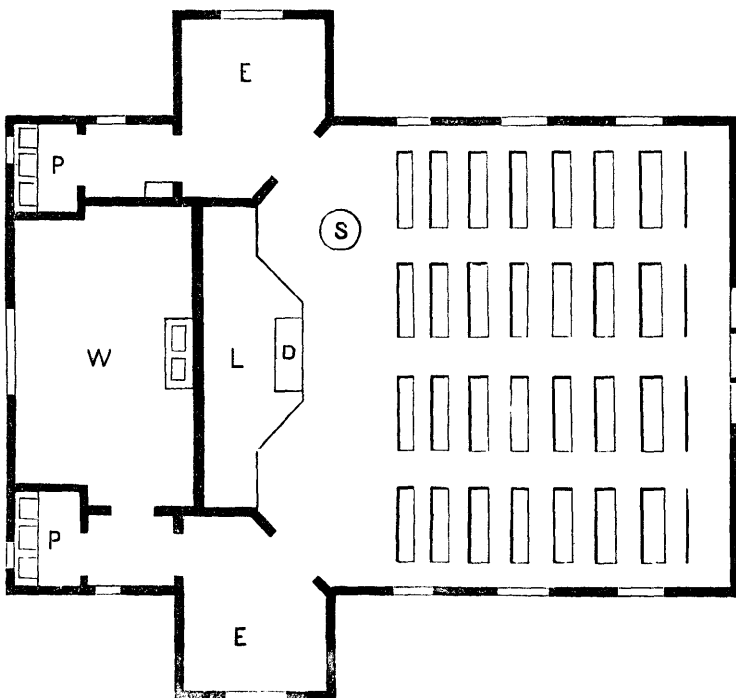
8th. Fixing salary of State Superintendent at \$3,000.

9th. Legislation to secure the education of all youth in the State between the ages of eight and fourteen inclusive.

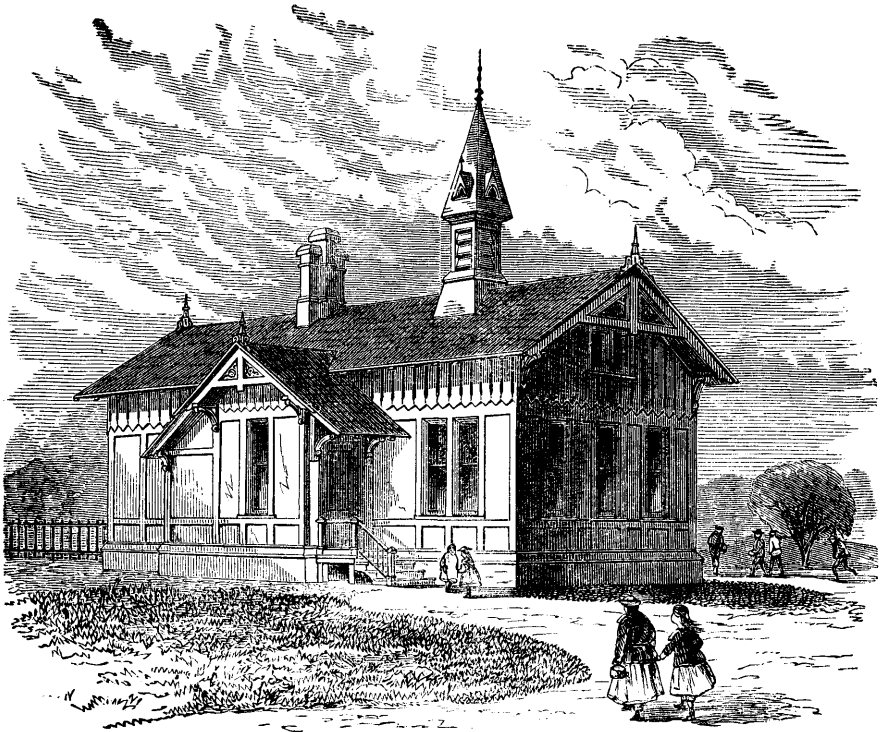


COUNTRY SCHOOL-HOUSE.

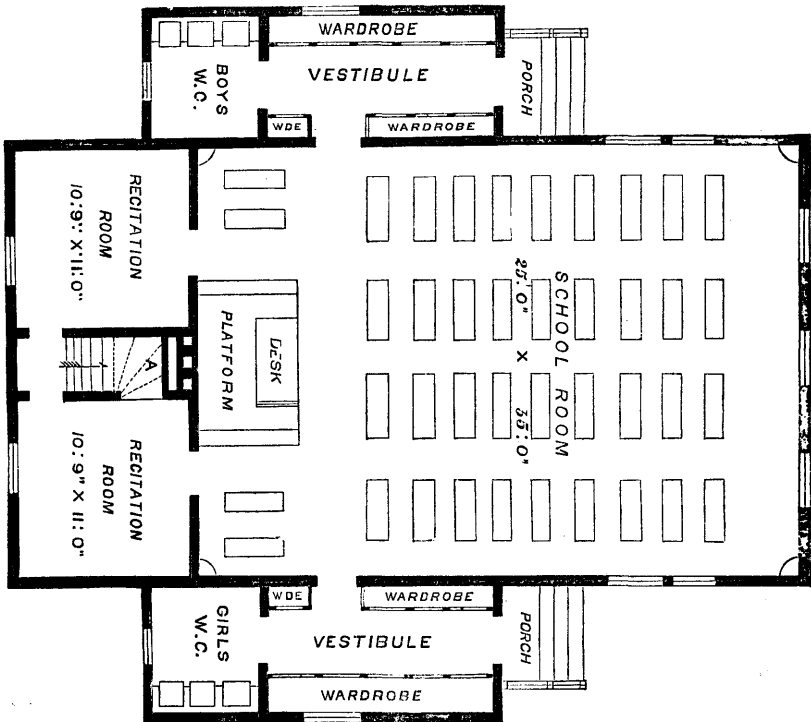
(See School-Houses.)



PLAN FOR COUNTRY SCHOOL-HOUSE.

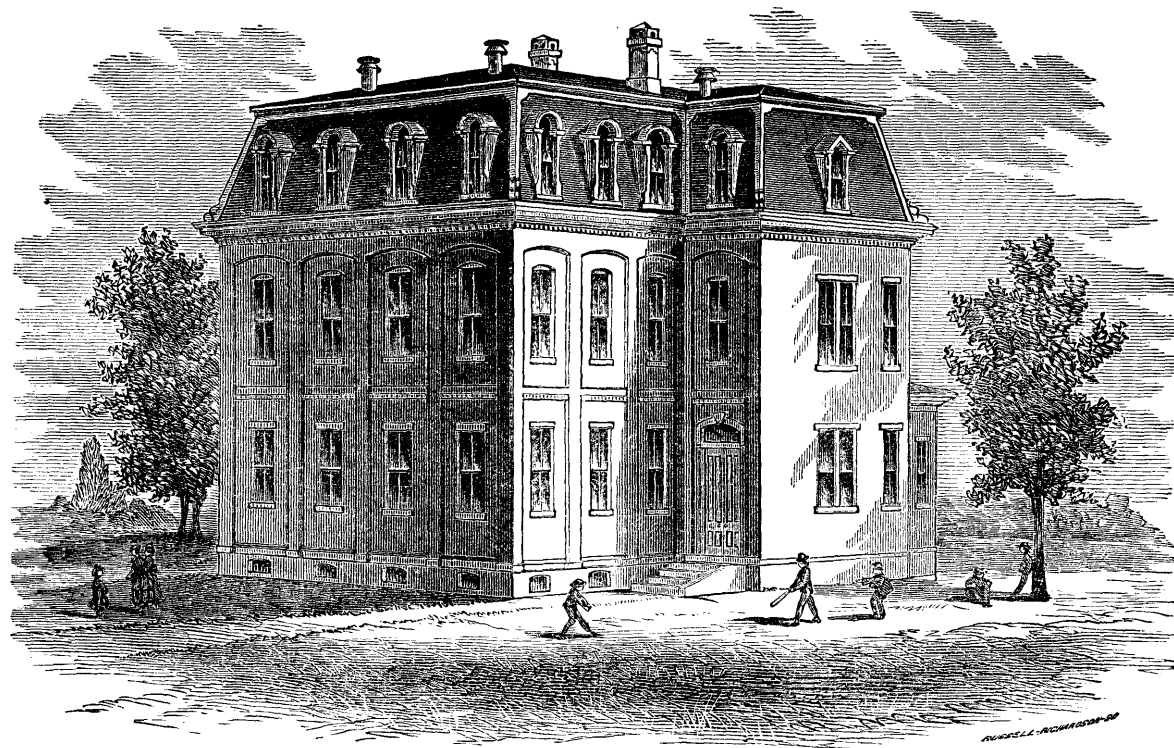


VILLAGE SCHOOL-HOUSE.



PLAN FOR VILLAGE SCHOOL-HOUSE.

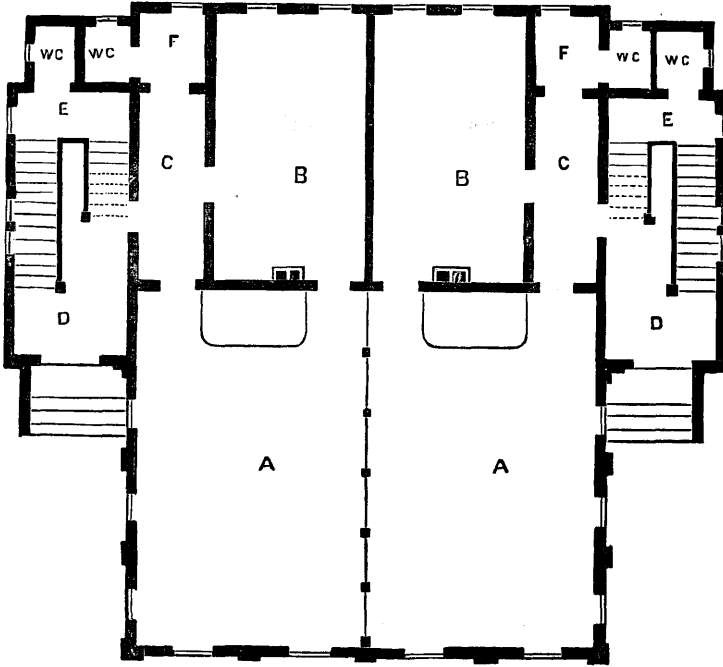




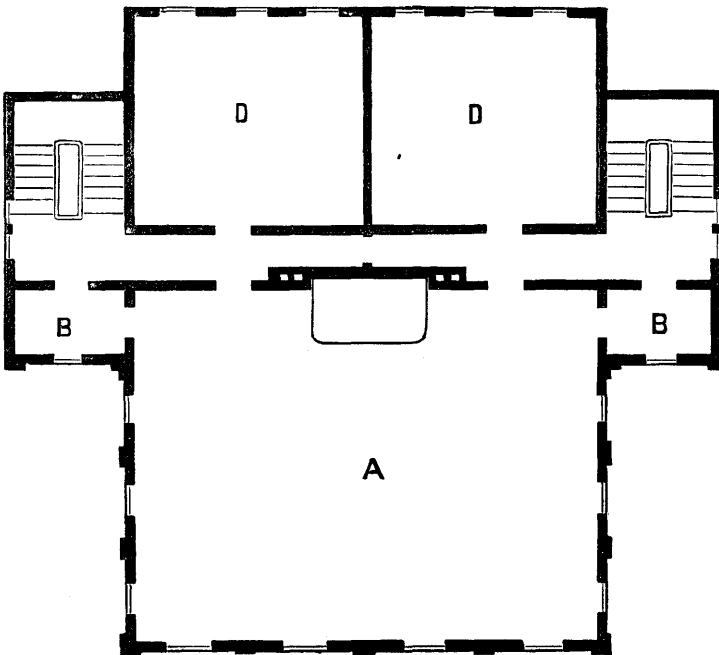
HIGH SCHOOL.

(See School Houses.)

PLAN FOR HIGH SCHOOL.



(FIRST FLOOR.)



(SECOND FLOOR.)

APPENDIX.

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.	Probable number of truants or absentees in town.	Per centage of average attendance.		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 graded schools.	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.												
Auburn	2,020	1,142	951	1,164	970	-	.48	10	10	25	-	14	28	28	8	\$6,000	\$75,000	3		
Durham	450	212	180	339	275	25	.50	10	3	10	1	-	13	5	1	750	-	-		
East Livermore	307	141	112	209	128	75	.39	7	5	8	2	1	6	6	-	-	4,500	-		
Greene	370	187	153	243	202	8	.48	10	1	11	4	-	10	6	-	-	2,000	-		
Lewiston	4,558	2,138	1,589	2,273	1,476	302	.34	15	24	1	-	-	27	25	-	-	175,000	2		
Lisbon	636	362	305	375	312	12	.48	9	5	8	9	2	11	8	1	4,000	10,000	-		
Leeds	480	268	217	329	276	12	.55	9	10	13	1	-	13	9	-	-	7,100	-		
Livermore	506	295	247	435	349	-	.59	10	11	17	2	-	17	6	1	1,000	9,200	-		
Minot	547	371	313	404	368	3	.62	9	11	6	5	2	8	6	-	-	7,000	-		
Poland	1,084	631	581	672	613	107	.55	8	3	9	1	2	21	11	-	-	1,700	-		
Turner	813	510	412	585	491	168	.55	8	4	19	3	2	20	13	-	-	7,000	-		
Wales	185	131	118	165	142	6	.69	7	4	7	1	-	7	3	-	-	2,000	-		
Webster	525	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	12,454	6,388	5,178	7,193	5,602	718	.52	9	4	10	5	141	29	23	181	127	11	11,750	296,045	6

COMMON SCHOOLS.

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 1871.		Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.
	4	36	34	-	\$97 00	\$4 50	\$2 75	\$13,000	\$6,000	-	-	-	-	-	-	-	-	-								
Auburn	4	36	34	-	\$97 00	\$4 50	\$2 75	\$13,000	\$6,000	-	-	-	-	-	-	-	-	-	\$6 50	\$150	\$57	-	-	\$226	-	\$500
Durham	7	10	4	2	28 75	2 25	2 50	1,800	450	-	-	-	-	-	-	-	-	-	4 00	36	-	-	-	-	87	
East Livermore	5	7	2	-	25 50	3 40	2 25	1,004	-	-	-	-	-	-	-	-	-	-	3 28	25	40	\$25	200	-	76	
Greene	7	9	5	2	24 73	3 70	1 84	1,500	275	-	-	-	-	-	-	-	-	-	4 50	28	292	62	31	177	64	39
Lewiston	2	50	50	14	166 66	8 75	-	27,500	-	-	-	-	-	-	-	-	-	-	6 03	296	-	-	5,275	-	-	
Lisbon	12	4	-	-	28 00	3 85	3 00	3,000	987	-	-	-	-	-	-	-	-	-	4 72	52	-	150	250	75	133	
Leeds	9	11	4	6	22 00	2 90	1 91	1,400	112	-	-	-	-	-	-	-	-	-	-	34	-	175	150	130	56	
Livermore	9	11	5	-	29 00	2 25	2 00	1,700	233	-	-	-	-	-	-	-	-	-	3 35	37	108	150	225	50	47	
Minot	7	7	3	1	33 00	3 75	2 50	1,574	-	-	-	-	-	-	-	-	-	-	2 88	42	-	175	1,200	175	-	105
Poland	19	24	5	-	24 63	3 26	2 21	3,000	623	-	-	-	-	-	-	-	-	-	3 25	83	-	525	130	507	115	120
Turner	13	20	7	-	33 87	2 79	2 25	3,000	620	-	-	-	-	-	-	-	-	-	3 69	57	200	500	-	77	107	
Wales	5	6	2	-	28 00	3 00	2 00	-	600	-	-	-	-	-	-	-	-	-	3 20	15	-	75	-	20	40	19
Webster	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	94	203	125	25	45 10	3 78	2 29	59,078	9,350	-	-	-	-	-	-	-	-	-	4 13	855	697	1,837	1,366	7,205	551	1,289

AROOSTOOK 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.	Probable number of truants or absentees in town.	Per centage of average attendance.		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 graded schools.	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. of children	between the ages of 4 and 21 years.					Number registered in Summer Schools.	Per centage of average attendance.	Number of districts in town.	Number of districts in town.	Number of districts in town.											
Amity.....	140	77	53	65	45	50	.35	8	4	10	3	-	-	-	2	2	-	-	-	\$750	1	
Bridgewater.....	269	153	112	170	120	4	.43	9	8	8	5	-	-	-	5	1	-	-	-	1,600	-	
Dalton.....	210	141	114	85	71	-	.44	9	4	13	5	-	-	-	5	2	-	-	-	2,500	-	
Easton.....	248	151	107	129	108	-	.43	11	1	7	3	9	-	-	2	2	-	-	-	1,000	1	
Fort Fairfield.....	811	354	269	356	268	49	.33	9	2	10	1	20	-	-	1	12	7	3	\$650	2,650	-	
Fort Kent.....	595	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Frenchville.....	820	-	-	-	-	-	-	24	-	-	-	-	-	-	14	3	3	3	1,200	1,800	1	
Grant Isle.....	323	124	78	105	70	15	.23	12	17	1	4	4	2	-	2	-	-	-	-	500	1	
Hodgdon.....	411	241	182	207	148	50	.40	8	5	10	4	10	-	-	9	6	-	-	-	3,500	-	
Houlton.....	804	340	260	362	256	22	.32	13	11	1	9	9	-	1	9	5	-	-	-	5,000	-	
Limestone.....	127	101	68	37	31	-	.38	9	1	8	-	5	-	-	3	-	-	-	-	1	-	
Linneus.....	344	228	143	204	141	50	.41	9	3	9	5	9	1	-	7	4	-	-	-	4,613	1	
Littleton.....	326	198	164	253	204	73	.56	10	1	11	-	7	-	-	7	4	-	-	-	1,200	-	
Ludlow.....	181	118	83	93	79	25	.45	9	4	9	3	3	2	-	4	2	-	-	-	2,000	-	
Lyndon.....	635	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Madawaska.....	514	111	109	91	91	12	.19	5	3	5	2	7	-	8	-	2	2	1	70	-	1	
Mars Hill.....	188	70	56	93	87	-	.38	9	9	9	-	8	-	-	5	-	-	-	-	800	-	
Masardis.....	50	11	11	28	24	3	.34	13	2	16	-	1	-	-	1	1	-	-	-	500	-	
Maysville.....	361	150	115	240	211	100	.51	12	11	11	-	14	-	-	11	5	1	500	4,500	-	-	
Monticello.....	327	204	136	159	115	-	.23	10	12	12	-	8	-	-	7	4	3	1,600	-	-	-	
New Limerick.....	191	191	120	140	154	-	.71	11	10	10	-	4	1	-	4	3	-	-	-	2,000	-	
Orient.....	94	60	52	-	-	-	.55	12	-	-	-	2	1	-	2	-	-	-	-	-	-	-
Presque Isle.....	440	219	177	191	156	-	.38	9	5	10	3	7	-	1	7	7	1	449	3,000	-	-	
Sherman.....	285	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Smyrna.....	53	28	15	40	27	26	.40	6	10	10	-	3	-	-	3	2	-	-	-	1,000	-	

Washburn.....	221	-	-	-	-	-	-	9	13	7	-	-	3	1	-	-	570	-		
Weston	141	100	75	115	76	25	.53	11	10	4	1	-	4	1	-	-	975	-		
Alva pl.....	295	135	96	146	76	11	.33	8	17	2	4	-	2	1	1	100	800	-		
Bancroft pl.....	90	80	60	70	63	10	.68	12	10	3	-	-	3	3	1	250	600	-		
Barker pl.....	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Benedicta pl.....	120	80	63	100	80	-	.59	14	3	14	3	-	2	1	1	-	-	-		
Castle Hill pl.....	102	92	23	54	18	-	.20	9	11	4	6	-	2	-	-	-	-	-		
Crystal pl.....	88	-	-	-	-	-	-	7	10	-	-	-	3	-	-	-	300	-		
Cyr pl.....	132	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Dayton pl.....	37	28	20	21	18	-	.51	8	8	-	2	-	1	1	1	475	-	-		
Dyer Brook pl.....	34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Eagle Lake pl.....	128	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Glenwood pl.....	70	55	37	37	34	-	.50	10	28	3	-	-	2	1	1	300	450	-		
Greenwood pl.....	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hamlin pl.....	244	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Haynesville pl.....	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Island Falls pl.....	67	26	23	15	13	-	.27	12	9	5	-	-	1	1	-	-	400	-		
Leavitt pl.....	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Letter A pl.....	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Macwahoc pl.....	58	40	35	38	30	12	.55	12	-	-	1	-	1	-	-	-	-	-		
Mapleton pl.....	206	94	71	135	116	12	.45	6	7	8	1	-	7	2	-	1,300	1	-		
Moluncus pl.....	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Moro pl.....	67	57	33	-	-	8	.49	9	3	-	3	-	2	-	-	-	-	-		
No. 11, R. 1, pl.....	113	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Oakfield pl.....	234	124	91	39	29	40	.29	10	8	3	7	3	6	3	2	700	1,700	-		
Ox Bow pl.....	30	24	15	-	-	-	.50	12	-	-	2	-	1	1	-	-	150	-		
Portage Lake pl.....	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Perham pl.....	35	-	-	25	20	5	.57	-	8	5	3	-	2	-	-	-	700	-		
Reed pl.....	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Silver Ridge pl.....	59	28	22	-	-	-	.37	8	-	-	2	-	1	-	1	200	250	-		
St. Francis pl.....	168	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
St. Johns pl.....	30	23	18	-	-	-	.60	16	3	-	1	-	1	1	1	160	-	-		
Van Buren pl.....	415	228	129	73	64	-	.23	16	16	8	-	-	3	2	1	100	1,000	-		
Wallagrass pl.....	175	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Westfield pl.....	23	24	22	-	-	-	.92	8	-	-	1	-	1	-	-	-	300	-		
Woodland pl.....	80	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	12,396	4,408	3,182	3,801	2,987	577	.44	10	3	10	3	226	19	10	156	80	25	6,754	47,434	7

AROOSTOOK COUNTY—(CONTINUED.)

TOWNS.	Number of Male Teach-	No of Female Teachers		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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.
	ers employed in Winter.	employed in Summer.	employed in Winter.		employed in Summer.	Teachers per month, excluding board.	Teachers per week, excluding board.	Teachers per month, excluding board.	Teachers per week, excluding board.	Excess above amt' required by law.			Less than the amt' required by law.									
Amity.....	2	2	-	-	\$20 66	\$3 25	\$2 27	\$316	-	-	\$2 17	-	-	-	-	-	-	-	-	-	\$40	
Bridgewater.....	4	5	-	1	19 50	2 80	1 60	400	-	-	1 48	-	-	50	-	-	-	\$27	-	-	35	
Dalton.....	1	4	1	1	36 00	4 41	2 33	600	\$155	-	2 86	16	-	-	-	-	-	-	-	-	15	
Easton.....	1	7	3	-	22 50	2 90	1 50	525	3	-	2 11	17	-	-	-	\$165	-	71	-	-	50	
Fort Fairfield.....	-	13	14	-	-	3 50	1 50	2,000	106	-	2 47	61	53	-	-	400	-	120	-	-	117	
Fort Kent.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Frenchville.....	-	14	6	-	-	2 00	1 00	325	-	-	31	200	-	-	-	-	-	-	-	-	-	
Grant Isle.....	1	3	3	-	10 00	2 33	1 50	150	-	-	200	200	-	-	-	-	-	300	-	48	15	
Hodgdon.....	-	10	6	-	-	3 41	1 85	1,000	37	-	1 04	30	78	-	-	-	-	-	-	-	46	
Houlton.....	4	10	2	-	30 00	3 50	2 90	2,852	-	-	3 55	9	-	-	600	-	50	300	-	42	40	
Limestone.....	-	4	1	-	-	2 25	1 50	264	-	-	2 08	-	-	-	15	-	-	10	-	15	15	
Linneus.....	3	6	4	-	26 00	3 40	1 90	1,000	-	-	2 90	25	25	-	42	-	-	77	-	42	42	
Littleton.....	2	6	5	-	19 20	2 87	2 00	700	-	-	2 14	21	72	100	-	-	150	200	-	26	26	
Ludlow.....	-	5	4	-	-	2 65	2 00	287	-	-	2 07	14	55	-	-	25	-	40	-	20	10	
Lyndon.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Madawaska.....	1	7	6	-	16 00	2 50	1 00	325	-	-	-	-	-	-	-	-	150	15	-	41	7	
Mars Hill.....	2	2	2	-	20 00	3 00	1 50	337	-	-	2 24	10	-	-	-	9	-	20	-	16	15	
Masardis.....	-	1	1	-	-	3 50	1 50	200	30	-	4 00	4	-	-	-	-	-	19	-	1	1	
Maysville.....	1	8	12	-	20 00	3 00	2 00	1,000	200	-	2 77	21	24	-	-	25	-	50	60	53	53	
Monticello.....	1	7	5	-	25 00	3 65	1 38	760	-	-	2 32	25	103	-	-	-	50	30	-	38	38	
New Limerick.....	-	5	4	-	-	3 12	1 65	408	-	-	2 09	10	46	-	-	-	28	-	-	13	13	
Orient.....	-	1	-	-	-	-	1 50	100	-	-	1 05	6	30	-	-	-	-	-	-	-	3	3
Presque Isle.....	3	6	4	1	24 00	4 00	1 75	1,000	-	-	2 27	62	32	-	300	-	-	-	-	-	40	40
Sherman.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Smyrna.....	1	2	2	-	16 00	2 37	2 00	160	-	-	3 00	-	-	160	-	-	-	20	-	10	-	-

Washburn	2	5	1	-	22 50	2 55	1 68	471	-	-	2 13	15	10	-	-	-	-	22
Weston	1	4	3	-	24 00	3 00	1 75	400	-	-	3 75	-	58	-	-	-	47	12
Alva pl.	3	4	-	1	25 00	3 62	1 79	550	53	-	2 55	15	-	-	-	25	6	
Bancroft pl.	-	3	2	-	-	3 00	2 00	200	4	-	3 33	7	100	-	-	15	10	
Barker pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Benedicta pl.	-	2	2	-	-	3 44	2 57	350	-	-	2 92	8	-	-	-	18	-	
Castle Hill	1	2	2	-	26 00	3 70	1 50	300	63	-	2 96	8	-	-	-	-	8	
Crystal pl.	-	3	4	-	-	3 50	2 50	300	33	-	-	-	-	10	-	-	5	
Cyr pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dayton pl.	-	1	1	-	-	2 50	1 87	100	5	-	2 70	3	-	-	-	2	3	
Dyer Brook pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eagle Lake pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glenwood pl.	-	3	2	-	-	2 70	1 95	432	-	-	2 60	6	-	-	-	15	7	
Greenwood pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamlin pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Haynesville pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Island Falls pl.	-	2	2	-	-	3 00	2 00	200	12	-	3 00	-	-	-	-	25	12	
Leavitt pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter A pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Macwahoc pl.	-	1	-	-	-	3 50	1 50	175	-	-	-	-	-	-	-	-	-	-
Mapleton pl.	2	4	1	-	23 37	3 25	1 50	500	100	-	2 42	15	36	9	-	19	20	
Molunkus pl.	-	2	-	-	-	2 50	2 00	136	-	-	2 10	13	-	-	-	-	9	-
Moro pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 11, Range 1 pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oakfield pl.	-	5	2	-	-	3 00	1 58	565	5	-	2 41	18	28	15	-	42	23	-
Ox Bow pl.	-	1	-	-	-	3 00	1 50	80	-	-	2 12	-	-	-	-	-	-	-
Portage Lake pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perham pl.	2	-	-	-	20 00	-	2 00	80	1	-	2 35	-	-	5	-	10	30	3
Reed pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Silver Ridge pl.	-	1	-	-	-	2 25	2 00	127	-	-	2 15	-	-	-	-	8	-	-
St. Francis pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Johns pl.	-	1	-	-	-	3 00	2 00	50	-	-	-	50	-	-	-	10	5	-
Van Buren pl.	-	6	3	-	-	3 00	1 25	250	-	-	-	200	200	-	-	-	190	20
Wallagrass pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Westfield pl.	-	1	-	-	-	4 00	1 75	76	-	-	100	2	-	-	-	3	-	2
Woodland pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	37	175	107	4	22 20	3 06	1 89	18,901	807	-	2 33	1,061	999	1,620	500	1,322	705	744

CUMBERLAND 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.	Probable number of truants or absentees in town.	Per centage of average attendance.		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 graded schools.	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.	No. of children belonging in town between the ages of 4 and 21 years.					w.	d.	w.	d.											
Baldwin.....	380	250	183	254	193	20	.49	8	3	9	1	12	-	-	12	3	-	-	-	\$3,000	-
Bridgton.....	915	383	283	457	387	89	.37	16	4	13	4	19	-	-	22	7	-	-	\$5,600	10,000	-
Brunswick.....	1,767	808	746	925	809	-	.44	9	10	-	-	20	-	6	25	20	-	-	-	24,000	3
Cape Elizabeth.....	1,772	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Casco.....	409	209	150	251	180	40	.40	9	2	10	-	9	1	-	8	4	-	-	-	3,500	-
Cumberland.....	532	258	203	337	279	10	.45	10	11	2	2	10	2	-	10	7	-	-	-	10,000	-
Deering.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Falmouth.....	612	331	278	442	363	171	.52	9	12	-	-	12	-	-	12	8	-	-	-	4,500	1
Freeport.....	760	459	370	480	405	-	.51	10	3	11	17	17	1	2	17	10	-	-	-	8,000	-
Gorham.....	1,175	609	439	667	526	-	.41	9	4	11	4	19	-	1	19	7	1	-	800	50,000	1
Gray.....	600	287	226	370	320	230	.46	8	4	10	11	11	4	1	10	6	-	-	-	6,000	-
Harpwell.....	643	292	237	326	277	200	.40	8	1	9	1	19	-	-	12	5	-	-	-	7,000	-
Harrison.....	416	184	144	261	207	-	.42	10	11	4	11	11	1	-	11	4	-	-	-	2,500	-
Naples.....	438	235	178	168	125	35	.34	10	9	5	13	13	-	-	12	4	2	1,300	-	2,500	-
New Gloucester.....	522	248	189	318	247	81	.42	8	11	-	13	1	-	-	13	7	1	700	-	4,000	-
North Yarmouth.....	331	129	120	205	168	92	.44	8	5	10	3	7	2	-	7	1	1	550	-	2,000	-
Otisfield.....	349	206	163	236	193	-	.51	9	1	11	3	12	1	-	12	6	-	-	-	3,125	-
Portland.....	11,176	5,100	3,758	5,160	3,865	2,235	.34	17	23	-	1	-	-	all	14	all	-	-	-	400,000	7
Pownal.....	316	173	135	267	229	40	.58	9	11	-	11	11	2	-	11	5	-	-	-	3,800	-
Raymond.....	442	297	235	312	243	-	.54	9	11	-	12	12	-	-	12	4	-	-	-	3,000	-
Scarborough.....	622	391	301	480	372	-	.54	11	12	-	10	1	-	1	10	8	-	-	-	6,000	-
Sebago.....	320	185	115	214	167	118	.44	9	9	-	6	3	-	-	9	4	-	-	-	1,000	-
Standish.....	595	371	321	453	386	150	.59	10	2	10	2	13	-	-	13	7	-	-	-	6,250	-
Westbrook.....	2,110	946	788	1,126	929	978	.41	10	2	11	2	17	3	6	17	16	-	-	-	43,150	-

COMMON SCHOOLS

Windham	786	466	365	516	440	-	.5710	9	4	19	-	-	19	12	-	-	5,000	-
Yarmouth	629	303	221	312	264	100	3811	3	12	7	2	1	10	3	-	-	2,500	-
	28,617	13,120	10,143	14,537	11,514	4,588	.4610	111	3	300	24	19	317	172	8	8,950	610,825	12

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 1871.		Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.									No.
Baldwin	7	12	3	-	25	25	\$2	68	\$2	18	\$1,101	-	-	\$2	90	\$28	\$71	-	\$30	-	-	-	-	\$98	-	\$36	\$33
Bridgton	7	19	9	1	29	75	3	44	2	00	2,552	-	-	2	94	66	62	-	-	-	-	-	-	-	-	-	100
Brunswick	13	28	19	1	25	00	5	00	3	50	7,000	48	-	4	08	128	-	-	-	-	-	-	-	-	-	-	130
Cape Elizabeth	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Casco	5	9	3	-	28	60	3	75	2	50	1,000	-	-	2	44	32	120	-	130	-	-	-	90	36	41		
Cumberland	4	10	5	-	27	50	3	31	2	37	1,713	-	-	3	22	40	103	-	25	-	-	-	250	-	-	60	
Deering	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Falmouth	7	8	5	-	37	50	4	50	3	52	2,000	240	-	3	26	47	-	150	-	-	-	-	175	-	-	115	
Freeport	5	15	13	-	38	00	3	90	2	70	2,800	250	-	3	46	62	-	200	-	-	-	-	355	75	160		
Gorham	13	19	5	-	31	21	3	25	2	57	3,500	114	-	2	97	85	-	-	-	-	-	-	600	-	217		
Gray	6	12	6	-	35	00	3	60	3	00	2,000	225	-	3	33	44	69	-	-	-	-	-	400	-	70		
Harpswell	10	14	5	-	30	00	3	14	-	-	1,750	-	-	2	75	45	-	-	-	-	-	-	350	600	109		
Harrison	4	7	4	-	28	75	2	84	2	50	1,500	278	-	3	77	25	44	200	-	-	-	-	125	150	45		
Naples	5	10	4	-	22	00	3	50	2	50	1,200	142	-	2	74	34	-	50	-	-	-	-	75	-	96		
New Gloucester	2	13	11	-	30	00	3	87	2	42	1,650	-	-	1	00	42	238	-	200	-	-	-	304	10	87		
North Yarmouth	4	6	3	-	28	50	3	75	2	81	1,078	133	-	3	20	18	256	-	25	-	-	-	108	-	37		
Otisfield	6	12	6	-	25	25	2	57	1	57	1,100	-	-	3	15	30	143	-	-	-	-	-	175	-	67		

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.																
Portland.....	9	87	85	3	134 50	\$8 32	\$3 25	\$64,925	34,000	-	\$5 60	-	-	\$5,000	\$2,500	15,000	-	\$300
Pownal.....	2	7	9	-	38 00	3 38	2 12	1,053	-	-	3 11	\$24	-	75	-	425	-	54
Raymond.....	4	6	8	2	28 00	4 00	2 25	1,230	-	-	3 15	34	\$65	500	-	100	\$75	56
Scarborough.....	5	10	5	-	33 00	4 00	2 50	2,000	300	-	3 21	51	-	600	-	200	40	70
Sebago.....	6	9	3	-	23 00	2 81	1 82	803	-	-	2 50	25	-	125	-	70	-	22
Standish.....	11	13	2	-	31 31	3 30	3 15	2,100	5	-	3 51	40	94	110	75	148	-	83
Westbrook.....	12	21	13	-	55 00	9 50	3 00	4,000	1,113	-	4 42	160	-	1,000	-	-	-	150
Windham.....	8	17	10	-	30 00	4 50	3 00	2,634	198	-	3 20	66	146	175	100	325	100	110
Yarmouth.....	5	10	5	-	40 00	4 60	3 00	2,100	224	-	3 33	52	-	1,800	2,000	280	100	80
	160	374	240	7	35 63	4 04	2 51	112,789	38,270	-	3 22	1,178	1,411	10,395	4,675	19,578	1,287	2,292

FRANKLIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.											
Avon.....	221	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Carthage.....	190	114	94	175	152	6	.64	7	3	10	-	7	-	-	-	6	3	-	-	\$1,200	-
Chesterville.....	359	224	195	275	236	25	.60	9	10	10	13	2	4	-	13	10	-	-	-	5,000	-
Farmington.....	1,040	630	580	820	650	50	.59	10	10	10	25	4	1	22	16	16	-	-	-	5,000	1
Freeman.....	192	158	118	190	167	-	.74	7	4	8	7	3	-	10	3	3	-	-	-	1,500	-
Industry.....	274	156	115	209	164	10	.32	7	1	8	15	-	-	10	3	3	-	-	-	3,550	-
Jay.....	456	331	278	391	329	-	.66	8	10	10	16	5	-	15	9	1	1	\$600	-	6,400	-
Kingfield.....	157	122	87	140	119	-	.66	11	11	11	5	-	-	4	2	2	-	-	-	400	-
Madrid.....	147	74	51	105	86	21	.46	6	3	7	1	8	-	6	4	4	-	-	-	500	-
New Sharon.....	486	276	183	340	256	-	.45	8	2	8	19	2	-	17	12	12	-	-	-	4,000	-
New Vineyard.....	269	114	95	170	148	30	.45	9	10	10	14	-	-	10	6	6	-	-	-	2,500	-
Phillips.....	473	206	158	360	273	100	.45	8	3	10	22	5	1	14	10	10	-	-	-	5,400	-
Rangely.....	147	-	-	99	87	-	.59	7	2	8	4	-	-	4	5	5	-	-	-	500	-
Salem.....	126	65	48	105	84	-	.52	9	3	3	2	2	-	5	4	4	-	-	-	1,200	-
Strong.....	201	107	82	146	119	25	.50	9	9	9	8	5	2	6	3	3	1	200	-	3,000	-
Temple.....	195	123	98	116	89	-	.48	8	2	3	9	1	-	9	2	2	-	-	-	1,285	-
Weld.....	434	263	198	324	243	25	.51	7	9	3	11	2	1	11	6	1	1	1,250	-	5,000	1
Wilton.....	625	382	338	386	332	-	.9	-	11	11	15	2	4	15	10	1	1	4,000	-	-	-
Eustis.....	135	83	71	102	84	-	.57	7	8	3	5	-	-	5	3	3	-	-	-	1,200	-
Jerusalem pl.....	111	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter H pl.....	41	10	8	37	25	25	.40	6	1	2	2	-	-	2	1	1	-	-	-	150	-
Perkins pl.....	64	33	31	49	36	-	.52	5	8	-	3	-	-	3	3	3	-	-	-	1,009	-
Rangely pl.....	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6 pl.....	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dallas pl.....	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	Average length of		Number of districts in town.	Number of parts of districts.	Number of graded schools.	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 of 5 1/2 days per week.	Winter Schools of 5 1/2 days per week.									
Sandy River pl.....	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington pl.....	27	18	14	16	14	-	.527	7	-	1	-	-	1	-	-	\$125	\$200	-
Lang pl.....	13	9	6	12	10	-	.618	12	-	1	-	-	1	1	-	-	200	-
Green Vale pl.....	16	15	15	16	16	-	.946	6	-	1	-	-	1	-	-	-	-	-
Coplin pl.	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	6,432	3,131	2,525	4,197	3,387	317	.557	59		204	31	9	175	102	5	6,175	52,194	2

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 weeks, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1871.	Excess above amt' required by law.	Not less than \$1 for each inhabitant.	Less than the amt' required by law	Amount raised per scholar.	Amount drawn from State funds in 1870.	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 committeees
Carthage.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Chesterville	5	11	6	-	28 10	3 20	2 15	1,011	-	-	2 81	31	-	75	-	175	100	58
Farmington	10	25	16	5	33 00	3 00	2 50	3,252	-	-	3 20	60	-	600	-	100	-	100
Freeman	3	7	5	-	26 00	3 35	1 50	608	-	-	3 17	8	50	50	-	375	-	6
Industry	4	7	6	-	24 50	2 83	1 69	730	-	-	-	21	-	-	-	-	-	20
Jay	10	4	6	4	28 00	2 75	2 00	1,700	203	-	-	104	-	200	-	220	150	60
Kingfield	4	4	-	-	24 00	2 75	1 75	420	-	-	2 67	14	74	100	-	90	-	13
Madrid	4	5	3	2	20 00	2 50	1 75	491	-	-	3 37	50	-	-	-	40	-	28
New Sharon	11	14	6	1	22 20	3 40	2 50	1,730	284	-	3 70	37	50	-	-	-	-	60
New Vineyard	3	7	6	1	22 00	2 75	2 50	751	-	-	2 80	-	-	-	-	200	-	5
Phillips	7	16	10	3	24 64	3 00	2 00	1,700	-	-	-	-	90	150	-	-	50	107
Rangely	4	3	1	1	19 50	2 67	1 65	315	200	-	2 14	10	50	-	-	25	10	5
Salem	3	2	1	-	26 00	3 12	1 50	-	-	-	2 42	11	-	-	100	-	13	
Strong	3	7	5	-	28 00	2 75	1 92	634	-	-	3 33	14	76	150	25	116	112	50
Temple	3	-	3	1	20 00	2 50	1 51	640	-	-	3 28	19	-	-	-	112	-	37
Weld	8	10	2	-	24 50	2 50	1 83	1,130	-	-	2 67	29	-	150	-	125	-	57
Wilton	7	10	5	4	31 18	3 27	2 50	1,911	-	-	3 05	-	-	-	300	-	78	
Eustis	-	4	5	-	-	3 05	1 50	500	150	-	3 70	11	60	-	20	30	6	
Jerusalem pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E pl.	1	1	1	-	24 00	2 50	1 50	108	15	-	2 69	3	-	-	9	-	6	
Perkins pl.	-	2	2	-	-	2 62	1 37	125	10	-	1 97	4	-	8	7	-	8	
Rangely pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6 pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dallas pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sandy River pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington pl.	-	1	1	-	-	2 16	1 25	61	-	-	2 20	-	-	-	-	-	-	2
Lang pl.	1	1	-	1	20 00	2 50	-	35	-	-	2 67	-	-	-	-	2	-	6
Green Vale pl.	-	1	1	-	-	2 50	1 50	50	-	-	2 94	-	-	-	35	-	-	-
Coplin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	88	137	89	23	24 27	2 77	1 80	18,383	862	-	2 85	426	480	1,483	25	1,776	452	663

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.									
Amherst	145	88	60	105	78	17	.48	9	2	9	4	4	4	-	-	3	-	-	-	\$2,000	-
Aurora	96	96	51	42	42	35	.48	10	8	8	2	2	2	1	-	1	1	-	-	500	-
Bluehill	625	356	298	365	300	150	.48	9	2	8	4	19	9	1	1	17	7	1	\$300	8,000	-
Brooklin	360	218	185	266	207	48	.54	10	2	10	3	9	-	-	9	9	-	-	-	6,850	-
Brooksville	528	258	215	336	260	-	.45	11	4	9	3	11	-	-	9	5	-	-	-	3,000	-
Bucksport	1,200	595	489	848	654	255	.48	9	10	10	18	18	-	6	22	14	1	350	-	-	1
Castine	500	310	274	280	230	-	.50	10	16	6	4	-	1	6	6	6	-	-	-	12,000	1
Cranberry Isles	161	70	57	106	96	20	.47	8	7	1	6	4	-	-	4	1	-	-	-	600	-
Deer Isle	1,627	806	690	985	796	400	.46	7	3	8	2	24	7	-	21	18	1	1,600	-	16,800	-
Dedham	160	83	66	120	96	30	.51	7	3	8	3	10	1	-	5	4	-	-	-	1,500	-
Eastbrook	75	75	55	-	-	-	.73	8	3	-	4	4	-	-	2	-	1	250	-	-	-
Eden	479	306	253	357	300	-	.58	9	3	8	4	15	-	-	13	7	2	1,500	-	10,000	-
Ellsworth	1,967	1,088	874	1,103	878	700	.45	12	18	2	21	1	7	22	8	-	-	-	-	12,000	1
Franklin	405	160	131	323	244	60	.46	8	6	2	10	-	-	-	8	3	1	500	-	3,000	-
Gouldsboro'	643	425	325	353	290	40	.48	8	8	4	16	1	-	-	12	5	-	-	-	4,500	-
Hancock	371	204	172	192	153	-	.58	10	2	6	7	7	-	-	7	4	1	1,600	-	3,700	-
Lamoine	232	117	93	165	145	-	.51	11	10	3	4	5	-	-	4	3	1	2,000	-	3,900	-
Mariaville	146	101	78	106	82	-	.55	9	8	-	5	-	-	-	5	-	-	-	-	-	-
Mount Desert	368	232	201	318	207	14	.55	7	8	2	12	-	-	-	10	5	-	-	-	3,000	-
Orland	610	347	260	428	358	149	.51	9	5	8	15	3	1	15	7	-	-	-	-	7,500	-
Otis	101	75	63	59	51	-	.56	8	6	3	3	-	-	-	3	3	-	-	-	600	-
Penobscot	537	312	273	350	252	18	.49	9	1	11	1	12	7	-	12	4	-	-	-	1,590	-
Sedgwick	404	217	-	284	-	-	-	9	3	11	3	10	-	-	10	4	1	700	-	-	-
Sullivan	285	170	138	190	159	60	.52	9	1	8	5	6	-	-	6	3	-	-	-	1,850	-
Surry	454	270	218	271	223	25	.49	9	1	7	9	-	-	1	9	5	-	-	-	2,000	-

Tremont	810	407	338	478	372	221	44.8	9	14	-	2	12	10	1	1,700	6,000	-
Trenton	290	183	145	243	203	26	.609	59	7	-	-	7	3	-	-	2,100	-
Verona	160	35	26	117	102	-	.403	10	4	-	-	4	3	-	-	1,600	-
Waltham	198	117	99	113	94	-	.497	13	4	-	-	4	4	-	-	500	-
Long Island pl	51	51	30	38	34	15	.636	12	1	-	-	-	-	-	-	500	-
Swan's Island pl	220	96	79	147	129	35	.478	7	5	-	-	5	4	-	-	1,800	-
No. 7 pl	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 10 pl	4	3	3	-	-	-	.75	20	1	-	-	2	1	-	-	5,000	-
	14,295	7,871	6,239	9,088	7,035	2,312	.559	29	292	21	19	269	151	11	10,500	122,390	3

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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	2	3	2	-	\$35 00	\$3 12	\$2 25	\$386	\$26	-	\$2 31	\$11	\$88	-	-	\$30	-	\$95
Aurora	1	2	-	-	35 00	3 25	2 50	225	15	-	2 35	-	100	-	-	123	-	6
Bluehill	8	16	9	2	34 32	3 06	1 97	2,000	282	-	3 20	50	175	\$175	-	100	25	69
Brooklin	7	9	2	-	34 00	3 33	2 14	1,000	233	-	3 33	60	-	-	200	-	40	
Brooksville	5	7	5	-	32 80	3 58	2 52	1,450	25	-	2 74	41	-	-	-	-	23	
Bucksport	7	19	16	2	36 42	3 50	2 50	4,000	567	-	3 37	91	48	95	-	-	138	
Castine	2	7	6	1	45 00	5 00	3 50	2,600	1,300	-	3 30	40	90	-	-	283	-	20
Cranberry Isles	3	4	2	-	33 09	2 96	2 00	350	-	-	2 48	11	-	-	-	38	4	34
Deer Isle	12	22	8	4	38 50	3 12	2 54	3,507	90	-	2 15	119	90	-	300	-	60	
Dedham	1	2	5	-	15 00	3 40	1 69	500	40	-	3 18	12	70	-	100	-	30	
Eastbrook	-	3	-	-	-	4 50	1 25	200	16	-	2 62	4	-	-	20	-	3	

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.																		
Eden	5	15	6	-	-	\$35 00	\$3 37	\$2 50	\$1,250	\$55	-	\$2 61	\$45	\$107	\$75	-	\$75	\$25	\$40	
Ellsworth	12	26	13	-	4	40 00	3 60	2 85	7,000	1,700	-	3 55	153	-	650	\$200	-	100	110	
Franklin	9	6	9	-	-	38 25	3 75	2 75	1,026	-	-	2 53	32	60	-	-	-	35	-	
Gouldsborough	8	16	4	2	-	36 00	3 25	2 33	1,717	-	-	2 81	52	34	40	-	192	35	29	
Hancock	6	6	-	1	1	36 80	3 62	2 06	975	-	-	2 62	28	-	-	-	45	25	-	
Lamoine	3	4	1	-	-	40 00	3 08	-	612	-	-	2 63	19	-	-	-	70	-	18	
Mariaville	1	5	4	-	-	26 00	3 50	2 25	369	-	-	2 52	12	50	-	-	30	-	6	
Mt. Desert	5	10	5	2	-	37 00	3 75	2 50	948	-	-	2 58	-	-	-	-	58	-	-	
Orland	6	15	4	1	1	33 00	2 50	2 75	1,800	-	13	2 94	44	135	25	40	180	-	107	
Otis	2	3	-	-	-	29 00	3 67	1 94	250	-	-	2 47	7	34	-	-	16	-	17	
Penobscot	5	12	6	-	-	30 70	3 67	1 99	1,418	-	-	2 64	41	43	-	-	-	-	53	
Sedgwick	2	3	8	-	-	33 00	4 00	3 00	1,400	-	-	3 25	35	48	-	-	180	-	51	
Sullivan	2	6	3	-	-	42 00	5 80	2 75	800	-	4	2 81	21	40	25	-	70	20	18	
Surry	4	10	5	-	-	39 50	3 46	2 55	1,350	-	-	3 17	36	-	-	-	-	-	71	
Tremont	6	14	8	2	-	40 00	4 00	3 00	1,708	-	-	2 30	58	-	-	-	171	-	75	
Trenton	4	7	3	-	-	34 00	2 50	2 50	678	-	-	2 40	22	-	-	-	100	140	20	
Vernon	1	1	3	-	-	40 00	5 00	2 50	500	100	-	3 12	12	-	-	-	40	-	13	
Waltham	4	3	-	-	-	30 50	2 62	2 00	410	34	-	2 70	12	80	-	-	47	48	11	
Long Island pl	1	1	-	-	-	25 00	2 00	2 00	75	-	-	1 50	-	-	87	-	-	-	-	
Swan's Island pl	4	3	1	-	-	33 75	2 94	2 30	475	25	-	2 23	16	-	22	-	110	-	8	
No. 7 pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 10 pl	-	2	-	-	-	-	5 00	2 50	12	-	-	2 76	-	-	-	-	-	5	-	
	138	266	138	21	21	34 62	3 56	2 38	40,991	4,525	65	2 78	1,044	1,292	1,229	265	2,649	521	1,340	

KENNEBEC COUNTY.

2

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.											
Albion.....	450	240	205	324	260	84	.528	9	13	1	1	13	5	-	-	-	-	-	\$2,500	-	
Augusta...	2,319	1,503	1,108	1,314	1,021	300	.4612	12	24	-	-	24	-	-	-	-	-	-	60,000	2	
Belgrade.....	493	360	339	425	370	-	.717	3	18	-	-	18	5	-	-	-	-	-	3,500	-	
Benton.....	418	268	216	276	232	-	.549	3	10	1	-	10	6	-	-	-	-	-	4,000	-	
Chelsea.....	304	190	150	195	154	100	.509	10	9	1	-	9	5	-	-	-	-	-	2,000	-	
China.....	750	388	323	500	414	-	.498	3	22	1	-	21	12	-	-	-	-	-	6,000	-	
Clinton.....	697	449	371	545	491	50	.629	3	12	-	2	12	10	-	-	1	-	\$600	8,200	-	
Farmingdale ..	226	118	96	192	155	27	.5510	10	3	-	-	4	2	-	-	-	-	-	2,500	-	
Fayette.....	313	115	91	194	156	10	.398	10	9	4	-	9	7	1	-	-	700	3,850	-		
Gardiner.....	1,225	-	-	-	-	-	.12	12	16	-	-	15	15	1	-	-	-	20,000	38,000	2	
Hallowell.....	810	390	357	387	348	-	.439	12	1	-	-	11	11	1	-	-	800	14,000	1		
Litchfield.....	550	250	220	350	300	200	.479	10	15	2	-	15	9	-	-	-	-	-	3,000	-	
Manchester.....	226	151	127	179	143	-	.5010	10	7	-	-	7	3	-	-	-	-	-	2,500	-	
Monmouth.....	470	313	246	316	290	-	.5710	11	14	1	-	14	12	-	-	-	-	-	6,000	-	
Mt. Vernon.....	415	276	223	311	259	12	.588	8	13	-	-	13	9	-	-	-	-	-	7,350	-	
Pittston.....	813	350	279	578	440	-	.438	10	17	-	-	17	10	-	-	-	-	-	-	-	
Readfield.....	381	210	165	239	185	150	.469	10	12	-	2	12	7	-	-	-	-	-	8,000	-	
Rome.....	262	160	100	240	220	10	.618	10	8	-	-	8	7	-	-	-	-	-	1,600	1	
Sidney.....	520	319	269	359	319	-	.578	9	19	-	-	19	17	-	-	-	-	-	7,500	-	
Vassalborough ..	943	360	260	550	450	-	.389	2	22	-	1	22	5	-	-	-	-	-	8,000	-	
Vienna.....	256	124	94	171	119	-	.417	10	10	-	-	10	4	-	-	-	-	-	2,000	-	
Waterville.....	1,713	864	688	909	762	-	.4212	2	11	5	-	11	18	10	1	-	1,400	19,000	1		
Wayne.....	330	183	144	259	224	20	.567	3	10	2	-	10	5	-	-	-	-	-	3,000	-	
West Gardiner.....	395	190	146	300	250	-	.508	3	9	-	-	9	4	-	-	-	-	-	3,000	-	
Windsor.....	402	285	273	392	369	3	.8010	3	11	1	-	12	6	-	-	1	500	4,300	-		

KENNEBEC COUNTY—(CONTINUED.)

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.											
Winslow	510	222	175	323	269	-	.44	8	1	9	2	16	-	-	15	7	-	-	-	-
Winthrop	656	373	291	398	334	-	.48	9	3	10	3	10	-	1	10	8	-	-	\$4,000	-
Clinton Gore pl.	97	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unity pl.	20	20	15	20	13	-	.70	8	-	8	-	1	-	-	1	1	-	-	50	-
	16,919	8,671	6,941	10,246	8,547	1,190	.52	9	10	344	14	45	364	228	6	24,000	223,850	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 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 1871.	Excess above amt required by law.	Not less than \$1 for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount drawn from State funds in 1870.	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.
	W.	D.																		
Albion	7	10	6	2	\$28 00	\$3 25	\$2 50	\$1,300	-	-	\$200	\$2 88	-	-	\$350	-	\$75	-	\$80	
Augusta	5	40	39	1	55 00	4 75	4 00	16,159	\$8,550	-	-	6 96	\$174	-	750	\$200	3,500	\$50	439	
Belgrade	8	14	9	1	27 00	3 83	2 25	1,600	-	-	-	3 22	16	-	100	-	75	50	113	

Benton	7	10	2	-	28 00	2 85	2 25	1,200	-	63	-	31	-	100	-	125	-	57
Chelsea	1	10	9	-	30 00	3 17	2 00	800	-	26	3 63	25	-	25	-	130	-	70
China	11	17	12	-	30 40	3 50	2 05	2,118	-	-	2 67	61	-	350	400	100	50	109
Clinton	8	12	4	-	33 00	3 40	2 37	2,000	224	-	2 62	52	-	1,500	-	250	425	115
Farmingdale	3	4	-	-	30 00	3 50	3 00	900	100	-	4 25	20	-	-	-	50	-	35
Fayette	5	7	4	-	23 40	2 95	1 96	1,000	100	-	3 19	22	-	-	415	-	86	60
Gardiner	2	17	17	-	-	-	3 00	7,425	2,000	-	6 06	-	-	-	-	-	-	225
Hallowell	1	10	4	-	80 00	5 00	3 75	3,600	600	-	4 50	58	\$267	-	-	50	800	125
Litchfield	14	12	-	-	26 00	3 05	2 75	1,704	200	-	3 35	49	-	75	50	500	50	65
Manchester	2	6	5	-	28 00	3 25	2 12	853	40	-	2 25	17	-	202	-	-	18	40
Monmouth	7	12	4	-	38 00	3 50	3 00	1,850	109	-	3 90	42	-	-	-	-	-	75
Mt. Vernon	6	12	7	-	25 50	3 38	2 00	1,400	148	-	3 35	30	-	400	-	815	-	82
Pittston	3	13	14	-	45 00	4 00	2 25	-	-	-	3 36	66	-	-	-	-	-	198
Readfield	2	10	10	-	19 00	3 63	2 10	1,575	6	-	3 97	31	-	500	-	200	50	105
Rome	7	6	-	-	27 00	3 00	1 65	725	-	-	2 76	23	-	40	-	35	-	32
Sidney	4	17	13	-	29 00	3 46	1 98	1,472	-	-	2 83	-	90	-	-	-	106	78
Vassalborough	15	18	5	-	27 00	3 00	2 50	3,200	19	-	3 45	-	-	1,000	-	700	100	123
Vienna	5	8	5	-	25 40	2 81	2 00	740	-	-	2 50	22	-	30	-	185	-	39
Waterville	9	24	17	-	37 00	4 22	2 80	5,000	141	-	2 92	129	-	-	-	-	-	219
Wayne	4	9	7	-	29 50	3 21	2 26	938	-	-	2 84	26	-	150	-	175	25	83
West Gardiner	5	8	4	-	27 60	3 13	2 03	1,050	7	-	2 68	31	-	-	-	-	-	42
Windsor	9	13	4	-	24 00	3 25	2 00	1,200	-	-	2 98	33	-	355	-	151	122	45
Winslow	8	12	8	-	28 75	3 42	2 33	1,700	270	-	3 33	38	-	-	-	-	-	99
Winthrop	4	10	5	-	31 25	4 82	2 75	2,167	-	-	3 30	-	170	100	-	-	-	96
Clinton Gore pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unity pl.	1	1	-	-	20 00	2 00	70	70	12	-	3 50	-	-	-	-	3	-	1
	163	342	214	11	31 59	3 45	2 37	63,747	12,552	263	345	996	527	6,442	650	7,205	1,846	2,840

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.									
Appleton	536	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Camden	1,672	906	751	1,349	1,147	57	.57	10	3	9	4	16	-	-	3	17	8	-	\$32,000	2
Cushing	271	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friendship	304	167	128	180	147	-	.45	9	3	8	1	7	2	-	-	6	4	-	2,000	-
Hope	334	190	150	279	240	-	.58	10	10	10	4	7	1	-	-	7	6	-	4,500	-
North Haven	295	183	130	223	178	15	.52	9	19	4	6	6	-	-	-	6	5	-	3,100	-
Rockland	2,432	1,489	1,198	1,489	1,209	210	.49	34	12	1	1	-	-	24	13	3	3	1	47,500	2
South Thomaston	677	349	283	501	392	75	.44	7	4	3	2	14	-	-	-	12	7	-	4,900	4
St. George	900	452	357	554	454	-	.45	9	19	3	18	7	-	-	-	16	9	-	6,500	-
Thomaston	924	592	584	592	554	-	.62	10	10	1	1	2	12	10	3	3	-	-	-	3
Union	609	326	264	466	408	30	.55	9	5	9	2	15	-	-	-	15	6	-	5,000	-
Vinalhaven	639	292	213	499	344	234	.44	8	2	4	4	1	2	11	10	1	1	800	5,000	-
Washington	451	311	251	390	351	30	.67	11	8	3	11	2	-	10	8	1	400	4,000	-	
Warren	702	339	265	475	376	-	.46	9	9	2	19	1	-	19	16	1	1,200	13,000	-	
Matinicus Isle pl.	93	65	56	65	57	-	.60	12	10	-	1	1	-	1	1	-	-	-	500	-
Muscle Ridge pl.	29	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	10,868	5,661	4,630	7,062	5,857	651	.53	11	3	9	1	120	17	41	143	86	4	3,600	128,000	11

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 weeks, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Camden	10	24	12	2	\$37 11	\$3 19	\$3 00	\$5,000	\$485	-	\$2 94	\$129	\$91	-	\$40	\$100	-	-
Cushing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friendship	5	6	1	-	\$29 40	2 40	3 12	890	-	-	2 95	23	-	-	71	-	\$22	
Hope	6	7	1	3	30 00	2 50	2 75	1,100	300	-	3 25	25	-	-	100	-	27	
North Haven	4	6	2	-	38 75	3 71	2 44	1,000	194	-	3 38	21	-	-	70	-	11	
Rockland	4	26	26	26	51 00	5 00	4 50	11,000	3,926	-	4 55	176	-	100	150	2,043	300	
South Thomaston	5	11	7	-	34 00	3 31	2 93	1,693	-	-	2 60	49	-	200	49	311	100	24
St. George	11	14	4	-	36 45	3 21	1 90	2,321	-	-	2 57	68	-	-	270	-	20	
Thomaston	3	10	10	-	45 00	8 00	3 75	5,000	1,900	-	5 00	72	55	-	479	-	169	
Union	12	14	3	3	33 65	2 66	2 00	1,702	-	-	2 79	51	-	160	485	-	63	
Vinalhaven	7	8	6	6	38 00	3 25	2 40	1,749	-	-	2 73	49	-	110	150	-	66	
Washington	10	12	2	-	25 00	2 50	1 50	1,276	-	-	-	-	-	25	-	-	50	
Warren	7	16	13	-	32 00	4 00	2 50	1,975	-	-	2 81	55	200	20	550	-	50	
Matinecus Isle pl.	-	1	-	-	45 00	3 50	2 63	250	-	-	2 69	-	-	8	27	-	-	
Muscle Ridge pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	85	155	87	40	36 57	3 63	2 72	34,956	6,805	-	3 19	725	346	663	299	6,456	390	802

APPENDIX.

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.	Probable number of truants or absentees in town.	Per centage of average attendance.		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 graded schools.	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.									
Alna	267	148	120	190	135	-	.48	9	2	10	1	6	-	-	-	6	2	-	-	\$950	-
Boothbay	1,090	650	483	840	656	80	.52	10	3	9	17	9	-	-	16	6	-	-	8,000	-	
Bremen	306	196	147	222	176	56	.53	8	2	9	5	1	-	-	8	2	-	-	2,000	-	
Bristol	1,079	601	513	823	499	300	.47	10	2	10	5	21	-	-	21	9	-	-	8,400	1	
Damariscotta	435	247	194	260	208	-	.46	10	10	2	6	6	-	3	7	4	-	-	4,000	1	
Dresden	276	82	76	182	169	12	.44	8	3	8	5	9	1	-	9	7	-	-	5,400	-	
Edgecomb	381	97	80	189	143	-	.29	6	2	7	8	8	-	1	3	3	1	\$1,142	4,000	-	
Jefferson	653	405	303	486	381	81	.54	9	2	10	17	1	1	1	15	13	1	350	-	1	
Newcastle	636	241	205	338	272	50	.29	9	3	10	14	-	-	-	14	10	-	-	5,000	-	
Nobleborough	448	245	210	296	249	75	.51	9	2	10	2	12	-	-	12	7	-	-	5,200	-	
Somerville	178	86	75	110	85	60	.45	8	3	10	2	7	1	-	5	2	-	-	1,200	-	
Southport	268	165	131	190	150	-	.52	8	8	2	2	5	-	-	5	4	-	-	1,150	-	
Waldoborough	1,643	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Westport	273	124	95	176	153	60	.45	7	4	10	1	4	-	-	5	3	-	-	2,400	-	
Whitefield	527	324	248	415	321	-	.54	7	5	9	2	18	-	-	18	15	-	-	6,095	-	
Wiscasset	640	370	260	400	350	80	.48	10	13	-	-	6	-	1	7	5	-	-	2,500	1	
Monhegan Isle pl.	136	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9,236	3,981	3,140	5,117	3,947	854	.46	8	5	9	5	159	4	6	151	92	2	1,492	56,295	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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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	6	1	1	1	2		\$25	\$3	\$3	\$3	\$800	Excess above		Less than the	\$1									\$1
Alna	6	6	-	-	-	-	-	\$25 00	\$3 00	\$3 00	\$800	\$66	-	\$3 00	\$11	-	-	-	-	-	\$50	-	\$98	-	\$29
Boothbay	15	16	1	-	-	-	-	37 87	3 62	2 90	3,200	-	-	2 94	83	-	-	-	-	550	-	440	-	115	
Bremen	3	9	5	2	-	-	-	40 00	3 00	2 75	900	-	-	2 94	23	-	-	-	-	325	-	130	\$40	23	
Bristol	13	17	10	-	-	-	-	36 50	4 10	3 50	3,000	-	-	-	85	-	-	-	-	260	-	225	500	75	
Damariscotta	4	8	3	1	-	-	-	36 00	5 50	3 50	1,340	-	-	3 08	64	-	-	-	-	600	\$300	200	90	46	
Dresden	3	6	5	4	-	-	-	33 00	3 75	2 30	1,200	218	-	4 35	-	-	-	-	-	-	-	38	-	40	
Edgecomb	6	6	1	-	-	-	-	25 00	3 75	2 70	1,056	-	-	2 70	33	-	-	-	-	-	-	-	-	18	
Jefferson	11	15	5	-	-	-	-	28 00	3 25	2 75	1,843	-	-	2 82	48	-	-	-	-	-	-	-	-	50	
Newcastle	3	3	11	1	-	-	-	30 00	3 15	3 00	1,702	-	-	2 70	49	-	-	-	-	-	-	-	-	94	
Nobleborough	6	12	5	-	-	-	-	30 00	3 12	3 00	1,437	-	-	2 95	40	-	-	-	-	50	-	130	100	45	
Somerville	-	4	5	-	-	-	-	-	2 00	2 00	500	-	\$6	2 80	16	-	-	-	-	-	-	150	-	45	
Southport	3	5	2	-	-	-	-	45 00	3 65	3 25	708	24	-	2 64	20	-	-	-	-	100	-	52	120	30	
Waldoborough	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Westport	5	4	-	2	-	-	-	35 00	2 87	2 75	600	-	93	2 20	23	-	-	-	-	100	-	90	-	15	
Whitefield	10	14	8	-	-	-	-	25 00	2 75	2 00	1,900	16	-	3 28	42	-	-	-	-	50	-	-	-	53	
Wiscasset	4	8	4	-	-	-	-	40 00	5 00	3 00	3,000	-	-	5 00	42	-	-	-	-	-	-	200	-	35	
Monhegan Isle pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	92	138	65	12	33	31	3 50	2 83	20,186	324	99	3 10	609	-	-	2,085	300	1,753	850	713					

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.									
Albany	202	168	120	200	150	-	.67 8	9	-	9	-	2	-	9	5	-	-	-	\$2,000	-
Andover	270	218	154	240	213	69	.68 8	4 9	-	6	-	1	6	6	-	-	-	-	5,000	-
Bethel	800	445	362	577	554	-	.57 9	4 9	-	27	4	1	27	20	1	-	\$200	-	6,800	-
Brownfield	486	276	215	314	246	50	.47 9	9	2	15	-	-	14	8	-	-	-	-	2,500	-
Buckfield	499	364	240	356	302	-	.54 10	10	4	13	3	1	12	8	-	-	-	-	300	-
Byron	68	28	25	57	46	5	.51 5	3	6	7	-	-	2	2	-	-	-	-	-	-
Canton	256	-	-	-	-	-	-	-	-	10	-	3	10	1	-	-	-	-	-	-
Denmark	408	246	192	280	228	20	50 8	2	10	13	-	2	14	6	-	-	-	-	3,200	-
Dixfield	357	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fryeburg	575	215	191	276	212	-	.35 10	12	-	16	-	-	16	8	-	-	-	-	2,500	-
Gilead	120	30	22	85	75	3	.36 7	10	-	16	-	-	5	4	-	-	-	-	250	-
Grafton	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Greenwood	359	203	158	254	207	-	.51 9	1 8	3	13	-	-	12	-	-	-	-	-	500	-
Hanover	58	28	20	50	38	-	.50 10	12	-	3	-	-	3	1	-	-	-	-	600	-
Hartford	375	231	181	280	235	-	.55 7	1 9	2	12	4	-	14	10	-	-	-	-	-	-
Hebron	234	124	116	150	19	-	.29 9	4 9	-	7	3	-	7	6	1	-	600	-	3,000	-
Hiram	456	283	207	274	228	50	.47 9	1 7	1	15	1	-	15	7	-	-	-	-	2,700	-
Lovell	425	284	200	319	269	-	.55 9	11	-	13	-	-	13	6	-	-	-	-	4,000	-
Mason	58	35	24	33	25	-	.41 7	12	-	1	-	-	1	-	-	-	-	-	500	-
Mexico	191	101	82	134	111	39	.50 8	8	3	6	-	-	5	2	-	-	-	-	1,000	-
Newry	134	104	81	117	96	25	.66 8	2	12	6	-	-	6	1	-	-	-	-	1,000	-
Norway	650	459	367	493	391	150	.58 8	7	3	15	-	-	1	17	12	-	-	-	11,500	1
Oxford	555	262	223	367	246	25	.42 7	4 8	3	10	2	1	11	7	1	-	403	-	4,275	-
Paris	1,100	414	352	521	433	-	.36 8	3 8	5	19	-	2	19	16	1	600	-	-	7,000	2
Peru	360	193	150	278	221	-	.51 9	10	-	10	-	-	10	8	-	-	-	-	3,600	-

Porter.....	457	260	200	263	218	100	.468	29	2	14	2	-	13	3	-	-	2,500	-
Roxbury.....	62	29	25	68	54	-	.636	37	4	6	1	-	3	3	-	-	500	-
Rumford.....	520	250	187	313	304	-	.479	10	1	13	-	-	13	8	-	-	3,425	-
Stow.....	169	91	77	111	80	-	.467	410	-	8	-	-	8	2	-	-	1,200	-
Stoneham.....	161	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sumner.....	435	237	192	319	272	82	.538	38	3	17	-	-	16	11	-	-	-	-
Sweden.....	207	116	95	142	118	78	.519	39	4	7	-	-	7	5	-	-	4,200	-
Upton.....	48	36	27	31	24	-	.528	112	2	4	1	-	3	2	-	-	500	1
Waterford.....	503	275	250	335	302	33	.559	10	1	14	1	-	14	13	-	-	7,000	-
Woodstock.....	340	180	137	217	182	75	.479	8	-	11	1	-	10	6	-	-	4,000	-
Andover N. Surplus pl...	12	11	8	15	10	-	.759	-	-	1	1	-	1	-	-	-	100	-
Franklin pl.....	72	41	30	44	30	7	.426	6	-	3	-	-	3	-	-	-	500	-
Fryeburg Acad. Gt. pl...	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamlin's Grant pl.....	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln pl.....	12	15	10	7	5	-	.5812	8	-	1	-	-	1	1	-	-	175	-
Milton pl.....	92	51	43	68	46	21	.4810	11	-	3	2	-	2	1	-	-	800	-
Riley pl.....	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12,175	6,303	4,963	7,588	6,190	832	.518	39	1	354	31	10	342	197	4	1,803	86,225	5

OXFORD 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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.		Excess above amt' required by law.	Less than the amt' required by law.																
Albany	5	9	3		\$22 00	\$3 00	\$2 00	\$653	\$243	-	\$3 40	\$20	\$36	-	-	\$250	-	\$15	\$36			
Andover	6	7	7	2	27 00	3 00	2 50	1,035	300	-	-	-	-	-	-	100	-	-	35			
Bethel	13	22	15		27 50	3 25	2 75	2,500	-	-	3 17	36	-	-	\$80	-	-	146				
Brownfield	5	14	10		25 60	2 85	2 00	1,398	-	-	3 00	37	175	-	-	-	-	15				
Buckfield	6	15	9		31 66	2 81	2 13	1,495	-	-	3 00	32	125	-	-	-	-	17				
Byron	4	3	1		19 00	2 50	1 75	242	-	-	4 09	6	21	-	-	15	-	21				
Canton	-	-	-	-	-	-	-	1,021	-	-	1 00	325	61	-	-	-	-	84				
Denmark	11	12	1		21 86	2 64	1 47	1,200	160	-	2 94	32	32	175	-	138	-	93				
Dixfield	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Fryeburg	8	16	8		23 50	3 36	1 50	1,500	-	-	-	41	90	-	-	-	-	100				
Gilead	2	2	4		26 00	3 50	1 00	329	-	-	2 70	10	15	70	20	-	-	11				
Grafton	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Greenwood	5	16	6		19 29	2 75	1 70	900	-	-	2 50	26	24	-	100	-	-	17				
Hanover	-	2	3		-	2 87	2 75	250	66	-	4 31	5	12	30	10	-	-	8				
Hartford	10	11	4		25 65	2 73	3 00	1,156	160	-	3 08	28	24	-	181	15	462	53				
Hebron	4	5	1		24 00	2 83	2 35	750	6	-	-	20	-	-	-	-	-	39				
Hiram	4	13	10		25 50	3 87	1 88	1,393	-	-	3 05	37	100	-	135	-	10	67				
Lovell	5	12	8		22 00	3 60	2 50	1,200	-	-	2 84	25	200	100	3	-	-	75				
Mason	1	1	-		28 00	2 25	2 00	136	9	-	2 27	4	-	-	6	-	-	2				
Mexico	6	5	-		20 00	2 00	1 85	600	142	-	3 14	11	-	-	75	120	-	25				
Newry	3	5	3		26 25	3 00	-	430	-	-	-	11	45	75	50	200	-	11				
Norway	4	15	14		30 00	3 75	2 75	2,500	500	-	50	50	250	500	500	-	-	140				
Oxford	3	12	8	1	29 33	3 75	2 50	1,681	-	-	3 03	41	-	200	125	-	-	123				
Paris	12	13	5		27 00	4 00	2 50	2,528	-	-	2 75	79	203	2,000	650	100	-	142				
Peru	6	9	4		24 83	3 05	1 73	1,122	191	-	3 12	29	34	115	98	-	28	50				

Porter.....	7	10	2	-	22 00	3 00	2 00	1,240	-	-	2 80	34	100	225	-	162	12	67
Roxbury.....	2	2	2	-	17 00	2 37	1 50	175	9	-	2 82	-	-	-	-	32	5	
Rumford.....	11	12	2	1	23 73	2 65	1 84	1,400	188	-	2 70	38	176	282	-	260	149	64
Stow.....	2	6	4	-	27 50	3 20	1 69	500	73	-	3 00	13	-	90	-	25	-	25
Stoneham.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sumner.....	5	13	12	-	21 00	2 50	-	1,200	-	-	2 75	27	10	175	-	-	-	70
Sweden.....	4	7	3	-	20 25	3 83	1 62	700	150	-	3 34	16	100	50	-	-	-	36
Upton.....	1	1	2	-	13 00	3 17	2 00	197	-	-	4 11	4	-	5	-	117	-	-
Waterford.....	4	13	10	-	32 00	3 75	2 00	1,500	75	-	3 00	39	65	400	-	-	-	86
Woodstock.....	2	10	4	-	25 00	2 75	2 65	1,025	-	-	2 92	27	-	150	-	550	40	65
Andover N. Surplus pl...	-	1	-	-	-	1 50	2 50	36	-	-	2 00	-	-	-	-	5	-	-
Franklin pl.....	1	3	2	-	16 00	2 58	1 55	150	-	-	2 08	-	-	-	-	13	4	18
Fryeburg Acad. Gt. pl...	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamlin's Grant pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln pl.....	-	1	1	-	-	4 50	1 50	29	-	-	2 41	14	-	-	-	4	-	-
Milton pl.....	3	4	-	1	20 00	2 75	1 75	215	22	-	3 00	7	-	50	-	20	-	6
Riley pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	165	296	168	5	23 85	2 98	2 04	34,586	2,292	-	2 91	1,724	1,548	4,622	700	3,475	1,304	1,762

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.												
Alton	226	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Argyle	90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bangor	5,293	3,234	2,594	3,424	2,717	-	-	.50	12	3	20	4	31	-	-	-	-	-	-	-	-	
Bradford	548	285	229	297	231	-	-	.42	10	1	9	4	15	-	-	23	34	25	3	\$1,300	\$115,000	4
Bradley	295	155	101	194	172	12	-	.46	11	10	3	1	3	1	1	4	2	-	-	-	400	
Brewer	1,085	700	554	624	516	200	-	.49	9	3	12	-	7	10	11	5	5	-	-	-	17,000	
Burlington	227	155	118	119	90	50	-	.46	13	2	9	3	6	1	5	6	4	-	-	-	12,000	
Carmel	535	223	250	352	277	-	-	.47	7	8	-	-	11	-	2	11	8	8	-	-	-	
Carroll	245	148	119	178	149	5	-	.55	8	10	3	7	7	1	-	7	5	-	-	-	-	
Charleston	455	285	225	332	249	20	-	.56	10	4	11	4	10	1	-	10	6	-	-	-	4,000	
Chester	151	105	84	112	87	20	-	.56	6	2	6	4	6	-	-	4	-	-	-	-	500	
Clifton	142	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Corinna	511	337	272	419	340	150	-	.60	7	3	9	1	16	1	1	16	10	-	-	-	8,000	
Corinth	551	304	253	384	335	-	-	.54	7	3	9	3	17	1	-	18	14	1	500	-	5,000	
Dexter	990	576	470	643	556	-	-	.52	8	3	10	-	11	1	6	15	11	-	-	-	15,600	
Dixmont	480	260	227	335	260	75	-	.54	11	10	-	-	12	2	-	13	7	-	-	-	3,000	
Eddington	255	136	99	186	157	25	-	.50	10	3	11	-	7	-	-	7	6	-	-	-	3,000	
Edinburg	27	14	12	-	-	-	-	.40	16	-	-	-	8	-	-	-	-	1	-	-	1,000	
Enfield	211	163	108	87	49	25	-	.37	9	1	6	4	7	-	-	5	-	-	-	-	380	
Etna	349	197	113	240	164	55	-	.35	11	11	-	-	8	-	-	8	5	1	700	-	4,500	
Exeter	540	321	240	437	350	94	-	.55	9	10	2	-	18	-	-	13	6	-	-	-	3,100	
Garland	481	224	185	325	259	-	-	.46	10	3	12	-	10	2	1	10	8	-	-	-	4,500	
Glenburn	280	190	135	204	163	10	-	.53	7	5	10	1	7	-	-	7	5	-	-	-	3,000	
Greenbush	297	175	100	160	123	-	-	.37	7	2	9	-	7	-	-	5	3	-	-	-	1,850	
Greenfield	276	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	

Hampden.....	1,021	725	455	870	715	-	.57 9	10	19	1	2	19	4	-	-	10,000	-
Hermon.....	575	345	300	414	367	30	.58 8	11	14	-	-	12	11	1	500	2,675	-
Holden.....	288	125	113	203	164	-	.48 7	4 10	3	8	-	8	7	-	-	4,500	-
Howland.....	53	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hudson.....	294	145	112	169	128	125	.41 8	4 9	3	7	-	7	5	-	-	1,600	-
Kenduskeag.....	268	165	114	165	118	45	.40 10	9	3	1	1	3	2	-	-	3,000	1
Lagrange.....	258	146	114	161	136	97	.44 11	10	1	4	1	1	4	3	-	1,500	-
Lee.....	383	240	203	265	211	10	.54 8	9	8	1	-	9	1	-	-	5,000	-
Levant.....	438	226	178	358	286	13	.53 7	4 10	2	11	2	1	11	5	-	2,925	-
Lincoln.....	636	372	293	391	316	100	.47 9	3 9	5	10	-	2	9	4	-	4,300	-
Lowell.....	176	141	116	36	36	25	.43 14	4 6	7	1	-	6	3	-	-	600	-
Mattawamkeag.....	125	73	57	71	52	15	.43 22	10	3	-	-	1	1	-	-	2,500	1
Maxfield.....	62	43	39	-	-	6	.63 12	10	-	4	-	2	-	-	-	100	1
Milford.....	343	200	163	205	170	20	.48 10	11	4	-	1	4	4	-	-	4,000	-
Mount Chase.....	109	80	80	-	-	-	.73 9	3	-	4	-	2	-	1	150	-	-
Newburg.....	366	208	150	312	213	104	.49 9	10	10	2	-	10	7	-	-	1,600	-
Newport.....	475	288	235	313	245	40	.51 10	5 10	9	2	1	10	5	-	-	3,500	-
Oldtown.....	1,370	653	495	788	618	-	.41 9	3 9	8	7	9	-	-	-	-	4,500	1
Orono.....	873	444	362	392	319	195	.39 14	13	1	-	all	10	6	1	2,600	10,000	1
Orrington.....	637	344	255	475	385	15	.50 10	1 14	1	11	-	2	13	13	-	7,000	-
Passadumkeag.....	86	-	-	-	-	-	- 8	3 9	4	-	-	4	3	-	-	2,400	-
Patten.....	303	225	200	200	175	25	.61 12	12	6	-	1	6	6	-	-	1,500	-
Plymouth.....	399	233	171	342	285	109	.57 8	9	9	-	1	9	7	-	-	-	-
Prentiss.....	250	95	-	65	52	39	.60 7	8	5	1	-	4	-	-	-	750	-
Springfield.....	354	190	148	188	152	50	.42 8	9	3	6	4	7	3	1	600	3,600	-
Stetson.....	339	179	133	204	178	50	.46 9	4 11	2	7	-	1	7	6	-	4,000	-
Veazie.....	285	157	133	161	129	40	.46 18	12	1	-	-	3	2	-	-	-	1
Winn.....	231	160	109	173	131	35	.52 8	5 10	2	4	2	4	4	-	-	3,000	-
Drew pl.....	31	18	16	18	13	-	.45 9	3 12	3	-	-	2	2	-	-	1,750	-
Mattamiscotis pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl.....	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagumpus pl.....	43	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster pl.....	20	-	-	22	17	-	.85	-	14	2	-	1	1	-	-	100	-
Woodville pl.....	55	-	55	-	-	-	- 10	-	3	-	-	1	1	-	-	-	-
No. 1, North Div. pl.....	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lakeville pl.....	39	14	9	-	-	-	.23 12	3	-	2	-	1	-	-	-	25	-
Independence pl.....	98	12	8	17	-	-	- 11	11	2	-	-	1	1	-	-	200	-
	25,859	14,363	11,204	15,890	12,855	1,939	.50 10	1 10	2 423	29	66	417	252	11	6,350	287,405	11

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.								
Alton	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Argyle	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bangor	5	64	63	-	148 00	\$8 50	\$3 75	\$30,000	11,700	\$5 64	\$403	-	-	-	\$7,107	-	\$1,050	
Bradford	6	11	9	1	29 00	2 82	2 01	1,500	18	2 55	40	\$86	-	-	-	-	75	
Bradley	3	4	1	-	34 00	3 40	2 85	1,000	200	3 39	49	-	500	-	250	-	30	
Brewer	3	22	10	-	49 00	4 25	3 00	300	86	2 82	89	52	-	-	975	-	132	
Burlington	1	6	3	-	30 00	3 75	1 93	100	47	2 56	-	258	-	-	-	-	37	
Carmel	4	12	6	2	34 17	4 00	2 50	1,432	-	2 67	132	-	60	-	150	-	50	
Carroll	3	7	3	-	23 60	3 74	1 39	650	18	2 45	19	72	25	-	250	-	32	
Charleston	5	10	5	-	26 00	3 42	2 03	1,250	-	-	-	119	-	-	-	-	45	
Chester	1	5	4	-	30 00	3 58	2 00	600	250	3 72	11	30	-	-	20	-	25	
Clifton	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Corinna	5	16	11	-	26 00	3 32	1 75	1,600	-	-	43	71	-	-	320	-	75	
Corinth	10	17	8	1	28 00	2 75	2 00	1,462	-	2 65	44	63	200	-	270	-	86	
Dexter	3	16	18	-	53 00	4 46	2 42	3,000	-	3 00	75	166	100	-	-	12	140	
Dixmont	7	10	5	-	30 00	2 62	2 00	1,500	181	3 12	36	156	600	-	255	-	36	
Eddington	3	5	4	2	32 00	3 86	1 90	250	192	3 72	13	-	12	-	72	10	28	
Edinburg	-	1	-	-	-	2 00	2 00	50	-	3 00	-	40	-	-	5	-	2	
Enfield	2	6	-	-	30 25	3 47	2 22	600	83	2 84	17	36	-	-	46	-	21	
Etna	1	6	4	-	28 00	4 00	2 00	1,000	160	3 30	27	50	250	-	150	-	35	
Exeter	10	12	3	-	28 83	2 92	2 50	2,000	-	3 72	-	150	-	-	-	-	20	
Garland	8	8	2	-	32 00	3 00	2 06	1,500	160	3 12	34	93	150	-	-	-	50	
Glenburn	2	7	5	-	30 50	3 92	2 00	1,000	-	3 57	21	180	-	-	500	-	50	
Greenbush	-	4	2	1	27 67	4 59	2 50	621	-	-	25	30	58	-	51	-	43	
Greenfield	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Hampden	9	19	13	1	28 00	4 00	2 25	4,000	922	-	3 91	87	-	300	-	-	-	125
Heron	9	10	4	-	28 66	3 00	2 25	1,400	-	-	2 46	-	-	25	-	-	150	49
Holden	-	8	7	3	-	4 12	2 50	767	-	-	2 77	23	20	32	-	-	275	33
Howland	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hudson	4	6	2	-	31 12	3 00	2 50	731	-	-	1 00	18	111	-	-	-	126	22
Kenduskeag	2	2	2	-	47 00	3 87	2 21	800	30	-	3 09	20	52	-	-	-	458	19
Lagrange	1	4	3	-	40 60	4 57	2 00	650	-	-	2 13	22	45	-	-	-	44	20
Lee	5	9	6	-	27 00	4 00	1 80	957	-	-	2 43	29	60	115	-	-	112	70
Levant	6	7	2	-	32 00	2 83	2 32	1,159	-	-	2 42	34	8	150	-	-	199	49
Lincoln	4	11	6	-	39 00	4 38	2 59	1,530	-	-	2 41	46	160	275	-	-	167	89
Lowell	1	8	-	-	30 00	2 69	2 00	448	-	-	2 54	14	82	-	-	-	18	13
Mattawamkeag	-	-	1	-	26 00	6 50	3 50	400	20	-	1 05	9	48	-	-	-	21	9
Maxfield	-	3	-	-	-	3 00	1 50	200	16	-	3 67	5	-	143	-	-	40	5
Milford	2	6	4	1	40 00	4 00	4 00	800	100	-	2 33	19	200	-	-	-	400	30
Mount Chase	-	5	-	-	-	2 75	1 75	300	50	-	2 86	8	-	-	-	-	-	3
Newburg	6	10	3	-	30 00	3 75	2 25	1,600	350	-	2 09	37	-	75	40	-	100	35
Newport	5	9	4	2	36 00	4 00	2 00	2,000	441	-	4 27	-	-	200	-	-	200	64
Oldtown	6	15	10	-	45 00	4 00	4 00	4,100	-	-	3 00	106	-	75	-	-	550	150
Orono	1	10	6	-	100 00	4 50	2 50	3,000	106	-	3 43	64	-	250	-	-	158	75
Orrington	5	10	8	1	32 00	5 00	3 00	2,000	235	-	3 00	50	69	30	-	-	753	87
Passadumkeag	-	4	4	-	-	3 25	1 84	500	140	-	5 89	7	96	25	-	-	42	25
Patten	2	7	4	1	27 00	4 00	3 00	704	-	-	-	-	-	300	-	-	100	-
Plymouth	3	8	7	-	24 00	3 75	2 25	934	-	-	2 55	84	-	-	-	-	125	41
Prentiss	2	5	1	1	22 50	3 15	1 75	250	-	-	1 00	31	-	-	-	-	25	25
Springfield	3	7	4	1	34 33	3 54	1 97	900	21	-	2 54	24	70	276	-	-	207	75
Stetson	4	6	3	-	39 00	3 50	2 25	1,000	219	-	2 95	26	171	179	50	-	123	45
Veazie	1	2	1	-	48 00	2 00	3 00	810	-	-	2 84	21	-	-	-	-	85	15
Winn	1	5	5	1	30 00	3 81	2 66	714	-	-	3 01	16	50	815	-	-	112	25
Drew pl	-	2	2	1	-	3 50	2 00	100	-	-	3 22	-	-	-	-	-	-	60
Mattamiscotis pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagampus pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster pl	-	-	2	-	-	2 75	2 25	60	25	-	3 00	-	45	3	-	-	2	-
Woodville pl	-	2	-	-	-	2 60	1 17	150	100	-	2 77	-	-	-	-	-	5	-
No. 1, North Div pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lakeville pl	-	2	-	-	-	2 50	1 25	110	-	-	2 00	3	30	-	-	-	-	4
Independence pl	-	1	1	-	-	2 25	2 12	292	-	-	2 98	-	16	37	-	-	3	3
	169	454	281	21	36 90	3 65	2 29	84,781	5,340	200	2 93	1,881	2,985	5,380	90	14,921	307	3,230

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 Winter Schools.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.						Number registered in Winter Schools.	Average number attending Winter Schools.	W.	D.										W.	D.
Abbot.....	300	105	84	183	151	100	.39	7	10	4	8	-	3	1	7	4	-	-	\$1,500	-	
Atkinson.....	366	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Barnard.....	62	62	50	-	-	-	-	81	11	-	3	-	-	-	2	2	-	-	-	-	-
Blanchard.....	66	40	28	44	36	12	.47	12	12	-	1	-	-	-	1	1	-	-	600	-	
Brownville.....	306	154	108	195	153	-	.42	6	3	9	9	-	-	2	8	2	-	-	2,000	-	
Dover.....	673	475	410	520	485	-	.65	9	3	10	2	14	2	1	16	13	-	-	8,000	-	
Foxcroft.....	408	156	125	177	150	25	.34	8	9	-	3	10	-	-	10	5	-	-	6,000	-	
Guilford.....	276	154	129	184	149	50	.50	-	-	-	8	-	-	-	8	2	-	-	2,000	-	
Greenville.....	118	86	66	73	54	14	.51	10	12	-	4	-	-	-	4	1	-	-	2,000	-	
Kingsbury.....	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medford.....	130	100	75	125	100	3	.68	8	9	-	6	-	-	-	4	3	-	-	2,000	-	
Monson.....	248	108	90	158	140	70	.46	8	9	-	9	-	1	7	4	2	-	-	1,800	-	
Milo.....	371	210	155	273	217	75	.50	8	3	3	5	9	-	2	8	2	-	-	1,500	-	
Orneville.....	258	156	93	196	161	10	.45	7	4	3	1	8	-	-	7	1	-	-	850	-	
Parkman.....	392	266	225	275	250	100	.47	8	10	-	15	1	-	-	15	6	-	-	2,500	-	
Sangerville.....	396	235	190	240	200	-	.49	10	10	-	9	3	-	-	9	7	1	\$650	3,500	-	
Sebec.....	361	251	170	284	236	70	.56	9	10	-	10	2	1	10	8	2	-	2,300	4,600	-	
Shirley.....	95	55	47	68	55	-	.54	7	2	9	2	3	-	-	3	1	-	-	350	-	
Wellington.....	273	147	113	206	152	-	.48	6	3	3	10	1	-	-	8	1	-	-	1,000	-	
Williamsburg.....	78	45	35	54	45	-	.51	5	3	11	3	-	-	-	3	1	-	-	250	-	
No. 7, Range 8 pl.....	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elliottsville.....	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5,254	2,805	2,193	3,255	2,734	529	.54	8	2	9	4	139	14	8	130	64	5	2,950	40,450	-	

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.								
Abbot.....	1	4	7	-	\$35 00	\$3 91	\$1 76	\$800	\$300	-	\$2 67	\$23	\$60	\$25	-	\$400	\$10	\$52
Atkinson.....	-	3	-	-	-	2 87	2 00	140	-	-	-	-	-	-	-	10	-	-
Barnard.....	1	1	-	-	30 00	2 50	1 75	164	-	-	2 50	6	34	-	-	20	-	5
Blanchard.....	2	6	5	-	31 78	3 05	2 16	1,000	140	-	2 78	22	30	-	-	146	-	49
Brownville.....	6	17	14	-	23 32	2 18	1 85	2,000	-	-	3 10	47	78	-	-	-	-	74
Dover.....	-	9	9	-	-	3 18	1 87	1,169	-	-	2 86	26	72	100	\$75	100	-	36
Foxcroft.....	3	8	4	-	-	-	-	820	12	-	2 97	20	-	36	45	117	-	48
Guilford.....	-	3	2	-	-	3 25	1 85	325	15	-	2 75	2	50	24	-	30	-	-
Greenville.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kingsbury.....	1	4	3	-	20 00	3 50	1 75	400	-	-	3 07	-	8	-	-	40	-	11
Medford.....	2	9	7	-	29 09	2 75	1 75	708	-	-	3 07	-	51	175	-	75	-	28
Monson.....	5	9	4	-	27 80	3 07	-	1,000	62	-	2 42	29	74	100	-	-	-	31
Milo.....	3	8	5	-	30 00	2 89	2 18	200	-	\$308	77	-	-	-	-	124	-	34
Orneville.....	2	9	7	-	32 50	3 50	1 75	1,200	12	-	3 06	25	-	-	-	100	-	30
Parkman.....	4	9	5	-	28 00	3 00	1 75	1,315	-	-	3 32	30	45	-	-	120	-	46
Sangerville.....	4	10	5	-	29 00	3 00	2 50	1,000	-	-	2 77	27	-	50	-	50	-	38
Sebec.....	1	3	2	-	26 00	2 75	1 92	150	-	-	1 50	5	135	-	-	17	-	14
Shirley.....	2	7	6	-	25 50	2 87	1 60	700	19	-	2 56	20	-	21	-	-	-	42
Wellington.....	1	2	1	-	45 00	3 00	2 50	200	24	-	2 63	6	-	-	-	26	-	8
Williamsburg.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 7, R. 8 pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elliotsville.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	38	121	86	-	29 50	3 07	1 93	13,291	287	-	2 63	798	637	567	120	975	24	546

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.		Probable number of truants or absentees in town.		Per centage of average attendance.		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 graded schools.		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.		
	Arrowsic	69	48	40	43	34	-	.54	10	9	2	-	-	-	-	2	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$750	-	-
	Bath	2,980	1,790	1,420	1,790	1,420	-	.48	25	14	1	-	1	15	16	13	-	-	13	10	-	-	-	-	-	-	-	-	-	-	-	60,000	-	3		
Bowdoinham	598	357	298	436	383	79	.57	9	3	4	18	-	1	13	10	-	-	13	10	-	-	-	-	-	-	-	-	-	-	-	6,000	-	1			
Bowdoin	546	342	255	384	305	-	.51	9	4	3	18	1	-	13	8	-	-	13	8	-	-	-	-	-	-	-	-	-	-	5,075	-	-				
Georgetown	460	209	171	250	190	-	.39	9	4	3	9	1	-	7	4	-	-	7	4	-	-	-	-	-	-	-	-	-	-	2,000	-	-				
Perkins	26	16	13	21	17	5	.58	8	11	1	14	-	-	1	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	300	-	-				
Phipsburg	570	317	242	362	264	85	.44	9	5	11	1	14	-	14	10	-	-	14	10	-	-	-	-	-	-	-	-	-	-	3,000	-	-				
Richmond	845	509	400	558	457	25	.51	3	3	13	1	11	-	14	10	-	-	14	10	-	-	-	-	-	-	-	-	-	-	7,550	-	1				
Topsham	467	249	208	299	248	-	.49	10	11	10	-	-	-	14	12	-	-	14	12	-	-	-	-	-	1	-	-	-	\$840	11,000	-	-				
West Bath	156	61	49	69	61	29	.35	8	3	11	4	-	-	4	3	-	-	4	3	-	-	-	-	-	-	-	-	-	-	1,000	-	-				
Woolwich	362	246	209	205	190	10	.55	9	1	10	1	8	-	7	3	-	-	7	3	-	-	-	-	-	-	-	-	-	-	3,700	-	-				
	7,079	4,144	3,305	4,417	3,569	233	.48	10	4	11	96	3	22	115	74	1	-	840	100,375	8	-	-	-	-	-	-	-	-	-	-	-	-				

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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	1	2	1	2						Excess above am't required by law	Less than the am't required by law.									
Arrowsic	1	2	1	-	-	-	-	\$35 00	\$3 00	\$3 00	\$253	-	-	\$3 66	\$7	-	-	\$28	-	-	-	-
Bath	5	34	32	-	-	-	-	70 00	6 78	3 00	21,000	13,660	-	7 04	208	-	-	700	54	-	\$500	
Bowdoinham	16	17	2	-	-	-	-	26 00	2 80	2 37	2,349	-	-	3 93	47	-	-	300	350	365	105	
Bowdoin	12	15	5	-	-	-	-	25 00	2 70	2 65	1,352	-	-	3 09	42	-	-	-	-	-	46	
Georgetown	3	7	5	-	4	-	-	35 62	3 93	3 50	1,100	15	-	2 41	-	-	-	-	50	40	42	
Perkins	-	1	1	-	-	-	-	-	2 75	1 75	95	-	-	3 65	1	-	-	13	14	-	-	
Phipsburg	7	12	5	1	-	-	-	39 00	3 75	-	2,000	656	-	3 51	44	-	-	-	-	195	75	
Richmond	7	15	9	2	-	-	-	41 15	3 54	2 15	4,000	1,265	-	4 73	61	\$73	125	\$15	356	-	110	
Topsham	7	11	7	2	-	-	-	30 00	4 50	3 00	1,800	299	-	3 45	-	40	205	324	-	-	90	
West Bath	-	4	4	-	-	-	-	-	3 50	2 50	400	26	-	3 10	-	-	-	-	-	167	13	
Woolwich	4	9	3	2	-	-	-	32	3 75	2 25	1,160	-	-	3 20	129	-	50	-	165	-	72	
	62	127	74	11	37	09	3	73	2	62	35,509	15,921	-	3	80	539	113	1,421	15	1,443	817	1,053

APPENDIX.

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.									
Anson	622	350	300	455	375	-	.54 8	9	20	3	1	20	7	-	-	-	-	-	\$6,500	-
Athens	613	382	306	393	300	100	.49 8	2 8	14	1	1	13	5	-	-	-	-	-	3,200	-
Bingham	315	144	116	242	197	-	.50 7	6	11	-	-	7	2	-	-	-	-	-	2,700	-
Brighton	267	154	120	160	130	101	.47 7	6	9	-	-	5	2	-	2	-	-	-	1,300	-
Cambridge	174	91	76	136	115	10	.53 7	4 8	4	5	-	5	2	-	-	-	-	-	1,600	-
Canaan	618	324	222	428	344	30	.46 8	4 9	12	1	2	12	7	-	-	-	-	-	6,000	-
Concord	178	86	61	134	102	-	.46 8	7	11	1	-	7	3	-	-	-	-	-	1,050	-
Cornville	298	179	146	260	218	7	.51 8	9	4	13	2	12	7	-	-	-	-	-	3,000	-
Detroit	250	150	132	207	168	50	.60 7	10	6	-	1	6	2	-	-	-	-	-	2,000	-
Embden	308	137	105	224	182	50	.46 7	2 9	3	14	2	11	6	-	-	-	-	-	2,000	-
Fairfield	1,020	546	498	865	802	150	.64 8	9	16	2	5	18	16	-	-	-	-	-	-	-
Harmony	325	225	200	280	252	-	.70 9	3 10	11	-	-	11	8	-	-	-	-	-	1,600	-
Hartland	400	211	154	270	209	100	.45 10	1 8	2	10	3	1	5	-	-	-	-	-	5,000	-
Lexington	129	100	80	120	100	10	.70 6	2 7	8	2	-	6	3	-	-	-	-	-	-	-
Madison	432	264	224	409	328	108	.58 7	4 9	5	18	-	17	14	-	-	-	-	-	5,100	-
Mayfield	36	-	-	23	19	13	.53	8	3	-	-	2	1	-	-	-	-	-	200	-
Mercer	310	160	125	234	189	76	.51 8	3 9	1	11	1	11	4	-	-	-	-	-	1,600	-
Moscow	230	126	96	164	134	25	.50 6	9	1	10	-	6	2	-	-	-	-	-	1,000	-
New Portland	580	375	281	480	400	-	.59 8	9	17	1	-	16	8	-	1	-	-	-	4,800	-
Norridgewock	627	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Palmyra	518	306	221	366	299	125	.50 8	4 9	4	14	2	15	7	-	-	-	-	-	4,675	-
Pittsfield	690	402	313	429	347	130	.48 7	5 9	1	10	5	1	3	-	-	-	-	-	2,700	-
Ripley	219	126	102	141	104	-	.47 7	4 11	3	5	-	5	2	-	-	-	-	-	1,500	-
St. Albans	628	335	273	378	300	140	.46 8	4 8	4	15	-	1	5	-	-	-	-	-	4,500	1
Skowhegan	1,400	772	648	918	706	-	.48 8	9	18	3	9	27	18	-	1	-	-	20,000	36,000	1

Smithfield.....	280	160	119	189	158	14	.498	8	2	-	-	7	4	-	-	1,700	-	
Starks.....	478	251	18	291	24	56	.567	5	4	15	2	13	7	-	-	2,500	-	
Dead River pl.....	43	24	20	23	19	-	.446	6	-	2	-	1	1	-	-	300	-	
Flag Staff pl.....	27	27	22	-	-	-	.89	-	-	2	1	1	-	-	-	100	-	
Moose River pl.....	36	44	44	-	-	-	-	16	-	1	-	1	-	-	-	-	-	
West Forks pl.....	32	19	-	-	-	13	-	12	-	2	-	1	-	-	-	-	-	
The Forks pl.....	61	58	49	-	-	-	.80	17	-	4	-	1	1	-	-	-	-	
Carratunk pl.....	85	85	68	-	-	-	.80	7	-	4	2	2	2	-	-	-	-	
No. 1, R. 2 pl.....	104	50	48	-	-	-	.469	-	-	3	1	3	2	-	-	500	-	
	13,302	6,664	5,187	8,219	6,521	1,308	.558	48	4	614	35	24	296	156	5	21,000	103,125	2

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 1871.		Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.
	4	16	15	-	3	5	3	5	\$	00	\$	00	\$	00	\$	00	Excess above an't required by law.	Less than the an't required by law.								
Anson.....	4	16	15	-	-	-	-	-	\$35	00	\$3	50	\$2	00	\$1,746	-	-	\$2	50	\$43	\$144	\$350	-	\$150	-	\$44
Athens.....	8	14	6	-	-	-	-	-	27	00	3	55	1	71	1,623	-	-	2	60	46	-	67	-	133	-	65
Bingham.....	3	8	8	1	-	-	-	-	23	00	3	34	1	89	826	-	-	2	62	25	60	160	-	80	-	26
Brighton.....	1	9	7	-	-	-	-	-	30	00	3	00	2	00	675	-	-	2	60	20	-	25	-	150	-	30
Cambridge.....	2	4	3	-	-	-	-	-	32	00	3	68	1	62	472	-	-	2	71	13	30	50	-	39	-	21
Canaan.....	8	12	5	-	-	-	-	-	31	00	3	09	2	07	1,442	-	-	2	33	47	42	75	-	150	-	90
Concord.....	-	6	7	-	-	-	-	-	-	-	2	98	1	11	500	\$50	-	2	89	13	-	20	-	-	-	26
Cornville.....	4	10	7	-	-	-	-	-	24	00	3	46	1	84	959	-	-	3	22	22	110	50	-	125	-	76
Detroit.....	2	6	5	-	-	-	-	-	32	00	3	45	2	12	700	41	-	3	15	20	50	-	87	-	79	
Embsen.....	6	7	9	-	-	-	-	-	28	40	2	81	1	42	803	-	-	2	61	25	56	40	-	110	-	18
Fairfield.....	7	15	8	6	-	-	-	-	29	00	4	50	3	00	3,600	600	-	3	60	78	-	300	\$200	350	-	125

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 Normal 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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.																					
Harmony	3	8	8	-	-	-	-	\$30 00	\$4 00	\$2 00	-	\$978	-	-	\$3 00	\$27	\$100	\$100	-	\$200	\$50	\$80	
Hartland	6	7	3	-	-	-	-	24 83	3 59	1 75	-	1,120	-	-	2 80	-	-	300	-	200	25	79	
Lexington	3	7	5	-	-	-	-	22 00	3 00	1 75	-	400	-	-	3 00	10	-	-	-	-	25	19	
Madison	4	13	13	-	1	-	-	26 25	3 58	2 00	-	1,434	-	-	2 99	38	190	-	-	-	-	-	
Mayfield	-	-	1	-	-	-	-	-	3 10	2 00	-	87	-	-	2 15	-	-	-	-	80	-	-	
Mercer	5	8	6	-	1	-	-	29 40	3 50	2 00	-	1,100	\$248	-	3 55	-	-	200	-	205	140	31	
Moscow	3	7	6	-	-	-	-	28 66	3 13	1 75	-	600	25	-	2 61	18	32	-	90	60	31		
New Portland	6	15	10	-	-	-	-	29 00	3 00	2 00	-	1,500	40	-	2 58	40	30	100	400	-	97		
Norridgewock	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Palmyra	5	16	12	-	-	-	-	26 00	2 87	1 90	-	1,400	80	-	2 70	39	70	-	175	-	120		
Pittsfield	6	10	5	-	-	-	-	30 00	3 84	2 00	-	1,825	12	-	2 65	51	-	660	-	225	15	63	
Ripley	2	5	3	-	-	-	-	29 00	3 50	1 68	-	584	-	-	2 66	16	32	35	50	-	23		
St. Albans	11	14	4	-	1	-	-	31 79	3 12	1 89	-	1,675	-	-	1 00	52	71	300	150	-	64		
Skowhegan	6	21	18	-	5	-	-	40 00	4 01	3 00	-	4,000	-	7	2 85	106	450	-	400	100	142		
Smithfield	6	7	1	-	-	-	-	23 33	2 72	1 99	-	704	-	-	2 52	21	-	98	118	30	33		
Starks	7	14	5	-	1	-	-	28 28	2 03	1 80	-	1,094	-	-	2 26	34	-	283	79	118	70		
Dead River pl.	-	1	2	-	-	-	-	-	2 50	1 00	-	100	-	-	2 35	-	-	-	-	-	-	-	
Flag Staff pl.	-	2	-	-	-	-	-	-	2 25	1 25	-	-	-	-	-	-	1	76	-	5	-	-	
Moose River pl.	1	-	-	-	-	-	-	-	3 50	2 00	-	-	-	-	-	-	-	-	5	-	-	-	
West Forks pl.	-	1	-	-	-	-	-	-	4 50	1 50	-	-	-	-	-	2	77	-	-	-	-	-	
The Forks pl.	-	4	-	-	-	-	-	-	3 00	3 25	-	-	-	-	-	4	-	-	16	-	-	-	
Carratank pl.	-	4	-	-	-	-	-	-	2 50	2 00	-	-	-	-	-	-	-	-	-	-	-	-	
No. 1 R. 2 pl.	-	3	-	-	-	-	-	-	3 00	1 50	-	175	-	40	-	5	-	-	150	50	-	-	
	119	274	182		16			29 00	3 26	1 90		32,122	1,143	-	2 64	816	1,620	3,493	285	3,922	938	1,452	

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.									
Belfast	1,755	928	629	1,056	840	-	.41	13	4	19	1	15	1	7	17	10	-	-	\$14,000	2
Belmont	227	127	114	156	144	-	.62	11	10	10	-	5	-	-	5	5	-	-	2,500	-
Brooks	300	164	126	254	222	20	.58	11	7	10	3	7	-	-	7	4	1	\$300	1,500	-
Burnham	350	151	132	181	145	-	.39	7	4	7	4	9	-	-	8	2	-	-	3,250	-
Frankfort	448	215	188	289	217	25	.41	9	9	1	1	8	2	3	8	2	-	-	2,800	1
Freedom	233	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Islesborough	453	310	215	340	270	-	.53	10	11	-	-	8	-	-	8	6	-	-	3,900	-
Jackson	234	112	95	179	144	46	.51	7	3	9	1	9	1	-	9	5	-	-	2,000	-
Knox	358	180	20	237	27	15	.59	8	10	9	2	9	2	-	9	5	-	-	2,000	-
Liberty	325	325	196	240	214	60	.63	9	3	10	1	9	4	1	9	3	1	500	2,500	-
Lincolnville	735	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monroe	456	242	183	292	237	100	.46	8	10	1	1	13	4	-	13	7	-	-	4,000	-
Montville	500	228	200	386	304	-	.50	9	3	9	2	15	3	-	15	9	-	-	5,000	-
Morrill	175	106	75	129	115	10	.54	10	1	9	2	5	-	-	5	3	-	-	2,300	-
Northport	310	178	121	240	181	70	.49	9	2	11	-	9	-	-	9	6	-	-	3,000	-
Palermo	457	332	287	425	325	-	.67	10	11	-	-	13	3	-	13	10	-	-	-	-
Prospect	353	267	209	305	271	8	.68	9	10	-	-	7	3	1	6	3	1	1,150	4,800	-
Searsmont	583	554	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Searsport	830	-	360	587	496	5	.52	10	2	10	3	11	1	2	12	6	-	-	28,000	-
Stockton	725	716	333	408	321	60	.45	10	18	2	9	2	9	2	9	7	-	-	6,300	-
Swanville	307	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thorndike	285	213	187	239	225	-	.72	10	8	3	-	10	-	-	10	3	-	-	1,800	-
Troy	451	198	150	300	263	6	.46	9	1	9	-	12	3	-	10	1	-	-	5,000	-
Unity	460	-	-	-	-	-	-	-	-	-	-	-	12	1	11	2	1	-	-	-

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.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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	298	163	147	194	178	40	.54	10	3	11	7	-	7	3	-	-	\$1,750	-
Winterport	1,145	369	248	627	401	-	.28	9	1	3	15	2	17	10	-	-	7,000	1
	12,753	5,969	4,215	7,064	5,540	465	.52	9	3	10	1	19	217	118	4	\$1,950	103,400	4

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 1871.	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 1870.	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	11	23	13	-	\$40 00	\$2 60	\$3 00	\$7,200	\$1,920	-	-	\$4 10	\$141	-	-	-	-	\$1,200	\$225
Belmont	4	5	1	-	30 00	2 50	2 50	628	-	-	-	2 77	18	-	-	\$361	-	-	24
Brooks	5	5	2	-	30 00	3 00	2 00	1,000	-	-	-	3 25	73	-	\$200	100	-	-	40
Burnham	6	7	1	-	27 40	3 37	2 35	1,000	212	-	-	2 35	-	-	80	-	75	-	46

Frankfort.....	5	10	5	2	27 00	2 40	2 75	1,152	-	-	2 57	36	-	35	\$17	193	20	38
Freedom.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Islesborough.....	8	8	-	1	37 50	2 75	2 00	-	-	-	-	-	-	-	-	379	-	30
Jackson.....	1	6	8	2	26 00	3 00	2 00	700	-	7	-	18	-	25	-	-	-	31
Knox.....	5	9	4	-	32 00	2 60	1 85	1,074	-	-	3 05	28	-	30	-	70	28	44
Liberty.....	7	9	2	1	23 25	2 50	2 15	925	-	-	2 87	24	-	100	-	277	60	48
Lincolnton.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monroe.....	10	13	3	-	27 00	2 29	1 87	1,600	-	-	3 53	34	-	-	-	-	-	37
Montville.....	12	12	3	-	28 00	2 12	1 93	1,685	-	-	-	39	-	295	-	85	81	47
Morrill.....	4	5	-	-	32 00	2 00	2 00	523	-	-	2 98	15	-	50	-	2	50	25
Northport.....	5	7	4	-	30 00	2 50	2 00	902	-	-	2 91	24	-	75	-	200	-	42
Palermo.....	6	12	6	-	22 00	2 62	1 87	1,250	-	-	-	-	-	-	-	-	-	38
Prospect.....	6	7	-	-	30 00	2 00	2 55	1,005	-	-	2 84	25	-	50	150	300	-	33
Searsmont.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Searsport.....	7	13	6	-	35 00	4 00	2 25	3,500	1,217	-	4 30	67	-	30	50	-	-	95
Stockton.....	7	11	4	-	33 00	4 00	3 25	2,000	-	200	2 86	24	-	325	-	150	200	87
Swanville.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thorndike.....	7	10	3	-	35 00	3 50	2 00	800	-	-	2 80	-	-	-	-	-	-	20
Troy.....	10	10	1	-	27 00	2 73	1 73	1,405	-	-	3 19	49	-	40	-	114	-	25
Unity.....	10	11	1	-	-	-	-	1,500	-	-	-	35	-	-	-	-	-	-
Waldo.....	4	7	3	-	28 25	2 25	2 25	646	-	-	2 16	22	-	-	-	86	12	25
Winterport.....	10	19	11	-	28 00	3 10	2 25	3,000	256	-	2 25	-	-	-	-	-	-	-
	150	219	81	6	29 92	2 75	2 12	33,495	3,605	207	2 88	672	-	1,335	217	2,392	1,651	1,000

WASHINGTON COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Probable number of truants or absentees in town.	Per centage of average attendance.	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 graded schools.	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.											
Addison	445	279	237	281	240	-	.53	8	1	3	4	13	1	1	12	6	1	\$800	\$9,300	-	
Alexander	208	119	82	91	75	37	.38	12	3	12	3	3	3	-	1	-	-	-	-	-	
Baileyville	176	75	50	106	90	-	.40	10	3	12	3	5	1	4	2	-	-	-	800	-	
Baring	160	60	40	110	90	25	.41	10	3	12	3	2	-	1	2	2	1	300	6,000	-	
Beddington	61	31	26	30	25	1	.41	7	-	7	-	1	-	-	2	1	-	-	1,400	-	
Calais	2,513	1,386	1,053	1,386	1,053	500	.42	24	12	9	-	9	-	18	14	4	-	-	11,450	3	
Centerville	57	39	33	-	-	-	.58	17	-	-	-	3	-	-	2	1	-	-	1,600	-	
Charlotte	201	141	99	84	70	-	.42	13	11	3	-	5	-	-	3	3	-	-	1,300	-	
Cherryfield	671	329	277	315	254	300	.39	10	10	9	-	6	-	5	11	6	1	4,000	6,000	3	
Columbia	234	187	154	183	133	78	.61	8	3	9	4	9	1	-	7	4	-	-	1,000	-	
Columbia Falls	260	135	115	119	97	60	.41	9	3	9	4	4	1	-	3	-	-	-	1,200	1	
Cooper	152	90	73	81	71	-	.47	6	2	6	2	5	-	-	5	-	-	-	1,500	-	
Crawford	106	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cutler	450	430	327	265	280	30	.67	8	3	8	2	9	-	-	7	1	-	-	3,200	1	
Danforth	140	90	80	100	90	-	.61	12	7	-	-	4	-	-	3	-	-	-	1,000	-	
Deblois	52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dennysville	216	112	85	127	104	8	.44	10	15	-	-	2	-	2	2	1	-	-	3,000	-	
East Machias	817	485	436	416	373	-	.49	15	10	-	-	8	-	-	1	8	3	1,600	-	3	
Eastport	1,625	673	471	682	456	50	.28	20	20	1	-	7	-	7	6	6	-	-	15,000	-	
Edmunds	180	111	76	59	43	-	.33	13	2	11	6	6	-	-	5	5	-	-	1,200	1	
Harrington	459	241	196	270	222	-	.46	8	2	9	-	9	2	1	9	2	-	-	2,000	-	
Jonesborough	212	112	82	69	69	-	.35	9	3	11	1	6	-	3	5	4	-	-	1,900	-	
Jonesport	577	369	300	295	238	-	.47	12	10	-	-	15	-	-	9	6	-	-	5,000	-	
Lubec	960	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Machias	1,038	576	424	556	481	63	.44	10	17	1	-	1	1	7	7	6	-	-	16,000	2	

Machiasport	667	401	293	342	275	-	.43	10	9	9	1	-	6	2	-	-	2,300	1		
Marion	93	70	56	46	35	3	.48	10	10	4	-	-	2	2	-	-	30	-		
Marshfield	153	90	81	105	95	10	.51	9	8	3	-	-	2	1	-	-	800	-		
Meddybemps	86	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Millbridge	652	323	233	293	238	-	.36	8	10	4	11	2	1	10	5	-	6,000	1		
Northfield	93	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Pembroke	1,095	576	438	505	364	-	.37	14	10	4	12	-	3	12	9	-	9,500	-		
Perry	493	86	65	297	226	-	.29	9	1	12	2	11	-	11	-	-	-	-		
Princeton	412	290	229	256	219	45	.54	11	11	4	1	-	4	4	-	-	2,660	1		
Robbinston	409	204	157	263	198	-	.43	8	3	12	3	6	-	6	5	-	2,800	-		
Steuben	407	265	224	301	248	-	.57	8	1	9	2	11	-	9	5	-	3,000	1		
Topsfield	206	133	118	122	92	-	.51	12	11	1	4	-	-	4	3	-	700	-		
Trescott	265	125	86	93	56	100	.27	8	4	7	1	2	-	8	4	1	200	1,400		
Wesley	131	124	110	130	123	-	.89	8	12	4	-	-	4	4	2	3,000	4,500	2		
Whiting	165	140	108	102	80	25	.57	7	10	6	-	-	5	4	-	-	2,000	2		
Whitneyville	243	130	120	160	138	-	.53	8	12	1	1	-	1	1	-	-	2,500	-		
Codyville pl.	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Jackson Brook pl.	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Talmadge pl.	37	14	12	17	12	-	.32	12	12	3	-	-	2	1	-	-	1,500	-		
Waite pl.	35	32	24	-	-	-	.69	12	-	1	-	-	1	1	1	900	1,500	-		
No. 7, Range 2 pl.	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
No. 9, Range 4 pl.	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
No. 14, East Div. pl.	63	45	36	-	-	2	.57	13	2	-	3	-	3	-	-	-	450	1		
No. 18 pl.	17	14	14	-	-	-	.82	8	-	1	-	1	1	1	-	-	-	-		
No. 21 pl.	79	34	28	-	-	-	.35	8	-	3	-	-	1	-	-	-	-	50		
No. 31 pl.	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	17,669	9,166	6,948	8,437	6,953	1,287	.48	10	3	10	3	223	18	46	195	101	8	10,800	128,800	20

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 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.								
Addison	4	12	6	1	\$35 00	\$3 80	\$2 30	\$1,203	-	-	\$2 79	\$34	-	-	\$76	-	-	\$39
Alexander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Baileyville	-	5	4	-	-	3 25	2 00	400	-	-	2 27	-	-	-	-	-	25	9
Baring	1	3	1	-	45 00	5 00	4 00	532	\$166	-	3 33	14	75	-	-	150	-	16
Beddington	-	2	1	1	-	4 00	2 00	266	122	-	4 32	4	72	100	-	25	10	
Calais	3	21	21	14	87 22	5 00	3 50	12,000	6,000	-	5 00	138	130	-	1,797	-	500	
Centerville	-	6	-	-	-	4 00	2 00	150	-	-	2 63	-	112	-	11	-	6	
Charlotte	1	6	1	-	38 00	3 33	1 99	500	32	-	2 04	19	50	-	65	20	19	
Cherryfield	3	10	10	4	50 00	5 00	2 75	2,500	206	-	3 06	55	-	209	4,500	-	100	
Columbia	2	7	4	-	33 00	4 11	2 25	850	-	-	3 63	13	95	-	-	-	20	
Columbia Falls	2	2	2	2	42 75	6 50	2 75	900	300	-	3 60	18	60	-	76	-	35	
Cooper	2	5	2	-	24 00	3 27	1 70	370	200	-	2 43	11	-	-	41	-	17	
Crawford	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cutler	4	8	1	2	40 00	4 00	3 00	950	-	-	2 11	32	112	50	50	-	15	
Danforth	3	3	-	-	26 00	3 00	2 25	300	-	-	2 14	-	150	-	-	-	-	
Deblois	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dennysville	2	3	1	1	48 00	5 00	3 00	687	200	-	3 18	14	207	-	70	-	25	
East Machias	6	10	-	2	45 00	4 50	3 00	2,000	-	-	2 25	-	-	158	-	-	48	
Eastport	4	10	9	1	53 00	2 10	-	5,300	1,500	-	3 33	123	-	1,000	1,000	-	25	
Edmunds	2	3	-	-	34 00	3 00	3 50	448	400	-	4 70	-	133	-	25	-	-	
Harrington	3	7	5	3	30 00	4 18	2 00	1,200	57	-	-	-	-	221	-	87	30	
Jonesborough	-	5	2	-	-	3 30	2 00	520	12	-	2 62	16	-	-	-	-	15	
Jonesport	-	2	15	10	40 00	4 50	3 00	1,400	45	-	2 05	-	-	-	400	100	-	
Lubec	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Machias	3	9	8	2	57 30	4 37	4 16	3,500	970	-	6 11	152	-	300	400	2,570	-	60

COMMON SCHOOLS.

Machiasport.....	5	3	2	-	40 00	4 05	3 00	1,550	17	-	2 32	51	-	100	-	66	112	70
Marion.....	1	4	-	-	35 00	2 25	2 00	349	-	-	3 50	-	24	-	-	150	-	8
Marshfield.....	2	2	-	-	40 00	3 25	2 75	350	-	-	2 29	11	-	25	-	22	-	6
Meddybemps.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Millbridge.....	3	12	3	2	38 00	3 44	2 30	1,900	335	-	2 91	-	-	-	-	-	-	48
Northfield.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pembroke.....	5	13	4	5	42 60	4 20	3 30	3,190	-	-	3 14	84	166	-	-	492	-	75
Perry.....	4	4	6	2	30 00	5 00	2 50	1,150	-	-	-	-	-	-	115	-	-	50
Princeton.....	3	3	1	-	35 00	4 75	3 00	1,200	191	-	2 91	32	36	25	500	210	-	27
Robbinston.....	1	6	5	2	35 00	5 75	2 35	1,000	-	-	2 44	-	30	75	-	90	-	40
Steuben.....	1	8	10	-	35 00	3 85	1 87	1,062	-	-	2 61	30	-	25	-	-	37	35
Topsfield.....	3	4	-	-	23 00	4 50	1 70	464	-	-	2 25	16	136	10	-	-	-	35
Trescott.....	2	5	2	-	28 50	2 89	2 14	550	-	56	2 07	19	40	-	-	48	-	16
Wesley.....	3	2	-	-	37 00	4 00	2 25	298	-	-	2 20	-	78	-	-	50	-	15
Whiting.....	2	5	1	-	31 00	3 29	2 00	475	30	-	2 88	-	80	-	-	25	25	10
Whitneyville.....	1	2	1	2	50 00	4 00	4 00	585	-	-	2 04	-	-	-	-	50	-	15
Codyville pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jackson Brook pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Talmadge pl.....	-	1	1	-	-	2 50	1 75	90	-	-	2 43	71	-	-	-	34	-	2
Waite pl.....	-	1	-	-	-	2 75	1 75	100	-	-	3 00	37	20	-	-	10	-	-
No. 7, Range 2 pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 9, Range 4 pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 14, East Div.....	-	2	-	-	35 00	3 20	2 00	150	-	-	2 39	92	-	-	-	22	23	-
No. 18 pl.....	-	1	-	-	-	1 75	1 50	-	-	-	2 35	35	-	-	-	-	-	-
No. 21 pl.....	-	2	-	-	-	3 15	1 55	250	90	-	3 40	5	-	-	-	-	3	-
No. 31 pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	79	222	115	48	39 04	3 89	2 48	50,649	10,973	56	2 90	1,003	1,806	1,365	1,148	11,183	548	1,416

YORK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Probable number of truants or absentees in town.	Per centage of average attendance	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 graded schools.	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.
	M.	F.						M.	F.	M.	F.	M.	F.	M.	F.									
Acton	381	141	137	213	208	20	.45	12	5	10	1	13	-	-	-	13	5	-	-	-	\$1,000	-		
Alfred	348	186	146	185	145	-	.41	9	3	10	3	7	-	-	-	1	7	5	-	-	-	6,000	-	
Berwick	908	698	473	459	383	-	.47	9	5	12	4	17	1	-	-	17	12	-	-	-	-	7,500	3	
Biddeford	3,522	1,346	1,129	1,543	1,167	15	.33	-	-	-	-	-	-	-	-	23	20	18	-	-	\$1,200	27,100	4	
Buxton	897	480	367	604	458	-	.46	9	2	9	4	17	2	-	-	17	15	1	-	-	900	12,000	-	
Cornish	413	236	181	251	211	154	.47	9	1	10	1	9	-	-	-	1	9	2	-	-	-	1,100	-	
Dayton	202	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elliot	580	242	181	259	213	-	.34	10	2	12	-	8	-	-	-	8	2	-	-	-	-	3,500	-	
Hollis	593	323	267	356	304	-	.48	8	3	11	-	14	1	-	-	13	7	-	-	-	-	5,600	-	
Kennebunk	792	510	422	442	361	169	.49	14	4	10	3	11	-	-	-	6	12	9	1	-	6,250	12,000	3	
Kennebunkport	783	489	375	493	408	170	.50	12	13	12	-	12	1	-	-	2	12	8	-	-	-	7,000	2	
Kittery	1,103	629	491	698	516	300	.46	10	4	16	-	10	-	-	-	5	12	9	1	-	2,000	12,000	-	
Lebanon	800	420	330	283	222	-	.35	7	-	10	3	19	1	-	-	19	12	-	-	-	-	10,000	1	
Limerick	509	279	225	292	235	5	.45	10	-	11	1	11	-	-	-	1	11	5	-	-	-	3,000	1	
Limington	600	525	450	-	-	-	-	-	-	-	-	17	-	-	-	-	17	-	-	-	-	-	-	-
Lyman	412	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Newfield	411	345	168	325	175	66	.42	10	-	12	-	8	-	-	-	6	3	-	-	-	-	2,600	-	
North Berwick	600	414	300	386	317	25	.51	6	9	16	2	17	2	2	-	17	7	-	-	-	-	4,000	-	
Parsonsfield	703	398	341	451	393	40	.52	9	10	18	2	18	2	-	-	18	15	-	-	-	-	3,000	-	
Saco	1,850	850	675	820	670	-	.36	17	23	9	-	14	-	-	-	14	15	7	-	-	-	14,000	3	
Shapleigh	443	253	196	275	226	30	.48	9	3	12	-	11	2	-	-	10	4	-	-	-	-	3,500	-	
Sanford	793	397	340	515	455	50	.50	10	12	15	3	2	15	3	-	2	15	12	-	-	-	13,800	1	
South Berwick	722	383	303	394	310	25	.42	8	8	13	-	13	2	-	-	13	8	-	2	-	1,600	4,000	-	
Waterborough	538	269	192	359	276	150	.43	-	-	-	-	14	-	-	-	-	13	8	-	-	-	7,000	-	

Wells.....	1,002	507	383	534	411	-	.40.9	410	2	17	-	-	16	11	2	3,500	9,000	-		
York.....	897	521	326	581	331	-	.36.10	8	1	15	-	1	15	10	1	1,000	8,000	-		
	20,809	10,841	8,398	10,718	8,395	1,219	.44	10	1	11	3	313	18	60	322	194	9	16,450	176,700	18

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 1871.		Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.		
	3	6	8	4	5	1	\$34	\$3	\$2	\$1,007	Excess above amt required by law.	Less than the amt required by law.	\$2	\$3	\$1	\$30	\$51											
Acton.....	3	6	-	-	-	-	\$34 67	\$3 86	\$2 37	\$1,007	-	-	\$2 62	\$31	-	-	-	-	\$2 62	\$31	-	-	-	-	-	-	-	-
Alfred.....	4	8	4	-	-	-	29 50	3 40	3 00	1,250	-	-	3 33	68	-	-	-	-	3 33	68	-	-	-	-	-	-	-	
Berwick.....	5	15	7	-	5	-	28 50	4 85	2 68	3,000	\$200	-	4 54	259	-	-	-	3 33	68	259	\$65	\$300	\$100	\$439	-	-	150	
Biddeford.....	14	33	-	-	-	-	30 00	2 50	3 00	16,000	5,715	-	3 36	-	-	-	-	3 36	-	-	-	-	-	400	-	-	600	
Buxton.....	14	17	3	-	1	-	25 18	3 56	2 28	3,000	464	-	2 73	-	-	-	-	2 36	-	-	-	-	-	302	-	-	109	
Cornish.....	4	11	3	-	-	-	28 00	2 94	2 10	1,007	-	-	2 73	23	-	-	-	2 73	23	-	-	-	-	668	-	-	70	
Dayton.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Elliot.....	7	7	-	-	-	-	-	-	-	2,300	500	-	3 97	-	-	-	-	3 97	-	-	-	-	-	-	-	-	-	
Hollis.....	11	14	3	-	-	-	25 50	3 35	3 00	1,700	125	-	2 86	45	-	-	-	2 86	45	-	-	-	-	-	-	-	45	
Kennebunk.....	8	9	5	-	-	-	35 00	5 00	3 50	3,500	900	-	4 29	68	-	-	-	4 29	68	-	-	60	50	550	-	-	51	
Kennebunkport.....	7	13	5	-	1	-	41 00	4 00	2 50	3,000	600	-	3 88	61	-	-	-	3 88	61	-	-	200	200	400	-	-	54	
Kittery.....	4	14	10	-	-	-	34 00	4 32	3 00	3,490	375	-	3 09	83	-	-	-	3 09	83	-	-	75	200	495	300	-	75	
Lebanon.....	7	18	7	-	1	-	30 00	4 19	2 50	2,250	-	-	2 80	-	-	-	-	2 80	-	-	-	1,500	100	800	-	-	90	
Limerick.....	5	11	7	-	-	-	22 60	2 85	2 00	1,425	-	-	3 00	-	-	-	-	3 00	-	-	-	1,000	-	150	-	-	50	
Limington.....	-	-	-	-	-	-	-	-	-	2,004	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36	
Lyman.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Newfield.....	6	8	2	-	-	-	21 33	3 38	2 00	1,200	-	-	3 00	33	-	-	-	3 00	33	-	-	-	-	175	-	-	74	

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 1871.			Not less than \$1 for each inhabitant.			Amount raised per scholar.			Amount drawn from State funds in 1870.			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.																		
	3	12	14	10	14	4	10	2	12	4	8	4	4	14	2	4	14	2	5	10	6	8	12	5	9	15	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
North Berwick.....	3	12	14	10	14	4	10	2	12	4	8	4	4	14	2	4	14	2	5	10	6	8	12	5	9	15	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
Parsonsfield.....	10	14	4	10	2	12	4	8	4	4	14	2	4	14	2	4	14	2	5	10	6	8	12	5	9	15	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
Saco.....	10	2	12	4	8	4	4	14	2	4	14	2	4	14	2	4	14	2	5	10	6	8	12	5	9	15	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
Shapleigh.....	4	8	4	4	14	2	4	14	2	4	14	2	4	14	2	4	14	2	5	10	6	8	12	5	9	15	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
Sanford.....	4	14	2	4	14	2	4	14	2	4	14	2	4	14	2	4	14	2	5	10	6	8	12	5	9	15	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
South Berwick.....	5	10	6	8	12	5	9	15	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
Waterborough.....	8	12	5	9	15	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
Wells.....	9	15	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-
York.....	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	10	16	5	162	287	128	14	30	38	3	83	3	83	2	55	2	55	73,349	14,501	-	3	36	-	-	1,117	178	-	-	4,837	897	-	-	7,205	775	-	-	2,481	-	-	-

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.	Probable number of truants or absentees in town.	Per centage of average attendance.		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 graded schools.
							w.	d.	w.	d.	w.	d.			
Androscoggin.....	12,454	6,388	5,178	7,193	5,602	718	.529	4 10	5	141	29	23			
Aroostook.....	12,396	4,408	3,182	3,801	2,987	577	.44 10	3 10	2	226	19	10			
Cumberland.....	28,617	13,120	10,143	14,537	11,514	4,558	.46 10	1 11	3	300	24	19			
Franklin.....	6,432	3,131	2,525	4,197	3,387	317	.55 7	5 9		204	31	9			
Hancock.....	14,295	7,871	6,239	9,088	7,035	2,312	.55 9	2 9		292	21	19			
Kennebec.....	16,919	8,671	6,941	10,246	8,547	1,190	.52 9	10		344	14	45			
Knox.....	10,868	5,661	4,630	7,062	5,857	651	.53 11	3 9	1	120	17	41			
Lincoln.....	9,236	3,981	3,140	5,117	3,947	854	.46 8	5 9	5	159	4	6			
Oxford.....	12,175	6,303	4,963	7,588	6,190	832	.51 8	3 9	1	354	31	10			
Penobscot.....	25,859	14,363	11,204	15,890	12,855	1,939	.50 10	1 10	2	423	29	66			
Piscataquis.....	5,254	2,805	2,193	3,255	2,734	529	.54 8	2 9	4	139	14	8			
Sagadahoc.....	7,079	4,144	3,305	4,417	3,569	233	.48 10	4 11		96	3	22			
Somerset.....	13,002	6,664	5,187	8,219	6,521	1,308	.55 8	4 8	4	314	35	24			
Waldo.....	12,753	5,969	4,215	7,064	5,540	465	.52 9	3 10	1	205	43	19			
Washington.....	17,660	9,166	6,948	8,437	6,953	1,287	.48 10	3 10	3	223	18	39			
York.....	20,809	10,841	8,398	10,718	8,395	1,219	.44 10	1 11	3	313	18	60			
	225,508	113,486	88,391	126,827	101,177	18,989	.50 9	3 10		3,853	350	420			

SUMMARY—(CONTINUED.)

COUNTIES.	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 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.
Androscoggin	181	127	11	\$11,750	\$296,045	5	94	203	125	25	\$45 10	\$3 70	\$2 29
Aroostook	156	80	25	6,754	47,434	7	37	175	107	4	22 20	3 06	1 89
Cumberland	317	172	8	8,950	610,825	12	160	374	240	7	35 63	4 04	2 51
Franklin	175	102	5	6,175	52,194	2	88	137	89	23	24 27	2 77	1 80
Hancock	269	151	11	10,500	122,390	3	138	266	138	21	34 62	3 56	2 38
Kennebec	364	228	6	24,000	223,850	7	163	342	214	11	31 59	3 45	2 37
Knox	143	86	4	3,600	128,000	11	85	155	87	40	36 57	3 63	2 72
Lincoln	151	92	2	1,492	56,295	4	92	138	65	12	33 31	3 50	2 83
Oxford	342	197	4	1,803	26,225	5	165	296	168	5	23 85	2 98	2 04
Penobscot	417	252	11	6,350	287,405	11	169	454	281	21	36 90	3 65	2 29
Piscataquis	130	64	5	2,950	40,450	-	38	121	86	-	29 50	3 07	1 93
Sagadahoc	115	74	1	840	100,375	8	62	127	74	11	37 09	3 73	2 62
Somerset	296	156	5	3,000	103,125	2	119	274	182	16	29 00	3 26	1 90
Waldo	217	118	4	1,950	103,400	4	150	219	81	6	29 92	2 75	2 12
Washington	195	101	8	10,800	128,800	20	79	222	115	48	39 04	3 89	2 48
York	322	194	9	16,450	176,700	18	162	287	128	14	30 38	3 83	2 55
	3,790	2,234	119	\$117,364	\$2,503,525	119	1,801	3,790	2,180	264	\$32 44	\$3 43	\$2 30

SUMMARY—(CONTINUED.)

COUNTIES.	Amount of school money voted in 1871.	Not less than \$1 for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1870.	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.								
Androscoggin.....	\$59,078	\$9,350	-	\$4 13	\$855	\$697	\$1,837	\$1,366	\$7,205	\$551	\$1,289
Aroostook.....	18,901	807	-	2 33	1,061	999	1,620	500	1,322	705	744
Cumberland.....	112,789	38,270	-	3 22	1,178	1,411	10,395	4,675	19,578	1,287	2,292
Franklin.....	18,383	862	-	2 85	426	480	1,483	25	1,776	452	663
Hancock.....	40,991	4,525	\$65	2 78	1,044	1,292	1,229	265	2,649	521	1,340
Kennebec.....	63,747	12,552	263	3 45	996	527	6,442	650	7,205	1,846	2,840
Knox.....	34,956	6,805	-	3 19	725	346	663	299	6,456	390	802
Lincoln.....	20,186	324	99	3 10	609	-	2,085	300	1,753	850	713
Oxford.....	34,586	2,292	-	2 91	1,724	1,548	4,622	700	3,475	1,304	1,762
Penobscot.....	84,781	5,340	200	2 93	1,881	2,985	5,380	90	14,921	307	3,230
Piscataquis.....	13,291	287	-	2 63	798	637	667	120	975	24	546
Sagadahoc.....	35,509	15,921	-	3 80	539	113	1,421	15	1,443	817	1,053
Somerset.....	32,122	1,143	-	2 64	816	1,620	3,493	285	3,922	938	1,452
Waldo.....	33,495	3,605	207	2 88	672	-	1,335	217	2,392	1,651	1,000
Washington.....	45,349	9,473	56	2 90	1,003	1,806	1,365	1,148	11,183	548	1,416
York.....	73,349	8,786	-	3 36	1,117	178	4,837	897	7,205	775	2,481
	\$719,602	\$120,342	\$890	\$3 07	\$15,444	\$14,639	\$48,774	\$11,552	\$93,460	\$12,966	\$23,623

COMPARATIVE STATEMENT.

	1871.	1861.	1870.	1860.
Whole number of scholars between four and twenty-one.....	225,508	249,061	228,167	243,376
Number registered in Summer Schools...	112,813	138,924	121,125	134,624
Average attendance	87,920	105,381	94,429	102,950
Number registered in Winter Schools...	126,147	148,571	132,867	141,747
Average attendance.....	101,177	116,557	106,602	118,390
Probable number of truants or absentees in town	18,989	-	-	-
Per centage of average attendance to whole number.....	.50	.45	.50	-
Averaged length of Summer Schools in weeks and days, 5½ days per week....	9w. 3d.	10w. 8d.	9w. 3d.	10w. 6d.
Average length of Winter Schools in weeks and days, 5½ days per week....	10w.	10w. 6d.	10w. 1d.	10w. 4d.
Average length of schools for the year...	19w. 3d.	21w. 4d.	19w. 4d.	-
Number of districts.....	3,853	4,151	4,004	4,146
Number of parts of districts.....	350	360	330	387
Number of districts with graded schools	420	137	230	-
Number of School Houses	3,790	4,010	4,004	3,946
Number of School Houses in good condition	2,234	2,157	2,232	1,889
Number of School Houses built last year.	119	119	158	121
Cost of the same.....	\$117,364	\$92,358	\$210,520	\$50,135
Estimated value of all School Property..	2,488,523	1,250,000	2,433,426	1,164,000
Number of Male Teachers employed in Summer.....	119	-	107	-
Number of Male Teachers employed in Winter.....	1,801	-	1,987	-
Number of Female Teachers employed in Summer	3,790	-	4,020	-
Number of Female Teachers employed in Winter	2,180	-	2,205	-
Number of Teachers graduates of Normal Schools.....	264	-	193	-
Average wages of Male Teachers per month, excluding board.....	\$32 44	\$22 01	\$32 26	\$21 31
Average wages of Female Teachers per week, excluding board.....	3 43	2 19	3 21	2 03
Average cost of Teachers' board per week	2 30	1 45	2 31	-
Amount of school money voted.....	719,602	478,017	740,321	405,337
Excess above amount required by law...	119,452	64,626	136,804	56,388
Amount raised per scholar.....	3 07	1 62	3 07	1 60
Amount drawn from State Funds	15,444	76,727	12,409	76,979
Amounts derived from local funds.....	14,639	19,210	27,809	16,677
Amount paid for tuition in private schools, academies or colleges in the State. ...	48,774	43,517	58,601	27,330
Amount paid for the same out of the State	11,552	-	9,451	-
Amount expended for repairs, fuel, insurance, &c.....	93,460	57,073	102,615	-
Amount expended to prolong schools....	12,966	12,483	18,816	12,857
Amount paid to Superintending School Committees.....	23,623	12,056	22,593	13,714
Per centage of average attendance to scholars registered .....	.79	-	.80	-
Per centage of average attendance to Summer Schools.....	.78	-	.78	-
Per centage of average attendance to Winter Schools.....	.80	-	.81	-
Aggregate amount expended for Schools	\$1,000,964	\$742,952	\$1,077,927	\$551,863
Amount of School Fund	309,109	-	293,576	-

COMPARATIVE TABLE.

	1871.	1870.	Decrease.	Per cent.
Whole number of scholars between four and twenty-one.....	225,508	228,167	2,669	.012
Number registered in Summer Schools...	112,813	121,125	8,312	.069
Average attendance.....	87,290	94,429	7,139	.076
Number registered in Winter Schools...	126,147	132,867	6,720	.051
Average attendance.....	101,177	106,602	5,425	.051
Probable number of truants or absentees in town.....	18,989	-	-	-
Per centage of average attendance to whole number.....	.50	.50	-	-
Average length of Summer Schools in weeks and days, 5½ days per week....	9w. 3d.	9w. 3d.	-	-
Average length of Winter Schools in weeks and days, 5½ days per week....	10w.	10w. 1d.	1d.	.018
Average length of schools for the year..	19w. 3d.	19w. 4d.	1d.	.01
Number of districts.....	3,853	4,004	151	.038
Number of parts of districts.....	350	330	in. 20	.061
Number of districts with graded schools.	420	230	in. 190	.83
Number of School Houses.....	3,790	4,004	214	.053
Number of School Houses in good condition.....	2,234	2,332	98	.042
Number of School Houses built last year	119	158	39	.25
Cost of the same.....	\$117,364	\$210,520	\$93,156	.44
Number of Male Teachers employed in Summer.....	119	107	in. 12	.11
Number of Male Teachers employed in Winter.....	1,801	1,987	186	.094
Number of Female Teachers employed in Summer.....	3,790	4,020	230	.057
Number of Female Teachers employed in Winter.....	2,180	2,285	105	.094
Average wages of Male Teachers per month, excluding board.....	\$32 44	\$31 26	in. 1.18	.04
Average wages of Female Teachers per week, excluding board.....	3 43	3 21	in. .22	.07
Average cost of Teachers' board per week	2 30	2 31	.01	.004
Amount of school money voted.....	719,602	740,321	20,719	.03
Amount raised per scholar.....	3 07	3 25	.18	.06
Amount drawn from State fund.....	15,444	12,409	in. 3,035	.24
Amount drawn from local funds.....	14,539	27,809	13,270	.48
Amount paid for tuition in private schools, academies or colleges in the State....	48,774	58,621	9,847	.17
Amount paid for the same out of the State.....	11,552	9,451	in. 2,101	.22
Amount expended for repairs, fuel, insurance, &c.....	93,460	102,615	9,155	.09
Amount expended to prolong schools....	12,966	18,816	5,850	.31
Amount paid to Superintending School Committees.....	\$23,623	\$22,293	in. \$1,330	.06
Aggregate amount expended for schools.	1,000,964	1,077,927	76,963	.07

I subjoin Extracts from Reports of Superintending School Committees:

BERWICK.

Regarding education in its widest sense as the grand object to be attained and believing our public school system eminently useful in securing this object to the young and rising generation, your committee have felt the importance of their charge, and however faulty and imperfect our services may have seemed to some of you, we have endeavored to perform the duties pertaining to our office earnestly and honestly, hoping not only to bear some part in maintaining and perpetuating so noble an institution, but to elevate the standard of our own schools and thereby increase their usefulness.

More care than may have been apparent to many of you, has been exercised in the selection of teachers and the assignment of schools, and although some mistakes have been made in these particulars, yet we feel assured that our schools, generally speaking, have never before been so profitable as during the year just past. Our teachers, with a few exceptions, have proved themselves efficient and well adapted to their profession. In the school-room they have fully met our expectations, and we are glad to say that at our county and town institutes they are reported as a good and able set of teachers.

We would urge upon parents the duty and necessity of interesting themselves more fully in our schools than some of them have ever yet done. It is true that you have been generous heretofore in your pecuniary support; continue to make liberal appropriations, and your children will rise up and call you blessed for furnishing them the means by which they can obtain one of the most useful weapons with which they can fight successfully in the great battle of life. But do not stop here—do not think you have discharged your whole duty; visit your schools, look after your teachers, watch them as closely as you do the men you employ on your farms or in your places of business; do not excuse yourselves by thinking that you have some one employed for that purpose—it is true you have—but you must aid and assist them by the performance of your duty, or their labors may prove abortive. They cannot always be present to hold up before your children the advantage of an education in after life—they cannot encourage, and sometimes compel them, if need be, to be constant in their attendance. And here allow us to digress a moment to say, that irregularity of attendance is one of the greatest evils that the teacher has to contend with; if a scholar is absent from only one recitation, he takes so much out of his class, for they must either bring him up to their standard or he will drag them down to his; and if being absent from one lesson will have such an effect, think of those that are absent two and three days every week, and in the light of this find fault with the teacher because your children haven't made any progress. They cannot hinder you from keeping your children from school, when by a little extra effort on your part they could be present, or perhaps it may be a little prejudice against the teacher

that causes you to detain them at home; to all such, we would say, remember that you are taking something from them you can never restore—something more precious than gold. Show to your children and teachers by your personal presence in the school-room, that you expect them to improve their time and perform their whole duty; we would urge this upon you, because we know you do not visit your schools as is your privilege. We have learned this partly by observation, but more fully by an examination of the teachers' registers. One question reads—"number of visits by citizens;" and register after register has been returned with that question answered by zero or one, and perhaps that one would not have been present if it had not been for an investigation of some trivial complaint that resulted in raising the teacher higher in the estimation of all concerned than before. We know that even in this age of the world it is impossible to always obtain perfect teachers or one that will give complete satisfaction, for there is in almost every district some one that is always finding fault with our schools and school-ma'ams; if their children violate the rules of the school and are punished, they go home and pour a doleful tale into the parent's willing ear, who instead of dividing it by five, multiply, and the result obtained is, "the school is a failure sure;" they are then taken from the school and allowed to attend another where the principal branches taught are idleness, ignorance, vice and crime, when the proper course to pursue would be to see the teachers and hear their explanation, and not condemn them without a hearing, for there is most usually two sides to a question.

It is the rising generation that are destined to fill our places in the state and nation, to carry the arts and sciences onward toward perfection, and how necessary it is for us to whose care they are now committed to use all the means in our power to render them competent to fill the positions that will soon await them—to prepare them to bear their part in the vast and important changes that are constantly taking place, for "wide awake to-day leaves yesterday behind him like a dream," and we are rapidly moving on towards the time when

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

SKOWHEGAN.

We have many teachers who can ask the questions printed at the bottom of the page in our text-books, and listen to the answer of the pupils; and if the answer be given in the exact words of the text, they are satisfied. They have no apt, vivacious suggestions, no fund of intelligence, no store of methods and

illustrations, to give freshness and life to the exercises, and place them in varied and attractive lights. Their failure lies in the poverty of their resources. Such teachers are eminently to be pitied. No poorer teaching can be imagined than that which is the effort of an ill-furnished and unsuggestive mind. Diligent study upon the topics that occur in the progress of the class can alone furnish a teacher with information adequate for his work. It demands a wide range of culture to enable one to teach properly, even a primary school. Living illustrations, apt similitudes and analogies are required to bridge over the dead formulas of the text-books. As scholars increase in age and attainments, there is a still greater demand for culture in the teacher. That teacher should mistrust himself, who does not stand before his class at every lesson, deriving far more aid from his own mental stores than from the pages of his text-books.

The power of employing teachers by the superintending school committee is a new feature in school management, and while it imposes additional labor and care upon the superintending school committee, we are inclined to believe it is a move in the right direction. Many school districts, however, seem to feel that it is an abridgement of their ancient rights and privileges—that it is, in some way, a sort of indefinable indignity offered to their intelligence. Such a feeling is entirely unfounded. Very many of our school agents would be equally, and in some cases more, competent to employ teachers, provided they gave it the same amount of time and attention. Agents, I am sorry to say, seldom visit the schools and make themselves practically acquainted with their workings. A teacher who would have a fair prospect of success in one school would be entirely unsuitable in another, and unless good judgment is exercised, in employing a teacher who is adapted to the peculiar want of the school in question, a partial failure, at least, is liable to result. With the employment of teachers in the hands of the superintending committee, there is a tendency to retain permanently in town teachers who have been found efficient and profitable. Surely those whose duty it is to visit every school, and watch its progress, ought to be able to judge of the merits of a teacher; and, by retaining the successful ones, a list of teachers would soon be obtained, in whose hands our schools might be placed with confidence.

The wages paid to teachers in this town, during the year, have been less than have been paid in neighboring towns; and, in order to secure the best teachers, it is probable that, in some cases, higher wages must be paid the coming year.

NEW PORTLAND.

In looking over the registers of teachers, we find that one disadvantageous feature, particularly of our winter schools, is tardiness on the part of scholars. We will give an instance which is not a very extreme case. In a school fifty-five days in length, of about twenty pupils, there were three hundred and ninety-eight instances of tardiness, showing that over one-third the scholars on an average came into the school-room after the exercises of the school had commenced. This is a great annoyance to the teacher and greatly distrubs the interest of the recitations. We believe that suitable pains on the part of

parents in seeing that their children are started for school in good season would do much to remedy this difficulty.

The duties and responsibilities of your committee the past year, as you are aware, have been greatly increased by a legislative act making it their duty to employ teachers for your schools. I need not say that this increased burden was not desired by them, but recollecting the fable of the "sour grapes," we have shouldered them cheerfully, and discharged them to the best of our ability. Many dissatisfied with the law, have aimed their batteries at us, determined to complain at whatever we might do. None are more pleased, I venture to say, than your committee, that the Legislature has now left it for you to decide whether the committee or district agents shall employ your teachers.

DETROIT.

Let us suggest for the consideration of parents and tax-payers, that our schools are not what they ought to be. The parental care and discipline which prevailed in "our fathers' days," or even in our own, has been relaxed, and with many a man it is supposed enough if "school keeps," without regard to the attendance of his scholars, or the attendance of the scholars in the district, to expect every child to be properly educated.

Another fault which prevails in some towns, is for the male parents in the district to meet on evenings at the stores, taverns and other public places therein, and for want of other topics of conversation, to discuss "the school"—the teacher, and his method of discipline and government, in the presence and hearing of "Young America," and expressing emphatic dissent quite as often as faint approval. The young, under this kind of tuition, soon learn to govern, not only the teacher at school, but parents at home, and instead of neatness, order and industry in the school-room, utter demoralization takes place, and their schools are ruined.

We present for the reflection of the parents of our village district a copy of the school registers of the male teachers in regard to cases of tardiness and dismissal. Mr. F—— taught the school for six weeks (33 days) only, and reported 517 cases of tardiness and 169 of dismissal in a school numbering 57 scholars all told. Does not this return clearly intimate that blame rests somewhere, either with teacher or parents, or both? This school, at the same time, costing more than \$50 per month. Mr. E—— returns 27 cases of tardiness and 41 cases of dismissal in four weeks of 20 days, which seems some improvement on the first school. This also costing \$55 per month.

Is there not a great field here for missionary labor in the cause of education? Are the teachers or scholars or committee wholly to blame? We think not. Responsibilities rest upon us all alike. Let us, then, turn our attention anew to this subject of such vast importance, and by holding up each other's hands in this great work, try to guard the interests of our public schools with vigilance, and erect again the intellectual standard on some higher ground.

LEEDS.

In some instances parents have chosen to take their scholars from school rather than have them submit to the requisitions of the teacher. Is this praiseworthy? Can we expect to raise the standard of our schools by pursuing this course? Every teacher needs the cheerful, prompt and earnest co-operation of parents to assist them in the discharge of their various duties. Parents, allow us to exhort you to be the firm friends of your children's teachers. They need your sympathy and encouragement. Teachers and parents should labor together for the best interests of the school. The youth of to-day will soon take our places, and it is our duty to make earnest efforts to promote their progress in knowledge and virtue, and strive to prepare them for usefulness and enable them to act wisely, manfully and fearlessly.

Some of our large scholars have been so foolishly wise the past year as to leave their school without sufficient cause. Can they afford to do this?—can they afford to squander a term of school, and not only deprive themselves of its advantages, but by their course and influence partially destroy its usefulness to others? I answer no; nor can we afford to have them do it. They will soon be called upon to perform important duties and fill places of honor and trust. We must educate them and fit them for their positions, then in their triumph we shall behold our own.

We wish we could impress on the minds of parents and guardians the great importance of visiting their schools, and thus satisfy themselves in regard to the qualifications and usefulness of the instructors of their children. This is a point of vital importance. What more precious treasure have you than your children? What more important interest than their education?—and in what manner can you better manifest your interest in their welfare, than by visiting the school where their minds and characters are being shaped and lasting impressions made daily? Then visit your school, it is a great help to both teacher and scholars; it strengthens the teacher's efforts and inspires them with new zeal; it greatly animates the pupils and deepens their interest in the school, and does more for its advancement and usefulness than can be gained from any other source.

We are all interested in this one great object, but each of us perhaps have our own peculiar way of showing it. Let us all be united—"in union there is strength"—let us work earnestly and harmoniously to promote and elevate this great and common cause, the education of our children.

SEARSPORT.

In reviewing your report you will find that most of the schools in town have been successful, but still we do find some of them lacking. Although improving as a whole, they are not up to the standard we desire; and the question arises, what can be done to improve our schools most? We will allow every one to have his own opinion, but if you will allow us we will make a few suggestions.

1st. Parents do not interest themselves enough in the schools; they do not visit to see if their scholars are at work,—they only know what they hear, and we find that to be very poor information in many cases. We find schools

which are visited by parents much more interesting than those that are not; the scholars work hard that they may pass the examination with credit; they are proud of being watched, and do not wish to make their efforts with no one to give them credit. Teachers do better when watched; we know of some that will shirk if they are not watched. Then we will urge upon you, parents, as you are required in Holy Writ, in other things, so in school matters—watch. It is indeed a dull scholar and a dull teacher that does not care for his reputation.

2d. Punctuality. And here again we appeal to you, parents; we feel that tardiness is more the fault of the parent than of the scholar. Strive to have your scholars arise at such an hour in the morning that they may have time to perform what is required of them, giving ample time to complete their toilet, and have them in school at the proper time.

3d. Strive to make your scholars rely on themselves. Children are assisted too much on little difficulties—are taught to talk and recite, and do not understand the language they use; a little difficulty discourages them, they are at once assisted, and their own minds remain untried. We believe children are hurried into the school-room too young. We always pity a scholar under six years of age that is obliged to sit six long weary hours in the school-room and only come out a few times to read, or say a few letters, (for they cannot study) and then go back and there wear away the tedious hours, afraid to move for fear of some punishment. If parents wish their children to love the school-room, be sure they know their letters and know how to study, before they enter a school. This can be done by a very small effort on the part of the parents: and if you will look over our schools and pick the best scholars, you will find that the most of them are those that have been assisted at home first, and do not know when they learned their letters or commenced to read.

In regard to the employment of teachers by the committee. We were not pleased with the idea, as some represented. In every case where the agent would, we gave them the same power they always had; and we hope the town will vote that the agents in the several districts shall employ the teachers the ensuing year.

TRENTON.

We have visited our schools, and endeavored to fulfil the indications of law in regard to them. We have tried to awaken among scholars a greater interest in, and love of study, and have made such suggestions to teachers and scholars as they seemed to need. We have endeavored to have children well instructed in first principles; as, upon a good foundation, they can build an ever enduring structure, while each succeeding step in their progress is made easier and safer. As a whole, our schools have done well; but still, we would see them do better. Some districts in town might be united with profit; increasing their usefulness, giving us better teachers, longer terms, and better classification. Of its feasibility the parties will judge. There is hardly a school in town where first-class female teachers for winter, would not be an improvement. We should husband all our means, remembering always, that economy and cheapness are not here, at least, synonymous terms. Pay teachers good

wages; not because they ask it, but because they can command it. Our conviction still is, that children under six years of age should not attend school for the following reasons: 1st. They often get a lasting distaste for study, forced upon them too young. 2nd. Neither body nor mind is sufficiently matured for continuous study; for study saps the vital energies much faster than labor. Mind manifests itself through physical organization, and physical organization is subject to laws that are violated, and outraged, by early confinement to study. 3d. The wise man said: "There is a time for everything;" and this is just the time of life to acquire constitutional vitality for the pressing demands of future years. This is the period for play, for exercise; and the body demands it. 'Tis one of the laws of a healthy development, which cannot be violated with impunity. Many children are annually sacrificed upon the altars of ambition, and fashion and habit, and christened "The dealings of Providence."

We have urged upon scholars a more extended course of study. Arithmetic is almost the sole study of many of our scholars. Arithmetic cultivates one faculty of mind only. Now, why this persistent cultivation of one faculty at the expense of all the rest? 'Tis the many studies that develope the whole, and give us the well-balanced mind. One may learn to play with the wandering skill of a Paginini, upon one string, but like that great performer, one loses the knowledge that that mighty instrument of his nature has more than one string. The only right course is, to give each faculty its due share of attention. Through judicious state and county supervision, our schools are becoming more adapted to our wants; and no good reason can be presented why our children, as a rule, may not in them receive a good sound English education. There is time enough from six to twenty-one, and teachers qualified to teach them. In addition to mathematics, a knowledge of geography, grammar, United States history and physiology, ought to be, at least, the acquirements of the graduates. Surely, we should be able to speak and write our own language properly. Surely, we should understand the history of our own county; and last, though not least, we should know something of our physical structure, and of the laws that govern life and health. Farmers' sons and daughters need, and should have an education, as well as other people's sons and daughters, and we rejoice that it is within their grasp. Our avocations in life prescribe no limit to mental needs, and the idea that the mass of mankind demands no higher or more extensive culture than just what suffices for their respective occupations, is exceedingly illiberal and contracted. We are all born to a better heritage—a more noble destiny than our ordinary pursuits—and the time devoted to the examination of facts and principles, that sustain no direct relation to pursuits of gain, is not lost time. Man is not a means, but an end; and he should claim a generous culture, not because of his business relations alone, but simply because he is a man. But aside from personal considerations, we cannot well over-estimate the benefits of education, interwoven as they are with all our material interests, and contributing in some way to the success of our most cherished enterprises. Educated skill is constantly improving and inventing, for the benefit of labor, and science, and arts. It tames the lightning of heaven, and makes it serve the interests of man. It pierces the bowels of the earth, and lays her

treasures at our feet. It harnesses the mighty power of steam, and makes it do the labor of millions; while it betters our condition in countless ways, seen and unseen. This needs no argument, it is patent to the eyes of all, and he who runs may read. Look when and where you will, you find the most intelligent communities the most prosperous, and *vice versa*. You cannot divorce labor from intellect; the mind conceives and plans, and the hands execute its mandates. In short, education is civilization, and power and wealth.

Our common schools then, are the nurseries of a mighty power; the measure of which is the measure of their united capacity. Speed their mission, and civilization will rejoice; throw barriers in the way of their progress, and civilization will weep tears of sorrow. We record our conviction here, that there is no danger in educational investments, and that they yield more than dollar for dollar up to every dollar invested. As a natural sequence then, the state or community most liberal to our schools is the most liberal to itself. The state well understands her true interest in this matter, and that every dollar she devotes to schools will be more than returned to her in the increased prosperity and skill of her people.

FELLOW CITIZENS:—There is ignorance and superstition enough thrown upon our shores during each decade of years to envelope us in one eternal night of darkness, were it not for those beacon lights of ours, that send their illuminating rays from every hill and valley of our wide domain. So we may be encouraged on the one hand, and warned on the other to proper circumspection, with our sentinels at their posts of duty, remembering that liberty and education are one and inseparable, and their price is eternal vigilance. The cause of popular education is in the hands of the people, and upon the people's action hangs their destiny for weal or woe. May we have a just sense of its merits, and feel that next to the christian cause, it is our greatest public blessing, the salvation of our country, and the hope of freedom throughout the civilized world. Feeling thus, we cannot be indifferent to their welfare.

RICHMOND.

We have not, in all instances, been able to furnish such teachers as were needed. Such teachers did not offer themselves, nor could we always find them for the wages which we felt at liberty to offer. We may have every other advantage, yet if we fail here, the loss is irreparable; and it is quite as important when practicable, that we should secure the same teacher successive terms, as a really good teacher is worth much more to a school the second term than the first. He understands the attainments of each pupil, and so knows how to classify him. He can thus go on from the highest point reached in the previous term, adapting himself at once to the attainments or deficiencies of the various pupils or classes, instead of spending a week or two in finding the standing of the different pupils.

We suppose our citizens are generally aware of the difficulty of estimating the condition and workings of the different schools; as some schools are but slightly embarrassed, or may even appear better than usual in the presence of visitors, while others are at a decided disadvantage. Another reason for the

difficulty in forming a correct judgment, arises from the fact that in many instances the classes are using books too far advanced for them. This is especially true in our reading classes. How shall we judge a class in the Fourth Reader which ought to be in the Third? They read poorly in the Fourth; they would rank well in the Third. Nor can we in all cases learn the deficiencies of a teacher as soon as desirable, at our distance from the school; nor after we have become acquainted with any trouble or deficiency that may exist, can we always act with unerring judgment.

It is needful that the parents should remember that there are many things to be taken into consideration in such matters; and sometimes more than one side to the question proposed. We would urge upon the citizens of the various districts that they visit the schools more frequently, and thus become acquainted with their workings. And in order to prevent disagreements between the parents and the school authorities, that there should be friendly conference between parents and teacher, and between parents and committee, as to the best methods of promoting the good of the school. This will accomplish far more than hasty and resentful action, where the real facts of the case are but imperfectly understood.

We notice throughout the town, and even in some of our village schools, a deficiency in the matter of school apparatus—globes, wall-maps and charts. Except in District No. 1, the blackboard is the only help to the teacher. This is not a good indication.

While we are laboring to improve our schools, the parents should remember that they have much to do in the matter of co-operation, especially in securing attendance. We are not in favor of compulsory education. The genius of our institutions forbids it. At the same time, no parent can allow his child to neglect the means of education, without inflicting an injury upon the community as well as upon the child; nor can any parent allow his child to be frequently absent from school without deranging the order and effectiveness of the school, besides missing many a link necessary for the proper connection of his studies.

BOWDOINHAM.

We have thus endeavored, briefly, to give a general idea of the condition and progress of our schools during the past year, being obliged for want of space to omit many matters of great importance to individual schools, and to embody all we have to say in a few general observations. It is evident that our schools have not accomplished all that could have been desired during the past year. Teachers have a great deal to do in order to secure the highest efficiency in our schools, but we believe the first and greatest responsibility rests upon parents in securing the early and regular attendance of their children on the schools to which they belong. It is the habit of many intelligent people to keep their children from school a portion of the time for very trivial reasons. The lessons of a single day have a volume in themselves alone, but when considered in reference to what follows they are of vast importance. The lessons taught on a certain day may elucidate a principle absolutely indispensable to a clear and intelligent understanding of those which follow for the rest of the term. The effect of absence from regular recitations has

been very clearly seen in our village schools. Frequent instances have occurred of scholars entirely losing their interest in studies rendered unintelligible by absence for which the parent is responsible. This is an evil of great magnitude, but it is beyond the control of the teachers or school committee. The remedy lies entirely in the hands of parents, who, as they value the highest interests of their children, should not suffer so great an evil longer to exist. A good education can only be attained by prompt and constant attendance at school.

There is a class of habitual truants for whom the intelligent public should have a deep interest. Truancy from our public schools has been a prolific source of a great part of the crime and vagrancy which impoverishes communities and renders society unsafe. We would respectfully suggest that a truant committee, consisting of the school officers or some other men, be appointed to see that the truant laws are enforced.

There is another matter in which the parents fail decidedly to do their duty. Our schools are very rarely visited by the fathers and mothers of the children attending them, or by any person except the school officers. Parents cannot expect their children to have an interest in their schools if they have none themselves. The frequent presence of visitors will inspire teachers and scholars to renewed exertions and encourage them to greater perseverance and higher attainments. We have observed with regret that some parents allow their children to report at home what has occurred at school. These reports are almost always greatly exaggerated and incorrect—not from an intention to make untrue statements, but from a habit of exaggeration into which the scholar naturally falls. Parents are injudicious, to say the least, who will suffer their children to pursue a course of conduct so mischievous in its effects. Parents should take an interest in the studies which their children pursue—talk with them about their lessons, and encourage them by all possible means. They will thus do them positive and lasting good.

Your committee did not think it best to exercise the full power given them, of employing teachers and fixing their salary, and hence arose some misunderstanding as to the time some of the schools should begin, and the salary to be paid. This we exceedingly regret, but under the circumstances it was unavoidable.

BREWER.

At the commencement of the municipal year we found ourselves invested by the authority of Legislature, with the duty of employing teachers. We have endeavored to discharge this duty according to the best of our ability. Notwithstanding our well-designed efforts, we have made some mistakes, and a few ordinary teachers got into our schools. Our old and well tried teachers did, if possible, better than ever. We believe that we had their sympathy and hearty co-operation, for which they have our sincere thanks. There has been, as far as we could judge, quite a feeling against the new law, yet many of our citizens, as usual, have helped sustain the character of the schools. In behalf of pupils and ourselves, we thank them also. We regard the theory of the new law to be correct, but in its practical workings we think it has been detrimental to our school interests the past year.

We would be glad to notice many things tending to the improvement and elevation of our schools, but our limited space forbids. This point is uppermost in our minds: that before our schools attain a much higher degree of excellence, we must have, on the part of a larger number of parents than now exercise these virtues, a more general interest in educational matters; also a more enlarged benevolence towards, and appreciation of teachers, together with an earnest co-operation, both with teachers and school officers, to elevate and perfect school discipline, attendance, and study.

EDDINGTON.

The school-houses in town are all in good condition, except that in District No. 1, which is wholly unfit for a school-room.

The law changing the duty of hiring teachers from agents to school committee came into force at rather an unfavorable time; and although the committee do not wish to assume any unnecessary responsibility, we are inclined to the opinion that the new law is an improvement.

In the larger districts, where female teachers have been employed in the winter schools most of the time, it seems more difficult each year to discipline the schools, a fact which would suggest the expediency of employing male teachers, except when first-class female teachers can be obtained.

Much is being done at the present time by the State to promote the cause of education. The object is commendable; for whoever improves the means of obtaining an education, confers an inestimable blessing not only on the youth who are attending school, but on the state and nation. When sufficient compensation is offered, those who are qualified will offer their services as teachers, and others will qualify themselves for the business. When this is done, and parents send their children regularly and promptly to school, and provide books and all needful apparatus for their instruction, something near the desired result will be reached, and not before.

In reviewing the schools the past year, we think they have been attended with quite average success.

KENDUSKEAG.

In the performance of our duties, we have endeavored to impress upon the minds of scholars the importance of good order in our schools; and parents and guardians can assist teachers very materially by giving their influence in the same direction. To make our schools what they may and ought to be, both teachers and scholars need encouragement and notice, particularly from parents. If you show by your acts that you care but little for the prosperity of our schools, your children become careless and indifferent as a matter in course. Your presence in the school-room is of more consequence than most people suppose. It will stimulate the teacher to greater efforts in behalf of his school; it will inspire your children wonderfully in the performance of their duties; it will speak louder than any words of yours can speak to both teacher and scholars, that you really have an interest in the business in which they are engaged. The time which you spend is as nothing compared to the benefits to be derived therefrom. In part, the very foundations of society for

the future are being laid in the school-room. The future of our nation, its intelligence and prosperity, depend largely upon the proper direction of the minds of our youth. Let us then work with a will to raise by our united efforts the standard of excellence in our common schools, that we may thereby aid in that general diffusion of intelligence ever so necessary in a government like ours.

WALDOBOROUGH.

We do not feel that we have any marked improvement to note in the general condition of our schools during the present year over former years; we have had a few excellent schools in town, some, we judge, to be of a common average, and some have accomplished but little of value to the scholars. The question now arises, why is this? We answer, there may be several reasons; among others, is the difficulty of obtaining suitable teachers; for many of our schools are so small, and the amount of money so limited, that agent and committee do not feel to employ good teachers, for they demand good wages. We would say to every agent in town, to employ the best teachers you can get; and to every district, to select those among you who are most interested in your schools—not as we find it in some of our districts in town, where some few in the district will put in incompetent men, just because they can spite some one in the district. There are a few persons in town more intent on having their own way, than interested to have a good school. Their neighbors never hire the right teachers. They want failure, and they labor for it. We think, with such, a little more feeling for their children, would do more good than an increase of school money or books.

Another difficulty that we find prevailing is apathy; whether admitted or not, we think it a great difficulty. Many parents think that if they furnish their children books and clothing, and the privilege of attending school in some old, inconvenient school-house, such as many of our good farmers would not consider suitable for a sheep-fold, it is sufficient. We hope that parents will see their errors on many points and try to do better. We are very glad to say that we have some school-houses in town that are an honor to their districts and town, and as a general thing they have good schools, for the very reason that they are interested in their children and schools, and we cheerfully recommend them for their good interest. But more earnest and zealous work is yet demanded on the part of parents, teachers, and all friends of education, before our schools can reach that height of usefulness which we hope to see them attain. In educational matters, our main desire should be improvement and advance; we must advance or recede; unless each year's mental acquisition exceed those of the last, they will be less in reality, although apparently the same.

We would suggest to school agents, employ the best teachers you can get, and be willing to pay them a reasonable compensation; for good teachers will command good wages, and if you refuse to employ them, others will reap the good of your money and labor. To employ incompetent teachers is poor policy; for not only will your children be taught but little, but they get your school in a condition that it will take one good term of school to get them in the right condition to advance in education.

Parents, we request you to co-operate with your influence to make your schools interesting and effective. You may ask, how can this be done? We say, by visiting your schools and becoming interested in them yourselves. By giving good advice to the children relative to their school—by making valuable suggestions to the teacher. We find but few schools in town where the parents have interest enough to visit them. But where in all the province of labor and business, can you find an interest that will compare in importance with the interest which you have in children and their education, to give them those qualifications of mind that will make them useful in after life?

Another difficulty we find is truancy on the part of scholars; we regard the irregular and tardy attendance on the part of scholars, and the cold indifference of parents and citizens towards our common schools, to be the greatest obstacles in the way of their upward progress. Perhaps parents are not aware of the evils that result from these bad practices; we hope that parents will try to have their children punctual in attendance to school, and have them educated suitable to act upon the stage of life.

DENNYVILLE.

We do not think there was any good reason for two-thirds of the scholars in the district to be allowed to neglect the opportunities for gaining an education; nor should those attending be allowed to stop except for the most urgent reasons. Such general disregard of educational advantages must convince many that we need a law compelling parents to send their children to school a part of the year. If the scholars do not seem to be learning much, the parents should first ask if it is not wholly the scholars' fault; parents are injuring their children when they take them from school simply from the scholars' testimony that they are not improving. Our schools cost the town too much to allow it to be optional whether children shall attend or not. Ignorance is too hurtful, and the time of youth too valuable, to allow even one term or one week to be needlessly lost.

MILLBRIDGE.

Though we do not claim perfection in our schools, or that in every case they have been just what they should be for the past year, yet we do think a decided improvement has been made over that of some former years. We, as a committee, have been very particular in employing teachers that were capable of teaching in each particular district, and also such as would be acceptable to each district, as far as we were able. For we believe that the success of our common schools depends very much upon an unanimity of feeling and work between committee, teachers and parents; parents, especially, should first be interested in the schools, and they will be, if they find that the committee and teacher are working for their good.

We believe the committee should hire the teachers,—that they are the ones that know what qualifications are requisite for each particular school,—and that the district should be consulted in the matter, and suited as far as possible. A teacher forced upon the people of a district can do them but very little good. This is often the case when the teachers are hired by the agents; they

employing some one to suit themselves or family, while perhaps a majority of the district are opposed to them.

We labor under some difficulties; our houses are not all suitable for the purpose for which we are obliged to use them; some of the districts are poor and not very well able to build better. The towns should build the school-houses.

Our school-books are not uniform; our reading books and geographies, though from the same publishers, are of different editions, making them seem like different books, and we have to pay an unreasonable price for them. We have been waiting in hopes that the State would make some law to break up this monopoly of the publishers, but as yet we feel that the State is governed by these publishers. We have in our schools too many books, put in to please those who publish them in a great many cases, and often by bribery from their agents. We hope to be delivered from this army of book agents and the constant wrangling and powerful influence of rival book houses.

We never expect to see perfection in our system of common school education, yet as it is the hope of all our success as a nation in the future, so do we earnestly hope for increased interest in this great common good from year to year.

SURRY.

I am decidedly of the opinion that our schools might be, and therefore ought to be better. The best teachers are the cheapest, even at much higher wages. Whether teachers really receive too high wages is a question which we need not discuss—facts are stubborn things—wages are fixed in the market as surely as the price of cattle or horses, and if we would have superior teachers we must pay the price. True, we cannot always obtain experienced teachers, for there must be beginners, but we can obtain those well educated by making an effort and paying the price.

It is very common to employ a teacher young and of very limited education, for the small or backward schools, as such expect less pay, and there can be a longer term. This is a mistake. Such schools need the very best teaching talent, and must have it or remain in the background. It is very important that scholars start right; if they have poor teachers they will start wrong.

In order to have a model school, as all schools ought to be, there must be a good house. As that cannot always be obtained, let the district make the best of what they have. The roof, of course, will be kept tight, broken glass should be replaced at once, and the plastering neatly whitewashed whenever necessary. Good and sufficient blackboards should be provided and kept in good order. The parents should take care that their children attend regularly and punctually, and the parents themselves should visit the school at least once every term. The frequent excuse that they cannot tell whether the school is good, is a mistake, at least, to a very great extent.

Let there be co-operation among school officers, and with the citizens. There certainly can be no antagonism without blame somewhere.

Let the agents require higher qualifications in teachers, and let them be present at the examinations. In this way the schools may take a step upward year after year. That a person has obtained a certificate one year should not

insure him one the next year. Those teachers who gain the good will of their scholars are not necessarily good teachers, public opinion to the contrary, notwithstanding.

No scholar should be confined to one study, if he be old enough to study at all. In colleges the practice is for each student to have three studies, and no more, at the same time, with one recitation daily in each. This is a good rule for all schools.

Teaching should be thorough as far as it goes, so that the scholar will not need to go over next year what he has gone over this year. Instead of confining the attention to the few studies now in schools, more should be introduced. Physiology, chemistry, philosophy, astronomy, geology and some others, are more important than the advanced part of arithmetic, and are perfectly appropriate to common schools.

Let the school-room always be kept neat as a dwelling house, and the scholars individually be taught to feel a responsibility in this thing.

The law provides that 10 per cent. of the money appropriated to any district may be used in purchasing a district library and apparatus. Very few districts do this. And yet I firmly believe that money so expended yields the best returns. This is not the time to enlarge on this point, although I would like to do so. Let the district begin with a map of the county, so that the scholars may learn the location of the several towns. At the same time procure some of the cheapest, most simple apparatus, and increase from year to year. Then insist that the superintending committee shall approbate no teacher who is not competent and disposed to use the apparatus.

The large cards now published from which the youngest scholars may learn to read, are great aids to the teacher. I would recommend also that every child be furnished with slate and pencil, also with paper and lead pencil.

Of the methods of teaching I will not speak at large. In arithmetic, analysis is carried to too great an extent. We are told by the best educators that children under thirteen years old, should be taught *how* to do things, above that age they may be taught *why*. This is essentially true. Yet much time is spent in teaching children, or in trying to teach them, the *why* in the most simple questions in mental arithmetic. I think this a decided mistake. Let them learn to answer the questions correctly and rapidly, and the *why* may take care of itself.

Another mistake, I think, is depending too much on mutual correction in reading and other recitations. To some extent, especially with the older scholars, this is useful, but it will not do to let it take the place of corrections from the teacher, as is extensively done.

HODSDON.

Your committee have endeavored to engage the best teachers, firmly believing that good teachers are cheap at any price, and poor teachers dear at any price. Yet we have not in all cases been successful, simply because the supply of first-class teachers is not equal to the demand, and we are obliged to supply our schools from such teachers as we could obtain.

We presume agents will be authorized by this meeting to employ teachers

the ensuing year. We earnestly hope they will make an early effort to secure the best, not putting it off until other towns have got the cream. To this end we would recommend that agents call the annual meetings early in April, so that agents elected may have the earlier chance to act, and not be behind other towns.

Graded certificates have this year been given upon blanks prepared under the direction of the State Superintendent, that indicate the grade of the several teachers as to their educational qualifications and ability to govern. The base of certificate is so arranged that a perfect record of teachers' qualifications and success is kept by the committee. We think this must work beneficially, as it makes discrimination between good and poor teachers; placing each squarely upon their own record. This record is open to the inspection of any citizen of our town, and we should be especially pleased to have parents and agents examine it.

Now, attendance! Irregular attendance, tardiness and truancy, are great damage to our schools, and evils that cannot be reached by committee or teacher. We lay the evil directly at the door of parents, they alone are responsible and can alone remedy the evil. If it is proper for scholars to attend and receive the benefit of schools, it is unquestionably the duty of parents to see that their children attend whenever possible, and not allow any trivial matter to keep them at home. They should further insist upon their children being at school promptly at 9 o'clock. What registers have been so far returned report 1,750 instances of tardiness. Estimating the balance of registers to report the same relative number, the instances of tardiness will not fall below 2,000. Therefore, our schools have been interrupted 2,000 times the present year by scholars entering late.

Co-operation of parents, teachers and school officers, your committee deem of great importance. Especially should parents have an interest in the welfare of schools, and give tangible evidence of that interest by visiting the schools and conferring with teacher, scholars and committee, and thereby encourage them all in the work by word and act.

PHILLIPS.

Owing to the law passed last winter, it became the duty of the committee to hire the teachers. We don't propose to discuss the wisdom of the change, and you now have the right to decide for yourselves in regard to it. The effect of it for the past year has been to increase the duties and difficulties of your committee to a great extent. We lay no claim to perfection, and have doubtless made many mistakes, but we feel confident that the schools throughout the town for the past year will compare favorably with those of any previous year. Our bills are necessarily somewhat higher than they were in former years, but a large part of this extra expense might have been saved, had we been notified in season where schools were wanted; and had this been done in every instance, it would have saved us several days' time, the town several dollars of expense, and, in some instances, the districts would have secured better teachers and for a less price.

One great difficulty in this town is the small number of scholars in the several schools. The result is, that we can only have very short terms, and

in many districts, but one term per year; and seem to be almost compelled to put up with a poor grade of teachers in order to get a school of sufficient length to enable the scholars to become moderately proficient in the elementary branches. We are aware that it may be said, and, as we believe, truthfully, that a short school with a thorough-trained, first-class teacher, is of more benefit than a much larger one with an ordinary teacher; but really superior teachers are not such a drug in the market that they are willing as a general rule to engage our small schools five or six weeks in length, even if liberal wages are offered for that time, as the time they would be unemployed would eat up all the profits, and besides they find no difficulty in securing larger and longer schools. The remedy for this difficulty, viz., small schools and small amount of money, is perhaps hard to find. In most cases districts cover as much territory as can well be done without compelling some to travel an unreasonable distance to reach a school, but there are cases where we believe districts might be united with a good effect.

While we would thus urge upon the town its duty of furnishing all possible aid and encouragement to its public schools, we would also call the attention of parents to the duties devolving upon them as individuals. The report shows that by far too large a proportion of the scholars in town have not attended school for the year, and of the whole number attending, the average attendance is altogether too small. This should be remedied, and it should be done by the parents. If they would impress upon the minds of their children the importance of punctual attendance and of being in season each morning,—if they would take an interest in their children's studies and act as though they thought them of some importance,—if they would visit the school occasionally and be more careful not to find fault with the teacher in the presence of the scholars, we think a vast improvement would be the result; but unless parents will take more interest at least in having their children attend school punctually, it may become the duty of the town to take the matter in hand and pass by-laws compelling all from six to seventeen years of age (unless there is some good excuse) to attend school, as it has a lawful right to do, and a reasonable regard for its own interests to see that the money it is obliged to pay out is not squandered, would fully justify it in doing.

UNION.

Agitation is generally an indication of life, and a dead calm of death, or a state bordering thereon. There has been an unusual amount of talk and discussion in relation to our schools during the past year, but whether it is a token of deeper interest, a sign of vigorous growth and life, or only a kind of galvanic excitement, occasioned by the new school legislation of last winter, remains to be seen. It is certainly greatly to be desired that a true and lasting interest should be awakened on the subject of common school education. Without doubt our schools can be greatly improved; but what means shall we take to accomplish the work? This is the great question. Here is a chance for the exercise of the greatest wisdom and experience.

Those who were at the head of educational interests in the State thought that our school system might be improved. They had been watching the pro-

gress of education in other States, had studied their systems, and observing what had worked successfully, they sought by legislation to engraft it into our system. Hence arose the school legislation of last winter. But instead of working so favorably as was anticipated, in many places it awakened a great amount of opposition, and nowhere accomplished any great degree of good. What it might have accomplished had it been favorably received, it is now impossible to tell. It is, however, greatly to be desired that the discussion of the question may go on, that the public mind may be aroused; for thus only can any real progress be secured. When it becomes evident to the public that the cause of education will be promoted by any change, then the change will be demanded and secured.

The change in the law, made last winter, imposed a new obligation and responsibility on your committee, which they have endeavored to discharge in a faithful and impartial manner. The responsibility was nothing of their seeking, and so far as our schools have been concerned during the year, there has been no perceptible change, either one way or the other. We have been able to avoid the confusion and contention that has unfortunately arisen in some places, and our schools taken together have been full as prosperous as usual, and we think that there has been a gradual improvement. Our county supervisor told one of our teachers that the schools in our town, taken together, were in a better condition than in any town in the county, which was saying something for us, though it might not be saying much for the county. We certainly have not reached any very lofty summit of excellence, and there is still great opportunity for improvement. What can we do to secure this improvement? Our answer is evident. Our school interests must be managed with prudence and energy, and there must be co-operation among all in securing the very highest and best results. The committee and district agents should consult and act together, the school-houses should be made convenient and comfortable, and parents and teachers should co-operate in securing the punctual attendance, good behavior and intellectual advancement of the scholars. In union there is strength, and in co-operation there is prosperity and success.

WHITEFIELD.

On the whole, our schools during the past year have progressed with their usual success. Looking on the brighter side, there is much of encouragement and promise. Our teachers have been selected from the best available talent in town; if we wish for better ones, we must seek for them from abroad; while some excellent teachers from other towns have been employed, yet from actual observation, a majority of such have not succeeded as well as those from our own town.

The natural qualifications for successful teaching are so rarely united in one individual, that where a good teacher is found, he should be sustained and kept employed. We feel fully convinced that unless our teachers shall meet with and receive a fuller and more complete co-operation from parents in the education of their children, a considerable part of the efforts put forth must necessarily be lost; we refer to existing evils which we care not to name,—

that we think neither teachers, committee, or even the more efficient "super-visor," can fully meet.

In relation to the laws of last winter regulating the hiring of teachers, we have in every instance consulted the agent where we could, knowing the existing feeling in that regard; and in a majority of cases the agents have selected the teachers for their several schools.

In conclusion, we can only say, that we have endeavored to discharge our duty faithfully, if we have failed to perform it acceptably.

SWAN'S ISLAND.

Our schools need more life, enthusiasm—more interest. If you would vote three-quarters of the money, and each parent take interest enough to visit the school and thereby show to their children that they were really interested, your children would learn faster than they now do. Our teachers also confine themselves too much to books. They should give more practical instruction, calling the attention of the scholar to what is passing around him. They should give more verbal instruction. A few words of explanation in regard to what the scholar is reading about would impress the memory, rest the body and mind, and do much good.

CHERRYFIELD.

We cannot close this report without calling your attention to what is being done for the advancement of our common schools, and to some new theories that are being agitated. By recent action of the Legislature, the Normal School may be considered as permanently established at Castine. It is an institution of very great importance to eastern Maine, as it is giving us a better class of teachers than we have ever before had. We do not say that every person that graduates from such a school will be a good teacher. Not at all; but other things being equal they will be greatly benefitted by the training received there. And we say now, as we have said before, that we shall give the preference to those teachers that spend their time and money preparing themselves for their profession. We urge upon all our teachers the necessity of attending this school. The system of county supervision was a step in the right direction, and we were sorry to learn that an attempt was made to abolish it in our last Legislature. We hope that no backward steps will be taken.

Our teachers have been greatly benefitted by the "Institutes" holden in town, during the last year. Though not without their defects, yet we believe them not only beneficial to the teachers, but also beneficial to the parents, as tending to awaken a greater interest in their children's educational welfare.

There are two theories now advanced for the improvement of our schools. We wish to call your attention to them, giving you some of the arguments in their favor. The first is the abolition of the district system. That is, making the town a unit *educationally* as well as *politically*. Let the town own all the school-houses, build and repair the same, hire the teachers, in short have entire control of the whole matter. Its advocates say that if carried out, we should have better school-houses and better teachers. For many districts are

too poor to build the one, or hire the other. They also say our schools would be better organized; that it would abolish unjust distinctions in respect to school privileges, between the children of the same town. The whole matter is deserving of our careful consideration. But such sweeping changes should not be made until the people are educated up to them.

The other theory is that of compulsory attendance. And this is worthy of careful consideration. For small as our population is in this town, we have many idlers and habitual truants between the ages of six and eighteen years. We are sorry to acknowledge that a large per cent. of the boys of this town are unable to read intelligently, or write their names in a legible manner. Yet we tax ourselves to build school-houses, hire teachers, and do all things necessary for their educational welfare. The advocates of the theory of compulsory attendance, say the State which provides so liberally for the education of all its children, by taxing every property-holder for this purpose, should see to it that the children are reaping the advantages thus provided, and if the State has a right to compel the payment of taxes to educate the children, it has the corresponding right to compel the attendance of those children. The lament that a large percentage of the scholars are non-attendants, is heard from all parts of the State. In Calais only 38 per cent. attend; Eastport, 27; Ellsworth, 40; Lewiston, 34; and Portland 34. Very soon the male portion of these non-attendants (and perhaps the female) will be called upon to exercise the right of suffrage, and to aid in controlling the rights and privileges which an intelligent and moral community justly hold so sacred. Very soon they are to hold their places in society, and will give it a tone and character, so far as they are concerned, corresponding to their own. Are they, will they be capable of exercising this great right intelligently? Do we wish to be part of society that they will give tone to? We know the answer. When we consider that such is the condition of the schools here in New England, the boasted source of all that is good of our institutions; that we have lately admitted to share in the government of the nation, the ignorant blacks of the South; that thousands of uneducated foreigners are yearly landing on our shores; that the tendency in governmental affairs is to corruption; unlike the Roman Consul Varro, "we do despair of the Republic." And we believe that if we would preserve our liberties, become a great and powerful nation, we must not only urge, but compel the education of the masses. The advocates of this theory point with pride to Prussia, for here the compulsory system is carried out to the letter. And well they may. For her late contest with France is without a parallel in the history of the world. The citizen soldiery swept out of existence the finest regulars on the globe. It was a contest between intelligence and ignorance. The rulers of the world will no longer place their reliance upon standing armies; but upon the intelligence and patriotism of their subjects. England awaking to the necessity of better educated masses, adopts a new school system and compulsory attendance will be a prominent feature in it. But we will discuss it no further. The subject is worthy of your careful attention.

In a review of the schools the past year, there is much to encourage, and much to stimulate us to greater efforts in the future. We urge upon the parents to keep their children at school, to visit them while there. We urge

upon them the necessity of providing all the means that the times will allow for the support of schools. Far better to spend money for the support of schools, than of jails and poor-houses. "For ignorance is the most prolific source of crime," say the Jail Commissioners of Maine. And may we not add of pauperism? An education is all that most of us can give our children. Shall we, fellow-citizens, by our indifference, deprive them of that? Remember, too, that the future of our beloved country depends upon the action and efforts of such as we. "For men, to make a State, must be intelligent men." "No government can be either last or free, which is not founded on virtue and intelligence, and on that independence of mind and conduct among the people; which creates energy, and leads to everything that is noble and generous, or that can conduce to the strength and safety of a State."

"What constitutes a State?

Not high-raised battlement or laboured mound,

Thick wall or moated gate;

Not cities proud, with spires and turrets crowned.

Not bays and broad-armed ports,

Where, laughing at the storm, proud navies ride;

Not starred and spangled courts,—

Where low-browed baseness wafts perfume to pride!

No! men,—high-minded men,

With powers as far above dull brutes endured,

In forest, brake or den,

As beasts excel cold rocks, and brambles rude,—

Men who their duties know,

But know their rights, and knowing, dare maintain."

PHIPSBURG.

Your committee highly appreciate the Normal Schools of the State, and recommend the employment of their graduates, when practicable; these institutions were designed specially to qualify teachers for our schools, and we think they generally furnish our best teachers. There may be and there doubtless are some excellent teachers who have not received special training for their work; there may also be excellent mechanics who have not served an apprenticeship, because they possess natural mechanical genius in an uncommon degree; but in general the best mechanics and the best teachers are those who had special training for their work. The normal school not only develops the mind of the teacher, but teaches him the best methods of imparting instruction to others. It is one thing to possess knowledge and another to impart it to others.

The committee are in favor of State uniformity of text-books, and would be glad to see a petition sent to the next Legislature for securing this object. We are in favor of this measure for these reasons: 1st. It seems to be the only way to secure town uniformity in the country towns. 2d. Persons moving from one place to another in the State, would find the same books in the schools, and would save the expense and trouble of purchasing new books. 3d. The books could be obtained at least twenty per cent. cheaper than otherwise.

Your committee are in favor of the law of 1870 giving them power to employ teachers. No pecuniary interest affects our judgment in this matter, for it increases our labor without increasing our compensation. We are in favor of it because we think it easier to find three men competent to take charge of the matter than to find a dozen or more; and because it would relieve the committee of the unpleasant duty of sometimes rejecting such unqualified teachers as the district agent might engage. We have here expressed our opinion in regard to this law, but should you think differently, we have no controversy with you on the subject; we could not if we could cause any one of you to vote contrary to his honest opinion of what is best. But should you judge it best to restore to the district agents the power to employ teachers, we entreat you to have such an interest in the education of the children of the several districts as will lead you to select for your agents your very best available men.

COLUMBIA.

The town raised at its last annual meeting \$720; interest on money due the school fund; appropriated by the town, \$75; interest on James L. Bucknam's school fund note, \$19.68; making a sum total of \$827.43. By a vote of the town at the last meeting, the first important duty involving upon your committee was the change of the following text-books: readers, spellers and grammars, in order to have them in season for the commencement of the summer term of schools. The books introduced stand high in the estimation of teachers, and we think are a decided improvement on the old ones.

The total number of scholars returned by district agents last April was two hundred and fifty-seven; of this number the names of seventy-eight, or about thirty per cent., were not registered as attending school at any time during the year. With such a fact staring us in the face, how can we hope to obtain the greatest amount of good from our district schools. Multiply the number of days school was kept in our town by the number of scholars and we have 159,854 days' schooling. By adding all the days' attendance returned on the school registers we have 12,588. Now divide what might have been realized by what was the actual result and you will see that only about one-twelfth of the scholars in town were benefited or improved. We must base our want of success in our schools almost wholly on non-attendance. Some of our schools were closed a week earlier for want of scholars, not deeming it prudent to keep a teacher on wages to instruct a half dozen scholars.

Your committee would not close this report without making an effort to impress upon the minds of the parents, if not upon those who have no children, the importance of sustaining and encouraging our common schools. In an educated community there are few paupers. The intelligent man or woman will find some way to obtain a livelihood. Parents must make some sacrifice for their children. Fathers must chop, hoe and dig while their boys are in the school-room. Mothers must wash and churn alone while their girls are pouring over their tasks. The question is often asked, why don't you send your children to school? and we receive the following answers, invariably: I will as soon as I get them some clothes; as soon as I get them some books; as soon as I get done farming; as soon as I get done haying; as soon as the

berrying season is over. Now, parents, one and all, attend to your district meetings, and there you will learn when your school will commence, and get your children ready for it, as you would get a team ready to go into the woods, or the ground in the spring to receive the seed. Education elevates man above the brute creation, and intelligence and virtue should be our watchword, as they are the two great pillars of our government.

TREMONT.

The report, thus far, shows that our schools during the past year have been as good, if not better, than usual. But we think that they are still far below the state of efficiency which the amount of money expended for their support demands. The most of the blame for the lack of interest in our schools and the too small amount of benefit derived by the scholars is usually put upon those having the supervision of the schools. We do not deny that a part of the blame ought justly to be charged to them; but while acknowledging our own short-comings, we would respectfully ask the parents of the scholars if there is no fault which should be charged to them. Do you really take an interest in the schools, and use your best endeavors to interest your children in education? Do you ever visit the schools? Do you strive to promote harmony in matters relating to schools in your several districts? And do you always give proper support to the superintending school committee and to teachers? If you acknowledge that you do not do these things, then we do not see how you can hold yourselves blameless. If you excuse yourselves by saying that you elect a committee and pay them to look after the interests of your scholars, and if they (the scholars) do not make proper improvement the fault is with the committee, we cannot admit your excuse to be good. We contend that no amount of legislation and no amount of exertion on the part of superintending school committees or teachers can make a school what it should be without the hearty co-operation of the parents. Thus, while advising the superintending school committee for the ensuing year to use greater exertions in behalf of the schools, and to give more careful attention to the duties of their office than has been customary with superintending school committees, we also respectfully advise the parents to "put their shoulders to the wheel," and by their influence over their children assist in the good work of improving our schools.

ELLIOT.

The duties of the committee, added to those of former years, have rendered their services more arduous, and their perplexities and anxieties greater than before experienced. Had the new law been hailed by all parties interested in education with the sanction of hearty approval and earnest co-operation and effort to render it effectual, there might have been less anxiety; but received as it was, with the prejudices which the opponents of the concentration of power always attach to innovations in laws administered by the many, the few thus encumbered could hardly hope, with their best endeavors, to give anything approaching to universal satisfaction.

We have employed largely the talent found in our own town as teachers. The compliment paid by towns adjoining, to the worth of this, is a significant

presumption that we should not have fared better by a different policy. We are far from believing that all will be satisfied with this course, though we are not convinced that the schools would have received greater benefit from a different arrangement. The examination of the statistics of the respective districts will give the results of our observations.

We shall hail with pleasure any alteration of the school laws which relieves us, if consistent with the best interests of our public schools.

The designs of our public schools, and the importance to be attached to them, may be in some measure appreciated, by reverting to their origin. In the infancy of our nation, the birth of our school system owed its origin to the idea that a people can only be free and prosperous in proportion to their wisdom and goodness. Our early fathers regarded knowledge without goodness as equal to force without direction. The result would be ruinous collision. Goodness, without wisdom and knowledge, would be of so negative a quality, as to be secluded and die in its own sanctuary, like the blossom that wastes its sweetness alone. The union of the two was what they conceived the God of man's progress made necessary to the elimination of his noblest powers.

The inspiration of the author of his being, as revealed in the sacred volume, they believed embodied the principles of their highest wisdom. To teach it in the schools was a duty not to be neglected by the public school teacher, and to inculcate it at the fireside home, a duty of every parent. They had experienced the disastrous results of knowledge and power directed by the erring hand of false ambition. The tendency of such to blind the conscience, pervert the reason and misguide the will of those in power, had wrought results which so coercively oppressed the aspirants for true liberty, as to become an insufferable tyranny. They sought a home where the genius of liberty, as interpreted by an enlightened reason, aided and directed by a pure conscience, as taught and interpreted by the creation of both, might be left free to act under the guiding hand of that wisdom which could alone rightly direct both. Feeling as they did the force of these requirements, their children must learn justice, and understand its principles, by the teachings of him who is just. "If wisdom was the principal thing," where were they to find it, but by seeking it at the fountain? To train a child in the way in which he should go, was to find in future years a "man at his post." To leave a child to himself, was to shame the parent and to curse the commonwealth.

It may not be amiss in us to inquire if we have inaugurated a wiser system. If we have failed to make all the improvement we should have done, and our national prosperity has suffered in consequence, has it been because ours has been the wiser course? The declaration that sin is a reproach to any people or nation, is as true to-day as when uttered by the inspired penman; and that nations will be judged as they adhere to or depart from the law of God, is a truth declared by that wisdom whose laws are immutable. Liberty is a law of national as well as individual obligation. The true nature of it can only be understood by the properly instructed faculties of the mind. That mind excels matter we can readily admit; but have we the wisdom of those who gave honor to this idea? We have perpetuated in some measure their system, but have we carried out their designs? With them the quality of the mind

outweighed its quantity. Mind wrongly directed was worse than its negative. The usefulness of our schools will depend upon the direction we give them. We must look upon each child as a duality—that is, as having force and character, moral and intellectual, physical and metaphysical capacities. The less should be educated to serve the greater. The good or evil accomplished by the teacher will depend upon the direction he gives to these. The formation period of character commences with the earliest development of the rational faculties. In our early homes, in our places of public resort, and greater than all, in our public schools, are the germs of future nationalities.

KENNEBUNK.

We trust that our graded school system may now be regarded as permanent. The experience of each succeeding year, must, we think, increase its popularity with our citizens. We wish the schools could be visited more frequently by parents and others; their presence at examinations is desirable and well; but to properly appreciate the labors of the teachers and the results attending them, the schools should be visited when occupied with their every-day exercises. It is the ordinary recitation that exhibits the toilsome work of the instructor, and step by step advancement of the instructed;—it is this that shows how much is accomplished by system, by thoroughness, and by fidelity;—it is this that impresses the spectator with the inappreciable importance of sound instruction. But whether we visit the schools or not, the reflection can hardly be avoided, that these children will soon become men and women—are now, indeed, forming the characters they are to maintain, in after life, as members of community;—that they will soon become prominent actors in all our social and political movements—will soon give tone to the manners and morals of society. It is, then, most absurdly, for the personal interest of every individual that these children be will educated, and when we add to this thought, the fact that upon our action mainly depends the future, in this particular, of a large majority of them, can there be a doubt as to the requirement of duty? The pecuniary cost of the system may, perhaps, be regarded by some as slightly onerous, but when the subject is carefully and comprehensively examined, the inevitable conclusion must be to support the schools;—their cost, compared with their actual value, is truly insignificant—only a rain drop to the waters of the Atlantic;—yes, obeying the call of duty, despite all sacrifices, let us maintain and cheerfully maintain the schools.

PITTSTON.

The committee, in concluding this report, feel it their duty to say a few words in relation to the schools and school-houses. We have been fortunate in most cases in procuring good teachers, believing in the motto that cheap teachers will procure cheap brains. Third rate teachers are much like third rate articles of food for animals, they will carry the schools through the winter, but the spring shows them in bad condition. In some cases petty jealousies, personal and local interests, have been allowed to enter into our district arrangements, producing disorder and confusion in the schools. The committee cannot condemn in too strong terms the habit of some persons, which

allows them to express their likes and dislikes of the proper authorities of our schools before their children, and allowing them to carry the prejudices of their parents into school, and thus rendering futile the efforts of the teacher.

Part of our schools have been visited by our efficient county supervisor, with great profit to all concerned. Teachers and scholars look forward with interest to his coming; and all like to have him visit them, for he always has something new to tell them. He encourages and stimulates the teacher, and exerts a lasting influence on the scholars.

Are our school-houses good enough? With a few exceptions, we answer, No. They are generally ill-contrived, cold, poorly ventilated, back-breaking, disease-producing places. It is a shame for parents to send their children to such school-houses as a majority of them are. In No. 6, the room where the primary scholars sit six hours of the day crowded (almost huddled) together, the seats are hardly wide enough for them to sit on, and so high from the floor that their feet dangle in the air; they are forced to sit without any or only a partial support to their backs, and it cannot be expected that they can sit quietly. Frequent movements to acquire ease is made, the mind is taken from the books, and small progress is made in study, to say nothing of the noise and confusion. In Districts Nos. 2, 3, and 4, the school-houses have been nicely fitted up the past year; the rooms are pleasant and light. The inhabitants deserve great praise for their zeal and liberality, and we would advise other districts to go and do likewise.

In conclusion we would say, that in most districts the agents have heartily co-operated with the committee in everything which was for the best interests of the schools, and that the schools, as a whole, are better to-day than they have been in years past. The schools have been reported from personal observation, and we have endeavored to report their real condition. If we differ from some, who imagine they have information in regard to some particular school different from ours, we would say, our information has been derived from personal observation, theirs from hearsay.

OTISFIELD.

In view of the fact that there has been an effort made in our State to improve the condition of our schools, it is due that we should say, we think that our educational interests are rather tending upward; our teachers are more alive to their duties and responsibilities, better methods of instruction are being introduced, and a wiser course of study pursued. But let us not stop to congratulate ourselves, however flattering the present condition of things may be; but let us rather consider the present wants of our schools.

GOOD TEACHERS.—The supply is not equal to the demand; there is a call from all parts of the country that cannot be supplied. The reasons are obvious; but few follow teaching as a profession. Teaching is taken up as a woman takes up her knitting-work, only to lay it down when something else calls. With us our ranks are continually being thinned by the rush westward and city-ward. Out of a dozen applicants for our summer schools only one or two were twenty-one years of age, and but one that was a teacher of any considerable experience. Allowing that we have not in all cases provided

teachers that have met the exact views of every parent and child in town, permit us here to ask if there is just cause for complaint? Or do grumblers find fault because it is an easy and delightful task, requiring but little talent, and a small stock of information. But is there any way to provide ourselves with a full corps of first-class teachers? A large outlay of money would do it, but not in one year or in two. It could be done with a less outlay of money if our number of districts could be reduced, and all of the children brought together under the care of the best teachers.—“In union there is strength.”

To show what consolidation of districts will do, we have only to cite you to East Otisfield. Two old rickety apologies for school-houses have disappeared; one has been erected, new and neat, commodious and comfortable. More children are brought together, and stimulated to effort by competition the district has ample means to employ the best teachers. In view of the fact that our population is not on the increase, it is to be hoped that the subject of consolidation will not be dismissed without a second thought. But we only wish to call your attention to the subject without discussing the matter in all its details.

Again, as to the matter of teachers: We think there are sufficient inducements to warrant parents to educate their children, especially their daughters, with a special design to fit them for teaching. Our summer schools are all taught by females, and for aught we know, they are likely to get all of the winter schools. Many now get from four to six dollars per week, or from sixteen to twenty-four dollars per month, which would pay for a good hand on the farm. Inasmuch as education is considered a safe investment, why not give the girls a chance, if they have a liking and show a capacity for the profession? But parents should not be anxious to have their sons and daughters commence teaching while very young. We believe it is possible for persons to be qualified—children if you please—so far as a knowledge of school is concerned; and yet their judgment is not sufficiently developed. They lack in knowledge of human nature. They haven't sufficient stability and dignity of character which is necessary in the successful management of a school. They are forced beyond their natural growth, and are no more fit to manage and govern a school than are hot-house plants to stand the vigor of a wintry sky. But how often are the earnest efforts of the youthful teacher thwarted or attended with increased anxiety and care by the indiscretion, if not willful opposition of parents. Children come home from school with complaints; the teacher is partial, or is too exacting or lenient. And there is sometimes just cause of complaint, but they are generally exaggerated or the motives of the teacher misunderstood. The mistaken course sometimes taken by parents is to take up the same complaints with the children, and before the children and everybody else except the teacher. The result is, the teacher's reputation is injured; the scholars lose their respect for the teacher, and do but little else than to criticise and make trouble; and all is sanctioned directly or indirectly—wittingly or unwittingly by the parents, and if there is any real fault in the school it remains uncorrected for weeks, because the teacher is not aware of any dissatisfaction.

Without presuming to know the duty of parents any better than others, it is our decided conviction that the habit of fault-finding is not a good indication

and should be discouraged. It would be better for the parents to be on more familiar terms with the teacher and never find fault with him before his pupils; but parents should enter their complaints first to the teacher alone, and should do it in a kindly way without presuming to dictate, and it would be an unworthy teacher indeed that would not thank you for your kindness and profit by your suggestions.

In conclusion, we would say, that though our school machinery, like the steam engine with all its mechanical perfection, may yet be improved, we should not be unmindful of the fact that our public schools are doing more for the world than all the steam engines that were ever made or ever will be made. Let the man who thinks he has no interest in the support of schools because he has no children of his own to educate—let him look for a moment at the contrast between our own happy enlightened country and some foreign land, where the great mass of the people are kept in ignorance, with all its attendant misery and degradation—and let us not look upon our schools as degenerating. There is one encouraging feature that we have not mentioned; there has been a large increase of attendance in some districts, where there has been hitherto a delinquency in this respect; and next in importance to having a well regulated school, is that of having a full and regular attendance.

MANCHESTER.

Parents and scholars have some obligations resting upon them as well as teachers. No person can succeed as a teacher without the aid and sympathy of parents. Some teachers of energy and many good qualities fall into a habit of routine in the various departments of school. The lessons are given out, and the pupils are required to learn to respond to certain set questions, with a correct answer to be sure, but this is to be always given in the same unvarying words. If this is done promptly, nothing more is required, except to repeat these answers more or less frequently during the term; and if the same are given promptly at examination it is esteemed an achievement of the highest excellence. But is this the best way to encourage thought or gain ideas? Do children so taught always, or generally, understand what they appear to have learned so finely? Again the question arises, will they retain what is so learned, or any considerable portion of the same? The system of oral teaching is neglected, or almost wholly ignored as an unprofitable waste of time, and of no practical utility.

It is a complaint heard from some thoughtful parents that the teacher hears the lesson recited, and requires great precision in so doing, but fails to help the child learn the same. This is an important matter and worthy of consideration, how much, if any, assistance shall be rendered. Some instructors make a practice of going through the lesson before the child has studied it, giving the substance of the same in plain familiar language, illustrating the same by anecdotes, pictures or objects, that tend not only to make interesting, but also helps to explain the lesson. It is believed by those who advocate this course that the child has his interest and curiosity excited, and studies understandingly and even with pleasure, and that this more than outweighs the fancied advantage of discipline to the memory. It is certainly a great point

gained when children will answer questions understandingly in their own language.

It is sometimes the case that the committee and the public, or individual members of the community, differ in their estimate of a teacher's character, ability and success. Parents and committees differ, as well as parents and teachers, in regard to facts, in consequence of looking at things from different positions. Prejudice, in the absence of any real knowledge, decides against a teacher whose success is decided, and is easily recognized and appreciated by the impartial visitor. It is wise and proper to advise teachers to be free from all anger, passion or prejudice, and to be moderate and impartial in their relations with their schools, but why should not they merit and receive the same discretion, moderation and fairness from the community? Yet we often hear the most sweeping and unfair criticisms, and even denunciations, from persons entirely or partially ignorant of the facts, or obtaining them from a prejudiced source, to the great detriment or injury of the usefulness of the teacher, who meantime may be laboring with commendable zeal and fidelity, and a fair share of success. Such a course on the part of persons not interested (or prejudiced, perhaps,) is unkind, unworthy, and unjust to the teacher, and may work great injury to the school, or, at all events, tends to counteract the efforts of the same.

It is evident that a committee should have the means of knowing more of any teacher and her abilities than those who never visit the school-room from one year's end to another, or even those who are present only at examination, and who are very apt to place implicit reliance on the statements of children of immature age and judgment, and soured by correction for wrong doing; it is not strange, therefore, that such persons frequently have an entirely wrong estimate of a school. It is a difficult matter to be impartial and just at all times, and decide questions according to knowledge and without prejudice, for we often hear persons severely criticising one person for demerits or faults, while they are silent in regard to another open to the same censure, or even graver charges, and even commend them as very exemplary persons, and in a high degree worthy of the confidence and esteem of the wise and good. Is this just? is it manly? is it honest? Committees examine and approve or reject candidates; they visit the schools from time to time; observe the methods of instruction and government, and criticise those methods; and while all do not arrive at the same conclusion, they have some tolerable reasons for approval or censure. They soon learn not to expect to see perfection, but are obliged to see excellencies and defects in all; for teachers are human, and are subject to the same influences as govern others.

There are some persons who, in addition to criticising what is done in relation to schools, talk very wisely about the propriety of employing only first-class teachers, by which they mean, probably, that we must go into other towns and cities and select the best of their instructors, and employ them ourselves. The wisdom and probable results of this may be seen by a glance at a few facts. We find that twenty-eight towns of this county, in the years 1869-70, paid a higher average rate for their instructors than was done in this town, and in only five was the rate any lower. The average rate in the county during the same year was \$33.09, while our average was \$25.57. Four years

ago twenty-three towns paid a higher rate, and ten paid a less average rate than we did. At that time the average for the county was \$28.19, while the rate for this town was \$24.00. This is not all, as we really have to compete with our neighboring towns. Now if we were to take an average of the prices paid by five or six adjoining towns last year, we should find it to be \$37.34. If we take into account the relative number employed by each town, the rate would be much higher. From this view of the case, is it very probable that we can do better than to hold our own most successful instructors, and obtain an average class of teachers from other places? Pecuniary appeals are among the strongest with all classes, and it would be remarkable if teachers were not influenced somewhat in the same way.

From year to year there is found to exist almost an absolute necessity to say more or less in regard to tardiness and irregular attendance. This year has been no exception to the rule. It does seem that many parents, for very light reasons, permit their children to stay away from school, apparently regardless of the injury inflicted upon the school, as well as upon the children themselves. We have no doubt their intentions are good, but very few can have any conception of the injury to a school resulting from this pernicious and often inexcusable fault. Instead of those who live farthest from school being oftenest late, as would seem most likely, it is generally just the opposite. The influence and effect of the evil are not usually limited to the school, but the result generally is a pernicious and baneful habit, which is a continual source of trouble and reproach through life.

Another kindred evil, though not so injurious in the future, is that of frequent dismissal before the close of the school. If this is done habitually or frequently, it must of necessity interfere with the regularity of some of the daily recitations. It is doubtless true that many are so situated that they consider it necessary to avail themselves of the aid of their children in school hours. But it is well to consider the claims of the school and community, and not allow any except the most imperative reasons to outweigh the welfare of the child.

There is great need of improvement in reading in all our schools. To be a good reader is perhaps the most desirable accomplishment learned in our public schools, but one in which very few excel. Too often this art, as taught in our schools, is made a mere mechanical exercise, in which the pupil is required to pronounce correctly, inflect properly, and give due length to the pauses, and there the teacher's work ends. These are important; but it is well to understand that a person may be correct so far, and yet fail entirely to be a good reader. It is equally essential that he shall have the right expression, tone and quality of voice; and more than all, he should understand what he reads, and be able to convey the correct idea to the hearer. To accomplish all this, it is very desirable that the teacher shall be able and willing to give frequent illustrations and require the pupil to copy, since in no way do children learn so readily as by imitation.

Grammar is a study most repulsive to beginners, and it is a question of importance how shall the subject be at first presented to the pupil, in order to gain his attention and secure desired knowledge. The majority of teachers

seem to know no way except to follow the text-book and require the learner to memorize its pages. The invariable result is, that the pupil finds the subject dry and irksome, yet the accomplished linguist regards it as one of the most entertaining and pleasant of studies. It is a question worthy of consideration whether the better way may not be to take up the subject earlier and orally; and even when the book is used, not to confine the pupil to it, but rather to consider the leading topics, with frequent illustration, and pay no attention to the nice distinctions and criticisms of which the bulk of the book is often largely made up. These can be considered later when they may be made of great interest to student and teacher. Too many seem to make the mistake of acting as though the rules of grammar are arbitrary and binding, and language must conform to and be made in accordance with these fixed and invariable rules. All are of course aware that rules of grammar, with all the nice distinctions, are made in accordance with what are considered good and elegant models, or in accordance with the custom of the best writers and speakers.

If the object of grammar is to learn to speak and write with fluency and correctness, why not endeavor to gain this ability by reading and studying pure examples, and by imitating what we hear and read? Do we not learn better and more speedily by imitation, than by theories or set rules? Certainly the child begins in this way, and for a long time nearly all his knowledge is obtained in this way, and it is a question whether this is not true of the great majority of persons all their lives. At all events, such information is generally most available. No person becomes a good mechanic by rule, nor do persons make good singers or readers in this way. Rules of course are essential to excellence, and should have their proper relations. Still, most who excel in either department, exercise their powers of observation and imitation first. The true way is to let theory and practice go together. Why not learn grammar in a similar manner? What would be thought of the music teacher who should undertake to explain counterpoint or open and close harmony before he allowed his pupils to sing? It is equally absurd to undertake to commit the rules and definitions of grammar to memory before the first and simplest principles are explained and put in practice.

It is often said, and with much appearance of truth, that the study of grammar should not begin too young; meaning that the scholar should make considerable advance in arithmetic and geography before it is taken as a study. If the object is simply analysis and parsing, it is very different from the study of the language. If the prime object is, not to memorize the rules and definitions, but to enable the pupil to form clear ideas of a subject and to express them readily and understandingly and in a proper manner, it follows that the study of language is of the very highest importance, and can hardly begin too soon. It should be begun with the first lessons in school and receive attention during his whole school course. It is a mistake to suppose that success in life depends on mathematical ability chiefly, or to any considerable degree. Ten young men fail to succeed in business or in obtaining situations, for lack of ability to express themselves readily and correctly in speaking or writing, where one fails for want of mathematical skill. To be a good accountant or

ready reckoner is very different from being a good mathematician. Still very many boys and men make the mistake of believing that what is chiefly wanted is a knowledge of arithmetic and a little study of book-keeping, and they are fitted for the business of life.

In an article in the *Atlantic Monthly*, 1869, entitled "Consumption in America," written by one of Boston's most celebrated physicians, the question is asked, "Is our system of education a promoter of consumption?" He says: "We believe the affirmative of this question to be true. Having the strongest love and respect for our system of education, we nevertheless assert that it is grossly imperfect in one particular. It wholly neglects the body in the desire to cram the memory and stimulate the intellect. Instead of looking to the full development of a youth, both body and mind, where does a school system make any provision for the proper manly and womanly physical development of the children? A vacation is occasionally given; but where is the proper physical training of the pupils? Nowhere. Surely nothing can be more absurd than this, but it is nevertheless true. What school committee man thinks of a rounded, well-developed muscle, and vigorous frame of a body, as the precursor of 'support and actual aid' to a noble, well balanced intellect?"

This is undoubtedly too true so far as the fact is concerned, but who is to be blamed, is a very important question. We fear the responsibility is a divided one, in which the public must share; but if committee men neglect or repress all forms of physical exercise in school, they should not be held blameless. We find in every community those who insist that what is chiefly wanted is a strict observance of school hours, and severe, uncompromising teachers, who will keep the scholars to their books, and will require perfect lessons to be learned from them; who will, in a word, banish everything from the school-room except study and recitation, which is simply to see that the scholars have learned their lessons and can give them promptly. The model school is one in which every form is erect in its seat, and fixed, and all eyes fastened upon their books; and to complete the picture, "softest silence must reign paramount."

Of course this class of persons see no sense in physical exercises, and regard them as a waste of time or worse, since they are the cause of some noise and confusion. It is well to have fixed views and rigid notions in regard to these matters, but it is important that they should be according to knowledge; and when they are exactly opposite to those of our best educators, they should be expressed with becoming modesty. After all, the importance of physical education is generally recognized in theory. We wish to be practical, however, and reiterate the views expressed heretofore, that physical exercises should find a place in every school, but more particularly in the lower grades. It is not merely that physical education strengthens and beautifies the human frame, and renders it a more fitting habitation for the mind cultivated and refined by education, but it is because we believe that one-half an hour a day spent judiciously in such exercises, will enable the pupil to accomplish more than he would without it.

Parents and teachers should endeavor not merely to restrain from wrong doing, but should strive to quicken the sensibilities of children to a keen perception of right, and guide the heart to a proper discharge of its high and

elevated duties. Some children undoubtedly need compulsion, but many a young and sensitive spirit, crushed and outraged by stern rules of physical coercion, would yield a ready and willing obedience to the sweet voice of gentle persuasion, or firm yet mild restraint. "How many a bright eye, now dimmed by the oft-recurring tear, would sparkle with love and gratitude for the gentle monition," and learn to love virtue for its own pleasantness. We must be careful that the sunny hours of childhood may not more properly be called the suffering hours of childhood. A corrective influence is essential in every period of life, but let us endeavor to choose or make one that will foster and cherish the best feelings of our natures; that will warm into action those noble impulses which dignify and elevate the human heart; that will serve as a shield or protection in the hour of temptation, and stand as a safeguard against the ills of life; one that will recall the wanderer if he should have strayed from the path of duty and rectitude, and that will clothe itself in the breathing tenderness of a mother's voice, in the sweet pleadings of a sister's earnestness, or in the disinterested friendship and sympathy of the kind and faithful teacher.

SIDNEY.

The school law passed a year ago, giving the power of employing the teachers to the committee, placed additional responsibilities upon them; and with the prejudices existing against the law in the minds of many, it placed the committee, in a few instances, in rather an embarrassing position, as the agents did not lend their co-operation with them in the management of their schools. We are happy to say, however, that in a large majority of cases the agents have cheerfully concurred with the committee in the selection of such teachers as they thought to be for the interests of the schools, and, so far as practicable, in accordance with the preferences of the districts. In their notices for examination of teachers, the committee invited agents to be present and to consult with them in the selection of teachers for their schools. In this way, and by settling the question of the qualification and of the adaptedness of the teacher to the special requisitions of the school to which he or she was to be assigned previous to making the contract, we have been enabled to have a class of schools, collectively considered, that, in point of efficiency and profit, present a better record than any for the last ten years.

Out of thirty-four schools the past year, only one trifling complaint has been made to the committee. Out of nineteen schools one year ago this winter, the committee were called upon to visit four on the charge of inefficiency of teacher and unprofitableness of school. We would not say that all of our schools have been in every respect all that is desirable, but we do say that the average has been above that of several years past. We are inclined to the opinion that a more judicious selection of teachers and a more profitable expenditure of money will be secured when committee and agents act in unison in the employing of the teachers. There has been no additional expense to the town occasioned by the committee employing the teachers, quite contrary to the expectations of some of our good citizens.

NORRIDGEWOCK.

Shortly after your committee were elected, and before any action on their part was taken, a letter was received from the Rev. Mr. Nugent, resigning his position as a member, and Mr. George B. Dorr was appointed in his stead.

Notice was given according to law of the time and place of the sessions of the committee, for the purpose of examining and employing teachers for the summer term. Twenty-five persons appeared and were examined, and from this number teachers were selected for your summer schools, according to our best judgment. Whenever any preference was expressed by a district or agent for any particular teacher, we conformed to their wishes in the selection, so far as we could.

The schools lack greatly in efficiency. They do not accomplish what you want them to do—educate your children. It is very much the fault of parents that this is the case. The first and greatest need of these schools is scholars. We find returned five hundred and sixty-six scholars in town; we find only about three hundred and twenty-five registered in the school-room, and of this number only a small fraction is in regular attendance. Now, your schools are annoyed by the irregular attendance of some scholars and the non-attendance of a larger number. Not only are your schools damaged, but the boys, instead of being in the school-room gaining that knowledge that shall assist to make them useful members of society in the future, are loafing around in your stores and shops, in company with idlers of a larger growth; not only learning habits of idleness, but acquiring the accompanying vices of smoking, swearing, drinking and gambling.

Many keep their children out of the school, both in the summer and winter, to assist them about their work, or allow them to remain out to pick berries, hunt and fish. Parents do not seem to comprehend in their practice what they are so apt to preach—that children should acquire an education while young. This is done through thoughtlessness in many instances, for there are few people in this town who are not able, really, to spare the services of their children during the short school terms. If you would have the common school do the good that it may and ought to, and will do, you that are parents must see to it that your children are in school at the proper time. And those of you tax-payers who have no children, and who pay taxes to educate other people's children, in order that we may have an educated and virtuous community, and thereby a safer one, you certainly are interested, and have the right to demand that every child shall attend school; that the object for which you spend your money may be gained. Gentlemen, this is the worst evil in your schools, and it remains for each one of you, individually, to say whether it shall cease or not. When you say that your children shall go to school, and you see that they do go, then the evil is abated, and until then it will not be. If you want any better schools in the future than you have had in the past, you must secure the regular attendance of the scholars.

The condition of the school-houses and their out-buildings demands more of your attention than it has evidently received. Most of them need extensive repairs. They are not adapted to the wants of the school; they are not comfortably furnished; and the seats may answer to sit on, but your children

cannot be comfortable on them, as you all can testify when you have had occasion to occupy them. You furnish your homes with comfortable chairs, you upholster and carpet your churches, but you let your children at school, for six hours a day, sit on a plain plank. Such buildings cannot cultivate in their minds a love for the virtuous and beautiful that other associations might implant.

There seems to be a difference of opinion among people, generally, concerning what shall be taught, and how it shall be done. Some people are so tenacious of their rights and privileges that they are not willing to give up any of these. In a country where there is any government we mutually agree to give up certain rights and privileges that we, as individuals, undoubtedly possess; and this agreement and the carrying out of it is government, and the men to whom we entrust these rights are the governors. Now, every man has the undoubted right to educate his child in his own way. We, as inhabitants of a town, are united together for the purpose of establishing schools where every child may receive an education. When a parent sends a scholar to that school it is understood that he is to conform to its rules and regulations. He is placed in a class with others of nearly equal proficiency, and he is to be treated as a part of the school, and not as an individual. All are to be treated alike. There is to be no partiality. But Mr. A. comes into school and says he don't want his child taught in this way, but in that. Mr. B. is satisfied that the teacher is adopting just the right method. Mr. C. wants his child taught in a still different way. Now, who is to decide this matter, the teacher for the whole school, or the parent for each individual scholar? It seems to us that this is the teacher's business, and when parents do this they take the business out of his hands. We have no doubt that the parent may and ought to determine what branches of study his child shall pursue. But on the other hand it does seem to us that the method in which the subject shall be treated is the province of the teacher, and ought not to be dictated by the parent. Much of the trouble in schools between parents and teachers arises from this very source, and we present the subject for your consideration, with the hope that the doctrine we have enunciated may be approved and acted upon by you.

There is great difficulty in the summer schools, especially in interesting and instructing the smaller scholars. Reading charts were used in District No. 8 last fall to very good advantage, and we would recommend their adoption by school agents throughout the town. The cost is trifling, and they add very much to the interest and value of the school.

The subject of writing receives but little attention in our schools. We have been trying during the past year to have it made a more general practice; this is particularly needed by the primary scholars. The time for them to learn to write is while they are too young to learn anything else. We have made it a rule with teachers, that instruction in this branch shall be given at least three times a week, and in most schools every day. Teachers have found their greatest difficulty from the fact that scholars were so poorly supplied with material, and either from negligence on their part or yours, many have not had books during the year. With others the ink was a source of much difficulty. In winter, according to the story of those who don't want to write,

(and there are too many of that class) the ink freezes, and in summer dries up. So summer or winter, they have a good excuse for not writing. Much more writing has been practiced during the past year than heretofore, and we mean that much more shall be in the future, if you will supply your scholars with the materials for learning this most useful art.

It seems to us that many children are injured by being sent to school too young. They are required to do mental work before their minds are sufficiently matured to do it. These little folks ought to be taught to observe and to talk, and then let them alone until their minds are sufficiently strong to study. You should not give them meat and vegetables to eat when they are hungry for their mother's milk; you should not cram their stomach with food after they have eaten all their appetites crave; neither should you cram their minds with knowledge until they are strong enough to retain it, and then only in such quantities as they can make use of. If this course would be adopted you would find your boys and girls at the ages of ten and twelve years, wanting to go to school instead of inventing all kinds of expedients and devices to keep out of it. 'Tis true, the law of our State allows children four years of age to attend the common school, but the law of common sense and of nature, and of nature's God, would keep them out until they were two or three years older.

A Teachers' Institute of one day was held here in the fall, which most of the teachers attended. Many of them went the next week to Anson, and were for five days under the instruction of Prof. Allen of Pennsylvania. Many of them put in practice what was there learned, greatly to the improvement of their schools.

HANOVER.

The schools of the town for the past year have been in a very prosperous condition, and it is with the greatest pleasure that we report the good success of our schools, and most earnestly hope that they may continue as they now are. We have heard some complaint that the parents have not taken that interest in the schools that perhaps they might have taken. We would inquire if parents cannot make it profitable to spend a half day occasionally visiting the schools, not only in their own districts but in others. A person's judgment upon a school without personal observation is worth but little, although in the matter of fault finding with the schools there has been but very little, if any, so far as we have heard. The interest manifested by the scholars has been very commendable, and the schools seem to be in a very healthy condition generally.

KITTERY.

We have employed Kittery teachers as long as they have given satisfaction, have given them constant employment as far as possible, and have increased their pay so that they could earn somewhere near as much as in other employ. We are confident that the teaching, from the better adaptation of the teachers to the several schools, has been more effective than it was last year. If the present law remains, the committee will have a powerful aid in increasing the efficiency of teachers and of improving our schools, both by securing better

teachers and by retaining them in the same schools. We have heard but two objections to the present law: first, it is "centralization;" second, "it is not the way we have always done." There is not a single argument against the present law which will not apply just as well to the former law. The first objection is one of the strong points in its favor. Formerly there was no responsibility anywhere; now the committee are responsible. If the committee are to be responsible for the schools, they should have entire control of the teachers. The district system prevails in schools and roads. Can any one say that our schools or our roads are what they might be under a system which had some center, some responsible point? We are firmly of the opinion that we shall never expend our school money to the best advantage till the district system is abolished, and the entire control of the schools, except appropriating the money, is vested in the committee. If the present law is repealed we hope agents will consider well the aims of the committee, viz., to employ female teachers when adapted, to give teachers sufficient pay, to retain teachers as long as they give satisfaction.

NEWRY.

Every tax-paying citizen has a direct interest in the welfare and prosperity of our common schools. How shall we best secure that object, by neglect and indifference, or by making them objects of our care and solicitude? Shall we still adhere to that ancient custom, which has acquired almost the force of law, so strong is the power of habit, of allowing our schools to progress in our midst, almost as much isolated from our personal knowledge as though they were in the wilds of Kamschatka or among the South Sea islands? or shall we by personal inspection interest ourselves in their welfare, study their wants and requirements, consult and advise with the teacher often and kindly, just as we now do with our employees in any other department of labor? When this shall have become the universal custom our schools will have advanced a long way on the road to prosperity; personal animosities between parent and teacher will then less frequently arise, and school teaching become a more inviting and agreeable occupation.

WATERVILLE.

The subject of education was long ago deemed of so much importance by the legislators of our State that a special chapter of laws was devoted to it. As time passed, these laws were changed and amended to secure more fully the object sought. Among the more important changes lately made is that transferring the power to employ teachers from the district agents to the superintending school committees of towns. Without entering upon any discussion of the necessity or expediency of this law, your committee would say that in anticipation of its being deemed somewhat of an infringement of the "ancient rights" of school districts, they determined to work conjointly with the agents, and thus make the change as little felt as possible. They, therefore, invited the agents to their examinations, consulted with them in regard to the selection of teachers for their several schools, and where bargains were partially made before the publication of the law, ratified them if they deemed them suitable.

True, we have in some instances declined to employ as teachers the persons recommended by agents, but only when we believed that the interests of the schools would be best subserved by the employment of others. Should this law remain in force, it may be necessary for the committee to act more independently in the future than during the past year. To prove that this change in the law is not so great as some people seem to imagine, we have only to state that committees have ever been required to examine teachers, not only as to their general fitness to instruct, but also as to their qualifications to teach particular schools; thus while they might decline to allow them admission to a school in one district, they might grant them liberty to teach in another.

DEDHAM.

We might give fuller details respecting the various branches taught in our schools, and of the progress made in the same, also of some defects and deficiencies, but in so doing might unnecessarily increase our expenses. In making a favorable report of any or all our schools we do not wish to be understood that they are as good as they might be, or as desirable. We speak only comparatively with former years, or with the same grade of schools in neighboring towns. We wish all our teachers could enjoy the instructions of our State Normal Schools. They need to be taught the best and most successful modes of teaching; and then we believe the same teachers would be more successful instructors of our children and youth. There has been during the year an increase in the average attendance. We wish parents would feel interest enough in the success of our schools to visit them oftener, and especially at the examination. There has not been a parent visited any school or examination, except in one district. And we affirm that it is unjust to any teacher or school to find fault with them and pronounce the school worthless or unprofitable without personally visiting it.

HARTLAND.

In the brief mention we have made of the condition and progress of our schools, you cannot fail of discovering that much time has been lost to scholars on account of irregularity in attendance. You will see that out of two hundred and eleven scholars registered in summer, we have an average of only one hundred and fifty-four; and out of two hundred and seventy registered in winter, we have an average of only two hundred and nine. This lack of punctuality in nearly all of our schools, (and especially in District No. 1.) is one of the most serious evils we have yet discovered, and, we may add, one most likely to be overlooked or disregarded by parents. If you want your children to make good progress in their studies, see to it that they attend school every day of the term, if possible; do not allow them to absent themselves from school for every trifling thing. They do not realize the loss they sustain by so doing. They cannot appreciate the value of time, as those more advanced in years. On you, and you alone, rests this great responsibility, if they are allowed to leave their school, and let these golden moments go fitting away unimproved; for you are the only ones who have a right to enforce a

constant attendance at school; neither your committee nor teachers have any right to compel their attendance, if they would.

What our schools are really suffering for, and must have or else remain as they now are, is more of the attention of parents, (not in finding fault, for that has been the custom too much, and is never a means of reforming anything,) but they need your entire sympathy and support, and a determination to do everything within your power, at any and all times to improve your schools, to assist and co-operate with each other in the discharge of these most responsible duties.

It is a positive fact, (and every teacher will agree with us in the assertion) that the children of those parents who are thus giving their support, are more punctual in attendance, more easily governed, and receive proportionally more benefit than do the children of those parents who are the reverse. And what does all this indicate? Does it show that the teachers select such scholars as favorites, and take special pains with them and neglect the others? No, gentlemen, it does not. Your children may tell you so, and you may believe them, and thus do them a great injury, but that will not make it so. It does, however, show plainly and positively that when you are truly and sincerely putting forth every effort and using as good judgment in reference to your schools as you do in your ordinary business on your farms, in your mills or your stores, then your children will most certainly receive benefits accordingly, and become ornaments to you and to the community in which they live. You may have the best teachers that can be obtained, you may have the best men for your Committee, you may have County Supervisors, State Superintendents, and National, if you please, and they all may perform their duties faithfully; you may pay the bills, but if you withhold your sympathy and support, your schools will be a failure, but with your assistance they will most certainly be a success.

Another evil to which we wish to call your attention, is a lack of books. We have noticed in nearly every school in town a great deficiency in text-books. Scholars are subjected to the inconvenience of asking permission to leave their seats to borrow books, or what is much worse, they study with others. This is not only a great inconvenience to the one who borrows, but it is very annoying to the teacher and damaging to the school, as necessarily a great deal of confusion must arise from such a practice, besides affording a good excuse for coming up with imperfect recitations. We therefore most earnestly recommend to you to remedy this evil at once, by providing your scholars with necessary text-books.

Agents and committees when procuring teachers, should study well the wants of their schools, and guard against employing friends or relatives, thus giving cause or excuse for dissatisfaction. They should not employ young and inexperienced teachers when the prosperity of their school demands those of experience and ability. See to it that suitable boarding places are furnished for your teachers, and that your school-houses are in suitable condition and well furnished. These, with many other things, demand your best judgment and attention.

We would also recommend to teachers that they qualify themselves better to govern their schools, for in this qualification there are more failures than in

any other. Visit those schools that are under the care of experienced and successful teachers. Attend Teachers' Institutes and study hard to understand this branch, as well as others, for you must first learn to govern before you can teach well.

Do you, young teacher, guard more carefully against undertaking to teach large and advanced schools, just for a few more dollars—even if your committee should be so unwise as to certify you—when your own better judgment plainly teaches you that you are not qualified for the position. If you make the attempt you will bring embarrassment upon yourself and confusion upon your school. Learn first to govern yourself, after that to govern others. Never undertake to teach that which you do not know; it will be disastrous to yourself and dishonest to your scholars, and in the attempt you will certainly fail.

Thus, fellow citizens, we leave the cause with you, sincerely wishing that we may all strive for the up-building of our schools with renewed vigor, and with a determination to make a better use of the abundant means within our reach to place them in a proper condition.

CORNVILLE.

We would say that our schools the past winter have proved almost an entire success. With one exception they have been all we could reasonably expect. Your committee are of opinion that there exists a want of action on the part of parents in order to make our school system as efficient as it might and ought to be. We think the interest of our schools might be materially enhanced if parents would visit often our public schools, thereby showing their interest in the cause of education, which would act as a powerful stimulant to teacher and scholars. The efficiency of our schools demand a hearty co-operation on the part of parents with the teacher in sustaining order, and a care not to listen to every complaint which may be made by scholars, and always sustaining the teacher before children, until such time as it becomes a certainty that the teacher is not doing his or her duty, or evidently fails in discipline, &c. We have known the usefulness of schools very much impaired by this inadvertency on the part of parents.

We would further call your attention to the fact that there exists a want of proper school furniture in some of our districts. A good blackboard in a school-room is almost as necessary as text-books. A little board some two feet by three or four is not the thing. A blackboard at least should be eight or ten feet long by three wide, and so adjusted as to admit both large and small scholars.

We would further call the attention of those districts that are about to build, repair or finish their school-houses, to the importance of securing proper seats and benches, such as will secure the comfort and health of the pupils. To secure this end, the seats should be graduated, the front seats being so adapted to the child that he can sit perfectly natural, his feet resting on the floor. We would urge the necessity of providing for the comfort of scholars. A warm, well ventilated school-room, proper text-books, and a good teacher, are the means by which the desired end or result is secured.

We would remind the citizens of school districts of the great importance of securing suitable agents. The custom of taking turns in serving as a school agent is not a good one. If there is but one man in a district fit for the office, elect him every year and allow him reasonable compensation. It is certainly poor policy, and oftentimes detrimental to the best interests of a district, to select a man who has not the least interest for the school. A school agent should exercise great care in selecting teachers. He should select those of undoubted ability at whatever cost. It may be said that the school committee are to decide upon the qualification of teachers; but it is not an easy matter always to decide upon the natural ability of a teacher to successfully manage a school.

Finally, gentlemen, we cannot overrate the importance of an intelligent populace. And how can this be so except by means of our common schools. In other countries, a few men of high culture cluster around the throne and its institutions, upholding and sustaining it, preventing dissolution and decay. Now, when the reigning power is in the hands of the people, how necessary is it that there be a general diffusion of knowledge among the masses; and how are they to be reached except by the common school. As our schools are so will the people be, and as the people are so will the government be.

COLUMBIA FALLS.

As we review the year we are gratified at the peace and prosperity by which our schools have been marked. In no case have the services of the committee been needed to quell insubordination or settle disputes. There has been a general disposition on the part of the scholars to comply with the wishes of the teachers, and on the part of the parents to encourage and aid both teachers and scholars in the proper discharge of their respective duties. In this respect there has been an obvious improvement on last year. We hope that still greater improvement will be made in each succeeding year until our schools become models of order and efficiency.

To this end, we would urge greater effort to secure the attendance of all entitled to school privileges. Of the whole number of scholars between four and twenty-one years of years, not more than sixty per cent. have been registered in our schools during the past year. The other forty per cent. have been allowed to spend their time somewhere else. This cannot but result in injury to themselves and the society of to-morrow of which they are to form a part. Not only should children be sent to school sometimes—they should be sent constantly and punctually. The records of absence and tardiness are appalling. In many cases a good reason could doubtless be given, but in a large majority the only true reason would be laziness or carelessness on the part of either parents or children, probably both. This is a serious evil, but it admits of an easy cure. It only requires that parents exercise a fair degree of care and energy in sending their children at the proper time.

It is necessary that your attention be again called to the condition of our school-houses and the grounds surrounding them. There is not a school-house in the town which does not need more or less repairs, and in no case have the adjacent grounds been adorned or even made respectable. We insist that

there is no excuse for this condition of things, and earnestly recommend that some measures be taken to make our school-houses and play-grounds comfortable and attractive.

Your attention is also called to the importance of giving to our scholars a greater amount of schooling. It may be true that some do not fully improve what is now provided; but it is also true that the large majority need and should have much more. In the village there should be four terms of at least ten weeks each; and in the other districts, two or three terms so distributed through the year as to suit the convenience of the pupils. Of course a larger appropriation than has heretofore been made will be required, but the experience of other towns clearly proves that no money wisely expended for schools is lost. It will give back good interest in the increased intelligence and mental improvement of your children. Every dollar bestowed on their education is safely and most profitably invested.

We have already referred to the increased support which the schools have received from the parents of the town. It is important that this support be continued and increased still further. No school can reach the highest point of excellence without the influence and hearty co-operation of the residents of the district in which it is held. A man cannot do everything because he is a teacher. You must aid him by your sanction, your encouragement, and your presence occasionally in his school-room. Lend no ear to street-rumors, but go and see for yourselves. If anything seems wrong, report it promptly to the committee, and they will at once investigate it and endeavor to take whatever steps may be necessary. If you can find anything worthy of praise, do not hesitate to praise it, both in the school-room and outside. And ever remember that words of commendation and encouragement will go further toward making a good school than indiscriminate censure.

We trust that the year to come may witness still greater interest and improvement in our schools and in all that concerns them.

CORINNA.

Corinna can be pardonably proud of her teachers. The natural ability, the brain quality, is excellent, but their intellectual qualifications as teachers are imperfect. The most of them are well posted in the text-books, but that is not all that is requisite in a successful teacher. To a thorough knowledge of books ought to be added a special training for teaching. This training can best be had at the normal schools. Two such schools have been established in our State, and endowed by the legislature. This is a world of progress, and great progress has been made in the art of teaching, and the best talent in the country is employed at these schools—those who have made teaching a special study and reduced it to a science. Any one who has attended these institutions will tell you that the knowledge which they obtain there is invaluable. They get ideas there in a few weeks which would take them many weeks to learn by experience as teachers. In all other professions those who design to engage in them have to undergo a thorough preliminary course of study, with special reference to the profession they are about to enter, and why should not a teacher? It is not all that should be required of a teacher to teach

scholars to memorize, to recite well from books. The law explicitly enjoins the instruction of youth in all those virtues and graces which adorn and elevate human society, and for which New England is justly honored.

Every one is ready to admit the importance of a good education. The advancement of science and the arts, and their application to the every day business of life, necessitates a more thorough education than formerly, if we want to succeed in the business we engage in. In order that the youth may obtain such an education in our district schools they must be furnished with energetic, systematic and skillful teachers. I do not believe we should seek for the cheapest teachers we can find. Six weeks with some teachers is worth more than twelve with others. It is not good economy to employ persons who are entirely inexperienced in teaching, and pay them for *keeping* school while they are learning how to *teach*, and after learning "wisdom from experience," if they make successful teachers, have them leave the State and seek employment where their services will command better pay. If we employ them while inexperienced at a low price, we should still retain them after they have had experience in the business (if they prove themselves worthy, not without,) and increase their pay to correspond with the value of their services. If a district is fortunate in procuring the services of a teacher who proves to be the right person in the right place, they should be retained a succession of terms if circumstances will admit; a few dollars more or less would not warrant a change. A committee can judge of the literary qualifications of a teacher, but their faculty to govern can only be learned in the school-room. It should be the effort of every one to raise the standard of our district schools. Thoroughness should be insisted upon; scholars should not pass over what they do not thoroughly understand. It is no matter how much scholars learn, or how fast they advance, if they are "masters of the situation." What they know they want to know certain, no half way about it.

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 until 1860, and since 1860 have declined. If that is true, there must be a cause for it, and our most reliable educators believe it to be a defect in the present system; that we need new and improved agencies to keep pace with the times. The State superintendent of common schools, in his annual report, recommended the abolition of the district system. By this change he claimed that some disadvantages might be avoided and some advantages gained. During the next session of the legislature they passed a law making a change in the hiring of teachers. Notwithstanding the last legislature has in effect repealed that law I honestly believe it will eventually prevail.

In a town like this, where there is a great number of teachers,—a number sufficient to supply all her own needs and have quite a respectable surplus to furnish the neighboring towns; and where there is a large class of teachers in a town in proportion to the number of inhabitants, it is universally conceded that the whole people are more intelligent,—there is an intellectual stimulant that permeates the whole community, and more intelligence and refinement is the result than in towns less favored in regard to teachers. In a town where teachers are plenty among its own citizens, such a law would be more bene-

ficial in its operations than where they have to go out of town for a large portion of their instructors. Where strangers are employed an agent would be as likely to get a good teacher as the superintending school committee.

Parents do not visit the schools often enough. It seems to me that they ought to visit the school-room often, and encourage the teacher and incite the scholars to greater effort by their presence. I should feel it my duty to make some remarks about the condition of certain school-houses in town, if I had not been informed that there is to be a change made in them for the better the coming season.

The whole number of scholars in town, as returned by the agents the first of April, was five hundred and sixty-four. The average attendance in summer was two hundred and seventy-three, and in winter three hundred and forty. The proportion of average attendance seems very small. There should be some very good excuse for children not attending school some portion of the year. If they are not getting an education at school they are getting it somewhere else, which is usually not the right kind of education. If to an ignorance of books are added corrupt moral principles, we have two elements very dangerous to society.

WESTBROOK.

Under the new law, your committee during the past year have assumed the responsibility of selecting and hiring the teachers of our schools. They have endeavored to perform this duty with a due regard to the wishes of the district, as well as to the best interests of the schools. The result has been a marked improvement in the character of the teachers and the conduct of the schools. By means of the competitive examinations held, teachers have been invited from abroad, and several excellent new instructors have thus been introduced into our schools. The committee feel that they can say that the schools have made decided improvement over previous years, quite sufficient to warrant a longer trial of the new system. Our school organization should be always in existence. Under the old system everything falls to the ground at the end of the school year, and no one has any authority to employ a teacher until the new agent is chosen. The school committee, being always in existence, can profit by the experience of each year, can engage the best teachers in advance of the opening of the new school year, and can transfer teachers to other schools to which they are better adapted than to those in which they may be found.

The power of hiring the teachers has enabled the committee to effect a desirable reform in the equality of wages. Under the old system, by which each teacher was hired separately by a different agent, the rate of wages ranged from \$20 to \$75 per month, and the difference was not always regulated by the capacity of teachers or the services rendered. Marked injustice was done in many instances by the inequality in the pay of teachers performing nearly the same amount of work. The committee endeavored to remedy this evil by increasing the wages of those underpaid and cutting down the highest rates of wages. They have thus made the rates of wages paid during the past year range from \$24 to \$60 per month, the latter being the highest sum paid.

Several of the schools the past winter have reached a very satisfactory degree of efficiency. The teachers have been faithful in their instruction, and marked progress has been made by the scholars. It gives the committee pleasure to commend the industry and ability of many of the instructors, and they would urge that so far as possible the services of all successful teachers should be retained in the schools which have been under their charge. Few things are more detrimental to a school than frequent changes of teachers.

It will be necessary for each town to vote a larger sum than its proportion of last year's money. The committee would earnestly recommend that both towns should signalize their entrance upon a new career by liberal appropriations for schools. Certainly it would be an inauspicious beginning of a new municipal existence to cut down or stint the means of education. Good schools are absolutely necessary to the prosperity of any community. They not only raise the standard of social refinement, and promote individual happiness and success in life by the diffusion of knowledge, but they enhance the value of property by inducing men of means and intelligence to take up their residence in the communities where they are found. In the cultivation of the friendly relations which in every way desirable should exist between the two towns, springing from a common origin, the only rivalry should be to see which can do most to promote the moral and material well-being of the community, and among the most effective agents in this good work is a well organized and well sustained system of public schools.

LEWISTON.

In concluding this report, we desire to again direct the attention of the city council and our citizens generally, to the paramount claims of our public schools for their active sympathies and substantial and ever generous support. Whatever may be said of the importance of other interests of our city, our common school interest reaches far above either, or even all. Indeed, it is the foundation on which all other interests rest; for without that education of the masses which is possible only where common schools flourish, free institutions and all the blessings that follow in their train, are impossible. It is in the common school, where the children of rich and poor, high and low, meet on a common plane, that those practical lessons of the equality of every human being, which lie at the base of our system, are most effectively illustrated. Here is exemplified the important truth that in our Republic, every boy and every girl is the architect of his or her future.

"Honor and fame from no condition rise;
Act well your part, there all the honor lies."

Aside from the obvious necessity of an efficient public school system as a support and defence of our free government and of the dearest interests of society, there is no direction of public expenditure that pays so well. Every dollar expended for schools saves a subsequent ten-fold expenditure for courts, police, hospital, poor-houses, jails and prisons. There is not a dollar of property in any community which is not increased largely in value by the presence of good schools. It is within our knowledge that scores of our best

citizens have been attracted here by the excellence of the educational facilities afforded by the wise liberality of our city government. Let us hope that the same liberality will be continued, and that even greater sacrifices may be made to lay the foundations of material prosperity, intelligence and virtue. We cannot afford to withhold the most liberal expenditures for our public schools, for "there is that scattereth, and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty." With entire confidence in their devotion to this fundamental interest of our city, we bespeak the earnest sympathy and cordial co-operation of the members of the City Council in particular, as well as every citizen, in every effort to lay broad and deep the foundations of the public schools of Lewiston.

SPRINGFIELD.

When Archimides, the ancient philosopher, saw the wonderful power that could be exerted by the lever, he exclaimed—"give me a place to stand upon and I will move the world."

Gentlemen, few of us are aware, that that place to stand upon, which Archimides so much desired, has been discovered since his time, and we as a town, and our State and Nation as a people, may occupy it if they will. Since God in the plenitude of his power created the world in six days and rested on the seventh—since he blessed it, and made man to live upon it and occupy it till He come, what people or nations have most moved it? A little knowledge of the past informs us at once. The Jews, the chosen people of God, were the great element of power in the world for many years; then came the Egyptians to divide the honors of wisdom and learning; after which, that wonderful people the Grecians; and soon the Romans, no less wonderful, with their philosophy, their arithmetic, their religion, their astronomy, their love of literature and art—these swayed and ruled the world for many hundreds of years. And so, gentlemen, over all the history of the past, we see written in letters of living light, that one stern invincible fact, that knowledge is that wonderful power, more potent than the lever of Archimides, that has in all ages been instrumental in moving the world.

All of these dead nations of the past, that stand out so prominently in the history of this world—all of those peoples who have lived their little day and gone to the eternal shades, to whom we look for instruction, for learning, for wisdom, were educated, were possessed of that wonderful lever, knowledge. Without that, should we be now contemplating their greatness? Nay, verily, they would long ere this have been forgotten quite by all the world.

Knowledge, learning, wisdom, education, under whatever name we call it, has changed and rechanged the face of the globe. It has built cities here and destroyed cities there—it has caused populous countries to become howling wildernesses, and caused the desert to blossom as the rose.

No law is more fully interwoven in the constitution of things than that which declares that force of mind and character must and will rule the world. Force of mind and character is increased and strengthened by education, by training, by drill, by discipline. "This truth glares out upon us from daily life, from history, from science, art, letters, from all the agencies that influence

conduct and opinion. The whole existing order of things is one vast monument to the supremacy of mind. The whole exterior appearance of human life is but the material development or embodiment, the substantial expression of thought, the hieroglyphic writing of the soul." The fixed facts of society, laws, institutions, positive knowledge, were once ideas in the projector's brain—thoughts which have been forced into facts. The scouted hypothesis of a few centuries ago is the known and acknowledged fact of to-day. Study, thought, examination, reflection, are constantly presenting new facts, new ideas, to the world. Making right the wrong of yesterday, discovering new laws in philosophy and morals, in politics, in all the great subjects of science and art.

Gentlemen, do we appreciate the times in which we live—do we fully understand the importance of the privileges we enjoy? Why is it better for us and for our children that we live in Maine, rather than in Mexico? For many reasons; but first and foremost among them all stands the great fact of our educational privileges. The children of the poor man, who can barely earn the wherewithal to keep the wolf from the door, has the same opportunities in our common schools as the children of the millionaire. All are provided for on equal terms, and if they fail to reap the full benefit, the fault is their own. And in view of this simple fact, is it not our duty as a town and as a State, to see that all the children receive the reward to which they are entitled? Should sloth and negligence and want of interest on the part of some parents be allowed by a generous and fatherly State to work together to the detriment of their children, by allowing them on this and on that pretext to remain away from our public schools? "The stubborn startling fact still remains, that one-half of the children of the State do not attend school. The State furnishes means at the rate of \$4.78 for each child between the ages of four and twenty-one years, but the expense of those actually educated is twice that, or \$9.56." We can all see that this is wrong and should be remedied in some way if possible. Our own town, however, shows a better record than this during the past year; our attendance averages fifty-eight per cent.—eight per cent. better than the State. This is certainly a matter of congratulation to ourselves; and the efforts of committee, of parents and guardians, should be directed to increasing that average. This state of affairs cannot be all remedied at once; but there is no good reason why our per centage of attendance should not be brought up from fifty-eight to seventy, or more, the coming year. Will we all try to do our duty in this particular? A poor man can give no greater boon to his children than a good common school education. That he can do. The State taxes the property of the town to provide a school for the children of all. It is offered the poor man as it were without money and without price. Let him take the good the gods provide with an open palm and a thankful heart.

How many of the wise and great men of our day, those who stand at the head of the pulpit, or hold a commanding position in politics, are graduates of our common schools? They never looked into a Latin reader or troubled their brains by trying to learn the dead languages of the past—they bent their energies to studying the living issues of the present—they had a will to be and to do. Patience, perseverance and hard study, was their motto, and their

lives were successes, although money was not at their command, and a college never opened its doors to receive them.

Finally, gentlemen, we believe in that method of instruction which, from the start, throws a scholar upon his own resources—which draws out his mind—which sets him to thinking for himself. We want a method which shall not dwarf and belittle, but which shall rather increase and expand—a method which shall tend in every way to make thinkers and workers, rather than drones and sleepers. And this object we have had constantly in view during the past three years. Our directions to teachers has been to never lead scholars on by ingeniously devised questions, that they may thus be enabled to run over their studies rapidly, but rather to require a faithful analysis of all lessons from their pupils, thus showing a full understanding of the business in which they were engaged. This method has been more fully inculcated through the influence of the high school established, and which has been now for three years doing such a grand work for our school district, our town and the surrounding towns, under the charge of Mr. J. W. Knight, a graduate of the Farmington Normal School. In this school every student is required to spell and read. Those two most important and useful branches are here thoroughly studied. Then comes grammar, geography, arithmetic, algebra, all of which are studied in a thorough and comprehensive manner; also the more advanced English, philosophy, botany, book-keeping, history, &c.; then follow in their regular course, geology, zoology, astronomy, rhetoric, ancient history, surveying, &c.

BIDDEFORD.

The foregoing completes so much of our report as relates to the operation, changes and condition of the schools during the past year. In reviewing their progress and rank, the advancement and deportment of the pupils, the work of teachers, we are able to say that as a whole they have been characterized by a degree of improvement that will compare favorably with that of former years. Still there are many imperfections in the general management of our schools that must be eradicated before they can fully accomplish their mission—many that serve to retard them in their progress and in a measure to impair their usefulness; and to some of the more prominent of these we now propose to call attention.

Many people think that our system of popular education is almost perfect, and that if anything is needed to make it quite so it is only a little more machinery of the same sort as now in vogue. The fact is that we have already too much machine work in the school-room. It requires too much of the invaluable school time of children to overcome the friction. The course of study and method of instruction marked out and recommended by these same people are formed upon a noble ideal, but they sadly fail in practical character. They are based upon the idea that every child who enters the public schools is to complete the entire course, from the primary school to the high school, and finally to graduate an accomplished man or woman. But this, unfortunately for the theory, is not the fact. Over one-half of all the children are obliged to leave school before the limited course of the grammar

school is completed. It is a liberal estimate to say that of all the children who enter the primary schools only one in ten enter the high school.

Here we see the practical side of this system of education. The children needing most assistance are not those who attend the high schools, or even those who go through the grammar schools, but the majority of the whole number who drop out of the grammar schools during the course, most of them to go to some trade or employment, that they may contribute to the support of the family. The great work of the common schools is to furnish such primary education to those who cannot complete a thorough course of study, as will give them a knowledge of the common branches to fit them for skilled industry, and such as will make them thinking, independent men and women. In this view of the subject it becomes a matter of primary importance to prescribe a course of study and make a selection of text-books adapted to it that shall best serve this purpose.

The tendency to extremes is as common in educational matters as in all the other relations of life. A wide difference of opinion exists among leading educational minds as to what shall be taught in the common schools. Some contend that children should be required to pursue only those studies that can be made available in the ordinary pursuits of a business life, while others as strenuously maintain that the only object in view is a discipline of the mental faculties. The desirableness of these two objects is not denied by any; and we believe it possible to attain both, by such a careful discrimination in the selection of studies to be pursued that the result will be a healthy training of the mental powers and the acquisition of information that will be of daily application in after life. It is believed that the time devoted to some of the present studies can be considerably reduced without detriment to the pupils. This will afford an opportunity to introduce others; thus increase the variety and give the ambitious scholar the advantage of a wider field from which to select the studies suited to his tastes.

We have alluded to this matter only in general terms, wishing to impress upon the minds of those who will superintend our schools the coming year the importance of giving this subject a careful investigation, and we believe if they do that they will eliminate some of the work from the course of study now pursued, and substitute such as is adapted to the advanced thought and culture of modern times, and that they will inaugurate a system of instruction that will eradicate much of the machine work that now engrosses so much time without yielding a corresponding return in information gained.

IRREGULAR ATTENDANCE. Among the obstacles that seriously affect the efficiency of our schools none should receive more strict attention than the irregular attendance and tardiness of many pupils attending them. By examining the teachers' registers, we ascertain that the average attendance compared with the whole number registered is very small. This fault must be charged directly to the parents, and we fear its pernicious influence is not fully realized by them.

Closely allied to this evil is another indulged in by parents—that of sending requests to teachers to dismiss their children at recess, or after some part of their work for the session is done. This indulgence is carried still further by

sending excuses to shield the pupil from the censure of the teacher and the loss of his place in the class or rank in studies. In some cases this system of excuses has been so applied as to relieve the pupil from all the hard and disagreeable studies of the course, and finally the complaint is made by the same parent that the school has been unprofitable. This practice is not only detrimental to the pupil thus indulged but also to the whole school. The continual coming and going of pupils during the session disturb the regular and studious, and are a constant source of annoyance to the teacher. These delinquents must receive special attention from the teacher, or there will be some portions of their work in each branch of study that they will not be prepared to be examined in when examination day comes. Nor does this matter end here. It is a fact, substantiated by the observation and experience of all, that habits of regularity, obedience, promptness and studiousness early inculcated in the minds of children, will certainly characterize them in their future lives. These habits form a part of their education as surely as the knowledge derived from text-books. We earnestly appeal to parents to consider this matter carefully before they consent to indulge their children longer in practices so likely to prove injurious in their results.

ABSENTEEISM. The returns made to the assessors by the district agents show that the whole number of scholars in the city April 1, 1870, was 3,470. Of this number 3,000 were in district No. 4. The records of the teachers show that only 1,200 of these regularly attend school. These statistics conclusively prove that parents and guardians are almost criminally indifferent to the future well being of the children committed to their care. The practice is becoming more prevalent each year for parents to withdraw their children from school at an early age, and put them to work in some of the manufacturing establishments of the place. The increased expenses of living and the corresponding advance in the price of labor offer strong inducements to those of small means to do this. But no parent with intelligent affection for his offspring will place his own material gain before the intellectual wealth of his child. The policy of adopting a system of compulsory education is now receiving attention throughout the State, and we hope if it finally seems necessary that statutes be enacted for this purpose, that the tone of the community will be so reconstructed before that time upon this point that it will not be necessary to enforce them here.

SUPERVISION. We cannot close this report and withhold the expression of our convictions upon this subject. They have been strengthened and confirmed by consultation with those who are conversant with the results of a different system pursued in other cities. We are fully persuaded that our schools can never reach the position they ought to attain until our system of supervision is revised and improved. As at present constituted, the committee has felt the necessity of dividing the work of superintending the management of the schools. The inevitable result of this action has been a divided responsibility, work imperfectly done, a want of uniformity in classification and methods of instruction and discipline.

We believe that our whole educational interests should be placed in the hands of a committee composed of members one from each ward, with power to select one of their number to take charge of all the details of school in-

spection, subject to their direction, such as visiting schools, investigating the different methods of instruction, comparing text-books, revising studies and looking up truants. This, with the work of seeing that the houses, furniture and fences are kept in repair, purchasing supplies and selecting teachers, would be sufficient to occupy his whole time. The action of such a committee would be regarded with confidence if they considered a change in anything relating to the management of the schools necessary. Such a course would be no untried experiment. Other cities have adopted it, and wherever adopted it has never been repudiated. Some legislative enactments would be required before this suggestion could be acted upon, but this doubtless could be obtained without difficulty. We speak earnestly in this matter, because we know from our own experience the result of the present defective system of supervision. A just appreciation of the relation that our system of public schools sustains to the masses of the people is the surest guarantee that it will be guarded with jealous care, and that every means will be employed to adapt it to the requirements of the times.

OXFORD.

We do not think teachers ought to be held responsible for all the defects of the schools. A work so full of interest often involves difficulties, to which a load of oppression may be added, by a want of the co-operation of parents. Only a partial interruption may make the teacher's work a discouraging task and cause the exercises of the school to drag heavily. It occasions a wicked waste, for which somebody is held accountable. Parents leave the education of their children too much with the teacher. You appear to think that providing your children with food and clothing, is all that is required of you. The education, the formation of character, you say, belongs to the teacher. This cannot be so. You should, instead of trusting all to the teacher, co-operate with him, unite your labors with his and ascertain, by visiting the school often, the influence of the teacher and the influence of the school upon your children. Do not speak unfavorably of the teacher before your children, but teach them to love the teacher and the school-room, and at all times to be obedient. If your children are under good government at home, it will greatly aid the teacher in managing them at school; but if the government at home is bad, it will be difficult for the teacher to control their conduct, or establish any government over them during the hours of school. You often complain of the defective government of the teacher, yet do not perceive that the children are under no restraint at home. Do not find fault with the teacher until you have examined your own government and ascertained how far you have fitted them for obeying or disobeying others.

If parents or committees would give higher compensation it would encourage young men to qualify themselves for instructing. Parents have it in their own power to raise the character and qualifications of teachers. Parents pay more money for the education of their children by employing incompetent teachers than they would by employing competent. In the affairs of life parents generally perceive that the cheapest articles are commonly the dearest, and those of more reflection perceive that this is always the case in the article

of teachers. Such were the teachers employed to teach the summer schools in Districts No. 1 and 12. A child to obtain an education with these teachers would require a lifetime, and then would only learn to unlearn again, if they ever made correct scholars. Thus if parents do give but little to the teacher, they pay dearly for their children's instruction. If they would secure the services of a qualified teacher by giving him double the price they gave these teachers, their school tax would be one-third less than it now is, because it would take their children only one-third as long to get an education. Again, the parents' interest would be promoted by saving the children's time. Scholars under a good teacher will be as far advanced at fourteen years of age as they will be at twenty under a poor teacher. Parents frequently pay cheap instructors more for teaching their children what is wrong, than would be necessary to give them a good education under a suitable teacher. Let us employ only the best teachers and pay them a corresponding compensation.

Never before have our schools performed their operations with better success. This improved condition of the schools is due, we think, to the new arrangement by which the power to hire teachers has been transferred from the district agents to the town committees. This, we think, was a step in the right direction. By the change, better and more competent teachers have been employed, and the standard qualifications of teachers raised. The Teachers' County Institute affords an opportunity for improving good qualifications and making better teachers, and we think that it would be good policy for each district to send their teacher to a session of the county institute at their own expense, and let the school wait for the improved qualifications with which he will direct his operations.

LITCHFIELD.

In closing our report, we would say that in most cases your schools have been good, while in a few they have been poor. We think, however, in general your schools now stand in advance of any other year since our official remembrance; that there has been more interest manifested on part of parents, teachers and scholars than we ever before witnessed. They seem to be awake to the importance of the great truth that "Knowledge is Power." There has been a great rivalry among the teachers to excel in amount of labor and correctness of practical teaching. This was encouraged by your committee, and the results have been highly satisfactory, by giving rise to public examinations, which were attended in large numbers by parents and others interested in education.

Now can all your schools be made good in the future? Our answer is, emphatically, yes, by a hearty co-operation of agents, parents and committee in employing good and competent teachers, and supplying the necessary wants of the school-room. We ask you again, parents, to visit your children while engaged in their labors in the school-room. And should you employ teachers for the coming years, secure the services of those whom you are certain will lead the susceptible minds of your children to a high degree of development.

ALFRED.

In submitting their report for the past year, your superintending school committee are gratified in being able to state that, as a whole, the result of the schools compares favorably with the past. In some respects, it is believed, that there has been a decided improvement in the right direction. In point of thorough discipline in the government of most of the schools in town, a higher rank has seldom if ever been attained, than that of the past year. This indispensable quality of a well-appointed school was kept in mind so far as could well be done, both in the selection of and suggestions to the teachers employed. With an exceptional instance or two in which it was difficult to obtain what would have been preferred, your committee have, in the selection of teachers, sought for capacity to govern as well as reasonable proficiency in the branches to be taught: believing that aptness to govern as well as aptness to teach should have a prominent place among the qualities of a competent teacher. There is undoubtedly too great neglect on the part of teachers in preparation to govern the school wisely. Skill in the management of a school may, to a certain extent, be acquired; and unless "born to rule," as perhaps may be said of some teachers, it should be the subject of deliberate study and training on the part of all intending to become instructors of common schools.

Notwithstanding the disadvantages arising from the want of earlier notice of the specific duties required of your committee by the law of last year, relating to the employment of teachers, very successful and satisfactory teachers were ultimately obtained for the spring and summer terms; and the general efficiency of the teachers employed during the year, as compared with several preceding years, cannot, it is believed, be construed into a reflection upon the law referred to.

From the subjoined report it will appear that there has been encouraging punctuality in attendance on the part of scholars during the year, yet in many instances it is apprehended that children have been kept from school for insufficient causes. Parents and guardians should see to this, remembering that school days, with those under their charge, are soon over and cannot be recalled. There is still a great disparity between the whole number of scholars in town and the average number attending school. There should be more general and active co-operation on the part of parents with the teachers; a kindly word from the parents would often encourage the teacher to a greater perseverance in performing the difficult and frequently discouraging duties of their responsible position.

Should the town, under the authority of the law of the last session of the Legislature, vote to authorize the school agents to employ the teachers in the several school districts, we again urge upon such agents great care in the early selection of the best teachers, such as are competent for the important work to be entrusted to them, keeping in mind that a knowledge of the branches to be taught is only part of the needed qualification. Let such agents resolutely ignore the somewhat popular error that any teacher will do for primary scholars, because they are young and backward. The ablest and best teachers are needed in the primary schools; they need not necessarily be experienced.

"Just as the twig is bent the tree is inclined."

NEW GLOUCESTER.

In conclusion, we submit the following points—that the pupils in our schools are not generally any further advanced in their studies at seventeen years of age than they should be at fourteen. The cause of this is, 1st. The failure of committees, parents and teachers in the faithful performance of their duties. 2d. Irregularity in attendance of pupils at school. The failure of committees is in employing incompetent teachers, and in not removing them when they prove to be thus, and in not seeing to it that scholars who exert a bad influence in school are removed therefrom or reformed. The committee and parents should sustain teachers in enforcing discipline and wholesome restraint upon the pupil.

The failure of parents is in not instilling into the minds of their children, when young, a love of learning, and a thirst for knowledge, together with habits of diligence and obedience to wholesome restraint in all places and at all times. Another failure of parents is in not furnishing books and causing the child to be punctual and regular in attendance at school. All our higher institutions of learning strictly enforce these regulations. How much more important that they be enforced in the common school. Trying to educate a child without regularity in attendance at school is like trying to make a chain and leaving out every other link.

The failure of teachers is not so much in literary attainments as in want of zeal in the work they undertake; in a want of a knowledge of human nature and of the different dispositions and tempers they have to deal with, and a want of tact to draw out and develop the powers of the pupil's mind. Much allowance should be made for teachers in this respect, for they are, for most part, a young class of people, and have to learn as they advance in the line of their duties. Committees, teachers and parents should co-operate to overcome, as far as possible, these failures and to supply these deficiencies.

BROOKS.

SCHOOL-HOUSES. The school-house is the symbol of the people's culture. For defence, it is better than fortifications of rock,—better than batteries to guard our shores, than armies to defend our treasures, than navies to guard our seas. More learned institutions may, and ought to be built and established, but the school-house must never be neglected.—*Rev. Dr. Talmadge.*

There are many school-houses now in existence entirely unsuited to the purpose for which they were intended, about which almost everything bad may be said, and hardly anything good. Bounded on one side by the dusty highway, and on the other three by sticks, stones, and all sorts of rubbish, with its clapboards and shingles indicating a desire to “depart and be no more”—the little red, brown, or wood-colored house, now standing in many a town, looking verily more like the rendezvous of hobgoblins and ghosts than the abode of human beings. Nor is the interior of the building aught else than a full realization of its exterior type. Little dingy cobwebbed windows, perched just under the eaves, with now and then a “wooden square of glass,” as Mrs. Partington would say; a huge rusty stove, whose pipe has a peculiar knack of falling down just as it gets heated; the ceiling and wood finishing illustrated

with "cuts," and ventilated with cracks and cranies innumerable; floor with any quantity of "ups and downs;" benches and desks inconvenient, uncomfortable, outrageous, and totally unfit for the use designed. Such is the condition of far too many school-houses in this State and county, and, shall we say it, in this town.

Much of the benefit of school instruction depends upon the attractions of the place where the instruction is given and the condition of the person receiving that instruction. When a scholar is suffering an excess of cold, of heat, or from foul air, or annoyance of any kind, his attention is divided, and cannot be wholly concentrated even under the strictest discipline. We all know our faculties are dwarfed by discomforts, and if ours, then how much more so our children.

The attractiveness of the school-room has another powerful influence, in its unconscious tuition; that is, its impressions made upon the mind, the heart and the soul. Why are churches, dwellings, halls, and all places of public resort, made attractive by all the arts known? To win and to impress, by making the school-room attractive, beautiful, pleasant, we guard against truancy and tardiness in a great measure. Scholars will love the place. It will be an inducement for them to be prompt, regular and decorous. Another point—last, but not least—the impressions made upon the unfolding mind of the young by a pleasant, cheerful, beautiful room, whose walls are decorated with charts, pictures, maps and diagrams, whose grained and varnished furniture and finish repels thoughts of rough usage, of rudeness, and of vandalism.

Place a teacher in a ruinous, tumble-down shanty, with scholars to instruct, where the surroundings are more suggestive of cattle pens than of school-houses, and with the discomfort and utter want of convenience, of utility or attractiveness, where the scholars suffer, as many do in schools that could be mentioned, and that school will be a failure—a failure of its high capabilities and aspirations. But, on the other hand, place the same teacher and pupils in a neat, comfortable, convenient, well-supplied house, and the school will be a success.

The school-room itself is an educator. It has its influences; it makes its impressions on the soul as lasting as eternity. Our early associates and surroundings remain on memory's page when later scenes have fled. Its shape, style, finish, aspect, location and general bearing, have each their weight and impression on the susceptible, unfolding minds of the pupils. We are apt to say by our school-houses that they are "good enough." Did we ever say they were just right? "Good enough" always implies a fault, if closely investigated; it too often, like charity, covers a "multitude of evils." It is not true to say they are good enough, when we can exist, despite their discomforts and inconveniences. "Just right" should be the standard in all things, school-houses in particular.

SCHOOL GROUNDS. At least one-half acre should be set apart for a school-house lot. The house should be set back far enough to give ample play ground before it. This play ground should be graded and fenced, with shade trees around it. The grounds should be laid out with neatness and properly kept. The larger scholars would be pleased, were the attempt made on the

part of the district to beautify and convene the school-house and surroundings, to set the trees and help adorn the grounds. Our forests abound with trees suitable for such purposes. As time rolls on, under these trees rustic seats could and would be placed, where in summer the scholars could rest, study and receive instruction, not only from books, but from the earth, the air and the sky. Out-door scenes are quickening to the intellectual faculties. The birds, the bees, the floating clouds, the sunshine and the shadow, all leave their impress on the heart.

The school-room should be provided with plenty of blackboards, with wall maps, a large dictionary for reference, and a globe to illustrate the shape and appearance of the earth. How bare and destitute are nearly all country school-rooms! Parents, do you know this from observations?—if not, do visit your own. You would not expect your hired man to do all kinds of farm work with an axe, or a hoe, or a shovel alone. You must supply needed tools for different kinds of work. A man may have knowledge, but he must have suitable tools to make that knowledge available. This is as true with the teacher as with the farm laborer or mechanic. They may all get along with less than they ought to have, yet they cannot accomplish the highest results if not properly supplied.

Most school-rooms are destitute of curtains—those cheap, useful articles of comfort. The scholar that sits in the glaring light of the sun as it pours its brightness through the glass fall upon him, suffers great discomfort; a few cents would remedy this evil. The heating apparatus of most school-rooms is highly defective. The stove is generally placed in front of the teacher's desk and in the center of the floor; the teacher is roasted or the scholars in the back part of the room frozen, (to exaggerate a little.) The teacher moving about and generally warmly clothed, needs less heat from the stove than the pupils, yet under the present arrangements he gets the most, while the pupils in their seats get the least.

Good Schools. Three principal requisites are necessary for a good school—good teacher, dutiful obedient pupils, and interested co-operative parents. These must blend harmoniously and fully together, each in its own appropriate sphere filling its place fully and well, yet throwing out their influences so strongly and thoroughly that they shall form a circle of complete unity in educational matters. We may procure the best of teachers, those whose acquirements and attainments lead us to expect much,—whose experience and ability are widely known, yet neglecting to do our duties as parents and pupils, have poor and unprofitable schools. It has been said that the "teacher makes the school," yet there are limitations to this broad assertion. He cannot make the school what it should be himself alone. It needs all the energies of pupil, parent and citizen to bring it to its highest capabilities. The precept, example and influence of all are needed in this high attainment of good schools. If there is one loose fibre in the fabric, if there is one rotten timber in the structure, it is not perfect, is not what it might and ought to be. Trust not this onerous burden,—this high responsibility of "good schools" to the school officers, teachers and their associates; they alone will fail. With your efforts united to theirs, success will crown the result—success of which we stand in need, and of which, when acquired, we may all well be proud.

TEXT-BOOKS. The text-book question is a vexed one in this State. Uniformity or no uniformity, that's the question, and upon both sides much ink has been shed and much discussion made, yet it remains as ever an open question, with the hope of State uniformity less near being realized than it was a few years ago. There can be no question of its utility and vast saving to the State at large. In our town we have a very good uniformity of books, with perhaps the exception of arithmetics. There could be desirable changes made perhaps. Text-books should be used, not as mere machines, but as aids to instruction. Principles, not verbatim definitions, is the true way; the idea, and not the precise text of the lesson. Too much leaning upon text-books is not advisable. Use them as authorities, as helpers, as places from which to draw facts, but clothe the principles and ideas in language of your own, making it part and parcel of your thoughts and knowledge, would be our advice regarding their use.

There is laudable rivalry among the makers of our school books, a striving to excel, that results in improvements each year. Books that were among the best a few years ago are now but second or third rate. This necessitates change occasionally. New methods of teaching require newly issued books, and the latest investigations of science and art. Geography is a science that is continually undergoing change; this makes a change of text-books upon this branch often a necessity.

SCHOOL APPARATUS. Most of our school-houses are bare even unto barrenness of all that is useful or actually a necessity in giving even the simplest instruction. We mean in those cheap, simple articles of which no school-room should be without—blackboards, wall maps, writing charts and dictionary—the whole, costing but twenty or twenty-five dollars, is worth to each term of school many times their cost, and with proper care lasting a great many years. One district in town years ago purchased wall maps, among some few other articles of school apparatus, and though they have been sadly neglected at times in proper care, most of them are existing, and the past summer did good service, under the excellent teacher that presided over the school, that was worth many times their original cost. We are glad to notice in some of the school-rooms of the town, the past year, an increase of amount of blackboards. This is as it should be. There are but one or two that have enough, and in those more would be better than less. We hope you will give an earnest attention to the deficiency of the schools in this line of blackboards, wall maps and dictionaries. It is no high-flown fanciful parade, or for looks alone; it is for the highest usefulness; a need that your scholars demand to be supplied, a step towards making your schools more useful, and whose benefits can hardly be over-estimated.

TEACHERS. High and holy indeed is the teacher's calling, and one fraught with fearful responsibilities; broad the field in which he labors and marks the result of his efforts. To whom shall the numerous children of our native State look for assistance and encouragement, in their efforts to ascend the hill of science, if not to the faithful teacher. The prosperity of the country depends in a great measure upon the efforts of our teachers, for to them are committed for a while those who are to be our future tillers of the soil, mechanics, merchants, lawyers, doctors, teachers and ministers. All classes of

citizens are here trained, or should be trained, in those fundamental branches of education, in morals and traits of character, that underlie and permeate the whole after life of each. From the farmer down to the statesman, every rank is here schooled upon the same level, in the same first principles. And it is important that the principles of truth, right and justice be deeply instilled into these opening minds which the teacher has the high privilege to preside over, and the hearts that it is his power to sway. The teacher's work is not a work that soon passes away, but it endures for all time, and extends its consequences into eternity. How important that teachers be fitted for their great and momentous task, and that we employ none but those fitted for the noble duties of their chosen vocation.

The teacher is often blamed unjustly; he has many annoyances of which parents know but little or nothing. Not the least of these are the poor, ill-constructed, badly-planned, uncomfortable, unfurnished school-room in which his lot is cast, the old broken-down stove, the unsuitable funnel, the doors often without latches, desks so constructed that it is next to impossible to teach penmanship, the missing or broken panes from the window admitting snow or cold draughts of air, and the oftentimes unsuitable fuel that is furnished, the room upon cold days chilly, and no means to render it comfortable, the huddling of scholars about the stove to keep warm, where they can communicate and make disturbance more easily than in their proper seats. These are a few of the many annoyances that teachers labor under in this direction.

Many pupils remain at the school-house during intermission; and others return in time to have fifteen or twenty minutes to devote to play, and having no other or better place to play, they use the school-room, to the injury of the seats, desks, and whatever else it may contain. Too often the teacher is under annoyance and difficulties for want of suitable, simple apparatus, even to illustrate and make clear some principle or "hard place" that occurs to the pupils' active minds. Cramped for want of blackboards; dwarfed in usefulness by absence of wall maps and charts, giving wrong ideas, and unable to dispel the thick darkness which attends the pupil's attempts at solving the truths of the world's sphericity, revolutions and changes of seasons, and relative positions of different parts of the earth, for want of a simple globe and its accompaniments. He has perplexities in the many kinds of text-books used, and want of any kind with many pupils. We should just as soon require two men to chop with one axe or hoe with one hoe as to require two pupils to commit lessons from one book at the same time. Either case would be a failure of highest results and a waste of time.

Many school-rooms are totally unfit for school purposes, being destitute of convenience and comfort and all that pertains to the beautiful and the pleasing, and into these dens—we cannot call them school-rooms, it so degrades the word—the teacher is put, and amid all these obstacles, with the attention of the district (if they give the school any attention) directed to discover faults and short-comings, more ready to cry out at the least appearance that does not suit them than to uphold the teacher in his endeavors to do right, more ready to spread and magnify his and the school's defects than their virtues. This picture, true to life, we hope sincerely has no counterpart in this town.

Another disadvantage under which the teacher labors is tardiness. Scholars coming in after school has begun, not only lose part of its benefits, but disturb others who are more prompt, and create annoyance and confusion. This is more serious than many suppose. Imagine a teacher calling his school to order at nine o'clock, and one-half of the pupils absent. A class is called to recite in reading, and before the first pupil has got through or finished his assigned part, the door opens and in comes a boy with thick-soled boots, laden with snow; as a matter of course, all eyes are raised to see who enters, attention is broken up and loss entailed. Then another and another, variegated now and then with the entrance of girls, until ten o'clock. Picture to yourselves this, and remember that each separate entrance breaks up attention and disturbs the school, and then that this is but one forenoon taken at random from the whole term, and fully illustrates each half day of the whole in this matter of tardiness. The remedy lies, parents, with you. This faint picture of the many difficulties under which your teacher labors will, we hope, arouse you to duty on this point. Your school is shorn of its usefulness by this alone more than you are aware. With you the remedy lies, for you can have your scholars prompt if you use proper effort. It is not only a duty you owe yourselves, but it is a duty you owe to others. Think of this as becomes earnest men and resolve that it shall be so in your school at least no longer. In looking over the State Superintendent's report this we see for years past has been classed as one of the evils that detracts from the value of our schools. In the Appendix to the report, where extracts from the town reports of school officers are copiously made, we see this giant evil stands out prominently and fearfully. Nearly every town quoted, complains of tardiness in their pupils. This ought not to be, and would not were school-rooms made more attractive and comfortable, and parents were prompt in their duties. For both these defects we look to find the source in that fruitful cause of ills to our common school system, viz., parental disinterestedness.

Irregularity of attendance is another serious annoyance to the live, energetic teacher—and it may be to the opposite class. A pupil, for some trifling excuse perhaps, and it is easy to find them, stays away from school a half or whole day or more; one of two things is plainly visible, either his classes must stop or he loses one, two, or more lessons. A gap is thus made in his school life that will probably never be repaired. Some teachers practice making their pupils "make up" lost lessons. This imposes a double burden upon the pupil one day, while the next, and perhaps for several days, he shuns the whole by staying away till his lost lessons are too great to be made up, and he falls behind his classes in everything pertaining to school life. The remedy for this lies with parents, and with them wholly.

Truancy is another difficulty under which the teacher labors, and is powerless to prevent in many cases. Perhaps we have said enough upon the difficulties that surround and beset the teacher's pathway. Others could be mentioned, but we shall let this suffice.

Parents, instead of as now virtually working against your teacher in his exertions to educate your children, instead of throwing obstacles in the way and hindering his usefulness by your neglect of duty, if nothing worse, try

and mingle with his efforts for good, your own. Instead of regarding him with a sort of antagonism, as a thing to be borne, take hold and stay up his hands, strengthen his endeavors, and help to impress his instructions. Visit him at his place of labor. Interest yourself with him in the cause of public education. He is doing for you a mighty work. He is trying to educate your children, and why will you not take hold and "lift at the wheel." It may be that you think you have; perhaps you have done something, but can you not do more!

SCHOOL GOVERNMENT. Government, in its broadest sense, is the regulation of those rights that exist between sovereign and subject. Thus, divine government is founded on the relations that exist between the Creator and creature; civil, on those relations that are between the executive power and the citizen; family, on those between the parent and child; and school, on those between teacher and pupil. These different kinds of government are to secure certain objects: thus, divine government is to secure the love and well-being of the subject, man; of civil, to secure his obedience; and of family and school, to secure both the love and obedience. School government is a transfer of parental government to the teacher. He stands in the place of the parent in the eyes of the law, for the time being, that he has the pupil under his care. He has the same powers as the parent, no more no less. Teachers should aim to secure the love and the obedience of their pupils; love can only be secured by giving love in return, and the obedience prompted by the impulses of love, is the kind to be sought.

PARENTS. It is to be feared that parents are not alive to their duties in their relations to the highest interests and actual necessities of the schools. Do parents sufficiently consider the relations they sustain and the obligations they are under to the teachers of their children? Do they cherish those intimate sympathetic associations and those kindly sentiments that ought to exist between them? Is there not great neglect, if not something worse, in this direction? And again, do parents co-operate with their teachers in their endeavors for the greatest improvement of their children, as they should, and as is indispensably necessary that they should, to receive the greatest benefit from the expenditure of their money? Do parents during a term of school take the interest they ought, by seeing that they have privilege, and that they prepare part of their lessons at home, helping them as they can from time to time? Do they encourage them as they should to new efforts and higher standing, soothing their difficulties, bridging over their sorrows, sustaining the teacher, setting good examples to be imitated? We fear an honest answer to these direct home questions would show a lack in the duties they owe to themselves, to their children, and to society.

Parents, resolve to manifest a greater interest in the education of your children. See that they are at school promptly and attend regularly. Sustain your teacher; never speak of the faults of the school before your children—rather talk the matter over with the teacher, if there is need or hope of bettering. See that your scholars are well supplied with all necessary books, and that use is made of them at home. Visit the school at least once each term; it encourages the teacher, it does yourself good. It shows your chil-

dren and the school, as well as the community, that you are interested. No one would like to own that they had no interest in the schools; all will say that they are interested, yet very few show it by works. We read, "by works faith is made manifest." See that your school-house is a fit place for yourself to spend day after day in, as do your children. You certainly would not wish them to be in a place you would not wish to be in. And above all, avoid controversy in your district affairs. This has ruined many schools, and injured many more. No good results from it, for peace is ever better than war. Harmony and good feeling is the primary requisite for a good working district.

It was a true remark of Napoleon Bonaparte that "the mothers make the men." Woman's influence is all-prevailing and all-pervading with the young. It is the mothers that guide and mould the plastic spirits of their children. We owe to our mothers, more than to any others, the qualities of head and heart we possess that are good. This being self-evident, it is important that the mothers visit the schools; not in a spying, fault observing spirit, but with spirits imbued with charity and love; with ready hand to assist at home the teacher's efforts in the school-room; to learn what their duties are, by here observing the needs, and ready for any good word or work. Mothers are more apt to be interested in the schools and in their children's advancement. This arises from several causes, their strong love for their children and their motherly pride being not the least. We believe in the visitation of the schools by the mothers as well as the fathers. It shows that both parents are interested, that it is an object of their solicitude and worthy of their presence.

SCHOLARS. "The duties of pupils," says an eminent writer, "consists in docility, obedience, respect for teachers, and a desire to excel in all right undertakings;" yet how often is the heart made glad by such a combination of desirable qualities in pupils? Not so often as would be desirable. There are a few things additional to this, and the connection between the two will be seen distinctly, which we wish to say while upon this part of the subject. The educating period with our pupils is short. Not many can or should attend school before the sixth year of age. Most of our scholars now leave school at eighteen years of age. The average age in the State for leaving school is eighteen; six from eighteen leaves twelve; deduct the time when schools are not keeping, or two thirds of the time—in country towns the schools together scarcely average one third of the year—take two thirds of twelve from twelve and it leaves four. Four years of schooling with its lost days, its liability to sickness, and are we not right when we say the time for educating in our common schools is short? Deducting lost days from sickness and bad weather, and we have but little over three years' time, scattered piecemeal over the whole twelve years, for educating our boys and girls in the country schools to-day. How important that every moment be improved, that we use all honest efforts to add to the usefulness of our schools. This is true of this town; it is also true of nearly all the rural towns of Maine to-day. Does it not befit us to be diligent, faithful and industrious; also to provide for a term of high school, that shall add to the capabilities of our educational force. The great object is to secure the largest amount of learning in the shortest time. Parents, are you awake to these facts as they present themselves before you? Are you doing all you can

to secure the greatest return from this short educating period that your children have?

A large proportion of the scholars of our common schools attend no other; some few go to high schools and other places of instruction, but the great mass begin and end their school-life at our town schools. Here their opportunities begin and end. The importance of rightly improving these privileges should be impressed upon all. We must make the most and best of what we have.

There are annually attending our winter schools, quite a number of pupils of the larger size, who will perhaps attend school but one term more, or may leave the school-room, as a pupil, forever at the close of the term they are attending. These, going out into the busy, bustling world, to combat for livelihood, wealth or station, should in these last closing days of school have a little different training from those who expect to still continue students. These scholars, more particularly, should receive a greater amount of attention from the teacher, than the smaller classes that have the benefit of both summer and winter schools. A course of study that would be proper for those who intend to go to school for several years longer, would not be suited for this class of scholars. They should give their attention more particularly to those things which they will soon be called upon to practice—the keeping of accounts, of writing notes and receipts, of writing various documents and letters. They should obtain a familiarity with interest, percentage and fractions, if not previously obtained. Attention should be given to acquiring a fair, legible hand writing, and in grammar to those errors commonly found in writing and speaking, more especially, than to a study of other parts.

The object of school education is to fit pupils for after life;—to acquire that knowledge and discipline that shall store the mind and at the same time develop it. Some very useful branches of knowledge are unknown in our schools that ought to have a place beside those of arithmetic, grammar and geography. These are, History of United States, Physiology and Philosophy. Some may think these quite superfluous, yet we think the principles of these sciences full as important, if not more so, than much of the lumber and trash with which our text-books on arithmetic, geography and grammar are encumbered.

We would say here, in passing from this to statistics and particulars of each respective district, that if any errors have been held forth; if any sentiment appears too harsh, we beg you will lay it to an earnest zeal for the welfare of our public instruction—to the head and not to the heart.

PITTSFIELD.

VISITING SCHOOLS. But few parents visit our schools. Perhaps it has not been customary in the past, and this may be the reason why it is not practiced now. It is practiced in other places, and with the best results. Parents visiting the school, serves to awaken a mutual sympathy between them and the teacher; encourages the children in well doing, and places the district in a position where it can judge correctly as to the profitableness of the school.

Children are not always capable of judging whether or not they are having proper instruction. Judgment is too often given by parents and others, upon ascertaining how much has been “got over” during the term. Too frequently

it is *only* "got over," not mastered. Pupils must begin next term where they began the last and plod over the same ground again. If a teacher, desiring to be true to his calling, says to the boy, "no faster than you can master as you go," and then labors long and hard to illustrate, impress and fix upon the young mind each lesson attempted, there may be but little apparent headway made during the term. Of such a school the common judgment by those who have never visited it, and witnessed the toil of the teacher, may be, "It is good for nothing." And yet it is a fact that one such teacher is worth a little regiment of the mere "get over" kind. The next term the pupils will begin where they left off and advance understandingly. We earnestly recommend that parents visit their schools and strive to make their teachers feel at home and among friends.

BREWER.

At the commencement of the municipal year, we find ourselves invested by authority of the Legislature, with the duty of employing teachers. We have endeavored to discharge this duty according to the best of our ability. Notwithstanding our well-designed efforts, we have made some mistakes, and a few ordinary teachers got into our schools. Our old and well tried teachers did, if possible, better than ever. We believe that we had their sympathy and hearty co-operation, for which they have our sincere thanks. There has been, as far as we could judge, quite a feeling against the new law, yet many of our citizens, as usual, have helped sustain the character of the schools. In behalf of pupils and ourselves, we thank them also. We regard the theory of the new law to be correct, but in its practical workings we think it has been detrimental to our school interests the past year.

We would be glad to notice many things tending to the improvement and elevation of our schools, but our limited space forbids. This point is uppermost in our minds: that before our schools attain a much higher degree of excellence, we must have, on the part of a larger number of parents than now exercise these virtues, a more general interest in educational matters; also a more enlarged benevolence towards, and appreciation of teachers, together with an earnest co-operation, both with teachers and school officers, to elevate and perfect school discipline, attendance, and study.

MACHIASPORT.

We cannot do too much to educate our children. Every year verifies the saying that "New times demand new measures and new men." New enterprises and reforms are being started every day which call for educated men and women to take charge of them. And shall our children fall below the position in business and in society which they ought to attain, because we fail in our duty of educating them? Let us be ready to adopt any and all improvements in the system of education which may tend to raise the standard of our common schools. Let us see that our school-houses are made attractive and pleasant, without and within; and not send our children to cold and cheerless rooms. Hang maps and pictures upon the walls calculated to instruct and amuse them. Visit them often and encourage them in their studies. Let us

also encourage public lectures and lyceums which will help to elevate and mould their characters. In short, let us work unitedly and efficiently for the cause of education, thus conferring a blessing not only upon our own children, but also upon generations to come.

LISBON.

By reference to the foregoing report of our schools, it will be seen that there have been many very satisfactory terms, and some quite as unsatisfactory. There has been no attempt to whitewash any failures. This has been the first trial of the plan of employing teachers by the committee, and possibly the last. We did not solicit this delicate and responsible duty, and if the agency system is to be reinstated, we give up the task without regret. In making up your judgment on the matter, you should at least give the committee credit for honestly trying to secure good teachers. The percentage of failures in our schools, during the whole year, has been less than last year, and we think will compare favorably with former years. We found it very difficult to secure teachers enough for our summer schools, and consequently employed all who applied. This ought to go far toward excusing any imperfections in them, though we think they were generally very successful. The chief difficulty we experienced in securing teachers for our winter schools, was from lack of money in small districts. How to have schools of any considerable length, and pay our teachers decent wages, has been a constant problem during the year. Some districts generously boarded their teachers, which lengthened their schools materially. But unless something is done immediately, to give our small districts more money for school purposes, our citizens cannot expect very profitable schools.

A comparison of our school returns with previous years, exhibits the fact that our rural districts are being rapidly depopulated. The tendency of population is toward villages and cities. Over one-half of all the scholars in town are included in three districts, while many districts contain only from seventeen to twenty-five, scattered over a large area of territory. The only practicable remedy for this state of things is to abolish the present district system, and have our rural school-houses diminished in number and increased in convenience, and located where they will accommodate the greatest possible number. Looking toward this most desirable change, we have caused an article to be inserted in the warrant, to ascertain the views of our fellow citizens on the subject. There is no good reason why the scholar in a small district should not have as many weeks of schooling out of the common school fund as his neighbor, who happens to live twenty rods nearer a village. The present system of districts amounts, practically, to a discrimination in favor of property located near thickly settled places, for there is no one thing that so depreciates the value of a farm as the lack of good educational privileges. Many men to-day are paying large taxes in small districts, and receiving only from eight to ten weeks of school per year, while many in villages who only pay a poll tax, or none at all, are receiving twenty-four, and in some cases about thirty-six weeks per year. There is evidently great injustice in this matter, and the only relief we can expect is in consolidating all the districts

into one, and making the schools of equal length throughout the town. We confidently believe that the smallest district in town may have the same privileges with larger communities, and that, too, without detriment to the larger, by abolishing the old, effete, cumbrous district system. Our best educators recommend it, and the legislature has wisely provided for its easy accomplishment. At present, our rural schools are dwindling to nothing, and something must be done immediately. Re-districting the town would afford some relief, but it would not be permanent, and complaints would be as loud as ever. Several of our school-houses are in a ruinous condition, and before they are rebuilt this matter should receive the earnest attention of our townsmen.

We desire to enter our earnest protest against the unwarrantable interference of parents in school government. The custom of "taking out" scholars on the slightest pretext is becoming alarmingly prevalent. At the first appearance of disagreement between teachers and scholars, parents invariably take sides with their children, and if the teacher firmly insists upon obedience, remove them from school. This is wrong. It is also the worst possible thing for the scholar, and a great detriment to the school. It is also contagious. If an influential man becomes dissatisfied and removes his children from school, his course is immediately urged in justification of others, until perhaps the usefulness of a whole term is destroyed. We also sincerely regret the little feuds and jealousies so prevalent in many districts. Certain families form themselves into cliques and factions, out of some common sympathy, and this feeling extends itself into the schools. It is impossible for the teacher who suits one faction to please the other. No committee can form a correct estimate of a school under such circumstances. One party will pronounce it a "perfect success," and the other a "perfect failure." Visiting the school does not mend matters much, for the disaffected ones are generally "at home" examination day. This lamentable evil has been entailed from the old agency system, and will disappear only with years, or wisdom. It is high time to drop all differences of opinion on minor matters, and apply ourselves to the duty before us. Our children must be furnished with a good, sound, English education, at all hazards. The avenues of business are always open to the intelligent and educated. The stability and perpetuity of our free institutions depend directly upon the intelligence of our sons and daughters.

It is also our duty to encourage rightful authority in our schools. An opinion is fast gaining ground among scholars that they can do about as they please in school, but that punishment must not be inflicted. This idea is prevalent, mainly, among such as are never corrected at home. Parents must be their own judges in regard to the proper methods of enforcing obedience at home, but it is imperatively demanded of teachers to keep order in school. If pupils disobey wholesome rules and defy the teacher's authority, he has no alternative but to enforce obedience, or see his school drift into confusion and disorder. Parents ought to sustain teachers, even if it does seem hard to do so. Do not allow yourselves to be led into hasty judgments on representations of your children, but inquire of the teacher directly if things seem to go amiss. Nearly all the schools that are pronounced unprofitable are made so by influences outside of the school-room.

Notwithstanding the favorable condition of our schools generally, there remains much to be done to make them what they should be. There are eleven districts in town that come under the supervision of your committee. We have returns from all the teachers but one. Twenty-one teachers have been employed, of whom thirteen were females. There have been twenty-six terms of school, varying from four to twelve weeks, averaging about eight weeks.

The whole number of scholars in town, as returned, is 673; whole number attending school, 455; average number, 308. Number of scholars not absent one-half day, 141. This shows that, although this is a higher average than in past years, still there is great chance for improvement. Regular attendance is very essential to the prosperity of any school. While this is so, many appear to attach but little importance to it. If parents would visit their schools often, we believe it would do much to remedy this evil, as well as many others. If they would make it a personal matter to look to the condition and progress of their schools, it would encourage both teachers and scholars, and by so doing, they would be able to judge for themselves of the success of their schools and the ability of their teachers, and not be led to form hasty and unjust opinions from somebody's *say so*. Another way in which our schools may be improved is by enlarging our school districts; there are too many schools and too few scholars, making the terms very short. We particularly call your attention to this subject in foregoing remarks.

CLINTON.

We are compelled by law and not by choice to submit an annual report, and feel bound by our official oath to scrupulously adhere to the truth. Again, we think a school report should be a guide to agents in selecting teachers. It is useless in this respect if praise is unsparingly bestowed upon all, regardless of merit. If every teacher is to be extolled, and the only discrimination discernable is the different degrees of praise, we contend it is very detrimental to our schools, thereby encouraging the deficient and indolent, if they are not to be exposed, and discouraging a spirit of laudable ambition among the most efficient, if there is to be little or no discrimination between the former and latter. The schools have accomplished as much during the year as usually falls in their lot. It is true, imperfections will appear to the close observer, but some of these are unavoidable, while still more arise from defects in public opinion and a failure to appreciate the value of learning.

Many parents allow their children to waste time, in the streets or at home, which should be spent in school. We believe that more effort on the part of parents to secure punctual attendance would not only lighten the burdens of teachers but contribute vastly to the prosperity of the schools and the welfare of the pupils. If parents would always make it a point, when any difficulty occurs, to go at once to the teacher and learn all the facts, they would be saved from the inconsistency of acting on merely imaginary wrongs, and would be able to correct real ones, without throwing their influence against the authority of the school.

We hope every district will elect for its agent a man who will take a warm interest in the school, and use his utmost endeavors to procure competent

teachers. An agent should employ his teachers as soon as convenient after he is chosen. If he neglects so to do the best teachers will be engaged. We advise every agent to procure competent teachers for as small a compensation as he can, but at all events secure good teachers cost what it will. Better pay an instructor who is thoroughly qualified for his vocation seventy-five dollars per month than harbor an incompetent one without any remuneration.

BROWNVILLE.

The new system of teaching has been adopted to quite an extent in many of our schools, which shows a decided improvement over the old method of instruction; does away in part with many of the abstractions introduced into our text-books, and has this advantage over the ordinary way of presenting things to the mind of the learner, by bringing the object under consideration directly before the mental or physical eye of the scholar, instead of bringing him in a round about way through the most abstract rules and indirect technicalities which have no direct reference to the object sought. We are well aware that there are objections raised to this as to any other deviation from the old beaten track trod by our fathers; but in instructing and learning we must fall into the general current of progression. In our humble opinion, this method of teaching compares with the old, as the agricultural implements and machinery of to-day compares with those of our grandfathers' day. Further, we are convinced that it has a favorable influence on school discipline, for in no way can you so well govern a school as to secure their interest in whatever they attempt to learn. In conclusion, we would say, there is still need of a deeper interest on the part of parents in regard to this most important subject. Stimulate the children to learn by incessantly urging upon them the importance of an education and by making all outward influences and circumstances as agreeable as possible.

POLAND.

Our free schools as now conducted, though with now and then a partial or total failure, furnishes to us a just cause of pride. They are the true foundation of intelligence, happiness, prosperity, good society, and good government. They are in a great measure shaping and moulding the rising generation. To elevate our schools to a higher standard of excellence, and remove from them existing evils is highly desirable. Among the prominent hindrances to success is that of non-attendance. The statistics of the average attendance for the last year (as you have heard) is only about one half of the entire number. You freely pay your taxes for the support of schools; build school-houses; and your money is expended to the best possible advantage. And yet nearly half the scholars do not avail themselves of the privileges of acquiring an education. We hope parents and guardians will think of this, and have all scholars attend school, and be as regular in attendance as possible.

Great importance is attached, and much care should be observed in the selection of teachers. When a teacher is known to have good abilities for instructing, high wages should not prevent them from being employed. A good school of six weeks is better than an ordinary one three or four times as long;

and with a poor one it should not be compared. A scholar who has had the fortune of attending good schools for a series of years, which have been conducted by smart, enterprising teachers, will go out into the world a different man, have more correct habits of thought and action, than had he been under the tutorship of an ordinary, superficial or indolent teacher. We have been somewhat hampered in making out our report by the absence of school registers—the proper authorities not obliging teachers to make out a register according to law before giving them an order for their pay.

We close with a few suggestions to parents:—Few there are who can leave to their children wealth; and those who are thus fortunate are not sure of its proving to them a blessing; but it is in the power of all, both rich and poor, to bestow upon them a good common school education; and if it be thorough, genuine and practical, it will be a source of wealth, prosperity and happiness.

MT. VERNON.

The act of 1870 transferring the employment of teachers from the district agents to the committees, imposed additional duties upon them, and served, in some measure, to create prejudices not only against our general school system but against the labors and efforts of the committee. Such were the feelings and hostility against this act, that some men refused to accept of the agency of some districts after they were elected, while in other districts all duties and obligations were ignored, and the old officers were retained in office by operation of law. If there has not existed a general feeling throughout the town to embarrass the committee in their labors, there has not been manifested any considerable desire, in some localities, to co-operate with and aid them. Notwithstanding these discouragements, your committee entered upon their labors and duties with a determination to do all in their power to improve and elevate our common schools, and make them better than ever before. We are aware that some complaints have been made against the committee for some of their decisions and acts; but a reference to the past will show that such has always been the case, and probably ever will be, not only in relation to superintending school committees, but all other officers.

As a general rule we have preferred employing our own teachers in preference to those from abroad when they possessed the requisite qualifications. And although the services of some have been declined for particular schools—to the displeasure of some of their friends—the committee were governed by the best of motives, and had in view only the interest and good of the district. Some complaint has been made that higher wages have been paid than ever before—and therefore the money in some districts has been squandered. It is true that in a few instances better wages have been paid to secure the services of our best teachers. Experience teaches, and facts admonish us that *cheap teachers* are generally the dearest in the end. To get good teachers good remuneration must be paid. Of the twenty-five schools in town the past year, fifteen have been instructed by resident teachers. And we venture the assertion, that, as a whole, our schools have never been better, of a higher order, or given more general satisfaction.

Again, parents should take a deeper interest in the schools. They should

visit them more; see that their children are constantly and promptly at school; take an interest in and encourage them in their lessons; confer with the teachers as to the progress, government and discipline of their children, and heartily co-operate with the teacher in all his labors and efforts to make the school interesting and profitable. Many parents take no particular pains or care to have their children attend the school constantly—sending them only occasionally—and then find fault that the school has been worthless. Another item, in order to insure good schools, is the choice of district agents. Districts are not careful in the selection of these important officers—men who are to have charge of the district property, select teachers, and disburse the money. If you would have good schools, select your best men for this position—live, active, prompt men, who will be faithful and honest, and take an interest in the success of your schools, and all that appertains to them.

GREENE.

Take the schools together, the grade has been higher than for a number of years, and the interest taken both by teachers and pupils is hardly to be surpassed by any school year; and but for the general unwillingness of agents to yield to a law passed a year ago, taking away their right and privilege of hiring teachers, perhaps there would have been as much interest on the part of agents and others as among teachers and pupils. Your committee have endeavored to meet the wants of each district by consulting with the various agents (with few exceptions), and not exacting a too rigid action of the law already spoken of. If the people could look at this matter in the same light that our leading educators do we think there would be no trouble in carrying it out without any misunderstanding. A people to be successfully governed must, in the first place, consent to be governed; the next thing, select men to make their laws in whom they can trust for their honesty and integrity of purpose. It is too often the case that favoritism is the practice, and the really deserving man who does not clamor for his rights is refused his privileges or forgotten by his silence. We think the new school law should have a fair trial, and then we shall be far better able to judge of its merits.

Other conveniences which ought and should be placed in every school-room in this town, where now there are none, neither a shadow of any, are globes, wall maps and charts, and we trust at this annual meeting there may be some action taken which will secure these highly necessary school-room appendages.

It seems to us at times that there is less interest taken by parents at large for securing a good education for their children at present than formerly. How much better, far better it is to give your son or daughter a good education, than to leave them fortunes in greenbacks. Did you ever hear a man or woman cursing their parents for giving them a good education? No. But how often have you heard the rich, with the poor man, say, if my parents had whipped me, and sent me to school those long days that I was playing truant with their knowledge and consent, how much I could now appreciate it, and how heartily I would thank them for their conduct towards me. Is it enough that you bring your *like* into the world to be a stumbling block to themselves and others, by failing to give them even a common school education? Shame

on the man or woman who despises, or does not make the effort to provide even a good common school education for their children. Some will say, my boy or girl does not like to attend school, or that they have no love for study, or that they had rather play than go to school, or that they do not like the teacher, for various frivolous reasons, &c., &c., all showing conclusively that the parent has no interest in the child's education. Train the child as he or she should go. In many instances it is difficult to tell which is the parent—the bearded man, the woman with a care-worn face, or the smooth faced stripling and the girl with frizzled hair. As to the *ordering* in the family, if that is any guide to go by, no one could tell, and as to the authority in the family, we should be as likely to hear the smooth faced youth give off his orders as either, and, as far as law and gospel goes, *it is one and the same*.

WINTHROP.

We are glad to report that parents and guardians have manifested an unusual interest in the prosperity of our schools, during the school year just closed; and we hope this interest will continue and increase.

OUR SCHOOL-HOUSES.*

GENERAL SURVEY.

For the past few years architectural science has made rapid and decided progress. In nearly every kind of buildings, improvements have been made, both in regard to external appearance and internal arrangement. Evidences of this progress may be seen in the superior excellence of the modern public edifices and private residences of our cities and villages, and in the greater comfort and convenience of the later farm-houses in the country. The increase of architectural knowledge has correspondingly developed the general taste, which in its turn demands a greater knowledge. Thus one step in improvement leads to others still further in advance.

Of all buildings, however, the last to feel this progressive impulse were school-houses. In cities and large villages, where the necessity exists of erecting large and costly buildings, it is true that public attention has been turned in this direction, and there has been developed a distinctive architecture which applies the principles of science to the wants and necessities of the school. But in the rural districts generally too little attention has been given to the matter. The principles developed in the building of large union schools are not applicable to the wants of the smaller school districts.

The old log school-houses can be remembered by most of the older inhabitants. It was a necessity of primitive times, and was on an equality with the dwellings of the people. A better kind of structure has succeeded it, though we find in the last report of the Superintendent of New York that one hundred and twenty log school-houses are still in existence in the Empire State.

The reports of the Superintendents of several States, within the past few years, show that an improvement has gone on in many sections, indicating a genuine educational revival. And yet a

* The following extracts are taken by permission from "School-Houses," by James Jehonnot, published by J. W. Schermerhorn & Co., 14 Bond Street, N. Y.

large proportion of the school-houses in the country are but illy adapted to meet the high requirements of modern educational ideas. Even the newer and costlier houses are often built without a proper knowledge of the wants and necessities of the school, while a very large number of the older houses are utterly unfit for human occupancy.

That good school-houses are indispensable to the very existence of good schools is a proposition that needs no demonstration. It is universally accepted by educators, and is beginning to be apprehended by the community at large. But with all the progress that has been made, school-houses are still deficient in the following respects :

1. *They are unsightly in appearance.*—A traveller passing through a section of country can readily distinguish the school-houses by these distinctions. It is situated in a forlorn and lonely place. It exhibits every mark of neglect and dilapidation. It is entirely exposed to the depredations of stray cattle and unruly boys, by being situated in the street and not protected by a fence. It is unpainted, and nearly half unglazed. Its style is nondescript, being too small for a barn, too deficient in the elements of just proportion for a dwelling, and too much neglected for the out-buildings of a farm—in short, too repulsive in all respects, exhibiting too many marks of parsimony to be anything but a school-house. It seems to have been erected simply for shelter, and with the smallest cost in the outset ; to call it cheapness or economy would be a misnomer. It stands a vile offence against good taste, and an ugly excrescence upon the landscape. It makes no appeal to the higher sentiments, and, consequently, no effort can preserve the building or fixtures from disfigurement and ruin. Every teacher knows the difficulty of protecting the school-house and furniture from the ubiquitous Yankee jackknife. The result is, that the building, unsightly when new, becomes more so through the rudeness which its very appearance stimulates. The busy fingers of time may soften its outlines and spread over its surface sober tints of brown ; but the innate ugliness of the structure defies all efforts to make it other than a monstrosity.

2. *They are poorly built.*—The foundations are often so imperfectly laid that they soon tumble, and the buildings are racked to pieces or stand askew. The frames and finish are of the cheapest kind, and soon the winds find their way through in every direction. The desks and benches are ingeniously inconvenient and

uncomfortable, producing pains and aches innumerable. Most people of the present generation have a vivid and painful recollection of the seats of our old school-houses, without backs, and often too high to permit the feet to touch the floor. The suffering and uneasiness so produced were almost equal to the punishment of exposure at the pillory or confinement in the stocks, bestowed in olden times upon criminals. The whole construction of the building, both external and internal, were such that it merited and received no repair, and soon lapsed into a mass of ruins. Although great improvements have been made within the present generation, the ideas concerning the construction of school-houses are still crude in the extreme, and poor buildings are the rule rather than the exception.

3. *They are not of sufficient size.*—The room is so confined that the pupils are forced into uncomfortable and inconvenient proximity to each other. Their work is interrupted and their personal rights are violated. The young, the weak, and the innocent are forced into the immediate atmosphere of coarseness and impurity, without a possibility of counteracting influences. Again, the ceilings are so low that there is an inadequate supply of fresh air, and, as a consequence of all this, physical as well as moral disease is engendered. Proper discipline in such schools is impossible, as the inexorable laws of nature oppose the teacher's work.

4. *They are not properly ventilated.*—The quantity of air, limited at first, shortly becomes impure; and there are no means of changing it. A poisoning process then commences, the virulence of which is in direct ratio to the tightness of the room. A badly built or dilapidated school-house, under these circumstances, becomes a positive blessing, by preventing the exclusion of air from without. Besides the injury to health, the vitiated air of the school-room, by its stupefying action on the brain, prevents intellectual action, and so defeats the purposes of the school.

5. *They have inadequate yards and play-grounds.*—Even in country places, where land is very cheap, the school-house is frequently placed directly on the line of the street, and generally at the corner where several roads meet. Not one inch of ground is set apart for the use of the pupils when out of the school-room. There is no place for recreation or privacy, all being exposed to the public eye. The street is the only play-ground, and filth, within doors and without, is the consequence. With such an arrangement, it is impossible to inculcate those lessons of neat-

ness and refinement which are among the most important objects of education.

6. *They are destitute of the necessary out-buildings.*—In many cases there is no privy, and in many others there is at best but one for a large school of both sexes. A man in a Christian land, who would erect a house for his home and not provide a privy, would be considered worse than a heathen; yet, in multitudes of our country districts, this indispensable adjunct of civilization is altogether omitted, although in a school both sexes are brought together without the purifying and restraining influence which belongs to the household. Every feeling of refinement and decency is outraged by the exposure here indicated, and, in some measure, the same results ensue from having but one small exposed privy for a large school.

From these facts it will seem that there is a necessity for reform in the construction of school buildings. Indeed, it is the united testimony of superintendents, committees of investigation, and boards of school visitors, that in many sections of country the pupils in school are worse provided for in all things pertaining to comfort, convenience, and the cultivation of good manners and morals, than the inmates of our pauper-houses, or the prisoners in our penitentiaries.

An attention to these considerations is of primary importance in any scheme for the advancement and perfection of our school system. The idea is becoming quite prevalent that manners and conduct should receive due attention in a true system of education, and that the claims of these vastly outweigh those of any branch of mere rote instruction, or, indeed, of any science. This idea forms a basis for the criticism of the systems of instruction now in vogue, and is the key-note of the new education which the age demands. A large share of the neglect in these most vital of all departments of education is attributable to the want of attention to the physical comforts of pupils in the construction and furnishing of school-houses.

EXTERNAL ARRANGEMENTS.

In the construction and arrangement of school-houses, certain fundamental principles must be observed. These principles, in the order of importance, are health, comfort, convenience, and cost. It requires no argument to show that when this order is inverted, and *cost* is made the first consideration, the higher inter-

ests of the school must be neglected and true progress rendered impossible. The preservation of health should be considered of prime importance. Cost, comfort, and convenience should be subordinated to this. Unless our children can be educated in a way compatible with the preservation of their health, it were better at once to tear down our school-houses and abolish our school system.

The location.—The location of the school-house should be at a distance from all sources of malaria. The foul breath of decaying vegetation, or of stagnant water, becomes a fruitful source of disease and death. Unseen, it insidiously does its work, and spreads the atmosphere of the charnel-house as far as its influence extends. The diseases seeming to be epidemic, which sometimes break out in schools, may often be traced to some neighboring swamp or marsh or heap of decaying vegetables. Some manufactories generate disagreeable gases, which, if breathed for any considerable time, are deleterious in the extreme. The school-house should be placed at a distance from all these sources of disease. It should also be situated away from the noise and dust of the street. There is scarcely anything more annoying or unwholesome than the clouds of dust which are driven along the highway. Let the location, if possible, be upon a hill-side, where it may be free from these annoyances, and where the purest air is supplied in unstinted measure. For the *moral* health of the pupils, let the school-house be placed at a distance from the places where scenes of brutality or debauchery are ever exhibited. If no natural obstacle oppose, the centre of the district would seem to be the best location for the school-house; this centre having reference, of course, to population as well as distance. If an acre of land is taken, perhaps it might most conveniently be laid out in a plot sixteen rods front and ten deep. Any other form might be adopted, and, under some circumstances, another might be preferable.

The lot.—A large and commodious school lot is of prime necessity. Without it, it is impossible to attain some of the most essential ends of education. A little attention on the part of trustees will secure an ample lot at very little expense. When public attention has been sufficiently turned to the importance of this subject, it will be comparatively easy to secure the donation of a school-lot, or, at least, the purchase of one at a small price. When the wants of the school, and the necessities of education are taken into consideration, one acre of land at least is required

for every school; and when such a lot can be obtained, a school-house should never be erected upon a smaller one.

It sometimes happens that the owners of land near the centre of the district refuse to sell for school purposes at any price. Such narrowness and illiberality is at present, in most of our States, without remedy. But we think, as popular education is now recognized as one of the functions of the State, it would be well to provide for taking the land at an appraisal by disinterested persons, as land for highways, railroads, and other public purposes is now taken. A law allowing the trustees of districts and the town authorities to locate the school-house lot, with or without the consent of the owner of the land, would be a highly salutary one, and would prevent strife, while rendering an important service to the schools.

A law substantially embodying the views given above has been enacted in the State of New York, and we believe in some of the other States, and the results have been beneficial. By this law the schools are placed beyond the caprice or obstinacy of those who may possess the land most desirable for the site of the school-house.

Position of the buildings.—In a lot sixteen rods by ten, the house should stand very nearly in the centre. This would be at a sufficient distance from the street to avoid noise and dust, with room enough in the rear for the necessary out-buildings. It would also divide the yard into two parts, for boys and girls. In any lot, the house should be placed in the middle as to width, and at a distance from the street, so that the out-buildings may be thrown into the back-ground.

Outside structure.—Buildings of small size, and consisting of but a single room, in these designs, admit of but little architectural display, within the limits of sound economy. In deciding upon the size and plan of the buildings, and the arrangement of the doors, windows, and roof, the first care should be to provide for health and comfort. Besides this primary consideration, due attention should be given to the durability of the structure, and to the observance of the laws of architecture in the proportion and arrangements of the building and its several parts.

In most cases it will be observed that separate entrances for boys and girls should be provided. This arrangement is regarded as highly important. It prevents improprieties between the sexes.

while passing in and out of the school-room. The room in the lobby is also used for a clothes-room, at a manifest saving of expense.

In most of the plans proposed, the wood-house is placed directly in the rear, so that a portion of it may serve for a back hall. This arrangement contributes to harmony of external appearance, and prevents the out-door air from flowing directly into the school-room; thus, serving a double purpose; the wood-house is very desirable. A basement, however might be prepared for the storage of fuel.

Walks.—That is a false economy which refuses or neglects to furnish the necessary walks in and about the school premises. Generally but a step removed from the carriage-path in the street, and without walks of any description anywhere in the vicinity, except a single path of the native soil, the wonder is that the school-house is not more rather than less offensive. During some seasons of the year the children must wade through mud and water to reach the school, and not one foot of dry space is provided where they can cleanse themselves until they enter the house itself. The consequence is that dirt is everywhere, and tidiness is impossible. To remedy this, arrangements should be made to preclude the necessity of getting into the mud within the school-yard, and to enable pupils to remove it from their shoes when coming in from the street. A plank or gravel path should be laid from the front gate to the front door. The steps at the door should be large and commodious. These steps, and perhaps also a portion of the walk, should be provided with scrapers. Plank walks should also extend from the back entrance to the privies, and perhaps around the sides of the school-house.

Fence.—The school-lot can never be kept in order unless it is inclosed by a good and substantial fence; this fence should be built of good materials, and put up in a substantial manner. A picket, or a post-and-rail fence, would answer every purpose. The gates should be built strong and heavy, and so arranged as to shut themselves. It might be well to set posts within the gates in such a manner that cattle could not get in, even if the gates should be left open. The fence that divides the yard should be of matched boards, and from eight to ten feet high, faced on the boys' side. The wood-house door should open into the boys' yard.

INTERNAL ARRANGEMENTS.

In the arrangement of the interior of the school-room the same principles should be considered as in the external structure, and in the same order, viz., health, comfort, convenience and cost. A mistake made may not only in the end be exceedingly costly, but may go far to defeat the ends of education.

Size of the school-room.—This is a consideration of great importance. Every pupil should have sufficient room to sit and move without being confined or jostled. There should be sufficient space in the room for a large reservoir of air. Packing children close together, so that the breath and atmosphere of each is shared by his neighbors, is an unmitigated evil. Every child has a right to his own personality and his own share of uncontaminated air, and whatever deprives him of these becomes an outrage. This is often done, however, by the closeness of contact with others into which he is forced, and by the limited capacity of the apartment in which he is compelled to sit.

A school-room should also be sufficiently large to furnish each pupil with space enough for a desk and chair, and for free and unobstructed movement. There should also be room for the personal accommodation of the teacher, and for purposes of recitation. The height of the smallest school-room should never be less than twelve feet, and this should be increased to sixteen feet in the larger houses. Comfort and convenience in sitting and moving about depend upon the area of the room; the quantity of air, upon the area, and the height combined.

Shape of the room.—Of all rectangular forms, a square room will give the greatest amount of space, in proportion to the extent of outside walls. Many teachers, however, prefer a room one-fourth or one-fifth longer than its width; and probably no better form can be devised than this, or one between this and square. When the parallelogram is used, it will be found more convenient to leave the space for the teacher's desk, and recitation benches, upon the end, instead of the side. The octagonal form is thought by some to be peculiarly adapted to school purposes.

Seats and desks.—For the health and comfort of the pupil, the height of the seats should be so graduated as to enable him to set his feet squarely upon the floor. A contrary custom often produces suffering and a distortion of the lower limbs. Seats without backs are also to be deprecated. To relieve the overstrained muscles

unnatural postures are assumed, and a crooked spine is the very probable consequence.

In a majority of the country schools the only seats used are wooden benches with flat surfaces and straight backs. They are furnished because they are cheap. No thought is given to the constant weariness and discomfort of the pupils who occupy them, nor to the annoyance which the uneasiness engendered occasions to the teacher and school. Yet no principle is more firmly established than that physical comfort is a necessary condition to the highest state of mental and moral improvement.

Many methods for seating school-houses have been proposed, and many experiments have been made to economize room and to secure the greatest convenience. It now seems to be generally conceded that the best arrangement is that of single or double desks, placed in parallel rows, with aisles between of sufficient width to permit passage. By this plan the pupils all face one way, and the teacher can see them all at a glance. When the seats are arranged upon the sides of the room, with the open space in the centre, this is impossible, and discipline is almost out of question. Double desks are more economical than single ones, as they cost less and take up less space in the room.

The desks should always be placed so that the pupils may face the entrance. The reasons for this arrangement are obvious. The entrance and exit of pupils or visitors will be sure to attract attention, and it is impossible to prevent this by any proper system of discipline. If the backs of the pupils are toward the entrance, they will turn about whenever the door opens or closes, presenting an unseemly appearance, as well as seriously interfering with study and recitation. This habit of turning once formed, will be practiced upon other occasions, to the great annoyance of the teacher and the subversion of discipline. Again, when strangers or others visit the school, or call at the school-room for any purpose, the teacher is obliged to receive them at the rear end of the room, instead of the front, which is awkward and inconvenient. It is as though the entrance to the parlor of a dwelling should be made through the kitchen. With the pupils facing the entrance, when the doors open, a glance is sufficient, without a change of posture or suspension of business, to satisfy the most vagrant curiosity. The teacher can receive his visitors at once, and in the proper place, without parade and without difficulty. Finally, the

door or doors leading to the wood-house or back yard should be in the rear of the room, and this can only be when the front of the room is next to the front entrance.

Side rooms.—In every school-house there should be a separate room for depositing hats, cloaks, etc., and in larger houses, another for library and apparatus. For the sake of economy and convenience, the porch should be so arranged as to serve the double purpose of entry-way and clothes-room. In the smaller houses a single porch will be sufficient; but in the larger ones a double porch should be provided, so that there may be ample room for the uses to which it is to be put, and a complete separation of the sexes. These rooms should be well provided with hooks and shelves. In the smaller houses a case for books and apparatus, answering every purpose, can be constructed upon one side of the school-room. In houses designed to accommodate more pupils than any one teacher can instruct, an additional room for recitation should be provided. A separate room for the teacher to occupy during recess and intermission, and to retire to when wearied and perplexed with the cares and duties of the day, is also very desirable; but we fear this reasonable luxury will not be realized until public sentiment is made more liberal in educational matters.

Ventilation.—No school-room should be constructed without ample provision for the admission and circulation of pure air. This is habitually neglected, and, in consequence, the pupils suffer from a constant diminution of their vital energies as well as from positive disease. The cost of an entirely adequate system of ventilation is very inconsiderable, and no persons in the erection of school-houses can afford to neglect this most important arrangement. In the section upon ventilation the whole subject is discussed, and directions are given in detail for ventilation under all circumstances.

Spaces.—Pupils should not be crowded too much together, and so ample spaces are necessary in the school-room. The appearance of the room is greatly improved by wide spaces, and the health of the pupils is promoted by the greater supply of air. Roominess is also a necessary condition of quietude and orderly industry. The space in front of the desks should be sufficiently large for purposes of recitation; not less than ten or twelve feet in the smallest rooms. A space of two or three feet should be left in the rear of the room for convenience of passage and for

classes upon special occasions. The side aisles should be three or four feet wide; those between the rows of desks might vary from one and a half to two and a half feet.

Cleanliness.—It scarcely comes within the province of this work to descant upon the importance to health of keeping the person and clothing clean; yet it is a subject intimately connected with that of the wholesome ordering of the school-room. As health cannot be preserved without habits of personal neatness, so it is useless to inculcate these upon pupils while the dirty condition of the rooms which they are obliged to occupy forbids the acquisition or preservation of those habits. Besides, the fine dust which accumulates in a school-room, and which is thrown into the air by every motion, is breathed into the lungs, and there acts mechanically upon the delicate little air-cells, producing irritation, which may end in inflammation and consumption.

In the construction of the school-room, cleanliness should be kept constantly in view. The floor should be well planed, smoothed, and matched, and carefully nailed. The blackboards should be provided with ample troughs to catch the chalk-dust. The desks and seats should be so constructed as to permit the floor to be easily swept and washed. The teacher's desk should be movable, while the recitation settees and extra seats for visitors should be movable or folding, for the same reason.

Miscellaneous suggestions.—The methods of ventilation recommended require the stoves to be placed in the front part of the room, and near the corners. The front, sides, and back of the room should be occupied by blackboards or black-walls. There is little danger of too much blackboard space. If a platform is used it should not be more than six or eight inches in height. In school-houses with a single room, an unbroken level floor is much better than any platform, as it allows a greater freedom of movement, and a greater amount of air in the room.

LIGHT.

Too little attention is given to admitting light into school-rooms. Windows are placed to be out of the way of the furniture, and at the conventional distance apart; but the thought that the admission of light exerts an important influence upon the health and comfort of pupils seems rarely to occur to the builders of school-houses.

In Germany, late scientific investigation has proved that a large

proportion of the pupils of the intermediate and advanced schools have defective sight. In this country the same fact has been noticed. While this may be attributed in part to improper postures and the small type of books, much the greater part is the direct result of mismanagement in the admission of light.

Defects of present systems.—In cities it often happens that school-houses are so shut in by other buildings that it is impossible to obtain sufficient light. In country places there is a want of light through negligence. In rooms dimly lighted the eye is unnaturally strained in endeavoring to read or to observe minute objects. Inflammation of the eyes, or near-sightedness, is often the result. Another defect is a glare of light that strikes directly into the eyes. Still another is the arrangement which produces cross-lights. Curtains, shades, and blinds are often omitted, so that there is no way to control the light. Windows are sometimes improperly constructed by being placed too low, so that the light comes in nearly on a level with the pupil; and sometimes they are too small. These defects can all be easily obviated.

Much has been said and written about the superiority of the north light and the sky-light, and school-houses have sometimes been built so as to make use of light from these directions exclusively. But the wisdom of this course is seriously called in question. The north light is the most unvarying of all side lights, and the skylight is the strongest of all applications of light to interiors; but both exclude the direct rays of the sun. Sunshine is as necessary to health as air, and besides, it has a direct effect upon the nervous system, allaying irritability, and diffusing a happy spirit through the school, when its summer intensity is properly subdued by blinds or curtains.

Proper arrangement of light.—Windows should never be so placed that pupils will be compelled to sit with their faces to them. It makes an unpleasant glare of light, and sometimes induces "squint eyes." Windows should not be placed on two sides of a room, at right angles with each other, producing "cross-lights." The effect upon the eye is exceedingly unpleasant. When the muscles and lenses of the eye are adjusted for one light, they are out of focus for the other, and the eye becomes wearied and pained in its vain efforts to be in harmony with the two lights.

Height of windows.—Windows should always extend upward as far as is consistent with the proportions of the room, so that the light may come partially from above. They should be large

enough in the aggregate to afford sufficient light in the darkest days, and then the light may be modified to suit the bright days. Light may with propriety be admitted in the rear of the room, but in case it is, it should be excluded from the sides, so as to avoid cross lights.

In the plans contained in this work, the windows are placed in the two opposite sides of the room, with a blank wall in front and rear of the pupils. In several of the series of elevations the windows are grouped together, so that a broad light, unbroken by shadows, fully illuminates the interior of the room. This arrangement is economical, affording the best possible admission of light, and at the same time gives opportunity for fine architectural effects.

Blinds.—The windows should always be provided with blinds or curtains. Blinds are much to be preferred, and they should be placed inside. Outside blinds afford but little protection to the glass in any case, and none against malicious injury, while they are liable to be broken by the winds. Inside blinds are less liable to injury; they are more easily adjusted, and the light is more easily regulated. Window sills are sometimes placed so high as to be a deformity to the building. This may be intended to prevent pupils from looking out of the windows; but the real effect is to court the very evil which is sought to be avoided. School-boys and girls are bound to surmount all physical obstacles put in the way of their enjoyment of the largest liberty. The vagrant gaze and curiosity of pupils can be much more easily restrained when the windows are placed in their proper places.

In the construction of windows, large panes of glass should be used rather than small, as the light is more uniform and unbroken. Select a good quality of glass, free from waves and imperfections.

The window is one of the most noticeable and effective of the architectural features of a building. It has about the same relation to the structure of which it forms a part, that the eye has to the human countenance. It can be made a perpetual deformity, or it can give beauty and expression to the whole building. Due attention should therefore be given to the form, the finish, and the situation of the windows, to the end that their appearance may be a source of continuous pleasure, and a contribution to the educational resources of the school. In the designs given in this work, the importance of windows in producing fine architectural effects has been fully considered, and an effort has been made to give suitable and satisfactory forms, and, at the same time, those that are simple and inexpensive.

HEATING AND VENTILATION.

In devising methods for heating and ventilating rooms, three problems are presented, each of which must be satisfactorily solved before any system can be successful. These are economy in the use of fuel, equal distribution of heat through the room, and a plentiful supply of pure and properly tempered air. To solve these problems many costly experiments have been made, and a great variety of ingenious apparatus has been invented. Many of the systems which have been put in use have their good points, though none of them have come fully up to the required conditions; and nearly all of those are too costly for adoption in common schools.

Before entering upon a detailed examination of the various methods of heating and ventilation now in use, we will discuss the necessity of ventilation, with the principles upon which it is founded; and the nature of heat, with the laws of transmission.

Composition of air.—Pure air contains 79 parts nitrogen, 21 parts oxygen, .0005 parts carbonic acid gas, and a variable quantity of water. The proportion of the constituent gases is very nearly uniform all over the world. Oxygen is the life-sustaining principle, while nitrogen seems to be merely a diluent to render oxygen less active. Carbonic acid gas sustains vegetation, but destroys animal life. The small amount found in the atmosphere is not dangerous; but when the proportion is sensibly increased, man and the higher animals are injuriously affected.

Sources of carbonic acid.—Carbonic acid gas is chiefly produced by combustion and by the breathing of animals. From these two sources thousands of tons of this deleterious gas are thrown out daily into the atmosphere in each of our great cities. But the currents which are constantly sweeping through this vast atmospheric ocean dissipate the poison as fast as it is generated, rendering it impossible for carbonic acid to accumulate to any considerable extent.*

When air is confined in rooms where combustion and breathing is going on, carbonic acid gas rapidly accumulates, and means

* In the city of Manchester, England, where more than two millions of tons of coal are consumed annually, and where the smoke hangs like a dark cloud over the city and adjacent country, the air was analyzed twenty-eight different times, and the greatest amount of carbonic acid found was respectively .0015, .0012, and .0010; while the average was about .0007, or but little more than the average of the entire atmosphere.

must be devised for carrying it off, or the air is soon rendered unfit to sustain animal life.

Source of other impurities.—Besides the carbonic acid a large quantity of effete matter is thrown off through the skin by insensible perspiration. The average amount of this decayed animal substance is about twenty ounces per day from each adult. When a number of persons are confined within a room, this becomes a fruitful source of impurity in the air. If not removed this animal excretion is taken into the system through the lungs, producing disease. It is absorbed into the walls and ceiling of the room, whence it is given back to the air, causing the offensive odors so prevalent in ill ventilated apartments, even when not occupied.

Amount of air necessary.—It is stated upon the highest authority, that in breathing, an adult destroys the vitality of eight cubic feet of air every minute. In a school-room twenty by thirty, and ten feet high, forty pupils will render the six thousand cubic feet of air unfit to breathe in less than half an hour. The only reason why life is not destroyed in many of our school-houses is, that the buildings are so loosely constructed that there is constantly a kind of circulation of air. In a tight room, however, the air frequently becomes so poisonous that the pupils suffer both from a diminution of power and ability to work, and from positive disease.

Ventilation indispensable.—Frequent changes of air cannot be neglected with impunity. It is estimated by those who have given the subject most attention, that more than one-half of the diseases that afflict the human race can be directly traced to the breathing of foul air. Proper attention to ventilation will go far to secure good health, while neglect will certainly produce disease to a greater or less extent. In the more modern treatment of disease, pure air is considered one of the most potent of the remedial agents; and the ravages of contagious diseases have been arrested by supplying it in unlimited quantities.*

Responsibility for neglect.—In the construction of every school-house where ventilation is neglected, somebody is responsible for

* "One of the most striking illustrations of this, and perhaps one of the most wonderful cures of cholera on record, was that of the New York workhouse, on Blackwell's Island. It lasted only nine days, but in that brief period one hundred and twenty out of eight hundred inmates died. I visited the building with Dr. Hamilton on the third day after its appearance, but the hospital then contained sixty or seventy patients, and some twenty-five or thirty had died within twenty-four hours. Dr. Hamilton attributed the rapid propagation and fatality of the disease, after it once had gained admission, mainly to confinement and crowding. It was observed that the cholera was confined for

the vile odors which pervade the room; for the restlessness and nervous irritability of both teachers and pupils; for the headaches, bronchitis, and weak lungs so prevalent; for the sluggish vital action which robs the pupils of half their mental activity; and for the weariness and exhaustion of all the members of the school during the latter half of each day.

Before entering upon the subject of securing the simplest and most economic ventilation, it will be necessary to consider the nature of heat and its effect upon air.

Radiation of heat.—By radiation heat passes outward from a heated body in all directions. The intensity of radiated heat is inversely as the square of the distance traversed. Radiated heat does not raise the temperature of the air through which it passes. This is shown by the fact that the upper atmosphere is much colder than the stratum of air in immediate contact with the earth, whereas it would be warmer as we go toward the sun if the air was heated by radiation.

Conduction of heat.—By conduction heat is transmitted from a heated body to substances in immediate contact with it, which in turn transmit it to others, and so on, the intensity constantly diminishing as it passes away from the centre of action. Different bodies have the power of conducting heat in different degrees. Iron and the metals generally are good conductors, and clay, water, wood, and air are poor conductors. A good conductor both receives and gives off heat much more rapidly than a poor conductor. In the construction of the outward walls of buildings, a poor conductor of heat should always be used, to avoid the otherwise inevitable loss of heat.

Capacity of bodies to receive heat.—The capacity of bodies to receive heat greatly varies. To raise a cubic foot of water to a given temperature requires seventeen hundred times the amount of heat that it does to raise a cubic foot of air to the same temperature. The capacity of air to receive heat is relatively small, and

several days among the women, who had the smallest apartments, and were most crowded in their cells, while the men were mostly employed out of doors.

“The Doctor’s prescription was very short and simple. A slight change was made in the diet, disinfectants were used, and at night a slight stimulant was given to each patient. But the great means that the Doctor relied upon for success was pure air all the time. The patients were kept out of doors from morning till night, and all the windows were kept open day and night. Although in the hot weather of summer, fire was made in the wards to insure a more perfect ventilation. In six days after the initiation of these simple hygienic measures the epidemic entirely disappeared.”—L. W. LEEDS.

hence there is little loss of heat from a perfect system of ventilation.

How air is heated.—Air is heated by being brought into immediate contact with a heated surface. The air of a room is heated in part by contact with the heating apparatus, and in part by contact with the walls, floor, and ceiling of the room. The parts of the room and the furniture are heated by direct radiation from the heating apparatus.

Effect of heat upon air.—Air, when heated, expands and becomes lighter. Owing to the derangement of equilibrium, the cooler and heavier air sinks and forces the warmer and lighter air upward. Whenever heat is more developed in one place than another, currents of air are always produced, and heat is distributed by this process, which is technically called CONVECTION.

Movement of air in a room.—When confined in a room the cold air sinks to the bottom, and the warm air rises to the top. If the room is perfectly tight, and a small opening is made in either the top or bottom, no change takes place within the room, as there is no force to establish motion. If an opening is made in both the top and the bottom, the cold air flows in below and the warm air escapes above. If two openings are made above, or a single flue is divided into two parts, there will be an ascending current in one and a descending current in the other.

Impurities in a room.—Carbonic acid gas is heavier than air, and when generated in considerable quantities at the same temperature of the air, it first sinks downward, but in a short time it becomes diffused through the air.

In a room at the temperature of 70° the carbonic acid of the breath at the temperature of about 90° rises, but, speedily giving off its extra heat, sinks again and accumulates at the floor. The carbonic acid generated by the burning of lamps, first rises to the top of the room, but the heat which carries it upward soon dissipates, and it then sinks downward. When air colder than the temperature of the room is admitted, it sinks to the floor, and the vitiated air lies in the stratum immediately above. But the tendency of gases is toward diffusion, and we may safely state that in rooms occupied by a large number of persons, the vitiated air will either be found well distributed through the room, or accumulated at the bottom. With these facts and principles before us, we are prepared to examine the different methods of heating and

ventilation, and determine how far each goes to the solution of the problems which we named.

Fire-places.—With the open fire-place a current of air is always setting in toward the fire, making the ventilation very nearly perfect. The heat, however, is transmitted by radiation, and hence is unevenly distributed, and the current of hot air which constantly ascends through the chimney causes a great waste of heat.

Stoves.—By the use of stoves we have a greater economy of fuel, but the heat is still radiated, and consequently unevenly distributed, and there is no ventilation connected with the process of heating, except the very small current escaping through the draft of the stove.

When stoves are used ventilation is sought to be accomplished in a great variety of independent methods.

Windows.—When windows are opened at the top for the admission of air, a cold current immediately flows in, which settles to the bottom of the room, where it serves to keep the feet of the pupils uncomfortably cold. On its way it strikes the unprotected necks and shoulders of the pupils who are seated near, causing colds in the head, rheumatic pains, and other forms of disease. The danger of sitting in draughts is abundantly set forth in the most elementary treatises upon hygienic science, and yet, to this day, people are found who contend that ventilation is sufficiently secured by the abominable practice of opening windows from the top.*

Opening in the ceiling.—A second method of independent ventilation is by having an opening in the ceiling. When the opening is merely into a room above, no currents are created and no ventilation is induced. But when the outlet is through a flue directly into the outer air, the hot air at the top of the room is drawn off, and the equally foul air below remains. This method changes the air but little, and causes great waste of heat.

Double openings in the ceiling.—A more modern method of ventilation is to provide two separate flues from the ceiling, or to divide a single ventilating chimney into several parts. It is found that generally, while there is an ascending current through the

* Windows may be opened from the top just sufficient to allow the escape of hot air, but not to admit cold air, while pupils are exposed to the draught. While the children are seated care should be taken to open the windows opposite the wind only. The windows may be opened at both the top and bottom at recess, and while the pupils are engaged in physical exercise.

one, there will be a descending current through another, causing a change of air throughout the room. This will always be the case when the room is perfectly tight, but when a door or window is opened the descending current at once ceases, while the hot air continues to escape. There is the same objection to this method of admitting cold air as to windows opened at the top, exposing pupils to draughts and to cold feet, and at the same time there is a great loss of heat.

These plans for the change of air in a room are all faulty, and so far stoves and good ventilation seem inconsistent with each other.

Hot-air furnaces.—The most philosophic apparatus for heating which has yet been invented is probably the hot-air furnace. By its use the air is properly tempered before being admitted to the room, and cold draughts are rendered impossible. If adjusted so as to secure proper distribution and an economic method of ventilation, it comes nearer to solving our three problems than any other.

Mistakes in arrangement.—In the construction of the hot-air apparatus many amusing mistakes have been made. The cold-air box sometimes has been entirely omitted, and registers for the admission of hot air have been placed in the top of the room, or half way down, instead of at the bottom, where they belong. The ventilating flues have sometimes been entirely omitted, and have sometimes been placed at the top of the room, when they served the purpose only of carrying off the hot air, and so wasting heat. The ventilating flue, when in its proper position at the bottom of the room, has often been placed so near the hot-air register that a limited circulation only was produced, and the heat was far from being evenly distributed.

The best arrangement.—From these mistakes, and a very long series of experiments, a most excellent arrangement has been devised. The hot air is admitted at the bottom of the room, and the ventilating registers are placed at the farthest distance from the hot-air registers also, and at the bottom of the room. The flues from the ventilating registers are made to connect with the draught of the furnace, and the circulation is thus made complete. Hot-air furnaces, however, are too costly for use in common schools, and it remains for us to devise a system which shall be inexpensive and at the same time shall have all the excellences of the costly apparatus described. The details of the plan are as follows:

Chimneys and flues.—In rooms of considerable size, chimneys should be built in each of the front corners, commencing at the foundation. In smaller rooms a single chimney is sufficient. They are placed in front to avoid the long stove-pipe which otherwise would be necessary. These long pipes are disagreeable from the radiation of heat downward upon the heads of the pupils, and from their tendency to smoke, drip, and get out of place. Each chimney should have two flues, separated by the thinnest possible partition; one for smoke and the other for ventilation. The results sought by this arrangement can be effectively attained by having a pipe for the smoke carried up through the centre of the flue which is used for ventilation. From the ventilating flue of the chimney air-tight horizontal tubes should be laid under the floor to the opposite sides of the room, terminating in registers opening through the floor or base-board.

Stoves.—The stoves used may be ordinary box stoves for wood, or upright cylinders for coal. When coal is used, the self-feeding stove should be obtained if possible. The stoves should be placed in the corners of the room, where they are most out of the way, and each one should be inclosed by a double case or jacket of sheet-iron, or some other material of like character, for the double purpose of preventing the intense primary radiation, and for providing space for the heating of air. A cold-air tube extending from the side of the building should be laid under the floor, and open directly beneath the stove.*

Operation of the stove and chimney.—When a fire is kindled in the stove, the heat escaping from the chimney raises the temperature in the adjacent ventilating flue and establishes a current upward. This causes a draught which acts upon the air of the room through the registers at the extremity of the ventilating tube, pumping the cold air from the bottom of the room.

Operation of the hot air.—The fire in the stove heats the stratum of air which surrounds it, and a hot current is produced, which enters the room next the floor, from between the outer and inner coats of the jacket, serving to keep the floor warm in the imme-

* A convenient and economic method of admitting cold air would be to place a partition or floor in the smoke flue of the chimney a little below the opening for the stove-pipe; make an opening from the outside into the flue below the partition; and to connect the flue below with the cold-air tube opening beneath the stove. This arrangement will secure a constant supply of air taken so far above the surface as to be free from the impurities which often emanate from the ground.

diate vicinity, and affording a convenient place for warming feet. The hot air then rises to the top of the room, where it accumulates, and pressing downward upon the cold air, forces it out through the registers, thus directly aiding the draught of the ventilating flues.

Perfections of action.—The pure air, heated and properly tempered, soon has entire possession of the room. The ventilating registers attract it to the farthest part of the room, and the heat is evenly distributed. No warm air can escape from the room while there is any cold air in it, and so no heat is wasted. The currents through the room are continuous, and the foul air is carried off as fast as generated. The whole system is brought directly under control by having adjustable registers at the opening into the ventilating tubes and in the cold-air tubes, and by proper dampers in the stove.

Moisture.—If the air is found too dry when it is admitted into the room, it may be properly tempered with moisture by having a basin of water placed beneath the jacket in such a manner that it can be filled from the outside. Great care should be taken that both the basin and the water are always clean.

Conclusion.—It is believed that the system of heating and ventilation here described fully meets the requirements demanded in the outset. The apparatus costs but little more than that in ordinary use. The extra cost of the jacket for the stove, and of the ventilating tubes, but a few dollars at the most, will be more than saved in fuel in a single winter. The use of fuel is more economic than that of the most approved air-tight stoves; for the necessity of opening doors and windows is entirely obviated. The distribution of heat is as perfect as that of the most approved hot-air furnaces, and the ventilation as thorough as with the old-fashioned fire-places. It has all the excellences of these several systems without their defects.

The State government has prescribed as one of the duties of the State Superintendent of Schools that he shall "obtain information as to the school systems of other States and countries and the condition and progress of common school education throughout the world; to disseminate this information, together with such practical hints upon the conduct of schools and the true theory of education as observation and investigation shall convince him to be important by public addresses, circulars, and articles prepared for the press." In obedience to this general order and with a ready willingness on my own part, I submit the following argument *against* the district system and *in favor* of the town plan—an argument drawn from the experience and best thoughts of Massachusetts and Vermont. For the past three years I have urged upon the citizens of Maine the desirability and necessity of adopting the town system of school organization in place of the district system, if they desired to attain higher and larger school results than at present. All have patiently and respectfully listened to the appeal, a large majority have assented to the correctness of the argument and have nodded an affirmative to the desirability of the change, but few, however, have been stirred to well directed activity to accomplish the desired result. Lewiston, Auburn, Lisbon, Orono, and a few other towns, in which the educational sense is lively, have abolished the district system and adopted the municipal form with the happiest results and with especial advantage to the outlying rural districts. Such has been the consequence wherever the change has been made,—better school-houses, superior teaching, longer schools. The Western States have never allowed the school district *un*-system to be engrafted upon their educational enterprises. Our eastern educators, emigrating westward, have carefully avoided this element of inequality and disintegration in building up the "Daily Public School" for our younger sister States. Even Massachusetts, who gave us the doubtful legacy of the district plan, abolished the same in her own system, and although subsequently she gave the towns the privilege of returning to the "old ways," but fourteen towns in the entire Commonwealth availed themselves of the opportunity. These were remote, sparsely settled towns, generally cut into sections by natural barriers, forbidding an advantageous unification. With an ardent desire, therefore, to remove all obstacles to the highest possible realization in our educational efforts, regarding it as a privilege

and a duty, under the statute, to inform our State what these obstacles are and to suggest remedies therefor, I confidently present the following clear and positive expressions of able and recognized New England educators :

TOWN SYSTEM VERSUS DISTRICT SYSTEM.

The general consolidation of separate districts into town schools must give a renewed impulse to the building of school-houses. The supervision of schools passing into the hands of more experienced and thoughtful men cannot fail to exert a beneficial influence in this direction. The following extracts, from the report of the Hon. A. E. Rankin, Secretary of the Vermont Board of Education, in 1869, contain unanswerable arguments in favor of the abolishment of the old, isolated district system. Although designed specially for Vermont, the same arguments will apply to other parts of the country as well.

While we strive assiduously so to economize as not to increase the expense of our educational system, we do not take proper pains that the money which is annually expended shall be so applied as to secure the largest return.

Let me enumerate some of the prominent obstacles which are in the way of the greater efficiency of our schools :

1. Total lack of or insufficient supervision.
2. Constant change of supervision.
3. Poorly qualified teachers.
4. Constant change of teachers.
5. Lack of interest in schools on the part of patrons.
6. Employment of relatives and favorites without regard to qualifications.
7. Too small schools in many districts.
8. Too short schools in small districts.
9. Employment of immature and incompetent teachers in small districts.
10. Poor school-houses.
11. Irregular attendance.
12. General lack of facilities to aid the teacher.
13. No schools at all in many districts.
14. Lack of proper classification.
15. Pupils study what they choose, and not what they ought.

These twice seven and one plagues of our common-school system will be recognized by every one who has had any experience in connection with the public schools of the State.

If it could be shown that this nest of evils which so impairs the efficiency of our schools could in some measure be removed by a radical change of system, no one surely would oppose such change. I am confident that these evils may in very great measure be alleviated by a change in our system of public schools. I believe that the adoption of what is called the *town system*, in contradistinction from the *district system*, would tend largely to diminish them.

I know there are obstacles in the way of the consummation of so desirable an end as the reduction of the number of schools. But if it can satisfactorily be shown that there can be not only a large saving in expense, but that our

schools can be increased in efficiency, I doubt not these obstacles can be removed. Let us, in a somewhat general way, discuss some of the disadvantages which result from the present system.

Teachers understand how impossible it is to secure in a small school, or in a small class, that healthful and proper stimulus which is almost an incident to the large school or the large class. One who has himself ever been an entire class, or one of two or three constituting a class, will remember how difficult it was to create in himself any such measure of interest as would make the labor of preparation other than a dreary task. And this evil extends to the teacher as well as to the pupil. He, too, needs stimulus.

The small district fails to secure that aggregate of interest on the part of the inhabitants toward the school which is essential to make it successful. This aggregate of interest is the sum total of individual interest. Five families have less interest in a school than have ten, ten less than fifteen, and so on. The teacher thus receives less stimulus from his surroundings in small than in large districts. So with the pupils.

A careful examination of the statute will disclose the fact that the duties imposed upon the school committee are the most important duties committed to the citizens of the State; that in their keeping are the highest interests of the State. Properly to discharge the duties of this office, one should possess high moral character, great natural endowments, large measure of mental discipline, an unusual degree of intelligence, good practical common sense, broad and liberal views, sound judgment, and a fervent love for the welfare of the State, quickened by the recognition of the fact that its permanence and security depend upon the efficiency of its schools.

Under the present system, the educational interests of the town are in the keeping of from thirty to one hundred officials, consisting of prudential committee, district clerks, the town clerk, and the superintendent. What town in the State can furnish this maximum number of men, competent to hold this important trust? How many of the two hundred and forty-three towns of the State could furnish the maximum number? How many could not furnish five men who, by native gifts and acquirements, are fitted for these duties?

Is not our present system defective in that it requires too many officers? The average number of individuals in each town, who are the school officers of the town, will be found to be from fifty to sixty, if we estimate three prudential committees to each district; the whole number of school officers in the State, something more than twelve thousand? Such an army ought to do the work well, we say. Yet, who does not believe that one-fifth the number would do it far better? This gives one school officer for every seven school children. What an absurdity! Who believes in this multiplicity of supervisors, which almost inevitably results in no supervision at all? Why not elect a board of selectmen, fifty in number? Who would care to live in a town thus supervised? Is it not that three men are found better than fifty, that three are elected? Six men competent for the duties of the school department of the town would be infinitely more efficient than fifty, even if it were possible to secure fifty men as competent as the six.

But this large number of school officers necessitates the selection of incompetent men, many of whom have little interest and less ability. The average

ability of six of the best men of a town is, let us say, twice as great as the average ability of the best twelve, and four times as great as the average ability of the best twenty-four, and eight times as great as that of the best forty-eight. This is not perhaps the exact ratio, but illustrates what is meant, that within certain limits, just in proportion as you increase the size of your board, just in that proportion do you diminish its aggregate of ability and efficiency. Six men of inferior ability, associated with six men of superior ability, give for a resultant a mean between the two; this is when they are properly disposed and work with some degree of harmony; when not so disposed, the former may and often do neutralize the efficiency of the latter. I believe, then, in this regard, that our system is radically defective, that it necessitates a train of evils which cannot be averted while it exists; that in no other department of the government can be found such inefficiency, misjudgment, mismanagement, and general demoralization. It may seem presumptuous in me to attack a system which has been in operation for so many years, and to which the people have become attached, which has resulted in so great good to the State, and has given Vermont a prestige in which her sons may well feel an honest pride. But it is unwise to allow the success of the public schools of the past to blind us to the defects of our system. We must not forget that the position of the State, like that of the individual, is relative. While our sister States were reaping a lesser percentage of profit than the percentage which, by the faithfulness of the friends of education, was secured to Vermont, in spite of our monstrous and hydra-headed system, we held a position of honor and eminence. But to-day, when other States, by abolishing or modifying old systems, and thereby utilizing a larger percentage of their working power, that very position which was but just now one of superiority has become one of inferiority.

The State is a unit, for certain purposes. The county is a unit, for certain purposes. The town is a unit, for certain other purposes. For the purposes of education the district has been regarded as a unit. For almost every other purpose the town has been found to be the true unit. Indeed, in several respects, in the educational department even, the town district system prevails. Would it not be wiser to make the town a unit for educational purposes? This question merits further discussion.

It is quite natural to think that a teacher who can be secured for a small stipend will answer for a "small school," so that small schools will in general be taught by teachers who could not secure situations in larger ones, and would fail if they did.

Small districts will be likely to have poor school-houses. The expense of building and repairing falls heavily upon ten or a dozen tax-payers. And the old school-houses, many of them unfit even for stalled cattle, will have to serve till that time when we have grown wiser and adopted a new order of things; for there is no hope under the present system that the future will afford relief. The population, except at business centres, is year by year gradually growing less.

Small districts are far less likely to furnish those facilities for illustration and reference so necessary to the teacher. Indeed, everything which involves an expenditure is likely to remain undone. The committee-man feels like

being very economical when he reflects that he will be assessed one-tenth of any expenditure; so that globes, dictionaries, and maps, and all school-apparatus, are excluded from the school.

Change from the district to the town system would result in a more efficient supervision. Almost every town can select a board of men competent to look after the interests of the public school. This is not true of one-half of the districts of the State. A choice from ten men gives poorer chance of proper supervision than a choice from three or five hundred.

Such change would result in a more permanent supervision. Small communities are more severely democratic than larger ones. Every man must have his share of the honor, and take his turn at the wheel, without regard to competency.

Making one central board of supervision would render possible competitive examinations, which are now practically impossible. Such examinations would immediately shut out the most incompetent of our teachers. They would discourage girls, scarcely beyond the age which the law designates as infancy, from seeking places in our schools as teachers, when they should be there as pupils.

Fewer daughters, and nieces, and wives' sisters would be employed. Even when they are thoroughly competent, their employment is often seen to awaken such spirit of antagonism as will impair the efficiency of the school. Nepotism is as baneful an evil in the politics of the school district as in the broader field of the State and the nation.

Again, a better class of teachers would be secured in the smaller districts. It could not be expected that all the schools of a town would be of equal size. The larger ones, the village schools, as now, would secure the best teachers without regard to expense. The lesser communities, noticing that they were obliged to help support good schools and pay large prices to the teachers of the larger schools, would very soon begin to feel that if they were obliged to help support good schools for their townsmen, it would be wise for them to compel their townsmen to help sustain good schools for them.

This change of supervision would tend to remove the evil of a constant change of teachers. Permanency of supervision would result in permanency of teachers. The frequency of change in teachers is a most alarming evil with us. It breaks up all connection between one term and another. Each teacher has his own ways, and it takes some time to get out of the old ways and into the new, and quite a portion of each term is spent in getting started. It thus often happens that a term is one-third spent before the work is well begun. It requires a term of ordinary length for a teacher to become familiar with the peculiar characteristics of his pupils. No very efficient work can be done till this is known. He has first to learn their needs and their capacities before he can adapt his instruction to the necessities of each pupil. An ordinary teacher, who has taught a school for one term, will do more for that school than one of superior endowments and acquirements who is an entire stranger to the wants of the school. Perpetual change of teachers and inspectors of schools utterly ignores the value of experience. I can conceive of no remedy for these evils which will be likely to prove so efficient as this change of system.

Again, this change would result in a democratic equalization of the burden of supporting schools. It now costs each tax-payer in a small district more to support a poor school than it costs the tax-payer in the larger district to support a good school. Statistics show that the expense per pupil increases in the inverse ratio as the size of the school diminishes. Why should not taxation for the support of schools be equalized? Equity demands that it should. Every reason which can be urged in favor of good schools demands that it should.

The district system stands in the way of the introduction of the graded system. I make this statement upon the supposition that there is no probability that district lines will be changed until some other than the district system is adopted. True, this might be done. Districts might be reorganized and their geographical boundaries changed; but they never will be while the old system remains.

No one, I suppose, at this day assumes to doubt the wisdom of the application of the principle of division of labor, as applied to the mechanical pursuits. The manufacturer who should require each workman to make all parts of a watch, would find that he could not compete with his rival who put each workman upon a single piece. Even in the manufacture of boots and shoes, where no great mechanical genius is required, it is found to be economy to allow each man to do a distinct part, so that the boot or shoe is not the work of one hand, but of several. Confined to one class of work, the workman becomes more skillful, and turns off work more rapidly; his tools are fewer and ready at hand, and there is no loss of time in changing from one piece to another. If this be economy in the mechanical pursuits, how much more apparent is the wisdom of applying this principle to the more delicate and responsible work of developing and training the human mind?

Now this is the principle upon which the graded school is based. It is found that the teacher who teaches a few branches, and concentrates all his time and efforts upon these branches, can give more efficient instruction than the one who attempts to teach all. It is upon this principle, in part, that each college professor has his distinct department. To this may be added the reasonable expectation that if one has to teach but one department or grade, he will be likely to work in that department or grade where he can work with the most ease to himself, and consequently with the greatest profit to the school. Teachers who are eminently successful in one grade, are oftentimes eminently unsuccessful in another grade of the same department; so that they, like other workmen, soon ascertain what their special province is, and adapt themselves to it.

This, however, is not the most substantial argument in favor of grading schools. A graded school is simply a classified school. Every one knows, who is at all familiar with schools, that their success depends very largely upon their classification. It requires just as much time to instruct one individual as to instruct a class—just as long to instruct a class of three as a class of twenty. If your school has as many classes as individuals, and this often happens in small schools, the teacher's time is frittered away to little purpose. No school whose curriculum comprises all the studies from the A B C to the

highest branches taught in the common school, can be thoroughly classified without having more classes than the teacher can well instruct.

If your district has one hundred and twenty-five pupils, it is evidently good economy, instead of dividing them without regard to advancement, and thus making the curriculum of each school as comprehensive as the curriculum of the whole would have been, to divide them with reference to advancement, thereby diminishing the number of classes in each department to one-third or one-fourth the number which would otherwise be required. And probably it will be found that the number of pupils which would require four teachers without proper classification, would, when classified, be well taught by three teachers, at a saving of one-fourth the expense, and with far better results.

Every teacher knows how difficult it is to make an impression upon a heterogeneous mass grouped together and called a class—made up of pupils pursuing the same studies, indeed—but of diverse age, diverse capacity, and diverse acquirements, as is usual in an ungraded school.

The more gifted and accomplished are held back, while those of lesser gifts and acquirements are dragged on beyond their strength. The former grow lazy and indifferent; the latter discouraged and disgusted. The former acquire an overweening confidence in their own abilities; the latter fail to cultivate that healthful self-appreciation essential to success, which is naturally developed by association with one's peers. Thus it happens that all stimulus, both to the bright and the dull, is removed.

Besides, it is impossible for any teacher to adapt his instruction to the varied capacities and diverse accomplishments of unclassified classes. This is difficult enough in a class which has been selected and grouped with reference to like capacities and similar acquirements. If he adapts his instruction to the more advanced, it will be beyond the comprehension of those less advanced. If, on the other hand, it is adapted to the needs of those less gifted, it becomes tedious and uninteresting to the others. Thus will all the interest be dissipated, while, if well classified, each individual spirits the other. Mutual labor and mutual sympathy are powerful stimulants, especially to the young. Each spurs and supports the other, and industry and diligence is secured in all.

Again, the graded school furnishes additional inducement to effort in this way: Each class has its specified work, and no advancement to a higher grade can be secured until that work is done. Each grade is a position which cannot be reached except by passing step by step all the intermediate ground. The pupils in each grade have the perpetual incitement of their more advanced associates. From one grade to another is to them a long stride. It seems a thing worthy to strive for. Now these stimulants are especially needed by slow and not over-gifted minds, and to this class a majority of children belong. The result is that progress is far more rapid and thorough in a graded than in an ungraded school.

Still, again, the graded system secures a systematic course of education. Each pupil does not for himself, nor can his parents for him, elect this study or that, as whim or caprice may dictate. He must take each in due time and order. That course of study is prescribed which will secure the best and most

symmetrical mental development, embracing those studies a knowledge of which is likely to prove of the most practical benefit to the pupil in the business pursuits of after-life.

People sometimes wonder that academies do not flourish as they did years ago. They are not only dying out in Vermont, but all over the country. Massachusetts has but few left, and these are for the most part graded academies. The same process is going on in New York. Within the last few years one-third of the academies in this State have become extinct. The truth is, the old academic system is dead, and the sooner it is buried beyond resurrection, the better. It served in its day and generation, but belongs to the past. While we honor it for the good it has done, if we are wise, we shall lay it away in a napkin. It has been supplanted by something which is better. I speak only of ungraded academies.

The material difference between the academy and the graded high school is, that the latter is classified, while the former, gathering its pupils as it does from a large circuit, and changing in its elements from term to term, cannot be classified.

The graded school has also this other advantage, that it is democratic. All must contribute to its support, and all may avail themselves of its advantages.

These graded schools have been established in many of the large towns of Vermont. There are many other towns which desire and are working to secure them. A large proportion of the villages of the State have, within a radius of a mile and a half, pupils in sufficient numbers to make from two to four grades. The obstacles in the way are the old district lines. They are held in a sort of reverence. I don't know but the people somehow connect them with that passage of Holy Writ which pronounces maledictions upon those who remove ancient landmarks. It would be about as easy to remove the equator as to disturb one of these ancient lines. Vermonters seem to hate everything which savors of innovation. But we must not forget that dislike of innovation is often a serious obstacle to progress. The people will be slow to move in this direction. It is the duty of the Legislature to step in and take the responsibility, if it can be seen to be a measure which should be secured.

It is thought that these schools are more expensive. But a greater percentage of profit is often secured by a greater expenditure. And it must not be forgotten that there is an element of profit which cannot be directly and positively estimated. It is that influence which a good school has upon the prosperity of a place. It is often of more material advantage than a manufacturing company.

It may be doubted if the aggregate of expenditure for educational purposes is greater in a village where there is a well-organized and judiciously-managed graded school, than in a village of the same size where the old system exists. For, from the expense of the graded school, if it be what it should be, may be deducted the expenditure of the support of a dozen, and oftentimes more, children, who from lack of proper educational facilities at home, are compelled to go abroad. And beyond doubt, home is the place to educate children. Besides, a good graded school has an income secured by the attendance of pupils from abroad. We must also, in this connection, remember that the

many whose means will not allow them to send their children away to better schools, are abridged in the privileges which they might enjoy, had they all the facilities they are entitled to at home.

This is the material view of the case. Go into any of our towns which have been blessed with a good school for forty or fifty years, and you will find the aggregate of intelligence to be far greater than in those towns which have enjoyed less educational facilities. Is the intelligence of its inhabitants nothing to a town? Is not the expenditure which shall secure this a good investment? True, we cannot estimate it in greenbacks; yet it is an investment that will make its return in kind. It is an invariable rule that the percentage of increase of valuation of property in any community is in the direct ratio of the increase of intelligence and virtue. Every citizen of extraordinary intelligence, or extraordinary virtue, enhances the value of all property of the town in which he lives. By just so much as you add to the virtue and intelligence of the inhabitants of the town, do you add to the value of its acres. It is thus that it is true that "every man's sin is every other man's business." It is just as true that every man's ignorance is every other man's business.

Hon. Henry Barnard thus sets forth the evils that result from the lack of proper classification of schools:

"From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquisitions of each pupil, and his ability to comprehend clearly is cultivated and tested; where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contact with the mind of each pupil, to arouse, interest, and direct its opening powers; instead of all this and more, the brief period passed in recitation, consists, on the part of each teaching, of hearing each individual and class, in regular order and quick succession, repeat words from a book, and on the part of the pupils, of saying their lessons, as the operation is most significantly described by most teachers, when they summon the class to the stand. In the meantime the order of the school must be maintained, and the general business must go forward. Little children, without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; problems must be solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements have not been reduced to system by proper classification. The teacher, at the least the conscientious teacher, thinks it anything but a farce to him. Compelled to hurry from one study to another, requiring a knowledge of methods altogether distinct; from one recitation to another equally brief and unsatisfactory, one requiring a liveliness of manner that he does not feel and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares; from one case of discipline to another pressing on him at the same time—he goes through the same circuit, day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling that with all his diligence and fidelity he has accomplished but little good."

It may be urged against the abrogation of this old system, that the people will not willingly surrender these powers which the statute has conferred upon them,—the controlling of their own schools. But they surrender no power. It still remains in their hands. The only difference is that they act upon the matter in a larger assemblage, and under certain restraints which will be likely to insure better results.

A small minority in a district meeting often, by preconcerted action, can prevent the having schools at all, or limit them to the shortest possible time, or impair their usefulness when in operation. Now these ends could not be obtained in the town meeting. It is far more likely that wise and judicious measures will be adopted in a town than in a district meeting, both on account of the healthful counterbalance which is always found in a larger assemblage, made up of many who have no personal and direct interest in the matter upon which they act, as well as from the fact that the controlling minds in the former are likely to be wiser and of greater experience. I think it is true, as Mr. Boutwell suggests in a paper which I append, that the district system is thoroughly anti-republican. It may secure what is thought to be the greatest good to the greatest number, but it often utterly fails to secure the greatest aggregate of good to all, which is the end that true republicanism aims to secure.

It may be objected that it would not be right to compel children to go so far to school, as would be necessary if districts were consolidated. It certainly would be right if thereby greater good would come to the State. The State certainly has the right to regulate and control in all matters upon which the efficiency of its schools depends. Nor is it simply a right; it is a sacred duty. Which is better for the child, that he shall go a half-mile to a poor school, or that he should go twice or thrice that distance to a good school? It would be far cheaper for those residing in the remote parts of a district to carry their children—each taking his turn, or together hiring some one to do this—than to support a school by themselves.

The following remarks upon this point, which I have chanced upon since writing the above, from the Report of the Agent of the Board of Education for Massachusetts for the year 1869, are worthy of perusal:

“In one district a school has been kept for a single scholar at an expense of between \$60 and \$70. In almost every town that I have visited I am satisfied this difficulty could be remedied, without great inconvenience, by reducing the number of schools, thus giving to each a larger number of pupils, and with no more, but perhaps even less, money than has heretofore been annually appropriated, securing for them all a longer period of instruction and a better class of teachers. It was said very truthfully, a few years since, by the committee of a town in Franklin county,—the one to which I have referred as quite recently manifesting such opposition to the legal requirement,—in which, with one hundred and twenty-three school children, there were ten districts, some containing ‘not more than four or five scholars,’ such a ‘town ought to appropriate more money, or reduce the number of districts.’ Reducing the number of schools from ten to six, which we think might be done without great inconvenience to the people, would save the expense of maintaining four schools, and the schools would in our opinion be greatly improved, a better class of teachers employed, and the intellectual, social, and moral condition of the schools would be promoted. It will be said that in a sparse population like ours, the trouble of collecting all our scholars into six schools would more than balance the advantages, especially in winter. This objection is more

specious than solid. In almost all the districts, those who have female scholars attending, convey them to and from school in their sleighs or sleds, and when the horse is harnessed it makes but little difference whether you drive him one mile or two; at the same time you are beating the snow and opening good roads to the traveller, and bettering the social condition of your neighborhood. But one practical truth is more convincing than many theories. How do we act when the money is drawn directly from our own pockets, as it is in supporting private or select schools? Would the town sustain ten private schools to save travel? Do they not devise 'ways and means' to get to school beyond the limits of their own districts? Suppose there were fifty scholars in town to attend those schools, would any one think it worth while to have five schools, because it might save a little travel or other inconvenience? Why should we be more careful of money when we pay it voluntarily, than when it is drawn from us in the form of taxes?"

Now I assume that every tax-payer of Maine has a direct interest in any change which will insure the best possible schools at the least expense, and will not refuse to countenance and encourage any change which will secure better schools at a less cost; for we are proverbially a thrifty people.

Wise men learn from the experience of others. If the experience of others is less impressive than our own, it has at least the advantage of being far cheaper.

Several of our sister States, which had formerly a district system similar to our own, have abolished that system and substituted therefor the system of town supervision, which places the schools of the town under the control of a town board, elected by the town. In some instances this change has been secured gradually—legislatures authorizing towns to change when they vote so to do. Of course this gradual change is slow. I cannot ascertain that any State which has once inaugurated the movement has been willing to go back to the old order of things. And it is stated by Secretary Boutwell that no town in Massachusetts, that had tried the new order for two years, ever turned to the old. These facts are significant.

I append an extract from one of Mr. Boutwell's annual reports, made to the Massachusetts Board of Education when he was Secretary of that body. These remarks were thought so conclusive and of such value that they were printed by themselves as a circular and distributed throughout the State. I am glad to append them, because I am compelled to treat the subject altogether in a general way and upon general principles, being entirely without experience or observation. I feel that the opinion of Mr. Boutwell, based as it is upon thorough knowledge of the results of both systems as they were tried side by side, will have greater weight than any arguments I can urge:

"The laws of 1859, abolishing the district system and transferring the duty of selecting teachers from the prudential to the superintending committees, having been repealed by the same Legislature at its autumn session, there has been but little opportunity for testing the new system. The history of the proceedings of the Legislature of 1859 furnishes abundant evidence of a desire to promote the interests of learning, and the passages of the measures in question was in harmony with that desire.

"When the committee on education were considering the expediency of abolishing the district system, I expressed the opinion that the people were not prepared to accept the change without serious opposition in some counties. I was myself unwilling to make an educational measure the subject of public controversy in the State, and much more unwilling to connect our educational policy, as a Commonwealth, with the fortunes of any political party. Under

these circumstances, I could not advise the passage of the law, yet I did not for a moment doubt the patriotic and laudable purposes of the committee, or the real wisdom of the change contemplated, if the people were prepared to accept it. And I am now constrained to declare, as the result of extensive correspondence and interchange of sentiment with the people of the State, that their attachment to the district system is not as strong as I formerly supposed, and that a large majority are prepared to accept its unqualified abolition. It may not, however, be wise to legislate upon the subject immediately; but I deem this a fit occasion to invite the inhabitants of the towns where districts still exist to take the matter into their own hands, and reconstruct their school system upon a basis which will admit of economy, progress and efficiency. I entered upon the duties of the office I now hold with some faith in the district system; my observation and experience have destroyed that faith entirely. It is a system admirably calculated to secure poor schools, incompetent teachers, consequent waste of public money, and yet neither committees, nor districts, nor towns be responsible therefor.

"It is unquestionably true that the best schools are found where the district system does not exist; and the charge, in a few instances made or suggested, that there has been no improvement for twenty-five years, is limited in its origin and in truthful application to those towns which are divided into districts. Whenever a town has established the municipal system, and adhered to it for two years, there has never within my knowledge been a serious effort in favor of the restoration of the district system. These facts are so encouraging and so conclusive, that they ought, without argument, to convince the most skeptical. The great object of the people is the establishment of good schools at the least cost, and they have no interest in the district system when it fails to secure these ends.

"Practically, the district system denies the value of experience. Each year sees a new prudential committee-man, and each term a new teacher. The experience of a year is rendered valueless by the election of a new committee; and the teacher labors for a single term, commencing without a knowledge of what the pupils have previously accomplished, and ending without an interest in their future.

"Under these circumstances, it is not strange that district schools are kept, term after term, and year after year, without an appreciable increase of power.

"The quality of the school depends upon the character of the teacher; and the character of the teacher depends upon accident, or the caprice, prejudices, or convenience of the committee-man. Each teacher brings into the school his own ideas of teaching, and after two, three, or four months, he goes away, and his place is taken by a stranger, who introduces new methods, without the judgment of anybody concerning their relative value. The successive terms of school in the same district have not, usually, any personal or educational connection with each other. Each term is an experiment which proves nothing but its own failure or comparative success; and it does not even furnish, either in its failure or its success, a basis for future operations.

"The district itself is a questionable organization. More frequently than otherwise it has no legal existence; and whenever a vote authorizing the levy of a tax is resisted, the courts usually find it difficult to sustain the proceedings of the district.

"There are in the cities and towns of Massachusetts three distinct school systems. First, the municipal system. Where this exists the towns erect and support the school-houses, and confide to the superintending committees the selection of teachers. This system exists in eighty or a hundred cities and towns, which together probably contain more than one-half of the population of the State, and, in the character of their schools, they are far in advance of the rest of the Commonwealth.

"In the second class, about fifty in number, the town erect and support the school-houses, but the territory is divided into districts, and the power to select teachers is confided to prudential committees.

"The third class comprises those towns whose territory is divided into districts, and in which each district is charged with the duty of selecting its teachers and providing a school-house.

"In most towns where this system exists, the districts are too numerous,

the school-houses are poor and inconvenient, and the number of pupils is insufficient to constitute a good school. Districts containing less than twelve pupils each, may be enumerated by the hundred. It is quite likely that in the sparsely peopled sections of the State, a necessity for small districts occasionally exists; but it is a manifest public right to require pupils to travel from one to two miles to school, according to circumstances, rather than incur the expense of sustaining small, and, of course, poor schools. Moreover, the interest of the family is the same. A good school, even though the distance be considerable, is infinitely more important than the immediate neighborhood of a poor school. These small districts are tenacious of existence, and the only means by which they can be destroyed is for the towns to assume exclusive jurisdiction, including the burden of the houses, and then, from time to time, as occasions arise, pass judgment upon the expediency of continuing schools for the accommodation of a small number of persons who may often enjoy better educational advantages elsewhere. And in behalf of weak districts, whose pecuniary means are inadequate to the erection of suitable school-houses, I appeal to the towns, and ask them to reassume a burden which they ought never to have thrown off. To the town the erection of a school-house is usually a small matter; to a weak district it is often a burden far greater than all its other public contributions combined.

“The district system is an obstacle to the establishment of graded schools. There are many villages, in towns where the district system exists, that are divided into districts, which, if united, would furnish pupils for a school of two, three, or four departments. In all these cases there is great waste of money and of teaching force. The object of our school system is to get a competent teacher into every school; but the district and the prudential committee systems are the best security which the public can take that that object shall never be attained. Admit that all the inhabitants of a district are disposed to do what is right and proper, and what are the chances of success? Rotation in office is the law of their public action. This is often a necessity. Each citizen feels the burden of the duties, and he therefore claims that others shall bear their share. Often there is a public sentiment which at once demands for and concedes to every man the right to hold the office in turn. In either case the one all-essential requisite of experience is wanting. And though the prudential committee may be a good citizen, a good mechanic, or a professional man in regular standing, he yet lacks knowledge of the business which he is to transact. His acquaintance with teachers also is limited; and he finds, moreover, that the towns in which the prudential system does not exist, having always a committee competent to make contracts for a year in advance, have secured the services of the most competent persons. Thus, by the unnecessary multiplication of districts and schools in the sparsely peopled towns, the small number of pupils in each school, the lack of experience in prudential committees, and, on the other hand, the existence of superior schools, the payment of higher wages, the larger experience of committees where the municipal system exists, there has arisen a difference between the towns of the Commonwealth which admits of no other explanation than that suggested in this report. Nor ought the statement of the fact to be omitted, that the course pursued occasionally, where the district system exists, is open to the gravest objections. District meetings are not generally attended by even a majority of the voters. It therefore happens that it is possible for a minority to elect the officers and control the policy of the district. Hence it is true of nearly every town, that once at least in its history, the organization of a district has been seized by a small number of men who entertained schemes inconsistent with the welfare of the schools. Assembled by concert, in the shades of evening, in a dimly lighted house, they have proceeded, without serious opposition, to consummate their schemes; and a prudential committee, in their interest, has been elected, who at once makes a contract with a relative, friend or favorite, without regard to the intellectual or moral welfare of the children who are to be members of the school.

“Nor, under such circumstances, is it often in the province of the superintending committee to resist the scheme, or to redress the grievance. These evils come from the exceptional and anti-republican character of our school districts. There is no other department of government in the Commonwealth,

or under its authority, in which it is possible for a single person, acting in the name of the people, to proceed without consultation, without deliberation, without agreement, and bind his constituency in matters affecting their nearest rights and dearest privileges, and all without regard to any influence or opinion but such as proceeds from his own whims, passions, prejudices, or errors.

“Nor can it be assumed that the district system is, even in the least degree, a promoter of popular liberty. It does nothing for education that might not be better done by other agencies; and, as a system, it exerts no influence, not even in the most remote degree, over the civil or political fortunes of the people. Experience is a great teacher, and neither the district system nor any system analogous to it, exists in the larger number of American States, and yet popular liberty is not confined to Massachusetts. Moreover, at least half of the people of the State have voluntarily abandoned the district system, and are not aware of any loss of liberty.

“Nor is it true that more interest in schools is manifested where the district system exists, but the greater interest is observed where good schools are found. The quality of the schools and the interest of the people act and react upon each other. A generous and intelligent public interest renders the establishment of good schools necessary and easy, and good schools are calculated to widen, strengthen, and deepen the interest of the people. Therefore it is absurd in reasoning, and false in history, to assume that a system under which poor schools are the rule, and good ones the exception, is adapted to increase the interest of the people in learning, or in the institutions thereof.

“In concluding this part of my report, I earnestly invite the inhabitants of the towns where the district system still exists, to make faithful trial of the municipal system for the period of two or three years. And be it everywhere understood, that the abolition of the district system, whether by a law of the State, or the action of the towns themselves, works no concentration of power in the hands of any body outside of the respective municipalities interested. The Legislature takes nothing, the Board of Education takes nothing, but the towns reclaim and exercise certain authorities, and perform certain duties, primarily, originally and always their own, until they saw fit to transfer them temporarily and for certain purposes, to the districts, whose existence even was due to and always dependent upon the action of the towns. The re-assumption of these duties and authorities is entirely consistent with the original policy of the Commonwealth, which regarded the towns as the responsible managers of the common schools. Nor can there be any safer depository of this power. If anywhere under the canopy of heaven, and among men, there is a perfect democracy, it is in a New England, a Massachusetts town meeting. There, in the light of day, and in the presence of the world, where the power of each man, without regard to social, sectarian, pecuniary, or industrial distinctions, is equal to that of any other man, the people proceed to legislate upon all their municipal concerns. And is there one of higher moment than the management of their public schools? And is there danger to popular liberty when the power to take the initiative in the selection of a teacher is transferred from the evening meeting of a minority of a school district, to the inhabitants of a whole town, assembled in the light of day to legislate upon all matters of local and municipal importance?

“It is a principle in our government, that whoever contributes to the public burdens has a right to be heard by himself, or by his representative, in the expenditure of the public money; and it therefore follows that as long as the schools of a town are supported by the taxation of all its citizens, each citizen has a right to a voice in the expenditure of money for educational purposes. This voice must be heard in the choice of a committee authorized to select the teachers, or it cannot be heard at all. The superintending committees are chosen by the people, one-third each year, and therefore there is annually an opportunity for the expression of public sentiment. Under the municipal system the entire responsibility is upon the committee, and under the pressure of this responsibility, with a large and constantly enlarging experience, there can be but little doubt of their disposition or their ability to meet every reasonable expectation. Led to retain those teachers who have succeeded,

and forced to put aside those who are comparatively incompetent, the standard of qualifications would be gradually elevated, and the schools proportionately improved.

"I have been thus earnest and minute in this exposition of the district system, in the hope that the inhabitants of those towns where it still exists may be led to make a trial of the municipal system, which, I am persuaded, will render their schools at once more valuable and more economical. It is practicable for many, even of the smaller towns, to consolidate their most populous districts, establish graded schools with two or three departments, the higher of which shall furnish training equivalent to that usually given in good English High Schools, without much addition to their present appropriations."

Let us now see if we can gather up some of the results that would grow out of this change which is advocated.

1. It would secure just as many schools as the necessities of the community demand, each being an integral part of one central organization, and adapted to the wants of each individual.
2. It would dispense with a large number of school officers.
3. It would establish a uniform rate of taxation.
4. It would furnish more uniform and equal advantages and privileges to every citizen.
5. It would allow the child to attend school where his own interests would be best conserved, with no restraint save what the general interests might require.
6. It would prevent strife about district lines.
7. It would diminish the aggregate expenditure for schools.
8. It would secure a more efficient system of school inspection and supervision.
9. It would secure permanency of supervision.
10. It would secure greater permanency of teachers.
11. It would secure a better class of teachers.
12. It would secure better compensation to competent teachers, and less employment for incompetent ones.
13. It will secure better school-houses.
14. It will secure greater facilities to teachers for reference and illustration.
15. It will enable towns to establish graded schools.
16. It will secure uniformity of text-books in the same town.
17. It will result in more uniform methods of teaching.
18. It will secure the establishment of a course of study, and will tend to keep pupils longer in school.
19. It will secure to the State department more reliable statistics.
20. It will insure schools in every district, and prevent a bare majority from depriving a respectable minority of school privileges.
21. It will tend to diminish neighborhood quarrels.
22. It would insure the employment of fewer nephews and nieces, sisters and sisters-in-law.
23. It would insure a larger aggregate of interest on the part of the community in each school.
24. It would render possible competitive examinations.

It may be asked, would not this radical change in our school system interfere with their present and immediate usefulness? Would it not so disorganize and break up the system that the schools would be impaired for some time to come?

I think not. The material change would be simply the substitution of a town board of school managers in place of the various district boards. This substitution need cause no break in the working of our schools—scarcely a jostle. The prudential committee would continue to discharge their duties until the election of the town boards, at which time all district supervision would cease; all school property would come into the possession of the town upon such conditions as the statute should provide.

Not a school need be closed or interrupted, not a teacher discharged, not a contract vitiated or annulled. The educational machine would work right on without obstruction, but more smoothly and with greater efficiency, because of the greater simplicity and unity of the new system, and its better supervision. Without shock, without confusion, almost without attracting observation, the change would be wrought, and we should wake up some morning and find ourselves possessed of a more compact, more simple, and more efficient, though less expensive, school organization. One need scarcely be reminded of change, save as it is suggested by the munificence of the blessings it secures.

It may be asked what shall be done with the school property which now belongs to the districts. It would pass to the possession of the town, each district being credited with the amount of its valuation on appraisal, less the amount of indebtedness of said district. That is, the town would practically purchase the school property of each district and assume its indebtedness.

The following course of study, pursued in the schools of Rochester, N. Y., has been selected from a large number, as presented in the various city and state reports sent to this office. It seems to me to be valuable, especially—1st, as embracing and limited to the wants of the great body of our youth; 2d, as natural in the order of development, and therefore adapted to the opening child-mind; 3d, as an aid to our school officers in establishing courses of study and in grading schools; and 4th, as very suggestive to our teachers, particularly primary, in their efforts to acquire better methods of instruction. I recommend earnestly its careful perusal by all.

COURSE OF STUDY.

PRIMARY SCHOOLS.

NINTH GRADE.

ORAL INSTRUCTION.—CONVERSATIONAL LESSONS.—Five Lessons. As the object of these lessons is to make school attractive, the child happy and at home in the school-room, great stress should be placed upon them. The child's first impression of the school-room is vivid and lasting. If this impression is unfavorable, much valuable time will necessarily be spent before this can be overcome. The child is delighted in talking about things with which it is familiar, and such subjects should be taken as have actually fallen under the child's observation at home or elsewhere.

SUBJECT.—Familiar talk about a dog, cat, hen and chicken, what they saw on their way to school, different birds they have seen, or similar subjects.

COLOR.—Five Lessons.—Distinguish and name the colors.

RAINBOW COLORS. { Red, orange, yellow,
Green, blue,
Indigo, violet.

Ten lessons:—Recall absent objects of a given color.

COLORS. { Red, yellow, blue.
Orange, green, purple.
Brown, black, white.—Review.

Five lessons.—Harmony of Color. Complimentary colors.

COMMON OBJECTS.—Twenty lessons. The object is to cultivate perception and language. Common objects considered as possessing parts, their names, number, position and uses, the recognition of which requires minute and accurate exercise of the perception. One important aim in all these early lessons is the formation of a vocabulary.

<p>PEANUT. The peanut has parts. The parts are shell and kernels.</p>	<p>KEY.</p>	<p>{ Shaft. Ring. Barrel. Lip. Wards. Grooves.</p>	<p>CUP.</p>	<p>{ Bowl. Handle. Upper rim. Lower rim. Bottom. Inside. Outside. Edges.</p>
--	-------------	--	-------------	--

LEAD PENCIL.	<ul style="list-style-type: none"> Wood. Lead. Head. Point. Number. Maker's name. 	APPLE.	<ul style="list-style-type: none"> Stem. Peel. Pulp. Dimple. Core. Seeds. Veins. Juice. Eye. 	SCISSORS.	<ul style="list-style-type: none"> Blades. Bows. Limbs. Pivot. Edges. Back. Point. Shaft. 	<ul style="list-style-type: none"> Head Point Shaft
THIMBLE.	<ul style="list-style-type: none"> Cells. Crown. Shield. Border. Rim. Edge. Number. Owner's name. 	ORANGE.	<ul style="list-style-type: none"> Peel. Pulp. Division. Membrane. Seeds. Juice. Eye. 	PAIL.	<ul style="list-style-type: none"> Bail. Shield. Ears. Body. Staves. Hoops. Bottom. Rivets. 	
TABLE.	<ul style="list-style-type: none"> Top. Legs. Corners. Edges. Sides. Drawers, &c. 	CENT.	<ul style="list-style-type: none"> Surface. Faces. Edges. Milling. Impression. Image. Superscription. Date. 	SHOE.	<ul style="list-style-type: none"> Upper. Sole. Heel. Tip. Eyelets. Binding. Seams, &c. 	
CHAIR.	<ul style="list-style-type: none"> Seat. Back. Legs. Spokes. Braces, &c. 	SHELL.	<ul style="list-style-type: none"> Body. Mouth. Lip. Beak. Canal. Whorls. Sutures. Apex. 			
BELL.	<ul style="list-style-type: none"> Handle. Nut. Catch. Shaft. Ferrule. Number. Border. Rim. Edge. Loop. Tongue. Clapper. 	ACORN.	<ul style="list-style-type: none"> Nut. Shell. Kernel. Point. Scar. Membrane. Scales. Edges. Stem. 			
PARASOL.	<ul style="list-style-type: none"> Top. Cap. Spring. Slide. Shaft. Handle. Braces. Ribs. Tips. Rap top. Rivets. Joints. Washer. Arms. Stop. Wires. Grooves. Hinges. Ornaments. Pivot. Stitches. Seams. Hem. Covering. Cord and Tassel. Elastic. Catch. Flies. 	KNIFE.	<ul style="list-style-type: none"> Handle. Rivets. Frame. Tip. Heel. Sides. Back. Spring. Groove. Plate. Owner's name. Joint. Pivot. Edge. Point. Blade. Back. Notch. Sides. Maker's name. 			

HUMAN BODY.—1. *Five lessons.* Principal Parts of the Body. Limbs. Limbs. Joints. Review.

2. Lower Limbs. Feet. Feet. Arms. Review.

3. Hands. Head. Eyes. Eyes. Review.

4. Nose. Mouth. Mouth. Hair and head. Review.

5. Neck. Bones. Difference between hand and foot. Five Senses. Review.

PLACE.—*Five lessons.* Position of objects,—first from imitation, then from memory.

Relative position of the parts of the school-room.

Describe the relative position of objects placed on the table. Place objects on the table, and represent on slate and blackboard, the top of the table and the objects upon it.

Idea of east and west. Idea of north and south. Test exercises.

Idea of northeast and northwest. Idea of southeast and southwest. Test exercises.

ANIMALS.—The object is to cultivate perception and language. Observation on the most prominent parts, names, number, position and description of parts. Only one new descriptive term to be used in a lesson, and not all the above points to be taken in one lesson.

Five lessons. Familiar Birds. Domestic Animals. Birds. Mammals.

FORM.—1. *Five lessons.*—Surface. Faces. Kinds of faces. Kinds of surfaces. Edges and kinds of edges.

2. Corners. Straight lines. Curved lines. Angles. Angles may be more or less open.

3. Right angles. Acute angle. Obtuse angle. Triangle. Right angled triangle.

4. Acute angled triangle. Obtuse angled triangle. Equilateral triangle. Curved angled triangle. General Review.

SIZE.—To develop the general idea of size and weight.

1. *Five lessons.* Large and small. Larger and smaller. Largest and smallest. Long and short. Review. Longer and shorter.

2. Longest and shortest. Broad and narrow. Review. Broader and narrower. Broadest and narrowest. Thick and thin. Review. Thicker and thinner, thickest and thinnest.

3. Deep and shallow. Deeper and shallower—deepest and shallowest. High and low. Review. Higher and lower—highest and lowest. General Review.

4. Light and heavy—lighter and heavier. Lightest and heaviest. Review. Weight as compared with bulk. Large and heavy—small and heavy. Large and light—small and light. General Review of Size and Weight.

NUMBER.—*Second and Third Terms.* Semi-weekly Lessons. *Monday and Thursday.*

IDEA AND RELATION. *Fifteen lessons.* Develop the idea of numbers from one to ten, inclusive.

Five lessons. Develop the idea of first, second, &c., to tenth, inclusive. Gradual increase of numbers. Comparison of numbers as to their general magnitude.

TOPICAL SPELLING.—*Second and Third Terms.* Weekly lessons. *Tuesday. Ten lessons.* *Topics.* What they like to eat, do, see. Articles found in the school-room, kitchen, pantry. Names of trees, flowers, birds, quadrupeds.

Six lessons. Forming words from a given word, thus: Take the word "Washington," and let the children form as many words from it as they can, such as washing, sing, ash, song, wings, what, &c., and each word to be spelled by the pupils, and then printed on the board by the teacher.

MORAL INSTRUCTION.—*First Term.* Semi-weekly lesson. *Monday and Wednesday.*

1. *Subjects.* HABITS OF ORDER. Proper way of sitting in their seats, walking across the floor, asking questions, &c. 2. Obeying instantly and simultaneously a given signal. 3. Behavior at school, church, home, in the playground, street. 4. Duties to

parents, teachers, brothers and sisters, schoolmates, those who need help. 5. Injuring another's property. 6. Quarreling and fighting. 7. Calling ill names, using wicked words. 8. Respectful. 9. Forgiveness. 10. Returning evil for evil. 11. Lying. 12. Selfishness. 13. Cruelty to animals. 14. Kindness. 15. Politeness. 16. Carelessness. 17. Manners. 18. Neatness. 19. Stealing. 20. Golden rule.

Second Term. Weekly lesson. *Wednesday.* 1. Idleness. 2. Curiosity. 3. Whining and crying. 4. Tattling. 5. Robbing a bird's nest. 6. Obedience. 7. Truthfulness. 8. Cease to do evil. 9. Learn to do well. 10. Proper manner of addressing people. 11. Behavior in different places and under different circumstances.

Third Term. Weekly lesson. *Wednesday.* 1. Proper manner of asking a favor. 2. Getting angry. 3. Story of the lost knife. 4. Story illustrating the sin of telling a falsehood.

INVENTIVE DRAWING.—For the Year. *Weekly lesson. Thursday.* Inventions with straight lines. The first combination being with two straight lines, then take each number successively in this order as far as eight lines.

BARTHOLOMEW'S DRAWING.—For the year. *Tri-Weekly. Monday, Wednesday and Friday.* Bartholomew's drawing card No. 1.

PRINTING AND WRITING.—For the year. *Weekly Exercise. Tuesday.* Copies from blackboard or cards.

PHONIC SPELLING.—*First Term.* Semi-weekly Exercise. *Tuesday and Thursday.*

Second and Third Term. Daily Exercise. In connection with reading and spelling.

SINGING—Teaching new pieces. *Declamation.* For the year. *Weekly Exercise. Friday.*

LANGUAGE.—All incorrect, inelegant expressions noticed and corrected.

READING.—Oral lessons from charts, cards, blackboard, etc. Complete the Primer. Read it with expression and intelligence, plainly enunciating each word at sight. Spell phonetically and by letter, words occurring in the Primer, and print words on the blackboard and slate.

CALISTHENIC SONGS daily.

CLOSING.—This Grade shall close its session one hour earlier in the afternoon than the Grammar School Department.

EIGHTH GRADE.

COMMON OBJECTS.—Qualities of objects discovered, as smooth, hard, soft, rough, &c., without definition.

1. *Five lessons.*—**SUBJECTS:** Water, lead, sugar, feather, cotton. Qualities discovered and their signification learned in a practical manner, either through the senses, simple experiment or illustration.

2. **QUALITIES.** Opaque, brittle, natural, artificial, liquid.

3. Soluble, odorous, transparent, crumbling, waterproof.

4. Adhesive, fibrous, fragrant, reflective, acid.

TOPICAL SPELLING.—*Ten lessons.* Articles containing gold, silver, wood. Articles found in a grocery, dry goods store, tin shop. Name anything that flies, lives in water, different kinds of food, wearing apparel. Forming words from a given word.

COLOR.—1. *Five lessons.* **HUES OF RED.** Standard, carmine. *Shade*—Crimson. *Tints*—Scarlet, vermilion, pink.

2. **HUES OF YELLOW.** Standard, yellow. *Shade*—Citrine. *Tints*—Lemon, canary, straw.

3. **HUES OF BLUE.** Standard, ultramarine. *Shade*—Indigo. *Tints*—Prussian, light blue, sky blue.

ANIMALS.—Description of parts continued, mode of life, habitation, food, characteristic actions, including sound. Not all of the above points to be taken in any one lesson.

Five lessons. Mammals, birds, fishes and reptiles, birds and mammals.

PLACE.—*Five lessons.* Review of cardinal and semi-cardinal points. Relative position of objects. Draw a map of the school-room, and locate the principal articles of furniture, from actual measurement—scale one inch to a foot. Draw a map of the school-yard. Review map of the school-room. Draw the map of the school-room upon different scales.

SIZE.—*Five lessons.* Relative size and proportion of objects. Divide lines into two equal parts, four, three.

LANGUAGE.—*Five lessons.* Statements containing the names of different objects, and a word expressing quality with the verb *is*. As, The book is opaque. The glass is brittle, &c. Statements containing the name of the *same* object, and a word expressing quality with the verb *is*, and contract these sentences into one sentence, thus: The sugar is white. The sugar is sweet. The sugar is soluble. *Contracted*—The sugar is white, sweet, and soluble.

Statements containing the same quality attributed to several objects, and contract these sentences into one sentence, thus: Glass is brittle. Chalk is brittle. China is brittle. *Contracted.*—Glass, chalk and china *are* brittle.

FORM.—1. *Five lessons.* Vertical line, horizontal, oblique, parallel, square.

2. Oblong, rhomb, rhomboid, trapezoid, trapezium.

3. Pentagon, hexagon, heptagon, octagon, nonagon.

4. Decagon, circle, semicircle, quadrant, review.

HUMAN BODY.—*Ten lessons.* Sense of touch—position and uses, sight, hearing, smell, taste, proper food and drink, breathe pure air abundantly, rest appropriately, sleep sufficiently, cultivate good habits.

BARTHOLOMEW'S DRAWING.—For the year. *Weekly Exercise.* Monday. Cards No. 2.

INVENTIVE DRAWING.—For the year. *Weekly Exercise.* Tuesday. Combinations with angles and triangles.

MORAL INSTRUCTION.—For the year. *Weekly Exercise.* Wednesday. 1. Industry, 2. Truthfulness. 3. Pride. 4. Kindness. 5. Patience. 6. Peacemaking. 7. Honesty. 8. Obedience. 9. Envy. 10. Returning good for evil. 11. Duty to the poor. 12. Generosity. 13. Covetousness. 14. Forgiveness. 15. Thankfulness. 16. Disobedience. 17. Hatred. 18. Selfishness. 19. Intemperance. 20. Self-sacrifice. 21. Diligence. 22. Stealing. 23. Respectful. 24. Manners. 25. Tattling. 26. Unkindness. 27. Dishonesty. 28. Politeness. 29. Cruelty to animals. 30. Calling ill names and using wicked words.

PRINTING AND WRITING.—For the year. *Weekly Exercise.* Thursday. Copies from the blackboard or cards.

SINGING.—Teaching new pieces. *Declamations.* For the year. *Weekly Exercise.* Friday.

NUMBER.—For the year. *Daily Exercise.* Exercises in addition, subtraction, multiplication, and division. The number *Ten* to be the limit of the numbers used in the process.

FIRST TERM.—*Daily Exercise.* *Twenty lessons.* Addition of numbers.

Ten lessons. To find what numbers must be added to a given number to produce another given number.

Fifteen lessons. Produce a given number by combining two numbers.

Five lessons. Simple addition of three, four or more numbers.

Fifteen lessons. Produce a given number by combining three numbers.

Five lessons. Review.

SECOND TERM.—*Daily Exercise. Ten lessons.* Subtraction of numbers. Subtraction and recombination of numbers. To find what number must be taken from a given number to reduce it to another given number. Comparison of a given number with all the numbers below it.

Five lessons. Subtraction of a given number from the unexpressed sum of two numbers. Subtraction of a given number from the unexpressed sum of three numbers. Subtraction of the sum of two low numbers from the sum of two numbers of higher value. Subtraction of the sum of three low numbers from the sum of two numbers of higher value. Promiscuous addition and subtraction.

THIRD TERM.—*Daily Exercise.* Multiplication and division of numbers.

TEXT BOOK LESSONS.—*Reading.* First Reader completed. Read all words fluently with proper inflection, expression, and emphasis. Spell phonetically and by letter, words occurring in the Reader, and print lessons on the blackboard and slate.

Calisthenic Songs daily.

CLOSING.—This Grade shall close its session one hour earlier than the Grammar School Department.

SEVENTH GRADE.

TOPICAL SPELLING.—*Ten Lessons. Topics.* Name all liquids, minerals, fruits, vegetables, solids, trees, flowers. Name all articles containing iron, brass, tin.

Five lessons. Forming words from a given word.

COMMON OBJECTS.—Qualities discovered and their signification learned in a practical manner, either through the senses, simple experiment, or illustration.

1. *Five lessons.* Qualities. Fusible, translucent, porous, absorbent, inflammable.

A more thorough examination of the object is made. An object is considered as having several qualities, and this signification learned in a practical manner, either through the senses, simple experiment, or illustration. Adaptation of qualities to use may also be considered. The following are the new terms to be learned :

2. *Five lessons.* Qualities. Inodorous, semi-transparent, combustible, elastic, (three kinds) sparkling. 3. Granular, flexible, pliable, pungent, durable. 4. Tasteless, vegetable, mineral, sapid, preservative.

SIZE.—*Ten lessons.* Draw lines a given number of inches or feet.

Five lessons. Draw quadrangular figures a given number of inches.

COLOR.—1. *Four lessons.* HUES OF ORANGE. Standard, orange. *Shade*—Dark Amber. *Tints*—Salmon, buff, cream.

2. HUES OF GREEN. Standard, green. *Shade*—Olive. *Tints*—Emerald, pea, light.

3. HUES OF PURPLE. Standard, purple. *Shade*—Royal purple. *Tints*—Violet, lilac, lavender.

4. *Three lessons.* HUES OF BROWN. Standard, brown. *Shade*—Maroon. *Tints*—Russet, snuff, drab.

FORM —1. *Five lessons.* Sector, ring, crescent, ellipse, oval. 2. Solid, cube, square prism, triangular prism, hexagonal prism. 3. Cylinder, cone, conoid, square pyramid, triangular pyramid. 4. Sphere, hemisphere, prolate spheroid, oblate spheroid, ovoid.

ANIMALS.—The instruction should now be more systematic. The structure and habits are to be considered with special reference to the adaptation of the structure to the habits, thus leading them another step towards the classification.

Five lessons. Birds, mammals, birds, fishes and reptiles.

PLACE.—*Five lessons.* Draw a map of the ward or district in which the school-house is situated, and locate the school-house, streets, churches, &c.

Fifteen lessons. Draw a map of the city or town. General description of map, scale, &c.

Locate the principal roads, streets, river, falls, bridges, canals, railroads, depots, public buildings, some of the principal places of business, prominent points of interest, etc.

HUMAN BODY.—*Ten lessons.* Food, exercise, ventilation, cleanliness, spinal column, attitude in sitting, standing, &c.

LANGUAGE.—*Fifteen lessons.* Select some of the more simple exercises from each of the first three principles in Natural System of English Grammar to page 20.

First Term. NUMBER.—*Daily Exercise. Ten lessons.* Arabic numerals, algebraic signs, +, —, =. Develop successively the idea of numbers from ten to one hundred.

Twenty lessons. Addition and subtraction of 2, 3, 4. Teach all the tables in each series, and all exercises indicated in the Manual. Objects used as the occasion requires and at all times for the correction of errors.

Second Term.—*Daily Exercise. Twenty lessons.* Addition and subtraction of 5, 6, 7. Teach all the tables in each series, and all the exercises indicated in the Manual. Objects used as the occasion requires, and at all times for the correction of errors.

Third Term —*Daily Exercise.* Addition and subtraction of 8, 9. Teach all the tables in each series, and all the exercises indicated in the Manual, to page 186. Objects used as the occasion requires, and at all times for the correction of errors.

BARTHOLOMEW'S DRAWING.—For the year. *Semi-weekly Exercise. Monday and Thursday.* Cards No. 3.

INVENTIVE DRAWING.—For the year. *Weekly Exercise. Tuesday.* Combination with quadrangular figures.

MORAL INSTRUCTION.—For the year. *Weekly Exercise. Wednesday.*

FIRST TERM.—Faithfulness, honesty, patriotism, friendship, welcome, rivalry, pride, envy, doing good, confusion, tale-bearing, peevishness, self-reliance, story of the honest woodcutter.

SECOND TERM. Gratitude, attention, perseverance, constancy, carefulness, lying, temperance, stealing, peacemaking, justice, promptness, avarice.

THIRD TERM. Curiosity, selfishness, timidity, unkindness.

SINGING—Teaching new pieces. **DECLAMATION.**—For the year. *Weekly Exercises. Friday afternoon.*

TEXT BOOK LESSONS.—*Reading.* Second Reader completed, with particular attention to expression, pronunciation, emphasis, &c. Spell phonetically and by letter, words occurring in the Reader.

Calisthenic Songs daily.

CLOSING.—This Grade shall close its session one-half hour earlier in the afternoon than the Grammar School Department.

SIXTH GRADE.

PLACE.—The different appearance of land and water in their variety of form and general character. The terms should be illustrated and repeated till they become impressed upon the memory.

Five lessons. **SUBJECTS.** The earth on which we live. Mountains and plains. Mountains continued. A chain of mountains—valleys. Mountains, plains and valleys.

Ten lessons. Map of the County. Draw the boundary lines and locate the towns, and the city of Rochester, (or town in which you reside.)

Five lessons. Benefits derived from mountains, (two lessons) lakes, rivers, and sea.

Ten lessons. Map of the County continued. General description of the map. Locate villages, county seat, railroads, lake, rivers, bay, ponds, &c. Obtain historical facts and items of interest pertaining to the county, authentic and traditional. Describe soil, produce, minerals, &c.

PLANTS.—Simple and attractive lessons. Suggestions from Hooker's Child's Book of Nature on the following subjects: 1. *Five lessons.* Our love for flowers, how flowers are made, the color of flowers, perfume of flowers, shape of flowers. 2. The habits of flowers, what live on flowers, fruits, what seeds are for, life in the seed. 3. How seeds are scattered, leaves, the sap in leaves, use of leaves, leaves in autumn. 4. Leaf bud, the covering of the buds, what roots are for, stalk and trunk, bark of trees and shrubs. 5. Wood in trees and shrubs, what is made from sap, circulation of the sap, sleep and death of plants. Review.

COMMON OBJECTS.—Objects considered as having parts, qualities and uses; adaptation of qualities to use; qualities on which the use depends; qualities depending one upon another. The following are the new terms to be learned: 1. *Five lessons* QUALITIES. Saline, aromatic, sonorous, buoyant, pulverable. 2. Animal, compressible, solid mechanical, insoluble. 3. Permeable, manufacture, congeal, alkali, edible. 4. Exported, imported, ductile, impervious, imbricated.

TOPICAL SPELLING.—*Fifteen lessons.* *Topics.* Occupation of men, women, children. Articles found in carriage shops, machine shops, post offices, express offices. Name all kinds of land conveyances, water, sounds. Articles containing glass, cotton, wool, copper, lead.

Ten lessons. Forming words from a given word.

COLOR.—*Ten lessons.* Mixing colors. The production of secondary colors from primaries: tertiary colors from secondaries and by taking different proportions of primaries.

ANIMALS.—Lessons of the seventh grade continued and the classification of birds.

Twenty lessons. Birds.

Five lessons. Mammals. Classification of birds.

I. **LAND BIRDS.**—1. *Raveners.* Eagle, owl, condor, vulture, kite, hawk, falcon.

2. *Perchers.* Canary, robin, wren, swallow, night-jar, goldfinch, nightingale, sparrow, kingfisher, bird of paradise, humming bird, crow, titmouse, raven, starling.

3. *Climbers.* Parrot, parrakeet, macaw, cockatoo, woodpecker, cuckoo.

4. *Scratchers.* Hen, peacock, turkey, quail, partridge, dove, pheasant.

5. *Runners.* Ostrich, emeu, bustard, cassowary.

II. **WATER BIRDS.**—1. *Swimmers.* Goose, duck, swan, grebe, albatross, auk, penguin, pelican.

2. *Waders.* Flamingo, scarlet, ibis, stork, heron, bittern.

HUMAN BODY.—*Ten lessons.* *Mouth.* Lip, cheek, tongue, teeth, salivary glands, saliva, swallowing, mastication, œsophagus.

NUMBER.—**FIRST TERM.** *Daily Exercise.* Multiplication of numbers, the product not to exceed *One Hundred*, and the multiplier not to exceed nine. Develop all the tables, 2, 3, 4, 5, 6, 7, 8 and 9, with objects, and continue their use as the occasion requires, and use them at all times for the correction of errors.

SECOND TERM.—*Daily Exercise.* Division of numbers, the dividend not to exceed *One Hundred*, and the divisor not to exceed nine. Develop all the tables, 2, 3, 4, 5, 6, 7, 8 and 9, with objects, and continue their use as the occasion requires, and use them at all times for the correction of errors.

THIRD TERM.—*Daily Exercise.* Miscellaneous exercises in multiplication and division of numbers, also division of numbers leaving a remainder.

BARTHOLOMEW'S DRAWING.—For the year. *Semi-weekly Exercise. Monday and Thursday.*

INVENTIVE DRAWING.—For the year. *Weekly Exercise. Tuesday.* Combinations of curvilinear angles, triangles and quadrangular figures.

MORAL INSTRUCTION.—For the year. *Weekly Exercise. Wednesday.*

FIRST TERM.—Cheerfulness, promptness, impatience, self-respect, meddlesomeness,

jealousy, officiousness, discontentedness, confidence, dependence, reverence, generosity, benevolence, contentedness.

SECOND TERM.—Fidelity, fretfulness, honesty, deceitfulness, falsehood, integrity, harmony, stealing, truthfulness, amiability, charity, justice.

THIRD TERM.—Patriotism, foolish jesting, doing good, faithfulness to promise.

SINGING.—Teaching new pieces, and declamations. For the year. *Weekly Exercise.*
Friday.

TEXT-BOOK LESSONS.—READING. Third Reader as far as lesson 34, giving careful attention to expression, inflection, pauses, &c. Spell phonetically and by letter, words occurring in the Reader.

LANGUAGE.—Select exercises from each of the five principles in Natural Systems of English Grammar, to page 28, 6th principle.

Calisthenic Songs and Physical Exercise daily.

ARITHMETIC.—The primary, as far as division.

CLOSING.—This Grade shall close its session one-half hour earlier in the afternoon than the Grammar School Department.

FIFTH GRADE.

I. SEEDS.—1. The bean seed and the pea seed have a coat, two seed leaves, a scar, plumule and radicle. 2. The plumule grows upward and forms the stem. 3. The radicle grows downward and forms the root. 4. The seed leaves come up into the air, and after a time wither and die. 5. The squash and pumpkin seeds have a thick coat, two seed leaves, a radicle, but no plumule can be seen. 6. The morning glory seed has two seed leaves, a radicle, scar and coat, but no plumule can be seen. A sticky substance is found inside the seed leaves. The seed leaves of the morning glory are thin and wrinkled. They remain on the plant. 7. The corn seed has a thin coat, scar, one seed leaf, plumule and a radicle. 8. A substance is found outside the seed leaf which nourishes the little plant. The seed leaf of the corn does not come above the ground. 9. The maple seed has wings, coat, radicle, and two seed leaves. The seed leaves grow out of the ground and form the first leaves of the plant. 10. The milkweed seed has a tuft of fibers growing from one end of the seed. 11. The time of planting seeds is called seed time. The time of gathering seeds is called harvest time.

II. BUDS.—1. A bud is an undeveloped stem. 2. Buds that grow from the end of the stem are called terminal buds. 3. Buds that grow on the side of the stem are called lateral buds. 4. Buds that live only in the summer may be called summer buds. 5. Those which live through both summer and winter may be called winter buds. 6. Summer buds have no scales; some have leaves only; others only a blossom. 7. The sticky substance that is found on the scales of the buds makes the scales adhere to each other, and also makes the buds impervious to water. 8. Asparagus buds are used for food. 9. Cloves and cinnamon buds are used for flavoring food. 10. The buds of the balm of gilead are used for medicine. 11. Spruce buds are used for making beer.

III. FLOWERS.—1. The spring beauty has stem, calyx, corolla, stamens and pistil; it has five stamens growing from the end of the stem. 2. The corolla of the pansy has five leaves; some of these leaves are larger than others. 3. The calyx of the tulip has three leaves, and the corolla three. 4. The calyx of the dew drop has three leaves. The corolla has three leaves; there are several stamens and a pistil. 5. When there are several flowers growing from one flower stalk, the whole is called a cluster. 6. The lilac blossom has two stamens growing to the corolla; these blossoms grow in clusters; each blossom grows on a little stem of its own. 7. The horse chestnut blossoms grow in

clusters on little stems; some of these flowers have six stamens, some seven, some eight. 8. There are little leaves found growing in flower clusters. 9. Blossoms that grow upon the end of the stem are called terminal blossoms. 10. Blossoms that grow upon the side of the stem are called lateral blossoms.

IV. LEAVES.—1. The veins in some leaves grow parallel and very close together. These are called parallel-veined leaves. Examples, corn, lily. 2. In others, the veins grow irregularly; these are called netted-veined leaves. Example, maple. 3. Some leaves have more than one blade growing from the stem. These are called compound leaves. 4. Some compound leaves have the blades growing on the sides of the stem; some on the sides and end. 5. Some leaves grow on the opposite side of the stem, but not opposite each other, and are said to be alternate. 6. Some leaves grow on the opposite sides of the same joint; they are said to grow opposite. 7. When there are several leaves growing in a circle from the same joint, they are said to grow in a whorl. 9. Some leaves grow in clusters on the stem. Examples, white pine, larch.

V. EDGES OF LEAVES.—1. The edges of some leaves are scalloped. Example, catnip. 2. The edges of some leaves are entire. Example, lilac. 3. The edges of some leaves are waving. Example, burdock. 4. The edges of some leaves are ruffled. Example, low mallow. 5. Some leaves have cleft edges. Example, maple. 6. Some leaves have lobed edges. Example, oak. 7. Some leaves have thorns. 8. Some leaves are covered with hair or down.

PLACE.—*Twenty lessons.* Draw a map of the State and locate the mountains, rivers, lakes, capital, counties, cities, etc. Give a general description of the State, noticing some of its natural curiosities, such as glens, medicinal springs, caves, etc.

Relate historical facts and items of interest pertaining to the State,—authenticated and traditional. Describe the soil, produce, minerals, wild animals, etc.

ANIMALS —*Twenty lessons.* Mammals. A continuation of the Sixth Grade lessons.

Ten lessons. Classification of Mammals.

1. Two-handed	{ Man.				
2. Four-handed.	{ Monkey. Ourang-Outang. Lemur.				
	{ Bat, winged hand. Hedgehog. Mole.	} Insect Eaters.	4. Gnawers.	{ Rat. Squirrel. Mouse. Beaver.	
	{ Cat. Leopard Tiger. Lion. Panther Jackals.	} Feline		{ Hare. Rabbit. Porcupine. Cow. Reindeer. Deer.	
3. Flesh Eaters.	{ Dog. Fox. Wolf. Weasel. Badger. Otter. Bear. Walrus. Seal.	} Canine		{ Ox. Sheep. Horse. Tapir. Elephant. Rhinoceros. Hippopotamus. Pig.	
	{ Seal.	} Amphibious.		{ Armadillo. Ant-eater. Sloth. Opossum. Kangaroo. Whale. Dolphin.	
		} Digitigrade.	5. Cud Chewers.		
		} Plantigrade.	6. Thick Skinned Animals.		
			7. Toothless.		
			8. Pouched.		
			9. Whale-Tribe.		

MORAL INSTRUCTION.—*Ten lessons.* Errand boy, fisherman, expedition of Sir John Franklin, gun powder harvest, the shepherd, ingratitude and disobedience, faithfulness to promise, covetousness, self-reliance, mockery.

COMMON OBJECTS.—*Twenty lessons.* Material or structure and adaptation to use;

ways in which qualities are discovered; essential and non-essential qualities; comparison of objects. List of ideas to be developed and terms to be given.

Qualities. Malleable, tenacious, sonorous, fertilizing, conservatives, aromatic, medicinal, emollient, mixable, amorphous, slimy, &c.

Structure. Woven, cellular, tubular, netted, serrated, indented, crystallized, concave, convex, spiral, &c.

Nature and Condition. Metallic, fluid, watery, sweet, saline, vinous, manufactured, exported, imported.

HUMAN BODY.—*Ten lessons.* Skin—uses, qualities, adaptation of qualities to use. Flesh—fat, muscles, qualities, uses. Blood. Bones—head, trunk, limbs. Nerves.

IMPROMPTU COMPOSITION.—*Twenty lessons.* Select from the following subjects: A simple subject which is familiar to the children. Form a sentence or sentences containing given words, thus:—schoolmates, fish-pole, bait, skiff, hungry, afternoon, lightning, storm, may be given, and the children write sentences containing these words.

Write five sentences about the plumage of birds, nests, eggs, habits, flesh, or uses of birds.

Let one pupil describe something without giving its name, and the class determine what it is by the description, and the one who discovers it has the privilege of giving the next description. Some of the following subjects may be chosen for the above exercise: Describe articles made of or containing iron, brass, gold, silver, copper, tin, glass, lead, paper, cotton, silk or wool. Present a picture and let the children write out a description.

TOPICAL SPELLING.—*Ten lessons.* *Topics.* Forest trees, flowers, given names, surnames, solids, liquids, quadrupeds, birds, presidents, titles of office or honor.

Ten lessons. Forming words from a given word.

NUMBER.—**FIRST TERM.**—*Daily Exercise.* The various exercises in addition, subtraction and multiplication.

SECOND TERM.—*Daily Exercise.* The various exercises in division and fractions.

THIRD TERM.—*Daily Exercise.* The various exercises in fractions, commencing at Addition of Fractional Numbers, and completing the course.

BARTHOLOMEW'S DRAWING.—For the year. *Semi-weekly Exercise.* *Monday and Thursday.*

INVENTIVE DRAWING.—For the year. *Weekly Exercise.* *Tuesday.*

PHONETIC SPELLING.—For the year. *Weekly Exercise.* *Wednesday.*

SINGING, DECLAMATIONS AND RECITATIONS.—For the year. *Weekly Exercise.* *Friday.*

TEXT-BOOK LESSONS—*Reading.* Third Reader completed and reviewed, with careful attention to punctuation, definition of words, the meaning of sentences illustrated, and individual exercise in different combinations of oral elements.

LANGUAGE.—Select exercise from each of the seven principles in Natural System of English Grammar to page 36.

ARITHMETIC.—The Primary completed. The Practical to Multiplication.

GEOGRAPHY.—The Elementary to Part III.

SPELLING.—The Speller as far as page 37.

WRITING—Copy Book No. 1, with particular attention to position, perfection, and analysis of letters.

Calisthenic Songs and Physical Exercises daily.

PLANTS.—*Twenty lessons.* I. Lesson on a plant for parts. The plant has roots, stems, buds, leaves, blossoms, fruit and seeds. [If possible, show children a plant having all these parts.]

II. *Seeds.* 1. The bean seed has a scar, a coat, two seed leaves and a germ. 2. The outside of the bean is called the *coat*. 3. The scar is the place where the seed was

joined to the pod. 4. The two thick parts are called the seed leaves because they are found in the seed, and are the shape of some leaves. 5. When seeds are put into the ground they swell and burst. This is called germinating. Seeds need heat and moisture to make them germinate. Seeds do not need light to make them germinate.

III. *Roots.* 1. Roots grow from the stem of the plant. 2. The place where the two unite is called the neck. 3. All roots have threadlike parts called rootlets. 4. The roots hold the plant firmly in the ground, and take up food for it. 5. The beet, turnip, horse-radish and carrot roots are used for food.

IV. *Stems.* 1. Stems have joints, bark and leaf scars.

V. *Buds.* 1. Buds are found upon plants in winter. They grow the summer before. In the spring they swell and grow, because the weather is warm. 2. The horse-chestnut bud is covered with a great many thick scales. 3. On the outside of the scales an adhesive substance is found, which is water proof. 4. Inside the scales leaves are found—sometimes three, sometimes five, and sometimes seven. Sometimes blossoms are found in the buds. 5. Cotton is found wrapped around each leaf. 6. In some buds only scales and leaves are found; these are called *leaf buds*. 7. In other buds, scales and blossoms are found; these are called *blossom buds*. 8. Cattle sometimes feed in winter on the buds and twigs of trees. This is called browsing.

VI. *Leaves.* 1. Leaves have stem, pulp, veins and veinlets. 2. The stem, veins and veinlets form the skeleton of the leaf. 3. The veins grow from the stem. The veinlets grow from the veins.

VII. *Flowers.* 1. Parts of the flower. The flower has a stem, calyx, corolla, stamens, pistil. 2. Position of parts. The pistil is in the centre of the flower. The stamens are around the pistil. The corolla is between the stamens and calyx. The calyx is the outer row of leaves. 3. Shapes of flowers. The "Lily of the Valley" is bell shaped. The "Star of Bethlehem" is star-shaped. The flower of the buttercup is cup-shaped. This flower is called a buttercup on account of its shape and color.

FOURTH GRADE.

COMMON OBJECTS.—*Twenty-five lessons.* MINERALS.—I. *Iron.* 1. Iron is found in mines; when it is found combined with dirt, stones, sulphur and other things, it is called iron ore. 2. The work of taking the ore from the mines is called mining; the workmen are called miners. 3. When iron ore contains much sulphur it is called sulphuret of iron, or iron pyrites. 4. Iron ore that will take up bits of iron is called magnetic ore.

II. *Process of getting the Iron from the Ore.* 1. Cast iron is made from iron ore. 2. The workmen put coal, iron ore and limestone in a brick furnace, where there is a very hot fire; the iron melts, and flows to the bottom of the furnace, because it is heavier than stone. 3. The stones will melt, and rise to the top, because they are lighter than the iron. The limestone and stone unite, and are called slag; the slag is drawn off through an opening in the top. The melted iron flows out through an opening in the bottom into furrows of hard sand, where it is left to cool, and is now called pig or cast iron. This work is called smelting, and the furnace is called smelting furnace.

III. *Qualities of Cast Iron.* 1. Brittle, heavy, fusible, hard, opaque, durable, combustible, natural, mineral, sonorous and medicinal. 2. Cast iron can be polished, will rust, and has a metallic lustre, conducts heat, radiates heat and expands by heating.

IV. *Wrought Iron.* 1. Wrought iron is made from cast iron.

V. *Qualities of Wrought Iron.* 1. Flexible, heavy, malleable, hard, ductile, tenacious, opaque, durable, fusible, combustible, elastic, reflective, natural, mineral, sonorous, can be polished, welded, conducts heat, radiates heat, will rust and has a metallic lustre. 2. The process of heating and slowly cooling, is called annealing.

VI. *Steel.* 1. Steel is made of wrought iron. The workman puts bars of wrought iron and powdered charcoal into a tight brick box; then he puts the box into a furnace where there is a very hot fire, and leaves it many days; after this he finds that the charcoal has entered into, or has been absorbed by the iron. These bars of iron are now called steel.

VII. *Qualities of Steel.* 1. Flexible, elastic, brittle, heavy, durable, fusible, hard, opaque, combustible, reflective, natural, mineral, sonorous, malleable and ductile. Steel can be highly polished, can be tempered, will rust, has a metallic lustre, conducts heat, radiates heat, and will cut wrought or cast iron. The heating and softening of steel is called annealing.

VIII. *Uses of Cast Iron and how Manufactured.* 1. Cast iron is used to make stoves, machinery, some parts of buildings, &c. 2. The work of making cast iron articles is called casting. The workman first makes a pattern of wood, then presses it into a box of sand, so as to leave the shape of the pattern in the sand; this is called a mould. He then melts cast iron and pours it into the mould, and leaves it to cool. 3. The place where this work is done is called a foundry. Cast iron is used for these articles because it is fusible.

IX. *Uses of Wrought Iron and how Manufactured.* 1. Wrought iron is used to make some parts of stoves, some parts of machinery, stove pipe, nails, iron-clad boats, some parts of buildings, wire, &c., &c. 2. The workman first heats the iron, and then rolls, hammers and cuts it into any shape he pleases; the whole work is called forging.

X. *Uses of Steel and how Manufactured.* 1. Steel is used to make needles, tools, ornaments, &c.; the workman makes steel articles and ornaments by forging.

I. *Copper.* 1. Copper is found in mines. When found combined with sulphur (there is also a combination of iron) it is yellow and is called copper pyrites. Sometimes it is found not combined with anything, it is then called pure copper. When it is found pure it is cut out in blocks—this is very hard. 2. The process of getting the copper from the ore is nearly the same as that of getting iron from the ore.

II. *Qualities of Copper.* 1. Fusible, malleable, ductile, very sonorous, tenacious, heavy, flexible, natural, opaque, mineral, it radiates heat, conducts heat, can be cut with steel, and has a metallic lustre.

III. *Uses of Copper and how Manufactured.* 1. Copper is used to make brass. The workman puts copper and zinc into a crucible, and places it in a furnace where there is a very hot fire. After it is melted he pours it off to cool. It is now called brass. 2. It is yellow and is used for making keys, wire, cannon, kettles, some parts of watches, clocks, &c. 3. Copper is used to make coin. The workman melts copper with some other metals in a crucible; after it is melted he makes it into bars, called ingots; he then heats the bars and rolls them into sheets as thick as he likes. These sheets are cut by machinery into circular pieces the shape of coin; by other machinery the edges are raised; then they are put under a heavy steel die and stamped. This work is called coining, and the place where the work is done is called a mint. 4. Copper is used to make bronze. This is made like brass, only the workman uses more copper, and sometimes tin and lead. This is used for statues, ornaments, &c., &c. 5. Copper is used with tin in the making of bells. This compound is called bell metal. 6. The workman makes this metal like the bronze, only he uses more tin. 7. When it is melted he pours it into moulds, the shape of the bell, which he wishes to make, and leaves it to cool. 8. Brass, bell metal and bronze, are alloys of copper.

I. *Mercury.* 1. Mercury is found in mines. It is often found combined with sulphur; it is then called cinnabar. It is also found combined with gold or silver; it is then called amalgam. 2. Sometimes it is found not combined with anything; it is then called pure mercury.

II. *Process of getting the Mercury from the Cinnabar.* 1. The cinnabar is crushed; then it is put into a retort with iron filings and lime. This retort is put into a furnace where there is a hot fire; the beak of the retort is put into a receiver containing cold water. When the cinnabar is melted, the mercury evaporates, and passes through the pipe into the water. 2. It cools by coming in contact with the water, and settles to the bottom of the receiver.

III. *Qualities of Mercury.* 1. Liquid, heavy, lustrous, opaque, natural, mineral and medicinal. Will support heavier objects than any other liquid; it will adhere to gold, silver and tin. When pressed it will separate into globules. 2. It will expand by heating and contract by cooling. 3. It will radiate heat, will conduct heat, and where it is very cold it becomes a solid.

IV. *Uses of Mercury.* 1. Mercury is used in thermometers, because it expands easily and rapidly by heating, contracts easily and rapidly by cooling; is a liquid and is opaque. The thermometer tells how hot or cold the weather is. A scale is fastened to the tube divided into parts called degrees; the place on the scale marked "boiling point" shows or tells how high the mercury rises in boiling water. Another place is marked "blood heat;" this tells how high the mercury rises when placed on the warmest part of the body, as in the mouth. Another place is marked "freezing;" this is told by putting a thermometer in freezing water. Another place is marked "temperate," which shows that the weather is neither very hot nor cold. Boiling point, 212 deg.; blood heat, 98 deg.; temperate heat, 55 deg.; freezing, 32 deg. Mercury freezes at 40 deg. below zero. 2. Mercury, tin foil and glass are used in making mirrors; the mercury is put on the tin foil, forming an amalgam. 3. To exclude the air, the glass is shoved in the amalgam and pressed down.

I. *Gold.* 1. Gold is found in mines in quartz rocks; it is also found in the beds of some rivers, in grains mixed with sand, but seldom found pure. 2. The mixture of sand and grains of gold is put into water, and thoroughly shaken until the grains of gold settle to the bottom, and the sand rises to the top; if the gold is in rocks, the rocks are first crushed before it is put into the water. 3. When the sand rises to the top, it takes some of the fine grains of gold with it. The sand is then put into a quantity of mercury; it is stirred until the mercury has dissolved the particles of gold; it is then put into a leather bag, and the mercury that is not combined with the gold is pressed out through the pores in the bag. 4. The combination of gold and mercury does not come out through the pores because it is nearly solid. This combination is then put into a retort; the retort is put into a furnace, where there is a hot fire; the mercury evaporates when heated, and leaves the gold.

II. *Qualities of Gold.* 1. Hard, heavy, mineral, ductile, yellow, opaque, fusible, reflective, flexible, will not rust, radiates heat and conducts heat.

III. *Uses of Gold.* 1. Articles made of gold are coins, jewelry, ornaments, &c.

I. *Tin.* 1. Tin is found in mines, combined with other things, but is never found native.

II. *Process of getting the Tin from the Ore.* 1. The tin ore and charcoal are put into a furnace where there is a very hot fire. When the tin melts it sinks to the bottom, and is drawn off into moulds.

III. *Qualities of Tin.* 1. Mineral, opaque, reflective, flexible, malleable, ductile, heavy, fusible, combustible, hard, &c.

IV. *Uses of Tin and how Manufactured.* 1. Sheet iron, pure tin and an acid are used to make tin plate. The sheet iron is first rubbed with an acid to clean and brighten it. The sheet iron is then dipped into melted tin, which adheres to both sides of the sheet-iron. This new substance is called tin plate. 2. Tin cups are made from tin plate; wire and solder are also used. The different parts of the cup are first cut from the tin

plate, the edges are then bent and fastened together to form a seam. 3. Solder is put into the seam to prevent its leaking. 4. Wire is put around the top of the cup to strengthen it. The edge is bent over the wire.

PLANTS.—Thirty lessons. Stems. 1. The grape vine, trumpet creeper, Virginia creeper, pea and squash stems, have tendrils. These plants take hold of objects by these tendrils. 2. The ivy stem and trumpet creeper have little roots by which they take hold of objects. 3. The japonica and thorn apple have thorns. They grow from the wood, and are covered with bark. They grow from the joints like leaves and buds. 4. The rose, gooseberry, blackberry and raspberry, have thorns. These grow from all parts, and can be pulled off with it.

Fruits. 1. The fruit of the plant is the ripened pistil of the blossom. The plant must have roots, stems, leaves, buds and blossoms before the fruit is ripe. 2. Some plants die after the fruit is ripe; others sleep or rest. 3. The apple fruit has a pulpy seed-vessel—several cells. The pulp is covered by a thin skin. The pulp is used in making pies, cider, pickles, jelly, &c. 4. The peach fruit has a pulpy seed-vessel with a pulpy center. It has no cell, and only one seed in the vessel. The skin is downy and thin. 5. The pea fruit has a seed-cup and several seeds. This fruit opens, when ripe, into two pieces called valves. The calyx remains on the fruit. It has no cell. 6. The poppy fruit has a seed-vessel, many cells, and a great many seeds. 7. The orange and lemon have pulpy seed-vessels, and thick, leathery rinds. These rinds may be divided into parts—the outer part being yellow and the inner part being white. The pulp is divided into separate cells by a thin skin. Each cell contains more than one seed.

Roots. 1. The dahlia, sweet potato and turnip, have large, swollen parts, called tubers. The sweet potato has many tubers, while the beet and turnip have only one. 2. Some turnip roots are nearly globular in shape. 3. Some corn and grass roots are merely a bundle of small roots and fibres. 4. Rhubarb, blackberry, dandelion and golden thread roots, are used for medicine. 5. The ginger root is used for flavoring. 6. The burdock, dandelion, sassafras, and many other roots, are used in making beer. 7. When there is but one root growing from the neck it is called a tap root. 8. When there are many little roots with fibres growing from the neck they are called fibrous roots. 9. Roots that have large swollen parts are called tuberous. 10. When there are many tubers growing from the neck they are called clustered tuberous roots.

Flowers. 1. The leaves of the calyx are called sepals. 2. The leaves of the corolla are called petals. 3. The top part of the stamen is called anther; the dust or powder on the anther is called the pollen; the lower part of the stamen is called the filament. 4. The top of the pistil is called the stigma; the lower part is called the seed cup; the part between the stigma and the seed cup is called the style. 5. Some flowers have no stem; these are said to be sessile. 6. Some have no corolla; others have neither calyx nor corolla. 7. Some blossoms grow solitary; these are called solitary blossoms. Example, tulip. 8. The small stems of clusters are called pedicels. 9. The small leaves found growing in clusters are called bracts. 10. Some clusters have a stem and many blossoms, with the pedicels growing from the side of the stem, and many small bracts; The cluster is called a raceme. Example, bleeding heart, lily of the valley, currant. 11. Some clusters have a stem and many blossoms, with the pedicels growing from the side of the stem; the lower pedicels grow so long that the flowers are all on the same level; this is called a corymb. Example, hawthorn. 12. Some clusters have many stemlets growing from the end of the stem; these are called umbel clusters, because they resemble an open, inverted umbrella. Example, polanthus, milkweed, primrose. 13. Some clusters have a stem and many sessile blossoms growing on the end of the stem; these are called head clusters. Example, clover blossom. 14. Some clusters have a

stiff, erect stem, and many sessile blossoms growing from the side of the stem; a cluster growing in this way is called a spike.

Stems. 1. Some stems grow underground, and are called underground stems; we know this to be so because they have nodes, internodes and leaf-scars. 2. Some stems have outside bark, inner bark, wood, pith and sap; the pith is in the center of the stem, the wood is between the inner bark and pith. 3. The sap circulates in the inner bark, and between the inner bark and wood. 4. The wood is arranged in layers; some of these layers are thicker than others. We can tell the age of these trees, as one layer is formed each year. 5. These stems are called exogenous stems. Example, maple, &c. 6. Some stems have the wood only in fibres scattered among cellular tissue throughout the whole stem; the stems have no pith in the center—no bark that can be divided into inner and outer bark; the sap circulates all through the stem. 7. These stems are called endogenous stems. Examples, corn, &c. Classification of stems.

IMPROMPTU COMPOSITION.—*Twenty-five lessons.* Select from the following subjects: Describe a journey in the town, county, state, continent, foreign countries; describe articles from any country or place; describe articles from stores, shops, mills, rivers, oceans; articles from China, India, England, France, &c.; describe animals, wild and domestic, land and aquatic, quadrupeds and bipeds, and tell where found; describe vegetables, minerals, &c.; describe holidays, such as Christmas, New Year, Birthday, &c. Write letters. A simple subject given.

INSECTS.—*Five lessons.* Structure of insects.

Ten lessons. Habits of insects. Structure and habits of insects.

TOPICAL SPELLING.—*Fifteen lessons.* *Topics.* Action words, quality words, manufactures. Everything that flies, lives in water, on land or in water. Parts of a book. Counties of the State; mountains of the State. States in the Union. Grain, food wearing apparel, fruit, vegetables.

Ten lessons. Forming words from a given word.

HUMAN BODY.—*Ten lessons.* Eye.

MORAL INSTRUCTION.—*Ten lessons.* 1. Analogy of spring and childhood. 2. Analogy of the course of a river and the human life. 3. The nightingale and glow-worm. 4. Strife. 5. The soldier. 6. Discontent. 7. Affectation. 8. Uprightness. 9. Self-respect. 10. Fidelity.

BARTHOLOMEW'S DRAWING.—*For the Year.* Semi-weekly. *Monday and Thursday.*

INVENTIVE DRAWING.—*For the Year.* Weekly exercise. *Wednesday.* Review the whole Course.

SINGING, DECLAMATIONS AND RECITATIONS.—*For the Year.* Weekly exercise. *Friday.*

TEXT BOOK LESSONS.—*Reading.* Fourth Reader to Lesson 59, with close attention to elementary sounds, accuracy, enunciation, emphasis, pauses, inflections, abbreviations, and definitions of words.

LANGUAGE.—Select exercises from each of the nine principles in Natural System of English Grammar to page 45.

ARITHMETIC.—The Intellectual to page 57. The Practical to Fractions.

GEOGRAPHY.—The Elementary completed, with map drawing on slate, blackboard and paper.

SPELLER.—The Speller to page 65.

WRITING.—Copy Book Nos. 2 and 3.

Singing and Calisthenics daily.

GRAMMAR SCHOOLS.

THIRD GRADE—FIRST TERM.

Oral Instruction.—Weekly exercises on Friday afternoon, on any of the following subjects: Air, water, natural history, botany, National and State government.

Moral Instruction.—Weekly lessons on morals and manners.

Language and Impromptu Composition.—Daily, alternating once in every two weeks during the year.

Arithmetic.—The Progressive Intellectual, to Fractions. The Progressive Practical, to division of Fractions.

Drawing.—Bartholomew's Progressive Drawing Cards.

Geography.—The Intermediate, to page 31, with instruction in drawing the maps of North and South America.

Reading.—The Fourth Reader, to lesson 89, with analysis of sentences and elementary sounds of letters, elocutionary drill, with special attention to accuracy of enunciation, emphasis, inflections, pauses, abbreviations and definitions.

Spelling.—The Speller, to page 81, with occasional exercises in topical spelling.

Writing.—Copy Book No. 3.

Singing and Calisthenics, daily.

Declamations and Recitations, weekly.

THIRD GRADE—SECOND TERM.

Oral Instruction.—Same as in the first term.

Arithmetic.—The Progressive Intellectual, to page 100. The Progressive Practical, to Reduction.

Drawing.—Bartholomew's Progressive Drawing Cards.

Geography.—To page 50, with instruction in drawing the maps of Europe, Asia, Africa and Australia.

Reading.—The Fourth Reader completed. Instruction as in first term.

Spelling.—The Speller, to page 95, with occasional exercises in topical spelling.

Writing.—Copy Book No. 4.

Singing and Calisthenics, daily.

Declamations and Recitations, weekly.

THIRD GRADE—THIRD TERM.

Oral Instruction.—Same as in first term.

Review.—All text-books reviewed from the beginning.

Writing and Drawing.—Continued.

Singing and Calisthenics, daily.

Declamations and Recitations, weekly.

SECOND GRADE—FIRST TERM.

Oral Instruction.—Weekly exercises on Friday afternoon, on any of the following subjects: Geology, botany, light and heat.

Moral Instruction.—Weekly lessons on morals and manners.

Daily Exercises on Language and Impromptu Composition, alternating once in two weeks during the year.

Arithmetic.—The Progressive Intellectual, to page 123. The Progressive Practical, to addition of Compound Numbers.

Drawing.—Bartholomew's Progressive Drawing Cards.

Geography.—The Intermediate, to the South Atlantic and Gulf States, with daily exercises in map drawing, both from outline maps and memory.

Reading.—The Fifth Reader, to lesson 29, with drill in analysis of words, pitch and volume of voice, rapidity of utterance, etc.

Spelling.—The Speller, from page 95 to 115, with occasional exercises in topical spelling.

Grammar.—Kerl's Shorter Course, to page 69.

Writing.—Copy Book No. 4.

Singing and Calisthenics, daily.

Declamations and Recitations, weekly.

SECOND GRADE—SECOND TERM.

Oral Instruction.—Same as in first term.

Arithmetic.—The Progressive Intellectual, to page 145. The Progressive Practical, to Simple Interest.

Drawing.—Bartholomew's Progressive Drawing Cards.

Geography.—The Intermediate completed, with daily exercise in map drawing, both from outline maps and memory.

Reading.—The Fifth Reader, to lesson 67, with instruction as in the first term.

Spelling.—The Speller, to page 134, with occasional exercises in topical spelling.

Grammar.—Kerl's Shorter Course, to page 138.

Writing.—Copy Book No. 5.

Singing and Calisthenics, daily.

Declamations and Recitations, weekly.

SECOND GRADE—THIRD TERM.

Oral Instruction.—Same as in the first term.

Review.—All text-books reviewed from the beginning.

Singing and Calisthenics, daily.

Writing and Drawing continued.

Declamations and Recitations, weekly.

FIRST GRADE—B. CLASS.

FIRST TERM.

Oral Instruction.—Weekly exercises on Friday afternoon, on any of the following subjects: Physiology, geology, electricity, physical geography and astronomy.

Moral Instruction.—Weekly lessons on morals and manners.

Arithmetic.—The Practical.

Writing and Drawing.—Alternate.

Reading and Spelling.—Alternate.

Grammar.

Impromptu Composition, weekly.
Declamation and Composition.
Singing and Calisthenics, daily.

SECOND TERM.

Oral Instruction.—Same as in the first term.
Moral Instruction.—Same as in first term.
Arithmetic completed.
Writing and Drawing.—Alternate.
Reading and Spelling.—Alternate.
Algebra.
Grammar.
Declamation and Composition.
Singing and Calisthenics, daily.

THIRD TERM.

Arithmetic reviewed.
Writing and Drawing.—Alternate.
Reading and Spelling.—Alternate.
Algebra.
Grammar.
Declamation and Composition.
Singing and Calisthenics, daily.

FIRST GRADE—A. CLASS.

FIRST TERM.

Oral Instruction.—Weekly exercises on Friday afternoon, on any of the following subjects: Physiology, geology, electricity, physical geography and astronomy.
Moral Instruction.—Weekly lessons on morals and manners.
Arithmetic.—The Practical.
Writing and Drawing.—Alternate.
Geography.
Reading and Spelling.—Alternate.
Algebra.
Grammar.
Civil Government.
Impromptu Composition, weekly.
Declamation and Composition.
Singing and Calisthenics, daily.

SECOND TERM.

Oral Instruction.—Same as in the first term.
Arithmetic and Algebra.—Alternate.
Writing and Drawing.—Alternate.
Geography.
Reading and Spelling.—Alternate.
Grammar.
Civil Government finished.

Impromptu Composition, weekly.

Declamations and Composition.

Singing and Calisthenics, daily.

THIRD TERM.

General review of studies, preparatory to the regents' examination for admission to the free academy.

LEWISTON HIGH SCHOOL.

ENGLISH DEPARTMENT.

FIRST YEAR—FOURTH CLASS.

Algebra, 24 weeks. Physiology, 15 weeks.	English Grammar, 14 weeks. Geometry, 25 weeks.	Book Keeping, 13 weeks. Civ. Gov. U. S., 13 weeks. Polit. Economy, 13 weeks.
---	--	--

SECOND YEAR—THIRD CLASS.

Natural Philosophy, 39 weeks.	Agriculture and Horticulture, 25 weeks. Botany, 14 weeks.	General History, 39 weeks.
----------------------------------	---	-------------------------------

THIRD YEAR—SECOND CLASS.

Chemistry, 25 weeks. Rhetoric, 14 weeks.	Freehand, Mechanical, and Perspective Drawing, 14 weeks. Trigo. and Surveying, 25 weeks.	Mineralogy and Geology, 25 weeks. Botany, 14 weeks.
---	--	---

FOURTH YEAR—FIRST CLASS.

Astronomy, 14 weeks. Mental Philosophy, 25 weeks.	Arith. Mental and Written, 25 weeks. Physical and Political Geography, 14 weeks.	Eng. Literature, 25 weeks. English Gram. 14 weeks.
---	---	--

ENGLISH AND CLASSICAL DEPARTMENT.

FIRST YEAR—FOURTH CLASS.

Algebra, 24 weeks. Physiology, 15 weeks.	English Grammar, 14 weeks. Geometry, 25 weeks.	Latin, (Introductory Book) 39 weeks.
---	--	---

SECOND YEAR—THIRD CLASS.

Natural Philosophy, 39 weeks.	French, 39 weeks.	Latin (Reader and Cæsar) 29 weeks.
----------------------------------	-------------------	---------------------------------------

THIRD YEAR—SECOND CLASS.

Chemistry, 25 weeks. Rhetoric, 14 weeks.	French, 24 weeks. otany, 14 weeks.	Latin (Cicero and Virgil) 39 weeks.
---	---------------------------------------	--

FOURTH YEAR—FIRST CLASS.

Astronomy, 14 weeks. Mental Philosophy, 25 weeks.	Virgil and Arithmetic, 25 weeks. Geography, Physical and Political, 14 weeks.	English Literature, 24 weeks. Eng. Grammar, 14 weeks.
---	--	---

DEPARTMENT PREPARATORY TO COLLEGE.

FIRST YEAR—FOURTH CLASS.

Same studies as in the first year of the English and Classical Course.

SECOND YEAR—THIRD CLASS.

Greek (Lessons) 39 weeks.	General History, 25 weeks. Latin Exercises, 14 weeks.	Latin (Reader and Cæsar) 39 weeks.
---------------------------	---	---------------------------------------

THIRD YEAR—SECOND CLASS.

Greek (Anabasis), 39 weeks.	Drawing, 15 weeks. Ancient Geography, 24 weeks.	Latin (Cicero and Virgil, with exercises) 39 weeks.
--------------------------------	---	--

FOURTH YEAR—FIRST CLASS.

Greek (Iliad of Homer) 15 weeks. Review, 24 weeks.	Algebra, 14 weeks. Geometry and Latin Exercises, 24 weeks.	Latin (Virgil), 15 weeks. Review, 24 weeks.
--	--	--

The above division of studies by weeks is designed to indicate only in a general way about how much time can be allowed for each.

GENERAL EXERCISES.

Reading and spelling at least once a week. General and collateral reading to be prescribed for each class through the entire course. Declamations and recitations or readings once in two weeks. Exercises in English composition once a week; compositions once in two weeks. Drawing the fourth year twice a week, and earlier in the course if practicable. Theory and practice of teaching. Reports to parents monthly.

The accompanying list presents the names of the various towns in the State and rates of taxation assessed, as required under existing legislation : [See Report, page 87.]

ANDROSCOGGIN COUNTY.

TOWNS.	Tax Rate, in mills.	TOWNS.	Tax Rate, in mills.
Auburn	2½	Livermore	2½
Durham	3	Minot	2½
East Livermore	3	Poland	3
Greene	2½	Turner	3
Lewiston	1½	Wales	2½
Lisbon	3	Webster	2½
Leeds	3		

AROOSTOOK COUNTY.

Amity	7½	Lyndon	9
Bridgewater	7½	Madawaska	13
Dalton	5	Mars Hill	9½
Dickeyville	16½	Masardis	4½
Easton	8	Maysville	5
Fort Fairfield	7	Monticello	5½
Fort Kent	12½	New Limerick	7
Hodgdon	5	Orient	6½
Houlton	4	Presque Isle	5
Limestone	8	Sherman	6½
Linneus	10	Smyrna	4½
Littleton	7½	Washburn	7
Ludlow	7	Weston	8

CUMBERLAND COUNTY.

Baldwin	4	New Gloucester	1½
Bridgton	3	North Yarmouth	2
Brunswick	2	Otisfield	4
Cape Elizabeth	3	Portland	1
Casco	4	Pownal	2½
Cumberland	3	Raymond	5
Falmouth	2½	Scarborough	2
Freeport	2½	Sebago	4½
Gorham	2½	Standish	4
Gray	3½	Westbrook	2
Harpwell	5½	Windham	2
Harrison	4	Yarmouth	1½
Naples	4		

FRANKLIN COUNTY.

Avon	3½	New Sharon	3
Carthage	5½	New Vineyard	3½
Chesterville	4	Phillips	3½
Farmington	2½	Rangely	4
Freeman	4½	Salem	4½
Industry	3½	Strong	3
Jay	3	Temple	4
Kingfield	5	Weld	4
Madrid	8	Wilton	3

HANCOCK COUNTY.

TOWNS.	Tax Rate, in mills.	TOWNS.	Tax Rate, in mills.
Amherst	6	Hancock	6
Aurora	6½	Mariaville	5½
Bluehill	4½	Mount Desert	6
Brooklin	5	Orland	4½
Brooksville	5	Otis	9½
Bucksport	3	Penobscot	6½
Castine	3	Sedgwick	6
Cranberry Isles	6	Sullivan	5½
Deer Isle	8	Surry	6
Dedham	4½	Tremont	7
Eastbrook	4½	Trenton	2½
Eden	6	Waltham	6½
Ellsworth	4	Verona	7
Franklin	6	Swan Island	17
Gouldsborough	8		

KENNEBEC COUNTY.

Albion	3½	Pittston	3½
Augusta	1½	Readfield	2½
Belgrade	3	Rome	5
Benton	4½	Sidney	2½
Chelsea	6½	Vassalborough	2½
China	3	Vienna	3½
Clinton	4	Waterville	3
Farmingdale	2	Wayne	3
Fayette	3	West Gardiner	2½
Gardiner	2	Windsor	5
Hallowell	2½	Winslow	3½
Litchfield	3	Winthrop	2
Manchester	2½	Clinton Gore	5
Monmouth	2½	Unity plantation	4
Mt. Vernon	3		

KNOX COUNTY.

Appleton	5	St. George	5½
Camden	3	Thomaston	1½
Cushing	5½	Union	3½
Friendship	6	Vinalhaven	7
Hope	3	Warren	2½
North Haven	5½	Washington	4½
Rockland	2	Matineus Isle	13
South Thomaston	4	Muscle Ridge plantation	13

LINCOLN COUNTY.

Alna	3	Nobleborough	4
Boothbay	5	Somerville	6
Bremen	5	Southport	4
Bristol	6	Waldoborough	4
Damariscotta	2	Westport	4
Dresden	3	Whitefield	4
Edgecomb	5	Wiscasset	3
Jefferson	4½	Monhegan Isle	6
Newcastle	2½		

OXFORD COUNTY.

TOWNS.	Tax Rate, in mills.	TOWNS.	Tax Rate, in mills.
Albany	4	Mason	3½
Andover	6½	Mexico	5
Bethel	3	Newry	3½
Brownfield	5	Norway	3
Buckfield	2½	Oxford	3
Byron	6	Paris	2½
Canton	2½	Peru	3
Denmark	4	Porter	4
Dixfield	4	Roxbury	3½
Fryeburg	2½	Rumford	3½
Gilead	4½	Stow	4
Grafton	3½	Stoncham	6
Greenwood	5	Samner	3
Hanover	3	Sweden	3
Hartford	3	Upton	5
Hebron	3½	Waterford	3
Hiram	4½	Woodstock	4
Lovell	3		

PENOBSCOT COUNTY.

Alton	4½	Holden	4
Argyle	6	Howland	4½
Bangor	1¾	Hudson	3
Bradford	6	Kenduskeag	4½
Bradley	5½	Lagrange	4
Brewer	5	Lee	6½
Burlington	6	Levant	4
Carmel	5½	Lincoln	4½
Carroll	6	Lowell	6
Charleston	4	Mattawamkeag	6½
Chester	7½	Maxfield	5½
Clifton	6	Milford	4½
Corinna	4	Mt. Chase	12
Corinth	3½	Newburg	4½
Dexter	2¾	Newport	3
Dixmont	5	Oldtown	5
Eddington	4½	Orono	5
Edinburg	3	Orrington	4½
Enfield	9	Passadumkeag	8
Etna	5½	Patten	4
Exeter	4	Plymouth	5
Garland	4	Prentiss	7
Glenburn	5	Springfield	7
Greenbush	5	Stetson	3½
Greenfield	6	Veasie	2½
Hampden	4	Winn	7½
Hermon	5		

PISCATAQUIS COUNTY.

Abbot	5	Medford	5
Atkinson	3	Monson	4½
Barnard	6	Milo	5½
Blanchard	5	Orneville	7
Brownville	5½	Parkman	4½
Dover	3	Sangerville	3½
Foxcroft	2½	Sebec	5
Guilford	4	Shirley	3½
Greenville	6	Wellington	5½
Kingsbury	7	Williamsburg	6½

SAGADAHOC COUNTY.

TOWNS.	Tax Rate, in mills.	TOWNS.	Tax Rate, in mills.
Arrowsic	2½	Phippsburg	3
Bath	1	Richmond	2
Bowdoinham	2¾	Topsham	1¾
Bowdoin	3	West Bath	2
Georgetown	6	Woolwich	2
Perkins	2		

SOMERSET COUNTY.

Anson	3	Madison	3
Athens	3¾	Mayfield	10½
Bingham	4	Mercer	2¾
Brighton	7	Moscow	6
Cambridge	4	New Portland	3½
Canaan	4	Norridgewock	3
Concord	5	Palmyra	4
Corville	3	Pittsfield	3½
Detroit	5	Ripley	5
Embsden	4	St. Albans	4
Fairfield	2½	Solon	3½
Harmony	5	Skowhegan	2½
Hartland	4¼	Smithfield	4½
Lexington	5½	Starks	4

WALDO COUNTY.

Belfast	2	Morrill	2½
Belmont	6	Northport	5
Brooks	4	Palermo	5
Burnham	5	Prospect	4½
Frankfort	5	Searsmont	4¼
Freedom	3¾	Searsport	2
Islesborough	8	Stockton	2½
Jackson	4	Swanville	5
Knox	4	Thorndike	2¾
Liberty	5	Troy	5
Lincolnton	4½	Unity	3¾
Monroe	4	Waldo	4½
Montville	4	Winterport	4½

WASHINGTON COUNTY.

Addison	5	Jonesborough	6½
Alexander	6	Jonesport	8¾
Baileyville	7	Lubec	7
Baring	4¾	Machias	2½
Beddington	4	Machiasport	8
Calais	4	Marion	3¾
Centerville	3½	Marshfield	5
Charlotte	6	Meddybemps	8
Cherryfield	4	Milbridge	5¾
Columbia	5	Northfield	3½
Columbia Falls	3¾	Pembroke	7
Cooper	8½	Perry	5
Crawford	6	Princeton	5¼
Cutler	8¼	Robbinston	7
Danforth	6	Steuben	6
Deblois	7	Topsfield	5
Dennysville	2½	Trescott	12
East Machias	3¾	Wesley	4½
Eastport	4	Whiting	5¾
Edmunds	5	Whitneyville	5
Harrington	4¼		

YORK COUNTY.

TOWNS.	Tax Rate, in mills.	TOWNS.	Tax Rate, in mills.
Acton	3	Limerick	4
Alfred	3	Limington	3
Berwick	3 $\frac{1}{2}$	Lyman	3
Biddeford	1 $\frac{3}{4}$	Newfield	4
Buxton	3	North Berwick	3
Cornish	3 $\frac{1}{2}$	Parsonsfield	3
Dayton	2 $\frac{1}{2}$	Saco	1 $\frac{3}{4}$
Elliot	3	Shapleigh	4
Hollis	3 $\frac{3}{4}$	Sanford	4 $\frac{1}{2}$
Kennebunk	1 $\frac{3}{4}$	South Berwick	3
Kennebunkport	2 $\frac{1}{2}$	Waterborough	4 $\frac{1}{2}$
Kittery	5	Wells	3
Lebanon	4	York	3 $\frac{1}{2}$

RECAPITULATION.

COUNTIES.	Average, in mills.	COUNTIES.	Average, in mills.
Androscoggin	2	Oxford	3 $\frac{1}{2}$
Aroostook	8	Penobscot	3 $\frac{1}{2}$
Cumberland	1 $\frac{3}{4}$	Piscataquis	4 $\frac{1}{4}$
Franklin	3	Sagadahoc	1 $\frac{3}{4}$
Hancock	5	Somerset	3 $\frac{1}{2}$
Kennebec	2 $\frac{1}{2}$	Waldo	3 $\frac{1}{2}$
Knox	3	Washington	4 $\frac{1}{4}$
Lincoln	4	York	3

Statement of Academies and Chartered Institutions of Learning, as returned to the State Superintendent of Common Schools, agreeably to order of Legislature 1871.

TABLE I.

PRESENT NAME OF INSTITUTION.	FORMER NAME.	WHERE LOCATED.	When incorporated.	Original cost of buildings.	Present worth of same.	Amount of original fund.	DERIVED FROM WHAT SOURCE.
Oxford Normal Institute .....	.....	South Paris.....	1849,	\$2,500	\$3,000	No fund.	.....
Limerick Academy	Phillips Limerick Academy	Limerick.....	1808, {	3,500 burned, 5,000 rebuilt; burned 1870.	} 2,000 ins.	\$1,500	Endowment by Massachusetts
Berwick Academy .....	.....	South Berwick...	1791,	\$7,095	7,095	{ A township of land	{ Massachusetts and private subscription.
Waterville Classical Institute	Waterville Academy.....	Waterville	1842,	.....	8,000		
Colby University.....	Waterville College.....	Waterville	1820,	.....	95,000	{ Township of land	{ Massachusetts. [Little. Donated by the late Edward Lady Temple & others \$1500, balance from grant of land by State of Massachusetts.
Edward Little Institute.....	Lewiston Falls Academy... Monmouth Free Grammar School	Auburn.....	1830,	8,000	25,000		
Monmouth Academy.....	.....	Monmouth Center	1803,	3,550	3,600	5,489	State.
Mattawamcook Academy..	Lincoln High School.....	Lincoln	1842,	1,500	2,000	3,000	State.
Bath High School	Bath Academy.....	Bath	1805,	Incorporated	into the High	School.	.....
Bates College	Maine State Seminary.....	Lewiston	1855,	46,000	85,000	10,000	State.
Thornton Academy	Saco Academy	Saco.....	1811,	Destroyed by	fire in 1848,	never rebuilt.	.....
Western Normal School ...	Farmington Acad'y merged in West'n Normal School	Farmington.....	.....	.....	.....	.....	.....
Oak Grove Seminary.....	.....	Vassalborough.....	1848,	11,500	12,000	5,000	Subscription.

Lee Normal Academy.....	Lee	1845,	1,500	2,500	5,000	State.
Exeter High School.....	Exeter.....	1838,	} 2,000 belong to district... }	1,500	600	State.
Wilton Academy	Wilton	1866,		10,000	8,000	5,000	Subscription.
Hebron Academy	Hebron	1804,	1,400	4,000	} township of land	} Massachusetts.
Litchfield Academy.....	Litchfield Corner.	1845,	2,300	1,200			5,000	State.
Washington Academy.....	East Machias....	1792,	6,500	6,500	} A township of land	} Massachusetts.
Freedom Academy.....	Freedom	1836,	1,000	1,500			100	State.
Lincoln Academy.....	Newcastle	1801,	.....	3,000	Land.	Massachusetts.
North Yarmouth Academy.....	Yarmouth	1814,	10,000	12,000	9,000	Private donations and State:
West Gardiner Academy.....	West Gardiner....	1853,	1,250	1,000	.....	.....
Hallowell Academy.....	Hallowell	1790,	5,000	5,000	Land.	.....
Lebanon Academy.....	West Lebanon ...	1850,	1,000	1,000	1,000	State.
Maine Central Institute	Pittsfield.....	1866,	33,000	33,000	.....	.....
Harpwell Academy	North Harpswell.	1859,	1,400	2,000	.....	.....
Maine Wesleyan Seminary and Female College.....	Maine Wesleyan Seminary.	Kent's Hill.....	1821,	5,000	80,000	.....
Foxcroft Academy.....	Foxcroft	1823,	2,000	3,000	3,193	State.
Towle Academy	Winthrop	1850,	2,500	2,000	2,500	Will of Jenness Towle.
Presque Isle Academy.....	Presque Isle.....	1858,	1,000	500	3,000	State.
Limington Academy	Limington	1848,	3,000	.....	2,000	State. [tions.
East Mo. Conference Sem'y	Bucksport	1850,	26,000	22,000	.....	State \$1500; balance dona-
Bluehill Academy	Bluehill	1803,	.....	1,000	6,282	Massachusetts.
Calais High School.....	Calais	1850,	3,750	2,800	1,500	State.
Hampden Academy.....	Hampden	1803,	4,000	4,000	5,900	Mass. \$2,500; subseps. \$3,400.
East Pittston Academy.....	East Pittston....	1851,	1,200	500	.....	.....

Statement of Academies and Chartered Institutions of Learning—(Continued.)

TABLE II.

PRESENT NAME OF INSTITUTION.	FORMER NAME.	WHERE LOCATED.	Amount of funds added since.	Derived from what source.	Present amount of fund.	Income from same for year ending Nov. 1, 1871.
Oxford Normal Institute.....	.....	South Paris.....	Nothing.	.....	.....	.....
Limerick Academy.....	Phillips Limerick Academy	Limerick.....	\$3,000	State.....	\$600	\$42
Berwick Academy.....	.....	South Berwick...	12,588	{ \$2,000 State, balance } { from individuals..... }	12,588	750
Waterville Classical Institute	Waterville Academy.....	Waterville.....	.....	.....	.....	.....
Colby University.....	Waterville College.....	Waterville.....	} Township of land and \$14,500.....	} State.....	195,000	\$12,000
Edward Little Institute...	Lewiston Falls Academy...	Auburn.....			4,000	250
Monmouth Academy.....	Monmouth Free Grammar School.....	Monmouth.....	\$2,000	State.....	4,635	278
Mattawamcook Academy...	Lincoln High School.....	Lincoln.....	.....	.....	2,500	150
Bath High School.....	Bath Academy.....	Bath.....	.....	.....	.....	.....
Bates College.....	Maine State Seminary.....	Lewiston.....	140,000	{ State \$20,000, Benj. E. } { Bates \$100,000..... }	150,000	10,500
Thornton Academy.....	Saco Academy.....	Saco.....	.....	.....	27,000	2,312
Western Normal School.....	Farmington Acad'y merged in West'n Normal School	Farmington.....	.....	.....	.....	.....
Oak Grove Seminary.....	.....	Vassalborough...	.....	.....	.....	.....
Lee Normal Academy.....	.....	Lee.....	.....	.....	3,300	250
Exeter High School.....	.....	Exeter.....	.....	.....	450	28
Wilton Academy.....	.....	Wilton.....	5,000	State.....	.....	.....
Hebron Academy.....	.....	Hebron.....	1,000	State.....	3,803	288
Litchfield Academy.....	.....	Litchfield Corner.	.....	.....	1,500	90
Washington Academy.....	.....	East Machias.....	.....	.....	18,772	1,271

Freedom Academy.....		Freedom.....	650	Subscription.....		
Lincoln Academy.....		Newcastle.....			10,300	800
North Yarmouth Academy.....		Yarmouth.....	6,000	Donations.....	2,717	200
West Gardiner Academy.....		West Gardiner.....				
Hallowell Academy.....		Hallowell.....			8,000	450
Lebanon Academy.....		West Lebanon.....			750	45
Maine Central Institute.....		Pittsfield.....	12,000	{ Donations \$2,000, State }		
Harpswell Academy.....		North Harpswell.....		{ \$10,000..... }	12,000	720
Maine Wesleyan Seminary and Female College.....	Maine Wesleyan Seminary.	Kent's Hill.....	23,000	{ State \$10,000, dona- }		
Foxcroft Academy.....		Foxcroft.....	1,000	{ tions \$13,000..... }	23,000	
Towle Academy.....		Winthrop.....		State.....	2,600	150
Presque Isle Academy.....		Presque Isle.....				
Limington Academy.....		Limington.....	50	A Bell lease.....	3,000	180
East Me. Conference Sem'y		Bucksport.....	36,500	{ State \$10,000, balance }	900	54
Bluehill Academy.....		Bluehill.....		{ contributions..... }	31,500	2,500
Calais High School.....	Calais Academy	Calais.....			7,200	430
Hampden Academy.....		Hampden.....	4,000	State.....	1,500	150
East Pittston Academy.....		East Pittston.....			800	48

Statement of Academies and Chartered Institutions of Learning—(Continued.)

TABLE III.

PRESENT NAME OF INSTITUTION.	FORMER NAME.	WHERE LOCATED.	Amount of tuition for year ending Nov. 1, 1871.	Whole number of Students for year ending Nov. 1, 1871.	Number of your Students employed as teachers in public schools.	What special advantages do you afford to public school teachers?
Oxford Normal Institute.....	.....	South Paris.....	\$3,500	{ 1st term, 173; 2d term, 189; 3d term, 169; 4th term, 181. }	{ 73 }	{ A normal department with special course of study. }
Limerick Academy.....	Phillips Limerick Academy	Limerick.....	870	170	about 85	{ Thorough drill in all the branches usually taught in public schools. }
Berwick Academy.....	.....	South Berwick.....	1,000	{ 3 terms, from 45 to 70 per term..... }	{ }	.....
Waterville Classical Institute	Waterville Academy.....	Waterville.....	3,000	275	25	Models of good teaching.
Colby University.....	Waterville College.....	Waterville.....	2,500	52	Most of them.	Regular college course.
Edward Little Institute.....	Lewiston Falls Academy..	Auburn.....	Leased to city of	Auburn.	.....	.....
Monmouth Academy.....	Monmouth Free Grammar School.....	Monmouth Center	400	157	From 30 to 40	Normal classes.
Mattawamcook Academy.....	Lincoln High School.....	Lincoln.....	300	100	.....	.....
Bath High School.....	Bath Academy.....	Bath.....	.....	.....	.....	.....
Bates College.....	Maine State Seminary.....	Lewiston.....	1,000	109	Two-thirds.	.....
Thornton Academy.....	Saco Academy.....	Saco.....	.....	.....	.....	.....
Western Normal School.....	Farmington Acad'y merged in West'n Normal School	Farmington.....	.....	.....	.....	.....
Oak Grove Seminary.....	.....	Vassalborough.....	1,300	260	15	.....
Lee Normal Academy.....	.....	Lee.....	125	35	10	Teachers' class.
Exeter High School.....	.....	Exeter.....	600	256	20	.....
Wilton Academy.....	.....	Wilton.....	700	183	50	.....
Hebron Academy.....	.....	Hebron.....	700	180	38	.....

Litchfield Academy.....	Litchfield Corner.....	600	150	40	.....
Washington Academy.....	East Machias....	450	125	10	.....
Freedom Academy.....	Freedom.....	250	90	40	.....
Lincoln Academy.....	Newcastle.....	1,500	298	9	.....
North Yarmouth Academy.....	Yarmouth.....	1,640	374	32	Lectures and teachers' class
West Gardiner Academy.....	West Gardiner.....	285	107	10	Normal methods.....
Hallowell Academy.....	Hallowell.....	Free	40	.....	.....
Lebanon Academy.....	West Lebanon.....	800	180	27	.....
Maine Central Institute.....	Pittsfield.....	1,923	380	57	Normal department.....
Harpswell Academy.....	North Harpswell.....	325	78	6	Normal class.....
Maine Wesleyan Seminary and Female College.....	Maine Wesleyan Seminary. Kent's Hill.....	4,000	545	110	Normal lessons.....
Foxcroft Academy.....	Foxcroft.....	550	200	40	.....
Towle Academy.....	Winthrop.....	100	60	5	.....
Presque Isle Academy.....	Presque Isle.....	335	103	13	.....
Limington Academy.....	Limington.....	500	125	16	.....
East Me. Conference Sem'y.....	Bucksport.....	{ Cash 303; tuition mostly; scholarships. }	265	46	.....
Bluehill Academy.....	Bluehill.....	70	50	.....	.....
Calais High School.....	Calais Academy.....	120	90	3	.....
Hampden Academy.....	Hampden.....	1,175	395	50	.....
East Pittston Academy.....	East Pittston.....				.....

Statement of Academies and Chartered Institutions of Learning—(Continued.)

TABLE IV.

PRESENT NAME OF INSTITUTION.	FORMER NAME.	WHERE LOCATED.	Total amount paid for services of your teachers for the year ending Nov. 1, 1871.	From what sources derived.	Is the present income from all sources sufficient to carry on your institution successfully?	What annual income or revenue would be sufficient to meet the fair and reasonable demands of your institution?
Oxford Normal Institute...	.....	South Paris.....	\$3,250	Tuition.....	No.	\$400 to 800.
Limerick Academy.....	Phillips Limerick Academy	Limerick.....	1,100	Fund, \$230; tuition, \$870.	No.	About \$400.
Berwick Academy.....	.....	South Berwick...	1,300	Income of fund, 300; tuition, 1,000.....	} No.	{ \$1,500 from a fund in addition to the tuition.
Waterville Classical Institute	Waterville Academy.....	Waterville.....	1,500	Tuition.....		
Colby University.....	Waterville College.....	Waterville.....	10,500	.....	Yes.	\$5,000.
Edward Little Institute....	Lewiston Falls Academy...	Auburn.....	.....	.....	Yes.	.....
Monmouth Academy.....	Monmouth Free Grammar School.....	Monmouth Center	550	Tuition, 400; income of fund, 150.....	} No.	{ \$500 in addition to tuition.
Mattawamcook Academy...	Lincoln High School.....	Lincoln.....	475	Tuition, 300; income of fund, 150.....		
Bath High School.....	Bath Academy.....	Bath.....	.....	.....	No.	\$1,000.
Bates College.....	Maine State Seminary.....	Lewiston.....	12,500	.....	No.	25,000.
Thornton Academy.....	Saco Academy.....	Saco.....	.....	.....	No.	.....
Western Normal School...	Farmington Acad'y merged in West'n Normal School	Farmington.....	.....	.....	.....	.....
Oak Grove Seminary.....	.....	Vassalborough...	.....	Tuition.....	No.	2,500.
Lee Normal Academy.....	.....	Lee.....	.....	Income of fund, 197.....	No.	450 besides tuition.
Exeter High School.....	.....	Exeter.....	628	.....	No.	200 additional.
Wilton Academy.....	.....	Wilton.....	700	Tuition.....	No.	500 besides tuition.
Hebron Academy.....	.....	Hebron.....	350	Tuition, 700; income of fund, 200.....	} No.	2,000.
Litchfield Academy.....	.....	Litchfield Corner.	675	Tuition, 600; Interest on fund, 75.....		

Washington Academy.....		East Machias.....	1,470	Tuition, 450; income of fund, 1,020.....	Yes.	.....
Freedom Academy.....		Freedom.....	250	Tuition.....	No.	100.
Lincoln Academy.....		Newcastle.....	2,200	Tuition, 1,500; income of fund, 700.....	.....	.....
North Yarmouth Academy.....		Yarmouth.....	1,500	Tuition.....	No.	700.
West Gardiner Academy.....		West Gardiner.....	285	Tuition.....	No.	100.
Hallowell Academy.....		Hallowell.....	1,000	Income of fund, 200; donations, 800;.....	No.	1,500.
Lebanon Academy.....		West Lebanon.....	900	Tuition, 800; sinking fund, 100.....	No.	300.
Maine Central Institute.....		Pittsfield.....	2,960	Tuition, 1,923; income of fund, 720; donations, 400.....	No.	From 3,000 to 3,300.
Harpwell Academy.....		North Harpswell.....	372	Tuition, 325; donations, 47.....	No.	100.
Maine Wesleyan Seminary and Female College.....	Maine Wesleyan Seminary.	Kent's Hill.....	5,000	Tuition, 4,000; income of fund, 1,000.....	.....	8,000.
Foxcroft Academy.....		Foxcroft.....	600	Tuition, 550; income of fund, 50.....	.....	300.
Towle Academy.....		Winthrop.....	400	Tuition.....	No.	1,000.
Presque Isle Academy.....		Presque Isle.....	818	Tuition, 335; income of fund, 180.....	No.	600 besides tuition.
Limington Academy.....		Limington.....	125	Tuition.....	No.	300.
East Me. Conference Sem'y.....		Bucksport.....	2,332	Tuition, 303; income of fund, 1,600; board, 428.....	No.	2,500.
Bluehill Academy.....		Bluehill.....	240	Tuition, 72; income of fund, 168.....	No.	{ We want a donation from the State of Me.
Calais High School.....	Calais Academy.....	Calais.....	1,700	Tuition, 120; income of fund, 130.....	.....	2,500.
Hampden Academy.....		Hampden.....	1,225	Tuition, 1,175; income of fund, 50.....	No.	600.
East Pittston Academy.....		East Pittston.....	.....	Tuition.....	No.	.....

List of Literary Institutions whose reports for 1871 have not been made as the law requires.

TABLE V.

NAME OF INSTITUTION.	WHERE LOCATED.	When Incorporated.	Original cost of buildings.	Present worth.	Amount of original fund.	Derived from what source.
Bowdoin College.....	Brunswick.....	1792,	.....	.....	.....	Commonwealth of Massachusetts.
Fryeburg Academy.....	Fryeburg.....	1792,	.....	.....	\$8,000	Public lands.
Gorham Seminary.....	Gorham.....	1803,	.....	.....	.....	Public lands and individuals
Bridgton Academy.....	North Bridgton.....	1808,	.....	.....	4,000	One-half township and individuals.
Cony Female Academy.....	Augusta.....	1818,	.....	.....	.....	.....
China Academy.....	China.....	1818,	.....	.....	500	From subscription.
Cherryfield Academy.....	Cherryfield.....	1829,	.....	.....	3,200	Public lands.
Westbrook Seminary.....	Westbrook.....	1831,	.....	.....	.....	.....
Parsonsfield Seminary.....	North Parsonsfield.....	1833,	.....	.....	1,000	State.
East Corinth Academy.....	East Corinth.....	1846,	.....	.....	3,500	Public lands.
Patten Academy.....	Patten.....	1847,	.....	.....	4,400	Public lands.
Richmond Academy.....	Richmond.....	1861,	.....	.....	.....	.....
Litchfield Liberal Institute.....	Litchfield.....	1847,	.....	.....	300	State.
Oak Grove Seminary.....	Falmouth.....	1857,	\$2,300	\$2,000	.....	.....
Bloomfield Academy.....	Bloomfield.....	1807,	2,500	2,500	3,500	Public lands.
Warren Academy.....	Warren.....	1808,	.....	.....	2,500	Public lands.
Anson Academy.....	North Anson.....	1823,	1,000	1,000	3,000	Public lands.
Alfred Academy.....	Alfred.....	1829,	1,000	600	300	State.
Titcomb Academy.....	North Belgrade.....	1831,	1,700	1,300	.....	.....
St. Albans Academy.....	Hartland.....	1832,	3,500	2,500	2,500	State and individuals.
Gould's Academy.....	Bethel.....	1836,	2,000	3,000	800	Rev. D. Gould.
Norridgewock Female Academy.....	Norridgewock.....	1836,	.....	.....	300	State.
Charleston Academy.....	Charleston.....	1837,	2,500	1,300	500	State.
Eliot Academy.....	Eliot.....	1840,	1,400	1,200	.....	.....
Newport Academy.....	Newport.....	1845,	.....	.....	.....	.....
Thomaston Academy.....	Thomaston.....	1845,	3,000	2,800	5,900	State and individuals.

Somerset Academy.....	Athens.....	1846,	2,043	1,800	1,445	Individuals.
Houlton Academy.....	Houlton	1847,	2,000	1,000	6,500	Public lands.
Monson Academy	Monson	1847,	1,200	.....	3,500	State.
Standish Academy	Standish	1848,	1,200	1,000	4,250	Public lands.
Norway Liberal Institute.....	Norway	1849,	.....	.....	.....	.....
Union Academy.....	Oldtown	1848,	.....	.....	.....	.....
Corinna Union Academy	Corinna.....	1851,	1,700	1,200	800	Individuals.
Paris Hill Academy	Paris.....	1861,	.....	.....	.....	.....

Total number of Literary Institutions	71
" making returns	37
Number of latter with insufficient revenue.....	27
Additional <i>annual</i> revenue required for latter to meet "fair and reasonable demands".....	\$18,500

STATE UNIFORMITY OF TEXT-BOOKS.

The County Institutes cost the State four thousand dollars, County Superintendents sixteen thousand dollars. Whole amount expended in the interests of schools the past year was over ten hundred thousand dollars. Two per cent. of this amount would more than meet the sum required above for institutes and supervision. The amount raised directly by taxation and realized from the school fund is about six hundred and twenty-five thousand dollars. A little more than three per cent. of this amount would be sufficient for the above purposes. Or if the cost—\$20,000—be laid as a tax on the entire valuation of the State—\$225,000,000—it would be less than one mill per dollar. As a per centage on the present amount of school expenses, the schools themselves would be shortened less than two days. I feel confident that what we thus lose in *quantity* is more than compensated by *quality*, in better instruction and inspection. As a direct tax the amount is slight and what the State thus contributes from its property meets rich returns in a more complete public culture and increased intelligence. Can we not, however, avoid both the shortening of the schools and the extra tax or at least save sufficient in some way to meet the requisite amount. This brings us to the matter of school books.

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

Arithmetics,	24
Algebras, Geometries, &c.,	17
Astronomy,	5
Anatomy and Physiology,	4
Book-Keeping.	7

Botany,	3
Chemistry,	4
Dictionaries,	16
French and German,	20
Greek,	13
Geographies,	18
Grammars and Parsing Books,	18
History,	6
Latin,	19
Philosophy,	7
Readers and Spellers,	46
Speakers,	6
Writing Books,	4

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

the schools." That is equivalent to a saving of \$10,000 a year on a school population of 94,349. Our school population is 225,200—which would demonstrate a saving of \$24,000 to our people. Mr. Davis publisher of the New Practical Arithmetic, informs me that the people of Vermont pay a "uniformity" price of 63 cents for a book which costs them \$1 at retail—a saving of 37 per cent. The city of Bath provides pupils with books at a discount of 40 per cent. from former retail rates. The State of Maryland established uniformity three years ago. I "tear a leaf" from the Superintendent's report and enter it here:

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

NAME OF BOOK.	Price at which furnished.	Retail price.
Sargent's Standard Speller.....	\$00 9 1-5	\$00 17
" Pronouncing Speller	00 11 1-2	00 34
Webster's School Dictionary.....	00 69 3-5	1 00
Wilson's Primer.....	00 11 1-2	00 25
" First Reader.....	00 17 1-4	00 40
" Second "	00 23 1-3	00 60
" Third "	00 39 1-10	00 90
" Fourth "	00 57 1-2	1 35
Sargent's Fourth Reader.....	00 38	1 20
Wilson's School and Family Charts.....	15 52	18 00
Quackenbos' First Book English Grammar.....	00 17 1-1	00 50
" English Grammar	00 46	1 20
Davies' Primary Arithmetic.....	00 16 1-10	00 30
" Intellectual "	00 24 3-20	00 50
" El. of Writ'n "	00 27 3-5	00 60
" Practical "	00 56 7-20	1 00
Elementary Algebra.....	00 72 9-20	1 34
Walton's Arithmetical Card.....	00 6 9-10	00 12
" " Key	00 28 3-4	00 45
Cornell's First Steps in Geography.....	00 17 1-4	00 45
" Primary Geography.....	00 31 1-20	00 90
" Grammar School Geography.....	00 60 19-20	1 50
Goodrich's Child's History U. S.....	00 37 19-20	00 90
" Pictorial " "	00 85 1-10	2 00
Payson's, Dunton & Scribner's Penmanship.....	1 55 1-4	2 40
" " " " Double Entry Book-keeping	00 86 1-4	1 60
" " " " Single Entry Book-keeping.....	00 42 1-8	00 67
" " " " Blanks for D. E. Book-keeping..	00 51 3-4	00 75
" " " " " " S. E. "	00 39 1-10	00 50
Well's Science of Common Things	00 57 1-2	1 25
Webster's High School Dictionary	00 90 1-4	1 25
Wilson's Fifth Reader.....	00 77 1-10	1 80
Sargent's " " Part 2d.....	00 46	1 46
Quackenbos' First Lessons English Composition.....	00 40 1-4	00 95

NAME OF BOOK.	Price at which furnished.	Retail price.
Quakenbos' English Grammar.....	00 46	1 20
Cornell's High School Geography and Atlas.....	1 43 3-4	3 50
Warren's Physical Geography.....	1 03 1-2	2 00
Worcester's Elements of Universal History.....	00 57 1-2	2 00
Emerson's Manual of Agriculture.....	1 10	1 50
Hart's Constitution of the U. S.....	00 25 3-20	00 65

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

Again, State uniformity—as has already been stated—would contribute much to a better, simpler, and more effective classification in the school room. A few days ago I visited a school in one of the largest country villages of this State. It was near the close of the afternoon session. I found the teacher—a lady with several summers' experience—weary and worn out with the labors of the day. I was a little surprised, for she seemed to be a woman of strong constitution, naturally able to do a good school day's work. In the rapid "call" and "return" of classes, I soon discovered the cause of "wear and tear" to nervous power. "How many pupils have you?" "Sixty," was the answer. This was an ordinary grammar school. "How many classes?" I asked. "Thirty." "Why, these will be the death of you," I said. "I know it," she replied, "but each child has a different book, and how can I help it?" Such a variety results in "confusion confounded," the minimum of good to the scholar, and the gradual wearing out and final breaking down of the teacher. The State can prevent this terrible waste of time to the pupil and loss of power

to the teacher. Recognizing this waste and loss, conscious of her own power in public school matters, she ought to legislate with intelligent purpose to effect better results—to accomplish all that is possible in the brief eighteen week school period.

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

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

How shall we secure a suitable selection of text-books? Doubtless some plan can be devised whereby this can be done fairly, honestly, with proper restrictions and with a view to the best interest of all. I suggest the following. Let the sixteen County Supervisors, together with the State Superintendent (personally I should prefer not to be a member of the board,) constitute the Text-Book Committee. Coming from different parts of the State, acquainted with the intellectual wants and capacities of the various communities

among which they reside, knowing the school books now in use—such persons it seems to me, would be generally well qualified for the duty required. It would be too large a body for easy, cheap purchase. But even after such a committee has made a selection of books, I would not have such a selection valid till approved and authorized by the Governor and Council, as a check on the way, should money be used, and to give dignity and authority to the State series, when established. A committee selected from college officers, or the principals of our High and Normal Schools, or from the great body of teachers, or from all these classes—with a like check in the Council Chamber, would perhaps answer as well. I do not intend hereby to reflect on the honesty and honor of any person or class. But the world is as it is. Every man is said to have his price. The money power represented by the school book publishers is immense. Such power has been used and will continue to be used. It is but a part of common prudence to surround both government and people with proper checks and securities; to exercise such prudence is no insinuation against general integrity.

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

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

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

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

In brief then I advocate State uniformity of text-books for the following reasons:

- 1st. Attempts at town uniformity have failed as a State measure.
- 2d. State uniformity has not failed.
- 3d. The best educators are agreed as to its desirability.
- 4th. The people and teachers of Maine, the general press, S. S. Committees and Board of Education demand it.
- 5th. Other States are moving in this direction.
- 6th. The saving thereby to the scholar in time, and to the teacher in efficiency will be at least one quarter—while the people will save from \$30,000 to \$40,000 annually.
- 7th. We shall release ourselves from an army of book-agents and the constant wrangling and powerful influences of rival book-houses.

An Act to establish state uniformity of text books.

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

SECTION 1. In order to secure throughout the state uniformity of text-books in the studies required by law, chapter eleven, section forty-nine, item second, the governor and executive council shall appoint immediately after the approval of this act, a commission consisting of five competent persons, not connected with the board of education, or interested in the publication or sale of any school book, one of whom shall hold office for one year, one for two years, one for three years, one for four years, and one for five years, the term of each to be determined by lot at the first meeting of said commissioners, and a return thereof shall be immediately made to the secretary of state. One commissioner shall be thereafter annually appointed by the governor and council in place of the retiring member, and when a vacancy occurs otherwise than by expiration of office, the vacancy shall be filled in the same manner, and for the remainder of the term only of the vacating member.

SECT. 2. It shall be the duty of said commission, on or before July first, eighteen hundred and seventy-two, and on or before said month and day every year thereafter, to select from manuscripts, compilations, or published works, one or more text-books, such as in their opinion may be necessary for and best adapted to use in the several primary, intermediate, mixed and grammar schools of the state. It shall furthermore be their duty either to purchase the copyright of such manuscripts, compilations or text-books, and vest the ownership of the same in the right of the state for publication and sale, or to arrange with authors, printers or publishers of books, as to rates and terms of publication, introduction, exchange, and retail rates of school-books, subject to the provisions of the following sections three and four.

SECT. 3. The list of books thus determined by said commission, together with the schedule of rates for introduction, exchange and retail prices, shall be submitted to the governor and executive council for their examination, and acceptance or rejection.

SECT. 4. The books thus determined by the commission and sanctioned by the governor and council, shall be the prescribed text-books for the common schools, authoritative and binding upon the superintendents, supervisors, school committees and teachers of the state for the period of five years from the date of introduction in the several towns as recorded by the town clerk.

SECT. 5 Any city, town or plantation, not conforming to the list of text-books established by the commission, shall furnish to all scholars migrating into said towns, all the books required, at the expense of said cities, towns or plantations, under a penalty of twenty-five dollars for every case of failure to provide such necessary book or books; to be recovered by an action of debt brought by any school official, or person aggrieved; one-half of said penalty to go to the person suing therefor, and the remainder to the school moneys of said town.

SECT. 6. Towns may continue the books already selected and established by superintending school committees, on the conditions named in section five

of this act, for the time required by chapter eleven, section forty-nine, item fourth, but if any change be made it shall be to the books determined by the commission, without disability or forfeiture arising under chapter fifty act of eighteen hundred and sixty-nine. But if the change be made to any book other than that prescribed by this commission, such forfeiture or penalty may be enforced and the same applied as in section five.

SECT. 7. A list of the books thus selected by the commission and sanctioned by the governor and executive council, together with the schedule of retail prices, shall be presented by the governor and council to the state superintendent of common schools, and by said superintendent shall be communicated to the several superintending school committees and clerks of the cities, towns and plantations of the state in such manner as he the said state superintendent may deem best, and the same shall be recorded by said clerks.

SECT. 8. The commission appointed in conformity with section one of this act shall receive such remuneration for their services as may be deemed proper and just by the governor and executive council, the same to be paid from the contingent fund of the governor and executive council.

SECT. 9. All acts and parts of acts inconsistent with this act are hereby repealed.

SECT. 10. This act shall take effect when approved.

INDEX.

	PAGE.		PAGE.
Summary of Statistics.....	6	Reports of County Supervisors.....	38
Answers and Suggestions given by School Committees.....	8	County Supervision.....	79
School Census.....	21	Town Supervision.....	82
Attendance.....	23	City Supervision.....	83
Length of School.....	24	District Agents.....	84
Annual Expenditures.....	24	Graded Schools.....	84
Teachers' Wages.....	25	Methods of Instruction.....	86
School-Houses.....	26	School Revenue.....	87
School Districts.....	27	Compulsory Attendance.....	90
Number of Teachers.....	28	Free High Schools.....	92
Normal School Graduates.....	28	Academies.....	93
Normal Schools.....	29	Madawaska Schools.....	94
Teachers' Institutes.....	36	Educational Association.....	95

INDEX TO APPENDIX.

Alfred.....	106	Hartland.....	91
Berwick.....	54	Heating School-Houses.....	137
Biddeford.....	101	Hodgdon.....	68
Bowdoinham.....	62	Kenduskeag.....	64
Brewer.....	63	Kennebunk.....	78
Brooks.....	107	Kittery.....	89
Brownville.....	120	Leeds.....	58
Cherryfield.....	72	Lewiston.....	98
Clinton.....	119	Lisbon.....	117
Columbia.....	75	Litchfield.....	105
Columbia Falls.....	94	Machiasport.....	116
Corinna.....	95	Manchester.....	81
Cornville.....	93	Millbridge.....	66
Course of Study.....	161	Mt. Vernon.....	121
Dedham.....	91	New Gloucester.....	107
Dennysville.....	66	New Portland.....	56
Detroit.....	57	Newry.....	90
District System.....	146	Norridgewock.....	87
Eddington.....	64	Oxford.....	104
Elliot.....	76	Otisfield.....	79
Greene.....	122	Phillips.....	69
Hanover.....	89	Phippsburg.....	74

	PAGE.		PAGE.
Pittsfield.....	115	Surry.....	67
Pittston.....	78	Swan's Island.....	72
Poland.....	120	Town System vs. District System.....	146
Rate of Taxation.....	183	Tremont... ..	76
Richmond.....	61	Trenton.....	59
School Furniture.....	131	Union.....	70
School-Houses.....	124	Ventilation.....	137
Searsport.....	58	Waldoborough.....	65
Senate bill for State Uniformity.....	205	Waterville.....	90
Sidney.....	86	Westbrook.....	97
Skowhegan.....	55	Whitefield.....	71
Springfield.....	99	Winthrop.....	123
State Uniformity of Text-Books.....	198		