

MAINE STATE LEGISLATURE

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Public Documents of Maine :

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEARS

1872-73.

AUGUSTA :

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1873.



WESTERN NORMAL SCHOOL, FARMINGTON.

NINETEENTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

STATE OF MAINE.

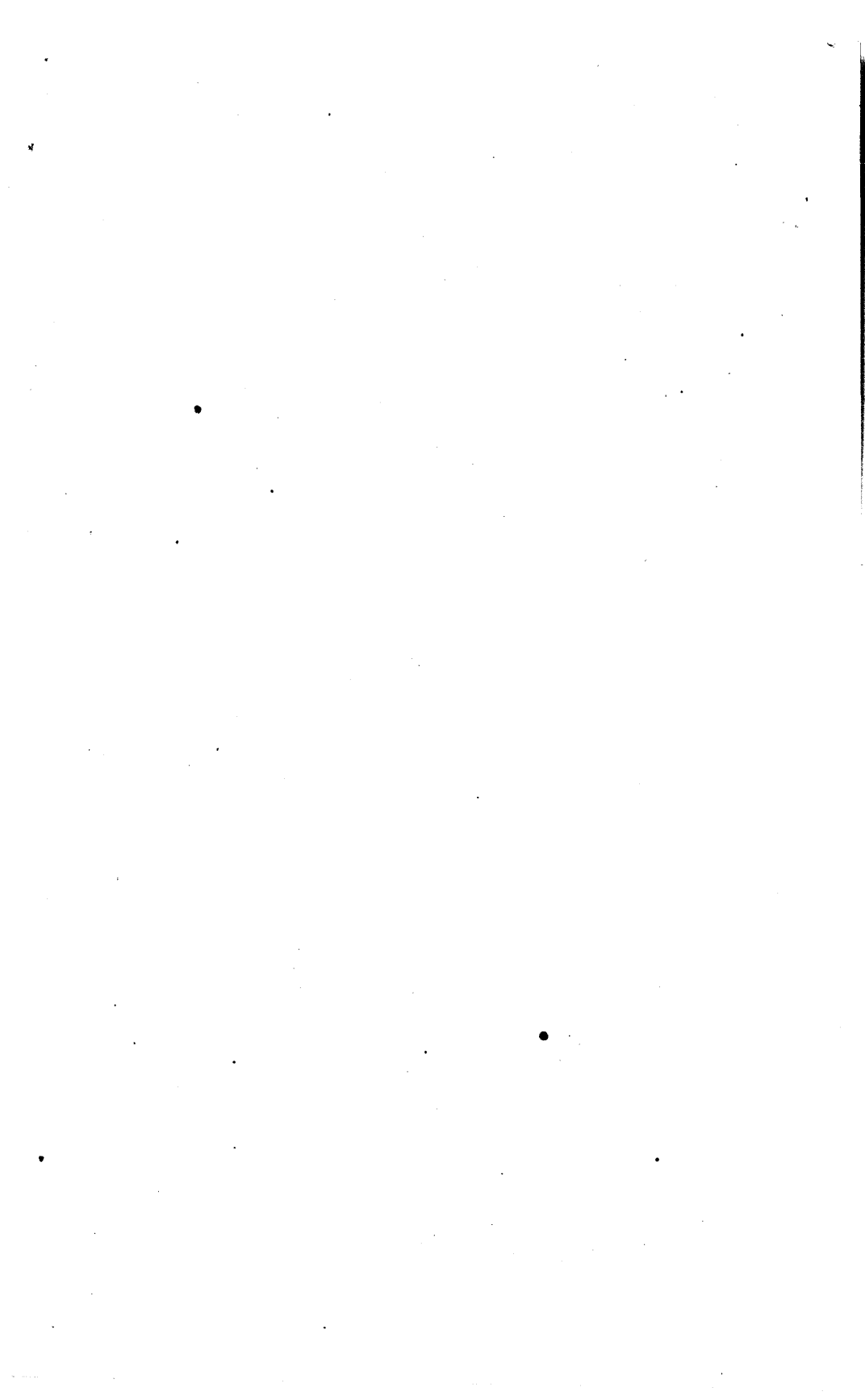
1872.



AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1872.



STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }
Augusta, Dec. 1, 1872. }

Governor SIDNEY PERHAM, and the

Honorable Executive Councilors:

GENTLEMEN:—In accordance to provision of statute, the accompanying report on the Common Schools of Maine for the current year, is respectfully submitted for your examination.

Your obedient servant,

WARREN JOHNSON,

State Superintendent of Common Schools.

REPORT.

Your attention is respectfully invited to the following general statement for 1872, derived from the returns made to this office by the School Committees and Supervisors of the several towns of the State, agreeably to requirement of law. These returns represent the school statistics for the *school year* ending April 1, 1872. The second column, headed 1871, introduced for the sake of comparing the two years, '72 and '71, represents a like summary for the *school year*, ending April 1, 1871. The general law requires school officers to make up their returns to April 1, of each year, and to transmit the same to this office on or prior to May 1. The *school year* therefore is quite different from the *calendar year*. For tabulations containing complete statistics, as made to this department, you are referred to the Appendix of this report. My official remarks and suggestions are based partly upon the statistics of the school year ending April 1, 1872, and partly upon observations and experiences extending to Dec. 1, 1872, the time required by law for transmitting this report to you. The following summary is complete with the exception of returns from the following delinquent towns and plantations:

Towns—Orient, North Yarmouth, New Sharon, Salem, Bucksport, Orland, Hope, Vinalhaven, Warren, Alna, Brownfield, Dixfield, Hanover, Chester, Exeter, Greenfield, Howland, Barnard, Brownville, Sebec, Mayfield, Norridgewock, Millbridge, Cornish.

Plantations—Dayton, Greenwood, Haynesville, Leavitt, Jerusalem, Rangely, Dallas, Green Vale, Unity, Muscle Ridge, Monhegan Isle, Andover North Surplus, Fryeburg Academy Grant, Hamlin's Grant, Lincoln, Riley, Drew, Pattagumpus, No. 1, North Division; No. 2, Grand Falls; Lakeville, No. 7, Range 8; Elliotville, No. 18, No. 31.

It will be borne in mind that a delinquent town loses ten per cent. of the school moneys payable from the State Treasury, and can not legally receive the nine-tenths apportioned to it until the required return is made to the State Superintendent. See School Laws, Sections 55 and 92.

COMPARATIVE STATISTICAL SUMMARIES—1872, 1871.

	1872.	1871.
Population of State, census of 1870.....	626,915	626,915
Whole number of towns in the State.....	412	411
Whole number of plantations.....	88	75
Number of towns making returns.....	395	379
Number of plantations making returns.....	65	46
Whole number of scholars between 4 and 21.....	226,751	225,508
Number registered in Summer Schools.....	118,222	112,813
Average attendance.....	92,750	87,290
Number registered in Winter Schools.....	126,311	126,147
Average attendance.....	102,443	101,177
Per centage of average attendance to whole number.....	.49	.50
“ “ “ “ scholars registered.....	.80	.79
“ “ “ “ Summer Schools registered.....	.78	.78
“ “ “ “ Winter Schools registered.....	.81	.80
Probable number of truants or absentees.....	17,487	18,989
Average length of Summer Schools in weeks and days, 5½ days per week.....	9w. 2d.	9w. 3d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w.	10w.
Average length of Schools for the year.....	19w. 2d.	19w. 3d.
Number of districts.....	3,861	3,853
Number of parts of Districts.....	310	350
Number of graded schools.....	462	420
Number of school-houses.....	3,868	3,790
Number of school-houses in good condition.....	2,279	2,234
Number of school-houses built last year.....	121	119
Cost of the same.....	\$131,799	\$117,364
Estimated value of all school property.....	2,644,264	2,488,523
Number of Male Teachers employed in Summer.....	145	119
Number of Male Teachers employed in Winter.....	1,870	1,801
Number of Female Teachers employed in Summer.....	3,959	3,790
Number of Female Teachers employed in Winter.....	2,213	2,180
Number of Teachers graduates of Normal Schools.....	270	264
Average wages of Male Teachers per month, excluding board..	\$33 17	\$32 44
Average wages of Female Teachers per week, excluding board,	3 60	3 43
Average cost of Teachers board per week.....	2 32	2 30
Amount of school money voted.....	717,719	719,602
Excess above amount required by law.....	232,406	119,452
Amount raised per scholar.....	2 87	3 07
Amount drawn from State fund in 1871.....	15,537	15,444
Amount derived from local funds.....	14,408	14,639

SUPERINTENDENT'S REPORT.

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	1872.	1871.
Amount paid for tuition in private schools, academies or colleges in the State.....	\$55,425	\$48,774
Amount paid for same out of the State.....	7,995	11,552
Amount expended for repairs, fuel, insurance, &c.....	76,841	93,460
Amount expended to prolong schools.....	13,164	12,966
Amount paid for School Supervision.....	24,139	23,623
Amount of School Fund.....	317,902	309,109

FISCAL STATEMENT.

Raised by municipal taxation for current school expenses.....	\$717,719	\$719,602
New school-houses.....	131,799	117,364
Private tuition in and out of the State.....	63,420	60,326
To prolong schools.....	13,164	12,966
To pay for School Supervision.....	24,139	23,623
Appropriation for Teachers' Institutes.....	4,000	8,000
" " County Supervision.....	abolished.	16,000
" " Normal Schools.....	31,000	25,000
Expense of Annual Report, (7,000 copies).....	3,500	3,500
Salary of Superintendent, \$1,800 ; Clerk, \$1,200.....	3,000	3,000
Traveling expenses, \$500 ; postage, \$300.....	800	800
Derived from local funds.....	14,408	14,639
" " Savings Bank tax, payable July 1, 1872..	57,335	nothing
" " School-Mill tax, payable January 1, 1873..	224,530	nothing
Interest of permanent School fund.....	18,778	15,444
Aggregate expended and available for educational purposes....	\$1,307,592	\$1,043,988
Aggregate expended and available for current public school purposes	1,112,373	866,298
Valuation of State.....	224,585,325	same
Rate of aggregate school expenditures to valuation.....	5 4-5 mills.	4 3-5 mills
Rate of current expenses to valuation.....	4 9-10 "	3 4-5 "

SCHOOL REVENUE.

By examination of preceding Fiscal Statement, it will be seen that the total sum expended for educational purposes *in and out of* the State by our people, is \$1,307,592. The gross amount probably exceeds this, as the sum paid for private tuition, at home and abroad, is simply estimated by the school officers in their returns to this office. I find upon examination that several towns have not included the entire amount paid by our citizens for tuition in colleges and private schools out of the State. It is reasonable to assert that the education of our youth costs annually, in round numbers, \$1,400,000. Deducting from the first sum, \$1,307,592, the "cost of new school-houses," \$131,799, and "private tuition

in and out of the State," \$63,420, we have remaining as the sum total representing the current expenses of the

Public school system, 1872.....	\$1,112,373
Same purpose, 1871.....	866,298

Increase.....	\$246,075
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Per centage of increase.....	.28
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This increase is due entirely to the

Savings Bank Tax.....	\$57,335
And Mill-tax.....	224,530

\$271,865

The total expended for public schools, as above, \$1,112,373, gives

	(1872.)	(1871.)
For each inhabitant.....	\$1 77	\$1 67
“ “ census scholar.....	4 87	4 62
“ “ registered scholar.....	9 10	8 89
For average attendance.....	11 99	11 07

In round numbers the annual tuition of the pupil at the public school amounts to \$12.00. By reference to the "Summary," it will be seen that the length of summer and winter schools together is nearly twenty weeks. The weekly tuition is therefore sixty cents, which is about the usual price for tuition in private schools. Based on the "registered" number of pupils in the public schools the tuition would be forty-four cents, one-third less than private tuition. Based on "census" number of youth in the State the rate would be twenty-three cents, less than one-half the cost of private tuition. Were parents, educators, or the State more careful to secure the attendance of scholars, the rate of tuition would be much less than the maximum, sixty cents, the expense not being materially increased, as we are obliged to pay the same sum, whether the full "registered" number are in attendance or not. It will be seen, therefore, that in the matter of expense the public school system of education is a measure of economy, without taking into consideration the opportunities which the system affords to every child of acquiring the rudiments of a good English education. Again, the average school period now ranges from the age of six years to sixteen—ten years. The tuitional cost, therefore, for each youth in the State is, on the present expenditure, \$120—certainly a very small sum for the property of the State

to invest in securing that intelligence which alone guarantees rational citizenship, skilled labor, deliberate popular suffrage, and the growth and perpetuity of the State.

PERMANENT SCHOOL FUND.

There are six sources of school revenue in this State.

1. Interest on Permanent School Fund.
2. Savings Bank Tax.
3. School Mill-tax.
4. Per-capita Tax.
5. Proceeds from Local Funds.
6. Voluntary Town or School-district Tax.

The permanent school fund, realized from the sales of the public wild lands, now amounts to \$317,902. The additions to this fund latterly have been small, and as the public lands are nearly all disposed of, this amount can not be much increased from this source. Had the State Government, with prudent forecast, retained her former vast area of timber lands, granting "permits," rather than selling to "speculative" land proprietors, and had disposed of the settling lots to actual occupants, a splendid school revenue might now be realized annually from this source. But that is in the *past*. We have now simply six per cent. annual income on rising \$300,000. The fountain from which this derived its supply has grown dry. We must seek for new sources, if it be desirable to increase the fund. These may be found in general or special taxation, or in gifts from individuals or from the National Government. General taxation would heap together an amount of money earning but six per cent. in the State Treasury, while it would probably earn much more than this in the hands of the people engaged in their ordinary pursuits and industries. Special taxation, as upon banks, insurance companies, &c., is generally regarded as an invidious discrimination. Individual gifts or legacies are seldom made to the State. We are left therefore to look to the National Government for any probable increase of this fund. Action has already been taken in Congress towards the distribution of the national domain in some form to the several States in aid of public school systems. To secure the accomplishment of this worthy purpose on the part of our national legislators, your co-operative influence, as well as that of the coming Legislature, is respectfully recommended and earnestly solicited. A

memorial from the State Legislature to Congress for this purpose would be no objectionable form, it seems to me, of presenting this matter, and possibly might aid much in the attainment of the end proposed, I therefore recommend it.

The interest of the present fund amounts to \$18,778, or .083 per census scholar. This is apportioned July 1, annually, by the State Treasurer, and is payable to any town whenever the State and County taxes are paid by said town.

SAVINGS BANK TAX.

This is a semi-annual tax of one-quarter of one per cent. on the total amount of deposits in all the Savings Banks of the State, as returned to the State Treasurer the first Monday of May and of November in each year, and payable to said Treasurer in ten days thereafter. The State Treasurer is required to apportion this revenue immediately after the first day of July, in the same manner as the interest from the permanent school fund. The amount from this source as returned in the month of May, 1872, was \$57,334.89. The probable amount for November is \$60,000, according to information kindly afforded by Treasurer Caldwell. The former amount was duly apportioned July 1, giving .25 to each census scholar. The latter amount will not be apportioned till July 1, 1873, at which time the amount payable in May, 1873, will also be apportioned. It appears, therefore, that in 1872, only one-half of the revenue from this source was available for school purposes in this school year. In 1873 the full revenue of the year will be realized. The State Treasurer estimates this will be \$120,000. Taking the place of the former State Bank tax—which amounted at one time to \$80,000 annually—and constituting more than one-tenth of our total school revenue, the Savings Bank tax will, we trust, be continued as one of the permanent sources of school revenue.

SCHOOL MILL FUND.

This, as also the Savings Bank Fund, was established by the Legislature of 1872. It consists of a tax of one mill per dollar upon all the property in the State according to the valuation thereof, to be known as the mill-tax for the support of common schools. This yields an annual revenue, on the present valuation, of \$224,530, or \$1.00 per census scholar. The school revenue

therefore to be disbursed from the State Treasury will be nearly as follows, for the year 1873 :

Interest on Permanent School Fund.....	\$19,000
Savings Bank Fund.....	120,000
School Mill Fund.....	224,530

The total sum from these sources will therefore be \$363,350, or about \$1.60 per census scholar. The amount payable from the State Treasury in 1871 was \$15,444. This year, 1872, the amount payable from the same source is \$300,643. As this amount is apportioned to the several towns by the State Treasurer according to the number of youth in the towns between the ages of 4 and 21, as returned to this office by the School Committees or Supervisors of the towns, the following table is inserted here for convenient reference. The table has been afforded for this purpose by the courteousness of the State Treasurer.

COUNTY OF ANDROSCOGGIN.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and interest on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Auburn.....	2,093	\$713 10	\$2,098 00
Durham.....	440	149 94	441 05
East Livermore.....	348	118 57	348 83
Greene.....	360	122 65	360 86
Lewiston.....	4,964	1,691 28	4,975 86
Lisbon.....	650	221 46	651 55
Leeds.....	465	158 42	466 11
Livermore.....	466	158 76	467 11
Minot.....	550	187 39	551 31
Poland.....	983	132 20	990 36
Turner.....	798	271 89	799 91
Wates.....	190	64 76	190 45
Webster.....	358	121 98	358 86
	12,670	\$4,112 40	\$12,700 26

COUNTY OF AROOSTOOK.

Amity.....	141	\$48 04	\$141 32
Bridgewater.....	272	92 67	272 64
Dalton.....	217	73 93	217 51
Easton.....	255	86 88	255 65
Fort Fairfield.....	859	292 67	861 15
Fort Kent.....	561	191 13	562 33
Frenchville.....	864	294 36	865 06
Grant Isle.....	323	110 04	323 77
Hodgdon.....	402	136 96	402 96
Houlton.....	878	299 14	880 16
Island Falls.....	73	24 87	73 18
Limestone.....	134	45 65	134 31

COUNTY OF AROOSTOOK—CONCLUDED.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Linneus	354	\$120 61	\$354 84
Littleton	315	107 32	315 74
Ludlow	141	48 04	141 32
Lyndon	693	236 10	694 65
Madawaska	502	171 03	503 21
Mars Hill	186	63 37	186 43
Masardis	56	19 08	56 13
Maysville	409	139 35	409 98
Monticello	347	118 22	347 82
New Limerick	168	57 24	168 39
Orient	85	28 96	85 20
Presque Isle	480	163 54	481 25
Sherman	253	86 20	253 60
Smyrna	74	25 21	74 18
Washburn	212	72 23	212 49
Weston	162	55 19	162 37
Alva plantation	240	81 77	240 56
Bancroft plantation	84	28 62	84 20
Benedicta plantation	123	41 90	123 29
Castle Hill plantation	112	38 16	112 25
Crystal plantation	80	27 26	80 19
Dayton plantation	34	11 58	34 08
Eagle Lake plantation	72	24 59	72 17
Greenwood plantation	85	28 96	85 20
Hamlin plantation	255	86 88	255 60
Haynesville plantation	34	11 58	34 08
Leavitt plantation	22	7 49	22 05
Macwahoc plantation	94	32 02	94 22
Mapleton plantation	212	72 23	212 49
Molunkus plantation	15	5 17	15 03
Moro plantation	70	23 85	70 17
No. 9, Range 6 plantation	36	12 26	36 08
No. 11, Range 1 plantation	129	43 95	129 30
Oakfield plantation	254	86 54	254 60
Ox Bow plantation	34	11 58	34 08
Perham plantation	38	12 95	38 09
Silver Ridge plantation	63	21 46	63 15
St. Francis plantation	149	50 77	149 34
St. John plantation	74	25 26	74 18
Wellagrass plantation	186	63 37	186 43
Westfield plantation	38	12 95	38 09
Woodland plantation	122	41 56	122 28
Van Buren plantation	466	158 76	468 12
	12,537	\$4,271 50	\$12,566 96

COUNTY OF CUMBERLAND.

Baldwin	391	\$133 27	\$391 93
Bridgton	868	295 73	870 09
Brunswick	1,591	542 07	1,594 80
Cape Elizabeth	1,772	603 74	1,776 26
Casco	415	141 38	415 99
Cumberland	558	190 12	559 33
Deering	1,140	388 42	1,142 73
Falmouth	598	203 74	599 33
Freeport	786	267 79	787 87

COUNTY OF CUMBERLAND--CONCLUDED.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Gorham.....	1,148	\$391 15	\$1,150 75
Gray.....	600	204 42	601 44
Harpswell.....	643	219 07	644 53
Harrison.....	410	139 69	410 98
Naples.....	435	148 29	436 05
New Gloucester.....	507	172 73	508 21
North Yarmouth.....	298	101 53	298 71
Otisfield.....	361	122 99	361 85
Portland.....	11,055	3,766 56	11,031 45
Pownal.....	321	109 36	321 76
Raymond.....	447	152 29	448 07
Scarborough.....	604	295 79	605 45
Sebago.....	311	105 96	311 74
Standish.....	609	207 49	610 45
Westbrook.....	940	320 27	942 25
Windham.....	786	267 79	787 87
Yarmouth.....	606	206 46	607 44
	28,200	\$9,608 11	\$28,267 33

COUNTY OF FRANKLIN.

Avon.....	219	\$74 62	\$219 52
Carthage.....	183	62 35	183 44
Chester ville.....	356	121 29	356 85
Farmington.....	1,120	381 59	1,122 67
Freeman.....	221	75 29	221 53
Industry.....	280	95 40	280 67
Jay.....	532	181 25	533 27
Kingfield.....	181	61 67	181 43
Madrid.....	159	54 18	159 38
New Sharon.....	438	149 23	439 05
New Vineyard.....	264	89 94	264 63
Phillips.....	448	152 64	449 07
Rangely.....	144	49 06	144 34
Salem.....	114	38 84	114 27
Strong.....	197	67 04	197 47
Temple.....	205	69 84	205 49
Weld.....	375	127 76	375 92
Wilton.....	595	202 76	596 42
Eustis plantation.....	134	45 65	134 32
Letter E plantation.....	16	5 45	16 04
Perkins plantation.....	70	23 85	70 17
Rangely plantation.....	11	3 75	11 02
No. 6.....	15	5 16	15 03
Dallas plantation.....	57	19 42	57 14
Sandy River plantation.....	29	9 88	29 07
Washington plantation.....	26	8 85	26 06
Lang plantation.....	13	4 48	13 03
Green Vale.....	16	5 45	16 04
Coplin.....	35	11 92	35 08
	6,453	\$2,198 61	\$6,468 42

COUNTY OF HANCOCK.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Amherst.....	161	\$54 85	\$161 38
Aurora.....	93	31 68	93 23
Bluehill.....	579	197 27	580 39
Brooklin.....	358	121 98	358 86
Brooksville.....	560	190 79	561 34
Bucksport.....	1,080	367 98	1,082 69
Castine.....	501	170 69	502 19
Cranberry Isles.....	139	47 36	139 33
Deer Isle.....	1,606	547 18	1,609 84
Dedham.....	164	55 87	164 40
Eastbrook.....	73	24 87	73 18
Eden.....	477	162 51	478 16
Ellsworth.....	1,935	659 28	1,939 62
Franklin.....	425	144 79	426 02
Gouldsborough.....	645	219 75	646 53
Hancock.....	370	126 06	370 88
Lamoine.....	250	85 28	250 59
Mariaville.....	130	44 29	130 31
Mount Desert.....	334	113 79	334 79
Orland.....	549	187 05	550 30
Otis.....	108	36 80	108 26
Penobscot.....	541	184 32	542 28
Sedgwick.....	414	141 05	414 99
Sullivan.....	304	103 57	304 72
Surry.....	400	136 28	400 96
Tremont.....	779	265 41	780 86
Trenton.....	300	102 21	300 72
Waltham.....	152	51 79	152 36
Verona.....	153	52 13	153 37
Long Island.....	51	17 38	51 12
Swan Island.....	212	72 23	212 49
No. 7.....	19	6 48	19 04
No. 10.....	4	1 36	4 01
No. 21, Middle Division.....	24	8 17	24 06
No. 33, Middle Division.....	37	12 60	37 09
	13,927	\$4,745 10	\$13,960 26

COUNTY OF KENNEBEC.

Albion.....	412	\$140 37	\$412 98
Augusta.....	2,273	774 43	2,278 43
Belgrade.....	486	165 58	487 17
Benton.....	417	142 07	418 00
Chelsea.....	300	102 21	300 72
China.....	690	235 08	691 65
Clinton.....	699	238 15	700 67
Farmingdale.....	233	79 38	233 56
Fayette.....	306	104 25	306 72
Gardiner.....	1,205	410 55	1,207 88
Hallowell.....	687	234 06	688 64
Litchfield.....	550	187 39	551 31
Manchester.....	233	79 38	233 56
Monmouth.....	540	183 98	541 29
Mt. Vernon.....	437	148 88	438 05
Pittston.....	590	201 01	591 41
Readfield.....	386	131 51	386 92
Rome.....	278	94 72	278 66

SUPERINTENDENT'S REPORT.

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COUNTY OF KENNEBEC—CONCLUDED.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Sidney	523	\$178 18	\$524 25
Vassalborough.....	960	327 08	962 29
Vienna	244	83 13	244 58
Waterville	1,722	586 69	1,726 12
Wayne	312	106 30	312 73
West Gardiner.....	367	125 03	367 87
Windsor.....	401	136 62	401 96
Winslow.....	526	179 20	527 25
Winthrop.....	684	233 04	685 63
Clinton Gore.....	91	31 20	91 22
Unity plantation.....	13	4 43	13 03
	16,565	\$5,643 90	\$16,604 55

COUNTY OF KNOX.

Appleton	521	\$177 50	\$522 24
Camden.....	1,726	588 05	1,730 13
Cushing	244	83 13	244 57
Friendship.....	316	107 66	316 75
Hope	301	102 55	301 71
North Haven.....	263	89 60	263 65
Rockland.....	2,522	859 27	2,528 03
South Thomaston	678	231 08	679 62
St. George.....	919	313 13	921 19
Thomaston.....	832	283 46	833 98
Union	598	203 74	599 43
Vinalhaven	576	196 24	577 38
Warren	632	215 32	633 50
Washington.....	463	157 74	464 11
Matineus Isle	102	34 75	102 24
Muscle Ridge plantation	29	9 88	29 07
	10,722	\$3,653 10	\$10,747 60

COUNTY OF LINCOLN.

Alna	241	\$82 11	\$241 56
Boothbay	1,133	386 02	1,135 70
Bremen.....	306	104 25	306 72
Bristol	1,120	381 59	1,122 67
Damariscotta.....	430	146 50	431 04
Dresden	268	91 36	268 63
Edgecomb	383	130 49	383 91
Jefferson	656	223 50	657 56
Newcastle.....	475	161 83	476 14
Nobleborough.....	451	153 66	452 07
Somerville	167	56 89	167 40
Southport.....	261	88 92	261 72
Waldoborough	1,399	476 65	1,402 33
Westport	274	93 35	274 65
Whitefield.....	552	188 07	553 30
Wiscasset.....	645	219 75	646 52
Monhegan Isle	36	12 29	36 08
	8,797	\$2,997 23	\$8,818 00

COUNTY OF OXFORD.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Albany.....	275	\$93 69	\$275 65
Andover.....	273	93 01	273 65
Bethel.....	775	264 04	776 35
Brownfield.....	438	149 23	439 05
Buckfield.....	488	166 27	489 17
Byron.....	69	23 51	69 16
Canton.....	328	111 75	328 79
Denmark.....	405	137 98	405 97
Dixfield.....	343	116 86	343 81
Fryeburg.....	529	180 23	530 26
Gilead.....	130	44 29	130 31
Grafton.....	19	6 48	19 04
Greenwood.....	324	110 38	324 77
Hanover.....	53	18 06	53 13
Hartford.....	344	117 20	344 81
Hebron.....	240	81 77	240 56
Hiram.....	502	171 03	503 19
Lovell.....	425	144 79	426 02
Mason.....	54	18 40	54 13
Mexico.....	167	56 89	167 40
Newry.....	133	45 31	133 32
Norway.....	680	231 68	681 62
Oxford.....	559	190 46	560 33
Paris.....	1,168	397 95	1,170 79
Peru.....	346	117 89	346 82
Porter.....	408	139 01	408 98
Roxbury.....	54	18 40	54 13
Rumford.....	481	163 88	482 15
Stow.....	171	58 26	171 40
Stoneham.....	154	52 47	154 37
Sumner.....	490	166 94	491 17
Sweden.....	197	67 22	197 47
Upton.....	54	18 40	54 13
Waterford.....	490	166 94	491 17
Woodstock.....	368	125 38	368 97
Andover N. Surplus.....	10	3 41	10 02
Franklin plantation.....	75	25 55	75 18
Fryeburg Academy Grant.....	6	2 04	6 01
Hamlin's Grant.....	44	15 00	44 10
Lincoln plantation.....	10	3 41	10 02
Milton plantation.....	90	30 66	90 21
Riley plantation.....	15	5 11	15 03
	12,184	\$4,151 23	\$12,213 11

COUNTY OF PENOBSCOT.

Alton.....	230	\$78 36	\$230 54
Argyle.....	115	39 18	115 17
Bangor.....	5,284	1,800 31	5,296 62
Bradford.....	542	184 66	543 28
Bradley.....	312	106 30	312 73
Brewer.....	1,089	371 04	1,091 62
Burlington.....	238	81 09	238 56
Carmel.....	497	169 33	498 19
Carroll.....	242	82 45	242 56
Charleston.....	410	139 69	410 98

SUPENINTENDENT'S REPORT.

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COUNTY OF PENOBSCOT—CONCLUDED.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Chester	136	\$46 33	\$136 32
Clifton	138	47 02	138 34
Corinna	538	183 30	539 28
Corinth	508	173 08	509 21
Dexter	931	337 64	933 38
Dixmont	498	169 67	499 21
Eddington	256	87 22	256 61
Edinburg	24	8 17	24 06
Enfield	210	71 55	210 49
Etna	349	118 91	349 83
Exeter	486	165 58	487 16
Garland	462	157 40	463 10
Glenburn	278	94 72	278 66
Greenbush	300	102 21	300 71
Greenfield	284	96 76	284 67
Hampden	1,025	349 22	1,027 45
Hermion	570	194 20	571 36
Holden	285	97 10	285 67
Howland	53	18 06	53 13
Hudson	285	97 10	285 67
Kenduskeag	273	93 01	273 65
Lagrange	236	89 40	236 55
Lee	361	123 04	361 85
Levant	455	155 02	456 09
Lincoln	636	216 68	637 51
Lowell	180	61 33	180 43
Mattawamkeag	120	40 88	120 29
Maxfield	63	21 46	63 15
Milford	309	105 28	309 73
Mt. Chase	115	39 18	115 27
Newburg	364	124 06	364 86
Newport	466	158 76	467 11
Oldtown	1,233	420 09	1,235 94
Orono	978	333 22	980 51
Orrington	648	220 78	649 54
Passadumkeag	78	26 56	78 19
Patten	278	94 72	278 67
Plymouth	350	119 25	350 83
Prentiss	182	62 06	182 43
Springfield	327	111 40	327 78
Stetson	335	114 13	335 79
Veazie	279	95 06	279 66
Winn	194	66 09	194 46
Drew plantation	28	9 54	28 07
Medway plantation	185	63 06	185 44
Pattagumpus plantation	39	13 29	39 09
Webster	22	7 49	22 05
Woodville	69	23 56	69 16
No. 1, North Division	36	12 26	36 08
No. 2, Grand Falls	26	8 85	26 06
Independence	135	45 99	135 32
Lakeville	36	12 26	36 08
	25,671	\$8,746 43	\$25,732 30

COUNTY OF PISCATAQUIS.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Abbot	275	\$93 69	\$275 65
Atkinson	230	78 36	230 54
Barnard	56	19 08	56 13
Blanchard	73	24 87	73 18
Browville	276	94 06	276 65
Dover	674	229 63	675 64
Foxcroft	425	144 79	426 04
Guilford	282	96 08	282 66
Greenville	137	46 67	137 33
Kingsbury	76	25 89	76 18
Medford	116	39 52	116 27
Monson	232	79 04	232 54
Milo	402	136 96	402 96
Orneville	267	90 95	267 63
Parkman	404	137 64	404 97
Sangerville	415	141 39	415 99
Sebec	325	110 72	325 79
Shirley	88	29 99	88 21
Wellington	268	91 36	268 63
Williamsburg	93	31 68	93 22
Bowerbank plantation	36	12 29	36 08
	5,150	\$1,754 67	\$5,162 29

COUNTY OF SAGadahoc.

Arrowsic	81	\$27 60	\$81 19
Bath	3,010	1,025 54	3,017 20
Bowdoinham	573	195 22	574 37
Bowdoin	525	178 86	526 25
Georgetown	450	153 32	451 08
Perkins	23	7 83	23 06
Phippsburg	572	194 88	573 36
Richmond	835	284 48	836 99
Topsham	462	157 46	463 10
West Bath	143	48 72	143 34
Woolwich	362	123 33	362 85
	7,036	\$2,397 24	\$7,052 80

COUNTY OF SOMERSET.

Anson	675	\$229 97	\$676 64
Athens	580	197 61	581 38
Bingham	310	105 62	310 73
Brighton	268	91 31	268 63
Cambridge	170	57 92	170 41
Canaan	559	190 46	560 35
Concord	170	57 92	170 41
Cornville	293	99 82	293 69
Detroit	241	82 11	241 56
Embden	302	102 89	302 71
Fairfield	1,005	342 46	1,007 40
Harmony	324	110 38	324 77
Hartland	461	157 06	462 10
Lexington	148	50 43	148 35
Madison	461	157 06	462 10

COUNTY OF SOMERSET—CONCLUDED.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and Inter- est on School Fund, payable July 1, 1873.	School Mill Fund, payable Jan. 1, 1873.
Mayfield.....	33	\$11 24	\$33 08
Mercer.....	301	102 55	301 71
Moscow.....	240	81 77	240 56
New Portland.....	508	173 08	509 21
Norridgewock.....	565	192 49	566 34
Palmyra.....	471	160 47	472 15
Pittsfield.....	693	236 10	694 65
Ripley.....	208	70 87	208 49
St. Albans.....	636	216 68	637 51
Solon.....	427	145 47	428 05
Skowbegan.....	1,425	485 50	1,428 42
Smithfield.....	258	87 96	258 61
Starks.....	364	124 06	364 86
Dead River plantation.....	44	14 99	44 11
Flag Staff plantation.....	24	8 17	24 06
Moose River plantation.....	35	11 92	35 08
West Forks plantation.....	31	10 56	31 07
The Forks.....	61	20 78	61 15
Carratunk.....	60	20 44	60 14
Highland.....	55	18 74	55 13
No. 1, Range 2, West Kennebec River.....	51	17 38	51 12
No. 2, Range 5, W. K. R.....	27	9 19	27 07
Jackmamtown plantation.....	43	14 65	43 10
No. 2, R. 2.....	43	14 65	43 10
Pleasant Ridge.....	51	17 38	51 12
	12,621	4,300 11	\$12,651 15

COUNTY OF WALDO.

Belfast.....	1,683	\$573 41	\$1,687 02
Belmont.....	223	75 97	223 53
Brooks.....	305	103 91	305 75
Burnham.....	353	120 27	353 84
Frankfort.....	456	155 36	457 09
Freedom.....	214	72 91	214 51
Islesborough.....	458	156 15	459 10
Jackson.....	234	79 72	234 56
Knox.....	352	119 93	352 84
Liberty.....	331	112 77	331 79
Lincolntonville.....	743	253 14	744 77
Monroe.....	456	155 36	457 09
Montville.....	500	170 35	501 19
Morrill.....	192	65 41	192 46
Northport.....	321	109 36	321 77
Palermo.....	445	151 61	446 06
Prospect.....	310	105 62	310 74
Searsmont.....	567	193 17	568 35
Searsport.....	807	274 94	808 93
Stockton.....	662	225 54	663 58
Swanville.....	310	105 62	310 74
Thorndike.....	265	90 28	265 63
Troy.....	426	145 20	427 02
Unity.....	425	144 79	426 02
Waldo.....	290	98 80	290 69
Winterport.....	1,031	351 27	1,033 46
	12,359	\$4,210 86	\$12,388 53

COUNTY OF WASHINGTON.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and inter- est on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Addison	448	\$152 64	\$449 07
Alexander	213	72 57	213 50
Baileyville	154	52 47	154 37
Baring	130	44 29	130 31
Beddington	62	21 12	62 14
Calais	2,623	893 67	2,629 27
Centerville	57	19 42	57 14
Charlotte	198	67 46	198 47
Cherryfield	697	237 46	698 67
Columbia	253	86 29	253 60
Columbia Falls	224	76 31	244 53
Cooper	164	55 87	164 39
Crawford	96	32 70	96 22
Cutler	405	137 98	405 98
Danforth	130	44 29	130 31
Deblois	62	21 12	62 14
Dennysville	234	79 72	234 56
East Machias	831	283 12	832 99
Eastport	1,606	547 17	1,609 84
Edmunds	196	66 77	196 46
Harrington	476	162 17	477 14
Jonesborough	216	73 59	216 50
Jonesport	603	205 44	604 45
Lubec	864	294 36	866 06
Machias	997	339 68	939 39
Machiasport	650	221 46	651 55
Marion	92	31 34	92 21
Marshfield	145	49 60	145 34
Meddybemps	91	31 00	91 21
Milbridge	587	199 99	588 40
Northfield	101	34 41	101 24
Pembroke	1,091	371 71	1,093 64
Perry	491	167 28	492 17
Princeton	466	158 76	467 12
Robbinston	387	131 85	387 92
Steuben	405	137 98	405 97
Topsfield	216	73 59	216 51
Trescott	273	93 01	273 65
Wesley	148	50 43	148 35
Whiting	166	56 55	166 39
Whitneyville	244	83 13	244 57
Codyville plantation	22	7 49	22 05
Jackson Brook plantation	125	42 58	125 31
Talmadge plantation	44	14 99	44 10
Waite plantation	30	10 22	30 07
No. 7, Range 2	68	23 17	68 16
No. 9, Range 4	59	20 11	59 15
No. 14	68	23 17	68 16
No. 18	16	5 45	16 03
No. 21	77	26 23	77 20
No. 31	16	5 45	16 03
Vanceboro	113	38 50	113 28
	18,130	\$6,177 13	\$18,173 29

COUNTY OF YORK.

TOWNS.	Whole number of Scholars.	Savings Bank Tax and interest on School Fund, payable July 1, 1872.	School Mill Fund, payable Jan. 1, 1873.
Acton	365	\$124 35	\$365 86
Alfred	450	153 32	451 08
Berwick	856	291 64	858 04
Biddeford	3,828	1,304 23	3,837 15
Buxton	896	305 36	898 13
Cornish	372	126 74	372 88
Dayton	182	62 04	182 43
Elliot	579	197 27	580 38
Hollis	534	181 93	535 27
Kennebunk	939	319 93	941 25
Kennebunkport	797	271 53	798 92
Kittery	1,135	386 70	1,137 72
Lebanon	650	221 46	651 55
Limerick	508	173 08	509 21
Limington	575	195 90	576 37
Lyman	370	126 06	370 88
Newfield	377	128 44	377 90
North Berwick	571	194 54	572 36
Parsonsfield	659	224 56	660 57
Saco	1,902	648 06	1,906 58
Shapleigh	411	140 03	411 99
Sanford	746	254 16	747 77
South Berwick	864	294 36	866 06
Waterborough	519	176 83	520 23
Wells	1,011	344 46	1,013 41
York	877	298 79	879 10
	20,973	\$7,145 77	\$21,023 09

The school mill-tax seemed to a few of our legislators a novel way of raising money for public school purposes. It is new in *this* State, but is no novelty in the American public school system itself, as the accompanying table will show.

The following list includes most of the States that raise a part of their school revenue by direct taxation on the property in the State, either by annual appropriation or by an established mill-tax:

Alabama—Appropriation, one-fifth of whole revenue.

Arkansas—State tax.

California—One mill-tax.

Florida—Annual appropriation.

Illinois—Two mills-tax.

Indiana—One and six-tenths mill-tax.

Kansas—One mill-tax.

Kentucky—Two mills-tax.

Louisiana—Two mills-tax.

Maine—One mill-tax.

Maryland—One and one-half mill-tax.

Michigan—Two mills-tax.

Nebraska—Two mills-tax.

New Jersey—Two mills-tax.

New York—One and one-fourth mill-tax.

North Carolina—One-twentieth mill-tax.

Ohio—One and three-tenths mill-tax.

Oregon—Two mills-tax.

Pennsylvania—Annual appropriation, \$650,000.

Rhode Island—Annual appropriation, \$90,000.

South Carolina—Annual appropriation.

Virginia—One mill-tax.

West Virginia—One mill-tax.

Massachusetts does not appear in the foregoing list. An attempt however was made last winter to secure a school revenue on a like basis by a tax of one-half mill on the entire valuation of the State. The following is the expression of the Secretary of the Board of Education, Hon. Joseph White, as made in his annual report, 1871 :

Half-Mill School Fund. I desire to invite your attention to a phase of our school system to which I have once or twice alluded briefly ; but which, in my judgment, assumes such a degree of importance as to demand a more extended and careful consideration. I refer to the marked disparity in the burdens which it imposes upon the different cities and towns for its support, and the unequal benefits which it confers.

Through all the periods of our history, we have held fast to the maxim enunciated by the founders of the colony, in 1642, "that the good education of children is of singular behoof and benefit to any Commonwealth." This was the corner-stone of the great enactment, five years later, which founded the system of free schools.

The free school exists not solely, nor chiefly, for the individual persons, or separate members which compose it, but through these for the whole "body politic,"—the Commonwealth. Hence the right of the State, than which none is more sacred, and the duty of the State, than which none is more urgent, to provide free public instruction.

This may be done in three ways :

1. By a general tax, levied equally upon the entire property of the State ; as is the case in Indiana and one or two other States of the Union.
2. By taxation of the several towns and districts, to be determined as to the amount by the legal voters thereof ; as is substantially the case with ourselves.
3. By the combined taxation of the State and the towns or districts, as in New York and the larger number of the States of the Union.

Ours is the second method mentioned. The attitude of the Commonwealth is that of command,—of force. She utters her commands, with penalties annexed, to every city and town within her borders, to maintain schools, of such grades, in such number, and for such times as she deems best; determines the qualifications of the teachers; prescribes the *branches of study to be taught*, the mode of administration, and the means of securing attendance; and all this that she may secure the prevalence of intelligence throughout her borders, without which she could not exist an hour as a free and prosperous Commonwealth.

Obviously, this method of supporting a State system of schools is equitable only when the several municipalities occupy such a position in respect to population and wealth that the burden thus thrown upon one will press equally upon all.

Such was substantially the condition of things when our school system was originally established. In the homogeneous character of the people; in the similarity of their tastes, habits, modes of domestic life, and in the similarity of occupations, (agriculture and the fisheries being the principal industries) were found the conditions of a substantial uniformity of "worldly fortune" throughout the several towns of the new and growing colony most favorable for the great experiment.

During the periods of our colonial, provincial and constitutional history until the close of the first quarter of the present century, these favorable conditions remained substantially the same.

But these conditions no longer exist; and the old method of supporting our schools has ceased to be equitable, and in many cases it has well nigh ceased to be practicable.

The introduction of the great branches of manufacturing industry which draw large masses of people to convenient centres; the vast increase of internal trade and of external commerce by means of our railroad system spreading like network over our territory, and all converging to a few central points, have silently, yet wonderfully, changed the old order and relations of our municipalities to each other. The population and wealth, once diffused with comparative equality, have in a large degree left the rural districts for the great centres of trade and industry.

I therefore invite your attention to a method for this purpose, which is in my judgment alike practical and just in its application.

I propose that a school tax of one-half of one mill on the dollar on the whole valuation of the Commonwealth, be annually assessed, collected and paid into the treasury, in the same manner as other State taxes, and when so paid that it be designated by the treasurer as the half-mill school fund for the support of Public Schools; and further, that said fund be apportioned and distributed among the several cities and towns in the Commonwealth according to the number of persons therein between the ages of five and fifteen, and in the same manner and on the same conditions as one-half of the income of the school fund is apportioned and distributed.

With respect to the plan here proposed I suggest—

First. That it is not a scheme for increasing the cost of supporting our schools. Not a dollar need to be added to the *average*

cost. It is simply nothing more nor less than raising the needed amount in a more equitable way than at present.

Second. That each town and each person will contribute in an equal, and therefore just, ratio to the taxable property of each.

Third. That the method of distribution is the only one which is just and equitable and at the same time practicable. Since every town contributes to the general weal, precisely according to the number of youth which it educates, and thus fits for good citizens, so it is plain that the amount contributed by the State should be determined by the number so educated, with the single modification, if any, perhaps, in favor of those places which incur the heaviest rate of taxation.

Fourth. That it will give a coherence and unity to our school system which it now lacks, and thus become a source of vigor and strength. It will create a stronger sympathy between the different municipalities, as mutual contributors to and receivers from a common fund, as well as the subjects of a common law. Indeed, the laws passed from time to time in the interest of harmonious and progressive action will be no longer regarded, especially by the smaller and less favored towns, in the light of arbitrary mandates, but rather as beneficent rules of action suited to the exigencies of all and for the general good. The *enforcement* of the laws will give place to a *cheerful obedience* to them.

While in the large cities and towns the burden imposed by the proposed measure will be hardly appreciable, the relief to the smaller ones will be most grateful and timely; confidence and hope will take the place of discouragement and discontent; greater efforts will follow; a more thoroughly instructed and altogether higher grade of teachers will be employed, and for longer terms of time; and a better class of school-houses, with fitting apparatus and furniture, will take the place of the rude, unsightly and uncomfortable structures, which, in too large numbers, still linger among us.

This form of taxation, so general among the States, is not merely one of convenience, but it is established on the fundamental principles of duty and equity. Reason and experience demonstrate the necessity of an intelligent people for the life and welfare of the State. With this necessity granted, the State through its organic legislative body expresses its will in relation thereto, and issues the mandate to every town, "Educate your youth." Along with this command of the State, should go the accompanying enactment by which means shall be afforded to the several town committees, in order that they may effectually accomplish the purpose intended. Hence the duty of the State to provide these means, not by taxing the wealth or poverty of others, but by drawing from its own treasury and disbursing in such a manner as may, in its wisdom, be deemed best. The State educates; the State should pay for it.

This the State does in part by the present mill-tax. Again, the revenue, or means, thus required by the State, should be paid by those who are *able* to pay. The poor man, with a family of six children to be educated, ought not to be obliged to pay six times as much as the rich man with one child, or even as much as the latter with six children. It is common intelligence we are endeavoring to secure, and the cost of the attempt and of all the instrumentalities connected therewith, in justice and equity, should be paid for by the common wealth, by all the property in the State. This is a principle long recognized in the school district and in the town, since never the *individual*, but *property*, is assessed for educational and other purposes. Duty and equity, therefore, sanction the legislation whereby this source of public school revenue was spoken into active existence.

The honorable opponents of this measure have never, I think, disputed the *equableness* of this enactment, but have raised doubts in respect to the constitutionality of it. These doubts and inquiries, addressed to the State Superintendent, elicited the following opinion, the same as presented in his "Circular No. 8:"

Is the "School Mill-Tax" Constitutional? By act of Legislature approved February 27, 1872, "a tax of one mill per dollar is 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 schools." This act contributes *additional* aid in the support of public schools, and does not release the towns from any school tax imposed upon them by the Legislature. The Constitution, Article VIII, provides that "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." The State thus establishes *free schools*, (See debates on Constitution of Maine, p. 205,) and insures a basis for definite form and amount of revenue. The *form* determined by legislation was that of taxation upon town property, not by rate bills, as in Connecticut; the minimum *amount* was also determined by act of Legislature, 1821, and was fixed at forty cents *per capita*. In 1853, this was increased to fifty cents; in 1854, to sixty cents; in 1865, to seventy-five cents; in 1868, to one dollar, and in 1872, reduced to eighty cents.

The *right* of the State to establish a system of free schools must therefore be regarded as clearly determined. "To promote" the same, the authority and duty of the Legislature to require the towns to raise a specified sum, more or less, in support and maintenance of schools, are in like manner apparent.

As the Legislature is the sole judge of what constitutes "suitable provision" on the part of the towns, the simple question then bearing upon the constitutionality of the "mill-tax" act is whether

the State may contribute anything in *aid* of public schools, still requiring the towns to make suitable provisions for support and maintenance of the same.

1st. Nothing in the Constitution *forbids* the Legislature to contribute to the support of schools in the manner proposed by the "mill-tax" act. "There are no limits to the power of the State Legislature, except what are imposed by the Constitution of the State and of the United States," (Fessenden, counsel for plaintiff, *Durham vs. Lewiston*, Me. 4, 140—1826.) "All laws enacted by the Legislature are presumed to be constitutional. The act under consideration, (*Pierce vs. Kimball*, Miller, C. J., Me. IX., 1854,) does not certainly with clearness appear to be otherwise. We conclude with the language of Marshall, C. J., in the case *Dartmouth College vs. Woodman*. 'On more than one occasion this court has expressed the cautious circumspection with which it approaches the consideration of such questions, and has declared that in no doubtful case would it pronounce a legislative act contrary to the Constitution.'" To the Legislature belongs all power not expressly forbidden in the National and State Constitutions, and in doubtful cases the Legislature has the benefit of the doubt. "The Legislature shall have all power to make and establish all reasonable laws and regulations for the defence and benefit of the people of this State not repugnant to this Constitution, nor to that of the United States." (Constitution of Maine, Art. IV, Sect. 1.) When the Legislature decides that an act is reasonable and for the benefit of the people, as it does by making the enactment under the sanction of an oath to support the Constitution, that decision must be conclusive, if the act be not repugnant to the Constitution, and be not made colorably to effect one purpose under the appearance of effecting another." "When the question is one of expediency merely the decision of the Legislature that it is reasonable and for the benefit of the people is conclusive." (*Moore vs. Veazie*, Shepley, C. J., 1850, Me. 32, 343.)

2d. The "mill-tax" act is in harmony with the expression of the framers of the State Constitution. Says Judge Davis, when Art. VIII, Literature, was under discussion, "The duty will be imperative on towns to maintain *free schools* at their own expense. In addition to the means of support of these schools derived from towns, it is anticipated that the wisdom of future legislators will, as soon as the finances of the State permit, grant permanent funds for their constant maintenance." (See report of debates on Constitution, p. 206.)

3d. One of the earliest acts of the Legislature, was to set apart a portion of the public domain for "ministerial and school funds" in the several towns. In 1828, the permanent school fund was initiated from the same source, the interest of which should annually be appropriated in aid of public schools. In 1833, the tax on State banks was diverted to the support of public schools. In 1872—the last Legislature—the same principle was exercised by taxing the total amount of deposits in Savings Banks, and appropriating the proceeds for the use of schools. Surely if the State may appropriate a portion of its domain to the use of schools, if

the State may tax *one* of its interests, a *portion* of itself, for the same purpose, for a still stronger reason may the State tax the *whole* of itself in support of public schools, which are confessedly "for the benefit" and "essential to the preservation of the rights and liberties of the people."

4th. It is an equitable tax, and in conformity with Section 8, Article IX, General Provisions of Constitution. "All taxes upon real estate, assessed by authority of the State, shall be apportioned and assessed equally, according to the value thereof."

Considering, therefore, that the school mill fund is an *aid* in support of schools; that the Constitution contains no express provision prohibiting such aid on the part of the Legislature; that the expression of the Legislature is law in cases clearly not repugnant to the Constitution, and even in doubtful cases; that it is in harmony with the expressions of the framers of the Constitution, and with subsequent legislative acts bearing upon this point, and never yet declared unconstitutional; and that it is an equitable levy upon the property of the State, the easy and reasonable conclusion follows, that the "act to establish the school mill fund for the support of common schools" is constitutional.

APPORTIONMENT OF SCHOOL FUNDS.

Reference is now made to the moneys disbursed from the State Treasury. The State Treasurer is required to apportion these funds to the several towns according to the whole number of youth in town between the ages of 4 and 21 years, according to an annual enumeration to be made by the district agents or by the school committees or supervisors. The rate of apportionment for 1873 will be about \$1.60 for each census scholar. The town of Madawaska with 514 scholars (1871) would receive in all \$822.40. The town of Farmington with 1040 scholars (1871) would receive \$1664. The town of Madawaska, however, educated only 101 scholars (average attendance in 1871) and would receive therefor, \$8.20 for each scholar. Farmington had an average attendance of 615 the same year, receiving therefor, \$2.71 for each scholar. There is an evident unfairness therefore in the present mode of distributing the school moneys from the State Treasury. Madawaska receives \$8.20 for educating a child,—Farmington receives but \$2.71 for the same purpose. Now while property contributes equally through the State in aid of these funds, it would seem proper that these moneys designed for educational purposes should be placed where the educational efforts are made, not according to the whole number of those in and out of school, but according to the number of those *in* school. It would seem, therefore, that "average attendance" is a better basis for the apportionment of

school moneys than the present "census number." There are objections however to the mode suggested. "Average attendance" itself is based upon term attendance. Some towns have one term a year, others two, others three, a few four terms. Some of the terms are long, others short. Evidently a small town, with one or two terms annually, will average higher than a large town, with three or four terms of school. We must therefore seek for some other plan, which shall be fair to all concerned. It seems to me this may best be found in the "enrollment" plan. The teachers are now required to keep a record of all pupils entering school each term, with ages of same, days of attendance, &c. No teacher is entitled to pay for services, until the register of the school, properly filled up, completed and signed, is deposited with the school committee, or with a person designated by them to receive it. From these registers it will be an easy matter for the school officers to ascertain the precise number of different pupils in attendance at the schools of any town in the State for any particular school year, or any portion of the same. This list or number, certified by the school committees, will constitute the "enrollment list," upon which the apportionment of the school moneys should be made by the State Treasurer. *No pupil should be counted upon this list who has not attended school at least two consecutive weeks.* An amendment to section 92, School Laws, to this effect, is respectfully suggested and recommended. It will be at once seen that this pecuniary inducement will have a tendency to secure a larger attendance of pupils at the public schools.

MUNICIPAL TAX.

The fourth source of school revenue is the town school-tax, established by legislative enactment, eighty cents for each inhabitant, the whole being assessed upon the property in the town. This is termed the *per capita* tax. Originally this rate was forty cents per capita. In 1853 this was increased to fifty cents; in 1854, to sixty cents; in 1865, to seventy-five cents; in 1868, to one dollar; in 1872 it was reduced to eighty cents in consequence of the creation of the school mill-tax. In the early period of the State this was a convenient and generally equable form of taxation, when the population and wealth of the several towns corresponded more nearly than in these later years. Under the per capita law of 1871, by order of the State, Bath was required to pay at the rate of one mill per dollar, Houlton four mills,

Linneus, ten mills. The county of Sagadahoc paid one and three-fourths mills; Aroostook county, eight mills. Bath, of course, raised more school money than required by law, the whole amount being \$21,000, but this was only three and one-third mills on its valuation; while for the extra sum raised, extra educational facilities and privileges were secured. This inequality of State taxation undoubtedly contributed to the easy establishment of the State mill-tax and to the attendant reduction of the per capita tax from one dollar to eighty cents. The one mill-tax gave a revenue of \$224,530. The reduction of twenty cents per capita gave a loss of about \$124,000, the inhabitants of Madawaska territory being exempt from the dollar tax. Net gain, \$100,000. Were the mill-tax to be increased gradually, say one mill annually, until, by a corresponding reduction of the per capita tax, twenty cents yearly, the latter should entirely disappear, the net increase over the present school revenue would amount to quite half a million dollars, the per capita tax of one dollar yielding about \$620,000, a State tax of five mills on the present valuation affording in gross \$1,120,000. It does not seem to me advisable, however, to change at present the existing rates—namely, State tax of one mill and the municipal tax of eighty cents for each inhabitant. The State has given the towns \$100,000. It is proper that we wait one year at least in order that we may ascertain the results, beneficial, or otherwise, of this benefaction by property to public education. We wish to know whether the towns have devoted this gift wisely and completely to the object for which it was made,—whether the towns and school districts have responded readily and generously with new and better instrumentalities, such as better school-houses, improved school furniture, well paid instruction, more careful inspection, free school books, the substitution of the town system in place of the inequable district system, and in a rational and vigorous educational sentiment.

The mill-tax was not intended as a legal pressure to “squeeze” money from the rich to give to the poor. This was no part of the thought or design of those who suggested this enactment. In order to promote our public educational interests and to keep pace with our sister States, it was evident that the school revenue *must* be increased. The plan adopted for this purpose seemed to be the best. The revenue has been increased. It is eminently proper and judicious to wait for the expected improvement. If it come, *then* will be the time to consider whether the new policy shall be

further expanded. By no means would we startle property to an antagonism with public schools. The former nourishes the latter, the latter secure and refine the former. This policy being entered upon, however, it is certainly desirable to continue the same until a satisfactory test is obtained.

LOCAL FUNDS.

The fifth source of revenue is the local funds or endowments made to towns or school districts by the State or by individuals. For instance, the State sets apart one thousand acres in each township, from the rental or sale of which a school fund is created for that section when it shall have been incorporated as a town. Suppose the reservation to be sold, while the section is a *township*, the principal is held in trust by the State, interest accumulating. These principals now held by the State amount to \$125,000. While a *plantation*, the interest is paid by the State. These interests amounted to \$1,500 paid in 1872. When the section becomes a *town*, the principal is paid by the State to the town—the same continuing as a permanent fund, “the interest of which shall be annually applied to the support of public schools in the town.” This is known as the ministerial or school fund. Again, grants of land have been made by the State to certain academies and literary institutions, from the sales of which funds have been created, which, used by the academies during their flourishing period, have in many instances been latterly diverted to the public schools, particularly to the town or village High School. Besides this, individuals have occasionally made bequests to towns or to school districts, the income of which is to be devoted annually to the common school, as for instance, the gift of \$1,000 State of Maine bond by Mahala D. Spaulding to District No. 2, town of Madison. The foregoing are given as principle examples of the local or town school funds, the total revenue from which, as reported in 1872 to this office, amounted to \$14,408.

VOLUNTARY TAX.

The sixth source of school revenue consists in the voluntary contributions by towns, voted in the annual town meeting, additional to the amount required by law, also additional sums voted by school districts to prolong the regular term. As these additional sums are merely voluntary, their amount will depend upon various conditions—the general educational interest, the activity

of one or two individual citizens, the good or poor school work, the enthusiasm awakened by teachers, &c. This revenue has generally been from twenty to thirty per cent. of the amount required by law. The total excess reported this year is \$232,406.

ADDITIONAL REVENUES.

Besides the revenues already mentioned, which may be regarded as steady sources, there are annual appropriations made by the State for Teachers' Institutes, Normal Schools, salaries of State Superintendent and clerk, printing of annual school reports, circulars, school blanks, postage and traveling expenses of Superintendent—(See "Fiscal Statement.") Being annual appropriations, they can not be relied upon as constant. The State also contributes more or less yearly to various literary institutions, as \$6,000 to the College of Agriculture and Mechanic Arts; \$20,000 for new Normal School building, Castine; \$500 to High School, Frenchville; \$200 to High School, Fort Kent; \$600 to Maine Central Institute, ten years; \$600 to Oak Grove Seminary, ten years; \$1,300 to Schools of Madawaska Territory; \$100 to library of State Prison, and other sums to academies, ascertained by reference to report of State Treasurer. These may be regarded as private generous deeds of the State, gifts quietly made in the annual round, as the beneficent business man unostentatiously contributes to worthy objects. They are testimonials of the giving heart of the State community. The people are none the poorer for these benefits. Certainly, as educators, we desire to express our appreciation and sincere gratitude for the same.

EXPENDITURES.

The expenditures for the present school year, 1872, not being returned to this office, we must base our analysis on expenses of 1871, that is, on the school year from April 1, 1871, to April 1, 1872, as they appear on the last returns of the school officers.

Aggregate amount expended, \$991,607, classed as follows:

1. New school-houses.....	\$131,179
2. Private tuition in and out of the State.....	63,420
3. To prolong schools.....	13,164
4. Supervision.....	24,139
5. Fuel, insurance, &c.....	76,841
6. Wages and board of teachers.....	682,864

Throwing out items 1 and 2, the former being a permanent investment, and the latter a sum paid to parties at present beyond the control or reach of the school law, let us consider the remaining items.

TEACHERS' WAGES.

The sum paid to prolong schools is mostly devoted to teachers' board and wages, so that, adding this to item 6, the gross amount expended in this direction is, in round numbers, \$700,000. As nearly as we can estimate, three-fifths of this sum, \$420,000, are paid for services of teachers, and two-fifths, \$280,000, for board of same. At first thought this seems to be a large sum for this purpose, indeed it is the largest in the items of expenditures. A further analysis will reveal to us the fact that this sum, large as it is in the aggregate, when divided among the thousands of our teachers and apportioned to the thousands of our school districts and separate schools and at last refined to the ultimate particle of a week's school work, is reduced to meagre smallness, as compensation for either mental or physical labor. Assuming that there are as many schools as there are school-houses, by examining the reports of the last three years, which give us returns from every town and plantation, we find that there are 4,101 public schools in the State. The average length of schools for the entire year is twenty weeks. This will give us 82,020 weeks school service each year, for which, exclusive of board, is paid the sum of \$420,000, or \$5.12 per week. But in some school-houses there are two or more teachers, from which we infer that the average weekly pay for male and female teachers, will be somewhat less than this. In corroboration of this, by reference to the comparative table, page 54, Appendix, and by estimates drawn therefrom, it will be found that the average weekly wages of male and female teachers is \$4.56. Further, by referring to this same table, it will appear that the weekly wages of female teachers in the State is \$3.60. Now if a female teacher instruct both summer and winter, the twenty weeks of the school year, she will receive the magnificent sum of \$72. That is, if a young woman come into Maine to teach for a living, each year she will get \$72 and her board for twenty weeks, and for the remaining thirty-two weeks must pay \$74.24, the average teacher's board being \$2.32 per week. See same table, page 54, Appendix. She will, at the end of the year, be in debt \$2.24, without paying one cent for culture,

clothing or comfort. In brief, the female teacher in Maine can not earn her living by teaching. Worse than this, the average reported, \$3.60, is more than the average compensation of the country teacher, for this weekly pittance is deduced from the aggregated averages of towns, villages and cities. Throwing the latter out of the crucible and completing our analysis with only the first two elements involved, we find that the ordinary teacher of country village schools receives but \$3.36 per week and board. This compensation varies as follows in the several counties:

Average wages of female teachers in the counties of Maine, excluding the fourteen cities.

Androscoggin County	\$3 32	Oxford County	\$3 03
Aroostook "	3 38	Penobscot "	3 62
Cumberland "	3 10	Piscataquis "	3 14
Franklin "	2 92	Sagadahoc "	3 71
Hancock "	3 11	Somerset "	3 27
Kennebec "	3 56	Waldo "	2 85
Knox "	3 02	Washington "	3 90
Lincoln "	3 85	York "	3 93

Again, compare the wages of teachers with the pay received in other departments of labor. I am obliged here to draw my list from the valuable and suggestive annual report of the Bureau of Statistics of Labor, Massachusetts, as Maine has not yet awakened to the necessity of such inquiries and facts in their bearing upon well-being and good government. From the Massachusetts report, 1872, the following is gleaned.

AGRICULTURE.	With Board.	Without Board.	Year's earnings, average.
Average wages of men per month	\$27 52	\$44 82	.....
Average wages of women per month	12 17	26 39	\$315 00
DOMESTIC LABOR—House Work.			
Cooks, per week	7 53	.....	} \$248 00
Chambermaids, "	4 27	.....
General Housework, "	3 48	.....
Nurseries, "	4 09	.....
Parlor Girls, "	4 33	.....
Table Girls, "	4 43	.....
Seamstresses, "	5 22	.....

Average Wages of Females—Concluded.

STORE AND SALOON WORK.	With Board.	Without Board.	Year's earning, average.
Saleswomen, per week		\$6 28	\$300 00
Saloon, "	\$4 33		200 00
DRESSES AND CLOAKS.			
Wholesale, per week		7 77	} 440 00
Custom, "		9 93	
SHIRTS.			
Cutters, per week		10 28	} 450 00
Machine Operators, per week		7 88	
Designers, average per week		9 00	
Engravers, " "		12 58	
Telegraphers, " "		10 00	
Organists, " "		15 86	
Music Teachers, " "		11 07	
Teachers, " "		8 81	
Tapestry Workers, average per week		8 00	
Window Shades, " "		8 00	
Umbrellas, etc., " "		7 12	
Printing—Females, average per week		9 36	
COTTON FACTORIES.			
Carding room		5 82	} 312 00
Spinning "		5 64	
Dressing "		6 60	
Weaving "		7 08	
Cloth "		6 42	
WOOLLEN MILLS.			
Wool House		6 60	} 300 00
Carding room		5 28	
Spinning "		5 28	
Dressing "		10 80	
Weaving "		16 62	
Furnishing "		9 00	
SHOE ESTABLISHMENTS.			
Women		1 44	350 00

In whatever light we view it, therefore, pecuniarily considered, the business of public school teaching presents no attractive feature. In itself, the compensation is not sufficient for ordinary support, while compared with other pursuits it is far inferior. It will not surprise us to learn, therefore, that the general quality of our common school instruction is, on the whole, very far from being the best. The experienced, skilled teachers, drift inevitably to the best market, leaving us only raw recruits, without culture or skill. Those even who have an inclination to teaching in preference to other callings, under the "bread-and-butter" and clothing pressure are compelled to seek a livelihood in other departments of labor. I regret to add that in this sad spectacle of

unremunerative compensation to female teachers, Maine holds a very undesirable rank compared with her sister States. The following has been corrected for the year 1871-2:

Wages of Teachers per Month.

STATES.	MALES.	FEMALES.
Arkansas	\$80 00	\$60 00
California	81 33	62 81
Connecticut	66 56	32 69
Illinois	48 35	36 66
Indiana	37 00	28 00
Iowa	36 96	27 16
Kansas	36 00	27 80
Louisiana	112 00	76 00
Maine	33 17	14 40
Massachusetts	76 44	31 67
Maryland	*43 00	.....
Michigan	49 92	27 91
Minnesota	33 91	22 45
Mississippi	*58 90	.....
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	.....
Ohio	55 63	33 26
Oregon	50 00	30 00
Pennsylvania	40 03	31 12
Rhode Island	81 60	36 81
South Carolina	*35 00	.....
West Virginia	34 00	30 50
Wisconsin	41 77	27 40

* Average wages of Male and Female.

What is the remedy for this serious defect and discreditable feature in our educational policy? Simply, more money. How shall we obtain this? *First*, by larger appropriations or assessments. *Second*, by the substitution of the "town system" in place of the "district" non-"system," now so general, so as to afford more nearly continuous annual employment to the better class of teachers. *Third*, by devoting all the money now raised by law for school purposes to the payment of teachers' board and wages.

It will be seen by reference to the table, that more than \$75,000 were paid from the school moneys for "fuel, repairs, insurance," &c., during the last school year. This item should be defrayed

by town or school district in the same manner as "school-houses built," and "supervision," by assessments on property outside of the regular school tax. An amendment to Section 5, School Laws, for this purpose, is recommended. It seems reasonable that while the property of the State and of the towns furnishes the money for *free* tuition, the town or district thus favored should provide suitable educational facilities and conveniences at its own expense.

SCHOOL HOUSES.

The whole number of school-houses in the State is reported to be 3,868; whole number in good condition, 2,279. More than one-third are reported as "poor." When we consider that the standard of "good condition" is an extremely low one, often embracing simply a building with a tight roof, exterior walls shingled or clapboarded, no broken windows, furniture poor, light and ventilation worse, ugly walls, patched plastering, no blackboards, no outline maps, charts, globes or books of reference, we shall readily conclude that the "good" school-houses are somewhat less in number than the "poor" ones. Observation corroborates this. Our people, however, are doing better than heretofore. Many are doing the best they can according to their ability. The "district system" stands in the way of better school-houses, as many are so small in numbers of inhabitants, limited in means, that it is really a burden to raise the necessary funds to erect new and suitable buildings. The town plan would generally lessen this burden. This fact has already induced several towns to abolish the former system and to adopt the latter. Pembroke and Lisbon have done so with entire satisfaction to the people. See those towns in Appendix, and also special report from Lisbon, under the heading "District System" in this report. The number of new school-houses built last year exceeds that of the previous year. Their cost, also, was more in the aggregate, but will average about the same for each house.

More applications for designs, plans and specifications, have been received at this office the past year than ever before. As the plans presented in the Annual Report of State Superintendent the last three years have been often referred to, the same designs are repeated in this report. The principal points to be attained in a school-room are comfortable seats, good light at sides and rear of pupils, windows curtained to prevent crossed rays of light,

and good ventilation. The room should contain cubic space sufficient to afford ten cubic feet of air per minute to each person for one hour. A school of fifty persons, therefore, will require a room fifty feet long, forty feet wide, and fifteen high. If good ventilation be maintained these dimensions may be reduced. Rebreathed air is one of the surest producers of disease. Its influence is most deleterious, its approach on its death errand is noiseless, it sows the seeds of disease while lulling its victim to easy stupor, and at last extinguishes the light of life in the expiring flicker of the consumptive's breath. I can not refrain from quoting the following from "Fireside Science," for the welfare of our children at school and at home :

VENTILATION.

"It is probable that impure or rebreathed air is the greatest agent of evil in inducing and rendering fatal pulmonary affections. The crowded, badly ventilated school-room, is often the place where, early in life, rebreathed air commences its deadly work. Not one school-room in a hundred, in this country, is a fit place in which to confine children six or eight hours of the day. The little ones are herded together in a promiscuous crowd; those of tender years and those more advanced, the feeble and the strong, the sickly and the well, are all subjected to the same hours of study, the same school discipline, and all breathe the same deleterious air. The hardy and the strong may be able to resist the influence of the poison; the weak and tender ones grow pale and haggard, and, struggling on through their school-days, live perhaps to the age of puberty, and then drop into the consumptive's grave. Will parents never awake to the enormity of this evil?

Small, ill-ventilated sleeping-rooms, in which rebreathed air is ever present, are nurseries of consumption. These are not found alone in cities and large towns, or among the poor and lowly. Well-to-do farmers' daughters and sons in the country—those who live among the mountains, where God's pure air is wholly undefiled, are often victims of consumption. How is this explained? Look into their sleeping-rooms; examine into their daily habits of life, and the cause is made plain. Old-fashioned fire places are boarded up, rubber window-strips and stoves have found their way into the most retired nooks and corners of the land, and the imprisoned mountain air is heated to a high point, and breathed over and over during the days and nights of the long winter months. It is certainly true that girls in the country take less exercise in the open air than those residing in cities. They appear to be more afraid of pure, cold air, than city girls. Consumption is not less rare among females in the country than in cities, in the present age. It was not so formerly. The declarations of grandmothers and old physicians go to show that fifty years ago consumption was hardly known in the rural districts. The winds

whistled through the dwellings then, and the fires blazed and roared upon the hearth. Half the time, in the cold winters, 'the backs of the inmates were freezing, while the front parts of the person were roasting;' and yet there were less rheumatism than now, and no consumption.

Whilst we have made changes in dwellings, workshops and public buildings, which operate to sadly deteriorate and confine the interior air, the outside atmosphere is just as pure, just as healthful, as in the days of our ancestors. Let us adopt means to secure a full measure of this 'pabulum of life,' clear, undiluted, uncontaminated, day and night, during the hours of sleep and study. Let us live as much as we possibly can in the *open air*, and the measure of health will be greatly increased, and life prolonged."

I need not here present the various methods of ventilation. Reference is made to my preceding reports, particularly to that of 1871, and to some of the new school edifices in the State, among which, the new Intermediate school-house, Brunswick, is one of the best.

SUPERVISION.

All departments of labor recognize the two facts or necessities of common laborers or operatives, and of agents, overseers or inspectors. That is, there must be two classes of laborers, those who *do* the work and those who direct *how* it shall be done. The former are operatives, the latter are overseers—supervisors. Common school work is no exception to the laws governing the labor of the world. The ship must have its master, its sub-masters or mates, and its working crew. The cotton factory must have its agent, its overseers, sundry other "head-men," and its little host of "operatives." The saw mill must have its chief, its "head-stock" man, "tail-stock" man, and its common "mill-men." The school-room must have its operatives—the teachers, and their superiors—the town school officers. Were only the *towns* interested in the education of youth, the list of officers would probably close here. But the State rightly claims that the whole State community has a vital interest in securing the intelligence of its citizens; has a *right* and a *duty* in the matter, and so decrees that education shall be. Hence follows a State system of public instruction, implying legislative acts or school laws for the accomplishment of certain definite educational purposes. To see that these laws are properly carried out, to observe their bearings and influences, to provide proper blanks for school officers, to receive

and compile their reports and to present school statistics, to investigate the school systems of other States and Nations, and to make suggestions bearing upon this important public interest, Boards of Education and offices of Commissioner of Public Instruction, and of Superintendent of Common Schools, are established. Such boards of officers represent the supervision which the State exercises in this department of work. Hence, we have two kinds of supervision, town and State. In some of the States an intermediate agency is employed, termed district commission or county supervision. For the purpose of consideration in this report, I shall present them in the following order: 1st, Town or City Supervision; 2d, State Supervision; and 3d, County or District Supervision.

TOWN AND CITY SUPERVISION.

The total amount paid for town supervision of schools is reported to be \$24,139. This is about two per cent. of the current school expenditures. This amount is paid for the supervision of 4,101 schools; or, allowing two terms annually, for 8,202 school terms, or 82,020 weeks of school. This gives \$3.00 for supervision to each term. Some towns, however, pay much more than others. The following list embraces all that pay \$200 and upward annually for school supervision:

School Houses		School Houses.	
Auburn.....	\$500..... 28	Rockland.....	\$600..... 11
Lewiston.....	2,000..... 30	Waldoboro'....	211..... 32
Portland.....	300..... 13	Bangor.....	1,360..... 34
Augusta.....	300..... 29	Bath.....	500..... 17
Gardiner.....	225..... 15	Calais.....	500..... 13
Waterville.....	200..... 19	Saco.....	289..... 16

The total paid by these twelve towns is \$6,985 for 514 terms. This will leave \$17,154 for 7,688 terms, or \$2.23 as the ordinary compensation per term in 400 towns of the State. The law requires that "one or more of the school committee shall visit each school at least twice in summer and twice in winter," meaning, I presume, twice each school term. If the visitations are made by a single person, this would afford a fair compensation, provided the traveling expenses were paid in addition to this. Generally the school inspector cannot visit more than two schools each day, if he proposes to do his work well; and for this service, on the above calculation, he would receive \$2.23. The average traveling expenses, team, &c., may reasonably be placed at \$1.50,

certainly not less than this per diem. For his professional day's service, therefore, he will realize the sum of 73 cents! The statute however allows school committees and supervisors to charge one dollar and fifty cents a day and all necessary traveling expenses. Evidently that limit has not yet been reached. The minimum amount contemplated by the law for this service has never been paid by the towns. There are several reasons for this. First, there is often an aversion on the part of the people to school inspection. Many persons prefer to be "let alone." The school belongs to "our district," they say. "We hire our own teachers and we know what kind of a school we want. If any trouble arises,—any stubborn case of insubordination,—any difficulty that we cannot settle among ourselves, we will send for you. Meanwhile you can attend to your personal business." Sometimes this disposition extends over an entire town, and the annual March meeting will witness a vote that "the school-committee of this town are hereby instructed not to visit the public schools the coming year, except when summoned." Again, there has existed a feeling that some or all members of the committee have visited schools oftener than duty or necessity required, possibly with an eye upon the "fee" as well as upon the school. The final result is an unpleasant discussion over the "bill" of the committee at the "March meeting."

Furthermore, there has been a very common impression that the "committee-men" did not know much more about schools and methods of teaching than some other people,—that they have not kept themselves well informed in matters pertaining to educational progress,—that they were behind the teachers in the "theory and art of teaching," and "school economy" generally, and therefore that their labors or visits were of but little value to the school; sometimes even a hindrance to its progress, in repressing "new ways" in teaching, and in calling back the "old." On the other hand, the "committee-man" has often felt that his labors have not been appreciated,—that he was expected to *give* his time and services as a matter of charity,—that he was considered as assuming too much "authority," putting on "official airs." His labors were well intended, but not well received. Whatever these feelings may be on both sides, bluntly expressed in some instances, thoroughly felt in other cases, the *fact* is that the service generally has been poorly, reluctantly *paid*, and consequently has been poorly, hesitatingly performed. We need in our school-work

more thorough and better paid supervision. The faithful teacher asks for it, that his good work may be appreciated. The inexperienced and indifferent need it, that they may either be directed and corrected or discharged from their responsible office. The school system itself demands this inspection, or public instruction will prove far inferior to private. The following suggestions are made with a view to improve this element in our school system.

First, a clear distinction should be made, and in business is made, between agencies of *authority* and agencies of *execution*. In a bank corporation, the directors hold the *power*, the cashier is the *executive* officer. The latter is responsible to the former, and they in turn are subject to the stockholders. In school matters, the committee hold the *power*, delegated by the town. This is well. These officers ought to hold the authority, ought to examine and qualify teachers, ought to employ them, ought to consider all cases of insubordination in school, and to have the power of expelling pupils and dismissing teachers for good cause. But the *inspection* of schools should be done by a single individual. He may be a member of the committee. Better, however, that he be selected by the committee outside of that body, and thus two or more towns could unite upon one person of acknowledged ability and experience, while the inspector thus selected would have continuous employment and satisfactory remuneration. The present custom of dividing a town into three sections and assigning one portion of the town to one member of the board, a second to another, and the remainder to a third, should be abandoned. These gentlemen do not have the same standard for a "good school." Hence their annual reports will be unjust both to school and to teacher. What would be represented as a *good* school in one section of the town, might be considered as *medium* or *inferior* under the observation and inspection of another member of same committee. We therefore have neither unity of work, nor justness of expression in the annual report. One man (or woman) should perform the entire work of school inspection in a town or city. Educators agree upon this point. The testimony of the School Committee of Lewiston—fourteen members—is here presented: "We regard the success of the plan of having a single mind to superintend the schools of the city, under the direction of the School Committee, as so clear and satisfactory, that it should on no account be laid aside. No department of the city administration is so important and embraces so far-reaching interests as this; none demands so

careful, constant and intelligent superintendence to secure the best results. As we have heretofore taken occasion to remark, it is utterly impossible that any school board, composed of however intelligent and earnest men, having each his own private business to attend to, can alone properly care for the school interests of a city of so large a population as Lewiston. Nothing short of the employment of one man of ample qualifications, to devote his whole time to this work, can secure adequate results. We repeat therefore that Lewiston cannot afford hereafter to dispense with so much needed an officer as a Superintendent of Schools." This is a vitally weak point in the educational work of most of our fourteen cities in Maine. By reference to page 39, it will be seen that Lewiston (\$2,000) and Bangor (\$1,360) alone pay anything like an adequate sum for this necessary service. I trust that our other cities and towns will imitate the good example set by these two.

Again, the school *inspector* should be continued in office or in the business as long as possible. This presumes, of course, that he is well qualified for the work. He should not be subject to annual election, thus rotating experience out and inexperience in. The business of school supervision is one that demands a large, broad, generous culture,—a ripe experience, ready executive ability, and the finest discernment and tact to meet the various conditions of school-work, and to mould and transform, without destroying the interest of scholars and parents and discouraging the teacher. This implies a life-work, and is completely annulled when shifted annually from one person to another. We trust that the town or towns will soon abandon the present division and sub-division of this important trust, and will devolve the work of school inspection upon a single competent person, with adequate remuneration.

A few words should be added here in relation to the present qualifications of the school committees for their offices. Generally they are not qualified for the positions held by them. I know that they feel that they are not. Generally selected from the professions, because they are superior in point of culture or scholarship to the general community, they perform tolerably well the duty of *examining* teachers, ascertaining their general literary qualifications, and granting or withholding the necessary certificate. They know but little of the *executive* ability of the teacher in the school-room. This can be ascertained only by personal visitation while the school is in session. The doctor, (one member of the

committee,) in his rounds of visitation to the sick, has but little time for this. The lawyer, (another member,) busy with deeds and court documents in his own office, finds more congenial employment and better pay out of school than in it, and can hardly be expected to enter the school-room unless some "trouble" summons him there. The clergyman, (third member,) is tired Monday, because he preached Sunday, and is more weary Tuesday at the thoughts of the two sermons he must write for the next Sabbath; besides, pastoral duties must be attended to. And, indeed, it must be said that even if one or all of these gentlemen do visit the school, they simply *visit* it, they look *at* the school, not *into* and *through* it with a sharp eye and a master's inspection. The teacher is complimented for her good work, but is not corrected in her poor work. The ready recitations of the bright scholars draw an approving smile, while no measures are suggested to awaken the interest and draw out the abilities of the moderate and sluggish pupil. "Irrepressible" arithmetic and parsing are allowed to absorb the larger part of the time and energies of the school; no change is made in the course of study in favor of object and oral instruction, free-hand drawing, and the elements of natural science and of physiology. No reduction is made in the too numerous classes, while diversity of text-books is corrected to the extent of a suggestion that the scholars ought not to have so many different books. No fresh element of "new methods" signalizes the inspection of the school examiner, and so the untaught multitude plod on. This is the general experience, and it is not mentioned here in contemptuous disparagement of service rendered by committees, but as a statement of the fact, patent to observers, acknowledged by committees themselves, and known and felt by the community. The remedy must be sought in some additional agency, such as county or district supervision.

With all these short-comings, inherent in a system of divided responsibility, feeble sympathy and poor pay, the services of the town committees are valuable,—the office as representing the town in its watchful care over the youth, is indispensable. For ordinary educational interests the committees generally are composed of the best men in town. The clerical, statistical part of their duties are performed with fair accuracy. The returns have been promptly made to this office in a majority of cases. A few towns will lose pecuniarily by the negligence of these officers. In extenuation of this neglect, it is proper to say, that this is due

largely to the failure on the part of district agents to make the proper returns required by law to the committees or supervisors. In my personal intercourse with the school officers, at teachers' institutes, in educational conventions, school visitations, &c., the warmest sympathy and heartiest encouragement have been extended by these gentlemen. I *know* that their heart and head are right in this noble cause. The following suggestions have been made in the official returns to this office, and are here presented as indicating the opinions and requests of that portion of our active citizens, who, more than any others, are brought into direct contact with our public school system.

CAN YOU SUGGEST ANY AMENDMENTS TO THE SCHOOL LAWS OF THE STATE?

Lisbon—Something should be done to allow committees to take more prompt action in regard to disorderly scholars. Under the present law the mischief is *done* before the committees reach the case. Then the whole school is disturbed by an investigation, and if the scholar is expelled, there is never any end to the ill-feeling engendered. This might be easily remedied by giving committees power to *suspend* scholars on complaint of the teacher, and restore them on evidence of repentance, without making the matter so public, and causing everybody to take sides in the case.

Leeds—Uniformity of text-books.

Livermore—Committees should employ teachers.

Minot—State uniformity of text-books.

Poland—Add to that Section, as to which town shall have jurisdiction where a school district is formed from two or more towns, the following words, to wit: "And when the school-houses of the district are not in one town, then the jurisdiction shall belong to the oldest town."

Dallon—Revive county supervision.

Fort Kent—Restore the supervisor system.

Littleton—S. S. Committee should employ teachers.

Presque Isle—Have towns own and control the school-houses. A return to county supervisor. Compulsory attendance.

Alva pl.—We think it a great mistake abolishing the office of county supervisors. We also think it much better for S. S. Committees to employ teachers in all cases.

Crystal pl.—Compulsory attendance.

Casco—State uniformity of text-books. Apportion school money in districts according to attendance.

Cumberland—I would suggest that there be provision for a more equal division of the school money. Every school should have at

least 16 weeks school, and \$150 to expend. Some of our districts draw \$336, while others draw \$50. The 10 per cent. does not give enough. The larger districts have the advantage. One paid \$60 per month, while another smaller one could pay but \$20 for a male teacher. A wrong to him and to the district. Give us 20 per cent. to divide among the smaller districts.

Falmouth—Compulsory attendance. State uniformity of text-books, including cities.

Gray—Uniformity of text-books.

Harpwell—State uniformity of text-books; towns to furnish the same. Not more than four grades of readers.

Harrison—Five assistant superintendents with an increased per diem pay of town superintendents. As long as towns refuse to pay their superintendents enough to pay their horse-hire, it is of but little use for State or County Supervisors to attempt to spur them into activity. *The thing will drag.*

Pownal—There ought to be a law relating to obstinately disobedient scholars, giving the school committee or the municipal officers power to place them in the Reform School; and that said law should be obligatory on said officers.

Windham—Uniformity of text-books published by the State. A law to compel children to attend school three months during the year, the ages of 12 and 14 included.

Yarmouth—Make it the duty of some officer to see that school agents do their duty.

Avon—Uniformity of text-books; also a law to compel scholars to attend school.

Chesterville—All school-houses should be built and owned by the town, instead of by school districts, as now authorized by law, thereby avoiding all district controversy.

Jay—Uniformity of text-books.

Kingfield—Restere County Supervisors.

Phillips—A law compelling the punctual attendance of children between the ages of six and sixteen years, and fines and penalties imposed upon parents and guardians for neglect to send children of the above age to school.

Weld—Compulsory attendance, uniformity of text-books, and hiring of teachers by S. S. Committee; our schools certainly were better the year when this was done, than before or since.

Wilton—The town is unanimous for uniformity of "text-books."

Eastbrook—To provide text-books at the expense of town or State.

Franklin—State uniformity of text-books, free high schools and compulsory attendance.

Gouldsboro'—I would have the committee select and hire teachers, and compel scholars to attend school.

Hancock—School books furnished by the State. A county committee of three or more to take the place of county supervisors.

Abolish town committees, and put the whole supervision of schools into the hands of said county committee; let certificates given by said committee hold good within the county for at least three years. School money distributed to the districts in proportion to the average attendance compared with the whole number of scholars within the district.

Penobscot—A law, with a penalty of five dollars on the assessors, for drawing orders on town treasurer in favor of teachers who do not send in their registers to the proper officers, completed and signed.

Sullivan—Abolish the district system, at least so far as school agents hiring teachers is concerned; also uniformity of text-books is needed here, which we never shall have, unless regulated by the State.

Long Island pl.—State uniformity of text-books.

Swan's Island pl.—State uniformity of text-books.

No. 10 pl.—Compulsory attendance.

Augusta—A law compelling all children to attend some school a portion of the year.

Chelsea—Compulsory attendance. We need better teachers. Teachers need to see the importance of attending Normal Schools and Institutes, to qualify themselves for their work.

China—Uniformity of text-books, better teachers, and better supervision.

Clinton—Uniformity of text-books. That we have county commissioners (or officers) to establish the bounds of districts, or dispense with the present district system, thereby ridding our State of those too common nuisances—small schools. That teachers who neglect to present themselves at the regular examination shall pay a reasonable sum for their examination.

Gardiner—The Prussian system of compelling attendance until the age of fifteen years.

Litchfield—The amendment passed last winter regarding the duties of school agents is not right, or it only applies when agents are also employed; consequently we have no notice when the committee select teachers. In order to make things harmonize, it should be the duty of agents to notify committee of the desire of their several districts, as to time of setting up schools, &c.

Monmouth—Compulsory attendance of pupils between the ages of ten and sixteen years.

Sidney—Uniformity of text books. Authorize the S. S. Committee to hire teachers. If a school agent neglects to do his duty, make penalty five dollars, to be added to his money tax.

Vassalboro'—That there be a fine attached to the failure of agents making their reports to S. S. Committee of the name and age of scholars in their district.

Vienna—A re-enactment of the county supervisor law.

Wayne—Restore county supervision.

West Gardiner—Abolish the district system, and have State uniformity of text-books.

Winslow—Compel districts to hold their annual meetings in March and the agents to make their returns by the 15th of April. Let the employment of teachers be intrusted to a committee in cities and large villages, but leave it in the hands of the district agents in the more thinly settled districts. Let the school money be apportioned so as to give each scholar an equal amount of schooling, instead of 25 or 30 days to one district and 90 or 100 in another. Uniformity of text-books.

Winthrop—Compulsory attendance.

Camden—A practical truant law for villages. Compulsory attendance and State uniformity of text-books.

Thomaston—Allow superintending school committees more pay. A more rigorous and severe truant law, to be vigorously enforced.

Boothbay—Compulsory attendance of all scholars between seven and eighteen years of age, and a law to punish truancy.

Damariscotta—S. S. Committee and Supervisors to employ teachers. Compulsory attendance.

Dresden—A penal statute against selectmen of towns and city authorities granting any order to teachers for their services, who have not returned their school registers as required by law, notice of which shall be given said selectmen and authorities by the S. S. Committee or Supervisor in writing; for the reason that selectmen have granted orders to teachers who have made no return of their registers, and teachers care not a fig after receiving their orders, thus causing a great deal of perplexity to the S. S. Committee in making up their returns to State Superintendent.

Jefferson—Uniformity of text-books by legislative authority throughout the State; what series, to be designated by State Superintendent, with such assistance as he may desire to call.

Newcastle—More salary for the supervisors and teachers, and uniformity of text-books.

Nobleboro'—Require the agents to be chosen *in March*, (instead of "March or April,") and to make their returns to the S. S. Committee on or before the 10th of April.

Somerville—Enforce the present laws.

Wiscasset—State aid to graded schools.

Bethel—A law for compulsory attendance of scholars. Some agency which shall confer with S. S. Committees and of the several towns one or more times each year for their improvement.

Denmark—A prompt return to the system of county supervision, or its equivalent, and a more stringent truant law.

Grafton—An appropriation for the benefit of poor children in the small towns of the State, would be quite as timely, show as much legislative wisdom, and be of as much public benefit, as to endow colleges, seminaries and academies, that seem to be for the children of a class who are able to support those institutions without State aid.

Hiram—The census of scholars to be taken by the Selectmen when they take the inventory; and it should be taken May 1st, when nearly all scholars will have settled, or located where they are to remain and attend school during the year. This will secure the money of many scholars where they attend school. Abolish the district system. Increase the amount to be raised by towns to \$1.25. Pass a general truant law, and make the dry bones of idleness, stinginess and old fogyism rattle. The tax-payers having paid taxes to build bridges, repair roads or educate children, have a right to demand that it shall be properly applied for the purpose indicated, and the scholars compelled to attend school.

Mason—Restore the county supervisor system, or abolish all laws relating to schools.

Mexico—Yes; carry out the plan recommended by you in a circular I have seen, doing away with the district system.

Oxford—State uniformity of school-books. Compulsory attendance. A law imposing penalties on district agents for wilful neglect of duty in failing to make the proper returns as required by law.

Paris—Abolition of districts. Compulsory attendance.

Slow—Uniformity of text-books throughout the State, and a compulsory attendance.

Sweden—Uniformity of text-books. Compulsory attendance of scholars between the ages of six and sixteen.

Waterford—Compulsory attendance upon those scholars who are themselves disinclined to attend school, or whose parents take no interest or make no effort to send them.

Millon pl.—We have some scholars that do not attend school on account of their parents not being able to clothe them suitably; for this reason and some others, we are in favor of compulsory attendance, with power to clothe and furnish books, &c., at the expense of towns and plantations.

Bradford—Yes; uniformity of text-books, at least, in each county, if not the State, and that they be furnished by the State. The State has an equal interest with the parent in the education of the young, and there is no reason why the cost of text-books should not be shared equally, as now the burden rests heaviest upon poor parents.

Bradley—Compel habitual truants to attend school three months per year.

Burlington—Compulsory attendance, uniformity of text-books throughout the State, and that all school property be owned by the town, and schools regulated by the town and S. S. Committee.

Greenbush—Compulsory attendance for those scholars that the law compels us to be taxed for; that is, reckon only those as scholars who attend school. We might as well put in our horses and hogs to draw money, as to put in those that do not attend school. Why compel us to raise money for children who do not and will not go to school?

Hampden—A return to a system of county supervision similar to that abolished by the “parliamentum indoctum,” which disgraced the State during the last session of the Legislature.

Hudson—Support the schools wholly by the State, in place of a town tax for that purpose.

Kenduskeag—Abolish the district system entirely; districts are a costly and entirely useless incumbrance. Towns, whether districted or not, should support all the schools, and build and maintain all school-houses. Districts, as such, should be in no sense, or for any purpose, a corporate body. Towns should be compelled to give all scholars *equal* length of schools, not discriminating in favor or against any districts by giving to one district greater length of school-terms than another. When school districts are abolished, the school property should be vested unqualifiedly in the town, instead of being assessed and divided, and if the town re-districts the town afterward, it should furnish each district with a suitable school-house; this would avoid the friction likely to arise under the present law from want of harmony of action in the several districts abolished. Repeal the last clause of Section 40 of the School Laws, which provides for forfeiture of the school-house, as it stands directly in the way of abolishing the school district system by towns. Towns should be required by law to *print* the reports of school officers with the financial reports of the town, so that they may be in the hands of the citizens on the day of the annual town meeting. Make the school age from five to eighteen years.

Lagrange—Yes; a law establishing uniformity of text-books throughout the State; said books to be printed under the supervision of State officers.

Lee—Give us State uniformity of text-books, at lowest possible price. Abolish the district system; put the employment of teachers into the hands of S. S. Committee. Give us again county supervision, two at least for Penobscot county, so that their influence may be felt in the more remote places.

Levant—Uniformity of text-books.

Mount Chase—Yes; uniformity of text-books, the same to be furnished at cost by the State.

Orono—Yes; but what's the use?

Orrington—Uniformity of text-books in the State.

Abbot—Do away with the district system. Restore county supervision.

Parkman—As this is the last time that I shall address you, I would have a law leaving it entirely to State Superintendent to have the entire control of our schools as long as there is any Carleton blood left. Uniformity of text-books, county supervision, compulsory attendance, and all other things, necessary to make good scholars.

Arrowsic—1. State uniformity of text-books. 2. School age from six to eighteen, but permit scholars *over* eighteen to attend school if well disposed. 3. Compulsory attendance.

Phippsburg—Let the State authorities have more power in regard to the expenditure of the school money. Provide by law that school district meetings for the choice of agents shall require a majority of legal voters in the district to constitute a quorum for business.

West Bath—State uniformity of text-books. No child under six years of age to attend school. A penalty on agents for neglect of duty, or abolish the system.

Athens—A law that will secure regular and constant attendance; a law to encourage the building of school-houses; a law that gifts from the State shall go to aid common schools, and not particular institutions; a more stringent law for the protection of school-houses.

Bingham—Would have committee hire teachers.

Brighton—I would suggest a uniformity of books throughout the State; and that the supervisor or committee should proceed the 15th day of April in each year to take the number of scholars in each district that were not furnished before that day, that he may have report in by the first day of May.

Cambridge—Yes, I can. Keep that Carleton at home, and do over again what he and other *such* school men undid. I suggest that we, as a State, "go forward," and take a stand and rank with our sister States—Mass., Illinois, New York, and others. I am ashamed, all the time ashamed, that we are twenty-five years behind other States. It is evident to me that what we need in this State, in order to rank with other States in public education, is to adopt the improvements they have made. Why do we persist in keeping so far behind them? Why don't we come up into front rank among them? Why don't we know our own interests as a State? Why will we so crush our educators,—those who are laboring and striving to lift us up? Why will we not come to their aid, and hold up their hands? Why will we not go onward and upward with them, and fully co-operate and sustain them? It tries me, saddens me, disheartens me, to see the coldness and ignorance and folly of some who go, but ought not to, to our Legislature. Does any intelligent educator doubt that we need in this State—1st, State, county and town superintendents? 2d, State uniformity of text-books, furnished by the State. 3d, Abolition of districts, and graded schools instead; and as a consequence, teachers employed by the supervisor or committee. I am much in favor of the new method of examining teachers, of giving certificates, and wish every town had a book of certificates. I am impatient to have the State adopt all which our State Superintendent has recommended.

Canaan—Assessors to take the number of scholars at time of taking inventory.

Concord—Divide the school money according to attendance; not according to the number of scholars.

Cornville—If the S. S. Committee are required by law to appoint suitable times and places for examination of teachers, it would seem proper that it should be made imperative on the part of teachers to attend on such examination days, under penalty of paying \$1.00, before receiving their requisite certificates. State uniformity of text-books.

Detroit—The school reports of committees and supervisors of towns should be *printed* and distributed to every family in town, so as to enable parents to judge of the faithfulness of these officers, and also to awaken more interest with them, if possible. This should be, we believe, a requirement of the law.

Fairfield—Compulsory attendance. We have no law by which the S. S. Committees can compel scholars to attend school, and we think the State is losing a vast amount in point of education, for the want of some law to compel scholars to attend school.

Harmony—We would recommend a State uniformity of school-books, and the abolition of the district system.

Mayfield—It is but poor encouragement to suggest or make amendments when our legislators so easily unmake some of our best laws for the advancement of our schools. We need uniformity of text-books, thorough supervision, and all the money that the people can in any way spare for educational purposes.

Palmyra—One graded free high school that would gather in from 1 to 6 of the more advanced scholars of the several districts; such a law would, if enforced, grade every school district in town, and add from 30 to 50 per cent. to the proficiency of the schools.

Pittsfield—Satisfied that the S. S. Committee could make the schools 50 per cent. better by employing the teachers.

Smithfield—The most required amendment to the School Laws of the State of Maine, at the present time, is a uniformity of text-books throughout the State.

Burnham—State uniformity of text-books. A law requiring scholars between 6 and 14 years of age to attend school at least three months in a year.

Montville—We suggest that a change be made in the laws which recognizes children as scholars at 4 years of age; we think 6 years young enough to subject them to the confinement and discipline of the school-room. Also furnish the Maine Journal of Education or some other educational work to every teacher actively employed in the State.

Prospect—Make uniformity of text-books.

Searsmont—We need uniformity of text-books. Some law requiring parents to send their scholars to school more than they do at present. We need more money, more interest on the part of parents, teachers and school officers, and a better class of teachers.

Troy—A uniformity of text-books. A High School established in every town, to be run one term every fall, of ten weeks, at the expense of the State.

Unity—State uniformity of text-books.

Alexander—Yes; that towns be compelled to supply each school in town with a uniform series of text-books at the public expense; we want town uniformity, and not State uniformity of text-books. Let the district system be abolished and the whole matter left with the Committee.

Calais—Compulsory attendance.

Centerville—Uniformity of text-books; to be furnished at cost to the towns by the State. We see no trouble in this, only to book-sellers, who are getting rich at our expense, and as long as we have such a wise Legislature (?) we have got to support them.

Columbia—State uniformity of text-books, they to be published by the State, or at least, the State to own the copyright, and books to be furnished at cost. Give us something in place of the county supervisors—better, if possible. Compulsory attendance. Supervision of schools by town officers better done, under penalty, and better paid.

Crawford—We think if we are obliged by law to pay taxes to keep schools in operation, the parents should be compelled to send their children to school.

Harrington—Uniformity of text-books; the State to own the copyright, and furnish the books at cost. Compulsory attendance.

Jonesboro'—We need some law that will lessen the number of truants; there is a mistake somewhere in having so many children growing up in ignorance.

Jonesport—Abolish the district system.

Lubec—Restore the county supervisorship. Compulsory attendance. Give the employment of teachers to the school committee.

Machiasport—That there should be a uniformity of text-books throughout the State, to be furnished by the town at a uniform price. That committees or supervisors should employ the teachers. That the district system be abolished, and the town control all the school property.

Milbridge—We would suggest that children become pupils at the age of six years, instead of four, as the law now stands.

Northfield—1. Abolish the district system by legislative enactment, it will never be done by towns, except in a few cases. It is the hydra-headed monster that stands in the way of our educational advancement in the rural districts, precluding all possibility of establishing any system of graded schools, and makes any attempt at classification almost impossible. Its only tendency at present is to disunite the people, engender strife and contention in the different districts, finally resulting in the complete prostration of all interest in educational matters whatever.

2. Re-establish county supervision, or enact some other that will serve as good purpose.

3. A law making it a crime for the municipal officers to draw an order or pay a teacher until they have positive evidence that their register has been properly filled and deposited with the S. S. Committee.

Pembroke—Restore county supervisors. A stringent truant law. Uniformity of text-books. A law compelling young teachers to attend Normal School, and one by which members of Superintending School Committee shall be disqualified to teach school in their own town.

Berwick—Make attendance compulsory for a certain time of all between the ages of 8 and 16.

Dayton—State uniformity of text-books. Make it compulsory for towns to print the report of the S. S. Committee.

Sanford—Yes; revive the law in regard to county supervisors. Make a law to compel scholars, when well, to attend school. Fine the parents for neglect of their duty.

The abolition of the supervisor system was most unwise legislation, and I fully believe the people will soon demand its restoration. It was the worst blow the cause of education has received for years. Better abolish the Legislature than to submit to such legislation.

Respectfully, GEORGE H. BROWN.

STATE SUPERVISION.

State school supervision should be based upon the same principle as town supervision—namely, a Board, invested with *authority*, and an *executive* officer, who shall be Secretary of the Board and Superintendent of Public Instruction. As to the latter officer the present law of the State seems to me ample and sufficient, except that the salary is inferior. This should certainly be equal to that paid in first class High Schools. It is now much less than that,—less even than what the State pays to its Normal School principals. For duties of this officer, see School Laws, section 71, items first to eighth. At present he is without aid or counsel, except such as may be generously given by educators, or by the Committee of Public Instruction in the Board of Executive Councilors. The duties of this committee, however, appear to be limited chiefly to the auditing of Normal School accounts and those of the State Superintendent, and such specific duties as special legislation may determine. In connection with the Governor they constitute the Board of Oversight for the two Normal Schools, but are not required to make any report. They have no positively declared connection with the public school system and are in no way

advisory councilors for the State Superintendent in this broad field. Formerly we had a Board of Education. This was abolished in 1852 and a board of county commissioners established instead. The law creating the latter was repealed in 1854 and the present form of State Superintendency established in place thereof. This office however was only an itinerancy, "without local habitation," even if it had a name. In 1862 it came near sharing the overthrow of teachers' institutes and normal schools. It continued a precarious existence, with poor pay and small popular sympathy till 1868, when a few legislators, wisely and enthusiastically interested in the educational welfare, re-organized and re-established the State Superintendency on a broader, firmer basis, gave it a home in the Capitol and elevated it to the dignity of a State department. It lacked however the encouraging and balancing influence of an appreciative board of advisors. This was secured the following year by the establishment of county supervision, a board of sixteen men, one for each county. These constituted an active Board of Education, a connecting link of influence between the State Superintendent and the local committees, and an efficient working force in the schools with the teachers and among the people. The short-sightedness of ignorance, the jealous suspicion of political partisanship and the inefficiency of one or two members of the board, contributed to its abolition in 1872. However discouraging and thoroughly disheartening at times to the earnest and hopeful educator these changes in the past may have been, a marked advance has been made from the period of no supervision to the present condition. The world moves, though apparently still. Public education is a plant of growth and time is an element in its development. In supervision, at first we had none; then a Board, an *authoritative* body; this was followed by a *working* force, county commissioners; within two years this yielded to an *executive, suggestive, statistic-collecting* officer, State Superintendent, subsequently delegated with positive powers; again later, an *authoritative, working* board, the county supervisors, was added to the State Superintendency, and the two agencies working in harmony for three years, really accomplished more in elevating the quality of teaching and school inspection, in awakening and informing the public mind, and in disclosing to legislators the discreditable condition of the public schools than any means ever before adopted. It was hoped by educators that these joint agencies, modified as experience and occasion demanded, confirmed

by happy results in our own and other States, would be continued by force of statute enactment. As in 1862, the periodic epidemic of conservative retrogression in the Legislature carried off teachers' institutes and normal schools and reduced the State Superintendency to a mere skeleton—so, ten years later, in the Legislature of 1872, a similar malarious influence swept off county supervision, the most efficient agency Maine ever had in the line of active school inspection. The loss abridged immensely the influence of the Superintendent with committees and teachers, disheartened the committees themselves and drove our best teachers, seeking for recognition of good labors, for promotion, either into other occupations or to other States. This leads me to consider the third form of supervision—namely, intermediate

COUNTY OR DISTRICT SUPERVISION.

By this, we mean some form of intermediate agency between and connecting the State Superintendency and town supervision, in behalf of and representing the interests and searching inspection of the State. This agency may be similar to the late county supervision—one man for each county, sixteen in all—or it may embrace a larger number, for instance, two men in some of the larger counties; or it may be reduced in number, say ten members, two for each Congressional Representative District, or five members, one for each district just mentioned. The establishment and continued existence of this intermediate agency in more than twenty other States, would seem to establish the necessity of such an organization in the *opinion* of our most practical educators. We do not propose to present anew our previous arguments in favor of county supervision. As a part of our school system, this element is invaluable. As presenting both the duties and benefits of this agency, the following extract from my Report of 1871, is here made:

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

2d. Encouraging 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. Elevating and sustaining public sentiment in a higher educational tone, and in general quickening the whole body politic to the mighty necessity of universal intelligence in a republican form of government."

It is proper to add here, that by reason of the present large disbursement of school moneys on the part of the State to the several towns, it is highly important that the State know whether such moneys are properly and completely appropriated by the towns to the prescribed educational purposes: It is a common custom for the towns to liquidate a portion of their State taxes with the apportionments due from the State. After this settlement with the State Treasurer, the amount payable by the State to the town for school purposes, in all probability, is generally apportioned and paid by the town to the several school districts. Two instances, however, have already been brought to my notice, where the towns do not, or rather did not, propose to use this sum for school purposes, but as a direct reduction of their tax indebtedness. It is possible that the selfish interests of towns might thus divert the school moneys, and the fact remain unknown to the State. Now, while the State is contributing more than \$300,000 in aid of public schools, it is simply outrageous that towns should use this same money to pay their ordinary taxes. I would suggest that it be one of the specified duties of district commissioners or county supervisors to inspect the school receipts and expenditures of towns, and to report annually on the same to the State Superintendent.

The need or even desirableness of such an agency being allowed, the next question follows, what form shall this agency take, that it may be both efficient and acceptable to the people. First, there must be men enough to do the work proposed. Second, the *quality* of workmen must be such as to insure satisfactory results. This involves a fair annual salary. The former arrangement of sixteen county supervisors gave a sufficiently large working force, but the remuneration was altogether too low, averaging one thousand dollars to each supervisor in payment for services and traveling expenses. The salary should be at least fifteen hundred dollars, (supervisor paying his own traveling expenses,) payable quarterly as other salaries, in order to insure a fair quality of talent. This would require an appropriation of \$24,000. A less number, say two men to each Congressional District, ten in all, would require an appropriation of \$15,000. Some have suggested five men, at a salary of \$2,000 each—\$10,000 in all. This would be too small a force to do the work. It seems to me, after careful consideration of the matter, that one of the first two methods ought to be adopted. The first would secure the largest force of operatives, more general visitation of schools, closer inspection, well defined limits of fields of labor, and a laudable rivalry between the several county supervisors. It is possible that the expense would be a serious obstacle in the way of its establishment. In 1871, \$16,000 were appropriated for county supervision, and \$8,000 for teachers' institutes—\$24,000 in all. I should prefer to appropriate this entire sum to county supervision, making it obligatory upon these officers to hold at least one institute of five days in each county, without any extra cost to the State. Two or more supervisors could co-operate in institute work. The second plan suggested, ten men, two in each Congressional District, would be similar in its organization, but requiring less men and less money. It would be less efficient, and extra expense must be incurred for teachers' institutes. In either case, these gentlemen should constitute the Board of Education by virtue of their office, and the State Superintendent as Secretary thereof *ex officio*. As to the selection of these gentlemen, I am inclined to renew the suggestion made in my last report, namely, that they be elected annually by the school committees and supervisors of the respective ten school commissioner districts, assembled in convention of two days, once each year, say in the autumn or at the session of the regular county institute. By the establishment

of a school district commissionship on the proposed basis, the following desirable points will be secured :

1. A good working force of ten men, a number nearly, possibly quite, sufficient to accomplish the work proposed.

2. The minimum expenditure consistent with good workmanship and the manifold duties and labors of the office.

3. A valuable advisory Board of Education, drawing their suggestions and recommendations from actual experience in the school-room and direct contact with every part of the school system ; also an efficient body of institute instructors.

4. A watchful police on the part of the State to note and report the weak points of our common schools, and the mis-appropriation or non-appropriation of the school moneys disbursed to the several towns from the State Treasury.

5. A personal interest on the part of committees and supervisors by the privilege of suffrage in the election of said district commissioners.

6. An enlightened interest on the part of the same officers, assembled in convention annually, to compare notes and experiences, to evolve better methods of school inspection, and to harmonize their labors with those of teachers whom they may meet in convention or institute.

7. A general and co-operative interest among educators throughout the State.

The following bill is suggested as a basis upon which to establish this desirable and important agency :

AN ACT IN AID OF SUPERVISION OF SCHOOLS IN THE STATE OF MAINE.

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

SECTION 1. Whereas the State has established a system of public schools and annually in aid thereof apportions large sums of money from its treasury, therefore, in order to secure a more thorough visitation and inspection of said schools, and to examine and report upon the expenditures of said moneys, a Board of Education is hereby ordained, consisting of ten members, meaning by this number two for each Congressional District, selected and charged with certain prescribed powers and duties as hereinafter stated. Said members shall be called District Commissioners and the term of office shall be one year, or until a successor is elected or appointed as hereinafter provided.

SECT. 2. For the purpose of selecting the several members of the Board and for definite territorial limits of supervision, each Congressional district shall be divided into two sections by the Governor and Executive Council, subject to such changes as may hereafter be found necessary. It shall be the privilege of the town committees and supervisors in the several sections thus determined to meet annually in organized convention, as expressed in Section Three of this act, and there by written or printed

ballots, elect one person as District Commissioner for that section, and under the certificate of the Chairman and Secretary of the Convention, to report the result of said ballot or choice within ten days to the Governor of the State, by virtue of which certificate the Governor shall empower in due form the person elect to enter upon his duties as District Commissioner and member of the Board of Education. In case of failure to elect as provided herein, or in case of vacancy from whatever cause, it shall be the duty of the Governor and Council to fill such vacancy forthwith by appointment of such person as they may deem qualified for the office.

SECT. 3. For the purpose of electing the District Commissioners (so called) and for promoting the welfare of the public schools, the Convention of School Committees and Supervisors permitted by Section Second of this act, shall be held annually for the term of two days at least, on some date between the first day of the month of August and the first day of the month of December, said date to be fixed by the Governor of the State, and to be publicly announced three weeks prior to date of Convention, through the ordinary channels of public notice or through the office of State Superintendent of Common Schools.

SECT. 4. The duties and powers of each District Commissioner shall be as follows:

First. He shall visit as many of the schools within his jurisdiction as practicable, and for this purpose shall have complete privilege of admission to any and every public school, shall note the course of studies and methods of instruction, the branches taught, the government and discipline of the pupils, the kind, quality and variety of text-books used, the furniture, apparatus and warming and ventilating arrangements of the school room. He shall give such instruction in the art and methods of teaching as he may deem necessary and expedient, and shall give suggestions in the government of the school, in the classification and discipline of pupils, before the school or in private to the teachers, as may seem to him proper for the progress and good order of the school.

Second. For the purpose of aiding teachers and school officers in the more efficient discharge of their duties, he may take one of the regular school days and, controlling the services of the teachers in town, (their wages continuing the same,) he shall give such advice and instruction as may seem to him best adapted to the wants of that particular community and shall be most conducive to better teaching and better school inspection.

Third. He shall encourage the formation of town and county associations of teachers, school officers and citizens; shall attend the meetings of such associations and give such advice and instruction in regard to their conduct and management as in his judgment will contribute to their greatest efficiency. He shall deliver public lectures in the several neighborhoods of his section each year for the purpose of elevating the standard of education and increasing the general interest of the people in public schools. He shall assist the State Superintendent in the organization and management of County Institutes and shall distribute promptly all reports, forms, laws, circulars and instructions, which he may receive from and in accordance with the direction of the State Superintendent, and in general he shall act as the official agent of said Superintendent and as advisor and constant assistant of the school officers and teachers within his section.

Fourth. He shall have power to examine candidates proposing to teach, and to grant two certificates, namely, "Primary Grade" and "Grammar Grade," said certificates to hold in force one year from date unless revoked by said Commissioner and to be valid in "primary" "grammar" and "mixed" schools when endorsed by the Superintending School Committee or town Supervisors. He shall keep a register of all those to whom certificates have been awarded, stating character and grade of certificate and the time when issued.

Fifth. He shall attend the annual meeting of the Board of Education as hereinafter provided.

Sixth. He shall examine the school accounts of the several towns, shall ascertain actual amounts of moneys received by each town from the State Treasury annually and actual amounts of the same expended by each town for school and other purposes. He may also examine the accounts of the several town School Agents and note the amounts received and expended by them with the vouchers therefor. For the above purposes he shall be allowed ready access to any books or records the same as any town officer or common citizen.

Seventh. Annually on or prior to December first he shall make an annual report to the State Superintendent of Common Schools containing a general statement of work done, towns and schools visited, institutes held, associations organized, number of lectures given, list of certificates awarded and a correct fiscal statement of all moneys received from the State Treasury by the several towns within his jurisdiction and the expenditures of the same, meaning by this to ascertain whether the towns have rightly used the school moneys received from the State.

SECT. 5. The Board of Education hereby established shall hold a session at the capital of the State at least once a year during the session of the Legislature for the purpose of conferring with the legislative Committee on Education in relation to matters pertaining to the common schools of the State, to mature plans of operations for the following year and in general to devise ways and means for promoting the public School System of the State.

SECT. 6. Each District Commissioner shall receive in payment for services and all traveling expenses an annual salary of fifteen hundred dollars, payable quarterly, at the same time and in the same manner as other State officers, from the appropriation hereinafter designated and established.

SECT. 7. The first election of District Commissioners shall be held at some date between the first day of August, 1873, and the first day of October, 1873, said date to be designated as provided in Section Two of this act, and the first quarterly salary shall commence on the first day of October, 1873.

SECT. 8. In payment of the salaries thus established, the sum of three thousand seven hundred and fifty dollars is hereby appropriated for the year 1873, and the sum of fifteen thousand dollars annually thereafter.

NORMAL SCHOOLS.

We have two Normal Schools in the State, one at Farmington, Prof. C. C. Rounds, Principal, the other at Castine, Prof. G. T. Fletcher, Principal. Each of these gentlemen is supported by a corps of earnest and faithful assistants. These schools are doing a valuable service to the public school system by improving the quality of the teaching force. The best proof of this consists in the fact that the graduates of these two schools are eagerly sought for not only by school officers in the larger towns and cities, but by the "district agents" in many of our rural schools. These officers are rapidly finding out that the service of a cheap, unskilled teacher, does not pay, the money is worse than thrown away, for thrown away it is simply lost, dead—paid out for unprofitable

teaching it bears poisonous fruit. Many of our graduates find employment in other States, after serving their stipulated time in this State, a fact creditable both to the graduates and to the Normal Schools, but discreditable to the State, so far as it bears upon the poor remuneration offered to teachers. Both schools deserve the largest encouragement and support that the Legislature can give them. Apparatus, libraries composed principally of books for reference, and suitable cases for the protection of the foregoing are needed in both schools. The grounds of each should be suitably fenced. The roof of the school building at Farmington needs to be re-shingled or tinned. For these purposes an appropriation of at least \$8,000 will be necessary, and the same is recommended.

In addition to these two regular Normal Schools, there is in each of the two schools, Maine Central Seminary, Pittsfield, and Oak Grove Seminary, Vassalboro', a normal department under the surveillance of the State, by reason of certain appropriations granted by the State to each. These departments are not yet in full operation, but the Trustees of the two schools will undoubtedly speedily fulfill their engagements to the State. They are doing all in their power to render them efficient, and considering the difficulties with which they have had to contend, much leniency should be exercised in the demands of the State.

For particulars connected with the four schools, reference is respectfully made to the following reports of the Principals, agreeably to law of 1872.

STATE NORMAL SCHOOL. }
Farmington, December, 1872. }

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

I have the honor of submitting my Annual Report of the Western State Normal School for the year ending January 3, 1873.

On accompanying sheets you will find the names of the pupils of the school for the year, their ages, dates of entry and of withdrawal, number of days present, length of school terms, and names of text-books used in the school.

There have been connected with the school since its organization in 1864, 772 different pupils. Of these 156 have received diplomas.

The relation of the school to the State, and its intimate connection with the educational work of the State, may be illustrated by the following statements: Thirteen of our sixteen counties

have been represented in the school during the past year, and twenty-seven per cent. only of our pupils for the year are residents of Franklin county. Of the one hundred and eleven pupils in attendance during the spring term, fifty-nine had taught before entering the school an average of forty-eight weeks each, and forty-two have taught, since becoming connected with the school, an average of twenty-four weeks each. I presume these ratios are about the same for the present term.

At the commencement of the fall term, Miss Jennie M. Hayden, a graduate of the school in the class of 1867, and Miss Sarah B. Morton, a graduate of the State Normal School at Salem, Mass., were added to our corps. We were disappointed in regard to another teacher, and hence have carried on the half year's work with one less than our usual number. This deficiency will be supplied next term. Miss Sewall resigned her position as teacher of the Model School at the close of the spring term. It was found impossible to fill her place for the fall term. For the first nine weeks of the term the school was carried on by the teachers and pupils of the Normal School, and then we were forced to close the school for the remainder of the term. It will be opened under the instruction of a new teacher with the commencement of the next term, Feb. 4.

Our experience has shown that it is impossible to accomplish our work without the Model School. We should derive great advantage from the establishment of another grade, and this could be established at once if we had a room for it.

The last Legislature made an appropriation for a fence to enclose the school grounds, but it was found to fall so far short of the requisite amount that it was decided to be inexpedient to commence the work. It is to be hoped that a sufficient appropriation may be made this winter.

We are in great need of book cases, and we are entirely destitute of suitable cases for apparatus and for mineralogical and other specimens.

We still lack scientific apparatus, and hence are still required to teach some most important subjects by methods which the whole spirit of our professional training pointedly condemns. The State College at Orono has been liberally furnished with apparatus, and we ask to be treated with equal liberality.

At the establishment of the school no provision was made for a library fund, and no appropriation has since been made for the

purchase of books, with the exception of a small one some years ago for reference books. Every such school needs a large collection of reference and of scientific books, a good representative collection of works in general literature, and especially a complete and rich pedagogical library. A Normal School without a professional library is as poorly furnished for its work as would be a Law School, a Medical School, a Theological School, or a School of Engineering in a similar condition. For \$500 a good pedagogical library could be collected, and an equal sum would give us a good nucleus for a reference and general library. A reasonable annual appropriation would then suffice to keep up these various departments and add gradually to their value. The State would be amply repaid for this expenditure in the increased intelligence of its teachers. Much could be done, though at much greater expense, if time be an element in cost, by giving the school a complete outfit of text-books, and then charging a fee for their use, to be devoted to keeping up the stock of text-books and to making other additions. Aid in some way should at once be given. We are starving for books.

Our work for the current year has been much the same as that of the preceding year, except that there has been some increase in the amount of strictly professional study. We shall do much more in this direction the ensuing year.

Scholarship is a condition, but it is not the measure, of the teacher's success. This depends much more upon the professional spirit and training which he brings to his work. The trained teacher must have a thorough acquaintance with educational history, with the principles of pedagogy, with modes of school organization, management, and instruction, together with such an amount of practice, under the direction of critical instructors, as will give him confidence, readiness, and skill in the application of principles and the use of methods.

For such training as this the Normal School was established. It is a professional school, or there is no good reason for its existence. Whatever of merely academic work it does is done under protest, and in consequence of imperfections in public education which the Normal School is organized to remedy. We should not sacrifice practical efficiency to merely theoretical considerations, but we must constantly aspire towards the true ideal standard. This requires constant watchfulness and untiring effort, for the

teacher, brought to meet, every day, evidences of deficient culture in his pupils, is apt to think more of forming the scholar than of training the teacher. The former must be done, the latter not left undone. And in forming the scholar, the end is not the culture of the pupil merely, but all the processes of instruction must be judged by their adaptation to the development, in the pupil, of the power of communicating the knowledge thus acquired. In the present state of public education, the Normal School, of itself, tends downward toward the academy; it must be forced upward by its organization and the spirit of its teachers, to its true position as a professional school. To more fully attain this, its end and aim, I believe to be increasingly the endeavor of the teachers in this school, but the full and satisfactory accomplishment of our special work is impossible with our present facilities and organization. For this we must have—

First, Apparatus sufficient for the full illustration of the various sciences comprised in our course of study.

Second, A good pedagogical reference and general library.

Third, A preparatory course of six months or a year, so that we may prescribe a satisfactory knowledge of the common English branches as an indispensable condition for entering upon the normal course.

Fourth, The addition of an advanced course of one year, to relieve our present crowded course of study, and to render it possible to increase the amount and efficiency of our professional training.

That these additions to our present facilities, and changes in our present organization, are needed, I believe to be the unanimous opinion of pupils and teachers of the school; and as these requests are made, not in furtherance of any private interest, but to advance the cause of popular education, the most important of all public concerns, we trust they will receive favorable consideration.

Respectfully submitted,

CHARLES C. ROUNDS.

SUPERINTENDENT'S REPORT.

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WESTERN NORMAL SCHOOL—SPRING TERM, 1872.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bailey, Marianna.....	20	Feb. 13.....	June 23.....	81½
Boothbay, Angie L.....	20	do.....	do.....	69
Cargill, Carrie A.....	20	do.....	do.....	89½
Chick, Edwina C.....	20	do.....	do.....	87½
Clement, Celia A.....	21	do.....	do.....	72½
Forbes, Clara A.....	24	do.....	do.....	91½
Getchel, Eliza S.....	25	do.....	do.....	85½
Hatch, Aldana C.....	23	Feb. 15.....	do.....	88
Holley, Augusta A.....	20	Feb. 19.....	do.....	81½
Howe, Georgia F.....	19	Feb. 13.....	do.....	91
Leland, Louie A.....	18	do.....	do.....	92
Norton, Lizzie H.....	18	do.....	do.....	92
Pierpont, Dicea S.....	18	Feb. 19.....	do.....	83
Rogers, Lizzie A.....	19	Feb. 14.....	do.....	84½
True, Lizzie C.....	19	Feb. 13.....	do.....	84½
Gosham, William E.....	22	do.....	do.....	77
Harrington, Charles A.....	26	Feb. 19.....	do.....	88½
Newell, William H.....	18	Feb. 14.....	do.....	90
Patten, Herbert.....	24	do.....	do.....	74½
Robbins, Fred. E C.....	20	Feb. 26.....	do.....	82
Stetson, Herbert E.....	19	Feb. 13.....	do.....	91½
Stevens, J. Frank.....	19	Feb. 13.....	do.....	84½
Thomas, Lewis A.....	25	Feb. 19.....	do.....	90
Varney, Thomas.....	21	Feb. 19.....	do.....	88
Woodbury, Clinton A.....	21	Feb. 13.....	do.....	90
Worthley, Lewis F.....	31	Feb. 19.....	do.....	85½
B CLASS.				
Bennett, Lorette C.....	17	Feb. 13.....	June 28.....	88
Cartland, Nettie M.....	21	do.....	do.....	89½
Cobb, Hattie E.....	18	do.....	do.....	87
Day, Emma L.....	21	do.....	do.....	90
Farrington, Sarah A.....	19	do.....	do.....	81
Howard, Henrietta.....	18	do.....	do.....	81½
Nichols, Eldora.....	17	do.....	do.....	82½
Pierpont, Georgia.....	19	do.....	do.....	86½
Quint, Mary A.....	23	do.....	do.....	89
Thompson, Josephine.....	24	do.....	do.....	81
Burns, Thurston S.....	18	do.....	May 14.....	44
Elliott, Ezra F.....	19	Feb. 14.....	June 28.....	90½
Floyd, Enos F.....	32	April 8.....	do.....	53
Jones, Newton J.....	21	Feb. 14.....	do.....	88
Knapp, Leonard L.....	21	Apr. 30.....	do.....	32
Patten, John.....	20	Feb. 13.....	do.....	85
Reed, Lewis H.....	19	do.....	do.....	86½
C CLASS.				
Bixby, Addie S.....	21	Feb. 13.....	May 21.....	62½
Brown, Martha S.....	21	do.....	June 28.....	83
Elliott, Clara F.....	19	do.....	do.....	91½
Fifield, Ellen E.....	30	do.....	do.....	31½
Hardy, Lizzie A.....	20	do.....	do.....	92
Haynes, Lovina H.....	20	Feb. 19.....	do.....	35½
Holden, Georgia R.....	20	Feb. 13.....	Mar. 27.....	12
Holden, May L.....	20	Feb. 14.....	June 18.....	87½
Howe, Susie P.....	23	Feb. 26.....	do.....	81½
Kingsley, Theodora.....	14	Feb. 13.....	do.....	87½
Lyford, Carrie A.....	19	Feb. 13.....	April 11.....	53
Parsons, Ellen N.....	24	Feb. 19.....	June 28.....	88
Philbrick, May S.....	25	Feb. 14.....	June 14.....	72½
Plaisted, Mary A.....	27	Feb. 13.....	April 1.....	32
Sanborn, Alice A.....	18	Feb. 19.....	do.....	51

SPRING TERM, 1872—Continued.

C CLASS.	Age	Date of Entering.	Date of Leaving.	Days Present.
Sandurs, Abbie P	16	Feb. 13	June 28.....	79
Scales, Lillie M.....	17	Feb. 19	June 28.....	78
Wells, Mary L.....	21	Feb. 13	June 14.....	76
Vaughn, Evelyn	17	do	June 28.....	83
Abbott, Walter A.....	19	do	April 28.....	48½
Craig, Fred. W.....	17	do	June 28.....	86
Stanley, Calvin F.....	20	Feb. 26	do	83
Stevens, Arno B.....	17	Feb. 13	do	91½
D CLASS.				
Archibald, Madgie A.....	19	Feb. 13	June 28.....	83½
Bates, Helen N.....	16	do	do	92
Brown, Lizzie M.....	16	do	May 29	67
Cox, Emma N.....	22	do	June 6	65
Eaton, Lizzie N.....	17	do	May 20	61½
Gardner, Emma.....	19	do	June 18.....	81
Giddings, Mary L.....	19	do	June 28.....	89
Gill, Sarah.....	19	do	June 3.....	71½
Gordon, Lizzie S.....	20	do	June 28.....	83½
Hall, Abbie A.....	18	do	June 17.....	69
Howe, Elizabeth L.....	27	do	June 28.....	89½
Jerris, Mary S.....	20	do	June 3.....	44
Leighton, Mary T.....	20	do	June 28.....	91½
Leighton Nellie M.....	20	do	May 27.....	73½
Marble, Clara E.....	18	do	June 28.....	87
McLain, Abbie L.....	24	do	May 3.....	48½
Norton, Emma N.....	23	do	Mar 19.....	26
Packard, Rosa S.....	19	April 1.....	June 17.....	48
Purinton, Clara.....	19	Feb. 13	June 28.....	83½
Richardson, Clara E.....	20	do	do	89½
Roberts, Nellie M.....	22	do	June 3.....	63
Rogers, Lizzie M.....	19	do	May 29.....	64½
Rowe, Margaret B.....	19	do .....	.....	.....
Rowe, Mattie M.....	17	do .....	.....	.....
Smith, Addie M.....	18	Feb. 19	Mar. 19.....	20
Stanley Laura B.....	16	Feb. 13	June 17.....	61½
Storer, Annette.....	18	do	June 28.....	85
Storer, Mary J.....	23	March 1.....	Mar. 25.....	11
Thorne, Helen.....	22	Feb. 13	June 28.....	86
Tibbetts, Annie.....	16	Feb. 19	April 23.....	43
Towle, Emma L.....	18	Feb. 13	Feb. 26.....	7½
Woodman, Ellen H.....	23	do	Mar 18.....	24
Bragdon, Eben H.....	17	Feb. 16.....	April 12.....	40½
Bradbury, James O.....	21	Mar. 22.....	June 28.....	64
Case, John E.....	15	Feb. 13	do	88
Fisher, Daniel L.....	16	Feb. 14.....	do	85½
Holden, Nathan C.....	.....	do	Feb. 26.....	9
McFarland, Charles M.....	16	Feb. 16.....	April 12.....	45
Milliken, Frank.....	18	Feb. 13	June 28.....	82
Norton, George W.....	17	do	do	84
Reynolds, Henry J.....	18	Feb. 14.....	do	83½
Sanborn, W. Herbert.....	17	Mar. 25.....	June 19.....	62½
Thomas William W.....	18	Feb. 13	June 28.....	90½
Thompson, David L.....	19	do	April 11.....	38½
Thompson, George L.....	17	Mar. 25.....	June 28.....	60

FALL TERM, 1872.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bennett, Lorette C.....	18	Aug. 20.....	Jan. 3.....	86½
Cartlaud, Nettie M.....	21	do.....	do.....	.....
Farrington, Sarah A.....	19	Aug. 21.....	do.....	83½
Nichols, Eldora.....	18	Aug. 20.....	Oct. 29.....	42½
Scales, Lilla M.....	17	Aug. 21.....	Jan. 3.....	87½
Thompson, Josephine.....	25	do.....	do.....	85
Elliott, Ezra F.....	20	Aug. 20.....	do.....	87
Jones, Newton J.....	22	.....	.....	.....
B CLASS.				
Berry, Addie S.....	20	Aug. 20.....	Jan. 3.....	89
Cushman, Flavilla.....	18	Aug. 21.....	do.....	88
Elliott, Clara F.....	20	Aug. 20.....	do.....	87½
Hunt, Anna V.....	20	Aug. 22.....	do.....	87
Howard, Henrietta.....	18	Aug. 21.....	do.....	89
Hardy Lizzie A.....	22	Sept. 3.....	do.....	78
Saunders, Abbie A.....	17	Aug. 20.....	do.....	81
Reed, Louis H.....	19	Aug. 26.....	do.....	82½
Stanley, Calvin F.....	20	Aug. 20.....	do.....	87½
C CLASS.				
Bates, Helen N.....	16	Aug. 20.....	Jan. 3.....	89
Gardner, Emma.....	20	Aug. 21.....	do.....	88
Giddings, Mary L.....	19	Aug. 20.....	do.....	85
Gill, Sarah.....	19	Aug. 23.....	do.....	85
Haynes, Lovina H.....	21	Nov. 11.....	do.....	39
Holden, Georgia R.....	20	Aug. 27.....	Dec. 4.....	66½
Richardson, Clara E.....	20	Aug. 26.....	Dec. 12.....	64½
Roberts, Nellie M.....	21	Aug. 20.....	Jan. 3.....	88½
Thorne, Helen C.....	22	do.....	do.....	89
Case, John E.....	15	do.....	do.....	87
Fisher, Danie IL.....	17	Aug. 23.....	do.....	85½
D CLASS.				
Bryant, Ellen N.....	17	Aug. 20.....	Jan. 3.....	85½
Buckman, Phebe G.....	18	do.....	do.....	89½
Colcord, Flavilla M.....	16	do.....	do.....	89
Curtis, Rosetta A.....	18	do.....	do.....	85
Davis, Ella S.....	16	do.....	Oct. 8.....	32½
Davis Mattie.....	23	do.....	Sept. 27.....	28½
Drew, Fidelia.....	18	do.....	Jan. 3.....	89
Dunham, Nellie A.....	21	Aug. 21.....	do.....	87½
Davenport, Susan E.....	18	do.....	do.....	88
Ellis, Georgia A.....	17	do.....	do.....	88½
Furbush, Jennie S.....	23	Aug. 20.....	Dec. 11.....	71
Fletcher, Ida M.....	17	do.....	Oct. 18.....	44
Keys, Naomi.....	19	Aug. 21.....	Jan. 3.....	89
Keys, Olive F.....	19	do.....	Oct. 10.....	52
Lyde, Lottie.....	18	do.....	Jan. 3.....	86½
Lyde, Louisa.....	18	do.....	do.....	87
Roberts, Lizzie M.....	19	Aug. 20.....	do.....	89
Stowers, M.....	17	do.....	do.....	82½
Turner, Lucia A.....	15	do.....	do.....	89
Townsend, Mary A.....	23	do.....	do.....	88½
Wyman, Martha A.....	18	do.....	Nov. 29.....	62
Woodward, Clara.....	16	do.....	Jan. 3.....	89
Densmore, Ada.....	24	do.....	do.....	87
Eaton, Violet.....	21	Aug. 30.....	do.....	81
Eaton, Lizzie N.....	18	Oct. 8.....	do.....	58
Coming, George.....	.....	Sept. 4.....	Nov. 11.....	30
Norton, Edwin A.....	17	Aug. 20.....	Jan. 3.....	8½
Luce, John R.....	19	do.....	Dec. 22.....	56½

FALL TERM, 1872—*Continued.*

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Otis, Frank P.....	20	do	Oct. 18.....	42½
Smith, Harry E.....	17	do	Dec. 9.....	66½
Skinner, J. Ward.....	.....	do	Sept. 6.....	13
Turner, George H.....	.....	do	Nov. 27.....	40½
Tufts, Clinton D.....	21	do	Jan. 3.....	87½
Winter, John W.....	17	do	do	87½

Text-Books used in the School. Geography—Guyot, Fay. Physiology—Hutchison. Arithmetic—Hagar. Readers—Hillard, Sargent, Wilson. Natural Philosophy—Steele, Norton. Botany—Wood. History—Swinton's U. S. Algebra—Smyth, Robinson. Geometry—Brooks. Chemistry—Miller, Elliot & Storer. English Literature—Day. Astronomy—Lockyer. Didactics—Dittes, (translated by Hailman,) Wickersham; Barnard's Journal of Education; Grammar and Mental Philosophy have been taught orally.

Length of Terms. Each year consists of two terms of nineteen weeks each.

STATE NORMAL SCHOOL, }
Castine, December 1, 1872. }

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

I submit my Annual Report for the school year commencing August 17, 1871, closing May 30, 1872.

Whole number of pupils in attendance for the year..... 278

Number of different pupils..... 180

Number of pupils in the Model class..... 16

The following list of students is here given agreeably to requirement of law :

FALL TERM, 1871.

C CLASS.	Age.	P. O. Address.	County.
Bates, Esther O.....	29	South Brooksville.....	Hancock.
Byrne, Annie G.....	28	Robbinston.....	Washington.
Chapin, Nellie E.....	20	Goodale's Corner.....	Penobscot.
Friend, Marie H.....	22	Etna.....	Penobscot.
Gallison, Martha E.....	29	Harrington.....	Washington.
Grant, Mary B.....	27	Matinecus Isle.....	Knox.
McDowell, Abbie L.....	15	Washington.....	Knox.
Perkins, Annie.....	21	Castine.....	Hancock.
Starrett, Susan C.....	19	Warren.....	Knox.
Webster, Mary E.....	21	Castine.....	Hancock.
Foster, Fred W.....	27	Ellsworth.....	Hancock.
Grey, John F.....	19	Castine.....	Hancock.
Laine, Oliver W.....	28	West Winterport.....	Waldo.
Mayo, Gideon.....	25	West Eden.....	Hancock.

FALL TERM, 1871—Continued.

C CLASS.	Age.	P. O. Address.	County.
McGown, Richard H.	22	North Ellsworth.	Hancock.
Nash, Daniel N.	22	Steuben.	Washington.
Plummer, Ames W.	21	West Winterport.	Waldo.
Stone, William H.	26	Unity.	Waldo.
Wilder, Arthur B.	23	Charlotte.	Washington.
D CLASS.			
Butler, Eloise S.	20	Appleton.	Knox.
Durgin, Mary S.	28	Orono.	Penobscot.
Guptill, Katie H.	24	Cherryfield.	Washington.
Lawrence, Georgie S.	20	Cherryfield.	Washington.
Milliken, Sarah B.	19	Surry.	Hancock.
Putnam, Elmira T.	17	Harrington.	Washington.
Ray, Augusta H.	18	Cherryfield.	Washington.
Walker, Nettie S.	23	North Brooksville.	Hancock.
Whiting, Annie.	18	Castine.	Hancock.
Coffin, Frank D.	18	Harrington.	Washington.
Milliken, James W.	20	Surry.	Hancock.
Shaw, Charles O.	20	Rockland.	Knox.
E CLASS.			
Arey, Laura E.	18	Camden.	Knox.
Black, Mattie C.	17	Stockton, Sandy Point.	Waldo.
Bray, Ada F.	16	Brooklin.	Hancock.
Crosby, Mary A.	16	Stockton, Sandy Point.	Waldo.
Gould, Etta M.	21	North Monroe.	Waldo.
Hall, Inez M.	24	Rockland.	Knox.
Herriek, Carrie I.	17	Brooklin.	Hancock.
Hodgdon, Mary L.	19	Rockland.	Knox.
Hodges, Maria.	20	Union.	Knox.
Jennys, Laura L.	18	Swanville.	Waldo.
Mayo, Sedelia W.	20	West Eden.	Hancock.
Newcomb, Hattie A.	17	Carmel.	Penobscot.
Norton, Emily D.	17	Winterport.	Waldo.
Patchin, Fannie F.	16	Castine.	Hancock.
Read, Ellen R.	17	Belfast.	Waldo.
Rice, Hattie A.	16	Searsport.	Waldo.
Sawyer, Ida M.	16	Jonesport.	Washington.
Webber, Jane M.	16	Searsport.	Waldo.
Bartlett, Reuel S.	20	Lamoine.	Hancock.
Buzzell, Joseph L.	22	East Benton.	Kennebec.
Mahoney, Herbert W.	17	East Northport.	Waldo.
Mansfield, Daniel H.	17	Hope.	Knox.
McFarland, Benjamin S.	20	Lamoine.	Hancock.
Nash, Willard G.	17	Columbia Falls.	Washington.
Plummer, David.	17	West Winterport.	Waldo.
Porter, George F.	22	Camden.	Knox.
Wing, Augustus C.	22	Hampden.	Penobscot.
Young, Frederic O.	19	Lincolnville Centre.	Waldo.
F CLASS.			
Bayard, Nellie L.	19	Sedgwick.	Hancock.
Blake, Ella F.	21	Hampden Corner.	Penobscot.
Brastow, Julia T.	19	Brewer Village.	Penobscot.
Baker, Clara L.	16	North Castine.	Hancock.
Carter Ella A.	16	Stetson.	Penobscot.
Cousins, Ida C.	17	Southwest Harbor.	Hancock.
Crosby, Edith E.	16	Manchester.	Hillsboro', N. H.
Damon, Fannie W.	16	Stetson.	Penobscot.
Davis, Mary F.	21	Stetson.	Penobscot.
Eaton, Mattie V.	18	Rockport.	Knox.
Foster, Ida M.	17	Amherst.	Hancock.
Hodges, Mary B.	20	Brewer Village.	Penobscot.
Lenfest, Elvira T.	16	Appleton.	Knox.

FALL TERM, 1871—*Continued.*

F CLASS.	Age.	P. O. Address.	County.
Lord, Mariam M.....	16	Jonesborough	Washington.
Morse, Josie A	18	Belfast.....	Waldo.
Moulton, Dora B	16	Stockton, Sandy Point	Waldo.
Philbrick, Addie.....	18	Carmel	Penobscot.
Pinkham, Amy S.....	21	Milbridge.....	Washington.
Richardson, Celia.....	16	Eden	Hancock.
Spiller, Abbie J	20	Palermo.....	Waldo.
Stevens, Julia C	23	East Machias.....	Washington.
Thomas Judith A.....	21	West Eden	Hancock.
Trask, Mellie A	20	Etna.....	Penobscot.
Waltze, Florence.....	21	Augusta	Kennebec.
Worthen, Annie L.....	25	Albion	Kennebec.
Worthen, Celestia.....	18	Albion	Kennebec.
Young, Carrie A.....	21	Palermo	Waldo.
Barker, Lewis A.....	17	Bangor	Penobscot.
Chalmers, Orrin F.....	20	Albion	Kennebec.
Corliss, Winfield S.....	18	Carmel	Penobscot.
Dean, Frederick B.....	19	Farmingdale	Kennebec.
Higgins, Edgar W.....	20	West Eden	Hancock.
Ireland, Charles R.....	18	Stetson.....	Penobscot.
Laton, Winfield S.....	19	Etna	Penobscot.
Morrow, George C.....	18	Searsport.....	Waldo.
Nevens, Jason K.....	23	West Garland.....	Penobscot.
Norwood, Howard B.....	26	Hampden	Penobscot.
Rich, Willard W.....	27	Machias.....	Washington.
Ridley, D. A.....	20	Richmond.....	Sagadahoc.
Stone, Melville.....	20	Unity	Waldo.
Towle, J. Fred	20	Searsport.....	Waldo.
Whitehouse, Manly M.....	20	East Orrington.....	Penobscot.
Watts, Samuel.....	23	Tenant's Harbor.....	Knox.
Whitten, Lewis C.....	23	Etna.....	Penobscot.
Williams, James B.....	18	Islesborough	Waldo.

WINTER TERM, 1872.

B CLASS.			
Noyes, Charles	17	Castine.....	Hancock.
D CLASS.			
Brown, Rosa M.....	18	Castine	Hancock.
Emery, Abbie S.....	19	South Thomaston.....	Knox.
Read, Ellen M	20	Belfast.....	Waldo.
Spear, Nancy H	17	Warren	Knox.
E CLASS.			
Billington, Emily J.....	17	Surry.....	Hancock.
Curtis, Josie	17	Frankfort	Waldo.
Spaulding, Clara O.....	21	Rockland.....	Knox.
F CLASS.			
Dority, Sarah L	17	Sedgwick.....	Hancock.
Merrifield, M. S.....	16	Plymouth.....	Penobscot.
Pendleton, Lavinia E.....	20	North Islesboro.....	Waldo.
Shepardson, Mary E	27	West Brooksville.....	Hancock.
Thompson, Hattie T.....	21	Cherryfield	Washington.
Tracey, Abbie D.....	20	Cherryfield	Washington.
Warren, Minnie E.....	17	South Deer Isle.....	Hancock.
Bartlett, David H.....	17	Lamoine	Hancock.
Gardiner, Warren.....	17	Castine	Hancock.
McFarland, Edward.....	18	Lamoine	Hancock.
Seshong, William.....	17	Castine.....	Hancock.

SPRING TERM, 1872.

A CLASS.	Age.	P. O. Address.	County.
Aymar, Lelia F.....	23	Addison	Washington.
D CLASS.			
Benson, Myra.....	21	Tremont	Hancock.
Carpenter, Julia D.....	25	Jackson	Waldo.
Cole, Henrietta.....	23	Harrington.....	Washington.
Leach, Bessie.....	20	North Castine.....	Hancock.
Bragg, Ralph S.....	18	Lincolnville.....	Waldo.
Brown, Ellison F.....	20	Searsmont.....	Waldo.
Milliken, James W.....	20	Surry.....	Hancock.
Moore, James S.....	20	Ellsworth	Hancock.
E CLASS.			
Bates, Mary A.....	19	South Brooksville....	Hancock.
Page, Mary C.....	18	Winterport.....	Waldo.
Pratt, Mary W.....	19	Clinton	Kennebec.
Redman, Clara F.....	21	Brooksville.....	Hancock.
Rogers, Jennie C.....	19	Orland.....	Hancock.
Waterman, W. W.....	21	South Robbinston....	Washington.
F CLASS.			
Averill, Emma.....	23	Fort Fairfield.....	Aroostook.
Baker, Callie.....	18	Goodale's Corner....	Penobscot.
Barnes, Abbie M.....	21	Rockville	Knox.
Black, Mary H.....	21	Ellsworth	Hancock.
Burgess, Flora.....	16	East Belfast.....	Waldo.
Carter, Nancy E.....	27	Montville Centre.....	Waldo.
Coolidge, Caddie B.....	18	Lamoine	Hancock.
Crippen, Katie M.....	23	Ellsworth	Hancock.
Downs, Eunice M.....	16	Belfast.....	Waldo.
Evans, Susan S.....	19	Eryeburg	Oxford.
Fenlason, Ella E.....	20	Jackson.....	Waldo.
Fletcher, Annie M.....	19	Odell.....	Livingston, Ill.
Hewey, Delia.....	19	East Bucksport	Hancock.
Holmes, Sarah S.....	16	Stockton	Waldo.
Jarvis, Lizzie M.....	17	Castine.....	Hancock.
Lewis, Sophia B.....	18	Goodale's Corner.....	Penobscot.
Marcy, Victorine A.....	18	South West Harbor....	Hancock.
Montgomery, Josie I.....	18	Friendship	Knox.
Morton, Jennie E.....	18	Friendship	Knox.
Nichols, Eunice H.....	21	Vassalborough	Kennebec.
Piper, Edna.....	16	East Belfast.....	Waldo.
Prescott, Sarah M.....	17	Ellsworth	Hancock.
Rich, Datie R.....	21	Tremont	Hancock.
Rollins, Emeline C.....	21	Vassalborough.....	Kennebec.
Staples, Frosence.....	16	Stockton	Waldo.
Tibbits, Ida M.....	16	Brooklin	Hancock.
Webb, Caddie E.....	19	Unity	Waldo.
Webb, E. M.....	23	Unity	Waldo.
Wiley, Alice.....	21	Cushing	Knox.
Winchenbach, Annie R.....	17	Friendship	Knox.
Bunker, David.....	20	West Trenton.....	Hancock.
Clarry, Edward H.....	20	Union	Knox.
French, Nathaniel S.....	18	Stockton, Sandy Point.	Waldo.
Gilmore, Melvin.....	23	Belfast.....	Waldo.
Gleason, Elden C.....	19	Union	Knox.
Hupper, Lincoln.....	21	Union.....	Knox.
Libby, George A.....	21	Jackson	Waldo.
Pendleton, John H.....	18	Trenton	Hancock.
Robbins, Randall.....	18	Union.....	Knox.
Simpson, John E.....	18	Sullivan.....	Hancock.

List of Text-Books used in the Eastern State Normal School, Castine, Me. Reading Books—Hillard's Sixth, National Fifth, Progressive Fifth, Wilson's Third. Arithmetics—French's, Greenleaf, Walton, Robinson, Cruttenden. Algebras—Robinson, Davies. Trigonometry and Geometry—Brooks. Astronomy—Steele, Riddle's Elementary. Natural Philosophy—Steele, Norton. Chemistry—Steele, Cooley, Nichols. Physiology—Hutchinson, Cutter's New Analytic. Geology—Steele, Wells, Tenny. Botany—Gray, Wood. History—Barnes' United States, Anderson's General. Geography—Guyot, Warren's Physical. Grammar—Kerl's Common School, Green. Intellectual Philosophy—Haven, Champ- lin, Alden. Science of Government—Alden, Townsend. School Economy—Wickersham, Page's Theory and Practice of Teaching. Dictionary—Worcester, Webster. Rhetoric—Quackenbos, Haven. English Literature—Spalding, Collier. Drawing Books—Bartholomew, Spencerian. Writing Book—Spencerian.

A good degree of prosperity has attended the school during the past year. The ability and industry of the pupils compare favorably with former years, and an excellent degree of health has conduced to progress in the school work. At the close of the year, a class of fifteen was graduated, all of which number readily obtained Summer and Fall schools. Though male graduates have been offered \$75 per month, and females \$50 per month, we are not able to supply the demand for teachers.

As you are well aware, there have been no marked changes in the management of the school since my last report. In October, 1871, Miss Fisher, who had served the State so acceptably for more than a year, resigned her position to teach in Boston. Miss Bartley of Cambridge, Mass., was called to fill Miss Fisher's place at the beginning of the Winter term. She has fully sustained the excellent reputation which preceded her.

During a few weeks of the Spring term, Prof. J. B. Taylor of Bowdoin College, gave instruction in elocution to the school. Much interest was manifested by the pupils in the instructions of Prof. Taylor, and a good degree of improvement in reading was indicated.

During the several weeks of the Spring term, Dr. Calvin Cutter of Massachusetts, gave a series of interesting and instructive lectures upon physiology, illustrating the same with a manikin and charts.

A very large percentage of those connected with the school have taught during the year. These "quick returns" to the State are both fortunate and unfortunate to people and school. A pupil who is well prepared to enter the school, possesses good natural ability and "aptness to teach," and who takes good rank in reciting and teaching in the school, will generally satisfy the people, as an instructor, and his success will be credited, in a degree, to the Normal School. On the other hand, a pupil who lacks maturity, scholarship and judgment, attends the Normal School a few weeks, fails in his first school, and his want of success is charged to the Normal School.

In order that the Normal Schools may become more efficient training schools, the standard of admission must be raised or the time of attendance increased. The haste that marks the age is seen in the desire of scholars to teach before they are thoroughly prepared. Our pupils come mainly from the common schools, and wise supervision and earnest teaching there will send more and better pupils to the training schools. The lack of State supervision during the present year has been felt in all our schools. The vital interests of our common school system of education should receive the early and earnest attention of our next Legislature.

While the teachers of this school have been obliged to do much preparatory and academy work, it has been our aim to give professional training by example—that is, by teaching our classes as we would have them teach theirs; by practice teaching, requiring the pupils to teach their classmates under the direction and criticism of their instructors; by lectures and discussions upon subjects pertaining to school management; by observation and practice in the Model school. At the beginning of the Winter term, a primary class was organized and taught by the Normal teachers and pupils; during the Spring term the class was under the special charge of a graduate of the school, and members of the school were required to observe and practice methods of instruction. This practical work, with the most important class of pupils found in our common schools, will prove of much advantage to those who want to teach. The excellent schools of Castine, in all of which former members of this school now teach, afford our pupils good opportunities for observation.

The last Legislature having appropriated \$20,000 for a new Normal School building, "ground was broken" in May of this

year, and by the first of January, 1873, the house will be completed. The building is 47 by 71 feet on the ground, with a front projection of 14 by 40 feet, and a rear projection of 8 by 40 feet. The basement is 8 feet high and well lighted, and is of the same size as the entire building. It contains the steam heating apparatus, water closets, and space for chemical laboratory. On the first floor there is a central hall 9 by 69 feet, having side doors opening into four recitation rooms each 22 by 29 feet. On the second floor is the main school-room, teacher's room, and alcoves for books and apparatus. This room is 44 by 68 feet, $16\frac{1}{2}$ feet high, and has twelve large double windows to furnish light and air. The attic has well lighted space for four recitation rooms. The exterior of the building presents an attractive and substantial appearance. In the cupola is to be hung an excellent bell, weighing 500 lbs., a present to the school from Deacon Samuel Adams of Castine.

Arrangement has not yet been made for furnishing this valuable house. Suitable desks for teachers and pupils, apparatus for chemical and philosophical experiments and explanations, and cases for the preservation of apparatus, books and charts, are needed. No provision has been made for blinds to exclude the excess of light, which will at times be great, owing to the size of the windows. One recitation room will be needed in the attic next Spring.

The town of Castine generously gave a beautiful lot of $2\frac{1}{2}$ acres; this lot needs draining and fencing. In my last report, I recommended an appropriation of \$25,000, believing that to be the smallest amount the State could economically expend here; \$5,000 are still needed to complete what has been so well begun. During the past five years, the State has used, free of expense, a building, furniture and apparatus, belonging to Castine. Now the State has an excellent building and lot, and with a small additional appropriation, will have one of the best school-houses in the State.

In this age of scientific investigation and art education, no school is in proper working condition without a good library, charts and apparatus. I desire to express the thanks of teachers and pupils to the members of the Class of '69, for a most beautiful and valuable present of the British Poets costing \$40. Our thanks are also due to the Department of Education, Washington, D. C., to Henry Carey Baird of Philadelphia, Lee & Shepard of

Boston, Eldridge Brothers of Philadelphia, for valuable books, and to those publishers who have sent their papers to the reading room. But our library is still small. As the State designs to render the school in the highest degree effective for good, it is to be expected that the excellent house just erected will be fully furnished. Nothing is desired by the teachers except for the good of the school, the people, and the State.

In closing, I desire to say, that my assistants have most faithfully and efficiently performed all their duties. Our thanks are due to you for advice and support, to the Governor and Council for their interest in the school and the new building, and to the Representatives of the State for their words and votes to sustain the school and enlarge its usefulness.

Respectfully yours,

G. T. FLETCHER.

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

DEAR SIR: In accordance with the requirements of chapter 10 of the public laws of the State of Maine for the year 1872, we herewith transmit to you a report of the Normal Department of the Maine Central Institute, dating as nearly as practicable from the time that the law was passed.

We have not received the register and blanks contemplated in said act of the Legislature, and consequently may not be able to anticipate all the items you may desire. This report will include three terms of ten weeks each, commencing as follows: Spring Term, Feb. 7, 1872; Summer Term, April 25, 1872; Fall Term, Aug. 22, 1872.

The department was organized Sept. 1, 1870, and has been in operation each term of the institute since that time. The textbooks used in the department are as follows: National Fifth Reader, Webster's or Worcester's Dictionary, Warren's Common School and Physical Geographies, Greenleaf's and Walton's Practical Arithmetics, Kerl's Grammar, Steele's Natural Philosophy and Chemistry, Greenleaf's Algebra, Hooker's Geology, Gray's Botany, Hart's Rhetoric, Upham's Mental Philosophy.

The death of Mr. E. E. Wade, the first Principal, on the 26th of March, 1872, affected for a time the interests of the department. At the close of the summer term, Miss L. M. Simons resigned her

position as teacher. The present teachers took charge of the department at the commencement of the Fall Term, 1872.

Yours, very respectfully,

A. L. GERRISH, *Principal Normal Dept. M. C. I.*

CLARA A. FORBES, *Associate.*

PITTSFIELD, Nov. 29, 1872.

Record of Students in the Normal Department of the Maine Central Institute, commencing Feb. 7th, 1872, and ending Oct. 30, 1872.

NAMES.	Age.	Date of Entrance.	Weeks attendance.	Date of Leaving.	Remarks.
Parloa, Maria.....	30	Sept. 1, '72..	5	Aug. 22, '72.	Entered classical
Cowan, Alice W.....	18	Feb. 2, '71 ..	10		[course.
Johonnett, Rodney.....	17	Feb. 2, '71 ..	10	Aug. 22, '72.	Entered classical
Manter, George W.....	20	Sept. 1, '70 ..	10		[course.
Mitchell, Mellie Z.....	18	Feb. 2, '71 ..	5		
Perkins, Emma L.....	19	Sept. 1, '70 ..	10		
Burrill, Sarah H.....	23	Sept. 1, '70 ..	10		
Buswell, Ada M.....	16	Aug. 24, '71 ..	10		
Corson, Florence E.....	20	Feb. 7, '72 ..	20		
Davis, Oscar.....	18	Aug. 24, '71 ..	20		
Folsom, Frank G.....	20	do do	5		
Johnson, Dellie E.....	18	do do	20		
Stinchfield, Laura H.....	19	do do	10		
Thomas, Etta F.....	22	do do	5		
Witham, O. Addie.....	16	do do	20	Aug. 22, '72.	Entered classical
Andrews, Wilbur.....	16	do do	20		[course.
Corson, Hiram R.....	22	Feb. 7, '72 ..	20	Aug. 22, '72.	Entered classical
Fisher, Ada F.....	18	Aug. 22, '72 ..	10		[course.
Freese, Forest E.....	18	Feb. 7, '72 ..	10		
French, Arthur S.....	17	Mar. 14, '72 ..	15		
Johonnett, Lewis C.....	16	April 25, '72 ..	10		
Lord, Augusta M.....	24	Feb. 7, '72 ..	10		
Osborne, Hannah E.....	16	April 25, '72 ..	9		
Powers, Viette.....	16	Aug. 22, '72 ..	10		
Prince, J. Louise.....	16	Aug. 22, '72 ..	10		
Shaw, Edgar A.....	16	Feb. 7, '72 ..	5		
Skinner, Sarah E.....	19	do do	10		
Smart, Olive D.....	17	do do	10		
Smart, Melvin C.....	19	do do	10	Aug. 22, '72.	Entered classical
Vickery, Linda C.....	22	do do	5		[course.

HON. WARREN JOHNSON—

Dear Sir: In accordance with an act of the last Legislature, I hereby forward the following as a report from Oak Grove Seminary: Whole number of students during past year, 189; males 108, females 81. Number who have taught, 14; number intending to teach, 20. The Normal Department has been in charge of Florentius M. Hallowell, an enthusiastic and conscientious teacher. Our school year consists of three terms of twelve weeks each. The aid received from the State is the interest at six per cent. on

\$10,000 annually. In conclusion, I think it would be right for me to add that we have had a very pleasant and profitable year.

Yours, very truly,

R. M. JONES, *Principal Oak Grove Seminary.*

Vassalboro', November, 1872.

TEACHERS' INSTITUTES.

Eighteen institutes have been held the past year. Fourteen of these were under the instruction of Prof. Jonathan Tenney, an accomplished scholar and an experienced educator and teacher, assisted by Mrs. Anna Randall Diehl, whose training as student and teacher in the celebrated Oswego Normal School, N. Y., richly qualified her as instructor of reading, elocution and object and oral lessons. Four institutes were held under the charge of W. J. Corthell, A. M., and N. A. Luce, A. B.; the former well known as City Superintendent of Schools, Calais, the latter as principal of Freedom Academy in its best days, both for three years identified with our public school systems as County Supervisors. Teachers and citizens expressed general satisfaction with the labors of these persons and their intelligent efforts to impart well-established principles in the science of teaching and the best methods of instruction founded thereon.

The following is a list of the institutes, places, times and numbers in attendance.

TEACHERS' INSTITUTES, 1872.

PLACE.	Date.	No. of Teachers.	INSTRUCTORS.
South Paris.....	Aug. 26...	24	Prof. Tenney and Mrs. Diehl.
Damariscotta.....	Sept. 2....	35	do do
Rockland.....	Sept. 9....	45	do do
Machias.....	Sept. 16...	51	do do
Ellsworth.....	Sept. 23...	30	do do
Orono.....	Sept. 30...	66	do do
Dexter.....	Oct. 7.....	56	do do
Belfast.....	Oct. 14....	35	do do
Skowhegan.....	Oct. 21....	72	do do
Augusta.....	Oct. 28....	96	do do
Bath.....	Nov. 4....	42	do do
Farmington.....	Nov. 11....	91	do do
Biddeford.....	Nov. 18....	95	do do
Lewiston.....	Nov. 25....	86	do do
Fort Fairfield.....	Oct. 14....	63	W. J. Corthell and N. A. Luce.
Houlton.....	Oct. 21....	61	do do
Lincoln.....	Oct. 28....	32	do do
Foxcroft.....	Nov. 4....	73	do do

The attendance of teachers at the institutes for 1872 has been very much less than preceding years. Not more than one-half as

good results were secured the past year as in 1871. This is attributable to several causes. First, the demoralizing legislation of 1872 thoroughly discouraged the hopes and expectations of the teachers in the further progress of our educational system, in their own advancement in public esteem and consequent better remuneration for their services. The inducements thus held out by the State for even a livelihood by teaching were anything but flattering. Second, by the abolition of county supervision, the general impression was conveyed that the attendant act establishing teachers' institutes was also repealed, and hence no such conventions were expected either by teachers or school officers. Again, institutes, like all popular assemblages, have to be *worked up*. This must be done by persons who, in some form or other, are paid for time and trouble. This work could not be done by the State Superintendent alone. He did endeavor to avail himself of the services of the town committees both prior to and during the session of the institutes. In some instances this assistance proved most valuable, but generally it was unreliable. For illustration, and with no spirit of fault-finding, the following characteristic instances of "cordial sympathy and aid" are mentioned. No. 1: The town supervisor in a personal interview, promised aid but never came near the institute, spending the whole week in his yard making bricks. No. 2: The city superintendent advised that he could render no aid, as the district agent was unwilling to close the schools. No room was furnished for institute sessions. The schools were continued, except one day, when they were closed for a Firemen's Muster! I was informed that it was customary in that place to close the schools for agricultural fairs and "horse-trots," for menageries, circuses, traveling shows, and militia musters. Strolling comedians are well patronized in that section. No. 3: The town supervisor, a genial, jolly good fellow, promised well, but, filled with political aspirations and fired with the prospect of promotion through some "new departure," spent the greater part of institute week "stumping" it among "unenlightened" communities in politically benighted towns, where his eloquence and logical appeals would diffuse more light and life than among the teachers of his county. No. 4, and a good many others industriously attended to their private business, in which they would be better appreciated, than in serving State and county educationally for nothing.

Men and money are needed in every enterprise. The two years

previous, each county supervisor with laudable enterprise and ambition, thoroughly prepared the way for a full and successful institute, by arranging for free or half board, reduced rates of conveyance, by personal appeals to teachers, school-officers and the community, and by personal oversight and management of the institute. In Lincoln county the institute of 1871 numbered nearly one hundred—in 1872, only thirty-five, although the Superintendent had personally secured the coöperating aid of the committee of the town in which the institute was held and had arranged for half-fare on the Knox and Lincoln Railroad. He had no time to make further arrangements, communicate with school-officers and teachers, and perfect other necessary arrangements for the eighteen institutes brought within the compass of fourteen successive weeks during school vacations, as they must be. If the State would realize the largest possible results from the so well established adjunct of good school work—namely, Teachers' Institutes, *men* as well as money must be provided, and possible duties assigned to them.

EDUCATIONAL ASSOCIATIONS.

Besides the regular work of the institute, I have endeavored the past autumn, on one day of the weekly sessions, to organize a county educational association of the school officers and teachers in the county where the institute has been held. Such proposed convention was advertised in the institute announcements. The response on the part of school officers was feeble. Associations were formed, however, in a few counties, under the following form of constitution presented here, with the hope that other voluntary associations will be established on the same or a like basis:

Educational Association Constitution.

ARTICLE I. This Association shall be known as the County Educational Association.

ART. II. The object of this Association shall be the improvement of its members in the science of teaching, and in the most approved methods thereof; the diffusing of information upon the system of Common School Education among the people, and promoting harmony of feeling; and the greatest possible advancement in scientific and general information.

ART. III. Any teacher or friend of education may become a member of this Association by subscribing to the Constitution, and paying an annual fee of

ART. IV. The regular meetings of this Association shall be

held in each year, at such times and places as shall be fixed by the Executive Committee.

ART. V. The regular officers of the Association shall be a President, a Vice President, a Secretary, a Treasurer and an Executive Committee, and shall be elected annually.

ART. VI. It shall be the duty of the President, and in his absence, the Vice President, to preside at all meetings of the Association, decide points of order, preserve due decorum, and regulate the exercises according to a programme furnished him by the Executive Committee.

ART. VII. It shall be the duty of the Secretary to keep a faithful record of the proceedings of the Association, take down an abstract of the instruction, debates, essays, and lectures, and prepare certificates of membership.

ART. VIII. It shall be the duty of the Treasurer to keep an account with the Association of all moneys received and paid out, and to settle his accounts with the Executive Committee.

ART. IX. It shall be the duty of the Executive Committee to fix the time and place for holding the meetings of the Association, to give at least three weeks' previous notice of the same through the county papers, or by hand bill, and to secure the services of competent lecturers, instructors, essayists, and other persons for conducting the exercises.

ART. X. All regular officers shall be elected by ballot, and a majority shall elect.

ART. XI. Any of the provisions of this Constitution may be amended, and new articles added thereto at any regular meeting, provided two-thirds of the members present vote in favor of such amendment or addition.

Two voluntary associations have been formed during the year, one in Somerset county, another in Waldo county. As these have resulted from the spontaneous efforts of educators, the signs are promising not only that the educational sentiment is reviving, but that it is taking due form of organization, and it is hoped, will diffuse itself more generally through the State community.

The Maine Educational Association held its sixth annual meeting Oct. 22d, 23d, and 24th, at Bangor, Thomas Tash, Superintendent of Schools, Lewiston, President of the Association. The city of Bangor generously furnished the free use of the City Hall, while the City Superintendent, C. P. Roberts, Esq., and the teachers of the city, did all in their power for the comfort and entertainment of those from abroad. The following subjects were presented either in essay or discussion: "Town vs. district system," "Teaching illustrated by language," "Educational needs of Maine," "Systematic elevation of teaching," "Free text-books for free schools," "Free high schools," "Claims of industrial education," "Complete system of public schools for the State,"

"departmental instruction in graded public schools," "what more than reading, writing, geography and grammar," "teaching and its compensation," and "the principles which should inspire the teacher." It is evident that the programme was an eminently practical one, the papers presented, both by ladies and gentlemen, were all valuable, and the discussions exhibited a fair comprehension of the vital educational question now pressing upon us for solution. Full printed reports of the "sayings and doings" of this Association ought to be spread broad cast throughout the State. The revenues of this organization are not sufficient for that purpose. Appeals have been made yearly to the Legislature for an appropriation of \$300 to accomplish this object. I beg leave to renew the request this year.

The following is a list of officers for the coming year.

President—C. B. Stetson of Lewiston.

Vice President—G. T. Fletcher of Castine.

Secretary and Treasurer—R. Woodbury of Farmington.

Executive Committee—J. S. Barrell of Lewiston, E. Wentworth of Portland, R. M. Jones of Vassalboro', Helen B. Coffin of Castine, Jennie M. Hayden of Farmington, and Susan M. Hallowell of Bangor.

The following gentlemen were appointed a Committee to present the interests of the Association to the Legislature: Nelson Dingley, Jr., of Lewiston; W. J. Corthell of Calais, C. P. Roberts of Bangor, J. M. Stone of Kennebunk, and J. P. Redman of Ellsworth.

It is proposed to hold the next annual meeting at Rockland.

THE PRESS.

There can be no doubt about the power of the newspaper press, whether expressing the individual opinions of the great editorial fraternity or reflecting the sentiments and wishes of the people. With a semi-intelligent or ignorant mass the influence of an unprincipled, passionate, licentious literature, whether newspaper or serial, is harmful to a degree that can not be expressed. Such a literature is undoubtedly stealthily stealing its way towards us from the great centers of population and vice. "Dime novels" and illustrated "weeks' doings" are flashed before the eyes of our youth in a manner altogether too conspicuous. Such articles of mental diet should be placed under the ban of the law equally

with "unwholesome provisions," "adulterated drinks," "fire-works," and "lotteries." The general disposition and early teachings of our community are decidedly averse to the importation or production of such corrupt and adulterated mental food, and it would be well to express such a feeling in legal phrase more complete than the present statute.

Our own newspaper press stands high in character and progressive tendency. The treatment of educational questions has been broad and impartial. As an instrumentality for informing and directing the public mind, the press has been most efficient. I take great pleasure in expressing the obligations of the school system to the editors of Maine, for their attendance at our institutes and educational conventions, for their well digested reports of such meetings, for their encouraging expressions, and their fair criticisms.

EDUCATIONAL JOURNAL.

The Maine Journal of Education, published monthly by B. Thurston, Esq., Portland, is the only teachers' journal published in the State. With six thousand teachers in the State, this representative organ of theirs ought to have a subscription list sufficient to afford a generous support. The circulation is only about twelve hundred, and at the moderate price of \$1.50 per annum, barely affords an existence with no outlays for editorial services. The extremely low wages of teachers does not allow them the benefit of this periodical. Without doubt, they might derive much more than this amount of value from the perusal of this valuable and practical journal, but they are unable to procure it. Other States, particularly Massachusetts, where we should expect an educational journal would be self-supporting, have made annual donations in aid of similar monthlies. Mr. Thurston offers to furnish a copy for the committee or supervisor of each town at the rate of \$1.00 per annum, provided the State will donate a sum sufficient for the purpose. This will require an appropriation of \$412, and the same is hereby recommended. The following list of editors is a guaranty that the subject matter will be practical and suggestive.

January—A. P. Stone, Portland, resident editor.

February—C. C. Rounds, Farmington.

March—Edward S. Morris, Biddeford.

April—N. A. Luce, Freedom.

May—J. W. Lang, Brooks.

June—W. H. Lambert, Lewiston.

August—W. W. Woodbury, Rockland.

September—R. Woodbury, Farmington.

October—C. P. Roberts, Bangor.

November—Thomas Tash, Lewiston.

December—W. J. Corthell, Calais.

BRANCHES OF STUDY.

The statute prescribes the branches in which the teacher shall be examined before obtaining certificate of admission to the public school-room as an instructor. From this we are to infer what studies may be pursued in the school-room. All branches prescribed in the law are important and constitute a reasonable limit when the enactment was made. But home and business life demand more now than formerly. Health and comfort require that we all know something about our physical constitution and the rational methods of caring for the same. Hence the desirability, yes, the *necessity* of understanding the elements of physiology and hygiene. The laws of mental development require the training of the senses or sense organs first, then the intellectual faculties. Of these sense organs none are more important than the eye and hand; hence the value of free-hand drawing. The skilled eye and trained hand mark the first-class workman in every industrial pursuit. I have taken occasion heretofore to urge the importance of these two branches, and will not repeat my argument. I beg to refer the reader to Mr. C. B. Stetson's paper on drawing, page 173 of the Appendix. I recommend that both physiology and free-hand drawing be added to the branches prescribed by law.

TEXT-BOOKS.

The "text-book question" is still a vexed and unsettled one in this State. Three years ago I presented an exhibit of the great waste of money, time and energies, by reason of the unnecessary cost and variety of school-books. I saw no effectual remedy except by positive enactment of the State, securing joint and like action of the several towns, and thus produce a uniformity in the series used and a diminution in the retail rates. This action on the part of the Legislature I have recommended every year since and still suggest, unless a better can be found. By reference to page 44, *et seq.*, of this Report, it will be found that the School

Committees very generally ask for "State Uniformity." I do not propose to urge this request of the towns, but rather prefer here to call attention to what may be termed the "Bath plan," so called, as having been first adopted in this State by that city. It consists simply in the town's purchasing, owning, and loaning the school-books to pupils. This method affords the books as free to the scholars as tuition and the use of the school-room are. If all the towns would adopt this plan, the knotty, vexatious question of "text-books" and "text-book uniformity," would be most happily solved, to the great relief of scholars, parents and genially disposed educators who differ upon this point. The present statute is amply sufficient for the accomplishment of this desirable end. See School Laws, sect. 6. Bath availed itself of this advantage a few years since, and the methods of attaining it and the valuable results therefrom, may be found as expressed in the clear report of the City Superintendent, Rev. S. F. Dike, page 145 of the Appendix to this Report. The city of Lewiston has recently adopted the Bath plan, and I cheerfully give place for the following extract from the last school report, which came too late for publication in the Appendix :

"FREE SCHOOL BOOKS"—(*Lewiston.*)

The City Council authorized the School Board to supply pupils in the Lewiston public schools with such text-books as they may think proper, at the expense of the city, beginning with the school year opening in Sept., 1872. The books are to be loaned to the pupil for such time as he may be connected with the class using them; and for any injury to them the parent or guardian is to be held responsible to the city. Teachers are required to account to the School Board for all text-books put into their hands for the use of their pupils.

Under this plan, the first cost of text-books for the pupils in our public schools, will not be over one-half of what it has been under the old plan of requiring pupils to purchase for themselves. Again, as scholars leave their books with the Superintendent when they have completed them, the same books will be made to do service two or three, or even more times, while under the old system they have too often been thrown aside after being used by one scholar. It is believed that the expense of school books under the new plan, will not exceed one-fourth what it was under the old system. This, indeed, has proved to be the case in Bath and some other cities that have inaugurated the free text-book system. Besides, the experience of these cities has demonstrated that the books are better cared for under a system in which the pupil receives them as a loan, under the supervision of the teacher, than that in which the pupil has the ownership and regards himself as having a right to do as he pleases with his own. Besides, the difficulty often

hitherto experienced in inducing parents to supply their children with school books, and the frequent loss of time to the pupil from a want of such books, are entirely avoided under this system. And more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not, incur the expense of books, will, under the free text-book system, be brought within the influence of the school room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school rooms and teachers and school appliances for their children, ought not also to provide them with that most essential school appliance—text-books. Our own belief is that experience will demonstrate that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy.

Were all towns to adopt this plan it is clear that not only all the points claimed under "State Uniformity" would be gained, but much more. Free books would be insured to all pupils both resident and that considerable number of floating population moving from town to town according to necessity or the demand for labor. A measure of flexibility is also secured in that the several towns can select books to suit their varied wants or tastes and probably would be enabled to furnish them at less cost than proposed by the "Uniformity" plan. The towns, however, have not thus far been inclined to avail themselves of the opportunity thus afforded under the present law alluded to, Bath and Lewiston being the only ones known to me. Probably, therefore, the "State Uniformity" method ought to be established by law, with a saving clause in favor of all towns adopting the "Bath" free school-book plan. This would throw the burden entirely upon the individual towns and would allow the people the privilege of free books at a minimum of cost. This modified plan is earnestly recommended.

DISTRICT SYSTEM.

I am happy to report that a more favorable feeling exists in relation to the abolition of the "district system," so called. Our people are perhaps slow in accepting new dogmas and changing from "old" to "new" methods; but to their credit be it said, that they are willing and ready to hear "both sides of the case," and after they have quietly and leisurely looked over the "papers," generally gravitate towards truth, right and equity. Taken as a whole, there is not in the Union a more intelligent, fair-minded State community than that of Maine—far above the average. The

family stock, so to speak, is good,—the brain quality superior,—the climatic conditions favorable for physical and mental vigor and activity. The question of “abolition of school districts” when first announced seemed to be a thrust at individual independence, a curtailment of ancient privileges, a stealthy attempt at centralization on the part of municipalities. The first alarm for self-preservation has given place to a calmer consideration of the matter. Under the “district system” these *facts* were patent: first, that the school moneys were inequally divided, some districts receiving much more than they could profitably expend, others much less than was absolutely needed; second, poor school-houses in remote and sparsely settled sections; third, short schools, or poor ones if the agent attempted to lengthen by hiring cheap teachers. Little money, poor school-houses, short schools, are the necessary attendants of this system. How shall they be obviated? Simply by the town’s dividing its money so as to afford equal school facilities to all in the town, building, repairing and owning the school-houses, and controlling the services of the teachers so as to afford nearly continuous employment to the better class. The abolition of the system does not necessarily change the present district limits, nor does it forbid the town from appointing “agents” to employ teachers; nor does it imply one or two central schools, to attend which, pupils must travel miles. I find an impression prevails that the “town” system is well enough for thickly populated sections, but is not practicable in sparsely settled places. It is precisely the sparsely settled, rural districts, that will be most benefited by the “town” plan. The rural districts of Lewiston illustrate this, and the advantages gained there are worthy of an investigation by towns proposing to modify their present systems. Ellsworth has recently substituted the town plan for the district arrangement by a unanimous vote of the city government; the twenty-one districts have been brought under one organization, and the results will be watched with interest.

It is said, however, by the adherents to the “old,” that such a unification of interests is well enough for cities and populous towns, but not for small places. Without repeating former arguments, I will simply place the “pudding” on the table, and a “slice” thereof “eaten” will be proof sufficient in itself. I will take, for instance, the town of Lisbon, with a population of about two thousand.

The following is a communication received from the Chairman of the School Committee :

LISBON, December 18, 1872.

To Hon. WARREN JOHNSON—

Dear Sir:—Your recent letter requesting me to give some account of the results of the abolition of the district system in this town, demands a more lengthy reply than I have time to give. You wish me to state “all the arguments for and against the movement, the advantages and disadvantages as developed by actual experiment in the town of Lisbon.”

We are now nearing the close of our second school year under the new system. We certainly ought now to be able to give an intelligent opinion as to its merits. Perhaps a comparison of our present condition with our condition three years ago will best illustrate our progress, and show the working of our experiment. Three years ago we had—

1st. Three good school-houses, which had been built after much delay and contention. All the others in town had long been described in our annual reports, as a “disgrace to the town, and unfit for use.”

2d. Short schools of from ten to fifteen weeks per year in nearly all the rural districts, and more money in the large districts than could be profitably expended, and this evil constantly increasing.

3d. “Boarding around,” with all its attendant evils.

4th. Quarrels and feuds without number in many districts.

5th. General apathy in regard to school interests among the people, and indifferent supervision by the Committee.

6th. Many scholars attending schools poorer, if possible, than our own in other towns, on account of being united with them by district lines.

7th. The employment mainly of unprofessional teachers, or those who viewed teaching simply as “means to an end.”

8th. The scale of wages had been so adjusted, that while the villages could command good teachers, the rural districts were usually served by those who had the business to learn, and could work for apprentice wages.

Our situation *now*, and the causes which have led to it, are—

1st. As good a set of school buildings generally as can be found in any town of the same size and wealth in the State. Since abolishing the districts, we have built three fine houses, one of which is arranged for two schools. We have thoroughly repaired, painted and modernized all the others except two, one of which is furnished with Shattuck's furniture, and will be replaced by a new house next year. All this has been done with the least possible effort in the way of argument. Those people who formerly defeated the building of school-houses are now powerless before the popular vote. They had no children to educate, and the taxes which would have fallen heavily upon them under the old system, are now equally distributed on every dollar of taxable property in town. Another element now enters into the matter of appropriations. Those in the rural districts say “we have to help pay

for the nice houses in the villages, and we want equally good ones for our own children." It is suddenly seen that a good school-house near by makes a farm more desirable to purchasers. Already we hear of men who are influenced to settle in Lisbon on account of our excellent schools. The Committee have only to point out the necessity for a new house in any locality, insert an article in the warrant to that effect, and forthwith the necessary appropriation is made. We have thus been enabled to accomplish more in two short years than had been previously accomplished in a quarter of a century in the matter of school-houses.

2d. Our schools are now of equal length in every district; begin and close at nearly the same time; are divided into three terms, Spring, Fall and Winter, of nine and ten weeks per term, making from twenty-eight to thirty weeks per year in every district. This is the grandest result of all. Every man secures his equal rights to the tree of knowledge. We no longer hear complaints of paying heavy taxes and receiving no schooling in return. "Taxation without representation" was bad enough, but "taxation without education" is a thousand times worse. We believe the abolition of the district system to be the only practical method of equally dividing school money, unless there should chance to be an equal number of scholars in every district in a town.

3d. The practice of "boarding around," though founded in a benevolent intention to lengthen the schools, is a reproach to any town. Aside from the fact that no first-class teacher will submit to it, it is exceedingly inconvenient and frequently subversive of government in schools, on account of the familiarity engendered by it between teacher and scholars. "No man was ever great before his valet," is a principle which applies peculiarly to teachers in their intercourse with scholars out of school.

4th. When the employment of teachers was taken from agents, the prolific source of all quarrels was removed. Many towns have returned to the old practice since the passage of the law in relation to this subject, but the action of this town in abolishing the districts will forever avoid this catastrophe. Perfect peace and union reign throughout our town in school matters. Everybody seems anxious to do what is for the best interest of the schools, and all failures of the Committee to send acceptable teachers are generously overlooked, because it is well understood that the Committee have no *friends* to retain in schools, except those who do good work.

5th. The interest of the people in their schools, which was so thoroughly aroused two years ago, continues unabated. Examinations are held at the close of each term, which are attended by large numbers of parents and friends. The Committee do their duty, not merely in a legal way, but have devised many exercises and general meetings of all the schools, which have done much to promote the wonderful growth we have witnessed.

6th. We are now, with few exceptions, educating our children in our own schools. We have created a new district and erected a commodious house therein, which breaks the last tie that held us to other towns in the way of parts of districts. Any school

officer knows it would have been impossible to do this under the old system.

7th. We now employ the best teachers we can find. We have employed a large number of graduates and students from the Western Normal School, who have rarely failed to give satisfaction. We have also drawn upon various cities for teachers, and always with fine results. Indeed, the first-class teachers seek us now, so that we have our choice from a large number. Of course this involves an increase of wages, which is due to those who fit themselves to teach.

8th. We have arranged our scale of wages so that our smaller schools are now sufficiently remunerative to retain first-class teachers, which practically gives every scholar in town an equal chance. The result of this has been to bring our schools up as nearly on a level as numbers and circumstances will permit.

In conclusion, I would say, that while I do not regard consolidation as the cure for all the serious evils connected with our common school system, I *do* think that no permanent or satisfactory progress can be made until all districts are abolished. I am not aware that any person in our town is dissatisfied with the results of our action. On the contrary, hundreds have expressed to me their confidence in the plan, and all freely admit that we have made more substantial progress in two years, than in any previous ten years. Under wise management, our schools will soon rank second to none.

Hoping this brief statement may lead some other towns to try the plan which has been the beginning of better things with us,

I am yours, most respectfully,

E. H. GERRISH;

Chairman of S. S. Committee for town of Lisbon.

A private letter gives the following additional evidence :

"The fact is, our school system works perfectly and is an entire success. There is not the least friction that I am aware of. I think we have the best board of teachers this winter we have ever had. Our schools are now all in operation.

But there is a far better side to our experiment in the sympathy of scholars and teachers and everybody with the movement, and in the improved tone of things connected with schools, which a man can *feel* but cannot express. One of the pleasant results is the difference in the reception of the committee by scholars and teachers. Why, sir, it is more than we can do to visit enough *now*, while formerly it was a matter of dread to all concerned."

The public mind is not yet perhaps sufficiently informed to strike out the "district system" by sharp, legislative enactment. It is better that the body politic gain a healthy condition under the slow but sure process of natural growth and recuperation than to shock the whole system by any powerful specific, however good in itself. The patient is apparently convalescent.

FREE HIGH SCHOOLS.

For "superior" education—that is, a grade intermediate between the "common" school and the college, we formerly had endowed academies, classical schools and private or denominational seminaries. A few of the latter, advanced to the grade of semi-colleges, still maintain a flourishing existence under the impulse of private endowments and of fostering denominational interest. We have no classical schools, like Andover and Exeter. The academies, the former real High Schools of the people, are gradually disappearing from the field, where, at the proper time, they did a noble and faithful educational work. Their record is written in bright letters,—their influence has pervaded and still pervades every professional department of life. The "happy olden days at the academy," come in pleasant memories and reminiscences to beguile the business-man or the merchant, who is under obligations to his venerable "preceptor" for whatever skill and culture now distinguish him. The academies served their day, and well. They must now give place to a new order of things. The world demands *free* education everywhere, certainly up to the threshold of the college proper. The academies never gave it. The world demands education more generally diffused, the privileges more widely extended. The academies were limited in number, generally one in each county. We need "superior" education in almost every town. Again, the academies are comparatively poorer than formerly, pecuniarily I mean. With their present endowments and rates of tuition, as large as ever, they cannot command the services of the "giants of former time," hardly even of the second-rate teachers of the present time. Neither are they supported by students from cities and larger towns as formerly, for these places have established free academies of their own in the form of the city and village High School. There can be no other conclusion, it seems to me, but that the academy system must give place to some other agency. What shall that be? It must be something in response to the demands of society indicated above. To be free, it must be supported by endowment. To be general, it must rest upon the interest and property of all. To afford the privilege of "superior" culture to all, and to be in the largest degree efficient, it must be in harmony with the public school system, and form part and parcel of the same. This is essentially then the *Free*

High School. The engrafting of such an element upon our public school system would tend greatly towards the enlarged culture and refinement of our grown up boys and girls, our young men and young women; would open up facilities for advanced scholarship to hundreds who now covet the privilege, but must be otherwise forever debarred; would furnish our Normal Schools, Seminaries and Colleges, with more and a higher grade of students; would give us more accomplished teachers, and in truth would add dignity and lustre to the whole educational system. I recommend the Free High School, established upon some basis similar to the following:

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 from the general treasury, 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 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.

OBLIGATORY EDUCATION.

Compulsory attendance is another question upon which our people must stop to think before they accept it by positive legislative enactment. The first impression, when the subject is presented, is decidedly against it. It bears upon its face a touch of "monarchism," of "Prussian military impressment," it seems "anti-democratic," "anti-republican," it looks a little like engrafting the absolute will of kings upon the institutions of a free, popular government. These are the instinctive feelings that first spring up, and it is not surprising, for the very term "compulsory," awakens a feeling of "suspicion," possibly in some instances, of "repugnance." Citizens and tax-payers have, however, at their firesides quietly read the arguments *pro* and *con* bearing upon this question, have examined the specific points proposed by the legislative bill in which "compulsory attendance" stands crystallized in due form, and are fast coming to the conclusion that children have *rights* which parents are bound to respect; that the State is under *obligations* to the future, as well as to the present citizen, to that portion of its population *under* twenty-one years of age as well as to those *over* twenty-one; that the State not only may have the *right* to put its hand into the tax-payer's pocket and take his money for educational purposes, but is also under the solemn *duty* to secure that intelligence for and on account of which it, the State, imposes this educational tax; that the State may oblige the careless, negligent parent, to provide for the starving mind as well as the starving body of his child; that the State should *compel* the attendance upon educational privileges ordained to prevent ignorance and crime as well as, allowing ignorance to creep in, afterwards to force the individual from home, the guardianship of parents and the privileges of society, into lock-ups, jails diseased with vice, and State prisons, mute indeed, but frequent with the whispers, associations and lisping signs of deepest, darkest crime. To the thoughtful citizen no other remedy can be apparent, than that the State shall insist upon some acceptable measure to secure the education of all its youth. Every tax-payer should insist upon coercive education, for it is only thus he will obtain compensation for his own time, labor and business vigilance represented in his contribution to the public treasury, only thus that he will obtain fulfillment from the State of the compact she makes with him to return an intelligent community for

the tax thus imposed upon him. Every child should demand it, for it is only thus his rights and privileges will be secured, his longings for true citizenship and full manhood be answered. Every intelligent citizen should request it, for only thus will he gain that security and protection which he expects when he surrenders his individual rights and joins the ranks of civil society. The State needs it as a safeguard against the pressing demands of capital for cheap labor, raw muscle, mere human working machines, and against the incoming tide of immigration and ignorance to supply this demand. The nation must have it, or order will give place to anarchy, and the Republic will crumble to dust under the decaying influence of illiteracy and improvident thoughtlessness. The national census reveals the fact that the total number of illiterate male adults in all of the United States is 1,554,931. If we follow the statistician's rule of adding to this number one-half of those who report themselves able to read, but not sufficiently well to enable them to understand readily common English, we shall have 2,073,241 practically illiterate. For practical generalization, we may say that this great number are now voters, may hold office, give testimony in courts, and sit on juries. Now then, at the last Presidential election the popular majority for the successful candidate was about 750,000—one-third of all the illiterate adults. In 1868, Grant's majority over Seymour in the aggregate vote was about 280,000, less than one-sixth of the number of illiterates, or one-quarter of those who could not read the very ballots they deposited in the box. Should we exchange the present method of electing a President to a suffrage purely popular, it is apparent that ignorance would hold the *balance of power*, and that the schemes, chicanery and money power of a few unprincipled men in the centers of population might sway the popular expression in easy obedience to their own free will.

The danger from ignorance is alarming in whatsoever light viewed, and must be met by the legislative dictates of intelligent statesmen and prudent law-givers. Without repeating the data of illiteracy and non-attendance at school presented in my last report, *some* form of legislative action is recommended for the favorable consideration of the forthcoming Legislature. The form of a bill, copied from that of Michigan, and modified to suit our school organization, was presented in the same report.

EMPLOYING OF TEACHERS.

The towns own the schools. They stand responsible to the State for a portion of their support, and for their welfare and guardianship. The town committees or supervisors are the executive officers of the town in this guardianship. They examine and empower the teachers with suitable certificates or commissions to enter upon the responsible duties of the school-room. It has always seemed to me proper that these same officers should have complete authority in the selection or employing of teachers. Certainly this is a sensible business arrangement. It is not sensible that one party should first employ, and then a second party attempt to discover whether a good bargain has been made. It has been customary with us for the district agent to hire the teachers, and afterwards for the town officers to examine and certificate them. I need not repeat here the defects and evils of that system. To remedy these difficulties the Legislature of 1870 enacted that the town committees or supervisors have the sole power of employing teachers. The suspicion of "centralization," an apprehension of "loss of old rights and privileges" on the part of school districts, and the disturbing, demoralizing influences of "would-be educational demagogues" induced the Legislature of 1871 to modify the enactment of the previous year, so far as to permit towns at their annual meetings to delegate the employing power to the district agents for the current year. Whenever no action was taken by the towns, the employing power remained in the hands of the committee or supervisors. Educators were satisfied with this compromise, as it left the power where it belonged, and at the same time the towns were at liberty to empower the district agents if they thought proper. At the close of the last Legislature, however, in the very last public act, there crept in under the shadow of another measure by way of amendment to an original bill a section which completely nullifies the statute and brings confusion into town affairs. The repeal of section two, chapter eighty-seven, laws of 1872, is respectfully recommended, as many towns are now uncertain whether by their past action the duty of employing teachers legally belongs to committee or district agent. The repeal of this section will leave the law precisely where it was in 1871, the power to employ teachers remaining in the hands of the town officers, the town being left at free will to delegate this authority to the district agents.

MISAPPROPRIATION OF SCHOOL MONEYS.

On page 28 of this report, I have suggested that the apportionment of the school moneys by the State Treasurer be made, not according to the total number of youth between the ages of four and twenty-one, but according to the number of different scholars actually enrolled in school for a term at least of two weeks in the year. The present arrangement of scattering the moneys indiscriminately to those *out* of school as well as to those *in* school, appears to me to be a mis-appropriation of school money.

Again, on page 56, I have drawn attention to the fact that possibly some towns may either intentionally or forgetfully use the State school-moneys for other than educational purposes. According to section 5, School Laws, and the amending act, chapter 56, laws of 1872, every city, town and plantation shall raise and expend for the support of schools therein not less than eighty cents for each inhabitant according to the census of the State, under *penalty* of forfeiting not less than *twice*, nor more than *four* times the amount of such deficiency. It seems to me that a similar penalty should be extended to the misuse or mis-appropriation of any school moneys received from the State. Whatever sums any town receives from local or public funds, in addition to the amount raised at the annual meeting, should be sacredly devoted to public school purposes within the year for which they were intended.

GROWTH OF PUBLIC EDUCATION.

Public education has been and continues to be a plant of growth. Starting as a simple germ, developed from home culture, warmed by the influence of fireside instruction, summoned into existence by the necessities of new governmental forms and forces, it first took root in New England soil, under the thoughtful care and provident watchfulness of the Massachusetts Bay Colony.

The first legislation is the act of June 14, 1642, revised in 1658, and as printed in the Body of Liberties and General Laws of the Colony in 1660, appears as follows :

“Forasmuch as the good Education of Children is of Singular behoofe and benefit to any Commonwealth, and whereas many Parents and Masters are too indulgent and negligent of their duty in that kind ;

It is Ordered, that the Selectmen of every town, (in the original draft, 'ye chosen men appointed for managing the prudentiall affaires,') in the several Precincts and quarters where they dwell, shall have a vigilant eye over their neighbors, to see, First that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach, by themselves or others, their Children and apprentices, so much learning as may enable them to read perfectly the English tongue, and knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein. Laws of 1642, June 14th, as revised in 1649 and printed in 3d edition of 'Laws and Liberties of Mass. Colony;' printed 1672."

"Also that all masters of families do once a week (at the least,) catechise their children and servants in the grounds and principles of religion." June 14, 1642; Mass. Record, vol. 2, p. 6, revised 1649; as printed in second edition of the revision of 1649, p. 16.

We next find the famous law passed Nov. 11, 1647, as recorded in the Massachusetts Colony Records, vol. 2, page 203:

"It being one chiefe project of yt ould deluder, Sathan, to keepe men from the knowledge of ye Scriptures, as in formr times by keeping ym in an unknowne tongue, so in these lattre times by perswading from ye use of tongues yt so at least ye true sence and meaning of ye originall might be clouded by false glosses of saint seeming deceivers, yt learning may not be buried in ye grave of o' fathrs in ye church and commonwealth, the Lord assisting o' endeavo's.

It is therefore ord'ed, yt evry township in this jurisdiction, aftr ye Lord hath increased ym to ye number of 50 householdrs, shall then forthwth appoint one wthin their towne to teach all such children as shall resort to him to write and reade, whose wages shall be paid eithr by ye parents or masters of such children, or by ye inhabitants in genrall, by way of supply, as ye major pt of those yt ordr ye prudentials of ye towne shall appoint, provided, those yt send their children be not oppressed by paying much more yn they can have ym taught for in other townes; and it is furthr ordered, yt where any towne shall increase to ye numbr of 100 families or householdrs they shall set up a gramer schoole, ye master thereof being able to instruct youth so farr as they may be fited for ye university; provided, yt if any towne neglect ye performance hereof above one yeare, yt every such towne shall pay 5s to ye next schoole till they shall performe this order."

At the October session of the "General Court," 1683, the following was enacted:

"As an addition to the law, title Schools, this Court doth *order and enact*, That every town consisting of more than *five hundred* families or householders, shall set up and maintain *two grammar schools* and *two writing schools*, the masters whereof shall be fit and able to instruct youth as said law directs; and whereas the said law makes the penalty for such towns as provide not schools as the law directs, to pay to the next school *ten pounds*, this Court

hereby enacts that the penalty shall be *twenty pounds* where there are *two hundred* families or householders." Mass. Records, vol. 5, p. 414.

The sister colony of Plymouth established similar laws. In June, 1692, the two colonies were united into one provincial government. One of the earliest acts was for the "settlement and support of ministers and school masters." The third section reads as follows :

"*And be it further enacted, &c.* That every Town within this Province, having the Number of Fifty Householders or upwards, shall be constantly provided of a Schoolmaster to teach Children and Youth to read and write. And where any Town or Towns have the Number of one Hundred families or Householders, there shall also be a Grammar School set up in every such Town, and some discreet Person of Good Conversation, well instructed in the Tongues, procured to keep such School. Every such Schoolmaster to be suitably encouraged and paid by the Inhabitants."

"And the Selectmen and Inhabitants of such Towns respectively, shall take effectual Care, and make due Provision for the Settlement and Maintenance of such Schoolmaster and Masters."

"And if any Town qualified as before expressed, shall neglect the due Observance of this Act, for the procuring and settling of any such Schoolmaster as aforesaid, by the space of one Year; Every such defective Town shall incur the Penalty of *ten Pounds*, for every Conviction of such Neglect, upon Complaint made unto their Majesties' Justices in Quarter Sessions for the same Sessions for the same County in which such defective Town lieth; which Penalty shall be towards the Support of such School or Schools within the same County, where there may be the most need, at the Discretion of the Justices in Quarter Sessions; to be levied by Warrant from the said Court of Sessions in Proportion upon the Inhabitants of such defective Town, as other public Charges, and to be paid unto the County Treasurer." 4th W. & M., chap. 11; Prov. Laws, 1692-1774, p. 17.

In 1701 an Act was passed, which, after setting forth the previous Act in a preamble, and saying "That the Observance of which Wholesome and Necessary Law is *shamefully neglected* by Divers Towns, and the Penalty thereof not Required, tending greatly to the Nourishment of Ignorance and Irreligion, whereof grievous complaint is made. For the Redress of the same" declared "That the Penalty or Forfeiture for the Non-Observance of the said Law shall henceforth be *Twenty Pounds per annum*."

And the following new provisions were added :—

1st. That "every Grammar Schoolmaster be Approved by the Minister of the Town and the Ministers of the two next adjacent Towns, or any Two of them, by certificate under their Hands."

2d. "That no Minister of any Town shall be deemed, held or accepted to be the Schoolmaster of such Town within the intent of Law."

3d. "And the Justices of the Peace in each respective County are hereby directed to take effectual care that the Laws respecting Schools and Schoolmasters be duly Observed and put in Execution. And all Grand Jurors within their respective Counties, shall diligently Enquire and make Presentment of all Breaches and Neglect of the said Laws, so that due prosecution may be made against the offenders." Prov. Laws, 1692-1774; p. 136.

In 1718 the penalty for non-observance of the laws above recited was increased from twenty to "*Thirty Pounds* on every Town that shall have the Number of one Hundred and fifty Families, and *Forty Pounds* on every Town that shall have the Number of two Hundred Families, and so *pro rata*, in Case the Town consists of two Hundred and fifty or three Hundred Families." Idem. p. 199.

Here we see the first developments of the public school system of New England. A single community, impelled by the perception that general intelligence is the condition of success, and that this intelligence can be secured only by public education of the youth, first order such an education, then provide means or revenue whereby these facilities can be guaranteed. The grading of schools follows to meet the different requirements of the various towns and classes of people. Penalties are attached for failing to provide schools as the law directs, and the *compelling* power of the "Commonwealth" begins to be felt. The State inherits the responsibility from the twin colonies, modifies and improves the school code in accordance with demands of the times, seminaries and colleges are endowed, academies fostered, common school funds established, school taxes permanently imposed, institutes and Normal Schools thrown wide open to the thousands of teachers, local supervision, Boards of Education and State Superintendencies established. Thus the system of public education developed with the lapse of time, until what two and a quarter centuries ago was the feeblest of shrubs has grown to the vigor of a mighty tree, pervading with its healing influence the thought and industries of the Great Republic of the new world, with winged seeds has flown across either ocean and touched to a fresh and better life the teeming, serving millions of the old world. Monarchies vie with republics in educating the masses. Holland and Switzerland are surpassed only, if at all, by monarchical Prussia in vigor of educational effort and perfection of school discipline. England abandons the parochial system and adopts the common school and compulsory attendance. Austria and Italy send the priests into the churches and open public schools to be taught by those who can teach the best. Russia decrees

education for her freed serfs, and China and Japan from their semi-civilized retreats send inquiries for light to the uttermost parts of the earth, earnestly seeking how best they may profit from the examples of others in establishing at home the means of common culture.

This development of public education has not been made however without encountering immense opposition, nor without meeting serious obstacles to hinder its growth and at times to retard all advancement whatever, sometimes even depriving it of its fair proportions and its elements of progress for years. For a long period the Church declaring "ignorance to be the mother of religion" withheld knowledge from the masses, and confined the common rudiments of learning and culture to those officiating at the altar or in the confessional. These bonds were broken when Martin Luther vigorously proclaimed that ignorance is the mother of *superstition*, that common intelligence and common culture are handmaids of an intelligent faith and of vital piety, and declared with tones of authority that the municipalities of Germany *must* provide for the education of every child. Even in New England it required the lapse of 150 years to recognize the propriety of opening the public schools for the admission of girls, and it was not till 1808 that women were thought fit to become public instructors of the young.

GIRLS' SCHOOLS IN NEW ENGLAND.

"In the enlightened towns and cities of Massachusetts girls were not allowed equal privileges with the boys in the public schools until about 1830. In Boston the first attempt to open the public schools to girls was made in 1790 by Caleb Bingham, a schoolmaster in that city, one of the earliest graduates of Dartmouth College, and the author of the *Columbian Orator*. He succeeded in getting the schools open to them during the summer months, when boys were scarce! This was continued until 1830, when the schools of Boston were thrown wide open to girls and boys. The record in New Hampshire is not much better. For 160 years the good people of Portsmouth made no provision for the education of females, and no regular instruction was provided for them until 1815. The academy of Exeter, like the college of Dartmouth, was opened to Indians and closed to women."

Thus one chapter after another has been added to the history of the "Public Schools;" one element after another has been incorporated into its existence, until to-day it stands forth, not complete and in every point symmetrical, but firmly grounded in the system of every enlightened government, and thoroughly intertwined with

the best thoughts and highest interests of a free people. Free education for all is the instinctive demand and prime necessity of all republics.

STATE EDUCATIONAL SYSTEM.

The history of educational development has many lessons for us, none more valuable than these, namely—

First, That society must assume the responsibility of ordering the education of youth. This responsibility can not be left with the individual, with benevolent associations, fraternities or religious bodies, or to charity. The old Brotherhoods of France, the Established Church of England, the parochial, denominational schools everywhere, have failed to accomplish the purpose. Society through its organic forms of municipalities, State or national governments must issue the fiat, "Free education for all."

Second, The accomplishment of this command implies ways and means, and ways and means imply a money revenue. For education to be provided free to all, not the individual, but property must be taxed. No fees for admission, no poll-tax for schools, no rate-bills, but free, absolutely free schools for the highest and the lowest, for the richest and the poorest, absolutely free, from the lowest form of the primary school to the threshold of the American college, and eventually *through* the State University. This support must fall upon property, the revenue must be equably drawn from the wealth of the town and the wealth of the State. All the obstructions to a free common culture must be removed, and all facilities requisite thereto must be furnished.

Third, With all facilities offered, as indicated above, the next desideratum is good workmanship in the school-room. This is the third element in a complete school system. It comes under the general term of instruction, and involves all the appliances whereby skilled operatives may be secured in the great work of training our youth. All the higher forms of education, such as academies, seminaries, free high schools, &c., means whereby advanced pupils, apt to teach, may easily gain the amount of knowledge sufficient to enable them to enter the school-room; all these forms come under the direct care and guardianship of the State. Besides these opportunities for mere acquisition of knowledge, means should be furnished for securing professional skill on the part of the teacher. This implies the establishment of teachers' associations, institutes, Normal Schools, normal departments and professorships of

didactics by the State, whenever and wherever possible. These agencies, under the order and patronage of the State, will lift teaching from its present crude, experimental condition, to the rank of a profession, based on well defined laws of mental development, and carried into executive activity under well determined principles of pedagogics.

Fourth, Inspection is the fourth element in public education. It matters not how proficient the workmen may be whom we put into the school-room to discharge the duties of that responsible situation, a certain amount of directing influence and watchful surveillance is necessary to insure harmonious and systematic effort in the various departments of school-work, and to secure the best possible results. This inspecting care must extend from the highest form exercised by the people through its organic representative body, the Legislature, down through every form of official agency to the lowest condition of local or district agency. The completeness of this inspection in the number, grade, specific duties, quality and efficiency, depend entirely upon the supreme will of the Legislature and the demands of an intelligent people. Every successful public school system thus far established recognizes this fourth principle. "Search for your school inspectors with lanterns," says little Holland, with the best system of primary instruction in the world. "As your inspectors are, so will your teachers be," pronounces Prussia, with the best educated common people in the world. Twenty-four of our sister States with State, county and town supervision, or inspectors, clearly declare the necessity of this element in the expressive fact that with an experience varying from three to eighteen years, none have ever discarded it, or any portion of it. Maine alone has the discredit of first violating this principle in the establishment and operation of her public education.

Fifth, Last, but not least of all, it is highly essential that the State should not neglect the rights, privileges and culture of those for whom she prepares this entertainment, this feast of good things, this common development of all the faculties, physical, mental and moral, in the thousands of youth entrusted to or taken in charge by her. Respect for the rights of hundreds and thousands of children now held in the bondage of ignorance by the severe demands of capital for cheap labor, or by the extorting avarice of parents and guardians, compels the State to lend a listening ear to their cry for manhood and womanhood, for noble

and intelligent citizenship and the freedom of common culture,—nay more, compels the State to loosen the clenched hand of ignorance and avarice, and to place those helpless child slaves within the walls and influence of the Free Public School. This and other considerations, but especially the experience of other enlightened governments to which we have referred in our historical review, compel us to announce compulsory attendance or obligatory education as one of the fundamental, vital elements of any system of public instruction. Nothing but the will of the people as expressed in clear, positive statute, can secure the education of every child within the limits of the commonwealth.

These fundamental principles formulated and carried out in detail may perhaps be best understood by inspection of the following table:

1. AUTHORITY.	{ State—supreme, ordering and securing. Town—inferior, co-operative with the State, and enlarging school facilities.
2. REVENUE.	{ Equable tax on entire valuation of State. Auxiliary tax on property in several towns. (These two taxes for teachers' wages.) Tax on property of towns to build school-houses, and in general to furnish all school facilities necessary. Co-operative aid from school funds and special taxation.
3. INSTRUCTION.	{ Prescribed studies. Qualifications of teachers. Graded Schools. Free High Schools. Normal Schools. Institutes. Associations. Free education to both sexes from the primary school through the several school grades to and through the State University.
4. INSPECTION.	{ State Superintendent of Public In- struction. County or District Inspec- tion. Town Supervision.
5. OBLIGATORY EDUCATION.	{ Compulsory attendance of all youth between ages of 8 and 16 at school, (public or private,) at least twelve weeks in the year.

SCHOOL LEGISLATION.

It is a lamentable fact that school legislation in Maine has not heretofore been based upon recognized principles of public policy or of a broad, comprehensive system of public education. The vision of legislators has too often been bounded by the limited

confines of their own town or district. This is not a matter of entire surprise, when we consider that the free public school, born in the private family, cradled in the local community, strengthened to vigorous growth by town support, now in its manhood claims full citizenship under the care and guardianship of the State,—nay more, demands full recognition by the national government itself. The mind and grasp of the legislator have not expanded so rapidly as the subject has increased in its importance and necessity. Again, in the matter of public education, while every legislator feels and acknowledges that something ought to be done to advance the common schools of the State, he is disinclined to follow the suggestions of those who are entitled to a respectful hearing by reason of their long experience and investigations in connection with the public schools. More than this, many a legislator, who would bow with deference to the opinion of a railroad director in railroad matters, or to the judgment of the Insurance Commissioner, of the State Prison Warden, or of the Reform School Superintendent, in all matters pertaining to those departments or institutions, gives but a passing thought to the suggestions annually made by our school officers in their reports, and sometimes is persistent in presenting his own plans or views, though based on no practical experience either in the school-room or in supervisory work.

It is a notorious fact that some of our school legislation, *un-*legislation rather, was initiated and carried by legislators who never have been recognized as educators—never have been seen in any educational association or in conference with school officers and teachers—never attended teachers' institutes or teachers' meetings—have not for years been within the walls of their own school-house, while the school was in session. It is an infamous *fact* also that some, a few, a very few, one or two, legislators have labored incessantly in opposition to all educational progress, not upon principle, but upon prejudice and pure selfishness.

It would seem to be the duty of the prudent legislator therefore, first to examine and weigh carefully the suggestions offered by those who have seen service in school-work, who base their recommendations upon actual experience; second, to consider the relations and bearings of such suggestions not merely upon his own district or town, but upon the entire commonwealth, and third, that principle, not prejudice nor selfishness, should regulate his legislative acts in a matter of such vital importance as public education.

SUGGESTIONS.

In closing his report, the Superintendent desires to express his sincere thanks and obligations to his Excellency, the Governor, and to the Executive Council, for their generous sympathy and co-operation during the past year, to teachers and educators in every part of the State for their encouraging aid, and to the press and friends of education for their kind advice and friendly criticism. Gathering information and suggestions from these sources, and humbly endeavoring to profit from his own experience and observations, he respectfully presents in concluding this report the following

RECOMMENDATIONS.

1. Free High Schools, act to establish the same. See page 90 for "Superior" education.

2. Some form of intermediate inspectory agency between the town committees and State Superintendent, to represent the interests of the State, and to increase the efficiency of the present supervision. See page 57.

3. Apportionment of moneys from the State treasury to the several towns according to the whole number of different pupils enrolled in school for the year, and not, as now, according to the whole or census number of scholars between the ages of 4 and 21 years of age. See page 27.

4. An amendment to the present law, so that "repairs, fuel, insurance," &c., shall be paid by extra tax, same as school-houses are built, and not out of "school money," as at present. See p. 35.

5. Appropriation of \$8,000 for fences, grading grounds, books, apparatus, cases, &c., for Eastern and Western Normal Schools. See page 61.

6. Penalty upon towns for non-use or mis-use of school moneys received from State, same as provided in relation to *per capita* tax. See page 28, and School Laws, Section 5.

7. Add elements of physiology, or free-hand drawing, or both, to present list of prescribed studies. See page 83, and School Laws, Section 54, item second.

8. Some form of legislation to secure the education of *all* the youth in the State. See page 92.

9. Uniformity of text-books. See page 83.

10. Repeal of Sect. 2, Chap. 87, Laws of 1872. See page 94.

11. Appropriation of \$300 to Maine Educational Association. See page 81.

12. Appropriation \$412 to Maine Journal of Education. See p. 83.

13. Memorial to Congress in relation to distribution of public domain for public school purposes. See page 10.

1. The first part of the paper is devoted to a general discussion of the problem of the existence of a solution of the system of equations (1) for arbitrary values of the parameters α and β . It is shown that the system (1) has a solution for arbitrary values of the parameters α and β if and only if the condition $\alpha + \beta = 1$ is satisfied. This condition is also necessary for the existence of a solution of the system (1) for arbitrary values of the parameters α and β .

2. In the second part of the paper, the problem of the existence of a solution of the system (1) for arbitrary values of the parameters α and β is solved. It is shown that the system (1) has a solution for arbitrary values of the parameters α and β if and only if the condition $\alpha + \beta = 1$ is satisfied. This condition is also necessary for the existence of a solution of the system (1) for arbitrary values of the parameters α and β .

3. In the third part of the paper, the problem of the existence of a solution of the system (1) for arbitrary values of the parameters α and β is solved. It is shown that the system (1) has a solution for arbitrary values of the parameters α and β if and only if the condition $\alpha + \beta = 1$ is satisfied. This condition is also necessary for the existence of a solution of the system (1) for arbitrary values of the parameters α and β .

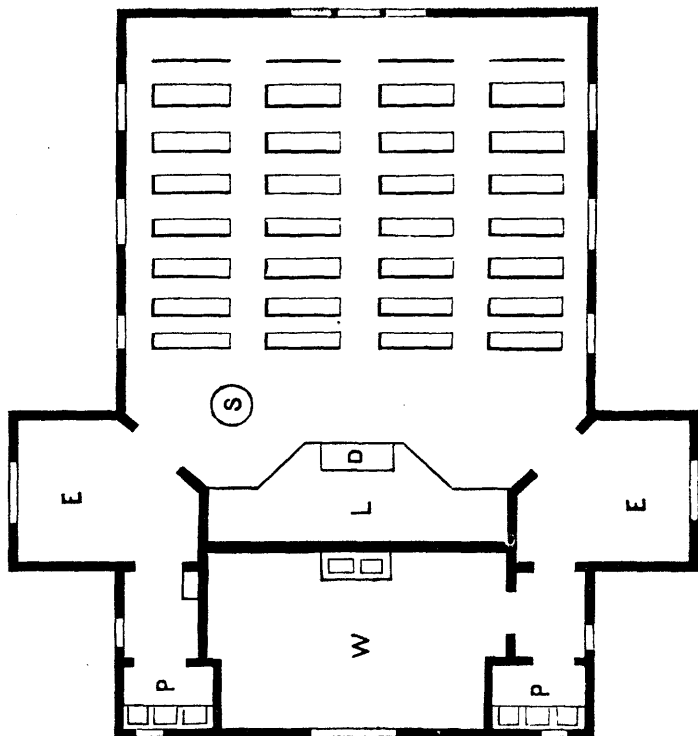
4. In the fourth part of the paper, the problem of the existence of a solution of the system (1) for arbitrary values of the parameters α and β is solved. It is shown that the system (1) has a solution for arbitrary values of the parameters α and β if and only if the condition $\alpha + \beta = 1$ is satisfied. This condition is also necessary for the existence of a solution of the system (1) for arbitrary values of the parameters α and β .

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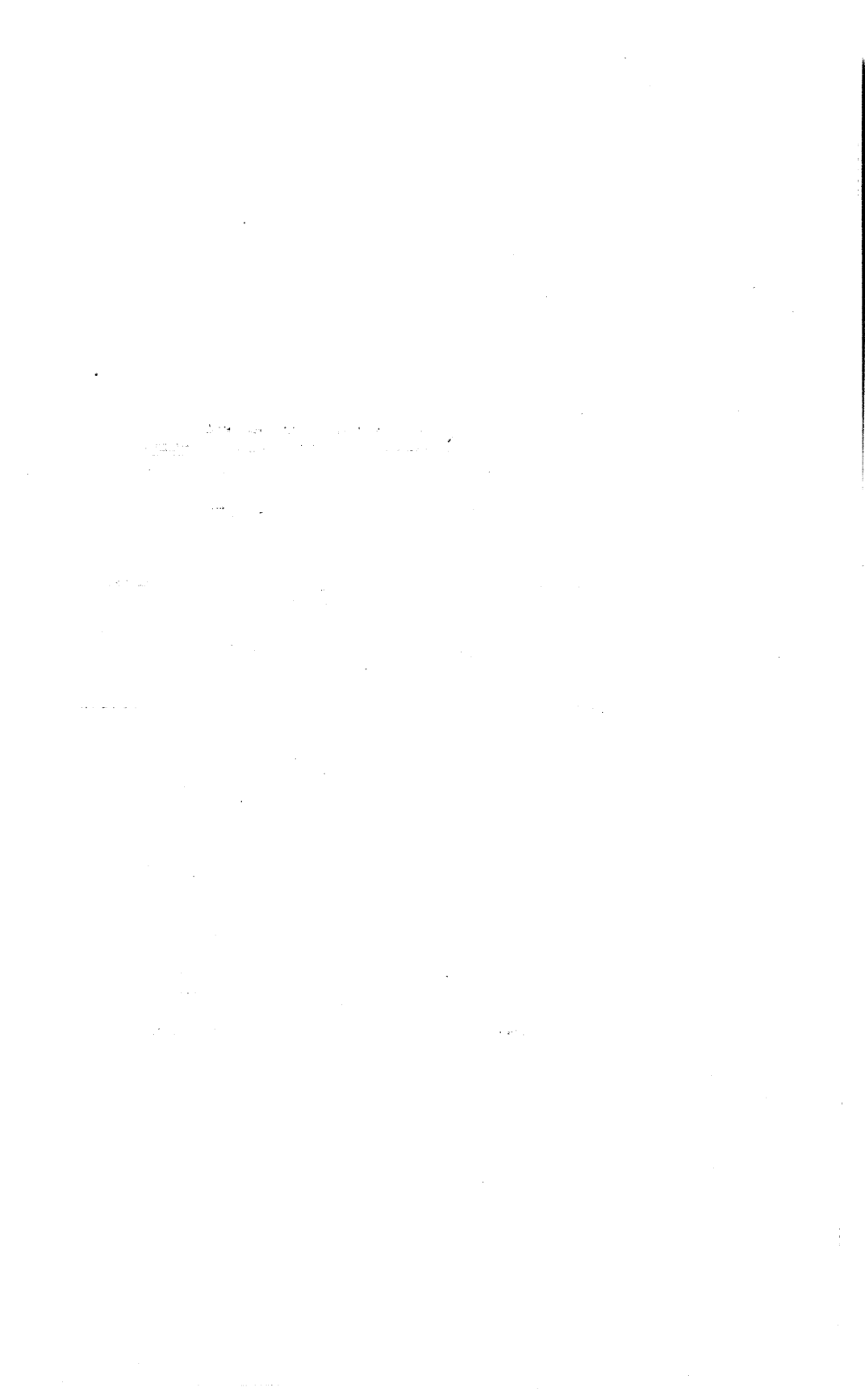


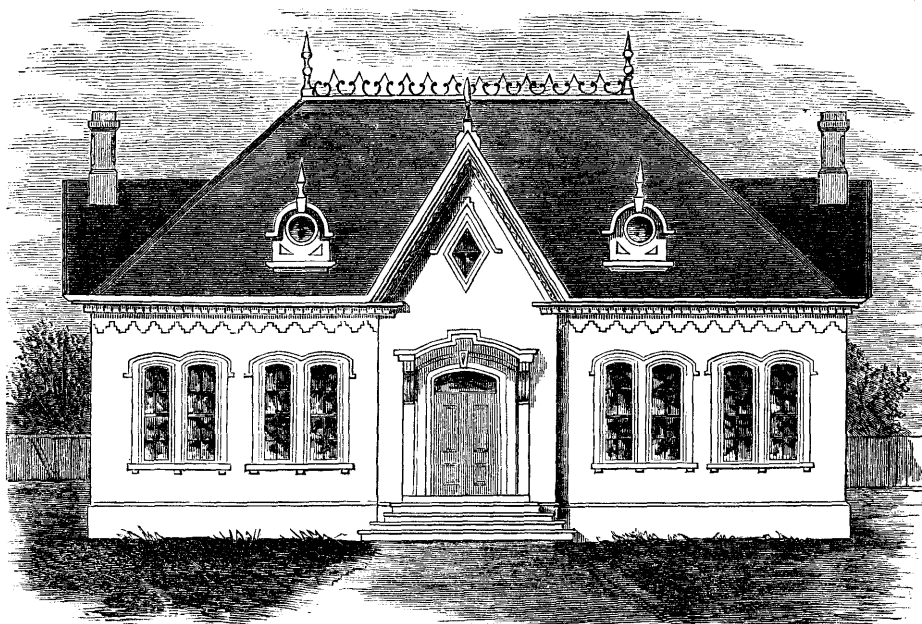
COUNTRY SCHOOL-HOUSE.

See "School-Houses."

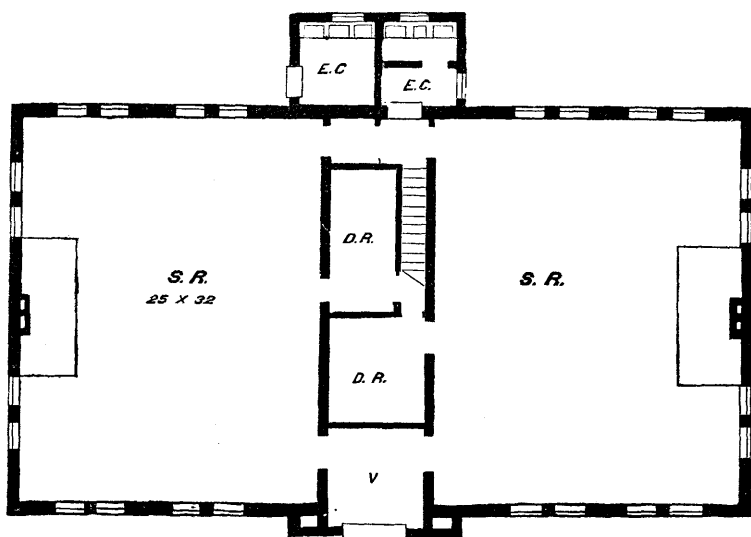


Plan for Country School-House.

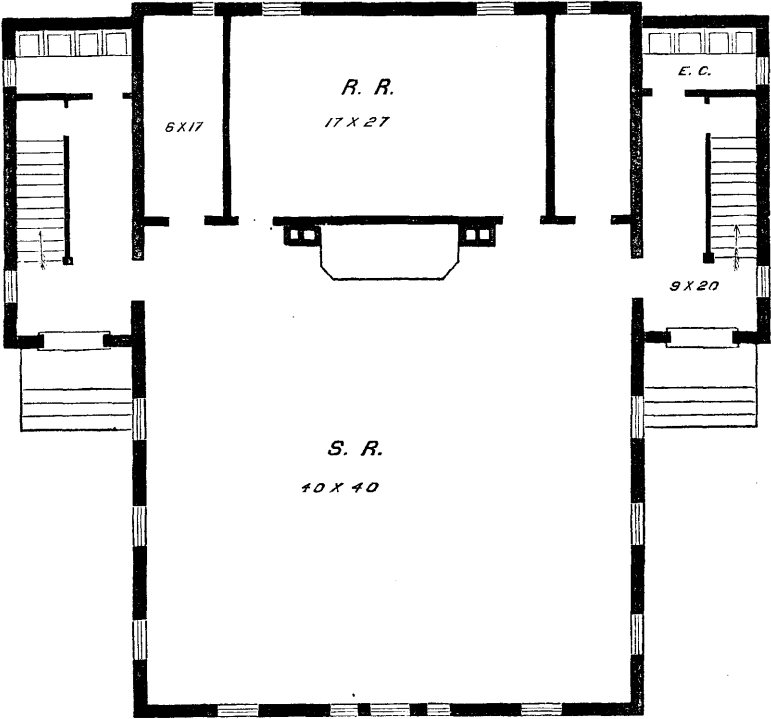




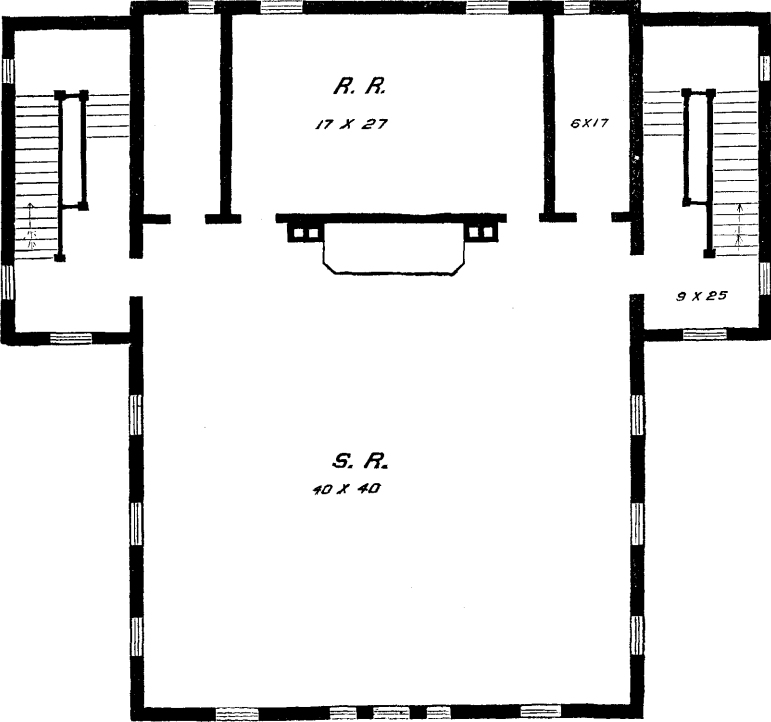
VILLAGE OR COUNTRY SCHOOL HOUSE.



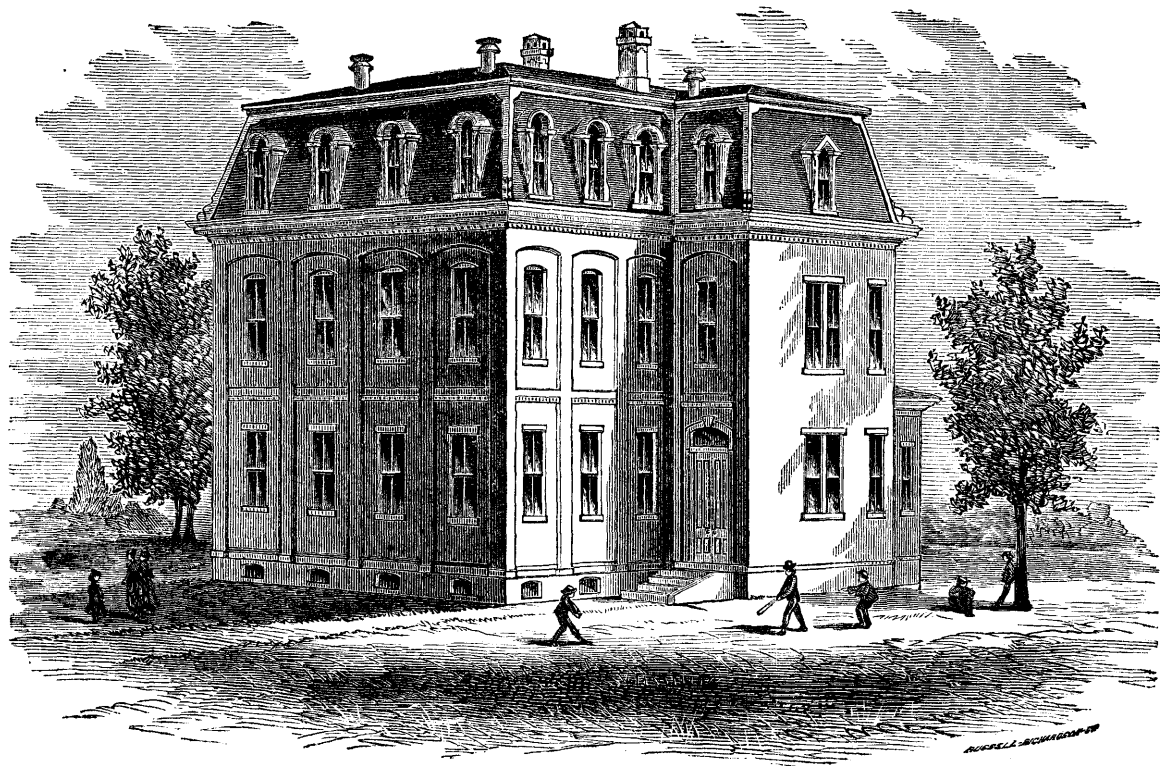
PLAN No. 2, FOR HIGH SCHOOL.



(First Floor.)



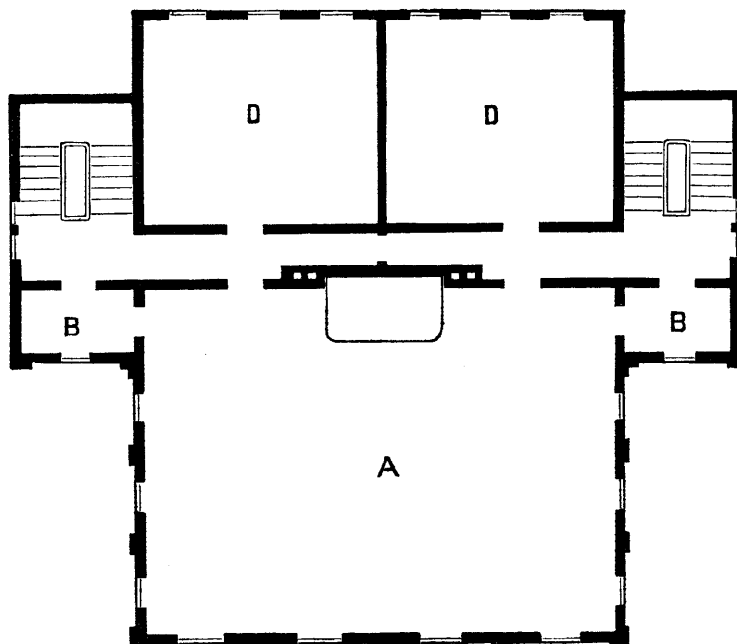
(Second Floor.)



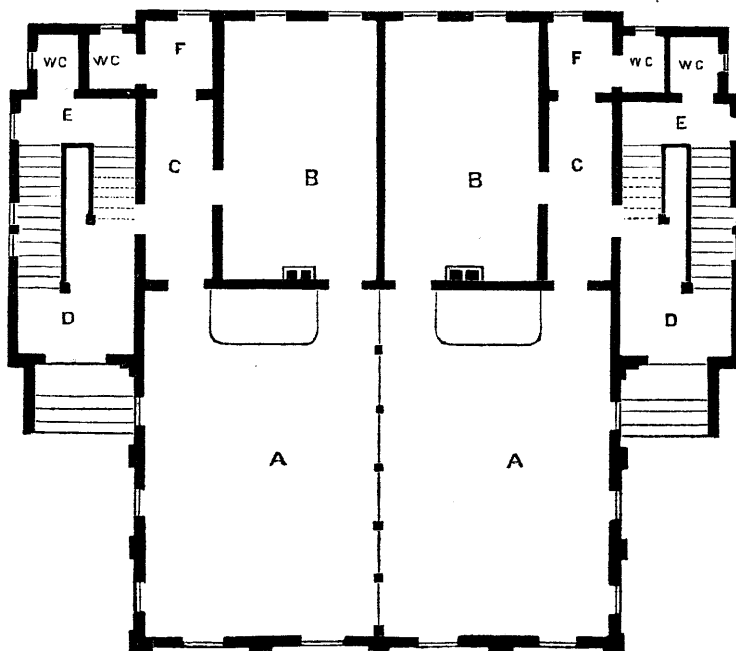
High School.

(See School Houses.)

PLAN FOR HIGH SCHOOL.



(First Floor.)



(Second Floor.)

APPENDIX.

ANDROSCOGGIN 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.	W.	A.	W.	A.	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.
Auburn.....	2,093	1,216	1,051	1,241	1,080	-	.51	10	10	1	-	1	-	14	28	28	-	-	\$33,500	3
Durham.....	440	257	210	312	249	20	.52	12	12	14	3	3	-	-	13	5	1	\$650	-	-
East Livermore.....	348	234	151	242	203	100	.51	8	3	10	3	4	3	1	7	7	-	-	4,000	-
Greene.....	360	197	172	254	212	30	.53	10	3	12	-	11	3	-	11	6	-	-	3,000	-
Lewiston.....	4,964	2,200	1,718	2,400	1,707	500	.34	12	26	1	-	34	30	30	24	2	-	4,304	180,000	2
Lisbon.....	650	379	312	405	333	4	.50	18	9	1	-	1	-	5	11	10	2	4,000	15,169	-
Leeds.....	465	287	235	309	267	-	.54	9	1	5	13	1	-	-	13	8	-	-	7,000	-
Livermore.....	466	289	243	429	343	-	.63	10	10	3	17	2	-	17	5	-	-	-	9,000	-
Minot.....	550	356	309	444	367	106	.61	9	9	7	5	2	10	9	-	-	-	-	9,000	1
Poland.....	988	502	367	670	505	108	.44	8	8	3	23	1	2	21	15	1	750	19,170	-	-
Turner.....	798	407	338	440	378	175	.45	8	3	19	4	2	20	13	-	-	-	-	7,000	-
Wales.....	190	116	91	121	88	20	.47	8	3	7	1	-	7	4	-	-	-	-	1,700	-
Webster.....	358	199	162	245	205	-	.51	9	9	3	11	2	-	11	None	-	-	-	-	-
	12,670	6,639	5,359	7,512	5,937	1,063	.50	10	1	11		129	25	60	199	134	6	9,704	288,539	6

COMMON SCHOOLS.

ANDROSCOGGIN COUNTY—(CONCLUDED.)

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 Teach- ers' board per week.	Amount of school money voted in 1872.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 ex- pended for repairs, fuel, insurance, &c.	Amount raised to pro- long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law														
Auburn.....	4	35	34	-	21	103 50	\$8 50	\$3 00	\$13,500	\$8,567	-	-	\$6 45	\$163	\$45	-	-	-	-	\$1,850	-	\$500	
Durham.....	7	9	5	-	-	\$28 00	2 84	2 00	1,400	319	-	-	3 20	-	-	-	-	-	-	-	-	75	
East Livermore.....	4	7	3	1	27 45	3 25	2 75	2 75	1,351	270	-	-	3 27	25	60	-	-	-	-	100	-	35	
Greene.....	7	9	4	1	33 00	3 00	2 00	2 00	1,500	625	-	-	4 16	-	-	-	-	\$40	125	-	50	35	
Lewiston.....	2	50	50	14	166 66	8 75	-	-	32,063	21,181	-	-	6 47	314	-	-	-	-	-	-	-	2,000	
Lisbon.....	2	15	13	4	38 00	4 62	2 40	2 40	3,000	1,388	-	-	4 72	51	-	-	50	-	-	404	150	137	
Leeds.....	8	13	4	2	23 89	3 06	1 90	1 90	1,200	170	-	-	2 59	28	-	-	100	-	-	175	120	60	
Livermore.....	11	11	6	-	25 00	2 50	2 50	2 50	1,500	356	-	-	3 21	41	100	-	75	\$25	250	50	57		
Minot.....	7	7	3	-	32 16	4 94	2 00	2 00	1,258	-	-	-	2 29	44	-	-	152	-	-	383	15	52	
Poland.....	14	22	9	-	29 00	2 60	2 75	2 75	2,000	48	-	-	2 02	391	-	-	275	-	50	600	-	47	
Turner.....	16	20	4	-	41 00	2 52	2 50	2 50	2,000	96	-	-	2 50	-	200	-	500	-	-	300	-	129	
Wales.....	4	5	2	-	24 00	3 18	2 00	2 00	600	154	-	-	3 15	15	-	-	200	-	-	-	-	21	
Webster.....	3	9	8	-	30 00	4 00	-	-	941	188	-	-	2 63	30	-	-	-	-	-	-	-	46	
	89	212	145	43	46 28	4 14	2 58		62,313	33,362	-		3 59	1,102	405		1,392	75	4,187	385	3,194		

AROOSTOOK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	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.
Amity.....	141	74	60	75	58	15	.42	9	10	3	-	-	2	2	-	-	\$500	-
Bridgewater.....	272	168	129	125	70	120	.36	10	4	5	-	-	5	1	-	-	1,000	-
Dalton.....	217	141	114	87	61	-	.40	11	2	9	-	-	5	2	-	-	2,500	-
Easton.....	255	132	96	86	64	-	.31	13	4	10	-	-	2	2	-	-	702	1
Fort Fairfield.....	859	509	384	426	332	66	.42	9	3	4	22	1	13	6	2	\$400	3,000	-
Fort Kent.....	561	200	175	50	40	-	.19	11	-	-	6	1	3	3	1	250	1,000	1
Frenchville.....	864	583	450	230	160	63	.35	16	10	16	-	-	3	2	1	-	3,000	1
Grand Isle.....	323	105	75	90	64	5	.21	15	10	4	2	-	2	-	-	-	500	1
Hodgdon.....	402	199	142	228	164	-	.35	10	12	4	9	2	8	8	2	875	3,800	-
Houlton.....	878	360	250	400	300	100	.31	13	3	14	9	-	9	5	-	-	5,000	-
Island Falls.....	73	29	25	24	20	40	.30	10	8	5	-	-	2	1	-	-	300	-
Limestone.....	134	120	84	37	27	-	.41	9	10	4	-	-	-	-	-	-	50	-
Linneus.....	354	190	145	198	152	40	.42	10	13	3	9	-	7	4	-	-	5,550	1
Littleton.....	315	228	191	273	231	52	.67	9	2	3	7	-	7	3	-	-	2,500	-
Ludlow.....	141	55	44	56	46	-	.32	8	3	10	3	2	4	4	-	-	-	-
Lyndon.....	693	321	196	237	195	250	.28	9	3	11	12	1	12	4	-	-	2,000	1
Madawaska.....	502	221	-	-	-	60	-	13	3	-	9	3	3	2	1	500	-	-
Mars Hill.....	186	118	81	132	98	5	.48	11	10	5	7	1	5	-	2	600	800	-
Masardis.....	56	18	14	27	22	-	.32	9	3	5	2	1	1	1	-	-	100	-
Maysville.....	409	-	-	-	-	-	-	-	-	14	-	-	9	4	-	-	-	-
Monticello.....	347	170	124	204	168	20	.41	13	14	8	-	-	8	5	1	400	2,500	1
New Limerick.....	168	95	80	73	60	-	.42	11	10	-	4	1	4	3	-	-	1,500	-
Orient.....	94	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Presque Isle.....	480	238	178	256	215	43	.41	10	2	14	7	-	7	7	-	-	2,500	1
Sherman.....	286	157	132	154	132	-	.46	10	4	10	6	-	5	3	-	-	4,400	-

Smyrna.....	74	32	26	40	32	20	.40	7	3	8	2	4	-	-	3	3	-	-	\$1,000	-
Washburn.....	212	125	80	96	64	-	.34	10	12	-	5	2	-	-	3	1	-	-	1,000	-
Weston.....	162	108	-	-	-	-	-	10	-	-	5	-	-	-	4	1	-	-	-	-
Alva pl.....	240	165	126	135	106	30	.48	9	2	8	2	4	-	-	3	2	-	-	800	1
Bancroft pl.....	84	62	51	36	27	10	.46	8	10	-	4	-	-	-	3	3	-	-	800	-
Benedicta pl.....	123	89	55	48	42	-	.40	12	8	-	2	-	-	-	2	1	-	-	800	-
Castle Hill pl.....	112	66	55	40	35	-	.40	9	3	7	6	1	-	-	2	1	1	\$300	700	-
Crystal pl.....	93	85	70	26	22	-	.50	8	10	-	6	-	-	-	3	None	-	-	300	-
Cyr pl.....	190	23	17	16	10	-	.07	16	10	5	3	1	-	-	1	1	1	30	30	-
Dayton pl.....	37	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eagle Lake pl.....	72	30	25	-	-	-	-	12	-	-	2	-	-	-	-	-	-	-	-	-
Glenwood pl.....	85	4	31	13	11	-	.25	10	4	11	3	-	-	-	2	1	-	-	-	-
Greenwood pl.....	13	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamlin pl.....	255	125	-	-	-	-	-	-	-	-	5	-	-	-	4	3	2	-	800	1
Haynesville pl.....	37	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leavitt pl.....	42	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Macwahoc pl.....	94	40	28	43	30	-	.31	11	10	-	1	-	-	-	-	-	-	-	25	-
Mapleton pl.....	212	207	191	64	50	-	.57	9	4	11	2	8	-	-	5	2	-	-	1,000	-
Molunkus pl.....	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moro pl.....	70	50	40	-	-	-	-	12	-	-	2	-	-	-	2	2	2	1,000	-	-
Ox Bow pl.....	34	23	23	-	-	-	-	9	-	-	2	-	-	-	1	-	-	-	200	-
No. 11, Range 1 pl.....	129	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oakfield pl.....	254	153	109	106	80	25	.37	10	3	9	3	7	3	-	6	4	-	-	1,800	2
Perham pl.....	38	-	-	29	24	10	-	-	6	-	2	-	-	-	2	None	-	-	600	-
Silver Ridge pl.....	63	40	28	22	16	-	.35	9	6	-	-	-	-	-	1	1	1	225	-	-
St. Francis pl.....	149	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. John pl.....	74	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-
Van Buren pl.....	466	197	129	70	50	-	.19	20	12	-	9	-	-	-	2	2	-	-	-	-
Wallagrass pl.....	186	-	90	-	125	-	-	8	-	-	-	-	-	-	3	-	1	-	-	-
Westfield pl.....	38	-	-	25	25	-	-	-	8	3	1	-	-	-	1	1	-	-	500	-
Woodland pl.....	122	70	57	60	40	-	.39	11	2	10	5	2	-	-	4	2	1	250	706	-
	12,796	6,827	4,340	4,337	3,438	974	.36	10	5	10	271	22	4	184	104	19		4,830	54,257	12

APPENDIX.

AROOSTOOK COUNTY—(CONCLUDED.)

9

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 1872.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	1	3	5	2	1	4						Excess above amt required by law.	Less than the amt required by law.								
Amity.....	1	3	1	-	-	-	\$20 00	\$4 40	\$1 85	\$250	-	-	\$8	\$1 77	-	-	-	-	\$51	-	\$10
Bridgewater.....	2	5	1	-	-	-	21 00	3 60	1 25	400	-	-	-	-	\$15	-	-	-	25	-	13
Dalton.....	-	5	2	-	-	1	-	5 00	2 42	900	-	\$544	-	4 14	17	-	-	50	-	18	
Easton.....	2	5	1	-	-	-	23 50	2 75	1 28	550	-	144	-	2 15	22	\$11	\$215	50	-	28	
Fort Fairfield.....	2	19	10	1	-	-	21 50	3 35	1 56	1,510	-	-	5	1 75	66	71	400	160	\$60	63	
Fort Kent.....	1	5	1	-	-	1	32 00	3 00	2 50	350	-	-	-	-	-	-	-	-	-	-	
Frenchville.....	-	14	6	-	-	-	16 00	2 50	1 50	375	-	-	-	-	-	340	-	-	-	-	
Grand Isle.....	1	2	1	-	-	-	10 50	2 50	1 50	250	-	-	-	-	-	-	40	\$175	-	-	
Hodgdon.....	2	7	6	-	-	-	26 00	4 61	1 73	800	-	8	-	1 99	-	66	-	360	-	8	
Houlton.....	3	10	4	-	-	-	30 00	4 25	3 00	2,281	-	-	-	2 60	-	-	500	300	-	45	
Island Falls.....	-	2	2	-	-	-	-	3 00	1 75	200	-	54	-	2 74	5	-	-	10	-	9	
Limestone.....	-	4	1	-	-	-	-	3 05	1 50	264	-	54	-	1 97	12	-	-	-	-	-	
Linneus.....	2	6	3	-	-	-	25 33	3 39	1 75	800	-	-	6	80	28	102	40	73	-	39	
Littleton.....	4	5	3	-	-	-	21 00	3 00	2 00	700	-	140	-	2 22	17	72	20	125	150	25	
Ludlow.....	-	4	3	-	-	-	-	3 50	2 00	280	-	-	38	2 00	-	-	-	30	-	10	
Lyndon.....	4	11	6	-	-	-	23 00	3 50	2 00	1,129	-	-	-	1 67	51	35	69	125	-	50	
Madawaska.....	-	8	-	-	-	-	-	2 50	75	325	-	-	-	-	-	-	-	-	-	18	
Mars Hill.....	1	4	4	-	-	-	20 00	2 87	2 00	400	-	80	-	2 15	15	18	-	7	-	13	
Masardis.....	-	2	1	-	-	-	-	3 00	2 00	200	-	65	-	3 50	3	-	-	22	-	2	
Maysville.....	2	-	5	-	-	-	-	4 00	-	1,000	-	-	-	-	-	-	-	-	-	35	
Monticello.....	5	6	3	-	-	-	28 00	4 00	1 90	608	-	-	-	1 75	26	108	-	50	40	2	
New Limerick.....	-	5	2	-	-	-	-	3 00	1 82	346	-	100	-	1 60	15	46	-	-	-	8	
Orient.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Presque Isle.....	1	6	6	-	-	1	36 00	4 75	1 68	1,000	-	226	-	2 08	36	61	-	-	-	36	
Sherman.....	2	6	2	-	-	-	26 00	4 00	2 00	800	-	238	-	3 42	21	-	75	-	-	33	

COMMON SCHOOLS.

Smyrna.....	-	2	3	-	-	3	27	1	47	160	23	-	2	16	-	30	-	-	32	5	4	
Washburn.....	2	5	-	-	30	00	3	00	1	68	491	130	2	31	18	16	-	-	20	-	12	
Weston.....	1	4	3	-	-	-	3	50	2	00	400	85	-	-	-	20	-	-	-	-	-	
Alva pl.....	3	3	-	-	22	00	4	00	-	-	550	153	2	25	15	-	-	10	-	14		
Bancroft pl.....	1	3	-	-	25	00	3	00	2	00	200	58	2	48	7	100	-	-	-	10		
Benedicta pl.....	-	2	1	-	-	-	3	87	2	62	350	20	2	84	-	-	-	3	-	3		
Castle Hill pl.....	-	4	2	-	-	-	4	00	1	50	300	110	2	67	8	-	-	20	35	13		
Crystal pl.....	-	6	1	-	-	-	3	50	2	00	300	100	3	22	-	3	-	10	-	6		
Cyr pl.....	-	1	1	-	-	-	1	72	1	12	75	-	40	50	-	-	-	-	-	-		
Dayton pl.....	No	Return.	-	-	-	-	-	-	-	50	-	4	-	-	-	-	-	-	-	-		
Eagle Lake pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Glenwood pl.....	-	2	1	-	-	-	3	06	1	87	261	113	3	07	6	-	-	-	-	2		
Greenwood pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hamlin pl.....	-	4	1	-	12	00	2	25	1	00	150	-	-	132	150	-	-	25	35	9		
Haynesville pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Leavitt pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Macwahoc pl.....	1	1	-	-	28	00	5	00	2	75	250	113	2	55	5	-	-	10	-	-		
Mapleton pl.....	1	6	2	-	23	00	3	00	1	48	600	245	2	50	17	25	-	10	20	35		
Molunkus pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Moro pl.....	-	2	-	-	-	-	2	50	2	00	136	39	2	00	22	-	20	-	-	-		
Ox Bow pl.....	-	2	-	-	-	-	2	00	1	50	80	-	2	35	-	-	-	-	-	-		
No. 11, Range 1.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Oakfield pl.....	2	7	2	-	20	50	3	08	1	45	450	3	1	77	19	28	20	38	44	28		
Perham pl.....	-	-	1	-	-	-	4	00	1	75	80	13	2	10	-	-	-	15	14	3		
Silver Ridge pl.....	-	2	1	-	-	-	3	35	2	00	128	-	1	00	-	-	-	20	-	-		
St. Francis pl.....	-	-	-	-	-	-	-	-	-	-	100	-	-	-	-	-	-	-	-	-		
St. John pl.....	-	1	-	-	-	-	4	00	2	00	65	-	-	-	-	-	-	-	-	-		
Van Buren pl.....	1	7	1	-	-	-	2	50	1	25	250	-	54	200	-	-	-	-	135	15		
Wallagrass pl.....	-	3	-	-	-	-	-	-	-	-	250	150	-	-	-	-	-	-	-	-		
Westfield pl.....	-	-	1	-	-	-	4	00	1	87	94	33	2	47	-	-	-	6	-	1		
Woodland pl.....	-	4	3	-	-	-	3	50	1	50	140	1	1	16	6	57	-	8	50	10		
	47	215	98	4	23	49	3	38	1	79	21,628	3,019	145	2	16	1,192	1,019	1,418	225	1,705	733	684

CUMBERLAND COUNTY.

TOWNS.	No. of children belong- ing in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attend- ing Summer Schools.	Number registered in Winter Schools.	Average number at end- ing 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 condi- tion.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teach- ers employed in Summer.
Baldwin	391	255	199	230	184	15	.49	8	3	9	12	-	-	-	12	4	1	\$500	\$3,300	-
Bridgton	868	515	430	419	350	-	.39	10	3	3	20	-	-	-	20	8	-	-	-	-
Brunswick	1,719	840	738	858	743	-	.43	9	11	19	19	-	-	6	27	22	1	10,000	34,000	2
Cape Elizabeth.....	1,772	1,532	1,374	1,734	1,612	130	.84	13	20	13	-	-	5	14	11	-	-	-	30,000	4
Casco	415	228	158	223	185	35	.41	10	2	12	3	9	-	-	8	4	-	-	3,500	-
Cumberland	558	307	240	324	266	-	.45	9	4	10	2	10	2	9	8	2	3,400	7,300	1	
Deering	1,216	608	513	623	514	20	.42	8	4	13	4	10	3	2	10	4	-	-	20,000	-
Falmouth	598	335	290	432	357	25	.54	8	11	12	-	12	-	2	12	7	-	-	7,000	1
Freeport	786	402	309	537	441	200	.48	5	-	17	-	1	2	17	11	2	1,200	10,000	-	
Gorham	1,148	515	430	573	521	68	.41	7	3	9	19	-	1	19	12	-	-	-	-	1
Gray	600	375	300	375	320	200	.50	9	10	12	-	-	-	2	11	7	-	-	5,000	-
Harpswell	643	312	246	320	275	-	.40	7	2	19	-	-	-	2	12	2	-	-	7,000	-
Harrison	410	199	138	286	233	20	.45	11	10	3	10	1	-	-	11	4	-	-	3,000	-
Naples	435	180	143	305	245	75	.45	9	10	3	13	-	-	-	12	4	-	-	3,125	-
New Gloucester.....	507	241	203	314	258	36	.45	8	9	13	1	-	-	-	12	7	-	-	4,000	-
North Yarmouth.....	331	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otisfield	361	210	171	242	195	-	.51	9	3	10	1	12	-	1	12	7	-	-	2,500	-
Portland	11,055	4,305	3,986	5,438	3,961	-	.36	17	23	1	1	-	all	-	13	11	-	-	400,000	10
Pownal	321	155	126	257	211	-	.52	7	4	9	3	9	2	-	11	6	-	-	3,000	-
Raymond	447	231	170	275	204	-	.42	9	9	2	11	-	-	-	11	4	1	800	3,400	-
Scarborough	604	352	273	350	272	175	.45	10	1	12	5	10	1	-	10	9	-	-	5,600	-
Sebago	311	166	118	174	132	115	.40	8	1	9	3	9	-	-	9	3	-	-	1,600	-
Standish	609	382	327	461	395	-	.59	10	10	2	13	1	-	-	13	7	-	-	6,200	-
Westbrook	949	416	334	495	392	379	.39	10	12	2	7	1	3	3	7	5	-	-	17,400	1

Windham	786	335	258	563	456	-	459	110	2	19	-	-	19	13	-	-	6,000	-
Yarmouth	606	290	230	315	260	50	40	12	11	8	1	1	10	4	-	-	3,500	-
	28,437	13,686	11,704	16,123	12,982	1,543	469	4	11	2	307	15	23	321	184	7	15,900	586,425

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 1872.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	3	12	7	-	-	-						Excess above amt't required by law.	Less than the amt't required by law.								
Baldwin	3	12	7	-	-	-	\$28 00	\$3 40	\$1 80	\$1,301	520	-	-	\$3 33	\$31	\$72	\$25	-	\$85	\$30	\$32
Bridgton	8	20	12	-	-	-	28 00	4 15	2 41	3,500	1,352	-	-	-	135	-	-	-	-	-	100
Brunswick	11	31	22	-	-	-	31 31	3 74	2 33	5,500	1,718	-	-	3 85	129	-	-	-	-	-	116
Cape Elizabeth	7	17	14	-	-	3	40 00	7 50	3 00	6,000	1,010	-	-	3 38	135	613	1,500	\$1,200	900	150	137
Casco	4	9	3	-	-	-	29 28	3 20	2 08	800	2	-	-	2 00	-	120	150	-	200	-	45
Cumberland	5	8	4	-	-	-	38 00	2 90	2 87	1,825	524	-	-	3 27	40	102	-	-	304	-	70
Deering	9	14	6	-	-	-	51 83	9 12	2 88	3,500	-	-	-	-	92	-	-	-	-	-	150
Falmouth	7	10	6	-	-	-	35 00	3 25	3 50	2,500	1,118	-	-	4 12	-	-	100	-	300	-	51
Freeport	6	16	11	-	-	-	30 00	2 80	3 00	2,000	32	-	-	2 60	61	-	400	-	370	100	125
Gorham	10	19	9	-	-	-	44 00	4 34	2 29	2,800	91	-	-	2 43	129	-	-	-	400	-	161
Gray	10	12	2	-	-	-	35 00	3 50	3 00	2,000	609	-	-	3 50	42	67	-	-	300	100	69
Harpeswell	8	15	6	-	-	-	30 00	3 50	2 75	1,400	1	-	-	2 72	43	-	-	-	200	-	32
Harrison	5	11	8	-	-	-	23 17	2 91	2 63	1,000	22	-	-	2 43	25	44	200	-	100	113	45
Naples	7	8	5	-	-	-	21 38	3 50	1 64	1,009	154	-	-	2 30	35	-	85	-	75	50	35
New Gloucester	5	11	-	-	-	-	32 50	4 25	2 75	1,650	453	-	-	3 25	42	257	400	-	215	-	60
North Yarmouth	Ret a n.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otisfield	8	9	4	-	-	-	24 00	2 63	1 75	1,100	220	-	-	3 15	28	142	125	-	-	50	61

CUMBERLAND COUNTY—(CONCLUDED.)

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 1872	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
													Excess above am't required by law.	Less than the am't required by law.								
Portland.....	10	87	87	-	-	134 50	\$8 32	\$3 25	\$64,750	39,624	-	-	-	-	\$903	-	-	-	-	-	-	\$300
Pownal.....	4	-	9	-	-	32 50	3 23	-	783	-	-	-	-	-	-	-	-	-	-	-	34	
Raymond.....	4	9	7	-	-	31 11	3 92	2 30	1,122	202	-	-	-	-	-	36	-	\$200	-	-	60	
Scarborough.....	4	10	6	-	-	28 00	4 35	2 75	2,000	647	-	-	-	-	\$3 31	50	-	75	-	\$255	52	
Sebago.....	5	9	3	-	-	24 00	2 75	1 75	950	108	-	-	-	-	3 05	26	-	-	-	-	10	
Standish.....	9	13	3	-	-	28 25	4 00	2 75	2,250	574	-	-	-	-	3 69	40	\$94	150	\$90	150	118	
Westbrook.....	7	9	5	-	1	44 00	5 50	2 75	3,500	700	-	-	-	-	3 88	61	120	450	-	-	118	
Windham.....	8	15	11	-	1	32 35	3 02	2 66	1,950	9	-	-	-	-	2 48	63	146	250	250	600	98	
Yarmouth.....	5	9	3	-	-	34 00	4 00	3 50	1,500	2	-	-	-	-	2 47	51	-	1,150	-	150	54	74
	169	383	259	-	5	36 41	4 15	2 60	116,681	49,692	-	-	-	-	3 06	2,197	1,777	5,260	1,540	4,604	673	2,153

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 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.
Avon.....	219	98	73	151	120	-	.44 8	7	5	12	-	-	10	7	-	-	\$1,800	-
Carthage.....	183	127	105	179	158	10	.72 8	5	8	7	-	-	6	4	1	\$630	2,000	-
Chesterville.....	356	218	178	226	191	25	.52 7	3	9	13	3	-	12	9	1	425	2,100	-
Eustis.....	134	94	80	104	79	-	.59 7	3	10	5	-	-	5	2	-	-	1,250	-
Farmington.....	1,120	708	604	850	714	50	.58 12	13	25	4	1	23	17	1	-	1,200	9,000	-
Freeman.....	221	133	102	174	137	-	.54 8	3	10	10	2	-	10	2	-	-	1,500	-
Industry.....	280	137	118	208	172	-	.52 7	3	9	11	-	-	10	3	-	-	1,000	-
Jay.....	532	308	263	376	329	-	.56 9	11	16	16	4	-	16	10	1	800	6,800	1
Kingfield.....	181	109	80	130	101	-	.50 10	4	11	5	-	-	4	-	-	-	800	-
Madrid.....	159	80	65	90	69	9	.42 6	8	1	9	-	-	6	4	-	-	600	-
New Sharon.....	460	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Vineyard.....	264	-	-	196	161	6	-	9	-	14	-	-	10	7	1	200	3,000	-
Phillips.....	448	215	169	290	239	-	.46 7	3	10	22	4	1	14	11	1	350	5,650	-
Rangely.....	144	76	63	99	73	35	.47 12	9	3	4	-	-	4	3	-	-	1,000	-
Salem.....	126	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Strong.....	197	*105	80	154	122	1	.51 9	8	2	13	1	1	6	4	-	-	1,600	-
Temple.....	205	119	95	118	93	-	.46 8	6	9	9	1	-	5	3	1	400	1,400	-
Weld.....	375	208	176	273	239	15	.55 8	9	3	11	2	1	11	6	-	-	5,000	1
Wilton.....	595	403	359	417	356	-	.60 10	10	3	13	4	4	15	10	-	-	16,000	-
Jerusalem pl.....	111	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E pl.....	16	-	-	9	6	-	.6	5	3	1	-	-	1	-	-	-	50	-
Perkins pl.....	70	-	30	-	60	-	.64 6	8	-	-	-	-	-	-	-	-	-	-
Rangely pl.....	11	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6 pl.....	15	-	-	-	15	-	.8	8	-	2	-	-	-	-	-	-	-	-
Dallas pl.....	63	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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 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.
Sandy River pl	29	26	22	-	-	-	-	8	-	2	1	-	1	1	-	-	75	-
Washington pl.....	26	26	20	21	18	-	.73	8	-	1	-	-	1	-	-	-	-	-
Lang pl.....	13	9	7	10	7	-	.54	8	12	1	-	-	1	1	-	-	150	-
Green Vale pl.....	16	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Coplin pl.....	35	-	-	26	18	-	-	10	10	2	-	-	1	1	-	-	-	-
	6,604	4,099	2,689	4,116	3,727	151	.54	8	29	1	208	26	8	172	105	7	4,005	60,775

FRANKLIN COUNTY—(CONCLUDED.)

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 1872.	Excess above amt required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
Avon	6	7	4	-	\$18 33	\$2 58	\$1 58	\$611	\$163	-	-	\$2 80	\$16	-	\$25	-	\$15	\$150	\$19
Carthage	5	6	2	-	22 20	2 01	1 58	486	97	-	-	1 00	15	\$30	-	-	-	100	31

Chesterville	6	10	5	-	25 00	3 28	1 51	809	-	-	2 70	29	37	200	-	100	40	50
Eustis	1	5	4	-	30 00	3 40	1 50	325	51	-	2 42	11	122	-	-	30	-	8
Farmington	11	25	12	8	33 00	3 00	2 75	3,252	650	-	3 00	-	-	600	-	200	-	130
Freeman	4	7	3	-	26 00	2 95	1 60	486	-	-	2 20	15	50	25	-	50	-	25
Industry	5	6	5	1	35 00	3 50	1 50	580	-	-	2 07	22	-	-	-	115	25	36
Jay	9	15	8	6	24 00	2 80	1 80	1,700	508	-	3 19	37	73	250	-	230	160	60
Kingfield	3	5	1	-	33 25	3 50	3 00	448	-	-	2 21	14	74	100	-	50	-	15
Madrid	2	7	4	-	22 00	2 00	1 50	436	116	-	2 74	12	31	-	-	50	-	21
New Sharon	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Vineyard	3	8	7	-	24 00	3 00	1 80	650	46	-	2 08	21	-	-	-	80	-	52
Phillips	7	14	8	2	25 55	2 71	2 00	1,170	71	-	2 61	38	70	200	-	160	-	90
Rangely	2	2	1	-	23 00	5 00	1 50	315	66	34	2 27	-	60	-	-	25	-	14
Salem	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Strong	5	6	3	-	19 06	3 15	1 90	634	127	-	3 22	16	55	200	-	100	50	50
Temple	3	8	4	2	20 00	3 00	2 00	512	-	-	-	-	-	40	-	159	-	25
Weld	9	9	2	-	23 50	2 75	2 00	1,130	227	-	3 01	34	-	150	-	150	-	47
Wilton	5	13	10	4	34 00	3 69	2 50	1,529	-	-	2 57	-	129	1,000	-	-	-	92
Jerusalem pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E pl.	1	1	-	-	23 00	1 50	2 25	50	-	25	3 12	-	-	-	-	-	-	4
Perkins pl.	-	-	-	-	-	2 75	-	-	-	-	-	-	-	-	-	-	-	-
Rangely pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6 pl.	-	1	2	-	-	3 00	1 00	45	-	-	3 00	3	-	-	-	-	-	2
Dallas pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sandy River pl.	-	2	-	1	-	2 00	1 50	60	-	-	2 00	2	-	-	-	3	-	6
Washington pl.	-	1	1	-	-	2 50	90	59	-	-	2 26	2	-	-	-	-	-	1
Lang pl.	-	1	1	-	-	3 00	1 25	43	-	-	3 58	-	-	-	-	-	-	1
Green Vale pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Coplin pl.	-	2	1	-	-	3 00	-	75	-	-	2 12	-	-	-	-	-	-	-
	87	161	88	21	25 60	2 92	1 77	15,405	2,056	59	2 55	287	731	2,790	-	1,577	525	779

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 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.
Amherst	161	101	80	110	80	-	.50 12	9	4	4	-	-	3	2	-	-	\$2,000	-
Aurora	93	83	60	38	28	6	.47 8	3	12	2	1	-	2	1	-	-	600	-
Bluehill	649	348	280	463	401	146	.52 8	8	3	19	-	1	17	7	-	-	8,100	-
Brooklin	358	230	198	246	216	-	.58 8	9	-	9	-	-	9	9	-	-	3,800	-
Brooksville	560	296	251	288	241	215	.43 9	4	9	8	-	1	6	6	-	-	2,500	-
Bucksport	1,200	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castine	501	309	271	276	224	15	.49 23	12	-	4	-	4	6	6	-	-	15,000	1
Cranberry Isles	139	66	54	106	88	-	.51 9	28	2	5	1	-	4	1	-	-	775	-
Deer Isle	1,606	865	732	1,042	863	350	.49 8	4	9	22	7	-	22	19	1	\$1,400	19,000	-
Dedham	164	98	80	105	81	12	.49 7	9	3	7	-	-	5	4	-	-	1,500	-
Eastbrook	73	66	55	-	-	-	.9	3	-	4	-	-	4	1	1	200	-	-
Eden	477	295	262	365	325	-	.61 8	8	4	15	-	-	13	9	1	1,000	11,000	-
Ellsworth	1,935	1,095	900	1,189	910	725	.47 12	8	-	21	1	9	22	8	1	4,500	14,000	2
Franklin	425	316	243	293	231	65	.56 8	8	-	10	-	-	8	4	1	1,700	4,900	-
Gouldsborough	645	394	325	437	360	80	.53 9	19	-	16	-	-	12	4	-	-	5,050	-
Hancock	370	208	161	161	135	6	.40 9	9	1	6	-	-	6	6	-	-	4,500	-
Lamoine	250	150	136	156	152	-	.58 9	2	10	5	-	-	4	2	-	-	3,600	-
Mariaville	130	89	74	73	57	-	.50 7	1	10	5	-	-	5	2	-	-	-	-
Mount Desert	334	222	189	252	218	-	.61 7	3	7	10	-	-	8	7	-	-	4,900	-
Orland	610	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otis	108	71	53	58	52	-	.50 8	2	6	3	-	-	3	3	-	-	700	-
Penobscot	541	337	265	363	315	10	.54 9	9	3	12	1	-	12	9	1	960	4,000	-
Sedgwick	414	251	202	290	227	-	.52 10	1	10	1	10	-	10	3	-	-	2,500	-
Sullivan	304	147	121	209	177	25	.49 9	9	-	6	-	-	5	5	-	-	3,500	-
Surry	400	289	223	261	210	125	.50 8	18	1	9	-	1	9	3	-	-	2,000	-

Tremont	779	440	359	572	448	50	528	38	1	14	-	2	13	13	1	\$500	\$9,500	-
Trenton	300	-	-	-	-	-	-	-	-	8	-	-	7	6	-	-	1,200	-
Verona	153	49	38	78	67	-	347	9	-	4	-	-	4	3	1	600	2,000	-
Waltham	152	110	87	120	104	25	6310	49	2	4	-	-	4	3	-	-	-	1
Long Island pl.	51	22	17	33	23	10	406	8	3	1	-	-	-	-	1	475	550	1
Swan's Island pl.	212	88	73	164	144	-	517	28	1	5	-	-	5	4	-	-	1,500	-
No. 7 pl.	19	19	11	-	-	-	9	-	-	1	2	-	1	None	-	-	240	-
No. 10 pl.	4	4	1	1	None.	-	12	-	-	1	-	-	1	1	-	-	-	1
No. 21, Mid. Div. pl.	17	12	10	-	-	-	16	-	-	1	-	-	1	1	-	-	4,000	-
	14,134	7,680	5,811	7,749	6,377	1,865	519	39		251	13	17	231	153	9	11,335	133,315	6

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 1872.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	No.	Return.	No.	Return.	No.	Return.		No.	Return.	Excess above amt't required by law.	Less than the amt't required by law.												
Amherst	1	3	3		1		\$30 00	\$4 03	\$2 10	\$386	\$106	-	\$2 39	\$10	\$85	-	-	-	-	\$120	-	\$20	
Aurora	-	3	1		1		4 00	2 00	300	130	-	3 08	-	75	-	-	-	-	-	-	\$10	10	
Bluehill	8	16	9	2	33 20	3 25	1 97	2,000	626	-	-	3 08	52	173	-	-	-	-	-	-	-	48	
Brooklin.	6	9	3	2	35 00	3 50	2 75	1,200	427	-	-	3 08	60	-	-	-	-	-	-	115	-	20	
Brooksville.	7	8	2		31 11	4 25	2 75	1,021	-	-	-	1 84	42	-	-	-	-	-	-	-	-	25	
Bucksport.	No.	Return.																					
Castine	1	7	7	1	100 00	5 00	3 00	2,600	1,557	5 20	40	85	-	-	-	-	-	-	-	-	-	20	
Cranberry Isles.	2	4	3	1	34 00	3 21	2 75	280	-	2 01	13	-	-	-	-	-	-	-	-	76	264	31	
Deer Isle	14	22	8	5	38 00	3 25	2 75	4,414	1,680	2 74	131	90	-	-	-	-	-	-	-	-	-	95	
Dedham	-	5	5		38 00	3 32	1 77	400	38	2 44	12	69	-	-	-	-	-	-	-	75	-	22	
Eastbrook	1	-	-		30 00	3 00	2 00	150	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eden	3	13	8		33 00	3 50	2 50	1,500	544	-	-	3 14	88	100	-	-	-	-	-	113	85	48	

HANCOCK COUNTY—(CONCLUDED.)

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 1872.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	No.	Ret.	No.	Turn.	No.	Turn.						Excess above amt't required by law.	Less than the amt't required by law.									
Ellsworth	13	25	10		3		\$40 00	\$3 50	\$2 50	\$6,700	\$2,492	-	-	\$3 51	-	-	-	\$400	\$250	-	\$150	
Franklin	5	13	-		1		40 00	3 81	2 25	834	-	-	-	1 96	\$33	\$60	-	-	\$46	35		
Gouldsborough	6	12	7		1		36 00	2 95	2 25	1,717	350	-	-	2 80	52	32	-	-	120	52		
Hancock	5	7	1		3		40 00	4 04	1 66	975	195	-	-	2 63	30	-	-	-	75	80		
Lamoine	3	4	1		2		40 00	4 00	-	612	122	-	-	2 45	-	-	-	-	71	16		
Mariaville	1	5	3		-		33 00	2 90	1 70	370	75	-	-	2 84	12	50	-	-	50	23		
Mount Desert	3	10	7		3		35 00	5 00	1 85	734	-	-	-	2 26	28	-	150	250	120	55		
Orland	No	Ret.	Turn.		-		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Otis	2	3	-		-		28 00	3 70	1 94	250	53	-	-	2 31	8	34	-	-	11	17		
Penobscot	5	11	6		1		34 20	3 76	2 07	1,134	-	-	-	2 05	43	43	-	-	188	56		
Sedgwick	3	10	7		1		36 66	3 81	1 82	1,000	106	-	-	2 41	35	48	-	50	150	25		
Sullivan	-	5	1		2		41 25	4 75	2 75	640	31	-	-	2 10	23	50	-	-	75	10		
Surry	3	10	6		1		40 00	3 77	2 04	1,260	290	-	-	3 15	34	96	-	-	-	67		
Tremont	8	15	8		1		36 50	3 91	2 32	1,457	-	-	-	1 87	65	-	75	-	550	150		
Trenton	5	7	2		-		-	-	-	678	136	-	-	2 20	22	-	-	-	16	20		
Verona	1	2	2		-		40 00	3 00	2 75	400	118	-	-	2 61	12	-	-	-	50	14		
Waltham	5	4	2		-		31 20	3 12	2 10	400	107	-	-	2 63	27	80	-	-	15	27		
Long Island pl.	-	-	-		-		16 00	-	3 00	75	-	-	67	1 47	-	75	-	-	25	-		
Swan's Island pl.	5	3	-		1		30 00	2 67	2 50	475	114	-	-	2 37	18	-	5	-	90	12		
No. 7 pl.	-	1	-		-		-	3 00	1 75	55	-	-	-	1 00	1	12	-	-	-	2		
No. 10 pl.	-	-	-		-		30 00	-	2 50	12	-	-	-	-	-	-	-	-	5	-		
No. 21, Mid. Div. pl.	-	-	-		-		-	2 50	1 50	60	-	-	-	2 84	-	-	-	-	1	10		
	116	240	112		33		36 80	3 60	2 25	34,089	9,297	67	2 55	850	1,257	787	600	2,549	956	1,132		

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 15½ days per week.	Average length of Winter Schools of 15½ 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.
Aubion.....	412	219	184	331	290	-	.58 8	8	13	13	-	-	13	8	-	-	\$4,000	-
Augusta.....	2,273	1,497	1,085	1,325	1,020	-	.46 12	12	24	24	-	3	29	27	-	-	60,000	2
Belgrade.....	436	355	224	395	318	15	.56 7	18	2	12	-	-	18	6	-	-	3,300	-
Benton.....	417	223	186	218	183	-	.43 10	5 10	10	1	-	-	16	7	-	-	5,000	-
Chelsea.....	300	200	156	160	130	50	.47 8	8	9	9	-	-	9	3	-	-	1,500	-
China.....	690	385	331	500	400	20	.53 8	3 9	3	22	1	1	21	12	-	-	6,000	1
Clinton.....	699	424	335	477	361	55	.50 8	4 9	4	12	-	1	12	9	-	-	8,500	-
Farmingdale.....	233	119	103	176	145	-	.53 10	11	3	3	-	1	4	1	-	-	2,000	-
Fayette.....	306	115	101	133	163	20	.43 9	2 10	4	9	4	-	9	7	-	-	3,000	-
Gardiner.....	1,205	759	623	866	735	25	.56 12	12	1	1	-	11	15	12	-	-	40,000	1
Hallowell.....	810	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Litchfield.....	550	350	280	340	310	-	.54 8	9	15	2	-	-	15	10	-	-	3,500	1
Manchester.....	233	125	112	164	144	-	.55 8	3 10	7	7	-	-	7	3	-	-	2,800	-
Monmouth.....	540	274	228	295	240	100	.43 9	10	14	1	-	-	14	7	-	-	-	-
Mt Vernon.....	437	262	229	332	301	-	.61 8	9	13	-	-	-	13	9	-	-	7,350	-
Pittston.....	590	532	448	461	395	100	.71 8	10	17	1	1	1	17	10	-	-	10,000	-
Readfield.....	386	205	173	157	126	15	.39 9	10	11	-	1	1	11	6	-	-	6,500	1
Rome.....	278	175	140	233	191	40	.59 7	2 9	4	8	1	-	8	5	-	-	2,000	1
Sidney.....	523	309	255	348	233	-	.51 7	3 8	3	19	-	-	19	15	-	-	7,000	-
Vassalboro'.....	960	360	260	550	450	50	.31 9	3 11	22	-	3	22	6	1	-	-	8,000	-
Vienna.....	244	120	90	185	114	-	.42 7	2 10	2	10	-	-	10	-	-	-	2,000	6
Waterville.....	1,722	841	680	828	696	-	.49 9	1 10	5	12	1	10	19	10	1	2,000	21,000	3
Wayne.....	312	188	158	232	195	95	.56 7	4 10	10	10	3	1	10	4	-	-	3,525	-
West Gardiner.....	367	188	152	284	233	80	.52 7	1 8	4	9	-	-	9	3	-	-	2,700	-
Windsor.....	401	275	270	390	360	5	.79 10	11	11	1	-	-	13	7	-	-	4,500	-

APPENDIX.

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KENNEBEC COUNTY—(CONTINUED.)

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Probable number of truants and absentees in town.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.	Average length of Winter Schools of 15½ 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.
Winslow	526	304	220	211	167	—	.37	8	4	16	—	—	15	9	—	—	\$1,750	—
Winthrop	684	385	300	410	345	260	.47	10	10	10	—	1	11	9	—	—	4,000	—
Clinton Gore pl.	91	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	350	1
Unity pl.	20	No	Return.	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—
	16,695	9,189	7,311	10,051	8,295	930	.518	5.9	4	327	17	34	355	206	3	3,200	220,275	17

KENNEBEC COUNTY—(CONCLUDED.)

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 1872.	Excess above amt required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
Albion	10	10	3	—	\$26 00	\$2 75	\$2 00	\$1,336	\$271	—	—	\$3 30	\$34	—	—	—	\$800	—	\$65
Augusta	7	36	31	—	57 00	4 87	4 00	15,250	8,998	—	—	6 70	174	—	—	\$200	\$3,300	\$75	300
Belgrade	8	11	10	1	25 00	4 00	1 85	1,600	412	—	—	3 29	40	—	—	—	210	30	101

Benton	4	9	4	-	28 00	2 90	2 25	1,200	256	-	2 87	33	-	100	-	150	-	36
Chelsea	2	9	6	-	28 00	3 65	2 50	900	-	-	3 00	25	-	50	-	100	50	35
China	11	21	12	-	30 00	3 50	2 10	2,118	423	-	2 76	60	-	350	400	200	100	100
Clinton	9	13	6	1	32 72	3 81	2 15	1,800	386	-	2 56	52	-	500	-	225	400	125
Farmingdale.....	3	4	-	1	30 00	4 25	2 50	900	213	-	3 86	16	-	50	-	45	-	27
Fayette	3	5	8	1	27 47	3 40	1 90	1,000	280	-	3 27	25	-	417	30	120	35	32
Gardiner	3	18	16	-	60 00	8 13	3 00	6,100	2,503	-	5 05	201	-	200	50	1,938	250	225
Hallowell	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Litchfield	12	14	1	-	27 00	3 63	2 50	1,250	45	-	2 26	44	-	1,000	500	500	500	60
Manchester.....	3	6	4	-	30 00	3 30	2 25	850	264	-	3 70	18	-	-	-	91	14	32
Monmouth	5	14	9	-	36 00	3 00	2 50	1,744	349	-	3 22	38	-	-	-	-	-	63
Mt. Vernon	9	13	6	1	29 50	3 25	2 00	1,252	250	-	2 31	33	-	331	75	138	52	74
Pittston	6	18	11	3	30 00	5 00	2 50	1,900	18	-	3 00	66	-	50	50	400	-	100
Readfield	4	8	7	-	30 67	3 07	2 05	1,200	34	-	3 91	31	-	500	200	186	57	69
Rome	4	5	3	2	29 50	3 75	2 12	800	220	-	2 87	21	-	25	-	40	-	18
Sidney	3	14	11	1	25 00	3 00	2 00	1,472	294	-	2 81	30	-	*	-	-	-	92
Vassalboro'.....	18	22	4	-	35 00	3 75	2 25	2,900	552	-	3 00	79	-	300	-	500	150	132
Vienna	1	4	9	-	18 00	4 00	2 25	592	-	-	3 00	21	-	40	-	244	40	42
Waterville.....	7	19	15	1	38 83	4 72	3 00	5,000	1,123	-	2 99	138	-	-	-	-	-	200
Wayne	6	9	6	-	28 20	2 88	1 80	751	1	-	2 40	26	-	250	40	200	50	65
West Gardiner.....	9	9	-	-	23 33	2 66	2 28	1,050	216	-	2 86	31	-	300	-	90	-	41
Windsor	9	11	2	2	25 00	3 50	2 00	1,170	20	-	2 92	-	-	-	-	160	125	58
Winslow	6	16	7	1	23 00	3 00	2 00	1,150	-	-	2 19	41	-	690	-	150	-	64
Winthrop	3	10	7	-	35 00	4 75	2 75	1,739	44	-	2 55	100	\$170	119	-	24	-	96
Clinton Gore pl.	1	2	1	-	-	-	-	225	19	-	2 48	-	-	-	-	-	-	7
Unity pl.	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	166	330	202	16	31 08	3 79	2 33	57,269	17,191	-	3 15	1,368	170	6,162	1,545	8,991	1,928	2,259

KNOX COUNTY.

TOWNS.	No. of children belong- ing in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attend- ing Summer Schools.		Number registered in Winter Schools.		Average number attend- ing 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 condi- tion.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teach- ers employed Summer.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Appleton.....	521	235	176	357	305	75	46	10	1	10	3	12	1	-	11	4	1	\$1,145	\$3,445	-	-																			
Camden.....	1,726	926	764	1,573	1,268	50	59	10	4	9	4	18	1	-	4	19	15	2	2,200	35,000	2	-																		
Cushing.....	268	151	118	156	126	-	42	9	5	8	4	6	3	-	6	3	-	-	1,300	-	-	-																		
Friendship.....	316	195	149	183	135	-	45	9	1	9	2	7	7	1	7	7	1	230	2,225	-	-																			
Hope.....	334	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																			
North Haven.....	263	148	128	192	160	-	55	9	3	7	4	6	5	-	6	5	-	-	3,600	-	-																			
Rockland.....	2,522	1,462	1,213	1,541	1,274	-	49	20	11	11	1	14	11	9	11	9	-	-	50,000	2	-																			
South Thomaston.....	678	308	242	426	358	371	44	7	8	8	14	18	8	-	12	7	-	-	8,000	-	-																			
St. George.....	919	670	523	584	480	-	55	8	2	9	3	18	1	-	17	9	1	900	11,200	-	-																			
Thomaston.....	953	592	489	601	562	-	55	10	11	1	1	9	10	4	10	4	2	2,500	-	3	-																			
Union.....	598	298	230	446	379	-	51	9	7	14	14	15	8	1	15	8	1	800	6,500	-	-																			
Vinalhaven.....	639	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																			
Washington.....	463	313	254	395	357	35	66	10	5	11	12	2	-	-	10	8	1	400	4,000	-	-																			
Warren.....	702	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																			
Matinicus Isle pl.....	102	58	45	62	50	-	46	10	-	10	-	-	-	-	-	-	-	-	500	-	-																			
Muscle Ridge pl.....	29	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																			
	11,033	5,356	4,331	6,516	5,450	531	51	10	2	9	3	110	15	15	125	80	9	8,175	124,770	7	-																			

KNOX COUNTY—(CONCLUDED.)

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 1872.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	8	11	3		2	4	1						Excess above an't required by law.	Less than the an't required by law.	an't required by law.								
Appleton.....	8	11	3	-	-	-	-	-	\$30 00	\$2 32	\$1 75	\$1,600	\$411	-	-	\$3 07	-	-	-	-	\$172	-	\$36
Camden.....	11	24	14	-	4	-	-	-	42 00	4 50	3 00	5,000	1,388	-	-	2 89	135	-	-	-	2,000	-	100
Cushing.....	6	6	-	-	-	-	-	-	29 00	2 25	2 27	600	38	-	-	2 24	19	-	-	-	85	25	11
Friendship.....	5	7	1	-	2	-	-	-	32 00	3 00	2 78	712	3	-	-	2 25	124	-	-	-	-	200	21
Hope.....	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Haven.....	5	6	1	-	2	-	-	-	36 60	3 43	2 30	1,000	366	-	-	3 80	24	-	-	18	146	-	13
Rockland.....	5	24	22	-	3	-	-	-	55 00	4 50	3 50	11,000	5,342	-	-	4 36	197	-	-	100	4,184	-	600
South Thomaston.....	6	11	7	-	2	-	-	-	39 16	3 78	4 00	1,434	80	-	-	2 12	55	-	-	100	261	40	38
St. George.....	13	19	4	-	-	-	-	-	35 25	3 69	2 73	2,321	464	-	-	2 51	73	-	-	-	470	170	40
Thomaston.....	3	10	10	-	3	-	-	-	57 50	8 00	4 50	5,000	2,525	-	-	5 37	72	-	-	-	542	-	175
Union.....	13	13	2	-	1	-	-	-	31 00	2 70	2 30	1,992	630	-	-	3 33	49	-	-	300	300	250	54
Vinalhaven.....	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington.....	10	12	2	-	1	-	-	-	28 00	2 50	3 00	1,021	-	-	-	-	-	-	-	-	-	-	50
Warren.....	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Matineus Isle pl.....	1	1	1	-	-	-	-	-	45 00	5 00	3 00	250	50	-	-	2 45	8	-	-	-	25	-	-
Muscle Ridge pl.....	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	86	144	67		15				38 38	3 81	2 92	44,880	11,297	-	-	3 12	756	190	753	200	8,185	1,085	1,138

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 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.
		No	Return.	-	-	-	-	W.	D.	W.	D.									
Alna	267	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Boothbay	1,133	700	601	874	773	100	.61	10	10	2	17	-	-	-	2	16	10	-	-	\$8,480
Bremen	306	224	185	263	231	30	.68	9	28	3	9	1	-	1	-	9	7	1	\$1,200	4,000
Bristol	1,120	637	523	804	513	300	.46	10	10	4	21	-	-	-	-	21	9	-	-	8,400
Damariscotta	430	251	217	266	228	12	.52	10	2	11	6	-	-	3	-	7	2	-	-	3,500
Dresden	262	166	117	190	150	-	.51	9	28	4	9	-	-	-	-	9	6	-	-	5,500
Edgecomb	383	173	130	213	180	-	.40	9	1	10	5	-	-	-	1	8	2	-	-	3,380
Jefferson	656	407	310	490	385	-	.53	9	2	10	17	-	-	-	1	15	14	1	800	6,000
Newcastle	475	288	235	288	247	25	.51	8	29	-	14	-	-	-	-	13	7	-	-	5,000
Nobleborough	451	239	202	274	232	25	.48	9	3	8	2	12	-	-	-	12	8	-	-	3,200
Somerville	167	118	110	156	124	12	.70	7	8	-	7	-	1	-	-	6	5	1	200	2,400
Southport	261	159	134	192	158	30	.56	8	9	1	5	-	-	-	-	5	2	-	-	1,000
Waldoborough	1,399	922	790	870	750	220	.56	12	11	-	31	-	-	-	-	32	13	-	-	13,400
Westport	274	121	107	159	135	-	.44	9	8	1	4	-	-	-	-	4	3	-	-	3,900
Whitefield	552	320	269	425	336	-	.55	7	3	11	2	18	-	-	-	18	10	-	-	5,500
Wiscasset	645	375	245	416	360	75	.47	11	12	-	6	-	-	1	-	7	6	1	500	4,000
Monhegan Isle pl.	136	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8,917	5,100	4175	5,880	4,802	829	.53	9	2.9	5	183	2	8	182	104	4	2,700	77,660	2	

TOWNS.			
Alna	No	Ret.	No
Boothbay	15	16	15
Bremen	5	5	5
Bristol	12	17	12
Damariscotta	3	4	3
Dresden	5	7	5
Edgemoor	5	8	5
Jefferson	13	15	13
Newcastle	5	6	5
Nobleborough	1	1	1
Somerville	4	6	4
Southport	3	4	3
Waldoborough	16	30	16
Westport	2	13	2
Whitefield	6	9	6
Wiscasset	101	Ret.	101
Monhegan Isle pl.	No	Ret.	No
Alna	13	13	13
Average wages of Male Teachers per month, excluding board.	32	98	32
Average wages of Female Teachers per week, excluding board.	3	85	3
Average cost of Teachers board per week.	2	81	2
Amount of school money voted in 1872.	23,393	3,594	23,393
Excess above amt. required by law.	818	2,400	818
Not less than 80 cts for each inhabitant.	2	93	2
Amount raised per scholar	4	50	4
Amount drawn from State funds in 1871.	447	43	447
Amount derived from local funds.	-	-	-
Amount paid for tuition in private schools, academies or colleges within the State.	2,685	95	2,685
Amount paid for same out of the State.	-	-	-
Amount of money expended for repairs, fuel, insurance, &c.	1,894	190	1,894
Amount raised to prolong public schools, in money, fuel, board, &c.	510	-	510
Amount paid for school supervision.	863	79	863

OXFORD COUNTY.

TOWNS.	No. of children belong- ing in town between the ages 4 and 21 years.	Number registered in Summer Schools.	Average number attend- ing Summer Schools.	Number registered in Winter Schools.	Average number attend- ing 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 condi- tion.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teach- ers employed in Summer.
Albany.....	275	141	113	189	149	-	.48 8	9	10	1	-	-	9	6	-	-	\$2,000	-
Andover.....	273	192	162	184	139	-	.55 7	5 9	4 7	-	-	-	6	4	-	-	3,550	-
Bethel.....	775	450	362	619	500	-	.56 7	3 10	29	1	1	1	29	20	-	-	-	-
Brownfield.....	486	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Buckfield.....	488	338	268	307	250	8	.53 8	2 8	2	13	3	1	13	5	-	-	2,800	1
Byron.....	69	32	25	48	40	-	.46 6	9 3	6	-	-	-	2	1	-	-	150	-
Canton.....	328	252	180	250	200	25	.58 7	9	10	-	-	1	9	4	-	-	4,000	-
Denmark.....	405	251	205	288	244	25	.55 8	3 8	4 13	2	-	-	14	6	-	-	3,500	-
Dixfield.....	343	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fryeburg.....	529	220	185	266	224	-	.60 8	2 9	4 15	-	-	-	15	12	-	-	-	-
Gilead.....	130	62	53	90	70	-	.51 5	3 7	6	-	-	-	5	3	-	-	1,600	-
Grafton.....	19	13	-	15	13	2	-	8	3	-	-	-	1	None	-	-	-	-
Greenwood.....	366	217	155	288	218	25	.51 6	8	3 13	-	-	-	12	5	-	-	2,000	-
Hanover.....	58	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hartford.....	344	208	175	253	201	-	.55 8	3 9	12	4	-	-	14	10	-	-	5,000	-
Hebron.....	240	124	107	147	131	8	.50 8	2 9	7 3	-	-	-	7	7	-	-	7,000	-
Hiram.....	502	223	198	318	264	75	.46 10	4 10	2 15	1	-	-	15	8	-	-	2,500	-
Lovell.....	425	250	165	350	275	-	.52 10	10	13	-	-	-	13	8	1	-	5,000	-
Mason.....	54	35	27	38	25	-	.48 10	10	1	-	-	-	1	None	-	-	100	-
Mexico.....	167	-	-	-	-	-	.10	-	6	-	-	-	5	2	-	-	1,000	-
Newry.....	133	133	84	133	125	8	.78 10	11	6	-	-	-	6	5	-	-	1,500	-
Norway.....	680	375	339	410	355	-	.51 9	11	15	-	-	1	17	17	-	-	11,500	1
Oxford.....	559	278	215	446	345	125	.52 7	8	3 10	2	1	1	11	8	-	-	4,550	-
Paris.....	1,168	570	440	678	580	350	.44 8	3 8	4 19	-	-	1	19	7	-	-	10,000	-
Peru.....	346	201	166	225	206	2	.54 9	4 10	2 10	-	-	-	10	7	1	600	4,500	1

Porter.....	408	217	193	254	185	100	.469	3.10	13	2	-	13	4	-	-	1,950	-	
Roxbury.....	54	35	29	18	16	-	.417	3.8	1	6	1	3	1	-	-	475	-	
Rumford.....	481	241	199	342	287	-	.519	1.10	13	-	-	13	10	-	-	4,000	-	
Stow.....	171	103	93	122	97	20	.558	3.9	2	8	-	7	2	-	-	1,500	-	
Stoneham.....	154	111	79	91	67	14	.409	1.7	3	5	-	4	1	-	-	550	-	
Sumner.....	490	240	195	320	275	80	.489	9	16	1	-	16	12	-	-	-	-	
Sweden.....	197	103	83	131	117	63	.519	1.10	4	7	-	7	6	1	700	4,500	1	
Upton.....	54	27	23	28	23	6	.439	5.9	1	4	1	3	2	-	-	500	-	
Waterford.....	490	242	198	396	327	25	.539	2.10	4	14	1	14	11	1	800	11,000	-	
Woodstock.....	368	143	119	222	178	50	.408	2.9	4	11	1	10	4	-	-	2,500	-	
Andover N. Surplus pl...	12	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Franklin pl.....	75	33	24	65	43	-	.445	3.6	3	-	-	3	3	-	-	500	-	
Fryeburg Acad. Gt. pl...	6	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hamlin's Gt. pl.....	44	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lincoln pl.....	12	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Milton pl.....	90	49	41	71	57	12	.54	12	9	2	2	2	1	-	-	800	-	
Riley pl.....	15	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	12,783	6,109	4,900	7,602	6,226	1,023	.518	3.9	1	341	26	6	328	202	4	2,650	100,525	4

OXFORD COUNTY—(CONCLUDED.)

TOWNS.	Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		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 1872.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	No.	Return.	No.	Return.						Excess above am't required by law.	Less than the am't required by law.								
Albany	5	8	3	-	-	\$22 00	\$3 00	\$2 00	\$525	94	-	\$3 00	\$21	\$36	\$100	-	\$150	-	\$25
Andover	2	7	4	-	-	24 00	3 93	2 18	754	142	-	2 76	22	20	-	-	-	-	36
Bethel	12	24	17	-	-	23 66	3 18	2 75	1,826	44	-	3 17	-	36	-	-	-	-	111
Brownfield.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Buckfield	9	12	4	-	-	24 00	3 35	2 50	1,196	-	-	2 45	38	129	-	-	-	-	74
Byron	3	2	1	-	-	22 50	2 50	1 75	193	-	-	2 81	6	21	-	-	50	-	14
Canton	5	10	7	-	2	20 00	3 00	2 50	985	198	-	2 67	61	-	200	\$150	250	\$100	50
Denmark	11	14	4	-	-	24 94	2 68	1 69	1,150	363	-	2 48	31	33	175	-	107	-	75
Dixfield	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fryeburg	6	11	7	-	-	25 80	3 12	1 60	1,500	294	-	2 83	42	16	-	-	-	-	-
Gilead	2	5	7	-	-	26 00	3 17	1 50	329	66	-	2 54	10	15	100	-	15	10	10
Grafton	-	1	1	-	-	-	3 00	1 00	85	10	-	4 46	2	-	-	-	-	-	-
Greenwood	4	9	10	-	2	23 50	2 80	1 70	900	223	-	2 34	30	26	-	-	-	-	65
Hanover	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hartford	11	13	3	-	-	24 67	2 53	3 00	1,156	359	-	3 36	30	24	50	-	275	452	52
Hebron	3	7	4	-	-	19 25	3 00	2 00	750	156	-	3 12	19	-	50	-	50	40	25
Hiram	7	12	7	-	-	26 78	3 31	1 57	1,114	-	-	2 02	36	-	325	-	159	75	60
Lovell	10	13	3	-	-	22 00	3 00	2 00	900	86	-	2 12	35	200	200	-	250	100	75
Mason	1	1	-	-	-	24 00	2 75	2 00	140	46	-	2 59	4	-	100	-	11	-	2
Mexico	4	6	2	-	-	22 00	2 90	1 70	366	-	-	1 00	15	-	-	-	110	-	21
Newry	5	6	1	-	2	25 00	3 50	2 00	456	123	-	3 43	11	65	-	-	15	-	14
Norway	3	17	15	-	-	46 00	4 02	2 00	2,000	436	-	2 94	53	-	200	-	-	-	157
Oxford	6	11	6	-	2	29 08	3 35	1 92	1,325	19	-	2 36	36	-	300	100	455	-	91
Paris	13	17	7	-	-	25 00	3 00	1 75	2,220	-	-	1 90	89	187	1,200	300	375	100	150
Peru	9	9	1	-	-	20 90	2 80	1 62	745	-	-	2 15	28	34	135	-	100	115	47

Porter	9	10	1	-	2	25 61	3 36	1 81	1,200	316	-	3 32	32	100	300	-	116	-	54
Roxbury	1	4	-	-	-	22 00	2 28	1 54	200	70	-	3 70	5	-	15	-	6	6	4
Rumford	12	12	1	-	-	24 00	2 88	2 00	1,250	280	-	2 60	42	153	400	-	175	192	54
Stow	3	6	3	-	-	24 00	3 30	1 43	400	58	-	2 34	14	-	75	-	-	-	15
Stoneham	2	5	2	-	-	23 00	2 50	2 15	340	-	-	2 17	13	-	25	-	60	20	16
Sumner	6	14	11	-	1	22 00	2 55	-	1,200	249	-	2 74	35	10	150	-	-	100	60
Sweden	2	5	5	-	-	21 00	3 73	1 94	700	261	-	3 55	17	100	50	-	74	31	37
Upton	1	2	2	-	-	30 00	3 00	2 50	225	77	-	4 17	4	-	7	-	12	-	7
Waterford	4	13	11	-	-	32 00	3 96	2 92	1,500	470	-	2 94	-	-	324	-	-	125	80
Woodstock	5	7	3	-	-	25 00	3 17	2 05	1,000	204	-	2 71	27	-	53	-	135	-	47
Andover N. Surplus pl...	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Franklin pl	2	2	1	-	-	21 00	2 25	1 40	143	-	-	1 90	6	-	-	-	60	-	8
Fryeburg Acad. Gt. pl...	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamlin's Gt. pl	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln pl	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton pl	2	4	1	-	-	22 00	2 50	1 75	225	51	-	2 60	3	-	25	-	22	25	-
Riley pl	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	180	299	165		11	24 63	3 03	1 95	28,999	4,612	-	2 74	817	1,205	4,559	550	3,032	1,491	1,536

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 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.
Alton.....	230	85	75	156	148	12	.48	8	4	10	5	1	-	4	None	-	\$400	-
Argyle.....	115	80	60	90	70	-	.57	12	12	-	4	-	-	4	4	-	1,600	-
Bangor.....	5,284	3,280	2,605	3,323	2,664	-	.50	12	5	21	1	-	41	34	30	-	120,000	3
Bradford.....	542	272	208	324	257	-	.43	8	4	10	15	-	-	14	9	1	5,600	-
Bradley.....	312	196	140	165	131	147	.43	10	10	-	3	-	1	3	None	-	-	-
Brewer.....	1,089	541	436	595	507	100	.43	10	4	11	7	-	11	11	7	-	16,000	-
Burlington.....	238	155	120	149	116	50	.50	11	5	10	6	1	-	5	5	1	2,500	-
Carmel.....	497	248	210	348	286	-	.50	8	3	8	11	-	2	11	3	-	-	-
Carroll.....	242	191	148	175	144	2	.60	9	4	3	8	-	-	6	3	-	2,000	1
Charleston.....	466	282	220	297	252	-	.50	9	1	8	4	10	-	10	8	1	900	4,500
Chester.....	151	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clifton.....	138	94	73	81	62	-	.49	9	2	9	4	5	-	5	5	1	675	2,225
Corinna.....	538	313	244	406	343	118	.54	7	2	9	2	13	4	2	16	11	600	10,000
Corinth.....	508	253	210	374	311	-	.51	7	3	8	2	17	1	-	18	11	-	6,000
Dexter.....	991	-	-	-	-	50	-	-	8	1	11	1	1	16	9	-	-	10,700
Dixmont.....	498	300	240	398	348	100	.60	10	10	-	12	2	-	13	7	-	-	3,000
Eddington.....	256	153	124	198	159	-	.55	10	10	3	7	-	-	7	6	-	-	3,500
Edinburg.....	24	15	9	-	-	-	-	16	-	-	2	-	-	1	1	-	-	1,400
Enfield.....	210	146	101	90	67	30	.40	9	10	-	6	-	-	6	1	1	300	1,000
Etna.....	349	223	174	262	224	-	.57	8	5	12	2	8	-	8	5	-	-	4,000
Exeter.....	540	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Garland.....	462	273	213	279	230	19	.48	11	10	-	10	2	-	10	7	-	-	6,000
Glenburn.....	278	195	200	257	215	20	.74	7	2	10	3	7	-	7	7	-	-	3,500
Greenbush.....	300	214	159	-	-	25	-	12	3	-	7	-	-	5	4	-	-	2,600
Greenfield.....	284	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Hampden	1,025	514	478	780	711	-	.58	9	12	19	-	2	19	6	-	-	10,000	-		
Hermion.....	570	300	263	400	330	100	.52	7	3	9	14	-	-	13	5	2	1,150	3,075	1	
Holden	285	150	125	240	196	-	.56	7	9	3	8	-	-	8	7	-	-	4,000	-	
Howland	53	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hudson	285	157	115	187	141	153	.45	10	9	7	-	-	-	6	5	-	-	1,100	-	
Kenduskeag.....	273	163	116	160	120	40	.44	7	2	14	3	3	1	4	3	3	-	3,000	1	
Lagrange	236	137	95	131	107	19	.43	12	13	4	4	-	-	3	3	-	-	1,400	-	
Lee	361	295	237	247	185	10	.58	10	18	2	8	1	-	9	2	-	-	5,000	-	
Levant	455	268	197	289	240	11	.48	7	3	8	4	11	2	1	11	7	-	3,700	-	
Lincoln	636	349	305	286	276	-	.46	10	3	11	10	-	1	9	5	1	700	5,500	-	
Lowell	180	139	113	64	55	12	.47	11	2	8	8	-	-	7	3	1	200	800	-	
Mattawamkeag....	120	72	48	62	37	24	.40	9	12	3	-	-	2	2	2	1	200	1,200	1	
Maxfield.....	63	57	50	-	-	2	-	11	-	4	-	-	-	2	None	-	-	50	1	
Milford	309	197	141	219	190	25	.53	12	10	4	-	-	1	4	4	-	-	6,000	-	
Mount Chase.....	115	88	75	-	-	-	-	10	-	6	-	-	-	2	None	-	-	300	-	
Newburg	364	205	161	240	186	-	.48	8	3	11	1	10	2	-	10	7	-	2,250	-	
Newport	466	255	25	300	30	75	-	10	10	3	8	2	2	9	4	-	-	4,000	-	
Oldtown	1,355	672	502	810	635	-	.42	9	2	10	8	-	7	9	-	-	-	4,500	1	
Orono.....	978	431	345	386	308	161	.33	10	12	1	-	All	10	7	2	2,200	13,000	1		
Orrington	648	327	262	488	417	125	.52	8	5	10	1	11	-	2	13	11	-	5,200	-	
Passadumkeag.....	92	-	-	-	-	10	-	-	-	-	4	-	-	4	2	-	-	1,200	-	
Patten	278	176	156	167	132	38	.52	9	8	6	-	-	-	6	1	-	-	1,375	1	
Plymouth.....	350	130	102	208	169	-	.39	8	3	10	3	8	1	1	9	4	-	3,000	-	
Prentiss	182	133	97	147	102	-	.54	8	12	5	1	-	4	2	2	1,200	2,500	-		
Springfield.....	327	162	114	152	123	60	.36	6	3	8	6	4	-	7	4	-	-	3,600	-	
Stetson	335	212	189	263	231	20	.63	9	8	7	1	1	7	6	-	-	-	5,000	-	
Veazie.....	279	150	135	200	186	-	.57	15	12	1	-	-	-	2	-	-	-	-	1	
Winn	194	116	94	171	128	12	.57	10	10	3	4	2	1	4	4	-	-	1,500	-	
Drew pl.....	31	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medway pl.....	185	163	68	-	-	-	-	16	-	-	7	-	-	3	1	-	-	1,500	-	
Pattagumpus pl.....	43	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Webster pl.....	22	20	18	16	16	2	.77	9	12	2	-	-	-	1	1	-	-	50	-	
Woodville pl.....	69	57	50	-	-	-	-	12	-	-	4	-	-	2	-	-	-	60	-	
No 1, North Division pl..	39	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No 2, Grand Falls pl....	28	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lakeville pl.....	39	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Independence pl.....	135	74	55	80	66	-	.44	12	8	3	2	-	-	2	1	1	250	568	-	
	25,907	13,578	10,700	14,660	11,851	1,572	.51	9	5	10	3	378	29	82	413	252	16	9,525	300,453	15

PENOBSCOT COUNTY—(CONCLUDED.)

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 1872.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.	
	No.	Return.	No.	Return.	No.	Return.						Excess above amt required by law.	Less than the amt required by law.									
Alton.....	3	3	1	-	-	-	-	\$27 00	\$3 00	\$2 75	\$600	-	-	\$2 61	-	-	-	\$12	-	\$50	-	\$15
Argyle.....	1	4	-	-	-	-	-	30 00	4 00	2 50	500	-	-	4 35	-	-	-	-	50	-	-	
Bangor.....	3	65	65	-	-	-	-	151 00	9 25	3 50	36,400	21,769	-	7 20	\$428	-	1,300	-	11,400	-	1,360	
Bradford.....	5	11	8	-	-	-	-	27 20	3 64	2 08	1,500	\$310	-	2 55	36	\$86	160	-	194	-	87	
Bradley.....	2	5	2	-	-	-	1	40 00	3 50	3 00	880	186	-	3 20	49	-	150	-	100	-	30	
Brewer.....	4	13	9	-	-	-	-	45 00	4 00	2 50	3,300	729	-	3 03	88	49	100	-	50	-	115	
Burlington.....	3	6	1	-	-	-	-	30 00	3 98	2 33	600	158	-	2 52	18	258	25	-	50	-	49	
Carmel.....	4	11	8	-	-	-	-	38 00	4 50	-	1,200	120	-	2 40	-	-	-	-	-	-	45	
Carroll.....	2	7	4	-	-	-	-	24 50	3 50	1 47	650	144	-	2 68	19	82	15	-	147	-	25	
Charleston.....	8	11	2	-	-	-	-	27 12	3 13	1 99	1,200	251	-	2 63	-	119	120	-	-	-	45	
Chester.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Clifton.....	1	5	3	-	-	-	2	35 00	3 53	1 77	350	3	-	2 59	-	-	-	-	45	-	20	
Corinna.....	7	12	9	-	-	-	-	25 00	3 13	1 69	1,300	90	-	2 42	41	70	-	-	-	-	101	
Corinth.....	7	18	11	-	-	-	1	28 00	3 00	2 00	1,465	295	-	2 78	45	-	150	-	325	-	94	
Dexter.....	3	16	14	-	-	-	1	37 00	3 75	2 25	2,600	300	-	2 62	80	159	-	\$800	-	131		
Dixmont.....	7	10	6	-	-	-	-	29 00	3 25	2 00	1,400	352	-	2 81	35	155	400	200	225	-	40	
Eddington.....	4	6	3	-	-	-	1	33 00	3 35	2 00	1,000	378	-	3 91	22	-	-	-	133	-	23	
Edinburg.....	-	2	-	-	-	-	-	-	2 00	2 00	50	3	-	2 08	60	-	-	3	3	-	2	
Enfield.....	2	6	-	-	-	-	-	32 50	3 50	2 08	500	166	-	2 28	17	36	-	-	25	-	22	
Etna.....	4	8	4	-	-	-	-	30 00	3 50	2 50	1,000	325	-	2 58	-	49	55	-	75	-	35	
Exeter.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Garland.....	8	8	2	-	-	-	-	30 00	2 99	2 96	1,500	455	-	3 25	38	93	174	-	180	37	56	
Glenburn.....	2	7	5	-	-	-	-	45 00	6 00	2 00	800	224	-	2 90	22	180	-	-	50	-	37	
Greenbush.....	-	7	-	-	-	-	-	42 00	3 90	2 29	621	109	-	2 21	-	30	-	-	36	-	30	
Greenfield.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Hampden	13	16	9	-	30 00	5 00	2 75	3,000	546	-	2 92	83	-	-	-	-	-	116	
Hernon.....	11	9	3	-	30 14	2 62	2 25	1,200	6	-	2 45	-	-	103	-	75	-	49	
Holden	1	7	7	-	25 00	4 00	2 00	800	191	-	2 81	23	20	50	-	-	-	25	
Howland	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hudson.....	3	5	3	-	32 00	3 54	2 17	585	-	6	2 05	20	111	25	-	124	-	25	
Kenduskeag	2	2	1	-	34 33	5 00	2 41	770	154	-	2 90	22	52	80	-	36	-	18	
Lagrange	1	3	2	-	42 00	3 33	1 87	650	152	-	2 76	21	56	-	-	48	-	15	
Lee	4	9	2	-	27 00	3 86	2 08	768	-	-	2 12	31	62	300	-	158	50	50	
Levant.....	6	9	4	-	31 00	2 81	2 61	1,227	300	-	2 76	35	85	125	-	175	-	42	
Lincoln.....	3	11	6	-	55 00	4 50	2 75	1,650	723	-	2 44	51	193	200	15	300	-	180	
Lowell.....	-	7	3	-	-	3 35	1 82	350	-	8	1 94	11	80	-	-	35	-	28	
Mattawamkeag	1	2	-	-	32 50	2 75	3 25	356	61	-	2 97	10	48	20	-	30	-	-	
Maxfield.....	-	3	-	-	20 00	2 50	1 50	200	107	-	3 17	-	-	32	-	12	10	4	
Milford.....	2	6	3	1	50 00	5 00	3 50	1,000	333	-	3 25	19	200	-	-	100	-	40	
Mount Chase	-	7	-	-	-	2 62	2 00	300	90	-	2 60	12	10	-	-	20	-	5	
Newburg.....	4	10	6	1	30 75	3 39	2 05	1,400	506	-	3 85	30	-	100	50	100	-	22	
Newport.....	2	10	8	1	42 50	3 75	2 75	1,559	312	-	3 34	44	144	200	-	15	-	70	
Oldtown.....	6	15	10	-	47 00	4 00	4 00	4,100	842	-	3 02	111	-	75	-	545	-	150	
Orono.....	3	9	6	-	55 00	3 50	3 00	3,500	1,189	-	3 58	71	-	50	25	188	-	70	
Orrington.....	5	10	8	-	38 50	4 82	2 69	2,000	586	-	3 00	51	69	200	-	400	-	73	
Passadumkeag	-	4	2	-	-	4 00	2 00	500	306	-	5 44	42	-	-	-	52	-	15	
Patten.....	2	7	4	-	25 00	4 00	2 00	600	37	-	2 23	24	69	210	-	60	-	14	
Plymouth.....	4	9	4	2	26 00	2 42	1 75	941	188	-	2 61	-	-	-	-	-	-	23	
Prentiss.....	4	2	6	-	31 00	4 00	2 75	400	90	-	2 20	13	19	50	-	200	75	3	
Springfield.....	3	6	3	2	35 33	4 25	1 94	705	3	-	2 09	29	78	225	-	180	80	52	
Stetson.....	4	6	3	-	23 50	2 75	2 00	750	-	-	3 48	27	162	500	-	125	-	30	
Veazie.....	1	5	2	-	60 00	6 00	3 00	650	2	-	2 33	23	-	-	-	-	-	20	
Winn.....	2	5	2	1	28 00	3 50	2 67	700	129	-	3 61	-	-	-	-	47	-	38	
Drew pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medway pl.....	-	5	-	-	-	3 00	2 50	450	-	-	2 43	12	-	-	-	12	-	9	
Pattagampus pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Webster pl.....	-	1	1	-	-	2 87	2 10	75	53	-	3 41	-	44	-	-	-	10	2	
Woodville pl.....	-	3	3	-	-	3 00	1 50	200	-	-	2 89	-	-	-	-	-	-	-	
No. 1, North Div. pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 2, Grand Falls pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lakeville pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Independence pl.....	-	2	1	-	-	4 25	2 75	300	152	-	2 23	-	-	-	-	11	-	12	
	167	446	271		14	36 84	3 75	2 35	91,102	33,425	14	2 91	1,813	2,866	5,206	1,093	5,886	262	3,562

PISCATAQUIS COUNTY.

TOWNS.	No. of children belong- ing in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attend- ing Summer Schools.	Number registered in Winter Schools.	Average number attend- ing 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 condi- tion.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teach- ers employed in Summer.
	W.	d.	W.	d.	W.	d.	W.	d.	W.	d.	W.	d.									
Abbot.....	275	139	81	160	132	25	.40	7	3	9	8	2	2	-	7	5	1	\$310	\$1,810	-	
Atkinson.....	366	230	182	268	214	-	.54	8	5	9	10	1	-	-	10	9	-	-	-	-	
Barnard.....	62	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Blanchard.....	73	44	34	53	43	20	.52	12	-	11	-	1	-	-	1	1	-	-	700	-	
Brownville.....	306	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dover.....	674	426	314	472	387	20	.52	9	2	10	1	14	2	1	16	13	-	-	8,000	-	
Foxcroft.....	425	198	158	269	239	20	.47	6	9	-	10	-	1	10	7	1	4,500	8,500	-	-	
Guilford.....	282	165	127	175	146	25	.48	8	4	6	3	8	2	-	8	2	-	-	2,000	-	
Greenville.....	137	101	88	39	33	2	.44	10	3	12	4	4	-	1	4	1	-	-	200	-	
Kingsbury.....	76	66	53	-	-	10	-	9	2	-	4	-	-	-	2	None	-	-	300	-	
Medford.....	116	60	50	95	80	1	.56	8	7	2	5	-	-	-	4	3	-	-	2,500	-	
Monson.....	232	98	71	92	78	-	.32	8	9	-	9	-	1	7	4	-	-	-	1,500	-	
Milo.....	402	206	168	227	189	-	.44	8	9	-	9	-	2	8	2	-	-	-	1,800	-	
Orneville.....	267	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Parkman.....	404	250	200	325	300	25	.62	8	9	-	15	1	-	15	7	-	-	-	800	-	
Sangerville.....	415	246	185	284	213	60	.48	9	10	-	9	3	-	9	7	1	600	3,600	-	-	
Sebec.....	361	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Shirley.....	88	69	57	66	49	-	.60	7	2	8	3	-	-	-	3	1	-	-	350	-	
Wellington.....	268	158	112	199	166	-	.50	6	8	2	9	1	-	-	8	5	-	-	1,650	-	
Williamsburg.....	93	48	38	60	46	8	.45	3	3	10	3	-	-	-	3	1	-	-	250	-	
No. 7, Range 8 pl.....	36	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Elliotville pl.....	20	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	5,378	2,504	1,918	2,784	2,315	216	.49	8	1	8	8	121	12	6	115	68	8	5,410	33,960	-	

PISCATAQUIS COUNTY—(CONCLUDED.)

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 1872.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	Excess above am't required by law.	Less than the am't required by law.																		
Abbot.....	2	4	5	-	-	-	\$32 50	\$3 53	\$1 84	\$712	\$142	-	\$2 59	\$24	\$60	\$10	-	\$33	\$8	\$2
Atkinson.....	1	10	9	-	-	-	20 00	3 50	1 50	890	258	-	2 49	27	105	-	-	-	-	20
Barnard.....	No	Ret.	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Blanchard.....	1	1	-	-	-	-	35 00	4 00	2 25	164	32	-	2 25	5	34	13	-	48	-	8
Brownville.....	No	Ret.	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dover.....	5	17	12	-	-	-	24 50	3 35	1 87	2,000	414	-	2 90	41	78	-	-	-	-	78
Foxcroft.....	-	10	9	-	-	-	60 00	3 25	2 00	1,150	206	-	3 06	33	72	100	\$75	150	-	30
Guilford.....	3	6	3	-	-	-	30 66	2 78	2 12	820	166	-	2 90	19	-	25	-	125	4	33
Greenville.....	1	5	-	-	-	-	40 00	2 25	2 50	370	75	-	2 70	10	50	20	-	40	-	7
Kingsbury.....	-	3	-	-	-	-	-	2 83	1 52	200	-	-	2 64	-	-	-	-	-	-	-
Medford.....	-	5	4	-	-	-	25 00	3 25	2 00	350	115	-	3 01	18	10	-	-	20	-	16
Monson.....	3	7	8	-	-	-	30 00	2 50	1 80	700	212	-	3 00	-	57	75	-	35	-	21
Milo.....	1	10	7	-	-	-	40 00	3 50	1 90	1,000	250	-	2 48	30	85	-	-	-	-	23
Orneville.....	-	-	-	-	-	-	-	-	-	575	115	-	-	-	-	-	-	-	-	-
Parkman.....	2	9	5	-	1	35 00	4 00	2 00	2 00	1,200	316	-	4 00	-	-	-	-	40	-	1
Sangerville.....	3	9	6	-	-	-	32 00	3 50	2 00	1,000	88	-	2 40	32	52	-	-	-	-	40
Sebec.....	No	Ret.	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shirley.....	1	3	2	-	-	-	20 00	2 85	1 99	150	-	15	1 70	-	-	-	-	39	-	12
Wellington.....	2	7	7	-	-	-	25 00	3 46	1 77	800	255	-	2 98	20	-	-	-	70	-	40
Williamsburg.....	1	2	1	-	-	-	35 00	2 75	2 00	200	59	-	2 15	6	-	-	-	20	-	7
No 7, Range 8 pl.....	No	Ret.	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elliotville pl.....	No	Ret.	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	26	108	78			1	32 31	3 14	1 94	12,281	2,703	15	2 64	265	553	243	75	620	12	298

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 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.	P.	W.	P.									
Arrowsio.....	81	41	30	52	40	12	.43	8		15		2	-	-	2	2	-	-	\$1,000	-
Bath.....	3,010	1,806	1,551	1,806	1,551	50	.52	14		26		1	1	15	17	14	1	\$4,000	64,000	4
Bowdoinham.....	573	420	282	435	375	20	.57	9	4	10	2	18	-	1	18	10	1	500	7,000	1
Bowdoin.....	525	268	231	392	336	-	.54	8		10		18	-	1	18	9	-	-	-	-
Georgetown.....	450	200	182	264	221	8	.45	10	2	11		10	-	-	8	5	-	-	2,500	-
Perkins.....	23	-	-	23	20	-	-	-	-	-		1	-	-	1	1	-	-	600	-
Phippsburg.....	572	315	255	370	268	90	.46	8	3	11	1	14	-	-	13	10	-	-	-	-
Richmond.....	835	495	404	515	430	20	.50	8	2	9	3	11	-	6	14	11	-	-	7,600	1
Topsham.....	462	229	188	289	245	-	.47	10	11	3		10	-	3	15	9	-	-	11,000	1
West Bath.....	143	58	46	68	60	15	.37	9	2	11		4	-	-	4	3	-	-	1,000	-
Woolwich.....	362	217	177	231	203	5	.52	9	2	9	4	8	-	-	7	6	-	-	4,500	-
	7,036	4,049	3,346	4,445	3,749	220	.48	0	3	12	2	97	2	25	115	80	2	4,500	99,200	7

TOWNS.		Arrowstic.	Bath.	Bowdoinham.	Bowdoin.	Georgetown.	Perkins.	Richmond.	Topsham.	West Bath.	Woolwich.
Number of Male Teachers employed in Winter.	68	3	1	5	13	3	1	8	6	7	3
No. of Female Teachers employed in Summer.	122	7	4	12	15	10	1	12	10	15	1
No. of Female Teachers employed in Winter.	82	3	3	5	6	10	5	5	7	12	3
Number of Teachers Graduates of Normal Schools.	10	1	-	-	-	1	-	1	1	2	-
Average wages of Male Teachers per month, excluding board.	37 74	32 50	32 00	32 80	42 23	37 50	23 00	37 50	42 23	32 80	32 00
Average wages of Female Teachers per month, excluding board.	3 92	4 30	4 50	4 27	3 36	3 75	-	3 36	4 27	3 50	2 50
Average cost of Teachers' board per week.	2 78	2 50	2 50	2 50	2 21	2 1	3 00	2 00	2 21	2 50	2 50
Amount of school money voted in 1872.	33,978	924	400	1,800	3,500	2,000	1,150	1,500	1,552	1,352	1,000
Excess above amt required by law.	18,874	-	100	600	1,516	923	43	242	272	1,352	1,000
Not less than 80 cts. for each inhabitant.	42	-	-	-	-	-	-	-	-	-	-
Less than the amt required by law.	3 66	2 53	2 80	4 00	4 19	3 45	4 16	3 33	4 19	3 50	2 53
Amount raised per scholar.	600	29	-	136	45	2	-	41	241	241	241
Amount drawn from State funds in 1871.	236	-	36	-	\$200	-	-	-	-	-	-
Amount derived from local funds.	2,611	75	-	480	150	50	16	-	-	-	-
Amount paid for tuition in private schools, academies or colleges within the State.	310	10	-	-	-	-	-	-	-	-	-
Amount paid for same out of the State.	6,323	950	25	556	556	195	48	100	240	240	240
Amount of money expended for repairs, fuel, insurance, &c.	610	-	-	-	155	75	150	210	240	240	240
Amount raised to prolong public schools, in money, fuel, board, &c.	1,050	64	13	108	100	75	-	55	107	107	107
Amount paid for school supervision.											

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 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.
Anson	675	485	305	305	525	350	25	.48	6	2	10	18	3	1	23	4	-	-	-	\$6,000	-
Athens	590	379	307	307	366	292	200	.51	8	3	8	14	1	1	14	2	-	-	-	1,500	-
Bingham	310	165	136	136	198	165	-	.48	7	1	9	11	-	-	7	2	-	-	-	2,500	-
Brighton	268	171	160	164	158	158	20	.59	7	3	7	9	-	-	8	1	-	-	-	1,200	-
Cambridge	170	150	99	159	123	123	-	.65	7	1	4	4	1	-	5	2	-	-	-	900	-
Canaan	559	290	232	410	345	345	40	.52	7	3	8	12	1	2	12	7	-	-	-	6,000	-
Concord	170	103	73	68	50	50	60	.36	8	1	8	11	1	-	7	2	-	-	-	1,000	-
Cornville	293	150	117	226	186	25	52	.7	5	8	3	13	2	-	12	8	-	-	-	3,000	-
Detroit	241	137	127	183	157	157	50	.59	8	4	9	4	6	-	1	6	-	-	-	1,800	1
Emden	302	160	124	226	184	184	-	.51	7	3	9	13	2	-	12	7	-	-	-	2,400	-
Fairfield	1,005	725	659	807	813	813	100	.73	10	11	11	18	1	6	15	3	-	-	-	6,000	1
Harmony	324	170	134	251	204	204	50	.52	9	9	9	11	-	-	11	8	-	-	-	2,000	-
Hartland	461	233	189	279	233	233	152	.46	8	1	9	10	4	2	10	5	-	-	-	5,000	-
Lexington	148	97	80	135	112	112	35	.66	7	7	4	8	2	-	7	4	-	1	-	1,500	-
Madison	461	273	223	397	311	311	-	.58	7	4	9	18	1	-	17	14	-	-	\$308	5,100	-
Mayfield	36	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mercer	301	143	108	158	133	133	43	.40	8	10	10	11	1	10	11	3	-	1	1,000	3,100	-
Moscow	240	106	81	141	119	119	25	.42	6	4	8	10	-	-	6	2	-	-	-	1,000	-
New Portland	508	300	250	400	325	325	-	.56	8	10	10	16	2	-	17	12	-	-	-	4,000	-
Norridgewock	627	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Palmyra	471	252	207	332	279	279	100	.52	8	9	3	14	2	-	16	4	-	1	400	4,500	-
Pittsford	693	325	240	307	278	278	-	.37	9	10	10	10	5	1	10	3	-	-	-	2,500	-
Ripley	208	146	123	146	125	125	-	.60	8	3	9	5	-	-	5	4	-	1	325	1,400	-
St. Albans	636	291	214	326	260	260	50	.37	9	2	9	15	1	1	14	4	-	-	-	5,350	-
Solon	427	283	223	300	248	248	25	.55	7	4	8	13	-	-	1	14	5	-	-	2,000	-

Skowhegan.....	1,425	1,156	992	749	651	-	.60 8	1 8	18	3	9	28	19	-	-	40,000	1
Smithfield.....	258	128	100	172	149	10	.48 7	1 8	5	7	-	7	4	-	-	2,500	-
Starks.....	364	222	191	260	220	-	.56 7	5 8	3	14	2	11	7	-	-	2,500	-
Dead River pl.....	44	22	18	23	19	3	.41 6	8	2	2	-	1	None	-	-	250	-
Fing Staff pl.....	24	18	16	14	13	-	.58 8	8	2	-	-	1	1	-	-	100	-
Highland pl.....	55	41	36	47	42	10	.71 6	7	3	-	-	3	-	-	-	450	-
Moose River pl.....	35	35	25	-	-	-	12	-	1	-	-	1	-	-	-	-	-
West Forks pl.....	31	21	18	-	11	-	.45 10	8	2	-	-	2	1	-	-	700	-
The Forks pl.....	61	50	-	58	-	-	10	8	3	-	-	1	1	-	-	200	-
Carratunk pl.....	60	-	-	-	-	-	-	-	3	2	-	3	2	-	-	-	-
No. 1, R. 2, W. K. R. pl,	51	41	-	-	-	-	8	4	3	1	-	3	2	-	-	-	-
Jackman Town pl.....	43	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 2, Range 5 pl.....	27	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
	12,602	7,268	5,807	7,845	6,555	1,023	.53 8	1 8	5	329	37	35	320	143	4	2,033	116,450
																	3

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 1872.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount drawn from State funds in 1871.		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 for school supervision.	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	Excess above amt required by law.	Less than the amt required by law.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Anson	5	15	12	-	-	-	-	-	\$25 00	\$2 75	\$2 00	\$1,400	-	-	1,232	-	\$3	-	\$2 08	-	-	\$144	-	-	-	-	-	\$250	\$100	\$50	73	22	18	17
Athens	6	14	5	-	-	-	-	-	37 50	3 45	1 77	661	-	-	661	-	-	-	2 14	-	\$46	132	-	-	\$250	-	-	-	-	-	-	-	-	-
Bingham	1	8	11	-	-	-	1	-	26 00	3 50	1 70	630	-	-	630	128	-	-	2 13	-	-	60	-	-	200	-	-	-	-	-	-	-	-	-
Brighton	3	6	6	-	-	-	-	-	20 00	3 50	1 87	377	-	-	377	-	-	-	2 40	-	22	-	-	100	-	-	-	-	-	-	-	-	-	-
Cambridge	4	5	1	-	-	-	-	-	29 40	3 40	1 60	1,178	-	-	1,178	-	-	-	2 20	-	12	30	-	-	-	-	-	-	-	-	-	-	-	-
Canaan	9	10	4	-	-	-	-	-	27 60	3 73	2 00	360	-	-	360	-	-	-	2 11	-	43	42	-	-	125	-	-	-	-	-	-	-	-	-
Concord	1	8	4	-	-	-	-	-	20 00	3 00	1 22	863	-	-	863	-	-	-	2 12	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-
Cornville	4	10	7	-	-	-	1	-	23 50	3 21	1 65	-	-	-	-	-	-	-	2 90	-	22	110	-	-	24	-	-	-	-	-	-	-	-	-

SOMERSET COUNTY—(CONCLUDED.)

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 1872.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	Excess above am't required by law.	Less than the am't required by law.																			
Detroit	2	6	4	-	-	-	\$20 50	\$3 36	\$2 15	\$700	\$148	-	\$2 90	\$20	\$50	-	-	\$71	-	\$38	
Embsden	3	7	9	-	-	-	16 33	3 79	1 45	800	158	-	2 65	25	56	-	\$44	98	-	15	
Fairfield	16	21	6	-	8	-	32 00	3 50	2 75	3,600	1,201	-	3 55	-	-	1,000	1,000	-	150		
Harmony	4	7	7	-	-	-	26 50	3 50	1 63	978	196	-	3 00	100	27	250	200	-	48		
Hartland	5	8	5	-	-	-	26 80	3 09	1 97	900	-	4	2 00	32	-	400	150	-	72		
Lexington	1	7	8	-	-	-	26 00	3 00	1 80	308	-	\$14	2 17	10	-	-	50	\$32	20		
Madison	4	14	14	-	1	-	28 75	3 62	1 85	1,408	282	-	3 05	39	60	200	250	-	81		
Mayfield	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mercer	6	7	4	-	1	-	38 75	3 60	1 80	682	-	-	2 26	-	-	125	65	80	37		
Moscow	3	6	3	-	-	-	25 00	3 36	1 50	550	128	-	2 30	19	40	10	68	7	12		
New Portland	10	16	8	-	2	-	25 00	2 50	2 50	1,500	332	-	3 00	20	-	100	160	20	100		
Norridgewock	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Palmyra	7	19	9	-	-	-	27 71	2 92	1 71	1,400	342	-	2 95	42	70	400	175	10	89		
Pittsfield	4	10	6	-	1	-	27 00	3 54	2 11	1,450	-	-	2 09	56	-	739	211	-	55		
Ripley	2	5	3	-	-	-	29 50	3 15	1 48	468	-	-	2 25	18	32	-	240	-	21		
St. Albans	7	10	5	-	-	-	30 60	3 00	1 83	1,340	-	-	2 11	51	71	-	368	-	64		
Solon	5	12	6	-	2	-	28 40	3 54	1 67	940	-	-	2 21	33	100	-	166	12	25		
Skowhegan	6	20	17	-	1	-	35 00	3 50	2 50	3,200	6	-	2 27	113	714	-	-	-	131		
Smithfield	5	7	2	-	-	-	26 90	2 92	2 09	704	39	-	2 78	22	-	-	111	-	34		
Starks	5	13	9	-	1	-	28 50	3 24	1 80	867	-	-	2 38	34	-	325	125	150	76		
Dead River pl.	-	1	2	-	-	-	-	3 00	1 33	100	39	-	2 38	3	-	-	4	-	-		
Flag Staff pl.	-	1	1	-	-	-	-	3 00	2 00	-	-	-	-	2	76	-	5	32	-		
Highland pl.	-	2	2	-	-	-	-	3 25	1 50	-	128	-	2 32	3	-	-	7	12	5		
Moose River pl.	-	1	-	-	-	-	-	4 00	2 00	-	-	-	50	-	-	-	-	-	-		
West Forks pl.	-	2	2	-	1	-	-	3 00	2 00	-	-	-	-	-	3	78	-	7	-		

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 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.
Northport	321	195	147	226	184	15	.519	10	9	9	-	-	9	7	-	-	\$2,500	-
Palermo	445	297	240	369	312	35	.529	10	14	2	2	-	12	10	-	-	2,800	-
Prospect	310	133	100	151	125	-	.368	28	7	4	-	-	6	3	-	-	4,000	-
Searsmont	567	342	282	379	311	95	.529	9	10	3	1	1	12	4	-	-	-	-
Searsport	807	439	359	447	364	15	.4510	111	11	1	2	11	5	-	-	-	21,260	1
Stockton	662	353	279	480	387	-	.507	29	8	-	-	1	9	8	-	-	-	-
Swanville	310	151	132	163	140	150	.4410	10	5	1	-	-	5	1	1	\$300	1,000	-
Thorndike	265	-	-	-	-	-	.9	7	3	10	-	-	9	5	1	600	2,500	-
Troy	426	256	119	348	317	54	.518	29	4	12	2	-	11	2	1	750	3,850	-
Unity	425	237	191	274	218	15	.487	19	4	12	-	1	10	4	1	400	3,200	-
Waldo	290	148	125	170	156	-	.488	29	7	-	-	-	7	3	-	-	1,600	-
Winterport	1,144	374	252	619	413	-	.298	39	2	16	-	-	-	-	-	-	8,000	-
	12,472	6,652	4,967	8,122	6,239	624	.459	19	4	259	28	24	237	116	7	3,457	88,710	3

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 1872.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount drawn from State funds in 1871.		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 for school supervision.	
																Excess above amt required by law.	Less than the amt required by law																	
Belfast	11	17	5				1	\$36 00	\$6 15	\$3 00	\$6,000	\$1,778			\$4 18	\$142																		
Belmont	4	4	1					29 00	2 50	2 75	502				2 75	17																		
Brooks	5	4	2					30 00	3 00	2 50	1,000	307			3 33											\$50								
Burnham	6	7	2					28 83	3 00	2 42	900	185			2 55	28										15								
Frankfort	3	12	7				1	22 00	3 83	2 34	1,200	278			2 52	35										150		\$50						
Freedom	8	8	1				1	23 00	2 50	2 00	850	276			3 97																			
Islesborough	7	8	1					38 00	2 75	2 15	1,227	241			2 68																			
Jackson	1	8	9				5	30 00	2 87	1 62	700	134			2 99																			
Knox	6	9	3					32 00	2 90	1 73	890	178			2 07	29																		
Liberty		9	3					22 00	3 00		726				2 29																			
Lincolnville	14	17	3					28 00	2 75	2 00	1,930				2 80																			
Monroe	5	9	8				1	29 00	2 50	2 25	1,400	300			3 07	41																		
Montville	11	14	4					28 00	2 54	1 75	1,174				2 35	40										275								
Morrill	5	5					1	28 00	2 50	2 00	154				80	14										50								
Northport	7	8	2					30 00	2 25	2 25	902	180			2 81																			
Palermo	6	12	5				2	24 75	2 87	1 75	979				2 21	33																		
Prospect	6	7						30 00	2 50	2 15	886	177			2 86	26																		
Seasmont	8	12	4				1	29 00	3 45	2 00	1,136				2 00	43																		
Searsport	8	13	6					40 00	3 43	2 19	3,500	1,669			4 33	67																		
Stockton	8	10	2				4	45 00	3 50	3 25	2,000	329			2 30											1,500								
Swanville	5	5	1					35 00	3 00	2 50	800	184			2 58	23										250								
Thorndike	9	10	1					30 00	2 50	2 12	760	176			3 04																			
Troy	9	10	2					25 00	2 35	1 85	1,000	39			2 34																			
Unity	9	12	2					30 75	3 17	2 00	963				3 05																			

WALDO COUNTY—(CONCLUDED.)

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 1872.	Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
Waldo	4	6	3	-	\$30 50	\$2 35	\$1 80	\$750	\$232	-	\$2 58	\$24	-	-	-	\$65	\$10	\$26
Winterport	5	18	13	-	30 50	3 22	2 35	-	-	-	-	-	-	-	-	-	-	-
	174	254	90	17	30 17	2 98	2 19	32,329	6,663	264	2 73	562	-	3,895	50	2,798	1,620	793

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 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.
Addison	448	299	237	281	221	-	.519	48	3	13	1	1	12	6	-	-	\$5,000	-
Alexander	213	114	78	94	31	100	.2513	212		4	3	4	4	4	1	\$225	1,500	-
Baileyville	154	95	70	110	90	10	.518	10		5	1	1	4	2	-	1	800	-
Baring	130	63	47	72	67	-	.4410	10		1	1	1	1	1	1	200	5,000	-

Beddington	62	47	32	27	20	-	.425	27	1	-	-	2	2	-	-	\$ 1,000	\$1,500	-
Calais	2,623	1,561	1,311	1,464	1,231	500	.29 18	18	1	-	19	13	3	1	-	-	15,000	3
Centerville	57	40	36	38	32	-	.60 9	10	1	-	-	1	1	-	-	-	1,500	1
Charlotte	198	127	80	91	75	-	.39 14	3 11 5	5	-	-	5	3	-	-	-	1,200	-
Cherryfield	697	335	315	340	318	-	.45 10	10	9	-	6	10	6	-	-	-	6,600	3
Columbia	253	182	153	140	104	-	.51 9	19 4	7	1	-	6	3	-	-	-	1,800	1
Columbia Falls	224	137	128	50	37	60	.36 14	2 12 4	4	1	-	3	1	-	-	-	1,100	1
Cooper	164	90	71	116	90	-	.49 8	8	5	-	-	5	None	-	-	-	900	-
Crawford	96	77	48	66	51	8	.51 8	8	2	-	-	2	2	-	-	-	12,000	-
Cutler	453	280	203	306	274	13	.53 9	8	9	-	-	7	1	-	-	-	2,500	2
Danforth	130	100	80	119	90	20	.65 12	10	4	-	-	3	2	-	-	-	1,000	-
Deblois	62	30	25	-	-	-	- 15	-	1	-	-	1	-	-	-	-	-	1
Dennysville	234	109	81	124	97	-	.38 8	9 3	2	-	2	2	1	-	-	-	4,000	-
East Machias	831	572	520	390	343	-	.52 12	11	8	-	2	8	3	-	-	-	3,250	1
Eastport	1,606	592	458	606	468	-	.29 20	20	2	-	4	6	6	-	-	-	12,000	3
Edmunds	196	60	48	150	86	60	.34 9	3 15 3	6	-	-	5	4	-	-	-	500	1
Harrington	476	271	203	239	195	-	.42 9	8	9	3	2	8	2	-	-	-	2,000	-
Jonesborough	216	141	118	42	36	-	.36 9	5 9	5	4	-	5	3	-	-	-	1,400	-
Jonesport	603	475	400	370	359	125	.63 10	10	14	-	-	8	6	-	-	-	5,500	1
Lubec	887	539	300	750	.625	-	.52 10	14	11	-	1	13	9	-	-	-	6,300	-
Machias	997	476	414	592	517	-	.47 18	19 1	1	-	10	9	8	1	-	5,149	20,700	2
Machiasport	650	351	266	313	255	10	.40 9	10 4	9	1	-	7	3	2	-	1,200	5,800	-
Marion	92	68	59	41	30	16	.48 10	1 12	4	-	4	2	2	-	-	-	600	-
Marshfield	145	87	63	106	91	15	.53 7	10 3	2	-	-	2	1	-	-	-	1,000	-
Meddybemps	91	-	-	48	42	2	-	10 3	2	1	-	2	1	-	-	-	750	-
Millbridge	652	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Northfield	101	80	71	68	62	24	.65 6	7	3	-	-	2	1	-	-	-	125	1
Pembroke	1,091	1,002	748	489	358	410	.51 10	12	12	-	3	12	9	-	-	-	10,000	1
Perry	491	234	181	278	204	-	.39 7	2 9	11	-	-	11	-	-	-	-	-	-
Princeton	466	317	240	308	241	106	.52 10	10 5	4	1	1	4	4	-	-	-	3,500	-
Robbinston	387	252	230	295	245	43	.61 9	3 12	6	-	-	6	5	-	-	-	2,600	-
Steuben	405	258	214	265	217	-	.53 9	3 8	3	11	-	10	8	1	-	500	3,500	1
Topsfield	216	148	116	156	118	-	.54 9	1 10 3	4	-	-	4	6	-	-	-	1,600	-
Trescott	273	133	96	67	53	80	.27 7	1 10 2	9	-	-	9	5	1	-	250	1,650	-
Wesley	148	109	87	100	88	40	.59 9	10	4	-	-	4	4	-	-	-	4,500	-
Whiting	166	104	85	74	60	12	.43 10	10	6	-	-	5	4	-	-	-	1,500	1
Whitneyville	244	251	215	179	148	15	.74 8	11	1	-	-	1	1	-	-	-	2,000	-
Codyville pl.	22	15	10	-	-	-	- 12	-	1	-	1	2	1	1	-	630	750	-

WASHINGTON COUNTY—(CONTINUED.)

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	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.
Jackson Brook pl.....	125	72	40	-	-	-	-	11	-	2	-	2	-	-	2	None	-	-	\$100	-
Talmadge pl.....	44	35	30	-	-	-	-	14	12	3	-	2	-	-	2	1	-	-	500	-
Waite pl.....	30	24	18	27	24	4	.70	12	8	2	-	1	1	-	1	1	-	-	1,200	-
No. 7, Range 2 pl.....	68	53	45	28	20	-	.47	13	8	2	-	2	-	-	2	1	-	-	-	-
No. 9, Range 4 pl.....	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 14, East Div. pl....	68	23	15	18	18	-	.23	13	8	3	5	2	-	-	3	1	-	-	-	-
No. 18 pl.....	17	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 21 pl.....	77	60	54	-	-	-	-	8	2	2	-	2	-	-	2	1	1	100	225	-
No. 31 pl.....	17	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vanceboro' pl.....	113	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	18,234	10,488	8,339	9,437	7,731	1,673	.47	10	3 10	3	233	18	57	238	135	11		10,154	154,650	25

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 1872.	Excess above amt't required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt't required by law.	Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
Addison	3	11	5	1	\$32 50	\$4 18	\$2 02	\$1,202	\$242	-	-	\$2 91	\$35	-	-	-	\$146	\$80	\$34
Alexander.....	2	4	-	1	36 00	3 00	2 00	364	-	-	-	1 71	17	\$112	-	-	78	-	33
Baileyville.....	1	5	3	-	30 00	3 50	1 95	400	98	-	-	2 60	12	-	-	-	20	10	9
Baring.....	1	2	1	-	40 00	4 00	3 50	457	165	-	-	3 51	40	50	-	-	400	-	12
Beddington	-	3	1	2	-	4 37	1 87	227	120	-	-	3 66	4	-	-	-	34	18	9
Calais	3	22	22	14	75 00	5 00	4 00	9,000	4,444	-	-	5 00	-	130	-	-	1,290	-	500
Centerville	1	-	-	-	50 00	-	2 50	120	4	-	-	2 40	-	110	-	-	17	-	6
Charlotte	2	4	1	-	34 00	3 40	2 00	400	26	-	-	2 04	19	48	-	\$40	104	-	20
Cherryfield.....	1	12	11	3	50 00	5 00	2 50	2,500	1,089	-	-	3 59	54	-	\$200	-	200	-	80
Columbia	1	6	6	-	28 00	4 17	2 43	838	300	-	-	3 31	19	72	-	-	-	-	13
Columbia Falls	1	2	-	-	45 00	5 75	3 00	600	114	-	-	2 68	21	60	-	-	418	-	22
Cooper	2	4	3	-	27 50	3 46	1 55	225	35	-	-	1 98	12	30	-	-	25	-	14
Crawford	2	2	-	-	35 00	3 31	1 79	250	-	-	-	2 60	-	-	-	-	38	-	6
Cutler	4	7	1	-	40 00	4 00	3 50	950	208	-	-	2 00	32	112	50	-	48	-	-
Danforth	3	3	-	-	30 00	3 00	2 50	300	50	-	-	2 30	11	100	-	-	50	-	-
Deblois	1	-	-	-	33 00	3 00	2 73	150	10	-	-	2 38	4	-	-	-	15	-	-
Dennysville	1	3	2	1	45 00	6 50	2 75	690	300	-	-	2 94	17	219	100	-	97	-	18
East Machias.....	6	10	2	2	48 00	3 00	3 00	1,700	84	-	-	2 00	-	-	200	50	-	-	46
Eastport	4	10	9	-	61 25	5 15	-	3,500	510	-	-	2 20	118	-	-	-	1,400	-	25
Edmunds.....	4	2	1	-	30 00	4 00	3 00	755	336	-	-	3 85	15	133	-	-	20	-	15
Harrington	4	9	3	1	35 00	4 00	2 50	1,200	286	-	-	2 70	-	-	87	-	75	100	37
Jonesborough.....	-	6	1	2	-	4 00	2 00	530	111	-	-	2 45	17	-	-	-	30	-	12
Jonesport	2	13	12	2	40 00	5 00	2 75	1,148	72	-	-	1 90	46	-	-	-	400	100	-
Lubec	11	14	4	1	35 00	4 00	3 00	3,000	-	-	-	3 38	-	100	5,000	-	500	-	40

WASHINGTON COUNTY—(CONCLUDED.)

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COMMON SCHOOLS.

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 1872.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	No.	Ret.	No.	Ret.	No.	Ret.						Excess above amt required by law.	Less than the amt required by law.								
Machias	2	10	10	-	2	-	2	\$62 50	\$5 50	\$4 00	\$3,000	\$976	-	\$3 00	\$78	-	\$310	-	\$700	-	\$40-
Machiasport	5	8	1	-	-	-	-	40 46	4 33	2 78	1,550	324	-	2 38	54	-	100	-	110	-	42
Marion	-	4	1	-	-	-	-	-	3 00	2 00	343	237	-	4 15	-	\$13	-	-	11	-	9
Marshfield	2	2	-	-	-	-	-	38 00	3 75	2 65	300	17	-	2 07	12	-	15	-	21	-	6
Meddybemps	1	-	1	-	-	-	-	35 00	5 00	2 00	300	-	-	3 30	5	-	-	\$8	29	-	10
Millbridge	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Northfield	-	2	2	-	-	-	-	30 00	3 50	3 00	200	48	-	2 00	-	21	-	-	52	-	-
Pembroke	5	14	7	-	1	-	1	40 00	3 82	2 63	3,000	958	-	2 76	84	166	-	-	160	-	75
Perry	2	6	5	-	-	-	-	35 33	4 37	2 50	1,200	281	-	2 48	38	114	-	-	-	-	26
Princeton	-	2	7	3	-	-	-	30 00	4 50	2 50	1,500	639	-	3 22	33	35	-	-	69	-	46
Robbinston	-	6	6	-	5	-	-	-	6 95	2 90	950	209	-	2 45	30	50	200	-	100	60	40
Steuben	3	8	7	-	-	-	-	41 33	3 58	1 97	1,200	350	-	2 96	-	-	-	33	-	49	10
Topshfield	2	4	2	-	1	-	1	30 00	4 25	1 75	464	93	-	2 14	17	136	15	-	-	-	30
Trescott	1	6	2	-	-	-	-	35 00	2 86	2 05	485	-	-	1 78	19	25	-	-	59	-	17
Wesley	3	4	1	-	-	-	-	35 00	4 00	2 00	325	88	-	2 19	11	78	15	-	50	-	16
Whiting	2	4	-	-	-	-	-	37 00	5 00	1 82	400	67	-	2 41	14	80	-	-	30	20	9
Whitneyville	1	2	1	-	-	-	-	50 00	4 33	2 67	585	129	-	2 39	-	-	-	-	53	-	-
Codyville pl.	-	1	-	-	-	-	-	-	2 00	2 25	75	3	-	3 41	-	35	-	-	3	-	-
Jackson Brook pl.	-	2	-	-	-	-	-	-	3 00	3 00	200	-	-	1 60	-	-	-	-	-	-	-
Talmadge pl.	-	2	1	-	-	-	-	-	2 50	2 00	100	36	-	2 27	-	-	-	-	5	5	2
Waite pl.	1	2	-	-	-	-	-	27 50	3 00	2 25	100	-	-	3 33	87	10	-	-	27	-	9
No. 7, Range 2 pl.	1	2	-	-	-	-	-	26 00	3 37	2 05	169	-	-	-	53	-	-	-	15	-	-
No. 9, Range 4 pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 14, East Div. pl.	1	1	-	-	1	-	1	28 50	2 00	2 33	200	121	-	2 94	77	-	-	-	20	12	-

No. 18 pl.....	No	Ret.urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 21 pl.....	-	3	-	-	-	1 53	1 75	150	16	-	-	1 95	5	-	-	-	-	42	-	3
No. 31 pl.....	No	Ret.urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vanceboro' pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	93	255	138	40	38 49	3 91	2 47	47,402	13,176	-	-	2 68	1,110	1,939	6,292	131	6,961	549	1,341	-

YORK COUNTY.

TOWNS.	No. of children belong- ing in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attend- ing Summer Schools.	Number registered in Winter Schools.	Average number attend- ing 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 condi- tion.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teach- ers employed in Summer.
								av.	d.	av.	d.									
Acton	365	-	-	-	-	-	-	-	-	-	-	13	-	-	13	7	-	-	\$4,000	-
Alfred	450	170	140	217	175	47	.35 8	-	12	-	-	7	1	1	7	5	-	-	5,000	-
Berwick	856	435	322	364	296	-	.36 9	3 9	5	-	-	15	-	-	17	14	-	-	7,800	-
Biddeford.....	3,828	-	-	-	-	2 328	-	-	-	-	-	12	2	23	20	17	2	\$2,200	33,400	5
Buxton	896	509	394	574	462	200	.48 10	1 10	1	-	-	17	1	1	17	15	-	-	12,000	-
Cornish	413	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dayton	208	103	85	140	124	-	.50 10	3 10	-	-	-	4	2	-	4	4	-	-	1,600	-
Elliot	579	317	243	332	251	-	.43 12	2 13	3	-	-	8	-	-	8	4	2	3,250	5,500	1
Hollis	547	352	270	416	372	-	.59 8	2 11	3	-	-	12	2	1	14	10	1	600	7,200	1
Kennebunk	939	531	435	537	414	25	.44	-	-	-	-	11	1	7	13	8	-	-	-	3
Kennebunkport.....	797	451	384	468	353	-	.46 9	4 10	3	-	-	13	1	5	12	8	-	-	7,300	1
Kittery	1,135	621	486	681	523	-	.44 11	2 13	3	-	-	10	-	2	11	8	1	1,596	21,300	-
Lebanon	650	284	204	371	300	-	.39 6	4 9	-	-	-	19	2	-	19	11	-	-	10,000	2
Limerick	508	275	225	290	235	50	.45 9	-	-	-	-	11	-	1	11	6	1	350	3,500	1
Limington.....	575	490	415	400	-	-	-	-	-	-	-	17	1	-	17	3	-	-	-	-

YORK 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 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.									
Lyman	370	200	162	228	173	30	.45	6	4	7	4	11	-	-	11	8	-	-	\$4,450	-
Newfield	377	161	134	193	154	-	.39	10	-	11	4	8	-	-	6	4	-	-	3,000	-
North Berwick	571	436	247	-	-	10	-	7	-	7	-	17	-	-	17	2	-	-	5,000	-
Parsonsfield	659	283	250	414	390	-	.49	7	-	10	-	19	2	-	19	17	-	-	1,200	-
Saco	1,902	935	729	1,015	793	-	.40	15	-	16	-	9	-	14	16	11	1	\$24,500	35,000	2
Shapleigh	411	273	214	298	253	-	.56	8	2	9	2	11	3	-	8	6	1	425	4,000	-
Sanford	746	401	315	401	333	175	.43	10	12	1	15	3	3	2	15	10	-	-	14,500	1
South Berwick	864	450	373	423	347	25	.42	11	10	3	13	1	2	1	13	8	-	-	-	-
Waterborough	519	282	209	326	264	-	.45	10	3	9	2	13	-	-	13	10	-	-	5,550	-
Wells	1,011	556	412	546	418	200	.41	9	10	1	17	17	-	-	17	12	1	1,300	10,000	-
York	877	483	405	498	389	160	.51	11	-	11	-	15	-	-	15	5	-	-	3,000	-
	21,053	8,998	7,053	9,132	7,019	3,250	.42	9	3	10	4	317	23	58	333	213	10	34,221	204,300	16

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 1872.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.
	Excess above amt required by law.	Less than the amt required by law.	Excess above amt required by law.	Less than the amt required by law.	Amount raised per scholar.	Amount drawn from State funds in 1871.	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 for school supervision.														
Acton	7	6	4	-	-	-	-	-	33 00	\$4 09	\$2 00	\$1,007	\$201	\$2 82	\$31	\$30	-	-	-	-	-	-	-	-	\$31	
Alfred	3	8	3	-	-	-	1	-	33 00	4 50	2 62	1,000	21	2 22	21	-	-	-	-	-	\$150	-	58			
Berwick	6	15	9	-	-	-	-	-	33 00	4 50	2 62	3,000	1,167	3 05	68	-	-	-	-	-	-	-	-	150		
Biddeford	10	34	27	-	-	-	-	-	14,500	6,272	-	14,500	6,272	3 78	285	25	-	-	-	-	300	\$100	2,102	125		
Buxton	12	17	7	-	-	-	1	-	31 58	3 81	2 10	3,000	961	3 35	69	-	-	-	-	-	200	-	\$140	107		
Cornish	No	Ret	turn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dayton	4	4	-	-	-	-	-	-	30 00	4 00	3 00	600	110	2 88	-	-	-	-	-	-	-	-	40	5		
Elliot	7	8	2	-	-	-	-	-	30 00	3 50	3 00	1,968	553	3 40	57	-	-	-	-	-	200	-	213	75		
Hollis	11	12	2	-	-	-	-	-	22 00	3 20	3 00	1,700	467	3 11	93	-	-	-	-	-	-	-	134	45		
Keenebunk.	7	11	8	-	-	-	-	-	-	-	-	3,500	1,416	3 73	-	-	-	-	-	-	300	-	-	-		
Kennebunkport.	8	14	5	-	-	-	-	-	36 00	4 00	2 50	1,900	9	2 51	63	-	-	-	-	-	200	-	-	60		
Kittery	5	14	8	-	-	-	-	-	38 50	6 40	2 87	3,400	730	3 09	80	-	-	-	-	-	100	3,150	75			
Lebanon	8	13	9	-	-	-	-	-	27 00	3 75	2 38	1,563	-	3 00	50	-	-	-	-	-	200	-	-	88		
Limerick	6	11	5	-	-	-	-	-	22 00	2 85	2 00	1,150	9	2 26	38	-	-	-	-	-	1,200	550	150	52		
Limington	14	16	3	-	-	2	-	-	3 00	3 00	0 00	2,000	696	3 48	46	-	-	-	-	-	500	-	-	20		
Lyman	5	9	5	-	-	-	-	-	30 50	3 27	2 17	1,100	258	2 98	30	-	-	-	-	-	-	-	46	50		
Newfield	4	8	4	-	-	-	-	-	25 00	3 50	2 50	1,400	446	3 67	33	-	-	-	-	-	100	133	50			
North Berwick	1	17	16	-	-	-	-	-	36 00	4 00	2 50	1,300	4	2 30	48	-	-	-	-	-	50	700	78			
Parsonsfield	17	12	2	-	-	-	-	-	24 00	3 00	2 50	2,011	493	3 05	51	60	-	-	-	-	300	222	-	98		
Saco	10	22	12	-	-	2	-	-	45 50	3 60	3 00	8,000	3,394	4 21	150	-	-	-	-	-	800	1,000	2,075	450	289	
Shapleigh	6	8	3	-	-	-	-	-	30 65	3 80	2 28	1,291	421	3 17	36	53	-	-	-	-	37	-	86	140	60	
Sanford	5	14	9	-	-	-	-	-	37 43	4 26	2 54	3,000	1,078	4 02	64	-	-	-	-	-	150	-	1,088	20	106	
South Berwick	4	14	10	-	-	1	-	-	42 00	5 21	2 65	2,500	487	2 89	-	-	-	-	-	-	1,500	-	189	-	105	
Waterborough	8	11	4	-	-	-	-	-	27 25	3 30	2 25	1,237	-	2 38	-	-	-	-	-	-	50	-	482	-	66	

YORK COUNTY—(CONCLUDED.)

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 1872.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount drawn from State funds in 1871.		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 for school supervision.	
Wells	York	8	16	6	1	4	\$38 50	\$4 00	\$3 00	\$3,000	\$1,782	-	-	\$2 96	81	-	\$3 10	73	-	\$175	\$50	\$295	\$100	\$123											
183	330	171	7	32	70	3	93	2	58	67,247	20,975	3	3	10	1,467	168	7,062	1,575	13,075	1,200	1,946														

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.			
Androscoggin	12,670	6,639	5,359	7,512	5,937	1,063	.50	10	1	11		129	25	60
Aroostook	12,796	6,827	4,340	4,337	3,438	974	.36	10	5	10		271	22	4
Cumberland	28,437	13,686	11,704	16,123	12,982	1,543	.46	9	4	11	2	307	15	23
Franklin	6,604	4,099	2,689	4,116	3,477	151	.51	8	2	9	1	208	26	8
Hancock	14,134	7,680	5,811	7,749	6,377	1,865	.51	9	3	9		251	13	17
Kennebec	16,695	9,189	7,311	10,051	8,295	930	.51	8	5	9	4	327	17	34
Knox	11,033	5,356	4,331	6,516	5,450	531	.51	10	2	9	3	110	15	15
Lincoln	8,917	5,100	4,175	5,880	4,802	829	.53	9	2	9	5	183	2	8
Oxford	12,783	6,109	4,900	7,602	6,226	1,023	.51	8	3	9	1	341	26	6
Penobscot	25,907	13,578	10,700	14,660	11,851	1,572	.51	9	5	10	3	378	29	82
Piscataquis	5,378	2,504	1,918	2,784	2,315	216	.49	8	1	8	3	121	12	6
Sagadahoc	7,036	4,049	3,346	4,445	3,749	220	.48	9	3	12	2	97	2	25
Somerset	12,602	7,268	5,807	7,845	6,555	1,023	.53	8	1	8	5	329	37	35
Waldo	12,472	6,652	4,967	8,122	6,239	624	.45	9	1	9	4	259	28	24
Washington	18,234	10,488	8,339	9,437	7,731	1,673	.47	10	3	10	3	233	18	57
York	21,053	8,998	7,053	9,132	7,019	3,250	.42	9	3	10	4	317	23	58
	226,751	118,222	92,750	126,311	102,443	17,487	.49	9	2	10		3,861	310	462

SUMMARY—(CONTINUED.)

COUNTIES.	Number of school houses in town.	Number in good condi- tion.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teach- ers employed in Summer.	Number of Male Teach- ers 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 Teach- ers' board per week.
Androscoggin	199	134	6	\$9,704	\$288,539	6	89	212	145	43	\$46 28	\$4 14	\$2 58
Aroostook	184	104	19	4,830	54,257	12	47	215	98	4	23 49	3 38	1 79
Cumberland	321	184	7	15,900	586,425	20	169	383	259	5	36 41	4 15	2 60
Franklin	172	105	7	4,005	60,775	2	87	161	88	21	25 60	2 92	1 77
Hancock	231	153	9	11,335	133,315	6	116	240	112	33	36 80	3 60	2 25
Kennebec	355	206	3	3,200	220,275	17	166	330	202	16	31 08	3 79	2 33
Knox	125	80	9	8,175	124,770	7	86	144	67	15	38 38	3 81	2 92
Lincoln	182	104	4	2,700	77,660	2	101	166	72	13	32 98	3 85	2 84
Oxford	328	202	4	2,650	100,525	4	180	299	155	11	24 63	3 03	1 95
Penobscot	413	252	16	9,525	300,453	15	167	446	271	14	36 84	3 75	2 35
Piscataquis	115	68	3	5,410	33,960	-	26	108	78	1	32 31	3 14	1 94
Sagadahoc	115	80	2	4,500	99,200	7	58	122	82	10	37 74	3 92	2 78
Somerset	320	143	4	2,033	116,450	3	128	294	185	20	28 86	3 27	1 85
Waldo	237	116	7	3,457	88,710	3	174	254	90	17	30 17	2 98	2 19
Washington	238	135	11	10,154	154,650	25	93	255	138	40	38 49	3 91	2 47
York	333	213	10	34,221	204,300	16	183	330	171	7	32 70	3 93	2 58
	3,868	2,279	121	\$131,799	\$2,644,264	145	1,870	3,959	2,213	270	\$33 17	\$3 60	\$2 32

SUMMARY—(CONCLUDED.)

COUNTIES.	Amount of school money voted in 1872.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1871.	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 ex- pended for repairs, fuel, insurance, &c.	Amount raised to pro- long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin	\$62,313	\$33,362	-	\$3 59	\$1,102	\$405	\$1 392	\$75	\$4,187	\$385	\$3,194
Aroostook	21,628	3,019	\$145	2 16	1,192	1,019	1,418	225	1,705	733	684
Cumberland	116,681	49,692	-	3 06	2,197	1,777	5,260	1,540	4,604	673	2,153
Franklin	15,405	2,056	59	2 55	287	731	2,790	-	1,577	525	779
Hancock	34,089	9,297	67	2 55	850	1,257	787	500	2,549	956	1,132
Kennebec	57,269	17,191	-	3 15	1,368	170	6,162	1,545	8,991	1,928	2,259
Knox	44,880	11,297	-	3 12	756	190	753	200	8,185	1,085	1,138
Lincoln	23,393	3,594	-	2 93	447	-	2,685	-	1,894	510	863
Oxford	28,998	4,612	-	2 74	817	1,205	4,559	550	3,032	1,491	1,536
Penobscot	91,102	32,696	14	2 91	1,813	2,866	5,206	1,093	5,886	262	3,562
Piscataquis	12,281	2,703	15	2 64	265	553	243	75	620	12	298
Sagadahoc	33,978	18,874	42	3 66	500	236	2,611	310	6,323	610	1,050
Somerset	28,724	3,102	14	2 39	804	1,892	4,310	126	4,454	625	1,411
Waldo	32,329	6,663	264	2 73	562	-	3,895	50	2,798	1,620	793
Washington	47,402	13,176	-	2 68	1,110	1,939	6,292	131	6,961	549	1,341
York	67,247	20,975	3	3 10	1,467	168	7,062	1,575	13,075	1,200	1,946
	\$717,719	\$233,038	\$632	\$2 87	\$15,537	\$14,408	\$55,425	\$7,995	\$76,841	\$13,164	\$24,139

APPENDIX.

COMPARATIVE STATEMENT.

	1872.		1861.		1871.	
Whole number of scholars between four and twenty-one.....		226,751		249,061		225,508
Number registered in Summer Schools.....		118,222		138,924		112,813
Average attendance		92,750		105,381		87,290
Number registered in Winter Schools.....		126,311		148,571		126,147
Average attendance		102,443		116,557		101,177
Probable number of truants or absentees in town.....		17,487		.....		18,989
Per centage of average attendance to whole number.....		.49		.45		.50
Average length of Summer Schools in weeks and days, 5½ days per week.....	9w.	2d.	10w.	8d.	9w.	3d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w.		10w.	6d.	10w.	
Average length of schools for the year.....	19w.	2d.	21w.	4d.	19w.	3d.
Number of districts		3,861		4,151		3,853
Number of parts of districts		310		360		350
Number of graded schools.....		462		.....		420
Number of School Houses.....		3,868		4,010		3,790
Number of School Houses in good condition...		2,279		2,157		2,234
Number of School Houses built last year.....		121		119		119
Cost of the same.....		\$131,799		\$92,358		\$117,364
Estimated value of all School Property.....		2,644,264		1,250,000		2,488,523
Number of Male Teachers employed in Summer		145		.....		119
Number of Male Teachers employed in Winter.		1,870		.....		1,801
Number of Female Teachers employed in Summer		3,959		.....		3,790
Number of Female Teachers employed in Winter.....		2,213		.....		2,180
Number of Teachers graduates of Normal Schools		270		.....		264
Average wages of Male Teachers per month, excluding board		\$33 17		\$22 01		\$32 44
Average wages of Female Teachers per week, excluding board		3 60		2 19		3 43
Average cost of Teachers' board per week ..		2 32		1 45		2 30
Amount of school money voted.....		717,719		478,017		719,602
Excess above amount required by law.....		232,406		64,626		119,452
Amount raised per scholar		2 87		1 62		3 07
Amount drawn from State Funds.....		15,537		9,280		15,444
Amount derived from local funds.....		14,408		19,210		14,639
Amount paid for tuition in private schools, academies or colleges in the State.....		55,425		43,517		48,774
Amount paid for the same out of the State....		7,995		.....		11,552
Amount expended for repairs, fuel, insurance, &c.....		76,841		57,013		93,460
Amount expended to prolong schools.....		13,164		12,483		12,966
Amount paid for school supervision.....		24,139		12,053		23,623
Per centage of average attendance to scholars registered .....		.80		.....		.79
Per centage of average attendance to Summer Schools .....		.78		.....		.78
Per centage of average attendance to Winter Schools .....		.81		.....		.80
Aggregate amount expended for Schools.....		\$991,607		\$742,952		\$1,000,964
Amount of School Fund.....		312,975		161,250		309,109

COMPARATIVE TABLE.

	1872.		1871.		Increase.	
Whole number of scholars between four and twenty-one	226,751		225,508		1,243	
Number registered in Summer Schools	118,222		112,813		5,409	
Average attendance	92,750		87,290		5,460	
Number registered in Winter Schools	126,311		126,147		164	
Average attendance	102,443		101,177		1,266	
Probable number of truants or absentees in town	17,487		18,989		dec.	1,502
Per centage of average attendance to whole number . . . . .	.49		.50		dec.	.01
Average length of Summer Schools in weeks and days, 5½ days per week	9w. 2d.		9w. 3d.		dec.	1d.
Average length of Winter Schools in weeks and days, 5½ days per week	10w.		10w.			
Average length of schools for the year	19w. 2d.		19w. 3d.		dec.	1d.
Number of districts	3,861		3,853			8
Number of parts of districts	310		350			40
Number of graded schools	462		420			42
Number of school houses	3,868		3,790			78
Number of school houses in good condition	2,279		2,234			45
Number of school houses built last year	121		119			2
Cost of the same	\$131,799		\$117,364			14,435
Number of Male Teachers employed in Summer	145		119			26
Number of Male Teachers employed in Winter	1,870		1,801			69
Number of Female Teachers employed in Summer	3,959		3,790			169
Number of Female Teachers employed in Winter	2,213		2,180			33
Average wages of Male Teachers per month, excluding board	\$33 17		\$32 44			.73
Average wages of Female Teachers per week, excluding board	3 60		3 43			.17
Average cost of Teachers' board per week	2 32		2 30			.02
Amount of school money voted	\$717,719		\$719,602		dec.	\$1,883
Amount raised per scholar	\$2 87		\$3 07		dec.	.20
Amount drawn from State fund	\$15,537		\$15,444			\$93
Amount drawn from local funds	14,408		14,539		dec.	131
Amount paid for tuition in private schools, academies or colleges in the State	55,425		48,774			6,651
Amount paid for same out of the State	7,995		11,552		dec.	3,557
Amount expended for repairs, fuel, insurance, &c.	76,841		93,460		dec.	16,619
Amount expended to prolong schools	13,164		12,966			198
Amount paid for school supervision	24,139		23,623		dec.	1,484
Aggregate amount expended for schools	991,607		1,000,964		dec.	9,357

ABSTRACTS

FROM REPORTS OF SCHOOL COMMITTEES RETURNED TO THE STATE SUPER-
INTENDENT OF COMMON SCHOOLS, 1872.

The following selections have been made from the various Annual Reports of School Officers, exhibiting both the well-defined opinions of the educators of our State and the practical operations and results secured in the actual work of the school-room. Particular attention is called to the first abstract, Portland, taken from the very valuable and clearly stated report made by Charles F. Libby, Esq.

PORTLAND.

The School Committee in presenting the Annual Report for the year ending March, 1872, take pleasure in announcing that the condition of our public schools is, in the main, prosperous, and not inferior to that of any past period of their history. They cheerfully acknowledge the earnest efforts which many of our teachers have made to elevate the standard of scholarship in the schools and to render their instruction more efficient and practical. Our teachers, as a body, take high rank in intelligence and culture, and many of them manifest an enthusiasm for their work, which is an earnest of future success. Looking upon their profession as no mere livelihood, but as an honorable calling full of grave responsibilities and capable of yielding rich returns for their labors, they are ambitious to fit themselves for their special work by careful preparation and constant study. Such we believe to be the spirit which animates a large number of our teachers, but too many there are who have fallen below the standard of qualifications which the broad culture of the present day deems requisite in teachers of the young. Some are wedded to a lifeless routine and feel no need of change; withdrawn from contact with progressive minds, they remain in complacent ignorance of the advance of the world about them and travel on in the same narrow circle in which they have moved for years; while others from lack of experience and knowledge of the wants of children fail to succeed in a field where they are constantly meeting unexpected obstacles, which a better acquaintance with their duties would enable them to avoid, and, attributing their failure to the inherent difficulties of the position, seek relief in promotion to a higher grade rather than in an intelligent effort to master the situation. This remark more particularly applies to the primary schools, which have always been the refuge of incompetent teachers. In no department of public instruction has there been such an advance in the theory and practice of teaching within the last twenty years as in the lower primary grades. The importance of accurate and skillful teaching in this department can be readily appreciated, when we reflect that the foundations are here laid on which the whole superstructure of future acquirements must rest, and that the mental habits which are formed in youth will control the final development of the individual.

Education, rightly understood, should adapt itself to the peculiar wants of every scholar ; no rigid rules or inflexible systems should cramp the growth of young minds, whose plastic natures require patient study and careful cultivation. Something more than a mere knowledge of text-books is required in one intrusted with the delicate and responsible task of educating the young ; a clear understanding of the conditions of the problem is essential, and a wise adaptation of means to that end. Without a knowledge of the laws of mental development and the best perfected theories of instruction, success in teaching is impossible, and the best results are only attainable when teachers and pupils are united by a bond of sympathy, which lightens the teachers' labors and transforms irksome duties into a work of love.

Proceeding on the principle that education consists in awakening and stimulating the dormant faculties of the mind and exciting a curiosity for knowledge, the gratification of which is pleasurable, rather than in a passive reception of dry facts or abstruse theories, modern educators have attempted to reconstruct the old system of primary education and to develop a new process better suited to the wants of the young. Recognizing the fact that all our knowledge of the material world is derived through the senses, and that habits of careful observation lie at the foundation of all our acquirements, they have directed their efforts to the cultivation of the perceptive faculties of children, using the little stock of knowledge they already possess as a stepping stone to fresh acquisitions. This system, known as "Object Teaching," has much to recommend it. It is based on the principles of a true psychology, and is simple and progressive in its methods. By the use of familiar objects, on which the attention is readily centred, and which have the attraction of "realities" to young minds, it teaches a child to detect resemblance and difference in form, color, size and number, educates his ear to analyze sounds and his sense of touch to discriminate between qualities of bodies, and proceeding gradually from the known to the unknown, from the simple to the complex, it leads him from a knowledge of *things* to a knowledge of *names*, as representatives of things, and finally teaches him the higher use of language as a vehicle for thought. In perfecting the system, many changes have been introduced into the old method of teaching the common branches, and the order of exercises has sometimes been reversed.

Children under this system are taught reading before spelling, as the more natural process. *Words* are first taught, as symbols of objects, and not the *names* of the *letters* of which the words are composed ; an association is thus established between the printed word and the thing it represents, and the meaning of the word rather than its composition is made prominent. The old system "attempts to make the child do two things at once, and to do both in an unnatural manner, viz : to learn reading and spelling simultaneously, and reading through spelling. Reading has to deal with sounds and signs of thought ; spelling rests on a habit of the eye, which is best acquired as the result of reading "

If gain of time be the test by which to determine the relative value of the two systems, there can be no doubt of the superiority of the new. The Principal of our North School, after an experience of several years with its practical workings, gives it as his opinion, that there is a gain in time of at least 40 per cent. in teaching children to read by this plan.

Spelling, too, has undergone a change. Children are now taught in our best schools to give the *sounds* of letters, as a guide to pronunciation, rather than their *names*, which in a language like ours always tend to mislead. A more distinct articulation and ready utterance are thus secured, and many vicious habits avoided. A knowledge of numbers and of the simpler rules of arithmetic is developed by means of the "numeral frame" and familiar objects, and the use of text-books is postponed till a late period in the primary course.

Oral instruction plays a prominent part in all school exercises, and vocal and physical culture receive due attention. The "cramming process" is carefully avoided, and every effort is made to show a child how to acquire knowledge himself, rather than to serve as a mere receptacle of learning.

These are some of the improvements which have marked the progress of primary education within a comparatively few years, and have received the approval of the best educators of the day. They mark a new era in popular education, and demand a high grade of teaching talent for their successful introduction into our Primary Schools.

The old opinion, that any person who has received a common school education is fitted to teach a primary school, has long since, we think, been discarded, and the opinion is fast gaining ground that the true interests of these schools require the best teaching talent that money can command. The absurdity of placing inexperienced teachers in positions requiring so much tact and skill is apparent to every thoughtful mind, and is an injustice to teacher and pupil alike. Every profession demands that those entering upon its duties shall receive a special training and preparation, and to this rule teaching is no exception; the general education acquired in our highest schools is not sufficient in itself; something more is needed to fit one for the high functions of a teacher.

While we may take just pride in the work accomplished in our High School and the standard of scholarship attained by its graduates, it must not be forgotten that the education there obtained is of a general character, and bears the same relation to the special training, which successful teaching demands, that collegiate education bears to the technical course that fits one for his special career; graduates may have a knowledge of text-books and an acquaintance with the subjects taught, but they frequently lack the power of imparting instruction and of adapting their knowledge, too often mechanically acquired, to the wants of youthful minds. None see the disadvantage under which they labor more clearly than the graduates themselves, when they are placed as teachers in our public schools, and to their credit should it be said that many of them resign their positions or obtain leave of absence, for the purpose of entering Normal Schools and there fitting themselves for their professional career. Experience shows that a true economy demands the employment of the best teachers attainable, and that a poor teacher costs too high at any price. The increasing demand for teachers trained at Normal Schools, and the comparatively high wages which are paid them demonstrate the value which a special training confers, and justify the expenditures necessary to secure these beneficial results.

TRAINING CLASS. Public opinion justly demands that our own graduates should receive employment in our schools, and the interests of the schools require that proper facilities should be afforded these graduates to prepare themselves for their duties.— Unless we are prepared to go abroad for our teachers, or to see the standard of our public schools fall below that of other cities of the Union, we cannot longer delay the establishment of a training class for our teachers. This subject was referred to in the Report of last year, and the plan there suggested by Mr. Stone, with such changes as experience may dictate, could be easily carried into execution. It contemplates no formal establishment of a Normal School, or great outlay of the public funds, but simply the employment of some skilled lady teacher, a graduate of a normal school, who is acquainted with the most approved methods of primary education and school work, at a salary of \$800 to \$1,000, who shall the first year devote two-thirds of all her time to work in the different Primary schools with the regular teachers and pupils, taking charge of the classes so far as necessary to illustrate her methods and the details of class drill. She would also be expected to meet once or twice a week at some convenient hour a class consisting of all graduates of the High School intending to become

teachers, and such of our regular teachers as may be able to attend, for the purpose of instructing them in the practical duties of school work, members of the class in small delegations having the privilege of accompanying the training teacher in her visits to the public schools to observe her methods, and under her direction to teach the classes.

The proposed plan includes recitations by this class to the Principal of the High School twice a week from some text-book on the "Theory and Practice of Teaching," and practical exercises in school branches conducted by such of the teachers of our Public Schools as may be selected, together with blackboard exercises and model lessons by members of the class. Lectures would also be given on teaching and school management by teachers of experience at home, and on educational subjects by distinguished persons from abroad.

Members of the class would be expected to fill temporary vacancies in the schools without pay, and an opportunity would be thus afforded of testing the teaching capacity of candidates before giving them positions in our schools.

The details of the plan can be easily arranged, as the measure has the hearty support of our teachers and has received the special recommendation of Mr. Stone and Mr. Wentworth, who are willing to devote their time and energies to its successful initiation. If adopted, it will secure to our graduates, at a small expense, many of the advantages of a normal school, and will enable all teachers in our employ to perfect themselves in the best methods of instruction of the day. Having afforded them the opportunity to fit themselves for their duties, they alone will be responsible for the use they make of them, and no excuse will be longer left us for the employment of incompetent teachers in our schools.

SCHOOL ACCOMMODATIONS. Prominent among the questions deserving attention from the committee and the public is the necessity of improved school accommodation in certain districts of the city. The necessity of pure air, sunshine and an equable temperature in the school-room, is admitted as an abstract proposition by all persons, but the danger resulting from the absence of any or all of these conditions is appreciated by few. How many broken down constitutions are due to confinement in the poisoned atmosphere of over-heated and ill-ventilated school rooms, only medical men can approximately judge. "It has been asserted, and as yet the declaration goes unquestioned, that in large cities from one-third to one-half of the mortality is attributable to bad air; while then our school rooms are so poorly ventilated as they are, why need we go further to discover the cause of the lassitude and other more active; though perhaps not more dangerous, forms of disease, which at times overcome our children." These are the words of a superintendent of schools in a western city, and will find an echo in the minds of all who are acquainted with the unwholesome condition of many of our school-buildings.

No comparison can be justly instituted between the sanitary condition of country school-houses and our own. The habits of living of children in the city differ widely from those in the country; the latter attend school a portion only of the year and pass much of their time in the open air, while the former attend school all the year and find little time in the intervals of school hours to devote to physical exercise. In winter our children pass from hot houses to hot school-rooms, and the evil effects of the vicious atmosphere in which they live is seen in the pale faces and delicate forms of too many of them. The fact that our school-houses are no worse now than they have been for years, and that many children survive their school days, are no reasons why these evils, if they exist, should not be remedied. It is well known that the condition of many of our school-houses is unfavorable to the health of the pupils and that their

internal arrangement is ill-adapted to the wants of the schools; with the exception of the High and North School buildings, into which steam and other improvements have been introduced, our school rooms are radically defective in means of heating and ventilation. Most of them are heated by the old-fashioned cast-iron box stoves in which wood is burned; the distribution of heat is very imperfectly accomplished, and the variation in temperature, at different points in the larger rooms, is very perceptible. Pupils in the immediate vicinity of the stoves are oppressed by the heat, while those farther removed from them suffer from the opposite cause. Few, if any, facilities for ventilation are afforded save open doors and windows, and the injurious effects of the drafts of air thus created can be easily appreciated. Some remedy for these evils is imperatively demanded; an examination of the subject has satisfied this committee that our larger school-houses can be more perfectly and economically heated by steam than by any other means; the saving in fuel alone, it is thought, will reach twenty-five per cent. annually, and although the expense of introducing steam into the larger school-houses, such as the Park street and Brackett street buildings, would be much greater than if they were united in one building, yet the change cannot be much longer delayed if these schools are to remain as at present organized.

Other changes also of an important character are demanded in our Grammar School buildings; as at present arranged they consist of one large study room, sufficient to accommodate all the pupils, with small recitation rooms attached. This plan has many disadvantages and has long since been discarded in modern school architecture; the loss of time occasioned by the movements of classes and the consequent disturbance of the rest of the school, the constant watchfulness required of the teachers to preserve order, and the necessity of hearing recitations in the study room, are serious evils, which have long since attracted attention, and which are obviated by distributing the school into separate rooms, having a seating capacity for forty or fifty pupils, each under the charge of a single teacher. The division of labor is thus made more equal, the teaching force is increased, the discipline of the whole school is improved, and the wants of each scholar are more readily known and better provided for. No lengthy argument would seem to be necessary to demonstrate the superiority of this arrangement, which has been so successfully carried out in the North School. Boston has long since adopted it; and to-day few, if any, school-houses are anywhere built on the old plan. Portland will probably find it expedient before many years to reorganize all its Grammar Schools upon this plan, the advantages of which will be readily seen when compared with the arrangement of many of the present buildings.

SUPERVISION. One of the great wants of our schools is a more constant and intelligent supervision. This undoubtedly could be best secured by the employment of a competent City Superintendent, who would devote all his time to the duties of his office; but as this solution of the problem has not heretofore met with general favor, an approximate result is obtained by uniting several schools in one building under the control of a head-master and as many assistant teachers as are necessary. This is the system which has been adopted at the North School. In this building, divided into a Grammar and Primary department, are contained between twelve and thirteen hundred children, under the charge of twenty-four assistant teachers, distributed into as many rooms, each of which accommodates from forty to fifty pupils. At the head of this school is a master who devotes all his time to the general supervision of the whole work of the school; and hears no regular recitations. Of the value of this supervision to both teachers and scholars no one can doubt who will acquaint himself with the subject. The strict classification of the school; the completeness of the programme of study and the thoroughness of the work done, all testify to the efficiency of a system which has placed the

North School in the front rank of our educational institutions. In no other school in the city have the improved methods of primary instruction been so successfully taught, or the advantages of a progressive and systematic plan of study been more fully illustrated.

The value of the training and experience, which teachers here acquire, is so favorably regarded by the Committee, that the progress of the school is somewhat endangered by the disposition to fill vacancies in other schools from its corps of teachers. While from its situation in an Irish district it is exposed to continual embarrassments from the influx of new scholars at certain seasons of the year, often one or two hundred in number, yet by a judicious system of promotion and of distribution of classes the evil has been successfully met and the pressure on the lower rooms relieved, without disturbing the arrangement of the upper classes.

The advantage here obtained will be appreciated by all who have witnessed the effect of similar disturbances in our smaller Primary schools, where rooms which ordinarily contain about forty pupils are suddenly crowded with nearly twice that number, and the imperfect grading of the school is almost wholly destroyed by the necessity of promoting pupils in the lower grades into the upper rooms and classes. Not only is the progress of the whole school thereby delayed, but the most work is thrown on those least able to perform it, viz : the young and inexperienced teachers.

The North School also affords better facilities for grading the upper classes, which can be more readily kept up to their full numbers ; each teacher thus receives her full quota of work, which in smaller schools is often very unequally divided.

The sanitary condition of this school is excellent, and is largely due to the improved arrangement and appointments of the building. The ascent to the upper stories is easy and gradual, and less wearisome than in the Brackett street or High School building. Each room is a school by itself, as independent for many purposes as if placed in a separate building. While there is less danger from fire in this school than in any other in the city, yet in case of need all its rooms can be safely emptied through its ample corridors and wide stair-cases in less than three minutes, as facilities for egress are provided from three sides of the building.

The general results obtained, as regards quantity and quality of work, in a school of this size, well disciplined and classified, compared with the too often desultory work of independent Primary schools, lacking proper supervision, (for the occasional visits of members of this board can not properly be called supervision,) greatly recommend the superiority of the larger schools. The progress of the former resembles the concerted movement of a well-officered and disciplined army advancing with steady precision, while the latter too often imitate the manœuvres of untrained militia, lacking both leadership and organization.

These are some of the advantages of the North School system, which have induced the Committee to believe that the construction of another such a building in the upper part of the city would be more economical than the repair of the present school structures. Whether the Committee are correct in their opinion or not, a discriminating public must now determine.

The liberal policy which we have heretofore pursued towards our public schools has been justified by the high esteem in which they are held by all classes of our citizens.— They have not been regarded as schools for the *poor* alone, but as schools for the education of *all* the youth of our city, which should be maintained at any sacrifice. It has been our pride to place them in the front rank of the educational institutions of the day, and to refuse no outlay which their interests justly demanded. Such we believe is still the feeling of our citizens, and that whatever money is needed for our public schools will be freely given. While Portland, striving to develop her commercial advantages,

is aiding with generous hand the railroad and manufacturing enterprises of the day, she should not forget that her common school system merits her first care, and that no money is more economically spent than that which increases the health and comfort of her school children.

Those who complain of the amount annually expended on our public schools will do well to compare the cost of public instruction in other cities of equal size before charging us with extravagance. We think we are safe in saying that no city can be found, the efficiency of whose schools we should care to adopt as a standard, where so much is effected at so small a cost as in the public schools of Portland. The amount annually appropriated for our public schools is small compared with the total amount raised by taxation. A glance at the accompanying table of statistics for the past ten years shows that, while the general expenditures of the city have more than trebled since 1860, the expenditures for our schools have little more than doubled in that time, and that instead of devoting *fourteen* per cent. of our annual tax to educational purposes as formerly, *nine* per cent. only is now appropriated. These facts show that our present high rate of taxation is not due to the extravagance of the school department, to whatever else it is to be attributed.

DRAWING. Instruction in Drawing has been given the past year in all the Primary and Grammar schools, by the regular teachers. As an innovation in the old programme, requiring extra labor and some special preparation, it could not be expected that drawing would meet with immediate favor from all teachers; the progress thus far made is however encouraging. The Committee, convinced of its value as an educational agent, when properly taught, have given it a place among the required school exercises, and their efforts are now directed to raise it in the estimation of both teachers and pupils to the dignity of a school *study*. Some of the teachers have shown no little skill in rendering their instruction in this branch an attractive feature of the school programme, while others have attempted a bare compliance with the regulation, and the exercises have proved devoid of interest to both pupils and teachers. With the facilities afforded by the Manuals of Instruction accompanying each series of cards and books, it would seem that a teacher, although possessing no special taste for drawing, could as easily teach this branch as writing or arithmetic. It demands no talents of a high order or previous artistic training, but merely a clear apprehension of a few principles and the power of ready illustration. As a misconception exists on the part of many parents, and, we may add, of some teachers, as to the functions that drawing is intended to perform in our school system, it may be well to state the object that the Committee had in view in making it a required study.

Taught as a mere accomplishment, exhausting itself in the production of a few wretched pictures, it has no place in any system of common school education, and receives no recognition from this board. We do not pretend to deal with high art, or to transform our public schools into "schools of design," for the production of modern Raphaels and Angelos; our efforts are less pretentious and have a more practical aim.—Recognizing the value which an accurate eye and trained hand give to persons in every employment, and the increasing demands which exist in every department of human industry for skillful draftsmen and ready designers, we have attempted to introduce into our public schools a system of free-hand and industrial drawing, which shall give our children a certain amount of manual skill and a knowledge of the simpler laws of perspective, so that they may be able to represent to others, in the language of form, the facts and relations which they cognize with their other faculties. "The object," as Gov. English has well remarked in an address to the Legislature of Connecticut, "is not to make artists simply, but to make artizans—to turn out a better and more proficient class of scholars with such skill in designing and drawing as shall aid them in their

industrial pursuits, and more effectually advance the State in manufactures, inventions and the mechanic arts. The sagacity shown by the first Napoleon, in his order to make drawing a prominent study in the schools of France, has long since been acknowledged in the tribute which the world has paid to the people of that country for their decorative taste in the arts."

Of the value of drawing in developing habits of observation, strengthening the memory, exercising the imagination, and diffusing a purer taste for art in the community, there can be no doubt. The system we have adopted seems well calculated to secure these results, and many of our teachers have had the advantage of listening to the author's own explanation of his methods. Thus far the cards only have been used, but at the commencement of the next term drawing books will be introduced into all the Grammar Schools, and the use of slates and cards will be confined to the Primary Schools. The cards are in the main well adapted to the wants of young children, and the designs are generally simple and well chosen.

Starting with points and straight lines the child is taught to understand *position*, *distance* and *direction*, and is allowed to exercise his inventive powers in forming tasteful figures by new combinations of these simple elements; curved lines are gradually introduced, and the representation of solid bodies, requiring the application of the complex laws of perspective, is taught in the higher classes. Drawing, under a skilful teacher, would be found to be of great aid in developing a knowledge of numbers, and in other branches of object teaching.

After considerable proficiency has been attained in the theory and practice of the art, drawing from natural objects can be successfully introduced, but the engraved designs are found to furnish sufficient material for systematic work in the earlier stages.

No provision has yet been made for instruction in mechanical drawing, with use of instruments, in the High School during the last year of the course, as contemplated by the committee, but it is intended that proper facilities shall be afforded before another year shall have elapsed.

Success in this branch depends so much upon systematic and thorough instruction that our teachers will find it necessary to follow some uniform and well digested plan.—The "Guides to Teachers" will be found to contain minute instructions as to the manner of conducting the exercises, and the methods there indicated should generally be strictly pursued. Not less than two lessons of a half-hour each are to be given in all the schools each week. In the primary schools it may be found advisable to have short daily exercises of fifteen minutes each as is practised in the Boston schools. As our teachers become better acquainted with the details of this system and more skilful in the use of the crayon, the good results which have followed the introduction of drawing into the schools of other cities, may be expected to be realized here.

WRITING. Since May, 1870, Mr. H. W. Shaylor has been employed as writing master in our public schools. He visits all the Grammar schools, the Intermediate and High school twice a week, devoting forty-five minutes to a lesson. Marked improvement has attended his instruction, and the value of a special teacher in certain branches is nowhere more clearly exemplified than in the beneficial results which have followed his labors. As education is becoming more practical and better adapted to the wants of the age, the importance of good penmanship is better appreciated, and provision for correct instruction in this art is justly demanded in our common school system. To many it would seem that little more is necessary to satisfy this demand than the furnishing of good copies and proper writing material, and the statement that writing is an art, the correct understanding of the theory of which is not less important than the practice, seems to them absurd. Many believe that a special gift is necessary, and that all

persons cannot become good writers, not to say accomplished penmen. The results of the system, or want of system, might well encourage such a belief, but here it is that Mr. Shaylor's talent has shown itself, and produced results which greatly recommend his system of instruction. A comparison of the copies written by pupils soon after he entered the schools with those written within the last few weeks, without special preparation, evinces such a change in style and finish as seems almost marvellous. Out of the most heterogeneous elements has grown up a uniformity of handwriting so complete as would induce the belief that many of the copies were written by the same person.— While it is not claimed that the general similarity which is thus produced, excludes all individuality of style or of execution, yet it does demonstrate the fact that correct instruction is a most efficient factor in the result. Mr. Shaylor's success is due in a large measure to the clear and methodical manner in which he explains the principles involved in each lesson. Believing that it is necessary to have a clear conception of the forms and characters which are to be made, before their execution is attempted, he carefully analyzes each letter, noting the resemblance to others, and pointing out the probable difficulties which will be encountered in its formation. He thus provides a standard by which each pupil shall measure his own work, and, in place of servile copying, encourages a discriminating study of written characters. Could writing be thus taught in the last year of the primary course, much loss of time would be saved in the Grammar schools in the vicious habits which pupils have unconsciously contracted; and the longer drill thus obtained, would render unnecessary further instruction in the High School, where the time is needed for other studies. By adopting the plan, now pursued in some of the schools, of writing one-half only of each page with the writing master, sufficient time would be gained to enable him to give two lessons a week of thirty minutes each in every Primary and Grammar school in the city. As the school will write one-half of each lesson with the master, after the copy has been clearly explained to them, there should be no difficulty in completing the same some other day when he is not present. This is the practice followed in the schools where the greatest progress in writing has been made, and is recommended in the accompanying report of Mr. Shaylor, to which attention is invited. The additional labor imposed on Mr. Shaylor would require that an increased compensation should be paid him, but the advantage to be derived from the change would fully justify the expenditure, as we think that no money is more economically expended than that appropriated to the salary of our present writing master.

VOCAL MUSIC. The culture of vocal music has been too long neglected in our public schools. While other cities have made special provision for systematic instruction in this branch, Portland has for several years left the matter to the voluntary and independent action of the several teachers. A little money judiciously expended in the employment of a competent music teacher, who would give the necessary instruction to our teachers to enable them to conduct the musical exercises in the schools, would secure for us some of the benefits which have followed similar movements elsewhere. The special committee, to whom this subject was referred last year, recommend in their report that music should be taught in our schools according to the system developed in "Mason's Musical Charts," but no final action was ever taken in the premises. This neglect is due more to indifference than to opposition, and has been encouraged, perhaps, by the feeling that music is of little educational value.

We believe that the following sentiment, expressed by the Superintendent of Boston schools, is true, viz: "That everybody, who understands school economy, knows that the time devoted to music will not in the least retard the progress of pupils in other branches. For my part, I believe," he says, "the general progress is the greater for

the appropriation of time to music, such is its harmonizing and educating power." Ten minutes a day properly employed, are there found to produce "most excellent results in this branch."

It is to be hoped that before another year shall have elapsed some provision will be made for regular instruction in music in our public schools.

TRUANCY. Among the most encouraging symptoms of the prosperity of our schools, confirmed by the statements of all the teachers, is the marked decrease of truancy within the last two years. This change is due mainly to the efficiency of our Truant Officer, who has labored most energetically to remedy this serious evil.

His task was an arduous one, and considering the extent of the field almost appalling ; but the judicious course, that he has adopted, has yielded the most gratifying results. The investigation of many cases of habitual truancy has convinced the officer, that the blame lies too often with the parents, who connive at or encourage the delinquencies of their children, and that no permanent reform of the offenders can be effected without the parents' co-operation.

For this reason he has made the homes of the children a special field of labor, striving by the use of wise arguments to convince those having the children in charge of the wrong they were doing, and to enlist their influence in the difficult work of reform.

His efforts in this direction have met with marked success, as is shown by the returns of the different schools. Those schools, in which formerly ten or fifteen cases of truancy were not an uncommon daily occurrence, now report that truancy has almost disappeared.

Mr. Wentworth says that truancy in the North School has decreased 75 per cent., and Mr. Files, Principal of the Intermediate School, where truancy has perhaps most flourished, reports a decrease of nearly 50 per cent. within the last two years. Four of the schools report "none at all," and the others only sporadic cases.

There are still, however, too many children growing up in ignorance and vice in our community whose cases cannot be readily reached by the Truant Officer. Most of these are not enrolled in any school and, when apprehended, plead that they are engaged, by consent often of parents, in some "regular and lawful occupation," such as swill gathering, riding on milk carts, and other similar employments, which consume but a part of their time and leave a wide margin for play. Some wise compulsory educational law is demanded which shall reach these and all other cases of "absentees" by rendering obligatory the attendance at some school of all children under a certain age during at least three months in the year. This law is needed as well to protect children from the avarice and neglect of their parents, as to provide a barrier against lawlessness and crime, which have such a fruitful source in the ignorance of the lower classes. It is difficult to see where the right of "personal liberty" would be infringed by such a provision, unless by these terms is understood the right to use the parental authority for any purpose, regardless of the interests of the children and the welfare of society.

As another indication of the prosperity of our schools, it is interesting to observe that, while the census returns show an apparent decrease of fifty-one this year in the number of school children between four and twenty-one years of age, yet the statistics of the schools show that the whole number enrolled in our schools is greater by 388 than last year, and that the average attendance is greater by 136. These results are not altogether due to the decline of truancy, but indicate also a growing appreciation of the value of our common school system. As that system has been sometimes misrepresented, it may be well to inquire into the COMPARATIVE STANDING OF OUR PUBLIC SCHOOLS.

To judge fairly of the educational rank of Portland, compared with other towns and cities in the State, certain facts must be borne in mind :

1. That by a special law it is provided that children under *five* years of age shall not be admitted into our public schools.

2. That our schools continue through the whole year.

3. That our city is the seat of the Catholic Episcopal residence, and that the provision for Catholic schools here is far more extensive and liberal than in any other city in the State.

4. That the number of our private schools is large.

5. That the census of children between four and twenty-one years of age, on which is based the distribution of the State school funds, does not correctly represent the number of *school* children in our cities, but is framed to meet the wants of country districts, where the whole school year does not exceed four months, and schooling is necessarily distributed over many winters

The writer of this report believing that great injustice has been done Portland, by erroneous representations as to the number of our children actually enjoying educational privileges, has taken pains to determine from reliable sources the number of scholars, belonging in the city, who attend private and Catholic schools.

The number of private schools in the city is sixteen, with an average attendance of 380 pupils. The Catholic schools are three in number, under charge of the Ladies of the "Congregation of Notre Dame," with an average attendance of 950 pupils,—all girls. This includes the private academy on the corner of Free and Oak streets, where the higher branches are taught, and the free schools on Gray street and Munjoy Hill.

From the data thus furnished the following results are deduced, viz: That not less than *sixty-three* per cent. of all children between four and twenty-one years of age in our city are connected with either public or private schools, and that the per centage based upon the number of children from five to eighteen years *inclusive*, the extreme limit of school age in this city, is not less than *eighty-three* per cent.; that the average attendance at our public schools alone is *forty-seven* per cent. of the census number, and *sixty-two* per cent. of the actual school population. Comparing these results with the statistics of the Boston schools, which are based on the census number of children between *five* and *fifteen* years of age, we find that the showing is in our favor.

Making due allowance for the errors which may have crept into the calculations, and taking only the general facts above disclosed, we think Portland may rest satisfied with its comparative rank among the towns and cities of Maine.

SUMMARY OF STATISTICS. Population of Portland according to United States

census, 1870.....	31,418
Census number of children between 4 and 21 years of age.....	11,176
Apparent decrease since 1870.....	51
Ratio of same to population.....	.35
Whole number of children enrolled in public and private schools, nearly.....	7,000
Ratio of same to number between 4 and 21 years of age .....	.63
“ “ “ “ 5 and 18 years of age .....	.83
Whole number enrolled in Public Schools.....	5,438
Increase since last year.....	388
Average attendance at Public Schools.....	3,961
“ “ Private Schools.....	380
“ “ Catholic Schools, (girls).....	950
Ratio of number enrolled in Public schools to number between 4 and 21 years of age.....	.48
Ratio of number enrolled in Public schools to number between 5 and 18 years of age.....	.64

Number of regular teachers in City schools.....	*92
“ “ “ Island schools	3
Number of special teachers	2
Whole amount of salaries paid, (exclusive of Island schools) 1871.....	\$50,450.00
Average salary to a teacher	535 63
Cost per pupil for tuition, based on census number 4 to 21 years of age.....	4.50
“ “ “ “ whole number between 5 and 18 years of age.....	6 00
“ “ “ “ “ enrolled in the public schools of the city.....	9.46
Whole amount appropriated for schools in 1871.....	67,175.00
Total amount of city tax	746,946.75
Valuation of city, 1871.....	28,924,350.00
Ratio of amount appropriated to schools to city valuation.....	.002-32
“ “ “ “ “ amount of city tax.....	.09
Amount received from State school funds in 1871.....	903.47

* Of this number 55 were educated in our public schools.

Table of general School Statistics and Expenditures from the year 1860 to 1872.

	Valuation.	Taxes.	Rate per \$1,000.	Annual appropriation for schools.	Per cent. of valuation appropriated to schools.	Per cent. of amt of taxes appro'd sch'ls.	Am't received from State School fund.	Children from 4 to 21 years.	Number of pupils registered.	Average attendance.
1860	22,072,500	244,888.60	10.80	29,339 41	001-32	.14	3,258.50	9,630	4,783	3,601
1861	23,482,900	274,353 06	11 40	30,500.00	001-29	.11	3,403.26	9,689	4,926	3,755
1862	23,306,700	320,919.95	13.50	32,192.00	001-39	.10	3,384.27	9,689	5,347	4,040
1863	25,111,200	369,599 33	14.40	33,917 00	001-31	.08	3,647 81	9,754	5,427	4,091
1864	26,953,200	573,085.93	20 80	39,200.00	001-08	.06	2,240.77	10,645	4,914	3,791
1865	28,021,570	805,285.96	28.00	44,550.00	001-58	.05	1,941.99	11,023	4,873	3,747
1866	29,004,115	741,568 05	24.80	53,950.00	001-86	.07	916.30	11,361	4,715	3,400
1867	28,313,845	715,853.20	24.50	57,000 00	002-01	.07	888.48	11,452	5,052	3,826
1868	28,572,478	737,525.95	25 00	64,200 00	002-24	.08	850.60	10,463	4,850	3,790
1869	28,881,239	710,815 49	23 80	63,450 00	002-54	.08	775.52	10,520	5,266	3,848
1870	28,953,715	775,631.59	26.00	66,356 95	002-29	.08	718 74	11,227	5,050	3,825
1871	28,924,350	746,946.75	25.00	67,175.00	002-32	.09	903.47	11,176	5,428	3,961

REPORT OF THE PRINCIPAL OF THE HIGH SCHOOL. Although the number of new pupils admitted during the year is less than for any year since 1867, the number enrolled for the term just closed, is larger by ten than for any year in the history of the school. This fact indicates a growing disposition on the part of the pupils to complete the course of study, and to remain longer in school than was formerly the custom. The average age of the school is somewhat greater than one year ago.

The highest success of the school, and especially in the department of Chemistry, Surveying and Book-keeping, which are usually taught by the second male assistant, would seem to demand greater permanency in the incumbent of that office. The position is an important one and should be filled by a person who has a fondness for those branches; who has inclination and time to attend to the work of illustration, and who is anxious to establish a reputation in that kind of teaching. It can hardly be expected that much time and preparation, outside of school hours, will be given to the duties of the place by one who has another profession immediately in view, or who regards the compensation inadequate, and is constantly looking for a more lucrative position elsewhere. The Portland High School should have good instruction. Its large number of

pupils and its full course of study make it second to few, if any, High schools in the country. While it is highly important that children in the Primary school should be well taught, it is scarcely less so that those in the High School, who have made a good beginning elsewhere, and are soon to enter upon the practical duties of life to apply their knowledge and to test their training, should also receive instruction of the highest order attainable. Pupils coming from the Grammar School, where they are taught mostly by the Principal during the last year in that school, could not, on being promoted to the High School, be placed under the care of teachers whose skill is inferior to those they have left behind. As the best schools are now taught, teachers need rare qualifications for their duties. Among teachers of ripe experience, those who have spent the better part of their life in the school-room, it would be difficult to find one who would not express his regrets that he had not had more preparation for the duties of his profession. The idea that a teacher needs to know no more than he is required to teach, and that he will, in all cases, be able to impart whatever he knows, is absurd, and has done infinite mischief to the cause of education, by encouraging incompetent persons to undertake the instruction of schools without any proper appreciation of the work they are required to perform. The teacher must not only be proficient in what he is expected to teach, but he needs an acquaintance with almost every fact and kindred branch of knowledge for the purpose of illustration and explanation. It often requires much wisdom and skill to make even simple truths plain to the understanding of the young. Teaching is not only a science, but it is also an art, and a peculiar one. It matters not how well informed the teacher may be; if he is wanting in the ability to convey clearly his ideas to others, and to reveal to the pupil the processes of acquiring knowledge and developing the mind, his best efforts even will be but a failure. In addition to a thorough knowledge of what he is to teach, he must know the powers of the pupil and the kind of discipline to which those powers have been subjected; he must know how to correct, effectually, errors in knowledge and in training; how to gain access to mind—mind undisciplined or perhaps badly taught; how to lead the pupil to a correct understanding of his own powers, and the best method of using them; how to draw out the mind in a way that shall give it strength as well as enlargement; how to secure accuracy in processes and results; and he must understand, philosophically, the laws of development and growth, both of body and mind, and be able to adapt his instructions, by ever varying modes and processes, to the different capacities and circumstances of those under his care.

Not less in importance is the art of governing—of school management, and class management. Schools are not governed by force, nor by the rod; though the latter cannot always be dispensed with. A hearty devotion to the business, and an ability to read the character of pupils and the motives which lie behind their actions, are essential, but not wholly sufficient. The teacher must learn how to guide the exuberance of youth; to encourage the sluggish and spiritless; to correct the careless and wayward, and to restrain the disobedient and vicious; how to be mild, yet firm; how to govern according to circumstances, and yet be unyielding; how to cultivate in the pupil self-reliance, conscientiousness in the discharge of every duty; respect towards superiors, and obedience towards rightful authority; civility and kindness to all, and how to lead the youthful mind in the right way, and to inspire it with correct and exalted sentiments in regard to life and its whole sum of duty. Indeed the position and qualifications of teachers may be included in a nutshell; their sphere of duties is arduous and responsible, requiring an ability to understand and to measure the powers of the human mind, and to guide and shape them in their development and training. The better they are qualified for that sphere, the nearer they will come to an honorable and successful discharge of their duties.

Some modifications have been made in marking, or rather in estimating, the scholarship of the school. Heretofore, only regular recitation work has been marked. We now include declamation, composition and reading; and I propose to add hereafter a miscellaneous spelling exercise for the whole school. This will give a fair estimate of the totality of the pupils' scholarship in the whole school work. The desirable features in a system of marking are: that it shall be just to the pupil, shall prevent, as far as possible, favoritism on the part of the teacher, and shall not involve too much drudgery in keeping and making up the records. Such a system, though not an ultimate criterion of scholarship, is, where prudently used, a healthy stimulus to laudable effort on the part of the pupil. Judicious commendation for well doing, is an important principle in the training of the young. I propose, hereafter, to subject each class in school to occasional written examinations upon the subject matter of the lessons gone over and reviewed, and to incorporate the result of such examinations into the record of scholarship.

It is well known to the Committee, that at the public examinations at the close of each term, the limited time allowed does not permit the examination to be either critical or extended. I respectfully recommend that previous to the public examination there may be, for each class, a written examination by means of printed questions, in two of the three branches pursued. The examinations of several classes could, in this way, be conducted at the same time in the large school room, and would require the presence of only one member of the Committee. The papers of the pupils could then be examined and made up at leisure. By such a course the public examination, for the benefit of the parents and the public, could be confined to one recitation for each class, instead of three as at present, thereby giving time for a more extended and, in every way, a more satisfactory examination.

In the report of the High School for last year, a detailed statement was given of the work done by the several classes. During the year just closed, the amount of work done has been substantially the same, and averages a little higher in its character than for the previous year.

The present course of study in the High School was prepared and adopted in the Fall of 1865, and was the result of an attempt to bring together, upon one course of study, the Boys' High School and the Girls' High School, which, up to that time, had been pursuing different courses. At its adoption it was supposed that time would render necessary some modifications. After a trial of six and a half years, it seems to me that a few changes could be profitably made, viz: 1. A better adjustment of the studies to the terms of the school year. 2. A reduction of the number of text-books used in mathematics, by the omission of Hill's Geometry, and the book of Arithmetical Problems now used, though still retaining the miscellaneous review of Arithmetic. This would not involve the loss of any branch of study now pursued, but would lessen the number of text-books. 3. The introduction of more English Grammar and Composition. 4. The introduction of the study of German, as an optional study; giving pupils a choice between that language and the French. A tabular form of the course, with the adjustments suggested above is given on the next page. These different courses of study do not, as is supposed by some, require the entire separation of the pupils in those courses, in their several studies, for some of the branches are the same in all the courses. — Neither do they require an additional teaching force; for the size of the classes is such as to make it necessary to divide them, usually, into three or four sections of the same grade; and an equal number of teachers is necessary whether those sections all recite the same lesson, or a part of them are upon one course and the remainder of them upon another.

The discipline of the school has not, I think, been inferior in any respect, to that of any previous year; while in some respects, there has been manifested a healthier tone of sentiment on the part of the pupils, both in their relations with each other and towards the teachers

A. P. STONE, Principal.

High School Course of Study. English and Classical Course. First year—First Term — Algebra, Physical Geography, Latin Grammar, (through the course,) Latin Reader. Second Term—Algebra, Physical Geography, United States History, Latin Grammar and Reader. Reading and Spelling during the year.

Second Year—First Term. Algebra reviewed, Geometry, Natural History, Natural Philosophy, Latin Reader, Cæsar, United States History. Second Term—Geometry, Natural Philosophy, Cæsar, Virgil, Ovid, English History, Book Keeping, English Grammar (2)

Third Year—First Term. Geometry and Arithmetic reviewed, Natural Philosophy, Chemistry, Virgil, Sallust, Moral Science, Physiology (2), Botany. Second Term—General History, Algebra reviewed, Chemistry, Cicero, Orations and De Amicitia, French (2), Botany, Book Keeping.

Fourth Year—First Term. Trigonometry and Surveying, Astronomy, Constitution of the United States, French, Cicero, Virgil, Rhetoric, English Literature (2). Second Term—Geology, French, Virgil, Horace, Mental Philosophy, English Literature (2).

English Course. First Year—First Term Algebra, Physical Geography, English Grammar and Analysis. Second Term—Algebra, Physical Geography, United States History, Grammar, Analysis and Composition. Reading and Spelling during the year.

Second Year—First Term. Algebra reviewed, Geometry, Natural History, Natural Philosophy, United States History, English Grammar. Second Term—Geometry, Natural Philosophy, English History, Book Keeping.

Third Year—First Term. Geometry and Arithmetic reviewed, Natural Philosophy, Chemistry, Introduction to Rhetoric, Moral Science, Physiology (2), Botany. Second Term—General History, Algebra reviewed, Chemistry, Botany, Book Keeping, French (2).

Fourth Year—First Term. Trigonometry and Surveying, Astronomy, Constitution of the United States (2), French, Rhetoric, English Literature (2). Second Term—Geology, French, Mental Philosophy, English Literature (2), Review of Mathematics.

Classical Course for preparation for College. First Year—First Term. Latin Grammar through the course, Latin Reader, Physical Geography, Algebra. Second Term—Latin Reader, Physical Geography, Algebra. Reading and Spelling during the year.

Second year—First Term. Latin Reader, Cæsar, Algebra reviewed, Geometry, Ancient Geography. Second Term—Cæsar, Virgil, Greek Grammar through the course, Greek lessons, Ancient Geography.

Third Year—First Term. Virgil, Greek Lessons, Anabasis, Algebra reviewed, Latin Prose Composition. Second Term—Cicero, Virgil, Anabasis, Algebra reviewed, Latin and Greek Prose Composition.

Fourth Year—First Term. Cicero, Virgil, Anabasis, Homer's Iliad, Geometry and Arithmetic reviewed, Ancient History. Second Term—Completion and review of course.

Occasional Exercises in all the courses—Declamation, Composition, Select Reading and Spelling.

Explanations and Remarks. As a general rule each pupil is required to have three recitations daily, except on Wednesdays and Saturdays, when they are one or two less. Where more than three branches are enumerated in the work for any term, it is to be understood that they are not all taken up at the same time, or that some of them are occasional, and not daily, studies. Branches followed by the numeral 2, in a parenthesis,

are recited twice, or, in some cases, one a week. Branches in italics are, under certain regulations, optional studies, and some choice is also allowed in reference to a few other branches; but all optional studies are to be decided by the parents of pupils and the Principal, and must be subject to the organization of the school. Upon entering the school, pupils, under the direction of their parents or guardians, may select either course of study, and in the English and Classical course, the study of Latin may be discontinued at the close of any school year.

Although there are three courses of study, the classes in those courses are not entirely distinct. The first year of the Classical course, and of the English and Classical course, are the same, and those pursuing Latin in those courses recite together; and the same is true of most of the English branches in the English, and in the English and Classical courses.

REPORT OF THE PRINCIPAL OF THE NORTH SCHOOL. The following indicates the work for each year through the course:

Programme of Studies in Primary Department, North School. Sixth Class—First Year. Reading. Wilson's Charts to be read by calling the words at sight, with oral lessons on all the objects represented on the charts. Alphabet and Reader completed. Spelling—Words from charts and Primer. Writing—Alphabet and small words to be written. Number—Counting and numbering to one hundred, with Numeral frame. Morals and Manners—Illustrated by anecdotes, examples and precepts. Physical Exercises—Marching and Singing from three to five minutes at a time, not less than four times a day.

Fifth Class—Second Year. Reading—Second Reader completed, with frequent conversations on the meaning of what is read. Spelling—Selected words, by sounds, and all words in the reading lessons by letters. Writing—Words copied from blackboard. Arithmetic—Counting forward and backward, by twos, threes, fours and fives, to fifty, with numeral frame. Reading at sight, and writing numbers of three figures, and Roman numerals to fifty. Oral Instruction—Form, color, parts and uses of common things. Morals and Manners—As occasion may suggest.

Fourth Class—Third Year. Reading—Third Reader commenced with particular attention to articulation and the meaning of what is read. Spelling—Words from reading lessons, oral and written, by sounds and letters. Writing—Words and short sentences. Arithmetic—Addition, subtraction, multiplication and division, developed by use of numeral frame. Reading and writing Arabic figures to one million, and Roman numerals to one hundred. Oral Instruction—Animals, plants and minerals. Qualities of common things illustrated by experiments. Morals and manners, singing and calisthenics as in previous grades.

Third Class—Fourth Year. Reading—Third Reader completed. Punctuation and most common abbreviations. Frequent exercises in enunciating difficult combinations of elementary sounds. Spelling—Words in reading lessons by letters and sounds. Writing continued as in fourth class. Arithmetic—Mental and written, through addition and subtraction. Oral Instruction—Miscellaneous subjects, with review of the work in lower grades. Morals and manners, singing, etc.

Second Class—Fifth Year. Reading—Fourth Reader commenced, with careful attention to meaning of words and distinct articulation. Spelling—Written and oral from speller and from reading lessons. Writing and drawing—Bartholomew's cards. Arithmetic—Written and mental, through multiplication and division, including a thorough knowledge of corresponding tables. Rapid combinations of small numbers. Oral Instruction in Elementary Geography and subjects selected from the Child's Book of Nature. Manners and morals. Singing and physical exercises continued.

First Class—Sixth Year. Reading—Fourth Reader completed, with particular atten-

tion to expression and vocal culture. Spelling—Oral and written, continued from speller and reading lessons. Writing and drawing as in second class. Arithmetic—Written and mental, through Reduction, with review of the entire subject so far as studied. Geography—Elementary text-book read, with conversational illustrations. Oral Instruction—Weight, measures and geometrical forms. Fractions developed by objects. Singing, etc., continued.

The following is the Time Table and order of Exercises used in the four lower rooms of the North School :

A. M. 9 to 9.15—Opening Exercises.

<i>Recitation.</i>	<i>Study.</i>
9.15 to 9.45—1st Division read.	2d Division prepare reading lesson
	<i>Calisthenics.</i>
9.45 to 10.10—2d Division read.	1st Division prepare reading lesson
10.10 to 10.30—Recess.	
10.30 to 10.45—1st and 2d Divisions writing on slates.	
10.45 to 11.00—1st and 2d Divisions prepare spelling lessons.	
11.00 to 11.10—1st Division spell.	2d Division prepare spelling lesson
11.10 to 11.20—2d Division spell.	1st Division prepare spelling lesson
11.20 to 11.40—Oral Instruction.	
P. M. 2.00 to 2.35—1st Division read.	2d Division prepare reading lesson
	<i>Calisthenics.</i>
2.35 to 3.10—2d Division read.	1st Division prepare reading lesson
3.10 to 3.30—Recess.	
3.30 to 4.00—1st and 2d Divisions spelling, and preparing spelling lessons as above.	
4.00 to 4.30—1st and 2d Divisions, Arithmetic.	
4.30 to 4.40—Oral Instruction.	

The annual promotions are made at the commencement of the winter term. Pupils ranking above the average in scholarship are usually advanced three rooms, those of average rank, two rooms, less than average rank, one room. If any pupils are prepared to enter a higher grade, they are transferred any time during the term. None are kept back when they can be transferred with advantage to themselves and without detriment to the class.

Drawing has been taught regularly in all the Grammar classes, and in eight rooms in the Primary Department, forty-five minutes each lesson, twice a week through the term. We have finished Bartholomew's Cards in the Grammar classes, and are now drawing from the "Teacher's Guide," preparatory to the drawing books, which will be used at the beginning of next term. We have finished one-half of the cards in the primary classes, and the others are to be completed during the next term, the design being to use cards in the Primary and Drawing books in the Grammar Department. Without doubt an experienced drawing teacher would have secured better results, but the teachers have labored earnestly, and the progress has been all that could be reasonably expected, without the employment of a special teacher.

Reading is commenced by the Word and Phonic methods combined. The pupils in the lowest grade are taught to call the words at sight from Wilson's Chart, No. 1, which contains sixty words, all representing the names of familiar objects, and illustrated by pictures. The work on this Chart is followed by the alphabet, and sounds of the letters, together with familiar words written upon the blackboard by the teacher, and arranged in short sentences by the children. The Charts are all used in the same manner, followed by the First Reader, which is completed during the first year. The teachers, by daily conversational lessons on the objects represented upon the Charts, aim

to encourage the children to cultivate the perceptive faculties, and find language to express their ideas. The first step, therefore, in this method, is to learn to read those words at sight which they already know by hearing, and to associate the form and sound of words with the thoughts represented by them. The advantages of this system are, first, a saving of time. A class of average ability can learn all the words on the Chart, together with the alphabet, in the time usually employed upon the alphabet alone. Then the phonetic drill quickens the ear and trains the pupil to distinguish correct sounds, and tends to prevent slovenly habits of pronunciation.

It is claimed that this system follows the natural order of mental development, and affords the teacher an opportunity to impart valuable information to the children, to develop their perceptive faculties, and cultivate their power of expression, and I think a fair trial will prove this theory correct.

It seems to me that a judicious course of progressive Oral Instruction, requiring a daily exercise of twenty minutes, would be beneficial to all the regular branches of study. As training the hand and eye in elementary drawing facilitates writing and map drawing, so reading can be made more interesting, intelligent and expressive by a knowledge of the structure, habits and uses of animals and birds, and the growth of plants and flowers. A knowledge of geometrical forms facilitates the study of Arithmetic, and the health of children may be improved by a knowledge of the human body, thereby increasing their power for greater progress in all branches. These advantages more than compensate for the time required to carry out this course of instruction.

Furthermore, these exercises cultivate habits of close attention, accurate observation, and the power of correct expression, habits which constitute important elements of success in every department of study, and which should be cultivated from the commencement of school life, through the whole course.

Special efforts have been made by the teachers during the term to secure more regularity in the attendance of their pupils than in previous terms. The absentees include three classes. First, pupils detained from school by sickness and other unavoidable causes. This class varies from three to six per cent. according to age and circumstances, and cannot be reduced much below these figures. The second class is made up of truants, or of those who are absent without consent of parents. The Truant Officer has been very successful in his labors with this class, diminishing the number at least seventy-five per cent., and a large proportion of those who were the most irregular in attendance are now quite regular. The third class includes pupils who are allowed to go and come as they please, through negligence or indifference of parents. This is the largest and most difficult class to reach. The teachers usually visit the homes of these pupils, in order to awaken an interest on the part of their parents, and if possible secure their co-operation in improving the attendance of their children, and in many cases these visits have been followed by marked improvement.

In conclusion, I desire to express my obligations to the teachers who have labored zealously and faithfully for the good of the school, and whose efforts and co-operation entitle them to hearty commendation.

EBEN. WENTWORTH, Principal.

CHARLES F. LIBBY, *Reporter for the Committee.*

DEERING.

The one grave defect of our system of school management is the imposition of divided responsibilities. As matters now are, no one is wholly responsible for the condition of our schools. The District Agents employ the teachers, fix the salary, appoint the time of beginning and closing terms, &c., while the S. S. Committee certificate teachers and inspect the schools. The employment of teachers is a duty of more practical importance than the formal examination of them, and requires for its faithful discharge a more experienced judgment, and wider acquaintance with the habits and aptitudes of those proposing to teach. The examinations made by the S. S. Committee are of less practical value, from the fact that in most cases, not only are the teachers engaged by the agents before the candidates present themselves to the committee, but the day, usually at hand, is fixed and announced for the school to begin. Under such circumstances, while they are not, indeed, compelled to grant a certificate, only the baldest disqualification would justify the committee in withholding it. There is no proper, responsible head to our system of schools in this town. It were better, therefore, that the entire management of the schools, and with this, of course, the responsibility, be centered either in the several District Agents, or in the S. S. Committee. As one poor general is better than two good ones in command of an army, so we may safely conclude that almost any system with one responsible head would be more efficient than the double-headed system which now illustrates so well how not to do it.

But since no provision is made in law for giving all these duties into the hands of District Agents, and since the *town* is the real unit of legislation, and votes the amount of money to be raised, the general method of expenditure, and even determines and organizes the districts, it is only in consistency with its other functions that the town should elect the officers which shall have the direct and responsible management of the schools. Should the teachers be employed by the S. S. Committee, the examinations would have much more significance than now, since it would be rightly surmised that employment would largely depend upon the rank attained in examination. In this way examinations could be made competitive, and this also would be an important gain. The S. S. Committee, by reason of their position, have a wider acquaintance with teachers and schools than an agent of a single district would ordinarily have, and have thus a better opportunity to select teachers with reference to fitness for particular situations.— For these and other reasons which might be given, it is recommended that the S. S. Committee employ the teachers, and be made the responsible head of the schools of the town. As the author of this report will not remain a member of the committee, he feels no delicacy in urging this most earnestly upon the attention of those interested in our public schools. He would also recommend that some provision be made to adequately compensate those upon whom the care of the schools may be devolved.

Our town is favorably situated for the organization and maintenance of a most efficient system of public schools. Our population is large and compact, and our wealth ample to make liberal provision without a large tax per cent. Because we have the opportunity and the means for the best schools, we should be satisfied with nothing short of this. Our necessity is greater because of the excellent schools maintained in our neighboring city. The very excellence of these schools will inure not only to our discredit, but to our material injury, unless with generous emulation we strive to equal them; for on which side of the line dividing our territory families shall locate will often be determined by their estimate of the school advantages respectively presented.

Our material interests, therefore, unite with our social and moral interests in pleading for earnest and unwearied effort in liberally maintaining and improving to the utmost our system of public schools.

J. C. SNOW,
GEORGE W. JOHNSON, } S. S. Committee.

AUGUSTA.

In reviewing the labors of the year your Committee can only say, as they have said at other times, "That they have sought to promote the best interests of the schools, and under all circumstances have done what they could." The schools under our supervision, situated in the rural and sparsely settled portions of the city, in several instances poorly districted, have for the most part instruction continued only a small portion of the year.

The want of interest on the part of parents, irregularity and inattention on the part of scholars, together with other things that militate against the interests of our common schools, renders it impossible to accomplish with any degree of perfectness the work they are designed to perform. But while, in some instances, the examinations have shown that the schools have been of comparatively little value, yet it is to be hoped that in every school some good has been accomplished; and while it may not be possible to reach the high standard which we could desire, yet it should be the aim of Committee and teachers, parents and scholars, to come as near to it as practicable.

SCHOOL-HOUSES. During the year something has been done in the way of improving some of the school-houses in the city. Money has been raised and expended with good results in Districts 18, 19 and 21. But there yet remains much to be done. The school-houses in Nos. 2, 4 and 10, need special attention. Next in importance to having good teachers, are good accommodations and pleasant surroundings. If there is one house in the District which should be more pleasantly located, more comfortably constructed, better warmed, more inviting in its general appearance, and more elevating in its influence than any other, that house is the school-house. As a means of elevating the standard of our common schools, the places where our youth receive their first instruction, and where nine-tenths of them complete their education, claim our attention. A good and profitable school is rare in a poor school-house. Such houses are also nurseries of disease. A large per cent. of school money is lost by the children sitting in unventilated rooms, or rooms *too much* ventilated. To cultivate habits of neatness and refinement, children are sent to school-rooms whose walls, discolored by smoke, are disfigured by coarse and sometimes obscene markings, and whose benches and desks are scarred and mangled; whose doors are broken, and where the rusty, disjointed stove funnel—pendent above the broken stove, is ready to fall at any unusual movement in the room. This is no fancy picture. Our farmers are preparing better barns for their cattle; but in the meantime the school-house to which the children should be wooed is suffered to go to ruin. The school-house should occupy as pleasant and as healthy a place as there is in the district. It should have ample accommodations for a playground, and thus remove the necessity of taking the highway or neighboring fields as places for sport and recreation.

But not only better school-houses are needed, but there are some articles indispensably necessary to their furnishing. A good blackboard is a necessity in a school-room. And yet with rare exceptions, there is scarcely a school-room under our supervision that has anything more than an apology for this necessity. There are, it is true, in almost every school-room a *black board* fastened somewhere on the wall, or a few square feet of rough plastering on the walls covered with black paint, but usually these are very much better suited to develop the *patience* of teacher and pupil, than furnishing a place for illustration, drawing or example. At least, three-fourths of the so-called blackboards in our schools are unfit for use. We earnestly call the attention of school agents to this matter. A small sum in each District will furnish a good blackboard in every case where it is needed. *Furnish a good blackboard*; good in quality and size. If there is no place for one of sufficient size, furnish half a dozen small ones. Place them where all the children can reach them,—the small scholars as well as the large ones. A competent teacher,

with good and sufficient blackboards, will accomplish a third more every term than it is possible to accomplish without them. Hanging maps, which can now be obtained for comparatively a small sum, should be furnished every school-room in the city. The advantage of such maps for teachers and scholars can hardly be overstated. A copy of either Webster's or Worcester's Dictionary, as a book of reference, is also needed in every school. The value of such a book in every school-room does not need to be argued. If the Districts do not think it best to use a per cent. of the money raised for school purposes to procure maps, dictionary, or even the needed blackboards, money can easily be raised in every District for this purpose. Let two or three scholars set out in earnest to raise money for these purposes, and before the commencement of the summer term, every school-house would have the needed maps suspended from its walls, the teacher's desk would be furnished with the dictionary for reference, and in their proper place would be the necessary blackboards. Who will take the lead in this matter? Who will have the place of honor in our next report?

SUPERVISION OF THE SCHOOLS. The separation of the Village District from the suburban schools places each under the care of a separate School Board,—the former chosen by the inhabitants of the Village District, the latter elected by the city government. These two school boards, elected for different purposes, have no work in common. Two reports are made, which need to be united to represent the schools of Augusta.—Under the present arrangement our report, which goes forth to the world as the report of the Augusta schools, exhibits less than half of the educational interests of the city.

In our judgment, if some union could be effected between the city schools and the Village District, so that they could all be under the supervision of one board—or of one man selected for this purpose—it would be promotive of the best interests of all the schools of the city. It seems to us that our schools have become of sufficient importance to demand the services of some suitable person, who shall give to them all the attention which their interests demand. What is now paid for the services of Directors and School Committee, with a small additional sum appropriated by the city for the purpose, would secure as much of the time and services of a competent supervisor as it would be necessary to give to the schools. Under such an arrangement, it would not be needful to do away the present boards; they could act as advisory, and in other ways promote the interests of the schools. We commend this subject to the attention of those who are interested in the prosperity of our city schools. We hope during the year, some initiatory steps may be taken to bring about such a union of the school interests of the city as shall result in the plan proposed.

EMPLOYMENT OF TEACHERS. By the action of the city government, the employment of teachers was placed, as heretofore, in the hands of the school agents of the various Districts. This, while relieving the Committee of an unsought responsibility, has not been in every instance, we are assured, for the best interests of the schools. In the examination of candidates we have endeavored to be critical and fair, and in every case to certify to *actual attainments*. The certificates issued by us—prepared by the State Superintendent of Schools—are graded, and show the attainments of each candidate as they appear to us.

In several instances, teachers have been employed by agents with what seemed to us little regard to their qualifications for the particular schools placed under their charge.—The result has been, in almost every instance, an unprofitable term. It is very true that with the most judicious action, and apparently the wisest choice, a failure may result. What is needed is the hearty co-operation of school agents and school committee in the choice of teachers. An agent should employ no teacher until he has the evidence that, in the judgment of the Committee, he is qualified for the particular school which he is

to have placed in his care. *Wages, the wishes of friends, relationship,* are all primary considerations in the choice of a teacher. The best interests of the district are to be subserved without regard to any other consideration. The well paid teacher and the short profitable term are much to be preferred to the cheap teacher and the illy taught school. It cannot fail to be apparent how greatly the prosperity of our schools depend upon the agents. The office of school agent should not be deemed a position which the most stupid man of the district must hold because it is his turn, but a place of responsibility, requiring intelligence and judgment in the proper performance of its duties. *The best man of each district should be appointed as agent.* The agent has the control of the money, the whole charge of the school property, the houses with their furniture, and must see to keeping them in repair. But the most responsible duty is that of selecting and engaging teachers. With such responsibility resting upon the agents of our schools, the office should not be given, as is too often done, to any man who will take it, but only to those who seem best fitted for the place. When this is done, and every agent feels it his duty to search out and select the best teachers, and employ none other, then may we hope that our districts will rarely be obliged to waste their hard-earned money in paying inefficient and incompetent teachers.

C. F. PENNEY,
DAVID CARGILL, } Committee.
GEORGE E. WEEKS, }

UNION.

A few months ago a poor ignorant man committed a fearful crime,—was arrested, tried, convicted and sentenced to be hung; and finally, I believe, had the sentence of death executed upon him. While he was in prison and even up to the time of his execution, he was constantly beset by persons actuated by all sorts of ideas and expressing sympathy in all sorts of ways. Hardly a day passed without his receiving a call from some one. But the poor man, ignorant and brutalized as he was, had sense enough to be disgusted with all this flummery, and finally gave vent to his indignation by saying—“If one-tenth part of the attention which I have received since I committed this crime had been bestowed upon me in early life, I never should have come to this.”—This incident would hardly serve to adorn a story; but I think it will serve to point an argument. And the statement of the thing to be argued shall be this: The way to do away with crime and evil of all kinds is to give attention to the young,—to see to it that they are properly instructed and trained. Our statute law in relation to our schools and the duties of instructors and school officers has a wise provision in relation to this matter. Its language is bold and strong, but none too much so; and I venture to say that if all the young in the country were trained in accordance with that precept, a vast sum of money which is now expended on prisons and jails might be directed into more useful channels. The paragraph of law to which I refer is this: “The presidents, professors and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance, and all others virtues which are the ornaments of human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation and ruin.”

Now let our common school system be extended all over the land, and let all the children be instructed in the way and spirit pointed out in the precept of our law, and there would be far less evil and crime in the country.

Let me call your attention to a few statistics which will not only prove this, but will also show the vast amount of good that we are already deriving from our school system. Vast numbers of foreigners have crowded to our shores, and we sometimes hear it said that they furnish a large part of our criminals, but that is a great mistake. In the year 1870, only one per cent. of the persons in prison in our country were foreign born, while ninety-nine per cent. were native born. Now place this alongside of the fact that nearly every native born person, except in the Southern States, has a chance to learn to read and write, and that nearly all can do so, we are astonished when the prison statistics inform us that ninety per cent. of the prisoners cannot read, and that ninety-six per cent. of them never learned a trade and had no regular occupation.

What patriotic citizen, what lover of good society, can look upon these facts, and not feel that we have great reason for gratitude for our common school system. For as these figures show us, our criminals do not come from our schools; but from those who have not school privileges, or having them, do not avail themselves of them.

But says one, "It costs us a vast sum of money to get a little education." So it would seem, when we look at it in the lump; when we consider that in this town it costs us some \$2,000 annually, and in the State, some over \$1,000,000. But let us apply the rule of reduction to this subject, and see how it will look then. The whole amount of school money expended on our schools in this town last year was not far from \$1,752, or \$2.93 per scholar. Now, allowing this to be the amount per scholar year by year, how much will each child in town have expended on his education for the 17 years, between 4 and 21 years of age? Multiplying \$2.93 by 17, and we have a little less than \$50; or, if the expense for books and school-houses is added, the whole will fall short of \$75. Now we admit that with all our best efforts and intentions, we sometimes fail and have a poor school, and it is a very easy thing to complain and find fault; but, after all, what is so cheap, what so important, and what so useful, as our schools? There is nothing from which we derive so much good that costs us so little as our common schools. It often costs more for a parent to send a child away from home to an academy or select school for a single term than the cost of his whole common school education; and then even this cost does not fall wholly on the parents. Many persons have a large property but no scholars, and it is the property that pays the tax. But this is right, for education is a means of security and protection; it is a better defence for property, as we have seen than jails and prisons.

What then is the conclusion? Why, evidently, make all you can of our schools. Do all that you can to increase their efficiency. Study to ascertain in what way they can be made better. Raise the standard of qualification on the part of teachers. Spare no expense in the shape of good, comfortable school-houses,—in books and in apparatus,—and in whatever the children need to secure their rapid improvement. Let parents and all good citizens be interested in the schools themselves and manifest their interest by occasionally visiting the schools, and it will not be long before we shall witness a vast improvement in our common schools.

It is a matter of gratification to be able to say that we are slowly improving in educational matters. Several school districts have within a few years greatly improved their school-houses, and in those districts there has been a marked increase of interest in education. During the past year district No. 7 has built a very pleasant and convenient school-house at a cost of about \$800. The house was dedicated with appropriate services and a good impetus was given to the cause; and I am glad to say that those have been proved to be false prophets who said, "It is no use to build a new school-house, it will

be torn in pieces, cut up, and look as bad as the old one." A careful inspection of the house near the close of the term failed to detect the least injury that it had received.—The fact is, a good pleasant school-room is not only a matter of comfort and health to the children,—it is an educator, both morally and intellectually. It is difficult for scholars to become very rude and unruly, where everything is pleasant and happy around them. But let the school-room be cold and dirty, cut with knives and engraved with lewd figures, and no earthly power can save them from disorder and corruption.

In speaking of school-houses, I ought to mention the fact that in two instances the health of the teachers and several of the scholars has suffered severely this winter on account of their discomfort and defective ventilation. It costs a little to build a good comfortable school-house; it costs a great deal more to have sickness, pain and suffering fastened upon a child for life. The old saying is a good one—"An ounce of prevention is worth a pound of cure." Now, I would simply say, let those who think that an education is a good thing, and who desire to see the rising generation coming up to be good citizens, do all they can to improve our schools, to provide comfortable and pleasant school-rooms, and to see that this great interest is not neglected. A good common school education brought within the reach of every child in our country, should be the motto of every good citizen. In no other way can we maintain and perpetuate our free institutions.

The average length of our schools has been less this year than last, owing to the falling off in the amount of school money by some \$200 or more. Now it seems to me that there should be no diminution. The amount of property has not diminished, and we are not in debt as many towns are. Would it not be well (should we be any poorer?) if we should raise say \$2,400 for our schools, and instruct the municipal officers to divide \$200 of it among six of the small districts to help them out in the length of their schools? This is merely a suggestion. I do not know as it could be legally done. We can raise more money, but I should not be in favor of it, unless it could be given to the small districts.

Reviewing the whole, we have had this year in town twenty-eight terms of school in all, and of all these only four have been decidedly poor schools, and there were some good things about those. They were a great deal better than none. Of the other twenty-four,—all of them good—several have been excellent; and I am glad to be able to say this. Some persons might see more to find fault with than I have, and at the same time they might find it very difficult to do better themselves. A word of encouragement is a great deal better, I think, than harsh criticism and fault finding.

Two things we need to do. First, put our school-houses in good condition; and second, select our teachers with great care. It is just in this school business as in every thing else. There is a great deal in the way the business is done. Some districts with no more scholars and no more money than others manage to secure longer and better schools. How do they do it? is the question. Well, in the first place, they are interested; and then they get an agent that is interested; and then they look about and find the best teacher that can be had, and where a female will do just as well as a male, they secure one, and in various other ways by planning, and throwing in the wood and board, they lengthen out their school. There is a great deal to be said upon this school business, but I have already been too lengthy.

F. V. NORCROSS, *Supervisor.*

SKOWHEGAN.

In conclusion, we must again be allowed to call the attention of the town to some points, which have been noticed in years past, but without any decided improvement, that we are able to discover. Among these is the absolute necessity for the exercise of care and consideration in the selection of district agents. We are aware that the office of district agent is one seldom sought for—often refused, and for this reason, as often falls to the lot of some person wholly unqualified, by inclination or otherwise, for the proper performance of the duties pertaining to it. But it would appear reasonable to suppose that in every district, men could be found who would accept the position, and inform themselves as to its duties.

With the exception of three or four instances only, have none but verbal notices been received during the last year, of the time of beginning of schools, and in some instances verbal notice has not been given until after the school had commenced. Notice of the time of closing, has, in many instances, been received only a day or two in advance of the closing, and when circumstances rendered it wholly impracticable to make a second visit. Persons should be selected, who will so far interest themselves, at least, as to make their returns, and give notices in due time, so that, if for no other reason, the Superintending School Committee may be able to perform their duty, agreeable to and in conformity with the requirements of the law.

There is another point which we wish to mention for the consideration of agents, viz : That it is the *kind* of school and not the length, that is to be particularly taken into account, in consulting the greatest good of the pupils. This seems to have escaped the attention of many, especially in districts where only a small amount of money is drawn and cheap teachers are employed, it is said, to make the schools of respectable length. Though this class of teachers follow the books in giving instruction, they cannot lead, and the very fact that they are content to work for small compensation is evidence and an acknowledgement that they lack in some of the essentials of good teachers.

The finished workman not only demands but commands the highest pay, and though his services may be had only long enough to lay the foundation stone *now*, we know, that the structure, hereafter to be erected on that foundation, can never fall.

There is yet another respect in which we are sadly at fault—that is, in not feeling and manifesting a proper degree of interest in our schools. Every teacher knows how encouraging it is to him to feel that he has the kind wishes and hearty co-operation of parents in the great work in which he is engaged. Every scholar feels new impulse given to his endeavor to excel, when parents manifest by inquiry and occasional visits to the school-room, that they too have still an interest in the prosperity of the common schools. Some of you have been teachers; recall your experiences and extend the helping hand to those now occupying the places once filled by you. All of you have been scholars, and now have it in your power to render by little acts, unimportant in themselves, perhaps, that great and lasting good, so often craved, so seldom afforded.

And here we leave the matter, hoping that these few suggestions may be deemed worthy of and may receive your earnest consideration, and that another year may show results, proving that "a word to the wise is sufficient.

CHARLES W. SNOW, } S. S. Committee.
R. B. SHEPARD, }

TURNER.

Your committee submit a few general remarks. You have noticed, perhaps, that we have spoken in commendable terms of most of our schools; we think we have spoken truly. But still they are far from what they ought to be. The question now arises, why is this? We will enumerate some of the reasons. The difficulty of obtaining suitable teachers for some of our schools; the amount of money being so limited that agents do not, even if they find good teachers, always feel warranted in employing them at prices they can command in larger schools. But we think that not the cheapest, but the best, should be employed; for a good school of six weeks, is more profitable than a poor one of twelve weeks. The idea is quite prevalent, that young, inexperienced teachers, will do for small primary schools. We think this is very erroneous. It is acknowledged by all educators, that it requires the highest kind of teaching talent to conduct a primary school successfully. The right commencement of education is most important. We have a good uniformity of text-books; but we find one sad deficiency in all our schools, viz: Lack of school apparatus for illustrating the branches taught; except, perhaps, an apology for a blackboard. Every school-room should be furnished with a good globe, maps, movable blackboard for geography classes, &c. We believe that any agent who will supply his school with such apparatus, will expend the money to the very best advantage.

We would make one suggestion here, from our observations for the last year or two. That it is better for those districts now in the habit of employing young male teachers, to employ old experienced female teachers; for you can hire female teachers for less money, and have longer, and we believe, better schools. When you have secured a good teacher, keep him, if you can. If you change, it will not probably be for the better, and there will certainly be a loss of time. The new teacher has different methods, and it will take a week or two for the scholars to become accustomed to them. He comes a stranger to them all, and it will take some time for him to learn all their names, dispositions and capacities, so as to be able to teach them to the best advantage. But, after all, it is our candid opinions, that the way to take the first grand step towards a general improvement in our schools, is to abolish our present district system. We believe it is an acknowledged fact, that the best schools are to be found where the district system does not exist. We do not intend to go into any argument upon this subject; but we would like to call your attention to a few objections given by the Hon. E. A. Rankin, Secretary of Vermont Board of Education, to the district system. 1, Lack of sufficient supervision; 2, Constant change of supervision; 3, Poorly qualified teachers; 4, Constant change of teachers; 5, Employment of relatives and favorites, without regard to qualifications; 6, Too small schools in some districts; 7, Too short schools in small districts; 8, Employment of incompetent teachers in small districts; 9, Poor school-houses; 10, Lack of proper classification; 11, Pupils studying what they choose, and not what they ought.

Let us look at some of the results that would grow out of the municipal system: 1, It would establish a uniform rate of taxation; 2, It would dispense with a good number of school officers; 3, It would diminish aggregate expense; 4, It would secure a more efficient system of instruction and supervision; 5, It would secure a greater permanency of teachers; 6, Better class of teachers; 7, Will secure better school-houses; 8, Will result in a more uniform method of teaching; 9, It will tend to diminish neighborhood quarrels.

P. C. TORREY, }
N. L. GRAFFAM, } S. S. Committee.
S. D. ANDREWS, }

GARDINER.

I was elected to fill the vacancy occasioned by the resignation of Mr. Stockbridge on the 14th day of September, 1871, since which time I have made ninety-seven visits to the several schools, averaging a little more than two hours each. In most instances I have found the schools in a very satisfactory condition; the school-rooms neatly kept; the scholars orderly and respectful, and the recitations evincing thoroughness in preparation of the lessons and in teaching. True teaching awakens an enthusiastic love of study in the pupil, and, as I have witnessed the cheerfulness of the children in the school-room, the happy relations existing between them and their teachers, and their zeal in recitations, I have felt that these schools were profitable investments for the city, since the teachers had been able to develope in their pupils a taste for knowledge, which is the fundamental object of mental training, and the harbinger of ripe scholarship and a successful life. That which wearies and disgusts is not worthy the name of instruction. A dull and prosy speaker cannot hold an audience a single hour; much less can a spiritless teacher interest a class of children day after day for twelve weeks. Scholars are true indices of the leading characteristics of their teachers. A lazy teacher, even if she succeeds in keeping order, will have listless recitations; and one who lacks confidence in herself to govern or teach, will find that her pupils have little confidence in her, and will pay no heed to her spasmodic efforts to preserve order or to exact the necessary preparation for their lessons. On the other hand, the teacher, who is ever on the alert, confident of her ability to manage her school, (possessing of course the necessary fitness) will have scholars proficient in study, and obedient to the rules of deportment.

NEEDED QUALIFICATIONS. In two or three instances I have found schools in disorder, and in such cases have pointed out to the teachers their deficiencies, and have counseled and admonished them to a more faithful discharge of duty, and failing in this, have put other teachers in their stead. I consider money worse than thrown away when paid out for keeping a disorderly school. For while the scholars are receiving no benefit from the teaching, they are contracting evil habits, losing all respect for wholesome authority and if suffered to continue for a term of years in such an atmosphere of misrule, would in after life chafe at all restraint and disregard all laws. That teacher, who fails to win the confidence and respect of her pupils, and obedience to her requirements, is unfit for this all-important station, and should at once seek other and more congenial employment. Some one has said that "He who does not love knowledge for its own sake, but for the honor or gain it may bring, is like one loving a woman for her money;" and with equal force may this be said of those who choose to teach because it is regarded by "Mrs. Grundy" to be more respectable than doing housework or working at the bench. The one is not a true teacher any more than the other is a true lover.

TEACHING BY RULE. There is too much of superficial teaching even in our best schools; stuffing the memory with cumbersome rules and neglecting the reasoning faculties. The once universal practice of learning by rote is daily falling into discredit. To educate means something more than memorizing; it is derived from the old Latin word *educō*, which literally means *to lead forth*. Hence to thoroughly educate is to develope and bring into use every faculty of the mind. All modern authorities condemn the old mechanical way of teaching the alphabet. Spencer has well said: "The rote-system, like other systems of its age, made more of the form and symbol, than of the thing symbolized. To repeat the words correctly was everything, to understand their meaning, nothing; and thus the spirit was sacrificed to the letter."

Analytical teaching is becoming more and more in use among our best teachers and its good effects are seen, when the scholars are put to practical tests; and it has been

my endeavor to impress the importance of the matter upon all the teachers under my charge.

EXPERIENCED TEACHERS. The necessity of training schools for those designing to teach, and the importance of retaining experienced teachers so far as possible, is obvious. That policy which would send away the best instructors, rather than increase the appropriations a few hundred dollars, is a stingy one, well characterized by the old proverb—"Saving at the spigot and wasting at the bung."

The report of the Commissioner of Education, reveals the startling fact, that eighty per cent. of the criminals in New England have little or no education; that from eighty to ninety per cent. never learned any mechanical trade; that about seventy-five per cent. were foreigners, or children of foreigners; that from eighty to ninety per cent. were intemperate; and that ninety-five per cent. of the juvenile offenders came from idle, ignorant, vicious and drunken homes. If this be so, who will say that education does not pay, even if we pay our teachers as much as they could make in setting type, or stitching boots, which is not the case in any instance in our school below the grade of Assistant Principal in the High School.

Other cities are waking up to the importance of securing and holding the best educators by paying sufficient salaries to enable them to devote their whole time and energies to the educational and moral interests of their pupils, thereby offering strong inducements to those who are under-paid to leave their present situations, whenever an opening presents itself, with an offer of higher wages. In this way, may we protect ourselves from the continual draft which is made upon us from other States, for first-class teachers. Without this inducement, our schools must continue to be in the future as they have been in the past, training schools to prepare teachers for more fortunate towns.

MAPS AND BLACKBOARDS. Furthermore, we need full sets of wall maps for each of our Primary and Rural schools, so that we may all be able to teach geography intelligibly, and additional blackboards, where the scholars may be drilled in writing and drawing. These exercises have, to some extent, been brought out in our primary schools during the last two terms, and in several of them considerable proficiency has been made; so much so, that I am satisfied, with suitable facilities, great good could be accomplished, and a decided advance be made in primary teaching. Children in the a b c classes, in some instances, have learned to draw the letters of the alphabet upon the blackboard and slate, thereby deriving a double benefit, that of having the characters indelibly impressed on the memory, and being instructed into the mystery of drawing. In the new school house on Winter street, which is furnished with modern appliances, I saw some very fine specimens of map drawing, with colored crayons, which would have done credit to scholars in the Grammar schools. To supply these needed conveniences would require an expenditure of five or six hundred dollars, which, in my opinion, would be money well invested. Particularly should this method of object teaching, which is the only natural and fit plan, be introduced into our rural schools, where the number of scholars is so small, that time hangs heavily upon the teacher's hands, and the pupils grow weary with the monotony of daily tasks. In this way a new impetus would be given to the cause of education in those sparsely settled districts, and a just equivalent returned to the city for the excess in expenditure.

APPARATUS FOR HIGH SCHOOL. There should be an appropriation of at least one hundred dollars per annum, for several years, to procure chemical and philosophical apparatus and physiological specimens for the High School classes. The necessity of this is so obvious that I need not press the claims of these studies. Chemistry has numerous bearings on all those activities by which men obtain the means of living. Glance through a work on technology, and it becomes at once apparent that there is

now scarcely any process in the arts or manufactures over which chemistry does not preside. Consider for a moment the numerous occupations in our own city, where a partial knowledge of chemistry is absolutely necessary to success. The druggist, farmer, paper-maker, tin-worker, blacksmith, baker, cook, and many others are continually using this principle, though they may be ignorant of the name of the science involved. The very air we breathe, the water we drink, and the food we eat demand a more thorough knowledge of its laws. The same practical necessity requires a fuller understanding of the sciences of philosophy and physiology. The one has to do with every labor of life, and every mechanical contrivance; the other with the requirements of the body and the laws of health. Whatever knowledge conduces to the happiness of mankind, or adds anything to their physical or moral well-being, should be encouraged by all the means at our command.

EVIL INFLUENCES. We need all these educational safeguards to counteract the evil influences of the nefarious literature which is afloat at the present day. Pictures, which ten years ago were exhibited only in secrecy by the profligate and hopelessly abandoned, are now exposed in every news-stand, and thrust under our eyes in every car. A recent report of Prof. Agassiz, who has been investigating the causes of prostitution, indicates that a large number of the unfortunate women and girls, to whose life-story he listened, traced their downfall to influences which surrounded them in the school, of which, not the least, was the circulation of sensational and obscene literature. In every community the poisonous process is going on. Even our daily papers are so full of the records of crime that the prison authorities exclude them from the convicts, because they are dangerous reading; nor are they any less unsafe in the unskilled hands and minds of our children.

It behoves every parent to be particularly watchful of the evil influences which surround their children. Especially should they guard against those solitary vices, which so slowly yet so surely undermine the health, and result so disastrously to mind and body. No one but the parent can successively thwart this criminal indulgence; and the importance of its suppression is so necessary to the advance of mental and spiritual culture, that I have thought it necessary to make an especial appeal in this report, hoping thereby to incite, on the part of some, greater watchfulness against the growing evils of childhood.

OF REPORTS IN DETAIL. It has been the practice, for years, in the annual reports of the Superintending School Committee, to give a detailed account of the standing of each school. This seems to me to be an unnecessary task, as there must of necessity be so much sameness in what is said, that before the sixteen schools of the city are all mentioned, the message becomes stale. Another objection is that interested parties only look at the report of the school in which their interest centers, while the suggestions which are made in the remarks relating especially to the general good of the scholars are entirely overlooked.

SCHOOL EXAMINATIONS. The last week of the fall term I spent in careful examination of the several classes in the Grammar and Primary schools, conducting the exercises myself without reference to text-books, in this way testing the acquirements of the scholars more fully than in any other way; and, with few exceptions, I found them very proficient in, and seemingly comprehending, the studies they had been over. The High School examination, though conducted by the teachers was equally satisfactory. In these examinations, I have been able to discover deficiencies in the system of teaching, and to determine the wants of the schools more fully than in the public examinations on the last day of the term, when the exercises are generally designed rather to gratify the parents who are present, than to exhibit the actual results of the teacher's previous labors.

Besides my private examinations, there were public examinations of all the schools at the close of the last term of which notice was given in newspapers of the city. These were conducted by the teachers, and were occasions of interest. In four instances, they were well attended by the parents and friends of the children, whose presence on other less public occasions, would also be very gratifying to the teachers, and highly beneficial in promoting the interests of the schools. In the other twelve schools, but few, if any of the parents gave heed to the invitation of the Committee. This is certainly to be deplored, since nothing can be more important to parents, than a proper training and culture of their children in the school-room. Many a person who would not leave a calf or colt to the care of another without visiting the pasture or stable frequently, will suffer their children to remain term after term in school without ever looking in the school-room to see what kind of teaching they are receiving.

COMPLAININGS. It is very natural for children to exaggerate any occurrence in schools, without intending to misrepresent, thus giving a wrong impression to any one not familiar with the facts. I have had quite a number of cases of difficulty to settle between scholars and teachers, where the parent has brought serious complaints against the teachers of abuse or partiality, but in no case have I failed to adjust the difficulty by bringing teacher and pupil together and hearing both sides of the story. Some men are blindly unreasonable to their own interests. A case of this kind occurred in one of our schools the past term. The teacher changed a little boy's seat to prevent his playing, and sat him in a seat alone, but in the girl's row. The father sent a note to the teacher telling her to "set" his boy back in his old seat or he would take him out of school; but the teacher, thinking that she could manage the school present, better than the father absent, refused to comply, and the child was taken out. Such a course persisted in will perpetuate ignorance in any family.

I have been told by some that the scholars in a certain school were not worked hard enough, and by others that (in the same school) they were over-tasked, that more was required than could possibly be accomplished by the pupils. In the first instance, the scholars were superficial, just skimming the lesson and forgetting as soon as recited. The other, they were conscientious, and sought to grasp and hold all that it contained.

ABSENCE AND TRUANCY. There is another drawback to the successful accomplishment of school tasks, which parents could obviate if they would, namely—that of irregular attendance. Sickness is a sufficient excuse for absence, and contagious diseases have been unusually prevalent during the past winter, in several instances nearly depopulating the schools; and in one case, a school was closed for two weeks on account of measles. Over one hundred children have been absent for two or three weeks of the past term, on account of these infections. This, of course, will effect our average very materially, but for this we cannot complain; yet many scholars are permitted to stay out half the time for no excuse except that they do not want to go, or they don't like the teacher, or have to go of errands which could be done quite as well out of school hours. Then there is another class of boys who run away from school habitually, and when the fact is brought to the notice of the parent, a spasmodic effort will be made to compel attendance, but generally a relapse follows, and the same course has to be gone through with. The law compelling attendance would break up this irregularity, if properly enforced. It is to be hoped that the truant committee will look after all cases of this kind.

MUSIC. Before closing this report, I wish to call your attention to another class of instruction which should be given in our public schools. After mature deliberation and a careful scrutiny of arguments and evidence, I am of the opinion that it is expedient to introduce vocal music as a branch of popular instruction in our public schools. There are practical considerations which are deserving of particular attention.

Good reading, we all know, is an important object in the present system of instruction in our schools. And on what does it depend? Apart from emphasis, on two things mainly—modulation and articulation. Now, modulation comes from the vowel sounds, and articulation from the consonant sounds of the language chiefly. Dynamics, therefore, or that part of vocal music which is concerned with the force and delivery of sounds, has a direct rhetorical connection. Roger Ascham, the famous school-master and scholar of the time of Queen Elizabeth, and surely no mean judge, holds this language: "All voices, great and small, base and shrill, weak or soft, may be helped and brought to a good point by learning to sing."

Besides this, the effect upon the deportment in the schools, according to the testimony of those who have observed it, is very beneficial. The committee of the Boston schools in one of their reports, says: "But one opinion was expressed by the teachers as to the influence of music upon school discipline. The united testimony is to the effect that it could not be dispensed with without a corresponding increase of disciplinary regulations, and that it exerts a soothing influence over every grade of scholars, from the youngest to the oldest; over the vicious, as well as over those well-disposed."

Music, when kept to its legitimate uses, calls forth none but the better feelings of our nature. In the language of an illustrious writer, "Music is a thing that delights all eyes and becometh all states, a thing as seasonable in grief as joy, as decent, being added to actions of greatest solemnity, as being used when men sequester themselves from action." Dr. Upham, in a public address to Boston schools, thus alluded to this topic: "Let me allude, however, to one of its natural results, extrinsic to the school, and, in my own mind, a most interesting and important one, which is this: In the course of a few years, a generation will thus be trained up to engage acceptably in the music of the church, in the form of congregational singing, which, when properly done, I hold to be the best and most impressive form of devotional music. Establish this measure, then, and in a few years the rising generation will have in their heads, in their hearts, and upon their tongues, a *repertoire* of sacred music, always ready, always adapted to the singing of a great congregation and such as will never wear out."

Wherever music as a branch of common school education has been fairly tried, popular sentiment, which is the only basis upon which the superstructure of common schools rests, is entirely in favor of it; and although its introduction, from ignorance or other causes, may have been opposed at first, the experiment once fairly tested, its strongest opponents have become its warmest friends, and most anxious for its permanence.

J. M. LARRABEE, *Chairman S. S. Committee.*

YORK.

In conclusion, your Committee think it proper, however regretful, to report the unusually low average attendance of the pupils in nearly all our schools. Of the 887 registered, only 405 attend constantly in the summer, or about 46 per cent., and 398 in the fall and winter, or only 45 per cent. Of the sixteen teachers employed in our summer schools, but three have a record of experience and success. Of the thirteen others, six had taught but one term, some of whom give promise of future usefulness in this direction. The other seven were youthful females about sixteen years of age, and with all a first attempt at teaching. It is to be feared that some of these young misses have mistaken their vocation.

SCHOOL AGENTS. The law requires the school agents to notify the Committee in writing, "what time the school is to commence, how long it is to be kept, and whether by a male or female teacher;" and yet in but two or three instances have the Committee

received, either written or orally, notice of the beginning or the closing of the schools. The schools would probably be more regularly visited were this provision of the statute more faithfully complied with. Another provision of the school laws seems to be almost entirely ignored,—we mean the sixty-first section of the statute relating to schools, wherein it is required that “Each school agent shall return to the Superintending School Committee, in the month of April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years, as they existed on the first day of said month. Blanks will be furnished by the Committee for the purpose.

SCHOOL-HOUSES. Your Committee are happy to report that five of our school-houses are commodious and pleasant structures; four or five answer very well the purpose for which they are designed. But what shall we say of the remainder? Look at the poor apology for a school-room in the Centro District, designed originally for the primary department, as a temporary experiment; but dark, gloomy, forbidding. With the young it has been said, “Everything with which they come in contact, educates.” See to it parents, if you would have your children grow up with a love of order, taste, beauty—and disgust of deformity, slovenliness, negligence—prepare for them a place, where they are to spend so many hours, delighted to know that it is their own, with all its beautiful surroundings.

The school-houses in Districts No. 4, 5 and 6, are far behind the age in which we live. The internal arrangement of these houses appear like the relics of a former age. Fellow citizens! in places like these can you hope to see “your sons grow up as plants of renown,” or your “daughters polished corner stones after the similitude of a palace?”

J. S. PUTNAM,	} S. S. Committee.
JOHN A. SWETT,	
CHAS. E. BARRELL,	

CHELSEA.

In reviewing the school year just closed, I find much to encourage and cheer us in our efforts in behalf of the interests of our schools. In all the districts some good work has been done, and in no case has a school proved a failure, while many have accomplished all that could reasonably be expected under the circumstances. In reporting the schools I would not say anything to dishearten, but would endeavor to encourage to renewed effort. Allow me to speak in commendation of past effort, and to suggest some few things whereby we may be able to make advancement. I would say in regard to myself that I have endeavored to do my duty faithfully and impartially, and in my labors I have had the co-operation of the parents. They have done much to make our schools successful. They have visited their schools, and, instead of listening to children's complaints, have investigated for themselves, and instead of finding fault, have endeavored to advise and encourage teacher and pupils in their work. Agents have tried to do all they could, under the circumstances, and to spend the money of the districts judiciously. In District No. 3, they have remodeled and repaired their school-house at quite an expense. It is now a comfortable and convenient house, and reflects credit upon those who have been the means of accomplishing this much needed object.

While we congratulate ourselves on our present attainments, we are not satisfied: All have become convinced that too little money was voted for school purposes the past year. One thousand dollars is as little as we should raise to warrant us profitable schools. With the amount of money so small in the different districts, agents feel compelled to hire cheap teachers in order to have schools of fair length, and thereby get cheap schools.

Our school districts are too small, making it a hard matter to awaken an interest among so few pupils as attend the different schools. Would it not be well for districts to unite in their school work, and have their schools commence at different times, so as to be able to employ the same teacher for two schools, and have our children under the same instruction for a longer time.

Many of our school-houses are yet a disgrace to us. If we can do no more, let us, at least, make them comfortable. Order cannot be maintained, and children cannot study while they are shivering with cold. Farmers have learned that it is for their interest to have their dumb animals comfortable; should we not learn a lesson from this and invest a few dollars to have a comfortable place for our youth to study in.

Teachers of experience should be employed. Inexperienced teachers do not give us that wholesome school government that we need. Engage those who have been successful, and are interested to qualify themselves for their work by attending Normal Schools and Teachers' Institutes. The State is doing much to give us good teachers. Let us avail ourselves of some of the fruits of these expenditures.

The average of attendance in our schools the past year has been larger than formerly, but it is not up to that percentage that it ought to be. Parents, are we not under obligation to the State to educate our children, and shall we be recreant to our trust when the means are brought to our very doors? Let us see to it that our children, between seven and fifteen years of age, attend school at least four months in the year.

This town has done well in providing for the support of schools. Let all parties do as well in making wise expenditures, and we shall see the rising generation as they come upon the stage of action, more intelligent, better educated, and thus better fitted to sustain these free, civil and religious institutions which are the pillars of our prosperity.

STEPHEN COBB, *Supervisor.*

OXFORD.

It will be seen that not quite three-fifths of the number of scholars in town have been connected with our schools during the year, and the average attendance falls considerably below one-half. Out of the number which have attended school, we find 1,341 instances of tardiness. When one notices these last figures, and remembers that the parents are responsible for them, they can readily estimate the amount of interest taken by the people generally, of this town. It is well to raise about \$1,700 for the support of schools, but very unwise to so talk and act as to waste fully one-half of the sum; for if but one-half the benefit is derived from the schools that might be, then \$800, with the hearty co-operation of the parents of these scholars, would do the same amount of good and save to the town a like sum. Cannot our citizens see that they must put their hearts in the great work of education, as well as to pay their money? and I here call your attention to this one item of tardiness. It is something which can be overcome by the parents themselves. We notice but few dismissals in most of the schools, and as this is regulated mainly by the teachers, we infer that they are the parties most interested. This should not be so. If you cannot spend the time to visit your school, you can bring your children up to do as you ask them and then send them to school in season, and one-half the work is done. You can ask them each night about their lessons, and do all you can to encourage them by your own interest, and thereby awaken a new life in them for the great work. Each one should remember to make the most of our schools while they are passing. The teachers are hired by agents of your own choice, and the school goes on. Day by day the time slips by and dollar by dollar the money is spent, and if you would have your fair share of the benefits, you must put yourself in position to receive

them. Some may say, I do not like the school, or, the teacher is partial, or incompetent, or anything to excuse their lack of interest. In all matters pertaining to your schools you should be guided by one rule, namely: (If you can make it better, do so, if not, let it alone.) Do not depreciate it or its teachers, this will not help it.

Show to your scholars that this is one of the opportunities given them in which to amass that inestimable fortune—a common school education. Show your children that this school life is short, and that the most must be made of each term, in order that they may be prepared for the next. Now if you look around to notice where the brightest and best scholars are found, you will find that it is in those families where children are early taught to make the most of their opportunities.

TEACHERS. We are of the opinion that the best and most experienced teachers are the cheapest. One week of school taught by a good, efficient teacher, is worth at least four weeks taught by a poor or ordinary one, and your Committee deem it wisest to hire the best at any cost. Such in our opinion, were the teachers in Districts No. 1, 3, 4, 5, 10 and 11. But whoever your agents employ, let each one forget neighborhood animosities and do their part to make it a profitable school, and the want of action which seems to characterize the people of this town in educational matters, will fade away, and a reformation so much needed in this direction would soon be wrought out. We trace the circumstances of to-day from the circumstances of the past, and trust that the course and conduct of the present will guide and control the future. Much of the happiness of life would disappear to the man who could no longer hope that the deficiencies of to-day would be made up by the redundances of to-morrow. Then let us with an unflinching zeal take a deeper interest in the education of the young, and raise still higher our standard of common schools. So may we have reason to hope for a bright and honored future.

F. B. ANDREWS, *For the Committee.*

PITTSTON.

There is, in my opinion, no one thing, that will do more to raise the character of our schools, than for the parents to visit them more frequently. The diligent and conscientious teacher would be encouraged, while the easy-going ones would be either stimulated to more diligence, or their shortcomings would become so well known and marked, that they would have small chance of continued employment. Very few fathers visit the schools, even at examinations. The mothers get out more, but far less frequently, than the importance of the case demands. No one questions that we give most attention to that which interests us most. Judged by this standard, what is the relative importance of our schools in the minds of the majority of the fathers in this town? Does any one plead want of time? He will not deny that he finds time to feed and clothe his children and take them to places of amusement. Is not life more than meat? Is not intelligence more than fine clothes? The real difficulty is, I apprehend, more the feeling that to visit the school would seem odd to one's self, and appear so to others, and people do so dislike to be odd. I wish this feeling might be overcome, this negligence done away.—Parents should drop into the school-room as quietly and easily as they would into their workshops, and should show as much interest in the intellectual progress of the pupils gathered there, as they show in regard to their own material interests. Let us not forget that education includes the moral and the physical, as well as the intellectual man.

While it is universally admitted that good order and discipline are necessary to the success of a school, there are some persons who are ready to find fault with any mode

of correction made use of by the teacher, for the maintenance of good order in school, if that mode happens to be applied to their children. The most casual observer cannot fail to perceive the baneful effects produced upon a school by a collision between parental instruction and school government. I would urge upon parents a cordial co-operation with the teachers in their efforts to maintain good order. You who have children, hardly know, at times, how best to govern them. How think you that you would succeed if those surrounding them should instil into their minds that you are not worthy of their regard, and to disobey is manly?

There are few more trying positions than that of a teacher in a district school, having so many different persons to please, each having peculiar views with reference to discipline and instruction, and such a variety of dispositions among the children, all taxing the patience and testing the self-control. That a teacher should make mistakes is not strange; but let parents help them out of such difficulties, and not increase them by injudicious remarks in the presence of their children, and they will serve to raise our schools into a much better condition.

We can never cultivate proper feelings of respect for property, either public or private, in the minds of children, by constantly sending them to school in rooms that present such an inconsistent, dilapidated aspect, as to render the temptation irresistible to hit the hanging ceiling a poke, or try their knives, or their pencils, here and there, on the walls and benches, all the while reasoning to themselves, (and not far from the truth,) "can't make them look much worse." What tends more directly to degrade a town, and lower it in public estimation, than a set of "old, tumble-down school-houses," that will not compare with the average of stables. I know the expense of erecting a school-house is considerable, but I know, too, that money cannot be put where it will yield a more sure, or greater interest, than investing it in what will promote a right and judicious education of children. If there is any class of men who hang like a dead weight upon progress and the true moral and intellectual elevation of the masses, it is those who shrug up their shoulders and groan to think they cannot invest quite so much in government bonds and bank stock, because they must pay a tax towards promoting a truly worthy object. They are constantly saying that scholars would tear new school-houses to pieces in a short time, so they would look as bad as the old ones. Such men would set their sons to mowing grass with a stub-scythe, for fear they would injure a better one, or let their daughters get down on their hands to wash floors, to save the expense of a mop. What, I ask, would afford you more pleasure, than to know that you contributed freely and cheerfully towards those means of education and improvement that directly tended to place your sons and daughters in positions of honor and trust?—and what, I ask, speaks so much for a town as its educational privileges?

MRS. LIZZIE WATSON CLARK.

SANFORD.

The schools in town have been generally successful. There has been some complaint, and some children have been kept from the school-room when they should have been present. Some of the teachers were deficient in energy and had a lack of the love for the school-room. Parents can make a poor school better and they can make what would be a good school a poor one, if they so determine. Their influence over their children has a great deal to do, either for good or evil, in the school. Parents, see to it that your children are kept constantly at school, whether the teacher is a good teacher or a poor one in your estimation. In examining the registers of teachers, we find that there has been less than fifty per cent. of the whole number of children between the ages of 4

and 21 that attended school. This ought not to be so. There ought to be at least 75 per cent. of the children of these ages attend school three months a year. Then the average number attending school is less than it should be. There have been schools that the average is as good as we could expect, and others are a great deal less than it should be. We see by the teachers' registers that a large number of scholars are tardy in getting to school. Parents should make some exertions to have their children at school at the time set for the school to commence in the morning. Those scholars who arrive at school after it has commenced in the morning or in the afternoon, are injured thereby in their studies and exercises in school, and their coming in after the school has commenced, has an injurious effect on the whole school, by disturbing the exercises and otherwise influencing other scholars to be late.

In the villages of Springvale and Sanford Corner there is a large number of children who ought to attend school; some, at least, who have not attended at all, and some for only a short time, who work in the mills or shops. Parents will bestow a greater benefit on their children by giving them an education than they will by leaving to them a few dollars and let them up grow destitute of a common school education. There is money enough raised in town every year for the support of schools to give every child, when he grows up, a good education, if the parents do their duty to their children, and send them to school as they ought to do.

The law requires that the agent of each school district, in the month of March or April, annually, shall call a district meeting for the choice of an agent and for other business, by causing notices to be given, as provided by law. This has not been done the past year in some districts by agents, which has caused some complaints in those districts. Immediately after the annual town meeting in March, the several district agents should call a district meeting, by posting up notices according to law, so that the several districts in town can choose an agent, clerk, and to transact any other business that may be necessary for the welfare of the school. And it is the duty of the voters of the district to attend and then and there have a voice in the affairs pertaining to the district.

It is very often the case that only a few attend the meetings, and then those who do not attend will find fault and grumble about the management of their schools. Now the greater blame actually falls upon those who are careless and neglect attending their district meetings. Let every voter attend the district meeting and have a voice in the matter.

ASA LOW,	} S. S. Committee.
HOSEA S. MERRIFIELD,	
GEORGE B. ILLSLEY,	

LYNDON.

In conclusion, I desire most emphatically to urge all parents interested in the education of their children, to encourage teachers and scholars by visiting the school-rooms and taking an interest in the schools, and watching constantly the progress of the children. You must not expect to have the best schools until you manifest as much interest in them as you do in your money-making affairs. If your children do not make such advancement as you desire, visit the school-room, confer with the teacher and learn the reason, and aid the teacher in her efforts to educate your children. Do you take pains to ascertain whether your children's lessons are learned or not, or do you think it sufficient to *send them to school*? Above all, friends, do not find fault with your teachers until you have visited the school-room and learned what they are doing, and until you have done *your* part towards interesting your children in their studies.

Bearing in mind that "a good education is a better safeguard for a nation's liberties than standing armies or severe laws," let us manifest a deeper and more general interest in our common schools.

L. R. KING.

HALLOWELL.

We have been more fortunate than we have commonly been in obtaining experienced teachers for our schools. It has generally been the case, that we have been obliged, on account of the small salaries we have paid, to employ young and inexperienced teachers and to allow them to leave for more lucrative positions, as soon as they became proficient in the art of teaching. But, at the commencement of this year, we secured the services of all but two of the teachers of the previous year; and all but one of them remained during the entire year. Our observation has taught us that a faithful, progressive teacher is worth about twice as much during the second or third year of service as during the first. And we cheerfully bear testimony to the fidelity and success with which all the teachers labored the past year.

In the government of their schools the teachers have been very successful. No serious difficulty, requiring the aid of the Committee to settle, has arisen in any of the schools. And most of the teachers succeeded in gaining the respect and affection of their pupils to such an extent, that they were able to maintain good order without resorting to severe punishment. Their success, in this respect, has confirmed us in the opinion that, if teachers would exercise due discretion, they might avoid many of the difficulties which arise in schools and often prove fatal to their prosperity.

As we have frequently criticised the imperfect and faulty methods of teaching which have prevailed in our schools, we are the more ready to speak of any improvement we may discover. Our teachers have exhibited during the year, both in the management of their schools and in their manner of conducting recitations, such a degree of tact and skill as we have never before witnessed. They have not been content to simply "hear the recitations," but they have sought for the best methods of teaching, and have endeavored to give such explanations and illustrations as would enable their pupils to understand and remember what they learned.

We wish to refer particularly to their manner of teaching geography. They adopted the system of Guyot, by which scholars are taught, by the aid of mathematical figures, to draw maps of the different countries. This system is admitted to be philosophical, though it requires considerable study and skill on the part of teachers to make it successful. But our teachers, particularly in the intermediate schools, succeeded admirably with it. All who were present at the examinations, and witnessed the facility and accuracy with which the scholars drew upon the blackboards, without referring to the books, maps of the towns in the county, the States comprising the Union, and the natural and political divisions of the earth, must have been convinced that they had been correctly taught, and had acquired an amount of geographical knowledge which they could not have obtained by pursuing the old method of memorizing. We believe that this is the true method of teaching geography, and that it may be successfully taught in all our schools.

During the winter term we carried into effect the purpose we have for several years entertained, of introducing Bartholomew's System of Drawing into a few of our schools. Within the past few years, this branch of study has been introduced into many of the best schools of the country, and is regarded with much favor by educators generally. Though our teachers were not generally familiar with this system of drawing they succeeded beyond our expectations in teaching it. The experiment has awakened the hope that it may be successfully taught in all our schools. And there is no doubt in the minds of those who have given attention to it, that it is one of the most useful and practical branches of study.

It is with pleasure that we speak of the improvement which the past year has witnessed in the attendance of the scholars. The irregular attendance of the scholars has always been a serious hindrance to the progress of the schools. A special effort has been made

the past year to remove or diminish this evil. For this purpose it was proposed to publish, in the annual reports, the names of those scholars who were not absent from school during the year. A good degree of interest has been awakened among teachers and scholars, and the attendance has been much better than in former years. In the spring term the names of four hundred and sixteen scholars were registered and ninety-five of these were present each day of the session. In the fall term four hundred and thirteen scholars were enrolled, and one hundred and eighteen were present each day. In the winter term three hundred and eighty-nine scholars were in attendance and seventy-nine attended regularly. And, by referring to the "Roll of Honor," you will see the names of forty-two scholars who were not absent from the school a single day during the entire year. And, if sickness had not prevailed to an unusual extent in some of the schools, these numbers would probably have been at least one-third larger.

A. R. CRANE, }
 WM. WILSON, } S. S. Committee.
 C. FULLER, }

LITCHFIELD.

In closing our report, we would say to the friends of education, that looking back over the past eight years, we feel to congratulate them upon the progress made in the great cause in which we are all more or less interested. Teaching, from being simply mechanical, has become more practical and useful. Teachers who used to do good work, find themselves out of order now, and dread critical examination. How shall the work go on? All must unite. In union there is strength. Parents should avail themselves of their natural rights to exert the first, greatest and best influence upon their children. They should be careful to select the best men to superintend the courses of instruction. They should see to it, so far as possible, that their teacher *shall be morally strong* as well as *mentally so*; and by whomsoever selected, they should be submitted to a fair, but critical examination, and their work should be fairly but thoroughly examined during its progress and at the end. This examination should always be attended by the parents. A school can be a complete success, only when parents and teacher co-operate. No person has any moral right to find fault with a teacher, until he has visited the school and made himself familiar with its management. Is it not a duty incumbent upon every good citizen, to see that his children are educated to the extent of his ability? and is that duty discharged wholly, when he has attended their *annual town meeting*, and votes his money for the prosecution of the war against ignorance? He has furnished the means, ought he not now to look sharply to its application? Let me say to the parents in Litchfield, once for all, go often into your schools, and make yourselves familiar with their management.

A WORD TO AGENTS. I speak advisedly, when I call upon agents to aid so far as possible, their Superintending School Committee in supplying their respective schools with good teachers. Do not forget to notify your Committee when your schools shall commence, and how long continue. Do not hesitate to recommend any good teacher whom you think your district might appreciate. And *be sure* and see to it, that before another year shall end, good maps shall hang on the walls of your school-room. You have a right to expend ten per cent. of your school money in this manner, and the investment *will pay*.

ORAMANDEL SMITH, *Supervisor*.

DENMARK.

In my official intercourse with teachers and pupils, I have endeavored to elevate the standard and unify the system of instruction and study, and to supplant abstract theories with practical, analytic work and discussions, and have been in an eminent degree successful. Map-drawing and topical discussions have become prominent and promising features in many of the schools in town during the past year, and several other progressive features, that owe their origin to County Supervision and Town Institutes. Parents and teachers are guilty of gross injustice to pupils, in permitting them to choose and decide what branches they will study, and what they will reject. Parents have no conception of the elevating and stimulating influence that an occasional visit to the school-room sheds over their children, or they would spend *at least* two half days in school each term. Try it, and you will be surprised to find that instead of discussing the demerits of your teachers and implanting seeds of mischief in the minds of your children, you will all be drawn closer together by a common bond of sympathy in the great work of embellishing the human mind. Teachers are human beings, and if you would have them faithful servants, you should inspect their work before you condemn it.

L. A. POOR, *Supervisor.*

WELLS.

In accordance with statute, we submit this report "of the condition of the schools for the past year, the proficiency made by the pupils, and the success attending the modes of instruction and government of the teachers."

The improvement made by the scholars in some of the schools has been good, and speaks well for the instruction and government of the teachers. The government has been so bad in other schools as to render abortive all efforts at teaching. Very little good has been accomplished. Money has been poorly expended. The true cause of education but little advanced, and its friends sadly disappointed.

A lively interest pervades the town to improve the location and condition of its school-rooms. Several new and commodious houses have recently been built; still there is urgent necessity for continuance of the good work, till every school-room is fitted up in modern style. We would suggest the importance of proper ventilation of the same, and direct the attention of districts to this point.

We would not recommend raising more money for school purposes, but would suggest the propriety and necessity of devising ways and means for spending what we do assess in the most judicious way, so as to return a higher per cent. of profit. Also a more ready assent to and active compliance with suggestions made by those whose duty it is to investigate the subject of education and direct in regard to it. Our State Superintendent thinks favorably of a change from district to town schools. A suggestion and recommendation from so distinguished an educator, from one who views the prospect from so elevated a stand point, and whose sympathies and labors are enlisted for the prosperity and welfare of the schools in Maine, should receive the candid and careful consideration of every citizen. A few towns have made the change, and the result has been, "better school-houses, superior teaching, longer schools." But so long as the district system is in operation, it is the duty of all to render it as efficient as possible.

We number 1,002 scholars. The average attendance is less than one-half, and the percentage is decreasing; a striking example of the apathy and indifference of the community in regard to educational advantages. Tax-payers have a right to demand the education of every scholar. The State provides for erecting school-houses, sustaining schools, furnishing text-books, and inspection of schools.

The average attendance in the State is 50 per cent., and in many towns less. Any scholar may absent himself from school with the slightest excuse, or no excuse at all. Any parent or guardian, may deprive those under their care of all educational advantages, and thus inflict an irreparable injury upon the rising generation, and furnish citizens poorly prepared to assume the responsible positions soon to devolve upon them. And yet the State provides no remedy for this evil. Cannot a remedy be found?

A larger percentage of scholars should be in the school-room, either by the moral force of the community, or by a law requiring compulsory attendance. Both may be necessary to secure the desired end.

The statute provides that the Superintending School Committee shall employ teachers ; also provides that the town may delegate district agents to perform this duty. To whom should this duty be intrusted. A candid discussion of this question will result, no doubt, in the best interests of the schools. The agents must engage a limited number of teachers, and frequently those of whom they have no previous knowledge, and every candidate for a particular school

The Committee are brought into intimate relation with the teachers every year, and acquaint themselves with both their natural and acquired abilities. They also visit every school twice during its session, and thus become familiar with the condition and requirements of every school. The Committee could engage no teacher until after examination, and then have the whole number of applicants from which to select, and if a suitable candidate is present, can be assigned to the proper school.

What we most need is a more discriminating selection of teachers, in regard to ability, capability, efficiency and tact. True economy requires the best, at a fair compensation. The quality of our teachers should be improved by encouraging the better class. The supply will be equal to the demand. If we are satisfied with an inferior class we shall find an abundant supply. If we demand a superior class, such only will apply for the situations. A good school is preferable to a poor one, even if it be obtained at the expense of its length.

A teacher should not only be well versed in science, but should have a good share of general knowledge, be apt to teach, affable and courteous, patient, but firm in discipline, well acquainted with human nature, and willing to devote his time and talents to the improvement of his school.

Many failures result from lack of proper classification, hasty and injudicious words or acts, unsteady discipline, or a government founded on force in preference to love. As is the teacher, so is the school. The teacher sees his own image reflected, morally and intellectually, by his school.

The character and example of a teacher is frequently a more potent educator than his precepts. The progress of our schools will never be satisfactory until the better class of teachers is secured.

Much can be done by every inhabitant of a district to make the school either a failure or success, by sympathy with the teacher, and kindly efforts in every possible way to assist him ; by attending to the constant and punctual attendance of the scholars ; by frequent visits to the school, and never allowing a hasty or censorious remark in regard to the school to have utterance.

ALVIN LIBBY,
A F. LITTLEFIELD, } S. S. Committee.
JOS. H. MILDRAH,

GREENBUSH.

You have not lived in a land favorable for public schools, for, for twenty-two years past, you have not raised up a single young man, nor more than four or five young women, to take charge of a common school. You have been obliged to go abroad for teachers, and accept such as most conveniently come to hand, without much regard to their qualifications or experience.

Money is said to be the lever that moves the world; but if this be so, education is the lever that profitably directs capital; and so if you fail to do your whole duty in educating the masses, and allow children to grow up in ignorance of what they should know, you are placing them alongside of the ignorant foreigner as he lands on your shores, knowing enough only to wield the pick and shovel on our railroads, or consigning them to keep company with Biddy in the kitchen or factory. In a former report, I gave you the cause of so many failures in our schools, and I gave a share of the blame to—firstly, parents; secondly, teachers; thirdly, parents and teachers, giving no blame to children. I will now give you the reason why we have so many poor teachers. This blame should attach to the agent. The agent of a common school district is sworn to faithfully perform his duty, and this oath should mean something. He has really all the power of an autocrat. Little is left to the Superintending School Committee but to approbate whomever he brings before him. He may hire a teacher of a low, middle, or high grade of competency, for he is dictated by none—is permitted, if he pleases, to hire his wife, sister, daughter, niece, aunt or grandmother, or any of their relatives, simply because they are his relatives, and he wishes to favor them. It is not for the Superintending School Committee to decide whether the agent shall hire a teacher of high or low grade, at least he does not often exercise his veto power. He or they would prefer to have all teachers of the highest possible grades. All teachers of the highest grade cannot be obtained, but the agent should strive to obtain the best. It may be replied: "Our school is small and we have little money to expend, therefore we cannot afford to pay the highest prices and hire the best teachers." I answer, that in most cases, the best is the cheapest, though your term may be shortened.

Having shown you the power, for good or evil, resting in the hands of the School Agent, on the welfare of your schools, that it is of more consequence to your individual interests, who your School Agent may be for the ensuing year, than it is who shall be your next President, then it follows that you should all turn out at your next school meetings. Vote for the man who will serve you best; instruct him not to pick up the first unknown person that applies for a school, because the offer is low priced and you don't wish to take time to look further, but you should insist that he shall find some one qualified that has, if possible, a reputation or experience; insist that he shall persevere, if it does cost something, till such a teacher is secured. Your duties, fellow-citizens, after electing your best man for agent, have just begun. You cannot delegate to your Agent or Superintending School Committee your own individual and exclusive duties.—Your schools will be prosperous only so far as you give your individual attention, just as your crops or lumbering operations are successful, by care and oversight. You should catechize your children daily as to their studies—encourage them. They will be interested as you seem to be interested; they will be careless and indifferent as you appear to be so—and if you talk much of the school they will think much of schools. If you encourage the teacher by occasional visits, they will redouble their exertions, and return to you a fourfold duty; for teachers like praise and approbation, and like to have you know that they are working hard for you. They are just like children in this respect, only they are a little older. Your schools will be just what you make them. Notwithstanding I have drawn in this picture some dark shades of your school prospects, they will be of service to you, provided you take in hand your duty and do it. There is

encouragement ahead. You have seen recently reared in your town a school-house fit for a President's son to sit in, and for two sessions a teacher has been employed, second to no one, of my knowledge, in the county. So much for progress—other districts do likewise.

It has been my disagreeable duty, under my oath of office, to refuse to grant certificates to applicants in all cases; and in reviewing the success or failure of teachers of different schools, I may have been blamed for not making out a report, giving to all indiscriminate praise or dispraise, so that a good teacher could not be told from a poor one; that all of our schools are what they should be; our system perfect in every particular; and, therefore, there exists no necessity for any one to exert himself in their behalf.

Having now served as one of your Superintending School Committee for the greater part of the time for twenty-one years, and now about to retire, I hope and trust some one may be found better qualified to fill this honorable and important office.

CHARLES S. WELD, *For S. S. Committee.*

KENNEBUNK.

The committee are happy to state that the past has been a successful year and crowned with signal advantage. There has been more than usual interest on the part of parents, teachers and scholars, in the common welfare. There have been indeed some discordant notes from certain quarters, yet these were the result of interest in the well-being of the school, rather than from a disposition to be displeased. Upon the whole, harmony has prevailed. It is seldom a year makes its accustomed march without some unpleasant things arising to mar the otherwise "perfect peace." So few have been our failures and so many our successes, we feel like speaking in commendation of every district, and recommending a large share of patience and perseverance in the future maintenance of our common schools. Let parents encourage their children by providing them with proper books and wholesome home instruction. Let them consider the proper dignity of the teachers, and in return we trust our teachers will prove "apt to instruct" and successful in moulding the tender mind to its maturer development. Nature's law alike in animate and inanimate creation seems to be developmental—"first the blade, then the ear, then the full corn in the ear." In our schools we wish to see progression.—Let our march be onward and our motto upward.

D. D. SPEAR, }
ORREN ROSS, } *S. S. Committee.*
A. E. HALEY, }

KENNEBUNK DISTRICT No. 5. The "free and easy" style of attending school, which appears to be altogether too much in vogue at the present time—of "dropping in" when one "feels like it," and there is "nothing going on" outside that excites curiosity or can be worked into an apology for non-appearance—is most pernicious in its tendency. The delinquent pupil never can attain a good standing for scholarship, and the whole school suffers from the derangement and confusion that are inevitable under the circumstances. A very brief consideration of the subject will satisfy any intelligent person that it is not in the power of a teacher to bring his or her school up to a high point of excellence, without the co-operation of parents and pupils. No amount of knowledge, industry or tact, can restore the time lost in consequence of irregularity, tardiness, inattention or disobedience. The teacher may be one of the best and do his best, but the character and usefulness of the school must mainly depend on the scholars and their parents. We fear that this important and undeniable fact is not realized as it should be.

A Town High School. The committee receive, very frequently, applications from parents residing in other school districts in town, for permission to send children to the High or Grammar School. To these, in almost every instance, negative answers are given, for the reason that the rooms are very nearly filled with pupils belonging in the district; a sufficient number in each, at least, to give full employment to the instructor. It is exceedingly unpleasant to be compelled to deny these requests, and especially so as they are almost invariably accompanied with expressions of entire willingness to pay the full tuition charged by the best academies. We hope the day is not far distant when there will a High School in this village, accessible to qualified pupils from all parts of the town. We really need such an institution. Its beneficial influences would be incalculable. The children would have an additional incentive to labor,—a goal within reach which would excite healthy ambition. It would necessarily elevate the standing and promote the usefulness of all the schools,—increase the number of good scholars,—develop talent which otherwise might remain latent, and remove every obstacle from the path of the poorest boy or girl who might be anxious to acquire an education superior to that which can be obtained in our mixed schools. Why will not our citizens think of this? It surely deserves serious consideration. Our town debt is gradually growing less, and it would take time to arrange all the preliminaries, such as selecting a site, preparing a course of study and other details, (for the safest way is to go into such an arrangement understandingly,) and all this accomplished, we could rear the structure without imposing burdens that would be onerous.

Why could not the Town and District No. 5, agree upon a plan for a building which would give the District two rooms on the lower floor for a Primary and an Intermediate School, while the upper floor would afford ample accommodations for a Town High School?

Let it not be understood that in these suggestions, we advocate the rushing headlong into expenditures for the objects proposed, regardless of our indebtedness or our taxes, but simply ask that measures may be taken in the direction indicated, cautiously and economically, but actually and effectively onward. There is an economy that impoverishes and there are expenditures that reimburse a hundred fold. Of this class are those which promote the educational interests of the young, and, by rendering them intelligent and useful, add greatly to the prosperity and happiness of the entire community.

DANIEL REMICH, *For S. S. C. of Dist. No. 5.*

NOBLEBOROUGH.

Before closing this report, we wish to suggest a few things in regard to improving the condition of our schools. One great hindrance to the advancement of some of our schools is the practice of some parents to urge their children along into higher books than they can comprehend. It is a mistaken idea that advancement in books is advancement in knowledge. The tendency is really the reverse of this. A scholar in this position in a class, will certainly retard the progress of that class, besides nearly throwing away their time. We feel it to be our duty to deal with this matter of classification in future, if it cannot be reached in any other way.

Finally, in concluding our report, we wish to impress upon the minds of all, the importance of doing all within our power to improve the condition of our common schools; for upon them we mainly depend to fit our children for usefulness in life.

LORENZO DUNBAR, } *S. S. Committee.*
ALBION K EUGLEY, }

DEDHAM.

In conclusion, we take this occasion to express our satisfaction as to the good condition of the schools during the past year. We think they have been fully up to the average of former years. We also take this occasion to impress more fully upon the minds of our citizens the necessity of selecting careful and judicious men for school agents, for in them more than the Committee, rests the education of our children; and let those agents employ only *good* teachers, and cause parents to impress upon the minds of those same children, the necessity of industry and perseverance in the school-room, of respect and obedience to their teachers, and then they will have done their whole duty.

There is one thing more we will speak of at this time,—we mean the remissness of parents in not sending their children to school. They cannot realize the lasting injury they are inflicting on their children by depriving them of the benefits of an education. Parents, see that you send them to school; and do not take them from it on the first trivial complaint against the teacher, but visit the school and judge for yourselves before you condemn the teacher, or withdraw your children from it.

J. W. BLAISDELL, }
M. T. GILMORE, } *S. S. Committee.*

LISBON.

In order that our schools may reach their highest usefulness and efficiency, the following, among many other things, are absolutely necessary: 1st, Good scholars; 2d, Good teachers; 3d, Good modern school-houses; 4th, Good school books, and plenty of them; 5th, Regular attendance; 6th, Interest on the part of the parents; 7th, Money enough.

Let us examine our standing with reference to the above requirements, take account of stock, to see what we have and what we need for another year's business.

SCHOLARS. We cannot say with certainty that Lisbon has ever furnished any eminent names to swell the lists of poets, authors, statesmen, artists or inventors. We do not even know if we have any great men and women in embryo, but still we have much to be proud of in the thrift, energy and high moral and mental standing of our community at large. Our citizens are largely the fruit of our own common schools, and will compare favorably with the citizens of any other town in the State. We believe the present generation of children is destined to be an improvement on that which has passed and is passing, because it is developing under improved conditions and more refining influences. The quality of brain and force of character among our scholars is generally of a very high order. Among the larger there are many who will undoubtedly occupy high places in society, in the not distant future, while among the smaller there is an acuteness and forwardness of mind indicative of the highest results, if properly trained and directed. The future is rich with promise to us as a town, and we think the men and women will not be wanting who shall worthily fill the places, and discharge the duties which will soon devolve upon them.

TEACHERS. What constitutes a good teacher? Does it consist in being able to answer all questions propounded, or in being able to do all the *sums* and keep good order? Must the teacher impart no knowledge beyond what the school books furnish? "As is the teacher so is the school." There is a specification in the old form of certificates, that teachers must be *adapted* to their schools. This is the first condition necessary to success. There is almost a necessity for a law that when it becomes evident that teachers have not a proper *interest* in their schools they shall be discharged immediately. There is generally very little trouble about qualifications to teach, on the part of applicants, so

far as mere book knowledge is concerned. But adaptation and interest are purely matters of judgment and experiment. In every school, during the past year, which has not been so profitable as we had anticipated, the failure could be traced directly to the lack of one or both of these qualities, on the part of the teacher. And, on the contrary, every term which has been pre-eminently successful, can attribute its success largely to these qualities, and that other higher one called enthusiasm, without which the highest mental and moral endowments are of little avail. This sublime quality is entirely independent of wages, number of scholars or inconveniences of school-house. It takes a dull, backward school, and lifts it from the "Slough of Despond" and puts it suddenly in the foreground. It takes a dull, discouraged boy, who dislikes his books and hates to go to school, and sends him home at night with new ideas in his head, and something to think about and study out by the fireside and around the evening lamp. It supplies the lack of maps, wall cards, and philosophical apparatus, by improvising in a moment something which shall clearly illustrate the subject to be taught. It takes a miscellaneous and vexing variety of school-books, and makes them all teach the same living thought, clear, fresh and sparkling. Enthusiasm overcomes all obstacles, smooths all difficulties, and transforms every languid, careless, idle scholar into a living, active thinking intelligence. With it, the most ordinary school is a marvel of success, and without it the most forward may be a disastrous failure. Many teachers flatter themselves that if they keep their regular hours, and manage so as not to have any serious fault found, they are keeping school successfully, and satisfying the scholars and parents. Not so. Such deceive themselves, and the veriest four-year-old knows that such a teacher is simply *getting along*, and waiting for the last week and the pay to come.

We have tried hard to get the best teachers available, and have paid in proportion to ability and services rendered. Whenever we have thought an increase of pay would insure more zeal, we have granted it without hesitation. These teachers, who have labored so faithfully, and spent so many extra hours for the benefit of their scholars, must find their reward largely in the thought of having done much good, for no money can suitably reward the unselfish toil of such earnest, loving hearts. Although some teachers have fallen far short of our ideal, and have not accomplished so much as we fondly hoped, yet as a whole, they have done good, thorough work. We have no words to express our appreciation of many of the teachers we have employed during the past year. They are beyond all praise, and have done noble service to the town; and have elevated the standard and quality of instruction to a pitch which we hope will not be lowered or abandoned. We recommend that those who have stood the test of trial be retained, if possible, and that any new teachers who may be employed will stand simply on their merits. We deprecate the idea of employing any teacher because it is convenient, or out of any desire to accommodate the teachers or their friends, or on grounds of sympathy. The Committee should be left absolutely free and uninfluenced, to select the very best they can find anywhere. When a teacher is selected on any other grounds than efficiency and usefulness, a failure is almost inevitable. We hope our citizens will appreciate our efforts to secure teachers whose morals are unexceptionable. Too little attention has been paid to this point heretofore. Many persons have had charge of our youth, whose influence on their lives and thoughts has been baleful in the extreme. This should never occur again, as it counteracts all the good influences of home, and is contrary to law.

SCHOOL-HOUSES. We now have three fine new houses arranged for two schools each, and a new house in the Frazier District, which are as good as can be found in any town, of the same number of inhabitants, in the State, perhaps. These, under proper regulations, are doing good service, and utterly disprove the oft-repeated assertion that our

scholars do not know how to appreciate good things, and would soon make new houses look as battered as the old.

SCHOOL BOOKS. Some of our schools are abundantly supplied with books, and well classified, while others are exactly the opposite. Vigorous measures must be adopted next year to secure uniformity of text-books, and weed out all old editions of those which have been revised and improved. Many teachers have done double duty, and many scholars have suffered untold loss by the absurd idea that it is economy to use old books which have been outgrown by older brothers and sisters. We refer particularly to Greenleaf's Arithmetics. Probably there are three or four different kinds of what is known as the Common School Arithmetic, which must be all condensed into the New Practical at the commencement of the next term, without fail. We are happy to say that the Practical has entirely taken the place of the old National, and we sincerely hope the ghost of the old book will never arise to trouble our schools again. We believe the Practical contains sufficient arithmetic for any common scholar, and if they wish for more "discipline" on that subject let them take a liberal dose of the "Intellectual Arithmetic." One of those over-forward classes in arithmetic, in the Lisbon Falls Grammar School, made the best display of the cultivation of the reasoning faculty, by some exercises from the Intellectual Arithmetic, we have had the pleasure to witness. More of this sort of work in all our schools will soon teach our scholars to depend more upon the reasoning process than upon the answers in the book, for the solution of difficult problems. We have uniformly recommended our teachers to teach arithmetic to beginners orally, and to all by examples from their own heads, believing the subject can be presented with much more clearness in this manner than from books. The objection to all Mental Arithmetics lies in the fact that the smaller scholars and beginners think it necessary to commit the *words* of the examples and thereby lose sight of the importance and relation of the *numbers* involved.

Our Guyot's Geographies are better appreciated as they are better understood by the teachers. We hear no fault found with them where the teachers use them according to the intention of the author. On the contrary, we have seen some highly instructive and interesting exercises by many classes from them. Our Willson's Readers are successful where they are properly adapted to the capacities of the scholars. Great mischief was done when these Readers were introduced, in allowing the scholars to exchange the Progressive Fifth for the Wilson's Fifth, as this book was never intended for any grade of schools below High Schools and Academies. When we see a ten or twelve year old boy tugging away at this ponderous volume, we do not wonder that teachers occasionally denounce the books in round terms. The trouble in this matter rests largely with parents who vainly think their children are as good readers as others when they get up to the same book. We know many cases where parents have purchased higher books for their children without consulting the teacher, and even against their advice and protest. It is an error of judgment on the part of parents to suppose that teachers have any desire to *keep back* their scholars. On the contrary, it is their highest interest to advance them as rapidly as possible. But it would be quite as sensible for a teacher to recommend too difficult a book for a boy, as for the boy's father to buy him men's boots because he will eventually grow to them.

There is great and unnecessary diversity in the kinds and editions of grammars in use in our schools. From this or some other cause, grammar is almost a "lost art" in many schools. There is no reason in the dislike scholars have to this noble and refining study. Something must be done to popularize it immediately. More familiarity with it would make it as attractive to boys of thirteen to sixteen years of age, as arithmetic now is. It can be taught orally better than any other English branch. We recommend the immediate adoption of the best elementary work on grammar that can be found, and

that it be taught in some manner to every scholar in town. Our forward classes would find it much to their advantage to use some more simple work on the subject than they now do.

Writing and spelling have for the first time received something near the attention they demand. The books used in these exercises are of secondary consequence. Practice is everything. We have instructed the teacher to insist upon writing every day, by every scholar large enough to grasp a pen or pencil with sufficient steadiness to make a straight line. The result has been wonderful, and has proved beyond dispute that the time to teach writing successfully is before scholars take studies enough to tempt them to omit persistent practice.

We have had classes in History, Philosophy, Physiology, Geometry, Algebra, Book-keeping, Elocution, Latin and French, in our schools during the past year. History has received more attention than ever before. We were so happy to see these studies introduced that we allowed scholars to select their own text-books, except to advise occasionally.

Botany should be introduced immediately, and made as familiar as geography.—Chemistry, as applied to farming, might be profitably taught if we had suitable books on the subject. Physiology is taking rank, as it ought, among studies for youth.

Music has been cultivated more or less in every school, and the practice of opening school with singing should never be allowed to die out. We hail with delight the emancipation of our scholars from the old idea that reading, writing and arithmetic are enough to know. Let them spare some of the time heretofore devoted to puzzling questions in arithmetic, and devote it to these fascinating and refining studies in higher English.

REGULARITY OF ATTENDANCE. By comparing the attendance with last year it will be seen that marked improvement has been made in this direction. Many of our schools show an average of attendance only one or two below the whole number registered.—This is due to several causes, but chiefly to the fact that the terms were so arranged as to come at seasons of the year when there is little inducement to stay away. Another potent cause is found in the plan we adopted, to have no schools on Saturdays. It is customary in many places to assign Wednesday and Saturday afternoons as play-days.—We thought the half-day sessions would be of little account, and judged that if the scholars knew they were to have all day Saturday, they would postpone all their excursions and plans for work and play to that day, and consequently attend regularly during the week. The result has confirmed our judgment, and the measure seems to have proved highly satisfactory to scholars and parents.

Although the attendance has been materially increased, there is yet a wide margin of absences to be filled. Irregularity of attendance we consider the greatest obstacle in the improvement of our schools. It operates disastrously in two ways—first, in loss to the scholars absent, and then in damage to all the classes to which the absent ones belong. The lost days are seldom made up by after study, and the missing links in the chain of lessons are seldom supplied. Thus the scholar goes blunderingly along, retarding all the other members of the class, and damaging himself incalculably. The most lamentable fact in connection with this matter is, that the very class who most need schooling, are absent most frequently. We refer to that class of older boys who do not attend the spring and fall terms, and whose privileges are all confined to the winter term. They feel themselves behind the other scholars, and false pride prompts them to be absent from every recitation which threatens to expose them. Our schools are exceedingly troubled by a class of scholars whose mothers have innumerable errands for them to do about school time, and chores for them to do before school is done, necessitating their dismissal. Incredible as it may seem, parents are mainly responsible for

the tardiness and absence of most scholars. We may never expect to realize the full benefit of the money we appropriate for schools, until all this is changed, and every scholar is in his place every day. This may seem impossible, but if the Plains school can average forty-seven out of forty-nine scholars registered, we think smaller schools may be all present every day.

INTEREST OF PARENTS. We are rejoiced to notice the increased interest of parents in our schools. Our register shows nearly one hundred and fifty visits by citizens. Many examinations have been crowded with eager, earnest, interested parents and people at large. This is a healthy symptom and we hope it will never abate. The scholars feel the influence of it, and feel that something is expected of them in return for the splendid opportunities they now have. Let this interest increase until our scholars shall feel that the eye of the public is upon them, and that its great heart is beating in quick sympathy with them, and that its hopes are centred in them.

FINANCES. The town voted a liberal amount for the support of schools last year, compared with former years. As our educational interests underlie and overtop all others, this was wise and proper. We have done all we could with the amount raised. We were extremely anxious to have the winter terms continue ten weeks, but found it impossible. This was owing to many causes, the chief of which was that we were obliged to create a new school in the Thompson District. This school cost as much as any other school of its size in town. The rapid increase in the Lisbon Falls schools also compelled us to employ an assistant teacher there, which was equivalent to another district.

We also made an under-estimate of the amount of wood required. Indeed, there seems to be no regularity about this matter; some houses consuming nearly twice as much as others of the same size, and rendering it extremely difficult to provide the requisite amount in all cases. Another drawback, which we think will not be so troublesome another year, was in the fact that we found nothing of any account in any of the houses in the shape of materials to keep school with.

We have made many repairs and improvements which will be permanent; and have supplied everything required by all the schools. We have paid higher wages to teachers on an average than in former years, but have paid solely with reference to experience, reputation and services rendered. Some of our schools, though not large in numbers, require teachers of a high order, who will command the best of pay anywhere. Our efforts to secure first-class teachers have brought us in competition with Lewiston and Auburn, and frequently to our discomfiture by not offering enough.

It is extremely desirable to have three terms of ten weeks each. We think this may be done by raising a trifling amount in excess of last year's appropriation. The same amount raised last year will probably secure as much schooling as we had. We see no reason for any increase in expenses—as the only possible addition of a teacher will be in the Plains District, and this is doubtful at present. The proposed new grade at Lisbon Falls will not add any to the present expense, as it will do away with an assistant in the Grammar and Primary schools.

MISCELLANEOUS. The measure of consolidating the districts and giving each an equal amount of schooling, has proved to be a step in the right direction, and has accomplished all the results its most ardent supporters anticipated. We have received too many unsolicited testimonies in its favor to doubt that it has effected much good to the public at large. We have heard no complaint from the villages in regard to the loss of schooling and prestige to them in consequence of this movement. This is remarkable, and indicates that the spirit of justice and fair play is not extinct, even in these days. Every citizen should feel proud of the many notices in the press of the State in regard to our educational enthusiasm and liberal policy towards schools. We occupy a place in this

respect far above many towns of more inhabitants and higher valuation. We need not fear that the numerous compliments we have received are the utterances of biased judgments. We have actually merited all that has been said of us, and have made substantial, permanent progress. The committee have tried to do their duty, and have been generously supported by the intelligent interest of the citizens. Their mistakes have been kindly overlooked, and wherein they have been successful, it has been freely acknowledged. We have tried to heal all differences and feuds inherited from the old system and bring about an identity of interest, without which little can be accomplished. A friendly feeling has been developed among all the scholars in town. The picnic held at the close of the spring terms, and the spelling contest in the winter, have made our scholars better acquainted with each other, and with the happiest results.

We have tried to be generous and just in our criticisms of teachers and schools, and have told the exact truth without fear or favor, so far as we understand it. It is not for our interest nor for the best good of schools to misrepresent or overstate what has been accomplished during the past year. We think no school has been an absolute failure, though but for the active sustaining interest of the citizens, some would have been far less successful than they were. We have not based our opinions entirely upon what we could see in visiting schools, but have made constant inquiries of scholars, parents, and all interested or able to give an intelligent opinion in regard to school matters. Some of the information thus elicited has been exceedingly valuable, and enabled us to give instruction to the teachers which have increased the efficiency of the schools materially. Much that we have thus learned has been contradictory and useless, because not given according to facts, but to suit private theories and opinions. It is safe to assert that those who have found most fault with schools and teachers, have taken no pains to inform themselves correctly by visiting the schools or conversing with the teachers.

Too much praise cannot be bestowed upon the liberality and generosity of the citizens at Lisbon Falls, who voluntarily subscribed an amount of money sufficient to give probably eight weeks additional schooling the present term, to both grades, free to all in the district. These schools are now progressing; the Grammar school in charge of Miss Hacker, and the Primary in charge of Miss Ham. They are doing finely, as both teachers are tried and faithful servants in the cause of education.

RECAPITULATION. The foregoing remarks show that of the requisites for successful schools we have good scholars, good teachers, in the main, with a chance for better; good books, if properly classified and adapted; good interest on the part of parents; good houses in most of the districts, and a certainty of good ones in the others. What we need are, money enough and regularity of attendance. With these two points secured and wise management of our school affairs, together with unanimity of feeling on the part of all our citizens, we see no limit to the excellence to which our schools may attain. Money can be voted, but regularity of attendance is a matter that rests wholly with scholars and parents.

RECOMMENDATIONS. We therefore recommend—1st, That the town raise three thousand dollars for the support of schools for the ensuing year. 2d, That either the Ridge school-house be moved and repaired and a house of moderate cost be built at or near the place designated in our report, or that two new houses be built, or one large one, as before mentioned. 3d, That a room be rented at Lisbon Falls, and sufficient furniture be taken from the Primary School room to accommodate an infant class, until further provided for. 4th, That a vigorous effort be made to classify our school books; that a new elementary grammar be introduced and exchanged on the best terms attainable for all editions now in use; that the study of botany, chemistry and freehand drawing, be encouraged as far as possible, and that some popular works on these subjects be selected

by the committee for introduction. 5th, That singing by all scholars be encouraged, so far as is practicable, and that some book adapted to the wants of our schools be selected and recommended, containing songs adapted to opening and closing school, and to public occasions, so that in case of any general meeting of the scholars, they may all be able to sing the same music.

E. H. GERRISH, }
J. PHILBROOK, } *S. S. Committee.*

DETROIT.

By the report of our teachers, the inspection of the Supervisor, and the general approval of the parents in the several school districts, concerning our public schools during the year now past, we have reason to congratulate ourselves upon a successful school year. Our teachers, without exception, have labored to the best of their ability to improve and advance our public schools, in defiance of the many impediments in their way, such as cold, uncomfortable, smoky school-houses; want of a full supply of books and suitable furniture for their school-rooms, which, to be appreciated, must be felt as only teachers *can feel*. We present the names of our teachers with pleasure as meriting the approval and commendation of those interested in our public schools.

In conclusion, permit me to remark, that the school work is a noble work, and its influence moulds the character and forms the habits in a large measure of the rising generation. To secure the largest possible good, requires the active co-operation of all affected by its influence. Teachers should be faithful and efficient—school officers should be vigilant and active in the discharge of their official duties—parents should be interested for their children by making suitable provision for their physical and intellectual requirements, in the seasonable procurement of good school-houses with suitable apparatus and furniture, with abundant text-books and those of a proper kind, with frequent visits to the school-room by way of encouragement both to teacher and pupils, with a very determined resolution that their children shall not disgrace their parentage by becoming truants and vagrants, at least, within the limits of their own school district; but that on all occasions they shall attend the schools while in progress with punctuality and regularity, so that each day of the term some new intellectual light shall beam upon and illuminate the dark places of the understanding, “That the waste and solitary place may be glad,” and rejoice in the invigorating influences which emanate from public instruction.

S. P. WATERHOUSE, *Supervisor.*

NEWCASTLE.

In making up this report, I have endeavored to form an impartial judgment, both of teachers and scholars. Having entered upon the duties imposed on me as Supervisor, somewhat reluctantly, and feeling the responsibility which rested upon me, I have tried to discharge every duty faithfully, to the best of my ability.

A commendable interest in study, and a disposition to comply with all the requirements of the teachers, have characterized the schools generally.

A very good class of teachers have been employed, both for summer and winter schools. Some of our teachers have derived great benefit from attending the County Institute, at which they have gained much valuable knowledge.

No serious disturbance has occurred in any school, and no scholar has been expelled for misconduct.

I have examined and certificated twenty different teachers during the year, most of whom passed a very satisfactory examination.

A. W. GLIDDEN, *Supervisor.*

WEST GARDINER.

Thus fellow-citizens, you have before you, in as concise form as possible, the results and statistics of your schools for the past year. The successes and failures are now apparent. I have endeavored to report the *true* condition of each school. Some may differ from me in regard to the results of certain schools, and to those persons I would say that *my* opinion has been based upon personal observation and *theirs* upon hearsay."

In concluding this report, I feel it my duty to say a few words concerning our schools and school-houses. Too many agents labor under the mistaken idea that the cheaper they get a teacher the better they fulfil the duties of their office. Bear in mind, Messrs. Agents, that good teachers demand and will obtain good pay and the only assurance of a profitable term is in obtaining "first class teachers."

Parents, would you have better schools? Then manifest more interest in them.—Visit the schools. It will encourage the teacher and stimulate the scholars to greater efforts. See that your children are well supplied with text-books, and above all see that they are in the school-room every day during the term unless detained by sickness.—Remember that when you allow them to remain away from the instruction of the school, without sufficient cause, you are sowing seeds in fertile places that will germinate, grow and yield—not rich and promising fruit—but thorns. Then pledge yourselves to increase the "average attendance" for the year to come.

Too many of our school-houses speak for themselves. They are poor, miserable, uninviting structures. The school-house and all its surroundings should be a model of neatness and beauty. The results cannot be over-estimated.

I will not insult your sound sense by further argument. Vote liberally and generously for the support and maintenance of our common schools, remembering that "the dearest interest of a nation consists in the education of its children." May the success of the past year be an incentive to renewed labor on the part of parents and school officials, and may you not desist in that labor till West Gardiner shall stand in the front ranks with our sister municipalities in the cause of education.

E. C. STEVENS, *Supervisor.*

MACHIASPORT.

We would again urge our town officers to give no orders to teachers until they have filled and returned their school register—one teacher, Mr. Colcord, who taught in No. 4, having made no register of his school.

Our schools demand our earnest attention, and parents do great injustice to their children by not enforcing better attendance. No means should be left untried to awaken a stronger desire for education in our children. Our school-houses should be made more attractive, within and without; and parents should visit the schools more and not allow the children to absent themselves for trivial causes.

The plan so urgently recommended by Mr. Johnson, our State Superintendent, of abolishing the districts, will, we hope, receive the careful consideration of our citizens. Mr. Johnson recommends it very confidently as far superior to the present system; and if this be so, we should not hesitate to adopt it. If it should prove after a fair trial unsatisfactory, we could readily return to our present system. Whatever improvements can be made in our school system should be readily adopted.

A. B. LIBBEY, *Superintending Committee.*

GREENWOOD.

Your Committee have found the schools of the town, as a general thing, and things pertaining to the education of the young, in a very unsatisfactory condition.

In the first place, the school-houses, are, with a few exceptions, out of repair, and many that are well covered and warm, have very poor seats and benches, hard for the children to endure, and most of them are unsightly in appearance. Only one in town has a wood-shed, and very few have any other decent out-buildings.

The books in most all the schools are of many kinds, making it hard for the teacher to so classify the scholars that they can get through their lessons within the school hours. For instance, we saw in one school four little children in one primer class, and no two books alike; also frequently three kinds of grammar, and sometimes four; and in arithmetic two kinds commonly, and sometimes three; so also with geography,—Cornell's, Colton & Fitch's, Warren's, and sometimes some other kind.

The teachers have been, as a general thing, let into the schools in a loose way, no party really knowing whether they were capable of teaching and governing properly. The agent is often chosen without regard to the interest of education. Would you choose a man that has no interest in education, no children, or that pays very little if any tax, or that sees no particular need of learning, to look out for the education of your children? and then send them to school to sit on hard planks, ungainly put together, named seats, where they must sit six hours in a day for eight or ten weeks, where we could not sit easy for one evening to hear a good smart lecture. Do you blame the children for dreading to go, or for being late at school.

There is no system in this free country, or in life, so important, or in many instances so much neglected, as our school system. Would any of us invest our hard-earned money so loosely—we almost said foolishly—in any other interest of life?

Let us look the business over a little. We have three hundred and fifty-eight scholars in town, and they draw from the town and State two dollars and sixty-four cents each, for direct schooling, which it is the duty of the officers of the town and district to see schooled out within the year. We also clothe our children a little extra for school, which costs us perhaps in most cases much more than the above tax; then we board our children through the term, which on the average, we should not wish to do for a neighbor for less than one dollar and a half per week; then we furnish books for the family, which is quite a tax, every father knows; then we board the teacher a week, furnish our part of the wood, keep the roads open, and many other expenses perhaps, and then let the thing run it itself, without any further oversight on our part,—none at all. This is not the way we look out for other investments of the same magnitude.

Let us estimate the average for a family of five:

Town and State money, $\$2.64 \times 5$	\$13 20
Extra school clothing, four dollars each.....	20 00
Board of five scholars, at one dollar per week each, for eight weeks.....	40 00
School books, one dollar each.....	5 00
Board of teacher, average.....	2 00
Our part of the wood.....	.80
Total	<u>\$81 00</u>

Here we have eighty-one dollars for a family of five persons. In that proportion each scholar costs us for every school of eight weeks sixteen dollars, and in many districts we have two schools as long, which would nearly double the above amount. And again, we have not taken into account the time of the sixteen-year-old boy or girl, whose labor we so much need to hold us in our often over-burdened condition. Calculate all the above expenses, and we shall often find it costs nearly fifty dollars a year for each

scholar in our family for schooling. Is there any other interest of similar importance so poorly looked after?

With the foregoing illustrations, your Committee beg leave to suggest :

First, that you bring into your school warrant, this spring, the article, to make such repairs on the school-house as are needed to make it comfortable and sightly, even attractive, so that the children or yourselves may not be ashamed to point out your school-house to a stranger or friend, and so that your offspring may hold the house in dear remembrance amidst the cares and storms of future years. New clapboards and paint ; build a cheap shed for wood, so that it may be kept from the inclemency of the weather ; make out-houses respectable and convenient for your son or daughter. Paint costs but little and covers a multitude of defects, and is pleasing to the eye. Then repair inside ; tear out the low ceiling and lath up higher, and so improve the air of the room which your children have to breathe over several times during the day ; make comfortable seats and desks, not forgetting the little tender chap whose chief amusement is to hitch from side to side and try to endure the long weary hours of nothing to do.

Next in order and importance is the books. We want uniformity of text-books, so that we may have as few classes as possible, and thereby give the teacher time, and the scholars a chance for healthy competition. If there is only one or two in a class, what is there to stir up ambition ; nothing excites us more than to try to excel our neighbor in some wise, even us older children, and much more in our youth. We cannot divide the school into large healthy classes without a uniformity of books.

Then, again, we would earnestly recommend slates,—plenty of slates and pencils for young and old,—nothing amuses or teaches our little folks so much as a slate and pencil, and let the teacher teach them to make characters, letters, &c. Also see that there is a good large blackboard and plenty of chalk.

Again, we would suggest the importance of visits by the parents and friends in the district. Go and see how your money is being spent. Let the teacher see that you are interested in the improvement of your children, and that you expect some tangible return for all your care and labor, and depend upon it, parents, you will see pleasing and profitable results for the oversight and interest taken in the schools. Children and teachers both very quickly feel the influence of the visits of parents or Committee ; they see that somebody cares for them, and that something is expected of them besides wearing away time in the school-room.

We would also recommend a short vacation in long schools in hot weather. Also select your best men for School Agents and School Committees. Remember they are the most important offices in town, whose influence will be felt long after we shall have passed away.

We think we see a growing interest in education in some parts of the town. God speed the day when our beautiful Greenwood shall outstrip its surrounding neighbors in the march on to wisdom and honor.

A WORD TO AGENTS. Employ the very best teachers it is possible to find. A short school and a good one is better than a long poor one, and notify the Committee of the commencing and ending of your school. Don't say this poor teacher will do well enough for our little poor backward school, for backward schools need the best teachers to bring them up to the right standard. And we trust the Committee will never let a teacher into a school without a thorough examination of moral excellence as well as book learning, and what is as much to be desired—order on the brain.

A WORD TO TEACHERS. Plan, when you commence school, to control it ; not so much by fear, perhaps, as by the power of love,—than which no power on earth is greater.

Try to learn the disposition of your scholars,—they require different treatment. If a child is dull, spend more time with him, and try to interest him. Give short lessons, and require perfect answers. Never let a scholar go by a word in reading, without knowing the meaning, and how to spell it. Let your best scholars read once a day in United States History, and question them after, thoroughly. Let them spell at least once a day in their reading lesson, and require them to study it over previous to reading, if possible. Teach reading very slow and distinct.

Teach the whole school, in “committee of the whole,” at least one moral lesson a day, of five or ten minutes in length, on the subject of morality, as your own good sense may suggest. Get up a competition in spelling, as well as in other lessons, among your scholars. This will raise their ambition, and make the hours of school pass swiftly. Be an earnest teacher, not merely a mechanical one, ensconced behind his text-book; not merely a passive nothing, hearing the recitations of another’s acquirements, but a live something, imparting important knowledge from your own intelligent brain, and merely using the book as a simple subject to *work on*. Let the explanations on the blackboard prove to your scholars that you can teach them other than from books. Bring out practical results from the scholar by sharp and searching questions, and require him to explain the real essence of the subject in his own language, and not in the language of the book.

We also wish to say that the County Supervisor has visited our schools, during the year, seven times,—or seven schools. He has suggested many important things to the schools, and to your Committee; and, together with the Supervisors in other counties, by their writings in reports and magazines and institutes, are doing a noble work in our State; for surely we must acknowledge that whatever imparts light or goodness to our intellect, or quickness of perception to our understanding, and educates us in the art of acquiring knowledge, is doing a noble work.

WILLARD HERRICK	} S. S. Committee.
J. G. RICH,	
E. E. RAND,	

MOUNT VERNON.

There are many requisitions for good and profitable schools,—we will name a few. First on the list comes good order and deportment; good behavior commands the commendation of all. Without good order it is an utter impossibility to have a good school; we must insist on this or all efforts will be in vain. Who does not like to look upon a school where all are quiet, orderly, and in their lot and place? To maintain good order in school, is the most difficult part of a teacher’s labor. On account of the difficulties of maintaining good discipline, many valuable teachers are driven from their occupation. Much may be done by parents in this direction, by commanding obedience at home, and directing the child the way he should go, by teaching them what is right and what is wrong. Give them to understand that you expect them to obey all laws which are right, just and proper, and impressing upon their minds how much depends upon good deportment. By observing these rules much may be done to lighten the burdens of a teacher.

Punctuality is another principle that should be practiced. Let our children be brought up to be punctual in all their engagements, and when they are old, they will not depart from it. If our children make good advancement, it is very necessary that they are present when the school commences and at each recitation. We think our schools sustain a great loss by many of our scholars being tardy without a just cause. Much may be done in this direction, if we all bear this in mind, and have our scholars prompt and in time.

Diligence is another requisition which must be observed in order to make good advancement. To keep scholars diligent, we need to encourage and stimulate them by unfolding the beauties, worth and grandeur of knowledge and science. Often a word from a parent to his child will awaken love and energy for learning. Your committee have endeavored to the utmost of their ability to encourage and stimulate the scholars to be diligent. Let parents and all pursue this course, and we shall see more and greater work done than has been done in the past.

It takes many elements to make up a good and model school. We have not time to speak of them all; many of them are things which all intelligent parents understand.— We have had many excellent schools, and many of our teachers have been above mediocrity; a goodly portion have been from our own town, and we are proud to say we have many teachers of promise, who are destined to do a noble work.

We again call your attention to the great advantages of our Normal Schools, and to the grand work which is being done by the way of giving us competent teachers. Our advice is, patronize these schools as far as possible by the way of sending our young teachers there.

The most of our school-houses are in good repair and convenient; but there are a few marks of antiquity remaining in shape of old school-houses, which we hope soon to see removed and commodious buildings built in their stead.

SILAS BURBANK,
HARRISON W. WEBBER, } *S. S. Committee.*

MONTVILLE.

Another school year is approaching its termination, and again it becomes the duty of your Supervisor to present to you a written report of the condition of your schools for the past year.

At our last annual meeting there seemed to be a lack of information among us in relation to the subject of visiting the schools, some in town thinking it not specially stated in the law that schools *shall* be visited. My first action, therefore, was to ascertain the provisions of the law upon this point. Among the duties devolving upon the Committee or Supervisor, as specified in the law, is the following: "They shall examine the several schools, and inquire into the regulations and discipline thereof, and the proficiency of the scholars therein, for which purpose one or more of the Committee *shall visit* each school at least twice in summer and twice in winter, and use their influence to secure the regular attendance at school of the youth in their town." This law is upon our statute books and no law-abiding citizen would wish to disobey it; consequently your schools have been visited, in obedience to this law, as much as has been deemed necessary for their good.

I next ascertained if it was a practice in certain towns of the State to instruct school officers not to visit the schools. I accordingly addressed the following note to N. A. Luce, Esq., Supervisor of Waldo county:

Montville, March 21, 1871.

N. A. LUCE, Esq.—*Dear Sir:* Will you please inform me if it is a practice in any towns of this State to instruct a Committee or Supervisor of Schools, at their election to office, *not* to visit the schools in town unless called upon, and is such action in compliance with statute law? Yours truly,

H. M. HOWARD, Supervisor of Schools, Montville.

I received the following answer:

Mr. HOWARD—*Dear Sir:* In answer to your inquiries, I would say, that I have known of one or two cases where towns have instructed Committees not to visit schools,

but that action is not binding upon Committees or the Supervisor, who, in the language of the law, *shall* visit them. Visitation of the schools is one of the duties they are sworn to perform. More than this, I have known of one case where a Supervisor, when instructed by vote of the town not to visit, did visit, and recovered his pay.

Yours truly,

N. A. LUCE.

This correspondence established the fact that such a practice does not prevail to any extent.

These two points being settled, I felt prepared to enter upon the work of the year.—In the examination of teachers, I have done what I believed to be right, having no favorites to please and no enemies to punish. I cannot say that I enjoy being Supervisor to any great extent, I very much prefer to serve as one of the Committee as I have for a number of years past; and during the last year I have greatly missed the valuable aid and genial company,—the sage advice and solid counsels of those gentlemen with whom I have heretofore associated on the Committee,—also some one to help bear the burdens and share the grave responsibilities of the position. I once read of a certain lawyer who, in making out his bill for services rendered, had the following item: “To lying awake one night and thinking of your case two hours, \$5.00.” I will only say, gentlemen, that had my bill been made out on this principle, your taxes would have been very sensibly increased.

I am pleased to report that our schools during the past year have been very successful, a great amount of honest labor has been done by the teachers; our scholars have been studious and attentive, no case calling for the interference of the Supervisor has occurred, and taken as a whole, the past year has been one of the most quiet and progressive years, educationally, that I have ever known in town. The several district agents have generally made excellent selections in getting teachers for the several schools, and have performed their duties in an able and satisfactory manner, giving generally much better satisfaction to the people than last year, when the Committee hired the teachers. In regard to this subject of who shall engage the teachers, my opinion is very decided in favor of districts selecting their own teachers; by so doing, they feel a greater responsibility than they do when teachers are selected by Committees, and if improper teachers are selected, the Committee or Supervisor after all have power to decide the question as to who shall teach; the only difficulty being that when agents do not select a high grade of teachers and Supervisors demand such, agents are sometimes put to no little trouble to procure suitable instructors.

And now, gentlemen, let me urge upon you the great importance of upholding our system of common schools,—of keeping our hearts deeply imbued with a spirit of anxiety and solicitude for their welfare. And let us not lose sight of the foundation upon which they rest—Virtue. I often hear fathers and mothers say, “I want to give my children an education;” this is well and right. But do we realize all that is comprehended in the term education? I lay it down as a principle which admits of no variation, that truth, honesty, correct morals, temperance, and all these virtues, should be the foundation of education, and any system which puts these in the background is false and pernicious. A man may be skilled in the arts and sciences, may have all the knowledge possible to be possessed, and still be a curse to the world, simply because lacking in these higher virtues. And looking over the world we can but conclude that learned roguery is playing some sharp games,—that sin and corruption is with the learned as well as the unlearned,—that corruption in high official positions flaunts its banners in the eyes of the world and too often gets off unpunished.

Now it is only by diffusing true education founded on principles of virtue and intelligence among the people, that these evils can be combated; only by sowing the seeds of truth in the youthful mind can we expect to secure honest men and women. What a

responsibility rests upon us, my fellow-teachers—do we realize it? Are we doing all we can as faithful laborers in the field of universal education? In these years that have rolled away since I have had official care for the youth of our town, how my heart has rejoiced to see our young people, so many of them, step forth from our common schools into the great world, true honest men and women—how sad I have felt when they failed in being all this.

And now how much is devolving upon us in the care of these youth? The Psalmist says, "Lo! children are an heritage of the Lord;" and how shall we best care for this heritage,—how shall we lead them through the slippery paths of youth, implanting correct principles as we go, instilling these higher virtues, and preparing them to step out into the world men and women in the highest sense of the term. My friends, this is the work of the common school, its highest and holiest mission, not fully understood as yet, to fit these children morally, intellectually and physically, to be men and women! How great is the field, how boundless the view, how vast the responsibility!

"The world wants men, large-hearted manly men;
Men who shall join its chorus and prolong
The psalm of labor and the psalm of love.
The times want scholars—scholars who shall shape
The doubtful destinies of dubious years,
And land the ark that bears our country's good
Safe on some peaceful Ararat at last.
The age wants heroes—heroes who shall dare
To struggle in the solid ranks of truth;
To clutch the monster, Error, by the throat;
To bear opinion to a loftier seat,—
To blot the era of oppression out
And lead a universal freedom in."

In conclusion, let me say, cast no stumbling blocks in the way of true progression in the cause of the common school; but be earnest, be active, be sincere in your endeavors to care for these dear children.—this precious heritage God has committed to our care; better than houses and lands—better than bonds, mortgages, and ten per cent., is this heritage, these children. And if I shall never address you again on this subject, believe me when I say that I have loved your children and have had them in my heart, praying that God would bless them and make them good men and women.

H. M. HOWARD, *Supervisor.*

SMITHFIELD.

It is with feelings of pleasure that we are enabled to say, that the common schools of this town have been as you readily see by our several reports of the same, with a few exceptions, more successful the past year, than they have for a number of years previous; although they have not attained so near to perfection, as we are in hopes that they may in a few years more, under strict supervision, and the instruction of competent teachers. In regard to the many duties of our public school teachers, in part we would say, that it is their duty to make the lessons of the text-book shine before the minds of their pupils; by making every page luminous with apt, clear and lucid illustrations, and to make their pupils interested in the same. Although no teacher can successfully teach his pupils, that which is not perfectly clear to his own mind, unless his acquaintance with the various branches taught, is such that a text-book would be an unnecessary aid to guide him in conducting a recitation. Furthermore, all teachers should remember

that the school-room is their proper field for action, and not a place in which to spend a few months to obtain the necessary means to pass them to another profession. Also, they should delight rather to see the mental powers of their pupils expanding and becoming active, than to see the close of each day or the termination of a school term. And we would say to the parents of the several school districts in this town, that the success of the common schools of said respective districts depends very much upon you. For your co-operation with the teachers is indispensable in order that they may do their part beneficially. You should visit your schools as often as twice during each term, and speak words of counsel and encouragement to the teacher and his pupils. You should sympathize with the good teacher in all of his trials, as well as in his endeavors to raise our common schools to a more elevated standard. Also, you should see that your children are constant in their attendance; for regularity on the part of your scholars serves to sustain a successful interest on the part of the teacher and his pupils.

Furthermore, before closing our report we wish to impress upon your minds the great importance of selecting these men for school agents whom you know to be interested in your schools; men who have scholars, and are anxious about their intellectual welfare, and who will improve the first opportunity to go and employ some known competent teacher; for a short term under the instruction of a faithful, thorough and devoted teacher is far more profitable than a long school kept by an incompetent teacher; for in the latter case the money is uselessly expended, and the scholars contract bad habits which sometimes take much care and labor to remove.

In conclusion, we would say that the State of Maine boasts, that her staple product is Men and Women. No State sends forth more instructors of youth, merchants, ship-masters, mechanics and professional men, to supply the wants of the whole sister-hood of States, than the State of Maine. They are to be found everywhere, from Madawaska to the Rio Grande, from the Atlantic to the Pacific coast; and wherever found they occupy stations in the community as high as the highest. Although in our cold northern clime we cannot produce the cotton, rice and sugar of the south; furthermore, our rugged hills cannot hold competition with the broad prairies of the West, in the culture of wheat and corn for the markets of the world; but our invigorating air,—our varied scenery of field and forest, mountain and valley, sea-shore and inland lakes—our religious privileges, Sabbath schools, and New England homes and firesides—aided by our free schools, open to rich and poor alike, will train up men and women fitted to adorn every station, to direct in every enterprise, to surmount difficulties, to face danger, and to conquer and achieve success where others ignominiously fail.

Therefore, let us accept our duty without a murmur. Be our soil barren, our hills rugged, and our climate inhospitable, let us redouble our efforts to train the minds and hearts of our youth, and as far as in us lies, to improve our free common schools, as they are one of the noblest and most efficient instrumentalities for promoting and perfecting the work which Providence has assigned us; looking for the guidance and blessings of all interested in the sincere and earnest endeavors which we may put forth.

H. C. DECKER,	} S. S. Committee.
BENJ. D. BOWDEN,	
A. M. ROWE,	

UNITY.

Although our schools for the past year have probably been fully up to their usual standard, it is a fact that they, as a whole, have not been all that we could wish, nor all that we might reasonably expect under somewhat different circumstances. The fault is not altogether in teachers, school officers, parents or scholars; but rests to some extent upon all.

Some of our school-houses are totally unfit for occupancy by anything but swine, and in cold weather, even they could hardly be kept comfortable without improved facilities for heating.

In no district in town have I met with globes, outline maps, (or other wall maps,) or, in short any of the school-room accessories so essential to thorough instruction. I am aware that in recommending the purchase of such things by the town or districts, I may be met with the objection so often raised by many, that "they and their parents never had any such aids and got along very well." True, and no less true, perhaps, that they and their parents lighted their rooms with tallow candles, but does that prevent their appreciating a better illuminating agent?

Again, your schools have not had that thorough and careful supervision they should have had. This has been in part owing to my inability to give it, and partly to the remissness of district agents. Not one agent in three has given any notice of commencement of terms of school, and not one in five of the length or close of terms.

Instruction has been given almost every teacher to try every means to induce parents to visit their schools. How many of you have done so? You allow teachers, many of them strangers to you, to take charge of the education and morals of your children, and nothing short of absolute force can induce you to visit them, to encourage both children and teacher by your occasional presence, or to observe with your own eyes whether your teachers are doing well or ill.

Parents, if you will take personal active interest in your children's education, visit your schools frequently and lend your aid and encouragement in making schools useful, interesting and pleasant—in short manifest that same interest, *active* interest, you would in any minor matter where mere dollars and cents were concerned, you can add fifty per cent. to the value of our schools. Some of the parents in every district, (and the more the better,) should visit the school-room every week, and every *day* if *possible*. If this were done, trouble would seldom occur in our schools. Children would take far more interest in their studies, and *incompetent* or *lazy* teachers be at once quietly discharged.

In the employment of teachers sufficient care is not exercised. It is not economy to employ a poor, or even a medium teacher because he may be procured for low wages. Nor yet to employ one you know nothing of, and who comes without recommendations. The only way to secure good schools, is to pay good wages to teachers of *known* ability and *will* to *earn* good wages.

But few persons of *education* have talent and tact to render them good teachers; it follows, therefore, that one's ability as a teacher can only be learned by trial. A simple *examination*, be it ever so careful, can show but little more than the educational qualifications of the applicant. His executive ability is only shown by his practice. It is for this reason that I advise the employment of teachers of *known* ability as far as is practicable.

J. T. MAIN, *Supervisor*.

MINOT.

In reviewing the schools of the past year and comparing the result with the results of other years, we may feel very well satisfied in our own minds; but when we come to take into consideration the advancement that might have been made had all put their "shoulder to the wheel" and lifted, it would be nothing strange if we should find our satisfaction somewhat diminished. The past can never be recalled, but we can make amends in the future.

We want and must have wide-awake, energetic, practical young men and women for teachers, observing to keep the boys and girls in their proper place as learners, but not in the position of educators. But allow me to say, that such a class of teachers will need a sustaining influence outside of the school-room in order to make the best returns for the time spent and the money invested. What shall that sustaining influence be? I answer most emphatically the co-operation of wide-awake, energetic parents, interested in the eternal welfare of their children; and in the subject of education every parent should be interested and wide-awake, casting their influence in the right direction on all occasions.

Parents, in connection with our common schools, you occupy the most responsible position of any one. In you your children trust, your words they respect, your acts they imitate and approve. It is not necessary then for me to tell you how great your influence is in our schools or how important the manner in which you exert it. Give your teachers to understand that you are co-laborers with them in all just requirements, and let your children know that you take a lively interest in all their studies, and that the teacher's law is your law, and I dare say even in this orderly town you will see a wonderful change for the better in the character of your schools. In my opinion, parents should consider it a duty as well as a pleasure to visit their schools and inspect for themselves. There is but one true and faithful supervision of schools, and that when the schools are supervised by the parents.

What would be thought of a merchant who employed a clerk and sent him to his store and never looked in upon him at all and only sent an agent to visit him a few moments twice or three times a year? What would be thought of a farmer who hired a man and sent him into the field to labor and paid no further attention to him for months? When such a merchant became bankrupt, and such a farmer an inmate of the poor-house, the good people would soberly remark, "good enough for him, he might have known it."—In this manner we treat our public schools,—the people's colleges,—the dearest interest of our children,—the backbone of republican institutions,—the great luminary which yet to civilize and enlighten the world. And with all this apathy on our part, we grumble and growl at the Committee or Supervisor, because our school has been good for nothing this term. What have we done to make it otherwise than good for nothing? Have we visited it?—oh, no. Have we ever called on the teacher or had a friendly chat with him about the wants of our children? Do we know anything about the school except what we have heard from Madam Rumor? Has it ever occurred to us in all our fault-finding that we have been talking about something we know nothing about?

This is altogether too near the condition of our public schools in Minot as well as other towns. Yet I presume there is not a parent in town that is not willing and anxious to send their children to a first-class school in every respect. Still, they seem loth to take the first step in the right direction—a step that would cost no money and but very little time. So far as my experience goes in teaching and supervising schools, those schools in which the parents have taken the most interest and visited most frequently, have most invariably ranked the highest in deportment and scholarship.

The school-houses in Minot are good with one exception. The one in the Hersey Hill district is not a fair apology for a house; and, in my opinion, it is high time for the

citizens in that district to take some action in regard to this matter, either provide a comfortable and convenient house or unite with some other district or districts.

The citizens of Mechanic Falls are providing for the intellectual wants of the scholars in that village and vicinity in a laudable manner. They have under way a fine edifice designed for a high school building which is an honor to the people and an ornament to the place. When this house is completed, it will be necessary to regrade the schools in this district, and make all needful rules and regulations to secure and sustain first-class schools in every department.

I recommended for the consideration of my fellow-citizens the expediency of introducing into our public schools more generally the following studies: Chemistry, physiology, free-hand and mechanical drawing, and vocal music, as often as possible.

A word in regard to teachers and I am done. For the past year we have employed in town sixteen different teachers; and it appears to me that eight good skilful practical teachers would have performed the whole amount of labor and given better satisfaction generally. In the small districts there is scarcely sufficient money to secure the services of a first-class teacher for six weeks in a year; and, in my opinion, it is just as important that the children in small schools should be well educated as those in large schools. In order to remedy the evil in the existing state of affairs, the parents will be obliged to draw from their own pockets the necessary funds, or adopt some different plan for the employment of teachers. I think it would be as well to secure the services of a few good teachers and keep them engaged the year round if necessary.

Having spoken freely upon various topics, I now commend the whole subject to your careful consideration, trusting that your increasing interest will prompt you to aid in raising the standard of our public schools not only intellectually but morally and physically.

ELLIOT KING, *Supervisor*.

SEARSPORT.

In reviewing the report of our schools, you will observe that taking them as a whole, we have had the best schools that we have had for a number of years; although there have been some partial failures, yet, no district has been without one good school during the year, and most have had No. 1 schools through the year.

We, as a Committee, have tried to do our duty to the best of our ability, and wherever we have failed, we are willing you should attribute it to our poor judgment. We have been highly censured on the one hand for giving certificates to some teachers, while on the other hand for withholding from those we knew were not qualified. In reply to this, we have but one thing to say, and we want all to hear. We will not again certify a teacher for a primary school even that has not a fair common school education. There is a class of young teachers that get into the school-room in very much such a manner as some expect to get into the kingdom of heaven. We do say, that a person who is old enough to teach, and has not had ambition enough to get the required education with the present advantages of scholars, has not ambition and force enough to teach the smaller scholars. And again, such a teacher does not know when she speaks or pronounces correctly herself; does not understand how to criticise when a scholar speaks or pronounces incorrectly; therefore, we say to agents, hereafter when you send teachers of the class just mentioned, we will reject them. There are some parents that are trying to get chances for their daughters to teach some back school, thinking they knew enough to teach one that does not require much grammar; but we think it is time that people understand that learning is not measured by the distance from the post office, or the shore. Our back schools have been making great improvement, and we are bound they shall have good teachers, if they can be found.

A FEW SUGGESTIONS. First, Every district should take a vote, and have it recorded, that every scholar must have at least two studies besides reading and spelling. The object of this is to give those scholars that have too much spare time something to do.— Upon examining the schools, we find too many scholars, especially young men, that carry nothing into the school-room but an arithmetic and slate, and spend their six hours. Now, if those scholars had some other study, they would accomplish more in their arithmetic than they now do, beside getting useful knowledge in some other branch. It is impossible for the mind to be held to one topic for six hours a day for any length of time, and a pupil that tries it soon sinks into idleness, and wastes his time altogether, and probably goes home saying the teacher is to blame that he is not more interested; for you will always find such ones are among those that do not test their own abilities very hard, for fear they may learn something that they will never use, so if a hard problem is worked at all, it must be done by the teacher, and if the teacher is not ready to come at his beck, then look out for coming reports outside of the school, and even some of our parents will join in the whine that teachers don't do their duty. One of the wonders under the sun, found among men, yea, among women also, is all know how to teach school.

One more point. In some of the schools there are scholars that have an unnatural development in the upper part of the cranium, called self-esteem. They are a wonder to themselves in the point of wisdom, more so than to others. They feel it their duty to examine the teacher as soon as possible, by turning to any part of the book for them to do questions for them; no matter what exercise the teacher may have on hand, they feel that it is his imperative duty to drop all at their call of attention; and if he does not, his reputation is gone, and his doom sealed. We hope such scholars will find a teacher soon, that will apply a poultice and draw their self-esteem into a little common sense.

B. C. NICHOLS, }
J. H. EVANS, } S. S. Committee.
JAMES W. DAY, }

FAYETTE.

In concluding this report, we would congratulate our town's people upon the general and almost universal success of their schools during the past year. We venture to assert that there can seldom be truly written a fairer and cleaner record than the foregoing "story of the schools." Examination days have been appointed in all the schools and invitations extended to parents and others to be present. Most of these public examinations have been well attended by interested visitors. We believe that these visits to schools are productive of much good in promoting the cause of education, and hope that they will be continued each year. Our reasons for them and arguments in their favor have been often urged in previous reports, and need not be reiterated here. Teachers, pupils and patrons, have worked together in unity of purpose, harmony of interest, and earnestness of effort. Co-operation has been the watchword. This, more than everything else, has made our schools what they justly are, an honor to our town, our pride and boast at home and abroad.

Teachers' Institutes, conducted by County Supervisors, have been held in this town, for the past two years, and have been well attended by the teachers of our summer and winter schools. The instructions and advice given in the lectures at these Institutes, and the hints and suggestions there thrown out, have been treasured up and put in practice by many of our teachers, and the result has been a manifest improvement in the conduct of their schools. We unhesitatingly and positively pronounce in favor of the County Supervisor system.

No new school-houses have been built in town during the past year. The inhabitants of District No. 8 did propose to tear down and build anew, and those of District No. 4 contemplated making thorough and somewhat expensive repairs. Meetings were held in both these districts, and votes were passed to carry into effect these designs. But, alas ! for human intentions, the people of these localities, like nearly all the rest of us, fell among grasshoppers, and being despoiled of their crops, were obliged to expend their surplus funds, like Jacob and his sons of old, for "sacks of corn from Egypt." In consequence, by way of retrenchment, the expenses of repairs in No. 4 were considerably curtailed, and the denizens of No. 8 were fain to be content with partitioning off and making as comfortable as they could a portion of their original school-room.

We have a few words to say in behalf of those much abused persons—the school agents. It is our firm belief that the school agents of this town have had at heart the interests of their respective districts, and have aimed to promote the prosperity of the schools therein, by employing *good* teachers, rather than *cheap* ones. The office of district agent is no sinecure. He is scarcely elected, ere he is beset on all sides by applications from would-be teachers or their friends. Each persistent applicant expects an affirmative answer, and whoever may be hired, the unfortunate agent runs the risk of getting the ill-will of all the rest. If the persecuted man dare not "take the bull by the horns," and act solely upon his own judgment in selecting a candidate, then, forsooth, he must call a school-meeting, or perchance, "go on a mission" to the several homes, to learn "the minds of the district."

And here again the agent finds
That "many men have many minds ;"
And, on a fruitless errand sent,
Returns no wiser than he went.

More and more bothered and perplexed grows the wretched agent, until, in his midnight dreams and in his waking visions, he seems to see phalanxes of phantom pedagogues and squadrons of spectral school-ma'ams charging down upon him, all clamoring for their claims to be considered. Even when, having at last concluded an engagement, he fondly deems his long agony over, and begins to breathe freely once more, sometimes the hired teacher, for some reason, disappoints him, and his trials and tribulations commence anew.

When we hear it argued that, in addition to their present duties, the task of employing teachers should be imposed upon the school committee, we are led to exclaim, from being set afloat on such a sea of troubles, Good Lord, deliver us !

A. G. FRENCH,	} <i>S. S. Committee.</i>
A. F. WATSON,	
GEO. UNDERWOOD,	

VIENNA.

From these remarks, it will appear that the schools of the past year have been comparatively successful. And in considering the causes of success or failure, we find that they do not wholly lie with the teacher. Sometimes one of medium attainments and qualifications, will, under favoring circumstances, manage to pass the ordeal very creditably; while another, possessing superior fitness for the work, may, by reason of indifference, or want of sympathy, or opposition without, find it impossible to obtain within the school-room the respect and willing obedience essential to success. When the teacher fails to accomplish all that is expected, it is but justice to ask how far the parents are chargeable—how far misgovernment at home, disparaging remarks, want of

sympathy with his efforts and trials, have brought about the evils and failures complained of. It is easy to find fault, but would it not be much better to assist in correcting the faults, to aid, instead of throwing obstacles in the way, by giving them friendly encouragement and active co-operation.

Where the charge of a school involves the subjugation of unmannerly, vicious scholars, who are under no salutary restraint elsewhere, it becomes necessary to employ such teachers as can enforce respect and subordination, and to pay them according to the work to be performed. The only alternative is to debar from school privileges and discipline such scholars as stand most in need of them, consequently we do not advocate the general employment of female teachers for our winter schools.

There is no reason why the schools of Vienna should be inferior to any; and to raise them to the maximum of excellence, requires not money alone, but that parents interest themselves and actively co-operate with their teachers to enforce regular attendance and strict discipline. And shall we not be held culpable for any refusal or neglect to provide means and facilities for the acquirement of that superior culture which the present age demands? None but a narrow, prejudiced mind will refer to its own limited experience in schools and school privileges, as affording any criterion of the requirements of the present time.

S. C. DAVIS, *For the Committee.*

RAYMOND.

The condition of the schools, as a whole, compares favorably with those of past years. Some schools have been favored with excellent teachers, and have attained a high standard of advancement; others, having a poorer class, have made less proficiency; while a few, in some respects, have gone the down-hill grade. Where there has been anything like a failure it has been for want of executive ability, rather than for lack of attainments. A teacher might be competent to instruct any of our public schools, and still be deficient in the exercise of government. The notion that a teacher should depend entirely on love, in the management of a school, is absurd. The established principles of law recognize the rights of teachers to inflict corporal punishment, so far as necessary to secure discipline in school. Agents should be careful to select efficient instructors, and be willing to pay the best compensation that the means at their disposal will allow them to do. To employ incompetent teachers is nearly the same as to throw away money; for if their pupils are taught a little, this little may be taught wrong, so there will probably be as much to be unlearned as there has been learned correctly.—Secure your teachers as early as practicable, and then you can more readily find such as you desire.

There is a serious detriment to the prosperity of our schools from this fact: that parents often neglect the educational interests of their children. It is the duty of every parent to visit the school-room, to note the progress their children are making in their studies, and to offer every aid that lies in their power to promote their welfare. Some parents are apt to say, in the presence of their children, that “the teacher is good for nothing,” or “the money this term is about the same as thrown away,” and the children, catching the spirit, will go to school with this idea. Nothing is so injurious to the order of a school as this. If you have any reason of complaint, go privately to the teacher, but never cause your children to disrespect their instructor by unguarded remarks in their presence.

TEXT-BOOKS. No person unacquainted with teaching can have an adequate conception of the confusion arising in the use of a multiplicity of text-books. To obviate this confusion, your Supervisor has endeavored to secure a town uniform system. This has been beneficial, and, it is hoped, will still result in much good.

SCHOOL-HOUSES AND APPARATUS. Some of our buildings used as school-houses are hardly worthy to come under this title, and yet they are allowed to stand from year to year for the use of our children; others present quite a respectable appearance. By recommendation of the school board of last year, and by a petition from the inhabitants, the town voted to unite Districts No. 7 and 8, for the purpose of building a new school-house. In conformity to this vote, there has been erected in District No. 7 a neat, substantial, commodious building, well supplied with blackboards and other necessary fixtures, at an expense of \$800. Much praise is due to the inhabitants of these districts for their perseverance in causing to be erected so convenient a school-house. The attention of the inhabitants of other districts is called to the condition of their school-houses. Some of these houses need to be rebuilt, and others extensively repaired.—Active measures should particularly be taken in regard to the school-house in District No. 12, which is in a wretched condition. Mutual advantages would be derived in Districts No. 1 and 2 by consolidating into one district.

All of our school-houses are deficient of suitable blackboards—with one or two exceptions. In some districts, there ought to be found globes and wall maps, but in the smallest district nothing less than a good blackboard, which should be accessible to the smallest scholar.

SCHOOL AGENTS. In almost every instance, school agents have promptly notified the Supervisor of the commencement and close of their schools, which has been a great aid to him. There has been a neglect on the part of school agents in sending their returns as required by law, to school committees and supervisors. To lead to a more ready accomplishment of this duty, a printed circular containing extracts from the school laws, defining the powers and duties of school agents, has been sent by the State Superintendent to each agent. This, it is hoped, will be of much assistance, and will cause a more prompt performance of their duty.

In conclusion, the Supervisor thanks agents, parents, teachers and pupils, for their co-operation in promoting the welfare of our schools.

GEORGE F. McQUILLAN, *Supervisor.*

RICHMOND.

We feel that we have just cause to congratulate our fellow-citizens on the real advance of our individual schools, as well as on the real progress made by our schools as a whole. Going back a little more than a decade, and comparing our schools of this year, as a whole, with the schools of that year, in the language of another, "we have great reason to be *gratified*, if not altogether *satisfied*." In the village, all our schools have been advancing as well as could be reasonably expected. Some of them may not have prospered to the same extent as others, yet all have enjoyed more or less prosperity. One important and vital gain, is in the matter of attendance, near and at the close of the respective terms. At the closing examinations of the High School and Grammar School, as well as of the other schools of District No. 1, nearly all—we wish we could say all unqualifiedly—of the pupils attending through the respective terms, were present.—This we have long most ardently hoped to see. In the rural districts, as great if not greater prosperity has been vouchsafed to your schools as a whole. In the major part of your districts, your agents have been fortunate in the matter of hiring your teachers; while some districts have been favored with teachers long known to the public as eminently successful in the business in which they are engaged.

In all matters of improvement as well as matters pertaining to discipline and the ultimate success of our schools, our teachers should ever have our hearty and discreet

co-operation. On our part, too, we should see to it that our children are as punctual and uniform in their attendance, as is possible; that an intimate and friendly acquaintance between us and our respective teachers be made certain, so that we may, by constant interchange of our views, be able to arrive at concert in action. Our teachers, we doubt not, will ever be ready to meet us half way, if not a little more, in all our attempts to carry out the above suggestions. It is to be hoped also that they will be ever alive to the matter of acquiring additional ideas relative to successful teaching. And to this end, do not our County Institutes offer us opportunities that we can ill-afford to be deprived of? But as this subject has been very pointedly referred to in our former reports, we will not speak of it more at length at present.

Here most earnestly would we urge parents and friends to visit our schools, not once only, but many times during the year or term. How often have we felt during the past year, that much of the dissatisfaction which arises from time to time, grows out of a want of knowledge of the real state of things in the school-room, and this knowledge can in no other way be so correctly obtained as by visiting the school-room and observing the workings of our schools for ourselves.

Finally, your Committee are of the opinion that, for the time being, there is vested in the teacher the right of absolute control over his pupils. And does not the very nature of the case require it so to be? In this connection, we beg leave to add a short extract from a paper upon the "duties of parents in the intellectual culture of their children," written by Mr. Dunton, then principal of the High School, Bath, and printed in full in the report of the Superintending School Committee of that city for the year 1861-62, as it seems to contain facts equally applicable to our schools at the present time, and eminently worthy of the consideration of all our citizens, parents and guardians:

"A teacher's legal right to control his pupils I understand to be this: in the school-house and on the school grounds, in school hours, and, with reference to school duties, the teacher has precisely the same authority over his pupils that the parent has over his child when at home and in his own house. He has the same right to admonish, the same right to censure, the same right to chastise, and to chastise with the same degree of severity. Just what would be unreasonable, and for that cause, illegal, in the one case would be so in the other. When the parent sends his child to the public school, he surrenders to the teacher for the time being, his own authority over the child and all control of him whatever; so that he has no more right to demand even his person, than a stranger would have, were the child at home. If, now, it be asked, what right of redress the child has, in case the teacher abuses his authority, I reply, the same that he has when the parent abuses his authority; and at the same time he has this additional guaranty that his rights will be enforced, namely, that in case of the teacher's abuse of power, his parent, who is his natural guardian, is always interested to see that justice is done to his child.

* * * * *

"The fact is, the child, at school as well as at home, must be under the control of somebody. Now, granting that the parent has the right to interfere, even in the smallest degree, in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct and quite likely different notions of government and discipline. Now if you require the teacher to heed all these, you require what is beyond the power of human ability to perform; and if not, then come from parents and teacher conflicting requirements of the same scholar. Then, when the parents orders one thing and the teacher another, the very important inquiry arises, whom shall the pupil obey? And it is just as true of school as of national government, that its authority must be upheld at all hazards. This failing, its usefulness fails; and soon its very existence ceases.

"No; school government must, so far as the scholars are concerned, be vested in one head. The success of teachers, the safety of pupils, and the peace of parents, all require it alike.

"I repeat, then, that it is the parent's first duty, when he sends his child to the public school, to surrender with the child, freely and entirely, his control over him."

BENJ. F. TALLMAN, }
D. S. RICHARDS, } S. S. Committee.
F. HOUDLETTE, }

PEMBROKE.

Your Committee do not propose to report upon each individual school, or discuss the merits or demerits of each individual teacher. We feel justified, however, in saying that the advancement of the schools, with some exceptions, has been marked, and very satisfactory. Indeed, some have been far in advance of former years, owing to our good fortune in securing good, thorough and efficient teachers, who were alive to their work.

The schools in the smaller districts, where only one or two short terms a year are kept, cannot expect to make as great progress as those in Districts No. 4, 6 and 11, where the schools are graded and continue mostly throughout the year. Yet, many of these schools, however, made good progress, and manifested such proficiency in the various departments of study as was alike creditable to themselves and teachers. We regret this cannot be said of all. In District No. 3, although the teacher labored hard to instruct and interest her school, yet, she failed to reach any degree of success, owing to the indifference of children and parents. Possessed of a good school-house and all the conveniences necessary for a good school, there is no apparent reason why this district cannot be among the first as regards scholarship and rank.

The schools in District No. 2, the last year, were utter failures, the money of the children of this district being virtually thrown away, without receiving anything in return; whereas, if the agent had procured, at the beginning, a good teacher, a long and profitable school might have been had. Neither of the teachers employed had experience or possessed the learning and qualifications necessary for a good and successful teacher. This also is true of the teacher of District No. 12. This district requires better teachers than have been heretofore employed. True, the school is small, but the scholars are large and attend regularly, showing an average attendance of twenty, in a district of twenty-five scholars.

In securing good teachers, a great responsibility rests upon the school agents, and we are happy to say, that some of our agents have made commendable efforts in procuring good teachers; while others, we are sorry to add, engaged young and inexperienced girls, because their services could be obtained low, thinking that a *cheap* school and a *long* school is all that is necessary to success. But the cheapness or the length of a school does not determine its progress. Some teachers will show better results in six weeks than others can in sixteen. Cheap, inefficient teachers are the dearest in the end, for they not only take your children's school money, and waste their precious time, but allow them to form habits of idleness and indifference which time and the best training perhaps can never correct.

Many believe that any one is capable of teaching a primary school. This is an erroneous idea. They need, if possible, the best teachers, for in them is formed the character, and by them is laid the foundation of the child's future success in life. "As the twig is bent the tree inclineth," so if the child is allowed and *taught* to be careless and indolent; to be rude and impertinent to his schoolmates and teachers, to talk out loud, and move about from seat to seat as he pleases; if he is allowed to go on, without

forming any habit of thought and study, be assured, he will carry these habits to the next grade of schools, and up even through life. But on the contrary, if he has been taught here to be orderly and studious, to reason and draw conclusions, however simple ; if his mind has been awakened to the love of study and of books ; in brief, if he has been *educated* aright, that child will not retrograde, for he has advanced already far on the road to knowledge.

Tardiness and irregular attendance are the two greatest drawbacks to the advancement of our schools. And we would here urge upon parents, especially, the importance of doing their whole duty in this matter. It is not sufficient that you make liberal appropriations for the support of schools, that you provide good school-houses and competent teachers, that you furnish your children with the best text-books found in the market ; you must go one step further in order to render the work complete. You should see that your children are prompt and regular in their attendance at the school-room whenever school is in session, unless prevented by circumstances which render absence fairly excusable. Nor, indeed, should you stop here. Parents should visit the school-room from time to time, in order to manifest their interest in the important work performed there, and also, that they might be able to judge for themselves the quality of the schools, and not depend on hearsay for information in a matter of such vital consequences to them and their children. It is your duty to know from actual observation, whether the moral, intellectual and physical training which our schools afford, is such as you can fully approve and cheerfully sustain.

In an age of progression like ours, the importance of a good education cannot be too highly esteemed. Not on account of the pleasure and happiness it affords, the respect it inspires, or the innumerable blessings it brings to the home and family, to the community, to the state and the world, but on account of its intrinsic value in mills, cents and dollars. The demand for men of a thorough practical education is very great, and is every day increasing ; and it is becoming more and more evident that it is "vastly better to get wisdom than gold," and that the best provision which parents can make for their children, consists not in riches, but in a thorough mental culture, and a heart imbued with sound moral principles. With a good practical education, success in life is almost certain. For the educated, there are places of honor and emolument always in waiting. The lower grades of employment are overstocked with laborers. There is always room higher up. Parents see to it that your children have the necessary qualifications to advance whenever an opportunity is presented to them. How many have lost golden opportunities through ignorance and incapacity.

After careful considerations, we have come to the conclusion, that no town system of graded schools can be successfully or legally supported without abolishing the district system. This then, is imperative, if you desire a high school the coming year. Let us have appropriated for the use of schools, thirty-five hundred dollars, the sum raised, or rather expended last year, and we can have the same amount of schooling in each district and our high school beside. In three districts, viz : No. 4, 6 and 11, over twenty-two hundred dollars was expended for schools the past year. Let the largest and more advanced scholars be drawn from these districts and admitted to the high school, and female teachers can be exclusively employed in these schools, and the amount extra that is now paid to male teachers, will be more than sufficient to pay a good male teacher in the high school. Thus the smaller districts will have the same amount of schools they now have, besides the advantages of having the privilege of sending their advanced scholars to a better school. We can therefore see no good reason why the friends of education and good schools, should hesitate to abolish the district system.

In conclusion, we would urge the necessity of all awakening to the important work of education. We have commenced, let us not falter, but go on to complete the work we

have so nobly begun. Let us do all in our power to perfect our system of schools. We have laid the foundation, let us go on and complete the structure. Let none but the best teachers be employed, that they may give character to our schools and a standing, if possible, far in advance of any in the State.

J. C. ROGERS, }
T. W. SHERMAN, } S. S. Committee.

GREENE.

Our schools the past year will compare favorably with preceding years, and in several districts a marked improvement has been manifested. Our districts are not all allowed the same length of term, a fault which we would like to see remedied. We believe A's scholars should have the same number of weeks' schooling that his neighbor B or C's children have. We give you this hint, hoping you will give it your candid attention and trust your hearty co-operation.

We are supposed to be responsible in a very great measure for the condition of the schools in our town, and to a certain extent we are responsible and accountable; but we don't propose to shoulder all the blame in case of failures in terms of school. We are told that schools are not so profitable as they were years ago, and that scholars are not up to the mark as they were twenty, thirty or forty years ago, and we are asked, "why is it so?" We will give you our opinion in regard to this matter, and think we are correct in the premises. We do not know how it was years ago, but now, in most families, little or no time is spent in home training and home instruction of the right kind. Scholars, so far as our observation extends, usually consult their own wishes in regard to attending school, deeming it no matter if tardy or absent, and if corrected by teacher their remedy is to stay at home. Again, a great many who teach, are incompetent,—entirely so,—who can repeat, perhaps, rule after rule, (*verbatim et literatim*,) but cannot teach principles, and who cannot organize and govern a school. And again, we have too many and too large text-books, wherein are too many questions and puzzles, and not enough principles; the pupil relies too much on the book and works merely for an answer, instead of mastering the principle. We have seen teachers spending time in working puzzles in the simple rules, not seeming to know or care anything about the principle which underlies and which is the important thing to be mastered. And again, scholars leave school too young, before their minds are matured and developed, and before they master such studies and sciences as require strength and maturity of mind to understand. We need simpler books, better teachers, better school officers, better houses, and more school apparatus; and our children taught at home the lessons of obedience, truth, morality, respect for themselves and others, and the worth and value of an education. Parents, more than all others, are responsible for the condition of our schools.

An earnest endeavor should be made upon the part of parents to diminish the number of absentees. By referring to our registers, we find that absenteeism prevails to an alarming extent throughout the town. It is one of the greatest obstacles we have to contend with in acting for the welfare of scholars. The absentee not only loses his recitations, but when he returns, tends to keep his class back with him. Our advice in such instances is to have the absentee pass an examination upon the lessons omitted before becoming reinstated in his classes; in all cases the omitted lessons should be made up. I hope parents will consider the importance of having their scholars regular in their attendance, and allow no scholar to absent himself during the term of school, except for important reasons.

We would also direct the attention of parents to their neglect of not visiting their schools from time to time. They little know the pride their children have in reciting a lesson well in their presence or the shame in a faulty one. They feel not half the mortification at a failure before a visitor, or the committee even, that they do before a father or mother. We believe it would prompt them to far greater effort when they knew you were interested in their studies. The past year, I have not seen or even heard of a parent visiting the school-room during school hours. If a scholar likes a teacher, the parent contents himself that they are having a good school, but that is not a safe rule to go by; visit, examine and satisfy yourself. We find in those schools which are most prosperous and flourishing, a deep interest manifested by the parents; and this, we think, is the chief cause of that prosperity.

Agents should be more particular in enforcing a return of the register by the teacher. Much trouble has been occasioned to your Committee by a neglect of this duty on the part of agents. The school laws of the State contemplate that no teacher shall receive his or her wages, until their register is returned to the Committee properly made up and signed. It is not only important that the Committee should be supplied with the facts contained therein, but still more so, that the State Superintendent should receive all the statistics furnished thereby. It is hoped that more attention will be given this subject in the future; and we would suggest that the Selectmen be instructed to grant no orders to teachers, until their school bill has been certified by the Committee, that their register has been returned and completed according to law.

In closing our report, we do not say that the condition of our schools is much better, as a whole, than in the former year; still we think our schools have done remarkably well considering the shortness of the terms.

B. G. HILL,
H. BIGELOW, } S. S. Committee.
W. F. MOWER, }

PARKMAN

In a careful reflection of the work done in our schools the past three years, it furnishes us with much to reflect upon and a source of great satisfaction. We can truly say that our schools were never better than has followed our efforts to introduce oral instruction, which we have constantly advised and demanded.

We most earnestly call upon all interested to enforce a better attendance of the scholars in their schools.

A uniformity of readers exists in our town, which was brought around two years ago, costing the town the express bills only for the exchange. We would present the publisher our thanks for this liberality.

In this work of education, we have only to work on through hardship and privations, though an atmosphere of chill arises well nigh freezing the blood in our veins. We must cling together and toil on in our work of philanthropy, till life's lamp burn feebly to its finish, and we resign our parts to other actors in life's poor play.

The great experiment of popular institutions is now being made, and the signs of the times strongly indicate a speedy issue. All history warns us of ignorance and vice; and while she has written these words on the ruins of all past Republics in lines and in letters of fire, she has also written as with a sunbeam's point and holds up to our view in golden capitals—Intelligence and virtue the life of liberty.

Let us labor then for the continued rising of the Sun of Righteousness, the Sun of Freedom and the Sun of Science, that by their own concentrated beams wandering deluded men may be conducted back from ignorance to light, from vice to virtue, from pollution to holiness, from earth to heaven.

JAMES WASHBURN, } S. S. Committee.
E. S. HARVY, }

BOWDOINHAM.

We have briefly set forth the condition of our schools, the success attending teachers, and the general progress made by the pupils. In our opinion, an increasing interest is manifest in regard to public schools; and their standing, at the present time, is in advance of any previous year. Still they are far below what they should be, and what they will be when parents, teachers and school officers, faithfully discharge their several duties.

Your Committee have made especial effort, during the past year, to assist teachers in the classification of the schools, in order to obtain a more thorough and systematic course of instruction. Diversity in methods of instruction is an evil which we have labored to remedy, by endeavoring to establish some uniform mode of teaching in all our schools. Our teachers come from different places, each having a different system—if he has any—and consequently, much time is occupied in undoing the work of a former teacher. We would respectfully call the attention of agents to the fact, that they can very much aid in this work, by employing our *good* teachers for a series of years. Going from a lower to a higher book, without regard to the attainments or the best interests of the pupils, is another evil to which we would invite attention. Many pupils are found reading—or attempting to read—from the fourth or fifth reader, that should be in the second, and consequently they rarely, if ever, make good readers. No one can read properly language that he does not understand; therefore, the reading lesson should be adapted to the capacity and understanding of the child, and should be read and re-read—if need be—till it can be delivered in an easy and natural manner—clearly conveying the meaning of the author. A desire to advance to a higher book and a higher class is commendable, but *qualification* should be the condition upon which a promotion is made.

We have endeavored to impress upon the minds of teachers the importance of thorough elementary instruction; of breaking away from the dull routine of the text-book, and of giving more oral instruction; of using the book less, and the chalk and blackboard more; and of being perfectly familiar with every lesson to be heard.

Many of our schools have become so small, that it is hardly possible for them to be very interesting or profitable. They must employ cheap teachers and have short terms; and generally the smaller the school, the less interest is manifested by teachers and pupils. We would ask parents and friends of education to consider the feasibility of uniting two or more districts for the winter term, that they may be enabled to employ a competent teacher for the benefit of the older pupils, at least three months in the year. Summer terms could be had in the several districts for the younger pupils. It would be better for our children to travel two or three miles to a *good* school than to be deprived of its advantages. Usually, those living most remote from the school are quite as prompt in their attendance, and as well advanced in their studies, as those living nearer.

In conclusion, fellow-citizens, we hope we may ever fully appreciate the importance of our public schools, and endeavor to discharge our several duties faithfully, in the cause of popular education.

F. W. WHITE,
ROLAND CURTIS, } S. S. Committee.
J. P. THOMAS, }

BRIDGEWATER.

It will be seen that the whole number of scholars in the town is 272; that the average number attending the summer schools was 129, or not one-half; and that the average number attending the winter schools was 70, or only a little over one-quarter of the whole number in the town. This non-attendance represents a waste during the summer months of one-half of the money which was expended for school purposes, and during the winter three-quarters. Or, of the amount paid to teachers, considerably more than one-half was for instructing unoccupied benches, instead of the minds of pupils. There is need enough of a more generous school policy on the part of the State and the town; but so long as parents do not appreciate the true value to their children of school opportunities a more liberal endowment would be wasted in part. It was during the dark years of the rebellion, when retrenchment in all departments of civil expenditure was inaugurated, as a necessity of the time, that the amount of money raised for the support of schools was cut down. This, in our own town, I fear, as well as in many others, has not been increased with the improvement of our national conditions. We here retrench where retrenchment is the most expensive. The new School Mill Fund, however, is a wise and generous policy on the part of the State, and will be an aid to town appropriation, but not a substitute in any measure for it.

To have for our pupils the best possible chances for instruction, many things are necessary to consider. One of these is relating to teachers; the question whether we are to pay good remunerative wages and secure the services of good teachers, or by paying but meagre wages, lengthen out our schools at the expense of their effectiveness. In hiring teachers, bear in mind that here, as well as in other matters, the purchase of a poor article because it is cheap is the worst possible form of economy.

Our school-houses, some of them, as you are aware, are in rather a pitiable condition. Especially in District No. 4 are the conditions for teaching deplorable—seats and classes, like Napoleon's phalanxes, arranged in a hollow square, give the poor teacher no chance to get his back to the wall. A few dollars expended here would much improve the order of things.

Your Committee have, instead of going in a body to visit the schools, sent a single member, which is far more economical and an equally efficient method of school supervision. We have thought that the election of a Supervisor, who shall individually take the whole responsibility of the duties which a Committee have hitherto done, would be a less expensive, and perhaps, a better way. This is the way they do in many towns around, liking the workings of such a system better than the one we pursue.

A. G. YOUNG, *Chairman S. S. Committee.*

JEFFERSON.

We can safely report that our schools during the past year have generally been very satisfactory. By examining the several teachers' registers, we find that the average attendance has been better than for several years previous, which we believe is due in a measure to an awakened interest on the part of parents in seeing that their children are at school; and that we consider a move in the right direction and one of decided importance, for it is a self-evident fact, as the interest of the parent increases, so will that of the child, and we hope to see a still greater degree of interest manifested in this respect during the coming year.

Our schools during the past year, with but three exceptions, have been taught by teachers residing in town, and considering the success attending them, we think we

have just reason to be proud of our teachers and great reasons to be hopeful for the future education of our youth.

We believe that a system of teaching embracing principles of a practical nature and requiring the pupil to make an application of those principles as far as learned, is far superior to the common method of being confined to text-books and studying out puzzling and intricate examples, which are not of much practical use. These principles we, as a Committee, have endeavored to urge upon both teachers and scholars, and have received, in most cases, their hearty support. The benefits of such a system, as practiced by many of our teachers during the past year, we have seen fully demonstrated, by requiring the pupil to solve problems of a practical nature, without the aid of text-books, at their closing examinations.

In November last, we were favored by having a "Teachers' Institute" held in town, conducted by State Superintendent Johnson, County Supervisor Glidden, and Dr. N. T. True, which was liberally attended by teachers from all sections of the county and some from adjoining counties. There were derived from this session, valuable hints and practical suggestions, many of which have been applied with success during the past winter by our teachers; and here we would recommend that teachers avail themselves of the privilege of attending these institutes, as far as practicable, if held in the future.

J. J. BOND, *For S. S. Committee.*

LOVELL.

We report a fair degree of interest in schools in town. Parents seem to be aware of the importance of the "common town school" to the "young and rising generation."—Our great want seems to be competent teachers; few seem to be aware of the amount of knowledge, sagacity, judgment, general information, natural aptitude, and true manhood and womanhood, which is requisite to make a successful teacher. The people are too afraid to pay out their money for such teachers, and the consequence is, a poor class of teachers.

We are doing well, but that does not satisfy us,—we want to do still better. We ask your aid and co-operation in this great and all-important work of instructing the youth of our land in "wisdom's ways."

JOSEPH F. STEARNS, }
CYRUS K. CHAPMAN, } *S. S. Committee.*
JOHN F. HOBES, }

WILLIAMSBURG.

The schools the past year have not been so prosperous as in some former years. In conclusion, I would make a few suggestions, which, if carried out, would I believe greatly increase the efficiency of our district schools. First, we should employ good teachers; second, parents, guardians and others, having the care of children, should see that they are well provided with books, and that they attend school every day during the whole term. So long as parents are indifferent whether or not their children attend school, just so long will our schools and society suffer from this indifference, and just so long will parents commit a crime against their children and society.

MOSES KENISON, *Supervisor.*

WALDOBOROUGH.

I am aware that the office of Superintending School Committee is too often looked upon as a place of but little consequence, further than to comply with the requirements of law. And I am also satisfied that it is frequently so viewed by school committees themselves, and such I feel has been the case in this as well as in other towns. Your town schools are the nurseries for the education of your children, and are of as much vital importance to you and to them, as any other subject that comes before you for your consideration and action. The care of these schools pertains directly to the duties of the Superintending School Committee, and too often, perhaps, is but slightly attended to. Committees should be vigilant, active and attentive. They should visit every school in town at the commencement and near the close, and oftener if practicable. They should encourage and guide both teacher and pupils in their studies and duties in the school-room, and endeavor to cultivate kind and friendly feelings between them. They should carefully examine all teachers, both in regard to their natural as well as acquired abilities, for many teachers have education sufficient to teach, but have no faculty of imparting that knowledge to others, and especially in a pleasing and interesting manner to children; hence the often failure of well educated and otherwise competent teachers. This difficulty I have found a great obstacle to the rapid progress of our schools, and have endeavored far as in my power to remedy the evil, by introducing a different method of teaching reading and other branches from that generally practiced in the several schools; and those schools where teachers have faithfully carried out the directions given have made very satisfactory improvement. But the success of our schools does not rest on the teachers alone. The agent should see that the school-room be made comfortable and convenient, and also look after the general interest of the school. Parents should see that their children (who can,) be at school punctually every day during the term, and should question and encourage them in their studies at home, and also cultivate a kind and friendly feeling between them and their teacher. And committees should carefully look after the best interest of the schools. Then with the combined influence of agents, parents, teachers and committees, in the right direction, we cannot fail to have good and prosperous schools.

Parents, your children are naturally bright, active and intelligent; give them a good education; it is the greatest gift within your power—a passport to wealth, honor and prosperity.

ALDEN JACKSON, *S. S. Committee.*

HODGDON.

Your Committee think the schools of this year will compare favorably with last. The difficulty of securing good teachers for all our schools is and always has been a serious drawback, one that cannot be fully remedied. Our teachers have not all been as well qualified as we could wish, but have shown a commendable degree of interest and desire to do their best. While the greater part have been efficient and successful, some utterly fail to show that energy of character, discipline of mind and tact for instructing and governing pupils, without which we look in vain for success.

The system of graded certificates adopted last year, we think has thus far been beneficial. A few have found fault because they were rated too low. Your Committee have as yet heard no complaint of any parties who thought they were rated too high. In no case has a certificate been refused during the year; but some examinations have been, to say the least, decidedly unsatisfactory, and the certificate has been of a correspondingly

low grade. The examinations of teachers have been as thorough as they could be made, giving one half day to each session.

SUPERVISION. The repeal of the County Supervisor act, whatever effect it may have, whether beneficial or otherwise, should awaken town committees to their renewed responsibilities. Your committee have long seen that the usual method of visiting schools is entirely inadequate to produce the designed results. The usual custom is to visit a school once near the beginning and once near the close of each term, and not oftener, unless called in for some special purpose. At the first visit the school is hardly under way, the committee can hardly tell whether it will be profitable or not; he can only have a general vague idea of it. The teacher will doubtless keep brightened up until this visit is over, and as there will be no other until near the close of the term, there is a glorious chance to take things easily. The committee will hardly remember the status of the school and everything will be lovely. At the visit near the close, the committee may go in and note progress, and that is all; if the school has been profitable it is well, if otherwise, it is too late to remedy the evil. This system is all right with a teacher that needs no supervision, that will do the best she can and all she can, as well without as with visits; but with poor teachers it simply amounts to nothing.

If supervision is worth anything, it is worth doing well. Each school should be visited at least once in ten days during its session. The committee should consult with the teacher and visit the scholars in their seats, inquire about their studies, make himself a familiar presence in the school-room, make the school understand he is there for their benefit and is interested in their welfare, see that they have proper text-books, and in a thousand ways work with the teacher for the advancement of the school. If there should be indications that we may be sustained, we purpose to make something like this change in our manner of visiting schools hereafter.

Your committee adopted a system of rating schools during the past year. At the first visit, we took account of the grade of the recitations in the different branches, as nearly as our judgments would allow, in numbers ranging from one to ten, also as to order and efficiency; at the visit near the close, we also took like account. A comparison of the two records would indicate the improvement. Although the record may not be exact, and give every teacher and school their just due to a mathematical nicety, upon the whole it cannot be far from correct.

The legislation of the past winter, in enacting a law assessing one mill on a dollar of the entire valuation of the State for school purposes, and dividing the money so raised among the towns in proportion to the number of scholars, will increase our school money nearly \$425. A supplementary act, reducing the amount required to be raised by towns per inhabitant, from one dollar to eighty cents, will reduce our tax for schools nearly \$200, about our proportion of the school-mill tax, so that our tax will be no larger, and our schools will make a net gain of nearly \$225, which will add about twenty per cent. to their length and ought to add fifty per cent. to their usefulness, as short sessions have always been a great detriment to our schools.

EMPLOYMENT OF TEACHERS In the absence of a vote authorizing agents to employ teachers, it becomes the duty of the committee to do so. No article to this end was inserted in the warrant for this meeting, therefore no vote can be reached, however desirable. Your committee think there is no necessity of any conflict, as we shall hold ourselves in readiness to sanction any arrangement agents may make with teachers, providing we believe it to be for the interest of the school in question.

We again urge upon agents the importance of calling the annual district meetings early in April, so that agents elected thereat, may have at least an even chance with other towns in early securing the best teachers. Your committee would gladly aid

agents by advice and co-operation to this end. We further deem it a matter of great importance that a proper understanding should exist between committee and agents, and they should freely consult each other on matters of interest to the schools. This is one of the necessities of our school system.

At our last annual meeting, we suggested there was great need of more blackboard space in all our school-rooms. We know of no improvement in any case since then, and presume the suggestion was utterly disregarded; but we deem this matter of so great importance, that we again urge it upon agents, and furthermore we intend to do so personally, with importunity, if this is not heeded.

Most school-rooms are deficient in necessary furniture and apparatus; some have hardly a decent chair and desk for the teacher. This deficiency the agent should remedy at once, without hesitation; it is his duty to do so. Your committee think it would be money well invested to place a comprehensive dictionary and a small globe in every school-room in the town and provide a convenient place to keep them safely. The further we advance in business-life, the more apparent is the necessity of a thorough use of the dictionary in our schools. The use of a globe in schools, especially with beginners, is a short cut to a mass of useful knowledge in geography, otherwise attained only by prolonged study; in fact, important principles—the rotary motion of the earth, the change of seasons, the tides, and many others, cannot be intelligibly explained without its use.

Our schools need energizing; they must be rescued from this humdrum, this eternal sameness and lifeless repetition. The necessary routine studies and exercises must be brightened up by interesting illustrations and apt presentation of principles and facts by thorough wide-awake teachers. New life must be infused by interested parents, thorough supervision, and pleasant, convenient school-rooms. This is not the work of a day or a year; school officers cannot accomplish it alone; teachers are powerless without aid; pupils are not alone the workers. Much, very much, depends upon parents, more than we can tell—more than many think. They are the foundation and shape the character of the district school with terrible certainty. The characteristics of parents and home will be reflected by children in the school-room.

We feel like renewing covenant with agents, teachers, parents and pupils, to take hold with a will, and make a strong effort to elevate the standing of the schools of our town, and improve them by every possible means in our power.

J. O. SMITH,
G. W. HASKELL, } *S. S. Committee.*
S. A. LOW,

CHARLOTTE.

We have been fortunate enough to secure the services of some tolerably good teachers this year in our town; but it must be admitted, that we have had some poor ones. By your vote last year, the employment of teachers was placed in the hands of district agents, for this reason the engagement of all our teachers preceded their examination by your Committee. Under these circumstances, the Committee did not deem it prudent to reject candidates of ordinary qualifications, but above the average, lest their successors should be still lower in the scale. In one instance, it was claimed that the Committee was deceived by being led to suppose that the candidate was embarrassed at examination, when in fact, she was puzzled. Be this as it may, it is clear that teachers *ought* to be able to prove that they know something, rather than to expect the Committee to attempt to prove that they know nothing. In accordance with an order from the State Superintendent, that physiology should be taught in all our schools, we made selection, for a

primary work, of *Elements of Physiology*, by Edward Jarvis, M. D. About thirty of these books have been sold to our schools at introductory price. We do not claim that this is better than any other work published, but we thought it had advantages over others which we had examined. A Committee making a selection for the State might have made a more extensive examination.

As near as can be ascertained, there appears to be thirty-nine scholars in the town, between the ages of four and twenty-one years, who have not attended school during the year. In District No. 1, nineteen; District No. 2, two; District No. 3, four; District No. 5, ten; District No. 6, four.

Before closing this report, we will say that, whether teachers are employed by the Committee or by district agents, they should be selected for their qualifications, rather than for the price for which they may be obtained; and examinations should *always* precede engagements. We believe pupils usually make more advancement in three weeks under the instruction of a five dollar teacher, than they do in five weeks with a three dollar teacher, leaving the price of two weeks' board and two weeks' time of the whole school on the pleasant side of profit and loss. Good teachers are, however, scarce, and poor teachers are not made good ones by paying them high wages; but when teachers find that the best ability will command the highest price, they will be stimulated to prepare themselves to supply the demand.

H. A. SPRAGUE, }
A. W. FISHER, } S. S. Committee.
D. J. FISHER, }

LEEDS.

We regard the schools in general, as having been fairly prosperous. Comparing them with schools in former years, some have been very good; still, we believe that but very few of them have been what they might and should have been, and would have been with better teachers, together with an *enlarged, living and acting* interest on the part of parents. Parents must be more engaged in the work; must co-operate with teachers, and act as well as talk and think. We need and must have better teachers; such as are teachers by nature, as well as by practice—more normal, and less artificial; teachers who feel called to their vocation less by *lucre* than by *love*; teachers fitted in heart, mind and education, to their work. Crooked timbers may serve an excellent purpose in constructing the hull of the ship, but would be quite out of place and useless as spars or masts. Just here it might be well for educators to stop and reflect. Let them go to the seminary of nature and learn a lesson—even to the forest, and the trees will tell them of their uses and their missions. The crooked oak will tell him that year by year it is growing and preparing to be a staunch rib in the side of the ship; and the straight and lofty pine, towering above all its surroundings, says in a “still small voice,” musically sweet, but plain and most impressive, “I am growing to be a mast in the noble ship, that I may lift up and sustain her white wings with which she glides like a thing of life upon the mighty deep, and flies from land to land with her precious burden, bearing bread and oil, and wine to feed the hungry, and cheer and sustain the thirsty soul with strength and gladness.”

The teachers's office is a high and holy one, and his character and qualification should be such as to magnify his office. He should himself be teachable, not fossilized or stereotyped, but rather like the pliant tree planted by the river of waters, pushing deeper its roots, and lifting higher and broader its living branches into a clearer and purer atmosphere, bearing its fruit every season for meat, and its leaves for healing.—
We want teachers born and educated to their work; teachers that love their vocation for

its uses ; and above all, teachers who love all that is good, all that is pure, all that is true ; teachers who have not the spirit of the hireling, who careth not for the flock ; but, like the Good Shepherd who feedeth the little lambs with tender grasses in the green pastures, and leadeth them beside the still waters. Without such teachers, the true seed cannot be well and abundantly sown ; and the harvest will be meagre, mixed and unsatisfactory. The wheat will be scant and blighted ; the tares many and vigorous. But we would remind their employers that such teachers, though called to their vocation by no mercenary motives, are nevertheless not above human wants and human needs, and that such servants are abundantly worthy of their hire. Let them be encouraged, sustained and rewarded according to their worth ; let the parents co-operate with them in the noble work they are doing for the race, and for their children in particular. Let them endeavor to make their labors as pleasant as they are useful ; and let them show them by deeds, as well as by words, how highly their services are appreciated, by employing them not for a single term only, but for many terms in succession. Such a teacher, having formed an intimate acquaintance with parents and pupils, knowing all their ways, and understanding all their various and peculiar wants, occupies a vantage ground which a stranger, though equally meritorious and qualified in every other way, would find it hard to gain. Such a teacher has a great and lasting influence upon the hearts, as well as upon the minds of his pupils.

We do not want less instruction in all practical education, but we are painfully reminded that we need more *moral*, and more truly *divine* teaching. The thoughts of the little one should be daily lifted up from the dull routine of study to the beauties of nature in earth, air and sky, that he may appreciate the truly beautiful, and love the truly good, and be formed in mind and will into the likeness and quality of the noblest work of God—"An Honest Man." It should be remembered that character and disposition are mostly formed and built up upon the basis of first impressions. "Just as the twig is bent the tree inclines." We have much more that we could say, but the time is not yet.

S. R. DEANE, *Chairman S. S. Committee.*

BERWICK.

Having thus given you a brief statement of the several schools under our charge as they have appeared to us the past year, we cannot bring this report to a close in justice to ourselves and your children, without a few general remarks ; and it is not merely to follow in the old and beaten track of our predecessors, but simply and truly for the reason that your attention and influence ought to be called to several points that we have observed during our official labors in the year just past.

We hav'n't time to enter into a lengthy discussion of the various subjects that come crowding themselves into our mind that ought to be done—that must be done, before our schools will be brought up to that standard that they ought to occupy—but will just give you a few ideas, hoping that to them you will give earnest heed. Ponder then well, if you have given them no thought heretofore, and during the school year upon which we are about entering, put them into execution, and you will reap your reward in an abundant harvest.

First then in order, Teachers. It may be affirmed without the least hesitation that there is no office in general society more honorable and important than that of the instructor of the young, and none on which the present and future happiness of the human race so much depends. Then do not, as parents, who have the welfare of your own and your neighbor's children at stake, risk the chances of a good school, because you are not very much interested, or because you do not care to waste very much of your valuable time by looking after a teacher, or because you can engage one a dollar per

week less than another, it may be that in this question is involved the future prosperity of your children. Think of this then as it deserves, and exert yourselves to get live and energetic teachers for your schools; engage not the first, second or third one that comes along, unless you are positive that they possess the requisite qualifications of a good teacher; bind yourselves not by any bargain, until you have taken your applicant before your Superintending Committee. See to it yourselves that he or she is the person that you need in your school, and then secure them at all hazards; let not two or three paltry dollars per week stand between you and a good school.

Second comes Text-Books. Why should we have such a multiplicity of text-books on the same subject, increasing classes to double the number that we ought to have in any one of our schools? This is a question for your consideration as well as for your committee. We will not discuss it here for we lack time.

Third, there, is a lack of co-operation with the teachers on the part of parents. No teachers can perform well their part in the school-room, however well learned they may be, without the hearty co-operation of all the parents in the district; if your teachers do not do at all times just what you think they ought to, do not make it the subject of common conversation before your children, and above all things remember that teachers are like ourselves, mortal, and that perfection is not always found in this world of ours.

Visit your schools often; let the teacher and scholars see that you are interested in them, and you will see beneficial results arising from this course of action. Do not try to excuse yourself because you have a superintendent for that purpose, he can only do his duty,—you have yours to do as well. And, again, irregularity of attendance; this one thing does more to retard the advancement of our schools than almost every other influence combined. Think of this, ye parents, and see to it that this unnecessary evil is at once corrected.

Our schools have in general been successful the past year. We have had but one grievance between teacher and scholar, (or better, perhaps, parent and teacher,) entered for our adjustment, and we think that the complainant in that case is now most heartily ashamed.

It is with feelings of pleasure that we are able to say three of our districts have been consolidated since the last report, for the purpose of sustaining a system of graded schools. There is nothing that those districts could have done to advance the cause of education in this town and its future prosperity as the step thus taken.

At the commencement of the year just past, we were almost an entire stranger to the greater part of our schools and ignorant of their requirements; and like those who have been our predecessors and those who will follow us, have had to work alone, but we have tried as far as was within our power to make them interesting and profitable. Have they been so?—judge ye for yourselves.

JOHN W. CURTIS, *Supervisor.*

NEW VINEYARD.

Permit us here to say to agents, in future when you employ teachers, be careful and employ none but those of good reputation, nor any who are too young to manage a school. Pay good wages to good teachers, and you will find them for all your schools.—One week of good school is better than two of poor.

Let parents, agents, committee and teachers, all be united in their efforts to educate our youth, and we shall see a vast improvement in our schools.

M. V. B. HARDY, }
S. W. LOOK, } *S. S. Committee.*

SACO.

Our citizens may well be proud of their educational privileges. All who choose may share the benefits of our common schools. The humblest can become the peer of the highest, if he avail himself of those advantages, which the wise provisions of the law have placed within reach of every child. So numerous are the candidates for positions of trust and importance, that the ignorant cannot expect success in the competition with the educated. Hence, as a rule, they will perform the menial duties of life, while the educated will continue to rise to situations of honor and profit. It is to be feared that many parents, residing in Saco, forget these considerations, and do injustice to the children of their love by keeping them from school, in violation of the law, or by failing to encourage them in the *improvement* of school privileges while in actual attendance. The whole number of scholars between the ages of four and twenty-one years in the city in 1826, while the whole number registered in our schools during the year is 1,015, and the average attendance but seventy-nine per cent. of the same. It will be seen that nearly half of those entitled to a public education have not availed themselves of the privilege, although much faithful work has been done by the transient officers, without however bringing the offenders before the Court. Parents can do much to secure the regular attendance of their children, and still more to secure their cheerful and faithful application to their studies. Almost every man who hires another on his farm or in his shop feels interested to examine the work done. And there are few women who wholly neglect an oversight of the labors of those under their employ. But fathers and mothers act otherwise in regard to the instructor of their children. They should see for themselves how well he is performing his work. Parents are always welcome in the school room; and their occasional presence there would do more than that of the Committee to secure faithfulness on the part of the teacher, and a hearty interest in their studies on the part of their children.

We ought not to be satisfied with less than the best preparation of our children for the business of their lives. At least, it is essential that we lay the *foundation* of a good education, which Edward Everett once defined as follows: "The ability to read the English language well, that is, with intelligence, feeling and effect; to write a neat, legible hand; to dispose at once with accuracy of any question of figures, which comes up in practical life; to write grammatical English; these are the tools; you can do much *with* them but are helpless without them."

TEACHERS AND TEACHING. We have for the most part a tried and efficient corps of teachers. Several of them have served the city for years, and have won an honorable place in the esteem and affection of parents and pupils. In several of the schools, however, there is a periodical change; and your Superintending Committee cannot fairly be held responsible, in such cases, for the employment of inferior teachers. Their power is simply negative, and seldom can be used, except at the last moment. They can hardly refuse a certificate to one already engaged to teach, except indeed for the most obvious incompetency. It would therefore seem most suitable to leave the selection of teachers in the hands of the Committee. Still, the evils of the present system may be more than counterbalanced by the good that comes of putting so much responsibility on the agents, and through them, directly on the several districts. Only we would have them *feel* the responsibility, and spare no pains in securing the very best teachers that can be obtained.

Your Committee permit teachers to choose their own method of teaching, but expect them to labor especially for the following results:—To excite ideas in the mind of the scholar; to lead him to *gain* his ideas by a process that shall train him to think correctly

and independently; enable him to *state* his ideas by the use of the best forms of expression; teach him principles and rules in such a way that he can *understand* them, and give him much practice in *applying* the rules to the solution of all questions which may arise under them—all this to be done, so far as possible, in such a manner as to render study and the study-room pleasing and attractive, and thereby aid in securing good discipline and hearty obedience.

SCHOOLS. The past year has been one of general success and prosperity in our schools. True, they have not reached the highest degree of efficiency, yet with very few exceptions, there has been progress. A majority of our teachers have given proof of their fitness and ability, and have won the esteem and confidence of parents and committees by long and faithful service. In some of the outer districts there has been a marked improvement, during both the Summer and Winter terms; while in a few cases, untried or unsuitable teachers have failed to give good satisfaction. The crowded condition of the Intermediate and Grammar schools in the 1st district shows conclusively the need of the new house now building on Spring street. Upwards of seventy scholars were admitted to the Grammar school at the commencement of the Fall term; which placed your Committee under the embarrassing necessity of making some marked changes in the composition of the several classes and of promoting a large number of pupils, some of whom were poorly fitted for the change. It will be evident from this that another Grammar school is an absolute necessity.

SCHOOL-HOUSES. Improvements have been made in the school-houses of some of the outer districts, while in others a new coat of paint and sundry repairs would add greatly to the pleasure and comfort of the pupils, and the self-respect of the people. In the Sandy Brook district a new house seems almost indispensable. The present house, with its dilapidated walls, its patched and knife-gnawed desks, half-painted and scanty blackboard, and uncomfortable seats, crooking the backs and narrowing the chests of the scholars, is a perpetual hindrance to the prosperity of the school—a libel on the actual intelligence of the district, published to every passing stranger, and a constant injury to the pecuniary prosperity of the district. No investment can so add to the value of the property of the district as a neat and attractive school-house, that will be an “epistle known and read of all men,” and saying, “this is an intelligent, cultivated and large hearted community.” Our High School building has received extensive internal repairs during the year. The old seats of by-gone days, the broken ceiling, disfigured walls and obscure blackboard, have given place to new desks with chairs of the most approved pattern, beautifully tinted walls and ceiling, and blackboard of patent finish. The change has wonderfully improved the appearance of the school-room, and added greatly to the comfort and convenience of the scholars, as well as to the order, neatness and taste of the school. Outward surroundings bear an important part in educational influences; and the result of this pecuniary investment is already seen, in the large addition to the number of scholars, their self respect and zeal in study, and the increased popularity of our High School, which we trust may now be counted as a permanent institution. The school is still entirely destitute of Chemical and Philosophical apparatus, and your Committee would recommend an appropriation to furnish such apparatus as seems essential to a successful prosecution of the various studies pursued.

Having in view the future, as well as present need and prosperity of our city, you authorized last season the erection of a new brick building on Spring street, to accommodate the schools now occupying the dilapidated house on Pleasant street, and the rapidly increasing number of pupils in the northern portion of the district. It is hoped the house will soon be furnished and ready for use. Those having the matter in charge

seem to have spared no pains in securing the best of materials for the work ; and though superficial objections may arise to the first outlay as apparently extravagant, it may be found in the end a good investment, as meeting the growing demand of the times for a better class of school-houses, while obviating the necessity of paint and speedy repairs.

CHAS. H. MILLIKEN, }
EDWARD EASTMAN, } *S. S. Committee.*
CHAS. F. HOLBROOK, }

EDDINGTON.

During the past year, agents have been more fortunate than usual in obtaining experienced and capable teachers. Let it not be forgotten that the prosperity of our schools rests largely with those who employ the teachers.

It is very unfortunate that our town should be divided into so many small districts.—The great need of the town is fewer districts and abler teachers. With a less number of districts, the same amount of money would suffice to maintain much better schools, besides providing school apparatus, of which, with the exception of blackboards, there is very little in town; and the two village schools could be graded. A very large part of all the truancy and disorderly conduct in the school-room would be prevented by simply grading the schools. When the scholar knows that until he has reached a certain standard of scholarship, he must remain in the primary school, his ambition is aroused, and instead of idling away his time, he will put forth all his efforts to reach a higher grade with those of his own age.

We would again urge the importance of the regular attendance of scholars. Parents, do not permit your children to leave school for light and trivial causes. Schools can be of no advantage to your children unless they are present in the school-room, and of very little advantage unless they are there regularly.

We are confident that much time is wasted in our schools in learning such things as can never be of much use to the scholar. Most children have no other means of obtaining an education than that afforded by our common schools, and it is of the very first importance that every child should receive a practical education. Let the scholar learn to read, to write, to think and to speak; let him be taught arithmetic, and he will succeed very well, though he may never have seen an algebra.

The schools of the town have been quite as good as in previous years, but this should only encourage us to renewed efforts to make our common schools more nearly what they should be.

GEO. S. COMINS, }
E. B. COMINS, } *S. S. Committee.*
T. B. SPRATT, }

WATERFORD.

In this brief review of the reports of the several schools in this town, we will notice the fact that a very large majority of the teachers for the year have been our own citizens. We will notice also that, with only one exception, every term has been carried through, more or less successfully, by the teacher who took the school in charge; and we are happy to say that, as a whole, our schools have been successfully managed.—Yet, as a committee, we are looking forward hopefully to the time when through a more thorough and systematic training of teachers for this special work, our schools shall all take a far higher rank, and be far more successful in educating the young for the practical duties of life.

We have occasion to say also in our report, that we do not deem it best that a school should ever be "broken up" for trifling causes. If a district is so unfortunate as to employ a teacher whose efficiency and skill are not up to the standard they desire and expect, yet if there is purpose and effort on the part of the teacher to do the best he can, we deem it better for the school that the parents quietly aid the teacher, (as they ever should do,) *to finish that term*, than to have the school broken up; and then let the district profit by their experience, in exercising a more careful and vigilant inquiry into the antecedents of those who seek to be employed by them as teachers. This is the appropriate and an important part of the work of those who employ teachers. Yet, while we thus speak in reference to the breaking up of schools, we still hold that when there are radical defects in a teacher, making it plain that, on the whole, the term would be productive of evil rather than good, the lawful remedies should be promptly applied.

In the report of one school, we referred to the neglect of the attendance of the scholars in the district, upon the *only term* of school in that district for the year. Yet this evil is not confined to that district. There have been many scholars absent from our schools during the year, who ought to have been there, and might have been there, and would have been there, if the parents had been fully alive to the importance of having their children under instruction. We feel that the remedy for this evil lies very largely with the parents and ought by them to be applied; and yet the State has placed it in the power of each town to apply a legal remedy, if parents neglect to attend to this important matter. We hope and trust that the parents will themselves remedy this evil in the future. If not, it is a matter of sufficient importance to enlist the efforts of the town in the way provided by the State, or in some effectual way of their own devising.

W. NEWELL,
CHAS. L. WILSON, } S. S. Committee.
JOSIAH MINOR, JR., }

WALES.

And in conclusion, we beg leave to suggest to the parents that we aid the teacher in every possible way, by visiting the school ourselves, by so doing, we aid both teacher and pupil; also, see that our children attend regularly, as every absentee deranges the whole class and school. Let us look well to our interest in the employment of teachers, and not let a few dollars deprive us of the services of thorough competent teachers, as such teachers can command good pay, and will not work for small pay; and if at any time you find your school is not profitable notify the Committee at once, and have the matter adjusted, and not wait and have time and money wasted.

One other subject I wish to call the attention of agents to, viz: The law making it your duty to return yearly, in March, to the S. S. Committee, the number of persons in your district between the ages of four and twenty-one years, as from these returns we are to compile *in part* our returns to the State. If we fail in making full and complete returns, it deprives you of your proportion of the the public school fund, which now is to be a sum worth looking after.

JOHN C. FOGG, } S. S. Committee.
JOEL HAM, }

ALFRED.

The condition of the schools in town compares favorably with that of the past few years. We have been compelled to select teachers from a very limited number. There has been a scarcity of teachers competent to instruct in the higher grades of studies required in several of the schools in town ; and it is hoped that the Normal Schools now in operation in the State will soon furnish the needed teachers fitted for all instruction required in the public schools. As a whole, the teachers employed have executed the trusts committed to them with gratifying fidelity and success. In the exceptional cases, the failure has resulted more from the want of thorough elementary training and lack of experience, than from deliberate neglect or real indifference towards those under their charge.

A lack of discipline in one or two instances has, we are compelled to think, somewhat impaired the usefulness of the school. It is always painful to know that any teacher should be so misguided as to expect to secure and maintain the good will and respect of the scholars by loose restraint in the school-room. Such expectations are sure to prove delusions. The maintenance of good order in and about the school-room, by wise and appropriate measures, is by far the surest means of securing the valuable respect of the scholars. Proper discipline and good progress go hand in hand ; and without such discipline, but little progress can reasonably be expected.

There has on the whole, been a good degree of progress in study in most of the schools in town. Reading and spelling have purposely received a merited share of attention, and improvement in both has been marked and satisfactory. Your Committee, among other things, have endeavored to impress upon teachers the importance of proper adaptation in imparting instruction. The confusion and discouragement so likely to result from neglect or inability on the part of teachers to adapt instruction to the capacity and understanding of the scholar, particularly demands of the teacher wise discrimination in that respect. It would be unreasonable to exact of a scholar of weak capacity and limited opportunity of school, the same readiness of comprehension as might reasonably be expected of one of equal age, or even younger, endowed with stronger intellect and favored with better advantages.

There has been an improvement in punctuality of attendance as compared with the average of several years past. This is an encouraging symptom, and fortifies the hope that the district school may, by the aid of skillful instructors and parental co-operation, be made so attractive as to be promptly attended by the scholars without compulsion.— To accomplish this, there must be a co-operation of teachers and parents. Parents should be alive to the important duty of securing the punctual attendance of their children. In some districts in town the parents have of late manifested a commendable interest in their schools. By occasional visits during the term, by friendly conferences with the teachers, by kind and encouraging words to the scholars, by assembling in numbers to witness the closing exercises of the term, both teachers and scholars have been stimulated to exertions which have been rewarded with the most satisfactory results. We would that this parental co-operation was universal. In two or three of the districts in town there is a reprovable indifference to the physical wants of their scholars. We do not mean by this to imply a want of parental affection, nor the absence of intention and purpose to promote the highest welfare of their children. It arises more from an under estimate of the proper and best means of promoting educational success ; from an overlooking of the incontrovertible fact that mental success is greatly promoted, or equally retarded by physical condition and circumstances. There is a strange inconsistency, in strong contrast with the well known intelligence of the districts referred to, in furnishing all the reasonable safe-guards of the health and comfort of their children at home,

and yet, complacently consigning them for six hours each day during the term of the school to the exposure and taste depraving influences of the most neglected, dilapidated and ill-contrived structure, within the limits of the district. It is to be hoped that the parents in these districts will voluntarily provide an early remedy for the evils which result from this neglect. In the words of another, "Let the district school-house be so comfortable, convenient and attractive, as that no one will blush to have it pointed at as the eloquent representation of his intelligence."

A. B. KIMBALL, *For S. S. Committee.*

ORRINGTON.

Would it not be wise to make our school-houses more attractive?—for here the first seeds of knowledge are sown, and the young idea taught how to shoot. Would it not be a wise expenditure of money, if \$500 were laid out in outline maps, globes, and more blackboards, that our children might the more easily, rapidly, and understandingly, study and practice geography and arithmetic? Would not an occasional visit from father or mother, or both, simulate the scholar to greater efforts, and encourage the teacher to greater exertion? Would not singing, if introduced into our schools, especially the primary, have a salutary influence on the young and susceptible minds? Would it not afford relief to the more laborious routine of school-room duties, acting at once as a solace and recreation?

"The great, the chief ambition of man is to know something of everything," and to know is laudable in all. The great question is then—how, what and where shall our children learn "to know?" By inspection of the registers of our schools, I think one of the greatest, if not the chief, impediment to the progress of our schools, is revealed in the form of irregular attendance, or truancy, and tardiness of the pupils. Children who are irregular in their attendance at school, make but little progress on the road to knowledge. The thirst for an education is slaked with poisonous and rank weeds, which upon the soil of irregularity flourish so luxuriantly. Before the arid blast of irregularity, the minds of youth become dry and parched. Our most besetting sin is neglect of duty. Parents neglect their duty by not keeping their children at school more regular. How will you cure these evils? They have become chronic and need severe remedies. The right, the privilege of every child to attend school and obtain an education, is his birthright. No parent has any legal or moral right to deprive his child of this birthright. The man of gray hairs and possessing a few hundreds of dollars and no scholars, contributes largely to the support of the public schools. Shall we apply this man's money to the purpose to which it was designed or otherwise?

Look with me at the figures as they foot up in our school registers. The number of days absence for the past school year, amount to seven thousand seven hundred and fifty, equal to more than thirty-five years' schooling in any of our colleges or academies. A frightfully alarming column of figures array themselves in condemnation of such reckless disregard of regular attendance upon the means of education, for which we so liberally expend our money. More than seven thousand days lost to our youth, and in many instances, I fear, worse than lost. No wonder that parents of absentees complain that their children do not learn. Do you think it is right to have so many absences? Is it right? Does it suggest any fault? Ought it to continue so? If not, can we not find a remedy? May not irregularity of attendance, tardiness, disobedience, bad language, ill-manners, and disrespect in some cases, be traced to a neglect of parental duty? Let us then as parents put forth our individual efforts to elevate the

common school; to develop in our children a taste for knowledge; to give the pupil an insight into the work to be performed, and the manner of performing it; also to elevate and expand his views, refine his sentiment, and to supply him with the means of noble and innocent entertainment, when he looks on "bird or stone, or star or flower." Let us ponder well the old maxim, "That ignorance is the ally of crime, and that education is favorable to virtue," and then join hands in promoting the greatest good of those whom God has given us to educate for useful men and women. Let us teach them in youth to observe habits of regularity and promptness, that in sailing o'er the voyage of life they may not be wrecked on the Seylla of irregularity nor engulfed in the Charybdis of tardiness.

In conclusion, parents, will you see that your children attend school regularly? Will you not see that the first, the great and exceedingly important lessons are taught, by precept and example, at the fireside? And will you not also cheer and encourage both scholar and teacher, by your presence in the school-room? Be acquainted with the school; observe the manner of instruction; witness the efforts of your scholars, and when the child returns home, cheer him up by word and example, in all that has been done during the day, for his benefit; thus helping to build up this noble structure, so that the great work of education may go nobly on, adding strength, beauty and durability to all its parts.

GEORGE E. CHAPIN, *Supervisor.*

BROOKS.

The subject of our common schools is one which should interest each and every one, for it is here that the youth of our community are educated for the active duties of life; and we ought to be thoroughly and actively zealous in the noble work of training and educating them in those traits and qualities that will nerve and strengthen them to act well their part wherever they may be.

If we would have the children of the present educated and refined ornaments to society, a benefit to the world, and an honor to themselves, we must see that the opportunities of the present are not slighted or deferred to the future. The rough, awkward boy, who is to-day obtaining the elements of an education in our common schools, will be the man of to-morrow. He will be doing the business in our streets, guiding and controlling our town affairs, educating the children, proclaiming his ideas and principles from the bar, the pulpit, and the press; and, perchance, in the legislative chamber, may be moulding the laws of our State or Nation. The wild, romping, untrained, giddy school girl, who saunters about our streets to-day, will be the matron of the morrow, and control the fashions and morals of society.

There is a world of meaning in the adage—"The boy is the father of the man." We find by experience that the hopes, principles and ambitions that are instilled into the mind of the child, generally exert a very powerful influence in guiding and controlling him in after life. In the words of the wise man—"Train up a child in the way he should go, and when he is old he will not depart from it." Hence the necessity of proper instruction and government while young, not only in the school-room, but at home by the fireside.

Parents have something to do as well as teachers. If children are well governed at home, there is generally very little trouble with them at school. Three-fourths of the trouble we have in our schools is caused by the parents, instead of the children or teachers. But we will leave this part of our report, by expressing the hope that, in the future, children, parents and teachers, may use their united endeavors to obtain and maintain good school-houses, good books, good teachers and schools.

M. J. DOW.

NORTH BERWICK.

From the foregoing brief sketches of our schools, you will see there have been no cases of failure, nor but few of decided success. All have done as well as could be expected under the circumstances, and perhaps some have done better than usual, and yet we fail in receiving the full benefit of our school money. Of some of the causes of this failure I propose to speak—not in any recriminating or fault-finding spirit, but to tell you honestly just the plain unvarnished facts; believing most fully that when they are known and realized by you, you will cheerfully put your shoulders to the work to remedy the defects.

In the first place, our school-houses are in a deplorable condition. Those in Districts No. 8 and 9 ought to be pulled down at once, before they *tumble down*. They are a disgrace to the fine neighborhoods in which they stand. The school-houses in Districts No. 4, 7, 11, 16 and 19, are no better inside, and not one of them is fit to teach a school in. All the rest, with two or three exceptions, need reseating and general repairs.—Some of the houses that pass for respectable, are small, ill-arranged, cold, uncomfortable places for children, many with no yard, no decent privy, perched on the brink of the highway, repulsive in every aspect.

Secondly, With the exception of District No. 14, just repaired, there is not a single blackboard worthy of the name in town. And with the exception of No. 2, there is not a single map, chart, globe, dictionary or particle of furniture, that I know of except a rickety chair, an old box stove and a broom.

Thirdly, The reports from eight districts give the total attendance for the year, 72 scholars; averaging 9 pupils to each teacher. Here is one of the greatest leaks. The average expense to the town per week for teachers, board and fuel, is nine dollars. Here are eight school-houses to keep in repair, eight teachers to employ—in a word, eight schools to run at an expense of seventy-two dollars per week, to do the work of three at an expense of twenty-seven dollars per week. These same schools have averaged eleven weeks, costing four hundred and ninety-five dollars for the year, more than they ought. Again, the loss in dollars is not all. It is impossible to create that interest in one of these little schools that can be done in one larger.

Before we can have our schools what they should be, we must make suitable places to hold these schools in. Entire new buildings, or a thorough overhauling and repairing and enlargement of the old ones are *imperatively* demanded. Once having the suitable buildings they should be provided with proper utensils for the teacher's use. I would as soon attempt to cultivate a field of corn without a hoe, as to attempt to teach a school without a blackboard.

We cannot afford to pay our teachers the wages they now demand, and set them to work without any tools to work with, nor can we afford to have a teacher spend her time in instructing ten or twelve pupils when she could better instruct twenty-five or thirty.

I am fully satisfied that the number of schools in town could be considerably diminished without detriment to the scholars. We can thus, as I have shown, materially lessen our expenditure, have longer school terms and improve, decidedly, all our schools.

This brings me to the "suggestions" referred to in the first part of this report:

In view of the condition of our school-houses, their isolated situation, many of them—their total lack of suitable furniture and surroundings—the smallness of very many of the schools and consequent additional expense in sustaining them, and the unequal advantages the larger districts have over the smaller or back districts, I propose that the town dispense with the districts and their systems entirely. Make a town school of the whole town. Let the town build and repair and furnish the necessary school-houses, in suitable and convenient situations, equalize the whole schools, giving the back sections equal privileges with the others, allowing the children to attend schools wherever

their interests would be best conserved, with no restraint save what the general interest might require. This "would establish a uniform rate of taxation." "It would diminish the aggregate expenditure for schools." It would prevent all strife about district matters. It would secure better school-houses and furniture. "It would secure better supervision." "It would enable us to establish *graded* schools."

Our advanced scholars are now under the necessity of going from home to the Academies in order to complete their education or fit them for college. This should not be. We are an agricultural community, and cannot *afford* to send our children abroad to be educated. A high school should at once be established in North Berwick to receive all the advanced scholars in the town.

You are liberal in your appropriations. We have money enough and scholars enough, and the times imperatively demand it. I do not wish you to come to any hasty conclusion in this matter, but I leave it for you to seriously consider.

TIMOTHY B. HUSSEY, *Supervisor.*

DAMARISCOTTA.

SCHOOL AGENTS. We think that very few persons are at all aware how intimately connected are the choosing of a School Agent, and the character and usefulness of the schools for the year. An Agent holds an important place. The appropriation of the district's money is in his hands. He is to employ the teachers. Districts, in selecting their Agents should select such persons as are really interested in having only the best teachers, and who will faithfully perform all their duties as Agents.

CHANGE OF TEACHERS. Perhaps there is no one thing more detrimental to the usefulness of our public schools, than the frequent changes of teachers. When a teacher is successful, we believe they should be retained for several terms.

TEXT-BOOKS. It is a mistaken notion that many of our citizens labor under, who think there have been too frequent changes of books in this town. We have taken the pains to ascertain how long the several books have been used, and find the Readers in use fifteen years, Grammar thirteen, Geographies eight, Arithmetics fourteen. This does not look like very frequent changes, surely. The law provides that the Superintending School Committee "shall direct what books shall be used in the schools." Your Committee being desirous of doing their duty, and believing a change in most of the books was needed, and knowing the aversion of many of our citizens to any change, decided to change Arithmetics only, the past year, hoping that the others might be changed at some future time. The change was effected in nearly all of the schools—the books for the completion being now in the hands of the Committee. We are happy to say that no very serious trouble was encountered in making the change. It is hoped that whoever has the supervision of the schools the coming year, will continue the work begun the past year, until we shall have books suitable for our children.

In conclusion, we would say that we have labored according to our ability to do what we could to improve the condition of our schools, and we feel that our efforts have not been in vain. While we think all of our schools have improved, we think the most marked improvement has been in our High School. We see by the registers of this school a few years back, that the average number of scholars in attendance was but three more than one-half the whole number registered. In the last term, the average number is only seven less than the whole number. The teachers of this school have not been able to keep the scholars there at the closing examination. At the close of some terms more than one-half would be absent. This has been remedied. At the close of the Fall term every scholar was present at the examination, and at the close of the Winter term all but one, and he was kept away by sickness.

E. W. DUNBAR, *For the Committee.*

GOULDSBORO'.

I think, on the whole, that the cause of education with us is on the increase; yet we are anxious for the time to arrive when many improvements may be made for its further promotion.

First, we would have the people in Gouldsboro', if possible, feel the great importance of improving school-houses, thereby providing good and comfortable homes for their children, which would be a power toward inspiring the child with a love to attend school. We are often led to believe that very poor and inconvenient school-houses and a lack of interest on the part of parents to visit schools, are quite liable to make truant scholars; and we only hope that the time is not far distant when truancy will be obviated by a proper interest on the part of parents to make school-houses more attractive; and also when the father and mother will feel it their duty to visit the school-room often, thereby to encourage the scholar, and alleviate the labor of the teacher, in whose important task they should co-operate.

We would suggest the propriety of consolidating districts in our town and thereby lengthen several schools, which would enable us to employ better teachers, have better school-houses, and very much benefit the scholars now existing in very small districts.

Our school agents are deserving much credit for their labor and interest in the cause of education. I think many of our fifteen agents for the past year, have exercised good judgment in selecting and employing teachers; and in many instances our schools have met the approbation of those who are much interested in such institutions.

We feel confident to say that some of our schools, (both Winter and Summer,) were second to none in Hancock county, and we feel the necessity of progressing the good work.

E. W. CLEAVES.

FARMINGDALE.

We have endeavored to represent our schools, their condition and prosperity, as we have found them. Although we cannot give as good an account of them as we wish we could, we have, nevertheless, the satisfaction that their average character, as judged by the ordinary standard is fair. The co-operation of parents with school officers and teachers is indispensable to make our schools what they should be—no one thing tends more to excite a healthy influence, and love of study among scholars, than visits to the school by parents and friends. A single visit by a dozen parents during a term to each school would be attended with the most beneficial results to the scholars, furnish a powerful incentive to the teachers, and enable the people to judge correctly of the school-room accommodations. We respectfully and earnestly recommend the practice of school visiting.

To the inhabitants of school District No. 1, we would say, there is a manifest want of interest in the education of your children. You are aware that your houses are entirely unfit for the accommodation of schools. They are old, cold, inconvenient and dilapidated—mere apologies for houses. You are not only a little disrespectful to your teachers, but you are also enfeebling their best efforts by placing them in such houses. Your scholars will suffer both in mind and body, and your school money will be nearly thrown away, until you afford your children better houses.

GEORGE WHEELER, }
FRANKLIN WHITNEY, } S. S. Committee.

APPENDIX.

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BATH.

It devolves upon me to make the Annual Report of the schools in the city of Bath, at this time, and lay before you the condition and wants of these schools.

STATEMENT OF THE EXPENDITURES FOR THE YEAR 1871-72.

<i>Income.</i>	
Appropriation	\$21,000 00
From State Treasurer.....	240 90
Tuition.....	40 00
	<hr/> \$21,280 90
<i>Expended.</i>	
Salaries of Teachers.....	\$13,905 71
Fuel.....	1,176 56
Miscellaneous.....	2,667 88
Books.....	1,674 44
Salary of Superintendent.....	500 00
Balance.....	1,357 31
	<hr/> \$21,280 90

It will be perceived, on comparison of the expenditures with the expenditures of last year, that they are somewhat less. Indeed they are as low as possible, consistent with the welfare of the schools.

LENGTH OF SCHOOLS AND VACATIONS. The whole number of weeks school during the year has been forty for the High and Grammar Schools, and thirty-nine for the Primary and Rural Schools.

The school year is now divided into two terms. The first or autumn and winter term, opening the 28th of August last, continued till the 8th of March, 1872. There was a recess of one week at the annual Thanksgiving, and again one week from Christmas to New Year's Day, including those two days as holidays. The length of the term was twenty-six weeks. After a vacation of two weeks, the summer term commences the 25th of March, to continue fourteen weeks, or till the first of July.

The school period of forty weeks is diminished by several holidays in the course of the year, and at the last week of the terms, at the close of the examinations, the schools are closed as fast as their examinations are completed, most of the schools losing two, three or four days each term. Thus there is not probably much if any more than thirty-eight full weeks of school in the year. This is, however, as long a period as will be found profitable from year to year. If pupils are punctual and regular in their attendance, and diligent and industrious in their work, they will be able to accomplish about as much intellectual labor during our school period as is well for them to perform in one year. In a word, it is believed that the present school period is neither too long nor too short. It is not so great as to draw too largely on the vital energies of pupils, if they are in the enjoyment of ordinary health. Five days only in the week, the half day: Wednesday and Saturday, the frequent holidays, the recurrence of recesses, the physical exercises in use in most of the schools, the care that is taken to limit the intellectual labor to what ordinary minds are capable of accomplishing in the day, the introduction of improved methods of instruction, especially with schools made up of the youngest pupils—all tend to prevent bad physical consequences resulting from length of time devoted to study during each day or during the whole year.

SCHOOL BOOKS. It seems to be now a settled matter in the minds of the people of this city, that the school books shall be furnished for all the children of the public schools, at the public expense. This has been done for four successive years, and nobody appears to doubt the expediency of it. The economy of it is indisputable. It is beyond doubt the very cheapest method of providing school books for our children.

The school books are purchased wholesale, at a large reduction from the ordinary retail prices ; but the most economical part of the arrangement is derived from the use of old books, till they are worn out. Here is where a great saving is made. School¹ books, instead of being laid away, half worn out, or perhaps even in many cases but little worn before other or more advanced ones are needed, are put into the hands of successive pupils till they are used up. In some cases many books will answer for two or three successive classes. This saves the purchase of new books. By the use of old books till worn out, and the discount in the purchase of school books, the actual cost of books in the several grades of schools is less than one dollar per pupil, per annum. It will be noticed that this includes the *several grades of schools*—the High School, where the books in many cases are very expensive, and the Grammar and Primary Schools.

Is not this expenditure, one dollar per pupil and less, for all the children of the city, very much less than in former years ? I believe it is safe to say that the cost is not half so much to the inhabitants of this city as under the old system.

Expenditures of the Several Years

School Books 1st year	\$1,583 52
“ “ 2d “	2,735 40
“ “ 3d “	1,224 08
“ “ 4th “	1,674 44

As far as is known, our city is as yet the first and only one in this State and perhaps even in New England, where school books are furnished to all the children of the public schools, at the public expense. But it is not to be presumed that we shall long be alone. The subject is being discussed in other places and the same plan will doubtless soon be adopted in some of our sister cities, as well as smaller towns. I have had several letters of inquiry about the working of the plan in our own city. I presented the matter to some of the friends of education at Augusta last winter, who listened very favorably. In all cases I have answered that our own experience testifies thoroughly and wholly in favor of every city and town providing school books as well as instruction, without expense to the pupil.

FREE EDUCATION. When school books and instruction are furnished at the public expense, education is just about as absolutely free to all children as the air they breathe, or the water they drink. It is nearly thus absolutely free in our own city. I hope it will soon be so throughout our State and country. Parents are only required to furnish food and clothing for their children. Education is furnished at the public expense.—The poor have equal advantages thus with the rich. In this matter of education in Bath, there are no poor, there are no rich—all are equal. All may acquire a good, thorough, practical education.

SCHOOL HOUSES. One new school house has been built during the last year, on South street. It is a wooden structure, a very pretty design taken from a late report of the State Superintendent, Hon. Warren Johnson. It is now nearly finished and ready for use. It only remains to provide the furniture. It is a one story building, having a large room which will seat 84 pupils, and a smaller room for the primer scholars which will seat about 50 pupils, even more may be seated, without special inconvenience. The whole building will thus contain 130 or more pupils. This number is quite large enough for a Primary School. I think it is better to locate the Primary School houses in all the different parts of the city, that they may be convenient to the smaller children and not be over-crowded, and also be free from proximity to large boys.

MUSIC. Music has not been taught in the schools the past year. I deem it desirable to have it taught in all the schools, especially the Primary, Grammar and Rural, but have not been able to see clearly any way in which it could be done. The children in

many of the schools sing in the morning at the opening exercise, and something doubtless is done in the way of instruction by some of the teachers, but no regular and systematic instruction is given. After listening to the admirable remarks and instructions of Mr. Mason of Boston, at the Teachers' Institute in Brunswick last autumn, I was impressed with an earnest desire to have music well taught in our public schools, and still feel that it is a matter of much importance, but do not yet see how it can be well accomplished. In the meantime, I recommend to our teachers, especially teachers in the Primary schools, to do what they can in this direction.

TEACHERS' MEETINGS. Since the first of September last, there have been regular teachers' meetings on Thursday evening of each week. It is expected that all the teachers in the public schools will be present at these meetings, unless especially prevented by illness or some necessary cause. If all are present and take an active part in giving and receiving instruction, experiences, &c., the meetings may be made very profitable.

The latest and best methods of teaching grammar, reading and geography, have been taken up thus far, the present year. The last six evenings have been devoted to instruction in drawing. Arithmetic and other subjects will be taken up during the ensuing spring term, after the drawing lessons have come to a close.

These meetings are important aids to the teacher. Hints and suggestions are often dropped, which are of benefit, beside the regular instruction of the evening. More uniform methods of instruction are likely to be adopted in all the schools. Mutual acquaintance and familiarity are promoted among the teachers; and respect for each other and a deeper interest in the great work of the teacher will grow up through this and other instrumentalities.

TEACHERS' WAGES. The average wages paid to teachers in the State are very low, among the very lowest of any State in the Union. Per month for males, \$32.44; for females, \$13.72. This is scarcely so high as ordinary labor in the field or in the kitchen. Though the wages in our own city are not high in comparison with what ought to be paid for good, faithful work, yet they are much higher than the average of the State. The past year, for males, the wages have been \$97.91 per month; for females, \$23.22 per month. This is reckoning twelve months in the year and not ten, the number of months the schools are actually kept in this city. Even those wages paid to females in our city are lower than the wages paid to female teachers in most of the States in the Union. In Massachusetts, for instance, the wages per month for females are \$30.92. This is the average of the whole State. In California, \$62.81; and in Nevada, the highest in the Union, \$107.28.

COUNTY INSTITUTE. Early last October, the teachers in the county of Sagadahoc and the eastern part of Cumberland, were called together by the State Superintendent to hold an Institute for one week. Upwards of sixty teachers were present. The teachers of our city had permission to attend the Institute or continue in their schools, which were at that time in session. Most of them were present a large portion of the session of the Institute, a few of them all the time.

To those who attended constantly and gave undivided attention, the instruction, lessons, hints, suggestions and practice, were of great value. The best methods of teaching reading, writing, spelling, arithmetic, geography, drawing, and all the common branches, were discussed, and attention called to many important points. Music, drawing and physiology, received also a share of attention. Mrs. Amies interspersed object lessons among the daily exercises, which were given to the children who came in from the public schools in Brunswick.

This session of the Institute was calculated to give a new impulse to the teachers of

the county, and to suggest improved methods of instruction. It had a beneficial effect on our own schools, and I trust was serviceable to other parts of the county.

PHYSIOLOGY. During the last year, physiology has been introduced into all the schools in the city, chiefly in the way of general instruction and as a general exercise.—The teachers have made use of Dr. Hooker's Child's Book of Nature, one of the best books which have ever been prepared for children. It is called the child's book, but it is a book which ought to be read and studied by every teacher who goes into the school-room, as well as by every parent. No school should be without this book,—no parent without a knowledge of the simple and suggestive truths on its pages.

This book has been put into the hands of all our teachers, and direction given to read or give instruction from it ten or fifteen minutes each day in the Primary, and for a time in the Grammar schools. Vegetable physiology is taught in the summer, and human physiology in the winter. The children have been interested in this study.

DRAWING. Attention was called in the report last year to the fact that the Legislature authorized any city or town to give instruction in industrial or mechanical drawing in day or evening schools. No action was taken in this matter till the last winter. Then an effort was made to procure instruction in industrial drawing, but it being late before arrangements could be completed, it was thought best to give only a course of ten or twelve lessons in free hand drawing the present winter and spring. Mr. C. B. Stetson of Lewiston, is now giving such a course to our teachers and such pupils and young men of this city as choose to avail themselves of this privilege. Mr. S. has given the same course of lessons to the teachers in Lewiston the past winter. The course includes an excellent series of exercises. It is practical, covering designs which are seen in house papers, carpets, oil carpets, &c., and makes a good preparation for instruction in industrial drawing. It is proposed to continue these lessons ten or twelve weeks the ensuing spring, and next autumn commence an evening school where instruction will be given in free hand and industrial drawing, through the winter. Drawing has been introduced and is now practiced in all our schools. There is much interest in it on the part of pupils and teachers. Some of the pupils, even in the Primary Schools, have made good proficiency. This is one of the best steps which has ever been taken for the improvement of our schools. It is practical and looks towards more practical instruction in our public schools.

PENMANSHIP AND BOOK-KEEPING. Attention was also called last year to the importance of giving more thorough and practical instruction in penmanship and book-keeping. If changes are made in the High School building, it may be possible soon to introduce a department in the High School course embracing penmanship, book-keeping and commercial arithmetic, in which a more thorough and systematic course of instruction can be given than is possible at present. I hope a beginning at least may be made in this direction the coming year.

PUPILS IN BATH. The whole number of children reported last May, as belonging in the city, between the ages of 4 and 21, was 2,980. The number registered in schools, 1,790. The average number in attendance, 1,420. It is probable that the number will be increased to some extent the present year, though not largely, for our population increases very slowly.

The proportion of our pupils in the schools to the population, is large, being about 1 to 5, and probably a fraction more. I do not know our exact population at this time. The proportion of scholars in England and Wales is 1 to 7; in Holland, 1 to 8; in France, 1 to 9; and in Prussia, the best educated country in Europe, 1 to 6. These statistics may not be exactly right at the present time, but very nearly so. There is more doubt about the correctness of the proportion in England than in either of the

countries mentioned. I have seen one statement saying that in the Prussian army the proportion of illiterate recruits is only 2 per cent.; in the French army, 27 per cent.; and in the English army, 57 per cent.

ABSENTEEISM AND IRREGULAR ATTENDANCE. Notwithstanding we have a large number of children in school in proportion to our population, still we have quite too much irregular attendance at school. A large number of our children are not absent or tardy without good cause. The absence and irregularity fall almost wholly within a certain class. A certain class of parents never compel their children to attend school. It will always be difficult to secure the regular attendance of a certain class of pupils without compulsion.

Comparing the census number (2,980) with the average number, (1,420) we have less than fifty per cent. regularly and constantly availing themselves of the advantages of our schools in Bath. Not very much in excess of 50 per cent. find a place in our schools during the year.

Such facts as these are leading the minds of many to favor compulsory attendance at our schools. Why should any of the children of our city be deprived of the advantages of our schools? If children are so unfortunate as to have parents who do not care for the education of their children, why should not the State act the part of a good and wise parent and place all the children in school and retain them there, till they have at least attained a good primary education? Such questions will doubtless be asked with more and more urgency in the future.

In the city of Wilmington, N. C., having a population of about 15,000, we find that the expenditure for police last year was \$18,606.70, but we find no appropriation for free schools. In our own city, with a population about half that of Wilmington, the expenditure for police the same year was \$2,443, and the expenditure for schools, including school-houses and school books for all the children of the city, was \$20,894.79. In Wilmington, there is also an additional sum of \$1,186.82 paid for the care of prisoners in temporary confinement at the guard house.

These figures scarcely need any comment. Our whole expenditure in Bath for schools exceeds by a bare trifle the expenditure for police in Wilmington. If Wilmington expended more for public schools, would not less be required for police? Is not the maintenance of public schools in any city economical? Are they not the result of wise and prudent foresight?—without taking into account their intellectual, moral and religious value.

I am glad to find the Mayor of W. urging "the establishment of free schools as of great importance." He says "the free schools established by the township authorities are in operation, but are not supported as they should be, from lack of funds. The matter of the establishment of city free schools at an early day should interest every citizen."

The people of Wilmington will find economy as well as other valuable acquisitions in public schools.

PRIMARY SCHOOLS. Considerable changes have taken place the last year in the methods of instruction adopted in the Primary Schools. Some of the teachers have made much improvement in the use of these new and better methods. I trust all have profited to some extent. In addition to the studies formerly pursued in these schools, there is now instruction given in Physiology, human, animal and vegetable, History United States, object lessons, writing and drawing. Pupils are all expected to be provided with slates. These they furnish at their own expense. The youngest pupils are first put to writing the printed hand; next the script hand. Before they leave this grade of schools they will hereafter be able to write a plain and fair hand. They will

complete a series of some thirty exercises, Mr. Stetson's Primary Exercises, in Drawing. They will also have some general knowledge of the functions of the human body and the names of the different parts of the structure of animals and of plants. This in addition to reading, spelling, the elements of geography and arithmetic, and grammar taught merely in a practical form.

Last autumn, Mrs. D. P. Amies, late of Lewiston, formerly from the Training School at Oswego, N. Y., gave our Primary teachers one week's instruction in addition to the week at the Institute. Her methods of Primary instruction are excellent. She possesses great power over a class of little children, and makes the school room far more a pleasant and delightful place for recreation and amusement for the little ones, than of drudgery and hard tasks. It would be very desirable if all our Primary instructors could spend a year under the training and instruction of Mrs. Amies. Mrs. A. gave her methods of teaching reading, arithmetic, geography, &c., and object lessons in form, color, weight, size, &c.

Superior Primary teachers are now much in demand. Peculiar powers are needed and large capabilities to teach young children. Comparatively few have the love, the knowledge or the capacity to do this work well. Those who can do it well can find abundant employment. Faithful, capable teachers are always wanted. Too many applicants for schools have little appreciation of the work before them. They are not aware of the knowledge or training required to fill well the vocation of teacher. They are ready to think that any one can become a teacher. There are three requisites to constitute a good teacher. 1. One must have a love of the profession or occupation, a love of children and a love of the work of teaching them. 2. One must possess suitable knowledge and training. 3. One must be capable or apt to teach; must know how to adapt instruction to the youthful mind. Without these three requisites no one need expect to become a successful teacher. With them much labor and self-control are needed.

During the last year special efforts have been made to elevate the standard of our Primary Schools. These schools are the most important, not only from the fact that more pupils are in them than all the other schools, but because these schools lie at the foundation of the system of public instruction. The pupil who receives good instruction here, and forms good habits will reap the benefits through life.

More marked improvements are now being made in the methods of Primary instruction than in any other classes of schools. The old routine, reading, spelling and numbers, is receiving important additions. Writing, drawing, music, instruction in geography, physiology, history, natural history, geometry, physical exercises, &c., properly varied and interspersed along the hours of the day, make the school room of the present day very different from that of the olden time.

We now need in connection with our High School a normal and training department, where facilities may be provided for our teachers and graduates of the High School to become acquainted with the latest and best methods of instruction. Most forget that teaching is a profession and requires special preparation like every other occupation or profession. There is no more reason to expect that a teacher will succeed without special preparation than that a lawyer or clergyman will be successful without any preparation in the study of law or theology. Every profession requires special preparation for the attainment of eminent success. So it is with the profession of the teacher. And when all, who propose to become teachers, shall act in accordance with this truism, it will be a better day for our schools, and a better day for our teachers.

GRAMMAR SCHOOLS. During the last year, drawing has been introduced into all the Grammar Schools; also History of the United States; some instruction in physiology, animal and vegetable; and the practice of writing spelling lessons more generally, and

attention to composition and the practical study of grammar. Hooker's *Child's Book of Nature*, Miss Younman's *Botany*, and Hart's *First Lessons in Composition*, have been in use for general exercises. These books are all found to be valuable for the younger pupils.

So many of our children graduate from the Grammar Schools, it is important that the education furnished at these schools should be more general in its character than it has been in former years. To make it so, drawing, book-keeping, large practice in writing, history, physiology, botany, &c., have been put into these schools. I trust pupils will hereafter go forth better qualified to enter upon the various avocations of life. At least they have the opportunity of doing so. The education which is required of young people each year is larger, more general and more varied in its character. Those who hope for the attainment of success in life, may know that the promise of such success will be likely to be fulfilled only to the diligent, industrious and capable. They only have the reliable guaranty.

INTERMEDIATE OR RURAL SCHOOLS. There are two of these schools in the outskirts of the city, viz : in Winnegance and North Bath. They are but partially graded. The school in Winnegance, under the charge of Miss E. F. Weston during the whole year, has become very much better graded under her efficient and valuable labors.

Miss Weston leaves the school at the close of the present winter term. She has been a constantly improving and successful teacher. She has brought the school into a good condition. It is orderly, quiet and studious, and there seems to be no good reason why it should not advance to one of our best schools. If it continues to make the same progress as in the last two or three years, it will soon become so. The pupils seem well disposed and ambitious to do well.

The school in North Bath was under the charge of Miss R. J. Rich till the recess at Christmas. Under Miss R. the school was in good condition. It was becoming better classified; it was orderly and promised well for the future. Miss R. tendered her resignation as teacher at the close of the term, preferring not to teach during the winter term, when there are more large pupils than in the summer. Mr. T. S. Burns of West Farmingdale, late from the Normal School at Farmington, was engaged to fill the place of Miss Rich. Mr. Burns had just closed his school at Phippsburg Centre, where he had met with success. Mr. B. kept an excellent school at North Bath. The parents and children manifested entire approbation of the services rendered by Mr. Burns. He closed his school the middle of March, to return again to Farmington, to complete the Normal School course of instruction, the present term.

HIGH SCHOOL. Teachers:—Mr. Galen Allen, Principal. Miss L. T. Moses in charge of the upper room, occupied by the misses in the school. Mr. James Dike and Miss M. F. Huston, Assistants, occupying the recitation rooms. This school is in a prosperous condition. It has been doing an excellent work the past year.

Bath may justly have a high estimate of her High School. It is one of the oldest institutions of the kind in the State. It is more than thirty years since it went into successful operation. It was established in the place of the Bath Academy, founded in 1805. It has much more than filled the place of the Academy, its predecessor. It constantly receives pupils from out of the city and at a very low tuition, scarcely more than the tuition of forty years ago. It furnishes school books even at this low tuition. It more than fulfils all that was promised at the original endowment of the institution.

S. F. DIKE, *Superintendent.*

SHAPLEIGH.

Most of the schools in town during the past year have been supplied with good and competent teachers, such teachers at least as were well qualified for their positions, and with few exceptions met with satisfactory results; and there has been no serious difficulty in any of the districts. The majority of the teachers employed were natives of our own town, some of whom it is justly due to say commenced teaching for the first time, and we hope if there has been any circumstance connected with either of their duties as teachers not commendable, they will amend in the future, and never again attempt to go against the instructions of the Superintending School Committee or law and sound judgment.

The low wages paid female teachers have compelled some of them to seek more remunerative employment; and we may not expect, in the future, to be always able to secure the services of competent instructors at the mere nominal prices hitherto paid. A too rigid economy in this respect may lower the standard of our schools, and prove more injurious in the end than a judicious liberality at the outset.

The large number of text-books—some of them quite valuable, and others comparatively worthless—have rendered the labor of the teacher in some of the schools very cumbersome. As a forcible illustration of this point, in one school in town there were in use text-books of four different authors in mental arithmetic among seven small children, all of whom might have been in one class, thus making it more interesting and profitable; but for the saving of a few pennies the parents withheld from their children the proper books.

The study of geography which has been so sadly neglected, has in some of our schools taken a new start with pleasing and profitable results. The numerous political changes throughout the world, the organization of our Territories, and important geographical discoveries, render the old geographies comparatively worthless for reference or study. A set of outline maps should be furnished in every district. In no way can geography be so rapidly learned and the knowledge so well retained, as by the study of these maps. School District No 5 has purchased a set of Camp's outline maps for the use of their school, and we hope the example will be followed by other districts in town.

While freely criticising the relations existing between teacher and scholars, parents should not be unmindful of the responsibilities resting upon them. The scholar's deportment in the school room largely depends upon impressions received at home. It should be the parent's aim to impress upon the mind of the child the importance of a punctual and regular attendance, and the necessity of a cheerful and willing obedience to the reasonable regulations of the school. Let parents encourage studious habits, and frequently remind their children of the great benefits to be derived from a good education. Let them manifest a practical interest by visiting the schools, especially on examination day. The scholars will be inspired with renewed energy when they know that their parents are interested in their progress.

There is an evil in most of our schools which we feel constrained to mention, and that is the too rapid advancement of scholars. The idea seems to be, that to go over the ground, is all that is required. Not so. The scholar who goes further than he understands, or is fitted for, loses more than he gains. Progress is to be measured, not by the number of pages skimmed over, but by the number of ideas fixed. We hazard nothing in saying that, with few exceptions, all our scholars are reading in books one grade above where they should. A scholar who should read in the Third reader is put in the Fourth, his progress is necessarily slower than it would be in the class where he belongs. We would, therefore, earnestly caution parents against putting their scholars too far along. This evil is a great and growing one, and unless soon corrected will require the unpleasant interference of the Committee to put them back where they belong.

E. W. BODWELL, *Chairman S. S. Committee.*

KENDUSKEAG.

Absence from school on the part of the scholars, detracts greatly from the usefulness of our schools, about one-half of the scholars deriving little or no benefit from of them. We find the attendance at school averages only forty-three per cent. of scholars in this town. As far as regards absenteeism, the money expended for schools may be said to be without results. Eight hundred and seventy-three dollars expended for schools in town each year will educate all the scholars as well as one-half of them, it costing just as much to keep the scholars *away* from school as *at* school; there is, therefore, a clear substantial loss to the town of four hundred and thirty-six dollars, it amounting to about the same thing as expending four hundred and thirty-six dollars to educate half the children, and the same sum to bring up the other half in ignorance. While the laws do not compel the attendance of scholars some portion of their years, there appears to be no remedy for this but an enlightened public sentiment and more faithfulness on the part of parents towards their children.

Tardiness is an evil almost as great as absence of scholars. There is much of this evil to be remedied. The habit is a very bad one. Every scholar should be impressed with the fact that such a habit, when thoroughly engrafted, is likely to cling to them for life, interfering with their success in all things. Promptness to appointments—promptness in every duty, is necessary to the highest success, and the habit of punctuality should be fully established in youth. Again, our schools are affected unfavorably by scholars leaving school a few days, and even weeks, before the close of the term; this in many, if not in most cases, is unnecessary. Its effect upon the scholar as well as the school, is very bad, and parents should see to it that their children do not withdraw from school before the close of the term, except from most imperative reasons.

All our schools are deficient in apparatus necessary to facilitate instruction; with the single exception of a few outline maps in one school-room, there is no apparatus at all. The labors of a teacher would be worth much more in any school-room provided with suitable apparatus than they are or can be without it. More instruction could be imported in six or seven weeks by such aid than in eight weeks without it, so that schools are great losers by the neglect to furnish it.

The school-houses in town are in good order. The house in Dist. No. 6, was thoroughly repaired last summer, and it has been respected by the scholars, who have kept it in a good, cleanly state. In Dist. No. 7, by the personal efforts of E. F. Crane, Esq., aided by some ladies in the district, the school-room was papered and otherwise neatly fitted at a trifling expense.

Uniformity of text-books has been obtained in the town, and the schools exhibit the advantage thereof. Classification has been secured to greater extent than formerly.

There are three and a half districts in town and two if not two and a half too many. The town is well situated to merge all the districts into one, thus giving equal privileges to all the scholars in town. Then three or four primary or mixed schools, and a high school, free to all the scholars of the town qualified by their attainments for it, all of equal length, could be maintained. This would cost nothing more than the present system of districts, and none would be losers while many would be gainers. Or, if the present system of districts be continued, it is to be recommended that the town furnish the instruction, and equally to all the schools, with the privilege for all qualified scholars to attend the High School.

It will be seen from this report, that a scholar living in Dist. No. 1 has the right and opportunity to attend school twenty-eight weeks, while a scholar in No. 7 can attend school but just half that time; and in No. 6, but fifteen weeks, though his parents are equally taxed for the support of all the schools. This is neither right nor just. All the schools are supported by the town—are town schools, and should be administered

impartially. There is not one valid reason why the town should give to any scholars greater privileges than to others. No part of the community would be patient under the infliction of such a wrong in relation to any other interest. Is it that parents do not care as long as it is only their children who suffer? A family moving into town have an equal right to school privileges with the rest of the town; but under the present system of apportioning the school moneys among the several districts, to a family which has children to be educated, a home in Dist. No. 1 is worth double for this purpose, even though it be no better than a home in Dist. No. 7. The custom of setting off parts of the town into separate school districts, and saying that the scholars in one district may have twenty-eight weeks instruction, in another twenty, in another ten, in another perhaps only three weeks, is fraught with the greatest injustice and wrong; and it is a great wonder that a sensible people ever endured such a wrong without a murmur or complaint. However a town may be divided into school districts, the scholars' equal rights and privileges should be scrupulously preserved. And no number of men by getting their estates set off from one district to another should be able to diminish the privilege of one district and increase that of the other. Equal rights and equal privileges for all the children of the town, should be the watchword, till the present injustice everywhere in the State gives way.

We do not hesitate to counsel all citizens not to submit patiently, while the town virtually and actually says to them, if you live in one part of the town you shall have the greatest privileges for your children, but if you live in another part of the town those privileges shall be diminished one-half or three-fourths, though your taxes will not be diminished at all. As it now stands, a family in one district, paying no taxes other than a poll tax, with ten or fifteen children, if there be so many in the family, to school twenty-eight weeks, while in an adjoining district, one who is taxed \$100 or \$200, with only one scholar to send to school, can send it but fourteen weeks. So that one family paying nothing for the support of schools, would have 280 or 320 weeks' instruction, and the family that is taxed however largely, has but fourteen weeks, only half as much as one scholar of the ten or fifteen. Surely such an injustice is most transparent.

While any partiality or injustice is thus done, the people have a right to complain; and if they do not complain, they ought to be induced to complain; and while property is justly made to support the schools the tax-payers have a right to complain if their school taxes are used in such a way as to give to some scholars much greater privileges and instruction than others. Another aspect of this matter is, that the town has no just right to raise by tax twice as much money to educate *my* children as it does *yours*; yet this is what it substantially does under the present system. Just as soon as the voters can discern the right in these matters, it is believed that justice will be done to all and the schools greatly improved.

R. BLACKER,
C. H. SLEEPER,
CROSBY CLEMENTS, } S. S. Committee.

SCARBOROUGH.

In conclusion, we congratulate the citizens of our town upon the general prosperity of our schools during the past year. In no instance has difficulty arisen to seriously mar the harmony existing between parents, teachers or scholars. Your agents have been in most cases very successful in procuring competent and experienced teachers, and the improvement in nearly all the schools has been good. Yet we would not have you think your schools as good as they can be, or as good as they ought to be. There are many serious obstacles in the way, but the greatest and worst evil is irregular attendance;

and this evil, in most cases, the result of thoughtlessness on the part of parents, for there are in our town but few parents who are not able to spare their children during the short terms of our schools. Could you individually take the twenty registers of our schools, and see the want of attendance and learn the source of annoyance to your teachers, and the great injury to your schools, you would then see that your money is not spent to the best advantage. This is the greatest difficulty we have to contend with; neither your committee nor teachers can remove it. It remains with the parents to say whether it shall cease or not. When the parent says to the scholar, go to school, and see that they do go, the evil will cease; until then, we must endure it. We have in previous reports urged upon parents to pay an occasional visit to their schools, and we are happy to say that in no year have teachers' registers shown so many visits from citizens as during the past year, and we hope these visits may continue to increase.—The school-room is always open to receive you. The teacher is employed to do your most important work, and it is your privilege and duty to know how he is doing it.

In our list of school books there has been no change, and we hope for the present that this list will not be disturbed, either by the State or town. We beg leave to suggest, however, to those parents who are really interested in the education of their children, that no young American be allowed to remain ignorant of the history of his own country; and furthermore, some good degree of acquaintance with the laws of health, and with the internal structure and organs of the human body, the knowledge of which would become of great practical value to every one who properly cares for his own body. And we would also recommend to those parents whose children have mastered their "third readers," that instead of purchasing the fourth and fifth readers, furnish them some good school-history of the United States, or some book on Natural History like "Hooker's Child's Book of Nature." Either of these will be found not only all that is desirable as a reading book, but beyond that, a source of most desirable information. We regard this suggestion and recommendation as worthy of your earnest and practical attention.

Fellow-citizens: In closing our report, permit us to express a hope that you will give our schools a generous and hearty support and co-operation, in all measures needed to furnish our children, who are soon to fill our places, with a thorough, practical education, and it will ever be to them a source of wealth, prosperity and happiness.

GRANVILLE McKENNEY, } *S. S. Committee.*
ROBERT McLAUGHLIN, }

OTISFIELD

We are aware that this report is already assuming mighty proportions, and yet we should consider it incomplete did we not say something further. There have been some encouraging features noticed in our schools this year—a gain of six per cent. in attendance over the former year should give us courage. It is a step in the right direction; and we hope no "compulsory law" will be needed to bring the children of this town beneath the sheltering walls of our school-houses during the sessions of the schools.—Our teachers have, in many instances, by their good deportment and skillful management of their school, proved themselves worthy of their high vocation. The parents have shown some interest in the welfare of the schools, also, for which, many thanks. But we must not rest satisfied with our present standing; the hill of science is nearly as difficult of ascent as ever; and they who would make the journey with the summit in view, will find its rugged paths beset with very many obstacles. True, some flowers grow by the wayside, and cooling streams invite the passers-by to bathe their tired

limbs and cool their aching and feverish brows ; but if we are true to ourselves and to those committed to us, it should be our purpose to plant more flowers, and to remove as far as consistent the stones and stumps and debris scattered along the route which block the wheels of progress, and in every possible way we should seek to beautify and embellish the way. The perpetuity of our free institutions, both civil and religious, depend in a large degree upon the education and intelligence of the masses. Deprive the next generation of all privileges of education and what deplorable results would follow.— But we forbear to enumerate the many ills that follow in the train of ignorance. We feel confident that you will be liberal in your appropriations for the support of the schools the coming year. It was false economy in raising so small a sum last year, and had it not been for back money due the districts, in several cases the schools would still have been shorter than they were. As it was, in three of the districts in town, we have had but one term of school, and in others the schools have been very short, as for instance, in No. 1, only fifteen weeks of school for the year. It is now almost universally the case that the board of the teacher is taken out of the school money ; a fact not taken into account by many. This item alone consumes nearly one-third of our money raised ; besides, considerable is expended for fuel and repairs. But, some one says, why do you not hire your teachers cheaper ? We reply that many of the towns are now paying more wages than we do, for teachers of no better qualifications, and that if we do not adopt a liberal policy towards them we shall most certainly fail to secure good material, and thus the standard which by every exertion we have sought to raise, will surely be brought down.

OUR SCHOOL HOUSES. In contemplating the condition of our district pens, or prisons, or school-houses if you please to call them such, especially the interior, we are forcibly reminded of what the poet says of vice. Instead of vice we will substitute the words “our school-houses ;” it may not be so euphonious, but we think quite as truthful. It will then read :—

“Our school-houses are of so frightful mien,
That to be hated need only to be seen.”

Yet, nevertheless, you send your offspring—the dearest treasures you possess—bone of your bone, and flesh of your flesh, to these same places of torment ; expecting as a matter of course that you have done your duty, and that in process of time they will come forth fully developed in mind and body and able to startle the world by their profound wisdom. We say you send your children to such schools. Yes, and we expect you will continue to send them as long as you remain in the flesh—suffering as they most necessarily do the many inconveniences and positive dangers which arise from breathing the vitiated and impure air of small, ill-ventilated school-rooms, with seats totally unfit for their accommodation. You sometimes make the remark that your children are getting tired of going to school, and that it does not agree with them, they look thin and pale, you are afraid they study too hard, it may be, or that the walk to and from school is wearing them down ; but oh, inconsiderate man, you seldom if ever attribute it to the right cause. May the day be speedily ushered in when your hitherto closed eyes shall be opened, that you may be able to discern between right and wrong.

UNIFORMITY IN TEXT-BOOKS. In some of the schools we find a lack of books, and what there are, by a variety of authors. There are four or five kinds of geographies, and about as many in grammar, in use in town. This is altogether wrong ; it causes a needless waste of the teacher's time ; and not only this, it is well understood that it is much harder to get up and maintain an interest in small than in large classes ; but it has seemed advisable by your Committee to wait and see what might be done by the State towards adopting a uniform system, and by what methods they would furnish their

books to towns. The law provides that the Committee shall direct the course of instruction and say what books shall be used, but the cases are numerous where the parent, and even the little child, do this, virtually. They often bring books to use which are altogether beyond their capacity, but they have them on hand, bought up years before, perhaps, for some older member of the family, so of course the teacher must allow them to be used rather than to make a disturbance. We have now spoken of some of the prominent evils or obstacles—as we view the matter—that exist and that impede our onward and upward progress. We have endeavored to do so in a plain, concise manner, intending to assume no false position, and to studiously avoid all rhetorical flourish. Wherein we have been truthful, receive into good and honest hearts

A. F. NUTTING,
 SILAS MORTON,
 H. M. SYLVESTER, } *S. S. Committee.*

ELIOT.

In submitting this report, we are glad to be able to say, that with one or two exceptions, the several district schools in this town are in a healthy and flourishing condition, and that generally these institutions are advancing to a better and higher standard.

An enlightened public sentiment in favor of advancing their usefulness is, we think, steadily on the increase. It is becoming more and more apparent, that to them the great mass of the people are to look for instruction to their children, in those elements of knowledge which will render them more capable and efficient as citizens, in appreciating, preserving and perpetuating to posterity, the inestimable blessings of civil and religious rights and privileges, which have been handed down to them from their ancestors, and which are to be guarded on the one hand from anarchy, and the other from despotism.

These institutions may be fitly termed the *Universities* of the people, where they are to be educated as well to respect the rights of others, as also to understand and protect their own. And the State has justly exercised its authority in appropriating taxes, levied on property, to educate the whole people, on whom its stability and freedom must depend. But, it may be asked, what is education? The answer is, not the getting by rote set forms of words and phrases which, parrot like, are to be repeated, but which may be altogether barren of intellectual fruit; not merely the storing of the memory with information of facts; but an education which looks to the well proportioned development of man's physical, intellectual and moral capacities, and which sends him forth into the conflicts of life with a sound mind in a sound body

The exercises incident to the sports of the young, and the activities to which by natural instinct they are constantly prompted, needs but a judicious care and oversight to be made to subserve and insure the first. But intellectual training and moral culture are so interwoven and blended that to insure these, nothing can supply the place of the enlightened, conscientious and living instructor, who is to be the constant ideal and model before his pupils, of justice, humanity and intelligence. Training, thus administered, fosters and confirms all virtuous dispositions, while it checks and eradicates all unworthy propensities. Who is qualified for such service? The great want of the times is an ample supply of the right kind of teachers, possessing the requisite natural and acquired abilities for such work. This great want is felt to be the chief obstacle at the present time, in the way of the immediate advancement to a higher position in the scale of usefulness and excellence of the common schools of this country. The pursuit or profession of teacher has hitherto been too much underrated; and while large expenditures of public money have been made, and great talents employed to instruct

men in the means of destruction, such as military and naval arts, not much attention has been bestowed on the needs of the public in this direction.

It has been thought that any person possessing the ordinary attainments, in regard to those studies required by law to be taught in common schools, together with the certificate of good moral character, was all that was needed to be a teacher of youth, or an instructor in those schools where, if at all, the great mass of the people are to be educated. But the inquiries and attention which have of late been directed to this subject, will, it is hoped, in a few years, place a just estimate on a profession which is second to none in importance, in the benefits which it secures to the masses of the people, upon whose intelligence and integrity the whole fabric of society and government depends for its safety and security.

To supply the demand for a more efficient corps of instructors for the common schools, this State has within a few years adopted a policy of endowing Normal Schools, which have for their object the special education of those possessing the natural endowments to become teachers, and we have reason to hope that within a few years the condition of these schools will, from a better supply of teachers, be very much improved.

The times are auspicious for the advancement of these institutions, and it should be a source of just pride and pleasure for each town to see to it that the schools in their own midst should not fall behind those in other parts of the commonwealth.

Looking to the welfare and steady advancement of these schools, we would respectfully urge that too much care cannot be exercised in the selection of the best teachers to be found—and to secure the best results *after* the selection, we would also urge a more watchful and cheerful co-operation on the part of all who feel an interest in their prosperity and success.

RICHARD COLE.
HORACE PARKER, } *S. S. Committee.*
C. H. GUPTILL, }

DEXTER.

Your Committee are happy to report the general character of the schools in town for the municipal year now closed, such as to justify the assurance that the money appropriated to their support has been profitably expended.

There have been a summer term and winter term of each of seventeen schools, and the customary fall term of the six schools in the village. The summer schools were very generally satisfactory, and a fair proportion of them excellent. The winter terms, although in the aggregate regarded as superior in point of excellence to those of the summer, were yet not so universally successful, for the only entire failures occurred in the winter.

We are unable to make a statistical report of all the schools—the amount of schooling in each district, the average length of schools, average attendance of scholars, &c, by reason of the failure of teachers to return their registers as required by law. We have invariably requested teachers to return their registers to us at the close of their schools, yet for the forty blanks which we have issued to as many schools, we have received twenty-four registers. This is a matter of which the Committee have no control; and we respectfully suggest to the municipal officers in future the necessity of holding teachers strictly to their legal obligations in this respect, by withholding their pay till satisfactorily assured that their registers, “properly filled up, completed and signed,” have been left with the Committee, or with some person designated by them to receive the same.

We recognize very satisfactory improvement in our schools generally, and in one important point we think them superior to those of former years; the instruction they

have received has not been merely theoretical and superficial, but more thorough and practical than heretofore.

Under existing circumstances, our school money is very unequally divided amongst the several districts, and of course the advantages of schooling very unequally enjoyed, in consequence of the great disparity in numbers of the scholars comprised within the different districts, some schools receiving twenty-six weeks schooling in the year, while others get but from twelve to fourteen weeks. This inequality is a sore evil, to remedy which it does seem that some measure should be adopted. The evil complained of may be in some measure mitigated by revising the districts, changing the boundaries of districts where it may be deemed expedient, and consolidating districts—thus reducing the number, when it shall be found practicable; but the better measure unquestionably is, to abolish the district system altogether, giving the town the ownership of all the school property, and the management of all the school affairs of the town. The town might then equalize the benefits of the school money by uniformity in amount of schooling in the different sections, and in more suitable school-houses than are now found in several districts, which “were a consummation devoutly to be wished,” in view of those unsightly and uncomfortable structures which in some districts serve as substitutes for school-houses. Some districts have, within the year, done something by way of repairs, to render their school-houses more tolerable, but yet a few remain which should be subjected to a renovating process to render them convenient or even comfortable, while yet another few ought speedily to give place to successors, more in accordance with the spirit of the times and the demand of attendant circumstances. Such, for instance, is that in District No. 5. It is really astonishing that the shrewd and thrifty farmers of that district, the amount of whose taxable property exceeds by more than ten thousand dollars that of any other rural district in town, should so long suffer their beautiful landscape to be marred by that shabby hovel, which scarce a man of them would tolerate on his own premises, even as a shelter for his cattle. It is gratifying to note, in the elegant and commodious buildings on the splendid farms in that neighborhood, evidence of the material thrift and enterprise of the owners, but one can but recognize in that old tumble-down school-house a sad commentary on their really intellectual and moral advancement. It is to be earnestly hoped that the good people of that district will take early measures to provide a school-house worthy of themselves, and attractive to the children who shall resort to it for their education. When parents shall come to regard the well-being of their children, with reference to the school-house and its appurtenances, as carefully as they do their home circumstances and surroundings, they will realize better returns than they now receive from the money expended on their education—Will parents think of these things?

JOSEPH SANBORN.

LUBEC.

It is admitted on all hands that the subject of education and the interests of our common schools, are very closely related to the welfare of the body politic. Theoretically, we all acknowledge, that “‘tis education forms the common mind, and that just as the twig is bent the tree's inclined.”

But practically we content ourselves with raising the amount of money required by law, employing teachers, and then leave the institution to take care of itself. True, it may be said, that it is the duty of the committee to see that the schools are properly managed; and so it is to a certain extent. But when we remember how restive our people are under the exercise of authority, it will at once be seen that the committee can do but little to effect any change, unless sustained by the force of public opinion.—Thus we are naturally led to the conclusion that the parents themselves, especially those

who form and direct public sentiment, should take a *personal* interest in the practical working of the common school system, and co-operate with the committee in every practicable endeavor to increase the success and efficiency of the public school; for the common school is the people's college, in which the great mass graduate. It is not so much from a lack of interest in the school on the part of parents, as from a mistaken conviction that they are not competent to judge whether the teacher is faithful in the discharge of his duty. They are not slow to complain when anything occurs out of the ordinary course of events, and are not always careful to inquire whether they have any just cause of complaint. In justice to our teachers, it can doubtless be said with truth, that, as a class, there are no public servants, so little under the supervision of their employers, that are so faithful and conscientious in the discharge of the trust committed to them.

It is the opinion of your committee, that our schools are in better condition than they were last year, and that we should not suffer in comparison with other towns of equal means and facilities. I think it fully established that our native teachers are equal to any that we have ever imported. The demand for good teachers is largely in excess of the supply, and we need continual accessions to our teaching force; and it becomes those already in the field to burnish anew the weapons of their warfare, which is both spiritual and intellectual; and those who aspire to the honors of educators, to equip themselves thoroughly for the contest, that they may not be distanced in the race, and may show themselves workmen that need not be ashamed.

Notwithstanding we have spoken favorably of our schools, still there is abundant room for improvement; and we ought in duty to ourselves and the rising generation, to undertake at once the much needed reform. The same principles that guide us in our business pursuits can be safely and profitably applied to our educational system. That is, to endeavor to secure the greatest possible return from the least outlay; or, in other words, to make the most of the means at our command.

Every well-informed teacher will tell you that a very large percentage of our school money is actually wasted, because the scholars fail to attend the schools and avail themselves of its benefits, thereby working a double injury, losing its advantages themselves, and by their absence and pernicious example greatly hindering the success of those who do attend. In many districts tardiness and irregularity of attendance have become chronic. Such a state of things will greatly impair if not wholly neutralize the labors of the most efficient and competent teacher. The remedy for this evil lies almost entirely with parents and guardians. The province of the committee is mainly advisory. If every parent would make it his business to see that his children are in school and at the proper time, the evil would be speedily removed. We therefore especially urge upon all thoughtful parents the importance of using their influence to secure a better attendance at school.

Indeed, so wide-spread is this evil, that a strong effort was made in the Legislature to procure the passage of a law providing for compulsory attendance. We are not sorry the bill did not pass, as it would seem to conflict with the genius and spirit of our free school system, which is purely voluntary. Still the question remains; and will ere long so force itself upon the attention of the people as to require a practical solution, whether scholars have the right to absent themselves, or whether parents have the right to deprive their children of the inalienable right to a sufficient education to qualify them for the intelligent discharge of the duties of citizenship. As every citizen is legally eligible to any and all the places of honor and responsibility in the gifts of the people; so is every child entitled to the privilege and opportunity to fit himself for the proper performance of the duties incumbent on him as a prospective elector.

We have thus gentlemen, given you figures enough, taken from the teachers' registers, to show that there is a ruinous waste of priceless time and hard-earned money. Now, the wonder is not that so little is accomplished, but that so much is achieved under conditions so impropitious. We cannot ascribe the fault to teachers, for they would much prefer to have it otherwise. Shall we go on in the old ruts, or shall we take a new departure? With you, parents, rests the solution of these momentous questions. What individual would employ a man to work for him, and expect him to earn his wages without furnishing him the materials on which to exercise his skill? How futile then to expect the teacher, be he ever so skilled or enthusiastic, to mould and fashion those not under his control. If we act wisely in this matter, the benediction of those to whom we bequeath the priceless heritage of wisdom and knowledge, will be our rich reward; but if we fail or falter, curses deep, if not loud, shall be our parting salutation, as we take our silent places in that innumerable caravan that moves to the pale realms of shade.

G. W. PEAVY, *For S. S. Committee.*

HARTLAND.

Having thus briefly given an account of the schools in the several districts for the past school year, we are impressed with the importance of making some further remarks in relation to our common school system, and school government, in order that parents as well as scholars may realize the great responsibilities resting upon them. It is very important that every parent, as well as scholar, should understand the principles upon which school government is founded. During the past year, good order and discipline have generally prevailed in our schools. Insubordination will very rarely occur in a school when the principles which underlie school discipline are generally understood by parents and scholars. Every intelligent person knows that laws are made to protect the innocent and punish the guilty; and every person who respects and loves the government under which he lives, will respect and obey the laws, and, when called upon, will help execute those laws to the best of his ability. This country is often called the land of liberty, and so it is, but at the same time it is not liberty *run mad*, but that wholesome kind of liberty which is restrained and regulated by law. In all forms of government, whether monarchical, republican or otherwise, there must be an executive head, a central power somewhere, or government, as such, must cease to exist, and anarchy and chaos would soon take the place of good order and good government. We refer to this to show that the same principle of government exists in the school as in the State. The school has often been called a little Republic, and this is really so in this country. The people in the district choose the agent (or elector,) and the agent chooses or selects a teacher. The scholars are considered the subjects, and the teacher the governor. It is *his* province to command, and the scholar's *duty* to obey. When children leave their homes and assemble in the school-room, the authority of the parent is transferred to the teacher. *This is a principle of common law*, and in the *absence* of any law in our *statutes* to the contrary, is all the authority we need upon the subject. It is a well-settled and acknowledged fact that parents have as well as a moral right to punish disobedient children, and inasmuch as the teacher, while in the school-room, has the same rights, so far as government is concerned, that parents have, it is astonishing that the false and pernicious doctrine—that a teacher has no right to enforce obedience—should have ever gained lodgment in any mind. This idea, which is too frequently expressed in the presence of the young, is completely calculated to unnerve the arm of the teacher, and poison the minds of our youth, thereby rendering them disobedient and lawless citizens, as well as unruly and rebellious scholars. *Every child in the land and world ought to be taught to render due obedience to all rightful authority, whether that authority be vested in a parent, teacher or governor.*

Burlamaqui, in his "Principles of Political Law," says that "children are the hope and strength of a nation." This is an important fact. From the children of to-day, must come the men and women of to-morrow, and upon us, as parents, in a great measure, depends their future standing in society, and their influence upon the world. Let us remember that

"The child that is used to constraint, feareth not, more than he loveth ;
But give thy son *his way*, he will hate thee and scorn thee together."

If we erect buildings, we always want sound timber, and seek for such. How much more important is the building up of society and government, than the erection of any edifice that ever adorned the land, or added to the comfort and convenience of mankind. Let us then, in doing this, seek to grow sound timber, that such may be used in every department of life, and especially in high responsible positions, where the strain upon the intellectual and moral forces may be the greatest. Under our form of government, every person is a component part of the civil and political structure, and in proportion to the soundness of its several parts, is its strength, and in proportion to the rottenness of its several parts, is its weakness. We should not so frequently hear and read of corruption, fraud and defalcations in high places, if these men, when boys, had received the proper training. We need faithful, honest men everywhere, and especially do we need them in positions of responsibility and trust. Let us then as parents and citizens, endeavor to instill into our children and youth, such principles as will make them sound timbers in the social and political fabric which our fathers have transmitted to us for our care and protection.

As we before said, there has been but little complaint the past year in relation to the government of our schools, and although we believe the time to abolish corporal punishment has not yet arrived, yet we do believe that such punishment would seldom be necessary, if parents would co-operate with the teacher ; but when scholars are taught at home that the teacher has not the right to *enforce* obedience, they will assume an air of defiance, and treat the teacher's orders and requests with indifference and contempt, thereby causing much annoyance and trouble which might be avoided by more reasonable and wholesome instructions at home. And this is not the worst feature in the case—the scholar will be quite likely, if such poisonous ideas are constantly instilled into his young mind, to become an evil instead of a blessing to society.

The *first* and *last* lesson for children to learn, whether at home or in the school-room, is implicit and unconditional obedience.

Our teachers are generally well versed in the *ordinary* branches required in our common schools, but the great deficiency is in general information. Every teacher should have a thorough knowledge of the history of his country and the current news of the day, and of the general principles of the republican form of government under which we live. The teacher should be thoroughly imbued with correct sound moral principles, that he may, as the statutes require, "impress on the minds of the youth committed to his care and instruction, the principles of morality and justice, and a sacred regard for truth, love of country, humanity and a universal benevolence ; sobriety, industry and frugality ; chastity, moderation and temperance ; and all other virtues which are the ornaments of society ; and to lead those under his care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness ; and the tendency of the opposite vices to slavery, degradation and ruin."

We have taken pains to quote this portion of the law of the State in relation to the duty of instructors, from the fact that we fear many teachers, judging from appearances, are not only *not* aware of the requirements of the law, but are wholly oblivious to its transcendent importance.

As many school agents are remiss in duty we have thought an allusion to them might be necessary. It is the duty of the school agent "to return to the municipal officers, prior to the expiration of his term of office, an account of his official expenditures, with the necessary vouchers therefor;" "to return to the Assessors in the month of April, annually, a certified list of children in his district between four and twenty-one years of age, as they existed on the first day of said month—exclusive of those coming from other places, where they belong, to attend any college or academy, or to labor in any factory therein." Also "to return to the S. S. Committee in the month of April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years of age, as they existed on the first day of said month, leaving out of said enumeration all persons coming from other places to attend any college or academy, or to labor in any factory or at any manufacturing or other business." Agents should engage teachers in good season, and hire the best to be had. Hire good wide-awake teachers if you can possibly find them; at any rate do the very best you can, and never ask the Committee to "reconsider" as is the custom in some towns, (but of course not in this,) on the ground that "your school is backward and anybody can teach it." This is just the trouble with many schools, and as long as agents continue this policy, and the S. S. Committee falls in with it, just so long "anybody" will answer the purpose in such districts. Take good care of school property of all kinds, and see to it that the teacher does the same. No scholar should be allowed to injure the school-house, break glass, or in any other way disfigure the school-room, without being called upon immediately to restore all things, and this call should not only be made, but promptly and rigidly enforced. We think it would be well "to put it in the bond" when hiring a teacher, that he shall be responsible for all damages done to the school-house, and then self-interest will prompt him to see that the real offender makes good all damages.

In order that the Committee may perform their duties, and at the proper time, we again urge agents to be more particular to give notice when schools will begin, close, &c. Again, agents should be particularly careful before winter schools to see that all necessary repairs are made to the school-house; see that blackboards are painted, (when needed,) where there are any, and new ones furnished when there are none. Much injury is done many schools by a neglect of these things by the agent. We are pleased to inform you that the citizens of District No. 2 are making all the necessary preparations for a new school-house the coming summer. The scholars in this district certainly deserve better accommodations than they have had for years past, and will undoubtedly rejoice to know that their future prospects are brightening. There are other districts that ought to follow the example of No. 2, but so much has been said upon this subject in past reports that we forbear to make further remarks about it.

Mention has been made by some of the citizens in District No. 1 of making an effort to establish in connection with the Academy what may properly be termed a Union High School. By this arrangement it is thought that four terms per year of ten weeks each may be had where we now have but two terms of the same length. We are free to say, after a careful consideration of the subject, that this plan meets with our hearty approval, for we have long felt some such arrangement should be made in this district.—More than four hundred dollars of the school money are annually distributed to this district, while the amount received from other sources swells the aggregate to more than five hundred dollars. Now, we do believe that this sum, in connection with the income from the Academy fund, together with what would be received from tuitions, would be sufficient to procure a good teacher by the year, with such assistants as he might need in connection with the Primary Schools. We earnestly recommend this matter to the careful consideration of every inhabitant of District No. 1, believing that a consummation of this plan will prove incalculable benefit to your scholars.

The change last year from a S. S. Committee to a Supervisor was made with the design of lessening the expenses of superintending our schools. That you may know the results, we give you the following figures. Last year the expense of superintending our schools was *five* dollars for each term; this year the expense has been *four* dollars for each term, and there having been eighteen terms of school the past year, the amount saved is eighteen dollars.

In closing, we again most earnestly urge parents to co-operate with teachers in their arduous labors. Upon parents depends the moral training of the youth. Let us remember " 't is moral grandeur makes the mighty man," and that " virtue, not rolling suns, the mind matures," and ever bear in mind that—

"Character groweth day by day, and all things aid it in unfolding;
Scratch the green rind of a sapling, or wantonly twist it in the soil,
The scarred and crooked oak will tell of thee for centuries to come."

LUTHER H. WEBB, *Supervisor.*

WHITNEYVILLE.

School government, like all other good government, is based upon three things or principles, viz: 1st, the object of government; 2d, the laws and regulations to bring about its design; and third, the administration of government. Now let us apply these to a school. The object of school government as established by law, both statute and common, is simply this: "Right as a law of conduct, and progress as a rule of action; obedience for moral good—good lessons for intellectual good." These might with a great deal of propriety be styled the constitution of school government. All laws and regulations of course must be based upon the constitution and agree with it, or be unconstitutional. Any rule unconstitutional and not for the moral and intellectual growth of the scholars, helps defeat the operation of government. But any rule or regulation for the benefit and advancement of a scholar, makes the power of government; and every such rule made by a teacher should be kindly, faithfully and respectfully obeyed by every scholar in school, young and old, high and low, male and female. That these bases and rules constitute the true genius of school government, we think no one can deny. Who is to execute it? Law and usage always did and do now constitute the teacher both law-maker and executor; and with the qualification that human nature gives to school law, a determination not to be driven, demands that government be kindly, faithfully and fully executed. A teacher that does not found the regulations of his school upon these principles, comes short of duty, and what is demanded of him by the public good. A committee may sometimes, by request of teacher, make rules and provide for their execution; but generally speaking a committee is to be called upon only in cases of actual rebellion that a teacher has not the ability to quell. Sometimes schools are unwieldy, as in case of Miss Willey's, where the whole number registered was one hundred and nine. For this, we think, a teacher is not accountable. Nor do we consider the committee reprehensible.

ATTENDANCE. The whole number of scholars in attendance through the year has been small compared with the number we have in town, while the average has been considerable smaller. The whole number attending through the year in the Primary school was 257; average number, 233. Whole number attending Grammar school, 165; average, 130. In the summer term of Primary and Grammar schools only 50 per cent. of the whole number of scholars in town were registered, and the average was little less than 43 per cent. In the fall terms there was a little larger number registered; only 52 per cent. were then registered, the average being higher than at previous times reached, 46 per cent. In the winter terms, when, generally speaking, it is expected

that every scholar attends school, the number registered was less than 75 per cent. and average only 60 per cent. It is evident from this data that but a small proportion of our scholars attend school who should. Where the fault lies we will not say, but leave it to you, as you are acquainted with every phase of our school system, to draw your own inferences. That there is fault somewhere, no one, we think, will pretend to deny. The question, then, for your consideration is, how this can be rectified. We think there is only one way to reach this difficulty without disturbance and dissatisfaction. It is this: let every parent become ardently interested in the education of his children and take delight in encouraging, and if need be, in compelling them, to attend school all of the time. And parents ought to be willing to make some sacrifice to accomplish this which will benefit their children, themselves, the community and country at large. And another thing we may learn from the attendance through the year is, that should it continue as small, which we hope will not, there is only need to provide some way to put our winter terms on a basis which may make them more beneficial in their results. A large proportion of the Primary scholars are very young and might remain at home in winter, without injury to themselves or parents, but perhaps to the annoyance of parents. Twenty or twenty-five taken from that school would make a great difference in the management of the school as well as in its progress.

EVILS. There is an idea in connection with our schools we consider an injury. It is that we must have a new teacher for each or at least every third term. To tolerate a teacher more than two terms, seems to be considered a sin. But it is getting to be a generally received view that a good, live, energetic teacher, once acquainted with a school and the dispositions and attainments of the scholars, can do a great deal more for their advancement, if they are not the models of excellence, than new teachers, were we sure of getting them of greater attainments and perfection, if they are continued in school for one term only. A teacher in charge of a school term after term, has, as every one knows, the vantage ground, and can do better than any one else with it, provided he can command the respect of the scholars. He understands the character and qualifications of those under his care, and will save a great deal of time in going over principles that scholars are well acquainted with. Almost invariably a new teacher must have all scholars begin to study at the beginning of a book; here he will begin his examination, and the scholars disgusted, worn out and indifferent about answering these questions so many times, remain silent. The teacher takes it for granted that they don't know anything, and demands that they go over all the old ground, no matter how old the path and how many times trodden. But a teacher well acquainted with a school, can tell where the scholars ought to begin in their studies, and as a consequence not much time will be lost in going over hackneyed questions. It may be argued that we can't get teachers who are good for anything, and all alike are insufficient. If this is the case and true, you may as well pay your money to one poor teacher as to a dozen. Some teachers are ugly and the scholars don't like them. It is to be observed, teachers who are so awfully bad, are the ones that strive diligently and faithfully for the good of those under their charge. A too frequent change of teachers is an evil. It seems we have tried long enough to get perfect teachers, and ought to be willing to put up with those who are not a model of excellence, if they work well for the schools under their care. We would have you think of this question. A great deal more might be said; we have only touched it, that you may, if you will, consider it.

Another great evil in our schools is, that many scholars have desire only to "read, write and cipher." Geography they detest; grammar they despise, and history they deprecate, so we have none in school. To read or speak a piece as it is called, and to write a composition, is dreadful beyond comparison. Now, gentlemen, you all know the utility of these studies and exercises, and see the benefit of them every day you live.—

We will not stop here only to bring before you a few thoughts in regard to the study of history. The benefit to be derived from this study cannot be estimated. It is a great depository of knowledge. By it we can converse with ages past and familiarize and make them our own, and thereby increase our intellectual ability and our capacity for happiness; and by it we learn "how truth crushed to earth shall rise again." That you may see the estimate put upon it by one better qualified to judge, we copy from what he says: "It is history which fixes the seal of immortality upon actions truly great, and sets a mark of infamy on vices which no after age can obliterate. It is by history that mistaken merit and oppressed virtue appeal to the incorruptible tribunal of posterity, which renders them the justice their own age has sometimes refused them, and without respect of persons and the fear of power which subsists no more, condemns the unjust abuse of authority with inexorable vigor. Thus history, when it is well taught, becomes a school of morality for all mankind. It condemns vice, throws off the mask from false virtues, lays open popular errors and prejudices, dispels the delusive charms of riches and all the vain pomp which dazzles the imagination, and shows by a thousand examples that are more availing than all reasonings whatsoever, that nothing is great and commendable, but honor and probity." Such is the high estimate placed upon history by one whose sublimity of thought and grandeur of expression is conclusive proof of his ability to judge eminently right in regard to the results of its careful study and proper investigation under correct instruction. Shall we let our schools go on in the same old road of no real benefit only to a few who will do something for themselves, or shall there be reform in this direction?

The committee are, by law, the constituted body to direct the course of study within certain limits. But it would have a greater influence, for this meeting to adopt some standard to which all attending our schools should come up to; or under the article for instructions to town officers, by a formal vote, authorize the committee to make the following besides reading, writing and arithmetic, the course of study, unless some prefer another to pursue that may take the place of those mentioned: All scholars over twelve years be required to study geography and write description of things, all over fourteen to study grammar, and all over sixteen to study history; or take some other branches of study in place of these. We do not urge this against the voice of this meeting, for this is the voice of the town; but should this be adopted, "Satan would not find some mischief still for idle hands to do."

J. R. BRIDGHAM, }
W. M. FLYNN, } S. S. Committee.
W. L. BRIDGHAM, }

MACHIAS.

Your committee would say that the schools have been, as a whole, more successful this year than last. While there have been none that can be called failures, the most of them can be spoken of in commendable terms. We will not waste your time in accustomed details of each separate school. Where there has been success, let us seek to improve even that; and where there has been failure, let us seek to reform; for schools are much like characters of men, none are so good but that they may be made better—none are so bad but that they may be made worse. Nor ought our public schools to be compared with the past, to see whether they are a little more or a little less perfect than formerly. But they should be contrasted with our ideas of perfection. The love of excellence ever looks up to a higher standard. It is only conceit that rests satisfied with superiority to a low ideal. No town should compare its schools with other towns, while it is inferior to its own capability. And such is the beautiful ordinance of Providence, that the love of excellence is the incentive of improvement.

We were compelled, on account of lack of applicants, to seek for teachers out of town. We were fortunate in securing two Normal teachers, whose success, the past term, has been very satisfactory. We recommend that they be employed the coming year.

Your committee have been censured for employing so young teachers in our Primary schools. This would be a merited rebuke, had there been any scope of choice. But as there were no applicants except girls from the High School who could be obtained, we were obliged to accept of these, or else go to other towns to get teachers at a higher rate than we were paying our own Primary teachers. This we objected to do, inasmuch as we were employing our own teachers at five dollars a week, whom we regarded better than those that could be secured elsewhere for seven or eight dollars per week. So the matter which you were pleased to censure, was a point of honor which your committee felt bound to observe towards the faithful teachers already in our Primary schools. The fault is, we have paid so little that there has not been sufficient inducement for our girls to prepare themselves for teaching. Instead of finding those properly qualified in our own town, we must seek elsewhere, or employ those who are young and incompetent. When we pay our female teachers as much as the towns around us pay their teachers, there will be an emulation among our girls to fit themselves for the highest of all duties. I say the highest of all services,—and it is so. For in the perfection of every other art, the achievement dies in the note that it produces; but the art of teaching touches a chord that keeps on vibrating forever.

It seems important that the town shall make it incumbent upon some officer to enforce a better attendance at school. Some of the children from particular families do not attend more than half of the time. There are others who let their children idle away their time in the streets, without sending them at all. Now it seems proper, if the town supports schools for the public good, it must be a part of its right to see that the children attend school, especially when there is no plea that they are required for help of their parents. It is of the utmost importance, that the town should guard against letting any one grow up in ignorance in our midst. While you contribute to support schools for all, may you guard lest any parent suffer his child to grow up without a business education.

Your Committee are satisfied that the time devoted to the study of geography in the Primary and Intermediate schools, can be reduced one-half, and the scholars be made more thorough than now by the use of outline maps. Under the present mode your children have to learn a large amount of dry words, before they get any idea what conceptions those words embody. We put a geography into the child's hands, and expect him to spread his mind out over continents, islands and oceans at once. The result can easily be anticipated. The whole earth becomes a chaos of names. The child dwarfs the dimensions of land and water to the nut-shell capacity of his mind. This study does not expand the child's conception, so that he will find delight in every unfolding of the study. No clear thought is gained by a whole page of questions as they are learned on the book. Thus the study that furnishes no new conceptions becomes dry. Love for it is destroyed. Although each day's lesson may be new, yet it means nothing because the scholar has gained no new idea. Curiosity, the very hunger of the mind, is cheated and corrupted. The precocious lad turns out to be a little man. And a little man he ever remains. When lessons are learned in this way the pupil being unable to get the principle involved, tries to remember the words alone. Thus lessons are often learned by rote, where a single principle explained by a map or diagram, would fix forever a whole class of facts. The consequence is the child's mind is like his slate, the last operation is sponged out to make room for another. Therefore, outline maps and globes in our Primary and Intermediate schools have become a necessity.

And the want of our lower grades implies also the want in the High and Grammar schools. I allude to the total want of apparatus to illustrate philosophy and chemistry. Physical science is more and more every year applied to the varied operations of art. No boy or girl is prepared to meet the questions of active life, without understanding some of the principles of science. More than nineteen-twentieths of the scholars of this town will get all their school education in your public schools. Therefore it behooves you to give them a good opportunity. Your interest in their improvement should be as deep and heartfelt as your wish for their welfare. The facilities which you should provide, should be as ample as the increasing demands of a good education. The work of education now is to survey the whole field of knowledge and experience of the last six thousand years and transfer them to the mind of the young, that they may be warned by the past and incited by the hope of the future. The true office of education is to enable us to arrive at the truth, without first falling into errors. The purpose of study is to elevate the whole people, not only by augmenting the power to think, but to prevent much of the disease and suffering of the body. How large a share of prostration of noble powers is due to sheer ignorance of the wise laws to which God has subjected our physical system. There is a greater art than that of the physician, the art of healing—it is the end of making health.

Our present stage of civilization opens many knotty questions respecting political economy, and jurisprudence, and commerce; and the culture of the nineteenth century asks us to analyze them in the clear light of day. Our common schools must make the men who are not only able to tell what is right in principle, but what is still harder, what is the best means to get what is right. Our schools must raise up a class of men who will dare to track the hand of God in His wisdom.

We must make our education universal. It is well when some explorer proclaims a new truth; but how much better when this discovery is added to human powers—Diffusion of education rather than discovery must be the aim of our government. The qualification of the voter is as important as the qualification of the officer, and even comes first in its natural order. As you prepare your children, so are you preparing your sovereigns. The fabric of government will be as the shoddy or the gold which you weave in. Your Jurors, Legislators, Judges, Presidents, will be those growths watered by the little streams of knowledge which flow from the common school. What had no essential value as gold and diamonds, God made rare; but what was essential as iron in our civilization, He loads mountains; what is as necessary as water to vegetation, He fills the ocean; what is as vital as the air, He envelopes the globe. So let us be God-like in our distribution. Let us remember that a true education "enriches and ennobles all at once." "It not only blesses him that gives, but him that receives." Its diffusion subtracts nothing from its wealth. None are made poorer here because others are made rich. And this is the Divine plan, that every child of Adam is an heir to this infinite patrimony of Knowledge. And let us teach our children this great truth written by the finger of God in all His works, whatever is really valuable may be possessed by all; and whatever is truly excellent, we are morally bound to furnish.

S. B. RAWSON, }
 GEO. WALKER, } S. S. Committee.
 L. G. DOWNES, }

The Legislature 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 compliance with this requirement the following selections have been made and credited to the proper sources and authors for the benefit of all interested in our system of public education.

PRACTICAL VIEWS ON TECHNICAL EDUCATION.

The following letter, addressed to the U. S. Commissioner of Education by a young English mechanic, resident in New York city, will be read with interest, as containing the expression of a practical, intelligent, and trained artisan, who has seen in Europe and the United States the advantages of that broader educational training for which he so strongly pleads, as a necessity alike to American labor and capital.

Hon. JOHN EATON, *Commissioner of Education*:

DEAR SIR: Since arriving in this country and mingling among its mechanics, I have anxiously sought to find out wherein consists the difference between the skilled workers of America and those of Europe. Puzzled at the outset, by noting in more than one case newly-arrived artisans, whom I knew to have been counted in the old home as first-class workmen, failing to satisfy those who first employed them here, I afterward saw the same men answer very well when they had adapted themselves to the American system of work. The inquiry will naturally be, What is the difference between the systems of English workmen and American? So far as my observation extends, I should say that in England, as a rule, the first condition of work is that it should be done well; the second, that it should be done quickly. *Here*, the first condition is, that it be done quickly, the quality being of secondary importance. Employers encourage the fast workman before the slower and better artisan—the man who takes pride in his work—by this course educating their employees to sacrifice everything for speed. That this is a system that will not answer in the future, however well it may have done in the past, is beginning to be shown by the ease first-class European workman experience, when they come here and prove their skill, in getting employment at high wages in the many new trades springing up within our midst—trades that require skilled manipulation and previous training; while many native workmen have to be contented with the rougher work, not because they are not clever, or in their natures as adaptable, as the skilled immigrant, for in fact they are more so, but because they *lack* just the higher technical training the new comers have had. Let me draw an illustration from one of the trades I am best acquainted with—stone cutting and carving.

Here in New York are to be found the fastest stone-cutters in the world; but are they the best? Hardly. Any one who has visited the Central Park must have viewed with delight the building known as "the terrace." On it are found the finest specimens of ornate stone-cutting to be found in the country. Were these cut by native workmen? With perhaps a few exceptions, the answer would be, "No." The beautiful carving was nearly all done by foreigners, who, if they had been trained here, would not have known how to cut anything outside the, to them, sing-song work of Corinthian leaves and capitals, the prescribed pattern that seems to be essential for the adornment (or disfigurement) of every house in the city (New York) that is built with a stone front to it. The workmen in the building trades afford a favorable and wide field for technical training. The carpenter, the plasterer, the stone-cutter, the brick-layer, or the painter, all work out, every day they toil, problems in geometry, mathematics, and mechanics, to say nothing of architectural construction, which, perhaps, may be claimed to be a result of the three previously mentioned sciences. Be that as it may, it is very desirable that the mechanics who cover this country with habitations and public buildings should know something of the higher branches of their callings, without that knowledge being required to become highly scientific. Besides the building trades, there are many more established in our midst, or rapidly forming, as the resources of the country develop and the people increase in wealth and education, and their new wants call them into being, in which technical instruction is, or will be absolutely needful; for instance, to workers in textile fabrics, cabinet and furniture makers, machinists, engineers, workers in leather, in bronze, the precious metals, gas-fixtures, &c. Take as an example the pottery trade. Is it not a disgrace to American manufacturers and workmen that European delf, china and glass should supply so much of the demand for those household articles and ornaments? Surely there must be a clay here, if we had but the men who would know it when they saw it, convertible into good delf; and if there were but the same chances for instruction here as there now are in Europe, the man would be forthcoming who would not deem it beneath his powers to add to the beauty of even such common things as a cup or pitcher. There is really no good and substantial reason why American workmen should forever continue to imitate the patterns of European goods. Let them but have the same chances for instruction as their more favored rivals have had, and it will not be long before they add to the number of the few trades in which they have shown themselves to be the equals of the best workmen of any country.

A very simple trade, commencing at first from the ingenuity, skill, and energy of, perhaps, one man, will oftentimes spread until thousands find employment and a livelihood at it. This is well known. I simply allude to it that I may cite a case in point—that of the manufacturing of children's toys. We have but to visit any extensive warehouse to discover how large a proportion of these delights of children are imported. Why should this continue? It could be stopped if the action of other governments were copied. "Some of the best modeled toys in the world," says Cassel's Magazine, "come from Grunheinscher, in Saxony, where their modeling is attended to in the most artistic manner." In Germany, the government educates its children in artistic construction. Hence the comparative cheapness with which we procure from that country these elegant toys that so delight Young America. The Germans are wise enough to use their best energies and talents in such simple trades as this, while dealing with the mightier, as of war and state-craft; and, *painstaking as they are in small and great things*, it is no wonder they reap success. That trades may be drawn away, through the want and neglect of technical training, was shown, somewhat to the chagrin of English manufacturers, by the contents of the last great Paris Industrial Exhibition. It was there seen that, in many branches of industry in which Englishmen had long been accustomed to consider their country unapproachable, they were equaled, if not surpassed, by

German, French, and Belgian manufacturers, and that, in many of the lighter businesses, requiring taste and high skill, they were "nowhere" beside their continental rivals. The change had been generally wrought within ten years. Naturally, they sought to learn the reason for this state of things, and found the chief to be that the French, German and Belgian governments has striven, with great success, to give to their artisans such a thorough technical training that the artisans of those countries were able to put their individuality into their work; that is, highly-skilled workmen were able to turn out highly-finished work, so that when the buyers of the world wanted good articles, they knew they could get them of such or such a Parisian or Brussels firm. The revolution—for such the Paris Exposition proved to be—was not thrown away upon the English people. It was generally conceded, after a lengthy discussion, that, though the workmen of the past had been able to get along by sheer industry, for the future their powers must be added to; that, instead of a few men of an extensive trade being first-class, the whole trade must be lifted up to their plane. This could only be done by an improved system of technical education. What was found to be needful in England would prove of great use here; nay, the need for improvement is even greater here than there.

The question will be naturally asked, "What is meant by the term 'technical education for artisans'?" It is not always easy to find a definition for phrases in common use, generally understood in a vague way, but thoroughly comprehended only by a few experts. The writer thinks he will not be far wrong if he defines what is meant by the term in England, by illustration, as follows: A bricklayer should not only know how to lay a brick, but why he lays it—not so simple a thing as it may at first appear; that an engineer should be able to tell when his machine is safe, as well as be able to run it; that a cabinet-maker should know something about the principles of art, as well as to fit and screw pieces of wood together; that a miner should have some acquaintance with geology, and know more about mines than the simple fact of how to wield a pick in them; that he should be able to tell when a mine is safe, and when it is not so, thus avoiding, if possible, repetitions of the Avondale disaster. Surely this is nearly, if not quite, practicable. Artisans' technical education would require that painters should know how to harmonize the colors they so prodigally spread upon our habitations and public edifices; that the dyer should know something of the properties of the chemicals used in his business besides their mere names, and so on through the list of the trades.

In France, Switzerland, and most of Germany, the education of artisans commences when they are boys at school. It is surprising how much can be taught to boys before they are sent out into the world to learn a trade, that will serve in making what they will be shown easy of comprehension to them. In England, in very many schools, they now teach free-hand drawing, once or twice a week, to the children attending them.—Here I must record my earnest conviction that it is absolutely necessary to teach boys who have, in after life, to get their livelihood by skilled labor, free-hand drawing; although it be but the simple rudiments of that art, to me it seems as necessary as that they should know how to write, it being as easy to teach one as the other. The very fact that nearly all can be taught to write, proves that they can also be taught how to draw, writing being really, after all, but a species of drawing. Then free-hand drawing is a splendid method of training the hand and eye into perceptions of size, order and proportion. If boys are taught (and girls also) how to draw, even but a little, they become apt to learn many things pertaining to the business of their after life that, without such knowledge, would be as a sealed book to them. Besides, what is of great importance, the time of journeyman and foreman, who have to teach the apprentice, is saved. This the writer has proved by personal experience. He would rather teach half a dozen boys how to cut and carve stone, if they had had even this slight prelimin-

ary training, that can be so easily imparted at the common schools, than he would show one who did not know how to wield a pencil.

If we proceed to the journeyman, we shall find that, having some knowledge of free hand drawing, architectural and mechanical draughting becomes easy of comprehension. The economizing of the time of employers and men holds good here; half their time and care would be saved if the men under them only had some technical knowledge, besides a saving in material oftentimes spoiled by the mistakes made through imperfectly understood instructions, or ignorance of aught besides the simplest work.

The leaders of our industries would have less care, more time to study out the improvements, and find new fields for their energies. The boy who had had his mind prepared, his eye and hand trained, by even the simplest lessons of the common drawing school, would, as a rule, be eager to learn more. It is just here that a system of good night or half-time schools would prove of great practical utility, coupled with some general system of schools of art, such as have been established in England in connection with the South Kensington Museum, with branches established in every town of any importance, and having avenues open for the exceptionally talented pupils to travel upward toward the central school of art, where they might receive the very highest training that could be given them. Museums and galleries of industry and art are also of surpassing importance, as silent but patient instructors. America is shamefully behind in the matter of having public museums, considering the position she holds among the nations of the earth. It is only surprising that her people should have been able to do as well as they have done. Their success must be ascribed to that indomitable energy, characteristic of Americans, rather than to any aid given them by the national or State governments, in whose hands, by right, the power rests, if the will be there, to see that their people have every advantage afforded by other governments to their own people in the training that goes before all work. The writer devoutly hopes this letting alone an important need of the enrichers of the country will soon be changed. It must be seen that it is but poor economy to stop at only the frame-work, when paying for or preparing for the education of the people.

With facilities for instruction freely open to all, there will be no lack of eager pupils. This is shown by the success of the noble institution given to New York City by Peter Cooper, and by the results of the act of Mr. Whitworth, in England, in founding scholarships open to every workman who could win them by his abilities. The example of these two gentlemen is worthy of the earnest consideration of the swarming crop of millionaires America is producing. Enriched by labor, they cannot do a more graceful thing than to help labor to further help itself.

LOUIS J. HILTON.

In connection with the foregoing, the following paper on "Industrial Drawing," prepared especially for this report, will be of great value to those interested in our public schools, particularly to school officers and to teachers.

INDUSTRIAL DRAWING FOR COMMON SCHOOLS.

BY C. B. STETSON.

While it is to be deplored, yet it is not strange that the popular conception of what is meant by Drawing is altogether vague and unjust. Perhaps the following outline statement will tend to enlighten those who have not considered the matter.

I.—FOUR, GENERAL DEPARTMENTS. There are four general departments of Drawing. These are well defined and distinct; yet they have relations so close that there is a logical order in which it is best they should be studied. This order happens to be the order of their practical importance.

1.—*Linear Drawing.* This department includes the drawing of flat surfaces alone, or the outline drawing of solids treated as though they were flat. Every person who makes anything—carpenter, machinist, ship-builder, sail-maker, tin-smith, tailor, milliner, designer of carpets, cloths, table-ware, iron fences, decorators of all kinds—have frequent occasion to use this department of drawing. Perhaps they may not all know the fact. As only lines—single, double, straight, curved—are employed, this is called Linear, or Line Drawing.

2.—*Orthographic Projection.* To this department belongs the drawing of solids as they are, not as they appear to the eye, with their real proportions modified by various optical illusions. There must be at least two drawings of the same object, which are supposed to be made upon two intersecting planes, one vertical, one horizontal. The drawing on the horizontal plane is called "the plan;" the drawing on the vertical plane is called "the elevation." The two together give the object as it is, at least two sides of it, but do not form a picture. When the plan is made, the eye is supposed to be directly above the object and at an infinite distance. The outline of that part of the object seen by the eye is drawn, after the manner of simple linear work, on the horizontal. When the elevation is made, the eye is supposed to be in a horizontal direction from the object and at an infinite distance. The outline of that part of the object now seen by the eye is drawn on the vertical plane. Since the eye is supposed, in Orthographic Projection, to be at an infinite distance from the object, all the lines proceeding from the object to the eyes must be parallel. There can be no convergence of lines. If a side of the object is placed at an angle to the eye, then the side is foreshortened; that is, the fore or front view is shortened; but from the plan and elevation together the exact length of the foreshortened part can always be determined. In Orthographic Projection the object is always supposed to be placed *between* the eye and the plane upon which it is supposed to be drawn. There is a conventional mode of lettering orthographic drawings. When orthographic drawings are done to a scale; when, for example, one inch is taken to represent a foot, then they are called "working drawings," and are employed in the construction of objects having length, breadth, and height, like houses, ships, machinery, *et cetera*. In practice these drawings are made on the flat surface of paper, the upper part of which represents the vertical plane, while the lower part represents the horizontal plane. By "Orthographic" it is meant that the drawing gives the exact size and position of all the parts of the object. By "Projection" it is meant that the object is made to project, apparently, or stand out, from the flat surface of the paper. This the object appears to do, if the person who looks at the drawing understands how it is made, but not otherwise. Or the word projection may be considered as meaning simply delineation. A knowledge of Orthographic Projection would be found widely useful.

It is not only the draughtsman who must of necessity understand it, but every workman who uses tools should have sufficient knowledge of its principles to enable him to interpret the drawings placed in his hands. Nearly everything that is now well made is made from a drawing; yet it is doubtful whether more than one artisan out of twenty in Maine can work from a drawing without some one to explain for him, carefully and repeatedly, what the drawing means. Yet enough of Orthographic Projection for the workman's purpose can be easily taught in the public schools to boys twelve or fourteen years old.

3.—*Isometric Projection.* This is a species of Orthographic Projection. Only the vertical plane, however, is used. The object is so placed that its leading lines, all the boundary lines, for example, if the object is rectangular, are at the same angle to the eye. A view of three sides of the object, the right side, the left side, the upper side, is thereby obtained. This department of Drawing is based on the cube so placed as to show three of its sides equally at once, and to bring all its edges at the same angle to the eye. In other words the edges all incline sixty degrees from a perpendicular, which happens when the cube rests on one of its solid angles, or corners. Consequently all the edges of the cube, being at the same angle to the eye, are foreshortened alike. For practical purposes this is equivalent to no foreshortening at all, since it introduces no inequality of lines. Hence the term *Isometric*, or equal measure. By *Isometric Projection* we get, at the same time, both a working-drawing and a picture. The picture, however, makes no allowance for optical illusions and always gives the impression that the eye is higher than the object and looking down upon it. This results from the elevation of the rear side of the object, so as to give the leading lines, as already stated, the same angle to the eye, and an inclination of sixty degrees from a perpendicular. *Isometric Projection* was invented something more than fifty years ago, by Prof. Farrish of the University of Cambridge, England. It is very simple and a very useful department of Drawing. It is coming into quite general use, especially on occasions when drawings are required of objects having many parallel parts.

4.—*Pictorial Projection, or Perspective.* This department of Drawing deals altogether with pictures; hence its name, *Pictorial Projection*. The object is drawn, not as it is, but as it appears to the eye. It is drawn with due, though not always with full, allowance for all optical illusions. The drawing is supposed to be made on a vertical transparent plane. The object is supposed to be on one side of this plane; the eye, on the other. The eye is supposed to be at a limited distance from the object, as it always is in experience, and may be in any position with reference to the object, so long as it keeps on its own side of the plane. If a person, looking through a pane of glass in a window, were to trace on the glass, with a pencil, the different objects as seen through the glass, the tracing would be a *Pictorial Projection*, or *Perspective picture*. The term "perspective" means "seen through" something else. But in making perspective drawings, instead of the transparent vertical plane, we must use the flat surface of paper as a representative of the vertical plane. Before the drawings, however, can be accurately made on the paper, certain optical illusions must be understood. First, that objects of the same size appear of different sizes when seen at unequal distances. Everybody knows this, but everybody does not know how to make drawings to correspond to the unequal distances. Second, that all horizontal lines receding from the eye, appear to rise, if they are below the eye; appear to descend, if they are above the eye; appear to draw to the left, if they are to the right of the eye; appear to draw to the right, if they are to the left of the eye. Hence, to a person standing in a hall and looking down it, if the hall were of sufficient length, the floor, ceiling and sides would appear to converge to a point in the distance. Third, that the line of the horizon appears always to be on a level with the eye. Hence, if one climbs to the mast-head, or to the top of a

mountain on the sea-shore, the water in the distance, where sea and sky seem to unite, always appears on a level with the eye, though it is really far below the eye. These three kinds of optical illusion must always be provided for in Perspective drawing. Compare the conditions of Perspective with the conditions of Orthographic Projection. If the latter is taken before Perspective, a clear knowledge of Perspective will be more readily secured. Perspective drawing is of very little practical use. It is only used by the draughtsman, and by him only when he desires to show how any object will look, as a house, for example, after it has been constructed from his working-drawings. Yet for the advantage of those who have decided artistic gifts, and might support themselves by the exercise of these gifts, also for the improvement of the popular taste, and for the pleasure and mental discipline it would confer, Perspective drawing, with drawing from nature, should be taught to a limited extent in the Common Schools.

Neither Orthographic Projection, nor Perspective, have anything to do with the circle as such. They deal only with right lines. In Orthographic Projection the circle, when viewed obliquely, becomes an ellipse, whose long diameter is the same as the diameter of the circle. In Perspective the circle, when viewed obliquely, becomes an ellipse, whose long diameter is not the same as the diameter of the circle. In either case the projection of a square, enclosing the circle, would need to be made, and then the ellipse drawn within this, if accuracy were desired.

Free-hand drawing is not a department of Drawing. It is only working without instruments; and drawings in any department may thus be made. Model drawing is not a department of Drawing. It is only the use of models, representing geometrical forms, or objects too large to be brought into the school-room. These models may be drawn according to the principles of Orthographic Projection, Isometric Projection, or Perspective. Shading for real shadow is only employed in Perspective drawings, and so is of little practical, though of great artistic use.

II.—MODES OF LEARNING TO DRAW. Having thus described the four general departments of Drawing, I will now speak of modes of learning to draw.

1.—*Free-Hand Practice.* At first the practice should be wholly free-hand, on slate, blackboard and paper. There should, however, be but little use of the slate, as erasures and corrections can be so easily made that it tends to produce and perpetuate habits of carelessness. The blackboard should be much used because it permits the drawings to be made on a large scale. Paper must, of course, be the chief reliance. Not only should the pencil be used with the paper, but pen and ink. Since the ink cannot be erased its use will tend to generate a habit of working with deliberation. All the drawings on paper should be carefully preserved. It seems to me that the pupil should be introduced to the four departments of Drawing, while he is doing free-hand work. It is perfectly legitimate to take exercises from all departments for free-hand practice. A knowledge of the leading principles of the different departments can thus be secured without any expenditure for instruments. Again, it is found that pupils, having once begun to use instruments, do not care to continue free-hand practice, since they can, with instruments, produce so much better results and with so much less labor, provided the drawings are such as can be done with instruments. But the use of instruments fails to give that training of the hand and eye, which is of so great value to every one, and which free-hand drawing beyond anything and everything else tends to give. Hence it is that free-hand practice should be long continued; but the exercises should be such as to acquaint the pupil with the most practical principles of Drawing in its different departments. A knowledge of these principles will prove of great service to him, though he should never draw with instruments; while, with this knowledge, he will much more readily learn the use of instruments. Indeed, it seems to me that, for common school

purposes, the principles illustrated by the drawings should be regarded as of much more importance than the beauty of the drawings themselves; since artistic results are not the chief thing, certainly far from the only thing, that should be aimed at in the common school.

2.—*Instrumental Drawing.* To a greater or less extent instruments can be used for all kinds of Drawing. It seems to me they should be used some six months by pupils of the Grammar School age. This would be sufficient time for them to learn to handle the instruments with considerable ease. At first a pencil point should be used; then, after a fair degree of skill has been acquired in manipulating the instruments with this, there should be practice with India ink. By the use of instruments many valuable industrial applications of Drawing, too difficult for illustration in free-hand practice, can be easily learned. When using instruments the pupil will necessarily be obliged to work with the utmost care; for, if he does not thus work, his lines will fail to unite properly and the drawing will be spoilt beyond correction. He will need no one to tell him of his error, for he will see it himself. So he will have to go back to the beginning of his error, and do his work all over again. Instruments can be had of all prices. Of course the best work can be done with the best instruments. For two dollars instruments can be had which will answer very well for Grammar School work. With a little management they may, perhaps, be had for less.

3.—*The Books.* Drawing-books are usually made after one of three general forms. Those of the first form contain only drawings. Paper is provided separately, and the teacher is expected to give all the instruments. Those of the second form contain drawings, with directions, perhaps, for their execution; also paper upon which the drawings are to be executed. The teacher must give, at least, all the general instruction, explaining the principles of Drawing and their broader applications. When the pupil has once executed the drawings, the book can be no longer used; a new one must be purchased. Those of the third form contain the drawings, also full directions for their execution; while the principles of Drawing and their general applications are explained. Drawing-books of this form can be used like any other text-book. Lessons can be assigned for the pupils to study and practice by themselves, as they study and practice lessons in Arithmetic. This not only relieves the teacher, but enables the pupils to make much greater advancement. It also tends to diffuse, more rapidly, a knowledge of Drawing among the people, since the books, with full explanation of their purpose, go into so many families. The active, intelligent teacher, having such a book, is able to teach himself and to lead his class; and it is by the regular teacher Drawing must be taught, the same as Arithmetic. Drawing-books of the third form do not contain drawing paper, and so the same book may be used by different pupils, thus saving considerable expense in the end. One fair-sized book of this character would contain sufficient Drawing for common schools; though it would better to make two or three divisions, adapted to the different ages of pupils from the Primary to the High School. In my judgment drawing-books of the third form are much to be preferred. Instead of the old notion being true that Drawing cannot be learned from a book, like other things, but all instruction must come from the living teacher, I believe that just the opposite is true; that there is nothing which can be better learned from a book. It is certain there can be no mere memorizing of words by the pupil, without a clear comprehension of what they mean. His drawings will show whether he understands the directions. If he does not understand them, the drawings will be wrong, and he will need no one to tell him that such is the case. With quite young pupils it is not best to use a book. The novelty of seeing the drawing for the first time when they are required to execute it, affords them much pleasure. On the other hand, the older pupils prefer

to see the end from the beginning, that they may know what is to be attained by their work.

4 — *Time.* How is time to be got for Drawing? We are told that the boys and girls have all the studies they can possibly attend to now. My answer is this. Limit each study to what is essential for the common school. Do not, as now, attempt to teach more of Arithmetic, more of Geography, more of Grammar than is needed. Much time will thus be saved. Again, there are very few, if any, studies which need to be pursued continuously until finished. Indeed, where girls and boys attend school thirty or forty weeks each year, they will be found to make, at the end of three or four years, quite as much progress in any study, when dropped an occasional term, as they would have made, if they had pursued the study without interruption, provided they have had some other study in its stead to keep their mental faculties employed. I will not except even Arithmetic. If a study is dropped an occasional term, it has a degree of freshness when the pupils take it up again. They go to work with increased vigor; they find the study pleasanter and their advancement is more rapid. They soon recover what they have forgotten, and things which were difficult before now become easy of comprehension. This is especially true in childhood and early youth, when we quickly weary of old things, and when the powers of the mind are rapidly developing. I would have regard for this fact when putting Drawing or any other new study into schools. Different parts of Drawing are adapted to different ages. There are parts which can be taken in the earlier years of school-life; other parts must be deferred. It is not essential to teach enough of Drawing in the common school to employ the pupil through the whole of his school-life. I would, therefore, take Drawing every other term, or every third term, or two terms out of three, as might be thought best in different cases. But when I did have Drawing, the exercises should come daily, not every other day, or every third day, unless the pupils were well advanced and needed to have their lessons two hours long. Every other term, or even every other month, is, in my judgment, better than every other day, though every other day, or every third day is much to be preferred to nothing. With daily exercises the pupils become much more interested in Drawing, as they do in any study. Again, a given number of repetitions, at brief intervals, effect more in mental and muscular training, than the same number of repetitions at long intervals. Thus forty hours devoted to Drawing, or to any other study, in ten weeks will give a much better result than forty hours scattered over forty weeks. In a word, I would not extend Drawing over the whole common school course. I would condense the instruction into periods, and make earnest work of it then. In no other way, it seems to me, can any new study be effectually introduced into the common schools. Many things studied at the same time spoil the instruction; too few things, as now, studied during the common school course, leave the boys and girls at the end but poorly equipped for the present requirements of life.

III — *ENDS TO BE ATTAINED.* I have already hinted at some of the ends to be attained by the study of Drawing. To describe adequately and in detail the multiplied uses of Drawing would require a volume. I shall only speak in general terms and with reference to common school work alone.

1. — *Scope.* In the common school I would not attempt to teach any department of Drawing exhaustively, either in its theory or in its applications. What I did teach should be thoroughly taught. I would treat Drawing as we treat mathematics, making little or no attempt to produce specialists. That is, I would teach what all should know, boys and girls alike, when they would be able to go on by themselves in any particular direction after leaving school, if they were so minded. It is usually the beginning of a study which it is most difficult to master. In the different departments of Drawing the

common school should teach the beginnings, as it teaches the beginnings of other studies, with applications so far as practicable. When I had done this for all the pupils, then, if I could, I would carry somewhat farther those who had developed a special aptitude for Drawing and desired to continue the study. I would give them such special instruction as would help them to become draughtsmen, designers, artists. This work would properly come in the High School. But after the rudimentary and general instruction in the four departments of Drawing, those who showed no special aptitude and no love for the work, should not be compelled to go on.

2.—*Discipline.* In respect to mental discipline, Drawing cannot fairly be compared with any other study. It may be said that it has nothing to do with words, like Grammar; it has a language of its own. Yet there is no study better calculated to teach young persons the exact force of words, if Drawing is largely learned from a book. While mathematics deal with the pure reason, Drawing, so far as it should be taught in the common school, has little to do with pure reason, though it is mainly founded on Geometry. To a certain extent, however, the discipline derivable from Drawing would be similar to that derivable from other school studies. There would be discipline of the reason in a limited degree, and of the memory; but much more of the judgment and imagination. It is the taste, however, dependent on form, with invention, the powers of observation and the hand, which would be disciplined more by Drawing, perhaps, than by any or all other studies. Drawing is needed in the common schools, not only for the direct practical benefits it would confer, but because it would add largely to the forming, disciplining power of these schools.

3.—*Better Artisans.* With Drawing well taught in the common schools we should have better artisans in every department of handicraft. No one questions this who has carefully considered the subject. First, there is the general training of the hand and eye, which gives skill in the use of tools. Second, there are the endless direct practical applications from the draughting of a locomotive or steamship, to the lining of a spar, the cutting of sheet-iron for a stove-pipe elbow, the fitting of a head to a barrel. All artisans should be able to interpret drawings and to make those required for the simpler operations. Since the days of apprenticeship have nearly gone by, and since there is an increasing demand for skilled, educated labor, in all departments of manufacture, it becomes imperative that the general principles and the more common applications of Industrial Drawing be taught in the public schools.

4.—*Design.* If Drawing is properly taught, the principles of design, as applied in the Decorative Arts, will be explained and illustrated. The work of decoration has become, at last, a thing of vital importance even in this country. Something of the progress which has been made in this direction, may be learned by comparing the decoration of a railway car made this year with the decoration of a railway car made fifteen or twenty years ago. The decoration of fifteen or twenty years ago would not be tolerated for a moment in the construction of a new car. What is true of railway cars is true of everything else. Better designs are demanded for stoves, iron fences, cloths, paper-hangings, table-ware, furniture, ships, carriages, houses, and for every species of surface ornamentation. Once the commercial value of an American house, for example, was determined by the answers given to two questions, how many will it shelter?—how substantially is it built? Capacity and durability were the two considerations. But now a new element enters into the commercial value of the house as into the commercial value of all other products of handicraft; the beauty of the constructive design and of the surface decoration. A house worth five thousand dollars for its capacity and durability, may bring in the market one, two, three, five thousand dollars more, according to the beauty of its design and decoration. Yet the house will have cost no more

because of its beauty, except the trifle that may have been paid the skilled architect for his plans and the skilled decorator for his ornamentation. Indeed quite as much might have been paid for poor plans and poor ornamentation. No more wood, no more iron, no more glass, no more paint, no more labor necessarily went into the beautiful house. Beauty is not synonymous with cost. Many costly houses are anything but beautiful. Thus it comes that beautiful design even for the most common things possesses commercial value. Much of this designing might be done by women just as well as by men. With Drawing taught in the public schools, and girls as well as boys required to study it, not many years would elapse before thousands of active, intelligent women would find lucrative employment in the varied forms of designing. Not only does the demand for practical designers, and also for designers to illustrate books, magazines and papers, exceed the present supply, but it is probable that the future demand will exceed the supply of good ones for years to come. While the remuneration for good work will always be generous, there is no reason why women should not do their part of the work, so well adapted to their circumstances, and receive their share of the rewards.

LEWISTON, November, 1872.

PRESENT CONDITION OF EDUCATION AMONG THE WORKING-CLASSES.

In "The Reign of Law," by the Duke of Argyle, there is a significant chapter, under the title of "Law in Politics," in which the writer, reasoning from the broadest postulates of the English economic school, while sustaining in trade, production, and exchange the doctrine of free competition, yet finds, also, that there is in the same principle, which he holds to be deduced from divine and natural order, more than equal warrant for the use of restraint over it by government, through the operation of the collective will as embodied in law, when the application of this free competition interferes with the welfare of men and women, either by retarding and arresting their higher development, or by excluding any portions of society from the means through which such development may be achieved. The author says: "There are certain results for the attainment of which the natural instincts of individual men not only may be trusted, but *must* be trusted as the best and, indeed, the only guide. There are other results of which, as a rule, those instincts will take no heed whatever, and for the attainment of which, if they are to be attained at all, the higher faculties of our nature must impose their will in authoritative expressions of human law. In all those operations which have for their immediate result the getting of wealth, there is a sagacity and cunning in the instincts of labor and in the love of gain compared to which all legislative wisdom is ignorance and folly. But the instincts of labor, having for their conscious purpose the acquisition of wealth, are instincts which, under the stimulus and necessities of modern society, are blind to all other results whatever. They override even the love of life; they silence even the fear of death. * * * If, therefore, there be some things desirable or needful for a community other than the acquisition of wealth, if mental ignorance and physical degeneracy be evils dangerous to social and political prosperity, then those results cannot, and must not be trusted to the instincts of individual men." The author then proceeds to show that the motives dictating the course of individuals in this regard are *always* imperious in their nature. The individual will is too powerless to contend with them. The motives that arise from the conditions of society are often overpowering. "These constitute an aggregate of power, tending in one direction, which makes the resulting action of mind as certain as the action of inanimate force." The Duke of Argyle applies this rule to the conditions of English labor under the high-pressure system of manufacturing production, which scientific economy and organized industry have wrought out. He regards it as absolutely necessary for society to regulate such operations and prevent their evils wherever men and women are concerned. "Power to control such evils has been given to man, and he is bound to use it." This argument is introductory to a defence of the English factory acts, restricting the hours of labor, regulating the employment of women and children, and directing and enforcing the means of education by such instrumentalities as compulsory attendance, half-time schools, and all the other ameliorative processes which Great Britain is slowly realizing are so much more potent toward the solution of her terrible problem of pauperism than attempts at repression, all of which have so signally failed.

The author quoted from only expresses in formal and philosophical phraseology the principle which underlies all effort, through legislative and administrative forms, to

improve the conditions in which man moves, and aid the peaceful progress of the race to that recognition of the normal authority of our highest faculties, which is the essential condition of a just and harmonious society.

HOW WE APPLY THE PRINCIPLE. In the United States we have acted, so far as the matter of popular education is concerned, upon the views set forth by the Duke of Argyle. The other matters, to which his application more especially pertains, we have not hitherto deemed it necessary for us to consider. Yet they are forcing themselves on our attention. The association or organization of labor tends to produce changes involving the very educational conditions on which we have hitherto justly prided ourselves. The growth of modern industry may render necessary a reconsideration on our part of the adaptability of our school system to meet all the wants of the society that is now being formed. We are not exempt from the social changes which science and organization produce, nor do we desire to be. But we must consider these changes, or we shall find ourselves inadequately prepared to meet the issues they involve. General intelligence is an excellent frame-work, but it will not meet all the requirements new conditions may impose, unless it also accepts the situation. Sir John Pakington, a leading conservative member of the British House of Commons, who presided at the annual congress of the Social Science Association, recently held in Leeds, in his opening address quoted Mr. Cobden as saying, after the British commissioner returned from the International Exhibition of 1853, held in New York, that "it had oozed out that the commissioner had found a degree of intelligence among the American operatives, which convinced him that, if we were to hold our own, if we were not to fall back to the rear in the race of nations, we must educate our people, so as to put them on a level with the educated artisans of the United States."

There is considerable danger, however much the assertion may surprise the mass of our people, that such a tribute cannot be truthfully repeated.

OUR PERILS. Causes are in operation which, it is evident, have already produced great changes in the character of our working-people, skilled and unskilled. Labor's tidal wave of agitation, which has been so momentous in its movements across the Atlantic, has at last reached our shores, and affects the general sentiment.

That agitation grows more importunate with every year. Education of hand and brain, moral and material, is the chief ingredient to accomplish a peaceful and just solution of this or any other issue that affects the common weal. Skilled labor is a powerful lever for civilization, but it must be skill which has not only natural ability and manual dexterity, but acquired and appropriate knowledge and rectitude of purpose, to sustain itself. Skill of the muscle is excellent, but a trained brain gives force and direction to its power. Industrial and commercial movements are only secured by peace. That can only be achieved by education; by a certainty that each individual has free opportunity, and that the community is in the main under the direction of its better purposes. Labor needs security for progress. Educated skill is the best of constables. Is it not a matter of joy to feel that the school-house is better than the jail? It is estimated that but two per cent. of the inmates of our penitentiaries belong to the professional class, and 16 per cent. to the farming and mechanic class, while 82 per cent. come from the great mass of unskilled laborers. Of the 16 per cent. included in the second division, only about six per cent. are skilled artisans and mechanics.

GROWING IGNORANCE AMONG FACTORY OPERATIVES. What more striking evidence can be afforded than this, of the economic and political value of such education as is directly related to the training of skilled labor? In other words, in the United States we must take this matter of technical instruction into account, as a necessary constituent of any comprehensive system of public education, or find ourselves lagging behind, alike

materially and morally. Without it we shall lose our place as a leading nation. Such facts as those presented in reports made by the Massachusetts Bureau of Labor Statistics are pregnant proofs of the existence of marked tendencies to mere machine labor, and of the substitution of a coarse and illiterate laboring population in sections where, a generation since, we found employed one vigorous and intelligent, "native and to the manor born." The last report from that bureau speaks of the great change in the character of the agricultural population of New England, "by the substitution of ignorant and unskilled foreign labor for the intelligent school-taught labor of" a former period.

It gives startling proofs of this change in other employments. The growing ignorance among factory operatives is a prominent feature of the testimony collected. In one Massachusetts establishment, out of a working force of 1,600 persons, there were 500 who could neither read nor write. In the statistics of 73 woolen mills, it appears that among their employees were 182 wholly illiterate adults; while out of 464 children employed, 284 were reported who had not been sent to school. It is estimated that there are 20,000 illiterate children growing up in the city of New York. These are eager recruits for the sad army of the "dangerous classes." In Massachusetts it is quite evident that the alarming increase of an illiterate population is largely due to the over-long hours of labor, and, as a consequence, physical inability for study. The English factory acts scrupulously guard against this abuse. Half-time schools must be organized in connection with all establishments where the young are employed. Three hours per day for school is made mandatory. Children, allowed to be employed at all, work five hours and a half per day for five days in the week, and three hours and a half on the sixth; in all thirty-one laboring hours per week. Eighteen hours per week are passed in the school-room. In Massachusetts, however, the working day for the factory hand is eleven hours, sixty-six per week, for adult and child alike. No half-time school is established by law, though three are in operation. No system of factory inspection prevails. These principles of British legislation have been applied by Parliament to all employments in which children are engaged, whether in factory, shop or house. Of the value of the half-time schools in England, abundant testimony is given. The truth is, that Great Britain is making most strenuous efforts to not only reach but rival the skill of her industrial competitors. The usual argument made there for all such efforts is the profit it will bring; the ease with which the world's trade will be commanded, and that supremacy as the "workshop of the world," which thereby Great Britain will be enabled to maintain. In America, where our chief end and purpose must necessarily be the making of better men and women—citizens and sovereigns better fitted to fulfil the greater obligations a republic imposes on its people—we can afford to, nay, must, put the argument on loftier and nobler grounds.

PROGRESS OF TECHNICAL EDUCATION IN ENGLAND. Mr Baines, M. P. for Leeds, Yorkshire, and for many years past the editor of the Leeds Mercury, a paper famous for its anti-slavery character, presided over the educational section in the British Social Science Congress for 1871. Some facts presented by him during the course of an able address illustrate quite forcibly the efforts making by England to train her skilled artisans. Referring to the wonderful progress made during the last fifty years in the matter of education, Mr. Baines spoke of the formation of mechanics' institutes and other similar agencies. In Yorkshire, he said, there was a union of these institutes formed thirty-four years ago. It does not include them all, but its last annual report embraced 114 institutes, having an aggregate membership of 27,650, and with libraries numbering in all over 100,000 volumes. The Leeds Mechanics' Institute alone has a membership of 2,648 persons, with 1,212 pupils in attendance on its day and evening classes. In all these institutions there are science classes organized, reporting to the

proper functionary in the privy council, receiving government grants, and subject to its official inspection. The science students of the Leeds Institute received, at last year's examination, two medals of silver and bronze, 15 Queen's prizes, and 137 certificates of proficiency. This, Mr. Baines remarked, was only one of a thousand similar institutes teaching the arts and sciences to many thousands of young English artisans. A school of arts attached to the one at Leeds has an annual exhibition of students' works. The Young Men's Christian Association of the same city also maintains, like all its kindred associations in the manufacturing, pottery, and iron districts, large art classes, at which instruction is furnished free. The Leeds association stood second in the national examinations. At an exhibition given by their classes, there were 250 works placed on public view. The number of prizes and certificates was 113; their drawing classes numbered, in 1870, 249, and in 1871, 352 members. A college of science is being organized at Leeds, which will receive students from the mechanics' institutes and other classes, pushing their studies to higher planes.

Even more striking evidences of the educational work were given. The Social Science Congress devoted a large portion of its sessions to this subject, its discussions especially dwelling on the necessity of technical training. Mr. Baines said that, fifty years since, only one in seventeen had received any education. Now it was about one in seven. The government inspectors reported, in 1870, 1,551,806 pupils in attendance on schools under their supervision. In 1871 they had reported an increase of 300,000, making in all 1,850,000 persons. But the special efforts made in the direction of technical instruction are forcibly shown by the following: A department of science and art was organized in 1854, and placed under charge of the privy council. Aid was granted to schools and institutes which included science classes in their programme. In 1860, only 9 such classes existed; in 1865, they numbered 120; in 1871, 943. In 1860 they had 500 scholars; in 1865, 5,479; in 1871, 38,015 were in attendance. Besides these, there were, during the last year, 117 schools of art, with 20,290 students. Similar elementary instruction was given in drawing, &c., 1,350 schools, having 187,916 scholars. In 1855 only 29,498 children received such instruction. Perhaps, one of the best presentations of a reason for elementary technical training is given in the following extract from Mr. Baines' address:

"Mr. George Muller, the benevolent and able founder of the great Ashly Down Orphanages, Bristol, maintains that nature has formed every child for some distinct pursuit—to be a mechanic, a chemist, an artist, a shoemaker, a printer, and so forth; and he delays the choice of occupations till the boys are nearly ready to be apprenticed. In elementary schools there must be a foundation of general knowledge; and nearly all children are found to be capable of learning all the branches usually considered indispensable, if they begin early and are well taught. The Germans have a saying: that 'Every child who can speak may be taught to sing, and every child who can write may be taught to draw.' The object of school, then, should be to teach the indispensable subjects to all, and to make a wise adaptation of the other subjects to the special talents of the scholars. But there is no reason why our first men of science, our first engineers, architects, artists, and manufacturers should not have their peculiar gifts discovered, and the foundations of their technical training laid, even before they quit the elementary school."

Another notable feature of English effort is the demand made for the more thorough training of women, not only in what some one has aptly termed the "noble profession of a matron," but in all branches of skilled labor, for which taste and physical fitness make them suitable. At Belfast, Ireland, there is the "Queen's Institute," with from 300 to 400 female students, devoted to such training. A demand is made also for the application of the half-time system to women employed in factories, mills, &c. No pro-

vision is made by society for the technical education of women. At a recent English conference it was shown that a good deal of valuable work was being done by voluntary effort in this direction.

At the Social Science Congress already referred to, some of the most interesting papers were prepared and read by ladies, discussing at length the best methods of training their own sex. The need of such training was held to be general. All were liable to become housekeepers; all should be fitted therefor. Few persons could tell when misfortune might compel them to labor for remuneration. The need of skilled industry for women was forcibly illustrated during the debates over the "contagious diseases" and "social evil" acts. The want of honest avenues to labor quite commonly drove women to worse than dishonest methods. Industrial skill and opportunity were the keys to this as to many other sociological problems.

POLITICAL ECONOMY AS A BRANCH OF ELEMENTARY EDUCATION. In the broadest sense, no subjects are more intimately associated with education and labor than those which belong to the relations of labor to capital. If it be well and profitable for the working dyer to understand the chemical components of the material in which he works, it cannot be less profitable, and may be in a higher sense even more so, for him to understand the accepted principles which underlie cost and production, profit and loss, supply and demand. Ignorance is the most unprofitable of commodities. Assumption of superior wisdom brings, in the long run, no larger percentage. So both parties to this grave issue may easily learn and unlearn, to their own and the community's positive advantage. Great Britain, as the country in which these questions are most fiercely contested, does well by introducing into her new educational system the study of the elementary economics. The subject was recently laid before the privy council by a committee of the Social Science Association. The case was stated by them in the following memorial:

(1.) "Your memorialists have a strong conviction that the hostility between labor and capital, arising from an erroneous belief that the interests of working-people and their employers, and of tenants and landlords, are opposed to each other, a belief leading, in manufacturers, to attempts to impose harassing restrictions regarding rates of wages, hours of labor, piece-work, number of apprentices, and the use of machinery; and in agriculture, to attempts to dictate the amount of rent to be exacted, and the selection of tenants, and leading, in its further stages, to strikes, lock-outs, "rattings," and threats of personal violence, and ultimately, in many cases, to murder itself, might have been mitigated, and, in great measure, prevented, had the people of this country in their youth, and before the mind could be warped, been instructed in the elements of economic science. And on this, and on other grounds, they respectfully urge that no more time be lost in taking measures for gradually introducing this knowledge, as a regular branch of education, into all schools to which the State gives pecuniary aid.

(2.) "The practicability of communicating such knowledge to the minds of even very young persons, and of making it both interesting and attractive, has been demonstrated on such a scale as to place the matter beyond doubt.

(3.) "Your memorialists respectfully suggest, as one practical mode of proceeding, that elementary economic science be added to the subjects in which persons intending to become teachers are invited to qualify themselves for examination, under the supervision of the department of practical science and art, and in which they may afterward prepare pupils for examination, with a view to payment for ascertained success; and further, they venture to submit that, until all difficulties incident to the establishment of this new branch of instruction shall have been surmounted, it would be highly expedient to appoint at least one well-qualified school inspector, of known zeal in the cause, to superintend the operations on this particular subject."

In response, the vice-president of the council, Mr. Foster, while not agreeing with the request for the appointment of a special school inspector, suggested that the committee obtain a voluntary exercise of such functions by some one or more of the present officials. This was carried out, and the pupils of four large schools at Manchester, under government supervision, now receive such instruction. During the ensuing year the study will be made quite general. The practice of teaching such elementary economics has been long carried on in what are known as the Birkbeck schools, a system springing from the mechanics' institute, and named after its founder. In some of the Glasgow schools, this study is a prominent branch. Professorships of political and commercial economy and of mercantile law are being established at the several British Universities. It is strange that in countries like Great Britain and our own, (especially in such States as Massachusetts and Pennsylvania, and others, wherein are found the great organized industries,) there should not be a more extended and careful study of these questions. It is true, of course, that through the discussions constantly had in our widely-circulated press, there is a large average of intelligent understanding of them among all classes of our population ; yet it must be borne in mind, also, that much of this newspaper discussion is inconsequential and illogical, often veiling ignorance under sounding rhetoric or the rant of a partisan. Simple presentation of elementary principles, logically stated and aptly illustrated, would prepare the mind of the future employer or employee to fitly comprehend and rationally deal with the complex issues that grow out of such relations. The progress of free principles is only assured and steady when the general intelligence is equal to the demands made on it. Those demands are now more exacting than ever. They lay a strong hand on every individual member of the body politic. It is a law as certain as gravitation, that we insure peace and order to a community just in the degree that its *average* mass, not its exceptional men and women, are made more useful, become more readily equipped with those tools by which opportunity carves success. The culminating harvests are but the results of fallow field, upturned earth, dropping seed, and the long train of natural processes and human care which ends in the ripening fruit and bending sheaves. Preparation is the true secret of the scholar. We must, as a nation, as Union and as States, be ready to enlarge the area of our preparation ; be willing to be taught by others, nor fail in any wise to comprehend what the new duties are that new occasions and new surroundings may demand.

WORKING-CLASS EDUCATION IN EUROPE. That we may find ourselves lagging, the points already suggested with regard to Massachusetts sufficiently prove. Contrast them with the testimony of Mr. Arthur J. Mundella, M. P. for Sheffield, who is one of the largest employers of labor in the manufacture of hosiery and woollen goods, as to the relative intelligence of Saxon and English operatives. The extract given is from his evidence before a royal commission of inquiry into this subject :

"The contrast between the work-people of Saxony and England engaged in the same trade is most humiliating. I have had statistics taken of work-shops and rooms in factories in this district, and the frightful ignorance they reveal is disheartening and appalling. In Saxony, our manager, an Englishman of superior intelligence, has never met, in seven years, with a workman who cannot read and write—not in the limited and imperfect manner in which the majority of English artisans read and write, but with a freedom and familiarity which enable them to enjoy reading, and to conduct their correspondence in a creditable and often superior style. I am of opinion that the English workman is gradually losing the race, through the superior intelligence which foreign governments are carefully developing in their artisans. If we are to maintain our position in industrial competition, we must oppose to this national organization one equally effective and complete ; if we continue the fight with our present voluntary system, we shall be defeated. Generations hence, we shall be struggling with ignorance,

squalor, pauperism, and crime ; but with a system of national education, made compulsory, and supplemented with art and industrial education, I believe, within twenty years, England would possess the most intelligent and inventive artisans in the world."

When we read in official reports that in Massachusetts thousands of children are growing up in abject ignorance, working double the hours the same class do in English factories, that the law is often evaded, and children reported as having attended school who have scarcely crossed the threshold thereof, we might not simply ask if industrial supremacy can be achieved, but whether the free institutions we have won and defended at such precious cost can be maintained? In allowing such education as Germany affords her poorest sons, the empire pledges itself, working better than it knew, to the future assumption of government by a secure and steadfast democracy. Its immediate gains are in present wealth. Dr. Lyen Playfair declared, in his report on the Paris Exposition of 1867, that the one cause of British decadence therein was "that France, Prussia, Austria, Belgium, and Switzerland possess good systems of industrial education for the masters and managers of manufactories and workshops, and England possesses none." More than that, even, is the fact that the boys and girls of the countries named are trained to skilled labor from childhood. They are systematically taught to be useful. There is a fair attempt made, chiefly as an investment on the part of the controlling classes, to impart what Mr. Scott Russell, the well-known engineer, says is meant by "technical education;" "not that general education which we all ought to have, and which helps to make us intelligent, able, good men, but that special education in our calling which should fit and enable each of us to discharge in the best manner the special narrow round of duty by which each citizen fills his own personal place in social life." The establishment of a system of technical training such as this requires, Sir John Pakington well declared, speaking for England, in his presidential address to the Social Science Congress, "could not possibly be accomplished by the people. With all the aid that we might derive from the precedents of Holland, Berlin, Stuttgart, Austria, Hanover, Carlsruhe, and Zurich, the task is one which would now, in England, require all the energy and power of an able minister, supported by a consenting Parliament." If we, too, are to succeed in any attempt at technical training adequate to our wants, we must rely on instrumentalities more diffused and potential than the few, however admirable, institutions like the school at Worcester, the Technological Institute at Boston, the Cooper Union in New York, and the small schools of art and design at Philadelphia, Pittsburg, and a few other cities. Such technical education as will be at all commensurate with our needs must be inwrought with our public school system, beginning through object instruction at the primary and proceeding through the secondary schools, until the scholar reaches that stage of development wherein, his or her special aptitude being understood, instruction may be continued in branches directly applicable to the chosen pursuit. As is said of the canton Zurich, Switzerland, we ought to be able to say that our "whole system is most scientifically constructed from beginning to end ; and it is as practically adapted to all the wants of an industrial community as it is scientific in its plan." How completely provided for is this Swiss community may be realized from the fact that, among other advantages, it has supplementary or repetition schools, in which apprentices and youth over fifteen, who work in shop, mill, or yard, attend one day or two half-days per week, in order to freshen their studies and acquire new ones. Therein "they have every facility for obtaining technical instruction suited to their respective trades and occupations." The teachers are carefully trained at special seminaries. The simplest object lessons are all prepared for this purpose—the training of the hand and eye as well as the brain. In the Zurich school-houses may be found during the hours of attendance all the children of the canton. In Lausanne, a teacher was puzzled to reply to the question of an English tourist, who

asked what steps were taken if parents failed to send their children. He said, at last, such a thing never occurred there. The consequence is that, as in Germany, all are educated to a considerable degree, and are especially trained to practical life. We, however, seem to depend for our future progress upon the favorable conditions we have created in the past. In the more advanced countries of Europe there appears everywhere manifest an earnest effort to create new and more favorable conditions in which to insure that progress will be secure and steady. It is evident we must not depend too much upon our favorable past or our fortunate present. Both as a matter of profit and development, from the material and moral plane alike, the question of a more complete practical and individual education, welded into and forming a vital part of our public school system, is one of growing importance.

ELEVATING INFLUENCES. Probably nothing that could be done to make mechanical pursuits and artisan life thoroughly honorable, in the usual social sense, could have more effect than a comprehensive effort at technical education would produce. To this good end, organizations of labor, often such powerful agencies for good or ill, might do much. If they required, themselves arranging some fair test, that no man should become a member of any trades-union unless he established to the satisfaction of his working peers that he was so reasonably proficient in his trade as to be able anywhere to give honest work for honest pay, the whole standard of work at once would be elevated. If a man answered such a test, it would not matter where he, or how he, obtained his technical skill. It is gratifying to find educational activity among such organizations. Education, they insist upon, is the one stand-point on which to rest their Archimedian lever. Naturally enough, labor, when organized for its own protection and advancement, aspires mostly to the attainment of that skill or science of administration the knowledge of which is at the present moment the great secret of wealth making and possessing. For success, the community must come armed with the knowledge really necessary to the achieving of such administrative skill. Hence the necessity of public practical technical education.

WANT OF OUR PRESENT SYSTEM, AND VALUE OF WHAT IS PROPOSED. Herbert Spencer, discussing what knowledge is most worth, declares that an acquaintance with science, in some of its departments, is of fundamental importance. What "is called 'learning a business,' really implies learning the science involved in it." Again, he says, "Just as fast as productive processes become more scientific, which competition will inevitably make them do, and just as fast as joint-stock undertakings spread, which they certainly will, so fast will scientific knowledge grow necessary to every one." In the full realization of that statement lies the solution of the so-called labor question. Ignorance will make working men and women the mere cogs and wheels in the great machinery of organized industry. Education, practical and technical, will make them its masters. A likely appreciation of this may be perceived in the several replies of workmen, in response to the inquiries of the Commissioner of Education.

The inquiry begun last year might have been carried further with great advantage.—Though a little scouted by some to whom the circulars were addressed, it is a noticeable fact that, from the first, the workmen discerned the purpose, and have responded quite fully. Their replies are very interesting; while equally as valuable are those sent by the observers, to whom inquiries were addressed. Not one fails, in those divisions, to see the advantages, pecuniary and otherwise, which more definite, practical and scientific institutions, would be to individuals and the community.

Herbert Spencer's criticism on the inefficiency of the present system is amply sustained by this concurring testimony, drawn, as it is, from so many diverse sources. There is

no more forcible statement of the failure of our common schools to teach that which we find most nearly concerns the business of life than the remarks of Herbert Spencer, already referred to. The quotation fitly closes and enforces this argument: "All our industries would cease were it not for all that information which men begin to acquire as they best may after their education is said to be finished. And were it not for this information, that has been from age to age accumulated and spread by unofficial means, these industries would never have existed. Had there been no teaching but such as is given in our public schools, England would now be what it was in feudal times. That increasing acquaintance with the laws of phenomena, which has, through successive ages, enabled us to subjugate nature to our needs, and in these days gives the common laborer comforts which a few centuries ago kings could not purchase, is scarcely in any degree owed to the appointed means of instructing our youth. *The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence—is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas.*"

RICHARD J. HILTON.

EXTRACTS FROM THE SECOND ANNUAL REPORT OF THE
BUREAU OF STATISTICS OF LABOR OF MASSACHU-
SETTS, FOR THE YEAR ENDING MARCH 1, 1871.

EDUCATION IN RELATION TO STRIKES. The best educated workmen, and those for whom means of intellectual improvement are provided by their employers, are the least likely to be engaged in strikes. "The further you recede from a condition wherein educational culture and refinement have generated a rigid self-control, which keeps all passionate outburst under check, the nearer you approach to its opposite—a condition of ignorance, coarseness, and even barbarism, the pitiable subjects of which know but one means of rectifying wrong, and that means is sudden and effective violence." In England, where strikes are more frequent and violent than in any other part of the world, the masses of the working-people are, as John Forster, one of England's leading authors, declares, "the worst educated people of any nation in Europe." "From the reports of the parliamentary commission upon the subject of trades-unions, we learn that those trades from which personal violence emanated were the very lowest in education—almost brutes in their ignorance." "With such a class of men, brute force is the natural and only method of redress for real or supposed injury." "This propensity to violence, only education can control and overcome." "English writers speak of the 'dangerous classes' of England. Would there have been such classes had England been faithful to the duty it owed to all its classes, of educating all? Are there any such classes among the school-taught workmen of Massachusetts? And has not the school-house made them to differ?" "Education will secure better thoughts and wiser remedies. The school-house is better than the jail; prevention is wiser than cure. Had England encouraged and aided, by appropriate legislation, the educational and material advance of its industrial classes, neither trades-unions nor strikes had been the necessities of the workman."

In this country strikes have occurred principally in places where there are "no free lectures for the working-people, no libraries or places of instruction or amusement, nor anything having any reference to the moral and intellectual growth of the operatives." The testimony of an operative is: "I know that when there is any trouble between employer and employees, it is not the most intelligent men among the workmen who agitate and foment trouble."

EDUCATIONAL PROGRESS AS AFFECTED BY REDUCTION IN HOURS OF LABOR. "The effects of the long-time system were seen in a general disinclination for mental improvement." "When a working population is engrossed by material pursuits for thirteen or fourteen hours a day, the attempted devotion of a brief interval of exhausted effort to intellectual improvement is a superficial farce." "Reduced hours of labor have a tendency to improve one mentally and physically. A person will, under continual long hours, become a mere brute, not having time to think or do anything for personal improvement." "Many hard-working day laborers have strong desires for intellectual improvement, but not being favorably situated as to hours, they are obliged to deny themselves the coveted luxury. Time to educate the mind is one of the greatest requirements of the laborer at the present day."

Where the hours of labor have been reduced, it has been fully proved that "opportunities given are opportunities improved."

"Eight-hour workmen lose little time, improve their minds by reading and study, and are more disposed to investigate and think for themselves. They attend lectures, where men employed a longer time prefer lighter amusements, being too tired for mental application."

"Lessened time has enlarged the area and the usefulness of the lyceums, and added very much to the numbers attending them; older lecturers assuring us that this increase is mainly derived from the working-classes."

"After the adoption of the ten-hour system, (in England,) it was surprising to notice how drunkenness diminished, and to see mechanics' institutes, reading-rooms, libraries, debating societies and evening schools springing up." "In England now, on the present system of short hours, they have mechanics' institutes in almost every town. Members pay one shilling (24 cents) a month. They are open every night. There are regular classes, and there are libraries."

"It is the glory of the ten-hour men of Lancashire, England, that, though sorely tried by actual suffering, their higher culture and their nobler aims, generated by lessened time, gave them a better comprehension of the question, and enabled them to prevent their government from positive intervention in favor of secession and against the Government of the United States."

SCHOOLING OF FACTORY CHILDREN. "As to legal schooling for children, there is considerable diversity of fact and statement. Many large manufacturers admit its non-enforcement, but charge the delinquency mainly to the parents." One manufacturer says: "Don't know that any now have their legal schooling." Another: "Our children are much interested in their schooling, but don't get the legal amount." Another reports: "The children have about fourteen weeks' schooling per year. Most of the factory parents take an interest in the matter. A few do not; they wish the children to work as much as possible." The want of interest on the part of the parents is reported from places where wages are small, and the children's earnings are absolutely needed.

"Returns from 73 woollen mills in Massachusetts give a total of 464 children, of whom but 180 are reported to have been sent out to school." From the town of Holyoke: "There is great neglect of the school and employment laws concerning children in this place, and the results are bad." From Southbridge: "So far as the schooling of the children is concerned, when notice was sent by the school committee, as many as could be spared were sent out of the mills, but nothing was done to see that they really went to school. It would not do for an overseer of the company to interfere in the matter further than directed by the agent, if he would retain his place." From Fall River: "The school law is obeyed, but not the ten-hour law, for children between ten and fifteen years old." The question arises, whether children who work ten hours daily are in condition to derive much benefit from school.

A workman testifies: "In my room boys are employed between ten and fifteen. Little attention is paid to the school law. When the term begins they are turned out, but most of them are back again in a fortnight." Most is done for the education of factory children where manufacturers themselves take a personal interest in the matter. "Some factory communities form a school district by themselves. These places have prosperous and well-managed factory schools." One manufacturer reports: "Have a school at the mill, half the expenses of which are paid by the town and half by us. Half the children attend it alternately." Uonotuck silk factory: "Children are employed, but their schooling is carefully looked after. No new child is hired unless it

has had the legal amount of schooling, and at the beginning of every term the factories are inspected, and delinquents brought up to the mark. Good results have always followed care in this respect. The company have erected a brick school-house for the factory, at a cost of \$35,000, and provided it with all necessary facilities. Free library and reading-room for operatives."

IMPROVEMENT UPON THE PRESENT SCHOOL-LAW—HALF-TIME SCHOOLS. "As a purely educational matter, it would seem to be a function of the educational authorities of the State, and of the several local school committees, to see that children in factories receive their regular schooling. But an objection to this is that local school-boards in manufacturing centers are not superior to the influence of strong corporations or powerful individual manufacturers, and that where they should attempt to enforce the statute, they would stand a chance of being displaced at the next election. In some instances, as is credibly reported, overseers of the very mills that violate the law are placed upon school committees for the very purpose of making things go easy. We give up the present statute as wholly useless, and recommend in its place the English system of 'half-time schools,' under which factory children attend school three hours each day."

"Something efficient must be done, and done quickly, for ignorance in the manufacturing towns is on the rampant increase. We venture to assert that never till within these last few years could it be said that in a single establishment of about 1,600 working people in Massachusetts, more than 800 could neither read nor write. Our large cities and manufacturing centers are surcharged with children growing up in ignorance and to a heritage of crime, notwithstanding all our appliances of education. And one strong reason is that there is no enforcement of the school-laws. The ratio of ignorance is increasing beyond the proportion of its means of cure."

"It is useless any longer to blink the idea of compulsory education out of sight and out of thought. A fearful warning comes from France, whose ignorant troops have been scattered like chaff before the educated soldiers of Prussia, and Prussia compels the education of every child. In France, in 1866, of a population of thirty-three millions, 28 per cent. of the men and 48 per cent. of the women could not read, while 40 per cent. of the men and 60 per cent. of the women could not write."

"A successful experiment has been made with a half-time school at the Indian Orchard Mills, Springfield. It is one of the public schools of the city, under supervision of its school committee, but is especially set apart for the factory children. It was started in December, 1868, and was kept up until the winter of 1870, with an average attendance of 30 scholars, holding a session of three hours every afternoon. This system reaches a class of children which otherwise must remain in total ignorance. The effect upon them is marvellous, as regards morals and habits of neatness, and as a rule they learn as much as children of the same age in full-time school."

The same has been tried at the Naumkeag Mills, Salem, and the testimony is that "the effect of school training upon the children is to make them more lively at their work and more tractable."

With regard to the English half-time schools, the following points have been established by the concurrent testimony of all the school-masters and other witnesses examined. The testimony was taken for the education commission, pursuant to an order in Parliament of June 25, 1861.

1. "That a master can completely exhaust the children's capacity of attention in three hours, even with intervals of repose."

2. "That, where the teaching is anything like equal, a manual and industrial occupation gives great advantage to the child in the acquirement of knowledge," "owing to better habits of attention."

3. "That the half-time system has given to the children of these districts an education which they would not have obtained if long school-hours had been required."

4. "That the half-time system might be introduced with very great advantage into other trades and occupations."

5. "That a competent and trained master can teach a large number much more effectively than a small number;" *i. e.*, meaning with the organization of assistants, pupil-teachers, &c.

One teacher testifies: "When I have had to select pupil-teachers, full three-fourths have been taken from the half-timers."

EDUCATIONAL PROGRESS AS AFFECTED BY AGRICULTURAL PURSUITS. Among the great evils of an agricultural life is the very limited time allowed for personal culture. "It was left for our enlightened nineteenth century and our enlightened country to discover and give currency to the great truth that ignorance is the mother of all good farming."

"Old farmers exclaim against agricultural colleges, and join in the hue and cry against theoretical farming, against educating young men away from the farm, against giving them any education whatever."

The general educational condition of the farm laborer is very low, even below that of the factory operative. A large percentage of them can neither read nor write. The educational condition of foreign farm-laborers is below that of natives, but their children are being better educated in our schools, some of the best pupils being Irish."

"Brains as well as brawn are needed by a farm-laborer to make him profitable help, and brains are the great need of New England agriculture to-day."

"It is a very rare thing to find an intelligent American employed as a hired farm laborer; consequently the foreign element predominates, and the general tone of farming is decreasing."

ELEVATING INFLUENCE OF EDUCATION UPON WORKINGMEN. "The native working classes of Massachusetts, educated to some fair extent, have within them a steadily increasing desire for improvement and betterness." "Those who get so far above the abysmal depths of ignorance as to begin to see, to observe, and to think, are sure to begin to desire."

"The educated American operative of the primary period of manufacturing has become extinct. A secondary period long ago succeeded it, furnishing a low grade of European operatives. These in turn, under the educational influence of our institutions, are undergoing a change, and getting to be thinkers and readers; and, demanding more time for improvement, are stepping up and out of this employment. Manufacturers 'do not see what they are to do for labor unless the Chinaman comes along,' and so we get into the tertiary formation by Mongolizing our factory towns. This is practically saying that there must be, for the sake of cheapness, an eternal retrograde in the intellectual status of operatives. But it must not be forgotten that all this is at the expense of the growth of the older tenants of the country, and perhaps at the peril of institutions the security of which depends on the education of the people who really rule their country, and who, by education only, can be enabled to rule it well. The longer this education is retarded by the perpetual additional drag of new and ignorant masses, the worse it will be for the republic."

IGNORANCE OF WORKINGMEN NOT VOLUNTARY. Abundant testimony proves that where native workmen are ignorant, it is from want of opportunity, not from choice. The means of improvement given, they would gladly avail themselves of it. One of their number says: "Concerts and minstrels are generally well attended. Still, I think any one understanding his subject, and having ample means for illustrating the natural

sciences, would find it difficult to get a hall large enough to hold those who would go to hear him. The majority would patronize the latter entertainment in preference to the former." Our native workmen are surely not inferior in intelligence to the English, and such lectures have met with great success among them. "Workmen seek common amusements only because refined, intellectual ones are beyond their means." Many complain, "No places for instruction or innocent recreation within reach." A very large majority of workmen, in all branches of trade, take newspapers and magazines.

RELATIVE EDUCATIONAL CONDITION OF NATIVE AND FOREIGN WORKMEN. "The ratio of native to foreign, unable to read and write, is as 1 to 210; of the number unable to read and write to the whole, as 1 to 6 $\frac{2}{3}$. One of the large corporations in Lawrence reports that all born in the United States can read and write."

"In 27 woolen factories, 79 native and 348 foreign cannot read or write."

"A brick company employs 170 persons, most of them French Canadians, 150 of whom cannot read or write."

In contrast to this is the "Lynn organization of shoemakers, some two thousand strong, and with only one member whose name has to be written for him."

"Of 132 native workmen employed in a quarry, only 9 are unable to read and write, while out of 20 foreigners, 9 can neither read nor write."

In a copper establishment, with 64 workmen, principally from Ireland and the British provinces, 30 are unable to read and write.

Iron foundry employs 148 persons; all foreign but 8; unable to read and write, 100.

Locomotives.—Native employees, 453; foreign, 470; unable to read or write, native, 11; foreign, 74.

Lead Company.—Thirty-four employees, one-half foreign; 13 cannot read or write.

Newspaper Manufactory.—Seventy-seven employees, mostly native; only 6 cannot read or write. Eighty men employed; unable to read and write, 5 native, 15 foreign.

Metal Works.—Employed 13,395 persons; proportion of native to foreign, as 54 to 53; unable to read and write, 886.

Convict labor, as employed by the Tucker Manufacturing Company.—Number employed, 373; 80 native, 293 foreign; unable to read and write, 14 native and 29 foreign.

The proportion of uneducated native labor seems to be larger in the State Prison than in any department of trade.

"In factories a majority of the native born employees, who can neither read nor write, are elderly women."

EXTRACTS FROM MASSACHUSETTS REPORT ON THE
STATISTICS OF LABOR, 1872.

ARGUMENT AND RECOMMENDATIONS.—*Education.* Really, if experience had not taught us otherwise, we should hardly have supposed it necessary to argue, before the people of Massachusetts, upon the importance of educating all her children, specially the rapidly increasing numbers of the working children of the State. Theoretically, even they who control the large number of youthful employees in factories, shops and stores, and who have within twenty-five years past, supplied or introduced a large portion of that class, for whose education we plead, concede, but only theoretically its importance. Practically, in the continuance of long hours and in neglect of the school law, they oppose all effort in that direction. Nay, further, in testimony given before a legislative committee, we heard a prominent manufacturer say that he was importing help from the pauper population of England, than which a more thoroughly and stolidly ignorant race cannot be found in the wide world. And to these is fast being added the race of French Canadians, who are not only ignorant themselves, but wholly destitute of any desire that their children should be educated. It may be well for the new comers to get within reach of better influences, but not so well, perhaps, for the educational reputation of the State. And yet, these employers will, without dissent, acknowledge that the educated laborer possesses by far the greater dexterity, greater trustworthiness, superior habit of thought and of contrivance; and, much more quickly seeing the end from the beginning of a process, contrives new methods or eliminates unnecessary details from old ones; and so, again, increases and improves production—giving better quality and decreasing cost.

In every report upon the subjects of "Children in Factories" and of "Labor in Massachusetts," strong language of warning, and the most urgent entreaty have been employed, though vainly, now these four years past, to induce efficient and prompt legislation in behalf of the large and increasing numbers of children in factory, shop and street, growing up in ignorance. It has been declared, on proof absolutely incontrovertible, that nothing but systematic compulsion, brought to bear upon employer, parent and child, will remedy the evil and fend off the sure disasters that will follow further neglect. It seems to be supposed that the present method of the treatment of these unschooled children is not only necessary, but unavoidable. Every expert in educational matters knows that children, taken from school at eight or nine years, soon forget about all they have learned; and those who have watched the operation and influence of the three-month system of schooling, as compared with those of the half-time system, know that while the former is vastly better than nothing, it is very greatly inferior to the latter, in permanently fixing knowledge in the child's mind.

Now the real truth lies just between the constancy of work and the constancy of schooling; the constant pressure upon the brain, and the constant pressure upon the hand. Work, under a true method of education, would supplement the school, and the school would supplement work; and the children would thus acquire industrial habits of both head and hand. Hitherto we have, here in Massachusetts, thrown all our educational strength in the direction of the mind. The time is now come when a part of

that strength must be turned to aid the hand. The details, thought and experience will elaborate; but we believe the principle to be settled, that elementary training in industrial art must be incorporated into the Massachusetts system of schools.

Now while it is true that in Massachusetts a surpassingly great and most praiseworthy work has been done in the providing of educational means, there is a great and constantly increasing demand that such means shall reach all for whom they are intended. The tables for the feast are ready; good and substantial food is placed thereon; many guests are present and partaking; but the educational starvelings, themselves and their guardians, equally thoughtless of the famine that will destroy them, are not there; and it is time that the State sent her servants "out into the highways and hedges and compelled them to come in."

Yes, *compelled* them; and the parable uses just the word that expresses the strong obligations she is under to prevent the irreparable wrong that she herself will inflict upon the unconstrained guests, if they be permitted to grow up without the nutritive blessings of this feast. We believe that public sentiment is already ripe for action, and ready to sustain any forceful appliances that resolute legislation will render effective. But there should be no wincing timidity about it. The duty must not be delegated to a *single* individual, unsustained by assistants. It must not be left to anybody and everybody; for then uncertain and divided responsibility reduces these two to a negative nobody, and the result is zero.

The argument that State interference will be trenching upon individual rights may be classed with the arguments against the right of the State to enact laws for the protection of its citizens and itself against the spread of disease, either in man or beast; against its right to shut up lunatics in asylums, or villains of any degree in prison. We know that there have been superlative rascals and colossal rascalities among men said to be educated; but we hazard nothing, in saying that their education was without the vastly important element that leavens all education with moral purity. Heart and soul must have been left uneducated, and therefore failed in being imbued with that lofty and impressive sense of virtue which repels the very thought of wrong with a sort of moral shudder.

Dr. Chalmers said, with entire justness, that it is, without question, both the duty and the right of the civil power to educate the people; such right and such duty resting on two distinct principles, one economic and the other judicial. Education adds directly to the economic value of men, helping them under all circumstances; helping them specially, when art brings forward new and better machinery, and science new and better methods, to accommodate themselves therewith, and so increasing enormously the productive efficiency of their labor. That large portion of the people who are educated, and are also living by their own exertions of brain or hand, contributes, with generous certainty, to the wealth of the country, while a very large portion of those who are uneducated not only contributes nothing thereto, but is a positive burden upon the community; and upon the reason that, by education, you can diminish the numbers that make up this last set, rests the economic principle. And the judicial principle rests on the fact that the laws of a country are written laws, written for the guidance of the people, and, to be guided by them, the people must be able to read them. In one of our cotton mills, more than one-half of its sixteen hundred operatives, (they are foreigners,) can neither read nor write. Now, about the premises are posted up the printed rules and regulations by which these operatives are to be guided, and the contracts under which they are held when they enter the employ of the company. What real right, aside from might, has this company to enforce contracts over those who cannot read them? It is not expected that people, toiling through the long working hours of all the working days of a year, should read all the huge tomes that comprise the laws; but

they should be made competent to ascertain the average breadth and scope of law; and, on this, is founded the judicial right of the State to compel education; and the State that fails to do this is more to be blamed therefor than the ignorant party whom, by her neglect, she has allowed to ripen into crime. Specially is this true in a State like Massachusetts, which disfranchises its citizens who are unable to write, and to read its Constitution in the English language,—she, by her own neglect, permitting their ignorance, and then punishing them for its consequences. No boast that she has advantages beyond other commonwealths, and virtues above average States, will whiten out the spots that thus dim her general lustre and fair fame.

But what shall we say to the parents who plead, and not without reason, under present methods of cheap labor and of "getting most work for least pay," that they are absolutely too poor to spare their children from wage-labor that they may get some instruction? This plea is the short-sighted argument of persons so little educated themselves that they are not able to take any enlarged views in the matter, and who, confining their thoughts to the small monthly earnings of their children, ignore the fact that these earnings would, after education had ripened the children for more productive labor, become greatly enlarged. They are too poor to wait awhile for the better income, and are not without well founded apprehension that if, because of some little time lost in acquiring some little knowledge, the earnings of their children being immediately decreased, the general earnings of the household will be permanently decreased. They do not think that such a withdrawal of children from the general supply would operate to raise the price of adult labor; since it is well known that a great reason urged for the employment of children is its cheapness, and that that very cheapness tends to reduce the wages of the adult. Were the example set by the Naumkeag Mills, in Salem, of but a small percentage of decreased pay, followed throughout the State, the immediate loss of earnings would be reduced to a comparatively low figure, and no parent could reasonably object.

Now it is not enough that we have good schools; to be frequented, they must present allurements over the powerful allurements of both wage-labor and absenteeism. Make it manifest that education will insure employment and increased wage, and truancy will lose its allurements, and there will be no "creeping, like snail, unwillingly to school." If a compulsory educational law be but once firmly established and steadily operative, let it but have produced its legitimate effect upon one generation, and there will be no danger that the people will fall back into the old, habitual disregard for instruction, or that officers will be needed to enforce its requirements. Each educated parent, knowing by daily practical use the benefits he has received himself, will not deny them to his offspring, but will rather become the law's most efficient officer in enforcing it. For this reason is it that we hear so little of the actual enforcement of the compulsory school law of Prussia, and are told that the law has become inert. The nation has been educated beyond the necessity of officers of such a law, and its inaction is the strongest testimony in its favor. A father, in Prussia, would as soon withhold food and clothing from his child's body as he would withhold the means of growth and habilitment from his mind. He knows now that neither the one nor the other should be neglected.

But here in Massachusetts—we write it sorrowfully, but under a sense of duty to her reputation—matters have gone so far in neglect of her working children, that silence would be sinfully unpatriotic, while warning is truest and most deferential love.

Here, too, in these very United States, according to the last census, there are five millions of children, of school age, that never attend any school! With the examples before us of the condition of Spain, Italy, France, England, with their thousands of untaught children and utterly ignorant hordes of adult peasants and city rabble, and the fearful dread under which the governments live, or have lived, of outbreak, riot

and rebellion among their commons, so long neglected, what are we thinking about, that we permit ourselves to be any longer exposed to the risk of similar peril? It is idle to believe that any State can neglect the development of the mental, moral and physical capabilities of her children, without endangering her existence. Surely she who gives no protection is entitled to none from the unprotected; and, in securing to them the education to which they have a God-given right, she best secures their and her own protection; and, in this view, education, voluntary or compulsory, becomes the protection of both child and State.

In an article in the "American Church Review," for January, 1872, upon the works of Benjamin Disraeli, occurs this passage, pregnant with meaning:

"There is an uneasy feeling that, in case of invasion, the masses could not be trusted. In the war of this country with England (1812-14,) which turned on the right of impressing seamen, it is said that impressed men on board British frigates had a trick, in loading a gun, of putting in the cannon ball before they put in the cartridge. If a continental nation should invade England, with the cry of 'Workmen's Rights,' how will the appeal 'Rally round your Hearths and Homes' affect the dwellers in the back slums of Manchester and Birmingham," and London?

What inducement would they have to strike in defence of a "three pair back," twelve by ten, with seven-foot posts, the dwelling, eating and sleeping house of "Ginx and his dozen children?" And equally small inducement for protective zeal and energy would be presented by the filthy back slums and tenement houses of Boston and New York. If their dwellers fight it will be for pay, not for their altars and their fires. Let us see how we are tending in New England. General Eaton, United States Commissioner on Education, will soon issue a series of statistics to be embodied in his annual report, setting forth the relation of education to crime in the New England States. From this it appears—first, that eighty per cent. of the criminals in these States have no education, or not sufficient to serve their available purposes in life; second, eighty to ninety per cent. of the criminals have never learned any trade, nor are they master of any skilled labor; third, not far from seventy-five per cent. of the crimes committed are by persons of foreign extraction; fourth, eighty to ninety per cent. of the criminals are intemperate; fifth, ninety-five per cent. of the juvenile offenders came from idle, ignorant, vicious and drunken homes.

There are, we concede, difficulties to be met and overcome. So there are in everything that is worth doing. Let us meet and overcome these, or we shall be compelled, hereafter, to meet greater difficulties that may overpower us. What are some of them? The chief are these problems:

I.—How to induce very poor parents to be willing to deny themselves a little more, that their children may receive at least the legal amount of schooling up to their sixteenth year, that is, from about six to fifteen years of age inclusive.

II.—How to make such arrangements with the educational authorities of the several cities and towns as will secure their co-operation and aid in carrying out the provisions of the statute; in securing the rights of the children, as against parents and employers, and the rights of employers against the misrepresentations of parents and children, in matters of the age and the schooling of such children.

III.—How to arrange a uniform system throughout the State, under which it might be known how many children there are, between ten and fifteen years of age, in the State; how many of them are not attending any school, and why; how many of them are at work, and at what work and wages, and how many hours a week they are so employed; and whether this work extends over more than nine months in each and every year.

IV.—How to devise and set in thorough operation a system of inspection in every portion of the State, under which the necessary officials should be enabled, without hindrance or intervention of employers, to enter any premises wherein children are employed, and, coming into contact with the children themselves, learn from them all needed facts in each several case.

V.—How to arrange such form of prohibitory statute as should insure conviction in case of violation of law in these premises, and by which any officers of the law who neglected to prosecute for offence should themselves become liable to penalty for such neglect.

VI.—How, in case that a regular half-time school be, for any cause, deemed inexpedient in any given locality, half-time classes may be arranged in ordinary schools, with the least disadvantage to the other interests of the school.

Now, as children are, or ought to be, though with too many exceptional cases, under the control of parents, the main object will be nearly effected if we can make the parents *wish* to send their children to school, as is universally the case in Prussia, where each parent is a *quasi* officer for his own children. If you ask any parent if he desires his children should learn, the reply will be, invariably, in the affirmative, but with the addition, by the very poor, that it is hard to live without their earnings. Now the great difficulty is to accomplish both the school and the earnings; and it is manifest that a compromise must be effected and each yield a little, in order to secure something of both. This the half-time system accomplishes; and it is doubly efficient where the course pursued at the Naumkeag Mills is adopted. Here the children all get their schooling, and while at school lose, not one-half of their wages, but only about one-third, each school week; no additional deduction being made except when the child is reported by the teacher to the mill agent as having been absent from school without satisfactory excuse. The truest and best system is, where there are children enough in a given locality, to have a double supply, so that, all the year round, one-half might be in mill or shop and the other half in school, and this method to be arranged for alternate days, instead of alternate halves of the same day. There is the added advantage attending this system that a much larger number of children could be employed and earn something. But better still would it be, and curative of all difficulties, if there were legal prohibition against the employment of any children under fifteen years of age, and not then unless they had secured the elements of an English education and elementary skill in a trade. Miss Mary Carpenter, of London, a witness of the very highest value, and recently elected, under the new educational laws, a member of the city school committee of London, and herself a practical teacher for more than twenty years, says that "children taken from school at nine and put at work in factories and shops, have, at fourteen, forgotten nearly all they have ever learnt." And she strongly favors the influence of the evening school, for workers of fourteen years old and upwards, to supplement their previous acquirements.

Now, it seems to us that with the establishment of half-time schools, with an enforcement of compulsory and prohibitory laws by officers specially assigned to the duty, and themselves responsible to the chief educational officer of the State, to whom quarterly reports of their doings should be made, he to inform the Legislature in his annual reports, we might reasonably hope to rid ourselves of the reproach that we now justly bear of neglecting the class of children for whose benefit these schools should be created, and so protect the State against the danger that has already assailed us, and has produced its worst effects in the shameless misrule of the greatest city of the continent, by an ignorant and dangerous class; a city of whose children it is said to be rigidly true that the larger proportion get no schooling beyond that of the primary schools.

Children must, when brought under instruction, be taught those things which will be of service to them in the common affairs of life. But what are they? Clearly these:

I.—The use of language; that they may know how to think and to give expression to thought. These they will attain by Reading, and by exercises in Dictation, Letter Writing and Composition. Spelling will come in here.

II.—The use of the eye, the ear and the hand, both as aids to mental operations and in facilitating the business of life. This use they will acquire by Writing, Drawing and Music, and some Industrial Art.

III.—How to observe, to reflect, to reason upon a subject, and so to acquire great truths. Here will come in an enlarged system of Object Lessons, and the great facts of Earth and Sky, as illustrated in Topical and Physical Geography, Astronomy, and the elements of Natural Philosophy.

IV.—How to transact business. Here will come in Mental and Written Arithmetic, simple methods of Keeping Accounts, the Science of Forms and its applications, as taught by Geometry in its simpler elements.

V.—The discipline and formation of character. And here come in the subjects of morality, of duties to God and Man, being the great precepts of Christian Morals; here the influence of the History of Nations, and of Individuals, as instruction and warning, History in its true signification, civil, social, industrial, rather than warlike and of Hero-worship.

VI.—The physical discipline of the body. And here comes in a variety of exercises, Gymnastic, Military and others, aiding physical development, and preparing for industrial, personal labor.

Now, if we can but accomplish this great object, and, in its aid, we pleadingly invoke all good citizens, we shall be sure to find an improved state of things in Massachusetts. Personal influence and no little sacrifice, we know, will be needed, and of the latter not the least will be demanded of those for whose benefit, more directly, the effort is made. These are the laboring classes, the men of the smallest wages, (as these generally have the largest families,) whose children are compelled to toil at unreasonable ages, and through unreasonable hours, to keep hunger from the door. Look at it for a moment. The parent of a child working at the Naumkeag Mills, and attending school half-time for 26 weeks, really sacrifices \$23.14, 17 per cent. out of what would be the child's annual earnings of \$137.28. It is really, on his part, a payment right out of so much money. To be sure, he is not taxed for cost of schooling, or books; but he none the less has to pay this amount, and it is so much loss to him. Now, if an income tax of 17 per cent. were levied on the general public, would there not be a loud protest against such oppression?

We do not adduce this as an argument against the compulsion that puts the child to school; but rather to show that if the poor man consents to so great a pecuniary loss, the general tax-payer ought most willingly to consent to such increased expenditure of the municipal taxes as would secure to these children the inestimable blessings of education. We know that in the end, great good will practically inure to the parent from the increased wage that an educated child will be sure to gain; and that so, he will be more than likely to get his lost money back again. But will no good come to the general tax-payer, and to the general community, by there being an educated, in place of an ignorant working class? Will there be no return of his moneys, because of less public expenditure for suppression and punishment of crime—the legitimate and sure offspring of ignorance in mind and morals? Will there be no better return from his investments, in industrial establishments growing out of the increased production by means of improved machinery, which some of these educated laborers will have originated? Will there be no benefit to him, to us all, to the whole race of man, that the

race itself shall be so lifted up out of the debasement and degradation, now so palpably in the ascendant, that

"All crime shall cease, and ancient fraud shall fail ;
Returning justice lift aloft her scale."

For was there ever a time known in our history, when the "abomination of desolation" in wickedness and crime was more shamelessly rampant than now ; when the vast aggregation of inordinate riches by the few, has produced inordinate poverty among the many ; when the greed for wealth has seemed to justify the most nefarious means in its acquisition, and when it seemed a necessity to herald honesty in a money-trusted official, as a virtue of great rarity, amidst prevailing knavery ? Never, it would seem, was there so teeming abundant proof that "the love of money is the root of all evil."

We maintain that every child has a right, an inalienable right, to such education as will qualify him to master the possibilities of the civilization into which he may have been born. And further, we believe that the ignoring of this right has led to the existence of that most undesirable class of persons that is found in connection with the highest culture and refinement. We believe that it has led to the evil of the vast disproportion in the distribution of the proceeds of labor, causing unnecessary wealth for some and unnecessary poverty for the many. We believe that the ignoring of this right has caused the profound and almost incredible ignorance that exists everywhere among the low-paid manual producers of wealth. There is a wage that is just, and there is a wage that is unjust, even though it be assented to in contract, when necessity knows no law. That wage is unjust which is not the just balance of its representative labor, for a penny-weight of wage cannot be the equipoise of a pound of labor. By just wage, for just labor, according to the rank of it, as Ruskin well says, a man can obtain the means of comfortable, or even of refined life—refined in some degree, since refinement is a thing of degree, and to such wage every man is entitled for his labor. Now, it would seem that a system which, after centuries of trial, has placed classes of laborers in some countries in a state of degradation and ignorance, without the simplest elements of education, without culture of body, mind or soul, whose position is such, that the help of wives whose proper duties are those of home, and the help of children whose proper places are those of the school-room and play-ground, must be enlisted to secure the means of mere bodily existence for them all, must be essentially and radically wrong. And we believe that no remedies will be found adequate to cure the disease, till the world shall be educated up to the belief and made resolute to its enforcement, that more time must be allotted to education and less to toil. And then, when education in its loftiest meaning, education of hearts, heads and hands, shall have taken the place of the defective, partial and class education that has produced, and is continuing the present, defective, partial and class-condition of society, there shall be found a new order of beings replenishing and blessing the earth ; a new order of men, real and not normal members of the social body, readers, thinkers, inventors, actors in all good, making two blades of grass to grow where only one grew before, two yards of cloth to every one now loomed, two pounds of power for every one that now struggles against resisting machinery ; doubling earth's yield everywhere in everything ; living not in luxury, God forbid ! but in abiding, substantial comfort, with culture, refinement of heart, head, home, and all observance ; purifying the whole social atmosphere, blessing each his fellowman, and all honoring God, the author and giver of all good.

Unschooled Children in Massachusetts, or to state the subject matter in another form, the children in Massachusetts not accounted for as in any school whatever, public or private, in our educational statistics ; and these will be found to be too numerous for the good name of the State, and so many as to demand effective interference in their behalf, lest some unmanageable evil come of further neglect, evil to both the children and the State.

We are led to a consideration of this subject and to a study of the pertinent statistics, by our own observation of the very great number of children of ages between 8 and 15, whom we have seen in shop and factory during official visits; and of whom we have learnt, on inquiry, that very many had not been inside of a school-house for periods varying from twelve months to four years. These inquiries we have made because the language of the resolve creating this Bureau, directs us to inquire into a report upon the educational condition of the working people of the State, and in this class is to be found a very large number of children. With the knowledge thus obtained, we consulted the school statistics of the Commonwealth as returned under law, and according to a prescribed set of inquiries, on a blank form, sent every year to the School Committees of the several cities and towns of the State. The replies are given under oath, and include the basis of the figurate portion of the annual Reports of the State Board of Education, comprising the educational history of the several school years between April and April.

Among these statistics will be found the whole number of children in the State on the 1st of May of each year, between 5 and 15 years of age; and, besides the number of children of all ages, including some under 5 and some over 15, attending the public schools, together with the whole number of all ages attending private schools.

Now, to determine the number of children not at school, between 5 and 15 years, we must first deduct from those of all ages at school, the number between 5 and 15, and then deduct this remainder from the whole number in the State between 5 and 15, and we shall get the non-attendance at public schools between those ages. And, to get the entire school attendance of the State, we must add to those of all ages at public schools, all those attending private or evening schools.

Now, in the Inaugural Address of Governor Washburn to the present Legislature, (1872,) the number of children not attending public schools is given at 4,588, so small a number out of the whole number of 278,249 between 5 and 15 years of age, on the first of May, 1870, as to be exceedingly gratifying. But its very smallness, compared with figures of previous years, and with these indicating the average non-attendance for recent years, ranging between 26 and 29 per cent., induced an examination which revealed a less gratifying result. The above number, 4,588, is the difference between the children of all ages in school and those between 5 and 15 years in the whole State, and therefore is too small by all those under 5 and those above 15—being a total of 24,687, which would carry the non-attendance up to 29,275. The same report, (1872,) gives us the average non-attendance at school for the year, (April, 1870-71,) at 27 per cent. of all those (278,249,) between 5 and 15 years of age, said per centage yielding the very great number of 76,499. This is doubtless too large; but the most liberal discount would still leave too great a number of absentees.

Without doubt there are errors, all but unpardonable, in many of these returns,—errors to be accounted for only on the supposition of carelessness or incompetency to understand their method, and object and scope. That such is the fact, is plain from the returns in the Report for 1872, which gives as results from data supplied by School Committees, an increase in the schools of 26,280 children over that of the previous year, when the whole increase in the State was but 8,262!

In proof of the probable exactness of our number of unschooled children—(about 30 000 for the year 1870-71,)—we give the result of computations made for previous years since 1865:

In 1865, of 247,275 children, 25,074 did not attend.			
1866, of 255,323	“	31,205	“ “
1867, of 261,498	“	30,259	“ “

In 1868, of 266,745 children, 25,407 did not attend.

1869, of 269,987 " 29,344 " "

1870, of 278,249 " 29,275 " "

In Boston, the returns made by the school authorities to the Board of Education, show 46,301 children between 5 and 15, and only 36,868 at any school, public or private, leaving 9,443, or about 20 per cent. not accounted for. Whether the sworn returns are correct, we do not know, but such are the figurate results from the data given. We most sincerely hope that even the smallest number of non-attendants derived from any correct computations, or from any explanations, may be still further reduced. The honor and welfare of the State demand it.

PURCHASING POWER OF WAGES We have given the wages, earnings, cost of living and savings of the working classes at the present time. How much of comfort, of opportunity and of hope there is to the wage-laborer, can be gathered from the facts herewith presented; substantiated, as they are, by statements of employers, citizens and the working men and women themselves. As we have before said, we have sought information from all parties. Our advertisement, requesting correspondence, during the first year of our existence as a Bureau, has been followed by circulars addressed to persons of all sorts of idea, belief and experience. Every report, sent from this Office, contains such a circular, inviting the attention of the reader to the subject. In addition to these forms of inquiry, we have also searched into all the works on the subject within our possible reach. The facts therein contained support this assertion,—that wage-laborers are poor, have always been poor, and that the great determiner of the earnings of labor under the wage-system, is, and always has been, the cost of living; and that the cost of living is regulated by the circumstances of the times and the people. The following narrative is historic in its nature, covering a period of 500 years, and is the result of research into the history of the working classes, as contained in the works of the most intelligent and reliable authors we could reach.

PURCHASING POWER OF WAGES IN ENGLAND. The just historian, not ignoring what may be essential to the demands of history, will not fail to explore the inner recesses of domestic life; to inquire into and record the details of the diversified industry and employments of the wealth-producing classes; to look up their manner of life; their moral, social and educational culture; to learn about the comforts of all classes in a nation; to analyze the sources of a nation's greatness; and, by a just grouping into one view of all the characteristic points which make up the entire picture, to show the real condition, social and political, of a people; for these are indispensable in determining the defects or the merits of its organization, and help in predicating its stability and permanence.

In fact, it will no longer do to pass over, unrecorded, the character of a nation's social and industrial life, or to ignore the economical features of such life. Education, unequal as have been its work and its influences, has, nevertheless, in some lands, and especially here, raised up thinkers among the wealth-producing classes, and these thinkers have turned their thoughts to the condition of their fellows and to the wisest means of bettering it. Long time may be needed to accomplish what they believe ought to be accomplished, but none the less sure and perfect will be the work.

Influenced by these considerations, we gave in our first report a brief historical sketch of labor and laboring people, and of legislation applicable to both, in England, from the beginning of the fourteenth century, and in the United States from the date of their settlement; following it, in the second report, with a history of Gilds, in the older times, and of Trades-Unions, in the latter, to resist the push of power—governmental, corporate, moneyed or capitalized—and to improve the laborer's condition. We

shall now attempt to supplement these by some account—given as concisely as the nature of the subject will permit—of the wages and earnings, and the purchasing power thereof of laboring men, at various historic periods, beginning in England, about the commencement of the fourteenth century, and following it down as far as information can be gathered. The determination of such facts will enable us to judge what amount of domestic and social comfort, how many of the conveniences of life, what amount of education, refinement, and of religious means, the rank and file of the great army of wealth-producers have been able to achieve, and so to determine satisfactorily whether the masses of mankind have or have not been measurably benefited and bettered as the wealth of the world has increased.

It has been said, and is still said, that the working classes have heretofore made, and are now making, palpable and uninterrupted advance, and that, therefore, their present condition is better than it ever was before.

We, therefore, deem it advisable to look at the matter from another standpoint, and ascertaining, with as good degree of certainty as we can, the labor earnings of certain classes of workmen at different periods of history, compare them with the cost of the necessaries of life at the same periods. By so doing we can, in some measure, determine the existing condition of the laborer, whether or not he met his expenses by his income, whether or not there was anything remaining which he might reserve for sickness, unemployed time, or for the imperative demands of an unproductive old age,—or, in other words, what may have been the purchasing power of his earnings, and what the residuum, if any.

A common and very expressive phrase applied to the mechanical powers, is their *purchase*, or their capability of overcoming resistance; and the only safe rule, and the general one, is, after an exact calculation of the effectiveness required, in any given case, to add a very large percentage thereto, as security against accident. In matters of wage this rule is not used, the calculation being how to endow the laborer with the least possible power of purchase, leaving out of the computation the accidents that may befall him,—sickness, crippling, enlargement of family, or whatever other requirement against which an added percentage might be a security.

The study of the subject of wages and their purchasing powers, from the fourteenth to the nineteenth century, cannot fail to impress an unprejudiced mind that normally, as the general rule, with only exceptions growing out of peculiarly favorable circumstances, the great mass of workmen, in every department of labor, has never been able to earn, over and above the cost of living, such an amount—call it capital gained or whatever else—as would enable them to accumulate, from simple wage-earnings, such a sum as would, by its interest, enable them to “retire,” as it is called, when advanced years shall have rendered them wholly or partially unable to labor.

It is said that in every branch of industry, with the exception of shipbuilding—not specially prosperous just now,—prosperity is the manifest fact, a fact shown by the construction of railways, the growth of cities, the increased wages of laborers, the decrease of pauperism, and the improvement made in agriculture and the mechanic arts. The picture is full of warmth and beauty, and most comforting in its assurances. God be praised, if it be full of truth likewise, and there be no dark shadows to dim its beauty and obscure its promise. But we must omit for the present the discussion of the question whether it be logical to reason that, because miles of railroads are under construction, therefore the laborers who excavate, fill up, and so prepare the grade, the laborers who dig the ore, supply the furnace, and cast the rails for the other laborers that put them in position, are prosperous and growing rich; that, because cities are growing, therefore they who dig and lay the foundations of great and small edifices, and rear their lofty or lowly walls, are growing rich; whether, because the deposits in savings

banks are increasing to more millions, therefore the poor, for whose benefit theoretically they were established, are the owners of these millions, and are, therefore, becoming less poor; and that, because colleges, normal, high and other schools are increasing in number and means, therefore the children of the lowly and the laboring are obtaining their just share of education.

But let us look at this picture again and more closely. If we take it in its bright coloring alone, it fills us with just pride and grateful joy. Let us look for a moment, not at the grandeur of the railway, the enlarged limits of the city, the culture and taste of owner and builder, the marts and shops where commerce and trade gave birth to wealth, or the homes which this wealth has filled with refinement, with splendor of adornment, and with ample means of generous hospitality, but at the actualities of the life-surroundings of those who, all down the line of time, have been the manual artisans and several handicraftsmen, who have augmented wealth, made realities of the wishes of capital, and actualized the conceptions of refined taste.

An article by Thomas Wright, an engineer, England, in "Frazer's Magazine," published after the above was written, says, "What would be a fairly good condition of the working classes? It is this—that every man who is willing and able to work should be able to obtain employment at such wages, and with such constancy, as would enable him, by judicious management, to secure for himself and those depending on him a sufficiency of plain food and clothing, and a dwelling with air-space and sanitary conveniences, and to make provision, during a working life of from forty to forty-five years, for passing the remainder of his days without the necessity of hard work, when age and years of wear and tear have deteriorated his power to labor." Up to this standard not one in twenty working men arrive, in England.

Notwithstanding the common expression specially used by those who have by fortunate circumstances succeeded, that every workingman might accumulate, by being temperate, frugal, saving, industrious and thoughtful in all that pertains to his craft, so as to become an expert therein; and that the working classes, as a whole (the few conceded exceptions being used to show the feasibility of their all achieving better results,) are frequently charged with improvidence, wastefulness, intemperance, and a general neglect of opportunities for the improvement of their moral and social condition (and that such cases of folly occur there is no doubt,) we do not believe that this is true of them, as a whole, any more than we believe it true of them, as a whole, that they can accumulate ample means by nearly avoiding the faults above named. The whole class of them, in fact, may be taken as consisting, like general society, of the thrifty and successful, as one subdivision of the class, of the unthrifty and improvident as another, and of the great middle class between these extremes, men of temperate, industrious and moral habits, thoughtful and worthy citizens, who keep at work in their several specialties, yet who, under existing methods of labor, though saving by all possible economies, do not succeed in achieving a competence. Too apt to consider only the circumstances immediately about us, and to judge all by a few, we fail to generalize, and come to think that the achievement of one man ought to be, and can be the achievement of all; and, on the other hand, that the immoralities of one, or a few of a class, are the characteristics of the whole.

In fact, it is impossible, under the present system of wage-labor, for all, or indeed for the many, to be employers and to accumulate a competence; for this system renders necessary the classes of employers and employed, of rich and poor, just as in the army all cannot be Generals or Colonels, for the greater part must be rank and file.

The reader of English history knows that, at no very remote period, there was a class of laborers as little noticed by chroniclers as the cattle and sheep they tended; doing the heaviest work of agriculture by the severest manual toil, unaided by any machinery

used in modern times; yet probably not over-worked, and so having out of church holidays, many periods of recreation. Housed, clothed, fed and sustained, in sickness and health, by owners whose born thralls and manorial vassals they were, and therefore with as little responsibility for support of selves and families, as the recent slaves of a modern plantation, it is yet in evidence that the more thoughtful, diligent and frugal among them, as among the later slaves, were not without hope for better things for themselves or their posterity. How these better things were to be brought about, was probably as little known to them, as were the means by which the same good should be effected, known by their toiling equals of the plantations; or, by the unskilled and low-paid laborers of modern days. For, from the sympathy of their owners, there was not much to be expected, and then, as of late, the wealth-producers were considered as a class of persons only fulfilling the destiny to which, in "God's providence, they were born,"—of laboring for the benefit of another class, born with the privilege of consuming the produce of such labor. In matters of ordinary comfort, the condition even of the highest class, was what we should now consider one of great discomfort. The luxury of that day we should pronounce to be closely akin to wretchedness, and should have small choice between the clay-bed of the villein and the rush-bed of his master, taking date at about A. D. 1300.

In the 16th century, a great rise took place in the price of all articles of consumption, owing to frequency of riots among the people, and to the shameless operation of the government in adulterating the coin. Originally, a pound of silver had been coined into 20 shillings, or 240 pennies. In the reign of Edward IV. it was made to represent 450 pennies, by addition of alloy; but Henry VIII. debased it still more, making 11 oz. and 2 dwt. of silver with added alloy, to produce 576 pennies. Edward VI. carried this infamy still farther by using only 3 ounces of pure silver, with added base metal, in coining 864 pennies. The consequent confusion and inconvenience were so great towards the close of the reign of this monarch, that during the reigns of Mary and Elizabeth, the evil had to be gradually remedied, the alloy being reduced to 18 dwt., as it was in 1066, the date of the Conquest, and as it has since continued to be. The number of shillings, however, struck out of a pound of silver, was not lessened. On the contrary, it was increased from 60, as it had been till 1601 to 62, and in 1816, it was further increased to its present number of 66.

With regard to wheat, its price in these centuries is not an exact criterion of the ability of man to subsist by his labor, since it did not form a part of his usual food, because its price, as compared with the wage of his work, put it out of his power to buy it. For instance, in 1595 and in 1682, when a quarter (8 bushels,) of wheat was worth £2, the wages of unskilled laborers were only from 4d. and 8d. a day, so that it would take them 60 to 100 days to earn enough to buy that amount.

Their ordinary bread was of barley or rye; wheaten bread coming into use long afterwards. In fact, so little was the quantity of wheat in the market, as late as 1747, that it was only rich families that consumed a peck a year, and that was at Christmas. It came into greater use much later in the century.

As far down as 1450, both the price of provisions, cost of living, and wages rose—but the latter gained no greater purchasing power. Yet, though no better off in means of living, or power of purchase, the people had, in the insurrection of Wat Tyler, (1379,) taught the ruling classes some lessons of popular strength, and that it was not wise wholly to disregard the instruction.

Their efforts for release from villenago, efforts which parallel the strikes of modern days, and which, like them, had many features lacking prudence and sound policy, but which, like them also, were about the only resort which seemed to harbinger relief, could not fail to make some impression of what the popular strength might attempt,

and to create some unwillingness to provoke any renewal of them. Seventy years afterwards, (1450,) the strike, or as it was commonly called, the rebellion of Jack Cade, unsuccessful as it was, unquestionably helped to carry the people towards a more just position, as part of the body politic. Convulsions, like these, shake society to its base, but may do for the elevation of the many what centuries of waiting might not accomplish. Men seldom relinquish power voluntarily, and are not often persuaded to "sell what they have and give to the poor."

And it is not unworthy of note, that in the subsequent wars of the Roses (1453-1486,) the interests of the two contestants operated to raise the commons to an importance they never before possessed. For, differing from wars between foreign nations, the very people of England was the prize in the struggle between the rival claimants for the throne, and from the commons of this very people were to be obtained the soldiers to carry on the fight, so that it would not have been advisable to carry much devastation into the ranks of either opponent, as the men for York to-day, might be the men for Lancaster to-morrow. As for the people themselves, they took little interest in the contest, for it mattered very little with them under which baron, as king, they should live and serve and suffer, after fight was ended.

In 1496, the famous statute of wages for agricultural laborers and for mechanics was enacted, with penalty of imprisonment of any one who refused to work at the prices prescribed; and these wages underwent no material alteration, although the prices of provisions advanced very considerably, up to 1520.

Of the relative comfort, manner of living and general status of the working classes, in different periods, it is, with all the research that may be made, a very difficult thing to form an exact estimate. The purchasing power of their earnings, to be sure, gives very great assistance; but we may know all this, and know how much may be expended in food, and how much in dress, and yet know nothing of their household surroundings or interior life. In 1496, the food of a mechanic with an average family, cost one-third of his income, and the food of a laborer cost one-half of his. In 1835, in England, the board of laborers and artificers would have been reckoned at a much high proportion of their wages, and they would not therefore be so well off as their fellows of 1496. Yet, by a singular coincidence, in Massachusetts, in 1870, the cost of the food of the family of a factory-spinner, consisting of four persons, was one-half of his income, and that of a mechanic, with an equal family, was one-third of his. But comparing the amount of time allowed to the workman of 1496, for meals and relaxation, including the church holidays, England then being Catholic, he was more favored than either of the other two. Was he more favored with the comforts of life?

Before this question can be properly answered, we must first understand how each of the parties would interpret the word comfort. Ask the workman of the 14th century what he deemed household and other comforts to be, and he would probably reply, that, with a weather-tight cottage—of two or three rooms, with fresh rushes on the floor of one of them once a month; with meat, beer and cabbage every day; a chance on the common (then not enclosed,) for cow, pig and poultry; with 30*d.* a year for clothes of each of his family of four persons, and a chance now and then to see a bear-baiting or a cock-fight, or a game of quarter-staff, or at the butts, or at the Christmas mummeries, and he would be very comfortable indeed.

His sole idea of life was that of animal life and the supply of animal necessities. Neither reader, writer nor thinker,—receiving no instruction from school or lecture,—he had no idea of intellectual culture, nor the better provision for both body and mind that such culture quickens into life. With days of drudging labor, evenings of listless doze, nights of dulled sleep upon clayed floor or straw,—under statute rigidly prescribing wages, hours of work, cost and style of dress and diet, food coarse, and clothing

scant; with imprisonment for non-conformity to sumptuary law, the child succeeding to the craft of the father, without hope or even thought of rising above it,—hereditary children of unchanging caste,—these “rude forefathers” lived and labored, and dying, left the same dreary routine to children, who transmitted it as a legacy to theirs. And this condition of things—relic of feudalism—is not yet quite extinct in England; many of her better conditioned people, as Mr. Olmsted says, “daring to think that, in the mysterious decrees of Providence, this balance of degradation and supine misery is essential to the continuance of the greatness, prosperity and elevated character of the country.”

But the school-taught, thoughtful American workman of the 19th century, could not, would not, and should not consider himself and his family in a state of comfort, under such surroundings. The times call for better things; the increased cost of rent, food and raiment, call for better earnings; the refinement of the age, education, culture and advanced civilization, call for more time for their attainment; the best good and the permanence of the Republic demand a higher-breed of men; and the consent of the times, urged on by true policy and far-seeing patriotism, must and will certainly yield, nay, is yielding, to these various calls; for we feel that the truth will one day be believed, that you cannot get the profitable work which the advance of the world will demand from an enfeebled people, any more than you can get rich crops from an exhausted soil.

Towards the close of the 15th century, it would seem that the purchasing power of wages had somewhat strengthened, and so taking some further step down the line of time, let us consider the period of about the middle to the end of the 16th century. Here an examination of all varieties of labor-wages, shows that although in the interval there had been great fluctuations, the money-wages of all kinds of labor had nearly or quite doubled in amount. And in addition to this, it further appears that the price of provisions, though subject also to similar and great variations, had advanced at an equal rate. Wheat had varied from 3s. 4d. the quarter (3 bushels) to £5 4s. (!) its average for 115 years having been about £1 6s. The same advance had taken place in nearly everything else,—both clothing and ordinary articles in common use. In Stafford's “Dialogues,” (1581) the several speakers all agree to this rise. A capmaker says, “I am fain to give my journeymen 2d. a day more than I was used to do, and yet they say they cannot live sufficiently thereon.” “Yes,” replies a knight, “and such of us as do abide in the country, still cannot keep that house with two hundred pound a year that we might have kept some years ago with two hundred marks,” (67 per cent. less.) Their further conversation shows an advance of a hundred per cent. in all articles, grain, meat, clothing, keeping house, horse and servants. But as Prof. Craik justly observes, and what is applicable to all times, “that which is more than anything else, the barometer of the condition of the laboring classes, or great body of the population, is the heaving of the mass of utter destitution which lies below all labor,” and it may be safely added, crops up and mingles in with the masses whose only support is in their own unskilled and often unemployed labor. This was remarked in reference to the pauperism and mendicancy that is said to have grown out of the abolition of the monasteries by Henry VIII.; though the argument is not without force, that the great men of the day, who, traveling with their large retinues, made hotels of these sanctuaries, keeping high revelry with the monks as their hosts, and extorting plentiful largess of money and provision at their departure, did as much towards impoverishing them, as the tramping beggars whom they fed and so encouraged in their vagabondizing. Feeding vagrant beggars makes beggary infectious, and indiscriminate almsgiving is not judicious charity.

Mr. John Wade, in his "History of the Middle and Working Classes," says that in 1495, a laborer could purchase, with his wages of 48*d.* a week, 199 pints of wheat ; in 1593, with his wages of 48*d.* a week, he could purchase only 82 pints ; and in 1610, with his 12*d.* a week, only 46 pints. Wages had gone down and wheat gone up. As given by other authorities, it stands thus : a laborer in 1495 earned 48*d.* a week, and wheat cost 6*d.* a bushel, so that he bought 8 bushels with his weekly wages ; in 1593, he earned 60*d.* a week, and wheat cost 30*d.* a bushel, and he buys 2 bushels with his weekly wages ; in 1610, his weekly wages fell by statute to 12*d.*, wheat was worth 51*d.* a bushel, and he buys about a quarter of a bushel with his weekly wages. So that, within 17 years, the purchasing power of his wage, in the matter of wheat, had diminished in the ratio of 8 to 1 by the latter figures ; and Mr. Wade says that he could only obtain one-fourth part of the necessaries and conveniences in 1610, that he could in 1593. A vast increase of indigent misery, with its ordinary concomitant of crime, followed this state of things, and the increasing privations of the people were aggravated by pestilences, between 1603 and 1665, destroying both capital and industry, and retarding the progress of the country for more than a century. Mr. Barton further remarks, that the present (1830,) condition of England resembles that which marked the close of the reign of Elizabeth, 1603 ; both periods exhibiting symptoms of the population having outgrown the existing means of employment and subsistence. In both, there was a diminution in the rate of wages, and therefore, in the means of procuring by the body of the people a sufficiency of wholesome food, needful clothing, good lodging, and the other necessities of life. The high price of meat put it beyond the purchasing power of laborers earning from 6*d.* to 10*d.* a day, and even master-workmen could indulge in it but occasionally. Many of the esculent vegetables of later days were unknown, and tea and sugar, now so much used in workmen's families, were of great rarity and cost. The yearly earnings of the best farm-laborers, at 1,380 pence, (\$25.55,) and of the best artisans, at 3,600 pence, (\$66.67,) compelled the sharpest economy, and demanded the added earnings of all the members of the household, to keep them along, even in the poor fashion in which they lived.

Crowding a good deal in a small space, it may be said, that the war of the Roses (1453-1486,) ruined the feudal aristocracy of England ; the crown became despotic and created a new nobility ; the masses of the people were losers by the Reformation, recovering themselves somewhat in the 17th century, having a golden age in the first half of the eighteenth, but now in the 19th depressed, the peasant having gone back to the serfdom of villeinage, while the yeoman has disappeared before the absorption of land by great proprietors, and before the enormous increase of the manufacturing interests of the kingdom.

Let us now move down to the year 1688, and taking up Gregory King's Scheme or Table of "Incomes of Families in England," with the ruling prices of commodities for that period, see what the results would indicate. Here we find that artizans and handicraftsmen, each with an average family of four persons, and all earning something, get about £38 a year, or \$169, (pound at \$4.44.) Now with meat, (beef and mutton,) at an average price of 2 pence per pound, each person in each of these families could afford to consume say half a pound a day, or 730 pounds a year, costing £6 1*s.* 8*d.* or \$27.04, about one-sixth of the income, and leaving \$142 for expence of rent, bread, fuel, clothing, education and incidentals. The difference in the value of money as compared with the 19th century, would more than double these sums, and we have taken par as the value of exchange.

Taking from the same table the class of tradesmen and shop-keepers, each with an average family of 4½ persons, and an income of £45 a year, or \$200, each family

could consume meat, at the same allowance per person, and costing £6 15s. 10d. or \$30.42 a year, a little over one-sixth of its income, and have \$163 58 left for the other expenses.

Take now another class, that of the farmers, each with an average family of five persons, and an income of £42 10s. a year, or \$188 89. Each family here could consume meat at the same allowance, costing £7 12s. 1d. or \$33 80 a year, less than one-sixth of his income, and have \$155.09 for other expenses. But take another class, that of laboring people generally, averaging each family as low as $3\frac{1}{2}$ persons, and with an income of only £15 per year or \$66.67. Were each member of the family to consume meat of equal price and at the same allowance, it would cost £5 6s 6d. or \$23.67 a year, being something over one-third of its income, and leaving \$43 for its other expenses. Clearly, they could not afford so much meat, if any at all. But much worse is the case of the cottagers, each with an average family of $3\frac{1}{4}$ persons, and an income of only £6 10s. or \$28 89. Clearly, there is here no power to purchase meat; and tied down to a particular employment by the crystalized customs of an old country, there was small chance of bettering matters by change of employment. Even artisans and tradesmen were as closely limited to their occupations. The power to rise above a hereditary business is strong only in new and free countries, where the influence of education more generally qualifies men to cope with all the possibilities of life, and renders them independent of old forms and traditional methods. But of education in its full import, there was nothing at the opening of the eighteenth century, and next to nothing for more than a century later. In fact it is only within a very recent period that England has awaked to the educational necessities of her common people, and set herself earnestly at work. London, at the time spoken of, and other great cities, swarmed with destitute children, sleeping in ash-holes and in every conceivable place of discomfort and exposure, and left to starvation or thieving, and ripening for the gallows or Botany Bay; and of this moral horror there is yet a good deal left there, and it is not wanting here.

We now come to the opening of the nineteenth century. In its progress, great changes have taken place in occupations, in relative wealth and poverty, in land possession, in wages, earnings and their purchasing power, and in cost and manner of living. The very abundance of the data, (heretofore increasingly meagre as you go back in time,) is embarrassing, and brevity, though desirable, is secured only at cost of accuracy and satisfactory detail. We will endeavor to present a fair mean between the extremes.

Exemplifying the fact of change of occupation, we find that from 1800 to 1811, out of every 100 families, (omitting decimals,) 35 were engaged in agriculture, 46 in trade and manufactures, and 19 in other employments; while in 1831, out of every 100 families, 28 were employed in agriculture, 42 in trade and manufactures, 30 in other employments—the producers of food *decreasing*, and the consumers *increasing*. In 1841, this change had continued, so that only 26 per cent. were engaged in agriculture, 44 in trade and manufactures, and 30 in other employments—the producers still *decreasing* and the consumers *increasing*. And the very serious question arose as to how long this process could continue, and yet the country yield food enough for its inhabitants. It is true that a portion of this decrease is due to the introduction of agricultural machinery; but not all, by any means, for the great increase of population, notwithstanding emigration, would have more than balanced all this. In 1866, agriculture takes 18 per cent., trade and manufactures take 43 per cent., and other employments 39 per cent.; as nearly as they can be ascertained, a further decrease of the food-producing employment. Now as the tendency is always to those classes of employment wherein manual labor is least, and wherein money is most easily acquired, it would seem that there being too much hard

work and too little yield of money in tilling the soil,—agriculture is forsaken for more lucrative and less fatiguing employments. In fact, England, like her industrial copyist, Massachusetts, is gradually ceasing to be an agricultural, and rapidly becoming a manufacturing people, and her soil is not therefore increasing in its yield so as to supply the constant augmentation of its population. Now what are the earnings of her agricultural people and the purchasing power thereof? It is conceded that there has been a rise of their wages. In 1824, they were 9s. 4d., or \$2.26 a week; in 1866, they were 13 shillings, or \$3.15; and if the earnings of wife and children be added, the family may realize 23 shillings, or \$5.57 a week. What will support the average family of such laborers? Dr. Edward Smith, Medical Officer of the Privy Council, in his Report for 1869, puts the total—rent, clothing, food,—*without meat*, at 16 shillings, or \$3.88 a week. Let us see how the account would stand:—

Annual earnings, at \$5.57 a week, (52 week).....	\$289.64
“ expenses, (without meat,) at \$3.88 a week.....	201.76
Leaving for meat and all incidental expenses.....	\$87.88

Now, in 1866, the average price of meat was 17 cents a pound. If \$87.88 were all spent for meat, at that price, it would buy 517 pounds. Now the average family of an agricultural laborer is put by Dr. Smith as high as 5½. Taking only 5, and this meat would be about 103 pounds for each one per year, or about 3-10 of a pound per day. Reducing the family to only 4, each one would get but about ¾ of a pound per day. But then there would be nothing left for anything else; and so it is plain that this class of laborers cannot have meat every day. In fact, these laborers are compelled to live on cheap and innutritious food, and are worse off than the same class in Ireland, where meat is cheaper, and where for the same money, twice as much carbon, and more than twice as much nitrogen, can be procured. And yet these men need the most sustaining food to keep them in condition adequate to their hard work. No wonder the breed is losing in productive strength, and that, as the historian Froude declares, “they are fast degenerating in physical ability.”

PURCHASING POWER OF WAGES IN MASSACHUSETTS, FROM 1630 TO 1870. The materials for information upon these subjects, during the earlier times of our colonial history, are very meagre and unsatisfactory, and but little can be gathered even with patient research and considerable calculation. Like other history, ours takes the heroic form and is silent about the details of industry. We give the best we can find, deriving our data from Felt's “Historical Account of the Currency of Massachusetts,” and from several local histories of cities and towns, from county records, and from old, private, family bills.

In 1630, following the method of the “Statutes of Wages” in England, it was ordered by the board of magistrates, that common laborers should be paid at the rate of 12d. a day, or 22 cents, (rating the £ sterling at \$4.44, though the Federal currency did not then exist,) without diet, and 6d. a day, or 11 cents with diet, thus establishing a day's board for this class of workmen at 11 cents. With board then, a laborer would earn in a working year of 300 days, with diet, \$33.00, and without diet \$66. This number of days is very liberal, and implies constant work and no stoppage for any cause. Yet the number will answer for a comparative statement. Take now the earnings of the laborer without board, \$66 for the year, and let us see what its purchasing power will accomplish. At this date wheat was rated in the Colony at 5s., or \$1.11 a bushel; an ox at £6, or \$26.67; a cow at £5, or \$22.22; a sheep at £1 10s., or \$6.67; beef being 3½ cents, and mutton at 4½ to 5 cents a pound. We will suppose the laborer to have a family of 4 persons to maintain, to each of whom we will allow a quantity equal to one

barrel of flour, of 196 pounds, yielding 250 one-pound loaves. Such allowance may always be taken as the yearly consumption of bread in a family—one barrel per person per year. To make this barrel of flour will require, at 5 bushels of 60 pounds each, of wheat per barrel, 20 bushels, which at \$1.11 a bushel would have cost \$22.20. Deduct this from his yearly earnings of \$66.00, and he has left \$43.80.

In 1631, an exceptionally dear year, wheat rose to more than double this price, and meat was very dear; a cow selling at \$111.11, and a ox at \$88.88. Very many persons were compelled to subsist on clams, acorns, and ground and other nuts.

Let us now see whether this laborer, with the remainder of his money, could buy much meat for his family, or a house, or clothe its members with much comfort. Allowing half a pound of beef a day, at $3\frac{1}{2}$ cents, to each of the 4 members of his household, would involve an outlay of 7 cents a day, or \$25.55 a year, of 365 days, reducing his \$43.80 to 18.25 for other expenditures. Manifestly, he could not afford beef every day, and must have resorted to the occasional bacon of his brother laborer in England, or to the cheaper fish, clams and nuts, at home, this \$18.25 being all he had left for all other household expenses, if he had a family. Were he to live unmarried, and at an expense for board of 15 cents a day, or \$54.75 a year, he could meet that expense and have \$11.25 left for other personal expenses. For the mere unskilled laborer, with such earnings, however, marriage and a family would seem to have been out of the question.

Let us now take the case of a skilled workman at 44 cents a day, without board, and a journeyman at 37 cents a day, also without board. These figures are obtained by taking the statute daily pay of 29 and 22 cents, and adding 15 cents a day for cost of board, which price we take as a mean between 11 cents a day for board of common laborers, and 18 cents, established three years later, in 1633, for a day's board. At 44 cents a day, for 300 days' continuous work,—a *very large allowance* for the year's work of carpenters and masons, and similar craftsmen—they would realize \$132.00, and their journey-men \$111.000, respectively. But there must be no stoppage of work for any cause whatever—sickness, holidays or recreation. As with the married laborer, we will suppose a family of 4 persons to be provided for. Their bread, at the foregoing rate of a barrel of flour per annum to each of the 4, and at the price named of \$1.11 per bushel of wheat, 5 bushels of 60 pounds to each barrel of flour, would cost \$22.30; and their meat, at the same allowance of half a pound for each person per day, would have cost at the price named \$25.55, so that meat and bread would have cost \$47.74, and there would have remained to the carpenter and mason, each \$84.25, and to their journeyman \$63.25 to meet all other expenses.

Of the cost of clothing, no record is found. It was mainly homespun and very simple, plain and cheap. Shoes being at about \$1.00 for men's, and 80 cents for women's, and a "proportionate price for children's," say 60 cents, could be afforded, and allowing two pairs a year for each member of the household, costing in all \$4.80, there would remain to the several parties about \$80 and \$60, respectively, to meet rents, fuel, clothing, &c. No record is found of house rent, yet it must have been inconsiderable; their dwellings being of the simplest construction, and readily run up, with the lumber growing close at hand. As in England, at this time, the open commons afforded common pasturage for cows, and milk would be greatly used for food. Yet the struggle among all classes of the colonists must have been of the severest nature, and have demanded vast resolution and self-denial. They, who for religious and civil liberty could endure so much and make sacrifices so incredible, were no ordinary men.

But it must not be supposed that the balance just now shown was an actual cash balance, and could be used to advantage by investment in stocks, scrip, or savings banks. They had no means of the sort. Society with them was not ripened up to those financial facilities. Their circulation media seem to have been beaver skins, grain of

various sorts, cattle, and Indian wampum. This was made by the Indians of the inner stems of periwinkles, (found on sea-side rocks,) after the outer shell had been broken off. These were arranged upon strings, and were white in color, six of them being rated at the value of 2 cents. Another kind, black and more rare, was made of the shell of the "poquahook," and were rated at three for 2 cents,—six feet, or a fathom of them being rated at 5s., or \$1.11. Articles of peltry, abundantly brought in by the Indians, and eagerly sought for exportation, were quite a general medium of exchange. But payments of salaries and other dues were, from the want of coin, usually paid in kind. Rev. George Phillips of Watertown, was to have for his salary three hogsheads of meal, one of malt, four bushels of corn, one of oat meal, and half a quintal of salt fish; and for apparel and incidentals, £20, or \$88.89; or in place of the above named provisions, £11 or \$48.89, making a total of \$137.78. An Indian was fined one beaver skin for shooting a swine of Sir Richard Saltonstall's; and Sir Richard himself was fined four bushels of malt, for absence from General Court. The island on which East Boston is now built, was originally granted to Mr. Samuel Maverick for "one fat wether, a fat hog, or 40s," (\$8 49,) with the right conceded to inhabitants of Boston and Charleston to cut wood from the southern end of the island. The gunner at the Castle in Boston Harbor, received as salary 250 bushels of corn at 89 cents a bushel.

With a circulating medium in such variety and with such methods of adjusting payments between debtors and creditors, it is not easy to determine the purchasing power of men's earnings. Statutes there were limiting wages to a money value, but these wages were often commuted in kind, and paid in peltry, or grain of some sort, and these to be, at times, rated, "as men can agree." There was a general tax of £616 15s. (\$2,741.11,) levied on the several towns of the State, in 1645, to be paid in money, beaver skins, wheat at 4s. (80c.) the bushel,—barley the same; rye at 3s. 6d. (78c.),—peas the same; corn at 2s. 8d. (59c.), and "cattle to be valued by three men." There was great embarrassment from the want of hard money and every species of exchange. All confidence, at times, was broken up, and people were emigrating from England to other countries because of the contentions in England between the Royalists and Parliament. These troubles were of long continuation, and led to singular resorts. Gov. Winthrop tells a story of Mr. Rowley and his servant. Finding it difficult to pay the man's wages, Mr. R. sold a pair of oxen for the purpose, and then told the man that he could no longer keep him, as he could not pay him the next year. The man said he would serve for more cattle. "But what shall I do," said the master, "when all are gone?" "Oh," replied the man, "you can then serve me, and so get the cattle back again." Such a contract, implying change of position, might have gone on indefinitely. Troubled for the want of money, our fathers were still more troubled about keeping in the country what little they had for circulation. The tendency of the coin was always towards the mother country, as the latter was always sending to us more than it received from us.

About the year 1650, a change took place in the pecuniary matters of the colony,—the Legislature determining to establish a mint of its own, and to coin its own money. Such a measure had a flavor of treason, inasmuch as the coining of money is a reserved right of the supreme government of a country. But just at this date, King Charles I. having been dethroned and beheaded, and Cromwell having taken possession of the government and been created Protector, (1640-1653,) our forefathers seemed disposed to think that a little supremacy might be safely assumed, and they might act independently of him, in providing for the convenience and good of their own community, without much, if any risk of collision.

It was therefore ordered by the General Court that "all persons have libertye to bring unto the mint house at Boston all bullyon, plate, or Spanish ceyne, there to be melted and brought to the allay of starling silver by John Hull, master of the said mint, and

by him to be coined into twelve penny, six penny, and three penny pieces." The money thus created found its way to England, and passed at a discount of 25 per cent. On the restoration of King Charles, the question of the right of the colony to coin money assumed a serious aspect; and King Charles II. utterly disapproving it, the colonial government resorted to conciliatory presents to allay his disfavor. The favor of the King, however, was never secured; yet the mint seems to have continued its operations down to the time of William and Mary, (1688,) when renewed efforts were made for its authorization, but without success, and it was discontinued about 1690, though its coin continued in circulation long afterwards, and even as late as the war of the Revolution.

This digression is made in explanation of the difficulty of determining the value of earnings, and of computing their actual purchasing power during colonial times. We can find the prices of some articles of consumption, they being, however, mainly the cereal products. Very little, almost nothing, is found of the prices of fresh meats; and nothing at all of the general cost of living. The English statistics on these subjects are far more abundant and instructive. In a record of prices appointed by the General Court from 1642 to 1694, no mention is made of any kind of meats. Wheat averaged at 4s. 10d. a bushel; varying between 6 shillings and 2s. 9d., though excluding its prices when paid into the treasury for taxes (2s. 9d.), it averaged about 5 shillings—\$1 11. In 1670, a statute of wages was attempted, passing the house of Magistrates but failing in the house of Deputies. It however indicates the extent to which labor was valued, and the contemporary cost of certain articles of consumption. Laborers by the day were to receive on an average for the year, working 10 hours a day, 1s. 6½d., or 34 cents, say \$102.00 a year, of 300 days, and carpenters and masons from March to October,—7 months, or 184 working days, 44 cents a day—being \$80.96 for that period. Nothing is said of their pay for the other 5 months. At the same rate they would get a total of \$132.00 for the year. Master tailors and weavers, for a day's work of 12 hours, were to be paid 1s. 8d. or 37 cents; or \$114.70 a year, of 310 days. Coopers, for a barrel of 32 gallons, were to receive 2s. 8d. or 59 cents; and shoemakers 5s., or \$1 11 for men's shoes, and 3s. 8d., or 82 cents for women's shoes. The pay of common laborers had risen since 1630 to 33 cents a day, or \$99.00 a year, they boarding themselves. Other wages seem not to have varied. Wheat was at an average of \$1.11 a bushel, and beef at 3½ cents a pound.

Grain, as a currency, was excluded from circulation, to a great extent, about the close of the 17th century, bills of credit, varying from 5s. to £5,—“due from the Massachusetts Colony to the Possessor,” having been authorized and issued in December 1699,—and continuing in use until about 1750. Felt gives “as an example of the worth of money in labor,” in 1712, that “carpenters received 5s. a day, or \$1.11, for building the Town House in Boston,—silver being 8s. or \$1.78 an ounce;” so that in silver, their daily pay was five-eighths of an ounce.

In 1697, as appears by a vote of the town of Lynn, providing for the payment of Rev. Mr. Shepard's salary, beef was worth 3d. or 6 cents a pound; pork, 4d. or 7 cents; Indian corn, 5s. or \$1.11 a bushel; rye, 5s. 6d. or \$1.22; and oats 2s. or 44 cents; his salary, in 1699, being reduced to £60, or \$266.67. Wheat rose to 6s. or \$1.33, in 1727; rye to 5s. or \$1.11; and Indian corn to 3s. or 67 cents.

We have now to make a wide leap to find any positive data, landing at the year 1777 (January 25), when an Act was passed by the Legislature of Massachusetts, “to prevent monopoly and oppression,” as was alleged. But previously to this, in March 1750, an Act had been passed establishing the rates at which certain coins should pass, under which an English Guinea was rated at 28 shillings, lawful money; a crown, 6s. 8d.; a dollar, 6s. and a shilling-piece, 1s. 4d.; £30 equaling \$100. Hence our common phrase of *nine shillings* became the equivalent of \$1.50, our *seven and sixpence* became

\$1.25, our *four and sixpence* became 75 cents,—expressions still in use, though gradually passing away. We shall now reckon prices of labor and food at these rates. This Act of 1777, a sort of a Statute of Wages, declared that the “price of farming labor, in the summer season, should not exceed 3s. by the day, and found,” (say, 50 cents and board), “and the labor of mechanics and tradesmen, and other labor, in proportion, when compared with farm labor, according to the usages and customs heretofore adopted and practiced in this State.” Now examining into this proportion, we find that mechanics doubtless received from 33 to 50 per cent. more than common farm-laborers; giving them, say, 67 to 75 cents a day and board; and, as in 1780, carpenters, by Table preceding, are found to have received a dollar a day, we may rate their board at 25 to 33 cents a day. Masons, however, who work fewer days in the year, received \$1.25. A carpenter, then, working 260 days in a year, would earn \$260; and a mason, working 250 days, would earn \$312.50.

The Act then proceeds to declare “that the following articles shall not be sold for a higher price than is hereinafter settled and affixed to them respectively,” viz.:—

Wheat, 7s. 6d. per bushel, or.....	\$1 25
Rye, 5s. per bushel, or.....	83
Indian meal, 4s. per bushel, or.....	67
Beef, grass-fed, 4d. per lb., or.....	4
Beef, stall-fed, 4d. per lb., or.....	5½
Beef, salt, 3¾d. per lb., or.....	5
Pork, fresh, 4½d. per lb., or.....	6½
Pork, salt, 5d. per lb., or.....	7
Mutton, lamb and veal, 4d. per lb., or.....	5½
Butter, 10d. per lb., or.....	14
Cheese, 6d. per lb., or.....	8½
Sugar, 8d. per lb., or.....	11
Molasses, 4s. per gal., or.....	67
Pease, 8s. per bushel, or.....	1 33
Beans, 6s. per bushel, or.....	1 00
Potatoes, 1s. 8d. per bushel, or.....	28
Coffee, 1s. 4d. per lb., or.....	23
Poultry, 4d. per lb., or.....	5½
Flour, 3d. per lb., or.....	4
Shoes, men's, 8s. per pair, or.....	1 33
Shoes, women's, 7s. per pair, or.....	1 17
Wood, 28s. per cord, or.....	4 67

Taking this Table, and making computations from its figures, for cost of articles for a family of 4 persons, we have the following as a yearly expenditure for maintenance:—

COST OF LIVING.

	Price.	Total.
Rent.....		\$30 00
Flour, 4 barrels.....	\$7 84	31 36
Meats, 800 lbs.,.....	5	40 00
Butter, 80 lbs.,.....	14	11 20
Sugar, 150 lbs.,.....	11	16 50
Molasses, 12 gals.,.....	67	8 04
Potatoes, 12 bushels,.....	28	3 36
Coffee, 30 lbs.,.....	22	6 60

COST OF LIVING—Continued.

	Price.	Total.
Salt, pepper, etc.,		\$2 25
Beans, 1½ bushels,	\$1 00	1 50
Clothing,		50 00
Shoes (8 average pairs),	1 25	10 00
Fuel, 2 cords,	4 67	18 68
		\$229 49

To meet with cost, the carpenter has \$260.00, the mason \$312.50, leaving them respectively, \$30.51, and \$3.01, for other expenses. But, in 1780, three years later, this cost would have gone up at least 33 per cent., making it about \$306—while wages remained stationary.

This was in the dark periods of the Revolution, during which Massachusetts paid into the Continental Treasury nearly \$2,000,000 more than she received back; the five States of Georgia, N. and S. Carolina, Virginia and Maryland having paid thereto less than \$200,000 more than they received back; she furnishing more soldiers than any other State, excepting Pennsylvania. Out of the struggle we came utterly exhausted,—though victorious,—and surrounded by complications and difficulties of the most distracting and disheartening nature; a combination of poverty, disorder and almost anarchy. But the result has shown that the great cost was greatly repaid.

It will be seen that the average earnings of a majority of the skilled laborers in this State, do not reach the average cost of the necessities of life, given in the cost of living, table, pages 254 and 255; or, to state in another way, the majority of wage laborers must consume less of groceries, provisions, light, fuel, rent and clothing, than is given as the actual consumption of workmen whose items of expenses we have tabulated to keep out of debt.

We have no sufficient data from which to compute the average number of persons in a workman's family, and we have taken four (4) as that average, though thousands of families consist of a higher number.

To live within the average earnings of \$611.00 a family of five (5) or six (6) persons must not consume more than the amount given in our average family of four (4). Now, from its impossibility, the children of the poor are taken away early from school, and brought into the labor market;—the son to the factory, store or shop, and the daughter to the life and wages of a factory or cash girl, or of a serving woman.

By an examination of the cost of living table, the average cost of the necessities of life for a family of four persons, is \$644.40, divided as follows:—

Groceries,	\$158 00
Provisions,	161 52
Clothing,	105 04
Rent	114 00
Fuel,	42 16
Light,	6 96
Sundries,	56 72
Total,	\$644 40

In addition to these articles are the following:—

Furniture,	\$27 52
Books, Newspapers, Stationery, etc.,	17 42
School-books, etc., \$5.74, Religion, \$21.32,	27 06
Sickness, \$24.08, Recreation, \$19.52,	43 60
Charity, \$7.68, Societies, \$9 12,	16 80
	<hr/> 132 40
Making the whole expenses,	\$776 86

In addition to this method of obtaining items of cost from workmen, we consulted many store-keepers and ascertained the quantities of articles commonly consumed by an average family of four (4) persons, and their figures substantiate those given in our tables.

It will also be seen by reference to the table of annual expenses, page 526, prepared by Edward Young,—bureau of Statistics,—Washington, D. C., that it costs a family of four (4) persons \$596.96, for groceries, provisions, fuel, light and rent. Adding \$80.00 for clothing, would increase the sum to \$676 96,

The average wage-laborer, receiving \$611.00 per year, must reduce the cost of the items first named \$33 40 to pay his bills and commence the next year free from debt. And, but for the item of sundries, \$56.72, it would appear that he could do this. But to this class of workmen this heading comprises items as important as a library to the student. This small sum of about \$1.00 a week, is the evidence of growth above the low condition of the European laborer. This heading, in many cases, covers all moneys expended for the few articles that our community demand;—such as boot and tooth brushes, blacking, hair cutting, dentistry; as well as pocket knife for the husband, scissors for the wife, and a few toys for the children, the little Christmas presents, and occasional excursions, and, in some cases, travel in horse cars. To obtain these, with the average yearly earnings of \$611 00, requires a sacrifice of other necessities, as well as the denial of needed recreation, the impulse of charity, or the cultivation of the mind and spiritual faculties by attendance upon lectures, or the observance of some form of worship; the purchase of much desired articles of furniture—a parlor or chamber set; or the almost indispensable sewing machine; and, latterly, the growing want of musical facilities. These, under existing circumstances, must be counted luxuries, beyond the grasp of the hard-working, industrious, temperate, skilled, average wealth-producer.

There are many mechanics in our State and Country able to secure somewhat of these so-called luxuries; and to this fact, we owe our superior manner of living as a people. The statistics of the cost of living we have presented, were mostly derived from 112 of this class of workmen, and the constant influence of the present better distribution of wealth, education and political power in our country, above that of any other, is manifest in their experience. It is because of this upward tendency, that the complaint of labor is heard from the skilled, instead of the unskilled workman; of the better paid labor of Massachusetts and New England, rather than of the lower paid labor of many other States and nations. The Hon. G. F. Hoar stated it rightly, when he attributed the uneasiness of the masses to the power and influence of our educational and governmental systems. Time was, when the art of reading and writing had been acquired by very few. Here, in Massachusetts, it is widely distributed, and this distribution has made our wealth of knowledge the common wealth,—not by limiting the advance of the learned, but, by its more equitable distribution, stimulating the higher schools of literature and art to more rapid and perfect development. So, also, the distribution of political power, once held by kings and nobles, has not only not introduced anarchy, but has advanced nations in their growth, strength and power, and rendered governments

of the people, by the consent of the people, safer than governments by the few. The distribution of wealth has also been going on, and although extreme wealth and extreme poverty are, to-day, the great curses of the world, there is a better distribution than ever before, counting time by centuries, not by years.

In civilized countries, famine,—once the gaunt fear of labor,—is now almost unknown. Famine, as a pestilence, is no longer a reality, though every industrious workman feels that he is near to want.

The contrast between the laborer of 300 years ago and the laborer of the present day, is but the prophecy of the advance yet to be made. There are more people removed a week from want than ever before; more people better housed, better fed, and better clothed; though there is but little advance in the *margin* of wage; and wages being continually kept down to the actual cost of living, the element of advance is to be found, almost entirely, in the superiority of their style of life. Of the tens of thousands of unskilled laborers, other than those of the farm, we have no statistics; but enough is known, to say that their day's wages are lower, their earnings less, and, generally, their season of work shorter, than that of skilled laborers. Their homes are in the tenement-houses, such as we have described, or in the small cottages (shanties is a better name), such as may be found, by hundreds on the marshy and low lands of Boston and vicinity, and of many larger towns. These homes of the poor, both in their surroundings and interior accommodations, are but miserable places. Poverty is everywhere apparent;—and about its haunts are no gravel walks, no arch of overhanging trees, no well-paved streets, no grassy parks for children's play-ground. In their place are pools of stagnant water, filthy alleys, and back-yards full of mire, mud, and disease-breeding filth.

Into the homes of these poor, we have been always welcomed. We have taken an inventory of the furniture, and asked questions relating to earnings and cost of living, and have always received the freest and politest answers.

We have alluded to the homes of the unskilled laborers, in this place, to call attention to the limited demand for the products of our manufactories. These homes have no parlor with carpeted floor, easy chairs, or pictured walls. The furnishing of the living room and bed-chamber, is all the demand they can make upon a market full of the articles of use and ornament; and even this demand cannot reach the best, but must take the goods of the junk and second-hand trader, while their clothing are the cleansed and mended cast-off garments of the second-hand dealer.

Here is a market for the utmost production;—a market at our doors,—waiting only to be opened by a better distribution of wealth; a distribution so natural and permanent, that the increase of means shall increase wants, increase demand and increase supply,—the causes continually operating,—until extreme poverty and extreme wealth shall no longer have existence. But, against this Christianizing and economic effort, the cry for *cheap labor* is raised.

Said one of the richest merchants of Boston,—"What we want is cheap labor; then we can compete with England, in the production of commodities; then Central and South America, the Provinces, and some parts of Europe would be open to our trade and commerce; and we should be a wealthy and prosperous people. How wide would be the distribution of this wealth, this prosperity and this happiness?"

Such is the representative opinion of many educated men—men of wealth, culture and influence, in narrowness of thought calling for cheap labor and a market for goods. Do they not forget that cheap labor—like slave labor—narrows the channels of industry? That a free people are greater and better consumers than a slave people? That a cheap people dearest, for, though they produce cheaply, their power of demanding and consuming such production is less, in the same, or even in a greater degree?

Cheap labor means China, with her millions of poor, with her stunted growth and inferior race. Dear labor means America, with her free and intelligent citizens. For poor as are our laborers, they are better off than the laborers of any other country. *Here we have the highest wages and the best market in the world*; a market not only for the products of the farm, the textile factory, and the builder, but a market for the thousand varied productions of New England, books, newspapers, and *Yankee notions*;—very properly so named, for many of them were for years unknown to every other wage-labor people.

If cheap labor is the great demand of the age, let capital seek employment in those populous countries where men are cheaper than cattle; where common schools, the elective franchise and the right to be elected to office, and the Sabbath, are all unknown.

Such advice as this would be characterized as folly; and yet, is it not the legitimate result of the argument for cheap labor?

Our railroads are built, because so many can afford to ride. Books and newspapers are multiplied, because so many can afford to read. Industry prospers, because so many can afford to buy. To make the working classes better producers, they must be better consumers; but, as long as the history of the wage-laborer is the history of the poor, so long will industrial stagnations, and financial irregularities, and their natural results, —theft, intemperance, prostitution, and war,—be the regularly recurring events, and degradation be the miserable condition of masses of the people.

How to make the laborer dearer, without increasing the cost of production, is the problem this nation is called upon to solve. Enough has been done for production; something must now be done for distribution;—not the agrarian distribution of wealth by artificial or violent processes, but by those natural laws that have already distributed the present wealth of the people among so many.

All that can be done to remove the obstructions to the working of these natural laws, should be done, and done at once. But the great difficulty is the poverty of the people. If the people were not poor, they would not work for wages; but they are so poor and ignorant that they cannot and know not how to co-operate. The education they need, is such as will teach them how to increase the purchasing power of a day's work; the education going on, until they know enough and earn enough to work for themselves and each other, and so naturally acquire the knowledge and power necessary to co-operate. To accomplish such education we must remodel our existing system,—a system which the demands of the times have outstripped, and whose supporters, if they resist these demands, must be told to move out of the way, or move forward in the march of the education demanded; an education moral, mental and manual, operating upon all ranks of society, reaching clean up, clean down, and clean through the whole social organization, and preparing every child of the Commonwealth to meet and master every possibility of every condition into which he may be thrown.

It is not our purpose, at this time, to enter upon the subject of co-operation. We leave that for another report, but enough has been presented in the reports we have submitted, to prove that the average wage-laborer's margin over and above expenses, is not sufficient to enable him to compete with capital, in its present aggregated form, or to contend with the power which such aggregation gives.

Co-operation will come as a natural result of the distribution of wealth, education and power; such as is now in process of development.

In this country we have the distribution of political power among men only; it will and must be still further distributed, making no exception of sex, as it has made none of color. The distribution of education, through the common school system must be made more free, opening all the higher branches and higher schools of art and science to all. The distribution of wealth, through the wage system, has given the working

classes all the wealth they now possess*, whatever that may be. Its better distribution must come through, and by the processes that increase wages without increasing profits upon labor, giving labor larger and capital smaller margins; this process of distribution continuing, until the better system of distribution, through co-operation, shall succeed the wage system, as the wage system succeeded villeinage.

How this can be done must be more fully treated in a future report.

CONCLUSIONS AND RECOMMENDATIONS The Bureau was organized as much for the purpose of investigation and the presentation of statistics, as for the recommendation of special legislation; and as we have often been asked by legislators and others, what effect has been produced by the publication of these facts, and also what conclusions can be drawn from these researches, we give a brief summary of some of the most marked effects to which our attention has been called, and such conclusions as we think can be fairly drawn.

Our exposure of tenement houses has excited a deep and effective interest in the real condition of the homes of low paid laborers, and led the way to means of relief and perhaps of remedy.

Attention has been drawn to the fact that large numbers of children in the State are unschooled, and a general demand has arisen for an effective, compulsory law and its enforcement. In addition to this, half-time schools are becoming better understood and appreciated.

We think that the history of wage labor, and wage laborers, which we have presented, proves that the great body of working people, from the date of the organization of wage labor, has only kept along on a general level with their earnings—they, however, barely paying their way, and being oftener in debt than out of debt.

That those who perform the severest labor, and work the greatest number of hours, are the lowest paid—always have been—and under existing systems, must so continue to be, they embodying that class, which, from the necessity of inadequate wage, must commence labor at so early a period of life as to be deprived of a fair degree of education, and must, therefore, be perpetuated as the ignorant class, from which springs the “*dangerous class*” in every nation, and which, spite of our educational advantages, already exists here, especially in our large municipalities;

That poverty—by which we mean inability to subsist for any considerable period of time beyond the discontinuance, for any cause, of regular wage labor, always has been, and is, the normal condition of wage laborers, and that therefore the historic method of wage labor—or that system, by which, in all time heretofore, the most work has been obtained for the least wage, is radically erroneous, and should be changed for one more just and more equitable in its distribution of the wealth produced by labor;

That a reduction of wages has not followed a reduction of time, but on the contrary, wages have increased with reduced hours; nor has a proportionate reduction of product followed a reduction of time;

That the increase of the deposits in Savings Banks is not an evidence of the increased means of the working classes, but that, on the contrary, the instances into which we have been able to examine, prove that the greatest *amount* of deposits is not the deposits of wage laborers;

That the limited sum placed at the disposal of the Bureau greatly circumscribes its researches, and renders a systematic arrangement of statistics, for an early presentation, utterly impracticable; that additional means would greatly facilitate our labors, and the classifying of the Reports of this Department among the Public Documents, so called, would secure an earlier presentation of the results of our researches.

We believe that there is very little legislation that can be made to apply directly to the solution of the labor problem.

Any and all legislation that tends to make men better, or more valuable, is in favor of labor. Legislation in the interest of production, solely, is not in favor of labor.

Any legislation giving additional power to capital, is against labor.

Capital has the necessary power and knowledge to take care of itself.

Labor is poor, ignorant and powerless. To give labor more means, more education, and more power,—power meaning educated power, or wisdom,—special legislation will be necessary ; and as time is money, education and power, this special legislation must be in the direction of more time for the laborer ; this additional leisure for the masses to be followed by increased educational facilities.

We therefore recommend that the Commonwealth, in its employing capacity, adopt the example set by the United States, and by some of the individual States, of abridging the labor day for all manual laborers in her employ, either by contract or otherwise, so that the experiment may be tried, at public expense, whether a reduction of hours is, or is not an increase of wages. We further recommend that a law be enacted, similar to the Factory Law of Great Britain, limiting the hours of labor in all manufacturing, mechanical, or other establishments in the State, to ten (10) hours in any one day, or 60 hours in any week ; and that no child under 13 years of age shall be employed in any such establishment, nor at that age, unless such child has received the elements of a common school education, and shall be physically qualified for such labor—age, education, and physical condition to be matters of due certificate provided for by law ; and further, that all children, between 13 and 15 years of age, so employed, shall not be employed more than 5 hours in any one day—said hours to be between 6 o'clock in the forenoon and 6 o'clock in the afternoon, and that they shall attend school, vacations excepted, 3 hours on each and every day ; the same law to compel protection against accidents by unguarded belting, machinery, elevators, or hoist-ways, this law to be enforced by specially appointed inspectors, who shall have power to enter the premises of any establishment when in operation, to make research and to enforce the law.

We further recommend the establishment of a system of half-time schools or half-time classes for such children, between the ages of 10 or 15 years, as are unable, from any cause, to attend full-time schools.

And lastly, we recommend the authorization by law, with methods of carrying it into effect, of a thorough and exhaustive system of statistics, to be gathered by the parties employed in taking the next State census, in 1875, covering the subjects of the wages, earnings and savings, of time employed and lost, of all classes of working people, the number of persons, (men, women, young persons and children,) employed in the several industrial occupations in the Commonwealth, and of all other matters connected with the subject of labor in the State.

HENRY K. OLIVER, *Chief.*

GEO. E. MCNEILL, *Deputy.*

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