

MAINE STATE LEGISLATURE

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Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1876.

VOLUME II.

AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1876.

TWENTY-SECOND ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

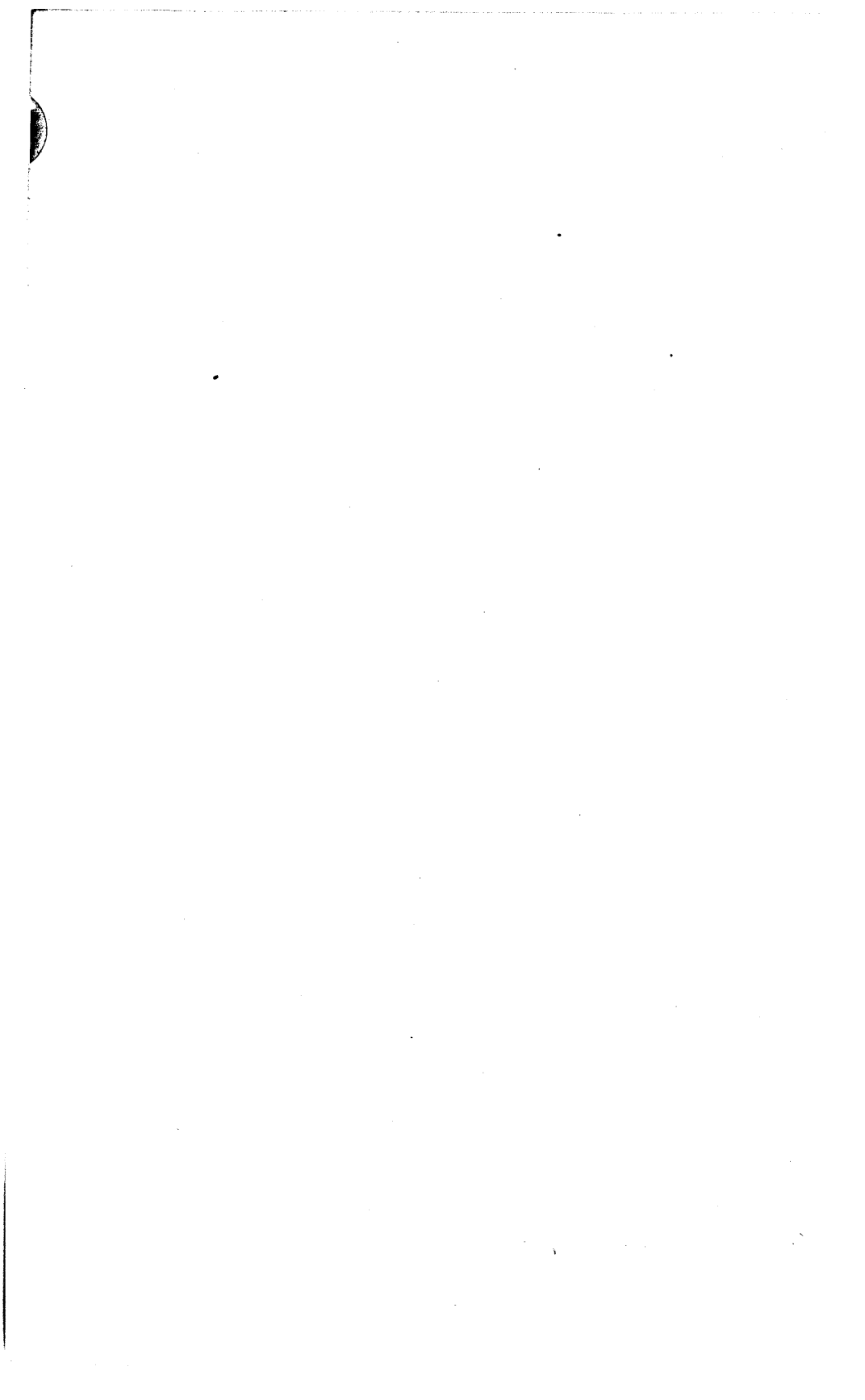
STATE OF MAINE.

1875.

AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1876.



STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }
Augusta, December 1, 1875. }

To Governor NELSON DINGLEY, JR.,

and the Honorable Executive Council:

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

Your obedient servant,

WARREN JOHNSON,

State Superintendent of Common Schools.

REPORT.

IN GENERAL.

Progress. 1. A favorable popular sentiment, intelligent and appreciative.

2. A general acceptance of the doctrine that nation, State, town and individual, have a joint interest in the Public School System.

3. As showing its interest, the State contributed the past year \$450,000 to the grand total, \$1,300,000, required to carry on the common schools in Maine.

4. State and people are demanding a more faithful expenditure of school moneys.

5. The Normal Schools are prosperous, with improved facilities for training teachers. More such schools are demanded.

6. Every year witnesses the erection of new school buildings, generally well adapted to comfort and health of scholars.

7. A growing tendency to discard the district system and adopt the town plan.

8. The Free High Schools have proved unusually successful.

9. The free text-book system—Bath plan—is attracting the thoughtful consideration of the people.

10. A firm conviction by our people that the Public School System must and shall be preserved.

Wants. 1. Better teaching.

2. More thorough supervision.

3. More Normal Schools or some means by which we can secure skilled labor for our school work.

4. Town and county associations of teachers, school officers and others.

5. Adoption of town system and free text-books.

6. A system of town, county and State certificates for teachers.

The following statistical summary is deduced from returns made to this department by the School Committees and Supervisors of the several towns (421) and organized plantations (79) in the State, agreeably to requirement of law, and represents the educational results (statistical) for the school year ending April 1, 1875. Five towns—Gouldsborough, Kingsbury, Passadumkeag, Waterboro' and West Bath, and nine plantations—Flagg Staff, Lincoln, Muscle Ridge, No. 33, Ox Bow, Pattagumpus, Riley, Sandy River and Wallagrass, failed to make returns in season to be embraced in the tabulations. The sums total in this summary are incomplete, therefore, so far as the delinquent towns constitute an element. The delinquents suffer by the loss of one-tenth of school money properly due the youth from State Treasury.

STATISTICAL SUMMARY.

RETURNS.	1875.	1874.	INCREASE.
Population of State, census of 1870.....	626,915	626,915	-
Whole number of towns in State	421	419	2
Whole number of plantations	79	74	5
Number of towns making returns	416	419	3 dec.
Number of plantations making returns.....	70	69	1
Whole number of scholars between 4 and 21..	221,477	225,219	3,742 dec.
Number registered in Summer Schools... ..	117,821	122,458	4,637 dec.
Average attendance in Summer Schools.....	95,058	98,744	3,686 dec.
Number registered in Winter Schools	130,343	132,333	1,990 dec.
Average attendance in Winter Schools	105,625	108,478	2,853 dec.
Percentage of average attendance to whole number.....	49	49	-
Percentage of average to registered attend- ance in Summer Schools	81	80	1
Percentage of average to registered attend- ance in Winter Schools	81	82	1 dec.
Percentage of whole average to whole regis- tered attendance.....	81	81	-

STATISTICAL SUMMARY—Continued.

RETURNS.	1875.		1874.		INCREASE.
Average length of Summer Schools in weeks and days, 5½ days per week	10w.	2d.	10w.	5d.	3d. dec.
Average length of Winter Schools in weeks and days, 5½ days per week.	10w.	4d.	11w.		1d. dec.
Average length of schools for the year.	21w.	1d.	21w.	5d.	4d. dec.
Number of districts in the State.		3,953		4,043	90 dec.
Number of parts of districts.		368		361	7
Number of School Houses.		4,180		4,199	19 dec.
Number in good condition		2,689		2,591	98
Number built last year.		104		122	18 dec.
Cost of same.		\$110,725		\$150,220	\$39,495 dec.
Estimated value of all School Property.		3,019,549		3,079,311	59,762 dec.
Number of male teachers employed in Sum- mer.		171		161	10
Number of male teachers employed in Winter.		1,984		1,928	56
Number of female teachers employed in Summer.		4,426		4,366	60
Number of female teachers employed in Winter.		2,475		2,367	108
Number of teachers, graduates of Normal Schools		297		294	3
Average wages of male teachers per month excluding board.		\$36 96		\$36 17	\$0 79
Average wages of female teachers per week excluding board.		4 29		4 05	0 24
Average cost of teachers' board per week.		2 38		2 32	0 06
Amount of School money voted by towns.		662,558		673,314	10,756 dec.
Excess above amount required by law		173,026		187,782	14,756 dec.
Amount raised per scholar		2 58		2 90	0 32 dec.

STATISTICAL SUMMARY—Concluded.

RETURNS.	1875.	1874.	INCREASE.
Total amount received from State Treasury from April 1, 1874, to April 1, 1875.....	388,973	367,009	21,964
Amount derived from local funds.....	25,585	17,334	8,251
Total amount actually expended for public schools from April 1, 1874, to April 1, 1875.	1,046,766	951,773	94,993
Amount paid for tuition in private schools, academies and colleges in State.....	39,040	43,152	4,112 dec.
Amount paid for same out of State.....	6,809	8,119	1,310 dec.
Amount expended for repairs, insurance, fuel, &c.....	126,142	123,840	2,302
Amount expended to prolong schools.....	11,671	10,462	1,209
Amount paid for school supervision.....	29,668	28,540	1,128
Aggregate amount expended for schools*....	1,283,396	1,191,712	91,684
Amount of permanent school fund.....	400,558	369,883	30,675

* Free High Schools not included.

FISCAL STATEMENT.

REMARKS.	1875.	1874.
Raised by municipal taxation for current school expenses..	\$662,558	\$673,314
New school-houses	110,725	150,220
Private tuition in and out of the State.....	45,849	52,271
To prolong schools	11,671	10,462
To pay for school supervision.....	29,668	28,540
Appropriation for Teachers' Institutes.....	nothing	4,000
Appropriation for Normal Schools.....	15,500	12,000
Cost of Free High Schools.....	116,308	98,632
Expenses of Annual Report, (7,000 copies).....	3,500	3,500
Salary of Superintendent, \$1,800; Clerk, \$1,200.....	same.	3,000
Traveling expenses, \$500; postage, \$300.....	same.	800
Derived from local funds.	25,585	17,334
Derived from Savings Bank tax.....	145,935	142,068
Derived from School Mill tax	224,579	224,570
Interest on permanent school fund	22,193	19,558
Aggregate expended for current public school purposes	1,399,704	1,237,778

NORMAL SCHOOLS.

STATE NORMAL SCHOOL, }
Farmington, Me., Dec. 1, 1875. }

TO STANLEY T. PULLEN, Esq., *Secretary*

Board of Trustees of Normal Schools:

I submit my annual report of this school for the school year 1874-5.

For report of number of days' attendance, &c., and for text-books used, I refer to my report to the Superintendent of Common Schools.

In previous reports I have called attention to the necessity for more radiators in some parts of the building. This necessity still continues. The fence enclosing the grounds still remains unfinished.

I would recommend that the age of 17 years be required of *both* sexes as a condition of entering the school, and that for entering upon the work of the second year the required age be 18 years. Boys and girls cannot profitably complete the work of this course.

I would also recommend that no pupil be admitted to the school who does not intend to complete the first term. A large proportion of our pupils are under the necessity of teaching during their course, but simple justice to them and to the reputation and influence of the school demands that they should not be allowed to go forth as representatives of the Normal School with less than one term's training. One of the greatest difficulties with which the Normal Schools of this State have had to contend since their establishment, is the false impression provided "by the unsatisfactory work of those who have attended them long enough to obtain the name of Normal Students, but not long enough to comprehend their methods nor to become imbued with their spirit."

A revision of our Course of Study is demanded. Some subjects demand more time than can now be devoted to them, even if, to gain this time, certain other subjects have to be stricken from the course.

The year for which this report is made was one of the most prosperous in the history of the school. It gives me pleasure to call attention to the earnest work of my associate teachers, to the excellent spirit which has animated the school, and to the cordial and pleasant relations between teachers and pupils. And what is here said of the past year may also be said of the term now in progress. But it is a sad duty to state that the school has this term been called to mourn, in the death of Miss Hattie N. Green, the loss of one of its number, who, although a member of the school for but a short time, had been among us long enough to gain the esteem and affection of all her schoolmates and teachers, and to prove herself one of the rarest spirits who has ever come among us.

In conclusion, allow me to express my grateful appreciation of the interest which the Board of Trustees have taken in the school and of the great benefit which the school has derived from their oversight and care.

Respectfully submitted.

C. C. ROUNDS, *Principal.*

STATE NORMAL SCHOOL,
Farmington, Me., Dec. 1, 1875. }

To Hon. WARREN JOHNSON,

Superintendent of Common Schools :

I submit the report of this school for the school year 1874-5.

The following is an abstract of our school register for the year, showing the ages, the date of entering, date of leaving, and number of days present, of pupils in attendance during the year :

FALL TERM, 1874.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Ellis, Georgia A.....	19	Aug. 25....	Jan. 14....	84½
Haines Juliette C.....	22	do	do	92
Prescott, Nellie A.....	22	do	do	89
Small, Emma S.....	25	do	do	86
Wyman, Martha B.....	20	do	do	88½
B CLASS.				
Butler, Ella S.....	18	Aug. 25....	Jan. 14....	86½
Brown, Lizzie M.....	17	Nov. 10....	do	37
Clark, Lila S.....	18	Aug. 25....	Jan. 11....	83½
Holden, Georgia R.....	23	Aug 31....	Jan. 14....	83
Jennings, Clara A.....	16	Aug. 25....	do	90½
Jones, Mira C.....	25	do	Nov. 9....	47
Lyde, Louisa.....	19	do	Jan. 14....	76
Norcross, Martha B.....	20	do	do	92½
Osborne, Hannah E.....	18	do	Dec. 7....	66
Potter, Sadie L.....	17	do	Jan. 14....	91
Soule, Mahala P.....	21	do	Nov. 25....	54
Stiles, Mary E.....	20	do	Jan. 14....	87
Stowers, M. Adelaide.....	19	do	Nov. 9....	42½
Willard, Lizzie M.....	19	do	do	37½
Donovan, John.....	18	do	Sept. 14....	14
C CLASS.				
Adams, Addie B.....	19	Aug. 25....	Nov. 9....	40
Andrews, Carrie.....	16	do	Jan. 14....	88
Blunt, Carrie.....	17	do	do	88½
Colcord, Florence M.....	17	do	do	90½
Collins, Stella B.....	17	do	Nov. 9....	46½
Crabtree, Minnie F.....	19	Aug. 27....	Jan. 14....	91
Ellis, Lizzie R.....	19	Aug. 25....	do	85
Foss, Lillian M.....	16	-	-	-
Gordon, Delphina E.....	24	Aug. 25....	Jan 14....	86
Hannaford, Emma B.....	16	do	Jan. 4....	78
Heath, Emma O.....	18	do	do	92½
Jones, Hannah S.....	18	do	Nov. 9....	48
Kyes, Naomi.....	22	do	Jan. 14....	93
Lindsey, Mary K.....	17	do	do	90½
Marble, Clara E.....	21	Sept 14....	do	74
McCollister, Mellie H.....	28	Aug. 25....	do	82
Page, Emma J.....	19	Aug. 31....	do	86½
Parkhurst, Mary E.....	24	Aug. 25....	do	92
Pottle, Francena S.....	21	do	do	89
Prescott, Alice A.....	16	do	do	90
Savage, Melissa.....	18	do	do	90½
Simpson, Mary E.....	17	do	Nov. 2....	22½
Titcomb Lizzie W.....	16	do	Jan. 14....	91½

FALL TERM, 1874—*Concluded.*

C CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Weston, Carrie M.....	18	Aug. 25....	Jan. 14....	92
Weston, Lizzie F.....	21	do	do	92½
Bailey, Holmes H.....	19	do	Nov. 9....	48
Baker, Amos L.....	22	do	Jan. 14....	91½
Dyer, Henry S.....	22	do	Sept. 21....	19½
Dyer, Milton B.....	21	do	Jan. 14....	89
Norton, George W.....	19	Aug. 31....	Nov. 9....	41½
Smith, Charles W.....	19	Aug. 25....	Jan. 14....	91½
D CLASS.				
Adams, Flora E.....	16	Aug. 25....	Nov. 9....	41
Allen, Cora H.....	15	do	Jan. 14....	87
Allen, Lucinda O.....	18	Sept. 7....	do	83½
Bass, Amanda L.....	17	Aug. 25....	do	95
Blanchard, Luetta.....	16	do	do	92
Bumpus, Mary E.....	17	do	do	88
Collins, Sara J.....	23	do	Nov. 9....	42
Corliss, A. Diantha.....	19	do	Jan. 14....	92
Cushman, Angie D.....	18	do	do	93
Davis, Carrie E.....	16	do	do	90½
Dodge, Emma H.....	16	—	—	—
Dolleff, Angie B.....	19	do	do	91½
Dresser, Ida J.....	16	Aug. 31....	do	92
Elder, Annie S.....	18	do	Dec. 7....	58½
Elder, Ella A.....	16	do	do	60½
Fletcher, Ellen S.....	26	—	—	—
Giddings, Nellie.....	15	Aug. 25....	do	93
Hill, Josie C.....	16	do	do	80½
Longley, Mary E.....	22	do	Nov. 9....	47½
Longley, Martha W.....	21	do	do	48
Mansur, Alice C.....	16	Nov. 9....	Jan. 14....	44
McGlauffin, Minnie.....	20	Aug. 25....	Nov. 9....	44
Merry, Eliza E.....	16	do	do	43
Newman, Delia L.....	17	do	do	48
Parsons, Emma M.....	18	do	do	93
Savage, Jennie F.....	16	do	do	92
Sewall, Lou H.....	16	do	do	48
Talbot, Julia S.....	19	do	Jan. 14....	91
Townsend, Nellie F.....	16	do	do	93
Tuck, Addie F.....	17	do	Nov. 9....	47
Verrill, Annie M.....	18	do	do	48
Webber, Adelia J.....	16	do	Jan. 14....	92½
Whittier, Eva J.....	18	do	Nov. 9....	47½
Wilkins, Effie A.....	17	do	Jan. 14....	89½
Wilkins, Lizzie E.....	19	do	Nov. 9....	47½
Wright, Sophia G.....	18	do	Jan. 14....	91½
Bither, Fred L.....	21	do	Nov. 13....	51
Charles, Preston W.....	18	do	Jan. 14....	93
Cobb, Joseph J.....	21	do	do	91½
Corliss, Lewis H.....	18	do	do	93
Fowler, Moses A.....	19	do	do	92
Greene, J. Arthur.....	20	do	Nov. 2....	48
Hathorn, Asa C.....	20	do	Sept. 28....	23
Piukham, Frank.....	20	do	Jan. 14....	92
Whittier, Laureston G.....	19	do	Nov. 9....	48
Wright, Fred E.....	21	do	do	48

Total attendance, Fall Term..... 97

SPRING TERM, 1875.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Brown, Lizzie M.....	18	Feb. 23....	July 1....	84½
Holden, Georgia R.....	23	do	do	77½
McGaffey, Emma C.....	24	Mar. 1....	do	80
Potter, Sadie L.....	18	Feb. 23....	do	86
Stiles, Mary E.....	21	do	do	86
Drew, William J.....	18	do	do	86
Winter, John C.....	20	Feb. 25....	do	83
B CLASS.				
Colcord, Florence M.....	18	Mar. 9....	May 3....	38
Collins, Stella B.....	18	Feb. 23....	July 1....	84½
Crabtree, Minnie F.....	20	do	do	73
Ellis, Lizzie R.....	20	Feb. 24....	do	77
Gordon, Delphina E.....	25	Feb. 23....	do	79
Hayden, Addie F.....	19	do	do	85½
Jones, Hannah S.....	18	Mar. 3....	do	81½
Jones, Mira C.....	26	Feb. 23....	do	84
Kyes, Naomi.....	22	Feb. 24....	do	85
Lindsey, Mary K.....	18	do	do	75
Marble, Clara E.....	21	Mar. 8....	do	85½
McCollister, Mellie H.....	29	Feb. 23....	do	85
Norcross, Martha E.....	21	do	do	81½
Norton, Addie F.....	18	do	do	77½
Osborne, Hannah E.....	19	do	June 7....	64½
Parkhurst, Mary E.....	25	Feb. 24....	July 1....	86
Pottle, Francina S.....	21	Feb. 25....	May 26....	56½
Richmond, Eva M.....	19	Feb. 23....	July 1....	86
Sanford, Lilla M.....	18	do	do	86
Soule, Mahala P.....	22	Apr. 24....	do	41½
Titcomb, Lizzie W.....	17	-	Mar. 15....	15
Weston, Carrie M.....	19	Mar. 24....	July 1....	84½
Weston, Lizzie F.....	22	do	do	85½
Baker, Amos L.....	23	Feb. 23....	do	83
Donovan, John.....	19	Mar. 2....	do	84
Dyer, Milton B.....	22	Feb. 25....	do	83
Haines, Stephen.....	22	Feb. 23....	do	84
Luce, John R.....	21	do	do	79½
Milliken, William H.....	18	do	do	82½
Smith, Charles W.....	20	do	do	81
Taylor, Floriman J.....	20	Mar. 3....	do	85
Tuttle, T. Ellwood.....	22	Feb. 24....	do	85½
C CLASS.				
Allen, Cora H.....	-	Feb. 24....	July 1....	82
Andrews, Carrie.....	17	Feb. 23....	do	80½
Bass, Amanda J.....	17	Feb. 24....	do	86
Blanchard, Luetta.....	18	Feb. 23....	do	86
Corliss, A. Diantha.....	19	do	do	85½
Davis, Carrie E.....	16	do	May 4....	40
Dresser, Ida J.....	17	do	May 3....	43
Gibbs, Statira.....	17	do	May 4....	43
Giddings, Nellie E.....	17	do	July 1....	85½
Hayden, Kittie L.....	17	do	do	83
Hill, Josie C.....	16	do	do	79½
Holmes, Isabel A.....	22	do	do	82½
Mansur, Alice C.....	17	do	June 10....	69
Prescott, Alice A.....	17	do	July 1....	85
Simpson, Mary E.....	18	do	May 4....	42½
Talbot, Julia S.....	19	do	July 1....	81½
Thomas, Clara B.....	18	do	May 4....	39½
Tuck, Addie L.....	17	do	July 1....	78½
Wright, Sophia G.....	18	do	May 4....	42

SPRING TERM, 1875—Continued.

C CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bailey, Holmes H.....	20	Feb. 23....	July 1....	84½
Charles, Preston W.....	19	Feb. 25....	do	86
Cobb, Joseph J.....	22	Feb. 23....	do	85
Corliss, Lewis H.....	19	do	do	85½
Fowler, Moses A.....	20	do	do	85½
Greene, J. Arthur.....	21	Mar. 2....	do	86
Jordan, Charles S.....	19	Feb. 23....	do	85½
Norton, George W.....	20	May 4....	do	34
Pinkham, Frank.....	20	Feb. 23....	do	84
Stetson, Charles H.....	20	do	Apr. 7....	30½
D CLASS.				
Adams, Lizzie E.....	18	Feb. 25....	May 4....	42½
Alden, M. Ella.....	18	Feb. 23....	July 1....	86
Andrew, Nettie M.....	18	do	do	85½
Averill, Lillie S.....	18	Feb. 26....	May 4....	31½
Bartlett, Fannie L.....	19	Feb. 23....	July 1....	84
Bennett, Jennie S.....	16	do	do	86
Bowers, Carrie M.....	16	do	do	86
Brown, Georgia A.....	16	do	May 31....	59
Carter, Lucy E.....	21	do	July 1....	77
Center, Susie L.....	20	Feb. 24....	May 4....	39
Chadbourne, Mary A.....	16	Feb. 23....	July 1....	85½
Collins, Ada A.....	19	do	do	83½
Collins, Emma G.....	32	Mar. 1....	May 4....	31
Collins, Sara J.....	28	Mar. 29....	do	39
Craig, Lizzie E.....	18	Mar. 23....	do	31½
Dodge Emma H.....	16	do	-	-
Drew, Abbie L.....	19	do	July 1....	86
Fisher, Alice C.....	17	do	May 4....	40
Fitch, Hattie E.....	20	do	July 1....	86
Fuller, Judia A.....	18	Mar. 26....	Apr. 19....	38
Goodwin, Emma.....	22	Mar. 23....	May 4....	42
Goodwin, Mary A.....	18	do	do	41
Hamilton, M. Lizzie.....	22	Mar. 24....	July 1....	86
Hewey, Lizzie S.....	23	Mar. 23....	do	85½
Holley, Ella M.....	17	Feb. 23....	May 4....	42½
Howe, Susie P.....	26	do	May 24....	61
Johnson, Frances E.....	18	do	July 1....	85½
Longley, Mary E.....	23	May 4....	do	43
Lucas, L. Emma.....	17	Feb. 23....	May 4....	43
McIntire, Addie A.....	17	do	July 1....	86
Mabee, Annie G.....	23	do	do	75
Phinney, Jennie.....	16	Feb. 25....	Apr. 19....	35
Prescott, Lizzie M.....	14	Feb. 23....	July 1....	84½
Purington, Laura E.....	23	Feb. 26....	Apr. 15....	27½
Rogers, Rena H.....	17	Feb. 23....	June 7....	66
Rowe, Carrie A.....	16	do	July 1....	81½
Sewall, Lou M.....	17	May 4....	do	43
Stinchfield, Florence E.....	19	Feb. 24....	do	81½
Storer, Mary E.....	24	Mar. 2....	Apr. 19....	37
Thompson, Mary J.....	16	Feb. 23....	July 1....	84½
Thorndike, Winnie B.....	17	do	do	82½
Tibbetts, Emma A.....	20	do	May 4....	39
Whittier, Eva J.....	18	do	July 1....	84½
Works, Carrie J.....	16	do	do	80½
Yeaton, Angie G.....	16	Feb. 26....	do	84½
Yeaton, Cora A.....	18	Feb. 23....	do	85½
Atwood, Frank W.....	18	Mar. 9....	May 4....	43
Bearce, Wilbur F.....	24	Feb. 23....	do	43
Bither, Fred L.....	21	do	do	43
Chadbourne, J. Arthur.....	19	do	July 1....	86

SPRING TERM, 1875—*Concluded.*

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Clark, George W.....	19	Feb. 23....	July 1....	81
Clark, J. Wesley.....	22	do	May 4....	40
Dolley, Frank C.....	19	Mar. 2....	July 1....	83½
Dow, Herbert M.....	19	Feb. 23....	do	81½
Emery, Frank W.....	20	do	Apr. 5....	26
Farrington, Joseph H.....	18	do	July 1....	84½
Greenwood, Mellen A.....	22	do	do	86
Judkins, George W.....	17	do	do	83½
Lovejoy, Melvin W.....	21	do	June 24....	71
Perkins, Joseph W.....	21	do	July 1....	86
Smith, Albert G.....	24	Mar. 8....	do	64
Smith, Walter B.....	19	Feb. 23....	May 4....	28
Stanley, Solomon L.....	20	do	do	38½
Thompson, Melville A.....	24	Feb. 24....	July 1....	84½
Whittier, Lauriston G.....	20	May 4....	do	43
Total attendance, Spring Term.....				133
The number in attendance the present term is.....				112

The following text-books have been in use during the year :

Dana P. Colburn's arithmetic, Foy's geography, Hutchinson's physiology, Norton's natural philosophy, Bryant and Stratton's book-keeping, Greenleaf's algebra, Eliot and Storer's chemistry, Gray's "How Plants Grow," Swinton's general history, Eliot's U. S. history, Higginson's U. S. history, Brooks' geometry, Sprague's English literature, Rolfe and Gillette's hand book of the stars, Currie's common school and infant school education.

The school year consists of thirty-eight weeks, divided into two terms, with a recess of one week at the middle of each term.

For other statements in regard to the school, I would refer to my report to the Secretary of Board of Trustees.

Respectfully submitted.

C. C. ROUNDS, *Principal.*

STATE NORMAL SCHOOL, }
Castine, Me., December, 1875. }

HON. STANLEY T. PULLEN,

Secretary Board of Trustees :

I have the honor to submit my annual report of this school. The number of pupils in attendance during the Spring term was one hundred thirty; during the Fall term, one hundred twenty-four; total for the year, two hundred and fifty-four. There were six classes during the Spring term, and five during the Fall term.

At the beginning of the school year in August the arrangement of terms was changed from three per year to two. In some respects the new plan has worked favorably, in others it has not. I shall probably submit to the Board a modified three term plan as better adapted to the wants of this section of the State than the present arrangement. The course of study as changed, on account of the introduction of the preparatory years, is as follows :

Course of Study.

PREPARATORY YEAR.

FIRST TERM—20 WEEKS.	SECOND TERM—20 WEEKS.
Arithmetic, Intellectual and Written. Language Lessons. Descriptive Geography. History of Maine. Reading, Writing and Spelling.	Elementary Algebra. English Grammar. Political Geography and Map Drawing. United States History. Physiology, (Hygiene especially.) Reading, Writing and Spelling.

FIRST YEAR.

FIRST TERM—20 WEEKS.	SECOND TERM—20 WEEKS.
Algebra. Arithmetic—from Percentage Physical Geography and Map Drawing. Comparative Anatomy. Constitution of United States and Maine and School Laws of Maine. Drawing, Free-hand and Instrumental. Reading, Writing and Grammatical Analysis Music.	Geometry. Mechanics and Molar Physics. Rhetoric and Composition. Civil Government, (Young's Government Class Book.) Teaching Exercises in Class and Preparatory year. Drawing, Geometrical and Perspective. Music.

SECOND YEAR.

FIRST TERM—20 WEEKS.	SECOND TERM—20 WEEKS.
Trigonometry and Surveying. Botany. Molecular Physics—Chemistry. Book-Keeping. Drawing—Perspective and Model. Practice Teaching in class and Preparatory year. Music.	Astronomy. Mental Philosophy. General History. English Literature. Didactics. Practice Teaching in Model School. Music.

Teaching exercises in the normal classes and in the Model School form a regular part of the normal work.

The following text-books have been in use during the year :

Arithmetic, French ; algebra, Robinson ; geometry and trigonometry, Brooks ; grammar, Kerl ; oral teaching, rhetoric, Quackenbos ; English literature ; geography, Guyot ; geology, Tenny ; astronomy, Lockyer ; chemistry, Elliot and Storer ; natural philosophy, Norton ; botany, Gray ; civil government, Alden ; drawing, Smith ; physiology, Steele ; history of Maine, Varney ; history of United States, Barnes ; general history, Swinton ; reader, Franklin sixth ; intellectual philosophy, Porter and Champlin ; didactics ; Wickersham's political economy, methods of instruction, and lectures upon the history and progress of education.

The object of the school-work is to give a broad professional training by means of a thorough drill in the theory and *practice* of teaching based upon a sound education in the various departments of study.

METHODS OF INSTRUCTION. This must be of two kinds, scholastic and professional.

The object of scholastic instruction is to impart knowledge and discipline, but as these are to be acquired for a special purpose, the method of instruction is directed to that end, and is in a high degree important. The discipline of the mind in the acquisition and presentation of knowledge determines largely its activity, and hence will give character to the pupil's future teaching. Pupils imitate the methods with which they have become familiar, consequently the more perfect these are the better their work.

The instruction is analytic, that the student-teacher may know the relation of one truth to another, and thus be able to present them in the proper order to his pupils. It is synthetic, that the elements of knowledge gained by investigation may be classified, and thus apprehended as a whole. Much care is used in the methods of instruction, to lead pupils to recognize the philosophical principles upon which science is founded, that they may see the logical order in which truth is arranged, and thus come to have a natural plan in their methods of investigation and presentation.

Instruction is not confined to the line of any text-book, although the best are used ; but the design is to make it in the true sense *practical*, adapted to the nature of the mind and the wants of the age.

PROFESSIONAL INSTRUCTION. This should be the peculiar feature of the Normal School work, and it is the aim of the teachers to

make it more and more prominent every term. In order that the work of the school may be more professional, a preparatory year has been established, as will be seen by the "Course of Study."

Having learned to *know*, the student is to learn to *teach*. All study, recitation, discussion, teaching and lecturing, are directed to this as the true objective point of the course. The constantly recurring questions are: How shall I organize, govern and instruct my school?—how shall I secure the most earnest, effective work from my pupils, and the most hearty coöperation of parents?—how elevate the standing of my profession, and the sentiment of the people upon the subject of education?

To obtain the best results in this direction, text and reference books upon the theory and practice of teaching are used, reports of school committees and educational associations are examined, schools are visited, the experiences of the teachers and of the older pupils, who have taught, are given to the class for discussion and criticism.

In all the classes teaching exercises are given by the pupils, one being appointed to conduct the recitation, while the matter and methods of his instruction are carefully criticised by the regular instructor.

Lectures upon branches not in the course, and upon the History and Progress of Education, and other subjects, are given by the teachers and other educators from time to time.

All the work of the school is made subservient to the one great object in view—preparation to teach.

The school meets from time to time as a Teachers' Institute, for the consideration of subjects pertaining to the instruction and management of schools. Essays are read and discussed, and thus the training and experience of all are made to increase the professional knowledge of each. These sessions have proved exceedingly valuable.

The excellent Primary school of Castine now constitutes a model or practice department. Reading, spelling, writing, arithmetic, drawing, object lessons and some kindergarten exercises, comprise the work of the school. New methods of instruction have been introduced, rendering the time spent in the school by the Normal students in observation and practice teaching more valuable.

The Preparatory Course affords excellent opportunities for the members of the senior classes to have practice teaching with older

scholars and higher classes, under the direction of the Normal teachers.

LIBRARY APPARATUS AND CABINET. At the beginning of the year about one thousand volumes of text and reference books were in the library; and the appropriation of \$500 by the last Legislature, has enabled us to add between three and four hundred volumes of most valuable works, so that at this time we have a choice library. An appropriation of \$300 has added to the library valuable apparatus, and the school has a good cabinet of minerals and other valuable specimens. The building is now in good condition, but a room for chemical manipulations is much needed. I earnestly request the Board to recommend the appropriation of \$300 for this purpose.

The building *appears* to have two chimneys, one of which is good for nothing—the other of little value. It has but *one-fourth* the necessary capacity—has but *little* draft at any time, and *none* when the wind is unfavorable. A chimney must be built before another winter or it will be impossible to warm the building. It should have capacity sufficient for smoke and ventilating flues. The cost will not be large.

The grounds should be fenced next spring so that grading may be done and trees may be set. An appropriation of \$500 will be needed for this purpose.

The school has moved on very prosperously during the year; a remarkably good degree of health has been enjoyed by teachers and pupils, while the ability and industry of the pupils as manifested in their work has been excellent. The demand for our best teachers has been in excess of the supply.

As the work of the school has been inspected from time to time by yourself and other members of the Board, no further mention of the same is needed here.

Respectfully yours,

G. T. FLETCHER.

EASTERN STATE NORMAL SCHOOL, }
Castine, Me., December, 1875. }

Hon. WARREN JOHNSON—

Dear Sir: I have the honor to submit to you the annual report of this school for the year closing this month. The following table will indicate the attendance and age of pupils for the year:

SPRING TERM, 1875.

NAME.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Adams, Silas N.....	20	Feb. 15....	May 20....	70
Ames, Adna.....	27	do	do	70
Ames, Ida E.....	21	do	Apr. 26....	50
Atwood, Charles F.....	18	Feb. 17....	May 20....	68
Atwood, Lulie E.....	16	do	do	68
Barker, Walter C.....	18	Feb. 16....	do	65½
Barrett, Minne C.....	18	do	do	69
Bayard, Nellie L.....	22	do	do	69
Bickford, Helen A.....	16	do	do	68½
Black, Annie P.....	16	do	do	69
Black, Ada I.....	21	Apr. 22....	May 20....	21
Boardman, Linda.....	19	Feb. 16....	Mar. 30....	29
Bowden, Jennie G.....	29	Feb. 17....	May 20....	67
Bowden, Lena.....	19	do	do	67
Boynton, Susie O.....	18	Feb. 22....	May 7....	55
Bragg, Nellie.....	18	do	May 3....	50
Brookings, Izetta R.....	21	Feb. 15....	May 20....	70
Brown, Fred W.....	17	Feb. 16....	do	67
Brown, Gertrude.....	20	Feb. 15....	Apr. 12....	38
Burke, Ida V.....	18	Feb. 17....	May 20....	68
Byrne, Mary E.....	18	do	Apr. 26....	48
Barton, Addie.....	33	Mar. 1....	Apr. 31....	21
Carroll, Mary A.....	39	Apr. 5....	Apr. 22....	14
Chatto, Margie E.....	16	Feb. 16....	May 20....	65
Clarke, Alfred W.....	17	Feb. 15....	do	69½
Conley, Lizzie A.....	18	do	do	67
Coulliard, Eva S.....	20	do	Apr. 19....	45
Crocker, Willis A.....	20	Feb. 19....	Apr. 20....	42
Crane, Alice A.....	18	Feb. 16....	May 20....	69
Curtis, William C.....	25	Apr. 12....	do	30
Davis, Bertha R.....	17	Feb. 15....	do	69
Davis, Jesse S.....	19	do	Mar. 1....	10
Davis, Mary L.....	19	Feb. 16....	May 20....	69
Delano, Sarah C.....	37	Feb. 17....	Apr. 23....	47
Dennett, Clara F.....	18	Feb. 15....	Apr. 12....	39½
Dolloff, Carrie A.....	17	Feb. 16....	May 20....	69
Dudley, Harris C.....	18	do	do	67
Durham, Carrie B.....	18	do	do	69
Dwelly, Charles.....	18	Feb. 15....	do	70
Eames, George F.....	20	Feb. 22....	do	65
Emerson, Sarah D.....	18	Feb. 17....	do	64
Emory, Osmond.....	18	Feb. 15....	do	70
Fogler, Mary F.....	25	Mar. 2....	do	59
Farrar, Annie.....	20	Feb. 22....	do	64½
Fletcher, Etta H.....	18	Feb. 17....	do	68
Fogg, Lydia M.....	21	do	do	68
French, Nathaniel S.....	21	Feb. 26....	do	57½
Frohock, Herbert E.....	18	Feb. 16....	do	69
Frost, Joshua M.....	18	Feb. 15....	do	70
Gilmore, Carrie A.....	20	Mar. 1....	do	60
Gay, Annie A.....	19	Feb. 18....	Apr. 14....	39
Gray, F Clifton.....	17	Feb. 16....	May 20....	69
Gray, Henry C.....	21	Feb. 15....	do	70
Grey, Alice P.....	19	do	do	70
Gushee, George W.....	22	Feb. 16....	Mar. 8....	15
Gushee, Thomas J.....	20	do	May 20....	69
Hall, Henry B.....	21	Feb. 15....	do	70
Hadley, Eliza H.....	25	do	do	70
Haynes, Grace.....	20	Mar. 1....	do	60
Hills, Rufus P.....	21	Feb. 16....	do	68
Harrub, Henry W.....	21	Mar. 4....	May 7....	47
Hobart, F. Belle.....	18	Feb. 17....	May 20....	69½

SPRING TERM, 1875—Continued.

NAME.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Hobart, Tina R.....	22	Feb. 17....	May 20....	67½
Holmes, Alice.....	20	Feb. 15....	do.....	70
Hopkins, Nancy M.....	37	Feb. 16....	do.....	69
Hosmer, Elizabeth M.....	34	Feb. 15....	May 7....	60
Hutchinson, Stover P.....	17	do.....	May 20....	69½
Hutchinson, Frank.....	20	do.....	May 7....	60
Higgins, Myram H.....	17	do.....	May 20....	70
Jackson, Alton A.....	21	do.....	do.....	70
Johnson, Angella.....	19	Feb. 16....	do.....	67
Johnson, Harriet L.....	17	do.....	Mar. 18....	21½
Joyce, Clara H.....	21	Mar. 8....	Apr. 16....	45
Lawn, Eunice M.....	30	Feb. 15....	May 7....	60
Lewis, Sybil.....	20	do.....	May 20....	70
Lord, Deborah P.....	19	do.....	do.....	68
Lord, George A.....	17	do.....	do.....	69½
Loring, Mary L.....	17	do.....	do.....	69½
Lowney, Annie M.....	21	Feb. 19....	do.....	66
Lufkin, Eva J.....	18	Feb. 15....	do.....	70
Mahoney, Julia R.....	24	do.....	do.....	70
Mansfield, Emma.....	18	Feb. 15....	do.....	70
Mansfield, Henry H.....	19	do.....	Apr. 12....	40
Marsh, Charles.....	18	Feb. 16....	May 20....	68
McDonald, Eliza A.....	17	Feb. 15....	do.....	70
Merrill, Alice.....	21	do.....	May 7....	59
Moore, Persis K.....	18	do.....	May 20....	70
Morrow, Emma A.....	19	Feb. 16....	do.....	69
Morrow, George C.....	22	do.....	do.....	69
Mower, Adella A.....	22	Feb. 15....	do.....	70
Nash, Albert E.....	20	do.....	do.....	70
Nowland, Carrie.....	21	do.....	do.....	70
Nowland, Mary.....	23	Mar. 8....	Mar. 15....	6
Noyes, Mattie A.....	17	Feb. 15....	May 20....	69½
Oliver, Hattie A.....	17	do.....	do.....	70
Osborne, Eva.....	16	do.....	do.....	70
Parker, George C.....	22	Feb. 17....	do.....	68
Parsons, Addie.....	18	Feb. 15....	do.....	69½
Parsons Annie E.....	19	do.....	do.....	69½
Paul, Wilbur H.....	17	Feb. 16....	do.....	69
Payson, Fred L.....	22	Feb. 15....	do.....	70
Perkins, Dora.....	19	Feb. 15....	do.....	70
Perkins, Manning E.....	20	Feb. 17....	do.....	68
Perkins, William B.....	18	Feb. 15....	do.....	70
Philbrock, Edward E.....	20	Feb. 24....	do.....	63
Pierce, Hester M.....	16½	Feb. 18....	do.....	67
Quigley, Nellie M.....	18	Mar. 1....	do.....	60
Ramsdell, Solon.....	25	Feb. 15....	Apr. 5....	36
Redman, Arthur.....	18	Feb. 16....	May 20....	69
Ripley, Addie L.....	21	do.....	Apr. 19....	38½
Robbins, Nellie E.....	18	Mar. 2....	May 20....	56½
Sampson, Augusta.....	18	Feb. 15....	do.....	70
Sampson, George A.....	22	do.....	do.....	70
Shaw, Fannie B.....	18	do.....	Apr. 30....	54
Shaw, Lizzie J.....	17	Mar. 30....	May 3....	23
Simmons, Lillie.....	19	Feb. 16....	May 20....	69
Smith, Henry C.....	18	Feb. 15....	do.....	70
Smith, Lizzie L.....	18	do.....	Mar. 26....	30
Thombs, Juliet.....	19	do.....	May 20....	69½
Trask, Mellie A.....	23	Feb. 16....	do.....	69
Wallace, Henrietta.....	17	Feb. 15....	May 7....	59
Wasgatt, Cecil E.....	21	Feb. 22....	Apr. 16....	39
Warren, Theresa J.....	26	Feb. 15....	May 20....	67½
Wescott, Pebe.....	17	do.....	Mar. 26....	28
Whittier, Charles A.....	20	do.....	May 20....	69½

SPRING TERM, 1875—*Concluded.*

NAME.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Woodworth, Ida	18	Feb. 15....	May 20....	70
Ward, Charles M.	23	Mar. 12....	do	46
York, Frank W.	25	Feb. 15....	do	69
York, Helen A.	22	Feb. 17....	Apr. 22....	42
Total Spring Term.....				129

FALL TERM, 1875.

Andrews, Alton E.	18	Aug. 23....	Oct. 22....	49
Andrews, George A.	20	Aug. 17....	do	49
Atwood, Lulie E.	16½	Aug. 18....	Dec. 31....	94
Alden, Alice M.	17	Sept. 14....	Oct. 22....	28
Babson, George J.	20	Aug. 17....	Dec. 2....	73
Barrett, Minnie C.	19	do	Dec. 31....	92½
Barrows, Carrie S.	23	do	do	92
Bartlett, Fred O.	18	do	Oct. 22....	49
Black, Annie P.	17	do	Dec. 31....	93
Bolton, George E.	18	do	do	92
Bowde, Laura M.	18	do	Oct. 22....	48½
Bradstreet, Ida M.	16	do	do	49
Bradstreet, Jessie E.	19	do	do	49
Brook, Joseph E.	19	Aug. 23....	do	43
Brookings, Izetta R.	20	Aug. 17....	do	48½
Brown, Fred W.	18	do	do	49
Burnham, Ella M.	22	do	Dec. 31....	93
Byrne, Joseph M.	17	do	Nov. 4....	51
Boardman, Linda	18	Sept. 7....	Dec. 31....	78
Carpenter, Julia D.	-	Nov. 22....	Dec. 31....	92½
Carr, Joseph	18	Aug. 23....	Oct. 22....	48½
Carter, Lyman E.	22	Aug. 17....	do	49
Chatto, Margie E.	16	Aug. 23....	Dec. 31....	85
Clement, Hollowell F.	20	Aug. 17....	Oct. 22....	49
Clement, Webster B.	18	do	Dec. 31....	93
Coggins, Villa I.	16	do	do	93
Conant, Charles M.	17	do	do	92
Conley, Lizzie A.	18	Aug. 23....	do	85
Conley, Lizzie T.	24	Aug. 17....	Dec. 6....	75
Cook, Sarah L.	18	do	Oct. 22....	48
Crane, Alice A.	28	do	do	49
Clark, Alfred	18	Nov. 2....	Dec. 31....	43
Dorman, Alice	19	Aug. 17....	Oct. 22....	49
Dorman, Jennie	19	do	do	47½
Downs, Eunice M.	18	do	Oct. 8....	37½
Drisko, May E.	18	do	Dec. 31....	93
Dwelly, Charles E.	19	do	Sept. 22....	23
Emory, Osmond	18	do	Oct. 22....	49
Farnsworth, Carrie	20	do	do	49
Farnsworth, Emma	18	do	do	49
Farrar, Edmund H.	18	do	Oct. 22....	49
Files, George E.	21	do	do	48
Freeman, Hattie A.	16	do	Dec. 31....	91
French, Marie N.	17	do	Dec. 6....	70
Frohook, Herbert E.	18	do	Oct. 22....	48½
Frost, Joshua M.	19	Aug. 18....	Nov. 4....	50
Fuller, Carrie E.	26	do	Oct. 22....	48
Fuller, Albert A.	25	Aug. 24....	Oct. 24....	44
Fulsom, Ida C.	18	Aug. 17....	do	48
Gilmore, Carrie A.	21	do	Nov. 19....	63
Graves, Annie C.	19	Aug. 18....	Dec. 31....	91
Grey, Alice	19	Aug. 17....	do	92½
Gushee, Thomas J.	21	do	Oct. 11....	39½
Gushee, George W.	23	Sept. 1....	Oct. 22....	38
Hadley, Eliza H.	26	Aug. 17....	Dec. 31....	90½

FALL TERM, 1875—Continued.

NAME.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Hall, Henry B.	22	Aug. 27	Sept. 3	5
Harrub, Henry W.	21	Aug. 20	Dec. 1	67
Hasey, Charles E.	21	Aug. 17	Nov. 29	68
Haynes, Grace J.	20	Aug. 28	Dec. 31	84
Haynes, Susie M.	18	Nov. 2	do	44
Hatch, Walter	19	Aug. 19	Oct. 22	43
Hatch, Willis	19	Aug. 17	do	48
Hodgkins, Celia P.	21	do	Dec. 31	92
Hopkins, Nancy M.	38	do	Oct. 23	49
Hutchinson, Stover P.	17	do	Dec. 31	92
Hosmer, Elizabeth M.	34	Nov. 2	do	44
Jackson, Alton A.	21	Aug. 18	Oct. 22	48½
Jewett, Larkin L.	18	Aug. 17	Dec. 31	93
Kelley, James E.	18	do	Oct. 22	47
Kelley, Fremont	19	do	do	48½
Lord, Augusta M.	25	Aug. 18	Dec. 3	71
Lord, Miriam M.	20	Aug. 17	Oct. 22	47½
Loring, Mary L.	17	do	Dec. 31	93
Lufkin, Eva J.	18	do	do	91
McDonald, Eliza A.	18	do	do	92½
Merrill, Adams H.	23	Aug. 18	Oct. 15	43
Merrill, Alfred	-	do	Sept. 20	23
Merrill, Alice	21	do	Oct. 15	42½
Merrill, Helen	17	do	do	43
Morrow, George C.	22	Aug. 17	do	44
Mower, Adella A.	22	do	Oct. 22	48
Mower, Ella L.	18	do	do	49
Mudgett, Marie.	19	Aug. 19	Dec. 8	74½
Mahoney, Julia R.	25	Nov. 3	Dec. 31	43
Nash, Eva M.	19	Aug. 17	do	93
Newhall, Viola J.	16	do	Oct. 22	48
Noyes, Mattie A.	17	do	do	46
Nowland, Mary.	24	Nov. 2	Dec. 31	92½
Oliver, Hattie A.	17½	Aug. 18	Dec. 1	65
Osburne, Eva O.	19	Aug. 17	do	69
Paul, Wilbur H.	-	Nov. 2	Dec. 31	44
Payson, Fred L.	22	Aug. 18	Oct. 22	48
Perkins, William R.	18	Aug. 17	Dec. 31	92
Pierce, Hester M.	17	do	do	93
Pineo, Charles B.	19	do	do	93
Powers, Charles H.	19	do	do	93
Philbrook, Warren C.	18	Aug. 30	do	83
Ramsdell, Solon	26	Aug. 17	do	93
Redman, Arthur B.	18	do	Oct. 11	39
Richardson, Florence	16	Aug. 28	Dec. 3	80
Saddler, Rose	17	Aug. 17	Oct. 22	48
Sampson, George A.	22	do	Dec. 3	73
Shaw, Fannie B.	18	do	Oct. 22	49
Shorey, Carrie E.	17	do	Dec. 31	92
Shorey, Jennie D.	20	do	do	91½
Shute, Evelyn F.	20	do	Oct. 22	49
Simpson, Carrie E.	33	Aug. 24	Sept. 20	19
Small, William C.	19	Aug. 17	Dec. 2	72
Smart, Fannie L.	15	do	Dec. 31	91½
Smith, Eva S.	21	do	do	93
Snow, Ida L.	19	do	do	91½
Starrett, Aaron	22	do	do	93
Stevens, Jennie	-	do	Sept. 13	19
Stevens, Mason I.	18	do	Oct. 22	49
Stone, Melville	24	do	do	49
Silsby, Helen S.	22	Sept. 14	Oct. 22	28½
Towle, J. Fred	24	Aug. 17	Nov. 19	62
Towle, Benjamin C.	22	Aug. 20	Oct. 22	42

FALL TERM, 1875—*Concluded.*

NAME.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Turgeon, J. Fremont	19	Aug. 17....	Dec. 3....	72
Thombs, Juliet	-	Sept. 14....	Oct. 22....	28
Wallace, Carrie	23	Aug. 17....	Dec. 31....	93
Ward, Charles M.	22	do	Oct. 22....	49
York, Frank M.	21	do	do	49
Quigley, Nellie M.	-	Nov. 2....	Dec. 31....	43

Total attendance Fall Term 124

Attendance for the year, males..... 98

“ “ females 155

Total attendance for the year 253

Thirty-nine per cent. of the students have been males ; Sixty-one per cent., females.

The change from the three term to the two term plan has not, we think, been beneficial to the school. The total attendance for the year has been somewhat reduced as a result. The extreme length of the terms, and the vacations at the middle, have not proved to be advantageous to those who remain an entire term, or to those who are obliged to leave during the term to teach. I shall probably submit to the Board of Trustees an improved three term plan, for consideration, better adapted to the wants of this section than the present arrangement.

The prescribed preparatory course opened at the beginning of the Fall term. Fifty-two applicants were admitted to the school, twelve of whom formed the preparatory class, forty entering the professional course. The studies pursued by these classes are mainly those indicated in the prescribed course, as printed in my report to the Secretary of the Board. Though this plan has been an experiment but one term, it has proved, in a degree, beneficial.

Some entering the preparatory class could not join the professional class because of immaturity of mind or low scholastic attainments. The term's work has given to some a good preparation for the normal work, and proved that others have not the "natural ability and habits of thought" requisite to success in the work of preparing to teach. For these two reasons I deem the plan valuable.

It seems to me that the course of study for the preparatory year should be modified so that only such work shall be taken in it as shall be repeated, in an advanced stage, during the first term

of the regular normal course, so that those completing the preparatory work may be prepared to take the professional work with those who are at first admitted to the regular course. In order that the two classes may be advantageously united, *less than* one year should be devoted to preparatory work; in most cases, it seems to me, one term will prove sufficient for preparation or rejection.

The Model School has proved to be a valuable auxiliary to our professional training. The town primary school, which constitutes this department, has been under the efficient management of Misses Perkins and Brown, who have made it one of the best schools of the grade in the State. New and improved methods of teaching have been introduced, which have been utilized by the normal students through frequent observation and practice. This department will be rendered more efficient during the next term.

The Normal School, which has been favored by a good degree of permanency in its corps of instructors, has met with several losses during the past year. Miss Coffin, who had been connected with the school more than six years, resigned her position at the close of the Spring term. Miss Coffin's ability, industry and success, have so identified her with the growth of the school that no words of commendation are needed. Teachers and pupils feel the loss which the school has sustained.

Mr. Conrad, who had so efficiently served the State one year, resigned his position at the end of the term.

Misses Hughes and Lufkin, who were promoted to fill the vacancies, on account of their ability and services, have proved the wisdom of the Board in promoting them.

The three new teachers, Mr. Arnott, Miss Cate and Mr. Philbrook, have done valuable work in different departments. Miss Cate brought to her work the experience and reputation of a superior teacher. Her personal influence and professional work have been all that the Board anticipated. Mr. Philbrook has done great credit to his natural ability and normal training in this his first term's work of teaching. His success gives much promise for the future.

The average ability and industry of the pupils during the year have been good. Progress in scholastic and professional knowledge has been encouraging. A general condition of health has prevailed among teachers and pupils, so that there have been few

interruptions in our work. For the support of the State, and the Board of Trust, we desire to express our sincere thanks, trusting that the teachers who go from this Institution into the towns of our noble State, may repay ten-fold all that has been so generously done for them.

Our building, library and apparatus, are now in such excellent condition that strong inducements are offered by the State to the young men and women to come and avail themselves of the means provided for their improvement as teachers.

In my report to the Secretary of the Board, I have specified the necessity of a fence to enclose the lot, and of a chemical room in the basement. These wants are manifest to you, and will doubtless be presented to the Legislature.

As the work and wants of the school are so fully known to you from your faithful inspection, I close this report.

G. T. FLETCHER, *Principal.*

MAINE CENTRAL INSTITUTE, }
Pittsfield, Dec. 1, 1875. }

HON. WARREN JOHNSON,

State Superintendent of Common Schools:

DEAR SIR:—I have the honor of submitting the annual report of the Normal Department of Maine Central Institute for the school year beginning Nov. 2, 1874, and ending Oct. 29, 1875. This department has been in successful operation forty weeks.

The following is the list of students in attendance, exclusive of those who have been irregularly in this department:

NAME.	Age.	Date of Entering	Date of Leaving.	Days Present.
FIRST CLASS.				
Cora E. Hutchins	21	Nov. 3, 1874 ...	Oct. 29	192
Cynthia P. Emery	21	Feb. 1	Oct. 29	60
Susan D. Foster	19	April 19, 1875 ..	May 14	17
Helen A. Jaques	18	Nov. 2, 1874 ...	June 24	93
Eva A. Stinson	15	Nov. 2, 1874 ...	June 24	75
SECOND CLASS.				
Lillie M. Bowker	15	Nov. 2, 1874 ...	Oct. 29	93
Nettie A. Bowker	17	Nov. 2, 1874 ...	June 24	46
Emma S. Brooks	17	Feb. 1, 1875 ...	March 8	25
Ida M. Call	15	Nov. 2, 1874 ...	Oct. 29	136
Jennie L. Coffin	15	Nov. 2, 1874 ...	Jan. 8	49
Lilla F. Corson	17	Feb. 1	April 9	50
Ettie D. Dodge	22	Nov. 2, 1874 ...	April 9	70
Myra L. Dodge	19	Feb. 8, 1875 ...	April 9	45
Marcia C. Emery	15	Nov. 2, 1874 ...	Dec. 9, 1874 ...	25

MAINE CENTRAL INSTITUTE—Concluded.

NAME.	Age.	Date of Entering	Date of Leaving.	Days Present.
SECOND CLASS.				
Jennie Files	22	Nov. 2, 1874 ...	Jan. 8	48
Lizzie N. Freeman	17	Aug. 23, 1875 ..	Oct. 29	50
H. Ada Gifford	21	Aug. 24, 1875 ..	Oct. 22	41
Ada F. Giles	16	Aug. 23, 1875 ..	Oct. 29	49
M. Ella Goodrich	19	Feb. 1, 1875 ...	Oct. 29	94
Mathew S. Goodrich	15	Feb. 1, 1875 ...	April 9	48
Richard J. Goodrich	19	Feb. 1, 1875 ...	April 9	49
Etta J. Kinsmore	21	Feb. 1, 1875 ...	May 24	75
Cora E. Marr	24	Aug. 23, 1875 ..	Oct. 29	49
Nancie F. Marr	16	Aug. 23, 1875 ..	Oct. 29	49
Mary Maxwell	17	Feb. 1, 1875 ...	April 9	49
Lizzie Weymouth	17	Nov. 2, 1874 ...	Oct. 29	137

TEXT-BOOKS. Readers—Monroe, Potter; Dictionaries—Webster, Worcester; Geography—Swinton; Map Drawing—Apgar; Free-hand Drawing—Smith; Arithmetic and Algebra—Greenleaf; Book-keeping—Meserve; Grammar—Dalglish, Swinton, Lee and Hadley; Physics—Norton; Chemistry—Eliot and Storer; Astronomy—Lockyer; Moral Philosophy—Fairchild; Bychology—Hopkins; History—Barnes' U. S., Anderson's General; Geometry—Loomis; Geology—Dana; Physiology—Hutchison; Botany—Wood; Science of Government—Alden; English Literature—Underwood, Shaw; Rhetoric—Hart; Didactics—Wickersham and others. Astronomy and Moral Philosophy are optional. This course can be extended beyond two years, and studies may be taken in the other courses.

CYRUS JORDAN, *Principal.*

OAK GROVE SEMINARY, }
Vassalboro', Dec. 5, 1875. }

HON. WARREN JOHNSON—

Dear Sir:—I herewith submit the annual report of the Normal Department of Oak Grove Seminary for the academic year beginning Dec. 1, 1874, and concluding Nov. 19, 1875:

NAME.	Age.	Date of Entering.	Date of Leaving.	Weeks Present.
Eliza J. Aldrich	18	Dec. 1, 1874 ...	Nov. 19, '75 ...	29
Frank A. Appleton	17	Aug. 31, 1875 ...	Oct. 23, '75 ...	8
Stacy Blish	18	Dec. 1, 1874 ...	Nov. 19, '75 ...	29
Edith L. Church	16	Aug. 31, '74 ...	Oct. 9, 1875 ...	6
Ambrose S. Church	15	do	Nov. 19, '75 ...	12
George S. Church	18	do	do	12
Ernest P. Clark	19	do	Oct. 9, 1875 ...	6

OAK GROVE SEMINARY—Concluded.

NAME.	Age.	Date of Entering.	Date of Leaving.	Weeks Present.
William A. Clark	19	Aug. 31, '75....	Nov. 19, '75....	12
Emma B. Dockum	19	Dec. 1, 1874....	do	29
Alice M. Doe	16	do	do	29
Arthur Drummond	17	Aug. 31, '75....	do	12
James M. Estes*	23	Dec. 1, 1874....	do	29
Anna M. Graves	16	Aug. 31, '75....	Oct. 9, 1875....	6
Charles W. Jones	16	do	Nov. 19, '75....	12
Annie S. Keene	14	do	do	12
Ada M. Lee	16	Dec. 1, 1874....	do	29
George Low*	22	do	do	29
Carrie S. Smiley	18	do	do	29
Howard A. Starkey	15	do	do	29
Sarah C. Starkey	13	Aug. 31, '75....	do	12
Alice R. Taber	16	Dec. 1, 1874....	do	29
Arthur Taber	18	Aug. 31, '75....	do	12
Lizzie E. Thompson	16	do	do	12
Emmie S. Weeks*	17	Dec. 1, 1874....	do	19

* Has taught school.

TEXT-BOOKS. Greenleaf's Practical and Mental Arithmetic; Greenleaf's Algebra; Evans' Geometry; Clark's Beginners' and Normal Grammar, Gould Brown's Institutes of English Grammar; Hilliard's Sixth Reader; Monteith's Comprehensive Geography; Barnes' United States History; Steele's Physiology; Steele's Natural Philosophy; Hooker's Natural History; Duffet's French Method; Mayhew's Practical Book-keeping; Payson, Dunton and Scribner's Writing Books.

The Spring term was interrupted by violent, epidemic disease, rendering five weeks only of that term practicable. The Winter and Fall terms consisted of twelve weeks each, making the academic year twenty-nine weeks.

Very respectfully,

O. M. COUSENS,

Principal Oak Grove Seminary.

Vassalboro', Dec. 5, 1875.

PORTLAND, Dec. 1, 1875.

HON. WARREN JOHNSON,

State Superintendent of Common Schools:

Agreeably to requirement of law, I beg leave to present the following report, as submitted to the Board of Trustees of the Normal Schools of Maine.

The two schools—Western at Farmington, Eastern at Castine—

have been continued the past year without any interruption. The largest attendance at each school was in the Spring term, viz :

Farmington, 133; Castine, 130. The present seating capacity in the assembly hall of either is 140, which may be increased to 160 by addition of new desks. The number of graduates the past year is small compared with the total attendance, viz : Farmington 12, Castine 13. These numbers are exceptionally small. The number of *graduates*, however, does not constitute the measuring value. Of the 350 different students connected with the two schools the past year, at least 300 have taught either prior to or *since* entering the schools.

We notice two influences operating to produce a small fruitage, so to speak, from the Normal Schools; first, a low grade of scholarship at time of entering, sufficient to fairly meet the requirements for admission, but *limited*; second, entering the schools for acquisitions, scholarship merely, many soon find that they have no *aptness* for teaching. The *teacher-training* process then becomes irksome, and such drop out on the way. To remedy this in a degree a preparatory and probationary term has been prefixed to the regular normal period. This will sift the students in scholarship and aptness to teach, and give us in the main only those who intend and are probably fitted in natural ability to teach. This plan has been in operation only one term, and we are not prepared therefore to announce results. Our object is to make the Normal Schools thoroughly what they profess to be—training schools for teachers in our common schools—and also to graduate annually as large a number as possible.

The Practice Schools have been continued in connection with both Normal Schools and the public schools of Farmington and Castine. The plan is simply this,—the two communities mentioned furnish pupils, school-rooms and assistant teachers, the State furnishes head teachers and joint supervision, and sends its own student teachers into the schools as observers, teachers and critics. Theory is thus put into practice, sometimes *out* of it. The results so far are very satisfactory, both in the Normal Schools and in the Public Schools. A few difficulties beset the completely harmonious operation of this arrangement, which will be removed in time, we trust. The reports of our Inspectory Committees and the general opinions expressed by citizens and visitors, induce the conclusion that the Practice department is one of the most valuable features in the normal work.

The course of study—with the exception stated above—continues the same as in the past. The general methods of instruction in the main have kept pace with modern methods of thought and investigation, with a tendency rather to do too much than to do just enough. A two years' course for teacher-*training*, even, is very short. When there is added to this an attempt for first-class attainments in the common school branches and kindred studies, indeed in almost everything except the classics and higher mathematics, it requires most precise judgment and prudence on the part of principal and assistants to determine just *what* the student teacher ought to study, how far to carry his investigations, and *when* to interrupt study and learn to communicate intelligently what he does know. With the exception of this tendency in one of our schools, we speak in great commendation of the quality and amount of work done by the principals and assistants of the Normal Schools.

No permanent improvements have been made on buildings or grounds the past year. Additions to library and apparatus have been made as will be seen by reference to accompanying reports of principals. Further additions should be made, the grounds should be fenced, properly laid out and ornamented, and certain repairs made to buildings. The total sum needed will be the same as last year, \$15,500, to defray current and necessary expenses.

For statement of expenditures the past year, reference is made to accompanying report of Treasurer.

Sometime last summer the Trustees were politely invited to visit North Bridgton with reference to the establishment of a third State Normal School at that place. The invitation was accepted by the Board, and the visitation made through its Executive Committee, and I have the pleasure of presenting their report herewith. The annual reports of the Principals of the schools are also submitted.

Yours very truly,

STANLEY T. PULLEN, *Secretary.*

REPORT OF EXECUTIVE COMMITTEE—BRIDGTON NORMAL SCHOOL.

GOVERNOR DINGLEY,

President Board Normal School Trustees:

The Executive Committee of the Board of Trustees and the State Superintendent of Schools visited North Bridgton on the sixth of October, 1875, in obedience to a vote passed by the Board, for the purpose of consulting the Trustees of the Bridgton Academy in regard to their proposition to give the State the sum of \$14,000 and their academy building and grounds, provided the State would establish and maintain a Normal School there, and for the further purpose of inspecting the buildings and grounds, and ascertaining the wishes of the people in that region in relation thereto.

The day on which the Committee made their visit was very stormy. Nevertheless, they met on that occasion many persons, not only from Bridgton, but from the surrounding towns of Cumberland and Oxford counties. The Committee examined a schedule of the personal property of the academy, and the record of the meetings of its Trustees wherein they had voted to make this proposition to the State. They also inspected the academy building and grounds, and listened to statements made by persons assembled there in behalf of the proposition. From their investigation the Committee gleaned the following facts:

The proposition as originally made by the Trustees of the Academy, was to give the State \$14,000 in money in addition to their building and grounds, for the purpose named. Since the proposition was made their funds have so accumulated that they are now willing, if the State will accept their proposition, to give an additional \$1,000, making \$15,000 in cash in addition to the building and grounds. The academy building, situated on a beautiful elevation and easy of access, can, without much expense, be made sufficient for the present needs of the State should it accept the proposition. The grounds contain from three to four acres, are centrally located; shade trees of elm and maple have been regularly set out along its walks, and fences of stone and wood encircle the whole. The site is convenient to church and to post office, and the village is gathered so near to it that 150 pupils can easily be supplied with rooms and board in its immediate neighborhood. The location is healthy; the water is pure and soft; rents are low, fuel cheap, and board can be furnished at favorable rates. The

place is easy of access. It is connected with the Grand Trunk R. R. by daily stage to South Paris, and with the P. & O. road at Brownfield. There is also a stage line direct to Portland. From the middle of May to October, it is connected with the P. & O. R. R. at the foot of Sebago Lake, by steamboat. These various routes secure ample conveyance and cheap fares. The place itself, and indeed the whole surrounding region, is one of great natural beauty.

The academy was founded in 1808, and was incorporated by the Commonwealth of Massachusetts. Should the State accept the proposition, it will thus engraft a Normal School on one of its oldest educational institutions, whose memories will constitute a valuable attractive force.

The sentiment of the people, as expressed by those in attendance at the conference with the Trustees, and by many others with whom the Committee had conversation upon the subject, was heartily in favor of the proposition made by the Trustees of the Academy, and of its advantages to the educational interests of Western Maine. They believe that the present location of our Normal Schools practically deprives the people of the three counties of York, Cumberland and Oxford, of their great benefits.

There were in attendance at the Spring term of 1874 of the two Normal Schools at Farmington and Castine, 262 pupils. Of this number the counties of Franklin and Hancock, where these schools are located, furnished 85 pupils, though they have employment for but 927 teachers in their winter and summer schools; while the counties of Cumberland, Oxford and York, which employed for the like time 2,258 teachers, sent but 33 pupils at that term. There were but 28 graduates of Normal Schools teaching in York, Cumberland and Oxford counties last year, according to the report of the Superintendent of Common Schools, while in the counties of Franklin and Hancock there were 54.

These three western counties have a population of 175,683, and a valuation of \$81,179,264. The State school mill tax for 1874, was \$224,540; of which these counties furnished \$81,179.26. Add to this the Savings Bank tax, and it will be found that they furnish to the State nearly \$140,000 for educational purposes. According to the report of the Superintendent of Common Schools, these counties drew from the State for those purposes, in 1873, but \$97,044; thus contributing about \$42,000 more to the support of the school funds of the State than they draw therefrom. Being

among the most populous counties, their educational wants are greater. Their valuation is such that they contribute more to the support of public instruction than the counties of Franklin, Androscoggin and Somerset, which seem to be the source from which the school at Farmington draws the larger portion of its pupils; or the counties of Knox, Waldo and Hancock, which are like situated with regard to the school at Castine. Though their needs are greater and their contributions to the State for school purposes larger, yet their privileges for Normal instruction, it appears by these facts, are much less.

The majority of those persons who wish to avail themselves of the advantages of Normal instruction, that they may become teachers, are of a class that cannot afford to do so unless the opportunities for it are easy of access and convenient to their homes. The number of pupils that attend the schools at Farmington and Castine from the counties where they are located, and the large proportion of that number coming from the towns where the schools are located, attest to this fact.

“Chamber’s Information for the People,” says: “Teaching is an art. It is one of considerable nicety, requiring both natural and acquired gifts of no ordinary kind. Without due apprenticeship to it, no man can be expected to satisfy the demands of the modern educationist. There is a large amount of detail, both in methods of procedure and in the material of instruction, which a candidate for this employment must have thoroughly mastered before he can duly teach. There is also an aptness and facility which nothing but practice can give. For all these reasons, schools for the training of teachers, or Normal Schools, are indispensable.”

The best teachers make the best schools, and the best schools make the best scholars. Where these are superior, the capacities of the mind are better drawn forth, and men better fitted for the duties and occupations of civilized life.

In our country each State creates, directs and controls its school system. A celebrated French author has said that the history of civilization may be summarized in nine words:—“the more one knows, the more one can perform.” Our States, by their control and direction of the schools, have possession of the influence which is to mould the future of the country, and largely decide what the

coming generation shall be. All the States are striving to so perfect their schools as to enable them to make as capable men and women as such institutions can make. To this end they strive to secure the most accomplished teachers, and through the instrumentality of Normal Schools, procure them. Other States are multiplying the facilities for such instruction. If Maine wishes that her children may know as much as the children of other States, that they may perform as much, she must keep pace with them in educational advancement and privileges. That more Normal Schools are needed in Maine, is conceded by all interested in the welfare of her children. Where and when shall they be endowed and located is the only question. Here is an opportunity where one can be established and supported at a cheaper rate than any other locality presents, and which, when established, promises to draw to its attendance a larger number of pupils than either school now existing, without impairing their usefulness or prosperity in the least. The need of such a school for this region is acknowledged. Here is an opportunity to supply that need with a generous endowment of \$15,000, and school building easily and cheaply adaptable for temporary use, and grounds of ample size and beauty.

These were the arguments and considerations urged upon the Committee. Their value and truth the Committee are largely inclined to admit. Our duties for several years have been such as to give us acquaintance with the purpose of Normal training, its benefits and its necessities. We are emphatically of the opinion that more of such schools are needed, and we would earnestly urge upon the Legislature the acceptance of the generous proposition made by the Trustees of the Bridgton Academy.

Respectfully submitted.

STANLEY T. PULLEN,	} <i>Ex. Com. Normal School Trustees.</i>
A. H. ABBOTT,	
J. W. DRESSER,	

WARREN JOHNSON, *State Sup't.*

TREASURER'S REPORT.

To the Board of Trustees of Normal Schools :

According to law—

1st. All moneys appropriated by the State for the Normal Schools are to be drawn in favor of the trustees by governor and council from time to time as they may think proper.

2d. It shall be the duty of the treasurer (of trustees) to receive from the State on the order of the president, all money placed at the disposition of the Board, as it shall be needed from time to time; to disburse it in accordance with the vote of the Board; and, with the approval of the finance committee, to make the annual fiscal report required by law.

3d. The trustees shall annually on the first day of December lay before the governor and council, for the information of the legislature, a financial statement, furnishing an accurate, detailed account of the receipts and expenditures for the school year preceding.

The treasurer hereby reports that no moneys have been drawn in favor of the trustees for the year ending Dec. 31, 1875. No moneys have been received by the treasurer, and no fiscal statement has been required by the Board, as all bills have been audited and paid by governor and council. Some of these bills have been approved by the treasurer, some have not been approved. No accurate, detailed account of receipts and expenditures in the interest of the Normal Schools, can be given from any records in this office.

From the State Treasurer's books the following general statement is drawn :

Receipts.

Appropriation for Eastern Normal School, 1875.....	\$7,562 50
“ “ Western Normal School.....	6,737 50
Deficiency (1874).....	579 09
	<hr/>
	\$14,879 09

Expenditures.

Eastern Normal School, 1875.....	\$7,655 18
Western Normal School, 1875.....	6,812 04
	<hr/>
	\$14,467 22
Unexpended balance.....	\$412 87

Respectfully submitted.

WARREN JOHNSON, *Treasurer.*

Augusta, Dec. 31, 1875.

FREE HIGH SCHOOLS.

The Constitution of Maine, declaring education as essential to the preservation of the rights and liberties of the people, recognizes two kinds or grades of culture, so to speak, one that is required or *must* be, the other to be encouraged or *may* be, by will and act of Legislature. A portion of Article VIII, Constitution, is as follows: "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; and it shall further be their duty to encourage and suitably endow from time to time, as the circumstances of the people may authorize, all academies, colleges and seminaries of learning within the State." The present school system of Maine is an organized plan to secure to all the people the advantages claimed as essential by the Constitution. The *common* schools where the elements of an ordinary education may be attained are guaranteed a support, by common law irrevocable except in violation of the organic act. Superior education, that is, academic and collegiate, come under the permissive or encouraging clause. It is creditable to the State that she has always, "according to the circumstances of the people" encouraged the higher education. Precisely *how* and to what amount have given rise to different opinions among educators and legislators. In 1873 the Legislature withdrawing further aid from academies established the present Free High School system—as indicated in following extract from my Report of that year:

Why established? In the early history of the State, academies were established and endowed by the Legislature to secure better facilities for a higher English and classical education than could possibly be afforded by the common schools. In process of time some of these academies have become semi-colleges, placing themselves beyond the ordinary popular demand by fixed courses of study and increased expenses to students. Others have been merged into the city or town high school. The most of them have been unable, through limited funds, to secure or retain such a class of teaching ability as was needed. Consequently numerous demands were made on the State to grant further aid. As such aid given by the State as a whole, could have only a local application and benefit, and as these institutions were always *tuitional*, never *free*, schools, it was decided to place the gifts of the State on a broad, general basis. The State, therefore, declining to make any *special* appropriations, says to each and all of the towns in the commonwealth, establish a free high school and the State will

defray one-half the cost of *instruction* in each school, under certain conditions expressed in the legislative enactment in aid of free high schools.

Conditions. The State pledges itself to pay one-half the expense for instruction in a free high school, meaning by this, only the board and wages of teachers, provided (1) that the sum thus paid by the State shall not exceed the sum of five hundred dollars to any town; (2) that the town or towns, district, union of districts or individuals, make special appropriation for payment of one-half of cost of said instruction; (3) that such appropriation be exclusive of the amounts required by law for common school purposes; (4) that tuition shall be free to all pupils admitted from the town or towns, district or districts, making such appropriations; and (5) that no funds or proceeds of the real estate of an academy or incorporated institution of learning, surrendered or transferred to towns for educational purposes, shall be considered as part of the appropriation made by towns.

State aid, when paid. On or prior to December first and June first of each year, towns must make certified returns to the State Superintendent of Common Schools, indicating (1) precise amount expended for *instruction* in said high school; (2) amount raised by special appropriation for free high school, and (3) a compliance with the general conditions above mentioned. This return, being properly vouched by the town officers, and approved by the State Superintendent, will be transmitted to the Governor and Council for inspection, and if accepted by these officers, a warrant on the State Treasury will be issued by the Governor in favor of the town treasurer or district agent, for such an amount, as may be adjudged due in the several cases.

Grade of Admission. Although the proposed schools are termed high schools it is not expected that they will come up to the full grade of classical schools, or even the ordinary academy, at first. They will be the peoples' high schools for a superior English and scientific education, excluding at first, simply all primary classes, and affording the general culture demanded by the increasing business, manufacturing and mercantile wants of the times. While therefore the grade of admission of pupils to these rests virtually with the school officers of the several towns under the provisions of this act, with the advice and consent of the Governor and Council, the following *minimum* grade of admission has been established, indicating the line of division between the high school and any lower grade, and the basis upon which a certificate for payment of gratuity by the State will be issued. Of course town committees can establish a higher grade of admission, according to the wants and wishes of the several communities where the schools are established. Examination is required in none but the branches specified by statute, and as follows :

Spelling—First fifty pages of ordinary spelling book.

Reading—Through the Third Reader, so called.

Writing—At discretion; a fair hand.

English Grammar—Elementary.

Geography—Primary.

Arithmetic—Fundamental rules, common and decimal fractions.

History—Nothing.

Physiology—Nothing.

Book Keeping—Nothing.

Ten questions should be given in each of the first six branches enumerated. Pupils answering seventy-five per cent. in each branch should be entitled to admission. These schools are intended as the American Free High Schools for the people, and the grade of admission should not be so high as virtually to exclude the more advanced pupils in the public schools, nor so low as to make them simply "primary" or common schools of a low grade. The good judgment of the town officers, in whose care, practically, these schools are placed, will undoubtedly suggest a standard of admission wisely adapted to secure the interest and confidence of parents and the highest welfare of the pupils.

What studies best be pursued. The free high school, forming a part of the public school system, which was established for self-preservation, for citizenship and the common courtesies and refinements of life, it seems proper to suggest the following branches of study as of primary importance to the manufacturing and business interests of the State:

SPELLING	{ Oral and Written. }	Whole school, once a day, using spelling-book, dictionary, reading book, newspapers and periodicals. Spelling matches.
READING.	{ Elementary sounds. Voice building. General rules. Practice. }	{ Fourth or Fifth Readers, all in one class. Selections from newspapers and periodicals.— Reading, recitations, and declamations by all the pupils. }
WRITING.	{ Imitation of copies from books or charts. Elements of small and capital letters. Aim after a good fair business penmanship. Writing letters, proper folding and superscription. }	
DRAWING.	{ Free hand, Linear. Mechanical. }	{ Copying. Original designing. }
GEOGRAPHY	{ Political. Physical. Mathematical }	{ Relations of earth to man. [laws. " " nature and natural " " the solar system. }
	{ Test classes on shipping lists, imaginary voyages and travels, with description of places and peoples. Map drawing. }	
ARITHMETIC.	{ Mental. Written. }	{ Facility and accuracy in mental computations. Clinch principles by original examples in practical matters. Single entry accounts. }

BOOK-KEEPING.	{ Single and Double Entry.	
GEOMETRY.	{ Plane Geometry, Trigonometry, Surveying, Navigation.	
ENGLISH GRAMMAR.	{ Study of text book, Correction of common errors, Class criticisms, Letter writing and composition. English Literature. Study of standard authors.	
HISTORY.	{ Manual of universal history. United States, partly in connection with Geogra- phy; not dates and forms merely, but underly- ing principles of human society.	
SCIENCE OF GOVERNMENT.	{ Governments in general. Constitution of United States and of Maine. Citizens' Manual.	
PHYSIOLOGY.	{ Human and comparative Anatomy. Hygiene. Laws of health and life.	
PHYSICS.	{ Chemistry. Natural Philosophy, Mechanics. Botany. Mineralogy, Geology.	} Object Lessons.
MORALS AND MANNERS.	{ Social duties. Moral obligations. Fundamental truths of Christianity.	

To the above course, (in certain localities,) may be added the higher mathematics, modern and ancient languages, and belles letters.

Our Free High School system has now been three years on trial, and has conclusively demonstrated the wisdom of the State in establishing it. The influence of this grade of schools cannot be easily estimated. They have exerted that influence in a three-fold direction. Besides opening to large numbers of our youth, sources of culture not otherwise attainable, they have had, in the localities where they have been established, a marked influence upon the common schools in giving them better teachers, and inspiring their pupils with new incentives to work in the desire to qualify themselves for admission to the High Schools. In my opinion no portion of our school expenditures has been more profitable than that for the Free High Schools.

In addition to the usual Table of Returns I submit the following SUMMARY :

	For Three Years.	For Past Year.
Number of towns in State.....	421	421
Number in which Free High Schools have been had.	210	157

RETURNS OF FREE

TOWNS.	Total amt't expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year's appropriation	Amount paid by subscription for Free High Schools.	Amount received from tuition.	Number of terms of High School.	Length of High School in weeks.
Abbot	\$217 00	\$130 00	-	-	-	2	17
Alfred	624 58	300 00	-	-	\$22 00	3	30
Andover, Dist. No. 1...	208 50	100 00	-	-	8 00	1	10
Atkinson, Dist. No. 5..	146 00	-	-	\$140 00	6 00	1	10
Auburn	2,800 00	3,000 00	-	-	-	3	36
Bangor	4,475 00	3,975 00	-	-	-	3	37
Bath	4,000 00	4,000 00	-	-	15 00	3	40
Belfast, Central Dist....	1,700 00	1,200 00	-	-	10 00	3	36
Belgrade, Dist. No. 7..	92 50	60 00	-	-	-	1	10
Biddeford	3,450 00	3,000 00	-	-	21 00	4	40
Blanchard	122 50	61 25	-	-	-	1	10
Boothbay	323 00	250 00	\$12 00	-	-	2	19
Bowdoinham	775 00	500 00	-	-	-	3	34
Bradford, Dist. No. 1...	184 50	-	-	92 25	4 18	1	12
Bradley	276 00	300 00	-	-	-	1	12
Brewer	900 00	1,000 00	-	-	-	3	36
Bridgton, U'n Dist. No. 1	1,238 33	500 00	106 00	-	400 30	3	36
Bridgewater	140 00	-	175 45	-	-	1	10
Bristol	320 00	-	330 00	-	-	2	20
Brownfield, Dists. 2 & 16	500 00	125 00	87 50	160 50	64 00	3	30
Brownville	287 50	75 00	84 00	-	-	1	11
Brunswick	1,817 00	500 00	-	-	100 74	3	33
Burlington	402 00	100 00	102 00	-	6 25	2	22
Burnham, Dist. No. 10.	165 00	-	-	165 00	-	1	10
Calais	1,940 00	1,500 00	-	-	-	3	40
Cape Elizabeth	800 00	800 00	144 55	-	-	2	22
Castine	1,250 00	1,000 00	-	-	-	3	35
Cherryfield	1,329 45	500 00	438 40	-	-	3	34
Clinton	561 57	300 00	39 18	-	-	4	37
Columbia Falls	325 00	400 00	10 00	-	46 40	2	18
Cornville	217 25	225 00	14 63	-	20 55	1	10
Cumberland	1,415 33	1,250 00	87 15	-	108 95	3	33
Cutler, Dist. No. 1.....	177 50	177 50	-	-	-	1	10
Dalton	207 00	200 00	-	-	-	1	12
Deering	626 25	500 00	17 11	-	-	2	21
Deer Isle	907 33	500 00	-	-	-	4	51
Dennysville	1,000 52	1,020 00	-	-	36 50	3	35
Dexter	1,020 00	500 00	-	-	36 87	3	30
Dixfield, Dist. No. 3...	120 00	-	-	60 00	-	1	10
Dixment	393 25	250 00	-	-	26 00	3	28
Dover	412 00	100 00	312 00	-	-	3	27
East Machias	311 25	100 00	252 50	-	-	3	41
Eastport	1,000 00	1,000 00	-	-	-	2	22
Eddington	310 00	400 00	52 00	-	9 24	2	20
Eden	110 00	350 00	-	-	-	1	8
Edgecomb	150 00	75 00	6 70	-	4 80	1	10
Ellsworth	1,200 00	1,000 00	179 88	-	-	4	38
Etna	230 00	200 00	-	-	-	2	19

SUPERINTENDENT'S REPORT.

For Three Years. For Past Year.

Number of terms	940	348
Number of weeks	9,977	3,680
Number of pupils	38,585	13,469
Entire cost.....	\$322,100	\$118,296
Cost to State	107,737	38,633

HIGH SCHOOLS, 1875.

Wages paid teachers, including board, per month.	Whole number pupils registered	Average attendance	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages	Number of pupils in Modern Languages	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
\$51 00	91	72	-	91	78	76	19	2	-	7	\$108 50
83 33	55	27	-	55	40	30	15	16	-	20	301 29
83 40	60	48	8	40	45	34	32	7	-	12	100 00
58 40	37	33	6	31	35	26	16	-	-	7	70 00
333 00	85	80	-	-	-	34	-	85	45	-	500 00
481 08	157	146	-	113	-	-	-	143	75	128	500.00
400 00	128	105	-	-	9	55	17	56	35	44	500 00
188 89	86	63	-	29	37	14	24	34	5	80	500 00
38 75	25	21	-	25	25	16	11	-	-	10	46 25
345 00	83	80	-	-	-	-	34	82	28	49	500 00
49 00	36	29	18	18	30	20	12	2	-	4	61 25
68 00	108	88	40	68	98	50	48	3	-	25	161 50
88 24	97	79	-	94	84	93	59	27	22	-	387 50
61 50	67	49	-	67	48	46	32	-	-	14	89 66
92 00	56	44	-	54	50	23	45	2	-	17	138 00
100 00	35	28	-	35	6	6	-	32	12	35	450 00
137 59	274	240	-	274	67	56	-	78	23	274	419 16
56 00	45	31	-	45	40	27	26	-	-	21	70 00
64 00	103	85	-	103	92	92	52	4	-	19	160 00
66 66	181	140	-	181	164	44	6	5	7	5	208 00
104 55	61	52	-	35	45	40	35	4	-	29	143 75
220 24	73	67	-	73	29	29	29	39	14	63	500 00
73 09	93	79	-	70	73	53	40	7	-	30	197 88
66 00	44	34	-	43	41	25	13	1	-	16	82 50
194 09	92	71	-	92	41	42	42	86	26	92	500 00
150 00	100	93	-	100	60	85	47	25	6	28	400 00
142 86	39	38	-	26	12	20	8	25	-	12	500 00
156 40	46	37	-	29	43	6	12	46	8	29	500 00
60 71	188	153	15	173	176	110	97	5	2	27	280 78
72 22	50	45	-	50	44	50	50	10	-	9	139 30
86 90	52	47	-	52	39	47	25	3	-	-	98 35
171 55	187	168	-	187	140	109	69	36	-	55	500 00
71 00	35	31	-	35	35	26	24	-	-	8	88 75
69 00	43	38	3	40	40	49	40	-	-	27	103 50
119 29	57	34	-	44	30	30	19	10	-	4	313 12
71 16	84	70	-	81	51	68	44	6	-	14	247 57
112 87	83	78	-	83	79	74	49	12	-	62	482 01
136 00	185	148	-	164	82	126	32	32	10	25	491 57
48 00	33	26	15	18	28	12	10	-	-	-	60 00
56 18	135	109	12	114	104	76	59	9	-	54	183 63
61 04	127	101	29	96	120	85	48	6	7	10	206 00
-	64	-	-	11	-	33	-	4	-	53	155 63
180 00	150	130	-	126	102	102	73	34	9	30	500 00
62 00	65	61	-	59	61	59	11	2	-	10	150 38
55 00	37	31	-	37	37	29	33	-	-	-	55 00
60 00	54	45	12	32	26	42	20	5	-	8	72 60
154 00	81	38	-	27	27	27	-	23	7	17	500 00
48 42	82	70	28	54	61	20	24	-	-	4	115 00

Returns of Free

TOWNS.	Total amt expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year's appropriation	Amount paid by subscription for Free High Schools.	Amount received from tuition.	Number of terms of High School.	Length of High School in weeks.
Exeter	\$355 00	\$400 00	-	-	-	2	20
Fairfield	1,034 50	400 00	\$239 75	-	-	6	60
Farmington	234 75	400 00	-	-	\$39 75	3	32
Fayette, Dist. No. 3	75 00	75 00	-	\$37 50	-	1	10
Fort Fairfield	297 50	500 00	32 50	-	19 00	2	18
Fort Kent	208 50	100 00	-	-	8 50	2	16
Foxcroft	273 73	300 00	5 00	-	-	1	11
Freeman, Dist. Nos. 4&5	135 00	-	-	67 50	-	1	12
Freeport	1,418 00	900 00	-	-	-	3	37
Frenchville	760 00	250 00	-	-	17 00	4	48
Gardiner	2,083 33	2,000 00	57 00	-	66 50	3	36
Georgetown	180 00	50 00	60 62	-	2 10	1	10
Gorham	316 10	350 00	70 00	-	-	1	12
Gray	420 00	300 00	149 26	-	-	2	18
Greenbush, Dist. No. 3	165 77	-	-	105 77	-	1	10
Greenfield	288 00	300 00	5 00	-	-	2	24
Greenville	176 00	100 00	19 00	-	-	1	11
Guilford	140 00	-	-	140 00	-	1	10
Hallowell	1,200 00	1,000 00	-	-	-	3	40
Hancock	217 50	250 00	-	-	-	1	10
Hartford	290 00	150 00	42 62	-	17 50	2	21
Harrington	724 00	150 00	403 28	-	2 00	5	48
Harrison, &c., Riv. Dist	211 75	125 00	-	12 00	12 50	1	11
Hermon, Dist. No. 5	150 00	50 00	-	-	50 00	1	10
Hersey	105 00	100 00	-	-	3 37	1	12
Industry	245 00	150 00	-	-	10 25	2	20
Jackson	130 00	-	-	65 00	-	1	10
Jefferson	114 00	188 00	94 00	-	-	1	10
Kenebunk, Dist. No. 5	1,050 00	750 00	-	-	4 00	3	36
do Dist. No. 9	306 90	150 00	-	-	24 60	3	33
Kittery	927 78	1,000 00	361 11	-	-	3	33
Knox	250 00	125 00	-	-	-	2	20
Lamoine, Dist. No. 2	165 00	175 00	-	-	20 00	1	10
Leeds, Dist. No. 6	162 50	84 00	-	-	25 38	1	10
do Dist. No 7	155 00	91 00	-	-	18 00	1	10
Lewiston	4,570 00	4,570 00	-	-	-	2	40
Limerick	1,237 50	500 00	-	100 00	130 00	3	34
Lincoln	621 00	200 00	181 25	-	-	2	24
Lisbon	1,023 50	400 00	-	-	-	6	56
Livermore	272 75	93 25	179 50	-	-	2	20
Lyndou	100 00	50 00	-	-	-	1	10
Machias	1,455 00	1,000 00	-	-	2 50	3	36
Mars Hill	150 00	50 00	35 00	-	28 00	1	10
Mattawamkeag	153 25	-	212 90	-	-	1	10
Maysville	120 00	125 00	10 00	-	-	1	10
Medford	202 00	260 00	-	-	2 00	2	17
Milbridge	415 00	-	428 75	-	-	2	18
Milford	270 00	200 00	102 80	-	-	2	24
Milo	200 00	100 00	-	-	-	1	10
Monson	480 50	400 00	-	-	232 38	3	28
Mt. Desert, Dist. No. 1	165 00	-	-	82 50	-	1	10
Mt. Vernon	419 72	400 00	4 37	-	-	3	27
Naples	283 75	300 00	-	-	-	3	20
Newburgh	300 00	200 00	15 45	-	12 50	2	20
Newport	507 00	600 00	15 00	-	4 50	3	26
New Portland	300 00	300 00	-	-	-	2	20
New Sharon	305 00	200 00	-	-	6 75	2	20

High Schools—Continued.

Wages paid teachers, including board, per month.	Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.	
\$71 00	100	83	-	100	69	68	31	13	-	9	\$177 50	
68 98	289	261	5	284	271	264	96	6	12	65	500 00	
95 50	65	50	-	26	65	58	33	7	-	6	97 50	
30 00	27	23	4	23	27	22	13	1	-	9	37 50	
66 11	98	79	2	70	65	57	30	-	6	12	139 25	
52 12	23	18	11	11	14	14	8	-	-	-	100 00	
99 54	76	64	-	52	66	37	35	-	4	1	136 86	
45 00	72	65	17	55	59	30	30	-	-	16	67 50	
153 00	241	205	-	138	143	169	72	70	16	140	500 00	
63 33	85	76	70	15	85	60	40	-	-	10	500 00	
231 48	107	102	-	-	45	-	13	64	8	28	500 00	
72 00	42	36	-	42	42	28	22	-	2	5	88 95	
105 37	59	47	-	59	59	40	25	-	-	-	158 05	
93 33	121	99	-	121	58	90	30	25	-	42	210 00	
94 25	43	38	15	28	32	18	26	-	-	3	52 89	
48 00	60	48	14	46	55	48	32	-	-	-	144 00	
64 00	35	24	-	35	18	10	22	-	1	5	88 00	
56 00	36	30	12	24	36	28	20	-	-	-	70 00	
-	55	52	-	-	30	30	-	25	6	35	500 00	
87 00	51	47	-	51	51	51	41	2	-	11	108 75	
55 00	74	66	15	57	70	44	21	3	-	7	136 25	
60 33	75	58	10	65	75	46	42	-	-	17	362 00	
77 00	50	43	15	35	30	22	17	7	4	14	99 63	
60 00	44	39	6	38	40	30	25	3	1	1	50 00	
35 00	24	19	14	10	24	6	20	-	-	10	50 82	
49 00	72	56	6	66	62	29	40	-	2	22	117 38	
52 00	33	29	-	33	33	27	32	-	-	10	65 00	
45 60	40	35	8	32	35	30	15	-	-	3	57 00	
116 67	38	29	-	38	18	14	-	18	-	29	358 85	
37 30	36	25	-	36	21	24	20	4	2	8	141 15	
111 11	74	40	-	74	72	74	61	12	-	11	463 89	
50 00	125	105	6	119	110	65	30	-	-	20	125 00	
68 00	31	25	5	26	31	31	31	-	-	10	72 50	
65 00	47	35	8	24	20	35	13	15	-	10	68 56	
62 00	42	34	10	30	19	18	14	5	1	5	68 50	
315 00	146	140	-	146	32	29	12	90	33	70	500 00	
145 59	200	159	-	30	90	75	25	42	8	69	500 00	
103 50	119	99	2	105	107	86	63	11	1	5	310 50	
73 11	84	78	-	84	76	68	63	38	21	15	500 00	
54 55	115	102	20	95	79	61	38	32	10	50	136 38	
40 00	35	30	6	29	30	20	18	2	4	3	50 00	
161 67	45	42	-	42	24	20	45	23	-	18	500 00	
60 00	49	36	-	32	25	33	17	5	-	18	61 00	
61 30	38	26	12	26	27	9	22	3	-	1	76 63	
48 00	33	25	4	29	33	29	23	3	-	4	60 00	
47 53	37	35	12	25	37	20	15	-	-	1	100 00	
92 22	100	87	-	81	74	100	-	14	-	35	207 50	
45 00	62	46	-	62	59	34	31	2	-	-	135 00	
80 00	73	65	-	73	70	50	45	-	-	-	100 00	
68 64	164	118	30	127	122	63	105	-	4	8	23	124 06
66 00	36	31	-	36	31	33	30	-	-	25	82 50	
61 44	166	112	34	128	136	96	43	-	14	31	209 86	
56 75	112	96	12	98	99	88	80	-	-	10	141 87	
60 00	78	64	-	70	65	38	40	-	-	20	143 75	
78 00	155	126	19	110	141	118	62	13	-	10	251 25	
60 00	106	85	-	100	100	70	22	-	-	6	150 00	
61 00	87	68	-	85	81	79	38	-	-	6	149 13	

Returns of Free

TOWNS.	Total amt expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year's appropriation.	Amount paid by subscription for free High Schools.	Amount received from tuition.	Number of terms of High School.	Length of High School in weeks.
New Vineyard	\$155 00	-	-	\$77 50	-	1	10
Norridgewoock, Dis. No. 11	120 00	\$60 00	-	-	-	1	12
North Berwick	759 00	800 00	-	-	\$41 16	3	29
North Haven	197 00	200 00	-	-	-	1	12
Norway	487 66	400 00	-	-	33 00	1	11
Oakfield pl	150 00	83 00	16 00	-	-	1	10
Oldtown, Dist. No. 2	1,383 33	500 00	-	-	-	3	35
Orrington	272 50	400 00	45 00	-	-	2	20
Orland	187 50	200 00	-	-	-	1	10
Orono	1,650 00	500 00	-	-	-	3	36
Oxford	663 00	350 00	137 37	-	28 50	2	20
Palmyra	215 00	-	-	107 50	-	1	10
Paris, Dist. No. 2	605 00	300 00	-	-	55 00	1	11
Patten	400 00	400 00	-	-	-	3	30
Pembroke	1,345 00	500 00	-	-	25 25	3	36
Phillips	313 50	225 00	27 62	-	7 12	2	19
Plymouth	245 50	200 00	-	-	-	2	19
Poland	892 00	500 00	71 25	-	41 10	1	10
Portland	12,600 00	1,000 00	-	-	-	4	40
Presque Isle	400 00	200 00	35 00	-	20 00	2	18
Princeton	563 75	300 00	55 92	-	-	3	30
Richmond	792 00	500 00	-	-	7 75	3	24
Rockland	2,226 00	1,500 00	-	-	33 00	3	33
Saco	2,230 00	2,000 00	-	-	41 50	4	40
Sanford	576 50	400 00	237 00	-	8 00	2	22
Shapleigh	299 00	300 00	-	-	5 00	2	23
Sherman	170 50	40 55	60 00	-	8 00	1	11
Skowhegan	2,308 00	500 00	-	-	44 00	3	36
Smithfield	120 00	-	-	63 50	-	1	10
S.Thomaston, Grade Dis.	339 00	300 00	-	19 50	-	2	18
Springfield	222 00	500 00	-	-	21 00	2	20
Stetson	300 00	75 00	-	52 00	11 60	2	20
Stockton	175 00	-	-	110 25	-	1	10
Thomaston	1,380 00	1,000 00	-	-	-	3	36
Topsham	1,023 00	1,000 00	-	-	-	3	31
Tremont	495 00	600 00	225 00	-	-	3	32
Troy, Dist. Nos. 4 & 5	280 00	-	-	280 00	-	2	20
Turner	368 00	57 00	77 00	100 00	-	3	24
Vinalhaven	625 00	500 00	220 00	-	-	1	12
Waldo, Dist. No. 3	175 00	-	-	87 50	-	1	10
Waldoboro', Dist. No. 6	1,000 00	500 00	-	-	-	3	38
Wales	188 50	100 00	-	-	8 00	2	20
Warren	1,129 00	-	500 00	1,000 00	18 90	3	37
Waterville	1,340 00	1,192 00	150 00	-	-	4	40
Wells	965 00	1,000 00	-	-	-	3	30
Weston	191 50	-	191 50	-	-	2	15
Westbrook	1,000 00	500 00	-	-	15 00	5	54
Whitefield, Dist. No. 2.	70 00	-	-	80 00	-	1	10
Wilton	531 30	380 00	-	75 20	76 10	2	20
Winterport	415 00	500 00	-	-	-	3	30
Winthrop, Dist. No. 4.	116 00	-	42 50	82 00	-	1	8
Wiscasset, Dist. No. 1.	1,988 00	1,000 00	-	-	-	3	34
Woolwich	308 75	125 00	35 80	-	-	2	17
West Waterville	975 00	1,000 00	-	-	5 25	3	30
Yarmouth	1,635 00	1,800 00	-	-	40 00	3	36
	118,296 48	76,682 00	7,562 17	3,471 97	2,300 09	348	3,680

High Schools—Concluded.

Wages paid teachers, including board, per month.	Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
662 00	36	30	-	36	35	36	33	1	-	31	\$77 50
40 00	28	22	-	28	28	24	26	-	-	3	60 00
104 61	68	56	-	43	51	45	28	17	3	19	358 92
65 67	35	28	-	35	35	25	23	11	7	5	98 50
177 33	61	55	-	61	61	60	42	26	8	30	227 33
60 00	35	25	10	25	25	20	14	-	-	16	75 00
158 09	62	55	-	62	44	45	14	3	-	6	500 00
55 50	94	80	-	94	94	84	28	6	1	21	136 25
75 55	43	36	-	42	40	35	25	-	-	20	93 75
183 33	80	72	-	80	73	61	22	20	1	35	500 00
145 69	50	42	-	40	38	40	14	16	3	9	312 25
86 09	78	54	-	78	50	50	28	2	-	-	107 50
220 00	130	108	20	84	124	66	124	10	7	7	275 00
53 33	88	77	-	85	50	57	30	-	-	21	200 00
149 44	146	143	-	75	100	80	100	28	11	28	500 00
67 00	98	81	3	86	92	68	28	1	4	5	153 19
51 68	83	57	10	73	69	28	20	-	-	3	122 75
-	262	221	79	183	223	105	121	27	7	49	425 45
1,260 00	443	427	-	-	-	-	-	443	443	443	500 00
88 88	127	101	-	127	91	98	54	36	17	10	190 00
75 17	55	34	-	19	31	35	18	10	-	13	281 88
99 00	72	65	-	72	60	60	40	8	5	16	392 12
269 82	107	90	-	107	41	107	-	36	-	107	500 00
223 00	100	90	-	100	20	20	-	92	64	100	500 00
108 45	47	40	-	47	43	37	8	6	-	-	294 25
52 00	60	54	14	46	50	41	24	3	-	9	147 00
62 00	48	40	6	38	40	40	12	2	-	1	81 25
269 77	152	133	-	116	96	86	99	40	5	60	500 00
48 00	26	22	-	25	26	22	10	-	-	5	60 00
77 00	50	44	-	50	30	33	16	17	8	20	169 50
44 05	102	80	10	70	65	50	24	13	-	9	100 50
60 00	105	60	50	93	83	78	42	4	-	5	127 00
70 00	40	38	-	40	39	30	24	-	-	10	87 50
153 33	48	44	-	48	30	12	8	28	7	28	500 00
132 00	49	35	-	41	18	11	11	6	-	-	500 00
61 85	160	138	-	-	158	143	148	-	-	-	247 50
56 00	87	71	-	66	86	75	24	2	-	10	140 00
61 33	118	100	20	98	47	92	15	18	2	11	184 00
208 33	111	97	-	111	111	79	80	23	-	18	312 50
70 00	45	40	7	38	34	27	19	6	-	9	87 50
105 26	150	132	-	120	42	54	51	46	1	83	500 00
37 70	100	79	25	75	89	44	17	2	-	13	90 25
122 00	78	48	-	78	32	64	32	3	-	46	500 00
-	67	65	-	-	-	-	-	80	30	30	509 00
128 66	184	161	53	131	105	100	42	22	12	53	482 50
51 00	-	-	-	-	-	-	-	-	-	-	-
92 60	103	87	-	67	88	35	22	12	-	37	492 50
28 00	28	25	6	22	26	13	9	-	-	-	35 00
106 25	113	84	-	61	83	72	42	39	2	21	265 65
55 33	131	99	-	128	127	73	48	5	-	-	207 50
58 00	17	16	-	17	16	12	-	12	-	6	58 00
233 88	196	184	90	106	172	42	82	20	-	-	500 00
72 50	60	54	20	40	60	50	46	-	-	-	154 38
130 00	59	46	-	15	38	32	-	26	3	30	484 88
181 66	65	60	-	65	25	58	58	16	7	35	500 00
-	13,469	11,444	986	10,255	9,344	7,778	5,071	2,842	1,148	4,066	38,633 44

STATE SCHOOL MONEYS FOR 1875-6.

The amount of moneys available from the State Treasury in the interest of the Common Schools for the year April 1, 1875, to April 1, 1876, is as follows :

1. Savings Bank Tax, payable July 1, 1875.....\$145,936
2. Interest of School Fund, payable July 1, 1875.... 22,193
3. School Mill Fund, payable Jan. 1, 1876 224,570

The following apportionment has been made to the several towns, on the basis of number of youth between the ages of four and twenty-one years, as returned to State Superintendent of Common Schools by the town school officers :

COUNTY OF ANDROSCOGGIN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Auburn.....	2,247	\$1,692 21	\$2,260 31	\$3,952 52
Durham.....	403	303 50	405 40	708 90
East Livermore.....	295	222 17	296 75	518 92
Greene.....	364	274 13	366 16	640 29
Lewiston.....	6,389	4,811 53	6,427 00	11,238 53
Lisbon.....	759	571 61	763 52	1,335 13
Leeds.....	393	295 97	395 33	691 30
Livermore.....	453	341 16	455 70	796 86
Minot.....	620	466 92	623 69	1,090 61
Poland.....	1,005	756 87	1,010 91	1,767 78
Turner.....	758	570 85	762 52	1,333 37
Wales.....	179	134 81	180 15	314 96
Webster.....	360	271 12	362 14	633 26

COUNTY OF AROOSTOOK.

Amity.....	138	103 92	138 92	242 84
Blaine.....	256	192 80	257 53	450 33
Bridgewater.....	300	225 93	301 78	526 71
Dalton.....	219	164 92	220 30	385 22
Easton.....	256	192 80	257 53	450 33
Fort Fairfield.....	893	672 52	898 31	1,570 83
Fort Kent.....	580	436 80	583 45	1,020 25
Frenchville.....	982	739 55	987 84	1,727 39
Grand Isle.....	355	267 36	357 11	624 47
Hersey.....	46	34 64	46 28	80 92
Hodgdon.....	404	304 25	406 40	710 65
Houlton.....	868	653 69	873 17	1,526 86
Island Falls.....	88	66 27	88 52	154 79
Limestone.....	155	116 74	156 02	272 76
Linneus.....	384	289 19	386 27	675 46
Littleton.....	335	252 29	336 99	589 28
Ludlow.....	200	150 62	201 19	351 81
Lyndon.....	839	631 85	843 99	1,475 84
Madawaska.....	491	369 77	493 02	862 79
Mars Hill.....	217	163 42	218 29	381 71
Masardis.....	70	52 72	70 41	123 13
Maysville.....	401	301 99	403 39	705 38
Monticello.....	351	264 34	353 09	617 43
New Limerick.....	181	136 31	182 17	318 48

COUNTY OF AROOSTOOK—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Orient.....	108	\$81 33	\$108 74	\$190 07
Presque Isle.....	472	355 47	474 80	830 27
Sherman.....	268	201 83	260 60	471 43
Smryna.....	64	48 20	64 38	111 58
Washburn.....	251	189 03	252 50	441 53
Weston.....	136	102 42	136 61	239 03
Bancroft plantation.....	82	61 76	82 48	144 24
Barker ".....	23	17 32	23 14	40 46
Benedicta ".....	158	118 99	159 04	278 03
Castle Hill ".....	131	98 65	131 88	130 53
Chapman ".....	44	33 13	44 26	77 39
Crystal ".....	117	88 11	117 79	205 90
Cyr ".....	174	131 04	175 12	306 16
Eagle Lake ".....	75	56 49	75 44	131 93
Glenwood ".....	73	54 95	73 43	128 41
Hamlin ".....	283	213 13	284 68	497 81
Haynesville ".....	26	19 58	26 16	45 74
Letter K ".....	75	56 49	75 44	131 93
Macwahoc ".....	91	68 53	91 54	160 07
Mapleton ".....	200	150 62	201 19	351 81
Moluncus ".....	24	18 07	24 14	42 21
Moro ".....	73	54 98	73 43	128 41
New Sweden plantation.....	157	118 24	158 03	276 27
No. 11, R. 1 plantation.....	147	110 71	147 97	258 68
Oakfield ".....	259	195 06	260 54	455 60
Perham ".....	56	42 18	56 34	98 52
Pleasant Ridge ".....	79	59 50	79 46	138 96
Portage Lake ".....	59	44 44	59 35	103 79
Reed ".....	21	15 81	21 13	36 94
Silver Ridge ".....	86	64 77	86 51	151 28
St. Francis ".....	146	109 90	146 97	256 87
St. John ".....	80	60 25	80 47	140 72
Wade ".....	34	25 60	34 20	59 80
Wallgrass ".....	175	131 80	176 13	307 93
Westfield ".....	44	33 13	44 26	77 39
Woodland ".....	112	84 35	112 76	197 11
Van Buren ".....	470	353 96	472 79	826 75
No. 9, R. 6 ".....	-	-	-	-

COUNTY OF CUMBERLAND.

Baldwin.....	362	272 63	364 15	636 78
Bridgton.....	835	628 84	839 97	1,468 81
Brunswick.....	1,830	1,378 17	1,840 90	3,219 07
Cape Elizabeth.....	1,811	1,363 86	1,821 78	3,185 64
Casco.....	375	282 42	377 22	659 64
Cumberland.....	564	424 75	567 36	992 11
Deering.....	1,174	884 14	1,181 08	2,065 22
Falmouth.....	512	408 18	545 23	953 41
Freeport.....	668	503 07	671 98	1,174 05
Gorham.....	1,031	776 44	1,037 15	1,813 59
Gray.....	598	450 35	601 56	1,051 91
Harpswell.....	572	430 78	575 40	1,006 18
Harrison.....	355	267 36	357 11	624 47
Naples.....	405	305 00	407 41	712 41
New Gloucester.....	483	363 75	485 87	849 62
North Yarmouth.....	290	218 40	291 72	510 12
Otisfield.....	320	240 97	321 90	562 87
Portland.....	10,101	7,607 06	10,161 37	17,768 43
Pownal.....	290	218 40	291 72	510 12
Raymond.....	480	361 49	482 85	844 34
Scarboro'.....	612	460 90	615 64	1,076 54

COUNTY OF CUMBERLAND—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Sebago	260	\$195 80	\$261 55	\$457 35
Standish	629	473 70	632 74	1,106 44
Westbrook	929	699 63	934 53	1,634 16
Windham	765	576 13	769 56	1,345 69
Yarmouth	613	461 65	616 65	1,078 30

COUNTY OF FRANKLIN.

Avon	194	146 10	195 14	341 24
Carthage	166	125 02	167 09	292 11
Chester ville	327	246 26	328 94	575 20
Farmington	1,007	758 37	1,013 00	1,771 37
Freeman	232	174 72	233 38	408 10
Industry	258	194 30	259 54	453 84
Jay	500	376 55	502 98	879 53
Kingfield	186	140 08	187 10	327 18
Madrid	165	124 27	166 08	290 35
New Sharon	430	323 83	432 46	756 29
New Vineyard	291	219 15	292 73	511 88
Phillips	455	342 67	457 70	800 37
Rangely	153	115 23	154 00	269 23
Salem	104	78 32	104 71	183 03
Strong	181	136 31	182 07	318 38
Temple	194	146 10	195 24	341 34
Weld	367	276 39	369 08	645 47
Wilton	460	346 43	462 74	809 17
Coplin plantation	38	28 61	38 23	66 84
Eustis	138	103 92	138 92	241 84
Letter E	10	7 53	10 06	17 59
Perkins	64	48 20	64 38	112 58
Rangely	19	14 31	19 02	33 33
No. 6	19	14 31	19 02	33 33
Dallas	66	49 70	66 39	116 09
Sandy River	24	18 07	24 04	42 11
Washington	25	18 82	25 15	43 97
Lang	12	9 04	12 07	21 11
Green Vale	14	10 55	14 08	24 63

COUNTY OF HANCOCK.

Amherst	185	139 33	186 09	325 42
Aurora	103	77 57	103 71	181 28
Bluehill	630	474 45	633 75	1,108 20
Brooklin	365	274 89	367 07	641 96
Brooksville	510	384 08	513 04	897 12
Bucksport	1,127	848 74	1,133 81	1,982 55
Castine	433	326 09	435 58	761 67
Cranberry Isles	133	100 16	133 89	234 05
Deer Isle	1,407	1,059 61	1,415 38	2,474 99
Dedham	160	120 50	161 05	281 55
Eastbrook	70	52 72	70 41	123 13
Eden	455	342 67	457 71	800 38
Ellsworth	2,038	1,534 81	2,050 04	3,584 85
Franklin	432	325 34	434 57	759 91
Gouldsboro'	586	441 32	589 49	1,030 81
Hancock	365	274 89	367 07	641 96
Isle au Haut	92	69 29	92 54	161 83
Lamoine	236	177 73	237 41	415 14
Mariaville	138	103 92	138 92	242 84
Mt. Desert	359	270 37	361 00	631 37
Orland	574	432 28	577 41	1,009 69
Otis	110	82 84	110 65	193 49
Penobscot	536	403 66	539 10	942 76

COUNTY OF HANCOCK—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Sedgwick	381	\$286 93	\$383 26	\$670 19
Sullivan.....	286	215 39	287 70	503 09
Surry.....	421	317 05	423 51	740 56
Tremont.....	773	582 15	777 60	1,359 75
Trenton.....	263	198 07	264 57	462 64
Waltham	133	100 16	133 89	234 05
Verona.....	153	116 74	156 02	272 76
Long Island.....	68	51 21	68 41	119 62
Swan Island.....	227	170 95	228 35	399 30
No. 7.....	21	15 80	21 13	36 93
No. 10.....	4	3 00	4 02	7 02
No. 21, M. D.....	24	18 07	24 14	42 21
No. 33.....	45	33 89	45 27	79 16

COUNTY OF KENNEBEC.

Albion.....	406	305 76	408 42	714 18
Augusta.....	2,274	1,712 55	2,287 64	4,000 19
Belgrade.....	499	375 80	501 96	877 76
Benton.....	423	318 56	425 52	744 08
Chelsea.....	270	203 34	271 69	475 03
China.....	611	460 14	614 64	1,074 78
Clinton.....	672	506 09	676 00	1,182 09
Farmingdale.....	227	170 95	228 35	399 30
Fayette.....	300	225 93	301 78	527 71
Gardiner.....	1,310	986 56	1,317 90	2,304 46
Hallowell.....	900	677 79	905 36	1,583 15
Litchfield.....	467	351 70	469 78	821 48
Manchester.....	227	170 95	228 35	399 30
Monmouth.....	486	366 03	488 90	854 93
Mt. Vernon.....	369	277 90	371 20	649 10
Pittston.....	789	594 20	793 61	1,387 81
Readfield.....	358	269 61	360 13	629 74
Rome.....	217	163 42	218 30	381 72
Sidney.....	430	323 83	432 56	756 39
Vassalboro.....	950	715 45	955 66	1,671 11
Vienna.....	244	183 75	245 55	429 20
Waterville.....	1,317	991 81	1,324 84	2,316 65
Wayne.....	297	223 67	298 76	522 43
West Gardiner.....	379	285 43	381 24	666 67
West Waterville.....	608	457 88	611 62	1,069 50
Windsor.....	398	299 73	400 36	700 09
Winslow.....	488	367 51	490 94	858 45
Winthrop.....	715	538 47	719 26	1,257 73
Unity plantation.....	27	20 33	27 06	47 39

COUNTY OF KNOX.

Appleton.....	488	367 51	490 90	858 41
Camden.....	1,562	1,176 35	1,571 31	2,747 66
Cushing.....	249	187 52	250 48	438 00
Friendship.....	340	256 05	342 02	598 07
Hope.....	262	197 32	263 56	460 88
North Haven.....	232	174 72	233 38	408 10
Rockland.....	2,432	1,831 54	2,446 48	4,278 02
South Thomaston.....	693	521 90	697 12	1,219 02
St George.....	978	736 53	983 82	1,720 35
Thomaston.....	910	685 32	915 42	1,600 74
Union.....	584	439 81	587 47	1,027 28
Vinalhaven.....	1,043	785 48	1,049 22	1,834 70
Warren.....	690	519 64	694 10	1,213 74
Washington.....	450	338 90	452 68	791 58
Matineus.....	103	77 57	103 70	181 27
Muscle Ridge plantation.....	29	21 84	29 17	51 01

COUNTY OF LINCOLN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Alna.....	243	\$183 00	\$244 45	\$427 45
Boothbay.....	1,145	862 30	1,151 92	2,014 22
Bremen.....	345	259 82	347 05	606 87
Bristol.....	1,120	843 47	1,126 71	1,970 18
Damariscotta.....	425	320 07	427 53	747 60
Dresden.....	272	204 85	273 61	478 46
Edgecomb.....	360	271 12	362 04	633 16
Jefferson.....	666	501 57	669 97	1,171 54
Newcastle.....	566	426 26	569 38	995 64
Nobleboro'.....	445	335 13	447 65	782 78
Somerville.....	164	123 54	165 07	288 61
Southport.....	254	191 29	255 51	446 80
Waldoboro'.....	1,404	1,057 35	1,412 26	2,469 61
Westport.....	245	184 46	246 46	430 92
Whitefield.....	553	416 47	556 30	972 77
Wiscasset.....	652	491 03	655 88	1,146 91
Monhegan Isle.....	39	29 37	39 23	68 60

COUNTY OF OXFORD.

Albany.....	252	189 79	253 50	443 29
Andover.....	251	189 04	252 49	441 53
Bethel.....	755	568 60	759 50	1,328 10
Brownfield.....	427	321 57	429 54	751 11
Buckfield.....	467	351 70	469 78	821 48
Bryon.....	75	56 49	75 44	131 93
Canton.....	293	220 66	294 70	515 36
Denmark.....	385	289 95	387 28	677 23
Dixfield.....	318	239 48	319 89	559 37
Fryeburg.....	500	376 55	502 98	879 53
Gilead.....	113	85 10	113 77	198 87
Grafton.....	35	26 36	35 21	61 57
Greenwood.....	338	254 54	340 01	594 55
Hanover.....	50	37 66	50 30	87 96
Hartford.....	301	226 68	302 79	529 47
Hebron.....	221	166 43	222 32	388 75
Hiram.....	480	361 49	482 85	844 34
Lovell.....	400	301 24	402 38	703 62
Mason.....	44	33 13	44 16	77 29
Mexico.....	146	109 95	146 97	256 92
Newry.....	128	96 39	128 86	225 25
Norway.....	744	560 30	748 43	1,308 73
Oxford.....	563	424 00	566 26	790 26
Paris.....	980	738 04	985 83	1,723 87
Peru.....	325	244 76	326 93	671 69
Porter.....	425	320 07	427 53	747 60
Roxbury.....	54	40 67	54 22	94 89
Rumford.....	413	311 03	415 46	726 49
Stow.....	139	104 68	139 92	244 60
Stoneham.....	174	131 04	175 02	306 06
Sumner.....	414	311 78	416 46	727 24
Sweden.....	159	119 75	160 04	279 79
Upton.....	81	61 00	81 48	142 48
Waterford.....	431	324 58	433 57	758 15
Woodstock.....	397	298 98	399 35	698 33
Andover N. Surplus.....	12	9 04	12 07	21 11
Franklin plantation.....	64	48 20	64 38	112 58
Hamlin's Grant plantation.....	40	30 12	40 24	70 36
Lincoln plantation.....	10	7 53	10 06	17 59
Milton.....	96	72 30	96 57	168 87
Riley.....	7	6 27	7 04	12 31

COUNTY OF PENOBSCOT.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Alton.....	191	\$143 84	\$192 23	\$336 07
Argyle.....	101	76 06	101 70	177 76
Bangor.....	5,254	3,956 79	5,285 29	9,242 08
Bradford.....	517	389 35	520 08	909 43
Bradley.....	332	250 03	333 97	584 00
Brewer.....	1,160	873 60	1,166 01	2,039 61
Burlington.....	240	180 74	241 43	422 17
Carnel.....	437	329 10	439 66	768 70
Carroll.....	242	182 25	243 44	425 69
Charleston.....	443	333 02	445 64	779 26
Chester.....	156	117 49	157 73	275 22
Clifton.....	137	103 17	137 91	275 08
Corinna.....	502	378 06	504 99	883 05
Corinth.....	464	349 44	466 76	816 20
Dexter.....	911	686 07	916 43	1,602 50
Dixmont.....	454	341 91	456 31	798 22
Eddington.....	253	190 54	254 54	445 08
Edinburg.....	25	18 83	25 15	43 98
Enfield.....	229	172 46	230 30	402 76
Etna.....	301	226 68	302 79	529 47
Exeter.....	489	368 27	491 90	860 17
Garland.....	410	308 77	412 44	721 21
Glenburn.....	253	190 54	254 52	445 06
Greenbush.....	260	195 81	261 55	457 39
Greenfield.....	175	131 81	176 13	307 94
Hamden.....	1,063	800 55	1,069 34	1,869 89
Hermon.....	559	420 92	562 33	983 32
Holden.....	277	208 61	278 64	487 25
Howland.....	41	30 87	41 25	72 12
Hudson.....	288	216 89	289 71	506 60
Kenduskeag.....	250	188 28	251 49	439 77
Kingman.....	165	124 27	166 08	290 35
Lagrange.....	227	170 95	228 35	399 30
Lee.....	364	274 13	366 16	640 29
Levant.....	448	337 38	450 67	788 05
Lincoln.....	627	472 19	630 73	1,102 91
Lowell.....	149	112 21	149 98	262 19
Mattawamkeag.....	142	106 94	142 94	249 88
Maxfield.....	68	51 21	68 41	119 62
Medway.....	238	179 23	239 42	418 65
Milford.....	275	207 11	276 63	483 74
Mt. Chase.....	120	90 37	120 81	211 18
Newburg.....	325	244 76	326 93	571 69
Newport.....	488	367 51	490 90	858 41
Oldtown.....	1,259	948 10	1,266 50	2,214 60
Orono.....	976	735 03	981 81	1,716 84
Orrington.....	595	448 10	598 54	1,046 64
Passadumkeag.....	90	67 78	90 53	158 31
Patten.....	268	201 83	269 60	471 43
Plymouth.....	273	205 60	274 62	480 22
Prentiss.....	188	141 58	189 21	330 79
Springfield.....	338	254 54	340 01	594 55
Stetson.....	295	222 17	296 75	518 92
Vezie.....	273	205 60	274 62	480 22
Winn.....	229	172 46	230 36	402 82
Drew plantation.....	36	27 11	36 22	63 33
Webster plantation.....	33	24 85	33 20	58 05
Woodville.....	71	53 47	71 42	124 89
No. 1, N. D.....	36	27 12	36 22	63 33
No. 2, Grand Falls plantation.....	25	18 83	25 15	43 98
Lakeville.....	50	37 66	50 30	87 96
Stacyville.....	52	39 17	52 31	91 48

COUNTY OF PISCATAQUIS.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Abbot.....	280	\$210 87	\$281 60	\$492 47
Atkinson.....	326	245 50	327 94	573 44
Barnard.....	46	34 64	46 28	80 92
Blanchard.....	64	48 20	64 38	112 58
Brownville.....	386	290 70	388 29	678 99
Dover.....	613	461 65	616 65	1,078 30
Foxcroft.....	414	311 78	416 46	728 24
Guilford.....	256	192 80	257 50	450 30
Greenville.....	167	125 77	168 09	293 86
Kingsbury.....	72	54 23	72 42	126 65
Medford.....	121	91 12	121 82	212 94
Monson.....	307	231 20	308 82	540 02
Milo.....	368	277 14	370 19	647 33
Orneville.....	272	204 85	273 61	478 46
Parkman.....	402	302 75	404 39	707 14
Sangerville.....	356	268 10	358 12	626 22
Sebec.....	318	239 48	319 89	559 37
Shirley.....	92	69 28	92 54	161 82
Wellington.....	259	195 06	260 54	455 60
Williamsburg.....	88	66 27	88 50	154 77

COUNTY OF SAGADAHOC.

Arrowsic.....	63	47 45	63 38	110 83
Bath.....	3,170	2,387 33	3,188 98	5,576 31
Bowdoinham.....	578	435 29	581 34	1,016 63
Bowdoin.....	436	328 35	438 60	766 95
Georgetown.....	388	292 20	390 30	682 50
Perkins.....	18	13 55	18 11	31 66
Phipsburg.....	512	385 59	515 05	900 00
Richmond.....	804	605 49	808 78	1,414 27
Topsham.....	462	347 94	464 71	812 64
West Bath.....	104	78 32	104 71	183 03
Woolwich.....	380	286 18	382 25	568 43

COUNTY OF SOMERSET.

Anson.....	715	538 47	719 26	1,257 73
Athens.....	566	426 26	569 38	995 64
Bingham.....	302	227 44	303 79	531 23
Brighton.....	261	196 56	262 56	459 12
Cambridge.....	184	138 57	185 18	323 75
Canaan.....	513	386 34	516 07	902 41
Concord.....	173	130 29	174 62	304 31
Cornville.....	279	210 12	280 65	490 77
Detroit.....	252	189 79	253 50	443 29
Embden.....	274	206 35	275 62	481 97
Fairfield.....	1,079	812 60	1,085 42	1,898 02
Harmony.....	320	240 99	321 90	562 89
Hartland.....	400	301 24	402 38	703 62
Lexington.....	130	97 90	130 87	228 77
Madison.....	467	351 70	469 78	821 48
Mayfield.....	43	32 38	43 26	75 64
Mercer.....	300	225 93	301 78	527 71
Moscow.....	229	172 46	230 36	402 82
New Portland.....	526	396 13	529 04	925 17
Norridgewock.....	543	408 93	546 24	1,090 17
Palmyra.....	439	330 61	441 61	772 22
Pittsfield.....	722	543 74	726 30	1,270 04
Ripley.....	196	147 61	197 26	344 87
St. Albans.....	540	406 67	543 22	949 89
Solon.....	393	295 97	395 33	691 30
Skowhegan.....	1,423	1,071 66	1,431 48	2,503 14

COUNTY OF SOMERSET—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Smithfield.....	238	\$179 23	\$239 42	\$418 65
Starks.....	362	272 63	364 05	636 68
Dead River plantation.....	35	26 36	35 21	61 57
Dennistown “.....	32	24 10	32 19	56 29
Flag Staff “.....	19	14 30	19 11	33 41
Highland “.....	38	28 60	38 23	66 83
Moose River “.....	50	37 66	50 30	87 96
West Forks “.....	34	25 60	34 20	59 80
The Forks “.....	55	41 43	55 33	96 76
Carratunk “.....	59	44 44	59 35	103 79
Carrying Place “.....	19	14 31	19 11	33 42
Jackmantown “.....	38	28 61	38 23	66 84
No. 1, R. 2, W. K. R., pl.....	47	35 39	47 28	82 67

COUNTY OF WALDO.

Belfast.....	1,745	1,314 16	1,755 40	3,069 76
Belmont.....	208	156 64	209 24	365 88
Brooks.....	275	207 11	276 63	483 74
Burnham.....	496	373 54	498 95	872 49
Frankfort.....	441	332 11	443 63	775 74
Freedom.....	248	186 76	249 48	436 24
Islesboro'.....	450	338 91	452 60	791 51
Jackson.....	222	167 19	223 32	390 51
Knox.....	357	268 86	359 12	627 98
Liberty.....	310	233 46	311 84	545 30
Lincolnville.....	781	588 17	785 65	1,373 82
Monroe.....	445	335 10	447 65	782 75
Montville.....	488	367 51	490 90	858 41
Morrill.....	185	139 33	186 19	325 52
Northport.....	292	219 91	293 73	513 64
Palermo.....	410	308 77	412 44	721 21
Prospect.....	254	191 29	255 50	446 79
Searsmont.....	551	414 96	554 29	969 25
Searsport.....	756	569 35	760 50	1,329 85
Stockton.....	657	494 79	660 90	1,155 69
Swanville.....	261	196 56	262 56	559 12
Thorndike.....	233	175 47	234 39	409 86
Troy.....	438	329 85	440 60	770 43
Unity.....	409	308 02	411 43	719 45
Waldo.....	275	207 11	276 63	483 74
Winterport.....	1,147	863 80	1,153 93	2,017 73

COUNTY OF WASHINGTON.

Addison.....	455	342 67	457 71	800 38
Alexander.....	218	164 17	219 30	383 47
Baileyville.....	180	135 56	181 06	316 62
Baring.....	132	99 40	132 88	232 28
Beddington.....	59	44 44	59 35	103 79
Calais.....	2,549	1,919 65	2,564 08	4,483 73
Centerville.....	50	37 66	50 00	87 66
Charlotte.....	188	141 58	189 21	330 79
Cherryfield.....	706	531 69	710 21	1,241 90
Columbia.....	236	177 70	237 41	415 11
Columbia Falls.....	237	178 48	238 41	416 89
Cooper.....	160	120 50	161 05	281 55
Crawford.....	94	70 79	94 55	165 34
Cutler.....	349	262 83	351 07	613 90
Danforth.....	190	143 09	191 22	334 31
Deblois.....	57	42 93	57 34	100 27
Dennysville.....	263	198 07	264 57	462 64
East Machias.....	826	622 06	830 92	1,452 98

COUNTY OF WASHINGTON—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Eastport.....	1,262	\$950 42	\$1,269 52	\$2,219 94
Eaton.....	102	76 82	102 70	179 52
Edmunds.....	168	126 52	169 00	295 52
Harrington.....	496	373 54	498 95	872 49
Jonesboro'.....	213	160 40	214 07	374 47
Jonesport.....	607	457 13	610 41	1,067 54
Lubec.....	820	617 54	824 88	1,442 42
Machias.....	1,013	762 89	1,019 04	1,781 93
Machiasport.....	652	491 03	655 88	1,146 91
Marion.....	85	64 02	85 50	149 52
Marshfield.....	149	112 20	149 98	262 18
Meddybemps.....	80	60 25	80 47	140 72
Milbridge.....	656	494 04	659 91	1,153 95
Northfield.....	80	60 25	80 47	140 72
Pembroke.....	1,101	829 16	1,107 66	1,936 82
Perry.....	468	352 45	470 79	823 24
Princeton.....	442	332 87	444 63	777 50
Robbinston.....	370	278 65	372 09	650 74
Steuben.....	421	317 05	423 51	740 56
Talmadge.....	39	29 37	39 23	68 60
Topsfield.....	225	169 45	226 34	395 79
Trescott.....	284	213 88	285 68	499 56
Vanceboro'.....	150	112 97	150 99	263 96
Wesley.....	150	112 97	150 99	263 96
Whiting.....	173	130 29	174 12	304 41
Whitneyville.....	237	178 48	238 41	416 89
Codyville plantation.....	30	22 59	30 18	52 77
Jackson Brook plantation.....	100	75 31	100 69	176 00
Waite plantation.....	37	27 86	37 22	65 08
No. 7, R 2.....	73	54 98	73 43	128 41
No. 14.....	66	49 71	66 40	116 11
No. 18.....	16	12 05	16 10	23 15
No. 21.....	72	54 23	72 42	126 65

COUNTY OF YORK.

Acton.....	329	247 77	330 95	578 72
Alfred.....	325	244 76	326 93	571 69
Berwick.....	819	616 79	823 87	1,440 66
Biddeford.....	3,837	2,889 64	3,859 86	6,749 50
Buxton.....	813	612 27	817 84	1,430 11
Cornish.....	397	298 98	399 35	698 33
Dayton.....	206	155 14	207 23	362 37
Elliot.....	588	442 82	591 50	1,034 32
Hollis.....	511	384 83	514 05	898 88
Kennebunk.....	950	715 40	955 66	1,671 46
Kennebunkport.....	758	570 85	762 52	1,333 37
Kittery.....	1,128	849 49	1,134 82	1,984 31
Lebanon.....	615	463 16	618 66	1,081 82
Limerick.....	490	369 06	492 96	862 02
Limington.....	525	395 38	528 13	923 51
Lyman.....	297	223 67	298 76	522 43
Newfield.....	365	274 89	367 17	642 06
North Berwick.....	620	466 92	623 69	1,090 61
Parsonsfield.....	592	445 84	595 52	1,041 36
Saco.....	1,974	1,486 62	1,985 75	3,472 37
Shapleigh.....	367	276 40	369 18	645 58
Sanford.....	801	603 23	805 77	1,409 00
South Berwick.....	891	671 00	896 30	1,567 30
Waterboro'.....	522	393 12	525 11	918 23
Wells.....	947	713 18	952 64	1,665 82
York.....	855	643 91	860 09	1,504 00

RECAPITULATION.

COUNTIES.	Scholars.	School Fund.	Mill Tax.	Total.
Androscoggin	14,225	\$10,712 85	\$14,309 58	\$25,022 43
Aroostook	13,882	10,454 54	13,964 67	24,419 21
Cumberland	26,894	20,253 87	27,054 40	47,308 27
Franklin	6,099	4,593 16	6,135 34	10,728 50
Hancock	13,845	10,426 67	13,927 56	24,354 23
Kennebec	16,658	12,545 14	16,757 28	29,302 42
Knox	11,045	8,318 00	11,110 83	19,428 83
Lincoln	8,898	6,701 10	8,951 02	15,652 12
Oxford	11,507	8,665 94	11,575 58	20,241 52
Penobscot	25,137	18,930 67	25,286 98	44,217 65
Piscataquis.....	5,207	3,921 39	5,238 03	9,159 42
Sagadahoc.....	6,915	5,207 69	6,956 21	12,163 90
Somerset	12,295	9,259 37	12,368 27	21,627 64
Waldo	12,334	9,288 73	12,407 50	21,696 23
Washington	17,786	13,394 64	17,892 00	31,286 64
York.....	20,522	15,455 12	20,644 31	36,099 43
	223,249	\$168,128 88	\$224,579 56	\$392,708 44

RECOMMENDATIONS BY S. S. COMMITTEES.

The following suggestions have been made by the Superintending School Committees, in answer to the usual inquiries addressed to them from this Department.

East Livermore—Uniformity of text books.

Lisbon—Define by law the powers and duties of the S. S. Committee in towns which have abolished the district system.

Poland—Add to Sect. 36, Chap. 11 of the Revised Statutes, the following words, "and if no vote is taken the school agent may decide."

Wales—Uniformity of text-books.

Amity—Abolish the S. S. Committee system and compel towns to choose a Supervisor. One man can perform the duties better than three.

Island Falls—Have the Committee employ the teachers. Have a uniform standard of qualifications for teaching.

Linneus—State uniformity of text books.

New Limerick—Devise some law that will compel agents to perform their duties.

Sherman—A later date for making returns of S. S. Committee to State Superintendent, or an earlier one for agents to make returns to committees. As the law now stands agents may make their returns of the ages and names of scholars any time during April, while committees are required to report to the State Superintendent the number of scholars in town, on or before the 1st of May.

Silver Ridge Pl.—Uniformity of text-books.

Casco—We would suggest that the law giving ten or twenty per cent. of the school money to smaller districts in such towns as this, works badly, being in fact a bounty for the sub-division of school districts—one of our crying evils.

Falmouth—A stringent law with penalties attached, compelling agents to make their returns to supervisors or committees in due season. Uniformity of text-books.

Gorham—Enact such a law as shall insure returns of scholars and expenditures from agents at the proper time. A forfeiture of some part of their school money would seem to be better than the present method. Agents *will not* make returns in season, and to obtain them at the district's expense, as the law now provides, is neither pleasant nor satisfactory.

Gray—Apportion school money in proportion to number of scholars in the schools, and give us State uniformity of text-books.

Harpswell—Allow no scholar to attend school younger than six years of age. Let what may come, give us State uniformity of text-books.

North Yarmouth—Require the reports of supervisors and committees to be printed. Provide books from town funds. Especially provide poor children with books, and force them to attend school.

Pownal—Apportionment of State school moneys made upon the basis of the number of different children between four and twenty-one years, attending school.

Raymond—Let the school money be apportioned in proportion to the average attendance of pupils.

Sebago—Uniformity of text-books.

Westbrook—In *some* way give us uniformity of text-books throughout the State.

Yarmouth—Empower Justices of the Peace to impose fines upon truants and absentees.

Farmington—Abolition of district system by law.

Eustis—Uniformity of text-books.

Freeman—Agents should be liable to a fine for neglecting to make returns according to law.

Phillips—Make the failure of agents to make the returns required of them, a penal offence. Also make it a penal offence for selectmen to issue orders to teachers in payment of services, until they are satisfied that their school registers have been filled and returned as required by law.

Strong—We believe it would be best to abolish school districts, and also to have uniformity of text-books.

Weld—Uniformity of text-books.

Willon—We think teachers should be employed by committees or supervisors.

Ellsworth—Abolish school districts.

Franklin—Give S. S. Committees the power to hire teachers.

Orland—Some method by which teachers shall be compelled to prepare themselves more thoroughly for their work. Also let the Supervisor or Committee be authorized by law to use not exceeding, say, three per cent. of the school money for the purchase of school furniture for the school districts—such as globes, maps, charts, &c., &c.

Penobscot—State uniformity of text-books furnished each town at cost.

Surry—Make it obligatory on the municipal officers to so divide the school money as to give the smaller districts more school.

Tremont—Let us have uniformity of text-books.

Long Island—Increase the "school mill tax" to two mills, or at least one and one-half.

Swan's Island—Let the school money be apportioned according to attendance.

Manchester—Complete abolition of the district system by legislative enactment.

Mt. Vernon—Increase the pay of S. S. Committees and Supervisors.

Pittston—Make the law more definite in relation to the duties and powers of districts and Committees in admitting from one district into another.

Readfield—Uniformity of text-books.

Vassalboro'—Amend Chapter 24 of the laws of 1875, so as to include all children between the ages of eight and sixteen.

Wayne—Pay agents and oblige them to make returns in season; or, better, abolish the district system.

West Gardiner—A law with penalty attached to compel agents to make their returns prior to April 20th.

Winthrop—Abolish the State Superintendent of Schools.

Winslow—Yes, I can. Repeal the per capita tax, by which an individual owning real and personal estates amounting to one or two millions is assessed 80 cents, and a poor farming town with a valuation less than half a million, having 1,400 or 1,500 inhabitants, is assessed eleven or twelve hundred dollars. By your report of 1873 (I have not seen 1874) I learn that of the 417 towns, cities and plantations, 110 availed themselves of the benefits of the so called Free High School provisions. Thus 307 towns and plantations in their poverty are assessed their full proportion to aid 110 more wealthy and abundantly able to help themselves! Of these, 17 cities and towns have received from the State treasury \$500 each, equal to \$8,500, of the illiberal assessment under the provisions of the *free* high school law. Not only so, but these same cities and towns (17) had already received from the State, both from the treasury and grants of land, for educational purposes, more than all the 307 towns and plantations with no free high schools. No wonder every intelligent young man is

seeking a location elsewhere. Why not assess on wealth and property instead of individual poverty? Repeal or modify the law, and give the rising generation in our schools by example *one* object lesson illustrating the true principles of justice, equity and *right*.

North Haven—We would suggest that the "compulsory law" include scholars between the ages of nine and eighteen, instead of nine and fifteen.

Rockland—A State Truant School, to which habitual truants may be sent.

Washington—Abolish the district system, and give the employing of teachers to the Committee.

Alna—Uniformity of text books.

Bremen—State uniformity of text books, the books to be supplied by the town.

Dresden—Abolish the district system.

Denmark—Abolish the district system, and put the whole control of the schools into the hands of the S. S. Committee.

Hiram—Abolish districts; require towns to build and repair school-houses; require assessors to make enumeration of scholars, and authorize Supervisor or Committee to expend money for necessary apparatus, such as globes, maps, charts, &c.

Norway—Abolition of district system; assessors to take lists of scholars; teachers to be hired by Committee; text books to be furnished by towns.

Oxford—S. S. Committee should employ teachers.

Peru—A uniform system of text books throughout the State, and abolition of the school district system.

Sumner—Have the assessors take the census of scholars.

Alton—Repeal the High School law and increase the mill tax so as to equalize education, and not compel poor towns to educate the wealthy.

Bradford—Abolish the district system, and let the State provide text books.

Bradley—Uniformity of text books.

Carroll—Have the assessors take the census of scholars.

Chester—Give the Sup. S. Committee the power to employ teachers.

Dexter—Make the law more explicit as to what is to be done when a town votes to abolish the old district system and to adopt the "town plan."

Lagrange—Specify some day in April, on or before which agents shall make returns of the names and ages of scholars. Also give us uniformity of text books throughout the State.

Lee—Repeal the High School law.

Stetson—Science of Government and Political Economy should be added to the list of studies in our public schools.

Winn—Establish in some way State or county uniformity of text books.

Atkinson—Abolish the office of school agent, and impose the duties thereof upon the assessors and S. S. Committee. Give us State uniformity of text books in such form as to reduce the cost of books.

Brownville—Let the State abolish the district system instead of leaving it with the towns. The compulsory act is just the right thing for this town.

Orneville—State uniformity of text books, not to be changed without vote of Legislature.

Parkman—Let the State raise all the school money.

Wellington—Have the Free High School law so amended that towns not wishing to support such schools, may expend extra money in their common schools and receive aid from State the same as if such money were expended for a High School; or, better still, have the schools wholly supported by the State.

Williamsburg—Repeal the Free High School act.

Bath—Better and more supervision in the form of county supervisors, or some similar arrangement.

Phippsburg—More direct supervision by the State.

Topsham—Simplify the laws if possible.

Woolwich—Uniformity of text books. S. S. Committee to employ all teachers.

Athens—A penalty sufficient to compel committees to enforce the law relating to compulsory attendance. Also a law to prevent school agents from taking money for pretended repairs.

Cornville—Change the school week to five days.

Detroit—Some general and effective truant law; Committees to employ teachers.

Emlden—Repeal the Free High School law, and increase the mill tax.

Harmony—Uniformity of text-books throughout the State.

Lexington—Compel teachers to keep six days for a week.

Mercer—State uniformity of text-books.

Moscow—We suggest a law requiring uniformity of text-books.

Norridgewock—State uniformity of text-books. Make it the duty of assessors to take census of scholars.

Palmyra—Give either the towns or the school districts exclusive jurisdiction in changing scholars from one district to another.

Smithfield—A law subjecting to a fine of \$5 each school agent who fails in any respect whatever, through neglect, to perform the duties required by law.

Belmont—State uniformity of text-books.

Knox—We suggest State uniformity of text-books.

Northport—Inflict a penalty upon agents for neglect of duty.

Swanville—Have assessors take the census of scholars in the several districts.

Thorndike—Abolish the whole thing and begin anew, forming a system by the light of present experience.

Alexander—Uniformity of text-books.

Centerville—Uniformity of text-books. We believe in it.

Columbia—Make the laws abolishing school districts and for Committees to employ teachers, positive, and not trust anything to people who want to live in the same manner as their fathers did, and die in the same way, and be buried in the same grave.

Dennysville—Uniformity of text-books.

Harrington—Make it obligatory on towns to furnish books and school-houses.

Jonesport—Compel towns to furnish text books for all scholars.

Machias—Make it compulsory that towns furnish and own text books in all grades of schools below high schools.

Meddybemps—It should be made a penal offence for the selectmen to draw an order for payment of teachers' wages before the register is properly filled and returned.

Milbridge—Uniformity of text books.

Perry—Abolish the district system.

Topsfield—Let the State furnish all necessary text books for the common schools.

Wesley—Oblige towns to raise \$1.25 per inhabitant for schools, and then abolish the Free High Schools, and thus make villages school their own scholars without our aid.

Cornish—Uniformity of text books throughout the State, to be changed only at stated periods.

Eliot—A law constituting the S. S. Committee agents for the employment of all teachers, would, in our opinion, be greatly conducive to the improvement of our common schools.

Lebanon—So amend the law that school moneys shall be apportioned to districts according to the average attendance upon the schools. This would incite parents to have their scholars punctual in their attendance, and also have a tendency to prevent agents overreaching the bounds of honesty in reporting the number of scholars in their districts.

Lyman—A law that the agent of every district shall make a return of the names of scholars and an account of his receipts and expenditures, on or before the 10th day of April, under a penalty of ten dollars to be used for the benefit of the district where the delinquency occurs.

Newfield—Make it compulsory for municipal officers to divide twenty per cent. of the school money among the smaller districts.

South Berwick—Apportion the school money according to the average attendance of the last school year. Also a law imposing penalties upon agents for wilful neglect of duty.

STATE EDUCATIONAL ASSOCIATION.

The ninth annual session of the State Educational Association was held at Augusta, on the 22d, 23d and 24th of November. This session, from the number and character of the teachers and friends of education in attendance, the marked interest in the exercises, and the practical and able character of the lectures and papers presented, was generally conceded to have been the most successful session of the Association ever held. Officers for the ensuing year were elected as follows :

President—Samuel Libby of Orono.

Vice President—Albro E. Chase of Portland.

Secretary and Treasurer—W. O. Fletcher of Warren.

Executive Committee—Thomas Tash of Lewiston, D. D. Patten of Portland, Burleigh Pease of Bangor.

The following resolutions reported by Mr. Fletcher of Castine, Chairman of the Committee, were adopted :

Resolved, That the thanks of this association are due to the Executive Committee, especially to the chairman, for the full and varied programme which has made this one of the most interesting meetings of the organization.

Resolved, That we feel greatly encouraged in our work by the large attendance of teachers and other educators, whose scholarship, experience, and earnestness show that substantial progress has been made during the past year.

Resolved, That all agencies for the promotion of professional training of teachers, including normal schools and teachers' associations, should be sustained by all interested in the education of our youth.

Resolved, That a teachers' exchange be established under the supervision of the Superintendent of Schools, and that all applications for teachers, and teachers' places, be forwarded to Superintendent Johnson.

Resolved, That recognizing the valuable services rendered the cause of education by Gen. Eaton, through the Bureau of Education, we feel that the public recognition of the importance of a broad, firm school system renders it desirable that an independent department of education be established, with powers commensurate with the magnitude of the work.

Resolved, That the nation should assume authority in educational matters, so far as to order a free public school system of instruction in all the States—the States retaining the authority to establish and maintain the same directly and through the agency of the towns as in most of the States at this time.

Resolved, That the approaching centennial should incite every educator in our State to personal effort to have Maine well and fully represented in the educational department.

Resolved, That the approaching centennial exhibition renders the time favorable for the adoption of some uniform system of weights and measures, and

that we recommend to the attention of the association the system presented by Moses B. Bliss.

Resolved, That the thanks of the association be tendered to the State authorities for the use of this hall, to the Mayor for his words of welcome, to the proprietors of the hotels for reduction of terms, and to the railroad companies for return tickets.

In accordance with the generally expressed wish of those in attendance that the various lectures and papers presented, or the gist of them, might be published, the gentlemen presenting them have kindly furnished the following abstracts for publication :

THE TEACHER'S WORK—ITS RESPONSIBILITIES, LIGHTS AND SHADOWS.

By REV. GEORGE FORSYTH, Principal E. M. C. Seminary, Bucksport.

A bar of iron in its crude commercial state may be worth, possibly, some four or five dollars. But when that iron is manufactured into horse shoes, it will command a price of, say, ten dollars. Should it be devoted to the purpose of making needles, its value in that form will be measured by hundreds, or if the artizan should transform it into delicate watch-springs, it may be worth even hundreds of thousands of dollars. Before attaining such a standard, to what a variety of processes it must be subjected, but what magnificent results, how rich a return. Between such a work as this, and our labors in the educational field, may be traced, I think, some analogy. As crude, even, as the iron ore is the human mind before education with her magic wand touches its slumbering powers, and draws them forth to do splendid work for God and humanity. Before this touch is felt, man is but a reasoning savage, driven hither and thither, aimlessly vacillating between the dignity of an intelligence derived from God, and the degradation of passion, in the possession of which he participates in common with the brutes.

There is no boon more fraught with solid happiness, or which approximates a man so near to the heavenly intelligences, than the conferring upon him what all agree in denominating a good education. It is a fortune of which no bank failure can deprive him, no robber can plunder him. It is a treasure which no despot may confiscate, no enemy can alienate. At home it is a never failing friend, abroad it constitutes a certain introduction. In society it sits gracefully as an ornament of gold. In solitude it proves an infallible solace. It serves as a check upon vice, and virtue it guides into paths of usefulness and honor. Such are the

results of the teacher's work upon the human mind, crude and untrained as it may be when committed to his charge.

Michael Angelo once by accident caught sight of a block of marble in one of the streets of Florence, lying neglected as worthless. Enthusiastically he exclaimed, "There is an angel in that stone and I must get it out." He had the apparently worthless mass conveyed to his studio, and in process of time, with mallet and chisel, he let the angel out, and to-day the result remains as a monument of the sculptor's power.

It is the province and reward of a true teacher, patiently and skilfully to work upon the crude material given him, and do something toward letting the angel out, something toward the development of genuine manhood or womanhood. There was once a man who never entered into a company of young folks without removing his hat. To some one inquiring the reason of this rather uncommon deference toward the rising generation, he replied: "Why, among these children are future citizens and magistrates, why should I not evince respect for so distinguished a company?" We fail sometimes to realize the magnificent possibilities which lie before these scholars, whose indifference and whose mischief seem to render the teacher's work the merest drudgery. Bearing these possibilities in mind, and remembering that in a great measure the teacher is the sculptor whose task it is to carve from these unshapely materials forms which shall grace the world, minds which shall control the masses, intellectual forces which shall sway humanity, and moral qualities which shall aid in preparing for the glorious activities of eternity, we may grasp some faint conception of the grandeur of the teacher's mission, of the infinite importance, nay even sublimity of his task.

The responsibilities awaiting those who enter upon this work are many and grave. It is unfortunate that so much of this work is performed by young people, who merely for a time, intend to teach as a financial stepping stone to positions they deem more honorable or lucrative. It cannot be that the requisite amount of interest should be attained in one profession, while looking forward to and preparing for another. The model teacher is one who from genuine love for his profession engages in it as his life's work, looking for his highest remuneration to the pure satisfaction which may be derived in seeing from day to day the crude material assuming form and shape, the slumbering intellectual forces gradually arising in loftier aspirations and keener appetite for truth,

and the puerility of childhood giving way slowly but surely to an earnest manhood. To watch and guide the budding intellect until it bursts into the flower, to mould the nature and encourage it to put out feelers toward the good, the beautiful and the true, all comes under the province of a genuine teacher, and these are tasks, the performance of which, angels might envy. What a pitiable substitute for such a teacher is he who finds his task a burden, as he and his pupils drawl through a prescribed formula of questions and answers, but who finds neither time nor inclination to impress upon the minds of his scholars noble resolutions or lofty aspirations. It is insufferable that so many are permitted to indulge the idea, and carry it into practice, that all other resources temporarily failing, they may at all events teach school for a while.

Under a government such as ours, the teacher's responsibility towards the State is a serious one. It is a somewhat doubtful state of affairs, and yet it is a fact we have to meet, that the vote of the most illiterate, dissolute wretch, may cancel that of the most upright and well-informed citizen. To maintain the integrity and permanence of our institutions, it is absolutely necessary that among our young people should be diffused knowledge of the history and constitution of our country. The school teacher is the nation's bulwark. Upon him must depend the question of the permanence or the downfall of the Republic. He must be indefatigable in impressing upon his scholars the duties and responsibilities of a swift coming citizenship, else we shall one of these days afford another testimony of the truth of the cry "man is incapable of self-government." The intelligent teacher will find opportunities for so doing, amid much of his ordinary work. He is a very poor apology for a teacher who cannot occasionally get beyond the limits of his text-books. Far more impressive than the printed page are the living voice, the speaking countenance and the earnest soul. Toward his charge the teacher occupies a position of great responsibility. He is the first representative of authority or government the child encounters outside of the home circle, and it is all important that such representative shall command his respect and obedience. In order to this it is necessary that the character and deportment of the teacher should be above criticism in its moral character, and its gentlemanly or lady-like bearing. Self-command is one of the very highest essentials in the make up of a teacher, for no one whose business it is to exercise authority, can hope successfully to do so unless he can afford an example of

equanimity and self-control ; and an exhibition of temper or hastiness in the administration of discipline will injure the child, and detract from the teacher's influence.

As a model of sincerity and frankness, the teacher's life and conversation should ever be prominent before his pupils. Experience is a sure instructor, but slow, and human life is short. Most of the information we acquire must be founded upon faith in the statements of others. If the teacher, (as every real teacher must) occasionally ventures outside his text books to interest and instruct his charge, it is vitally important that unlimited faith in his candor and truthfulness should possess the minds of his pupils, else to what purpose will be his instructions? It will be a fatal error when a teacher for the first time gives his scholars reason to doubt his veracity or distrust his word. Better strive to encourage their faith in humanity ; distrust will come all too soon, and be shaken too quickly. The development of the child, mentally, physically and morally is for the time committed to the teacher, and hence how grievously out of place must that instructor be who is ignorant of the ordinary rules of health, or who has never given attention to the philosophy of mind, or who has not a pure and susceptible moral sensibility. No one will suspect me of the folly of supposing that classes such as these are to be organized in our lower schools. But when, I wonder, after a child is old enough to go to school, is it too early to inculcate upon him the wrongfulness of deceit, profanity, malice or evil-speaking, or to teach him to use his memory, and train himself in habits of attention, or to instruct him in the virtues of cleanliness and temperance ?

It may be urged, that much of this devolves properly upon the parents at home, and so it does. But unfortunately, you will find a large percentage of your scholars, who, for instruction in all that is right and good, are dependent upon you, and upon you alone. Nor may we comfort ourselves with the thought, that when the child is older it will be time enough to prune away the bad and encourage the good. Not so does Nature work in things material. You follow some mighty river to its source, and you may find a trickling rill, which a mere handful of earth would divert from its course, but to alter the direction of the river would require a vast expenditure of money and engineering skill. Just so with the human mind ; if you touch it near its source it will be

flexible and easily moulded for good or evil, but after years have elapsed, far more than human skill and power will be necessary in order to bring it from a curve to a straight line.

However, granting what perhaps a good many teachers are disposed to claim, that mental development is the main object of our schools, I am compelled to record my belief that very much of the teaching done, especially in our more rural districts, is little calculated to promote this end. To teach the child how to think, should be the object in all our schools. How far towards accomplishing this result the dull routine of memorizing from day to day, to which so many of our children are subjected, will go, is not difficult to imagine. One result it is pretty certain to bring about, and that is, an unconquerable aversion to books and study, which thousands in all subsequent life can never overcome. For a teacher to pass a term of school grinding away from morning till night at the text-book hand-organ, knowing little and caring less whether or not he makes truth plain to the comprehension of his scholars, may result in a sort of mechanical success, but towards a genuine expansion of intellect, power of thought, genius which shall keep and bless the world, he accomplishes little or nothing. I do not undervalue text books, they are a necessity, nor do I object to memorizing facts, it must be done; but I believe in the living teacher, in the contact of mind with mind, in the earnest intelligent instructor who shall feel pressing upon his heart the true welfare of his scholars, and whose example, influence and precepts shall all be upon the side of truth, honor and morality.

In the sight of God, the teacher's work is one of infinite importance and vast responsibility. Truly we teachers of an enlightened age, and of a Christian country, might with profit accept the example of an ancient philosopher, who before going out to address the people, was accustomed to pray the gods that nothing might fall from his lips except that which was to the purpose. To manage, control and guide successfully the variety of dispositions and minds committed to the teacher's care demands a wisdom more than human, a skill transcending that of mortals. I would have every teacher remember that mind is immortal, and that upon which he is toiling to develop and polish is an undying thing, and may stand to all eternity as a monument of his skill, or a testimony to his failure. It depends much upon the teacher what kind of men and women these children shall become, what kind of citizens they shall make, whether they shall be pillars of

uprightness, honesty and goodness, or whether they shall be monuments of shame before themselves, their country, and their God.

But I was to touch upon the lights and shadows of the teacher's work. I can imagine some one thinking that shadows enough have appeared already in the responsibilities which I have attempted to portray. Not so, fellow teachers. Not as shadows to darken our path, or embitter our lives, are responsibilities thrown upon us. They may awaken thought and induce grave reflection, but cause depression, render life irksome to true manhood, never. They are part of the discipline necessary to make us genuine men and women.

Still, there are some shadows which darken the teacher's path.

It is a work which wears upon the nervous system and makes large draughts upon the vitality. I think it is established from statistics that teachers are not, as a general thing, long lived; that comparatively early they finish their work, and the places which once knew them know them no more. But what of that? The usefulness of a life is not to be measured merely by years, there is a higher and nobler standard than that. The question is not simply, how many years we shall toil, but what can we accomplish for God and humanity? and for opportunities for such doing, the teacher's work is excelled by none. But I know full well that there are hours in the teacher's life of disappointment and chagrin, when the very spirit of evil seems to pervade the atmosphere, inciting the youthful mind to pranks conceivable and inconceivable. I know there are stubborn wills to be encountered. I am aware that some organizations resemble a sieve, retaining only the coarse and permitting the fine to escape. I know from experience that there are hours, when to the depressed and weary teacher the very heavens seem like one vast concave blackboard, upon which he is condemned to work out the sum total of his existence. But even these shadows are transient. The mischief which annoys you so much is often only the effervescence of animal spirits, as natural to the child as are its gambols to the lamb. Just effect a diversion in the enemy's camp, introduce something new, and you will be astonished to find how quickly you will be relieved and order restored.

But you are discouraged because your scholars are obtuse, and evince little aptitude for acquiring or retaining knowledge. Remember that development is not always quick. There was once a

scholar given up by his teachers in absolute despair, and yet in after years that unfortunate boy bore the honored name of Adam Clarke, the extent and depth of whose knowledge are famous to this day. Many a diamond of purest lustre is for a time obscured by surrounding dross; but when that dross is removed by long and patient labor, how wonderfully it glitters. So often with the human mind, we may have given up the case as hopeless, and after all our disappointment and forebodings it may shine a very star above its peers.

It may be that some teacher is repining because his field of action is limited; because in the narrow sphere of his school-room so much of life's energy must be spent. There was once a Philosopher, whose delight it was to talk about his garden, in which much of his labor was performed. At length one of his friends made a visit to this Utopia, this Paradise; but to his amazement he found a very insignificant patch of ground. "What!" exclaimed he, "this your garden? it's not very broad." "No," responded the philosophic owner, "it's not very broad, but it's wondrous high." So I would say to every teacher, your work may not seem broad, your garden may appear contracted, but it reaches wonderfully high; these intellects you are training are ever-enduring; through them your influence may extend to generations yet unborn; through countless ages, down the river of time far out into the ocean of eternity, may the results of your labors extend and endure. But there are "lights along the shore" for the encouragement of every faithful, hard-working teacher, which finally overcome and banish every shadow. They shine out grandly in the contemplation of the work he has to do, its utility, its lofty mission, the permanence of its results. The consciousness of duty well performed will have a mighty support amid the shadows which occasionally fall across the teacher's path. The fruit of his labors will come in after years, in grateful acknowledgements from those who through his influence have been pointed to higher and nobler pursuits—have been made wiser, better and purer.

In no department have greater advances been made during the first century of our national existence, than in the field of education. In advantages for preparation, in school accommodations, in the abundance of text-books, in the advancing developments of science, in illustrative apparatus, in the growing interest in this subject as its surpassing importance is pressed upon public attention, all assist in rendering the teacher's task less irksome and

monotonous, more inspiring and pleasant than in former years. The days of log school-houses, and of "boarding round" with its traditional doughnut accompaniments, are becoming dim memories of the past. Handsome edifices in almost every respectable village are devoted to educational purposes. Cabinets, libraries, apparatus, are found where once the tattered spelling book and venerable grammar were the teacher's only implements. And the teacher himself is becoming more and more recognized and honored as a power in the land. Every teacher should be alive and progressive. All is not done yet that may be done. We must not become rusted in any one groove of thought or action. In no industry is there greater need for energetic study, for the teacher who is growing himself will never see his pupils stationary, while the instructor who has himself ceased developing, will not be likely to meet with success in the development of others.

Remember, then, fellow teachers, that—

"God, to thy teaching, delegates the art
To form the future man; the care be thine.
No shape unworthy from the marble start,
Reptile or monster, but with just design
Copy the heavenly model, and impart
As best thou canst, similitude divine."

THE PRESENT PLAN OF STUDY FOR GRADED SCHOOLS.

By B. REDFORD MELCHER, Principal Saco High School.

The necessity of having a rational plan of study for graded schools invites attention to the present order of study, with its defects, and to a method by which they may be remedied.

1. The great majority of children do not continue their studies beyond the Grammar School. How well are they prepared for active life? The course takes them over the "three R's," spelling, U. S. history and geography. With what result? Except in instances where special training has been given, the many years spent on arithmetic have not made them so proficient but that they shrink from simple problems. They have studied the book from beginning to end, have conned its rules and definitions, and "parrot-like" repeat them; yet signally fail when called upon to make out a note or write a receipt. In very many places they cannot even add, subtract, multiply and divide with accuracy and rapidity. Grammar, professing to teach them how "to speak and write correctly the English language," has left them unable to compose pure, idiomatic English, and to punctuate it. After tedious study

they find its principles fading, its practical results not commensurate with the labor expended. History, learned by rote, and geography's stereotyped questions and answers, have been of little benefit; and that little soon lapses into an indistinct recollection of events and places. They have been instructed in none of the many useful arts and sciences of every day life; know nothing of rhetoric, ordinary book-keeping, literature or civil government; rarely, if ever, have been exercised in declamation or composition. With this limited and superficial stock of learning they are turned out to battle with the world, to make *citizens*.

2. High and Grammar schools are complements of each other; i. e., the former takes up, as far as possible, the branches not taught in the latter. As the general scheme includes languages, ancient and modern, literature, advanced mathematics, the entire list of sciences, &c.; and as Grammar schools are so scantily provided with these, some conception may be formed of the crowding which obtains in the High.

The plan is radically defective, (1) because it neglects the larger class of pupils by overlooking such valuable studies; (2) because it forces comparatively a few to investigate a multitude of departments in four short years.

These defects are, however, but parts of the main defect, which consists in urging the pupil on to works of deep thought and genius before his mind is ready to receive. The natural order of study is inverted. He has to repeat the words of the book, trusting to luck for the meaning to dawn on his intellect at some future day. Quoting authors dulls his mind. A dislike for books is fostered. He recoils from study. All his faculties are not trained at once. His perceptive powers remain dormant; while his reflectives are called into action in memorizing, or in pondering over difficult problems and analyses. All parts of his body cannot be made equally strong by the exercise of one or two muscles, neither can his understanding be fully developed by training one or two faculties.

Growing out of these defects are certain evils to be corrected. Unnatural means are resorted to sometimes to hold the pupil's attention. Ranking, ever replete with envyings, jealousies and bickerings, must be discountenanced, and time saved. The idea that a person's moral and intellectual worth can be estimated in figures is a burlesque on human reason.

Time is too often occupied in teaching the children to philosophize. Pupils can tell all about the processes of a study before they can creditably perform the operations. The Prussian government forbids masters of intermediate schools "to instruct in the theory of numbers," but enforces slate practice.

Teachers who have degenerated into mere hearers, and let their duties become mechanical, need to be aroused by a new method that will demand faithful work and a thorough knowledge of the subjects treated. The teacher should teach, should do it concisely, should often be the text-book. This will suppress transient teaching, and lift regular teaching to the dignity of a profession.

What method will remedy existing defects and evils? Do not expect of a grammar school graduate the power to discuss fine points. Until his mind matures let inductive and experimental knowledge mainly be presented. Deductive studies belong mostly to the high school period, and if too soon required cause antagonism between mind and books. Inductive knowledge is progressive, does not cramp one's mental powers by compelling him to undertake abstract studies which he cannot comprehend, but educates his outward senses when they are most active. Its place should be earliest in a correct plan of study. Sound philosophy demands that we attend to the perceptives when they are liveliest; cultivate the reflectives later. Our way of educating children would no longer be termed the "linear process," making them 'walk a line,' but 'the child's mind would be at the centre of a circle widening every year.'

Reserving High Schools to discipline the mind and to carry forward more thoroughly the work of the Grammar schools—adding languages, etc.—it is not too much to expect of the latter to make their pupils familiar with the principal qualifications and duties of City, County, State and National officials. In this connection it is suggested that the Revised Constitution of the State be distributed among graded schools. Also, in the lower grades, the elements of Natural History and the sciences should be taught in a practical manner, e. g.: The names of fifty minerals given at sight; of a dozen or two well known stars and constellations and something about them; descriptions of birds, animals, insects and reptiles useful and harmful to man; of trees and plants around him; descriptions of all experiments given to a class in the elements of Philosophy or Chemistry; many important facts in Physiology; and the general laws that govern matter and hold together the

universe. Geography would be condensed and inverted, taught inductively,—first Town, then County, State, Nation—that the mind might widen with the subject. Only the salient features of Physical Geography would be taken. English Grammar, under the plea of ‘mental discipline,’ would not be permitted to produce mental stupidity, but the practical part, say fifty pages, taken; analysis given to the High. Arithmetic would be stripped of its useless pages and forms. Book-keeping would be attended to with profit. Rhetoric, simple, and light compositions practiced. History would be studied by epochs and those selected worth remembering. Literature, the study of words, and drawing—last, but by no means least—would have a place.

PRACTICAL EDUCATION.

By REV. C. F. ALLEN, D. D., President State College, Orono.

I speak to an Association representing five thousand teachers, who are educating the two hundred thousand scholars of Maine. We recognize the good that has been accomplished by the educational facilities heretofore employed. Maine teachers are found in every State, and the percentage of illiteracy is less with us than in other portions of the country, while ignorance is mostly confined to the foreign population in our manufacturing towns.

But there is ample ground for improvement, and it is well to review the principles of successful and practical teaching. Teaching as a science embraces the whole nature of man, and levies its contributions on all departments of science. As an art, teaching is learned by imitation and practice. Nothing but assiduous attention, continued application and wisely directed efforts, will secure the preparation for the noble profession of an educator.

While to a certain extent a general education is to be sought by all students, so that a broad foundation may be laid for symmetrical development, we must remember that the fields of knowledge have become so widely extended that it is impossible for any one to become proficient in every branch of study. Some discrimination is necessary. All studies are not equally important, and the same studies are not of equal importance to all students. There are two methods of procedure in the work of education. The one seeks to discipline the faculties as its chief end, and to habituate the mind to the contemplation of pure, abstract truth, without any regard to the application of this knowledge to useful results. In

this course, those studies are selected which appear to be best adapted to expand the intellect and to strengthen the mind. Selecting the truths that are to be received by the reason alone, and disregarding the qualities of things and the training of the perceptive faculties, this education seeks for the mere exercise of the pure intellect. It delights in a philosophy that promises to raise us above all the common and actual combinations of real life to the regions of positive and ideal science.

Practical education seeks for the attainment of knowledge which is available in the actual life of the individual, and for a preparation for action that will minister to necessities, supply wants, mitigate distress and procure comforts. It teaches pure science, not for knowledge as an end, but for better agencies in procuring valuable results. It applies the knowledge to useful purposes. Such an education disciplines the mind, by the study of that which will be of direct use in after life. It studies the mind, that we may better use our faculties. It studies nature, that by the knowledge of her laws we may obtain a higher vantage ground in our life work.

A practical education is neither confined to those subjects which have a pecuniary or exchange value, nor to those qualifications that prepare one to make money. Anything which makes a man useful in society, benefits himself or others and renders him fruitful in good works, comes within its sphere. Any knowledge that cannot be reduced to subserve some practical result is alone rejected.

The theory of Plato was, that knowledge is to be sought for its own sake, not for the advantage it might confer. As the miser loves money, hoards it and gloats over it, without any especial regard to the good he might do with it to himself or others. The exercise of the faculties is not to accomplish some object, but to develop greater faculties. The Baconian theory is, that our faculties are means, not ends; that we know to do and are not to make all our efforts to know; that knowledge is power.

In the course of study that has come down to us by prescription there is much of the former theory. In the reaction against this theory there is danger of making too low a criterion of what is really practical, as if everything was to be measured by a money standard. True, practical education takes those studies that are to be of the greatest use to the student in after life. It seeks a complete manhood, and trains in thought for thought, in

words for words, and in acts for acts. It is a sad waste of time and brains to devote term after term in mere intellectual exercise, without acquiring any amount of useful knowledge. The lauded value of certain exercises for discipline alone; cudgelling one's brains over puzzles, which are of no use when solved; hiding information in dark recesses, that the pupil may become dextrous in hunting for the secret treasures of knowledge, will hardly bear the test of common sense. In the combat of life, he wins not who fights as one that beateth the air; in the race, he gains not the prize who runs uncertainly, or for mere exercise.

The great mass of the people must procure their subsistence by manual labor, and the provisions for public education should have reference to their essential wants. The philosophers of olden times had no word of cheer for the toiling mass, the common herd of workers; they despised those who used their intellect to make the work of slaves more productive. Archimedes apologized for allowing his genius to turn itself to any useful invention; and Seneca thought it an insult to attribute to a philosopher any share in the invention or improvement of a plow, a ship, or a mill. The impetus given to scientific studies by the philosophy of Bacon and the emancipation of the English people in the seventeenth century from crowned and mitred tyranny, has not been so complete as to eradicate the prejudices against the liberal education of productive laborers.

Having selected studies for their utility and direct bearing on future life, a practical education employs the most efficacious methods of conducting the researches. The docile spirit of childhood, which receives information on the mere authority of teachers, is greatly assisted by the imitative spirit and restless activity that induce the pupil to work out the principles and thus make them his own. Axioms misapplied are but imperfectly appreciated. Too often in the schoolroom the practical process is forgotten by the teacher. The restless activity is suppressed, no practice is encouraged, while the memory is crammed with ill-digested rules and principles.

To a certain extent all successful teaching is practical; that is, the scholar is directed in the practice of what is requisite. Reading and writing are not taught by laying down rules, but by imitation and practice. In more advanced studies practical methods are too much neglected. After all the weary drudgery of years spent in enforcing rules and principles of Arithmetic, studying

tables in reduction, of no use, permutation, alligation, duodecimals, evolution, and all the absurdities and puzzles which not one in a hundred of the pupils will ever have any occasion to use out of the school-room, the scholar comes forth wearied and disgusted with these perplexities, unable to add a column of figures with accuracy, certainty and rapidity, for lack of well directed practice.

In the study of Grammar there are still greater absurdities perpetrated and perpetuated. Grammar ought to be something more to the pupil than a barbarous jargon of constantly changing names of classes of words and clauses of sentences; a nomenclature better adapted to a dead language, than to the speech we use; so that the graduate from a Grammar School should be able to write a page of English, without the grotesque barbarisms and errors in syntax, that now mark every written production of the majority of scholars.

From the object lessons in the Kindergarten schools, through the different exercises in the public schools, to the tasks assigned in the laboratory by the college professor, science is taught successfully by practical education, if anything is really learned by the student. No live teacher listens to memorized recitations from some learned text-book in Natural History. He places the objects themselves, and not their description, in the hands of the pupils; and trains their perceptions to notice the exact outlines, the minute peculiarities and the full details; he guides their reason to infer with certainty, and the imagination to soar with steady and sustained flight, till they can think the very thoughts of the Creator.

WHY WE HAVE SO MANY POOR TEACHERS.

By R. WOODBURY, Normal School, Farmington.

The chief want of our schools, as made known through School Overseers, is better teachers.

It was found by interrogating fifty teachers in the public schools, who represented nearly every county in the State, that 40 per cent. had attended no other school than the common town school when they commenced teaching; 92 per cent. had never read any work on teaching; 84 per cent. had never read any educational journal; 78 per cent. had never attended any institute; 12 per cent. commenced when 14 years old; 12 per cent. when 15; 40 per cent. when 16; 10 per cent. when 17; or 74 per cent. when less than 18.

These facts indicate, first, that a large percentage of our teaching force commence when too young; secondly, a great lack in literary qualification, especially in the direction of pedagogical training.

It is settled, that some special preparation is needed before any one has a right to teach.

It is of no use to talk of teaching as a profession, when the average teacher's life is only three years, and 74 per cent. of the recruits are less than 18 years old. A profession whose members are mainly boys and girls!

From the last Report of the State Superintendent, we learn that the average length of schools in the State, for 1874, was 20 weeks and 2 days. The average wages of female teachers was \$16.20 per month; of male teachers, \$36.17. It cannot be expected that young women of character and ability will give their time and strength to work which gives them on the average less than \$85 a year.

The schools should be open from thirty-six to forty weeks each year, and the pay should be such that those who teach may see before them an opportunity to support themselves and lay by something for a rainy day. Until this is the case it is useless to expect any permanency among our teachers, beyond the inevitable.

The State virtually says to aspirants for pedagogical honors: You wish to teach school, do you? Well, you wait if you are a girl until you are sixteen years old, if a boy, till you are seventeen, then attend one of my schools established for the training of teachers and take a two years' course, prepared for such as you. Then, if you can pass the scrutiny of those whom I place over these schools as instructors and overseers, among whom I will place the Governor and State Superintendent of Instruction, having this preparatory drill and such maturity as results from it and the eighteen or nineteen years of life through which you have passed, I will certify that you have permission to teach in my schools, if you can gain admission thereto.

On the other hand, if you are unwilling to wait and prepare yourself as I have indicated, you may commence at any age, with any qualifications.

What shall be done?

First—Keep boys and girls out of the schools by special enact-

ment, by fixing an age below which a certificate shall not be given. Make that age eighteen, at the least.

Younger than this they cannot, as pupils, do the work prescribed as necessary to be done in the training school. How then can they do that for which the work in the training school is merely preparatory?

Enact such a law, and a great deal of immaturity would be relegated to its proper place at once. Such a law would also serve as an educator, for it would indicate that the schools have something to do as formers of character.

Secondly—A different method of examination and certification is imperatively demanded.

In a vast majority of cases the examination of teachers is a perfect farce. There are many noble men and women engaged in this work, but the boards change so often, those fit for this work have enough to do to serve as salt to preserve, without acting as leaven to leaven the whole lump. With town boards uniformity cannot be obtained.

We recommend the re-establishment of county supervision, and that this power be delegated to the Supervisors. If this is not feasible, then this work should be in the hands of county boards, chosen by the school officers of the several counties.

A part or all of this board might be chosen from their own number, the length of service to be two years, and so arranged that a part of the board should go out each year. Graded certificates for specified times should be given, good through the county. One meeting a year might be held of representatives of these boards, presided over by the State Superintendent, who might be authorized to grant State certificates.

These plans may result in closing many of the smaller schools for a time, but it should be remembered that there are many of them which ought to be closed. Physically, intellectually and morally they are nuisances which ought to be abated, and which, if not now, ought to be indictable before a grand jury.

With our scattered population, it is impossible for every man to have a schoolhouse in his own door-yard unless he will pay for it himself. Neither can long schools be kept open in districts containing half a dozen scholars. There must be fewer schools in very many of our towns, that they may be both better and longer.

This can be accomplished easily by the abolition of the district system.

Is it not about time to stop paying a premium to the small districts to keep up their autonomy? If the money should be distributed in accordance with the number of scholars in the districts, would not the consolidation of districts look to many more practicable? Now, with a friend among the Selectmen so that a good slice of the twenty per cent. divisible among the districts may come to them, why should they not oppose the town plan?

DRAWING IN THE PUBLIC SCHOOLS.

By J. M. HAWKES, Principal High School, Pembroke.

In presenting this subject to your consideration, to-day, I am well aware that I have no easy task before me, for each one present will be inclined to accept as truth, that which he himself believes, and will regard the rest, I fear, as the visionary ideas of an enthusiast for a special topic. Let me then at this time say, that I am not presenting this paper upon a favorite subject; but upon one which has been long overlooked, and one from which most of our teachers shrink because of its *apparent* difficulty.

Apparent, we say, because, on trial, it seems to be no more difficult than any study, depending for its success, principally, upon the prominence and activity of the *perceptive* faculties.

We commenced to teach this branch without any previous preparation, yet it never caused us half the annoyance that attended our early efforts in Botany, and no teacher need despair, who purposes to commence this, or any other study, with a determination to overcome every obstacle, by patient, persistent, continuous effort.

For convenience, we have divided our subject into three departments, as follows:

- 1st,—Its utility.
- 2d,—Its development.
- 3d,—Its educational value.

Before speaking of the ways and means for its development, let us look at the utility of drawing.

What, we ask, is the relative value of such materials as iron, wood, stone, clay, leather and glass *before* manufacture and *after*?

Setting aside the cost of producing these materials by the skilled or unskilled artizan and their resultant values, does not the *real* value lie in the ornamentation? If you were to enter any store in the land to purchase any article, whose value could be enhanced by the intrinsic merit of its ornamentation, would you

not be likely to purchase that which made the best impression upon your mind, as regards the simplicity and taste evinced in its manufacture? True design, to be sure, embraces not merely the way a *surface* is ornamented, but also the *shape* of its several parts, its grace of outline, its elegance of proportion, with reference to its utility.

Let me explain what I mean by designing, with reference to the purpose for which an object is intended. In designing any utensil or implement to be grasped by the hand, you would not think of fashioning upon it any prominence or sharp point, such as would render it inconvenient or painful to use. You would not form the stem of a pipe in such manner as to cause inconvenience to the smoker, unless you wished to deprive the noble white man of his solace and comfort; nor a chair with its back made in such a form that it would apparently fit a camel better than a human, although the designer of certain ancient forms must have had some such object in view—perhaps the “development hypothesis.”

We cannot better illustrate how “beauty of design” influences the sale of merchandise, than by narrating a few incidents which have come under our own observation.

In a town in Cumberland county is situated a large woolen mill, the principal manufactures of which are cloakings, flannels and repellants. The designer of the mill is an Englishman, born and bred. During the past year, in conversation one day, he said, “I have designed something for ladies’ winter wear, which I trust will be successful.” He then exhibited to me the various samples of plaid cloakings which are now so generally worn by ladies, and with which the market is flooded. As a natural consequence, in that town the mills are running night and day, with orders enough to last during the winter, while in an adjoining town a firm not quite as successful in the styles they put upon the market, are having a rest.

Again, a well-known bookseller of Portland, said to me recently, “What an effect the agitation of the subjects of drawing and designing is having upon manufactured goods. Dealers are beginning to exercise more caution in purchasing, lest the people will not be pleased with their wares. It is getting to be hard work to sell a book poorly illustrated or coarsely ornamented. I bought some bibles of a New York dealer, and on receiving them complained to him about the quality of the designs on the covers. He sent me some samples, from which I selected a large stock, and

the sale of those styles have been immense, while the few I purchased at first I was compelled to return." Manufacturers and publishers have not been slow to see the change in the tastes of the people, and have hastened to obey the imperative law of trade, "that the supply must equal—in *quality* as well as quantity—the demand."

Have you the volumes of Harper or Scribner for the past ten years? If you have, you can easily see how rapid has been the improvement in the illustrations. Indeed, these publications have been among the foremost to encourage and promote advancement in this direction. Educational publishers will have to go to some other source besides the junk shop for their illustrations, if they wish their cuts to compete with such publications as Miss Hall's *Our World*, or the Eclectic series. As an additional evidence of the growing interest in art matters, the gratifying success of the *Aldine* has left room to hope that the American people are not insensible to beauty.

Prof. Thompson of the Worcester Technical School, says, "A boy who spends two hours per week in drawing, and the rest of the time in working at the bench, learns faster and becomes more skillful than one who works all the time." Also, "it is estimated that the productive efficiency of every machine shop would be increased thirty-three per cent. if any journeyman could read any common working drawing and work by it." But why need I enlarge upon this department of my subject? Its importance is manifest. Having spoken of its utility, let us consider the ways and means for its development.

Let drawing be considered as a part of the usual course of study from the commencement of the pupil's career. Many localities have failed in their efforts to introduce this branch, because they commenced at the wrong end of the course. I have known many objections made to commencing the study by advanced pupils, but not a single instance of the kind in the primary grades. The little pupil, exhausted by doing nothing, eagerly seizes upon the opportunity to do something—to *make* something—in the idle moments which usually falls to his lot in most primary schools. Again, there is a period in childhood or immature youth, when the mind, with avidity, strives to analyze every object within its reach. This is the golden opportunity to impress upon the child's mind, so readily impressible, those forms, shapes, etc., which enables him in an advanced course to so readily illustrate by correct defi-

dition, any form, however simple or complex, which he meets in other branches. Frœbel recognized this element in the child's nature, when, as one of the early Kindergarten gifts, he placed the dissected cube, knowing well how soon it would be separated into its several parts, to be again and again restored, until the symmetry and regularity of its form would be indelibly impressed. Then the next use was to construct other shapes from these smaller cubes, all geometrical, yet regular in outline and symmetrical in arrangement. This, too, was to be accomplished ere a child entered a school—so called. Afterwards, with slate pencil or crayon, he essays to reproduce those forms, which are simple combinations of straight lines, under the direction of the teacher, proceeding in logical order from the known solid to its unknown representation. Such progression must be accompanied by a clear understanding, because it is logical. At this age, also, the time of the pupil *seems* to be less valuable than at a later period, especially for elementary work, but it better be later than never.

Remember, also, that at this period the child has no prejudice against any branch. He looks upon drawing, not as an innovation, but one of the regular studies. Some parents very unwisely object to their older pupils commencing to learn the elements of drawing when they have nearly finished the course at school, because the little that will be acquired will hardly repay for the consumption of such valuable time. So, as a question of *expediency* only, commence in the primary grades, letting the older pupils graduate from the schools without receiving such instructions rather than combat such determined opposition as has been experienced in some localities.

It should be taught as a daily recitation, occupying from ten minutes at a time in the primary schools, to not exceeding forty-five in the higher grades. Experience has taught us that alternating two classes interferes with the progress of both very materially, especially in the lower grades. In advanced classes this is easily accomplished. As earnest, faithful preparation must be made by the teacher, for this as for other work, especially by those who have never received any instruction to fit them for this new labor.

Drawing upon slates and the blackboard must continue through the earlier grades, until the pupil has evidently obtained control of pencil and muscles, from copies upon cards or in books. These copies must be neat in execution and faultless in model from whatever source they are obtained. The poor model or copy will only

perpetuate that which it is designed to remove, viz:—wrong impressions. Why? For the same reason that you would never place a misspelled word upon a board before a class for them to correct the orthography. The false, would be as likely to be remembered as the true word. The faulty copy would make as lasting an impression as the true one. Here let me say, the blackboard is used for *illustration*,—to explain the way and manner of drawing,—not to furnish a copy. This use of the blackboard is deleterious in the extreme, for only those directly in front can obtain anything like a fair view of the shape and proportions of a drawing. After the object has been copied, studied, learned—its proportions ascertained—then, to correct errors of operation and to regulate, somewhat, the rapidity of execution, and to cultivate the habit of enlarging and reducing, let the class, as a whole, use the board.

Let ordinary brown paper, clean and neat, with a good pencil, succeed the blackboard and slate work. The early efforts upon paper, will be crude in the extreme, but as long as every possible attempt at neatness and order is manifested, know that a kind word will smooth the subtlest curve and a pleasant smile be an ample punishment for many a lamentable blunder. Don't expect accuracy, but only an approximation to it. Let us examine some of your first attempts and see if they indicate the artist in embryo. If you, with your age, knowledge, and skill, cannot produce even a good drawing, how can you expect the poor, aching little fingers to do it. Be lavish in your praise of the earnest efforts of young pupils, regardless of results.

Be not discouraged if your success does not seem satisfactory in every case. Poor work is more readily detected in drawing and penmanship than in any other branch, and you will meet with many instances where your instructions, pointed and systematic though they may have been, have produced—*nothing*. Remember that the clumsy, awkward boot makes just as lasting an impression in the *mud* as the finest polished one.

Let geometrical drawing accompany free-hand, using books after the earlier penciling is accomplished, that the pupil may learn to measure the accuracy of his free-hand work by the faultless figures made by mechanical means. You cannot be too exacting in regard to the nicety of work produced by instruments. Positive accuracy must be imperatively demanded. Useless will be the mechanical work which produces false measurements and poor

resultant lines. A careless, stupid indifference to blunders will be the fruit which such work will produce.

Demand cleanliness as the first prime requisite. Never let a book present a soiled, untidy appearance. Much care will be necessary during the early work of a grade, but let the whole of this difficulty be surmounted in the first book.

The text-books, rubber, pencils, etc., to be used, position at desk and other kindred matters, are sufficiently well explained in the excellent manual just issued by L. Prang & Co., of Boston, Mass.

Few of our teachers have been able to secure the original work from pupils which we have deemed necessary or desirable. Too many are content with the figures in the book copied, which does not afford the pupil that discipline which is necessary to his successful progress. The faultless rendering of a piece of music by a player may please and even delight you, but it is the talent and genius of the composer which you most admire. Designs are to drawing what poems and other literary productions are to the language we speak.

Nothing is given in the copy-books but the bare outlines of the work,—they are simply guide-boards, pointing the way—mile stones of progress—the great mass of the work is left for the teacher to direct. In the study of Arithmetic, if you confine your instruction and problems to the text-book used by the class, your first written examination will convince you that the work has been done superficially. Just so in drawing; if you have naught but the book, your work will be bounded by narrow views, and your best efforts culminate in poor results; but if you have conveyed the idea that these simple elements which the book contains are only guides to the boundless wealth of natural and geometric forms and that from these sources all the numberless shapes which delight the mind and please the eye originate, then your work will be well commenced. Just what the material for designs should be is a mooted point. Some contend that they should be geometric; others, conventionalized forms from natural shapes; still others, the least entitled to consideration, adopt naturalistic forms with realistic treatment. The essence of all good ornament is, that it should be felt as ornament, merely, not as natural history. Forms taken from nature must be conventionalized; the noblest schools of decoration, however, have always based their work upon geometric or abstract forms, and no more deplorable

sign can be discovered in ornamentation, than a too close adherence to natural forms.

* * * * *

The true merit of a design lies—1st, in the successful forming of a conventional ornament.

2d. The neatness and originality of the arrangement of this ornament into tasteful forms for industrial purposes.

3d. The mechanical execution of the lines used in its construction.

In our own schools, the method of completing these designs is as I have illustrated here.

1st. The conventional ornament is taught, its origin and any historical associations narrated, which will give it additional interest.

2. The pupil draws and redraws from copy and from memory, daily rehearsing its history, etc., until he has made it his own.

3d. He fashions designs for different articles to be used in divers positions and in different materials.

Thus far the pupil has been engaged in surface decoration. He now attempts solids. To accomplish this he should draw from copy and from solid models, after having obtained a knowledge of perspective in its different branches to enable him to represent the subject as it is seen. Then for working drawings, orthographic and isometric projection. We regard the educational value of drawing to be—

1st. That men learn from childhood to see truly; to become skilful as producers of rare forms, pictures and statues. To propagate and increase a love for the beautiful, the grand and the picturesque, among their fellow-men, thereby rendering them more keenly alive to the boundless wealth of creation, and thus their dependence upon a provident God,—

To become *producers* as well as *consumers*, in an industrial sense.

2d. In receiving a knowledge of drawing, a pupil learns more readily any other study which depends largely for its interest upon rough sketches, hastily wrought. It is impossible to estimate the value of this important agent in such recitations as Physiology, Botany, Mineralogy, Natural History, Philosophy, Geography and Geometry.

How often, after striving in vain to clear away the clouds of doubt or uncertainty from a row of faces, by a lengthy description

of an object, a few dashes of the crayon have dissipated the difficulty, like the mists of the morning.

In learning to see things, they cultivate to a surprising extent the perceptive faculties, and soon learn to observe men as well as things. In observing men, to note their actions; and then to analyze the motives of those actions, and thus protect themselves from injustice and oppression. The chief end to be sought, is to enable minute things to be seen clearly, for when once they are clearly seen, they are easily drawn. The seeing is the more important part. Ruskin truly says, "I would rather teach drawing that my pupils may learn to love nature, than to teach the looking at nature that they may learn to draw." So it is vastly more important that young persons and unprofessional people should know how to appreciate the art of others, than to gain much power in art themselves. If they cannot become a Giotto, a West, or a Powers, they may become a Winklemann, a Rames, or a Ruskin. Socrates and Plato laid the foundation of Grecian art by directing the contemplation of their pupils above His *works*, to the great Author of all that is true, beautiful and just.

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All the wealth of historic associations with which every pupil should be familiar, lies in this same department, to be used or not, as may seem best to the teacher.

How these ornaments may be clothed with a new interest when their stories are told! How around these Alhambresques, are clustered the legends of the Moorish kings, with their wealth of mythical lore! Around this Egyptian lily and the bass-reliefs,—the ruins of Karnak, the Sphinx and the Pyramids. Around this Grecian column and the clustering acanthus,—the anecdotes of Callimachus, Praxiteles and Phidias. How this plain, simple, unadorned cross, from being a symbol of ignominy and an instrument of torture, suddenly becomes an emblem of purity and holiness, as the tender pathetic tale of a dying Savior is told. Fellow teachers, let us not be discomfited if our hopes and aspirations are not always realized. And if in this, as in all other new branches, we meet with much ignorant, yea, willful opposition, we won't forget that there are persons who think it a highminded act to annoy a man who commits the unpardonable offense of doing what he can to help others toward right seeing and thinking,—who think it a generous deed to harrass a hard-working teacher.

People of other nations have flocked to this country by thou-

sands, to find freedom, rest and peace; may they come in the future to worship at a shrine of pure art, such as they cannot find on the sunny shores of classic Italy, or amid the monumental ruins of fallen Greece.

SCHOOL HYGIENE.

By D. D. PATTEN, Principal High School, Portland.

The deterioration in health and power of endurance of the present generation from the hardy and healthful conditions of former and less highly cultivated generations of men, is exciting now the earnest attention of those who have regard for the efficiency of the race. This efficiency depends largely upon physical conditions, and the question is of vital moment, How shall the physical condition of civilized races be restored, and men become as capable of endurance as were the ancestry of whom we boast, and whom we have been taught to consider models in respect to health and vigor?

While among them disease was an anomaly and muscular powers held to be a matter of course, now vigorous muscular development is so exceptional as to rank as an especial grace, entitled to distinctive mention as a virtue.

Improvements in the appliances of civilized life, which enlarged scientific knowledge has developed, and the more tender care of the feeble and sickly—especially in infancy—have increased the average duration of human life among civilized races—it is estimated—nearly a third within two centuries. These results pertinently suggest the inquiry, whether the deterioration of the health of the race may not be checked by judicious management and the comfort as well as the longevity of the race be promoted.

Under the rigors of the modes of former times few except the strong survived, and a general disregard for the sacredness of human life left the feeble to yield to an untimely fate.

Hardy, undoubtedly, was the race that survived such trying tests of existence, and the results reached by them in respect to vigorous constitutions are examples for the present, provided they can be secured by rational methods, and not, as then, at the expense of feeble and helpless life.

If a physical condition of the race as vigorous can now be secured, without the practice of the neglect, or cruelty, which was largely the means of making their vigor possible, and an abundant increase in the proportion of those who reach maturity

in full health be made certain, a problem which is engaging the earnest attention of all who are solicitous for the future of the race will be solved.

As early youth is the period on which depends largely the conditions of active life, the effects of school work and discipline are coming to be carefully considered.

It is fair, however, for teachers to protest against the tendency of late to attribute the present physical degeneracy of school children wholly or largely to the influence of the methods of school management. It is so easy to charge upon the management of the schools the ills that beset the health of school children, and it so much relieves those more directly responsible from the burdens which any proper appreciation of their own responsibility would make them feel to be most sacred duties,—cares that effective health regulations of the household call for and which cannot be fully observed without wearisome pains-taking,—that the community without due examination and appreciation of all the facts involved, join the unthinking cry against the schools as the nurseries of disease, and hold the impression that their advantages can only be secured at the expense of the health of the child.

But, when the various important influences that affect the health of children unfavorably are regarded, any careful observer must realize that the usual methods of school life have comparatively little to do with the failure of health in school children—however prevalent failure may be.

The statistics of the causes of disease, and investigations as thorough as possible by experienced and reliable medical boards, into the conditions of home life among different classes, account fully for the manifestations of disease at least in the *present* generation of youths. Houses in unhealthy locations, imperfect drainage, overheated apartments, inadequate means of ventilation, inappropriate and improperly prepared food, clothing arranged to suit a style at the expense of the proper protection of the body, and—most pernicious of all—the terrible excitement allowed in many of the miscalled recreations out of school—these, of themselves, operate fearfully in undermining the health even of the most robust. But when they work with and enhance the effect of weakness and disease that are hereditary—attaching to the child's constitution at birth as a result of the false notions or the ignorance of parents—scarcely any degree of ill health in our youths,

whether in school or out, but is fully accounted for. Add to these the crowded condition and filth of tenement life in large cities and manufacturing precincts, and we have an alarming array of influences deleterious to health that calls for radical measures of reform.

These, and like facts and conditions, point however to an appropriate work for the schools, viz: to give prominence to instruction regarding the formation of correct physical habits, and though this may not wholly counteract the effects of habits already formed, it may arouse a sense of responsibility for the health of generations to come and lead to the first steps towards restoring the race to robust health and vigor.

In spite of home surroundings and training, the teacher has abundant opportunities for such judicious care as will promote the physical well-being of the pupil. The proper ventilation of the school-room is largely under the control of the teacher. In our cold climate, structures for schools are not generally open to the objection of excluding cold air too completely, but rather in the colder months are liable to admit it too freely, so that inadequate means of warming tell more disastrously on the health than any hurtful condition of the atmosphere likely to arise from a lack of circulation within the room.

Often, however, when suitable protection against the open air is afforded, the ventilating apparatus is inadequate or in such a position as to accomplish what it is designed for at the sacrifice of the comfort or health of some or all in the room, while a resort to opening the windows or doors becomes necessary to secure the needed results. Here the careful judgment of the teacher has imperative call for its exercise, so that, while seeking the general comfort and health, harmful exposure may not endanger the health of the few. "Though foul air is a poison, we must not forget that a blast of cold air may slay like a sword," says an eminent medical authority.

In most cases of too great exposure to low temperature, the means of increasing the warmth are under the control of the teacher, yet there will be found days in our cold winter climate, where the amplest means of warming fail so entirely, that no increase of fuel or the addition of clothing that may be at hand can make the inmates of the room comfortable. In such cases, when the question is, whether an hour—or an entire day even—must be sacrificed in dismissing the school, or the health of the

scholars be imperiled, let the work of the day be postponed, and all intelligent men will approve the choice.

The oversight of teacher should be exercised in respect to the position of the pupil at his desk while preparing the lessons, and in the class-room while reciting; so as to correct the habit of sitting in a loose, lounging style, which the unfitness of both desk and chair for the occupants' needs make quite natural, and also to avoid a rigidly upright position, such as sticklers for the exactness of military drill would enforce at the expense of comfort or even health. Until architects and "committees on school buildings" can be persuaded that the furniture should be made for the pupil—not the pupil for the furniture—frequent changes of position are unavoidable, that the pupil may gain relief from the constrained position the faulty construction of seats and desks makes necessary.

Another important question to settle is, how far shall the time allotted to school work be devoted to physical training, in so far as that is affected by exercise, or the want of it, in the public schools?

Children under the immediate care of their parents, when out of school, generally find such active employment and training at home as suffices for their physical needs, in the main, and settles the question whether it is, in the public schools, of equal importance with mental training. So much exercise then as will keep the circulation vigorous, relieve the brain when wearied, give sufficient relief from the wearisomeness of a posture more or less unnatural, and furnish the healthy stimulus to the taxed powers that is needful, seems sufficient for all the results that can properly be demanded. So many circumstances are found in practice to vary the means essential to secure favorable results—to give on all occasions as much exercise as the health of the pupil requires and not to interfere with, but rather promote, the mental training—that no rules can be laid down for undeviating observance. The feeble need exercise quite different in kind and amount from what the robust require, and the authority which prescribes the same for all conditions is unreasoning and harmful. The fashion of set times and a routine for exercise in schools has eminent authority; but some experience in a limited field does not lead me to advise substituting these for the hearty exercise a pupil is sure to get, as relief to the body and rest for the mind, when all thought of exercising under restraining rules is cast off, and the excitement

of participating freely with others in pleasurable pastime is experienced.

Investigation as to the effect of school work and restraint upon the health of the different sexes, and that effect in case of each sex at different periods of youth—whether whatever injury may be experienced is more apt to fall upon the nervous, the respiratory, the digestive, or the osseous system—involves inquiries which, though the results come somewhat under the teacher's observation, are properly within the province of the physician's discussions.

A modern practice has become quite general, I believe, in the highest grades of the public schools, of including the entire work of the school day in a single session. The practice undoubtedly has much to commend it in the convenience afforded to pupils, in the relief from a double amount of exercise in going to and from school, which may be burdensome to those living far away; to parents, from solicitude as to where and how the intermission may be spent, if its length does not allow the pupil to return home; and to teachers, to feel that the best part of the afternoon is free from the exacting duties of the school-room, and may be devoted in quiet to preparation for the coming day or to rest. Such considerations weigh with the majority in favor of the one-session system for high schools, and while the harm involved continues to be regarded as of less consequence than the inconveniences incident to two sessions daily, any suggestions of change will meet clamorous opposition. The effects of this system have been inquired into carefully by physicians of high position and the system condemned as exceedingly harmful, especially in the exhaustion too long continued mental effort causes, in the effect upon the child of the long interval between the breakfast and dinner, in the temptation it presents to appease the appetite with the abominations of the candy stand or with such indigestible pastry as the shops supply. The child then comes to the dinner table without the healthful stimulus of cheerful company, at the time of life most impressible, and the languor and exhaustion caused by long abstinence find no relief. Every circumstance operates on the child to undermine the health and entail misery.

SCHOOL DISCIPLINE.

By A. F. RICHARDSON, Principal High School, Bridgton.

Man, even if he is "but little lower than the angels," has not yet reached a state of perfection, and it is absurd to suppose his children in the condition in which we find them in the schools of this country will never need correction. Had we only Yankees to govern I think we should find them a little unruly, but when, in addition to this, we find in the schoolroom representatives from all other nations, differing in dispositions and opinions and under different influences at home, we must realize that we have a team to drive not much less wild and unmanageable than that of Dan Phæthon. I should hesitate, however, about adopting the advice of Phœbus to Dan, "*Parce stimulis, utere loris;*" or as translated by Saxe, "Don't use the whip, hold on to the strings." I think there are schools to be found yet in Maine, where, if the teacher did not occasionally use the whip, he would soon lose his hold upon the reins.

To be able to govern is an indispensable qualification for a teacher. No matter how well he may be prepared in other respects, whether he be a college graduate, a Normal school graduate, or both, if he cannot govern his pupils he should expect to fail. Some seem to do this easily, while others find it almost or quite impossible. A school may be entirely without order, the teacher driven off and another employed to take his place. They may look alike, seem alike, be men of the same character and disposition for all one could tell, but from the moment the second teacher gets inside the schoolroom it becomes evident that he is to rule, that he is master of the situation. One reason for this difference, and perhaps the principal one, may be well expressed by a passage from Virgil, giving a reason for the success of a boat's crew: *Possunt quia posse videntur*. They are able because they seem to be able. To seem to be able, both to ourselves and our pupils, is fully half the battle; even more, it is almost impossible to govern in any other case. But this is not all. The success of the teacher in governing will depend in a great measure upon his own conduct, outside as well as inside the schoolroom. He should conduct himself in such a manner as to be above suspicion, avoiding even the appearance of evil, that his scholars may at least respect him. He should not consider himself entirely independent, for though he is in one sense a leader he is in

another a servant of the people. He should not engage in any quarrel arising among those whose children he is to teach, especially if it be that of a religious or political nature. He should avoid drinking intoxicating liquor, swearing, smoking, card playing, dancing, &c., and live in such a way that no one in the vicinity can object to his conduct, and that every scholar in his school may with pride copy his example. Those who are not willing to do this should seek some other employment. The teacher should not be less guarded in the course he is to pursue in the schoolroom.

I would not be deprived of that badge of honor and authority, the rod, a faithful application of which will sometimes have a wonderful effect in bringing order out of chaos; but I think its use is seldom necessary. A teacher should exercise reason in deciding what scholars may be best controlled in one way and what in another. I am satisfied that in any case it is of no use to find fault continually. A teacher who does that will soon find his storms have no effect. He should not threaten. He should be particularly careful to keep every promise made to pupils. He should not talk too much about the government of his school. He is the best disciplinarian who has good order with the least apparent effort. By no means should he begin his school with a long list of rules for its government.

The cry against partiality in school has ever been a stumbling block in the way of school government. I believe it is the duty of a teacher to show partiality, as that word is generally understood. All scholars cannot be governed in the same way, nor should they be. I do not wish to be misunderstood in this matter. I do not think that a teacher should use partiality in the *true* sense of the word, but I cannot believe that a scholar who is willing to do right, who is studious and obedient, should be treated in precisely the same manner as one who tries to make all the trouble he can, for there are those who are determined to defy all authority and who in nearly every case are upheld at home in so doing. I would treat such a scholar as he deserves. He will learn sometime that the world was not made entirely for him, and he may as well learn it in the schoolroom as in after life.

It is generally claimed that a teacher should never show anger in the presence of his pupils. I think this rule, too, needs some modification. I believe that a teacher should not often scold, that he should bear almost everything with the patience of Job, but I

have seen the good effects of showing students that it is well to beware the anger of a patient man.

A teacher should try to win not only the respect, but love of his pupils. To do this, it is necessary to learn to love them. There is something to love or something to pity in all.

There are two classes of teachers who are entirely different in nearly every respect, and yet each can easily govern a school. It seems as if we might imitate one or the other.

A teacher of one of these classes is stern in all his ways. He is the very personification of dignity. He comes before his pupils with perfect self-assurance. He expects to govern, nay more, he *knows* he *can* and *will*. His students will critically examine him. They see disaster to all who disobey, written in every feature of his countenance. In truth, they see in him what he feels in himself, that he will govern the school. He never associates with them. He never acknowledges them on a level with himself, but shows by every look that he thinks himself above them. Such a man may make all the rules he pleases for the government of his school and they will be obeyed, or he may make none at all. He may visit the parents, or not, as he chooses. He probably would not. His scholars may hate him, but they will at the same time obey him. They dare do no otherwise. His success as a disciplinarian is assured from the first.

A teacher of the other class governs in an entirely different manner. He comes before his pupils with smiling countenance. He has a pleasant word for all as he passes them on his way or meets them in the schoolroom. He, too, must pass his examination before them. They say, "we think we shall like him." There is one point gained. There may be a doubt in their minds whether he will govern them or not; there must be none in his. This is the better, but perhaps not the safer way. This teacher must be guarded in every movement. He must make no long list of rules for the government of his school; he must not threaten; he will perhaps tell his pupils that he intends to treat all well—that is, so far as they may deserve to be well treated; he will tell them that all he asks of them is to do right. There is to be no rest for him. He will go to work with a will; he will do all in his power to make every recitation interesting; he will do his best to secure punctuality; he will try to make it appear that one great object of life should be to obtain an education. But if scholars

take advantage of his pleasant ways they will do so at their peril, for, after all, good order will be his first rule.

But this is a great question for the teacher, and no invariable rule can be given to secure the desired end. No two schools are precisely alike, nor are any two scholars in the same school; and rules which will do very well in one school will not do at all in another. The teacher must use reason, judgment and good sense, conduct himself with decency and propriety,—make teaching his only business; be energetic, and above all, fearless; be well prepared in the branches he is to teach, at least, and understand that his employment is not only one of the most honorable but one of the most responsible to which he should be willing to give his whole time and undivided attention.

RELATION OF EDUCATION TO LABOR.

By Prof. M. C. FERNALD, State College, Orono.

Only so far as mental endowments may be transmitted, is the babe of civilization less a savage than the babe of barbarism. It is our schools and facilities for culture which transform the child of civilization into a philosopher, and the absence of such advantages which allows the child of barbarism to remain in the rudeness and unthriftiness of savage life.

It is a law of political economy that profitable labor requires intelligence, whereas an ignorant population is cursed by superstitions and conceits which shrivel manliness and cancel thrift. Ignorant, unskilled labor, is always narrow and mechanical in its character, and hence it is and ever must be poorly paid. Analyzing the cost of any finished commodity, we find that the elements which make up its value are threefold, viz: "the wages of labor, the wages of skill, and the reimbursement and profit of capital." The wages of simple muscular labor or mere physical force constitute only the smallest part of this value. This form of labor has never in the world's history done more than maintain itself. Left to itself, it can, in fact, produce only enough to sustain life bordering on starvation. As our country becomes more and more fully settled, the amount of labor done by hand is relatively less and less. Machinery driven by water, wind or steam power, is fast superseding hand labor. The outlook in the future for this form of labor is, therefore, far from encouraging.

The second element in the value of a manufactured commodity, is the wages of skill. The amount of this form of wages is controlled chiefly by the well established principle that the more delicate and complicated the work done, the greater the compensation, inasmuch as it involves a higher type of labor. From an address given by the Hon. J. W. Patterson of New Hampshire, before the American Institute of Instruction in 1872, we learn that "a director in one of the extensive corporations for the manufacture of cotton, in Lowell, Mass., stated to a Congressional Committee, a few years since, that only forty-five out of twelve hundred operatives employed in *their* mills were unable to write their names, and that the wages of the eleven hundred and fifty-five who could read and write, was twenty-seven per cent. higher than the wages of those who could not." This illustrates a law. Estimates, based upon a wide generalization of facts, have shown that generally the labor of an educated person is twenty-seven per cent. more productive and remunerative than that of an ignorant person. The work of a skillful artificer is, moreover, in the interest of the consumer; for the articles which he furnishes, under a less skillful superintendence, could be produced only at larger cost. The sort of skill, however, which efficient directorship presupposes, except in rare instances, is acquired by education alone, not only by the training of the hand but also of the brain.

The distinction should here be observed between educated labor and skilled labor, the latter always following established methods, the former being curious and inventive, seeking constantly to relieve toil and make its results more perfect and remunerative by improved methods and the introduction of new forces.

All productive labor must be in accordance with nature's laws; it is, therefore, indispensable to the workman who would be truly skillful, that he understand those laws. A knowledge of chemistry, physics and mathematics, is essential for the highest type of skilled workmanship. The skillful artificer must understand the properties of the materials with which he is working and the action of nature's elements upon them; he must be familiar with the mechanical powers, the strength of materials, the laws of friction, that he may apply the forces he attempts to control without loss or waste; he must become acquainted with the laws of trade and the functions of money,—must be able to economize resources, to calculate results, and to give to his products the highest perfection and value. He needs general culture for the relations,

both business and social, which he will sustain in society, and for the upbuilding of the calling which he has adopted.

The third element in the price of a commodity is the reimbursement and profit of capital. Labor is said to create all values, but this is not simple muscular labor. Capital (or better perhaps *wealth* as the broader term) is "the accumulated savings of the wages of skill." It is evidently not unjust that the profit on these savings—i. e., on capital, be reasonably large, inasmuch as in most enterprises it incurs the principal risk. It is when capital can be satisfied only with exorbitant gains that it becomes oppressive.

The condition most favorable for the harmonious union of labor and capital is secured when they both meet in the same person—that is, when the laborer owns the capital he would employ in production. The educated laborer evidently belongs to both classes. His skill and brain power furnish the very material from which wealth is created. His earnings include not only the wages of labor which will feed and clothe him, but the wages of skill, which will yield a surplus revenue, to be invested as capital or to be held as the nucleus of prospective wealth.

It is education alone that can lift labor from subordination to independence—from pupilage to mastership. On other and higher grounds, the claims of educated labor may still more strongly be urged. Great discoveries have been made ordinarily by men devoted to science; and the numberless inventions by which the forces of nature are utilized and made to do the work of man, have been made by practical men whose minds have been quickened and disciplined in the schools. Ignorance rarely shortens or cheapens the labors of production, or makes any improvement in the method of industry. The history of all civilized nations testifies that in the proportion in which the skillful hand has been associated with the working brain, has the condition of individuals been improved; the wealth of communities increased; the arts and comforts of life multiplied; and general material prosperity attained. Barrenness and poverty reign among the nations where ignorance prevails, while prosperity and power keep pace with advancing intelligence.

The claim for the education of labor, with especial reference to productive industries, forces itself into prominence at the present time, from the fact that the so-called liberal professions are immensely overcrowded; and, from tendencies which, at best, can

be but partially controlled, must continue to be over-crowded. What has been said of the liberal professions in this regard holds equally true of the mercantile profession.

The deranged balance of society can be restored only by rendering back its former honor to labor. In a word, agriculture and all forms of productive mechanical pursuits requiring skill and intelligence, must be made *liberal professions*. This can be done only by stocking them with men of liberal culture, for it must not be forgotten that it is not the profession which gives character to the man, but the man who gives character and standing to the profession. With a view to an early and a fuller realization of such results, the National Government has come to the aid of the States in the establishment of institutions where special attention may be given to those sciences which have direct relation to the practical industries of life. Whether or not the object immediately contemplated shall be fully attained, no one can now foretell. It is safe, however, to say, that whatever other results may flow from these institutions, the training they give, the culture they confer, can but serve to improve, to elevate and to dignify the estate of labor. They will contribute to lift it "from servitude to the clumsy and unproductive past into sympathy and coöperation with the improved and progressive present," and give it a fairer field for a freer and a more successful conflict in all the peaceful rivalries of the world in the future.

In the argument hitherto in behalf of educated labor, no mention has been formally made of one-half of our entire population, (generally omitted in such discussions,) as subject to its advantages. It is almost needless, however, to add, that every advantage which can be named in favor of industrial education, applies as fully to women as to men. It should be hailed as the brightest omen of the future increased wealth, prosperity, enlightenment and happiness of the people, that as regards equal facilities for the higher culture of both sexes, the new and the old education are taking a "new departure," thereby vindicating their claim to breadth and freedom from class distinctions and exclusiveness.

Finally, it shall only be urged that in our own country, a growing comprehension of the relations of education to labor, and the discussions growing out of it, are auspicious of the highest good. It marks the dawning of a new era—an era which shall be characterized by a greater application of the powers of the mind to

the labors of the hand, and hence an era of greater individual and national prosperity; an era which shall furnish the conditions for new discoveries, opening the way to larger success in American agriculture, to higher achievements of American skill, to grander triumphs of American science and art, and thus hasten the time which shall be recognized as the golden age of American civilization.

JUVENILE READING AND THE DUTY OF THE SCHOOLS REGARDING IT.

By Prof. A. H. DAVIS, Bowdoin College, Brunswick.

* * * * * I suggest that from the primary to the high school, inclusive, we ought to put English literature on a par with other studies, by giving it a constant place in all our programmes; that we ought to work and watch for results in it with the solicitude we bestow upon arithmetic, or history, or grammar. Every fine selection from the reading book should be made to yield, incidentally, a contribution to the slow, but beautiful growth. Nothing new should be read—that is worth reading at all—without a bright preface from the teacher, designed to invest the author with peculiar interest and to stamp his thought or style upon the youthful memory. Generally, a few facts at a time, should be presented; for as Archbishop Tillotson says: “Children are narrow-mouthed vessels, and a great deal cannot be poured into them at once.”

Pupils should know at least in connection with the pieces they read, the author's full name, if celebrated; his nationality; the titles of some other things he has written; if dead, his century and most eminent contemporaries; if living, his approximate age; if an American, the State and town which he honors. From the comparative fullness of his own reading, the teacher may fling out many a tantalizing bit of information, as fit occasions offer, which will whet the appetites of pupils and send them off to make researches for themselves. Some comments, too, should be made upon the style, brief, of course, and intelligible, with little fuss of technical names. There is no reason why a very young child should not know a metaphor when he sees it, as well as a meeting house. It is much more common. This kind of work will help, not hinder, the drill in elocution. It will, I believe, even save time, by enabling the pupil to discern and feel nicely the lighter pulses of the thought which are imperceptible to the mere tumblers in vocal gymnastics. It will save time, too, by improving the

pupil rapidly in English composition, and will aid the art of speaking and writing the English language correctly, far more than the traditional fee-faw-fum of verbal parsing. But, as I have intimated, I would have, in all our schools, a place for English literature. It is worthy of so much honor. Two school hours in each week would not be too much time to devote directly to English authors. To a senior class I would give four hours. The teacher should select what to read, and talk with the pupils about it. They, on their part, need make no preparation, but only listen and enjoy. Some one will ask, "How can so much time be spared, if our pupils are to reach the next grade, or the high school, or the college, in due time duly prepared?" Let them come a year later, I answer, if need be; but their progress will not be retarded. The exercises I suggest may be made intensely stimulating. Drill is drudgery. Lucky the lad who early finds out that it pays; but it is not in itself delightful. It is not good policy to keep young shoulders too long under a load. The reading hour will come in to refresh and tone the flagging energies. It is not good husbandry to be always fretting the ground; play the hose once in a while, and the plants will laugh and thrive. What shall be read. I should say only first-rate authors, the best in their department. There is not time in life, certainly not in school life, to touch inferior writers. Keeping to the first rank, it will even then be wise, I think, to select only the master-pieces, the gems in literature, for, as in other things studied, only a foundation can be laid, so in respect to English literature, the object will be not to traverse the whole realm, but, by giving glimpses, to excite curiosity and to establish a taste.

There is no need that I should specify particular books. The list is long, and runs through infinite variety, from the Rollo Books to Chaucer. Were I in charge of young pupils, I would surely try them with the *Odyssey*, to test Hugh Miller's assertion that "Homer wrote admirably for little folk." I am sure they would relish and eagerly memorize a few lines and couplets of the *Deserted Village*, the *Vision of Sir Launfal*, or of *Longfellow's Evangeline*. With older pupils—a senior class in a High school, for instance—a somewhat systematic course is, I think, advisable. There is no book of extracts at all satisfactory. They all give a multitude of authors, with a multitude of little biographical sketches, and a multitude of little literary shreds appended—like a dry goods drummer's samples. Such books are exasperating.

For example—turn to “Chaucer,” the father of English literature. You find that he was born and died, and went to Westminster Abbey. You proceed to draw from this “well of English undefiled.” How sweet and sparkling! You will drink deep at this Pierian spring. You turn the leaf—Spencer! What fervors of enthusiasm pupils must experience in reading such a book as this! Shakespeare is made to dwindle in the same remorseless way. It seems to me best, therefore, to discard compendiums, and to bring the pupils into close communion with a few great spirits. A senior class may well work upon four—Chaucer, Spencer, Shakespeare and Milton. Considerable portions of these authors may be read with care and appreciation. Chaucer and Shakespeare will always prove especially interesting, and the pupils will readily memorize, for quoting, a great number of fine lines and striking passages. Occasionally the hour may be devoted to minor authors, merely to introduce them to the pupils’ notice through their best productions.

I suggest again, that the teacher can, if he will, exert a great influence upon the general reading of his pupils, out of school, by giving them good counsels and directions. He can from time to time make out for them lists of capital books, charged with interest for young readers on every page—comprising poetry, history, biography, travels, and not omitting an occasional first rate novel. They do not know what resources are within their reach. They would not care for the company of Sylvanus Cobb, or Ned Buntline, or Mrs. Southworth, did they only know that Washington Irving or Oliver Goldsmith is not only much wiser but much wittier. When Spanish literature had become demoralized by “wild and whirling” romances of chivalry, so that from prince to peasant, the public taste craved only such sentimental and high-seasoned diet as the extravagant tales of knight errantry afforded, there was fortunately one man in Spain strong enough to stay the degeneracy. That man was Cervantes. No reader could relish the feeble conceits to which he had been used, who had once tasted the royal wit of Don Quixote. And so we are told, that after the appearance of that incomparable satire, no other romance of chivalry was written in Spain.

Cervantes smiled Spain’s chivalry away. Let us take a hint from Cervantes, hold up something better and make a raid upon the “Dime Novels.” If that and other rancid stuff, together with a certain insipid sort of Sunday school pastry, and all Oliver Optical

slops could be cleared out of the way, it would be comparatively easy to coax in young readers an appetite for the wholesome food that would remain.

The teacher can do service for the pupil, too, by exhibiting to him startling revelations of the extent of this literary field in which if he reap much he must reap long; and still better service also, by cautioning him against attempting to reap it all. In a word, if but one hour a week were to be regularly set apart for the choicest English, it is exciting to think what fields of literature might be traversed by youthful feet before the school days should end; how much might be treasured of the beauty and fragrance of the language.

RELATION OF TEACHERS TO EMPLOYERS.

By A. H. KELLEY, Principal High School, Belfast.

The prosperity of this country and the happiness of its citizens for the next generation, at least, depend upon two classes of the people of to-day—parents and teachers. Upon them rests the responsibility of a nation's education. What that nation shall be, how its people shall live and die, rest in a great measure upon the decisions which these two classes are making now. Both should feel the responsibility of the work, and labor together for its faithful accomplishment.

The first steps for advancement in education must be taken by teachers, and that they may succeed in their undertaking parents must coöperate with them. But parents are too often dead weights to progress.

The teacher should aim to get the good will of his employers, but should care less for popular favor than for the promulgation of truth.

Whoever is fully competent to instruct youth possesses a vast fund of knowledge systematically disposed in a well-balanced mind, a thorough acquaintance with mental and moral philosophy, and has due control of himself under all circumstances; he is quick to perceive the leading traits of character, and knows how to develop all that is true and noble in his pupils, and how to subdue that which is evil. Very many who are teaching to-day are lacking in the knowledge and practical training which the profession should demand. Employers are obviously to blame for this, for whatever the public demands and is ready to pay for, is sure soon to be found in the market.

The influence of parents upon their children before they enter the schoolroom often moulds their character for life. When parents understand this and know the worth of an education, they so care for their children, both in and out of school, that the teacher is encouraged and assisted in his work. But if they consider the school a convenient place to send their children to get them out of the way, or if they know not the value of an education, the teacher perceives it at once, and feels keenly the lack of sympathy on the part of the parent, which is manifested by the conduct of the child.

Many parents, in order to gratify the whims of their children, request teachers to allow them to pursue studies out of the usual or prescribed course, regardless alike of wholesome rules and educational sequence. A few such requests granted would completely unclassify a school. Others wish to have their children excused from pursuing certain studies, on the ground that they are not practical; they indicate their desires to teachers by a written request, which almost invariably have *d* in oblige, and the pronoun of the first person figures very modestly in a small letter. Ought these *i*'s to have any authority in school matters? Surely they should not prescribe the course of study. While there are few who wish to have their children liberally educated, there are fewer who are anxious to have them receive moral instruction. Many parents seem to think that education is wholly of the intellect, and has nothing to do with the moral faculties. He who has not learned the duty which he owes to God and to his fellow men, is very poorly educated.

Many of our committees have not a sufficient knowledge of the duties of the positions which they accept. They are chosen from all trades and callings, and are elected, in many instances, not for any especial adaptation for the work, but because they are supposed to be enough interested in schools to work for nothing; the consequence is that some are grossly ignorant, while others, although well educated, have very little practical school knowledge. The people who elect the committees are responsible for this; it is their duty to raise money enough to support a committee, and then to hire some one able to do a committee's work.

To avoid collision between teachers and employers, every teacher should be answerable to a skilled educator for the manner in which he performs his work. Competent supervision alone can make our schools what they should be. Parents should feel that all educa-

tors are working for the good of their children, and should strive in every way to assist them. Upon teachers fall the principle burdens of educating the rising generation; and hard, untiring labor, with patience, hope and prayer, must be his who would succeed. All must stand shoulder to shoulder in the great warfare against ignorance, keeping ever in mind that they are striving for the same great end, which is such a development of all the powers of the youth of this generation, as will cultivate their capacities for true happiness, and thus open to them extended fields of usefulness.

QUALIFICATION OF TEACHERS.

By D. L. SMITH, Principal Johnson School, Topsham.

To be well qualified to fill any vocation of our choice, is important; and especially is it so in the vocation of teaching, the importance of which cannot be overrated. He who assumes the office of a teacher should well consider the immense responsibility which rests upon him. He should fully understand the nature and magnitude of the duties he assumes, that he may correctly judge of his own fitness properly to discharge them. No one should attempt the performance of any important work without well grounded assurance of his ability to prosecute it to a successful and satisfactory issue. To attempt the construction of a piece of machinery, without a proper knowledge of the nature of the work to be performed, would be considered foolishness—a trifling error might render useless the work of months. What sensible man would take the command of a ship freighted with valuable merchandise and more valuable lives, without a knowledge of the principles of navigation and seamanship? A slight error in calculation might be the cause of the loss of thousands of dollars and hundreds of human beings. What wise man would undertake the training of a young and spirited horse, without some understanding of the nature of the task to be performed? A wrong course might render worse than useless a beast that, if rightly trained, would be of great service.

If, then, care, prudence, judgment and wisdom are essential to the performance of these minor duties, how can we attach too much weight to the high qualifications and skill of him who is to train and educate imperishable minds of the young? If the work of him who engages in the polishing and adorning jewels and precious stones is considered important, how much more so is the

work of him who is called to the polishing and ennobling of those priceless jewels which are so confidently resigned to the influence of teachers! To teach *well*—to elevate the mind of the young and impart to them right principles, and send them from the school-room in a suitable state to enter upon the practice of what they have learned, and be active and useful members of society—is one of the most important tasks which any person can undertake. I know of no position in life in which so much influence is exerted, either for good or evil, as in that of the teachers of our common schools; and I hardly know of any other position in life for which so little time is spent in qualifying a person to fill. I shall contend that it is not enough that a teacher *merely* have a knowledge of those branches that the laws of our State require of him. In addition to a thorough knowledge of all the branches in which a teacher is expected to give instruction, he should have, at least, some knowledge of those branches that have a bearing upon them, thus enabling him to present his instruction in the most interesting and pleasing manner.

It may not be amiss here to speak of some of the particular branches of a book education which may be deemed essential. Every teacher should fully understand all the elementary sounds in his language, and how they are made; and be able to give to every syllable a clear and distinct pronunciation. He should be able to spell correctly. Bad spelling looks worse than bad penmanship. To be a good reader is important. To be able to read well implies a quick perception of the meaning as well as a proper enunciation of the words. It has been somewhat popular for young persons, as soon as they leave the town school, if not before, to take up the study of the higher branches or the dead languages, even when preparing to teach, to the entire neglect of reading and spelling. To be popular they think they must study something uncommon, while to them the very first elements of their own language is uncommon—so uncommon that they do not know and cannot tell anything about them. That which is more practical is fast becoming more popular, and I apprehend that the day is not far distant when that which is most practical will be considered most popular. Every improvement in our educational system seems to bring that day nearer at hand.

I would not here be understood to denounce *everything* that does not at once seem most practical. There are many things which serve greatly to discipline the mind and enlarge the thought; and

in fitting ourselves for any profession, we should select those studies which will at the same time be practical and discipline the mind too. It has been somewhat popular to be a scribbler rather than a good penman. A teacher should be a good penman, that he may impress upon the minds of his pupils, by practice as well as theory, the great importance of doing all their work accurately and plainly. How many people write letters and other documents so miserably and illegibly that they cannot be found out without the greatest difficulty !

Sometimes very ludicrous and annoying mistakes are made as the result of bad spelling and indistinctness in writing. It may not be necessary that a teacher be able to tell where every brook in Europe empties, or where every bog-hole in South America is located, or even what is the precise population of every city and town in the world. But he should understand the principles of geography, both physical and descriptive. Arithmetic is used every day in one's life, therefore a teacher should be entire master of it. He should understand it so well that he can teach it thoroughly, though all text-books be excluded from the school-room. He should know it by principles, rather than rules and facts. Algebra and geometry are essential ; they help one to better understand arithmetic, and also serve to discipline the mind.

A teacher should not only understand the rules of grammar and be able to teach it well, but he should be correct in the practice of it. He should be careful that his language, both oral and written, be in conformity to the rules of grammar. If he is correct in the use of his own language he has a greater influence over his pupils, and he will command more respect from them. To be successful in teaching grammar, especially to young pupils, it must be taught, to some extent, orally. The teacher, by his oral instruction, may make that which would otherwise seem dry and uninteresting, interesting and pleasant. Children who are taught entirely from the book, without careful explanations of the rules and definitions, sometimes get curious ideas. Book-keeping, philosophy, chemistry and physiology are all important. A teacher should understand the structure of the human system, and how to promote its growth and health. He should see that his school-room is properly ventilated, and that his pupils have healthy exercise ; and in order to do this effectually, he must understand something about the body and its functions.

I have thus gone through with a list of some of the studies

which it seems to me that every good teacher should be well acquainted with. Text-book qualifications are not all that is to be desired. A teacher should be a person whose mind is well stored with general information; his mind should be a *fountain* and not a *reservoir*. His knowledge should gush up of itself, and not have to be drawn up, as by a windlass. He should be a man of the world as well as of books. He should be a scholar of some breadth as well as depth. He should know something more than the mere routine of study, and not a man whose half dozen ideas rattle in his vacant cranium, like shrunken kernels in a pea-pod. A person may have a thorough knowledge of all the sciences, and his storehouse of knowledge well filled with general information, and then make almost an entire failure in the business of teaching. He must have aptness to teach. He must possess the ability to communicate what he knows to others; and make that which seems difficult, plain and simple. He must be able to govern well, and in order to do this he must be able to govern himself, so that he can control his temper under the most provoking circumstances. It is said, and with some degree of truth, I think, that a man who has not acquired a thorough ascendancy over his own passions, is an unfit and unsafe person to be entrusted with the government of children. As much is taught by example, and especially by that of the teacher, it is important that his example be good; that he be a model in all things. His manners, character and appearance are all the subject of observation, and to a great extent, of imitation, especially by his pupils.

It has been said, "that man is a bundle of habits, and happy is he whose habits are his friends;" hence the importance of a person's attending carefully to the formation of his habits before he becomes a teacher. He should be a person whose example parents will not be afraid to have their children pattern after. Teachers are sometimes heard using vulgar and profane language, and that even in the presence of their pupils. Our school laws do not consider a person fit for a teacher, who is in the habit of using such language. No parent wants such examples set before his children. It is said, "As is the teacher so will be the scholars." The teacher, then, should be a person of correct moral principles, by practice as well as by profession.

There has been a feeling in the community that anybody can keep school, even if he cannot do anything else; and schools have been kept, while few have been well taught. They have been

kept from true knowledge. An eminent educational writer once said, "Every stripling who has passed four years within the walls of a college; every dissatisfied clerk who has not ability enough to manage the trifling concerns of a common retail shop; every young farmer who obtains in winter a short vacation from the toil of summer; in short, every young person who is conscious of his imbecility in other business, esteems himself fully competent to train the ignorance and weakness of infancy into all the virtue and power and wisdom of maturer years—to form a creature, the frailest and feeblest that heaven has made, into the intelligent and fearless sovereign of the whole animated creation, the interpreter and almost the representative of Divinity!"

The lawyer goes through a thorough course of preparation before he is admitted to the bar. The physician pursues a course of reading and lectures, and sometimes almost *starvation* when he first hangs out his sign, before he is called upon to administer to the sick. But it has not been so with the teacher. He to whom is intrusted the training of the human mind, the formation of character. He who has the training of those who will some day be our leading men, has no difficulty at all in preparing himself for his profession. A few weeks' or months' study, and that perhaps by accident, prepares him for one of the most responsible stations we have.

Neatness and order are essential. These qualities, or their opposites, are taught in every school—by the example of the teacher if in no *other* way. A neat and orderly looking school-room is pleasant to look upon. Perhaps you have visited school-rooms where everything seemed to be in disorder. The floor, if you could see it at all, looking as though it had not been swept for months; the desks covered with books, scattered here and there; some open and some half shut, just as they happened to be when their owners blundered or tumbled out of their seats; the water-pail in one corner of the room and the dipper in the other, and the seats and halls all scarred and marked up. If you have visited such a place as this, you probably found the teacher stretched back in his chair in the most awkward manner possible, with one foot on the chair round, and the other, covered with mud, perhaps, upon the table—he being specimens of any theory but neatness and order. You can easily judge what would be the exemplary teachings of such a person. Some of our teachers, though very few I trust, have got into the filthy and disgusting habit of using

tobacco. Of all disgusting and filthy habits, this is the worst; and sometimes teachers use this filthy narcotic in the presence of their pupils, and even in the school-room during school hours. I once heard, on good authority, of a school where all the boys learned to chew tobacco in one term, just from the example of their teacher. The only safe guide in regard to all vicious practices is—"touch not, taste not; handle not;" and especially is it true of this habit, which we cannot call beastly, because there is not a natural beast in creation that stoops to indulge in it.

Teachers should have a zeal and love for their profession. To teach well, a person ought to love to teach. No person does credit to himself, or to those whom he serves, in a business he hates. Every person should regard his profession with pride, if it be an honorable one,—and who has higher motives, or a better right to do this, than the professional teacher? He should feel that love and regard for his profession that will inspire him with new energy and enthusiasm, and enable him to triumph over its difficulties and glory in its charms. In order to the greatest success in making a school lively and interesting, a teacher should be, in the language of another, "a man of ingenuity and tact, of various resources and expedients, and not a helpless creature of custom, plodding on day after day in the same old path, like a horse in a bark-mill. He should be a sort of a locomotive patent office, full of all sorts of inventions."

It may be said, and with some shade of truth, that the teacher cannot afford the time and expense of acquiring all these qualifications, that the profession does not pay enough for the trouble. But we can hardly expect the people to pay more until they find the article worth more. Let us then, as teachers, strive to improve ourselves, and show to the world that we are worth more. Let us be diligent and persevering in our noble work, that we may be better qualified to discharge the duties of that great and important trust which may be committed to our care. Let us work on until we reach the highest eminence of which we are capable, animated chiefly by the great moral recompense which every faithful teacher may hope to receive.

NATURAL HISTORY IN PRIMARY SCHOOLS.

BY REV THOMAS HILL, D. D., Portland.

The course of studies in our schools and colleges, was usually the accidental result of a temporary, unstable equilibrium between contending forces, that would crowd in pet studies, or books in which influential parties were interested. But it ought not to be accidental; it ought to be deliberately formed upon broad principles. Therefore, Dr. Hill would not advocate and press Natural History in itself and by itself, but as part of a general scheme. The substance of the remarks which he was about to make was, in fact, contained in two chapters of a little book on the "True Order of Studies," just about to be published by G. P. Putnam's Sons. In that book he had endeavored to do justice to all the mental faculties, and to all possible branches of study, by determining the principles which govern the actual acquisition of knowledge and skill, and which ought, therefore, to govern our course of education.

In a broad and true scheme of education, such as every child in a free country should receive, natural history had its part; and he here used the phrase natural history in its most limited extent, embracing Botany and Zoölogy, past and present. The physiology of plants and animals ought to be reserved for high schools and colleges, because physiology requires more preliminary knowledge than can be acquired before the age of 14 or 15. But the classification of organic beings depends almost altogether on form and structure, which the youngest child can perceive. The child should study the objects themselves, not text-books. Dr. Hill had been for thirty years preaching a doctrine, which might seem strange to some, that the business of a teacher was to teach; not merely, nor chiefly to examine whether the pupil had studied a certain book, but to teach. And the first thing to be taught (so far as mere intellectual education is concerned), is to teach the child to observe nature for himself. The ordinary schooling for young children is strangely perverse, in trying to withdraw the child's attention from nature, the text-book written by Infinite wisdom, and fasten it exclusively on weak and trashy writings of inferior men. Spelling books, mental arithmetics, and primers, were as great an injury to children's minds, as close air, forced inaction, pie crust, candy and pickles, tea and tobacco, to their brains and bodies. Around even city school-houses there are

many plants and animals; and in the country, an unlimited abundance. In the city schools there should be growing house plants, together with pressed plants, and cases of insects. The child should be first drawn to observing and pointing out peculiarities and differences in these objects; then to drawing those of simplest form; meanwhile, he easily learns the names of the species, and perceives the family resemblances. The family is usually a still more distinctly marked group than the genus, and thus may be learned first; good examples of teaching these things may be found in "Evening's at Home," in the lessons on Umbelliferous plants, on compound flowers, on pines and firs, etc. By having the children, of country schools especially, bring in the common flowers and weeds of their neighborhood; by leading them to examine and compare their flowers and seed vessels (and to some extent their foliage), they can without the slightest strain upon their mind or memory (provided you banish the worse than useless spelling books and mental arithmetics), learn before they are fourteen, three or four hundred common plants, refer them to their families, and tell the principal uses of each family.

Spelling is taught by simply reading classics, like Mrs. Barbauld's Hymns in Prose, and Maria Edgeworth's Early Lessons, etc., and by writing. Arithmetic should be taught first by beans, afterwards by the slate; and Warren Colburn's First Lessons may be given with advantage at the age of 13 or 14—not earlier than 12.

Animals would not stand still to be observed, like plants; but the child might learn to recognize thirty or forty species of birds by their notes, and by sight; and become familiar with the orders of insects, and with some of the principal families. There were many entertaining books upon various branches of zoölogy, but he had a great fear of recommending books, lest the teacher and the child should forget that one of the great objects in studying natural history is to learn to see nature for yourself. Of course the teacher must be guided by text-books; and of course the child must be guided by the teacher, and saved from the hindrances and injury of drawing for himself hasty and false conclusions, from hasty and imperfect observation. This the teacher can do by judicious, skillful questioning and by kind but discriminating and searching criticism upon the child's reports of what he has seen, whether those reports are made in words or in slate and pencil pictures. Not that the drawing was to be limited to the slate, the

lead pencil and paper; the crayon and blackboard were also indispensable to drawing, as drawing is indispensable in education. But to get the highest results from drawing, with young children, you must be sparing of copies and sparing of invention, and rather rely at first on simple, natural object—a leaf, a shell, an acorn, a bug, a moth, omitting in the latter the detail, at first, and aiming at correct form. Thus alone would drawing become an efficient means of training the power of observation. In giving names to plants and animals, the teacher should be careful not to mislead; let him say American robin, American lark, poison ivy, lest the child confuse our wandering thrush with the English red-breast, or the dolorous piping of our lark with the song that drew out Wordsworth's exquisite verse. Many of the popular names of plants, birds and fishes are in a similar state of confusion, and even persons of high culture fall into or aid the perplexity. Many New England people think that Bacchus was crowned with ivy, (*hedera*) because ivy (*rhus radicans*) is poisonous. Wilson Flagg, in one of his interesting volumes, entwines bitter sweet (*solanum dulcamara*) with false bitter sweet (*celastrus scandens*), in a manner that might confuse Ariadne herself. Ralph Waldo Emerson speaks of "blinding dogwood," (*rhus veneratum*) and no reader of the Middle and Southern States can imagine why he should call dogwood (*cornus Florida*) blinding. Dr. Hill thought that distinctive names, even if they sounded learned at first, would soon become as familiar as geranium, fuchsia, althea, crocus, violet and rose, all of which were scientific names, now popularized. He could not fear that such names would injure the appreciation of beauty. He believed with Emerson, that "Nature never became a toy to a wise spirit." The wisdom and beauty embodied in each specimen of organic life is "not only vast, but infinite," so that there is no possibility of exhausting it.

Whether a child pursued natural history in after life or not, the study was important for the intellectual discipline which it gives. In the erroneous education of the present day, intellectual discipline is supposed to be needed only for the reasoning powers, and to be so much needed that one New England author has purposely made the grammar of the French language much more complicated than it is made by native grammarians, for the avowed purpose of furnishing intellectual gymnastics to the students! But discipline is more needed and more important for the powers of observation and imagination, than for those of reasoning. Patient

exactness in observation, detecting minute differences and minute likenesses, and seeing co-existent likeness and difference clearly, is a most valuable intellectual habit for a man in any profession; and it is most readily gained by original observation in natural history, carefully conducted. And children are usually ready to observe, and easily led to observe carefully. They are interested in crystals, plants, flowers, insects, shells, birds and beasts; they took no interest in spiritual truths, unless those truths were dressed in material forms.

Nature, like the gospels, speaks in parables to those who can understand the truth in no more abstract form; and children were always eager, on the slightest encouragement, or even permission, to read the parables for themselves. Nor was there any purer or more permanent source of happiness and wisdom, that can be opened to them, than this habit of reverently reading nature for themselves. Physics and natural history belonged to the schools rather than the colleges; in college a young man ought to be studying philosophy, religion, politics, statesmanship; and if he touched physics, it ought to be as a matter of philosophy. As a matter of observation, it belonged (except for specialists) to the earlier parts of education. From their first entrance into school, children ought to be trained in habits of exact and rapid observation and imagination; afterward, to be made familiar with the best established results of sound induction. The best time to cultivate geometric ability and the power of observation, was in very early childhood; and we did a grievous wrong to young children if we drew their attention away from objects of natural history, to fasten it on a false alphabet and on a premature use of the Arabic notation of numbers.

With regard to palæontology, Dr. Hill would only emphatically repeat the warning given by Charles Darwin in the closing paragraph of the "Voyage of the Beagle,"—a warning which Darwin himself, and especially his more enthusiastic followers, seem now-a-days to be disregarding,—that the great danger in geology is the temptation to bridge over the gaps of knowledge with loose and unfounded speculations.

A PLAN FOR THE VENTILATION OF SCHOOL HOUSES.

By W. H. PENNELL, Portland.

In examining our school houses we find the air loaded with impurities, and smelling so offensive that it requires a strong effort to enter while school is in session. Parents but seldom visit the buildings, and know but little of their condition, except by hearsay, therefore it becomes the duty of the teachers to decide upon some plan of ventilation, and to urge the matter upon the people until its importance is understood, and the slight expense incurred that is necessary to introduce fresh air into our school rooms.

A general apathy seems to exist in regard to the whole matter; I can but think, however, that this is more the result of the almost universal failures of the attempts at ventilation than carelessness of the health of the scholars of our public schools.

I believe these failures have been the result of inattention to some of the plainest laws of natural philosophy, and that a plan may be suggested that will prove successful if all its requirements are supplied.

If we examine briefly these requirements we shall find that ventilation consists of the continual flow into a building, and its apartments, of fresh air, in a state to be agreeable as to temperature, and in a manner that shall not constitute a sensible current, and the consequent ejection from the building of spent or otherwise deteriorated air, and this at all times and seasons.

To induce this flow of fresh air some power must be exerted, in other words, expense must be incurred, either to provide blows, fans or air pumps to force the air into the room, and thus press out that already there, or we must induce a current of fresh air by driving out the air already in the room, thus making way for more to enter to take its place. Which ever way we adopt it will be necessary to provide openings for the inlet of fresh air, and outlets for the foul, for opposite currents will hardly pass each other in the same apertures.

Mechanical ventilation is always expensive, and requires constant attention. But we have an unfailling means of moving air by increasing its temperature. If there is an opening from a room into a heated flue, we find a current of air setting in that direction; acting upon this hint, we find that if we provide registers of sufficient area, connected to a ventilating duct in which the tempera-

ture is maintained at a higher degree than the air of the room, there will be a rapid ejection from the room.

It only remains to determine in what part of the room to place these registers, and the provision for the removal of the foul air will be complete. Let us examine for a moment the impurities that we wish to remove, and we may obtain the required information.

In the act of respiration the air becomes vitiated, the oxygen being changed to carbonic acid. This gas when cold is heavier than atmospheric air, but when exhaled from the lungs it is found to be of so high a temperature that it will rise rapidly, and hence the popular idea is that the upper part of the room contains all the bad air, and that it is only necessary to open a register in the walls of the room, near the ceiling, or better still in the ceiling, to have a room ventilated as well as it is possible to have it done.

These registers are generally placed in the walls, connected to a cold flue, sometimes not more than 4 by 8 inches, left rough by the mason and half filled with mortar and pieces of brick, or else in the ceiling, opening into the attic with no connection with the outer air, except the chance opening of a window or a scuttle in the roof.

There is seldom any systematic arrangement for the introduction of fresh air, and consequently none admitted except through the open door, or the crevices around the windows.

Of course there can be no change of air in a room of these conditions, except to be continually growing worse. The law of diffusion acts slowly but surely, and it will soon be found that the air is contaminated in every part. When it becomes so bad as to demand more efficient means to remove the foul air, the opening of windows is supposed to furnish an unfailing remedy. Dropping these from the top will of course let out all the bad air, and then the scholars can go on breathing the pure air until the further accumulation of foul air in the upper part of the room requires the opening of the windows again.

This idea was evidently held by the United States Commissioner to the Paris Exposition. In examining the school houses exhibited by the different governments, he finds the American school houses far excel all others, for the lofty windows not only admit plenty of light, but they can be raised from the bottom or dropped from the top, thus insuring ample ventilation at all times.

It is deeply to be regretted that this conclusion is not based

upon facts. Let us see if we can find the remedy for this failure. It is shown by experiment that beside the carbonic acid exhaled from the lungs, there is thrown off in respiration a large amount of watery vapor. This with the perspiration, and the volatile oil thrown off by the skin, amounts to from twenty to forty ounces in twenty-four hours. This vapor is charged with animal matter and is highly putrescent, and in it we see the source of the vile odors that we find in our unventilated school houses.

When the temperature of air is raised, a much larger quantity of moisture is held in suspension, and since the inhaled breath is heated by the lungs it follows that the moisture from the lungs and mouth will be absorbed; but, as soon as the expired breath leaves the lips it begins to part with its heat; and this causes the superabundant moisture to fall towards the floor. It clings tenaciously to woolen clothing and the hair, so that sometimes we notice the offensive effluvia upon the scholars on their way from school.

Prof. Leeds proves that the expired breath will fall, almost as it leaves the lips, by blowing a mouthful of smoke through a glass tube three feet long and three inches in diameter, laying horizontal. Before the smoke reaches the farther end it clings to the bottom of the tube, and falls at last in a minature cataract to the floor.

Now we can see the action of the open window upon the air of the room.

Air holds moisture according to its temperature; the cold of our winters squeezes the moistures from the air, as one would squeeze water from a sponge. When we heat this air, as we do by our stove or furnace, to a very high degree, we render it excessively thirsty. It sucks up the moisture that has been thrown off, and carries it away in its circulation around the room. Of course the air in this way becomes rapidly impure. When we open a window the cold air from out of doors rushes in, cooling the highly rarified air, thus rendering it unable to retain the moisture it has absorbed. This falls rapidly to the floor, and we can sometimes see it in the form of vapor or fine particles of snow.

As this reaches the zone of respiration it will be inhaled, carrying into the lungs a load of impurities to poison the blood.

The freeing of the air in the upper part of the room of its moisture, and the condensing of the highly rarified air, will give a sense of relief, and this explains the satisfaction expressed by some to

the working of these patent ventilators upon the roofs of some school houses, which, upon being opened, will admit a rush of cold air that will act precisely as that admitted by the windows.

But this is not ventilation. A very small part of the foul air, indeed, will leave by the open window, and we have seen that we ought to change the air so rapidly that even diffusion will not have time to act.

The foul air must be forced out, or drawn out, to make room for the introduction of fresh, and I think when we take into account what has been said of heavy animal matter, thrown off by the lungs and the skin, and the dust that is brought in upon the feet and clothes of the children, and which is so dense as to be seen whenever a sunbeam streams across the room, that we shall be willing to admit that the best way to remove the vitiated air will be to draw it down.

To do this I would place registers in the floor, connected with a chimney by air ducts under the floor, and of sufficient size to carry all that will enter through the registers. These registers must be of sufficient size to remove the foul air as rapidly as may be desired. In the chimney, near the floor of the room, there should be a grate for coal or wood, that can be supplied with fuel from the room, but which shall draw all the air for combustion from the foul air ducts. The grate should not occupy the whole of the area of the chimney, so that more air will be drawn in than will pass through the grate. This will be found necessary in order to obtain the full benefit of the fire. The smoke flue from the heating apparatus should be carried up in the ventilating duct, thus adding to the heat and increasing the draft. When the brick work of the chimney has become heated, but little fuel will be needed to maintain a most efficient current.

Nothing has been said of the introduction of fresh air to replace that drawn off at the floor. If we leave the matter here we shall have those cold drafts from crevices around loose windows and doors which people imagine are essential to ventilation.

We must provide inlets for fresh air; and if the weather is cold the air must be warmed, and if it is warmed it must be supplied with the proper amount of moisture. To do this with those school houses heated with stoves, as the largest part of those in our State are, it will be necessary to bring an air flue from out of doors into the room under the stove. This should be carried up some distance out of doors, in most places, to draw fresh air uncontami-

nated with those impurities sometimes found around our school houses. A damper should be supplied so that air may be drawn from the room when the fires are built in the morning. Around the stove, enclosing perhaps one half of it, should be a jacket of sheet iron, to hold the air in contact with the heated iron, until it has absorbed heat enough to cause it to rise rapidly to the ceiling. As the air leaves the stove it must come in contact with a pan of water, to take up a quantity of moisture. This pan must not be too large, or kept too hot, for if too large a quantity of water is absorbed by the air, it will become supersaturated as it cools by coming in contact with the walls and windows.

It will not be found advisable to enclose all of the stove with the jacket, as we should by that cut off all the radiant heat, and be dependent for warmth upon heat carried by the air. We should in this way have the air hotter than the walls of the room, which is precisely opposite to what we should have.

It will be best to have the stoves very large so that ample warmth may be secured with slow combustion of fuel.

With this manner of withdrawing the foul air our furnace-heated school house would need no change, beyond a careful attention to the size of the cold air box and the condition of the evaporating pan.

In those buildings heated with steam, I would place a sufficient amount of heating surface in the rooms, against the outer walls, and under the windows if possible, to warm the walls and furniture to the proper degree for comfort. To provide for ventilation there should be in the cellar coils of pipe, or radiators, over which the fresh air from out of doors should be carried on its way to the rooms to be ventilated.

This will be found to be the most healthful and pleasant way to warm and ventilate large buildings. For by this a room may be heated to any degree required, while the air need only be warmed to the right degree to produce a current, and may be many degrees cooler than the walls of the room—so that we may be sitting in a room warm enough for comfort, and be breathing cool, invigorating air, that has not been over-heated until its life has all been *baked* out of it.

This is the manner in which the room where we now are is warmed and ventilated, and the system has thus far proved highly satisfactory.

The expense of putting in this system of ventilation need not be large. The foul air ducts under the floor may be of seasoned pine, or of tin, and it will only be necessary to enlarge the chimney to provide a ventilating duct for the ejection of the foul air.

By the plan suggested, we shall get rid of the cold air near the floor, and the difference in temperature between the top and bottom of the room need not be more than three or four degrees. The saving of fuel by this would more than make good the amount required to supply the grate in the ventilating shaft.

You will find it entirely useless to attempt to secure ventilation, sure and certain, from a cold flue. Absolute temperature has nothing to do with this, it is simply comparative. We must have the chimney hotter than the air of the room. It will be found that the plan suggested will work equally well for those times when no heat is needed. The chimney being heated will carry off its load of foul air, and the windows dropped from the top will admit the pure air.

This plan you will find much better than opening windows upon either side for the air to flow through the room. The air will be changed much better, and you will get rid of the dust, which is so annoying at times.

Will it pay? is generally asked when any new idea is advocated. I think it will. When we remember the large number of children that are breathing poison into their systems, that is sure to develop into neuralgia, rheumatism and scrofula—and when we see, as we do every day, the fearful increase of those nervous diseases directly traceable to blood poisoning, the matter of dollars and cents ought not to be taken into account.

That I do not over-estimate the importance of this subject, the reports of the Boards of Health of the different States, composed as those boards are of the most intelligent physicians and scientific men of our country, will convince the most skeptical.

MAINE CHARITABLE MECHANICS' ASSOCIATION.

FREE EVENING DRAWING SCHOOL.

The following report tells its own story. It is a gratifying record of one of the voluntary efforts by disinterested and benevolent individuals in Portland to lift the common mechanic from his round of *drudgery* to intelligent artisanship. The association, looking beyond the narrow limits of gifts for physical sustenance merely, has attempted the experiment of meeting some of the intellectual wants of adults by opening a free school for mechanical drawing chiefly. Knowing as I do the expressed wants of many of our mechanics in this direction—wants that should have been met by suitable instruction in their earlier days in the public schools—I hail with great satisfaction this attempt on the part of our educational friends in Portland to supply these wants, and congratulate them on the success thus far attained. I feel sure that all persons interested in the mechanical and manufacturing interests of our State will join in the ardent and justified hope expressed in the report. As the school is open to mechanics from any part of the State, it occurs to me that the Legislature might very properly extend a generous hand to the Maine Charitable Mechanics' Association, or in some way aid in the establishment of similar schools in manufacturing centers. As towns are now allowed by law to establish evening schools for purposes similar to this school, I have thought it desirable to present this report of a voluntary effort outside of the public school sphere, indulging the hope that the two activities, private and public, might possibly be combined.

Hon. WARREN JOHNSON, *State Superintendent Public Schools, Augusta, Me. :*

Herewith I have the honor to hand you, in answer to your inquiry, and in accordance with a vote of the M. C. M. Association of this city, copy of annual report of their "Committee on School."

It was thought by the association, that as this was the commencement of a new and somewhat important enterprise by the association, it would be well to forward the report, together with statistics, to you, in order that if you deemed it judicious, it might be incorporated in your annual report.

It is the purpose of the association to improve and widen the scope of the school year by year, as experience and their means may warrant. If they shall succeed in their anticipations in this regard, it may be interesting in the future to recur to the small beginnings of what we hope may become a permanent and useful adjunct to our association.

I am, very respectfully yours,

M. A. BLANCHARD, *Chairman for Committee.*

MECHANICS' HALL, M. C. M. ASSOCIATION, April 6, 1876.

For many years it has been a cherished purpose of this association, whenever its means would warrant, to establish a school for instruction in "Architecture and the principles of Mechanics, and for the promotion of the Mechanic Arts," free of tuition to mechanics from all sections of the State. During the past year, feeling that the time had fully come when a beginning in this direction might safely be entered upon, the undersigned were appointed a committee to initiate and superintend, approximately, such a school, to continue through such portion of the winter months as they might deem advisable, not, however, to exceed in cost a specified sum set apart for that purpose by vote of the association.

In order, therefore, to ascertain what, if any, demand for this class of teaching existed in the public mind, and also to cautiously feel the way toward the best methods and most desirable results, and that the school, which it is hoped may be of a permanent character, might be based upon actual experience of practical needs, your committee, judging it wise to commence this enterprise in a limited and inexpensive manner, have confined their efforts this year mainly to such teaching as it was believed would tend to exercise the taste and ability of scholars to execute in an intelligent manner plain geometrical and mechanical drawing, believing that it would be more judicious to commence below rather than above the limit of demand, and as development is held to be the law of progress, the school would thus be left the opportunity to demonstrate its right to be. With this in view, the committee made such preliminary arrangements as seemed to be required, secured as teacher the services of Mr. Alex. Dennett, from the drafting department of the "Portland Company," and gave notice through the public prints that a free school for instruction in drawing and designing would commence its sessions about the middle of November last, and continue thereafter on two evenings each week through the winter months, and also advertised for application by such young men and mechanics as might desire to attend.

At the first session of the school, convened on the evening of Wednesday, November 17th, your committee found, to their great surprise, that some seventy-five persons had applied for permission to avail themselves of the privilege thus extended, a large majority of whom were present. Had there been only half this number the expectations of the committee would have been fully met. It was plain, however, that a school for about fifty scholars must be provided, or that a large portion of the applicants must be disappointed in the realization of expectations excited by the offer of gratuitous instruction in the branches indicated. This number it was at once seen would, with our limited accommodations, prove too large to be successfully taught in one class. Two classes were accordingly formed of about twenty-five pupils each, one of which was appointed to meet on Wednesday evening and the other on Friday evening, of each week.

These classes have been continued through the winter months, closing their sessions on Friday evening last, and under the careful and faithful instruction of Mr. Dennett have made commendable progress. There has at no time been any disturbance or want of attention on the part of the classes, their good behavior on the contrary has been very noticeable. Mr. Dennett has conspicuously seconded all efforts of the committee, and exerted himself to the utmost to render the school of special and practical value to each scholar, and in the discharge of all his duties connected with the school has deserved and receives the hearty commendation of the committee.

The success that has attended the formation and continuance of the school thus far has made apparent the necessity for and importance of such teaching as the association has this year been able to offer to the public, as also for its extension, so that it may ultimately more fully embody the idea that the association had in view in the establishment of this school.

Your committee feel that it is not assuming too much to say that the association has earned the right to congratulate itself that it has now the ability and the disposition to extend to the mechanics of the State such opportunities to improve themselves, at small cost to each, in the branches indicated, instruction in which has hitherto been not only somewhat difficult of procurement but comparatively expensive. As the means of the association increases, its field of usefulness will be proportionately widened; and may we not hope that, in the not very distant future, this little school, inaugurated under such unpretending circumstances, may, year by year, grow to such magnitude and influence as to become not only of good repute in our city and State, but also an acknowledged, not less than important, factor of education in mechanical pursuits.

The expenses incurred by the committee on account of the school have been as follows, viz: For instruction, \$75; janitor, \$49; blackboard, tables, &c., \$30; gas fixtures, \$16.75; stationery, \$3.73; gas burned, \$20; fuel, \$25; advertising, \$9; total, \$228.48. It is proper to say in this connection that the improvement in the gas fixtures made necessary on account of the school, add much to the comfort and convenience of the association, and ought not to be wholly charged to that account; also that the expenditure for blackboard, tables, &c, being in the nature of permanency, will not have to be repeated except at very long intervals, while being owned by the association, it has the right to use them for other purposes, which otherwise might prove sources of expense. Your committee, therefore, believe that the experiment of starting the school has been tried at comparatively small cost, and much useful information obtained to guide those who in future may have in charge and direction this most valuable work of the association. Respectfully submitted,

M. A. BLANCHARD,	} Committee on School.
L. F. PINGREE,	
G. L. BAILEY,	
R. COLE,	

METRIC SYSTEM OF WEIGHTS AND MEASURES.

Many attempts have been made to simplify and make universal a system of weights and measures. The French system seems to be the one approximating most nearly to this end. Various amendments and simplifications have been suggested to this. The following, devised by a citizen of Maine, and favorably received by many good authorities, is presented here for examination by our school officers and teachers. If not complete in itself, it may lead to such a consideration of the subject as shall induce an earlier practical acceptance of some international system far preferable to our present mixed *non-system*.

Reference-Measure is that by which extension, capacity and duration is estimated or determined. *Weight* is the measure of qualities of matter in a body, determined by the force by which it is naturally drawn to the earth. Unit of measure is some quality, and is a standard in measuring a quantity of the same kind. Common Weights and Measures are those in GENERAL USE.

Multiples of the unit are any whole numbers of units to the left of a period (.), and no higher denominational name is used, but the usual numeration is required. Submultiples of the units of each measure are those produced and expressed by prefixing to them the following words, viz: Deci (tenth part, 10th), Centi (hundredth part, 100th), Milli (a thousandth part, 1000th).

All *arithmetical* operations in this system are by the easy rules of decimal fractions. The abbreviated or contracted supplement to the original tables is produced by prefixing the single Latin numeral Centi to the unit, with the ratio or scale of 100 instead of 10.

TABLE I.

NOTATION AND NUMERATION, AND THE APPLICATION.

<i>Money</i> —The unit is the dollar.		<i>Uniform decimal.</i>
Jeffersonian—10 mills make 1 cent (c.)	10 milli-dollars make 1 centi-dollar (c.)	
10 cents make 1 dime (d)	10 centi-dollars make 1 deci-dollar (d.)	
10 dimes make 1 dollar (\$)	10 deci-dollars make 1 dollar (\$.)	
Contraction—Omit mills and dimes, dollars, cents.	Contraction—100 centi-dollars make one dollar=\$1.00.	

TABLE II.

MEASURES OF LENGTH OR EXTENSION.

The principal unit of length is the yard, a brass rod at temperature of 62° Fah. Bar. 30 in.

10 milli-yards make 1 centi-yard	.01 (c. y.)
10 centi-yards “ 1 deci-yard	.1 (d. y.)
10 deci-yards “ 1 yard	1. (y.)

Contraction—Use only the Centi prefix, as 100 centi-yards make 1 yard or unit.

SURFACE MEASURE OR SQUARE.

The principal unit of this measure is the Square, whose side is one yard. Any number multiplied into itself produces a square of that number, as $10 \times 10 = 100$. The scale is uniform.

TABLE III.

100 Sq. milli-yards (m. y.) make 1 Sq. centi-yard,	.01 (c. y. ²)
100 Sq. centi-yards “ 1 Sq. deci-yard,	.1 (d. y. ²)
100 Sq. deci-yards “ 1 Square yard,	1. (y. ²)

Contraction—100 deci-yards=1 square yard.

MEASURES OF SOLIDS, OR CUBE.

The principal unit of this measure is a cube whose edge is one yard. Uniform scale, 1000.

TABLE IV.

1000 Cu. milli-yards make 1 Cu. centi-yard,	.01 (c. y. ³)
1000 Cu. centi-yards “ 1 Cu. deci-yard,	.1 (d. y. ³)
1000 Cu. deci-yards “ 1 Cubic yard,	1. (y. ³)

Contraction—1000 Cu. deci-yards make 1 Cu. yard—1000 being the scale. Thus, $10 \times 10 = 100 \times 10 = 1000$, as any number multiplied into itself twice, produces that number.

MEASURE OF WEIGHT.

The principal unit of Weight is the pound,=7,000 Troy grains.

TABLE V.

10 milli-pounds (m. p.) make 1 centi-pound,	.01 (c. p.)
10 centi-pounds “ 1 deci-pound,	.1 (d. p.)
10 deci-pounds “ 1 pound,	1. (p.)

Contraction of this Table is by using the Centi prefix, as 100 centi-pounds=1 pound.

MEASURE OF CAPACITY.

The unit of this measure is the Gallon, the contents of which shall weigh 8.338822 pounds of distilled water at its greatest density.

TABLE VI.

10 milli-gallons	make 1 centi-gallon,	.01 (c. g.)
10 centi-gallons	“ 1 deci-gallon,	.1 (d. g.)
10 deci-gallons	“ 1 gallon,	1. (g.)

Contraction of this table by using only the Centi prefix to the unit, as 100 centi-gals. make 1 gallon (g.)

CIRCULAR TIME AND LONGITUDE.

The unit of these measures is a degree, or 360th part of a circle. The multiples are: 15 degrees make 1 hour, 24 hours 1 day or circle, $365\frac{1}{4}$ days=1 year (y.)

TABLE VII.

10 milli-degrees	make 1 centi-degree or second,	(c. d.)
10 centi-degrees	“ 1 deci-degree or minute,	(m.)
10 deci-degrees	“ 1 degree,	(d.)

Contraction—100 centi-degrees make 1 degree (°)

GEODETIC, OR LAND MEASURE.

Unit of this is the American foot, or chain of 100 feet.

TABLE VIII.

10 milli-chains	make 1 centi-chain,	.01 (c. c.)
10 centi-chains	“ 1 deci-chain,	.1 (d. c.)
10 deci-chains	“ 1 chain,	1. (c.)

Contraction—100 centi-chains make 1 chain, Geodetic. Gunter's land chain is 66 feet long, so it is chains or links, and 100th.

A D D E N D A.

In this edition we tolerate the Binary divisions of the units when required for commercial or mechanical purposes, thus expressing them in Common and Decimal Fractions, as half, $\frac{1}{2}$ =.50; quarter, $\frac{1}{4}$ =.25; eighth, $\frac{1}{8}$ =.125; sixteenth, $\frac{1}{16}$ =.0625.

1,750 yards, or 5,280 feet, make a mile or section; 4,840 square yards make 1 square acre; 640 square acres make a square mile; 36 square miles make a township; 128 cubic feet make a cord of wood; 40 cubic feet make 1 ton of timber; 2,000 pounds make 1 ton, avoirdupois; 100 pounds is a standard to measure all dry commodities, without regard to quality. 32 gallons make a barrel; 64 gallons a hogshead; 69.77 stat. miles make a degree of the earth.

Nautical—Log line with knots 51 feet apart, with half-minute glass, which is to the knot as the hour is to the mile (or 6,120 feet).

R E V I E W.

We know that the wheels of any great reform move slowly, and that this innovation must abide its time like many other valuable and practical things which science, patience and industry have brought forth. It will be seen that in this work many denominations of the old Babel system are lopped off, and one measure is used instead of many, and that Compound and Complex numbers are wholly avoided, and our text-books may be expunged and renovated of an incubus that has long been tedious, both to teacher and pupil. The English or Saxon terms or words used in this work, “the foot, yard, pound and mile,”—incorporated with the literature and science of the most civilized nations of the ancient and modern world—and are not to be abolished or supplanted by a foreign boasted plan of 1795.

The Addenda, or supplement, containing the binary divisions of the units of measures and decimal value, and also such units of figures as will make the acre, mile, cord, section or township, a ton, or degree, are tolerated and retained till the new system is fully consummated and brought into use.

Here omitting the special testimonials of eminent learned persons, Professors, Senators, State and county superintendents of education, Principals of graded or high schools, Resolves of the State, and Maine Educational Association, as to its merits, we shall only give an extract from the Wisconsin Journal of Education, page 227, which says:

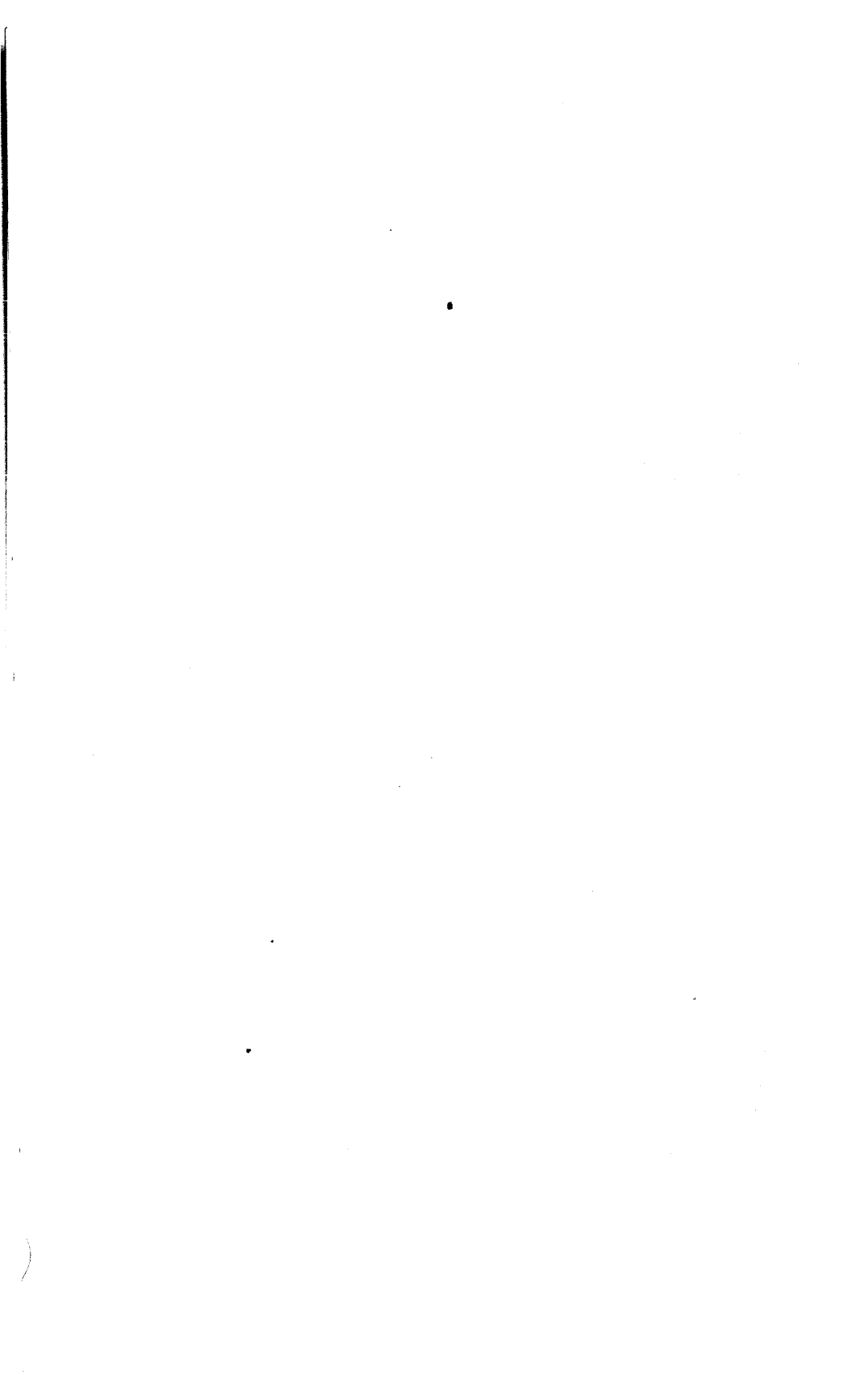
“Mr. Bliss has devised a system which he entitles ‘An Uniform American Decimal System of Weights and Measures—Revised.’ He has received testimonials in its favor from Gov. Chamberlain of Maine, now President of Bowdoin College; Senator Sumner, Prof. Henry of the Smithsonian Institute, and various others. We give his explanation of the system and the several tables.”—*Editors of Journal.*

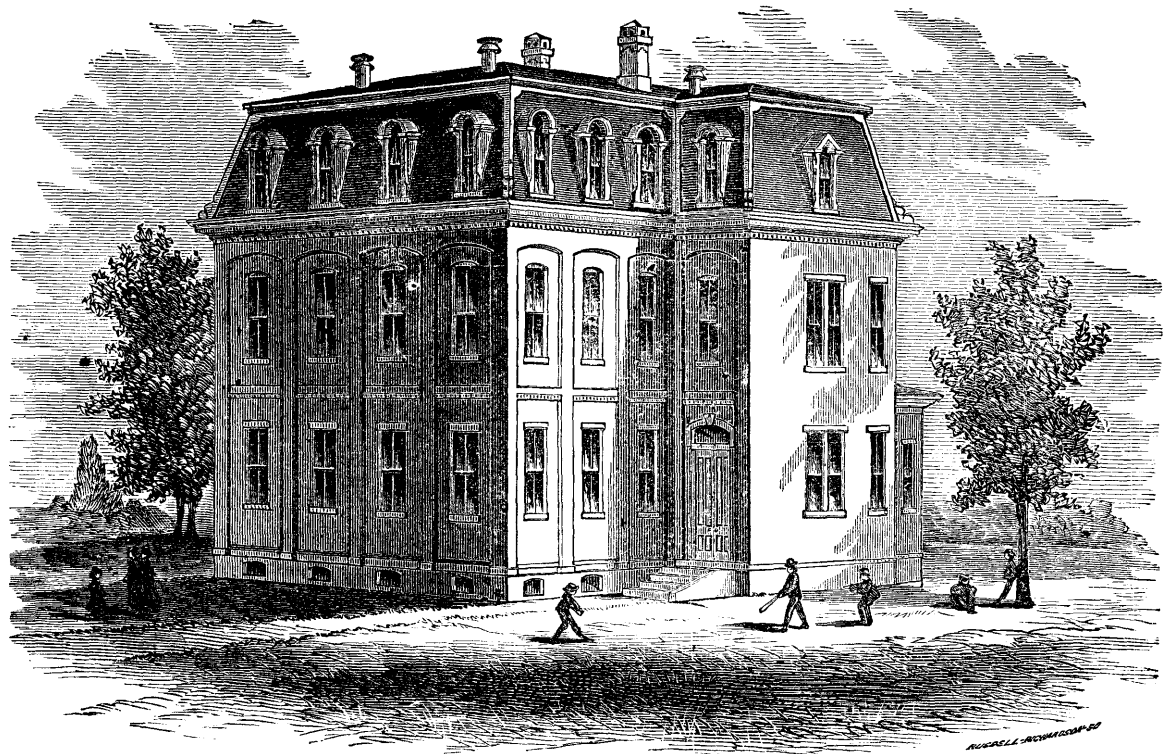
Many of the measures are identical with those of other nations that speak English; and with such they may become international, and are now universal with all that practice Geodetic, Nautical and Astronomical measurements. The scheme will be found uniform, ample and convenient, easily acquired and remembered, the units being mostly the standards of the United States; “and the whole considered by eminent, scientific men of this country, superior to any system heretofore invented.” The use of the familiar units of measures bring this improvement far in advance of any other system.

CONCLUSION.

The public school record of the past year indicates a steady and gratifying improvement in our common schools, and a more intelligent appreciation by the ordinary citizen of the ways and means by which the benefits of popular education may be more widely diffused. The school revenues have been increased and equitably distributed. The Normal Schools have increased in usefulness and in students. The Free High School element has met the higher wants of thousands of our young men and women, our older boys and girls, and may now be said *to be a part of our public school system.* We still need,

1. *Better town inspection of school work.*
2. *Better instruction.*
3. *Free text-books by the town.* (See Bath plan.)
4. Free-hand and industrial drawing in every school, *almost* equally with reading, writing and spelling.
5. Gradual displacement of district system by town plan.
6. Employing of teachers by town officers.
7. Certifying of teachers by county and State boards.
8. Another Normal School.
9. County associations and revival of teachers' institutes under positive regulations.
10. Some form of intermediate supervision between State and town.

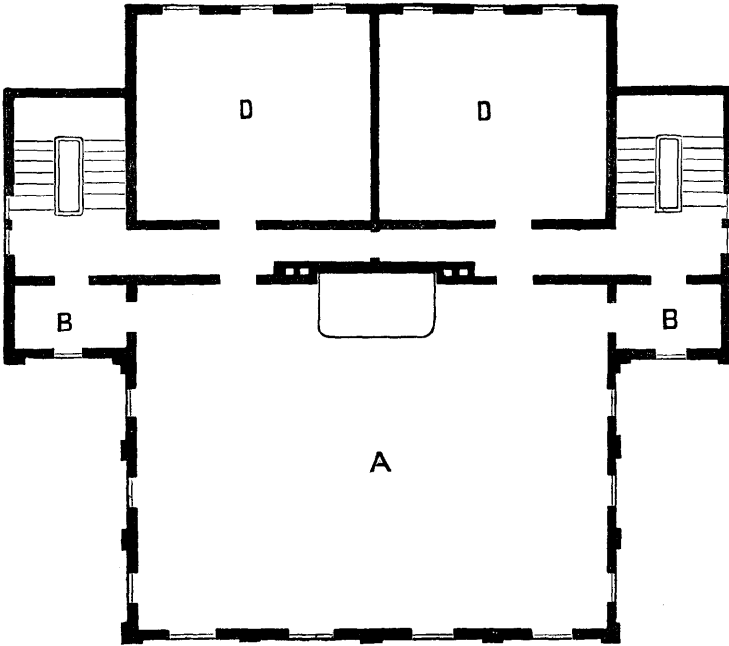




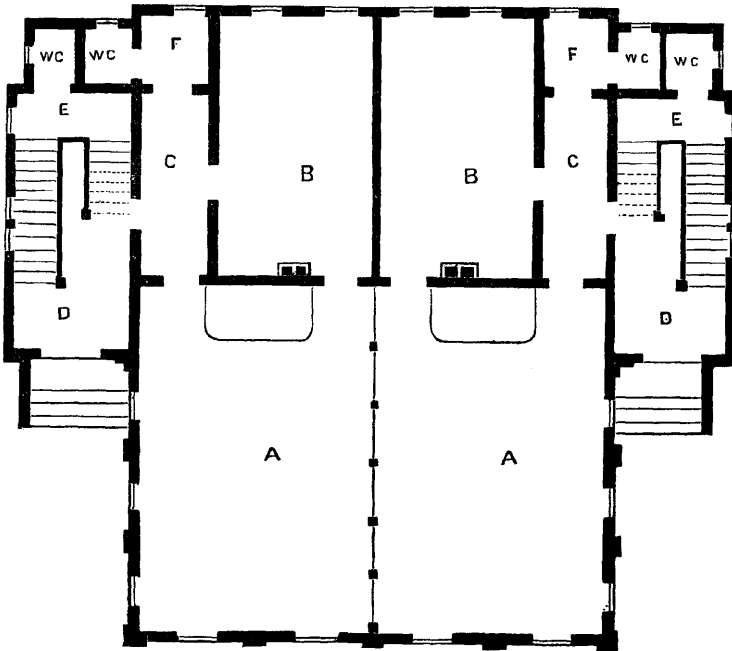
HIGH SCHOOL.

(See School Houses.)

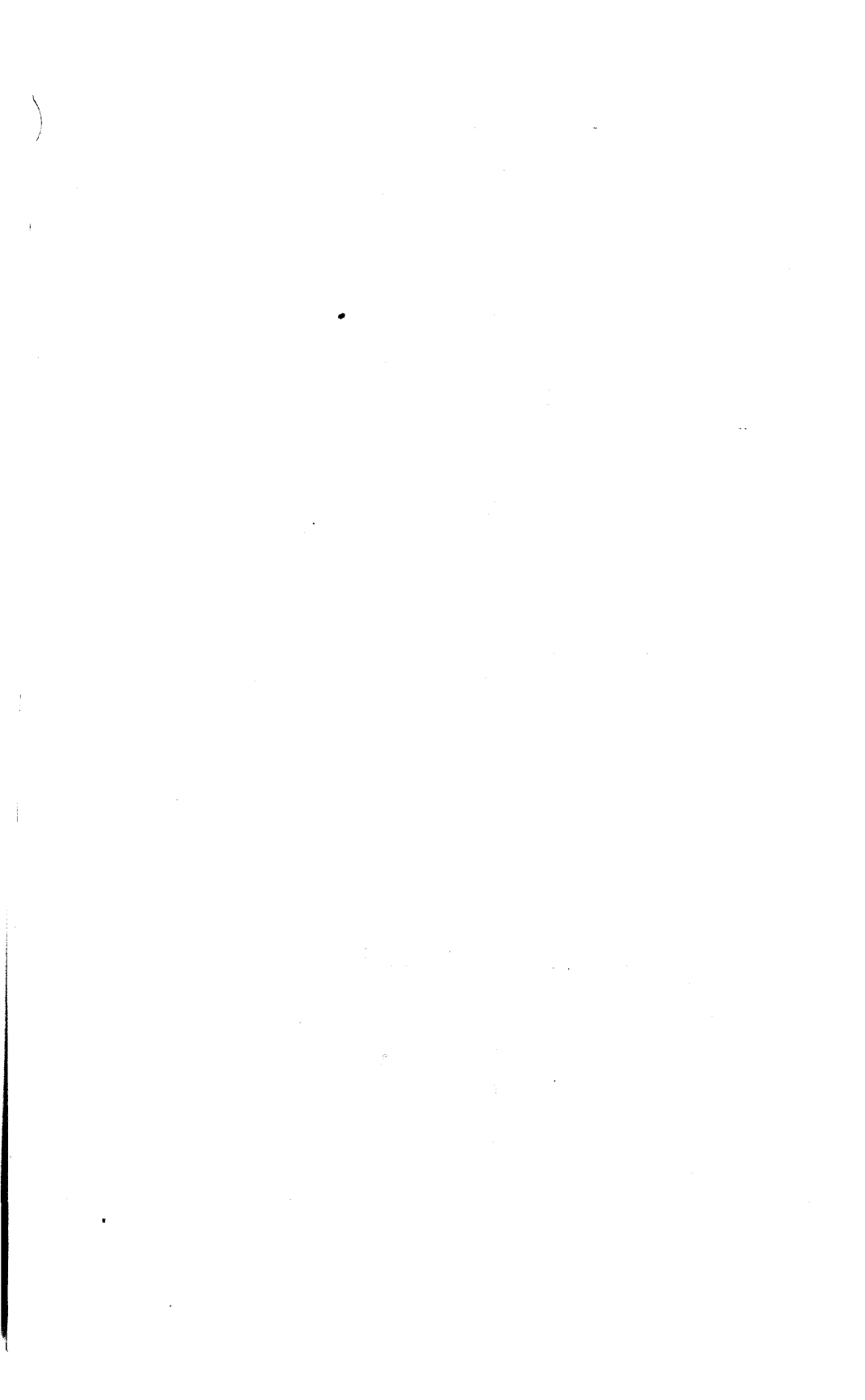
PLAN FOR HIGH SCHOOL.

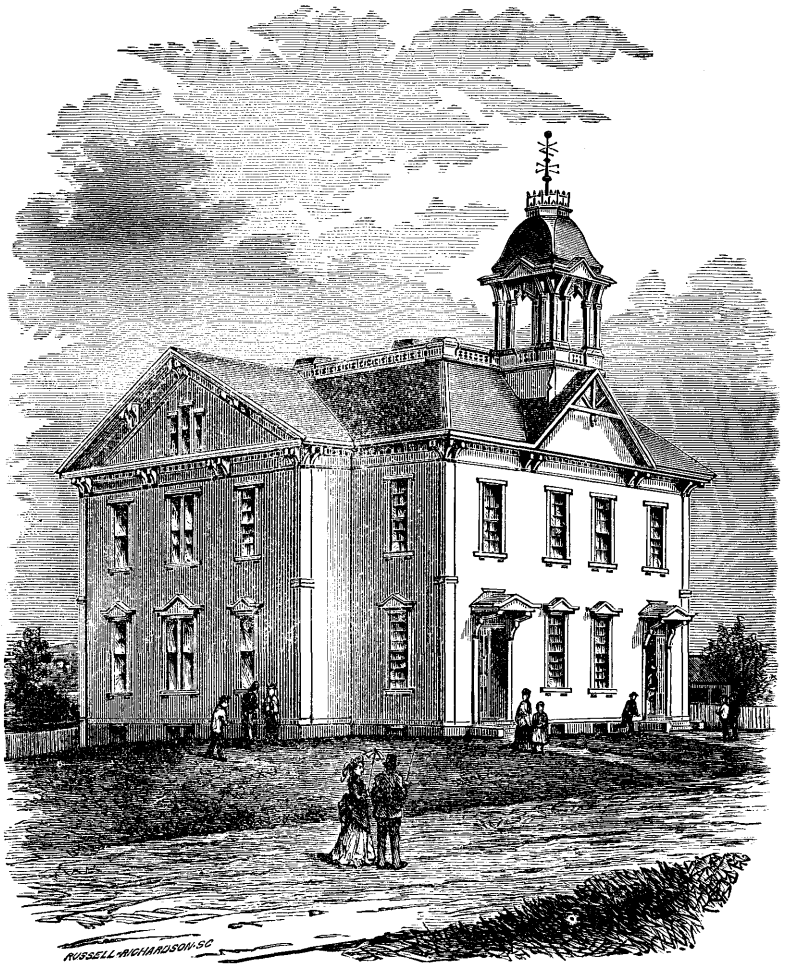


Second Floor.

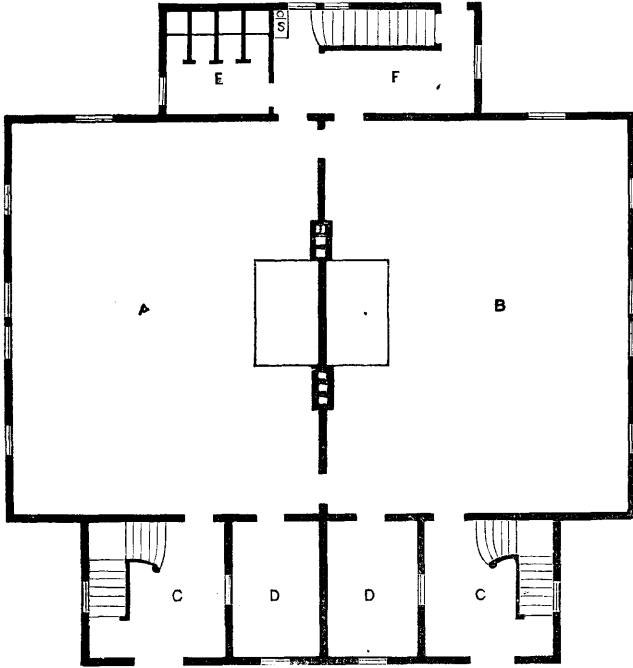


First Floor.

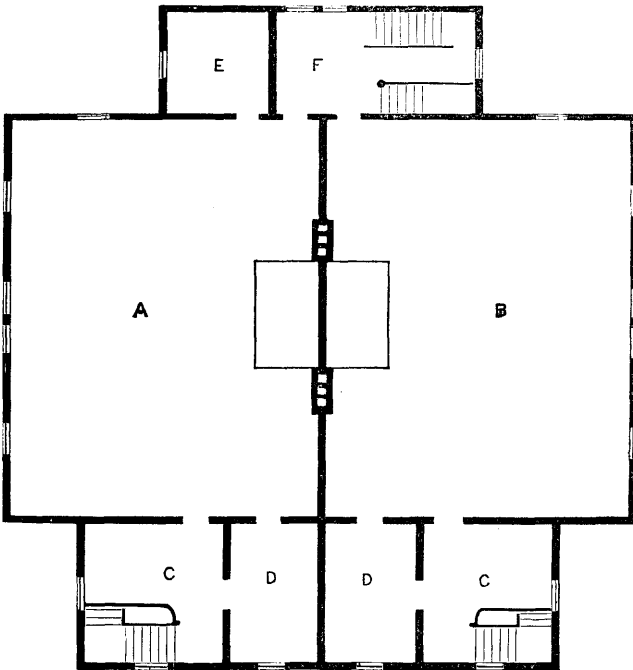




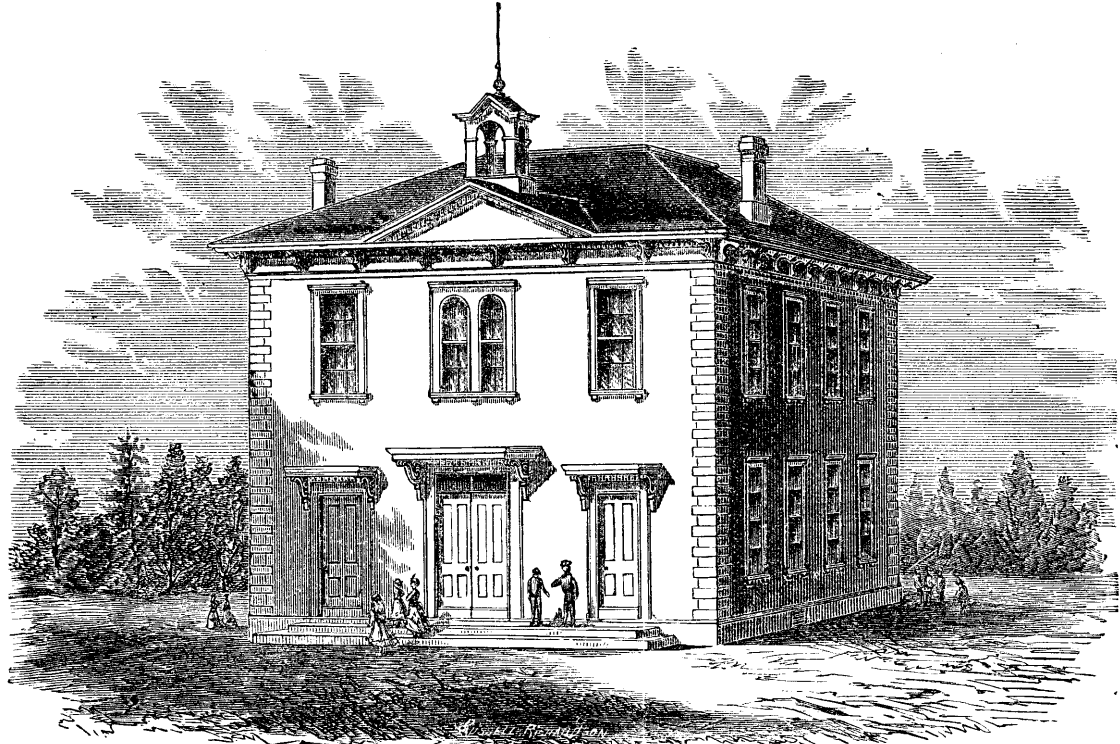
Grammar School House, Winthrop.



First Floor.

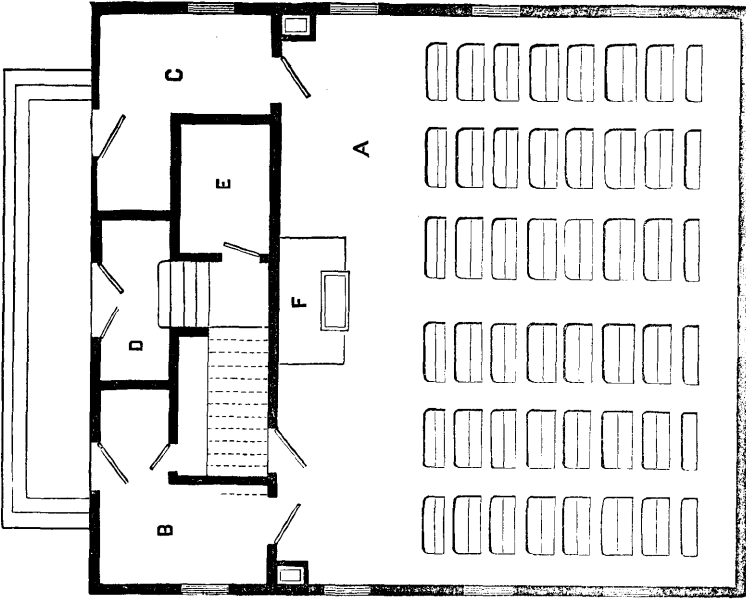


Second Floor.

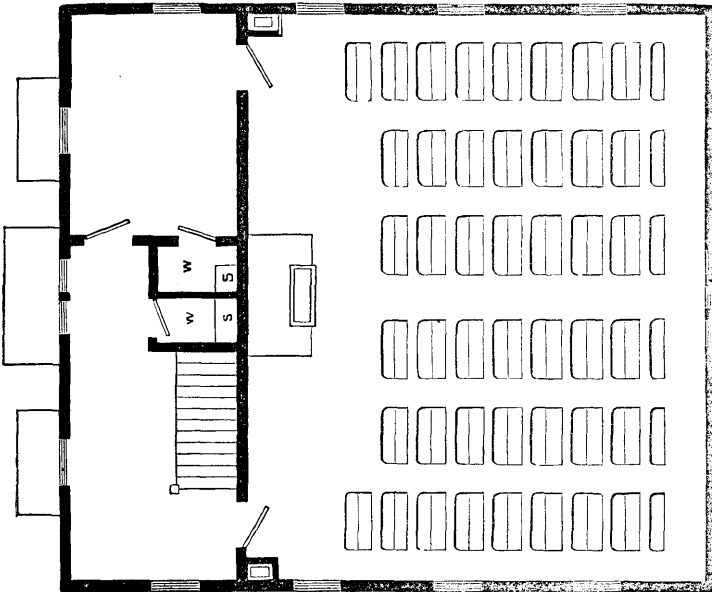


VILLAGE SCHOOL HOUSE, PHILLIPS AND MECHANIC FALLS.

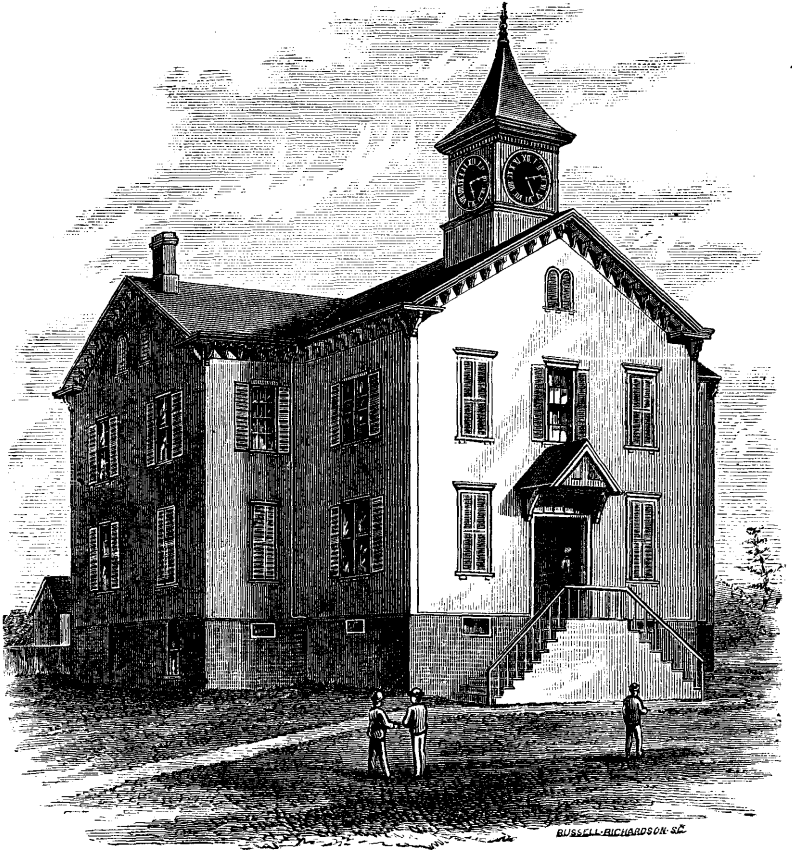
(First Floor.)



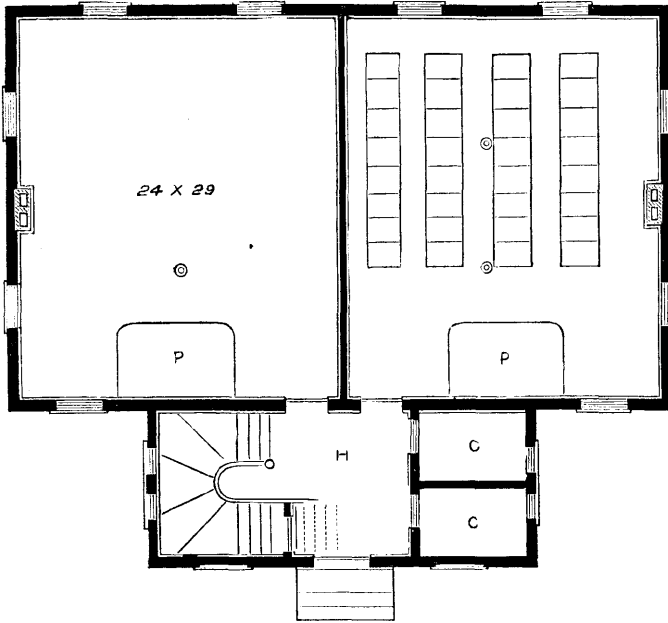
(Second Floor.)



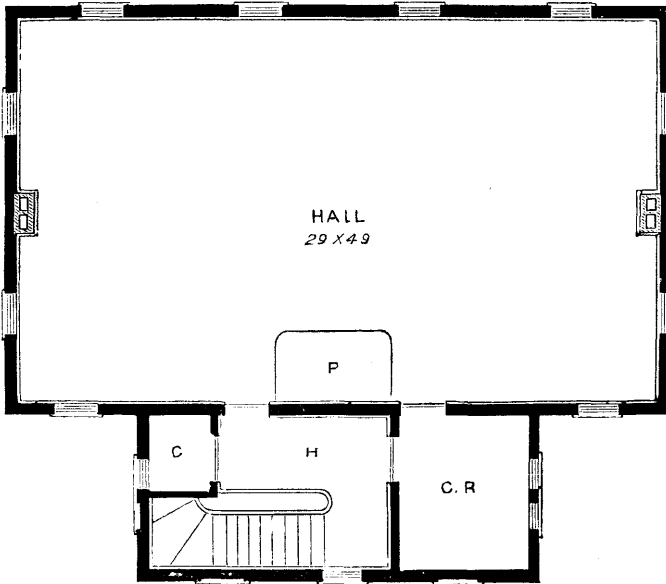
PLAN FOR VILLAGE SCHOOL HOUSE.



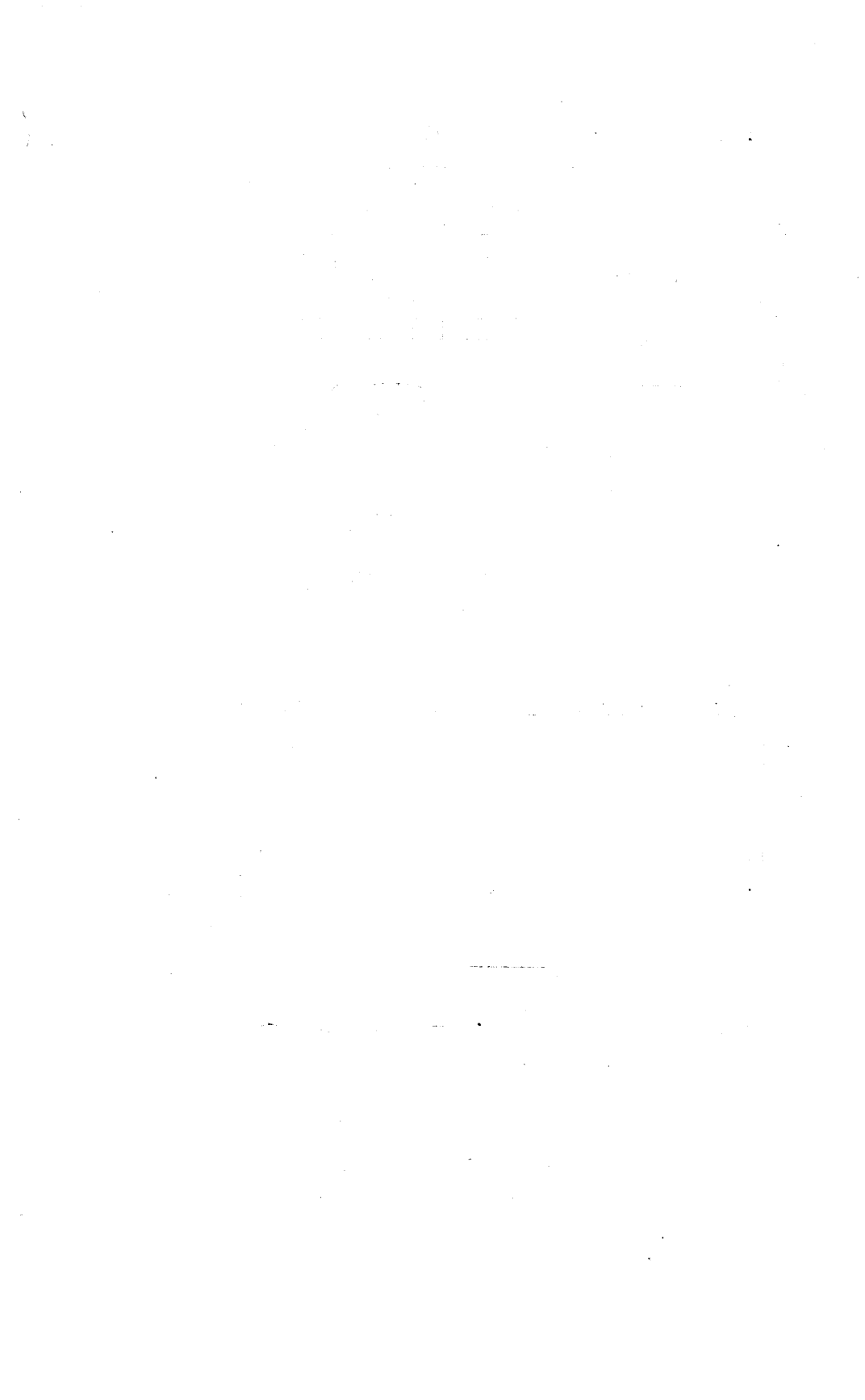
FREE HIGH SCHOOL, BOOTHBAY.

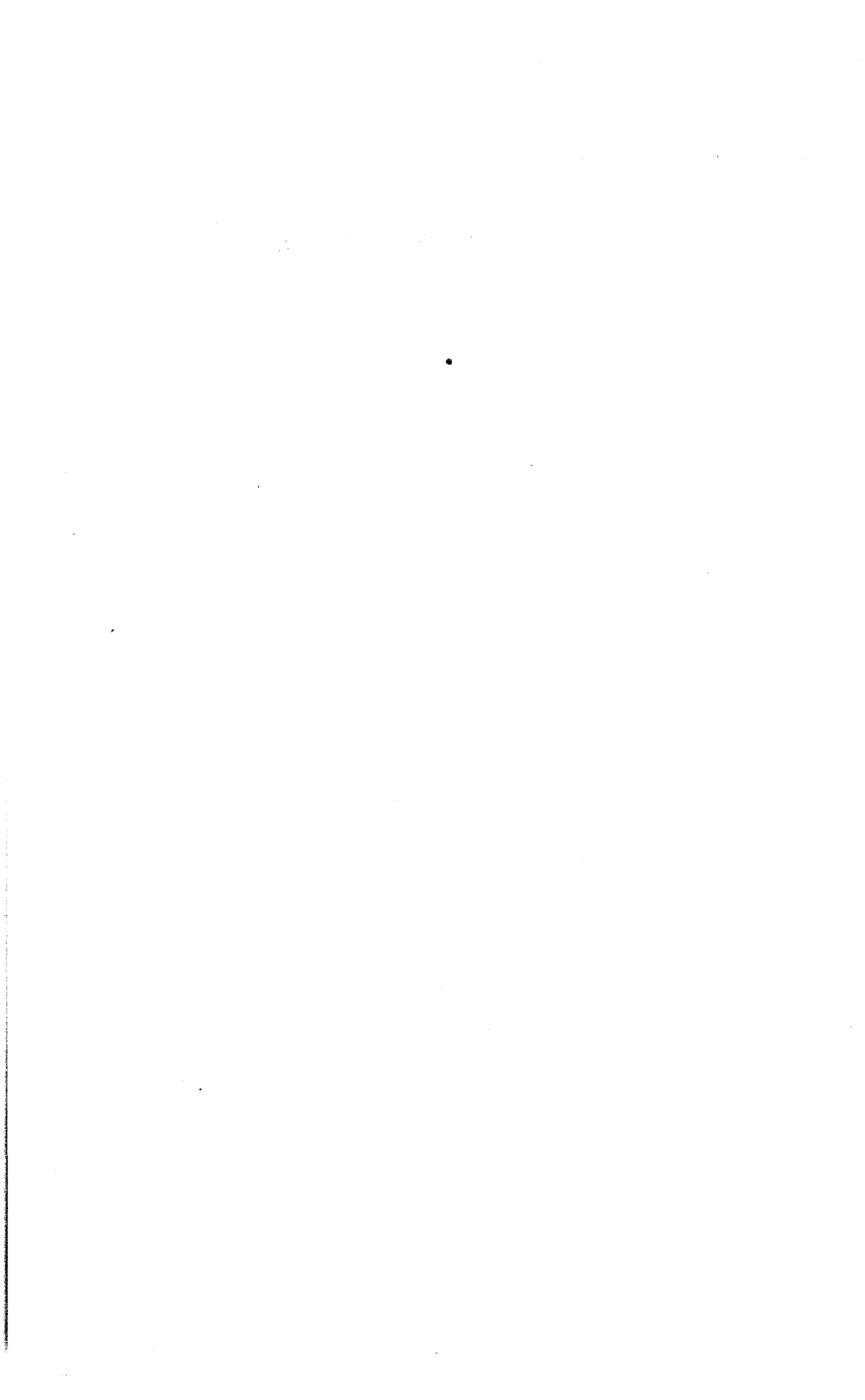


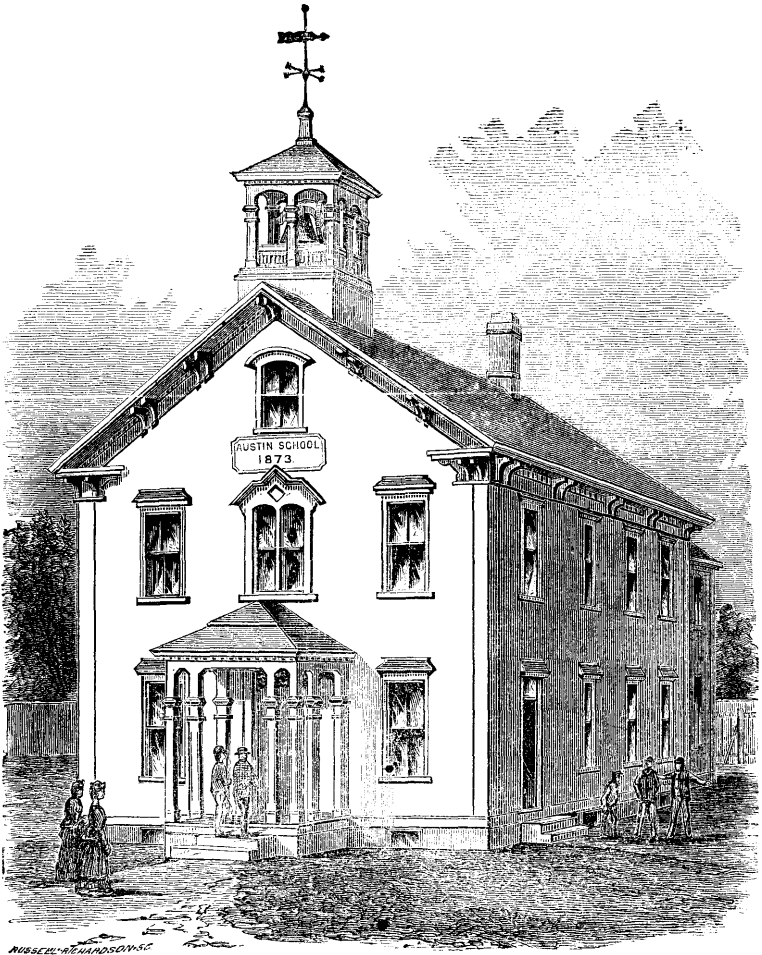
(First Floor.)



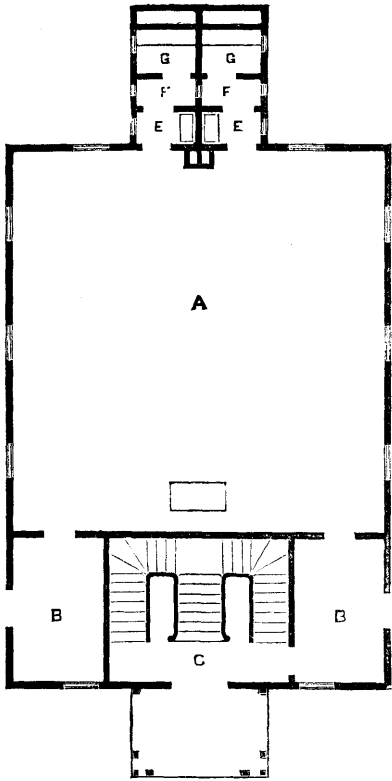
(Second Floor.)



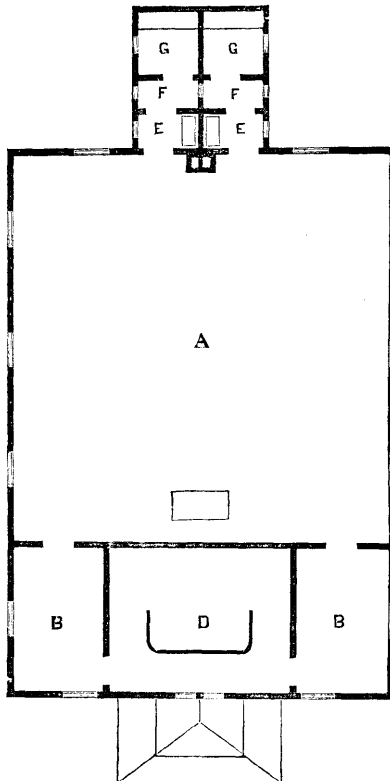




DISTRICT SCHOOL HOUSE, KITTERY.

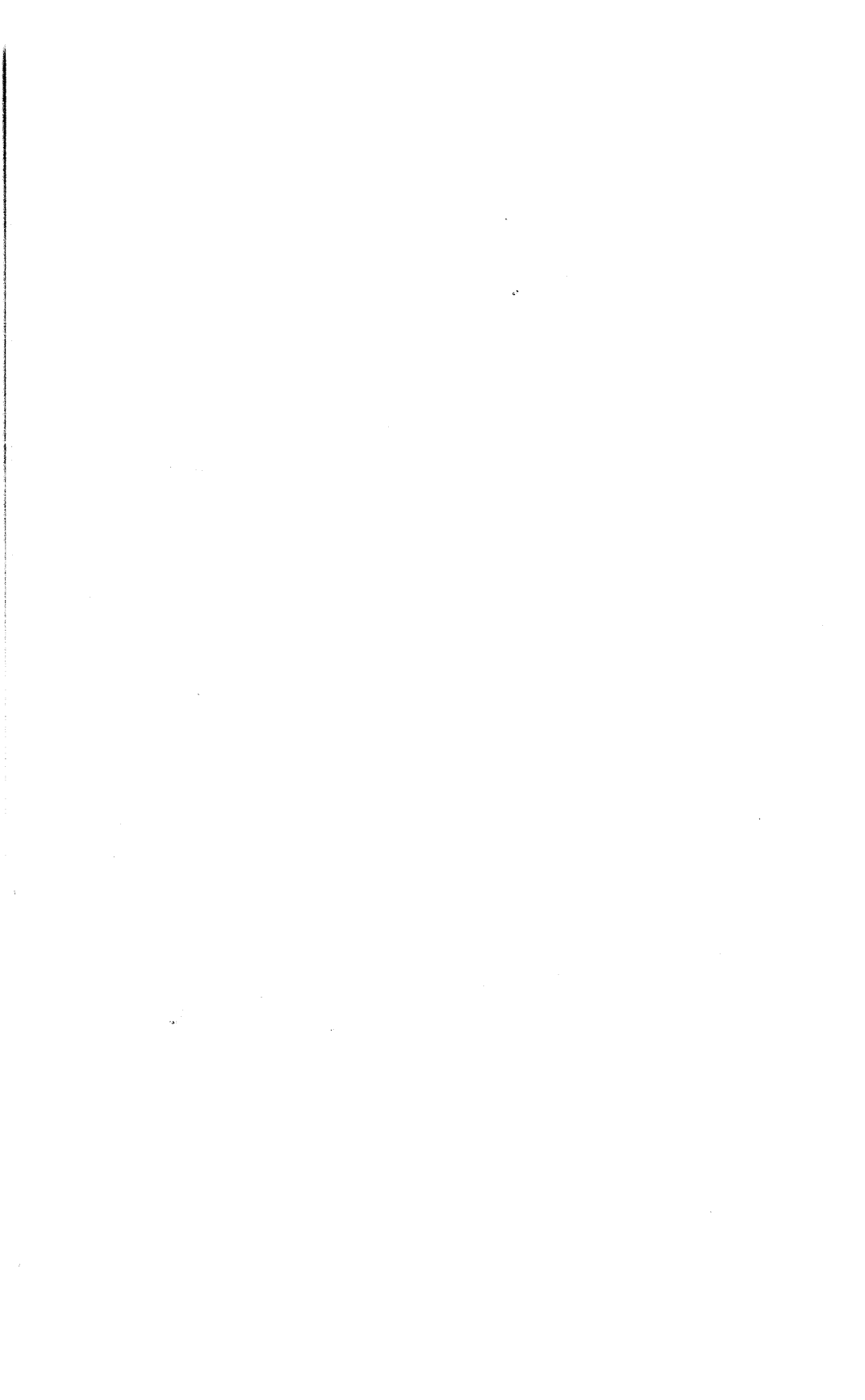


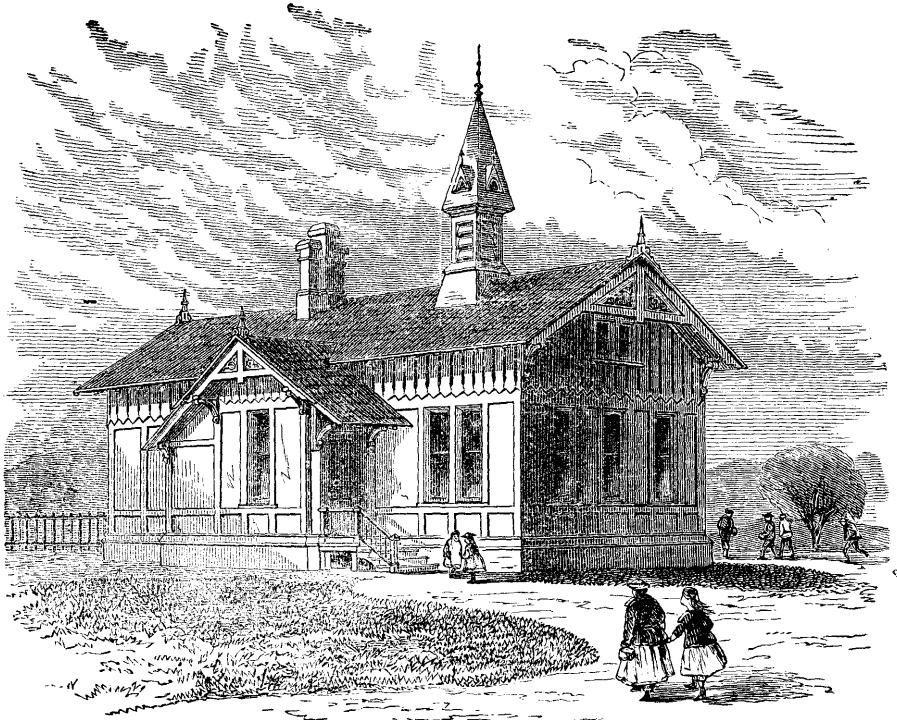
FIRST FLOOR.



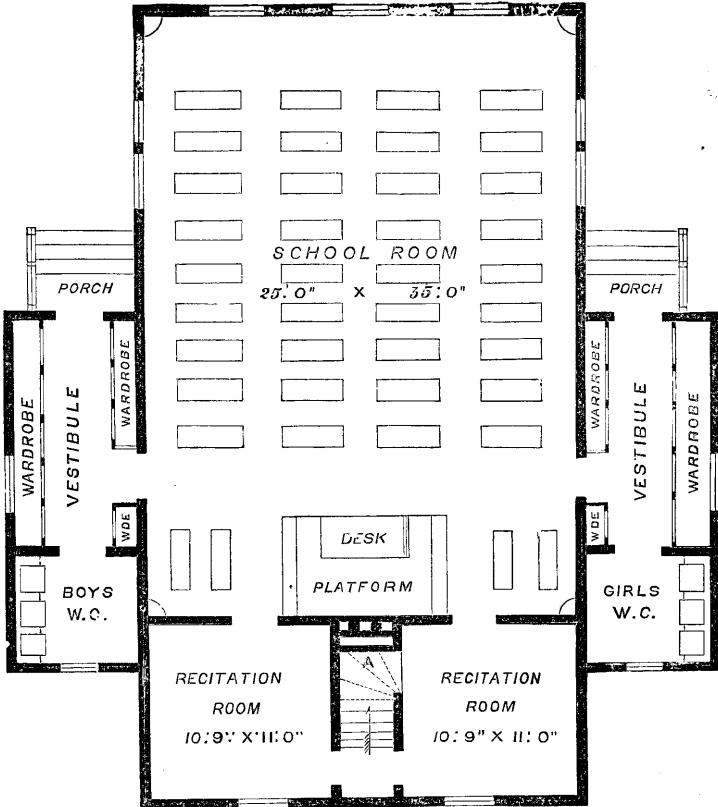
SECOND FLOOR.



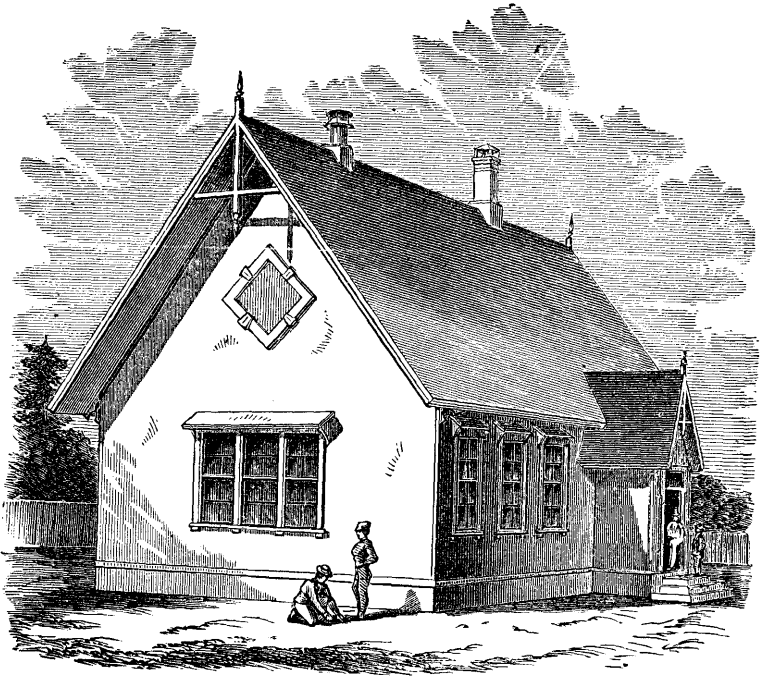




VILLAGE SCHOOL HOUSE.

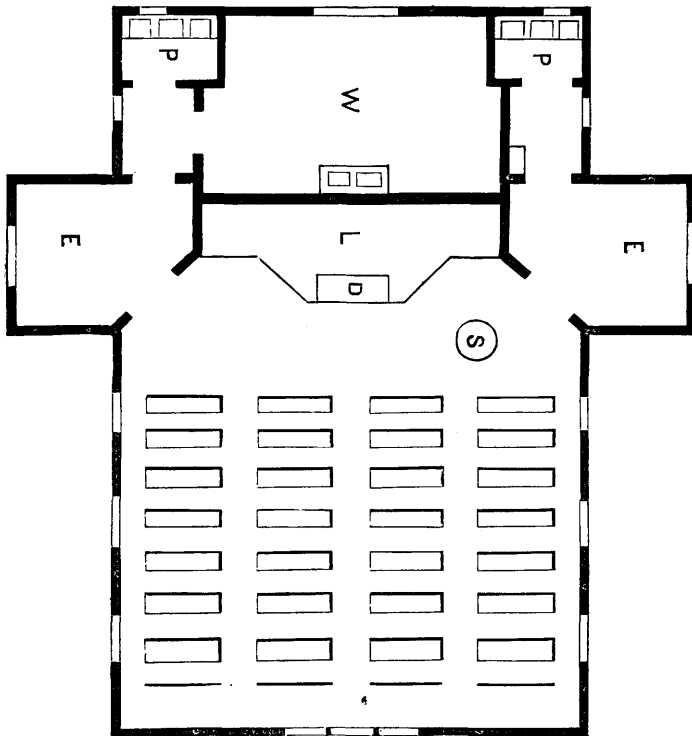


Plan for Village School House.



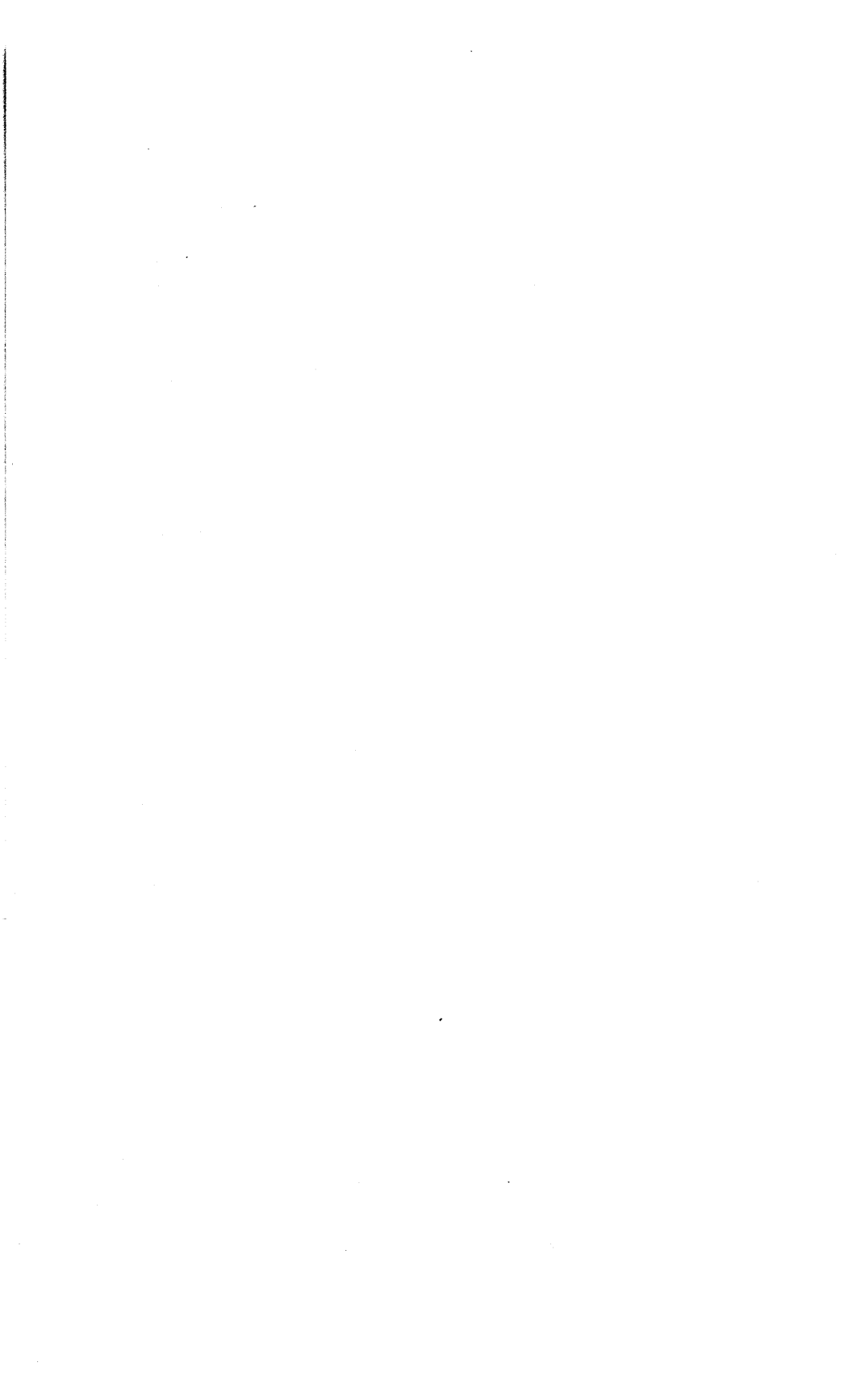
COUNTRY SCHOOL-HOUSE.

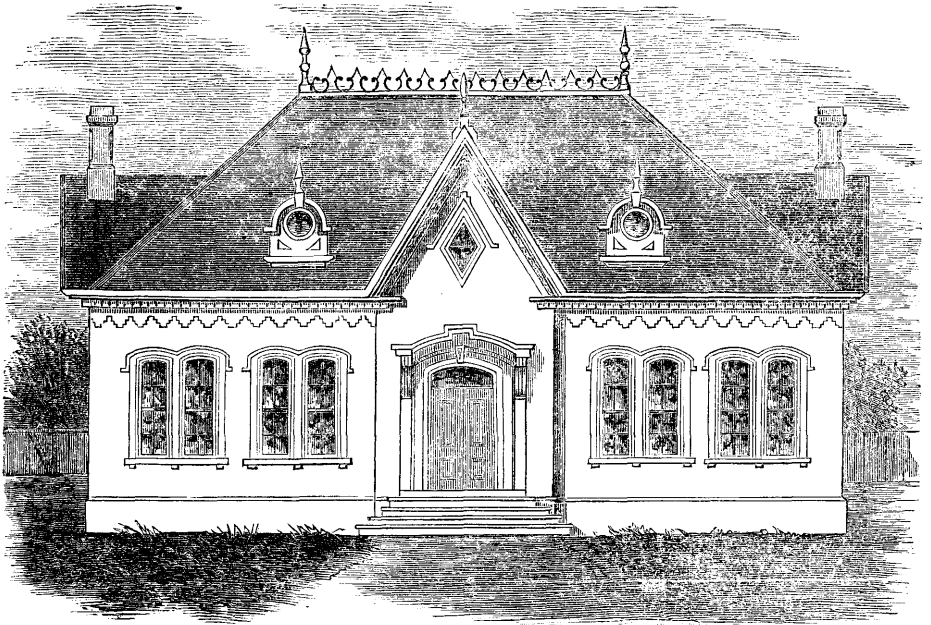
See "School Houses."



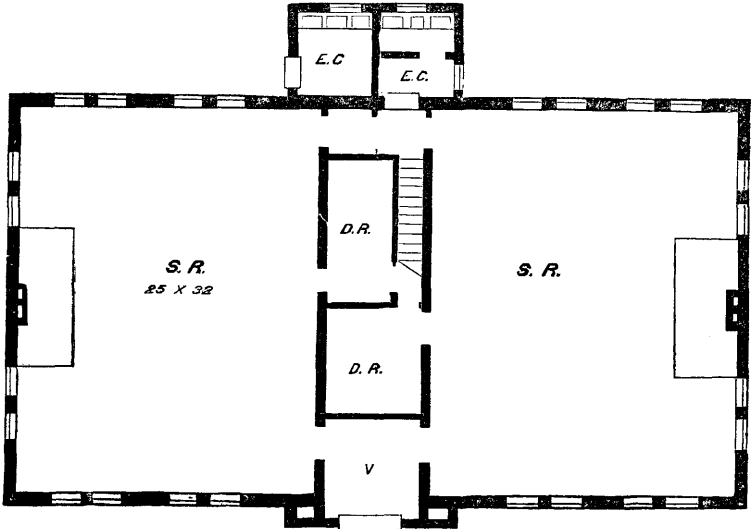
PLAN FOR COUNTRY SCHOOL-HOUSE.



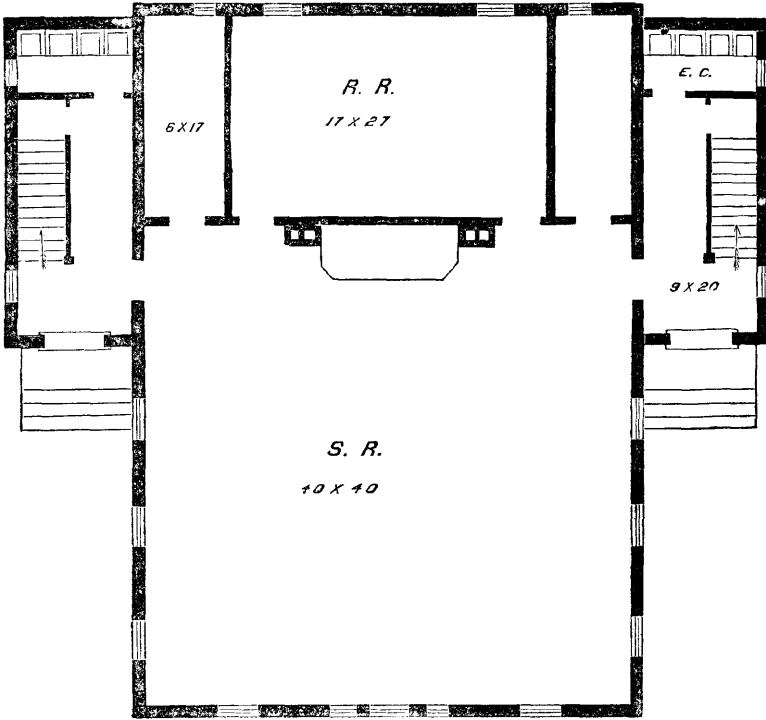




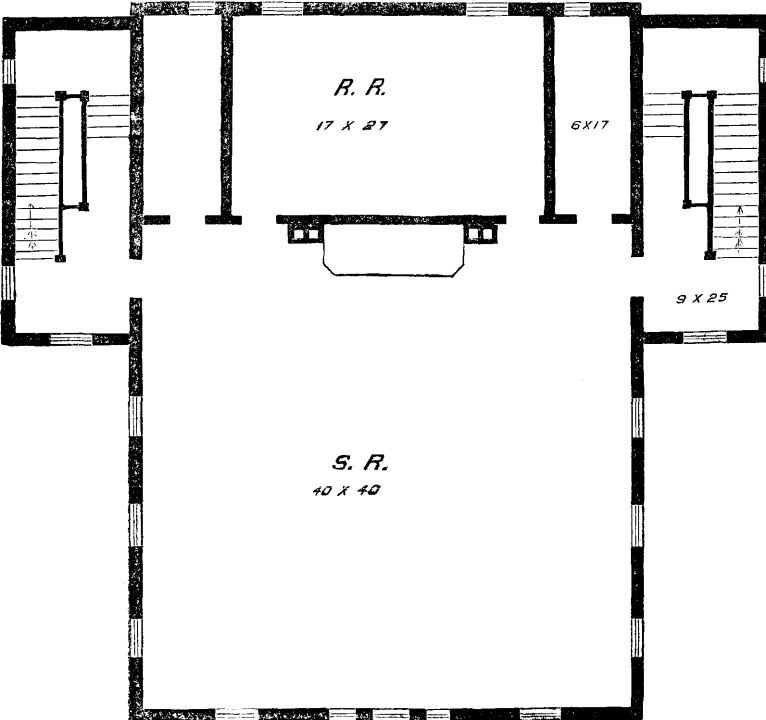
VILLAGE OR COUNTRY SCHOOL HOUSE.



PLAN No. 2, FOR HIGH SCHOOL.



(FIRST FLOOR.)



(SECOND FLOOR.)



APPENDIX.

ANDROSCOGGIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
							w.	d.	w.	d.	w.	d.											
Auburn.....	2,247	1,312	1,126	1,334	1,154	1,349	.50	10	9	1	13	1	30	30	1	\$32,000	\$67,200	3	6	38	38		
Durham.....	403	208	153	241	187	213	.42	9	3	11	2	13	1	13	7	1,000	2,950	1	9	9	9		
East Livermore.....	295	256	219	232	206	285	.72	8	5	10	4	4	3	7	7	-	4,000	-	5	3	3	3	
Greene.....	364	219	188	257	219	245	.56	9	9	3	11	3	10	6	-	-	2,250	-	5	11	6	6	
Lewiston.....	6,389	2,606	1,963	2,956	1,945	3,220	.31	124	14	1	29	26	29	26	-	-	175,700	4	4	57	57		
Lisbon.....	759	456	393	442	359	548	.50	18	10	1	15	14	1	15	14	1,000	17,714	4	5	28	13		
Leeds.....	393	211	175	261	198	283	.50	8	10	13	3	13	8	8	-	-	7,000	-	11	12	1	1	
Livermore.....	453	253	200	357	320	420	.57	10	11	16	2	17	9	9	-	-	8,000	-	11	14	3	3	
Minot.....	620	416	370	445	430	450	.64	9	8	2	10	3	9	9	-	-	15,000	1	6	11	7		
Poland.....	1,005	401	318	655	567	843	.44	8	9	21	3	23	21	23	21	-	16,381	-	20	22	3	3	
Turner.....	758	452	411	525	501	600	.60	11	10	1	2	19	13	13	3	2,100	9,000	-	8	19	11	11	
Wales.....	179	91	80	141	128	141	.60	8	2	8	4	8	7	8	-	-	4,450	-	4	6	4	4	
Webster.....	360	180	144	220	176	280	.44	8	2	11	1	11	2	11	2	-	2,500	-	5	10	6	5	
	14,225	7,061	5,740	8,066	6,390	8,877	.52	10	5	10	1	111	22	204	159	6	36,100	332,145	13	99	245	154	

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Auburn.....	10	\$85 00	\$7 00	2 50	\$12,000	\$5,000	-	5 29	\$13,000	\$4,400	-	\$17,610	-	\$3,746	-	\$1,000	-	-
Durham.....	-	29 00	3 18	2 75	1,200	119	-	2 97	1,530	792	-	1,626	\$596	73	\$150	71	-	-
East Livermore.....	2	33 60	3 73	2 33	803	-	-	2 71	933	558	\$60	1,093	329	244	-	55	\$200	-
Greene.....	-	27 40	4 65	2 00	875	-	-	2 40	1,059	632	-	1,473	280	200	50	40	25	-
Lewiston.....	12	125 00	9 00	3 50	22,000	11,120	-	3 44	23,716	11,288	71	35,076	-	5,159	1,716	2,150	-	-
Lisbon.....	8	45 00	4 50	2 62	2,600	988	-	3 42	3,419	1,642	28	5,095	19	884	60	135	-	-
Leeds.....	-	26 55	3 30	1 89	1,050	90	-	2 67	1,724	673	-	2,847	51	228	-	105	30	-
Livermore.....	1	35 00	3 00	3 00	1,175	1	-	2 59	1,175	790	109	1,724	350	235	250	72	150	-
Minot.....	1	43 00	6 00	3 75	1,256	-	-	2 03	1,589	1,244	-	2,405	208	256	-	117	-	-
Poland.....	1	26 50	3 75	3 00	2,000	55	-	1 99	2,000	1,789	-	3,573	215	-	-	49	-	-
Turner.....	-	31 21	5 73	2 70	2,200	296	-	2 90	2,030	1,371	-	3,242	159	549	-	203	400	\$300
Wales.....	-	25 00	2 75	2 00	450	-	-	2 51	574	397	-	826	28	135	50	33	27	-
Webster.....	1	30 00	3 50	2 50	753	-	-	2 09	753	577	-	1,330	25	100	-	48	50	-
	36	43 25	4 62	2 66	48,362	17,669	-	2 90	53,502	26,153	268	77,920	2,260	11,809	2,276	4,078	882	300

APPENDIX.

AROOSTOOK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		
	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.	w.	p.			
	Amity.....	138	58	43	60	40	88	.31	12	12	3	-	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Benedicta.....	158	61	45	73	51	73	.31	11	14	1	2	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Blaine.....	256	166	120	180	138	185	.50	16	12	5	-	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bridgewater.....	300	138	92	147	114	285	.34	14	3	11	5	-	5	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Dalton.....	225	130	92	110	82	158	.39	11	3	10	3	-	5	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Easton.....	256	141	121	160	124	121	.48	10	3	10	9	-	9	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fort Fairfield.....	893	712	501	701	482	634	.55	9	3	12	22	-	16	6	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fort Kent.....	580	300	250	-	-	300	-	20	2	-	9	2	4	1	1	200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Frenchville.....	982	493	400	56	18	549	.21	17	16	22	-	16	9	7	3	240	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Grand Isle.....	355	277	200	22	17	298	.31	12	11	7	-	5	4	3	795	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Hersey.....	46	24	21	25	13	29	.37	12	10	1	2	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Hodgdon.....	404	232	168	191	148	323	.39	11	13	9	1	9	5	1	800	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Houlton.....	868	412	291	446	332	550	.36	12	3	12	9	-	9	7	1	400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Island Falls.....	88	39	32	26	24	63	.32	10	3	6	4	1	3	2	1	700	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Limestone.....	155	88	68	80	54	119	.40	12	12	1	-	4	-	2	900	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Linneus.....	384	230	140	227	162	337	.39	11	14	9	1	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Littleton.....	335	184	162	141	135	316	.41	10	19	7	-	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Ludlow.....	200	141	100	65	53	138	.39	10	10	5	-	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Lyndon.....	839	380	294	450	373	678	.40	8	4	10	16	1	13	10	2	3,250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Madawaska.....	491	223	126	-	-	223	-	-	-	9	4	4	4	1	800	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Mars Hill.....	217	144	111	141	117	176	.53	8	2	7	-	6	2	2	650	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Masardis.....	70	45	30	26	20	50	.36	14	10	2	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Maysville.....	401	150	120	168	140	310	.32	9	10	12	-	11	6	1	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Monticello.....	351	174	125	160	125	251	.36	11	3	12	8	-	6	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
New Limerick.....	181	99	80	93	78	127	.44	11	10	2	5	1	5	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				

Orient.....	108	91	70	-	-	91	-	13	-	-	3	-	3	3	-	-	1,200	-	-	3	-
Presque Isle.....	472	270	210	223	171	385	.40	11	3	11	2	8	-	8	6	1	200	-	2	3	6
Sherman.....	268	172	122	168	133	228	.48	12	-	13	2	6	-	5	4	-	-	-	-	2	6
Smyrna.....	64	63	50	45	36	60	.67	8	-	8	2	3	1	3	3	-	-	-	-	1	3
Washburn.....	251	126	93	98	69	140	.32	13	-	11	-	7	-	3	2	-	-	-	-	2	5
Weston.....	136	79	60	81	60	81	.44	12	-	8	-	5	1	4	2	-	-	-	-	3	5
Bancroft pl.....	82	55	36	50	35	55	.44	12	-	9	-	3	1	3	2	-	-	-	-	-	3
Castle Hill pl.....	131	100	90	60	50	108	.53	11	3	12	-	6	1	6	3	4	1,200	2,500	-	-	5
Chapman pl.....	44	-	-	-	-	-	-	-	-	-	-	3	-	3	2	-	-	-	-	-	-
Crystal pl.....	117	74	56	46	34	86	.40	10	3	2	-	6	-	3	2	-	-	450	-	-	5
Cyr pl.....	174	102	89	-	-	102	-	29	-	-	-	3	-	2	2	-	-	175	-	-	3
Eagle Lake pl.....	75	25	20	-	-	25	-	12	-	-	-	1	-	-	-	-	-	-	1	-	-
Glenwood pl.....	73	56	42	-	-	56	-	15	2	-	-	3	-	3	1	-	-	-	-	-	3
Hamlin pl.....	283	137	83	-	-	137	-	30	4	-	-	5	-	4	4	-	-	400	-	-	5
Haynesville pl.....	26	26	21	-	-	26	-	16	-	-	-	2	-	-	-	-	-	-	-	-	2
Letter K pl.....	75	43	40	34	25	62	.44	11	16	-	-	1	-	1	1	1	105	105	-	-	1
Macwahoc pl.....	91	46	33	46	40	50	.41	9	8	-	-	2	-	1	-	-	-	25	-	-	1
Mapleton pl.....	200	178	130	90	78	178	.52	8	4	8	3	9	-	7	3	-	-	1,500	-	3	9
Moro pl.....	73	48	40	-	-	48	-	10	-	-	-	2	-	2	-	-	-	600	-	-	3
No. 11, R. 1 pl.....	147	103	94	63	60	103	.53	9	3	8	-	5	-	4	3	-	-	1,200	-	1	5
Oakfield pl.....	259	124	78	161	114	197	.37	9	4	10	2	6	3	6	6	-	-	1,800	-	6	6
Ox Bow pl.....	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perham pl.....	56	18	11	16	14	30	.21	10	2	9	-	4	-	2	2	-	-	1,000	-	-	2
Pleasant Ridge pl...	79	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-
Portage Lake pl....	59	25	20	-	-	25	-	20	-	-	-	1	-	1	1	-	-	500	1	-	1
Reed pl.....	21	15	14	15	12	21	.62	12	8	-	-	1	-	1	1	-	-	250	-	-	1
Silver Ridge pl.....	86	51	36	31	22	83	.34	12	3	17	-	2	-	1	1	-	-	200	-	1	2
St. Francis pl.....	146	69	50	-	-	69	-	25	-	-	-	3	2	2	-	-	-	225	-	-	2
St. John pl.....	80	45	30	-	-	45	-	24	-	-	-	-	-	1	1	-	-	-	-	-	1
Van Buren pl.....	470	230	170	-	-	230	-	27	-	-	-	9	-	5	4	1	100	1,000	1	-	8
Wade pl.....	34	18	14	16	12	20	.38	8	10	-	-	1	-	1	1	-	-	200	-	-	1
Wallgrass pl.....	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Westfield pl.....	44	17	14	26	18	29	.36	10	4	-	-	1	-	1	1	-	-	350	-	-	1
Woodland pl.....	178	95	76	59	50	112	.35	8	8	-	-	4	1	5	3	2	280	1,070	-	4	6
Barker pl.....	23	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
New Sweden pl.....	157	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	13,755	7,622	5,604	5,266	3,873	9,412	.41	13	10	2	311	26	232	152	29	12,320	79,125	22	80	279	106

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above amt't required by law.	Less than the amt't required by law.											
Amity.....	1	\$30 00	\$5 00 2 25		\$260	-	-	1 90	\$508	\$209	\$133	\$506	\$248	-	-	\$14	-	-
Benedicta.....	-	26 50	3 50 2 75		250	-	-	1 95	250	220	-	413	-	\$60	-	3	-	-
Blaine.....	-	27 50	4 00 2 00		450	-	-	1 80	550	471	-	961	59	-	-	17	-	-
Bridgewater.....	-	-	3 62 -		534	-	-	1 78	783	514	-	1,026	270	112	-	6	-	-
Dalton.....	1	32 00	4 00 2 40		500	\$143	-	2 22	910	417	-	1,061	266	151	-	10	-	-
Easton.....	-	25 00	3 47 1 65		620	200	-	2 42	784	440	-	779	445	-	-	29	-	-
Fort Fairfield.....	-	30 00	4 00 1 75		1,567	-	-	1 69	2,721	1,487	-	2,741	1,524	-	-	50	-	-
Fort Kent.....	-	-	2 60 1 50		350	-	-	60	849	999	-	689	1,159	-	-	20	-	-
Frenchville.....	1	10 00	2 25 1 00		625	-	-	64	579	1,601	-	1,948	232	-	-	9	-	-
Grand Isle.....	-	-	3 75 1 50		250	-	-	70	639	613	-	697	555	175	-	22	-	\$30
Hersey.....	-	-	3 50 1 60		100	-	-	2 17	185	34	-	185	-	12	-	4	-	-
Hodgdon.....	1	22 00	4 75 2 00		800	-	-	1 98	1,267	649	58	1,524	451	113	-	30	-	-
Houlton.....	-	32 00	6 00 3 00		2,282	-	-	2 63	3,103	1,492	-	3,740	844	401	-	45	1,000	-
Island Falls.....	-	-	3 90 1 70		275	129	-	3 12	302	141	-	292	151	22	-	25	-	7
Limestone.....	-	14 00	4 00 1 66		212	-	-	1 37	405	266	37	604	105	89	-	9	-	-
Linneus.....	-	30 00	5 00 2 50		800	-	-	2 08	924	644	-	1,084	484	250	-	20	-	-
Littleton.....	-	28 00	3 30 2 25		560	-	-	1 67	560	579	72	934	223	54	\$10	20	36	-
Ludlow.....	-	24 66	3 23 2 00		318	-	-	1 59	712	292	75	740	339	34	-	20	-	-
Lyndon.....	2	28 00	4 25 2 50		1,129	-	-	1 35	1,196	1,364	50	2,487	65	525	150	63	-	25
Madawaska.....	-	-	2 63 1 00		325	-	-	66	325	854	-	1,188	-	-	-	15	-	-
Mars Hill.....	-	18 00	4 84 1 71		320	-	-	1 47	465	366	66	711	169	78	12	25	-	-
Masardis.....	-	-	3 00 1 75		150	15	-	2 14	167	92	-	254	6	-	-	3	-	-
Maysville.....	-	26 00	4 00 2 00		700	-	-	1 75	750	-	20	700	-	50	-	47	-	-
Monticello.....	-	27 00	4 00 1 72		608	-	-	1 73	1,152	537	108	1,168	472	150	-	35	-	-
New Limerick.....	-	20 00	3 42 1 64		308	-	-	1 70	562	318	54	652	-	77	-	17	-	-

Orient.....	-	-	5 00	1 73	300	-	-	2 78	406	75	-	301	36	30	-	5	-	-
Presque Isle.....	1	30 00	5 38	2 25	800	24	-	1 70	900	714	97	1,711	-	42	23	81	-	-
Sherman.....	-	33 50	5 33	2 07	700	-	-	2 60	951	510	137	1,399	62	189	-	44	-	-
Snyrna.....	-	20 00	2 75	1 75	158	-	-	2 47	160	100	12	235	37	20	-	-	-	-
Washburn.....	-	25 00	4 25	1 75	448	-	-	1 79	515	397	16	794	135	160	-	30	-	-
Weston.....	2	26 00	3 50	2 75	350	-	-	2 57	730	-	-	725	5	-	-	11	-	-
Bancroft pl.....	-	-	5 00	2 00	200	40	-	2 44	200	250	100	400	150	25	-	8	-	-
Castle Hill pl.....	-	-	4 00	1 75	250	6	-	1 90	118	232	-	470	180	40	-	14	-	-
Chapman pl.....	-	-	-	-	150	73	-	3 18	-	-	-	-	-	-	-	-	-	-
Crystal pl.....	-	-	3 57	1 66	250	2	-	2 14	280	188	-	458	-	10	-	17	40	-
Cyr pl.....	-	-	2 50	1 12	75	-	-	43	75	270	-	315	30	-	-	9	-	-
Eagle Lake pl.....	-	20 00	-	2 00	50	-	-	67	-	-	-	60	-	-	-	-	-	-
Glenwood pl.....	-	-	4 33	2 25	144	-	-	1 97	280	132	-	309	102	8	-	13	-	-
Hamlin pl.....	-	-	3 08	1 46	150	-	-	53	578	511	-	810	280	50	-	12	-	-
Haynesville pl.....	-	-	3 75	2 00	150	95	-	5 54	106	90	-	196	-	3	-	1	8	-
Letter K pl.....	-	-	3 62	1 18	30	-	-	40	25	103	-	107	21	13	-	-	-	-
Macwahoc pl.....	-	-	5 00	2 50	100	-	-	1 09	-	235	-	135	95	5	-	-	-	-
Mapleton pl.....	-	25 00	3 90	1 46	355	-	-	1 78	495	354	24	729	55	60	-	28	-	-
Moro pl.....	-	-	3 50	2 00	138	-	-	1 90	198	104	-	244	58	-	-	12	-	-
No. 11, R. 1 pl.....	-	27 00	3 50	2 00	273	-	-	1 86	-	251	-	325	-	-	-	-	-	-
Oakfield pl.....	-	27 00	3 62	1 67	450	-	-	1 74	679	443	29	951	199	62	-	24	-	-
Ox Bow pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perham pl.....	-	-	3 75	1 62	80	-	-	1 43	87	85	-	142	18	10	15	4	-	-
Pleasant Ridge pl.....	-	-	-	-	54	-	-	68	-	-	-	-	-	-	-	-	-	-
Portage Lake pl.....	-	20 00	5 50	2 50	125	-	-	2 12	74	95	-	160	9	-	-	-	-	-
Reed pl.....	-	-	3 09	2 00	200	-	-	9 52	61	22	-	44	38	-	-	-	-	-
Silver Ridge pl.....	-	18 00	3 10	2 00	142	-	-	2 41	275	134	-	273	136	14	-	4	-	-
St. Francis pl.....	-	-	4 00	2 00	100	-	-	70	100	155	-	150	89	16	-	-	-	-
St. John pl.....	-	-	5 98	2 00	100	-	-	1 25	70	50	79	144	55	-	-	-	-	-
Van Buren pl.....	-	21 00	2 50	1 50	500	-	-	1 06	577	794	250	1,333	38	25	-	20	-	-
Wade pl.....	-	-	3 00	2 00	75	-	-	2 21	40	-	-	40	-	6	-	-	-	-
Wallagrass pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Westfield pl.....	-	-	3 57	2 00	94	-	-	2 14	80	71	-	94	57	8	-	11	-	-
Woodland pl.....	-	18 50	3 21	2 00	140	-	-	80	276	374	-	465	185	23	10	27	-	-
Barker pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Sweden pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9	24 57	3 87	1 90	21,367	727	-	1 91	28,983	21,308	1,417	40,603	10,037	3,095	220	933	1,154	30

APPENDIX.

CUMBERLAND COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
								W.	D.	W.	D.											
								W.	D.	W.	D.											
								W.	D.	W.	D.											
Baldwin	362	217	173	232	176	323	.48	10	10	4	12	-	-	11	6	-	-	1	7	11	2	
Bridgton	835	598	439	561	472	588	.55	10	11	-	18	-	-	20	14	-	\$600	2	4	20	16	
Brunswick	1,830	752	640	831	708	831	.37	8	5	10	2	18	27	20	-	-	33,090	4	7	26	22	
Cape Elizabeth	1,810	973	831	1,053	897	1,123	.48	12	12	-	14	-	-	15	12	-	7,500	4	10	17	8	
Casco	375	214	166	233	168	281	.45	10	10	2	9	-	-	8	4	-	-	-	5	9	3	
Cumberland	564	301	214	298	234	376	.40	8	4	10	2	10	9	7	-	-	-	-	4	12	5	
Deering	1,174	492	385	530	445	662	.36	9	4	12	11	-	1	11	8	-	-	-	4	14	14	
Falmouth	542	382	320	357	296	395	.57	9	13	-	12	-	-	12	10	1	1,200	1	6	12	6	
Freeport	668	313	253	327	274	479	.40	14	3	8	1	-	-	16	10	-	-	2	8	16	13	
Gorham	1,031	500	400	561	437	679	.41	9	2	9	3	19	19	13	-	-	-	2	10	23	7	
Gray	598	242	216	371	291	463	.42	8	2	9	1	12	3	12	10	-	-	-	7	11	6	
Harpsswell	572	319	264	356	299	402	.49	9	3	9	1	19	-	15	7	2	1,400	-	9	15	8	
Harrison	355	195	163	194	172	238	.47	11	2	11	-	-	-	9	5	-	-	-	4	9	2	
Naples	415	174	124	237	195	310	.38	9	10	3	12	-	-	12	8	1	800	-	10	9	1	
New Gloucester	483	195	162	272	217	384	.39	10	5	12	12	-	-	11	9	-	-	-	7	11	5	
North Yarmouth	290	89	73	160	130	175	.39	12	13	-	7	-	2	7	7	-	-	-	3	4	4	
Otisfield	320	207	160	228	158	260	.50	9	1	10	12	1	12	7	1	-	400	-	6	10	5	
Portland	10,101	-	-	5,445	4,512	5,565	.45	20	20	-	1	3	14	12	-	-	-	250,000	9	10	106	104
Pownal	290	171	132	259	213	261	.60	8	11	1	9	2	11	6	1	-	550	-	5	6	6	
Raymond	480	257	216	214	197	430	.43	10	2	11	11	-	-	11	4	-	-	-	5	10	4	
Scarborough	612	334	256	337	249	376	.42	10	2	13	10	-	1	10	9	-	-	-	8	11	2	
Sebago	260	218	164	167	138	200	.58	7	5	10	9	-	-	9	5	1	600	-	4	11	2	
Standish	629	447	340	353	287	486	.50	10	3	12	4	13	-	12	8	-	-	1	8	14	4	
Westbrook	929	453	386	494	394	621	.42	10	22	-	1	-	-	8	7	1	2,958	1	5	10	8	

Windham.....	765	466	360	519	415	575	.5110	1.11	2	19	-	19	16	-	-	8,600	-	10	17	8
Yarmouth.....	613	326	282	317	263	380	.4514	2.11	2	9	3	9	3	-	-	3,500	-	3	11	7
	26,904	8,835	7,119	14,906	12,237	16,863	.4610	3.11	5	288	18	329	227	12	16,008	503,608	27	169	425	272

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.											
Baldwin.....	1	\$25 71	\$3 27	2 31	\$1,000	\$119	-	2 76	\$1,517	\$612	\$72	\$1,789	\$412	\$213	-	\$35	\$35	\$110	-
Bridgton.....	3	48 00	5 00	2 50	3,500	1,352	-	4 19	3,715	1,395	62	4,861	311	-	-	-	150	100	-
Brunswick.....	1	57 00	4 19	3 00	5,000	1,250	-	2 73	5,800	2,967	240	8,544	443	-	-	-	142	-	-
Cape Elizabeth.....	1	40 00	6 00	4 00	4,100	90	-	2 24	4,100	3,127	-	-	-	-	-	300	185	-	-
Casco.....	1	27 20	4 43	2 01	798	-	-	2 13	910	672	120	1,490	212	450	-	-	39	20	\$30
Cumberland.....	1	40 25	4 45	2 69	1,301	-	-	2 31	1,301	941	103	1,839	251	255	-	-	76	-	-
Deering.....	2	33 75	5 75	4 00	3,500	300	-	2 98	3,758	2,041	-	5,616	183	1,306	-	-	105	1,000	250
Falmouth.....	1	40 66	5 25	2 68	2,000	600	-	3 70	2,000	973	-	2,973	-	225	-	-	72	75	-
Freeport.....	1	36 00	4 50	3 50	2,900	845	-	4 34	3,486	1,984	-	5,139	331	898	-	-	23	150	75
Gorham.....	1	33 00	7 47	3 50	2,800	-	-	2 71	4,313	1,833	-	5,065	527	-	-	-	150	2,500	-
Gray.....	1	42 14	4 21	2 37	1,400	-	-	2 34	1,547	951	69	2,240	326	299	-	200	100	-	-
Harpswell.....	2	34 88	4 05	3 00	1,400	-	-	2 62	3,737	1,080	-	2,647	1,090	450	300	105	150	-	-
Harrison.....	1	35 00	3 75	2 00	1,200	300	-	3 38	1,224	610	44	1,608	270	75	-	-	67	150	-
Naples.....	1	28 87	3 50	1 97	1,000	180	-	2 41	1,307	722	-	1,759	270	75	-	60	38	50	-
New Gloucester.....	1	36 00	4 25	2 45	1,350	170	-	2 80	1,885	853	250	2,040	948	273	-	-	67	-	-
North Yarmouth.....	3	33 00	4 75	3 00	800	-	-	2 76	1,058	486	-	908	150	90	-	-	-	40	-
Otisfield.....	1	24 40	3 33	1 75	880	-	-	2 75	1,027	600	142	1,689	80	200	35	-	50	265	-

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Portland.....	-	168 75	\$10 25 5 00	\$80,155	52,619	-	7 93	\$89,700	\$17,261	-	\$2	\$90,627	-	-	-	-	-	-
Pownal.....	2	29 00	4 00 2 49	785	-	-	2 71	785	520	-	-	1,345	\$40	\$150	-	\$42	-	-
Raymond.....	-	30 00	4 25 2 00	1,898	-	-	3 95	933	776	131	-	1,740	100	243	\$25	40	\$30	-
Scarborough.....	-	32 00	4 85 2 60	1,400	-	47	2 29	1,865	1,039	-	-	2,893	466	490	-	65	225	-
Sebago.....	1	23 88	3 64 1 83	643	-	-	2 47	685	478	-	-	982	181	82	-	20	153	-
Standish.....	4	34 30	5 27 2 65	2,231	555	-	3 39	2,417	1,045	-	-	3,462	-	-	-	143	-	-
Westbrook.....	3	50 00	6 37 3 50	3,000	273	-	3 23	3,229	1,974	-	-	5,126	251	816	-	150	-	-
Windham.....	1	36 00	4 26 2 34	2,100	150	-	2 75	2,355	1,314	-	147	3,469	231	575	-	102	261	-
Yarmouth.....	1	50 67	6 75 2 72	1,500	2	-	2 45	1,699	1,012	-	-	2,676	34	280	-	105	1,600	\$500
	24	40 94	4 92 2 76	128,641	58,861	-	3 09	146,353	46,966	1,382	-	162,527	7,107	7,445	955	2,071	6,989	855

FRANKLIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
Avon.....	194	196	97	103	86	155	.47 8	10	11	1	10	9	-	-	-	\$2,300	1	9	9	9
Carthage.....	166	100	88	155	144	156	.67 8	11	7	1	5	3	-	-	-	1,000	-	4	6	3
Chesterville.....	327	234	197	233	193	305	.60 8	4	11	1	11	2	13	6	-	2,300	-	4	16	7
Eustis.....	138	94	73	87	69	107	.51 8	3	9	2	4	2	-	-	-	750	-	2	4	2
Farmington.....	1,007	364	292	507	412	613	.35 7	1	9	4	23	6	23	6	-	-	-	10	18	15
Freeman.....	232	148	113	198	155	232	.58 8	3	9	2	10	2	10	5	-	1,500	-	5	8	4
Industry.....	258	126	111	206	162	238	.53 7	9	5	10	1	10	5	-	-	2,000	-	5	8	5
Jay.....	500	319	267	352	285	405	.55 9	10	3	17	1	16	12	-	-	6,700	11	17	5	1
Kingfield.....	186	106	82	149	107	146	.51 10	4	11	3	3	3	3	1	\$2,000	3,500	2	3	1	5
Madrid.....	165	89	71	107	80	124	.46 6	4	8	3	9	7	3	-	-	1,200	-	2	8	5
New Sharon.....	430	272	211	331	275	329	.56 8	10	1	17	2	18	4	-	-	3,500	9	15	9	4
New Vineyard.....	291	118	87	167	148	189	.40 8	2	10	15	1	10	6	-	-	2,500	-	5	5	4
Phillips.....	455	248	199	339	256	356	.50 8	9	16	6	16	12	-	-	-	6,000	-	5	15	16
Rangely.....	153	84	73	82	65	113	.45 8	10	4	4	4	3	-	-	-	700	-	2	4	2
Salem.....	104	30	21	83	55	81	.38 9	12	5	5	5	1	-	-	-	1,200	-	2	2	2
Strong.....	181	73	55	143	106	157	.45 9	3	10	9	3	6	5	-	-	3,000	-	2	6	6
Temple.....	194	159	131	127	108	174	.66 7	1	8	2	10	1	9	3	-	1,900	-	1	11	6
Weld.....	367	181	145	259	219	337	.50 8	10	2	11	2	11	4	-	-	4,000	-	9	9	2
Wilton.....	460	578	475	379	301	488	.84 8	2	10	4	14	4	8	-	-	15,000	1	8	18	4
Coplin pl.....	38	32	24	25	18	32	.58 10	8	2	1	1	1	-	-	-	500	-	-	1	1
Dallas pl.....	66	30	20	-	-	30	- 8	8	1	1	1	-	-	-	-	-	-	-	1	1
Greenville pl.....	14	14	13	-	-	14	- 12	-	-	-	-	1	1	-	-	200	-	-	1	1
Lang pl.....	12	12	10	15	10	15	.83 8	10	1	-	1	1	-	-	-	150	-	-	1	1
Letter E pl.....	10	8	7	-	7	9	.70 4	3	7	1	1	-	-	-	-	25	-	-	1	1
No. 6 pl.....	19	9	9	-	-	9	- 6	8	2	-	-	-	-	-	-	-	-	-	2	2

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		
	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return					
Perkins pl.....	64	32	25	38	29	46	.42	7	8	3	3	1	1	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Rangely pl.....	19	13	10	16	13	16	.58	8	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Sandy River pl.....	No																																								
Washington pl.....	19	16	12	16	12	16	.63	9	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	6,069	3,605	2,918	4,125	3,315	4,892	.50	8	19	4	217	36	204	97	1	2,000	64,925	3	89	194	181																				

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.		Excess above am't required by law.		Less than the am't required by law.		Amount raised per scholar.		Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.		Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.		Amount derived from local funds.		Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.		Balance unexpended April 1, 1875.		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.		Am't paid for tuition in private schools, academies, &c. within the State.		Amount paid for same out of the State.				
	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return			
Avon.....	1	\$16 00	\$3 15	1 62	\$5 25	374	\$37	2 65	\$619	\$348	268	\$30	\$766	\$200	\$50	75	1	\$16	20	\$25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Carthage.....	1	23 00	3 50	1 85	374				419	268			803	120	75	1	20	1	25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Chesterville.....	6	31 00	4 86	2 00	900	-	-	2 75	913	675	-	1,525	63	100	\$57	50	125	\$135
Eustis.....	-	26 25	4 12	1 86	165	-	\$108	1 20	300	220	85	439	160	127	51	12	-	-
Farmington.....	6	31 60	4 40	2 00	2,610	-	-	2 59	2,610	1,714	105	3,838	-	723	20	139	2,000	200
Freeman.....	-	22 80	2 79	1 40	500	-	13	-	550	361	50	700	150	100	-	30	-	-
Industry.....	-	28 60	3 65	1 66	580	-	-	2 21	690	468	-	918	166	74	43	26	-	-
Jay.....	1	27 73	3 25	2 11	1,200	-	-	2 40	2,164	1,097	72	2,375	886	274	509	70	300	200
Kingfield.....	2	30 50	5 00	2 00	448	-	-	2 35	448	274	65	586	201	135	-	9	-	-
Madrid.....	-	20 00	2 67	1 75	340	-	-	2 06	340	265	31	636	-	160	-	24	-	-
New Sharon.....	1	36 00	3 42	2 25	1,162	-	-	2 70	1,162	476	50	1,957	-	150	-	73	50	-
New Vineyard.....	1	33 00	3 00	2 00	610	-	-	2 10	605	456	-	1,018	42	-	-	35	-	-
Phillips.....	1	27 60	2 95	1 75	1,100	-	2	2 42	2,098	771	70	1,841	1,082	3	30	68	-	-
Rangely.....	-	26 75	3 70	1 50	255	-	51	1 67	487	270	-	544	253	75	-	7	-	-
Salem.....	-	21 00	3 00	1 30	307	-	-	2 95	499	84	-	416	84	56	-	8	-	-
Strong.....	-	31 00	3 21	2 00	508	-	-	2 81	584	306	77	839	61	60	75	40	30	-
Temple.....	3	26 00	2 73	1 52	496	-	-	2 56	783	328	-	791	320	-	-	27	30	-
Weld.....	1	24 00	3 00	2 50	904	-	-	2 46	904	610	-	1,666	454	175	60	59	150	160
Wilton.....	2	32 95	4 18	2 02	1,526	-	-	3 32	1,544	896	129	2,569	-	400	450	117	-	-
Coplin pl.....	-	-	3 50	1 75	75	-	-	3 1 97	80	-	-	70	10	-	-	-	-	-
Dallas pl.....	-	-	3 00	1 55	-	-	-	-	93	110	-	93	100	10	-	-	-	-
Greenvale pl.....	-	-	3 00	1 50	65	-	-	3 93	63	-	-	63	-	6	-	-	-	-
Lang pl.....	-	-	3 00	-	50	-	-	4 17	57	-	-	55	2	-	-	2	-	-
Letter E pl.....	-	-	2 65	1 55	25	-	-	2 50	-	-	-	52	-	3	-	2	-	-
No. 6 pl.....	-	-	2 00	1 50	50	-	-	2 63	40	17	-	52	5	-	50	2	-	-
Perkins pl.....	-	-	3 25	1 37	104	-	-	1 63	224	88	-	222	89	21	-	3	-	-
Rangely pl.....	-	-	3 25	1 38	40	-	-	2 11	53	42	-	95	10	-	-	-	-	-
Sandy River pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington pl.....	-	-	3 00	2 00	-	-	-	-	41	37	-	76	-	7	43	1	-	-
	24	27 14	3 33	1 77	14,919	103		111 2 48	18,370	10,181	764	25,005	4,458	2,784	1,388	840	2,710	695

APPENDIX.

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.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	
	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter				
Amherst.....	185	105	84	105	90	110	.42	10	10	4	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Aurora.....	103	88	61	29	22	94	.41	9	12	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2		
Bluehill.....	630	343	279	396	325	462	.48	8	9	17	8	19	17	8	19	17	8	19	17	8	19	17	8	19	17	8	19	17	8	19	17	8	19	17	8	19	17	8	19	
Brooklin.....	365	185	140	204	167	337	.42	9	10	9	-	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
Brooksville.....	510	346	269	271	214	338	.47	13	3	9	-	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
Bucksport.....	1,127	473	422	870	766	885	.53	9	11	16	2	23	18	9	2	23	18	9	2	23	18	9	2	23	18	9	2	23	18	9	2	23	18	9	2	23	18	9	2	
Castine.....	433	245	208	228	202	252	.47	11	20	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Cranberry Isles.....	133	59	49	100	87	116	.52	9	3	7	1	5	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	
Deer Isle.....	1,407	751	575	806	655	1,082	.44	10	2	11	1	22	18	1	22	18	1	22	18	1	22	18	1	22	18	1	22	18	1	22	18	1	22	18	1	22	18	1	22	
Dedham.....	160	107	88	118	91	134	.56	8	10	6	1	5	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	
Eastbrook.....	70	63	55	-	-	63	-	13	-	4	-	4	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	
Eden.....	455	267	206	326	272	368	.53	7	2	15	-	13	11	-	13	11	-	13	11	-	13	11	-	13	11	-	13	11	-	13	11	-	13	11	-	13	11	-	13	
Ellsworth.....	2,038	1,005	856	1,059	893	1,162	.46	16	10	19	2	21	9	1	21	9	1	21	9	1	21	9	1	21	9	1	21	9	1	21	9	1	21	9	1	21	9	1	21	
Franklin.....	432	288	216	300	172	340	.45	8	8	10	-	9	7	1	9	7	1	9	7	1	9	7	1	9	7	1	9	7	1	9	7	1	9	7	1	9	7	1	9	
Gouldsborough.....	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hancock.....	365	187	139	183	158	247	.41	11	3	6	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	
Isle au Haut.....	92	46	34	57	38	55	.39	8	7	4	2	2	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2	
Lamoine.....	236	110	85	154	125	154	.50	10	4	5	-	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	
Mariaville.....	138	92	73	95	77	118	.54	9	1	5	-	5	2	-	5	2	-	5	2	-	5	2	-	5	2	-	5	2	-	5	2	-	5	2	-	5	2	-	5	
Mt. Desert.....	359	221	193	267	224	311	.58	3	2	10	2	9	7	-	9	7	-	9	7	-	9	7	-	9	7	-	9	7	-	9	7	-	9	7	-	9	7	-	9	
Orland.....	574	340	273	422	348	454	.56	10	2	15	4	15	2	15	10	4	15	2	15	10	4	15	2	15	10	4	15	2	15	10	4	15	2	15	10	4	15	2	15	
Otis.....	110	74	60	68	55	74	.52	9	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	3	-	3	
Penobscot.....	536	272	220	307	260	373	.42	9	10	12	1	12	7	-	12	7	-	12	7	-	12	7	-	12	7	-	12	7	-	12	7	-	12	7	-	12	7	-	12	
Sedgwick.....	381	237	201	261	212	290	.54	8	1	10	-	10	7	-	10	7	-	10	7	-	10	7	-	10	7	-	10	7	-	10	7	-	10	7	-	10	7	-	10	
Sullivan.....	286	210	180	234	200	263	.66	11	12	6	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	4	-	6	

Surry.....	421	270	213	266	221	397	.519	8	3	9	-	9	6	-	-	5,000	-	4	10	7
Trenton.....	773	427	335	359	269	594	.4011	39	15	13	12	-	-	-	-	12,000	-	10	15	5
Trenton.....	263	151	123	175	151	180	.528	39	7	7	5	-	-	-	-	3,000	-	4	7	3
Waltham.....	133	123	85	96	85	98	.648	27	4	4	2	-	-	-	-	1,200	-	3	6	-
Verona.....	155	92	75	105	88	110	.537	48	3	3	3	-	-	-	-	2,000	-	1	4	3
Long Island pl.....	68	38	22	40	24	44	.348	14	1	1	1	-	-	-	-	600	1	1	-	-
Swan Island pl.....	227	99	85	151	133	161	.4810	10	6	5	4	-	-	-	-	1,850	-	4	4	1
No. 7 pl.....	21	21	15	-	-	21	-	22	1	2	-	-	-	-	-	250	-	-	2	-
No. 21, mid. div. pl..	24	15	14	-	-	15	-	14	1	1	1	-	-	-	-	400	-	-	1	-
No. 33, mid. div. pl..	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	13,210	7,350	5,933	8,052	6,624	9,802	.4910	110	267	15	259	175	4	2,925	182,785	7	125	279	137	

HANCOCK COUNTY—CONTINUED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.	
						Excess above am't required by law.	Less than the am't required by law.												
Amherst.....	-	40 00	\$5 00	2 50	\$280	-	-	1 51	\$382	\$278	\$89	\$659	\$54	\$70	-	-	\$10	-	-
Aurora.....	1	35 00	4 40	2 43	200	\$30	-	1 94	260	161	60	349	71	10	-	-	5	-	-
Bluehill.....	2	35 00	4 26	2 20	1,500	134	-	2 38	1,880	1,087	175	2,734	404	280	-	-	98	-	-
Brooklin.....	1	35 00	4 00	2 75	1,000	232	-	2 74	975	618	-	1,579	13	150	-	-	15	\$55	-
Brooksville.....	-	38 00	5 57	2 08	1,025	-	-	2 01	1,025	954	-	1,976	221	-	-	-	-	-	-
Bucksport.....	-	45 00	3 25	2 50	3,000	100	-	2 66	2,798	1,905	75	4,162	620	528	-	-	36	-	-
Castine.....	3	100 00	5 00	3 00	1,750	707	-	4 04	2,120	1,259	80	3,133	326	662	-	-	137	177	-
Cranberry Isles.....	-	38 33	3 55	2 75	281	-	-	2 11	281	230	-	413	48	50	\$106	-	18	-	-
Deer Isle.....	8	43 33	5 77	2 82	2,560	-	-	1 82	2,903	2,416	-	5,319	792	-	-	-	89	-	-
Dedham.....	1	35 50	3 12	1 94	375	15	-	2 34	637	274	45	814	142	93	-	-	25	-	-
Eastbrook.....	-	30 00	4 50	1 50	200	-	-	2 86	280	60	-	302	18	20	-	-	8	-	-
Eden.....	-	40 00	4 86	2 09	1,000	43	-	2 19	1,551	814	96	1,878	583	211	159	-	43	-	-

HANCOCK COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Ellsworth	3	30 00	\$5 00	3 00	\$4,206	-	-	2 06	\$8,364	\$3,446	-	\$7,560	\$4,250	\$2,000	-	\$375	\$200	\$100
Franklin	3	39 00	4 50	3 15	880	-	-	2 04	1,155	718	\$60	1,789	144	100	50	37	-	-
Gouldsborough	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hancock	-	46 00	4 58	2 38	781	-	-	2 11	781	609	-	1,385	-	150	-	45	-	-
Isle au Haut	-	30 50	5 25	2 12	160	-	-	1 75	565	145	-	325	158	70	-	-	-	-
Lamoine	1	45 67	4 87	2 25	500	11	-	2 11	561	385	-	881	31	306	-	-	-	-
Mariaville	2	31 33	3 33	1 96	300	8	-	2 17	349	220	50	533	87	25	49	16	-	-
Mt. Desert	-	40 00	4 50	2 06	734	-	-	2 04	1,079	685	-	1,545	390	184	-	73	60	-
Orland	-	38 00	4 50	2 70	1,400	39	-	2 44	1,400	988	135	2,523	-	200	-	75	15	-
Otis	-	34 00	3 33	1 93	225	25	-	2 05	370	199	34	453	116	33	-	14	-	-
Penobscot	-	41 80	4 98	2 13	1,134	-	-	2 11	1,169	947	43	2,020	139	254	-	45	-	-
Sedgwick	3	46 25	5 08	2 09	1,000	107	-	2 62	1,000	694	48	1,796	44	240	-	68	-	-
Sullivan	1	50 00	6 00	2 50	640	-	-	2 24	690	203	50	911	32	48	-	20	15	-
Surry	2	42 00	4 98	2 66	970	-	-	2 30	1,347	773	-	1,850	240	100	-	75	-	-
Tremont	-	42 18	5 42	2 50	1,458	-	-	1 89	1,898	1,174	-	2,718	250	212	30	74	35	-
Trenton	-	39 00	5 00	2 10	550	8	-	2 09	600	443	-	843	200	49	200	23	-	-
Waltham	-	36 00	4 25	1 90	293	-	-	2 20	464	236	80	512	267	148	-	16	-	-
Yerona	-	40 00	5 00	2 50	400	118	-	2 58	352	274	-	477	149	92	-	15	-	-
Long Island pl.	-	19 09	-	3 00	128	20	-	1 88	143	113	-	230	56	18	-	-	-	-
Swan Island pl.	-	45 00	310	2 75	500	139	-	2 20	561	405	36	909	93	146	-	13	-	-
No. 7 pl.	-	-	550	2 00	80	-	-	3 81	-	87	33	138	17	5	-	-	-	-
No. 21, mid. div. pl.	-	-	3 75	1 50	60	-	-	2 50	-	-	-	73	20	20	-	-	-	-
No. 33, mid. div. pl.	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	31	40 39	4 57	2 35	29,570	1,736	-	2 30	38,027	22,751	1,186	52,819	9,281	7,266	654	1,509	562	245

KENNEBEC COUNTY.

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TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	
	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.	w.	d.		
Albion.....	406	150	125	302	250	345	.46	9	10	12	7	12	-	-	12	7	-	-	-	-	-	-	-	-	-	-	-	-	-	\$2,500	-	4	9	7	-	-				
Augusta.....	2,274	1,161	928	1,226	1,036	1,400	.43	13	14	3	24	-	-	29	24	11	-	-	-	-	-	-	-	-	-	-	-	-	65,000	-	9	33	22	-	-					
Belgrade.....	499	278	235	316	270	354	.51	7	4	10	3	18	-	-	18	11	-	-	-	-	-	-	-	-	-	-	-	4,000	-	11	16	7	-	-						
Benton.....	423	275	222	210	155	338	.45	10	2	11	10	-	-	10	5	-	-	-	-	-	-	-	-	-	-	-	-	3,800	-	4	9	5	-	-						
Chelsea.....	270	141	125	170	150	180	.51	9	8	9	9	-	-	9	1	-	-	-	-	-	-	-	-	-	-	-	-	2,500	-	2	8	6	-	-						
China.....	611	414	314	504	400	515	.58	9	9	18	1	21	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,500	1	15	16	8	-	-						
Clinton.....	672	425	321	391	296	473	.46	9	2	11	13	-	-	13	6	-	-	-	-	-	-	-	-	-	-	-	-	8,500	1	8	13	5	-	-						
Farmingdale.....	227	106	91	175	152	147	.58	11	11	3	3	-	-	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	4	3	-	-					
Fayette.....	300	142	115	177	142	209	.43	8	1	12	1	9	4	9	6	-	-	-	-	-	-	-	-	-	-	-	-	2,700	-	3	9	7	-	-						
Gardiner.....	1,310	801	642	779	574	856	.46	18	16	1	15	15	-	-	15	15	-	-	-	-	-	-	-	-	-	-	-	30,000	1	1	19	19	11	-	-					
Hallowell.....	900	476	415	433	391	595	.45	21	12	1	12	1	-	9	9	-	-	-	-	-	-	-	-	-	-	-	-	13,000	-	-	12	11	-	-						
Litchfield.....	467	230	221	326	278	365	.53	7	8	3	15	-	-	15	10	-	-	-	-	-	-	-	-	-	-	-	-	2,000	-	9	14	4	-	-						
Manchester.....	227	129	92	116	91	164	.41	9	2	11	7	1	7	3	-	-	-	-	-	-	-	-	-	-	-	-	-	2,500	-	1	6	6	-	-						
Monmouth.....	486	232	187	311	240	336	.44	9	3	8	2	12	-	-	12	5	-	-	-	-	-	-	-	-	-	-	-	6,000	1	11	11	1	-	-						
Mt. Vernon.....	369	197	158	263	212	315	.56	7	2	9	3	13	-	-	13	8	-	-	-	-	-	-	-	-	-	-	-	7,000	-	8	11	4	-	-						
Pittston.....	789	456	377	491	390	479	.49	9	10	13	17	-	-	17	9	1	-	-	-	-	-	-	-	-	-	-	-	12,800	-	3	17	16	-	-						
Readfield.....	358	253	187	95	73	263	.36	9	2	10	10	-	-	10	7	-	-	-	-	-	-	-	-	-	-	-	-	5,000	-	3	11	7	-	-						
Rome.....	217	100	85	146	130	160	.50	8	9	-	8	-	-	8	5	-	-	-	-	-	-	-	-	-	-	-	-	2,500	-	6	7	-	-	-						
Sidney.....	430	253	207	326	262	325	.55	8	3	9	19	-	-	19	14	-	-	-	-	-	-	-	-	-	-	-	-	4,500	-	3	13	11	-	-						
Vassalborough.....	950	685	600	825	700	850	.66	10	9	22	-	-	-	22	10	-	-	-	-	-	-	-	-	-	-	-	-	15,000	1	8	21	12	-	-						
Vienna.....	244	168	140	109	84	217	.46	9	4	10	3	10	-	-	10	7	-	-	-	-	-	-	-	-	-	-	-	1,500	-	2	10	5	-	-						
Waterville.....	1,317	443	334	413	331	610	.25	15	4	14	5	2	4	8	8	-	-	-	-	-	-	-	-	-	-	-	-	21,000	-	-	9	10	-	-						
Wayne.....	297	176	146	241	202	248	.59	8	3	10	5	9	2	9	5	-	-	-	-	-	-	-	-	-	-	-	-	6,500	-	6	9	5	-	-						
West Gardiner.....	379	195	158	249	219	262	.50	9	1	8	4	9	-	-	9	3	-	-	-	-	-	-	-	-	-	-	-	2,800	-	7	8	1	-	-						
West Waterville.....	608	407	328	433	324	480	.54	11	12	7	7	-	-	4	11	-	-	-	-	-	-	-	-	-	-	-	-	6,000	-	4	9	8	-	-						

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.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	
	W.	P.		W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.				
Windsor.....	398		288		264		337		316		361	.73	9	9		12		2		2		12		5		-		-		\$4,500		-		6		12		5	
Winslow.....	488		307		217		186		144		315	.37	10	5	9	16		1		1		15		12		-		-		2,000		-		5		16		1	
Winthrop.....	715		221		200		227		203		584	.28	9	2	10	4	3					10		5		-		\$800		15,195		-		9		2			
Unity pl.....	27		22		20		24		18		24	.70	8	12		10		1		-		1		-		-		-		-		-		1		1		1	
	16,658		9,131		7,450		9,801		8,031		11,754	.49	10	1	11	2	317		20		20		357		220		2		1,200		252,295		9		147		344		189

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.		Excess above amt't required by law.		Less than the amt't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.		Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.		Amount derived from local funds.		Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.		Balance unexpended April 1, 1875.		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.		Am't paid for tuition in private schools, academies, &c. within the State		Amount paid for same out of the State.	
	Albion.....	Augusta.....	Belgrade.....	1	3	1	3	12	50	\$1,085	15,250	1,600	-	99,000	-	-	2	87	\$1,100	17,464	1,712	3,744	3,616	-	-	\$1,550	20,705	2,516	\$279	575	\$256	4,425	-	64	450	\$176	1,000	-
Albion.....	1	3	26	60	\$4	50	2	00	\$1,085	15,250	1,600	-	-	-	2	87	\$1,100	17,464	1,712	3,744	3,616	-	-	\$1,550	20,705	2,516	\$279	575	\$256	4,425	-	64	450	\$176	1,000	-	\$600	
Augusta.....	1	3	30	60	\$4	50	2	00	\$1,085	15,250	1,600	-	-	-	2	87	\$1,100	17,464	1,712	3,744	3,616	-	-	\$1,550	20,705	2,516	\$279	575	\$256	4,425	-	64	450	\$176	1,000	-	\$600	
Belgrade.....	1	3	30	60	\$4	50	2	00	\$1,085	15,250	1,600	-	-	-	2	87	\$1,100	17,464	1,712	3,744	3,616	-	-	\$1,550	20,705	2,516	\$279	575	\$256	4,425	-	64	450	\$176	1,000	-	\$600	

Benton	-	33 00	4 50	2 20	1,200	256	-	2 84	1,380	720	-	1,122	918	325	-	36	-	-
Chelsea	-	33 00	3 65	2 40	700	-	-	2 59	816	490	-	1,144	152	208	-	35	-	50
China:	1	25 00	3 50	2 00	1,694	-	-	2 77	2,101	1,067	-	2,690	478	-	-	100	-	-
Clinton	2	34 10	4 24	2 32	1,505	-	-	2 24	1,873	1,204	-	2,499	578	311	-	88	-	500
Farmingdale.....	-	32 00	4 50	2 78	750	63	-	3 30	1,396	367	-	1,118	645	224	-	27	-	-
Fayette.....	-	30 00	3 30	1 80	800	80	-	2 67	875	503	-	1,039	124	120	42	48	-	407
Gardiner.....	-	111 00	8 05	3 50	5,800	2,220	-	4 43	6,000	2,857	-	5,913	-	800	-	225	-	200
Hallowell.....	1	-	10 00	3 00	3,500	1,100	-	3 80	5,646	2,088	110	5,619	27	1,088	-	150	-	1,220
Litchfield.....	-	30 00	3 00	2 25	1,250	-	-	2 68	1,250	833	-	2,366	306	500	-	75	-	200
Manchester.....	2	20 00	4 25	2 20	850	261	-	3 75	894	378	90	1,361	300	176	-	30	-	80
Monmouth.....	-	31 27	3 62	2 40	1,395	-	-	2 87	1,395	896	-	2,291	-	620	-	87	-	-
Mt. Vernon.....	1	32 12	3 38	1 97	1,002	-	-	2 71	1,139	619	-	1,509	248	188	-	61	-	123
Pittston.....	2	34 00	4 50	2 25	1,900	18	-	2 41	3,085	1,575	-	2,750	1,595	-	-	75	-	350
Readfield.....	1	29 33	4 68	2 27	1,200	34	-	3 35	2,060	661	-	1,597	993	135	-	50	-	1,200
Rome.....	-	32 00	3 50	2 00	580	-	-	2 67	594	397	-	737	254	60	-	26	-	-
Sidney.....	-	22 50	4 25	1 64	1,178	-	-	2 74	1,178	730	-	1,908	-	100	-	93	-	-
Vassalborough.....	-	30 00	5 00	2 50	2,400	-	-	2 53	4,500	1,650	-	3,900	200	700	50	135	-	800
Vienna.....	1	35 50	3 42	1 77	592	-	-	2 43	962	424	-	849	168	175	-	45	-	-
Waterville.....	2	-	5 87	3 14	2,500	72	-	1 90	5,409	1,902	-	3,248	2,161	-	-	172	-	-
Wayne.....	-	27 80	3 43	2 50	751	-	-	2 53	1,045	518	-	1,346	218	123	-	51	-	75
West Gardiner.....	-	34 71	3 86	2 03	850	16	-	2 24	995	625	-	1,478	143	160	-	45	-	125
West Waterville.....	3	28 00	5 00	3 00	1,800	820	-	2 96	2,000	951	-	2,960	565	-	-	75	-	-
Windsor.....	-	29 00	4 00	2 12	1,013	-	-	2 55	1,131	539	-	1,503	166	252	-	58	-	150
Winslow.....	-	24 27	3 67	2 06	1,500	350	-	3 07	1,150	864	-	2,014	-	625	50	75	-	1,200
Winthrop.....	-	38 00	3 15	2 75	1,800	16	-	2 52	1,800	1,208	-	3,008	-	433	95	60	-	-
Unity pl.....	-	-	3 65	1 00	60	-	-	2 22	100	21	-	96	44	9	-	3	-	-
	20	34 58	4 48	2 34	56,505	14,738	-	2 93	71,050	29,518	200	80,836	11,193	12,382	392	2,539	7,931	890

APPENDIX.

KNOX COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
							W.	P.	W.	P.	W.	P.	W.	P.											
Appleton.....	488	320	249	360	293	425	.56	9	2	8	4	11	-	-	11	4	-	-	-	\$4,400	-	5	11	3	3
Camden.....	1,562	925	806	1,075	876	1,075	.54	12	13	2	16	1	16	12	16	12	-	-	-	19,000	1	16	21	5	
Cushing.....	249	137	98	158	120	174	.44	10	9	3	6	1	6	5	6	5	-	-	-	2,200	-	3	6	3	
Friendship.....	340	178	155	222	183	260	.50	11	10	3	9	7	7	5	7	5	-	-	-	1,800	-	4	7	3	
Hope.....	262	120	100	196	160	222	.50	8	3	10	4	7	-	7	6	1	-	-	\$465	3,500	-	3	6	4	
North Haven.....	232	144	120	186	162	212	.61	9	4	10	4	6	-	6	6	6	-	-	-	3,000	-	4	6	2	
Rockland.....	2,432	1,429	1,201	1,412	1,190	1,564	.50	23	10	10	1	1	-	12	3	3	-	-	-	48,250	2	3	30	30	
South Thomaston...	693	489	391	563	419	590	.58	9	9	3	12	1	13	8	1	1	-	-	450	6,000	11	8	12	4	
St. George.....	978	492	357	458	378	657	.38	10	19	3	18	5	17	6	1	1	-	-	710	9,125	-	10	12	4	
Thomaston.....	910	480	402	528	451	632	.47	20	20	1	1	-	11	10	10	-	-	-	16,000	1	2	14	13		
Union.....	584	296	235	409	327	479	.48	8	4	10	3	14	-	14	10	-	-	-	10,950	1	8	13	7		
Vinalhaven.....	1,043	528	406	636	502	823	.44	10	3	12	12	1	12	12	12	-	-	-	14,000	-	6	14	11		
Warren.....	690	282	240	380	326	415	.43	10	10	19	1	18	13	13	-	-	-	-	7,000	-	5	17	13		
Washington.....	450	315	245	400	360	410	.67	10	10	2	13	1	11	9	-	-	-	-	3,500	-	7	13	6		
Matinicus Isle pl....	103	50	45	62	48	68	.46	10	12	-	1	-	1	1	1	-	-	-	600	-	1	1	-		
Muscle Ridge pl.....	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	11,016	6,185	5,050	7,045	5,795	8,006	.50	11	3	11	144	12	162	110	3	1,625	149,325	6	85	183	108				

KNOX COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.			Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.										
Appleton.....	2	\$33 00	\$3 92	1 82	\$1,250	\$61	-	2 56	\$1,775	\$880	-	\$2,275	\$379	\$325	\$1,250	\$47	-	-
Camden.....	2	43 00	3 98	3 09	4,000	350	-	2 56	3,650	2,792	\$90	6,532	1,777	-	-	119	-	-
Cushing..	-	35 66	3 78	2 00	550	-	-	2 21	658	434	-	950	142	634	38	9	-	-
Friendship.....	1	34 00	4 50	3 00	709	-	-	2 09	1,265	563	-	1,791	637	111	72	18	-	-
Hope ..	1	36 66	4 05	1 80	725	-	-	2 77	1,143	467	-	1,177	418	159	-	18	\$100	-
North Haven.....	-	41 25	3 50	3 00	650	5	-	2 80	875	423	-	1,138	50	110	-	25	-	-
Rockland ..	4	108 00	5 00	3 20	8,500	2,500	-	3 03	8,682	4,641	15	13,540	-	2,868	-	800	200	-
South Thomaston....	4	48 40	5 00	3 00	1,354	-	-	1 95	2,128	1,220	-	2,596	751	408	-	48	-	-
St George.....	-	40 20	4 09	3 07	1,857	-	-	1 90	2,390	1,591	-	3,328	543	281	-	50	300	\$160
Thomaston.....	-	70 00	3 00	4 00	4,100	625	-	4 51	4,100	2,089	-	6,189	-	940	-	275	-	-
Union.....	2	39 75	4 15	2 02	1,362	-	-	2 33	1,362	997	-	2,358	-	387	124	57	250	-
Vinalhaven ..	1	54 00	4 97	2 95	1,800	319	-	1 72	2,497	1,775	-	3,999	273	1,332	-	75	25	-
Warren.....	1	35 00	4 50	2 75	1,580	-	-	2 29	1,929	1,192	200	3,186	135	288	-	45	-	-
Washington ..	-	30 00	3 50	2 00	1,021	-	-	2 27	1,021	778	-	1,400	399	-	-	68	-	-
Matinicus Isle pl....	2	50 00	5 00	2 75	200	-	-	1 94	354	175	-	311	203	24	-	-	-	-
Muscle Ridge pl....	No return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	20	46 59	4 53	2 70	29,658	3,860	-	2 46	33,829	20,017	305	50,170	5,707	7,865	1,484	1,654	875	280

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.		Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.			w.	d.	w.	d.								w.	d.	w.	d.	w.	d.	w.	d.
Alna	243	158	91	209	175	223	.55	10	4	10	3	6	-	6	4	1	6	-	16	10	4	1	\$950	\$3,100	-	3	6	3	6	3	3
Boothbay	1,145	626	507	642	482	862	.43	9	3	10	4	17	-	16	10	-	14	-	9	1	-	-	4,500	-	14	16	2	2	2	2	
Bremen	345	233	202	294	243	325	.65	8	5	8	2	9	1	9	1	-	12	-	7	5	-	-	1,200	-	4	9	5	5	5	5	
Bristol	1,120	710	535	820	525	997	.47	10	1	11	3	21	-	20	10	-	12	-	10	10	-	-	11,600	-	12	13	5	5	5	5	
Damariscotta	429	234	201	196	176	269	.44	9	2	8	4	6	-	7	5	-	8	-	6	3	-	-	5,000	1	4	7	2	5	2	2	
Dresden	272	147	115	195	166	212	.51	7	3	8	4	9	1	9	6	-	9	-	6	6	-	-	5,500	-	4	9	5	5	5	5	
Edgecomb	360	164	138	192	155	249	.41	10	1	11	4	7	-	8	3	-	8	-	7	3	-	-	5,000	-	4	5	3	3	3	3	
Jefferson	666	418	398	533	410	504	.61	11	3	11	4	17	-	16	13	-	14	-	14	9	-	-	5,700	-	15	16	1	1	1	1	
Newcastle	566	261	204	290	247	306	.40	8	3	10	14	-	-	14	9	-	12	-	7	7	-	-	5,500	-	5	9	8	8	8	8	
Nobleborough	445	222	128	249	218	375	.39	9	4	9	1	12	-	12	7	-	12	-	7	4	-	-	6,000	-	9	12	3	3	3	3	
Somerville	164	89	65	89	69	101	.41	7	3	9	3	7	2	5	4	-	5	-	4	4	-	-	1,500	-	1	5	3	3	3	3	
Southport	254	152	134	182	161	199	.58	12	1	10	4	5	-	5	2	-	5	-	5	2	-	-	1,300	-	3	5	2	2	2	2	
Waldoborough	1,404	861	703	761	635	1,035	.48	11	3	11	2	31	2	32	14	-	32	2	14	4	-	-	13,400	1	20	47	7	7	7	7	
Westport	245	106	85	124	109	232	.40	9	3	4	3	4	-	4	4	-	4	-	4	4	-	-	2,500	-	4	4	1	1	1	1	
Whitefield	553	280	229	349	282	436	.46	9	12	16	-	16	-	16	12	-	16	-	12	12	-	-	5,000	-	10	15	7	7	7	7	
Wiscasset	652	401	252	455	379	408	.48	9	2	10	6	6	-	7	7	-	7	-	7	7	-	-	4,000	1	2	9	8	8	8	8	
Monhegan Isle	39	20	16	27	20	33	.46	12	8	8	1	1	-	1	1	-	1	-	1	1	-	-	400	-	1	1	1	1	1	1	1
	8,898	5,082	4,003	5,607	4,452	6,766	.48	9	5	10	1	188	6	187	112	1	950	81,200	3	114	193	64									

LINCOLN COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	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 available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State.	Amount paid for same out of the State.
Alna	-	\$34 50	\$5 75	3 00	\$700	-	-	-	2 88	-	-	-	\$1,057	-	-	-	\$25	-	-
Boothbay	1	40 43	5 23	3 50	3,200	\$640	-	-	2 80	\$4,524	\$2,406	-	4,890	\$719	\$450	-	104	-	\$20
Bremen	2	35 00	2 25	3 00	700	-	-	-	2 03	1,234	-	-	1,163	-	-	-	17	-	-
Bristol	2	40 37	5 21	4 33	2,400	-	-	-	2 14	4,321	1,921	-	3,299	1,022	373	-	75	47	-
Damariscotta	-	51 08	5 00	3 50	1,060	-	6	-	2 50	1,150	736	-	1,349	350	-	-	85	500	-
Dresden	-	32 00	3 77	2 30	800	-	-	-	2 94	1,659	446	-	1,192	446	111	-	30	42	-
Edgecomb	-	30 00	5 00	3 00	1,050	-	-	-	2 92	1,408	644	-	1,578	475	-	-	29	-	-
Jefferson	2	31 00	4 00	3 00	1,474	-	-	-	2 21	1,974	654	-	2,251	377	389	-	77	-	-
Newcastle	-	40 00	4 53	2 40	1,383	-	-	-	2 44	1,529	1,167	-	1,997	698	213	-	110	690	-
Nobleborough	-	38 00	3 00	2 50	912	-	-	-	2 05	912	754	-	1,626	40	56	-	50	200	-
Somerville	-	14 00	3 50	2 00	400	-	-	-	2 44	450	288	-	634	104	50	-	20	-	-
Southport	1	45 33	6 07	3 50	550	-	-	-	2 12	953	431	-	1,191	120	73	45	34	90	50
Waldoborough	-	35 00	5 25	-	3,350	-	11	-	2 40	5,229	1,394	-	5,778	845	-	-	251	-	-
Westport	2	57 50	5 12	4 00	560	-	-	-	2 30	1,115	414	-	1,141	289	166	-	30	-	-
Whitefield	-	31 83	3 62	1 77	1,400	-	-	-	2 51	2,285	995	-	1,739	540	-	-	90	-	-
Wiscasset	-	60 00	8 00	3 75	1,600	-	-	-	2 45	2,329	2,079	-	3,838	569	-	-	58	-	-
Monhegan Isle	-	-	5 00	-	100	-	4	-	2 56	120	62	-	98	22	18	-	-	-	-
	10	38 50	4 61	3 04	21,639	661	-	-	2 45	31,192	14,391	-	34,821	6,616	2,078	88	1,085	1,619	70

APPENDIX.

OXFORD COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Albany	252	123	92	176	134	208	.45	9	9	10	-	10	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Andover	251	168	122	168	133	209	.50	11	12	6	-	6	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bethel	757	355	297	524	438	614	.49	8	10	26	4	28	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brownfield	427	183	152	263	179	350	.39	12	3	15	1	13	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Buckfield	467	291	222	307	256	406	.51	9	3	11	1	12	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Byron	75	35	30	61	52	68	.55	6	8	3	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canton	293	171	136	214	187	258	.55	8	9	10	-	9	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Denmark	385	178	148	270	232	337	.49	8	9	14	-	14	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dixfield	318	176	148	239	192	236	.53	9	3	9	2	9	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fryeburg	500	238	176	256	201	320	.38	12	13	17	1	16	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gilead	113	53	37	73	54	79	.41	9	10	6	-	6	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grafton	35	30	25	30	25	27	.74	10	8	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Greenwood	338	197	152	263	218	281	.55	7	3	9	4	13	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hanover	50	24	20	54	48	58	.68	8	11	2	3	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hartford	301	143	115	207	177	207	.48	8	4	9	4	12	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hebron	221	144	125	173	121	197	.56	8	3	9	5	8	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hiram	480	260	208	237	261	357	.49	8	2	9	4	15	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lowell	400	247	206	210	194	247	.50	8	12	14	-	12	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mason	44	30	18	33	20	38	.43	10	11	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mexico	146	80	66	93	84	134	.51	9	8	2	5	1	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Newry	128	100	62	123	74	120	.53	9	4	9	5	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Norway	744	440	351	517	424	528	.52	9	11	15	-	17	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oxford	563	212	171	242	205	242	.34	9	1	11	3	11	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paris	980	470	373	581	473	617	.43	9	4	11	-	20	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Peru	325	170	132	275	245	275	.58	7	10	10	-	10	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Porter.....	425	264	201	262	221	326	.509	312	1	13	2	13	6	-	-	25,000	-	9	11	-
Roxbury.....	46	40	30	45	35	45	.707	9		7	1	3	2	-	-	500	-	2	5	4
Rumford.....	413	250	199	325	263	380	.569	411	3	13	-	13	7	-	-	6,420	-	9	12	4
Stow.....	139	118	90	130	125	138	.788	36	3	8	-	7	2	-	-	1,000	-	2	7	5
Stoneham.....	174	117	85	80	61	139	.428	18		5	-	5	2	-	-	1,000	-	1	5	1
Sumner.....	414	244	194	283	238	283	.5210	9	3	16	1	16	6	1	500	4,500	-	6	13	9
Sweden.....	159	109	91	106	86	117	.559	311	1	7	-	7	7	-	-	4,500	-	2	7	5
Upton.....	81	49	43	43	35	70	.4813	19	2	4	1	3	2	-	-	600	-	-	4	3
Waterford.....	431	212	173	278	233	367	.479	311	4	14	2	13	11	-	-	10,000	-	7	11	6
Woodstock.....	397	200	131	301	216	362	.448	39	3	12	1	11	2	-	-	2,075	-	9	10	3
Andover N. Sur. pl.	12	12	12	-	-	12	-6	-	-	1	-	1	-	-	-	75	-	-	1	-
Franklin pl.....	64	32	22	36	27	46	.408	212		3	-	3	1	-	-	500	-	1	3	1
Lincoln pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton pl.....	96	35	22	38	22	50	.2218	11		2	2	2	1	-	-	700	-	1	1	-
Riley pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	11,442	6,200	4,877	7,507	6,189	8,758	.509	211		373	36	355	209	6	3,610	149,280	7	187	319	158

OXFORD COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Albany	-	29 00	\$2 77 1 65		\$525			2 08	\$991	\$430	\$36	\$1,000	\$9	\$150		\$23	\$35	
Andover	-	30 50	3 50 2 25		700	\$4		2 79	739	467	21	719	35	96		26	60	
Bethel	2	32 45	3 90 1 86		1,826			2 42	1,826	1,325	108	3,354	126	-	113			
Brownfield	-	28 00	3 75 2 25		1,059			2 48	1,362	733	150	2,096	153	81	52	24	100	
Buckfield	-	29 00	3 41 2 17		1,196			2 56	1,476	823	126	2,183	242	317	69	125		
Byron	-	22 00	3 00 2 50		194			2 59	245	134	27	398	8	60	25	150		
Canton	2	32 47	3 35 2 08		800	28		2 73	1,082	540	61	1,400	248	212	46	75		
Denmark	-	32 00	2 70 1 07		1,150	295		2 99	1,361	655	33	1,822	226	168	65	25		
Dixfield	-	24 50	2 75 2 40		840	40		2 64	916	555	-	1,394	77	-	45			
Eryeburg	-	30 00	4 50 1 75		1,300			2 60	1,834	880	-	2,141	573	289	95			
Gilead	-	26 00	4 75 1 00		263			2 33	278	201	15	494	-	61	13	15	50	
Grafton	-	-	3 00 1 00		100	24		2 86	90	24	-	85	8	5	-	-	-	
Greenwood	2	30 00	3 40 2 00		700	23		2 07	813	639	24	1,210	266	130	86	20		
Hanover	1	-	4 88 -		152	25		3 04	286	92	12	270	-	16	20			
Hartford	-	33 50	3 25 -		797	-		2 65	797	549	24	1,370	-	-	71			
Hebron	-	32 00	3 54 2 37		600	6		2 71	962	363	-	876	-	-	16			
Hiram	-	31 43	3 81 2 08		1,500	385		3 12	791	827	-	2,213	905	263	29	530		
Lovell	-	25 00	4 00 2 50		850	-		2 13	850	730	200	1,780	-	300	43	50		
Mason	-	30 00	4 00 1 75		90	-	4	2 05	100	83	-	183	-	3	2	5		
Mexico	-	26 40	2 94 1 81		366	-	-	2 50	622	258	-	458	258	164	15			
Newry	2	33 00	4 75 2 50		333	-	-	2 60	603	-	48	578	25	50	75	15	45	
Norway	-	46 00	5 00 2 50		2,500	936		3 36	3,443	1,192	13	3,283	172	500	130			
Oxford	-	31 00	4 21 2 40		1,625	265		2 89	1,520	603	-	2,422	-	-	95		180	
Paris	-	38 76	4 25 2 50		2,500	-	-	2 55	2,760	1,785	216	4,664	101	650	30	127	580	100
Peru	-	25 00	3 00 2 00		746	-	-	2 30	1,352	606	-	1,300	50	147	30	42	50	

Porter	-	30 00	3 76	1 94	888	-	-	2 09	888	706	100	1,694	-	213	-	40	172	-
Roxbury	-	20 00	2 50	2 00	150	15	-	3 26	321	101	279	146	18	-	-	-	-	-
Rumford	1	27 33	5 25	1 88	1,000	-	-	30 2 42	1,199	780	199	1,947	143	-	-	50	935	100
Stow	-	28 00	4 00	1 75	400	100	-	2 90	400	262	-	661	28	37	-	15	-	-
Stoneham	-	29 00	3 70	2 16	340	-	-	1 94	340	168	92	501	104	35	-	18	-	-
Sumner	-	28 50	3 20	1 73	940	-	-	2 27	940	670	-	1,610	-	-	-	53	-	-
Sweden	-	18 00	4 08	1 80	550	110	-	3 46	500	280	100	928	42	97	-	38	77	-
Upton	-	-	3 93	1 58	200	50	-	2 96	200	107	147	412	42	38	38	7	65	-
Waterford	1	37 50	3 55	2 25	1,500	450	-	3 48	1,657	830	58	2,577	352	159	50	88	-	-
Woodstock	-	28 00	3 75	2 25	900	17	-	2 27	1,014	634	-	1,407	114	100	-	25	200	-
Andover N. Sur. pl.	-	-	3 00	2 00	20	-	-	1 67	-	-	-	30	-	-	20	-	-	-
Franklin pl	4	24 00	3 17	1 38	143	-	-	2 23	270	110	-	300	80	19	-	6	-	-
Lincoln pl	No return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton pl	-	28 00	3 00	2 00	175	-	-	1 82	200	165	-	289	51	35	-	7	-	-
Riley pl	No return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	13	29 30	3 87	1 98	29,918	2,773	-	34 2 57	35,118	19,307	2,089	50,195	4,456	4,365	573	1,584	3,349	380

APPENDIX.

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.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
								w	d	w.	d.	w.	d.											
Alton.....	191	90	74	107	82	122	.40	9	1	12	2	6	-	4	-	-	-	-	\$700	-	2	5	3	
Argyle.....	101	73	65	68	68	75	.66	10	2	8	-	4	-	4	-	-	-	-	2,000	-	-	4	2	
Bangor.....	5,254	3,040	2,503	3,326	2,661	3,556	.49	13	5	24	5	1	-	35	35	-	-	-	120,000	5	6	68	67	
Bradford.....	517	288	224	320	253	372	.49	10	-	10	-	15	-	14	13	-	-	-	6,500	-	8	13	6	
Bradley.....	332	150	140	199	155	219	.42	10	-	10	-	3	-	4	2	-	-	-	1,000	-	3	4	1	
Brewer.....	1,160	564	459	613	466	700	.40	10	5	11	-	7	-	11	6	-	-	-	12,000	2	6	15	11	
Burlington.....	240	163	131	146	110	188	.50	12	2	11	2	7	-	6	5	1	-	\$1,200	3,500	-	2	7	3	
Carmel.....	437	235	196	300	240	318	.50	9	-	12	-	11	-	11	9	-	-	-	6,900	-	4	11	8	
Carroll.....	242	147	111	150	115	211	.47	11	2	11	1	7	2	6	6	-	-	-	2,000	-	5	5	1	
Charleston.....	443	242	187	263	205	306	.44	10	3	11	2	10	1	10	8	-	-	-	4,500	-	3	10	7	
Chester.....	156	121	103	125	104	131	.66	11	-	11	3	6	-	5	1	1	-	600	1,100	-	-	6	6	
Clifton.....	137	136	94	93	78	136	.63	12	3	9	1	5	-	4	4	-	-	-	2,000	-	3	5	3	
Corinna.....	502	270	207	385	308	395	.51	7	4	10	4	14	3	16	5	-	-	-	6,000	-	7	13	10	
Corinth.....	464	278	206	360	291	446	.53	8	3	10	3	13	2	15	13	1	-	591	9,000	-	9	14	7	
Dexter.....	911	528	438	532	439	685	.48	12	-	10	-	1	2	15	9	-	-	-	15,700	2	6	17	13	
Dixmont.....	454	220	170	235	216	250	.43	12	-	11	-	14	2	12	9	-	-	-	5,600	-	6	14	5	
Eddington.....	253	134	113	161	139	190	.50	9	-	9	3	7	-	7	6	-	-	-	3,600	-	4	7	3	
Edinburg.....	25	20	16	-	-	25	-	.15	-	-	-	2	-	2	2	-	-	-	2,000	-	-	2	-	
Enfield.....	229	147	118	46	37	141	.35	9	3	12	-	7	-	6	3	-	-	-	1,200	-	1	10	-	
Etna.....	301	173	133	218	171	230	.51	9	3	11	5	8	-	8	5	-	-	-	4,000	-	4	7	4	
Exeter.....	489	253	195	326	265	369	.47	10	-	10	1	13	1	13	9	1	-	700	-	-	8	11	5	
Garland.....	410	172	126	253	199	279	.40	9	3	11	2	10	3	10	9	-	-	-	6,000	-	7	8	4	
Glenburn.....	253	140	110	154	124	194	.43	11	1	10	5	7	-	7	7	-	-	-	1,500	-	2	8	5	
Greenbush.....	260	187	147	130	102	210	.48	9	1	5	-	8	-	6	4	-	-	-	2,500	-	1	8	4	
Greenfield.....	175	85	72	50	43	90	.33	15	-	13	3	5	-	5	5	-	-	200	1,500	-	1	5	1	

Hampden.....	1,063	465	323	621	550	684	.4111	12	19	1	18	6	-	-	12,000	-	12	17	7	
Hermion.....	559	285	202	359	295	399	.458	2 11	14	-	13	8	-	-	3,000	-	5	12	9	
Holden.....	277	297	169	185	147	276	.578	1 10	8	-	8	7	-	-	5,000	-	1	9	8	
Howland.....	41	21	17	-	-	21	- 11	-	5	-	3	1	-	-	100	-	-	2	-	
Hudson.....	288	175	130	210	149	230	.4910	11	7	-	6	5	-	-	2,000	-	3	7	4	
Kenduskeag.....	250	117	88	153	122	169	.4211	12	1	-	4	2	-	-	2,500	1	1	3	2	
Kingman.....	165	87	58	69	60	100	.3611	11	2	-	2	2	-	-	700	-	1	2	1	
Lagrange.....	227	152	106	140	95	185	.4411	11	4	-	4	2	-	-	1,800	-	3	4	1	
Lee.....	364	204	160	139	106	200	.378	1 13	9	1	9	2	-	-	2,500	-	6	9	2	
Levant.....	448	183	149	241	190	287	.3810	15	11	2	11	8	-	-	2,900	-	7	9	3	
Lincoln.....	627	325	263	389	337	565	.489	10	10	1	9	6	-	-	5,500	-	4	13	8	
Lowell.....	149	187	125	-	-	155	- 10	3	8	-	8	3	-	-	800	-	-	10	-	
Mattawamkeag.....	142	85	62	78	55	81	.4210	10	3	3	2	2	-	-	1,200	1	1	3	1	
Maxfield.....	68	44	38	32	28	52	.508	9	4	-	2	1	1	300	500	-	1	3	1	
Medway.....	238	167	114	49	41	187	.3915	12	6	1	5	5	-	-	4,000	3	1	3	-	
Milford.....	175	143	124	-	140	255	.4811	12	4	-	4	4	-	-	6,000	-	1	5	4	
Mt. Chase.....	120	95	89	-	-	95	- 15	-	5	-	3	3	-	-	800	-	-	5	-	
Newburg.....	325	175	122	220	174	280	.429	11	10	-	10	8	-	-	3,000	-	5	10	5	
Newport.....	488	234	165	272	223	375	.408	3 11	9	2	10	9	2	6,800	10,000	1	2	9	9	
Oldtown.....	1,259	796	608	968	770	1,020	.5512	15	8	-	12	7	-	-	12,000	1	5	16	12	
Orono.....	976	478	407	391	341	608	.3816	18	3	1	11	9	1	1,860	15,000	1	4	11	6	
Orrington.....	595	349	283	412	333	467	.529	10	4	11	-	13	8	-	4,000	-	6	13	7	
Passadumkeag.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Patten.....	268	129	93	134	119	162	.4010	10	6	-	6	4	-	-	1,500	-	1	6	5	
Plymouth.....	273	169	130	185	142	192	.508	4 10	2	8	1	9	5	1	500	3,500	-	3	7	
Prentiss.....	188	170	150	130	120	170	.7110	9	5	1	4	3	-	-	2,000	-	5	5	-	
Springfield.....	338	195	181	138	124	229	.4510	3 10	3	9	1	9	6	-	3,700	-	3	8	-	
Stetson.....	295	159	131	194	144	219	.479	9	5	7	-	7	7	-	7,000	-	3	7	4	
Veazie.....	273	128	103	144	113	144	.4016	12	1	-	2	2	-	-	-	-	-	3	3	
Winn.....	229	144	107	152	108	214	.479	3 10	1	4	2	4	4	1	2,000	3,200	-	1	6	2
Drew pl.....	36	36	24	-	-	36	- 10	-	2	-	2	1	-	-	500	-	-	3	-	
Lakeville pl.....	50	36	22	-	8	40	.2813	8	2	1	2	2	-	-	900	-	1	2	-	
Pattagumpus pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Webster pl.....	33	27	22	-	-	27	- 9	-	2	-	1	1	-	-	100	100	1	-	1	
Woodville pl.....	71	63	51	-	-	63	- 12	-	3	2	2	1	1	-	100	200	-	-	4	
No. 2, Grand Fls. pl.....	25	13	-	-	-	13	- 12	-	1	1	1	1	1	-	100	100	-	-	1	
Staceyville pl.....	52	46	43	52	45	52	.8410	10	3	-	2	2	-	-	300	-	-	2	2	
	25,011	14,145	11,396	14,821	11,938	18,090	.4710	4 11	2	393	33	456	326	13	14,951	339,100	18	188	508	292

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.			Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State.	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.										
Alton.....	-	\$30 00	\$3 45	2 20	\$420	-	-	2 20	\$802	\$326	\$33	\$900	\$261	\$142	-	\$17	-	-
Argyle.....	-	-	3 00	3 00	500	\$254	-	4 95	500	-	-	337	103	60	6	-	-	-
Bangor.....	2	124 00	10 00	-	36,000	-	-	6 45	32,000	9,546	7,013	48,559	17,376	17,376	1,758	-	\$26	-
Bradford.....	-	32 00	3 53	2 13	1,200	16	-	2 32	1,200	871	86	2,298	264	199	102	-	-	-
Bradley.....	-	43 00	5 00	3 75	1,042	49	-	3 14	1,320	535	49	1,180	579	179	25	-	60	-
Brewer.....	-	42 57	7 25	-	2,600	-	-	2 24	3,350	1,895	53	4,902	797	1,200	122	-	-	-
Burlington.....	1	26 00	4 10	2 00	441	-	-	1 84	441	319	256	1,073	99	128	36	-	-	-
Carmel.....	-	40 00	4 50	2 50	1,100	20	-	2 52	2,139	793	96	2,107	920	202	58	-	-	-
Carroll.....	-	31 00	3 79	1 95	525	10	-	2 17	926	475	72	1,090	310	83	25	-	60	-
Charleston.....	-	28 33	3 74	1 83	1,000	-	-	2 26	1,121	774	119	2,014	248	171	52	-	-	-
Chester.....	-	-	4 16	1 96	260	-	-	1 67	393	265	32	568	69	50	25	-	-	-
Clifton.....	1	28 00	3 50	1 75	350	71	-	2 56	505	199	-	736	123	-	23	-	-	-
Corinna.....	-	32 67	3 51	1 75	1,300	-	-	2 59	1,300	849	-	2,043	156	278	95	-	-	-
Corinth.....	-	33 25	3 05	1 99	1,170	-	-	2 52	1,285	814	63	2,049	50	300	60	-	-	-
Dexter.....	-	34 40	3 85	2 25	2,500	300	-	2 74	3,588	1,552	181	3,638	1,703	845	134	-	-	-
Dixmont.....	-	27 00	3 10	1 78	1,048	-	-	2 31	1,150	790	154	2,000	50	340	73	-	40	-
Eddington.....	-	35 87	3 45	2 07	625	3	-	2 47	858	421	-	1,115	187	200	35	-	35	-
Edinburg.....	-	-	3 00	2 00	75	20	-	3 00	75	34	40	140	9	5	4	-	-	-
Enfield.....	-	35 00	3 40	1 85	450	14	-	1 97	573	386	48	860	147	100	27	-	-	-
Etna.....	-	30 50	3 20	2 00	680	7	-	2 26	1,391	472	54	1,276	115	119	30	-	-	-
Exeter.....	-	31 75	3 82	2 17	1,200	-	-	2 45	1,639	840	156	2,117	560	-	49	-	-	-
Garland.....	-	37 43	3 31	2 06	1,050	10	-	2 56	1,918	752	92	2,135	505	207	56	-	-	-
Glenburn.....	-	30 00	4 50	2 50	600	-	24	2 37	877	443	185	1,364	142	100	28	-	-	-
Greenbush.....	-	50 00	4 50	2 50	497	-	-	1 91	860	490	30	1,037	343	102	25	-	-	-
Greenfield.....	-	40 00	-	2 50	300	-	-	1 71	375	387	-	748	-	142	25	-	-	-

Hampden	1	30 00	4 25 2 40	2,500	46	-	2 35	2,500	1,748	75	3,302	946	420	255	255	500	-
Heron.....	-	30 60	4 24 1 89	1,500	320	-	2 60	2,410	964	-	2,196	215	813	-	55	80	-
Holden	1	48 00	4 29 1 89	609	-	-	2 20	899	489	-	1,393	-	150	-	45	-	-
Howland	-	-	3 75 2 00	200	124	-	4 88	373	45	-	113	325	-	-	2	-	-
Hudson	1	30 00	4 00 2 50	550	-	-	1 92	700	430	-	1,003	127	143	-	25	-	-
Kenduskeag	1	60 00	5 50 3 00	620	4	-	2 48	791	438	52	1,139	171	134	-	20	-	-
Kingman	-	32 00	4 75 3 00	300	-	-	1 82	398	278	-	433	223	29	-	23	-	-
Lagrange.....	2	37 33	4 50 2 23	500	-	-	2 20	546	432	54	837	194	58	-	18	-	-
Lee	-	29 00	4 05 1 94	768	-	-	2 11	880	649	57	1,250	220	176	-	60	395	-
Levant	1	34 12	3 33 2 76	928	-	-	2 07	1,321	756	-	2,094	-	47	-	49	25	-
Lincoln.....	-	29 50	5 72 2 72	1,250	26	-	1 99	1,225	1,075	193	2,503	-	289	24	115	174	-
Lowell	-	-	3 37 1 82	448	-	-	3 01	358	115	65	531	83	-	-	14	-	-
Mattawamkeag.....	1	37 50	4 20 3 00	300	15	-	2 11	323	246	56	551	74	39	-	10	10	-
Maxfield	-	25 00	2 75 1 50	175	73	-	2 58	251	126	125	223	100	300	150	6	-	-
Medway	1	35 00	5 00 3 00	625	-	-	2 63	795	492	13	979	170	395	-	25	-	-
Milford	-	70 00	5 00 3 50	800	136	-	2 91	1,000	622	-	1,400	-	600	-	33	-	-
Mt. Chase	-	-	3 50 2 00	230	2	-	1 91	192	192	6	430	-	10	-	7	-	-
Newburg.....	1	31 00	3 50 2 00	1,000	50	-	3 08	1,322	555	-	1,741	129	-	-	43	-	-
Newport.....	-	45 00	3 77 2 30	1,250	100	-	2 56	1,250	836	144	2,230	-	-	-	100	-	-
Oldtown	-	65 00	5 00 3 50	3,256	-	-	2 59	5,287	2,713	-	7,073	937	715	-	150	-	-
Orono	1	50 00	4 35 2 75	2,900	590	-	2 97	2,900	2,194	-	4,996	98	908	-	75	100	\$25
Orrington	1	36 43	4 59 3 15	1,450	50	-	2 44	1,648	1,055	69	2,622	150	400	-	100	200	100
Passadumkeag	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Patten.....	-	26 00	4 00 2 00	564	-	-	2 10	554	486	59	1,119	40	210	-	40	-	-
Plymouth.....	-	29 00	3 48 1 84	750	-	-	2 75	800	514	-	1,314	-	150	-	49	-	-
Prentiss	-	28 00	3 50 1 50	500	200	-	2 66	-	-	-	719	20	55	65	12	75	-
Springfield.....	-	33 00	4 34 1 97	800	90	-	2 37	710	459	80	1,200	-	22	-	20	-	-
Stetson	-	40 00	4 40 2 16	750	-	-	2 54	850	545	162	1,525	32	80	-	40	50	-
Veazie.....	-	-	5 00 3 00	650	2	-	2 38	650	490	-	894	203	76	-	33	-	-
Winn.....	1	38 50	4 75 2 46	571	-	-	2 49	860	433	50	917	416	113	-	44	-	-
Drew pl.....	-	-	4 50 2 00	100	33	-	2 80	100	120	-	240	-	10	-	-	-	-
Lakeville pl.....	-	26 00	3 00 1 72	150	62	-	3 00	151	91	-	239	3	-	-	4	-	-
Pattagumpus pl.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster pl.....	-	16 00	4 00 2 62	75	10	-	2 27	75	130	-	121	84	-	-	24	-	-
Woodville pl.....	-	-	2 50 2 00	122	-	-	1 72	-	-	-	209	-	-	-	-	-	-
No. 2, Grand Fls. pl.....	-	-	4 50 2 50	47	-	-	1 88	155	65	-	116	35	-	-	-	-	-
Staceyville pl.....	-	-	4 00 2 00	200	-	-	3 22	200	-	-	80	120	-	-	-	-	-
	17	37 44	4 15 2 28	85,166	2,531	-	2 55	99,130	43,971	9,972	136,018	12,852	28,860	707	4,264	1,854	125

PISCATAQUIS COUNTY.

TOWNS.	No. of children belonging in town between the ages 4 and 21 years		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	
	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.				
Abbot	280	130	105	170	142	142	235	.44	8	9	7	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3
Atkinson	326	182	141	243	186	186	293	.53	8	2	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3
Barnard	46	51	32	21	19	19	54	.54	10	12	3	1	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3
Blanchard	64	38	29	31	25	25	50	.42	12	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Brownville	386	331	175	198	170	170	278	.45	9	3	10	2	9	1	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4
Dover	613	388	297	428	354	354	421	.53	10	2	11	14	2	16	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Foxcroft	414	250	209	260	200	200	290	.48	9	10	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	2	8	
Guilford	256	156	101	164	142	142	237	.48	10	9	3	8	2	8	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Greenville	167	93	65	99	76	76	136	.43	11	11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Kingsbury	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Medford	121	85	67	76	66	66	111	.55	8	3	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
Monson	307	120	97	125	110	110	198	.34	8	3	10	9	9	7	7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
Milo	368	223	169	224	207	207	305	.51	8	1	12	9	1	8	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
Orneville	272	172	92	126	119	119	172	.4	7	4	7	4	10	3	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
Parkman	402	265	200	275	250	250	375	.56	8	10	15	1	15	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			
Sangerville	356	221	176	268	213	213	307	.54	9	3	12	9	3	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9	8			
Sebec	318	196	154	289	249	249	305	.64	10	12	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9			
Shirley	92	53	42	57	43	43	79	.47	11	11	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Wellington	259	150	118	173	130	130	242	.48	7	4	8	9	1	8	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
Williamsburg	88	18	15	61	44	44	65	.34	7	11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	5,135	3,022	2,275	3,288	2,745	2,745	4,156	.48	9	5	10	2	145	17	139	76	3	900	34,593	1	45	132	94																	

PISCATAQUIS COUNTY—CONCLUDED.

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TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Abbot	-	22 00	\$4 77	2 25	\$570	-	-	2 04	\$640	\$464	-	\$1,403	\$121	-	-	-	\$48	-
Atkinson	-	27 66	3 58	1 72	650	-	-	2 00	650	447	\$100	1,300	197	-	-	-	35	-
Barnard	-	-	3 00	1 50	108	-	-	2 35	108	84	-	191	-	\$53	-	1	\$50	-
Blanchard	-	38 00	4 50	1 80	132	-	-	2 06	156	118	36	231	24	71	-	10	-	-
Brownville	-	65 00	4 24	2 26	700	-	\$8	1 81	1,250	629	30	1,464	484	105	-	53	-	-
Dover	1	35 50	3 45	2 12	1,600	-	-	2 61	1,659	1,158	- 84	2,801	101	-	-	62	-	-
Foxcroft	-	50 00	4 00	2 25	1,150	-	-	2 78	1,662	718	-	1,662	718	-	-	43	50	\$300
Guilford	-	27 00	3 50	1 91	655	-	-	2 56	655	499	62	1,216	-	-	-	36	62	-
Greenville	-	41 25	3 85	2 19	300	-	5	1 80	300	272	50	621	-	53	-	10	15	-
Kingsbury	No return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medford	-	37 50	3 27	1 81	300	-	-	2 48	310	206	10	350	-	24	-	12	-	-
Monson	-	40 00	3 50	2 50	1,600	112	-	5 21	500	424	51	724	200	25	-	25	-	-
Milo	-	36 80	3 54	1 97	751	-	-	2 04	1,462	657	79	1,691	508	150	-	60	-	-
Orneville	-	22 00	4 33	2 03	500	80	-	1 84	550	386	50	850	-	156	-	21	-	-
Parkman	-	40 00	5 00	2 00	889	-	-	2 21	884	688	-	549	100	-	-	50	-	-
Sangerville	1	40 50	4 25	1 75	912	-	-	2 56	1,253	658	52	1,768	195	-	-	35	-	-
Sebec	1	40 00	3 40	2 00	1,000	190	-	3 14	1,200	613	100	1,600	213	210	-	48	109	-
Shirley	-	30 00	3 25	2 00	164	-	-	1 78	164	146	135	445	-	35	-	10	-	-
Wellington	-	25 00	3 00	1 75	545	-	-	2 10	659	440	-	1,024	75	67	-	21	-	-
Williamsburg	-	32 50	3 00	2 67	200	20	-	2 27	473	132	-	335	271	54	-	11	-	-
	3	37 26	3 76	2 03	12,726	415	-	2 40	14,535	9,039	839	20,225	3,007	1,178	-	591	277	300

APPENDIX.

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SAGADAHOC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		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 school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.		No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.				
	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.	W.	T.					
Arrowsic.....	63	38	27	46	30	46	46	8	2	-	-	2	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Bath.....	3,170	1,884	1,634	1,884	1,634	1,902	51	20	1	1	16	12	1	16	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Bowdoinham.....	578	359	284	389	323	335	54	9	10	3	15	8	3	15	9	4	10	3	15	8	3	15	9	4	10	3	15	8	3	15	9	4	10	3	15	8	3	15	9	4	10	3	15
Bowdoin.....	448	287	229	330	276	373	56	9	1	1	17	1	17	8	1	17	1	17	8	1	17	1	17	8	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	
Georgetown.....	388	240	204	219	184	281	50	9	9	4	10	8	4	10	6	8	4	10	6	8	4	10	6	8	4	10	6	8	4	10	6	8	4	10	6	8	4	10	6	8	4	10	
Perkins.....	18	-	-	16	13	16	-	-	12	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Phippsburg.....	512	291	225	349	250	424	46	11	3	12	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14	5	14		
Richmond.....	804	441	343	494	412	558	47	8	3	9	1	11	1	11	12	1	11	1	11	12	1	11	1	11	12	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11		
Topsham.....	462	227	185	233	197	395	41	14	8	2	1	-	-	10	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
West Bath.....	No	return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Woolwich.....	380	185	150	240	101	295	44	9	3	8	3	4	3	4	6	3	4	6	3	4	6	3	4	6	3	4	6	3	4	6	3	4	6	3	4	6	3	4	6	3	4		
	6,823	3,912	3,281	4,220	3,510	4,725	48	10	10	4	80	2	94	70	2	3,886	109,823	8	64	120	70																						

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Arrowsic.....	-	40 00	\$4 17 1 85		\$200	-	-	3 16	\$238	\$81	-	\$239	\$80	\$26	-	\$1	\$4	-
Bath.....	-	75 91	8 43 3 00		17,500	\$9,400	-	5 52	17,500	5,362	-	22,992	100	4,496	-	800	300	\$500
Bowdoinham.....	-	26 40	3 85 2 50		2,000	557	-	3 46	1,697	900	-	2,549	56	303	\$250	117	260	10
Bowdoin.....	-	28 88	3 17 2 90		1,080	-	-	2 41	1,188	831	-	1,891	129	-	-	46	-	-
Georgetown.....	1	34 00	4 45 2 50		925	17	-	2 39	1,269	710	-	1,402	444	134	28	31	25	-
Perkins.....	-	35 00	- 3 00		100	55	-	5 55	119	31	-	150	-	13	-	-	-	-
Phipsburg.....	-	30 00	3 75 3 25		1,200	125	-	2 34	1,725	879	-	2,188	461	136	50	73	100	-
Richmond.....	1	42 41	4 70 2 30		2,500	547	-	3 11	3,392	1,627	-	3,319	1,008	659	-	143	120	-
Topsham.....	-	36 80	3 81 2 50		1,300	101	-	2 81	2,383	785	-	1,846	537	342	-	125	-	-
West Bath.....	No return	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Woolwich.....	2	41 33	4 92 2 98		950	15	-	2 53	1,011	607	-	1,330	121	167	-	96	-	-
	4	39 07	4 58 2 68		27,755	10,817	-	3 32	30,522	11,813	-	37,906	2,936	6,276	328	1,432	809	510

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.		Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	
		Summer	Winter	Summer	Winter	Summer	Winter	W.	S.			W.	S.	W.	S.	W.	S.												W.
Anson.....	715	483	391	526	450	576	.59	7	5	10	3	17	3	23	5	-	-	-	-	-	-	-	-	\$3,500	1	4	17	12	
Athens.....	566	384	292	325	251	458	.48	10	10	3	14	1	14	5	1	-	-	-	-	-	-	-	-	\$475	5,000	9	9	14	4
Bingham.....	302	138	110	248	197	253	.51	7	3	10	11	-	-	7	2	-	-	-	-	-	-	-	-	2,000	2	2	8	9	
Brighton.....	261	160	128	214	167	225	.52	6	3	9	3	9	-	8	-	-	-	-	-	-	-	-	-	2,000	3	3	8	5	
Cambridge.....	184	112	89	130	95	146	.46	11	10	1	3	1	5	3	-	-	-	-	-	-	-	-	-	800	5	5	4	-	
Canaan.....	513	272	206	332	265	329	.46	8	10	1	12	1	12	10	-	-	-	-	-	-	-	-	-	5,000	6	6	13	7	
Concord.....	173	62	44	127	107	131	.44	6	2	8	3	10	1	8	1	-	-	-	-	-	-	-	-	1,000	3	3	5	7	
Cornville.....	279	146	107	182	140	219	.44	7	5	8	4	11	2	12	8	-	-	-	-	-	-	-	-	3,000	5	5	10	6	
Detroit.....	252	151	124	167	124	180	.49	9	10	5	5	1	6	2	-	-	-	-	-	-	-	-	-	-	1,500	1	1	7	6
Embden.....	274	128	102	202	170	255	.50	6	3	8	4	14	1	11	8	1	-	-	-	-	-	-	500	2,500	4	4	8	8	
Fairfield.....	1,079	662	587	748	638	802	.57	9	3	10	16	2	18	16	1	-	-	-	-	-	-	-	1,000	20,000	7	7	15	10	
Harmony.....	320	150	100	200	150	220	.40	10	10	1	11	-	4	11	4	-	-	-	-	-	-	-	-	550	3	3	10	8	
Hartland.....	400	231	181	290	220	315	.50	9	9	3	10	4	11	6	-	-	-	-	-	-	-	-	-	6,000	5	5	5	10	
Lexington.....	130	74	65	108	74	108	.53	6	7	7	7	2	7	2	-	-	-	-	-	-	-	-	-	1,000	1	1	6	6	
Madison.....	467	230	185	329	272	329	.49	8	10	3	19	-	17	14	-	-	-	-	-	-	-	-	-	5,500	3	3	11	13	
Mayfield.....	43	24	20	8	6	32	.30	10	6	2	2	1	1	1	-	-	-	-	-	-	-	-	-	300	-	1	1	3	
Mercer.....	300	174	162	198	170	231	.55	9	10	4	11	-	11	7	-	-	-	-	-	-	-	-	-	3,300	7	7	9	3	
Moscow.....	229	123	95	143	106	168	.44	7	5	10	9	-	7	5	-	-	-	-	-	-	-	-	-	2,500	3	3	8	4	
New Portland.....	526	265	209	375	296	402	.48	8	19	4	14	1	16	7	-	-	-	-	-	-	-	-	-	3,000	8	8	12	8	
Norridgewoock.....	543	280	234	357	285	396	.48	8	2	10	16	6	16	8	-	-	-	-	-	-	-	-	-	5,000	3	3	12	13	
Palmyra.....	439	255	198	291	228	365	.49	8	8	-	15	2	15	8	-	-	-	-	-	-	-	-	-	10,000	7	7	15	6	
Pittsfield.....	722	368	292	394	281	515	.40	9	4	12	1	11	4	11	7	1	-	-	-	-	-	-	850	5,500	7	7	15	8	
Ripley.....	196	104	95	106	86	139	.46	9	4	4	5	-	5	3	-	-	-	-	-	-	-	-	-	1,150	4	4	5	1	
St. Albans.....	540	314	237	359	266	458	.47	9	12	16	16	1	15	11	-	-	-	-	-	-	-	-	-	5,750	5	5	17	12	
Solon.....	393	165	123	300	219	304	.44	7	4	10	4	13	-	14	6	-	-	-	-	-	-	-	-	2,500	4	4	5	9	

Skowhegan	1,423	839	794	1,002	934	1,047	.619	2 10	4	16	3	28	19	-	-	40,000	1	6	26	20
Smithfield.....	238	126	119	173	135	198	.516	3 11	4	7	-	7	5	-	-	1,700	-	7	6	1
Starks.....	362	216	169	275	228	291	.558	4 11	4	13	2	12	4	-	-	2,600	-	4	13	9
Dead River pl.....	35	32	28	31	30	32	.838	8	-	2	-	1	1	-	-	300	-	-	2	2
Flag Staff pl.....	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Highland pl.....	38	23	17	-	-	23	9	-	-	3	-	3	-	-	-	300	-	-	5	-
Moose River pl.....	50	32	20	32	30	32	.50	12	10	1	-	1	1	-	-	1,000	-	-	1	1
West Forks pl.....	34	27	21	-	-	27	12	-	-	2	-	1	1	-	-	100	-	-	1	-
The Forks pl.....	55	55	48	-	-	55	8	-	-	3	-	1	1	-	-	300	-	-	3	-
Carratunk pl.....	49	49	41	-	-	49	12	-	-	3	4	3	3	-	-	-	-	-	6	-
Carrying Place pl.....	19	19	12	-	-	19	6	-	-	1	-	1	-	-	-	100	-	-	4	-
Dennistown pl.....	32	21	19	-	-	21	16	-	-	1	-	1	-	-	-	50	-	-	1	-
Jackmantown pl.....	38	20	16	-	-	20	12	-	-	1	-	1	-	-	-	100	-	-	1	-
No. 1, R. 2, W. K. R. pl	47	38	30	-	-	38	9	-	-	3	1	3	3	-	-	500	-	-	4	-
	12,266	6,952	5,716	8,172	6,620	9,408	.509	10	338	44	344	187	5	3,275	145,350	4	126	315	209	

SOMERSET COUNTY—CONTINUED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.				Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.	Amount above 80 cts. for each inhabitant.										
Anson.....	-	\$26 00	\$3 10	2 25	\$1,400	-	-	1 96	\$1,400	\$1,039	\$144	\$2,419	\$165	\$154	\$45	\$60	-	-	-
Athens.....	-	51 14	4 08	1 70	1,232	-	-	2 18	1,315	977	133	1,870	566	151	60	70	-	-	-
Bingham.....	-	26 75	3 60	1 74	661	-	-	2 19	833	524	60	1,248	171	441	-	28	\$475	-	
Brighton.....	1	26 00	4 50	1 75	510	-	-	1 95	549	431	25	845	135	65	21	-	-	-	
Cambridge.....	1	35 00	3 50	2 00	377	-	-	2 05	570	282	30	765	113	16	15	-	-	-	
Canaan.....	-	31 67	4 05	2 05	1,178	-	-	2 29	1,338	931	42	2,000	311	180	68	-	-	-	
Concord.....	-	22 67	3 29	1 25	360	-	-	2 08	362	300	-	618	44	10	17	-	-	-	

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 30 cts for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academie, &c. within the State	Amount paid for same out of the State.	
						Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.												
Cornville.....	-	\$31 25	\$4 04 1 75		\$767	-	-	2 75	\$940	\$460	\$126	\$1,384	\$142	\$125	-	-	\$71	-	-	
Detroit.....	-	20 00	3 46 1 94		552	-	-	2 15	572	412	50	942	92	116	-	-	37	-	-	
Embden.....	-	25 25	4 57 1 50		642	-	-	2 34	640	491	-	1,054	78	75	-	10	45	-	-	
Fairfield.....	4	32 00	3 50 2 75		3,000	\$600	-	2 80	2,500	1,819	-	3,627	516	325	-	162	50	-	-	
Harmony.....	-	35 00	4 50 2 00		782	-	-	2 44	825	584	100	1,400	9	100	-	50	40	-	-	
Hartland.....	-	31 00	3 50 2 00		900	-	-	2 25	1,350	650	-	1,350	450	200	-	55	-	-	-	
Lexington.....	1	26 00	3 50 1 50		344	-	-	2 65	344	243	-	380	87	120	-	9	40	-	-	
Madison.....	2	28 00	4 23 1 62		1,180	-	-	2 53	1,310	784	130	2,074	150	200	100	56	200	-	-	
Mayfield.....	-	-	3 50 1 25		75	-	3	1 74	75	47	37	81	80	-	-	-	-	-	-	
Mercer.....	-	24 43	3 45 2 00		680	-	-	2 26	680	541	-	1,221	-	-	-	20	-	-	-	
Moscow.....	-	28 00	3 46 1 56		425	-	-	1 86	715	378	43	1,039	96	78	18	16	20	-	-	
New Portland.....	-	30 00	3 84 1 75		1,200	-	32	2 28	1,621	911	-	2,337	195	300	75	52	75	-	-	
Norridgewock.....	-	25 16	4 10 2 29		1,410	-	-	2 60	1,587	898	-	2,197	288	-	-	85	-	-	-	
Palmyra.....	-	29 00	3 71 1 68		1,058	-	-	2 41	1,396	833	59	845	551	225	25	70	75	-	-	
Pittsfield.....	1	31 77	5 08 2 12		1,460	-	9	2 02	1,957	1,227	-	2,530	657	333	10	81	850	-	-	
Ripley.....	-	27 50	3 83 1 59		467	-	-	2 38	672	351	32	820	235	75	-	18	-	-	-	
St Albans.....	-	32 12	3 66 1 44		1,340	-	-	2 48	1,340	959	71	2,083	286	250	55	90	300	-	-	
Solon.....	-	32 75	4 26 1 67		941	-	-	2 40	1,109	658	100	1,558	309	157	-	54	450	-	-	
Skowhegan.....	-	35 00	5 00 2 75		3,700	500	-	2 60	3,700	2,905	600	7,256	-	-	-	154	-	-	-	
Smithfield.....	-	25 00	3 87 1 87		565	-	-	2 33	598	393	-	957	34	98	-	27	-	-	-	
Starks.....	-	30 50	3 90 1 65		867	-	-	2 39	1,114	632	-	1,651	105	361	149	66	145	-	-	
Dead River pl.....	-	-	3 50 2 50		100	-	20	2 86	100	60	-	141	19	4	-	-	-	-	-	
Flag Staff pl.....	No return	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Highland.....	-	-	3 50 1 50		102	-	-	2 69	106	87	-	157	44	29	36	-	-	-	-	-
Moose River pl.....	-	-	5 50 2 00		50	-	-	1 00	85	73	-	159	-	19	-	-	-	-	-	-

West Forks pl.....	-	-	5 00	2 00	-	-	-	-	-	106	-	106	-	-	-	-	3	-
The Forks pl.....	-	-	4 00	2 00	-	-	-	-	-	106	12	106	12	-	-	24	-	-
Carratunk pl.....	-	-	3 50	2 00	-	-	-	-	-	138	258	396	-	-	-	-	-	-
Carrying Place pl...	-	-	3 00	2 00	-	-	-	1 26	-	18	-	41	15	-	-	-	-	-
Dennistown pl....	-	-	4 00	2 00	-	-	-	1 41	-	48	-	96	-	-	-	-	-	-
Jackmantown pl....	-	-	5 00	2 00	-	-	-	1 45	55	29	-	84	-	-	-	-	-	-
No. 1, R. 2, w. k. n. pl.	-	-	3 50	1 50	-	-	-	1 62	98	104	-	157	45	-	-	-	-	-
	10	29 22	3 94	1 87	28,525	1,164	-	2 18	33,217	21,431	2,052	47,994	6,000	4,207	597	1,469	2,842	105

WALDO COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
Belfast	1,745	1,039	872	1,123	941	1,257	.52	10	5	11	3	14	-	-	-	\$12,000	1	11	23	13
Belmont	208	118	91	160	126	198	.52	10	1	10	4	5	-	-	-	2,600	-	3	5	2
Brooks	275	159	114	228	190	268	.55	8	3	5	7	7	-	-	-	3,000	-	7	6	-
Burnham	419	190	160	220	180	306	.41	9	2	12	10	5	10	-	-	1,400	-	9	9	-
Frankfort	441	290	240	350	300	371	.61	9	10	6	3	9	7	-	-	4,500	-	3	11	6
Freedom	248	181	119	227	163	237	.57	8	4	3	2	9	4	-	-	3,000	-	7	7	2
Islesborough	450	258	202	317	219	340	.47	10	10	8	-	8	4	-	-	3,000	-	8	10	-
Jackson	222	167	125	150	130	200	.57	9	11	9	-	10	7	-	-	3,000	-	2	6	8
Knox	357	195	155	251	211	337	.51	10	11	9	2	9	8	1	\$1,000	3,000	-	3	8	-
Liberty	310	250	200	275	218	300	.67	10	10	9	4	9	6	-	-	5,000	-	7	8	1
Lincolnaville	781	643	522	672	543	738	.68	9	4	10	2	17	10	2	1,800	7,000	-	12	17	5
Monroe	445	221	197	345	260	346	.51	8	4	9	3	13	12	2	1,075	6,825	-	8	10	5
Montville	488	271	222	336	273	380	.51	9	2	10	-	15	8	-	-	4,200	-	9	15	7
Morrill	185	115	87	130	103	150	.51	8	3	9	2	5	3	-	-	1,500	-	3	5	2

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.	Number of different pupils registered.	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 school houses in town.	Number in good condition	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
							W.	P.	W.	P.	W.	P.											
Northport.....	292	121	93	153	127	180	38	9	1	9	4	9	—	—	9	7	—	—	\$2,500	—	7	6	2
Palermo	410	224	208	304	281	357	59	9	7	14	—	14	2	14	10	—	—	3,500	—	11	13	3	
Prospect	254	184	135	182	152	184	57	11	1	10	2	7	—	6	4	—	—	5,000	—	4	7	4	
Searsmont.....	551	362	241	385	272	348	47	10	5	11	—	12	—	2	12	6	—	6,000	—	10	12	2	
Searsport	756	438	369	403	328	438	46	8	8	3	—	1	2	11	5	—	—	18,500	—	9	13	6	
Stockton	657	349	276	472	384	472	50	7	2	9	—	4	9	2	9	9	—	12,000	1	8	11	3	
Swanville	268	90	70	182	152	200	41	10	12	1	5	5	—	1	5	4	1	\$550	2,500	—	4	6	2
Thorndike	233	153	127	166	129	166	55	8	8	—	—	1	10	—	9	3	—	2,500	—	8	9	1	
Troy	438	211	171	298	253	353	48	9	10	2	12	12	3	11	8	—	—	3,000	—	11	10	—	
Unity	409	232	195	315	290	330	59	9	10	—	—	12	—	12	6	1	—	400	4,000	7	11	5	
Waldo	275	165	123	180	150	198	51	10	11	4	—	7	—	7	4	—	—	1,800	—	6	6	1	
Winterport.....	1,147	593	520	765	647	843	51	8	3	9	—	16	—	1	16	15	—	—	10,000	—	8	16	8
	12,264	7,219	5,833	8,589	7,022	9,497	52	9	2	10	—	260	—	32	265	167	7	4,825	131,325	2	190	261	88

WALDO COUNTY—CONTINUED.

TOWNS.	No. 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 1875.	Not less than 80 cts for each inhabitant		Amount raised per scholar.	Amount available from Town Treasury from Apr 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Belfast.....	4	\$51 23	\$ 89 2 75		\$4,400	\$178	-	2 52	\$7,939	\$3,337	\$1,072	\$9,188	\$3,160	\$2,174	\$1,072	\$200	-	-
Belmont.....	-	34 00	3 12 2 36		502	-	-	2 41	563	357	-	604	-	66	-	12	-	-
Brooks.....	-	31 00	3 21 2 29		700	6	-	2 55	709	491	-	992	199	76	-	30	-	-
Burnham.....	1	30 00	3 25 2 45		900	-	-	2 15	1,344	404	-	1,381	368	158	-	30	-	-
Frankfort.....	-	57 00	4 50 3 00		1,000	-	-	2 27	1,000	735	-	1,430	305	150	-	25	-	-
Freedom.....	-	26 67	3 25 1 75		540	-	-	2 18	792	407	-	1,101	97	140	-	28	-	50
Islesborough.....	2	43 00	3 87 3 00		982	-	-	2 18	1,363	790	-	1,985	168	301	-	32	-	-
Jackson.....	-	20 00	3 50 2 00		566	-	-	2 55	707	412	-	919	123	78	-	30	-	115
Knox.....	-	32 50	3 70 2 00		838	-	-	2 35	824	576	-	1,331	69	70	-	48	-	360
Liberty.....	-	25 00	3 00 3 00		740	-	-	2 39	740	591	100	1,262	169	250	100	49	-	-
Lincolnton.....	-	30 00	3 50 2 50		1,600	-	-	2 05	2,902	1,328	-	2,549	1,691	275	100	28	-	-
Monroe.....	1	29 50	3 50 2 27		1,100	-	-	2 47	1,400	681	-	2,081	-	-	-	55	-	-
Montville.....	1	27 50	3 37 1 62		1,184	-	-	2 43	1,350	842	-	2,000	192	206	90	36	-	250
Morrill.....	-	38 00	2 61 2 00		418	-	-	2 26	618	318	-	825	111	-	-	15	-	-
Northport.....	1	29 00	2 60 2 05		722	-	-	2 47	752	541	-	1,139	154	35	-	31	-	25
Palermo.....	-	34 00	3 00 2 00		979	-	-	2 39	979	402	-	1,275	-	-	-	20	-	75
Prospect.....	-	40 00	4 25 2 33		709	-	-	2 79	709	500	-	1,118	91	-	-	33	-	-
Searsmont.....	-	35 27	3 00 2 00		1,136	-	-	2 06	1,136	972	-	2,108	-	200	-	25	-	75
Searsport.....	2	42 00	4 25 3 08		4,000	2,174	-	5 29	2,395	1,509	-	3,704	-	1,200	200	95	-	500
Stockton.....	4	45 00	6 00 4 00		1,600	-	-	2 44	1,600	1,143	-	2,200	543	245	-	76	-	-
Swanville.....	-	44 00	3 16 2 50		616	-	-	2 30	816	487	-	1,103	200	15	-	19	-	-
Thorndike.....	-	29 00	3 50 1 75		700	30	-	3 00	769	417	30	1,056	121	50	30	25	-	-
Troy.....	-	29 00	2 57 1 65		1,060	40	-	2 28	1,805	756	49	1,609	82	195	-	27	-	-
Unity.....	-	32 50	3 60 1 60		961	-	-	2 35	1,605	653	-	1,915	251	173	-	-	-	-

WALDO COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Amount paid for tuition in private schools, academies, &c. within the State.	Amount paid for same out of the State.
	Waldo.....	1	\$37 18	\$2 95	1 87	\$600	\$82	-	2 18	\$567	\$457	-	\$976	\$47	\$113	-	\$28	-
Winterport.....	2	36 00	4 00	3 00	2,200	-	-	1 92	3,000	1,950	-	4,950	-	-	-	86	-	-
	18	34 94	3 54	2 34	30,693	2,510	-	2 47	38,366	20,856	1,251	50,801	8,141	6,170	1,592	1,083	1,523	-

WASHINGTON COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
	Addison.....	455	380	322	258	203	402	.589	4 8	2	12	1	12	7	-	-	\$900	-	4	14
Alexander.....	218	163	132	127	109	205	.5514	3 16	10	4	3	5	3	-	-	2,500	-	2	5	1
Baileyville.....	180	150	120	160	135	170	.609	11	2	5	1	5	4	-	-	1,500	-	1	5	4
Baring.....	132	71	58	107	91	115	.6616	10	1	1	2	2	2	-	-	4,000	-	3	1	1

Beddington	59	62	55	29	21	44	.648	4	12	1	1	2	-	-	-	110	1	-	2	1		
Calais	2,549	1,575	1,392	1,591	1,387	2,032	.5420	19	1	1	13	7	-	-	-	18,000	3	-	4	24	24	
Centerville	50	33	23	-	-	33	-	20	-	1	-	1	1	-	-	1,500	2	-	-	-	-	
Charlotte	188	104	83	92	72	146	.4113	1	11	5	-	5	3	-	-	2,500	-	-	2	5	1	
Cherryfield	706	406	376	414	363	420	.5210	3	11	3	8	-	16	7	-	10,000	1	1	1	11	12	
Columbia	257	170	145	158	151	193	.588	3	8	2	6	1	7	5	-	1,000	-	-	5	7	2	
Columbia Falls	237	154	139	-	-	154	-	8	3	-	3	1	4	2	-	5,000	3	-	-	5	-	
Cooper	160	83	61	127	102	125	.517	2	11	3	5	-	5	2	-	2,500	-	-	5	4	-	
Crawford	94	76	65	50	41	76	.5618	12	2	-	2	2	-	-	-	1,500	2	1	-	-	-	
Cutler	349	312	260	234	182	303	.639	3	10	4	8	-	7	3	-	2,500	-	-	8	11	-	
Danforth	190	125	84	111	100	167	.4811	2	10	4	4	-	3	2	1	400	1,000	-	-	2	3	1
Deblois	57	44	37	33	27	46	.5612	12	1	-	1	-	-	-	-	-	-	-	-	1	1	1
Dennysville	263	157	129	146	126	171	.4815	16	1	-	2	2	1	-	-	1,000	4,000	1	2	3	2	5
East Machias	826	383	379	424	339	563	.4312	12	7	-	9	6	-	-	-	3,600	1	3	10	5	-	
Eastport	1,262	684	510	713	455	764	.3820	20	1	-	6	6	-	-	-	12,000	3	4	10	10	10	
Eaton	102	59	48	-	-	59	-	12	-	-	3	-	2	2	1	300	400	-	-	3	-	-
Edmunds	168	91	74	-	-	91	-	20	-	-	6	-	5	5	-	-	1,100	-	-	3	-	-
Harrington	496	278	234	261	215	405	.479	10	3	9	2	8	3	1	-	450	2,800	-	2	10	5	-
Jonesborough	213	161	133	-	-	161	-	14	-	-	5	4	5	3	-	-	2,000	-	-	-	6	-
Jonesport	607	291	247	400	330	440	.489	9	3	11	-	9	6	-	-	6,250	-	-	2	10	9	-
Lubec	820	548	395	643	462	661	.5211	3	14	14	-	14	11	-	-	6,000	1	11	14	1	1	-
Machias	1,013	584	502	541	459	771	.4716	15	1	-	12	12	-	-	-	25,600	2	3	10	9	-	-
Machiasport	652	380	350	341	263	550	.473	11	10	-	8	6	-	-	-	6,000	1	7	11	1	1	-
Marion	85	59	41	40	28	60	.4110	7	3	4	-	3	1	-	-	500	-	-	1	4	1	-
Marshfield	149	95	80	107	98	123	.609	3	11	3	2	-	2	1	-	400	-	-	2	2	-	-
Meddybemps	80	42	35	58	45	62	.505	4	11	2	2	1	2	1	-	500	1	2	2	-	-	-
Milbridge	656	462	400	306	271	618	.5110	9	3	10	3	10	4	1	-	500	4,000	-	3	14	5	-
Northfield	80	81	70	-	-	81	-	12	-	-	3	-	3	2	-	-	700	3	-	-	-	-
Pembroke	1,101	721	634	391	339	737	.4420	11	1	-	14	10	-	-	-	16,500	1	1	16	7	-	-
Perry	468	283	185	254	197	358	.419	8	5	11	-	11	5	-	-	-	-	-	4	11	5	1
Princeton	442	334	254	247	190	347	.5011	11	1	4	1	5	4	-	-	4,600	-	2	5	5	1	-
Robbinston	370	226	171	170	148	226	.4311	3	12	3	6	-	6	5	-	2,600	-	-	2	6	4	-
Steuben	421	249	202	2.6	173	328	.456	2	5	3	12	-	9	7	-	2,400	-	-	6	10	3	-
Talmadge	39	39	25	-	-	39	-	16	-	-	3	-	2	-	-	1,000	-	-	-	3	-	-
Topsfield	225	130	108	125	105	164	.4711	1	13	4	-	4	3	-	-	1,100	-	-	2	4	1	-
Trescott	284	129	100	129	111	261	.377	4	8	5	9	-	9	6	-	1,600	1	5	5	1	1	-
Vanceboro'	150	77	63	98	67	98	.4718	19	1	1	1	-	-	-	-	-	1	1	1	1	-	-
Wesley	150	101	87	121	114	145	.667	9	3	4	-	4	4	-	-	4,000	1	5	3	-	-	-
Whiting	173	119	99	97	84	129	.529	1	11	4	9	-	4	2	-	1,250	1	4	5	-	-	-

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages 4 and 21 years	Number registered in Summer Schools.	Average number attending Summer Schools	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of $5\frac{1}{2}$ days per week.		Average length of Winter Schools of $5\frac{1}{2}$ days per week.		Number of districts in town.	Number of parts of districts	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter
							w.	d.	w.	d.													
Whitneyville.....	237	136	112	146	118	181	.49	10	14	1	1	1	1	1	1	1	1	2,000	-	1	2	1	
Codyville pl.....	30	25	17	-	-	25	-	16	-	1	1	1	1	1	1	1	1	650	-	-	1	-	
Jackson Brook pl....	100	73	60	45	33	80	.47	12	12	2	2	2	2	2	2	2	2	2,700	-	1	2	-	
Waite pl.....	37	25	20	32	25	33	.59	12	12	2	2	2	2	2	2	2	2	1,500	-	1	1	-	
No. 7, Range 2.....	73	60	45	68	59	71	.72	24	14	2	2	2	2	2	2	2	2	-	-	1	2	1	
No. 14.....	66	44	36	46	37	51	.55	26	12	3	3	3	3	3	3	3	3	400	-	2	3	-	
No. 18.....	16	13	9	-	-	13	-	10	-	1	1	1	1	1	1	1	1	100	-	-	1	1	
No. 21.....	72	53	49	-	-	53	-	9	2	2	2	2	2	2	2	2	2	375	-	-	4	-	
	17,807	11,097	9,253	9,627	7,875	13,580	.51	12	3	11	-	231	22	266	177	5	2,650	172,135	32	119	297	125	

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State.	Amount paid for same out of the State.
						Excess above am't required by law	Less than the am't required by law											
Addison.....	1	41 58	65 13	2 23	\$1,200	\$239	-	2 64	\$1,224	\$765	-	\$1,789	\$175	\$547	\$111	\$46	\$94	-
Alexander.....	1	37 58	3 87	2 09	364	-	-	1 67	476	378	-	524	336	74	-	21	-	-
Baileyville.....	1	37 03	4 09	2 09	400	80	-	2 22	900	296	36	600	150	500	50	9	-	-
Baring.....	1	35 00	6 00	2 59	400	-	-	3 03	411	220	129	566	58	124	-	16	-	-
Beddington.....	1	35 00	4 50	2 25	107	-	-	1 81	182	103	60	307	19	27	-	10	-	-
Calais.....	14	35 00	6 00	4 00	9,500	4,700	-	3 73	9,723	5,020	130	14,995	-	3,288	-	500	-	-
Centerville.....	1	40 00	-	3 50	120	-	-	2 40	120	91	98	285	-	25	-	8	-	-
Charlotte.....	1	35 00	4 90	1 96	400	26	-	2 13	655	311	50	842	173	60	12	16	-	-
Cherryfield.....	4	18 55	5 97	2 73	1,500	92	-	2 11	2,876	1,766	43	4,123	376	300	-	135	100	-
Columbia.....	1	43 83	4 80	2 37	659	114	-	2 53	1,482	450	69	1,609	332	-	-	8	-	-
Columbia Falls.....	1	40 00	6 00	3 12	625	60	-	2 64	650	423	60	982	5	192	-	25	-	-
Cooper.....	1	25 40	3 93	1 92	325	34	-	2 03	325	280	30	746	48	63	-	21	-	-
Crawford.....	1	45 00	-	2 25	250	26	-	2 66	250	153	27	436	-	38	-	8	-	-
Cutler.....	1	31 66	3 60	2 70	800	192	-	2 01	1,098	685	112	1,423	359	112	-	20	-	-
Danforth.....	1	40 00	4 00	2 50	300	60	-	1 58	360	312	100	682	100	78	-	12	-	-
Deblois.....	2	-	5 62	2 00	150	40	-	2 63	241	108	24	226	148	43	-	2	-	-
Dennysville.....	3	65 56	6 00	3 50	790	400	-	3 00	979	911	159	2,055	-	246	-	40	-	\$100
East Machias.....	1	40 00	5 00	3 50	1,700	80	-	2 06	2,918	1,430	-	3,146	557	700	-	100	300	-
Eastport.....	1	73 00	5 12	-	4,000	1,000	-	3 17	4,682	3,345	-	5,930	2,103	600	-	25	600	-
Eaton.....	1	-	3 50	2 25	181	-	-	1 77	200	153	20	310	-	63	-	10	-	-
Edmunds.....	1	-	6 42	2 58	658	300	-	3 91	790	302	133	-	-	-	11	-	-	
Harrington.....	3	35 00	6 00	2 25	914	-	-	1 84	1,216	881	-	1,787	266	305	-	54	50	-
Jonesborough.....	1	-	5 16	2 50	450	32	-	2 11	525	356	-	703	178	25	-	13	-	-
Jonesport.....	3	35 00	6 00	3 00	1,200	56	-	1 98	1,400	1,096	-	2,208	288	250	100	10	87	-

APPENDIX.

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State.	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.											
Lubec	1	\$35 00	\$4 00	3 00	\$1,884	\$172	-	2 30	\$2,000	\$1,460	\$25	\$3,485	-	\$400	-	\$49	\$20	-
Machias	2	58 33	7 88	3 75	3,025	1,000	-	2 99	3,525	2,308	-	4,510	\$706	594	-	150	-	-
Machiasport	1	56 00	4 35	3 25	1,250	22	-	1 92	1,250	1,152	-	2,402	-	200	-	50	25	-
Marion	-	33 00	3 50	2 05	300	140	-	3 53	381	150	27	402	87	19	-	12	-	-
Marshfield	-	92 50	8 50	4 00	265	20	-	1 77	343	277	-	481	139	16	-	-	-	-
Meddybemps	-	31 00	4 50	2 00	160	-	-	2 00	379	146	-	447	78	62	-	6	-	-
Milbridge	-	50 00	5 00	2 75	1,252	-	-	1 91	1,652	1,097	-	2,349	374	237	-	30	-	-
N. rthfield	-	33 33	-	4 11	200	40	-	2 50	200	167	122	395	33	18	-	5	-	-
Pembroke	3	125 00	5 52	2 86	2,542	500	-	2 31	2,614	2,424	139	4,834	344	761	\$35	100	-	-
Perry	-	37 67	4 70	-	919	-	-	1 96	919	1,297	100	1,949	543	-	-	60	-	-
Princeton	-	41 75	3 91	2 91	1,200	342	-	2 71	1,275	1,015	-	2,212	167	125	-	29	-	-
Robbinston	2	45 00	6 58	2 82	800	60	-	2 16	932	752	100	1,521	132	100	-	20	-	-
Steuben	4	31 50	5 25	2 25	856	-	-	2 03	1,053	715	-	1,579	189	175	-	20	-	-
Talmadge	-	-	3 00	1 50	100	20	-	2 56	100	122	-	191	34	10	-	6	-	-
Topsfield	-	32 50	4 50	2 14	400	29	-	1 82	552	377	139	888	181	134	-	61	100	-
Trescott	2	32 00	2 17	2 97	485	-	-	1 71	515	422	-	692	42	22	12	15	-	-
Vanceboro'	1	50 00	-	5 00	500	-	-	3 33	701	244	-	901	44	-	-	14	-	-
Wesley	-	33 00	4 00	1 87	300	60	-	2 00	300	259	78	694	-	50	-	20	-	-
Whiting	-	36 67	3 30	1 25	400	68	-	2 31	738	354	151	759	187	54	15	15	-	-
Whitneyville	-	1 65 00	5 12	3 20	456	-	-	1 92	685	411	-	834	518	137	-	15	-	-
Codyville pl.	-	-	2 70	1 80	85	35	-	2 83	72	19	-	92	11	14	-	6	-	-
Jackson Brook pl.	-	40 00	5 25	3 50	250	85	-	2 50	250	283	-	385	-	30	-	-	-	-
Waite pl.	-	33 00	3 00	2 50	120	40	-	3 24	100	75	-	200	-	10	-	-	-	-
No. 7, Range 2.	-	29 00	4 00	2 00	178	-	-	2 44	-	58	56	285	-	15	15	10	25	-

No. 14.....	-	32	50	5	16	2	25	150	30	-	2	27	97	231	-	351	91	9	-	5	-	-
No. 18.....	-	-	-	2	50	2	00	50	-	-	3	13	69	57	-	57	10	12	-	2	-	-
No. 21.....	-	-	-	3	00	2	50	250	-	-	3	47	134	113	-	241	16	15	-	3	-	-
	49	96	34	4	74	2	67	45,361	10,194	-	2	42	53,119	35,816	2,217	79,401	9,599	10,783	350	1,823	1,406	100

YORK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	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 school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
								w.	d.	w.	d.											
Acton	329	143	127	152	121	197	.38 7	9		13	-	7	-	13	3	-	-	2	4	6	3	
Alfred	325	125	103	215	163	232	.41 9	12	4	12	-	7	-	7	6	1	\$700	5,500	1	3	4	5
Berwick	819	669	511	403	349	573	.53 10	4	10	12	2	2	2	16	14	1	700	18,000	1	5	19	8
Biddeford.....	3,837	1,530	1,380	1,634	1,460	1,713	.37 12	12		12	-	21	20	21	20	-	-	75,000	3	8	38	30
Buxton	813	469	377	521	424	631	.49 11	2	13	17	1	17	14	17	14	-	-	9,000	-	12	17	6
Cornish	397	210	179	206	172	263	.44 9	10	2	10	2	9	1	9	1	-	-	4,000	4	4	9	3
Dayton	206	102	91	129	92	149	.45 9	13	3	13	3	4	5	4	2	1	700	2,200	-	2	4	1
Elliot	580	361	278	336	255	426	.46 16	16	3	16	3	8	-	8	7	-	-	6,000	-	6	9	3
Hollis	511	269	220	339	259	356	.47 10	3	11	13	1	13	1	14	9	-	-	8,200	-	11	14	4
Kennebunk	950	515	440	596	473	662	.48 9	2	15	11	-	14	9	14	9	-	-	9,900	3	7	12	8
Kennebunkport.....	758	454	372	497	400	538	.51 9	1	10	12	3	12	1	12	10	1	600	8,500	1	7	13	8
Kittery	1,128	627	482	628	489	789	.43 14	11		10	-	10	-	11	10	-	-	30,350	-	7	17	10
Lebanon	615	257	222	358	247	374	.40 8	5	10	20	2	19	15	19	15	-	-	6,000	1	7	10	17
Limerick	490	280	225	250	201	325	.43 10	10	1	11	-	11	-	8	8	1	800	4,300	-	2	11	7
Limington	525	228	190	376	301	427	.46 9	4	11	17	-	17	-	17	5	-	-	2,500	-	12	12	4
Lyman	297	175	145	195	151	224	.50 8	2	9	4	4	10	1	10	9	-	-	6,000	-	7	9	2

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.		Number of different pupils registered.	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 school houses in town.		Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.
			Summer	Winter	Summer	Winter	%	d.		%	d.	Number	Number														
Newfield.....	365	169	135	225	175	275	.43	11	11	8	1	1	1	2	6	3	-	-	-	-	-	\$3,000	-	5	7	3	
North Berwick.....	620	456	352	406	328	437	.55	11	3 11	1	2	17	7	17	7	7	-	-	-	-	-	5,885	2	1	13	14	
Parsonsfield.....	592	328	264	411	326	462	.50	9	2 10	3	18	3	18	14	14	14	-	-	-	-	-	7,000	-	13	15	5	
Saco.....	1,974	922	790	1,053	827	1,325	.41	14	15	3	9	9	16	13	13	13	-	-	-	-	-	40,000	3	9	24	13	
Shapleigh.....	367	267	213	210	160	280	.51	9	10	10	10	3	8	6	6	6	-	-	-	-	-	4,000	-	5	11	4	
Sanford.....	801	426	405	629	512	675	.57	10	10	4	14	2	15	9	9	9	-	-	-	-	-	13,000	1	6	13	11	
South Berwick.....	891	393	322	453	331	479	.37	9	1 13	4	13	2	13	8	8	8	-	-	-	-	-	-	-	2	14	12	
Waterborough.....	No Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wells.....	947	537	410	540	430	578	.44	11	3 10	3	17	1	17	12	12	12	-	-	-	-	-	15,000	-	12	17	5	
York.....	857	493	377	489	363	597	.43	10	11	1	14	-	14	11	11	11	-	-	-	-	-	4,000	1	9	14	5	
	19,994	10,403	8,610	11,251	9,009	12,787	.46	10	2 11	4	290	27	327	225	5	5	5	3,500	292,535	19	157	332	191				

YORK COUNTY—CONTINUED.

TOWNS.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per week, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1875.	Not less than 80 cts. for each inhabitant.			Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State	Amount paid for same out of the State.
						Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.										
Acton	-	44 00	\$5 00	2 00	\$806	-	-	2 45	\$931	\$595	\$30	\$1,556	\$57	\$126	-	\$30	\$500	-
Alfred	-	80 00	4 36	2 73	1,300	\$320	-	4 00	1,591	582	-	1,933	240	300	-	72	50	-
Berwick	-	39 25	5 00	2 75	3,000	600	-	3 66	5,526	1,448	-	4,591	2,384	487	-	150	175	\$85
Biddeford	-	60 00	6 00	3 00	13,000	4,200	-	3 36	14,000	7 194	-	19,786	1,408	2,000	-	580	-	-
Buxton	-	35 68	4 25	2 37	2,100	63	-	2 58	4,499	1,371	-	3,423	2,448	373	-	110	336	-
Cornish	-	39 50	4 75	2 75	881	-	-	2 22	962	661	-	1,515	108	-	-	71	300	-
Dayton	-	35 00	4 00	2 75	600	120	-	2 91	605	373	-	915	63	46	-	13	21	-
Elliot	1	40 00	5 50	3 50	1,769	354	-	3 05	2,415	1,041	-	2,229	572	315	-	75	300	-
Hollis	-	27 45	3 34	2 68	1,400	165	-	2 74	1,867	925	-	2,180	612	191	-	7	-	-
Kennebunk	-	58 00	5 00	3 50	2,300	216	-	2 42	2,516	1,218	1,500	5,200	-	-	-	90	700	800
Kennebunkport	-	60 00	-	-	2,000	102	-	2 64	2,205	1,297	-	3,281	10	-	-	-	-	-
Kittery	-	40 00	5 50	3 00	3,200	466	-	2 84	4,419	1,911	-	5,790	539	575	-	139	-	-
Lebanon	-	30 00	5 00	3 00	1,562	-	-	2 54	1,824	1,071	-	2,372	361	225	-	90	-	-
Limerick	-	30 50	3 94	1 96	1,440	300	-	2 94	1,437	840	-	1,638	619	190	-	58	75	75
Limington	-	33 90	3 83	2 00	1,350	46	-	2 58	1,390	850	-	2,160	80	272	-	53	-	-
Lyman	-	27 21	4 02	2 45	880	-	-	2 97	880	579	-	1,377	100	-	-	43	-	-
Newfield	-	36 00	4 50	2 50	954	-	-	2 61	1,054	614	-	1,593	75	100	-	50	25	35
North Berwick	3	25 00	4 79	2 16	2,000	704	-	3 23	2,896	1,287	-	3,784	399	583	-	121	245	80
Parsonsfield	-	27 50	3 75	2 20	1,520	-	-	2 57	1,856	1,021	60	2,786	150	-	-	85	-	-
Sao	2	75 00	4 36	3 00	9,000	4,396	-	4 56	7,500	3,962	-	13,337	-	2,812	-	345	1,050	600
Shapleigh	-	30 00	4 37	2 25	864	-	-	2 35	1,087	663	53	1,363	223	134	45	66	71	69
Sanford	1	43 00	5 22	2 55	2,400	480	-	3 00	2,618	1,294	-	3,668	557	283	-	109	200	-
South Berwick	-	40 00	6 44	2 49	2,000	-	-	2 24	3,100	1,574	-	3,975	729	-	-	100	-	-
Waterborough	No return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

YORK COUNTY—CONCLUDED.

TOWNS.	No. 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 1875.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount available from State Treasury from Apr. 1, '74, to Apr. 1, '75.	Amount derived from local funds.	Total amount actually expended for public schools from Apr. 1, '74, to Apr. 1, '75.	Balance unexpended April 1, 1875.	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.	Am't paid for tuition in private schools, academies, &c. within the State.	Amount paid for same out of the State.
	1	2	3	4	5	6	7	8	9	10	11	12											
Wells.....	1	42	00	\$4	00	2	50	\$3,302	-	-	3	49	\$4,032	\$1,623	-	-	\$5,267	\$374	\$467	-	\$159	\$210	\$180
York.....	47	66	5	18	3	00	2,123	-	-	2	48	73,714	2,504	1,462	-	-	3,806	196	-	-	97	-	-
	9	41	86	4	79	2	63	61,751	12,532	17	2	89	73,714	35,456	1,643	99,525	12,204	9,479	67	2,713	4,258	1,924	

SUMMARY.

COUNTIES.	No. of children belonging in county between the ages of 4 and 21 yrs.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance to whole number.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in county.	Number of parts of districts.	Number of school houses in county.	Number in good condition.
								¶.	d.	¶.	d.				
Androscoggin	14,225	7,061	5,740	8,066	6,390	8,877	.52	10	5	10	1	111	22	204	159
Aroostook	13,755	7,622	5,604	5,266	3,873	9,412	.41	13	10	10	2	311	26	232	152
Cumberland	26,904	8,835	7,119	14,906	12,237	16,863	.46	10	3	11	5	288	18	329	227
Franklin	6,069	3,605	2,918	4,125	3,315	4,892	.50	8	1	9	4	217	36	204	97
Hancock	13,210	7,350	5,933	8,052	6,624	9,802	.49	10	1	10	0	267	15	259	175
Kennebec	16,658	9,131	7,450	9,801	8,031	11,754	.49	10	1	11	2	317	20	357	220
Knox	11,016	6,185	5,050	7,045	5,795	8,006	.50	11	3	11	1	144	12	162	110
Lincoln	8,898	5,082	4,003	5,607	4,452	6,766	.48	9	5	10	1	188	6	187	112
Oxford	11,442	6,200	4,877	7,507	6,189	8,758	.50	9	2	11	3	373	36	355	209
Penobscot	25,011	14,145	11,396	14,821	11,938	18,090	.47	10	4	11	2	393	33	456	326
Piscataquis	5,135	3,022	2,275	3,288	2,745	4,156	.48	9	5	10	2	145	17	139	76
Sagadahoc	6,823	3,912	3,281	4,220	3,510	4,725	.48	10	10	10	4	80	2	94	70
Somerset	12,266	6,952	5,716	8,172	6,620	9,408	.50	9	10	10	0	338	44	344	187
Waldo	12,264	7,219	5,833	8,589	7,022	9,497	.52	9	2	10	2	260	32	265	167
Washington	17,807	11,097	9,253	9,627	7,875	13,580	.51	12	3	11	4	231	22	266	177
York	19,994	10,403	8,610	11,251	9,009	12,787	.46	10	2	11	4	290	27	327	225
	221,477	117,821	95,058	130,343	105,625	157,323	.49	10	2	10	4	3,953	368	4,180	2,689

APPENDIX.

SUMMARY—CONTINUED.

COUNTIES.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1875.	Not less than 80 cents for each inhabitant.	
													Excess above amt't required by law.	Less than the amt't required by law.
Androscoggin	6	\$36,100	\$332,145	13	99	245	154	36	\$43 25	\$4 62	\$2 66	\$48,362	\$17,669	-
Aroostook.....	29	12,320	79,125	22	80	279	106	9	24 57	3 87	1 90	21,367	727	-
Cumberland.....	12	16,008	503,608	27	169	425	272	24	40 94	4 92	2 76	128,641	58,861	-
Franklin.....	1	2,000	64,925	3	89	194	118	24	27 14	3 33	1 77	14,919	103	\$111
Hancock	4	2,925	182,785	7	125	279	137	31	40 39	4 57	2 35	29,570	1,736	-
Kennebec	2	1,200	252,295	9	147	344	189	20	34 58	4 43	2 34	56,515	14,738	-
Knox.....	3	1,625	149,325	6	85	183	108	20	46 59	4 53	2 70	29,958	3,860	-
Lincoln.....	1	950	81,200	3	114	193	64	10	38 50	4 61	3 04	21,631	661	-
Oxford.....	6	3,610	149,280	7	187	319	158	13	29 30	3 87	1 98	20,918	2,773	34
Ponobscot	13	14,957	339,100	18	188	508	292	17	37 44	4 15	2 28	85,166	2,531	-
Piscataquis	3	900	34,593	1	45	132	94	3	37 26	3 76	2 03	12,726	415	-
Sagadahoc.....	2	3,886	109,823	8	64	120	70	4	39 07	4 58	2 68	27,755	10,817	-
Somerset	5	3,275	145,350	4	126	315	209	10	29 22	3 94	1 87	28,525	1,164	-
Waldo	7	4,825	131,325	2	190	261	88	18	34 94	3 54	2 34	30,693	2,510	-
Washington.....	5	2,650	172,135	32	119	297	125	49	46 34	4 74	2 67	45,361	10,194	-
York.....	5	3,500	292,535	19	157	332	191	9	41 86	4 79	2 63	61,751	12,532	17
	104	110,725	3,019,549	171	1,984	4,426	2,475	297	36 96	4 27	2 38	662,558	141,295	162

SUMMARY—CONCLUDED.

COUNTIES.	Amount raised per scholar.	Amount available from Town Treasuries from April 1, 1874, to April 1, 1875.	Amount available from State Treasury from April 1, 1874, to April 1, 1875.	Amount derived from local funds.	Total amount actually expended for public schools, from April 1, 1874, to April 1, 1875.	Balance unexpended April 1, 1875.	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.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.
Androscoggin	\$2 90	\$53,502	\$26,153	\$268	\$77,920	\$2,260	\$11,809	\$2,276	\$4,678	\$882	\$300
Aroostook	1 91	28,983	21,308	1,417	40,603	10,037	3,095	220	933	1,154	30
Cumberland	3 09	146,353	46,966	1,382	162,527	7,107	7,445	955	2,071	6,989	855
Franklin	2 48	18,370	10,181	764	25,005	4,458	2,784	1,388	840	2,710	695
Hancock	2 30	38,027	22,751	1,186	52,819	9,281	7,266	654	1,509	562	245
Kennebec	2 93	71,050	29,518	200	80,836	11,193	12,382	392	2,539	7,931	890
Knox	2 46	33,829	20,017	305	50,170	5,707	7,865	1,484	1,654	875	280
Lincoln	2 45	31,192	14,391	-	34,821	6,616	2,078	88	1,085	1,619	70
Oxford	2 57	35,118	19,307	2,089	50,195	4,456	4,365	573	1,584	3,349	380
Penobscot	2 55	99,130	43,971	9,972	136,018	12,852	28,860	707	4,264	1,854	125
Piscataquis	2 40	14,535	9,039	835	20,225	3,007	1,178	-	591	277	300
Sagadahoc	3 32	30,522	11,813	-	37,906	2,936	6,276	328	1,432	809	510
Somerset	2 18	33,217	21,431	2,052	47,994	6,000	4,207	597	1,469	2,842	105
Waldo	2 47	38,366	20,856	1,251	50,801	8,141	6,170	1,592	1,083	1,523	-
Washington	2 42	53,119	35,816	2,217	79,401	9,599	10,783	350	1,823	1,406	100
York	2 89	73,714	35,456	1,643	99,525	12,204	9,479	67	2,713	4,258	1,924
	2 58	819,027	388,973	25,585	1,046,766	115,854	126,142	11,671	29,668	39,040	6,809

COMPARATIVE STATEMENT—I.

	1875.*		1874.	
Whole number of scholars between four and twenty-one...	221,477		225,219	
Number registered in Summer Schools.....	117,821		122,458	
Average attendance.....	95,058		98,744	
Number registered in Winter Schools.....	130,343		132,333	
Average attendance.....	105,625		108,478	
Per centage of average attendance to whole number.....	.49		.49	
Average length of Summer Schools in weeks and days, 5½ days per week.....	10w.	2d.	10w.	5d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w.	4d.	11w.	5d.
Average length of schools for the year.....	21w.	1d.	21w.	5d.
Number of districts.....		3,953		4,043
Number of parts of districts.....		368		361
Number of School Houses.....		4,180		1,199
Number of School Houses in good condition.....		2,689		2,591
Number of School Houses built last year.....		104		122
Cost of same.....		\$110,725		\$150,220
Estimated value of all school property.....		3,019,549		3,079,311
Number of Male Teachers employed in Summer.....		171		161
Number of Male Teachers employed in Winter.....		1,984		1,928
Number of Female Teachers employed in Summer.....		4,426		4,366
Number of Female Teachers employed in Winter.....		2,475		2,367
Number of Teachers graduates of Normal Schools.....		297		294
Average wages of Male Teachers per month, excluding board.....		\$36 96		\$36 17
Average wages of Female Teachers per week, excluding board.....		4 29		4 05
Average cost of Teachers' board per week.....		2 38		2 32
Amount of school money voted by towns.....		662,558		673,314
Excess above amount required by law.....		173,026		187,782
Amount raised per scholar.....		2 58		2 90
Amount available from Town Treasuries from April 1, 1874, to April 1, 1875.....		819,027		-
Amount available from State Treasury from April 1, 1874, to April 1, 1875.....		388,973		367,009
Amount derived from local funds.....		25,585		17,334
Amount actually expended for public schools from April 1, 1874, to April 1, 1875.....		1,046,766		951,773
Balance unexpended April 1, 1875.....		115,854		-
Amount expended for repairs, fuel, insurance, &c.....		126,142		123,840
Amount raised to prolong public schools in money, fuel, board, &c.....		11,671		10,462
Amount paid for school supervision.....		29,668		28,540
Amount paid for tuition in private schools, academies or colleges within the State.....		39,040		43,152
Amount paid for same out of State.....		6,809		9,119
Per centage of average attendance to scholars registered....		.81		.81
Per centage of average attendance to Summer Schools.....		.81		.80
Per centage of average attendance to Winter Schools.....		.81		.82
Whole number of different scholars registered during year..		157,323		-
Aggregate amount expended for schools †.....		\$1,283,396		\$1,191,712
Amount of School Fund.....		369,883		361,893

* Returns incomplete.

† Free High Schools not included.

COMPARATIVE STATEMENT—II.

	1875.	1865.	Increase.
Population of the State.....	626,915	628,300	dec 1,385
Valuation of the State.....	\$224,552,406	\$164,714,168	\$59,838,238
Number of towns in the State	421	406	15
Number that have made returns, plantations included.....	464	436	28
Number of children between four and twenty- one years.....	221,477	219,060	2,417
Number register in Summer Schools.....	117,821	120,149	dec. 2,328
Average attendance in Summer Schools.....	95,058	92,409	2,649
Number registered in Winter Schools.....	130,343	138,181	dec. 7,838
Average attendance in Winter Schools.....	105,625	99,107	6,518
Ratio of attendance to whole number of scholars49	.44	.05
Average length of Summer Schools in weeks	10w. 2d	10w. 2d.	2d.
Average length of Winter Schools in weeks..	10w. 4d.	9w. 2d.	1w. 2d.
Sum of average for Winter and Summer	21w. 1d	19w. 2d.	1w. 4d.
Number of school districts in the State	3,953	3,867	86
Number of parts of districts.....	368	398	60
Number of school-houses in the State.....	4,180	3,830	350
Number reported in good condition	2,689	2,155	534
Number of school-houses built within the last year	104	70	34
Cost of the same.....	\$110,725	\$42,503	\$68,222
Number of Male Teachers employed in Sum- mer.....	171	94	77
Number of Male Teachers employed in Win- ter	1,984	1,157	827
Number of Female Teachers employed in Summer	4,426	3,883	543
Number of Female Teachers employed in Winter.....	2,475	2,156	319
Wages of Male Teachers per month, besides board	\$36 96	\$27 76	\$9 20
Wages of Female Teachers per week, besides board	4 27	2 49	1 78
School money raised by taxation.....	887,128	469,464	417,664
Excess above requirement of law.....	173,026	27,944	145,082
Average amount raised per scholar.....	4 01	1 96	2 05
Amount of permanent School Fund.....	369,883	181,232	188,651
Income of same apportioned to schools.....	19,558	10,410	9,148
Bank tax apportioned to schools.....	142,031	-	-
Amount derived from local funds.....	25,585	19,469	6,116
Amount contributed to prolong public schools	11,671	17,453	dec. 5,782
Amount paid to private schools, academies, &c., within the State.....	39,040	38,102	938
Amount paid to same out of the State.....	6,809	9,286	dec. 2,477
Paid for repairs, fuel, &c.....	126,142	43,082	83,060
Average cost of board per week.....	2 38	1 95	.43
Amount paid for school supervision.....	29,668	15,539	14,129
Aggregate expenditure for school purposes...	1,283,396	-	-

ABSTRACTS

FROM REPORTS OF SCHOOL COMMITTEES RETURNED TO THE STATE
SUPERINTENDENT OF COMMON SCHOOLS.

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.

AUBURN.

The appropriation for schools was	\$12,000 00
The appropriation to pay last year bills.....	1,000 00
Received State mill tax.....	1,624 63
State school fund.....	2,268 71
of State for High School	500 00
for damages on High School house.....	77 00
Total school fund.....	\$17,470 34
Paid for teachers, including money drawn in other towns.....	\$13,931 32
repairs.....	1,690 93
wood and coal.....	1,474 43
taking census of scholars	37 50
printing.....	54 16
miscellaneous expenses.....	489 01
Total expended.....	\$17,677 35
Amount overdrawn	\$207 01

The close of the school year is a time when it is the imperative duty of every citizen to inquire critically into the condition of the schools; to ascertain what measure of success has attended the work of teachers; to learn what faults are injuring the efficiency of the school system; and, when faults have been found, to assist in applying the appropriate remedy. The people of Auburn appear to be aware of the importance of good schools, and there seems to be a constantly increasing interest in the subject of popular education. It will be my aim to lay before them at this time a plain, concise statement of facts—to exhibit to them our schools as they are, in what respects they excel and wherein they are deficient, in order that all may enter upon the new year with a clear conception of their condition, prospects, and needs, and that all concerned may act understandingly with reference to them.

RURAL SCHOOLS. During the past year, our rural schools have generally been successful. With one or two exceptions, there has been a gradual but constant gain in efficiency and thoroughness of work. At the commencement of the year there was

evident, in nearly all of the schools, the same want of thoroughness that characterizes most country schools throughout the State. There was an eagerness to "get through the book," an ambition to reach a higher class, without regard to capacity or qualification, that was fatal to thorough work. This difficulty has been increased, in many cases, by the acts of parents, who have endeavored to push their children into classes for which they were not qualified. Such parents estimate a teacher by the quantity of work done, and not by the quality. With them the teacher who pushes her pupils through the book is the successful one, while she who does her work with care and thoroughness, and consequently with less haste, is condemned as lazy and inefficient.—Would that parents could realize how much injury they inflict upon a child by pursuing such a course! Could they fully understand the matter there would be a great improvement in the scholarship of our rural schools.

When scholars have been taught in this superficial manner, the usual remedy is to put them back and compel them to go over the same ground again. This course is effective, if pursued long enough, but it frequently causes dissatisfaction on the part of pupils or parents, and is sometimes the beginning of serious trouble in a school.

A better course, and one which has succeeded admirably in some rural schools—in every one, so far as I know, where it has been attempted in earnest—is for the teacher to give daily, in connection with the regular lesson, a certain number of practical questions or problems, drawn as far as possible from objects within the observation of the pupil. Let these questions be so arranged as to include, in some manner, a portion of the previous work of the class. In this way a constant review can be kept up, in addition to the advance lesson of each day, and, if the work be skillfully managed, there will be but little desire on the part of the pupil to advance with undue speed. In addition to this, let the teacher give a weekly test or examination—in writing, if possible—of every class, by asking questions upon the work already completed. If this method be faithfully followed, there will be little necessity for requiring a class to turn back.

Another important advantage to be gained by pursuing this method is that it completely breaks up the habit, so common in rural schools, of depending too much upon the text-book. Nothing will teach a pupil so quickly and effectually to rely upon his own powers as this work upon practical questions and problems. With earnest, faithful teachers—and we have had many such the past year—and a proper amount of *judgment* on the part of parents, there seems to be no reason why our rural schools may not steadily improve in scholarship and attain a degree of excellence far in advance of what they have hitherto reached.

Poor classification, so often mentioned in the reports of my predecessors, still continues to impede the progress of many schools. From the fact that so many pupils in the country attend school but a portion of each year, and that there must be, in consequence, a constant change of classes, this must always remain a source of difficulty. But when parents refuse to purchase suitable books for their children and send them to school with those which were thrown out six or seven years ago, as is the case in some parts of old Danville, the difficulty is greatly increased.

There has been exhibited by a few parents, in different parts of the city, a disposition to remove their children from school upon a very slight provocation. The enforcement of a rule, which does not happen to meet their ideas of what it should be, or the assignment of a lesson out of the ordinary routine, has been considered by them a sufficient reason for depriving scholars of school privileges. This has been done, in some instances, without assigning any reason for the act to the teacher. Such a course is practically offering a premium for finding fault with teachers, and where it has

become customary, it is almost impossible to sustain a good school. If a parent thinks that his scholar has been wronged in school, it is far better for him to go to the teacher first, and that, too, without communicating his design to the scholar. If, after a candid conversation with her, he cannot obtain satisfaction, let him go at once to the Superintendent or Committee. By promptly doing this the cause of difficulty may be quietly removed, and all the scholars may continue to receive the benefit of the school.

ATTENDANCE. The census, taken at the commencement of the year, indicates that there were then in the city 2,260 scholars, about the same number as last year.

Whole number attending Summer Term.....	1,312
Average number attending Summer Term.....	1,126
Whole number attending Fall Term.....	1,349
Average number attending Fall Term.....	1,154
Whole number attending Winter Term.....	1,334
Average number attending Winter Term.....	1,154

You will observe that about 60 per cent. of the number of scholars enrolled attend school. While this percentage of attendance is better than that of most other cities and towns of considerable size in the State, we should not be satisfied with it. Doubtless many enrolled scholars, especially those from fifteen years of age upward, are employed in shops and manufactories, and in the rural districts many are kept at home to assist in farm work; yet there are many others out of school who ought to attend.

It gratifies me exceedingly to be able to report that there has been, throughout the year, a constant improvement in attendance—a sure indication that the interest in education is increasing. The records of the last term disclose the fact that the number of scholars not absent one-half day was nearly double that of either of the preceding terms. This is a very important gain; for nothing is more demoralizing to a school than irregular attendance. No judicious parent will permit a scholar to remain away from school, except in a case of absolute necessity. The loss of even a few recitations will frequently retard a pupil in the work of an entire term.

DISCIPLINE. As a general thing, the discipline of the schools has been excellent. In no case, during the entire year, has it been found necessary to exclude a scholar from the privileges of school. While I admit that it may be necessary to expel a scholar, when he conducts in such a manner as to endanger the welfare of an entire school, I consider that this course should be adopted only when all other means have been tried and found useless. The proper time to arouse and direct the latent energies of a child, to develop his moral nature, and to cultivate whatever good there may be in him, is when he is in the public schools. This work should be done by parent and teacher conjointly; but when the parent neglects his duty, as is too often the case, then the responsibility which devolves upon the teacher is all the heavier. There are very few boys or girls who are so completely vicious and abandoned that they cannot be reached in some way. In view of this, I have urged upon the teachers of our schools to study well the disposition and habits of every scholar who is inclined to be vicious or unruly, and to work in such a way as to develop his good qualities and restrain his bad. It should be as much the duty of the teacher to train the moral faculties of a pupil as the intellectual. If there is any individual upon the face of the earth who has need of common sense and good judgment, that individual is the school teacher. To know just when and how to punish a disobedient scholar is a very nice question, upon the decision of which a great deal depends. The great want of our schools to-day is trained teachers.

We need something different from young ladies who have been trained to read well, to teach arithmetic and grammar readily. This is all good in its place and is

necessary. But our boys and girls need something more than a mere knowledge of the text-book to fit them for success in life ; and how can a girl of sixteen or eighteen, who knows absolutely nothing of the ways of the world, be expected to teach pupils, some of whom are perhaps as old as herself—how to obtain this success—how to meet and conquer difficulties of which she has not even an adequate conception. To illustrate my point : How many teachers of the public schools of Maine, who have not received a special training, can write a bank note, in proper form, and explain clearly to a class the various legal points involved in it? All business men will admit that a knowledge of this subject is of far greater importance than a thorough drill in cube root or a smattering of algebra ; yet, unless the experience of other school officers is very different from mine, not one teacher in ten is qualified to give a pupil an adequate knowledge of it. This is but one of many illustrations that may be given.

Another serious difficulty in the way of obtaining good teachers, is that so few who teach intend to make it a life business. They are simply teaching until something better offers. Hence, in too many cases, there is not that degree of care and anxiety in regard to reputation that there would be if success in life depended upon the work done in the school room.

There has been some complaint that the salaries of teachers have been too large. It has been the policy of the Committee to employ the best teachers that could be obtained ; and to do this, they have, of course, been compelled to pay the market price for such labor ; for why should a teacher be expected to work for a smaller salary in Auburn than in Lewiston or Augusta? On the other hand, if we employ a cheaper class of teachers, we must, of course, be satisfied with inferior work. This is not desirable in any business, but it is especially disastrous in the school room. It is far better for scholars to be taught a few things well than a great many things erroneously.

TEACHERS' MEETINGS. Early in the year, it became evident to me that there was a want of system and uniformity of methods in the various schools, that was seriously impeding their progress. The transfer of a scholar from one school to another involved the learning of new methods of work and new formulas of recitation, which necessarily consumed much valuable time. To remedy this difficulty, as far as possible, meetings of the teachers were held, at which instruction was given and questions in regard to discipline and management of scholars were discussed. These meetings, which ought to be continued next year, and other measures already taken, ought to produce uniformity of methods in teaching.

ENGLISH COMPOSITION. Although this branch of education has received but little attention in our schools and colleges—an exercise once in two or three weeks being usually considered sufficient—it is, nevertheless, one of the most important studies and should be ranked by the side of reading and arithmetic in importance. Everybody has occasion to apply it frequently, especially in the writing of letters. How well this branch has hitherto been taught, a glance at the letters many business men write, will show. A really concise, elegant business letter is rarely written. Now and then we find a man who possesses the “knack” of writing good letters, and this faculty is regarded by most people as a natural gift. But there is no reason why the scholars in our schools may not be taught to write elegantly, if we only commence to educate them for it, as we do in arithmetic, from the first.

With this object in view, I have arranged a progressive course of composition, making it a regular recitation, two or three times per week, in the first class of the Intermediate, continuing through the Grammar and High Schools. Of course, much preparatory work should be done in the lower classes ; but, from the time it becomes a regular recitation, a particular portion of the work is assigned to the teacher of each grade.

This work extends from the construction of simple sentences, in the lower schools, to the writing of the polished essay in the High School. A large portion of the work is to be done in the class, under the eye of the teacher, so that the pupil must learn to depend upon his own powers and not trust to others for help, as is too often the case in composition-writing. One collateral advantage of this method of teaching composition is that it naturally induces in the higher-grade scholar a critical reading of books, and particularly the public prints.

GENERAL READING. The miscellaneous reading of a pupil should contribute much to his education. The first and most important step is to create in him a love for reading ; but, when this love has been excited, it is also important to direct it in such a way that it may be profitable. The reading of a pupil in the Grammar or High School should be arranged, as far as possible, to supplement the studies pursued in the course. To make a course of reading effective, it is important that parents should assist the teacher in directing the scholar. Care should be taken to select interesting reading as well as instructive, but greater care should be exercised in guarding against the juvenile trash which is so popular at present. It is hostile alike to culture and strength of mind.

DRAWING. A systematic course of industrial drawing should be introduced into our schools at once. There has been, for the past year or two, some desultory teaching of drawing ; but, to be effective, it must be a regular and consecutive course. Even if our boys and girls have not the least idea of making it a pursuit for life, the discipline acquired and the development of a correct taste will prove an ample reward for the time and attention devoted to it. Trained hands and eyes are always in demand, and do not come amiss in any calling. An incidental advantage to be gained is that drawing is a great assistance in teaching penmanship.

In conclusion, permit me to remark that I do not consider it my duty to remind you of the great importance of sustaining a good system of schools. I believe that you already fully appreciate the incalculable value of such a system in a municipality like ours ; but permit me to call your attention to the fact that, in all the previous history of our city, there has never been a time so favorable as the present for establishing our schools upon a firm and permanent basis. The people are awake to the importance of thoroughly educating their children ; teachers are ready to work with a zeal that will surmount every obstacle ; and the pupils are all alive with enthusiasm to press forward. It rests in your hands, gentlemen, to determine whether our schools shall prove a comparative failure, or whether my successor in office shall have it in his power to report, at the close of another year, that our schools are second to none in the State.

ADDISON SMALL, *Superintendent.*

ALFRED.

FREE HIGH SCHOOLS. Some twenty years ago not only the Alfred Academy, but many other similar institutions, in different parts of this county, were in a prosperous condition. Since that time nearly all of them have been gradually losing the public favor, till now some, like our own, have been entirely abandoned, at least for literary purposes; others, though still in use, are poorly patronized, while but few can be said to be flourishing. District High Schools, where practicable, have generally superseded academies. In cities and large towns these could easily be supported the entire year. The inhabitants of smaller towns could not do this. Our Village District, several years

since, attempted to maintain such a High School, but soon found the burden of taxation so heavy that it was impossible to have it in session over one-half of the time. Two years ago the Free High School act was passed, and Alfred immediately took advantage of it by raising money and establishing one in our midst. Last Spring the voters of the town were sufficiently well pleased with its results to continue it another year. The sum raised by the town not being sufficient, with the amount paid by the State, to employ a teacher for the whole year, your Committee arranged with the Agent of the Village District to employ Mr. Towne for a year, the town paying the amount raised for a Free High School and the district making up (with the \$300 received from the State) the balance of his salary, thus making it a Free High School a part of the year and a District High School the rest of the time. Your Committee think it advisable to continue the Free High School and pursue substantially the same arrangement with the Village District for the employment of a teacher the coming year. At the time of our meeting one year ago the Spring term was about half finished; that term closed April 15, 1874. Since then we have had a Summer term of nine weeks, a Fall term of twelve weeks, and a Winter term of ten weeks, closing February 12. The register of the teacher show the whole number of scholars attending the Spring term to have been 44, with an average attendance of 35. Summer term, whole number 30, average 24. Fall term, whole number 43, average 37. Winter term, whole number 33, average 24. Nine scholars, not belonging in town, were present at the Spring term, three at the Summer, twelve at Fall, and four at the Winter term. The above figures will give a general average of 30—twenty-five being the average attendance of pupils from this town, and five the average attendance of scholars from other towns.

DISTRICT SCHOOLS. We have heard but little complaint of any one of them, and believe that kindly feelings and harmonious actions between teacher, pupils, and parents, have prevailed to an unusual degree. We are pleased to report that every school-house in town is warm and comfortable, and all but one (in District No. 4,) in first-rate condition.

BANGOR.

In fulfilling the duties devolving upon them, the Committee have made, during the year, upwards of three hundred visits to the schools of the various grades. The result of the work done by the teachers is generally satisfactory. A few of the schools of the lower grades have been hindered somewhat in their progress by the temporary prevalence of sickness among the pupils; but the health of the schools has, in general, been good, in spite of the fact that many of the school rooms are crowded beyond the proper limit, and poorly ventilated and poorly warmed.

It is unfortunate that so few scholars receive the benefit of the instruction given in the higher grades. Hardly one-fifth part of those that enter upon the course reach the select school. Bangor has not, however, an exceptional experience in this respect. It is found that, in most cities, a majority of the scholars leave school before the close of the fifth year of the course. As soon as they are old enough to be capable of earning anything, their school days end. There seems to be no remedy for this state of things; and, since it exists, it is plainly our duty to see that the schools of low grade are made as efficient as possible. The higher schools are beyond the reach of the majority of the children. In the lower grades they find an opportunity to acquire the rudiments of education; and this is the extent of their school privileges. The natural tendency of things leads the best teaching talent away from such humble places. The teachers of the upper grades have pleasanter work and higher pay. If a teacher of a primary

school shows unusual talent, promotion is expected and often granted, on the principle that no special skill is required in teaching primary schools.

The important bearing of these facts is already recognized in some cities; and teachers of exceptional talent and experience are retained in the lower schools and suitably paid for their superior work. The Committee recommend the adoption of a similar policy in our primary and intermediate grades, and the payment of an increased salary to teachers of talent and experience in lieu of promotion. As the salaries are now arranged, teachers in the lower grades, of long experience and proven skill, receive no higher wages than those who are just beginning, and whose capacity for achieving success is on trial. This state of things is unjust to the experienced teachers and prejudicial to the interests of the schools, and should not be allowed to continue.

COURSE OF STUDY. The course of study has not been materially modified during the year. A slight change has been made in the list of authorized text-books of the high school.

Good text-books are almost as essential to the success of the schools as judicious teaching. If the text-books are well arranged and the study of them is properly directed, the lessons cease to be tasks, and the pupils, while receiving mental discipline, acquire unconsciously a liking for mental work.

SPECIAL INSTRUCTION. Instruction in music and penmanship has been for some years conducted by special teachers; and, during the present year, a short course of instruction in book-keeping has been added to the duties of the teacher of penmanship. This method of teaching these branches is no longer to be regarded as an experiment. Our own experience confirms the experience of other cities, and the fact that one of our teachers of music has accepted an invitation to teach elsewhere, with a large increase of salary, indicates that the work in our schools has been done economically as well as thoroughly.

Special instruction in drawing has been given for years in many cities in the East and West; and recently the Legislature of Massachusetts has, by statute, made it the duty of cities having ten thousand inhabitants to provide for systematic instruction in this useful art.

Such instruction affords a relaxation from the ordinary routine of school duties, and it is of unquestionable value as a means of cultivating the taste and training the eye and the hand to accuracy. It furnishes also to the pupils some degree of skill in an art that is found useful in almost all mechanical pursuits. Lessons in drawing, under the direction of the teachers, form a part of the course of instruction in our schools; but no special teacher has been employed, and, thus far, little has been accomplished.

HEALTH. The danger to which the health of children may be exposed, while pursuing their studies in school, is liable to be overlooked. Mental development is the special object of school work; and school exercises are arranged almost entirely with a view to rapid progress in that direction; but mental development, however rapid and brilliant, is a thing to be dreaded, if acquired at the expense of health. Body and mind are both exceedingly susceptible to external influences during the period of youth, and the health may easily suffer permanent injury from the unfavorable surroundings often incident to school life. Hygienic conditions should be scrupulously observed in arranging school buildings and school exercises. It is conceded by architects that it is exceedingly difficult to warm and ventilate a school-house properly in the New England climate. There is certainly no class of buildings for which it may be more justly claimed that they should be planned and built under the direction of the best attainable skill.

The length of the sessions, and the amount of school work that may profitably be

done by scholars of the various ages, are subjects which deserve to be carefully considered, in adjusting the school system with a view to the healthful development of body and mind.

It is believed by many that American schools are faulty in this respect, and that the course of study should be abridged, and the daily sessions shortened. The value of the school course is measured by the quality of the mental training which the pupils receive, rather than by the extent and variety of the studies. A committee, appointed to investigate the hygienic condition of the schools of Rhode Island, recommended recently that the time spent in the school-room should be limited to three or four hours a day for the lower grades. Reports of similar tenor have been made, of late years, in many cities of other States, the general drift of opinion seeming to be in favor of lessening the quantity of school work, and improving its quality.

THE TEACHERS. The Committee wish to express their appreciation of the earnest efforts of the teachers to bring their schools, from year to year, to a higher standard of excellence. There are many schools in which the teachers have succeeded in imparting to their pupils a genuine fondness for school work, so that the daily lessons are studied with zeal and thoroughness. This result can only be accomplished by the constant exercise of watchfulness and skill. If the teachers are neglectful of their duty, the scholars rapidly lose their interest in school exercises, and form the habit of remembering the words of the lesson, instead of grasping the ideas. They find this to be an easy method of study; but it serves to strengthen the memory alone, while the faculties of observation, reflection and reason are allowed to slumber.

It is not to be expected that all teachers will achieve the same degree of success. The Committee are satisfied, however, that the work of the teachers throughout the year has, in general, been done conscientiously and thoroughly.

TRUANCY. The efficiency of many of the schools is seriously impaired by the habitual tardiness and truancy of the scholars. At the instance of the School Agent, two members of the Police were instructed to remedy this difficulty, if possible. Their success has been remarkable; and we recommend a continuance of the plan, as the best aid to the teachers in securing the attendance of scholars that can be reached in no other way.

SUBURBAN SCHOOLS. These schools are not graded, and the teachers are under the necessity of giving daily instruction in all branches, the studies covering a range that extends, in the regular course, from the beginning of the primary grade to the high school. It is impossible to have, in these schools, such efficiency as exists in the graded schools within the city limits. The only agency that can be brought to bear to raise the standard of the instruction, is the employment of more experienced teachers than can be obtained at the rate of wages now paid. In the winter season, when many advanced scholars wish to attend, male teachers should be employed in the larger districts. The remarkable success that has attended the teaching in the school in central district during the past winter, shows what may be done in this direction.

COURSE OF STUDY FOR PRIMARY SCHOOLS. *Reading and Spelling.* American Educational First and Second Readers. Hooker's Child's Book of Common Things. Swinton's Primary Spelling Book.

Printing and Drawing. The pupils should be taught to draw straight and curved lines, and to combine them in the letters of the alphabet and simple geometric forms. Copies should be placed upon the blackboard by the teachers. The first class is required to practice script writing.

Arithmetic. Hagar's Primary Arithmetic. Frequent use of objects is recommended as an assistance in conveying an idea of the relation of numbers.

Vocal Music. National Music Charts.

Object Lessons. An exercise each day. Sheldon's Lessons on Objects, and Sheldon's Elementary Instruction are recommended as guides to teachers.

INTERMEDIATE SCHOOLS—COURSE OF TWO YEARS. *Reading and Spelling.* American Educational Third Reader. Swinton's Primary Spelling Book.

Writing. Revised Duntonian.

Drawing. Exercises in drawing simple geometric forms from copies placed upon the blackboard by the teacher.

Arithmetic. Hagar's Elementary Arithmetic to Fractions. Robinson's Intellectual Arithmetic to Fractions.

Geography. Oral lessons in the elements of Geography twice a week. Guyot's Primary Geography is recommended as a guide to the teachers.

Vocal Music. National Music Charts. The use of Music Readers is permitted.

Object Lessons. An exercise four times a week Sheldon's Lessons on Objects and Sheldon's Elementary Instruction are recommended as guides to teachers.

Natural Science. Hooker's Child's Book of Nature. Part First for 2d class. Part Second for 1st class.

GRAMMAR SCHOOLS—COURSE OF TWO YEARS. *Reading and Spelling.* American Educational Fourth Reader. Swinton's Word Book.

Writing. Revised Duntonian.

Grammar. Quackenbos' First Book finished.

Geography. Guyot's Intermediate Geography, omitting pages 19 to 49 inclusive. Exercises in drawing maps from the copy and from memory.

Arithmetic. Robinson's Intellectual Arithmetic, thorough Fractions. Robinson's Practical Arithmetic to Reduction.

Vocal Music. National Music Charts. The use of Music Readers is permitted.

Oral Instruction. Oral Lessons concerning Historical Persons and Events, Important Cities and localities of historical interest, and other useful subjects. One or more lessons each week.

SELECT SCHOOL—FIRST YEAR. *Reading and Spelling.* American Educational Fifth Reader. Swinton's Word Book.

Grammar. Quackenbos' Grammar with exercises in Analysis and Parsing.

Geography. Guyot's Intermediate Geography finished.

Arithmetic. Robinson's Practical Arithmetic continued.

History. Quackenbos' Elementary United States History finished and reviewed.

Vocal Music. Music Course continued.

Elocution. Exercises in Elocution once a fortnight.

Writing. Revised Duntonian.

SECOND YEAR. *Reading and Spelling.* Fifth Reader finished.

Grammar. Quackenbos' Grammar with exercises in Analysis and Parsing.

Arithmetic. Robinson's Practical Arithmetic finished and reviewed.

Book-Keeping. Potter and Hammond's Elementary Book-keeping with suitable practical exercises.

Physiology and Hygiene. Cutter's First Book of Physiology finished and reviewed.

Elocution. Exercises in Elocution once a week.

Composition. Exercises in simple forms of Composition once a fortnight.

Vocal Music. Music Course continued.

Oral Instruction. Oral Lessons concerning the various Forms of Government, the Natural Sciences, the Mechanical Powers and other useful subjects. One or more lessons each week.

T. U. COE,
JOHN E. GODFREY, } *S. S. Committee.*
EDW. B. NEALLY, }

BARING.

In drawing this report to a close we will offer two or three suggestions. And, first, the schools are too large. No teacher can maintain the necessary supervision over a school of about fifty scholars, with the necessary time for recess out. This will give less than six minutes for each scholar; and when you take into the account that many of these scholars have five or six long recitations with other work to do, you will see at once that every scholar cannot command the assistance of the teacher to any very great extent. There must be a neglect somewhere. Another thing we would present for your consideration. If a school is to be profitable, it must be sustained by the parents. If petty jealousies are allowed to come in and interfere, the teacher loses much of his power for good. And we would refer to another point before taking leave of this subject. It was at a matter of pretty general opinion a year ago that fifty dollars would hardly repair the damage done the school-house during the season. We think fifty cents, over and above reasonable wear and tear, will repair the damage done the house the present winter.

DANIEL CHASE, }
W. S. AVERILL, } *S. S. Committee.*
E. L. MARTIN, }

BELGRADE.

We have endeavored to give you an impartial and accurate account of the condition of the several schools in town, as we found them when visited by us. We think upon the whole, they have been up to an average if not in advance of previous years; still there is chance for a great improvement, for the field is broad and the avenues leading thereto many.

He that could devise a system of instruction by which the greatest amount of knowledge could be acquired in the shortest space of time, and lay down the unbending rules to insure its success would confer a favor upon us, which a grateful people would ever appreciate; but as it is, we must take things as we find them, and from the circumstances which surround us, do the best we can; and if it should be said of us hereafter, that we "built better than we knew," so much the more to our credit.

What we want for our children is a practical education, that which shall fit them to discharge well the duties of life. It is our belief that a system of teaching which embraces principles of a practical nature, and which requires the pupil to make an application of those principles as far as they are learned, is much superior to the common method, often practiced, of being confined to the text-books, and studying out mysterious and intricate problems which will never be of any practical benefit to them. And here we might allude to the practice which has prevailed largely in our schools for years, of many of our larger scholars devoting so much of their time to the study of Arithmetic. To persons, unless they are intending to prepare themselves for teaching or some mechanical trade or scientific profession, there is no necessity for such a waste

of time being spent upon this study. What they need, and all, is a practical knowledge of those rules which they will have occasion to use in their business transactions through life. It used to be strongly advocated that the long study of arithmetic was necessary to discipline the mind, but it should be understood that the study of no science is a discipline, unless that student has an interest in it; that for which one has no love to study, but which is a mere mechanical process, can never be the means of unfolding any of the undeveloped powers of the human mind.

We would to say to teachers, prepare yourselves for the responsible duties which you have to perform, so that you can command and obtain ample remuneration for your services. The State has wisely provided normal or training schools, and the demand for those teachers thus trained, is far in excess of the supply, and in nine cases out of ten, they give the most satisfactory results. The State gives the tuition, and the increased wages which they everywhere obtain, should be a strong inducement held out to every young teacher to avail himself of such a course of instruction.

To School Agents: We would call your attention to some of your numerous duties. You have it largely in your power to have a good school or a poor one. You should remember that a good school is a cheap one, and that a poor one is dear at any price. It has been a practice with many agents to hire that teacher who would keep the cheapest, without any regard to the work that he could perform. We well know that an agent cannot always tell how a teacher will succeed, for often a person will conduct a good school in one district and fail in another; and there are many with excellent literary qualifications who have no capacity to perform good school work.

Let the agent as soon as chosen, look over the field and resolve in his own mind to have a good school, and early select that teacher who he is satisfied will give a good return of his labor. There are many teachers, who from their lack of general information, keep closely confined to their text-books, with which, from constant use, they are familiar; but when cut loose from them, they are at sea, without sail or rudder. It should be the aim of every teacher to be thoroughly posted upon the geographical and historical knowledge of their own government, so that they can readily explain to their pupils any question in reference thereto.

Parents should manifest a deeper interest in all that pertains to the welfare of their schools; visit them often and examine them for yourselves, and your children will take courage by your so doing. Confer with your teachers; theirs is no flowery path, but one often beset with many difficulties,—they need your kind forbearance, your generous assistance.

We have briefly alluded to a few of the many points connected with the management of our schools, but space forbids any further extended remarks.

It was a wise foresight of the founders of our Republic, that they laid deep and broad the foundations of our common school system which brings within the reach of every child the privilege of obtaining an education at a small expense. Nearly all of our revenue for schools is derived from direct taxation, but we think the tax thus paid is as freely borne as that for any other purpose, and the tax-payer who has no children of his own to educate, has the privilege, yea, it is his bounden duty to demand that every cent thus raised, shall be so expended that it shall do the greatest good to the largest number. Remember that a nation's influence and standing are measured by its educational advantages and capabilities, and that our success as a people, social, political and religious, depends largely upon the interest which we take, and the advantages which we offer, to educate the children of to-day.

SAMUEL KELLEY, }
 GEO. E. MINOT, } *S. S. Committee.*
 JOHN C. TAYLOR, }

BELMONT.

Perhaps it is my duty to say a few words concerning our schools in general. A word to School Agents. You occupy an important place in the ranks of school officials. Be careful whom you employ for teachers. Employ only those who have taken pains to qualify themselves—who have availed themselves of County Institutes and other means, or whose long experience has rendered them capable of performing the many arduous duties of the position. Several Agents have failed to notify the Supervisor of the commencement and close of their schools, and have not returned the blanks as required by law, thus causing great inconvenience to the Supervisor.

I think there has been some improvement in our schools the past year, and yet there is room.

CHARLES M. CUNNINGHAM, *Supervisor.*

BERWICK.

At the close of another school year we have submitted to you our report, imperfect as it is, for your consideration, and we, as well as some of you, regret that some of our teachers have not been so successful as we have wished or hoped, not by any negligence of theirs, by any means, for as far as we know each one of them labored hard for the advancement of the school they had in charge. In every trade or profession we cannot find more than one-half that will do their work, as well as others, even if they have the same instructor, until they have had a greater or less amount of experience, and even then some fall behind in their calling. School teaching is an art that few possess, and we do not believe that every person that has received a common school, academic or even a collegiate education is fitted to have charge of a school. To be successful requires zealous training, preparation and experience; and the very best possible is necessary, combined with a perfect control of one's self. A very young person may be well qualified to instruct, but it is rarely the case that they will succeed in governing, and it cannot be expected that any one from 14 to 18 years of age can take charge of a school, establish and maintain good government, when one-half of the scholars are of equal age and experience, and the other half are those of that age that require the best skill of their parents to keep them within the bounds of propriety and decency at home. Let the parents do all they can to sustain the teacher, especially in the hearing of their children—not try to make the teacher the talk of derision in their presence. When parents begin to find fault with the teacher before their children, then the benefit of the school to those children is ended; it is the privilege and duty of every parent to visit their school and learn how it is conducted, to see for themselves what improvement their children are making. These visits ought to be made often—they will not disturb the school, but will do much to encourage teacher and pupils to greater exertions. You should never express an unfavorable opinion of your school from what you hear from your children; but visit the school and learn from observation. We earnestly entreat fathers and mothers to reflect upon their duty and responsibility.

Take the teacher by the hand as a valuable co-laborer and friend, not for his own, but his work's sake, inspire respect for the teacher and inculcate obedience to his proper authority.

The agents should make it their business, as soon as they are chosen, to engage good teachers, and not wait until the best ones are obtained for some other schools. We wish to call the attention of the several agents to the following, as copied from the "School Laws:"

SECT. 60—*Art. 5.* 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.

SECT. 61. 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 this district from four to twenty-one years, 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.

We wish to call the attention of teachers to the following, as taken from Sect. 63 of the School Laws: "No teacher shall be entitled to pay for his services until the register of his school, properly filled up, completed and signed, is deposited with the School Committee, or with a person designated by them to receive it."

In every report we have repeatedly urged upon our agents the importance of becoming personally interested in the schools of their several districts. They, as well as the parents, have the same, if not more, responsibility resting upon them to sustain their schools. We have observed that those who usually find the most fault with our schools and the way they are conducted, are those who never visit a school room from one year's end to another, while the school is in session. If those very ones would spend half of the time in the school room, learning for themselves how the school is conducted, that they do enlarging upon second-hand reports, our schools would be more profitable to all.

A. K. DOWNS,
J. H. STILLINGS, } S. S. Committee.
C. P. GERRISH,

BLUEHILL.

Another school year has come and gone, and it becomes no less our duty than our pleasure to present to you, parents and citizens, the customary annual report.

In doing this, we do not propose to enter into tedious details regarding the management and success of the separate schools in each of the nineteen districts of our charge but to give instead a brief and comprehensive glance around the entire field.

As we review the character and progress of our schools the past year, we are led to the conclusion that very generally they have proved a success. In one or two instances, there have been jarrings and even failure; yet as perfection is not always to be found either in districts, teachers or scholars, we console ourselves with the hope that those who have suffered from these difficulties in the past, will use their utmost endeavors to prevent their recurrence in the future.

The chief cause of failure in our schools, we believe, lies with the parents. They do not give the teacher that sympathy and confidence at the outset which would of itself be a strong and powerful aid in establishing the necessary discipline; too often their prejudices are outspoken in the children's presence, and the teacher's ill-success is an assured fact from the very beginning.

Parents should not always take their children's statements in regard to school matters on trust. Solomon says, "all the ways of a man are right in his own eyes." What wonder, then, that children's eyes have often the same tendency in early life as in later years? What parent does not know in his own experience, that his child will invariably seek to extenuate his faults, if he does not indeed wholly deny them? Most children

have vivid imaginations, and without meaning to tell deliberate untruths, viewing matters from their own standpoint, the truth becomes wonderfully distorted, to say the least. The teacher, when judged by such unfair statements, loses that moral support and co-operation which is his rightful due, and his work proves a failure. If a teacher's methods are really faulty, instead of seeking to prejudice the entire neighborhood against him, go to that teacher and tell him of what you complain, kindly, and nine teachers out of ten will thank you, and profit by your suggestions.

If parents and scholars do their part, a good teacher will have a good school. Let agents take care to engage good teachers; then show that you appreciate them by continuing the same teacher a succession of terms in the same school; the longer the better, unless indeed good teachers are more plenty than now. The contrary has been too generally practiced; and we would urge this matter upon your consideration, believing that far better results will be attained. Where each term a new teacher is introduced, much time must necessarily be lost in ascertaining the progress and wants of the school.

In two or three of our districts this matter has been understood; and the result is, that in those schools, scholars of the same age are considerably in advance of those in districts where a continual change of teachers has been practiced. Different teachers have different methods, and instead of each term over-lapping and continuing the work of the former, all connection between the terms is broken up.

We would also suggest that home talent should be fairly recognized, and where it is practicable, that our own teachers should be preferred to those of other towns. More than half our teachers were from other towns the past year—sixteen schools being taught by our own teachers and seventeen by others.

We would also urge the districts to instruct their agents to provide suitable black-boards. Many of those now supplied are nearly useless; a good coat of paint would, in most cases, render them available. A further supply is also desirable in several of the districts. There is also a great want of outline maps—no school being supplied with a full set, and only two schools having any maps at all. Where a full set cannot be obtained, a map of the United States, and one of the hemispheres, would do good service at small cost. If any number of districts could arrange together a small supply might probably be obtained at reduced rates.

The statistics for the year are as follows:

Amount of money raised by town	\$1,500 00
“ “ received from State funds	1,037 14
“ “ derived from local funds	175 00
Total	\$2,712 14

Whole number attending summer schools, 343; average, 279; average length of summer schools, 8 weeks. Whole number attending winter schools, 396; average, 325; average length of winter schools, 9½ weeks. Number of female teachers employed, 23; number of terms taught by female teachers, 31; average wages of female teachers, \$4 26 per week. Number of male teachers employed, 5; average of male teachers, \$36.40 per month.

The general attendance for the past year has been somewhat better than in previous years, but there is still room for improvement. Scholars are too often kept out of school for small reasons. Parents should see to this, and allow no trivial excuse to deprive their children of the advantages provided for them so liberally. The whole number attending school the past year we find to be but little more than one-half of those entitled to school privileges. Increased State aid, we fear, has had a tendency to lower the responsibilities of citizens in the matter of school appropriations; whereas, if the town

had continued to raise the same sum as formerly—one dollar to an inhabitant—instead of reducing it to the lowest amount required by law, this additional source of revenue would have given us longer schools, and enabled us to have employed better teachers. It is a well established fact that if thorough, competent and trained teachers are employed, they must be paid good wages. This fact is being realized in our town as is shown in the increased average of the wages of female teachers. For 1873 the average per week was \$3.52; for 1874 the average per week was \$4.26. The highest wages paid any female teacher, exclusive of board, was ten dollars a week.

Progression is the order of the day. The times demand increased effort in every department of life. Education is the power which has enabled us as a nation to try the experiment of self-government. To that power we owe our liberty, our position and our influence. The source of that power is the common school system, which has scattered school-houses all over our country, and gathered within their walls the children and youth of all classes.

In every school district is being laid some foundation stone on which the future of our country will be built. Each parent, each teacher, has his share of responsibility in this matter. These youth and children in whom we are interested, and for whom we are laboring, or of whom we are careless, and to whom we are indifferent, are coming up to take our places as citizens. What shall we bequeath to them? Houses, lands and gold? No! Rather leave to them something which the elements cannot destroy. A good education is worth more to them than broad acres; a well furnished mind is of much more value than a well-filled pocket; a brain well stored with useful knowledge is a mine of wealth, imperishable and inexhaustible. This valuable gift it is in the power of all to bestow upon their children. Our common schools are open to all. The young should be encouraged to improve *all* the advantages offered them for acquiring an education. Let them see that their parents are willing to make sacrifices, if by so doing their children can be punctual and regular in their attendance at school, and those pupils will appreciate that sacrifice, and enter with more energy and interest into the prosecution of their studies because of it.

Frequent visits of the parents to the schools are encouraging both to pupils and teachers. Do not forget that teachers and parents are co-laborers in a great cause which should make them mutual helpers. They should labor unitedly and in cordial sympathy, not simply to cultivate the mind and quicken the intellectual growth, but to instil the principles of virtue, honor and truth in the hearts of the young, and incite them to honest effort and noble life-work.

The world to-day needs educated men and women in all the walks of life, but none the less loudly does it call for honesty and integrity. Among the foundation stones which we are placing as a part of the ground-work upon which the mighty structure of this Republic is being raised to eminence, side by side with education, let there be placed integrity; with culture, honesty; with mental development, purity; with ambition, "good will to men." This can never be accomplished, unless the cultivation of the heart keeps pace with the cultivation of the head. While the mind is being educated the morals must not be neglected. Place the standard high, and let all those who are interested in the education of the young, in the future prosperity and honor of our country, or in the progress of right, give their encouragement, their example, and their influence, toward making our common schools instrumental in the promotion both of educational interests and moral worth.

MARIA F. WOOD,
GEO. W. JOHNSON, } S. S. Committee.
MARY E. JOHNSON, }

BOOTHBAY.

SCHOOL BOOKS. Believing the citizens of this town were paying more for school books than was necessary, on inquiry it was found that some other towns were purchasing and furnishing books at a discount of from thirty to forty per cent. A correspondence was entered upon with the publishers of several of our most important text-books, and after considerably delay and a personal interview with the agents of two firms, the same terms were granted to us. Mr. Roscoe G. Hodgdon has, without compensation, kept school books for sale at cost since December last. There has not been a complete supply since purchasing at above discount for cash only, and having no public funds our orders were necessarily limited. There are 1,139 scholars in town. A low estimate would demand at least one dollar per year to supply each pupil. The average discount at which books are sold is about thirty per cent., which would amount to an aggregate saving of \$341.70 to the purchasers of books in Boothbay.

It should not be forgotten that whatever is saved in this direction directly contributes to lighten the burden of a growing family at a time when alleviation is most welcome. But a matter of greater importance than any pecuniary economy which may be effected, is the fact that children will be more generally supplied with books at the reduced rates than at the full retail prices. Every scholar should own his or her own book, and no undivided half interest in any school book should exist.

For the ensuing year a loan of \$200 is asked for the agency, in order that a full supply of the text-books used in town may be kept. By selling the books at cost, freight added, the principal will remain unimpaired.

It is manifest injustice to pupils, and those parents who supply their children with the established works, on geography for instance, when two or three other scholars each have the works of a different author, and require each as much time for their single recitation, as is given to the class of ten or more.

No changes in school books have been made this year, but it is recommended that a different series of arithmetics be introduced. The present work is not fitted to the wants of our pupils. This need would have been attended to, could it have been positively known that these books had been in use the period required by law. We hope that the school authority the coming year under the head of "directing the general course of instruction," will insist on bringing mental arithmetic into far greater prominence than the position it now occupies, and that written, or slate and pencil arithmetic, shall not occupy the over-balancing place it now has. All pupils who are of sufficient age should be classified in intellectual arithmetic, excusing none of the larger scholars, and a recitation had each day. When the older pupils are permitted to neglect the study, it at once loses caste in school, and is deemed only proper for younger children, who, ambitious to be considered "big boys and girls," also drop it as soon as possible, and get a slate and pencil. All who have arrived at maturity understand how very much more practical, in daily use, is a ready mental ability than one which must depend upon the adjuncts of pencil or chalk. Besides the most successful and only correct method of getting written arithmetic lies in first obtaining the knowledge and training formed in the mental work.

Reading charts have been introduced into districts Nos. 1, 3, 7, 9 and 13, the past year, greatly to the advantage of pupils and teachers. By the assistance of these charts the smaller scholars are classified, better work done, and much time saved.

An effort has also been made to re-introduce writing to the schools. Payson, Dunton and Scribner's books, both the primary tracing books and those for advanced learners, have been furnished at cost, about thirty-five dozen having been used. The advantage of having lithographed copies, and having children learn one system of penmanship,

instead of following the different styles of the various teachers who set copies, must be apparent to every person who gives the matter attention. It is desirable that small children have tracing books and lead pencils in the first years of school life before much mental effort can be expected. Then by the time the age arrives when good hard labor in school may be safely demanded, the pupil will have acquired sufficient skill in the art of writing to leave this for more intellectual work.

SCHOOL REVENUE. The means to carry on our schools are derived from the following sources :

Town, per capita tax of 80 cts	\$2,560 00
State, mill tax	1,144 37
State, bank tax	918 47
Aggregate	<u>\$4,523 84</u>
Of which sum Boothbay raises per capita tax	2,560 00
Mill tax	642 81
	<u>\$3,202 81</u>

An amount greater only by \$2.81 than was raised four years ago when the per capita tax was \$1. When we recall the fact that our population and wealth are increasing,—and that ours is the only town in the county showing an advance in these important particulars in the last decade,—it would seem that a corresponding increase should be made in our contributions for the support of our schools. What the State generously supplies, should be supplemented by appreciative action on our part. The actual cost of an education in our common schools may be approximated. Last year the town raised \$2.81 per scholar. Assuming fourteen years as the average time during which children attend school,

This amounts to	\$39 34
Books at \$1 per year	14 00
Use of school room, 50c.	7 00
Gives	<u>\$60 34</u>

as the sum which we expend per scholar. This outlay is expected to fit our children with sufficient education for the duties of life.

When our sons and daughters shall become men and women, can we satisfy them that we, as parents and citizens, have done our duty in expending a sum no larger than this, for their education? Will this enable them to compete successfully in life with those reared in other places, where education receives far more attention than we bestow? In the future the uneducated will labor under very much greater disadvantages than in the past. We are compelled by the advance in educational work in other parts of our State and country, either to keep pace with them, or assure our children a position of inferiority, which by nature they do not deserve. It is believed, however, that the citizens of this town have only to know what is needed to provide it. It is therefore recommended that the per capita tax of eighty cents be increased to one dollar. This will materially assist in lengthening the schools and in securing better teachers. Nearly every other town, of the sixteen in our county, raises a considerable amount in excess of the exact sum required by the law ; while taking the State together more than \$200,000 is raised in excess of statute requirements.

SUGGESTIONS FOR TEACHERS. Never forget that there is a great difference between “teaching school” and “keeping school.”

Let system be adopted and adhered to, giving each class its own assigned time. By

every reasonable means, through classification, reduce the number of your classes, so that more time may be given to each recitation.

Do not too closely follow the text-books, asking the printed questions and getting the printed replies. Some of our best teachers, especially with the more advanced classes, use no book in recitations. Teach the scholars to *think* by every means in your power.

Do not perform a long and intricate example in arithmetic until you are satisfied the pupil has given it such thought and effort as the questions demands. Rather indicate to him the way, step by step—with the reason for each—allowing him to do the work.

Give spelling lessons suited in length to the average of the class, and for the smaller classes, pronounce each word in the lessons, letting the class pronounce each word after you. Let pupils try each word but once in recitation, and often let the lesson be written on slates or paper. This will obviate the undesirable practice of following the teacher about the room for the pronunciation of words.

Remember that without ventilation, without a full supply of pure air, your time is not only being wasted in vain attempt to interest drowsy pupils, but you are actually sowing the seeds of consumption and various other diseases which shorten life. This is of more importance than is generally understood and attention to it often makes the difference between a good and poor school.

Assign short lessons and insist on thoroughness. Do not make "getting through the book" the object rather than the mastery of its contents. This applies to reading as well as other branches. By example and precept banish carelessness of attitude from the school room. Sit and stand erect and require like deportment in your pupils.

Listlessness in the teacher is sure to be copied with emphasis by the scholars. Never permit the accumulation of dinner papers, whittlings or other refuse about the school room floor. Neatness should be enforced.

Finally, forget not that although apathy and apparent heedlessness may sorely wound, to the faithful teacher there is a higher and nobler reward than any which can come from others. The consciousness of duty well done, of earnest, patient effort put forth to elevate and refine some portion of the human family is a recompense which none can hinder.

SUGGESTIONS TO AGENTS. District agents fill an office which has an important bearing on the success or failure of the schools. They should always be men having a lively interest in educational matters. Those filling this office during the year just closed, have very generally proved themselves fitted for the position. It is desired to impress upon whoever may succeed them the vital importance of retaining a good teacher several successive terms in the same school. If necessary, increase the wages to secure this. The advantage of having a person familiar with the dispositions, needs and attainments of the pupils, is great. It is also advised to have but five days of school each week. Twenty-two days constitute a school month, and the days may be added to the length of the term, or the matter adjusted in the agreement. Then children and parents can arrange to have Saturday for duties which would otherwise encroach on school days. Remember that with you alone rests the *selection* of the teacher. The committee can only reject, they cannot nominate. Early secure good teachers, rather than delay till about the time the school commence.

SCHOOL SUPERVISION. The following extract from the report of the State Superintendent, is given as bearing pointedly on this subject.

"*Superintending School Committee and Town Supervisor.* The committee consists of three persons. The town supervisor is a single individual performing all the duties of the ordinary committee. The choice of either committee or supervisor is left optional with the several towns. The supervisor is elected annually, so also one of the committee. The term of office therefore of each member of the committee is three years.

This is a decided advantage to the town when the member elect is an efficient officer—a serious incumbrance when he fail in activity or interest. The privilege, therefore, to the town of selecting either a committee of three or a town supervisor, whose election terminates the official action of the committee, is a desirable feature in our school inspection. The attention of the town is drawn to the character of the work done by the town inspectors, and thus a general educational interest is kept up sufficient to induce healthful discussion. When the committee fail to discharge their duties, the town can resort to the individual activity of the town supervisor. If the latter should be found exercising his individual power in a manner prejudicial to the general interests, recourse can be had to the committee of three again. No fair conclusion can be drawn at present as to the comparative merits of the two officers. The committee of three divides responsibility, but insures wiser counsels. The single supervisorship fixes responsibility, secures singleness of purpose and effort, but involves the possible use of arbitrary power. My own opinion has long been that the arrangement should be a committee of three with advisory and checking powers, examining and certifying teachers, &c., while one of the three should be delegated by the committee with full power as inspector of the schools, receiving a fair compensation for this duty. This is virtually done in many towns at present."

In view of the fact that the new compulsory law renders its execution obligatory upon the school officers, it would seem that the interests of our citizens would be best promoted by a committee. An arbitrary use of power would be far more difficult with three men than one.

With a few words to parents, this report will now close. The most important duty in this whole matter rests upon you. What you regard and respect will be so regarded by your children. Do not try to put all the blame of a poor school upon teacher, agent or school officer. See that your children are punctual and regular in their attendance at school. Be extremely careful not to speak disrespectfully of the teacher in the hearing of your children. Teachers are not perfection, and when one fails in his duty, privately see him and arrange the matter. If the error be marked, prefer written charges to the school officers, and demand an investigation, assuming your share of the responsibility. Adverse criticism is the surest possible way to make any kind of a school worse. For adults to say in the presence of children that "the school don't amount to much," raises distrust in the minds of the pupils, and assists in making the assertion true, so far as these scholars are concerned.

Do not be too anxious to see your children advanced to classes above their acquirements. Let them fully master one grade before going to a higher. Finally, if you would encourage both teacher and scholars, visit them often in their work, not necessarily remaining long, or in any way interrupting the regular recitations, but to prove your interest in the progress, and a determination to know how they are doing. Perhaps nothing would have more influence in placing the whole school work where every good citizen desires to see it, than the execution of this suggestion.

And now in closing, I beg leave to offer earnest thanks to the many friends who have given their sympathy and aid to the cause so dear to us all, and to assure them that the errors in the work of the past year, have been those of the head, rather than of the heart.

GEORGE B. KENNISTON, *Supervisor.*

BOWDOINHAM.

We think, as a whole, our schools occupy a position considerably in advance of former years. There is evidently an increasing conviction among our people, that the true policy is to employ able and well qualified teachers, and give them a liberal compensation for their services; and at the same time provide ample accommodations for the comfort and convenience of our schools.

Your Committee are unanimous in the opinion that this conviction is founded in reason, common sense and the fitness of things, and is in perfect harmony with all observation and experience. We do not mean to insinuate that we have not heretofore had able and competent teachers for our schools, but possessing the common attributes of our nature, it would be wonderful if in some instances at least, they had not embraced the popular idea that men and women "should work according to their pay."

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

Several of our school-houses need repairs. Those in Districts No. 10, 12 and 15 are hardly fit to represent the intelligence of those excellent communities. We hope that immediate measures will be taken to remodel the school-houses in these districts.

Finally, let all be active and vigilant in promoting, by all possible means, the general welfare of our public schools. The strongest bulwark of society lies in an educated and intelligent public mind. A good education will introduce your children to the highest positions in life, and make them useful men and women.

F. W. WHITE,
ROLAND CURTIS, } S. S. Committee.
C. C. CONE,

BRIDGTON.

The progress made in the public schools, during this year, will compare favorably with other years, and is, in the main, satisfactory. There has been during the past year, quite a general move, "all along the line," in favor of female teachers for our Winter schools, whose compensation for services averages much less than that of male teachers—which is all wrong—consequently our Winter terms have been of unusual length, and we are inclined to believe, of average profit. Though in a few instances, the unfortunate employment of young and inexperienced teachers for Winter schools, attended by large scholars, combined with local causes and troubles, many of which being trivial, even silly in their nature, yet none the less injurious and lasting in effect, have much impaired the proficiency and profit of the schools. Just where the blame rests is a question of much speculation and difference of opinion. A good school has but few essential component parts, viz., the part performed by the *parent*, the *scholar*, and the *teacher*, and are in importance, in the order named, as the parent is largely responsible for the acts of the child and scholar; then the part performed by the parent is a doubly responsible one. We have all had teachers' experience and know full well the power and control in parental influence—hence to them would we give a liberal share of censure; to them the "grist" while to all other causes would we assign the "toll."

SCHOOL REVENUE. The town at its last annual meeting raised the usual sum of \$3,500 for the support of schools, which augmented by \$834.82 State mill-tax, \$560.28 savings bank tax and school fund, and \$61.76 interest on town school fund, yields a grand total of \$4,956.86. This sum divided among the several districts in town per capita of the number of scholars, gives \$5.86 to each scholar. As a basis of apportionment, this is 20 cents better than last year.

TRANSFER OF MONEY. In but a single instance, the past year has money been transferred from one district to another. In looking over the sums apportioned to the several districts in town, many of the districts seemed needy, but just *where* to obtain the needed supply was a question not so easily disposed of, as the most populous, consequently the most wealthy districts, were actually raising money additional to their apportionment in order to give their children better school privileges, which was not true of the smaller and apparently needy districts; it did not seem just to lessen the apportionment of such districts that the "hand might sink deeper in the pocket," when the fact was patent that the money thus transferred was to be expended for the benefit of a much less number of scholars. "The gods help those who help themselves."

THE DISTRICT SYSTEM. Many towns in this State are abolishing the "District System" altogether. There are many strong "points" made, with some of the best of reasons given in support of such a measure. While our school tax is assessed upon a *property* base, thereby imposing its burdens upon the interests and effects of all, there appears to be no good reasons why the children of A, who contributes largely to the tax, should content themselves with 15 weeks' schooling in a year, because casually placed on one side of an arbitrary line, while the children of B, who pays less tax, but located on the other side of the line, are enjoying the benefits of 30. Surely with the unsatisfactory working of the "District System" before us, the subject is really worth a thought.

SCHOOL ATTENDANCE. The absence of scholars from school still continues to impede the progress and materially lessen the benefits of our schools. About 30 per cent. of 843 scholars, the total number registered in town between 4 and 21 years of age, have not been under instruction at any time during the past year. Should the State apportion the school money among the towns as recommended by Superintendent Johnson, in proportion to their *school enrolment* and not by the census number, as is now the case, the absentees from school *then* would not only endanger their own school privileges but would lessen the privileges of those attending school. And there is no good reason why it should not be so apportioned, for as he so aptly puts it, "The State's Award is given for the number of youth *educated*, not for the number of children *raised*."

SCHOOL HOUSES. The school houses throughout the town remain about the same as at date of last year's report, no material change having taken place in their condition, save in the instance following. District No. 12, with a spirit commendable and worthy of imitation, has discarded the unsightly "Box" heretofore occupied as a school house, and erected at a moderate expense, for district use, an attractive, convenient, substantial structure, a credit to the district and an ornament to the town, which, we trust, will be appreciated alike by teacher and scholar.

SCHOOL FURNITURE. The absence of school furniture continues to be a great hindrance to advancement in many of the schools in town. As the fact of its utility is altogether too obvious to admit of argument, we would respectfully renew the recommendations of last year in this particular.

PARENTAL INTEREST. The want of interest on the part of parents, or the failure to manifest the same where it does exist, is a great injury to many of our schools. There is too much of an inclination prevalent to let the school matters manage themselves.— Hire a teacher, set the school agoing, and here all care and manifestation of interest stop. This should not be the case; for what more sacred or important trust have we, or what paramount interest can we have, than the preparation of our dear ones for the successful discharge of their life-long duties? It is a duty which we owe ourselves, to them, and to the government under which we live. The time which the scholar is in the presence of the teacher, even during term time, is but a fourth part of the whole. However capable, efficient and experienced a teacher he may have, or however enthusiastic interest-inspiring he may be in teaching, think you, parents, in what degree is the interest and enthusiasm awakened during the scholar's six hours' stay in the school room neutralized by the following eighteen hours of coldness and indifference while at home? Establish a school in miniature at the fireside in every household that contains a scholar; take part with the scholars, be one of their number, and enter with a lively interest into the preparation of all the exercises that are to be "gone through with" in the next day's school; make it a rule to visit the school whenever practicable, and thus show them that you are really in earnest in the matter. It is not enough to visit it "now and then," but go in often, see it in its working garb, in its every day dress; for you must know that on days of public examination and show, there is apt to be more or less of the "cutting and drying" process applied, while the real condition of the school, and of progress made, is not noted. We are inclined to the opinion, and think ourselves not extravagant in saying, that full twenty-five per cent. of all school progress in such districts is lost through the neglect of this important duty.

D. P. CHAPLIN,
N. LINCOLN,
EDWARD BENNETT, } *S. S. Committee.*

BROWNVILLE.

FREE HIGH SCHOOL. Spring Term, by Mr. Edward Balentine of Waterville, who labored hard, incessantly, early and late, for the good of those entrusted to his care, and I am persuaded in my mind that he did a noble work for his scholars; consequently it was a good work for the town, although there are many who cannot see it in that light, because the scholars nearly all belonged in the village district. But we must remember that the village is a portion of the town, and that a very important part, and act accordingly.

It is true that one term of the high school will be more profitable than two, in proportion to the cost of the same; but I do not believe that the people will be so blind to their own interests as not to have one term each year. It is a sad fact in relation to this school, that the farmers' boys do not improve these privileges as they ought; some claim if the high school should be in the winter that they would then improve them. But the fall is the best time for schooling; besides, I can hardly understand why they cannot attend school in the fall as well as any other time in the year, and I know that the large majority of scholars can go then better than any other time.

I believe in economy in the management of our town affairs; but will it be economy to raise no money for the high school, when we have already over seventy dollars raised for that purpose in the town treasury and can make no other use of it,—when other towns will have their high schools, and we as a town must pay our proportional part of

the State tax to support those schools? When, by raising one hundred or even seventy-five dollars, we can secure one good term of high school to our scholars, it seems to me that we ought to do it, and I believe that it would be economy in the end, even if we should not raise so much for common school purposes by so doing.

Fall Term was also under the instruction of Mr. Balentine. There were fifty-three scholars registered in this school, with an average attendance of forty-four. The following studies were pursued during this term: Reading, spelling, penmanship, arithmetic, grammar, geography, natural philosophy, geometry, trigonometry, latin and chemistry. Number of daily recitations, eighteen, averaging one-half hour each, making a school day for one teacher nine hours in length; two of these classes being given to an assistant, it left the school day but eight hours for the teacher and for part of the classes. It is easily seen by these statistics that this was too much work for one teacher to do justice to himself or to his scholars; and, if he did his work faithfully, he must have worked exceedingly hard.

This school showed fair improvement at the examination. Both terms were nearly the same as relates to number of scholars, to average attendance, to studies pursued, and to progress made. Both terms cost four hundred ninety and one-half dollars; one half of which was paid by the State, leaving two hundred forty-five and one-fourth dollars the real cost to the town. We have received only five dollars as yet for tuition where there is three times that amount due. Some people are quite willing to send their scholars to our school, but do not care to pay the tuition. I would recommend that they either pay the tuition at the commencement of the school, or not be allowed to send their scholars hereafter. This refers, of course, to scholars out of town.

Our school houses remain about the same as last year. Some districts promised to repair their old houses, but nothing has been done to amount to anything. If those districts do not make some movement in permanently repairing, or what would be much better, to build new houses, I hope that my successor will be more faithful than I have been, and take such measures as will cause them to make the necessary movements resulting in suitable buildings for the education of their children. If the inhabitants of such school districts should visit their schools on some of the cold mornings of December and January, they would be astonished at the courage and endurance of the teacher and scholars, and I believe would immediately take measures to remedy this sad state of condition.

SCHOOL APPARATUS. Much depends upon the tools with which we attempt to do almost any kind of work, and the work of the school-room is no exception to this general rule. It is really necessary that both scholars and teacher should have not only suitable books in school, but also have suitable blackboards, charts, maps and globes, and every school-room ought to be furnished with a copy of Webster's unabridged dictionary.

Our district system has been a subject which has occupied my mind more or less during the last three months, and the more I have thought of it the more I have failed of arriving at any satisfactory conclusions.

We have some small districts that it will be hard to reach with any new method so as to benefit them, and the schools of the village district are already crowded and still increasing in number. It will be but a short time before this district must be divided in some way or other. Another school-house will then be necessary. Whether that division shall be in the village, or whether it would be better to take a district off from it on the east side of the river, from the village on the Iron Works road, to such a point as to secure scholars enough to make a good school, or whether it would be better to abolish the district system and adopt the town plan, are questions that are hard for me to answer. Yet I have thought so much of the town plan as to have once decided to

have an article in the warrant this spring, to see if the town would abolish the district system, but fearing that the inhabitants might not all understand the nature of the town plan, I concluded to let it pass this year by simply calling your attention to it, and leave the work of making the change to my successor if he thinks it best, or at least, the work of introducing the article.

Hon. Warren Johnson, the State Superintendent of Schools, says in his report of 1871, "For the past three years I have urged upon the citizens of Maine the desirability and necessity of adopting the town system of school organization in place of the district system if they desire to attain higher and larger school results than at present." In his report of 1872, page 85, he gives some very strong arguments in favor of the town system, and sustains his arguments by giving to the public the experience of the town of Lisbon; and in his report of 1873 he says, "In several instances the district system, so called, has been abandoned, and the town plan adopted with most satisfactory results, as, for instance, in Turner, Lisbon, Pembroke, Machias, Baring, Whitneyville, Kenduskeag and other towns of medium size and scattered population, a fact indicating the practicability and in positive results the desirability of the town plan. The examples thus afforded have already set neighboring towns to a candid consideration of the matter. Nothing is now needed except to encourage public sentiment in this direction, we have law enough." He also states, that wherever the change has been made, they have better school-houses, superior teaching, longer schools; and E. H. Gerrish, Chairman of S. S. Committee of the town of Lisbon says, "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."

Massachusetts has abolished the district system and the Western States have never adopted it. I now leave this subject for your careful consideration and investigation.

SCHOOL SUPERVISION. Upon this subject, says the Hon. A. E. Rankin, Secretary of the Board of Education of Vermont, "A careful examination of the statute will disclose the fact that the duties imposed upon the school committee are the most important duties committed to the citizens of the State; that in their keeping are the highest interests of the State. Properly to discharge the duties of this office, one should possess high moral character, great natural endowments, large measure of mental discipline, an unusual degree of intelligence, good practical common sense, broad and liberal views, sound judgment, and a fervent love of the welfare of the State, quickened by the recognition of the fact that its permanence and security depend upon the efficiency of its schools." The sentiments of this quotation are heartily endorsed by your Supervisor. His experience convinces him of the importance of having suitable school officers. We need in this town just such qualifications as those to which I have referred in the person who is to discharge the duties of Supervisor this coming year. Not only a man of unquestionable integrity, good natural ability and common sense, but an educated person, possessing the requisite scholarly qualifications that will enable him to fathom the high studies of the High School. If we have such a personage among us, let us by our vote, place him in charge of our schools to-day, and he will be duty-bound to accept the position. Again, in selecting agents, be careful to choose the best man in each district, those who will naturally be interested in their school, and will try to employ good teachers. Much depends upon the agents, as well as the Supervisor, the teacher and parents, in securing good, profitable and efficient schools.

DANIEL C. BILLINGS, *Supervisor.*

BUCKFIELD.

During the past winter several of our schools have been seriously interrupted by sickness among the scholars; but our schools as a whole, during the year have been generally successful, and the cause of education has advanced a step from its standing a year ago. But there is a very great chance for improvement, and we trust that every year in the future may bring beneficial results.

In concluding this report we have only a few suggestions to offer. We should be pleased if our school fund was double what it is, but before recommending its increase we would recommend a more judicious use of what we already have. We would recommend a deeper interest on the part of our citizens. They should repair their school-houses, supply them with necessary furniture, and in all respects make them neat and attractive. They should also visit the schools to see what progress they make. We would also recommend that agents should exercise more care and discrimination in the selection of teachers. They should hire none but good teachers, and pay them accordingly. We had rather see a successful term of eight weeks than an inferior one of twice that length. It is the poorest economy to hire teachers because they will work *cheap*.

ALFRED COLE, *Superintendent*.

BUXTON.

In presenting to you our annual report, we invite your attention first to a few suggestions that have forced themselves upon the notice of the Committee while attending to their official duty. First, the propriety and importance of having the schools visited by the parents. We are aware that your attention has been frequently called to this subject by former reports; still, while you continue to neglect your duty in this regard, and the highest interest of your schools, it is the duty of the Committee to keep the subject before you; to urge it and continue to urge it upon your attention, until you shall be induced to make the experiment to your own gratification and the best interests of your schools. Children are pleased when their parents manifest an interest in their innocent sports at home, and, if so, will they not be cheered on in their studies by an occasional visit of their parents to the school-room? Most certainly they will. Yes, parents, your children will be better scholars when you visit them in the school-room and listen yourselves to their recitations; and nothing would prompt your teachers to more faithfulness and exertion than to know that their employers were to be eye witnesses of the course they are pursuing.

Again, the success of a school is influenced largely by the condition of the district and the course it adopts at its annual school meeting. If there is a division there, and an agent is elected to please one party in the selection of a teacher at the cost of displeasing others, the result is most disastrous to the success of the school, however competent and faithful the teacher may be that is employed. It is impossible for a teacher to succeed or a school to prosper under such circumstances; hence we say that all divisions and discord manifest at our annual school meetings should be at once and effectually dispelled by mutual concessions. This should be done in the interests of the education of our children, if for no other object.

. Again, we should make our best men agents, and not make a man agent because of his unfitness for the position—as is sometimes the case—but elect men who appreciate the worth of a good school. Such will exert themselves to obtain capable teachers.

HORACE HARMON, }
A. K. P. MESERVEE, } *S. S. Committee.*
S. S. MILLIKEN, }

CALAIS.

COURSE OF STUDY. The following is the course of study established for the several schools :

Primaries. Reading, spelling, arithmetic, writing, drawing, oral lessons on form, color, plants, parts of objects, organs of organic bodies.

Intermediates. Reading, spelling, writing, arithmetic, geography, drawing, oral lessons on form, color, plants, animals, organs and uses of same in organic bodies.

Grammar Schools. Reading, spelling, writing, drawing, arithmetic, geography, grammar, history, oral lessons in geometry, form, color, plants, animals, physiology, natural philosophy.

High School. First Year.—First Term. Algebra, physical geography, drawing, English grammar and analysis.

Second Term.—Algebra, physical geography, map drawing continued, English grammar and analysis.

Third Term.—Algebra, geography reviewed, English grammar and analysis. Reading, writing, spelling, composition and declamation through the year, and weekly exercises in mental arithmetic and business forms.

Second Year. First Term.—Geometry, natural philosophy, general history.

Second Term.—Geometry, natural philosophy, history.

Third Term.—Geometry, natural philosophy, U. S. history, reviewed. General exercises same as in first year.

Third Year. First Term.—Trigonometry, chemistry, rhetoric or botany

Second Term.—Trigonometry, chemistry, rhetoric or botany.

Third Term.—Arithmetic reviewed, chemistry, moral science or book-keeping.

Fourth Year. First Term.—Mathematical, mechanical and perspective drawing, geology, mineralogy, mental philosophy.

Second Term.—German or astronomy, physiology, mental philosophy.

Third Term.—German or arithmetic, English literature, natural history.

Classical Course. First Year.—Latin grammar and reader, instead of English grammar and analysis.

Second Year.—Viri Romæ, three books of Cæsar, and Latin grammar instead of history.

Third Year.—Sallust and Virgil, Latin grammar, Greek grammar and reader, or German grammar and reader.

Fourth Year.—Virgil completed, Cicero, Latin grammar, Anabasis, Iliad, Greek grammar or German grammar.

All scholars permitted to adopt this course at the beginning of the second year, but not after. And in the third and fourth years the Latin, Greek, or German, with the approval of the teacher, may be substituted for either of the studies of the General Course, by such as have adopted the Classical Course.

Promotions. In the primary schools, the teachers will promote scholars from the primer to the first reader whenever in their judgment the interest of the scholar demands such advancement. All other promotions, or changes of rank, or excuses from the regular and prescribed course must be made by the Committee. Scholars who manifest the mental power to do so, may receive double promotion, provided they have gone over, in recitation, all the studies of the class to which they are promoted. Teachers must give the committee notice of all scholars who propose to try for such promotion, and the examination for the same must be made by the committee.

All scholars must attain a rank of 7.4 in each subject studied, to enable them to pass from class to class, or to retain their place in the class. Any scholar falling below this

rank will be liable to be put in a lower grade, at the option of the committee, under the advice of the teacher. Absence from school cannot be taken as an excuse for failing in rank. The minimum of attainment for advancement to the several grades, is as follows:

From Primary to Intermediate Grade. The scholar must be able to read well in the Second Reader, spell the words of the reading lessons, and also the words used in any other lesson in the course assigned to the grade. This spelling must be both oral and written. They must be able to give correctly the sounds of the vowels. They must be able to write plainly and rapidly with pencil on paper. They must be able to name at sight, and to draw the various straight lines and the plane surfaces; to name the parts, and uses of the parts of the common plants; to name the orders and types of the orders of common animals; to name and recognize the primary colors. They must be able to add and subtract readily and accurately, simple combinations as large as ten and ten, and be able to write and read all numbers expressed by three figures, and write and read all signs of arithmetical operations.

Grammar Grade. For promotion to this grade, pupils must read well in the Third Reader; spell any word of the Reader, or any word used in any of the studies of the grade; spell both orally and by writing; give the vowel and consonant sounds of the language; write well and rapidly, in a plain, neat hand; name at sight and draw all straight lines, plane surfaces, and solids; name the orders and types of the orders of the common animals and plants; name and distinguish the primary and secondary colors; name the organs and uses of the several organs in organic bodies; draw from memory an outline map of each of the grand divisions, with a detailed map of the United States and their own State; answer general questions on the geography of the grand divisions, and more particular questions on the geography of their own State and country; read and write with facility, whole numbers, decimals, and the simplest forms of common fractions; add, subtract, multiply and divide, using simple numbers and the terms of United States money; write out and use in practical problems, the tables of weights and measures, and to reckon simple accounts and bills.

High School. For promotion to this grade, pupils must read well in the Third Reader, expressing in their reading, the emotions and sentiments of the piece; spell, orally and by writing, any word in common use, or any technical word used in the studies of the grade; write plainly and neatly; write with appropriate signs, and give, vocally, all the elementary sounds of the language; answer detailed and particular questions on mathematical and physical, and more general questions on political and descriptive geography; draw from memory, maps of any Country or State of North America, Europe, or South America, and outlines of the other grand divisions, as well as maps of the great mountain, river, or ocean systems; answer questions on the etymology of the language; parse and analyze either prose or poetry, and transpose poetry into prose; name and draw all straight lines, plane surfaces, and solids; name the organs of the human body, with functions, and simple laws of health of the same; name the subdivisions of the orders of plants and animals, with a description of the type of each subdivision; state the common phenomena of natural philosophy, and some of the more common chemical changes of common life; answer questions in history of the United States, with more special reference to the settlements of the several States, the causes and results of the wars in which the nation has engaged, the forms and divisions of power in the government of the country, and the material development of the several States; pass examination in Arithmetic as far as the roots, with business forms, accounts, bills, receipts, notes, bills of exchange, &c.

We have but suggested, in outline, the minimum of work to be done. Teachers are at liberty to carry classes as much beyond the several limits named, as they can, and will receive credit for all such additional advancement, provided it be done thoroughly.

We are well aware of the fact, that, owing to the bad graduation and classification of our schools, scholars cannot learn more than half as much as they could learn in the same time with perfect classification. And to secure this modicum of learning, teachers must work much harder than in well graded schools. Yet we would suggest to teachers to try to put into their schools as much as possible of the oral work indicated in the course of study. Let the scholars in the Primary schools copy as much as possible of their reading lessons. Let them often read the lesson, not from the book, but from their own written copy. In this way they will become familiar with the forms of words, the use of capital letters, of punctuation marks, and the division of writing into paragraphs. In Arithmetic, the Primary schools need no books. The work must necessarily be done by oral teaching. Of the oral work in this grade, and, in fact, in all the grades, we would suggest that the teacher first give the lesson to the class, not by repeating the matter of the lesson, and requiring the pupils to memorize the same, which is what many suppose to be oral teaching, and is what untrained and ignorant teachers are apt to do when attempting oral teaching; but by a system of definite, systematic and logical questioning, based upon the previous knowledge of the pupil, or upon information skilfully given at the time, the pupils should be able to discover for themselves the matter intended to be taught in the lesson. On retiring from the class, or at some future time, the lesson should be reproduced upon slates, to be examined and corrected by the teacher, and subsequently copied into blank books, used for that purpose. Thus, when the subject is finished, if the pupil has lost no lessons, he has a text book of his own making, more or less complete, depending upon his ability as a scholar, and the skill and degree of knowledge of his teacher. In fact the above suggestions may well be applied to all teaching, whether with the use of text-books or without. In all teaching it should be an axiom never to tell a pupil what he can be led to find out for himself, and never to give mental food until the pupil is mentally hungry.

In the Intermediate grade, the study of mental arithmetic should be limited to the simple forms of analysis. In the grammar grade, the mental and written arithmetic should be studied in connection, so that the pupils will, as far as possible, be studying the same principles in each at the same time. Written arithmetic should be illustrated mainly by original examples given by the teacher. These should be practical, such as the pupil will meet in the business of life.

In geography no text book is to be used until the pupil reaches the Intermediate grade. In the first year in this grade the text book should be used simply to read the lessons, and the teaching should be confined to conversational or oral work. In the higher grades, the attention of the pupils should be directed to the facts of mathematical and physical geography, rather than to the minute details of descriptive geography, which burden the memory only for a short time, and then are forgotten, and in the learning of which no part of the mind save the verbal memory is strengthened.

In grammar the text book should be used only with the upper class in the Grammar schools, and in the High school. In the lower classes in the Grammar grade, oral instruction should be given in distinguishing the different parts of speech, the properties of nouns, verbs, and pronouns, and the nature and construction of sentences, with much and persevering drill in the correction of bad forms of speech current in the school-room and locality.

In history the book should be used as a reading book, occasionally taking the place of the other drill book in reading. The lesson read should be made the subject of such a conversation as will tend to fix the important facts in the mind of the pupil. In the last year in the Grammar school the book should be studied. Historical maps should be drawn by the pupils, making visible the progress of settlement and development at different dates. In all these studies teachers should discriminate with much care

between the essential and the non-essential. More than half the matter contained in any text book in arithmetic, geography, or grammar, now in use in our schools, is of so little practical importance that the time used by the pupil in learning it is wasted.

The course of study and text books in the rural schools will be the same as those prescribed for the Primary, Intermediate, and Grammar schools.

GOVERNMENT. Each teacher is expected to preserve such order in and around the school-room as will best promote the advancement of the pupils. Teachers are expected to insist upon gentlemanly and lady-like conduct on the part of the pupils, and to prevent all rudeness and loud screaming in the school-rooms, at all times, and in no case, permit pupils to scuffle, engage in games of ball in the school-rooms or entries, run about the school-rooms, or over the seats and desks. Teachers must have care of scholars while in the yards at recess, and see that no improper conduct or indecent or profane language is used. The teachers are held responsible for the property committed to their care. The school buildings, out-buildings, fences, and all appliances of school work, such as books, blackboards, brushes, crayons, &c., ought to be cared for by the teacher, and abuse of the same on the part of the pupils hindered. A care for public and private property ought to be instilled into the minds, and secured in the conduct of the pupils. It is an indispensable part of a good education. In the government of the schools, teachers should use moral means for influencing the pupils to right conduct, remembering that order and industry being secured the "minimum of punishment is the maximum of excellence."

PUNISHMENTS. Yet it will no doubt be true that offences will come, and that forms of punishment must be used. If every scholar and parent was perfect; if the children were trained in habits of respectful obedience at home; if parents only governed their children by a wisely directed, loving authority, then pupils in school could be governed entirely by moral means. But so long as intercourse between children and parents, in many homes, is simply unrestrained desire on the part of the children, or thoughtless, uncertain, passionate control, alternating with weak yieldings to teasing, on the part of the parents, school government must sometimes be maintained by punishment. Sometimes, even in case of those *viciously* governed children, it must require severe punishment. But this punishment *must* be inflicted solely for the reformation of the offender. If it be inflicted in a spirit of vindictiveness, on the part of the teacher, it is simply brutal, and only evil in its result. The time of punishment, its kind, and degree of severity, must be determined by each teacher, after a careful and deliberative study of the offence, the circumstances of the fault, and the character and disposition of the child committing the offence.

Certain forms of punishment, such as striking on the head or face with the hand or book, pulling the hair or ears, etc., must be carefully avoided. These are only exhibitions of rage on the part of the teacher, and are a worse fault than the pupil so maltreated can have been guilty of. Let the teacher, when an offence does come, deliberately and coolly determine, when, where, and how to punish, and inflict such a degree of punishment as will be effectual in helping to reform the culprit. But let teachers always remember that the *perfect* teacher would have no need of punishment, and that just in proportion as teachers approach perfection will the need of punishment **cease**.

If any teacher, after exhausting all other means of control, is satisfied that he cannot govern and secure obedience from any scholar, such teacher may, as a last resort, suspend such scholar, and send him to the committee, who will then examine the case and re-admit the pupil on such terms as they deem best for the interest of the school.

QUALIFICATIONS OF TEACHERS. It is often asked, "How happens it that the girls graduated from our High school are not employed in the schools as teachers?" A majority of those who graduate from our High school determine that they will never teach. They look upon the business of the teacher as one of menial drudgery, beneath their dignity and station. If, compelled by the hard logic of necessity, they should condescend to take a school, they do so with unconcealed hatred and contempt for the work, and of course under this feeling make very poor teachers. Then it should be remembered that in our course of study,—and the same is true in all graded courses in all towns,—the graduates of our High school have left the study of the elementary branches when they passed from the Grammar grade. They were then about twelve or fourteen years old. They could not at that time so master the elementary subjects taught in the lower schools as to be able to teach them successfully. They were not mature enough in mental growth. In the High school they have not studied the elementary branches. Again, the modes of recitation are so different in the High school, from those needed in the lower schools, that the observation of the last years of their school experience does not help them to invent suitable modes for doing work in the lower schools. These reasons are so forcible in the minds of those who control educational work in all cities of New England, that many of the larger cities have established normal or training schools of their own, or have connected a training department with their High schools. We would recommend that such a department be connected with our High school. The whole building must needs be surrendered to the use of the High school. Let a trained teacher of the highest attainments be put in charge of the normal department. In this department those members of the High school who intend to teach should be thoroughly drilled in the elementary studies, and in the *best modes* of teaching. A model school should be connected with this department, in which members of the normal department should teach under the eye of their own excellent teacher, and thus learn by actual practice, the modes of doing good school work. In this way we might be able to train in our own schools a corps of qualified, efficient teachers.

C. E. SWAN,
E. B. HARVEY, } S. S. Committee.
W. J. CORTELL,

CARROLL.

Although there were no particular complaints made, yet I am fully satisfied that a portion of the money used for summer schools was poorly expended, and I must, as I have in my previous reports, urge you to be more careful in the selection of your teachers for your summer schools. If we would have successful schools, we must employ only those teachers who possess the natural as well as acquired qualifications which render them good disciplinarians, without which it will be impossible for them to meet with good success in teaching.

In referring to my register, which I have prepared and kept for my own gratification and convenience, I find that the percentage of thorough advancement during the terms of the past winter is far in advance of any previous terms since my connection with our schools as Supervisor; and I cannot forbear making the remark, that your agents were uncommonly fortunate in their selection of teachers for the schools of the past winter, and hope that the time has come when, by a wise and judicious selection of teachers, a steady advancement in the standard of our schools will be made. Thanks to the enlightened mind of the present day, the birch withe and heavy piece of hard wood

usually termed a ferule, are amongst the things of the past, and I hope have been forever banished from our school-rooms. Consequently, we must look for some other method of discipline than by their use, and this I find we can have in the firmness and decision, combined with an even disposition and an honest, heartfelt desire on the part of the teacher, for the best and highest good of the scholar. These qualifications in the teacher, backed up by a desire and determination of the parents to have their children conform to the government of the school, cannot fail to improve the standard of our schools, make our school-rooms pleasant, and the hours of study profitable.

I have in my previous report, called your attention to several existing evils, and amongst them, are tardiness and absence from the school-room. It would seem that by a little effort on the part of parents, these two evils, which are a fruitful source of so much trouble, might be done away with; I fear that we do not attach a sufficient degree of importance to the necessity of a regular and punctual attendance upon our schools. Do we not allow too trifling things to detain our children from the school-room? Are we fully aware of the fact that whenever our children are absent from school, the value of the time thus lost cannot be estimated by dollars and cents? And not only is it lost to those absent, but a serious loss also to those members of the classes with which they are connected, in consequence of the disarrangement which their absence produces. Parents, let us see that our children are not absent from the school-room in a single instance, if we can possibly avoid it.

HIRAM STEVENS, *Supervisor.*

CHelsea.

FISCAL STATEMENT.—Amount voted by town March, 1874.....	\$700 00	
Amount received from State for mill and bank tax.....	489 66	\$1,189 66
Amount due the several districts last year	\$269 32	
Amount apportioned to the several districts this year.....	1,189 66	\$1,458 98
Amount paid for schools this year	\$943 79	
Amount due school districts.....	515 19	\$1,458 98

In conclusion, I am very glad to be able to say that our schools during the year have been carried through, without an exception, with a good degree of success. All have been profitable. Teachers, pupils and parents have worked in harmony to accomplish this object. Agents have been selected who have understood the responsibility that rests upon them, and have selected teachers who have come well recommended. In no case have I been obliged to deny a certificate; and each teacher has been the right person in the right place. I also feel that I have had the co-operation of the parents to carry our schools forward to a higher standard. Although we have gone steadily forward for a number of years, and have had but few if any outbreaks, and but little of that outside influence which has a tendency to break down school discipline, yet, in a spirit of candor, I must say that there is an indifference manifested that ought not to be. We should awake to our best interests, and see to it that we are not niggardly in our appropriations for school purposes, remembering that our prosperity depends very much on the education of the masses.

We cannot fail to see the importance of having a better class of school-houses in our town; a majority of them are not fit to be called such. It is false economy to neglect them longer. I need not argue this point, for I am satisfied there is not a man in town

who does not feel that it is a great waste of money and time to attempt to have a school where it is not comfortable and pleasant. It is hoped that every parent will exert an influence to remedy this great evil. Let us see to it that our schools are liberally supported and rightly conducted, so that their influence may be such as to fully meet the wants of the times; and let it be the work of every good citizen to extend that influence so that it may reach and bless every home.

STEPHEN COBB, *Supervisor.*

CHINA.

It has been my aim to plainly set forth the condition of every school and note the success or failure as I passed.

If the education of our children is important, I deem it equally important that necessary means be provided and efforts made, that they may obtain it. By this I mean that none but thoroughly educated and competent teachers be employed, and the committee left free to *decide* this matter without receiving censure. I mean, too, that the children should understand at *home* that proper respect should be paid to requirements of the teacher in the school room. I further mean that the children should also understand that they are expected to attend school regularly, and then, as parents and committee, demand of every teacher the effort we have a right to expect. When this is done, I hazard the opinion that an improvement will be seen in our schools, and a greater amount of good be realized from the expense incurred. Hoping that thus it may be, I submit my report, and return to your hands, fellow-citizens, with grateful acknowledgement, the accepted trust of Supervisor of Schools, which I have felt to be great.

J. F. CHADWICK, *Supervisor.*

CHERRYFIELD.

Another year has closed; and it again becomes my duty to report the general condition of our schools; to point out improvements made and needed; to censure where censure is deserved; to commend where commendation is due; to explain where explanation is necessary.

The year just closed has been one of sickness and sorrow, and nowhere has its effect been more sensibly felt than in our schools. While many of the middle-aged and aged have been taken away, it has been among our children and youth that death has made its most fearful inroad. Some of our schools will, for a long time, feel the effects of this disastrous year.

As a whole, however, I am glad to report that our schools have been a success. Although the attendance upon some of them has not been as large as it should have been; yet, as you will perceive by the records, the number registered in each school attended with a marked regularity and punctuality. And, as a whole, the teachers have been faithful and zealous, working with but one object in view—the best interests of the schools.

SCHOOL BOOKS. There is nothing, probably, connected with our school system that causes so much friction as the matter of school books. There is generally a great deal of complaint about the high price of books. My experience teaches me that under the present system there is no help for this. The dealer cannot afford to sell them at a smaller profit, for the “outs” of the business are too numerous.

The law provides two ways by which this difficulty can be remedied. It authorizes the town to raise a sum of money to buy the books, and sell them to the scholars at cost price. The other provision is that the town may raise money to purchase books, and retain them as its own property. I believe that the last plan is the better. A set of books, with careful usage and strict accountability on the part of scholars and teachers, will last several years, and serve a number of classes. I therefore recommend an appropriation for this purpose.

COMPULSORY ATTENDANCE. As you will remember, I have frequently called your attention to the necessity of a law compelling attendance upon school. The arguments in its favor need not be re-stated. Suffice it to say that the Legislature of the present year has enacted such a law, which I have made a part of my report, that its provisions may be generally understood. The question now is: Will you sustain the school authorities in executing it? It needs to be carried into effect in this village. It may surprise you to learn that there are children and youth in our midst that have never seen the inside of a school house. I have in mind one family of six children living within a quarter of a mile of the school house, who yet have never attended. I recommend rigid enforcement of the law.

CONCLUSION. And now, fellow-citizens, I have done. The submission of this report closes my connection with your schools. For nearly seven years this connection has been maintained: First, as a teacher, then as a member of the Superintending School Committee, and for the last three years as Supervisor. I have in this seemingly brief time, seen some of your children pass from youth to manhood; others from childhood to youth; and yet others, alas, have I helped to consign to the tomb. Cherishing tenderly the memory of the dead, I hope for the success and happiness of the living. Attached to some by the strongest ties of friendship, for all I have a sincere regard. I shall ever remember their cheerful faces and friendly greetings. I shall watch them in the future with a kindly interest,

Whether, during the years that have passed, I have endeavored to administer faithfully the important interests committed to my care, I leave to the judgment of the people. My efforts have been guided by strong and unyielding convictions of right and duty. Neither individual interests nor personal sympathy has interrupted the execution of measures that I believed would increase the efficiency of our schools. My experience, however, has been no exception to the general rule; that those who labor unselfishly for the public, subject themselves to misrepresentation and abuse, and have for their reward only the consciousness of duty performed. To myself, fortunately, misrepresentation and abuse have been only as the idle wind; but upon the schools the influence has been evil, and that continually. To those who have given me their sympathy and support, I return my heartfelt thanks.

I am painfully conscious, however, that during these years but little has been accomplished; that we have only begun to move forward, while other towns and cities in New England have advanced far on the way to a complete school system. Practical reforms in school matters, as in other things in which long established customs are disregarded, and fossilized ideas ignored, have always met with disfavor and opposition, until their utility has been demonstrated. In this community, as in every other, there are men born out of due time, and belonging more properly to a past age; who would have "all things since the fathers fell asleep, continue as they were from the beginning." Still, something has been done; but more remains to be accomplished.— The work of the immediate future is to abolish the districts; to build and furnish new school houses; to establish a grammar grade; to have the school books purchased and owned by the town; to continue and foster the free high school, for this is the keystone

of the arch. Destroy this, and the entire structure falls. Point the scholar to a well-regulated and high graded school as the goal to be reached, and you have furnished an incentive to his ambition that can be given in no other way.

To accomplish the reforms suggested, and continue the work begun, I appeal to the young men who have growing families. You are vitally interested; you are responsible for the future of your schools, and thereby the future of your children. Look about you, then, and see what has been and is being done elsewhere; and act accordingly. For whatever you may do to advance the cause of education, will benefit not only yourselves, but will redound to the glory of our common country.

HARRISON HUME, *Supervisor.*

COLUMBIA.

I consider the abolition of the district system, and the consolidation of our schools wherever possible, absolutely necessary, in order that we may have a greater amount of school for the money expended, and that the cost of building and maintaining school-houses may be upon the property of the whole town, thus lightening the burdens. Under the district system we maintain school-houses, pay and board seven teachers, and furnish fuel for seven fires in the winter, to shelter, keep warm, and educate one hundred and ninety scholars. Under this system the people living in the thinly settled districts are heavily taxed to provide a poor place for their children, while those living in the larger and more wealthy districts, with light taxes, have large and commodious school rooms, with maps and apparatus, and everything for the health and advancement of their children. The system has outlived its usefulness, if it ever possessed any.

CHARLES A. DRISCO, *Supervisor.*

CORNVILLE.

HIGH SCHOOL. This school was under the instruction of Waldo Osgood of Exeter, Me. Your committee are of the opinion that this school was a success, and highly satisfactory to those who attended during the term. The good results of our high school are very obvious in the different schools of this town. Length of the term, 10 weeks; whole number attending, 45; average number attending, 35.

We have thus briefly alluded to the several schools in town, and, perhaps you may think we might as well stop here, so much having been said in regard to the duties of agents, parents, scholars and S. S. Committee, and so little heed having been given heretofore to the suggestions and recommendations of your committee; but we feel that we should not discharge our whole duty without alluding to some features of our school system. And, first, our school agents. The duties of the school agent have been harped upon in previous reports, town and State, and we propose to air the subject a little more. The law prescribes certain duties to be performed by school agents; and they take a solemn oath to faithfully perform their duties, but in many instances they are unmindful of the oath, and neglect to do what the office imposes, and what the best interests of our schools demand. It is not a trifling matter to be school agent; it imposes grave responsibilities, and the success of our schools depend, in a great measure, upon the faithful discharge of the school agent's duties. Agents should exercise great care in hiring teachers. They should bear in mind that it is not the length, but the kind of school that is profitable. Again, the school agent is required to see that the school-house is in good repair

prior to the beginning of each term of school. To allow several panes of glass to be wanting during a term of school, provide no black-board suitable to mark on, and no means of fastening doors except by props and wedges, are prominent instances of gross neglect, and certainly deserve severe condemnation. By such remissness of agents the efficiency of teachers is much impaired. Another requirement of law is that agents shall properly fill out the blanks put into their hands by your committee, and return the same to us; but what is the fact? We furnish agents with blanks, and that is the end of it, with few exceptions.

Upon a review of our schools the past year, we arrive at the conclusion that they have not ranked so high as they might and ought to have done. We trace results to certain causes, which we will notice briefly. First, there is a want of interest and co-operation on the part of parents and school agents. Another thing is the hiring of cheap teachers. We are noted for this as a town. It is too much the custom of our school agents to secure the services of inexperienced teachers because they can be obtained for a small compensation, thereby securing a longer term of school, virtually at the expense of the scholars. The consequence is, a low grade of instruction. The working or result of the opposite course or policy may be seen exemplified in District No. 2. They have adopted the policy of "Good teachers at whatever cost." The result is, the school as a school is far in advance of any other in town.

And finally, we offer the following suggestions for your consideration :

1st. We believe that the district system should be abolished, thus securing an equal distribution of the school money, so that every pupil, in one respect, will have equal privileges of an education.

2d. That the S. S. Committee should hire the teachers. The advantages of this method are apparent to all who have given the matter an unprejudiced consideration. We need not specify reasons on this topic, but we will offer one or two. The first is, that the committee are better qualified to judge of the adaptability of teachers to certain schools, and consequently to assign them their proper position as teachers, than a majority of school agents. Why should not the man whose duty it is to judge of the qualifications and ability of teachers, be the one to select and hire after becoming satisfied of their fitness to teach?

3d. That the S. S. Committee, with the parents, should visit the schools the first week, and remain long enough to hear every class; and again near the close of the term, and time enough taken for a thorough review, and thus determine the progress of the school, it being understood from the first that there will be a public examination at the closing visit. This would serve to stimulate the pupils to more diligence and greater effort, and it would tend to make the teacher more thorough and faithful in the discharge of his duties, for a thorough examination would show the kind and amount of work accomplished by the teacher.

JAMES FOLSOM,
ALONZO SMITH,
SILAS T. WHITTIER, } S. S. Committee.

CUMBERLAND.

In reviewing the condition and progress of the schools in town for the last year, I find much to commend and some things to condemn.

At the beginning of the year many of our old teachers, of established reputation, left town and sought other fields of labor, and your Supervisor has had to deal with a corps of entirely new and in some cases inexperienced teachers. Two of our teachers

had never taught before, and four had only taught one term. But notwithstanding these drawbacks, our schools have enjoyed a fair degree of prosperity; for although our teachers have not all been of great experience, and "born to command," nearly all have been earnest, faithful and hard working ladies and gentlemen, and as a rule, our money has been quite well expended.

Of the eleven districts whose schools have been under my charge, six have expended their money in three terms of school. The benefit of this plan in large, powerful districts will be seen at once, but in small, weak districts the plan has been a failure. Of the eighteen terms of school which have been held in these six districts, six have been of only seven weeks each. It generally requires about five weeks for scholars to settle themselves down to the term business, and as a rule, they will learn as much in the last four weeks as in the first six. My opinion is, that had these districts expended their money in two terms of equal length more benefit would have been obtained.

SCHOOL MONEY.—Amount raised by town.....	\$1,300	80
Amount received from town fund.....	102	62
“ “ State mill tax.....	548	65
“ “ bank tax and State fund.....	392	89
Total	\$2,344	96

By law the Selectmen and Supervisor may apportion ten per cent. of all the school money among the smaller districts, in such a manner as shall give them a more equal school privilege with other districts. This has been done.

CONCLUSION.—You have arrived at the beginning of a new school year, and it should be your endeavor to see that your school money is well expended. A new page is opened to you, and it remains for you to decide whether success or defeat shall be written upon it. Let nothing remain undone to secure good teachers at their true value. I think it will be well to re-elect the district agents of last year for this reason: If they have made poor selections in the past, they now see where they have failed, and will be careful not to make the same mistake again.

L. P. STURDIVANT, *Supervisor.*

CUSHING.

We would urge upon you the great importance of caring for your school buildings. They are necessary, and you know at what a cost they have been erected. The laws relating to public schools put ten per cent. of the money at the disposal of the agent of a district, and direct him to make all "needful repairs" on the building under his charge, to that amount. Cleanliness inside, general neatness outside, and a responsible guardianship of the key, should also be cared for.

The schools, this year, in the character of the instruction given and the progress of the scholars, have not differed much from former years. With the nominal attendance little fault can be found. The committee will hardly have anything added to their duties by the passage of the "act to secure the education of youth in the State of Maine." There is however an evil of great magnitude, viz: *tardiness*. The responsibility for tardiness rests mainly with parents. Take the trouble to learn if your children arrive at school in time, and if they do not, start them earlier or make them go faster. Once in the school room the burden of responsibility is shifted to the shoulders of the teacher.

A. R. RIVERS, *Chairman S. S. Committee.*

DAMARISCOTTA.

With one or two exceptions the schools have been well attended and ably and successfully conducted. Agents have quite generally manifested an unusual degree of care in the selection of teachers, and some parents have gratified and encouraged teachers and scholars with their visits to the school-rooms. And this leads me to say, that if parents fully realized how much substantial good a hearty co-operation on their part would effect,—if they could only see how like magic a friendly call and a word of cheer operate on the courage of the teacher and the ambition of the scholar,—they would feel morally bound to renew their zeal in behalf of their schools and to make their interest manifest.

Parents, if you were to employ a mechanic to erect a house or a laborer to improve your lands, you would not permit him to work for weeks and months without once looking after him, but you would learn from personal inspection and observation just what he was doing and how he was doing it. And yet you will allow term after term of your schools to pass without a single visit from you; and at the same time you will admit that the mental training and intellectual development of your children are of far greater consequence than your houses and your lands. It is not a sufficient excuse to answer that you have employed some one to look after your schools. It is in your power to materially aid your school officers, and it is your moral duty to exert yourselves.

Agents should look more carefully to the comforts and conveniences of their school-houses. New blackboards and wall maps are very much needed for practical purposes; and an annual coat of whitewash on the ceilings and walls would greatly improve the appearance of the school-rooms. Great care should be used to make the school-rooms neat, comfortable and inviting; this can be done without great expense and should be neglected no longer. A sense of tranquility and contentment is a condition of mind requisite to the greatest possible amount of mental work.

WM. H. HILTON, *Supervisor.*

DEERING.

Money raised by town for schools	\$3,500 00
“ received from State.....	2,041 15
Total	<u>\$5,541 15</u>
Amount of money per scholar..	\$4.65
Whole number attending Spring terms	492
“ “ Fall “	495
“ “ Winter “	530
Average “ Spring “	385
“ “ Fall “	425
“ “ Winter “	445
Per cent. of average attendance to whole number in town.....	.36
“ “ “ “ “ enrolled.....	.83
Whole number of scholars in town.....	1,188

It will be seen that the town has received \$5,541.15, being \$98,94 more than last year, exclusive of the \$500 raised for support of High School. The per cent. of average attendance to whole number in town, has decreased; but the average to the whole number enrolled, has slightly increased.

Our schools, during the year, have been as prosperous and successful as usual.

The unsettled condition of school affairs at the beginning of the year, embarrassed your committee in the discharge of their duties, and worked in other ways to the injury of our schools. You will be called upon, at the coming town meeting, to vote upon the question then unsettled, and it is to be hoped that by a decided and unanimous vote, you will settle it, in such a manner as will be most satisfactory to the town, and best promote the interests of our schools.

We have endeavored in every possible way to impress upon teachers and scholars the importance of doing thorough work, of having each subject taken up fully understood before leaving it, but in most cases, our success in this direction, has not been equal to our effort. In some of our schools, more has been attempted in a single term than could have been properly accomplished in a whole year, and though teachers and scholars labored diligently, their time was worse than wasted, for the pernicious habit of skimming over the surface must be broken up, before any real progress can be made. We must reckon progress, not by the amount of text-book gone over, but by the real knowledge gained, and the principles mastered. Progress to be sure, must necessarily be slow. First principles must be clearly understood and fully mastered. In acquiring an education, two objects are to be accomplished; the acquisition of knowledge, and the disciplining of the mental faculties in making that acquisition, and any system of education that fails in the attainment of these ends, is imperfect and defective. Nothing is so well calculated to defeat both, as the superficial manner in which the studies are pursued in many of our schools. We have some honorable exceptions, but the exceptions only prove the rule. There is a pressing need of immediate and radical reform in this direction, and this must be had before our schools can reach that degree of proficiency which they might and ought to attain. We consider this lack of thoroughness the greatest obstacle to the success of our schools.

We need in all our schools teachers of skill and experience, not those who have made teaching a temporary calling, as a stepping stone to something better, but those who have made it their life chosen profession, who have a reputation as teachers to sustain, and with such teachers, backed by the intelligent and hearty co-operation of parents, our schools might soon reach a degree of excellence of which we might well be proud. Such teachers will never fear that their reputations will suffer, because their scholars go *slowly*, in order that they may go *thoroughly*, but on the other hand, they will obtain *thoroughness* at any cost of *speed*. Our schools have generally been harmonious during the year. But few cases have occurred, where we have been called in to adjust any difficulty between scholars and teachers, and these might more properly be called cases of difficulty between parents and teacher, but to the credit of the town, be it said, such cases have been rare.

We would urge upon parents the importance of frequently visiting the schools, to see whether their scholars are properly instructed and governed. These visits need not be long or ceremonious, only let them be frequent, and our word for it, they will result in a change for the better in our schools. Scholars and teachers would be stimulated to greater effort, for they would thus be made to feel that their work was noticed and appreciated. We have often heard scholars make the remark that they would rather fail in recitation before any one else than before their parents. Visit your schools then, not only at the examinations at the close, when too often the scholars are put on dress parade, but often during the term, without notice to your scholars or their teacher, and see whether its effect will not be visible upon the scholars and the school.

Irregularity of attendance is another great obstacle to the success of our schools. Scholars are kept or allowed to stay from school, for the most trivial causes, not only to their own injury, but to the detriment of the whole school. In many of the studies pursued, a knowledge of each lesson is indispensably necessary to enable the scholar to

advance intelligently, and if the scholar is absent, and loses a lesson, on his return, the class must go over the lesson again, to the manifest injustice to those attending regularly, or he must go on, groping his way blindly, and if too many lessons are lost, progress becomes impossible. A day's absence is not simply a day lost to the scholar, but its effect will be felt in his progress during the whole term. Parents, we look to you, and to you alone, for a remedy of this evil. Many scholars in town leave school at too early an age. An examination of last year's registers, showed that scarcely a score of scholars over fifteen years of age, attended school, even during the winter terms. How poorly prepared must the youth, leaving school at so early an age be, to enter upon life's duties, with any reasonable prospect of success.

When we consider that a well-cultured and well-disciplined mind is the best capital with which a young person can start in life, it becomes a matter of profound regret, that so few of our youth avail themselves of the school privileges provided by the town.

Your committee are well aware that many of the text-books used in town, have outlived their day of usefulness, and their places should be supplied by others, better calculated to meet the wants of our scholars. We have made no change during the year, partly on account of the magnitude of the work in making such exchange, and partly on account of the prejudice against making *any* change however much needed. We are no advocate of frequent changes in text-books, but yet believe that true economy demands that our schools should be kept supplied with the best books. Books it is true are but helps, and it is also true that they are aids which we can not at present dispense with. Our schools with few exceptions have no apparatus of any kind. To impart the greatest amount of accurate information to the greatest number, in the best manner and in the shortest time, the teacher needs some simple apparatus, such as the globe, geometrical forms, wall maps, &c., all of which can be obtained for a few dollars outlay, and should be furnished for every school in town, not already supplied. One half hour's explanation, by the live teacher, with the terrestrial globe, of the equator, tropics, meridians, motions of the earth, &c., is worth more to the scholar, than a volume of description without it.

Charts are found to answer the purposes better than books, for teaching young children to read, and should be provided for all the schools attended by primary scholars.

The hall at Morrill's Corner was found to be the best and almost the only available place for holding the spring term of the high school. Desks were purchased, and everything made as comfortable and convenient, as the limited means at our disposal would allow, and the term was as successful as we had reason to suppose, under the circumstances, it could be. Permission was obtained to hold the fall term in the Woodford's Corner school house, one of the finest school buildings in the county or State. At our several visits during the term, we found scholars and teachers working earnestly, faithfully and harmoniously, making success a certainty. At the close of the term, a searching examination of the several classes, showed results that were highly gratifying to your committee, and warrant them in pronouncing the school a decided success.

Citizens, we commend this school to your fostering care. Few towns in the State are so well calculated as ours, in point of wealth and density of population, to maintain a high school. Let this school be firmly established, and liberally supported, and its influence will be felt in all the schools in town.

With the aid furnished by the State, the high school can be supported more economically to the town, than any other grade of school. The school can be supported during the coming year, affording superior advantages to the eighty or ninety scholars that we have good reason to believe will be in attendance, at a less cost to the town, than would be sufficient to pay the board and tuition of half a dozen scholars during the same time.

The free public school is the only one that the great mass of our youth can attend, and the advantages of the high school to them cannot be estimated in dollars and cents. Situated as we are, in close proximity to the largest city in the State, shall we not find it for our material, as well as our social advantage, to do everything in our power to elevate the character of our schools, that men of influence and means, who contemplate taking up their residence among us, may not find too great a contrast between their own nearly perfect system of schools and ours? In elevating the character, and perfecting our system of schools, the high school will furnish an indispensable aid, and one which can be obtained from no other source.

D. W. HAWKES, }
 E. P. PAYSON, } *S. S. Committee.*
 ANDREW HAWES, }

DEER ISLE.

I have now a few suggestions to make, if you will grant me the time. I wish, first, to refer to a great evil which exists not only in our own town, but many others,—that of truancy. A great many of our scholars who might with a little effort on the part of parents be kept at school and receive a good education, are idling away their time in a manner to be regretted in after years. Boys of all ages, from fourteen to twenty-one, are seen at the stores and other lounging-places, who ought to be at school. I appeal to all parents to look into this matter and use their influence towards securing a better state of affairs.

Another thing is the lack of furniture in our school-houses. A man who would build a fine house and leave it destitute of any furniture, except sufficient chairs for his own family and not one for a chance visitor, would be ridiculed; yet this is the way we furnish our school-houses, where our children are expected to spend at least one-third of their time. Bare walls salute the eye with nothing to interest or attract the pupil. Why not take some of the surplus money which often remains, and purchase wall-maps, globes, and other apparatus, as helps to our children on the up-hill road to learning? Only two school-houses in town are furnished with maps. Recitation seats are needed too, and at least two chairs should be placed at the teacher's disposal. I have never been offered a chair in any of our school-houses, without the uncomfortable conviction that in taking it, I was forcing the teacher to stand. I mention these things, because they only require to be thought of in order to be remedied. The expense of these latter conveniences would be a mere nothing; while that of maps and globes would be more than repaid in the increased interest of the pupils.

A word to School Agents, and I will close. With three or four exceptions our agents have utterly failed to perform the duties required of them in returning the number of scholars and giving notice of time of commencement and close of schools. Several schools have not been visited the second time on this account. The returns of scholars were not sent in till each agent received one or more written notices. Will agents elect please take notice, and remember that they are required to send the number of scholars directly after the first of April?

In conclusion, I have only to thank you for the favors shown me in the past year, and to add that however I may have failed to secure your approbation, I have conscientiously tried to perform the duties required of me to the best of my judgment, and I hope you will excuse any and all errors that I may have committed.

R. S. WARREN.

DENMARK.

Although there have been some faults in the schools for the year just ending, yet perhaps we have no special reason to be dissatisfied, as this ever has and undoubtedly ever will be the case. Perhaps some of us are, as we properly should be, looking forward and hoping for the time to arrive when we shall realize in fact the existence of those schools upon which our imagination sometimes fondly lingers; when no scholars will attend but such as have a deep conviction of their duties to themselves, their teachers and parents; when each will labor diligently, not only at school, but also outside the schoolroom at home, for the purpose of making the greatest improvement, the better to fit himself for fulfilling the duties of life socially, and in the broader field of supporting and perpetuating good government, and acting intelligently in every relation of life; when every teacher shall be fully, abundantly qualified for his work, in culture and every quality which tends to embellish and exalt character; when their labors and lives will be dedicated to the improvement and elevation of the human race, not for the purpose alone of gaining a livelihood, but from an innate love of the work which urges them on to it from convictions of duty; when parents, all and everywhere, shall deem an education, and a liberal education, the greatest boon that can be conferred upon their children; and more, that such an education is the greatest benefit that can be conferred upon the State. However much we may ever fail to realize these dreams, their indulgence is far from pernicious, for the more our minds dwell upon those things which we would have, the more likely are we to approach our ideal. As a community as well as a nation is known, honored and respected according to the grade of its intelligence and morals, it should be the earnest endeavor of every community, as it esteems its good name, to stand in the front rank and lead in this noble cause.

I last year had the pleasure of reporting several school-houses as newly built, or as being thoroughly repaired. In that direction there has been no progress for the past year. I call to mind no school-house that has received anything more than the absolutely indispensable repairs, although there yet remain several that sadly need it.

I have taken no action relative to text-books during the year, so that they remain in about the same condition as at the close of the last year. Uniformity of text-books is an old and hackneyed subject, but it is something that is of vital importance to the greatest prosperity and success of our schools. It may be declared as an axiom, that uniformity of text-books is an absolute prerequisite to the greatest improvement in our public schools. The increase of recitations necessarily attendant upon a variety, engrosses a teacher's time to such an extent that, labor he ever so hard, it is an utter impossibility for him to do but partial justice to his scholars. The time that should be devoted to explanations is taken up in the daily routine of calling classes for recitations. It is impossible to realize the full extent of this evil until you have engaged in school teaching, or have made yourselves familiar with the working of our schools by frequent visitations. The teacher who is endeavoring conscientiously to bring about the most favorable results is met at the onset by this vexatious obstacle. If school officers endeavor to introduce one system of books, and keep them in schools, to the exclusion of all others, it becomes a perpetual warfare. If the introduction was all, it could be easily and quickly accomplished; but this is but a beginning of their troubles. The continual migration of the people makes changes each year, and every new resident is liable to bring with him a new class of books, and the first thing that meets the school officers' eyes, as they notice the unknown scholars, is a book of a forbidden kind. Again it happens that when young scholars first begin to attend school, they frequently come with a reader or an arithmetic that looks weary and worn with a long life and lost reputation, an old inhabitant of some forgotten chest newly resuscitated. These things must

be met term after term and year after year. The scholars that bring these forbidden books may be children of poor parents who are unable to furnish others, so that it is not in the heart of school officers to interfere, and at last the variety becomes almost like the sands of the sea-shore. I know of but one sure way to obviate this difficulty, and that is, free text books furnished by the town. This has been tried by some of the most populous cities and towns in the State, and always with the best results. Lewiston and Bath are among the cities that have adopted it, and they speak of it only in language of praise. By this system an education becomes easy to every child, and is made as free as the air of heaven. If we deem it our duty to raise money for the support of schools, to the extent of furnishing teachers and school-houses, because we regard universal intelligence as the only sure basis of a free government, then why not make assurance doubly sure, by providing tools as well as the foreman and workshop. The towns that have adopted this system declare it to be less expensive than the old. When the town furnishes the books they can be bought for less money, as they buy by the quantity and of the publishers, so that all intermediate profits are saved. Then they are deposited with the school officers, who supply each school as they need, and when a scholar has finished using any book it is passed to another, and so on till it is worn out. It makes scholars more careful in the care of books, as they become amenable to the town for their good use.

Another great source of detriment to our schools is irregularity of attendance. A scholar that makes a pretence of attending school by being present half the time or less, receives but little more benefit than those that do not go at all. Such an one is either struggling to keep pace with a class in which he can receive but little instruction, or is in one so little advanced that he loses all interest, and receives none. Parents should see to it that their children are present every day of the term. If they have not sufficient interest to do this, I know of no way of reaching the difficulty but by a law for compulsory attendance. This is the law in some of the States; it is also the law in Prussia and the Republic of Switzerland, and their repute in the world of intelligence is perhaps the best commentary on its utility.

The State Superintendent of Common Schools, among other things, recommends to the school officers of each town that in their annual report they present some of the comparative merits of the "district system" and the "town system." The workings of the district system are very well known to all of us, for it is this system that has been long in use with us, and under which we have been reared. What are some of the results that have followed and which naturally follow its operations? Certainly there can be enumerated among them in part of the districts, poor school-houses, poorly furnished; short schools, with teachers poorly qualified; and unprofitable schools. If this is not always the case, I think upon careful consideration that we shall conclude that this is the natural tendency and general rule. What are some of the reasons why this should be so?

So long as the expense of constructing school-houses is a tax upon the district only, whenever a few inhabitants wishing for one more conveniently situated, or, it may be, influenced by no better reason than some personal pique or neighborhood quarrel, petition for the organization of a new district, the municipal and school officers, unmindful of the true interests and needs of the inhabitants as a body, are too apt to consider it advisable and recommend it, and the town, influenced by a mistaken sympathy for and kindness to the petitioners are too ready to establish it. To such an extent has this division and sub-division been carried, that some of the small neighborhoods having from half a dozen to a dozen houses with their dozen to twenty scholars, have their "seat of learning." It is more than probable that the inhabitants of the original district,

undivided, did not consider themselves able to provide a house wherein their children must or should pass one-half the period of their youth, approximating in taste, beauty and comfort, their several homes, and now this tax is thrown upon at most but a moiety of the former district, and so poor school-houses poorly furnished. School money is generally distributed among the several school districts according to the number of scholars therein; but were the distribution made as nearly equal as the law will permit, the smaller districts must receive an amount wholly inadequate to their wants; and the greater the number of districts the more extended becomes the evil, hence short schools. A district with but little money, if it employs a teacher of ample qualifications, can have at most but one term of school each year; but if it strives, as is frequently the case, for the greatest number of weeks of school that its money can procure—as the best talent always commands good wages and is never compelled to work at starvation prices—teachers of doubtful qualifications are necessarily obtained, and as an unskillful workman never does well his work, unprofitable schools are the unavoidable result.

What are some of the results that we might reasonably expect to derive from the town system? Let us, before we enter upon its consideration, free our minds from all prejudice, and discard every thought that will tend to bias. The adoption of the town system means the abolition of all school districts and school district lines, so that the town shall become the school unit; but this would not necessarily make one school-house the less or diminish the number of school agents, because the town might consider that there are none too many school-houses, and they would have the power to appoint a school agent for each school. Again the town system would transfer the tax of building school-houses from the districts to the town, and here in my judgment would be the source from whence a great improvement in school property would come. The smaller “back” districts or neighborhoods would then say to those more populous and wealthy “we have to help you build your school-houses and we demand equally good and comfortable ones for our use, and you must help provide them. Our children, if distant from the centre of the town, need all the comforts and conveniences that yours do” Again, if their erection should become a town tax, their number would be diminished and our schools would become larger, for the school money would be divided into a less number of parts, and consequently there would be more for each school. Another result would be, that the money would not be apportioned as now, according to the number of scholars, but would be divided equally among the different schools, so that every child would have the same advantages. Another result would be, that more money being at the command of each school, a better class of teachers could be employed, and they could be retained from term to term. A continual change of teachers is one of the great evils of our present system. With the amount of school money now voted and received by the town, there could be three terms a year, of from ten to eleven weeks each, in each school-house, were the town properly districted, and no scholar would be at an unreasonable distance from school.

S. G. DAVIS, *Supervisor.*

DENNYSVILLE.

We are glad to report that the whole tendency and influence of all our schools during the past year has been most excellent. The teachers have been faithful and successful. The direct discipline and knowledge gained by our children has been invaluable; it must have a marked effect in leading the young to become useful citizens; it is already telling for good upon their characters.

We cannot live as a free nation without our schools; and we in this smallest town perhaps in the State, must do our part in the national struggle against ignorance and vice.

CHARLES WHITTIER, }
S. L. JONES, } *S. S. Committee.*
A. K. LINCOLN, }

DIXMONT.

The schools in this town for the past year have been a success; although I am unpleasantly impressed that our common schools are far inferior to what they ought to be. And the fault can neither be assigned to pupils nor teachers, but to the parents and guardians of the pupils. For certainly in localities where the parents take no interest in the affairs of school, the pupils will have a tendency to disinterestedness; and the whole blame will be thrown upon the poor unfortunate teacher, who has struggled with her whole energy, and strength, to create an interest in the school. Could our citizens, and especially agents, (as they are officially designated) see school work in its true light, they would try and make the school-room attractive by a few repairs, such as are always needed about every school-room. Let there be a few wall maps, globes and other useful apparatus added. These articles can be purchased at a trivial expense, and will be productive of great interest and profit to the pupils. And best of all encourage your pupils in their studies by your personal appearance in the school-room.

L. P. TOOTHAKER, *Supervisor.*

DURHAM.

In closing it gives your committee pleasure to state that the schools, notwithstanding the many formidable difficulties which have attended their labors, have maintained their previous good standing. Teachers have been faithful and efficient in the discharge of their duties, and the pupils, in the main, have been attentive to the instruction given. The authority vested in the teachers has been respected, and a very general harmony between them and the parents has characterized the year. Commendable progress has been made by the pupils in the branches of study pursued, and the interest and earnestness of both teachers and pupils in the work of the school-room, will compare favorably with former years.

Three essential elements, ample room accommodations, regular attendance, and good instruction, seems to enter into the system of public education, which accomplishes the purposes of its creation—the education of the people. If either element is not furnished in the proper quality or quantity, the others become less potent, and the results of the system more unsatisfactory. Their blending together in harmony is as essential to a successful system of public instruction, and the production of an educated people, as the union of oxygen and nitrogen gases is to the formation of the atmosphere in which we live.

Your committee were gratified to meet a number of parents of two or three districts at their school-room. We would say to all parents in town, go thou and do likewise, and thou shalt receive thy reward.

We would again nudge you in regard to poor school-houses in some districts—they remind us of the remark of Lord Bacon about the pursuits of knowledge under difficulties.

WM. D. ROAK, }
HENRY SYLVESTER, } *S. S. Committee.*

EAST MACHIAS.

At the annual meeting in 1874, the town voted to raise three hundred dollars to be expended for the tuition of scholars at the Academy, in accordance with the act of the Legislature, "to establish Free High Schools," under a standard of scholarship to be established by the Superintending School Committee.

The first term, nineteen scholars presented themselves for examination, and received the benefits of the school. The second term, eighteen scholars were admitted, which completed the first year's course.

As it was necessary to make our return to the State as early as December first, in order to receive State aid, the second term was not included in the return. The town, therefore, gets aid for but one term the past year. The second term will be included in the second year. We feel that the operation of the system thus far has been successful. The town will be called upon to make but a small appropriation for the next year to keep the system in operation.

We feel gratified to observe a decided improvement in the interest manifested in the community in the schools for the past year, and the disposition to abide by our decisions, and the encouragement we have received from those interested in the education of youth.

We think the average attendance has been larger, fewer cases of insubordination have been reported to us, and a desire seemed to prevail among the scholars to reap the greatest possible benefit from the instruction received.

ALBERT C. NASH,
F. LORING TALBOT, } *S. S. Committee.*
CHARLES CARY,

EDDINGTON.

Our schools on the whole, have been as successful as in former years, but we should not rest satisfied with this. We ought to make them better. We can make them better if we will. How can this be done? Chiefly through the employment of the right kind of teachers. You may build school-houses, buy books, and send your children to school at large expense, and when you have done this, "as is the teacher, so is the school."

GEORGE S. COMINS, }
L. D. KNOWLTON, } *S. S. Committee.*

ELLIOT.

The good people of this town have not put it in our power to report any improvement in our school-houses the past year, either by repairing and remodeling the old or constructing new ones. There is nothing that speaks so loudly of the refinement and high degree of the cultivation of the mind, in a place, as the neat, beautiful school-room, where an effort is made to ornament and brighten the spot in which children and youth spend so many hours of their life. If the mind receives impressions from outward circumstances, then, certainly, this is a subject of no small importance.

The school-houses in districts Nos. 6 and 8 are not so good as they ought to be, and not so bad as they might be; yet they are not comfortable and convenient school-rooms.

We trust the time is not far distant when the people of these wealthy districts will see and feel the necessity of remodeling the old or erecting commodious new ones.

When we visited school No. 6, at the closing examination, on one of the cold days of the past winter, we were glad that some of the parents were also present to witness themselves the suffering which their children were compelled there to bear from cold, smoke and almost every other inconvenience that imagination can picture.

From what has been said in relation to our schools, it may be inferred that those under our care are making a steady and perhaps commendable progress from year to year; yet they are far behind what we would wish them to be, or what they would be, with no extra pecuniary outlay than at present, if parents did but faithfully perform their high obligations in this matter. We mean that which every parent owes to the child under his care, in seeing that he is sent to school regularly and promptly every day, and at the proper time. There is no one thing that adds more to the success of a school than punctuality on the part of scholars. We know it is considered by many parents, of little or no importance, whether children attend school regularly or not; that for them to lose a day or two, now and then, is but a trifling thing, considered in the sum total of their education. But when will such become wise in what pertains to the best interest of their children? Let a child be made to believe that it is of little consequence whether he does or does not attend school with regularity, and vain, yea, hopeless is the task of the teacher to inspire him with a love of knowledge or desire for an education.

In closing, your Committee would say, let us with willing hands and warm hearts, tax ourselves liberally, that we may cheerfully support our common schools.

CALVIN H. GUPTILL, }
 HORACE PARKER, } S. S. Committee.
 IC HABOD COLE, }

ETNA.

In this town we have 314 scholars, and of this number, I find only 169 that have attended the summer schools, with an average of only 137; in the winter schools, 217, with an average of 167, showing an average of 45 per cent. in summer and 53 per cent. in winter. By this you will see that only one-half our scholars derive any benefit from our schools; and if there is any way to avoid this, it is time to commence.

I find some of the schools are very deficient in books, and in some there are too many kinds, which is nearly as bad. In a few of the schools there is a want of blackboards, and No. 1 is the only one supplied with maps. I would suggest to Agents, where there is money due districts from the town, if it would not be well to use a part of it in supplying these deficiencies.

LEWIS C. WHITNEY, *Supervisor.*

FARMINGDALE.

In conformity with the requirements of the law, your Supervisor respectfully submits the following report:

Money raised by town for support of schools	\$900 00
School mill tax	223 22
Bank tax and State school fund.....	144 11
Total.....	<u>\$1,267 33</u>

Whole number of scholars in town, as returned by agents.....	200
Whole number attending summer schools . . . ,	106
Average attendance.....	91
Whole number in fall and winter schools.....	176
Average attendance.....	151
Average wages of female teachers per week, including board.....	\$6 65
Average wages of male teachers per month, including board.....	47 50

In making a general review of our schools, I find there has been nothing to seriously interrupt their general advancement, although there is much room for improvement, and need of more vigilance on the part of the people of the districts to insure a higher standard for the schools. We would respectfully call your attention to some things which, if attended to, would in our opinion tend to the prosperity of our schools. A comfortable, attractive school-room, furnished with all needed school apparatus, has much influence in elevating the tone and improving the character of the pupils, while one that lacks neatness and convenience has a depressing effect on the spirits of both teacher and pupils.

The average attendance is much below what it should be. Parents, see that your children go to school regularly and in season; absence and tardiness are two of the most serious obstacles with which a teacher has to contend.

We are glad to meet so many of the parents and friends at the closing examinations, but if you would visit your school during its progress, and see for yourselves what your children and their teacher are doing, you would gain not only a more correct knowledge of the state of the school, but your children would take greater interest in their studies and your teacher be greatly encouraged.

Finally, we commend our schools to the wise, generous, active regard of the people. They are the hope, as they should be the pride, of our town. In them is the germ of all true progress.

A. J. COX, *Supervisor.*

FARMINGTON.

The schools during the year have accomplished as much as could be expected, under the circumstances. The school agents have in most instances performed their duties faithfully. We think all agents have not fully realized the importance of securing good teachers.

Most of the schools have been visited twice each term, and all school work carefully noted. In some cases it was not considered necessary to make a second visit. At the first visit defects in methods of teaching and government were observed, and suggestions were made which we thought would improve the schools. In most cases the suggestions were followed with happiest results. When the schools were visited the second time we examined them on the studies they had pursued. In many cases great improvement was apparent. As a general thing the teachers have worked hard and faithfully and in the right direction too. They have realized the importance of their work and have shown an interest in it; but notwithstanding their exertions much of their work has been unsatisfactory, since there have been many evils over which they had no control. We would here express our appreciation of many of the teachers employed during the year. They have done good service to the town. We recommend that those who have stood the test be retained if possible.

THE VILLAGE SCHOOLS during the year have not been satisfactory in their results. Of a part of the school work that has been done the less said the better. In detail, there have been two good terms of work in the Grammar school, notwithstanding difficulties which teachers and scholars had to contend with. It is unfortunate that circumstances have required three teachers, one for each term, when one teacher would have accomplished more. The two last terms of the Intermediate school have been taught by one teacher, and she appears to have worked faithfully and governed the school well. On the whole, we think the most progress has been made in the Primary school, though there have been frequent interruptions in school work. One of the worst is the irregularity in attendance—an evil that can be cured by parents with a little care in seeing that their children are at school during school hours. But in fact our village schools—in this boasted centre of education and culture—are deficient and imperfect in almost every particular. The scholars are as intelligent and industrious as the average of pupils, teachers also have labored hard and faithfully, and yet we have not had good schools. If our citizens would visit and examine the school rooms, their condition would perhaps suggest one reason for poor schools. We do not believe it is possible to have satisfactory schools in our present buildings. To begin with, the three school rooms will accommodate only 172 pupils and there are in the district no less than 367. Again there is not a comfortable sitting for scholars among the whole. Is it strange that scholars and parents prefer to patronize private schools, where elegant and commodious school-rooms have been furnished for their use?—Improve the public schools and make them what our needs demand, as other towns of smaller size and less wealth in the State have already done, and private institutions will no longer be their rivals.

In the first place let us have good well-furnished school rooms with recitation rooms and other necessary accommodations, and the problem is half solved.

We think it possible, and that, too, without extravagance, to make the primary schools so attractive and worthy that ours shall be the model school. Many of the primary pupils now attend the Normal school because in it there are all the conveniences and apparatus for a modern primary school education. Give the public schools the same advantages and the State will have too seek a model outside a tuition school, where, in our opinion it should be.

As our schools now are, the advanced studies cannot be taught to advantage. Other towns in the State have demonstrated that the higher branches can and should be taught in our public schools. Can a town of our size allow such things to continue and make no effort to improve the system? If we lived in a less enlightened age our condition might not seem so paradoxical, but for Farmington with all her wealth and refinement to have no better public schools for educating her children is a policy suicidal to all her interests.

There are pupils enough, good well disposed pupils too, who are eager to avail themselves of every opportunity of receiving a liberal common school education; nay, they are even demanding it at our hands. Wisely expended, the village school money should sustain three good graded schools, which shall include instruction in some of the higher branches of study. At all events the school money would be better expended if there were only two terms instead of three as at present. The schools are ours; shall we improve them?

Among the many evils existing in our district schools, perhaps none are more apparent than the quality and number of our text-books. So much has been, and might be said with reference to text-books, that we shall not attempt anything exhaustive.

If all our teachers were persons of experience in business and in the every day transactions of life, if they were thoroughly posted in general matters, we should not have to rely so much upon school books. As it is, teachers and scholars have to depend upon

them. Our school books are not what we need for mixed district schools; they are too voluminous. There is too much that we don't need, and not all that we do need.—They may do well for village and city schools where scholars attend school for the greater part of the time. For such schools they were designed. The authors of these books in many instances are not conversant with the wants of our schools; how should they know what kind of a book to send us? Those who compile school books try to suit all, consequently their books contain much that is unimportant for use in a district school.

As the desirable books have not yet been issued, we must use such as we have, but these must be thoroughly sifted by the committee and unimportant parts set aside, while the practical parts should receive double the attention they now do. This sifting, to a certain extent, has been done the present year. While laying out work for teachers we have given them to understand what might and what might not be taught, and in most cases it met the approval of teachers, but in some cases parents and scholars thought it showed a lack of thoroughness. We believe in thoroughness; we believe some things cannot be too thoroughly mastered, but we do not believe it right to require our scholars to spend valuable time upon useless subjects. Some one says, "supposing my son wants to teach" We would not have him teach useless things, even if they are in the book. Teachers should think for themselves. We believe the time not far distant when it will be considered derogatory in a teacher to teach all in the book.

No new school books have been introduced during the year—we have enough already. Introducing new books does not always rid the school of old ones, nor reduce the number of classes in that branch, neither is it a step toward uniformity. So long as the present system of supplying books is allowed, just so long will there be confusion, extra cost, great variety of books, many classes, and all the other evils attendant upon non-uniformity.

The evils of numerous text-books in our schools upon the same subject are admitted but not fully realized by all. You are indifferent on the subject; you are not aware that it is drawing the money from your pockets, stealing the time of your teachers and depriving your children of that progress which they might otherwise make.

FREE TEXT-BOOKS. You are aware that last spring the system of free text-books was recommended. Our own belief is that experience will demonstrate that this system is commendable. Mr. Tash, superintendent of the schools of Lewiston, has enumerated the advantages resulting from this system, some of which are the following: "The books are ready at the proper time." "Every child is supplied with all the books needed." "Uniformity of books." "It increases school time." The experience of Lewiston is that of other towns and cities in this and other States. We believe the cost of supplying text-books for our schools under this system would not exceed one-half of what they now cost. "You pay your money; you take your choice."

COURSES OF STUDY. As we have already intimated, we prescribed, so far as could be carried out to advantage, a partial course of study, as much for the guidance of teachers in the use of books as for the scholars. It is a fact, judging from the past, that only a small part of the pupils in town will ever receive more than a good primary school education. While we regret that this is the case, it is clearly our duty to educate the most possible while the pupils are at school. To secure this, more careful attention should be bestowed upon all the primary departments of our public schools. If no more can be done, reading, writing and the elements of arithmetic can be mastered; this is the minimum of education that should be tolerated. We have urged upon teachers the necessity and importance of teaching their pupils to compose and write sentences about various objects, to criticise one another's work, to point out the subjects, and the dif-

ferent parts of the sentences they have composed, and by this means to learn the elements of grammar and the correct use of language. We believe that more stress should be put upon this method of instruction. A boy who can compose and write a letter correctly is more accomplished than many parents who are urging their children forward in the higher branches of study. We have insisted that as far as possible the work of teachers should be practical, not consisting of valueless theories, but of such things as scholars must practice when they leave the school-room and become a part of the business world.

There are but few schools in town where free hand and map drawing has been taught, in some cases even it has been discouraged as a "waste of time." Systematically it has not been taught in one of our schools. We regard it as an important branch of study, and believe that our teachers should be qualified and required to teach it. Another thing which should be taught in our public schools is music. There are no studies so well calculated to cultivate refined tastes and good morals as these.

SCHOOL-HOUSES. No particular change has taken place in school-houses, save that they are all one year older, but age with some has lost its significance. They have withstood the ravages of time, of the hatchet, the jack-knife, the fire and storm. Relics of battles—monuments to the memory of our forefathers. We believe an extended report upon the condition of our school-houses at this time unnecessary. You all understand this matter.

PUBLIC EXAMINATIONS. In conformity to law, three days have been appointed for the examination of those who wished to teach in town. Only a small part of those examined for schools were present on either day. In brief, the public examination of teachers has been farcical. To obtain certificates teachers have applied at almost all hours of the day and demanded an immediate examination. In one or two cases entire strangers have called for certificates with no time for examination. All such as "could wait" were examined, others received no certificates. Inasmuch as the law requires the appointment of at least two days for the examination of teachers, and the presence of the committee, it would be more economical if all teachers could be examined at the times and places appointed.

TEACHERS AND THEIR QUALIFICATIONS. We have attended to the duties of examining teachers as best we could. Where good teachers have been secured, we are happy to note that the best results have been apparent, but where poor teachers were sent for examination the results have been as satisfactory as could be expected. We wish our duty had been more clearly defined in some instances. To illustrate: several teachers asked for certificates with the assurance that wages were limited at \$2 or \$3 per week. In consequence of this state of affairs several "passed muster" who were really unfit for active service. But what kind of a thing can be expected for \$2 or \$3 per week, when a good servant can command such wages for only domestic service? A good teacher is entitled to remunerative wages, and unless Farmington will pay that compensation the teacher goes to Calais or some other fortunate town, where such services are better appreciated.

After ascertaining as nearly as possible the wants of each school, we fixed a standard of examination for the winter schools, considering, of course, the schools for which applicants were examined, requiring each to answer a certain per cent. of the questions. Written questions were given, and written answers required. We found such a course necessary from the fact that but few teachers attended examinations at the times appointed. We have those examination questions on file, and any one can see them if he would know whether they are pertinent or not. We also have on file the examination answers given by the teachers whom we considered it necessary to examine.

In several instances we felt obliged to withhold certificates from applicants. By so doing we have caused agents and districts some inconvenience. We also incurred the displeasure of others, but the interests of the schools demanded such a course on our part. 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 three or four taught by a poor one.

We do not report upon the schools in detail, but instead we have opened a record, containing the number of each district, the number of scholars, condition of schools, school-houses, &c. Also what each teacher has done during the year, with our opinion of each teacher, and in fact a record for teachers and agents to consult, relative to schools and teachers. This record will be open at all times to those interested in schools.

THE DUTY OF PARENTS. If we wish to advance the interests of our schools we must throw aside all petty jealousies. The discipline of many of our schools is faulty. The opinion is gaining ground that the teacher has no right to inflict punishment on a scholar, no matter how unruly he may be. This is wrong. If the scholar-only knew that the teacher would be upheld in disciplining the school there would seldom be any need of punishment. As long as the scholars are allowed to rehearse every trivial and imaginary grievance at home, and parents manifest sympathy in their complaints, so long it will be difficult to maintain good discipline. Let parents see that their children do obey the rules of school and the remainder lies with the teacher who should govern as well as teach the school.

Another thing that would tend to the success of our schools would be the hearty co-operation with the teacher on the part of parents. When parents remark in the presence of their children that "we shall have a good school this winter if Mr. A. is to teach," there is generally little trouble from that quarter. The opinion of the parents has a great deal to do with the pupil. Let no parent be too hasty in judging of the qualifications of a teacher if he does not do just as he thinks should be done, for unwise remarks, thoughtlessly uttered, have not only injured but destroyed the usefulness of many schools.

As it is for the interest of all concerned to have good schools, let all strive to improve them. Fault-finding never was known to make a school any better. Assist your teachers in sustaining good order, for without it the schools cannot make good progress. A large per centage of our school money is lost, because our scholars fail to attend regularly. The remedy for this evil lies almost entirely with parents. Let parents manifest a practical interest by visiting the schools. 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.

FREE HIGH SCHOOL. It is with somewhat of delicacy that we present this subject for your consideration once more, since from the past action of the town we have every reason to suppose that a free high school is obnoxious to our citizens. Why our citizens entertain such hostility to a high school we have no means of knowing, and only wish that some one would give a public exposition of the town's views upon the question. To our thinking the arguments are all in favor of a free high school.

There is one feature of the high school question which Farmington has not yet well considered. It is what the support of these schools in other towns have actually cost us, and it is an important question too. In 1873, one hundred and thirty-four different towns, cities and districts in the State sustained free high schools for one or more terms, at a cost to the State of \$29,135, and to Farmington the cost has been about \$145, and no school. In 1874, one hundred and sixty-three different towns, cities and districts sustained free high schools, at an expense to the State of \$39,130, and Farmington has

paid of this sum about \$195, and had no high school. And so the high schools are increasing all over the State, and we draw our pocket-books, help pay the bills, and the lucky children of Phillips, Jay, New Sharon and other towns have the schools.

Again, there are in town, at the very lowest estimate, one hundred scholars who would be glad to avail themselves of the advantages of attending a free high school some partion of the year. In fact we think the average attendance of a good high school in Farmington would be quite seventy-five, and we are not sure but the number would reach one hundred. We know this want is felt by many who have children to send to school. Such persons have frequently stated to us that they wished there was a high school in Farmington, for they wanted their children to attend such a school. Many young people whose circumstances will not admit of their attending a tuition school are scattered throughout the town. Soon the duties of life will require their attention in other pursuits, and the time for study will be passed. How long shall these be denied the privileges of the high school?

Is it possible that we are so blinded by any sectional strife or antagonism as to oppose any measure which shall advance the interests of the whole town? Make the public schools first-class, and you build up an interest in town which shall be as lasting as the hills themselves. An interest which shall invite to our borders many who are in search of just such schools as Farmington ought to have.

DEFICIENT RETURNS. In several cases, as will be seen by the statistics, no registers have been returned, and yet school orders have been drawn in favor of the teachers. Of this neglect your committee disclaim all responsibility, having several times requested the authorities not to draw orders until teachers had returned their registers. We quote just here from the school laws of the State: "No teacher shall be entitled to pay for his services until the register of his school, properly filled up, completed, and signed, is deposited with the school committee, or with a person designated by them to receive it."

Again, had all the agents made their returns according to law, one district certainly would have received some forty dollars more school money the present year. The law is wisely framed, and liberal in its terms, and we allude to these circumstances only to call attention to the importance of complying with it.

SCHOOL ITEMS. Highest wages paid to male teachers, excluding board, per month, \$45; lowest wages paid male teachers, excluding board, per month, \$22 50. Highest wages paid female teachers, excluding board, per week, \$8; lowest wages paid female teachers, excluding board, per week, \$2. Number of male teachers employed, 10; number of female teachers employed, 30. Number of school districts in town, 23; number of parts of districts, (union districts) 8. Number of children between 4 and 21 years of age, 1,026.

THE SCHOOL FINANCES. Amount of money raised by the town.....	\$2,610 00
Town school fund	105 00
State school fund, bank tax	746 36
Mill tax	967 95
Total school money for 1874.....	\$4,429 31

In 1872 (the first year of the mill tax) it appears that there was apportioned among the several school districts in town, including the amounts given to the small districts, \$3,922 90. For the same year the actual receipts for school purposes from all sources were \$4,201.21. The receipts of that year, less the amount apportioned, leaves a balance undivided of \$278.31. In 1873 the apportionment of school money was \$3,949.70.

The actual receipts of school money were \$4,327.63. The receipts less apportionment leaves undivided \$377.93. In 1874 the apportionment of school money was \$4,158.70. The actual receipts were \$4,429.31. The receipts less apportionment leaves undivided, \$270.61.

Amount undivided in 1872.....	\$278 31
“ “ 1873.....	377 93
“ “ 1874.....	270 61
	\$926 85

An amount which has not been divided, commencing with 1872, the first year of the mill tax.

During the three years the expense of running the schools has not, either year, exceeded the amount divided among the several school districts.

The amount of school money this year undrawn as per table, is \$2,076.52. This is the balance due of what has been apportioned to the several school districts in 1874. But it will be seen that the total receipts (\$12,958.15) for schools the last three years, less the several amounts apportioned (\$12,031.30) for the same time, give an actual balance of school money (\$926.85) undivided as yet, an amount which in some way should be credited to the school districts. This amount, if divided among the districts in town, would enable our agents the coming year to secure more efficient teachers, and at the same time increase the length of schools several weeks. Is it not advisable to make this disposition of it?

J. R. VOTER,
HIRAM TITCOMB, } S. S. Committee.
D. H. KNOWLTON, }

FAYETTE.

During the past year the schools in town have been generally successful. In some instances there has been dissatisfaction on account of defective discipline. This want of order has, to some extent, been the bane of our schools during the past few years. In keeping school, not only is talent for teaching necessary, but also tact in governing. We reiterate what was said in our report two years since—namely, that a due sense of dignity and decorum is indispensable in a teacher. Furthermore, the people of every school district expect that a teacher's services are engaged for six working hours in each day's session of the school; they believe themselves entitled to this, and nothing less will give satisfaction. Teachers are wanted who will realize their responsibility and will feel deeply interested and labor earnestly for the welfare and improvement of the pupils entrusted to their care and tuition. Idleness and indifference must be “voted down,” and fun and foolery, for the most part, “ruled out” of our school system. The age demands both brain-work and heart-work of the “coming teacher.”

More money than usual was raised for the support of schools in town the past year, and this, with the school mill-tax and State school fund, has increased the length and efficiency of our schools; ten per cent. of all these sums having been apportioned among the smaller districts, has given to their scholars a more nearly equal chance for schooling with those in larger districts than ever before. We trust that both town and Legislature will continue in the future to do as well as they have in the past few years for the “greatest good of the greatest number” in providing for the education of children and youth.

A. G. FRENCH, } S. S. Committee.
A. F. WATSON, }

FORT FAIRFIELD.

No. terms of school	41
“ “ “ by male teachers	9
“ “ “ female teachers	32
“ “ “ resident teachers	23
“ “ “ teachers who have never taught before	8
School districts	22
School-houses	18
School-houses in good condition	6
Average wages per week	\$4 00
“ price of board per week	1 75
“ weekly expense of district schools	5 75

Fourteen hundred dollars due from the town to schools, unexpended, and only six decent school-houses in the whole town. No maps, globes, dictionaries, or charts of any importance in any district. Few good stoves. Scarcely any outhouses, and the few existing are disgraceful, particularly the one in the village district. But very little attempt at neatness or ornament of school-houses or grounds. Blackboards, except in a few instances, very poor, and in some districts none at all. Attendance rather better than during last year, making allowance for absence caused by sickness, the measles having spread so widely as to partially or wholly break up or delay ten schools. Teachers above the average teaching the same. Order and advancement fair.

The future welfare of this community depends more largely upon these schools, scattered at intervals through the town, than upon any other one thing, and while I can honestly report the schools as being quite as satisfactory as the system under which they are carried on will admit, nevertheless I feel constrained to say that there is great need of improvement in everything pertaining to them. I regard such improvement as an absolute necessity, and believe that the responsibility thereof attaches to every voter within the limits of the town. There are some things that can be done, and which you ought at once to do, in my opinion, as well for your own protection, as the benefit of your schools. Permit me to suggest as the first and most important thing to be done, that you abolish the district system. It seems to me unnecessary, unfair, productive of dissensions and quarrels among parents and pupils, the principal cause of miserable school-houses, schools, and teaching, and above all, needlessly expensive. The town can as well and profitably manage its school interests *directly*, as it can any other of its business—can do it more cheaply and fairly, and secure better work. Besides other money from the State, you raise and expend annually of your own means, fifteen hundred dollars or more for your schools. I believe it is within bounds to say that thirty per cent. of this large sum is wasted because it is expended under the district system, and furthermore that for the same reason, the expenditure benefits certain districts at the expense of others less fortunate in not having a large number of children to draw school money. Now this sum of money, the fifteen hundred dollars, is none too large for you, of your means, to pay for a proper amount of schooling in twenty-two districts, if for every dollar a dollar's worth be received; and can you, taxed as you are, afford to have any waste whatever? And if you pay your rateable proportion of tax, while living in a small or thinly settled school district, ought not your children to have as good a chance for schooling as those have residing in the larger districts? Yet it happens that a populous district has more money than it actually needs for schools and a thinly settled one has not enough to pay for good teaching for one long term of school. We raise school money according to the number of inhabitants in the town. We apportion it according to the number of scholars in the school district, and doubtless under any system the district, large numerically, must have the advantage over the small one.

Still, it seems to me, that under the town system some change for the benefit of the small districts could be made in this point of school money. Further, it seems to me that the Supervisor should have the whole control of the hiring of teachers, as being the person most fit for that duty, instead of dividing the responsibility of this part of school work with twenty-two agents, who stand upon middle ground between the Supervisor and the schools; the mere power of refusing a certificate to a teacher deemed unfit for a particular school is not sufficient. Practically the placing and selecting of teachers is controlled by these agents, and the Supervisor is nothing more than a check upon them. Either the Supervisor should have exclusive power in this respect, or else he should have nothing to do with it at all. Many agents have not the time or the desire to attend to the duties of the office. Others are elected at their own instigation, or that of a faction in their district, on purpose to have some particular teacher, who may or may not be fit for the school, and if not fit in a Supervisor's opinion and rejected, such an agent by his future actions, if not in speech says plainly to the Supervisor, "You wouldn't certificate the teacher I hired, and I won't hire the teacher you will certificate." The consequence of this state of things is likely to be a poor school in that district, poorly attended, kept by a *compromise* teacher, and the money is wasted. Who is responsible? Some agents know nothing of the duties of the office they hold, and do not care to learn. Some can neither read nor write, and among all the records of the districts in this town, very few are sufficiently legible and intelligible to be worth anything, while some districts have no records at all, so far as I can ascertain. Moreover it will occasionally happen, as it has more than once in the past two years in this town, that a contested election of so small an officer as a school agent will create such a lasting feud and quarrel in a district that the whole value of the year's schooling is rendered valueless to half, or more than half the district. No one is benefited by such a state of affairs. Every scholar is injured, perhaps irreparably so. Who is responsible? In one district in this town the feeling ran so high that a second meeting had to be held before an agent could be elected, and I informed that a regular "row" was the result, and weapons were displayed or threatened. It does not seem to me that such an affair could exert a beneficial influence on the cause of education, or that the district system, without which such a thing could not happen, is desirable.

Again, good schools require good school-houses, properly fitted. Of this class of houses, we have in this town six, though none of the six are actually well fitted in maps, black-boards, or books. The remaining buildings are cold, cheerless pens, unfit for a human being to tenant. Poor seats, and often none, unless a plank; poor stoves, poor desks, poor floors, in fact, poor in every respect; and the only cause of wonderment is, that teachers can teach, and scholars can study as well as they do in them. Where does the responsibility attach for this condition of your school-houses? Let the town abolish the districts, take possession of the school property, have at its disposal in addition to the sum now raised, precisely the amount the districts expend for new school-houses and repairs, and in a comparatively short time all the school-houses can be made good, or new ones built, wherever needed, and gradually maps, globes, black-boards, dictionaries, and such necessary appliances, will make their appearance. Continue the district system, and only rich and populous districts can have these things. It seems to me that every child in this or any town should have an equal chance with others to obtain an education, so far as the expenditure of town school money can give it. I do not think such can be the case under the district system, but can be, approximately, under the town system.

Good parents, there are other things you can do, and the schools will be better for your action under either system. Manifest proper interest in the schools, attend district meetings when they are called, so long as the district system is your choice, not to

create quarrels, but to further if you can the proper objects of these meetings. Send your children to the schools, and keep them there as long as possible. The schools may not always be satisfactory, it would be a surprising thing if they were, but get what good you can from them. Spend less time in complaining of poor schools, poor houses, poor teaching, poor management, and consider how they may be remedied. Correct the fault of "absenteeism." Over one-third of the children in this town that draw school money do not attend school four weeks out of the year, and one-fourth never attend at all. Don't expect that for three or four dollars per week an ordinary mortal teacher can, or will, or ought to do work worth ten or twelve dollars, and in addition to six hours of daily school labor, correct the evils of mismanagement at home. I believe and I assert, that for the past two years in this town, nine out of ten of our teachers have earned what they have received, and in many cases more, earned it by hard work, by the sweat of the brow, and by mental exertion, and under the circumstances have done good work in most cases. If in some cases they seem to you to have failed, remember they have much to contend with, and the faults are not all chargeable to them.

In closing this report, I venture the hope that the schools are in as flourishing a condition as when they were committed to my care, and remark as in the outset, that after all, the responsibility for them is your own. Neither Supervisor nor teachers can correct the faults and deficiencies of an inferior system. You are responsible mainly, they only in a secondary degree. I beg to assure you that I have constantly endeavored, whether successfully or not, to control all the school interests within my province for the benefit of all concerned; regarding these district schools as I do, as being the most important interests of the town, and the main element for the progress of the people and their continued prosperity.

NICHOLAS FESSENDEN, *Supervisor.*

GORHAM.

In the accompanying tabular statement will be found the usual statistical details relating to the several schools.

Money raised by the town for support of schools.....	\$2,800 00
Money received from State Fund and Tax on Savings Banks.....	764 99
Money received from Mill Tax.....	1,068 27
	<hr/>
	\$4,633 26
Money raised for support of Free High School.....	400 00
	<hr/>
Total.....	\$5,033 26

When the law went into effect two years ago, giving schools the benefit of the "mill-tax" so-called, a custom in its division was adopted by my predecessors, wrong it seems to me in principle, and annoying in practice; wrong because it was divided, and expended a year almost before it was received from the State, the town having to advance the money, and annoying, because by that arrangement the school money cannot be divided till late in the fall, subjecting all schools to inconvenience by not knowing early in the year the amount due them, and particularly, several small schools, which have but one term a year, and are obliged to close not knowing the amount they can expend. The amount of "mill tax" for the year 1875, is \$1,068.27, but as the mill tax received this year was added to the school money of last year and expended, precedent has been followed, and the amount that will be received next year, has been placed to the credit of the districts this year, for to have done otherwise, would have

shortened the schools the present year almost twenty-five per cent. I would call the attention of the town to the matter, and such action, if any, as is necessary, will, I doubt not, readily appear to you, whether to continue the present arrangement, raise by vote of the town for one year the amount now expended in advance, or let the schools be shortened by this amount. The latter, I trust, will not be thought of, though it seems not wise to take from the town, year after year, funds that are not available till the succeeding year.

In the division of the school money, the usual rule has been adopted, giving a certain per cent, to small districts in addition to their pro rata proportion. All districts having less than forty scholars, were regarded as small districts, and the sum of \$262.66 was divided among them in addition to \$4.10 per scholar, received by all.

The average attendance compared with the whole number of scholars, does not seem very satisfactory; compared with the number enrolled, better results appear. It should be remembered that the whole number comprises *all* in the town between four and twenty-one years of age. From this number deduct those too young to attend school in our scattered districts, those who have left school and are employed in various occupations, the number who attend school at the seminary and other institutions of learning; these, and some others unable to attend school, reduce the number who seem to neglect the means of education, to a margin more favorable than the figures appear to indicate.

That there are youth in our midst growing up in ignorance if not in vice, is a fact well known, and any legitimate effort to secure the attendance of such at school, should be earnestly sanctioned.

The difference between the average attendance and the number enrolled, is much greater than circumstances seem to demand. Until a more regular attendance is in some manner secured, our schools cannot attain the standard of excellence that might easily be secured, if parents and scholars realized the importance of punctual and constant attendance.

The change in our school supervision which went into effect the present year, gives no opportunity to compare the present condition of the schools with the last of previous years. The divided responsibilities of the past, necessarily gave rise to less uniformity in school work than seems to be desired. An effort has been made to bring the schools under the same general management, and have them worked under some regular method. That results are not altogether as satisfactory as could be desired, may be attributed to a variety of causes. The repeated change of text-books during the past few years, but partially made in many instances, left the schools in a most unpleasant relation as to classification. One school of ten pupils, reported thirty-two daily recitations, and some others almost as unfortunate.

Of the forty teachers employed during the year, the names of comparatively few of our old and successful teachers appear upon the list. Where these have been employed results are all that reasonably could be expected, and in several instances most honorable mention would gladly be made but for invidious comparison.

Placing so many of the schools in the hands of young and inexperienced teachers, brings results often sought, viz: longer schools, but in very many cases can hardly be regarded as sound economy. I would earnestly suggest to agents the importance of engaging their teachers in season, and then require them to be present at the regular examinations. Very few teachers present themselves at the appointed places for examination, but defer until the day is at hand for school to commence. Then when it is too late to secure another, should it be necessary, they call that their merits and abilities as teachers may be ascertained. Too few of our young teachers sufficiently qualify themselves for teaching, therefore too great care cannot be exercised in their selection.

The efficiency of teachers, and interest and advancement of pupils, could be very materially increased by a judicious outlay for school apparatus, by the various districts. An inspection showed the entire apparatus to be confined to one or two schools, and to consist of a few dilapidated maps and a broken globe. Proper school-room aids can be obtained readily, direct from the publishers, at a large discount, and it is to be hoped that agents will exercise the power invested in them, and see that suitable maps, charts, &c., are supplied. In competent hands such helps to teaching cannot be over-estimated.

Camp's Outline Maps have been put into several schools, and knowing their many excellencies both from experience and observation, I would be pleased to see them in every school in town.

An effort has been made to interest teachers and pupils in the subject of drawing, but with only partial success. One object of drawing was to afford a pleasant occupation to small pupils during the long and often restless hours passed in the school-room.

JOEL WILSON, *Supervisor.*

HALLOWELL.

We submit the following report for the year ending March, 1875.

The sum of money placed at our disposal for the maintenance of schools the past year was \$5,646.21. This money was derived from the following sources, viz : From the annual appropriation of the city, \$3,000 ; from State Treasurer, from mill-tax, \$925.20 ; from bank tax, \$662.46, and for High School, \$500 ; from the town of Farmingdale, for tuition of seven scholars the past year, \$30.59 ; from unexpended balances of appropriations of former years, \$448.36 ; and from amount due from town of Farmingdale, for tuition of scholars during former years, \$79.60.

We have expended during the year \$5,483.64. The city has paid for insurance \$135.00, leaving a balance of \$27 57 in the city treasury.

With this amount of money we have paid the tuition of our High School scholars at the Hallowell Classical and Scientific Academy 39 weeks ; maintained one Grammar School, two Intermediate Schools, six Primary Schools, and one mixed school, 33 weeks, and one mixed school 21 weeks. We have also employed a teacher of vocal music during the year.

Instead of promoting the scholars from schools of a lower to those of a higher grade, at the commencement of the second term, according to previous usage, we raised the grade of all the schools and kept the scholars back two terms longer than formerly. In the judgment of your committee, it was desirable to defer the promotion of the Grammar School scholars in order that they might become better qualified for admission to the Classical School. And, to do this, it was necessary to defer for the same length of time the promotion of the scholars of the Intermediate and Primary Schools. This change has produced a favorable effect upon the schools. There is no advantage in promoting scholars before they are qualified and are sufficiently mature to pursue the course of study, upon which they enter, with ease. We are of the opinion that the grade of the Grammar School should be raised still higher,—that it should be made an English High School.

A. R. CRANE, }
 C. FULLER, } *S. S. Committee.*
 B. F. WARNER, }

HAMPDEN.

Number of school districts in town	19
Number of children between four and twenty-one years of age belonging to the town on the 1st day of April preceding	1,039
Whole number attending Summer and Fall.....	440
Average number attending Summer and Fall.....	328
Whole number attending Winter schools.....	550
Average number attending Winter schools	390
Whole number of different pupils attending school two weeks or more of the year 1874-5	620
Average length of Summer and Fall schools, in weeks.....	10½
Average length of Winter schools, in weeks.....	11
Average length of schools for the year.....	10 1-5
Number of Male Teachers employed.....	11
Number of Female Teachers employed.....	39
Average wages of Male Teachers per month, excluding board	\$30 80
Average wages of Female " " " "	16 64
Highest wages of Male " " " "	43 00
Highest wages of Female " " " "	30 00
Lowest wages of Male " " " "	18 00
Lowest wages of Female " " " "	7 00

AGENTS. The first duty of this office was discharged by forwarding to every agent in town the official blank required to be filled and returned. Accompanying each was a written plea for a set of outline maps to be furnished the several schools. One district only furnished an outline map of the United States. Several agents made no returns to the Supervisor. We recommend that agents in future make the correct and prompt returns required by statute, and that districts make liberal appropriations for maps and other needed school appliances. We further recommend that citizens attend their annual district meeting, and have special regard to the choice and instruction of the district agent.

TEACHERS' EXAMINATIONS. The law provides that suitable times and places for the examination of candidates proposing to teach in town shall be appointed, and notice thereof given by posting the same in two or more public places within the town at least three weeks before the time of said examination. Such notice was written April 1st, 1874, and a copy of the same forwarded to five different post offices; this examination to be held Saturday, April 25th. Twenty-one candidates presented themselves, and passed written and oral examination in reading, spelling, writing, arithmetic, English grammar, geography and history. Physiology and book-keeping are by law included in the course of common school study. Not a candidate was acquainted with these branches. We commend the legislation that added physiology and book-keeping to the curriculum, and suggest the necessity of teachers becoming familiar with them in order to pass lawful examinations in future. From the twenty-one, sixteen—three males and thirteen females—received certificates ranked according to the merits of their written and oral answers. Nine of the sixteen have taught in town during the year. Of these, six only taught in summer, as the result of the spring examination. This partial failure left a deficit of twenty-one to fill summer and fall schools.

Tuesday, October 13th, a second teachers' examination was convoked, and notice given, to occur Saturday, October 31st, agreeably to which seventeen candidates, mostly males, convened and passed examination. Three of these—two males and one female—had engaged schools in town, and those only at that time were certified.

The spring examination occurred after every agent, according to time specified by law, had been chosen, and immediately before some of the schools were to commence. The neglect of agents to engage and notify teachers, or of teachers themselves to attend these examinations, has subjected the Supervisor to inconvenience that should hereafter be avoided in every instance possible; and instead of it being the rule for candidates to call on the Supervisor at any time suiting their convenience, the case should be exceptional and rare that his time is thus drafted for private examination. Public examinations of teachers are beneficial and desirable, affording an excellent opportunity for mutual interchange of thought and opinion as well as for obtaining advice and direction in school work. We submit the question: If it is the Supervisor's lawful duty to convoke and attend teachers' examinations, is it not equally obligatory on teachers to attend?

TEACHERS. During the school year forty candidates, eleven males and twenty-nine females, have filled the vacancies made at the close of 1873—a new corps with two exceptions. Of this number, seven only—two males and five females—had taught ten or more terms. Seventeen had taught from two to five terms. Of the sixteen remaining, ten were beginners.

With pleasure we record that our official relations with teachers and pupils have been uniformly harmonious and agreeable, and we wish it understood that our discussion of this topic is entirely free from personal prejudice. We understand the object of a report to be, acquainting the citizens of the town with information suited to promote the future well-being of the common school. Believing that the proper place to discuss a school is before it, and the time to criticize teachers is at the examination and while actually engaged in school work, we deem it unjust as well as unnecessary to attempt a minute detail which would present merit and defect in unfavorable contrast.

The fidelity with which some of the teachers have discharged their duties is highly creditable, and reflects not a little upon others less faithful. Very few of the teachers were qualified for their work. If you inquire, why then certify them? We reply, that under the present system we could not well avoid it, for the Supervisor has no choice of teachers. True, he may issue or withhold certificates to candidates making application. It is the district agent who has the selection of teachers. The Supervisor has the power to reject; but whatever his knowledge of the requirements of the schools, his is but a veto power, he cannot nominate. If a candidate answers the proposed questions satisfactorily the law allows him a certificate. Certificates, in two or three instances, have been granted when they should undoubtedly have been withheld. In each case the school was misrepresented to the Supervisor, who, at the commencement of the school year, had no personal knowledge of a school in town, except those which she had taught. The partial or entire failure accruing from inefficient teachers cannot have been more keenly felt, or more sincerely regretted, than by your Supervisor. I know not how far she is held responsible for success or failure. If any effort in her power to improve the condition of the schools and aid teachers in their work has been omitted, it was for want of means not at her command to accomplish it.

Every beginner has been especially assisted both in the organization and arrangement of school work. But we cannot yet gather "figs of thistles," and experience proves that the future standard of qualifications must be such that only those loving the work well enough to prepare for it shall obtain certificates to its honorable but too long dishonored ranks. It was a pertinent remark of a lady of this town, "Our school has been for years the place for beginners to experiment." Just here is the grief; for this same experimenting, term after term, by beginners, together with the constant change of teachers such a course involves, has well nigh paralyzed the vitality of every school

in town. Is "the good time coming" when pains will be taken to obtain the best teachers and retain them for a series of terms? Teaching is making advances too rapid to longer admit the inexperienced, untrained, half educated young men and women who now in most instances occupy the field. And teaching may be expected to advance still more in time to come; unless, therefore, the teacher be constantly adding to his stock of professional knowledge he cannot keep abreast of the spirit of the age.

The sources of professional instruction generally open to teachers are normal schools, teachers' associations, teachers' institutes, school visiting, educational books and journals. But one teacher in town, and her certificate, with two others from the same district, ranked highest in scholarship, ever attended a normal school. Not a teacher, to our knowledge, attended one of the sixteen county institutes held expressly for their benefit. Not one was present at the State Association held at Rockland the fourth week in August. Not a teacher at the commencement of the year took any journal of education, only two now. Good teachers have beyond doubt been made without the aid of normal schools; yet we believe these institutions to be as necessary to teachers professionally as theological seminaries, medical colleges, or law schools, to clergymen, physicians or lawyers. No means can better meet the wants of those intending to teach than normal training and instruction. We hope it may yet be brought nearer than Castine or Farmington, in a well-arranged and permanently established free high school, a special feature of which shall be the thorough training of teachers for the common school.

SCHOOLS. The law requires the Supervisor to examine the several schools, and inquire into the regulations and discipline thereof, and the proficiency of the pupils therein, for which purpose each school shall be visited, at least twice a term, and an effort made to secure the attendance of the youth in town. Agreeably to such provision, visits and school examinations have been made, seldom less than half a day each. In presenting a summary of these investigations we desire your active attention.

It is a fact, proven by thorough inspection, that our common schools do not graduate as well educated young men and women as in former years. Several causes combine to produce this result. First in importance is unqualified teachers, to which reference is here made only to show their relation to school work. Can these young teachers, scarcely out of their teens, untrained, form any correct estimate of the work required of them? Such teachers have only "kept school" by asking questions and receiving answers in the language of the text, rarely adding one original idea by way of illustration. Only now and then has an effort been made to secure lessons from the large per cent. who, in familiar terms, need driving. This superficial teaching has been obtained cheaply in dollars and cents, but at fearful cost in *actual, practical* knowledge to your children. The ignorance of ninety per cent. of all the pupils enrolled this year on the school registers of this town is startling. If parents will visit schools where this type of teaching obtains, as is their bounden duty, they must confess the picture not overdrawn. Our schools need teachers capable of leading the children step by step in the processes of reasoning—teachers who can impart a thorough understanding of the subject treated in language easily comprehended, and lead the pupil to reproduce the same from *real* knowledge of facts.

The good people of this town have yet to learn, for learn it they must, sooner or later, that one month of teaching and drilling by skillful instructors, is worth an entire year of the humdrum, tread-mill routine to which, with few exceptions, we have long been treated.

No systematic course of study is another defect. Our boys and girls, and boys *more* than girls, assume the right to dictate what they shall, and particularly what they *shall*

not study. We have been surprised, until surprise gave place to expectation, at the superior wisdom of specimens of "young America," who boldly said to us, "I am not going to study grammar or geography; I only want to study arithmetic,"—as though a few figures constitute the basis of symmetrical citizenship. These mathematical students get nearly four hours of mischief and loafing time per day, having soon become puzzled in arithmetical computations.

The authority to dictate and direct the course of common school study is delegated by law to the Supervisor; but she has been powerless, beyond moral suasion, to form but few of the required classes, for want of text-books. The demand for free text books is imperative. The choice of study, or rather of idleness, has been quite too long at the dictate of children, for experience proves that parents seldom interfere in the matter. It may be noticed, however, that the branches neglected, are the same in which many teachers were deficient, namely, grammar, geography and history.

Measures should likewise be taken to correct the vast amount of absence and tardiness which the returns of school registers show. Fathers, it is your duty to require your children to attend every session of the school, exception alone being made for sickness. Prompt, reliable citizens are not produced from the class who think it no harm to disturb the whole school by the indolent habit of strolling in from five to twenty minutes late every session. Parents often give permission, or their children take it, to be absent on an average one day per week; and if the term is ten weeks these absentees are apt to drop off altogether the last week or two. Supervisors and teachers are powerless to secure the regular attendance required by law while parents pursue this lax course. Compulsory law enforced, is the sole corrective of this *giant evil*. The demand for *compulsory education* comes up from every town in the State, and from every State in the Union, where it has not already obtained. Until we have such law the common school will remain but partially stocked with the staple that constitutes the "warp and woof" of a republic.

Make and enforce a compulsory law, and appropriations for building and enlarging prisons will cease, for it is a fact that in this country of books and free schools, ninety out of every hundred criminals can neither read or write, and ninety-six per cent. never had any legal occupation.

The resources at command for a thorough education are ample. We are now receiving aid from the State for educational purposes from three sources. 1. Six per cent. interest on a sum rising \$300,000, realized from the sale of wild land, which fund constitutes a permanent school fund. 2. The savings bank tax is a semi-annual tax of $\frac{1}{4}$ of 1 per cent. on the total amount of deposits in all the savings banks in the State. 3. The school mill fund is a tax of one mill per dollar upon all the property in the State, according to the valuation.

The Savings Bank Tax and interest on School Fund for this town, July 1, 1874, amounted to \$729.14. From Mill Fund, \$1019. Besides this income the Free High School bill provides for one-half the expense of a Free High School, no term less than ten weeks; the whole amount not exceeding one thousand dollars. This State aid should not in the least retrench from the annual appropriation of the town, which we wish might this year be increased to \$3,000, thereby affording sufficient pay to induce competent teachers to occupy the important field.

Besides competent instructors there is need of cordial co-operation of parents. No profession so much demands, and so little obtains the sympathy of its lawful patrons. That teacher having the hearty support of parents who visit his school, and invite him to the hospitality of the home circle, can accomplish far greater good in his profession than he who is known in the neighborhood a few brief weeks only as the theme of uncharitable gossip.

The condition of most school buildings in this town is no small hindrance to education. New school-houses are needed in most districts, as good at least, as the stables in which cattle are housed and horses petted. The utter lack of school furnishing that every school-room presents, reminds one of a house unfurnished, or of a farm unstocked. Is he a thrifty farmer who works to-day with the old-time scythe, sickle and hand rake? Gentlemen, are you longer willing that from seedtime to harvest your fields shall resound with the din of the mower, the reaper, and every other modern improvement that Yankee brains can invent to lighten toil and increase productiveness, and your school-rooms remain destitute of even a map of our own State?

FREE TEXT BOOKS. Early and persistent efforts to supply pupils with suitable text-books were but partially successful, leaving a large per cent. hindered in their progress for want of them. It is a pitiable spectacle that many of the pupils of our schools present in the meagre supply of books for mental food. Such deficiency is by no means confined to children of parents in needy circumstances. Towns are authorized by law to raise money to provide school-books for the use of the pupils in their public schools; and all money raised and appropriated for that purpose shall be assessed in the same manner as other moneys raised for other purposes. It is not sufficient when school-house and teacher, shelter and tuition have been granted at public expense. The imperative demand for free text books commends itself to every law making citizen in this hall to-day. Such a system would greatly lighten the burden of the poor and would draft equally from the wealthier classes, moderating essentially the expense to those hitherto providing books. Many cities and towns of Maine have adopted the free text-book system with a success that admits no return to the old paths. Every objection thereto is carefully discussed and answered in a letter to State Superintendent Johnson, from Hon Thomas Tash, well known in former years to the citizens and youth of Hampden, as a thorough scholar, highly esteemed teacher and citizen, now Superintendent of Schools in Lewiston. We respectfully refer you to this letter in the Superintendent's Report for 1873-4, page 71.

As another year of losses from want of text-books suitable in quality and quantity, cannot but be perilous to the interests of our schools, we urge you to the immediate adoption of the free text-book system. In closing this topic your attention is invited to the words of Governor Dingley. He says: "Under this plan, the first cost of text-books for the 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-half 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 pupils receive 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. Again, the difficulty often 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 hitherto 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-room and teacher and school appliances

for their children, ought not also to provide them with that most essential of school appliances—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.”

TOWN SYSTEM vs. DISTRICT.—Are intelligent citizens aware at what a discount they expend their school funds under the present arrangement, the district system? Many towns in Maine have abandoned this system altogether, with gratifying results. Why not let school-houses become town property, and new and commodious buildings give place to the squalid buildings that are a disgrace to the people of the districts in which they are located. By the laws relating to the public schools of Maine, a town may abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus and other property owned and used for school purposes, which districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter, a tax shall be levied upon the whole town equal to the whole amount of said appraisal; and there shall be remitted to the tax-payers of each district the said appraised value of its property thus taken, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition of any district its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties.

Massachusetts long since abolished the district system. Vermont followed her example. The Western States never incorporated it into their educational plan. In all the States and parts of States where the town system has obtained, the concurrent testimony to its superiority over the district system is unanimous.

We sincerely hope you will duly consider the importance of this subject, and practically enter upon the work to find it as well to be a unit educationally as politically.

We can hardly have discharged our duty under this head without also alluding to the necessity of taking immediate measures to secure the academy for a permanent free high school. By provisions of statute, “the trustees of an academy may surrender the property belonging to said academy of every kind, real, personal and mixed, by a majority vote of said trustees, to the selectmen of the town, for the purpose of turning the same into a free high school; and said selectmen shall be a board of trustees to take and hold said property for the purpose of maintaining a permanent free high school.” We have been credibly informed that such surrender has been offered by the trustees of the academy; the acceptance of this offer can but prove a valuable investment for your children. At such a common center the State aid could be made available in full. As a town, with many intelligent youth to educate, the establishment of such a school, with the best of teachers, and every other appliance to make it a first-class school of its kind, ought not longer be deferred. Let every district in town become a feeder of such an institution, furnishing well-fitted youth, of whom, after pursuing the course of study such a school is designed to furnish, Hampden might justly be proud. Gentlemen, give this boon to the children of the present generation by taking immediate steps to establish a permanent free High School

MISS A. D. FIFIELD, *Supervisor.*

HARMONY.

In submitting this report, we are gratified in saying there has been nothing to seriously interrupt the harmony and general advancement of the schools of this town during the past year, and a fair degree of prosperity and success has attended the labors

of the different teachers; although with most of the schools there is much room for improvement, and need of more vigilance and care on the part of the people of the districts to insure a better return for the expense incurred, and a higher standard for the schools

We would respectfully call attention to some things, which if attended to on the part of the districts, would very much conduce to the advancement and prosperity of our schools. The school-room which is kept in good condition and well furnished with all needed school apparatus, and which presents an air of neatness and cleanliness, has much influence in elevating the tone and improving the character of the pupils; while on the contrary, the one which has the appearance of neglect and lack of neatness and convenience, has a depressing and pernicious effect on the spirits of both pupils and teachers.

There are several of the districts in which the school-rooms need repairing, cleaning, painting, whitewashing, &c., &c., and this must be done in order to induce scholars to attend the schools regularly. There are some school-houses in our town which are so open and in such poor condition that it is impossible to make them comfortable in cold weather, consequently scholars will not attend school regularly; and where the majority of scholars only go to school occasionally a warm day, such schools cannot prove a success. We think it would be economy and money well invested, even if taken from the school fund, to provide the scholars with better school-rooms, also to provide such school-rooms with better furniture and facilities, such as black-boards, outline maps and globes. Every attention and expense incurred in this way, by rendering the school-room more convenient, wholesome and attractive, is money well invested, and will yield a return of a hundred fold in contributing to the improvement, health and prosperity of the schools. And we would furthermore impress upon the citizens of such districts as are deficient in suitable school-houses, to consider where they are sending their children and the results of their sitting in unsuitable rooms, and we wish you to consider it as a duty which you owe to your children to take immediate action before another school year to furnish them with better school-rooms.

M. J. MERRILL.

HARPSWELL.

Amount raised by town for support of schools.....	\$1,400 00
Amount raised per scholar.....	2 45
Amount received from State.....	1,080 27
Amount including arrearages of 1873	3,736 61
Amount in treasury unexpended.....	1,256 34
Number of scholars in town	572
Whole number attending summer schools	319
Average " " " "	264
Whole " " winter "	356
Average " " " "	299
Average wages of male teachers per month exclusive of board.....	\$34 88
" " female " week " "	4 05

I think agents have been more fortunate in selecting teachers during the past year than in any previous year of my experience with the schools in town. With but very few exceptions good teachers have been employed. But while wisdom has been displayed in making selections, injudicious counsel has been given by advising teachers in some cases to commence teaching and send for the Supervisor to visit their school and

examine them. While on the one hand we do not intend to be disobliging, on the other we claim that we have no legal right to interfere with a school where the teacher has not applied for a certificate. In such cases I have refused to comply with such request and acknowledged none but personal application from the teacher. We find by experience that the best teachers are most prompt in securing certificates before commencing their schools.

Agents have been in most cases prompt in notifying of the close of their schools, though some have failed to do so, in which cases we have been unable to make more than one visit.

We cannot close without calling your attention to the importance of establishing a free high school. While we are paying our taxes to support them in other towns in the State, we are refusing to participate in the benefit of it ourselves. It would not, perhaps, be wise to hold it at one place for a succession of terms, but in different parts of the town where convenient, that all may be accommodated. It is hoped that some action will be taken in this matter.

P. A. DURGAN, *Supervisor.*

HARRISON.

The town at its last annual meeting voted the sum of two hundred and fifty dollars for High Schools, the State paying half the sum expended for teachers and board. The sum of five hundred dollars has been expended for the support of those schools which furnished instruction to 126 scholars. We hope to see these schools continued, as they are the people's college, furnishing admirable facilities for the acquiring of a thorough education. We think that they compare very favorably with Free High Schools in other towns.

In taking a survey of what has been done the past year in your schools, we think they will bear a favorable comparison with those of former years, in fact, they are in advance, but yet, that very much remains to be done in order to insure their future advancement none will deny. Among the obstacles to be overcome in the future progress of our schools are those of incompetent teachers, tardiness and irregular attendance on the part of the scholars, and want of interest on the part of parents. Now while it is true that small districts, poor school-houses, disinclination of children to attend school, are serious hindrances to the advancement of our schools, yet we think the principal difficulty to be removed is, that of the want of interest on the part of parents. Where this exists in any considerable degree, there can never be a good school. If parents desire good schools they show themselves interested, not only in one thing, but in everything that goes to make the attendance of their children on the school desirable and interesting. The school must be made attractive or children will go reluctantly to it and a thousand excuses for staying away will be invented. Children are largely the creatures of circumstances, influenced more or less by the feelings and opinions of their parents. If they love learning, the child will love it too. If they are cold and indifferent, the child will think it useless to go to school, or if at school, to study very hard; consequently, but little progress will be made. Soon the child becomes larger, and more things conspire to keep it from school, until by-and-by it stays away altogether. Thus year after year is passed, until the period for education is gone, and he or she enters the realities of life with little of useful knowledge and forced to drag through life with all the difficulties thus necessarily entailed, leaving to those who have outstripped them the joys and blessings which spring from a cultivated mind.

Therefore we would again most earnestly and respectfully call upon all interested to enforce a better attendance of their pupils on their respective schools. Let each parent see that his scholars are in the school at the proper time and on all occasions within the range of possibilities.

WM. M. BROOKS, }
 H. H. COLE, } *S. S. Committee.*
 O. G. COOK, }

HODGDON.

In submitting our annual report we do not deem it necessary to go into detail with each district separately, but have prepared a few statistics of the several districts collectively.

Amount raised by the town for schools last year	\$800 00
Amount received from mill tax	286 78
“ “ bank tax.....	362 30
“ “ other sources.	54 67
	Total amount for the year 1874.....
	\$1,503 75
Whole number of scholars in town.....	401
Amount per scholar.....	\$3 75
Number of schools in summer	9
Number of scholars registered in summer schools	232
Average number attending summer term.....	168
Number of schools in winter.....	8
Number of scholars registered in winter schools.....	191
Average number attending winter term.....	148

The above statistics show a very large percentage of irregularity of attendance and a consequent loss of instruction and injury inflicted upon the schools by disturbing the arrangement of classes and imposing extra labor upon the teachers in trying to bring these delinquents up with their recitations. We think we are not extravagant in saying that fully twenty-five per cent. of our school progress is wasted from this very cause. It is not strange that many educators are urgently advocating compulsory attendance as an effectual remedy for this evil. A scholar that is absent from school one or two days each week, and an hour late every day that he does attend, will eventually lose his interest in his studies and make but very little progress.

Agents have more responsibility in our schools than is generally supposed. The condition of the school-room, the furniture, and the general arrangement, depend on them. They should first see that the school-house is in suitable condition, and furnished with blackboards, chalk, wall-maps, etc., and above all, procure if possible such teachers as have proved themselves competent for the work before them. It is not every person who can pass a good examination that will make a good teacher; but when a teacher has earned a reputation in his profession it is the privilege of the agent to profit by it, and secure his services at any reasonable wages. We want those teachers who possess the necessary education, and those too who have the ability of imparting their knowledge to others, and we want those who can govern as well as teach. Too many fail in this respect. Few have perfect control of their schools, and when we can secure teachers possessing the necessary qualifications we had better do so, and not allow the consideration of a few dollars to influence one way or the other.

We now have a school-house in each district in town, but some are badly out of repair, and need plastering, painting and whitewashing to make them not only comfortable but attractive, that the youth of our town may not feel to shrink from passing a portion of their time within their walls. And to show the youth that we have an interest in their welfare, let parents visit the schools often, and see for themselves what instruction their children are receiving.

S. H. BERRY, *for S. S. Committee.*

HOLDEN.

HIGH SCHOOL. One term of a free high school was taught during the fall, by Mr. John D. King, who came highly recommended as a practical teacher. The term opened prosperously, and the general appearance of the school indicated interest in the right direction. Good progress was observed in several of the higher branches, and special improvement in mathematics. Whole number of scholars, 42; average number, 34. Length of term, eleven weeks.

The interest in our schools the past year, has been as good as we could expect, considering our discouragements. In some cases it has been quite marked. This is owing chiefly to the character of the teachers in awakening interest among pupils and parents. A well qualified teacher possessing tact and energy, will overcome all obstacles commonly met with in our schools. But such teachers work to better advantage if aided and encouraged by parents and citizens. Some that have given the most efficient aid in educational interests, are no longer with us.

Upon the remaining citizens devolves the duty of carrying on this great interest of our town. That this may be successfully done, we regard the supervision of schools a very responsible duty. It cannot be too faithfully performed. This was put upon your present Supervisor, under circumstances of great embarrassment. Much gratitude is due to my fellow citizens for their forbearance. In future let us give our most earnest attention to this matter, and not lower, but raise our standard of education; make schools better by the interest we shall take in them, in securing better supervision and more efficient teachers. Then may we look forward with some reasonable hope that the future of our town shall be brighter and brighter every year.

G. W. CLARK, *Supervisor.*

HOPE.

Our schools have been very successful the past year. There has been no difficulty in any district, and general satisfaction has shown itself among pupils and parent throughout the several districts. Much credit is due to agents for the employment of experienced teachers.

There seems to be a great interest felt in the direction of education among our scholars at present, and let us do what we can by encouragement, even if it does cost a few dollars extra. We also need the faithful co-operation of parents,—frequent visits from them in the school-room. Parents do not consider how much they can do for the improvement of schools. I think if they would visit schools oftener they would be more particular about “regular attendance” of their scholars. In District No 2, we see the effects of agent, parents, pupils and teacher, all working together. The result is this: The average number of pupils was but $1\frac{1}{2}$ in the Spring term, and 2 in the Winter term,

less than the registered number. This school ranks highest of any in town. The teacher possesses a natural tact for teaching, besides being well qualified in the various branches of learning, and having had normal instruction, and experience in teaching, which render her services as teacher very valuable. In this school we have some very fine scholars, and no dull ones. They have a modern school-room, (refitted a year ago last season) which creates a new interest.

Our schools have been taught the past year, with the exception of two, by teachers belonging in town, leaving six or seven teachers to teach out of town. At the present time we have from this town six scholars attending Normal School at Castine ; and I think a selection from these for the next year would be better than to go abroad and employ teachers whom we know but little about. We should remember that the best teachers do not have to go far from home to get a country school. Some of our agents may think the best teachers ask more wages than they can afford to pay, but let me tell them that " six weeks good school is better than twelve weeks idly dragged through."

If we are not going to pay teachers any more wages than was paid twenty-five years ago, what is the inducement for them to better qualify themselves for teaching? We believe that employing the best teachers, and paying them good wages, must show teachers of inferior qualifications the necessity of their being thoroughly trained for the occupation. We are happy to say that the instruction of the Normal School has shown itself to such an extent in this town, and we shall more fully realize the benefit of such schools in the future.

No teacher should teach wholly for the money he receives, but because he loves to teach, and because he loves to see the advancement of the mind morally and literally, and because he has a desire to make one of the links in the " great chain of progression "

The Free High School held in District No. 6 was a profitable school to the pupils. This school was created by a vote of one district only voting to raise \$20 for that purpose. The school was under the direction of Mrs. N. M. Hopkins, one of our most able teachers. Now I think we should have two such schools in town the coming fall, for if we did not probably enough of our scholars to make quite a school will go out of town to school ; and as many more would go if they could afford it, the latter class, in particular, are the ones we should help.

W. H. BARTLETT, *Supervisor.*

ISLAND FALLS

HIGH SCHOOL. We have had one term of fifteen weeks high school, divided equally between three districts. The first part was in district number 2, the second in district number 3, and the third part in district number 1. This school was taught by Miss Ella J. Wilson. This being the first term of high school taught in this place, it was regarded as an experiment, but we are well satisfied that it was a successful one. Miss Wilson had the faculty of interesting her scholars, and the scholars on their part were earnest in their endeavors and punctual in their attendance. We think that by this school the cause of education has received a new impulse. Parents and scholars seem to take more interest than ever in the cause of education. The whole number in attendance was 43; greatest number attending at one time, 28; average attendance, 19.

In conclusion, we would say that the past school year has been a very successful and profitable one. We believe that the advancement has been greater than any previous year for several years past. But while the improvement is good, let us try and devise

means whereby it may become still better. Where we have failed in the past, let us try to improve in the future. There is still room for improvement, and we hope to see such improvement made as shall be satisfactory to all concerned.

S. C. SWEETSER, }
 C. O. DONHAM, } *S. S. Committee.*
 A. H. BERRY, }

JAY.

At the first of the year we located a Free High School at Stone's corner, which was necessarily very hastily done, but with better results than we had dared even to hope for, having an attendance of 42, with an average attendance of 34, several walking 3 or 4 miles to avail themselves of its advantage. The lateness of the season was favorable, and under the superior instruction of Mr. Wilkins the school advanced wonderfully. The entire school participated in reading, spelling, arithmetic and penmanship, while the two grammar classes numbered 25. Much interest is manifested in this neighborhood in education, and the united effort by the parents, teacher and students, added greatly to the efforts of your committee.

The Free High School at Bean's corner was also established under the best circumstances. We were greatly perplexed in obtaining just such a teacher as we desired, yet after much search we secured Mr. E. J. Pratt of the scientific department of Bowdoin College. This school at its close spoke for itself. The neighbors were present at the examination, and all must unite in saying that that was as profitable \$80 as could have been spent in schooling in our town, it costing the town, exclusive of the State, only about that amount, and the one at Stone's corner only about \$60.

The school at North Jay and Jay Hill was attended with greater difficulties from the fact of the anxious contention for location, which only speaks well for the interest which each village has for school advantages, and from the fact of this school being made up of more districts. We saw the schools must be more difficult, and higher branches and more advanced scholars must be taught. The teacher employed had had large experience in large and difficult, as well as advanced schools, and was master of the situation, and gave to each branch its proper attention and discipline. Not so fascinating perhaps in fancy ways of conducting recitations, but undoubtedly quite as profitable to the student. The general information and instruction in both English and classical studies, including the lyceums, was good, and altogether the school was more profitable than could be anticipated, greatly relieving the fears we had for its success.

We believe these schools have developed ability among some of your children which will be heard from in future years.

E. S. KEYS, }
 H. W. RANGER, } *S. S. Committee.*

KENNEBUNK.

Our schools the past year have made fair progress, yet not that degree of advancement which is possible to make were it not for difficulties which can only be obviated by each one feeling his responsibility, and endeavoring to do his part to the best of his ability. To the few brief following facts we wish to call especial attention.

SCHOOL HOUSES. Too little interest is taken in making our school-rooms neat, convenient and attractive. If it is essential to health, happiness and good taste that our private dwellings should be improved and made convenient, is it not much more so these public buildings where our children assemble day after day, week after week, month after month and year after year to receive impressions which may contribute largely in shaping their future course? We feel perfectly astonished, that in some portions of our town, parents who have fine dwellings with beautiful out-buildings and richly cultivated lands making home attractive, should suffer, or rather compel, their children to attend school in a building in which they would feel reluctant to keep their swine. We do sincerely hope our friends who live in districts in which such school-houses represent the culture of the people at a very low standard, will speedily awaken to this important duty.

Teachers should be selected who not only have an aptness to teach, but also a capacity to govern. It is not sufficient that the teacher be thorough in the several branches taught, but should know how to impart that knowledge, otherwise he is occupying a position to which he is not adapted, consequently his services are comparatively unprofitable. He should also have the tact to govern those whom he is required to instruct, for a school well disciplined is much more profitable than one that is not. To accomplish this, much depends on self government, for if one knows not how to govern himself he is poorly qualified to govern others.

Parents should also use their influence in favor of their schools. This they can do by sympathizing with the teacher; by visiting the school often; by being careful their children are punctual in their attendance, and never tardy or dismissed except in case of absolute necessity. We do not think parents should excuse themselves from any of these important duties. In all our business transactions we feel it incumbent on us to manifest some personal interest, so in visiting our schools and prompting our children in punctuality we exert an influence which is felt both by teacher and pupils.

Proper helps should also be furnished each school-room, such as blackboards, globes, wall maps or charts. Some of our school-rooms are nearly destitute of these necessary appendages, and if each district would see that they are furnished, we think ere long they would consider their money well expended. Let us feel an individual responsibility in doing what we can to furnish our children, who are so soon to fill our places, with a thorough practical education, which will ever be to them a source of wealth and happiness.

J. T. NASON,
A. E. HALEY,
W. H. MITCHELL, } *S. S. Committee.*

KITTERY.

During the year we have endeavored, by personal inspection, to form as correct an estimate as possible of the real condition of our schools, carefully noting whatever has tended to their improvement and also the obstacles existing to their detriment.

LACK OF SYSTEM. The question is grave as pertinent—"Why do we not have system in our schools?"—and admits of another which throws sufficient light upon the subject. Would Portland, Bangor, Lewiston, or, to come nearer, the twin cities upon the Saco, have the admirable school system of which they are so justly proud, did they change teachers as frequently as we do in Kittery? The demands of our town require that all our primary teachers be retained, for they are among our best.

GRADED SCHOOLS. Graded schools in Kittery are of comparative recent date, and were of necessity classed in grades according to age; but had conditions been made at that time for subsequent admission, and firmly adhered to, they would have shown better results than is reasonable to look for now. We would suggest that such a standard be adopted at the next school meeting as the needs of the district require, bearing in mind that "united efforts to do, is better than divided counsel, how to do."

TO TEACHERS. Facilities for self-culture are commensurate with the enlarged demands of the age, therefore it is a moral duty that all who expect to be ranked as a teacher, should avail themselves of them. Next to good scholarship it is of the utmost importance that teachers should become familiar with the best methods of imparting instruction. Those who lead pupils to observe and investigate for themselves, thereby forming habits of intelligent thought, and through this, the ability to reproduce what they learn, will ever be estimated above those whose highest efforts, educationally, are to impose tasks upon the memory of what other people are doing and have done, without giving their pupils the power to do themselves.

THE FREE HIGH SCHOOL. By the wise legislation of our State and town we have been enabled to supply a want long existing. Throughout this community there are many parents desirous of giving their children something more than a common education, but who have been prevented from so doing, either by pecuniary inability, or through fear of subjecting their loved ones to bad influences in boarding schools and academies away from home. The Free High School system enables all our youth to acquire a good education, while remaining under the watchful supervision of their parents. The school year has now closed and we think the experiment has proved a success, benefiting not only the pupils attending, but also those in our district schools, by simulating them to increased efforts. We believe it to be for the very best interests of the town that this school should be maintained, and would recommend that in addition to the amount needed for payment of teachers, a sufficient sum be raised for heating the building and for contingent expenses. Irregularity of attendance, the bane of all our schools, has to some extent prevailed here; those most punctual in attendance have generally resided at remote distances from the school. The whole number of different scholars who have attended during the year is 60.

CALVIN L. HAYES,
 MARY J. WEST,
 HARRIET H. SHAPLEIGH, } *S. S. Committee.*

LEWISTON.

SCHOOL SUPERVISION. Mr. Tash entered upon his duties as Superintendent of the schools of Lewiston about three years ago, and the marked progress of our schools since that time is a matter of congratulation to every citizen. The standard of scholarship has everywhere been raised, the attendance, as the statistics will show, has been very largely increased, and many progressive steps have been taken which are beginning to have an important influence upon the condition of our schools.

Those who have not been intimately connected with the management of our public schools can hardly realize the amount of work necessary to be done, either by the school committee or a superintendent, in order to secure the best results. Experience has demonstrated, beyond a doubt, that the schools of any city of the size of this, suffer a loss every day they are managed by a school committee without the aid of a superintendent. This city has been especially fortunate in past years in having a few men who

were qualified for the position, and were so thoroughly devoted to the interests of the schools, as to be willing to give to them a large portion of time, to the detriment, of course, of their own private affairs. But such men cannot often be found, and even then there were many things they could not attend to, and which had to be left undone. Even when aided by a superintendent, the school board find all they can reasonably attend to without materially interfering with their own private business. But with their combined efforts all the interests of the schools can be cared for so as to secure the highest success and the greatest economy. The marked success of the plan in this city has shown the wisdom of the city government in establishing the office, and the rare fidelity and ability with which the superintendent has discharged his duties.

MUSICAL INSTRUCTION. The plan of furnishing musical instruction to all the scholars in our public schools was first undertaken as an experiment, but the wisdom of the step was long since apparent, and every year only demonstrates this more fully. In fact, it requires a series of years for the success of this plan to be fully shown. We think that any one listening to the singing of those scholars who have had the benefit of this instruction for the past five years cannot fail to pronounce the plan a grand success.

ATTENDANCE. On the first of April, 1874, there were in the city 6,279 scholars between the ages of four and twenty-one, an increase of 553 since the year before. Of these, 2,423 were between the ages of fifteen and twenty-one, leaving 3,856 scholars under the age of fifteen years.

The whole number of different pupils registered in the schools during the year is 3,220. If from this number we deduct 237, the number of pupils over fifteen years of age who have been in the schools during the year, we shall have remaining 2,983, the whole number of different pupils registered under fifteen years of age. Now, comparing these figures with the whole number of scholars in the city between the ages of four and fifteen, 3,856, we find there have been 873 children under the age of fifteen years who have not been connected with our schools during any portion of the year.

But the reports of our teachers show that the average age at which the children first enter the schools is something over five and a half years, a year and a half older than they are reckoned in the census. After making a fair deduction for this year and a half, it is probable that there are about 500 children of suitable age who have not been in the schools at all during the year.

By comparing these figures with previous reports, it will be seen that while the number of our scholars has largely increased from year to year, the number who have not attended school, in proportion to the whole number in the city, has constantly diminished. Various causes have no doubt tended to produce these results, among which are the improvements in the supervision of the schools and the constant introduction of new and interesting methods of instruction; but in our judgment the plan of providing free text-books for all pupils in the schools has had the greatest influence in this direction.

When, however, it is considered that these scholars who have been out of school belong to that class which is most especially in need of school advantages, that a large number of others have attended school only a few weeks during the year, and that many of those over fifteen have never been connected with any school, it is evident that there is still need of the most persistent effort to secure the attendance of all the children of the city, at least a portion of the year. The idea has very generally prevailed in this country that the exercise of compulsory powers to secure school attendance is contrary to the spirit of republican institutions. But it is a question worthy of consideration, whether we have not as much right to compel a child to attend school as we have to punish him for a crime, which is the almost inevitable consequence of his ignorance. Of the present population of this country about one-fifth are entirely unable to

read or write. Judging from our own experience, and that of other nations, it is altogether probable that this mass of illiteracy will never be overcome by any free school system, however perfect, without the use of compulsory powers.

The advantages of compulsion may be shown by comparing the school systems of France and Prussia. The systems themselves have very nearly equal merits, except that Prussia compels attendance and France does not. Recent statistics show that in France more than two-fifths of the children are completely ignorant, and one-half of the remainder have attended school so little that they have derived very little benefit from it; that one-third of the conscripts in the late war were unable to read or write; and that nearly one-half of the women who marry are completely illiterate. This is the condition in France; while in Prussia the actual school attendance of children between six and fourteen has some years been as high as ninety-eight in every hundred. In their late war the number of soldiers who could neither read nor write averaged only from one to three per cent.

This question is one of great importance to the people of this city, in view of the constantly increasing foreign element in our population. It is certainly to be hoped that hereafter the full power of the law will be used to compel the attendance of those children who cannot be brought into our schools in any other way.

NORMAL PRACTICE SCHOOL. The difficulty of obtaining suitable teachers when needed in our primary schools, and the fact that few of the graduates of the high school had entered upon this work, led the School Board of last year, 1872-3, to establish in connection with the three primary schools, one of each grade, on Oak street, a normal practice class to serve as a training school in the "theory and practice of teaching" for such of the young lady graduates of the high school as wish to secure places in city schools. Six young ladies were admitted to the class the first year, and six of the regular primary teachers were, upon their own application, allowed to take the afternoon lessons with the regular class. Ten of the twelve who received instruction in this class the first year, have since been in the constant service of the city as teachers the present year. Their success in school work has been so marked as to dispel from the minds of the committee any previously existing doubt of the utility of such instruction. The success of these teachers and the value of their school work beyond what it could possibly have been had they entered upon it without this discipline, prove beyond question the usefulness of this school.

It is the plan in the practice school to place two members of the class in each school-room,—one having special charge of the room, the other acting as assistant. These young teachers conduct the schools under the direction of the principal, subject to her criticisms and corrections, and to the criticisms of each other. At the beginning of each month there is a re-assignment of the classes, usually changing one teacher at least in each room, and placing each teacher successively as assistant and in charge of a class of each grade; giving in this way each young lady the opportunity to develop her power to govern and to exhibit her aptitude to teach in primary schools. The principal gives her time as needed to every room, correcting, informing, and sustaining the young teachers, until they become familiar with the application of the methods which are approved. These schools continue the afternoon sessions but two hours, after the close of which the practice class, together with such teachers as may have been admitted, recite to the principal a lesson in school economy, previously assigned and prepared, listen to criticisms, and receive instruction on their daily work. The class have permission to attend the teachers' regular monthly meetings where general discussions on school work are held, likewise meetings of teachers of the primary grades where the

primary work is considered. They also receive, from time to time, special lectures and instruction from the Superintendent and from others.

The primary schools under the instruction of the normal class are three of the largest primaries. The three members of the class having them in particular charge each month receive a small compensation, but what is paid them, together with the salary of the principal, will not together exceed the salaries paid regular teachers in any three schools of the same grade; in other words, the expense of these schools to the city, under the present arrangement, is no more, but rather less, than it would be under three regular teachers.

In school work these schools progress as well as other primaries; in short, their work is satisfactory to the School Board and to parents. These schools are, to be sure, of the grades most easily governed; and a teacher with an assistant being assigned to each room, enables the principal to divide each class into two divisions, giving a division to each young lady for instruction; and to assign at times any number, however small she may desire, to the instruction of one, thus bringing the children into as close personal contact with an instructor as may be found needful.

The opportunity for close personal attention; the confidence and enthusiasm of the young teachers themselves; the introduction of approved methods, and the criticism and correction of faulty ones; the supplementing by the principal of any lack observed in the quality and variety of instruction given, all led to the expectation that these primary schools would be as well conducted as any of similar grades under a single experienced teacher, and this expectation has been realized.

When we take into account the worth of this instruction and drill to the young teachers themselves; the value it is, and is to be, to the schools of the city over which these trained graduates may be placed; that by developing and patronizing home talent better and less expensive instruction is secured, the wise economy of establishing such a school cannot well be questioned.

If we could compete with larger cities in offering higher salaries, the necessity of this home supply would not be so severely felt; but while we are almost every month losing teachers who have gained ability, experience and reputation in our schools, and while we are aware we should lose many more if their worth were known abroad, we have no other alternative, if we would not suffer our schools to decline, than to take this most likely means to repair a necessary and constant loss in our teaching force. If, as is true, in replenishing this loss of teachers from our own locality alone, we limit the field from which we draw our supply, as an offset to this the material which we prepare at home is more permanent and reliable, and less expensive than that upon which we have to pay the duties of importation. To a close observer this argument for the value of a practice class for the preparation of teachers is not necessary. It is of value only in giving information to those who have had no opportunity to give the subject attention.

TEACHERS. Teachers are more anxious to secure positions in schools than by special training to become qualified for them. This is wrong, and works to their own prejudice, as well as harm to the schools they undertake to teach. Thorough preparation in the training class or normal school is as important to the success of a teacher as an education in the high school. It is true some succeed in bridging over this defect by earnest effort and experience, and become, in time, most successful teachers; but such regret most of all that they were obliged to begin their work without previous professional training. Next to the forethought and liberality of her citizens who have procured their services, to nothing do the schools of Lewiston owe their advanced position to-day so much as to the normal schools, which have given special preparation to many of her teachers, and through them approved methods to all. Within the past three years over thirty graduates of normal schools have been employed in Lewiston schools, and now

more than half our teachers are graduates of normal schools or of our normal practice class. Most of the other teachers have gained a reputation for their work by successful experience.

The art of teaching is progressive, and no one can pursue it profitably and successfully without progressing as fast as the average of those around him. If he do more than this his excellence will soon display itself; if he do less, his teaching becomes ratty, tame, and unprofitable. Early preparation, even professional training for the work, and years of experience in it, will not avail in teaching more than in any other profession. A stand-still policy leans toward decay; it is only by vigorous movement forward the teacher is able to stand. When good educational discipline, and professional training and experience, are followed up by persevering effort after broader information and better ways of imparting it, from such teachers we look without danger of disappointment for most satisfactory results.

SCHOOL WORK. In our last school report, under the head of "order of school studies," a general outline of school work was given as teachers are expected to carry it on in the different periods of school life. It is the purpose now, under the heads of the most common branches pursued in school, to offer a few suggestions for the further consideration of teachers in their instruction, and of parents in their efforts to co-operate with teachers in giving efficiency to school work. As we have no "Manual of Instruction" for teachers of our own, these reports are to serve in a measure as a substitute.

KINDERGARTEN INSTRUCTION. In a former school report, September, 1873, we ventured to make the following suggestions:

"Children are legally entitled to enter school at four years of age, and for those who have good home care this is quite young enough, younger than many parents would desire, and more than a year younger than the average age of entering. But many children in some localities of our city, under this age, even as young as two years, would much better be in schools rightly conducted for them than upon the streets, where, at most seasons, they are constantly seen. It is an age when children are most susceptible to all surrounding influences

"The mother feels that she can leave them either alone, or in the care of an older brother or sister. Her own time being demanded in the family, the shop, or the mill, these tender children are left to shift for themselves, and a sad time the little fellows have of it. At an age when every face should be joyous and sunny, many of them seem sad and thoughtful beyond their years. Now these children, and we can count them by hundreds, belong to the city and State at two years of age as much as they do at four years, and should be recognized as such, and provision made for them on every principle of patriotism and economy. Their mothers can hardly be required to remain at home to care for them; besides, many of them are better calculated to do manual labor than to educate the young. The wisest and most discreet teachers should be placed in charge of such schools,—we mean schools for the children of this early age,—one teacher taking charge of twenty-five or thirty children, and leaving nearly as many parents to their work, or older children for attendance on other schools. It is earnestly to be wished that it may enter the hearts of the authorities of our city, and of cities like ours, to establish, in localities needing them, schools suitable for children under the present school age, or that the school age may be put by statute much younger than at present, to meet the need of uncared-for children."

It is a pleasure to notice that this position is fortified by Mr. Harris, the able Superintendent of the St. Louis schools, in the following language, in his school report of last year:

"The number of pupils under seven years of age continues to increase. In 1868 it

was only four per cent. of the entire number. It has increased one per cent. per annum for five years, and now amounts to nine per cent. I have spoken in my former reports of the grounds on which this change is desirable. We do not look so much to the gain in intellectual possessions as to the training of the will into correct habits, during the years previous to the seventh. After his third year the child becomes social and hungers for companionship. In the school he can secure this with less danger to him than on the street. Such careful training in habits of regularity, punctuality, industry, cleanliness, self-control, and politeness, as are given in the ordinary primary school, and still more efficiently in the well conducted Kindergarten, are of priceless benefit to the community. They lessen the number of rough, ungovernable youths whose excesses are the menace of the peace of society. The habits can be moulded far better between the ages of three and six than between six and nine. Besides this it is well known that the average attendance upon school of the children of the poorer classes of common laborers is less than three years when begun at six or seven years of age. If these children were taken earlier into school—say at the age of four years—the period of attendance could be lengthened to five years. The gain would not consist in greater intellectual progress so much as in the formation of correct habits.”

With the sanction of our School Board two Kindergarten Schools have been established the past year, March, 1874, and by observing their progress we have become more than ever convinced of the value of their work. At the commencement of the school year 1874-5 it was found necessary for a time to place the little children who had previously been in the Kindergarten on Oak street, with others in the third-class Primary school. When half-inch cubes, used as counters, were given to interest them, “the Kindergartners began to build and form figures, the others simply to claw them about.” When promoted to other schools these children are found to excel others in observation and in language, and easily to outstrip them in school studies. A year or two spent in the Kindergarten is clearly so much gained in school work.

READING. Ability to read well is an important result of school work. The object of good reading is to enable the reader to convey to others the meaning of what is read and make them feel the force of it. The reading may be to a single listener in a small room, or to a larger number,—even a large audience, in a hall or church. Comparatively few, however, desire, or will be called upon, to read to large numbers; but early instruction in reading need not differ very much, if at all, whether it be the aim to develop private or more public readers. The child, in either case, is early to be taught to enunciate clearly and promptly all the simple sounds of the language, and to combine them readily and correctly into words; to catch at a glance the meaning of sentences and paragraphs; and to have his sensibility so cultivated as to give without effort the proper expression to what is read. To read before a large audience requires greater exertion and stronger vocal powers, but no different training in the schools. As speaking and reading come largely by imitation, the teacher who reads well and often to the class, and interests them to observe and imitate accurately the correct examples given them, will be likely to be successful. When all awkward habits of posture and speech have been corrected, the meaning of the piece explained and its sentiment impressed, then the correct expression is easily imparted, especially by the aid of examples. To be a good listener is nearly as important as to read well, for the best of reading fails without attentive and appreciative listeners. Not only the reader but the entire class are to be taught from the first to observe and comprehend what is read. A lifeless reader and a listless class are a disgrace to any teacher. Very young children may be made excellent readers with proper instruction. Rules and directions are of little value to them, even if they are to older pupils; repetition and concert reading are not much better; but tact, examples, and spirit on the part of the teacher will work wonders.

STUDY AND SILENT READING. Silent reading to gain information, including study, is even a more valuable acquisition than reading aloud for the benefit of others. Many read,—are considered great readers,—without gaining permanent impressions from what they read. Such abortive reading is neither instructive nor disciplinary, but a kind of intellectual dissipation which is not to be tolerated in school. The formation of a taste for instructive reading, both of prose and poetry, with the ability of seizing upon and holding fast what is read, is one of the highest aims of school work. When this is once secured, and it can not be begun too early, future progress is easy. By the selection of interesting and profitable reading for the young, and insisting upon its being well done, teachers may aid most effectively in securing for their pupils this very desirable habit of reading with profit.

SPELLING is generally well taught in our schools, both orally and by writing, of which methods the latter is the more useful. The slate and pencil, and “spelling slips” are inexpensive means of teaching both spelling and penmanship. Spelling may be incidentally but effectively taught in connection with other studies. As spelling in any form is largely an exercise of the memory, accurate observation of difficult words must be secured, and these words should be brought up frequently in review until thoroughly fixed. This caution is to be observed, not to spend time on words not reasonably comprised in the child’s vocabulary at the time; in other words, the spelling of words is to be taught no faster than their use.

WRITING, meaning penmanship, is taught incidentally and as a separate exercise. Children are, with the use of their pencils, learning this very early. Dependent as its acquisition is upon imitation and practice, it can not be learned too early. In the lowest primary class, instead of continuing printing, script writing may be begun by the second term, and perhaps earlier. Good habits of holding the pencil and pen are to be insisted on from the first, and those inclined to use the left hand may profitably practice also with the right. When pupils reach the Intermediate and Grammar Schools, the few principles involved in the formation of letters may properly be made the subject of careful instruction.

INDUSTRIAL DRAWING. Closely connected with writing is drawing, and as an aid to the former it is to be commended; but this is not its highest claim to a place in the curriculum of school work. Industrial drawing, being an excellent preparative for most of the industrial pursuits, can not with justice to children be neglected. Having given it considerable desultory attention in all our schools with various degrees of success, under a more systematic plan which is about to be inaugurated we shall look for still better results. Teachers are advised to use every available means for their own preparation, and without making instruction in this branch a “hobby,” contribute their best energies to make it successful. It is desired that specimens of drawing be sent to the office from all the classes at the close of every term. Original designs, where such are made, are preferred.

ARITHMETIC. This subject has not been altogether satisfactorily pursued in the graded schools for some years. Too much time has been taken for the results achieved. Children have not been taught sufficiently to think and work for themselves. At the end of nine year’s work in arithmetic, we believe children should be ready reckoners, and able to solve practical examples under any principle or rule in the ordinary common school arithmetics. Solutions of mathematical puzzles are well-nigh a waste of time, unless used as a recreation; but a plain statement of a problem drawn from the ordinary pursuits of life, involving tables of weights and measures, fractions, percentage, roots and mensuration, ought to occasion an average scholar of fifteen years, having reached the first class in the Grammar school, no serious difficulty.

The first aim of the Primary teachers should be to give children a thorough mastery of numbers as far as they are required to progress. Grube's method with numbers is recommended for constant use. It is enjoined upon Primary and Intermediate teachers to make themselves familiar with it, for if they can handle it skillfully, it is believed children will be interested in it, and thus easily become well grounded in the philosophy and use of numbers. The fundamental tables are to be so thoroughly learned as to be promptly recited in any order under any circumstances. Those teachers using the Elementary Arithmetic will best answer the requirements by teaching thoroughly what it contains without attempting to treat the subject exhaustively. So many withdraw from school prematurely, it is desired that children on reaching the Grammar School, or eighth grade in the system, may have a practical knowledge of all the principles of arithmetic applicable to the common pursuits of life. In the Grammar and High Schools a larger book, containing more numerous and more difficult examples, is used. Here the subject may be more fully treated. It is advisable so to assign work that pupils may be able to enlist parents in it at home. In this way parents are often led to appreciate the difficulties of school work and co-operate with the teacher.

LANGUAGE AND GRAMMAR. Language being the vehicle of thought, no opportunity is to be lost in teaching its correct use. This, like reading, begins with distinct utterance, correct pronunciation, and a proper understanding of words. It involves, in addition, the correct use of words, the formation of sentences, and their proper connection in the expression of consecutive ideas. As children learn to think they ought to be taught to express their thoughts in correct language. Speech that outstrips thought is only chatter; thought without speech is crippled. The two materially aid each other when developed together.

One of the excellences of the Kindergarten method of instruction is that it teaches children to see, to hear, to understand, and to reproduce and give correct expression to what they know. If children are thus taught they will early secure a wonderful correctness and power of expression. Swinton's Language Lessons, in use in Intermediate and in some of the Grammar classes, is an excellent guide in teaching language. In all her intercourse with pupils, and especially in the primary grades, the teacher is expected to be the model language lesson, by increasing the child's vocabulary and correcting his mode of speech.

Of technical grammar little need be said except that it is possible for a smart boy or girl of fourteen years, in a single term, to learn all there is in it of value to the majority of persons, including its prompt and correct application in analysis and parsing; but one will never reach that point where no more can be profitably learned of language. Very little time, then, needs to be taken up with the formalities of grammar, and during that time the study may be made an interesting recreation and a profitable discipline. Language, however, is to be cultivated at every step in school life, for its use or abuse, more than anything else, will show the value of the teacher's work.

GEOGRAPHY. After oral instruction in geography gives place to the use of text-books, good judges are not well satisfied with the way the subject is taught. Too much reliance is thought to be placed on the book, its facts being indiscriminately learned without a proper regard to their relative importance. Many facts in our local geography are expected to be orally taught in the primary schools. If for any reason this instruction is not given before scholars reach the higher grades, it should be imparted there. Frequent reviews in the geography of our own city, county and State, will avoid unpleasant embarrassment to pupils and teachers when such information is called for, as it is always liable to be. When the geography of home localities has been well

learned, the study may be extended to other States and countries, studying always the most thoroughly those places with which we are the most intimately connected by commerce, language, or otherwise, dealing less with local names in more distant places, until in studying the geography of those parts of the world with which we have little to do, only general description needs to receive attention. To know just what to require pupils to study in this branch implies discriminating judgment.

It is the intention of the School Board, at an early day, to place before teachers of this branch of study an outline that leave less room for a mistaken waste of time and energy, and they and their pupils will have reason to be grateful to the good judgment of the individual who has persevered in urging on this reformatory step. General reading of travels, voyages and the like, is made use of by many of our teachers to fix geographical facts. None should neglect the use of so valuable means, not only of extending and fixing geographical facts, but of awakening a taste for good reading. With the use of globes, which are supplied in all our schools where geography is taught, sufficient mathematical geography may be orally taught as it is needed, without making that branch a special study. In this, as in every study, we repeat, most attention is to be bestowed upon that portion which gives greatest promise of usefulness. Hence in the study of any country the fixing "those geographical features which affect the character of its productions and inhabitants and determine its relations to the rest of the world," is much more important than loading the memory with names and details which it would be impossible to remember and almost useless to know.

The remarks made above in regard to geography will apply, with little modification, with equal force to the study of history.

The progress of children in singing, since the introduction of regular instruction in music, is most gratifying. Seven or eight years ago it was with difficulty that even a few of the pupils of the high school were induced to join in singing as a part of a devotional exercise. Now, in that school, young men as well as misses sing at sight almost anything that is placed before them. The same is true in the grammar and other graded schools. The rural schools also have made equal proficiency in this branch. Much credit is due to the untiring efforts and skillful teaching of Mr. Sumner, who has for some time had charge of this branch of instruction, as well as to the teachers who so efficiently second his efforts. Teachers are of course expected to have their classes in readiness for his instruction at the appointed time, to see that every scholar is orderly and attentive to the lesson and no time lost; but many do much more than this; they write upon the blackboard good exercises for their pupils, and by practice keep them constantly improving. The opinion is ventured that no citizen who has heard the singing of the schools, and attaches a proper value to music as a refining influence, will ever object for a moment to this instruction.

Our permanent teachers are every year securing better results in discipline. The more experienced they become, the easier, with less friction, do they govern. Those teachers who look after the "little formalities" in school, are the most successful. Co-operation of parents in securing obedience, as in securing all other excellencies in school, is most potent when enlisted.

Our teachers are, we believe, giving more and more attention to the proprieties of life among children in and about their schools, and still there is margin for even more care in some directions. We sometimes detect falsehood and hear profanity and vulgarity among school children. It is not to be forgotten by teachers that the children are in their presence and under their influence and control more hours in the week than they are under the parental eye. They can hardly avoid responsibility by saying, "The e things are learned upon the street or at home."

SCHOOL SUPPLIES, INCLUDING TEXT-BOOKS. Schools are supplied quite liberally by the School Board with such supplies as seem absolutely necessary to good work in them. Our city has supplied all her schools with free text-books and every other necessary appliance, for about three years. The advantages have been so fully stated in previous reports that it seems only necessary to recapitulate in brief:

1. Books are ready at the proper time, and no day is lost.
2. No scholar's feelings are wounded by bearing in his book the label "Town Property."
3. It secures the advantages of "uniformity," and admits of desirable variety without increased cost or any inconvenience.
4. Books are more entirely under the control of the teacher, as they should be.
5. They are more carefully kept; not only parents and children, but school officers and teachers being interested in their preservation.
6. There is less embarrassment in promoting pupils from grade to grade. Scholars can now afford to be promoted; if promoted on trial, books do not stand in the way of a fair trial.
7. It results in an increased attendance on school.
8. The first cost of books and stationery is from a third to one-half less than when individuals buy their own, and books are used until worn out.
9. The plan proves popular, not least with the wealthy.
10. It seems justifiable on general principles, as much as the procuring of other supplies.
11. It is much better for those who are able, and wish to own books at home, to buy reference and collateral books than books used in the schools. Books on the same subjects, by different authors, are very useful.

THOMAS TASH, *Superintendent.*

L. G. JORDAN, AND OTHERS, *School Committee.*

LIMESTONE.

Our schools have been as prosperous for the past year as we could reasonably expect. Competent teachers have been employed, and with one exception, have given general satisfaction. Higher wages have been paid this year than before, and I am pleased to know that you are satisfied with the results.

The amount of school money from all sources has been as follows:

Amount raised by town	\$212 00
“ from the State	266 29
“ of Dennis Getchell's note	37 00
“ unexpended last year	193 55
Total	<u>\$708 74</u>

The amount expended for schools, including board:

Summer Schools	\$299 00
Winter Schools	216 00
Total	<u>\$515 00</u>
For wood and repairs	89 24
Balance unexpended	104 50

This being our first year on the town plan it may be that mistakes have been made ; but may our experience in the past year be our teacher in the future. And in reverting to the past we can see that more improvement has been made during the past year than in all the years taken together since we became a town. One year ago all of our school property was valued at a little over two hundred dollars ; now we have twelve hundred and fifty dollars. Then we had feuds and contentions in districts ; now quiet and good feelings prevail. Then we had poor teachers and short schools in some districts ; now we have competent teachers, and every scholar has equal advantages. And I am pleased to know that not a voter in town is willing to be placed back again to the old system of districts.

The one great hindrance to the success of our schools is the irregularity of attendance. Parents should see that their children are kept constantly at school during the term. Parents will you do your duty to your children and to yourselves during the coming Summer term, and note the results ?

L. G. MORRIS, *Supervisor.*

LINCOLN.

In assuming our work at the commencement of the past school year, your Committee found a new and immediate duty to discharge, as the town, at its annual meeting, instructed the Committee to immediately establish two Free High Schools ; one at Lincoln centre, and one at Lincoln village. The schools commenced March 10th. They caused much labor for the Committee, in examining scholars, and granting, writing, and delivering one hundred and seventeen certificates. Then we were often called to visit them, sometimes to advise with the teachers and scholars, and sometimes to enforce obedience to the rules of the school made by the Committee.

We have endeavored through the year to fulfill and discharge the duties assigned us by law, as far as we possibly could agreeably to our best judgment. At our first visit to the schools, we endeavor to impress upon the mind of the teachers the importance of practical instruction ; by oral instruction, object lessons and propositions such as are not in their text books.

The work of cultivating the human mind is one of so much interest, magnitude and importance, that every plan for its successful execution deserves calm consideration and the test of experiment. The thoughtful, earnest educator, does not cleave to old methods, but embraces all the improvements afforded by investigation and experience. Within the last fifty years, a great change has taken place in our schools, in regard to the manner of instructing,—the number of different studies pursued, and the mode of dealing with the youthful mind. The ferule and rattan, though not yet entirely abandoned, have been frequently superseded by better methods of correction,—encouragement and kindness, with firmness, being found more powerful to lead, than those weapons were to drive. Let us hope for still further progress.

Following these few preliminary remarks, we will commence reporting the several schools, commencing with our Free High Schools.

The Spring term at Lincoln centre commenced March 10th, and continued 10 weeks, under the care and instruction of Miss Roena Williams. Whole number of scholars attending school, 34 ; average number, 27.

This school was visited by some member of the Committee, March 10, 12, April 7, 9, May 11, 12, 14, and always found doing first-rate. Department of the scholars good,

and all seemed interested in their studies, and making good progress. The government and discipline were such as fully satisfied the Committee.

Miss Williams is well qualified to instruct, possesses a happy faculty of managing a school and imparting knowledge; is industrious, energetic, and succeeds in keeping a good school. Her compensation, \$10 per week. Board, \$3 per week. The studies pursued, were, in reading and spelling, 34 pupils; penmanship, 26; arithmetic, 32; English grammar, 30; geography, 23; composition, 34; history, 2; physiology, 7; Latin, 4; algebra, 9; French, 1. Miss Bradeen, assisted in this school to the amount of \$10.50.

The Fall term was taught by Miss H. Etta Pratt of Fairfield, for the term of 10 weeks. Wages, \$13 per week, Miss Nettie Buswell, assisting to the amount of \$25. Whole number of pupils attending school, 40; average, 31. This school was visited by some of the Committee, Sept. 9, 30; Oct. 7, 10, 19; Nov. 10, 13.

The studies pursued were, in reading, 38; spelling, 35; penmanship, 33; arithmetic, 34; English grammar, 30; geography, 30; composition, 40; history, 6; physiology, 5; algebra, 8; physical geography, 2; Latin, 6; geometry, 1. Miss Pratt is a graduate from college, and is eminently qualified to instruct in all the branches necessary to be taught in any of our schools,—and I think she instructs correctly and thoroughly, and is willing to do all for her pupils that she thinks is for their advantage,—and if she fails in any point, it is in not securing the affection and good will of her pupils.

The Spring term at Lincoln village was taught by Miss Marada F. Adams, for the term of 10 weeks. Wages \$12 per week. Board \$3 per week. H. M. Huntress, assistant, 9 weeks, at \$9 per week, including board. Whole number of scholars attending school, 83; average number of scholars attending school, 70

The studies pursued were, in reading and spelling, 83; algebra, 24; arithmetic, 82; grammar, 70; geography, 20; composition, 83; history, 15; physiology, 6; book-keeping, 10; rhetoric, 10; philosophy, 2.

Miss Adams succeeded in keeping an excellent, first-rate school, gave good satisfaction to her pupils, their parents, and the school officers.

The Fall term was taught by Mr. E. S. Osgood, for the term of 10 weeks. Wages, \$60 per month. Board, \$4 per week. H. M. Huntress, assistant, \$11 per week, including board. Whole number attending, 80; average number, 61.

Studies pursued were, in reading and spelling, 70; arithmetic, 76; grammar, 46; geography, 38; composition, 70; history, 5; physiology, 10; book-keeping, 9; Latin, 4; geometry, 3; French, 1; algebra, 27.

Citizens: Although the Fall terms of our Free High Schools did not arrive at the high standard we desired, and had a right to expect from the high recommendation of our teachers, from eminent men and educators, yet they were not failures, but accomplished a great good. Then let us continue in well doing, and discharge our duties to the rising generation while they are under our charge. Have you given your children the advantages of a preparation for business life? Are they prepared to take care of themselves? or are they like many of the youth dependent on you for support? What education they have may be well enough as far as it goes, but will never give them positions or salaries. What then should be done? We answer, educate them, educate them thoroughly, properly; give them an education by which they can make their way through life without being propped up or assisted by relatives or friends. This is an age of action, of business, of progression. The old fashioned schools of long ago are fast melting away, and others more in keeping with the requirements of the age, are in active operation in all our cities and large towns, and with the munificent offer of the State should be extended into every rural town in the State. The youth must be edu-

cated for the times in which they live, or they must stand the consequences. The youth having a good business education has many advantages over those who have not. They can always, if they are honest and energetic, find plenty to do, and good pay for doing it. We then, again, say to parents, educate your children, educate them properly, educate them so they may be able to do something for themselves.

We have the same number of scholars in town this year as there were last year,—yet the average number attending the summer schools falls short of last year 17 scholars, and the average number attending winter schools exceeds last year by 7 pupils. The whole number attending any part of last year was five hundred and six. The whole number attending any part of this year is five hundred and one. Although there is a slight decrease in the attendance, we think the schools were never more profitable according to the length of the terms. Teachers are instructing more practically, giving their attention more strictly to their duties than formerly; we do not know a school in town (except those reported unfavorably) where the scholars have not made good and proficient progress in their studies. The terms of the schools have been this year uncommonly short. The summer terms average 8 11-13 weeks,—winter terms 9 11-12 weeks.

Now we think the success of our schools has been in a great measure accelerated by the agents being more particular than formerly in selecting our best teachers and paying them a fair compensation, and we desire them to continue doing so, as much depends upon selecting certain teachers to fill certain places.

Something has been expended during the past year in at least one district in the provision of maps. It seems as if this was a step in the right direction, and as if more might easily be done in a similar way. A globe is exceedingly desirable,—we may almost say necessary—for clear and satisfactory instruction in geography. An unabridged dictionary is something, the want of which is felt probably by almost every thorough teacher. In some of the smaller districts, if this were felt too great an expense, might not at least one of the smaller editions be procured, smaller than the great one, but more complete than the common school dictionaries? In one of the districts an exhibition was given, the avails of which were to purchase a globe; but it does not seem best for us all to wait until some such wind shall blow one to us. As to the dictionary, a teacher may sometimes carry his or her own to the school-room. But we can make no claim for this, and cannot expect it in the majority of cases. The district ought to provide itself. We have the right to appropriate “not exceeding one-tenth” of our school money for any year to purchase school library and apparatus. But if we do not feel ready to use so large a proportion of the money for such purposes, even a little taken each year, for several years, would be a decided help in the work of instruction; a greater help probably than the little additional time of school that the money would secure. It is not economy for a carpenter to get along without needful tools. We do not believe it is so for us to set teachers to work with no provision of tools for them. Consult the best and most experienced teachers as to what is really needed, and supply the want. Is it not reasonable that the school-house should be at least as well furnished, for its purposes, as the average of our houses should be for theirs?

One suggestion we want to make to those who employ the teachers. It sometimes occurs that the length of the term is actually not determined for the teacher, until near the close of school. This is unpleasant, no doubt, to the teacher, who would like to know when she may be free from her engagement, and how much she is to earn. It is also unfavorable to the school for more than one reason. It interferes with opportunity for reviewing the work of the school where that is desirable, and in general with anything which a good teacher can do more to the purpose, if she knows how long a time she can have in which to do it, and it must have a tendency to render the children weary and impatient. Surely it is better that a bargain should be definite in price, in

service, and in time. By timely inquiry the agent may generally know beforehand, how long a term he can pay for. If for any reason this should ever be impossible, the question should be settled as nearly as it can be at first, and all uncertainty removed at the earliest practicable moment. If the school proves unprofitable it can be closed before the assigned time. But this is a matter for which the agent is not responsible. Let him employ the best possible teacher whom he can, for a definite time, and leave the responsibility subsequently where the law places it,—with the committee.

A. W. HUNTRESS, }
J. H. CROSBY, } *Committee.*

LITCHFIELD.

In conclusion, we ask the parents once more, yea, we appeal to you again for your hearty co-operation with teacher and committee, in striving to have a good school. Again, we ask you not to employ any teachers save those whom you know are competent and willing to instruct with unflinching energy those under their care, in everything pertaining to their mental, moral and spiritual good. Let no stranger enter the fold unless he bears the impress of sterling worth; and when employed, encourage and aid him by every word and deed in your power. Do this, and soon the dark clouds of failure will pass away. The demon of fault-finding will shriek into outer darkness, and the sun of unity and success will arise and shed his rays of peace and harmony over all, and send happiness to every heart. Stand still we cannot. We must move forward or backward, upward or downward. The future is yours.

ORAMANDEL SMITH, }
ALBERT C. TRUE, } *S. S. Committee.*

LUBEC.

TEXT-BOOKS. Teachers in the public schools of this State are required to fill out a register at the close of each term, and among the questions to be answered, are the following: "Is the school well furnished with text-books?" "Is there uniformity of books?" An examination of the registers returned in this town showed that nine teachers out of every ten answered "no" to each of these questions, which would seem to indicate that there was neither a proper supply or a uniformity of books in our schools.

Teachers complained that they were unable to show such results as they wished, and could not do justice to themselves or their pupils, because of the great variety of books which necessitated the forming of so many classes, that the time of recitation was reduced from twenty minutes to ten and sometimes less. They said, "give us uniformity of books in our schools, and we will do double the work we are now doing."

It was evident that something should be done,—that the School Committee were the parties whose duty it was to do that something. We were aware that school officers who made any departure from the old system,—who introduce anything new, are usually permitted at the following election to retire to private life; but we were aware too of the fact that this town is expending annually for the support of schools thirty-five hundred dollars; and if, as the teachers stated, and we think no one doubts their assertions, the value received from our thirty-five hundred dollars could be doubled, or with

a good wholesome school system, careful supervision, and a uniformity of text-books, we could derive as much benefit from thirty-five hundred dollars as we could from six or seven thousand with the old mixed books and loose system, it was certainly our duty to do all in our power to bring about these good results, before we asked the town to appropriate more money for the support of schools.

To place our schools on a solid basis and get them in good running order, there was no other course for your committee to pursue than to establish a town uniformity of text-books; and to do this, it was necessary to make an entire change in many of the districts. Having resolved to make the change, the next step was to decide what books should be adopted. After a careful examination of many of the different books published, we decided to adopt the "American Educational Readers." The grammar adopted was in use in many of the schools before the town uniformity was established. Taking the average price of a full set of the old books, we find that it is three dollars and twenty cents more than the price of the new ones; so if any say they are no better than the old ones, we can reply that they are three dollars and twenty cents cheaper; and that the next hundred scholars who buy a set of books will save as much as it cost the whole town to make the exchange, and that after that there will be a constant gain in favor of those who buy.

These books were not selected solely because they are cheaper, but because, in our opinion, they are the best in the market. They have been used in the schools one term, and all, scholars, parents and our best teachers, express their unqualified approval of them. We therefore deem it unnecessary to make a statement of the many strong points in their favor.

EXAMINATION OF TEACHERS. We have required all teachers the past year to pass a written examination at a meeting of the full board called for that purpose. The first meeting was held May 2d, another May 9th. Twelve teachers were examined at these two meetings. Some answered all the questions, and others very few. We gave them all certificates, and were satisfied, after visiting the schools, that they did the best they could. They were specially instructed to be thorough in what they taught, and were reminded that a teacher's success is not measured wholly by the number of pages passed over. We hope your committee will continue these written examinations, for if they are indifferent as to the success of the schools, they should take some interest in the young teachers, and when they present themselves for certificates, require them to pass such an examination as will suggest to them wherein they are deficient in a knowledge of books, and bring more forcibly before them the fact that the town is demanding better qualifications of its teachers.

FREE HIGH SCHOOLS. The article in the warrant, "To see if the town will raise money to support a high school," has been emphatically decided in the negative at two or three consecutive meetings. Our town is so large (territorially,) with the village at one end, that we are not in a position to derive as much benefit from such a school as many other towns would; yet we would recommend that you raise money to support one, at least one term during the year, for the teachers, so they will not be obliged to leave town to take a ten weeks' course of study.

In conclusion, we would say that our work for the past year, though at times hard, has not been altogether unpleasant. Teachers, with an exception or two, have cheerfully complied with our rule requiring written examinations, and have carried out all plans suggested by us for the government and classification of their schools. Parents have been with us, and have assisted and encouraged us.

As the result of our labors, we have at the close of the school year town uniformity of text-books, fifty per cent. more scholars studying geography than ever studied it in

our schools before, physiology taught in five schools, free-hand drawing in one, map drawing in ten, and the average attainments of the scholars far above what it was twelve months ago.

D. T. MOONEY,
M. P. LAWRENCE, } S. S. Committee.
H. COMSTOCK,

MACHIAS.

Number of scholars	1,050
Approximate number of different scholars attending schools.....	7,000
Amount raised by the town for schools generally.....	\$2,025 00
Amount raised for high school.....	1,500 00
To be received from State (mill tax).....	1,053 46
To be received from State (bank tax).....	754 23
To be received from State for high school	500 00
Total	<u>\$5,832 69</u>
Amount actually expended for schools.....	4,509 81
Surplus to credit of school fund	<u>\$1,312 88</u>

Several causes have conspired to interfere with the prosperity of our schools during the past year. Mr. Rawson, our late Supervisor, had left us, and in his place a board of superintending school committee was elected, the executive member of which was new to his work. Three only of the teachers were left of the old corps to begin the new order of things, and they in turn were replaced by others on the second term of the year. Thus the twelve schools belonging to the town, have had each a new teacher, and some of them two and three different ones.

The course of study in most of the schools has been to some extent revised, for the purpose of greater thoroughness in a less number of studies. Several of the schools have been much embarrassed by their crowded state, both in summer and winter. The severity of the weather during the greater part of the past winter term was such as to cause, in the lower schools especially, irregularity of attendance, and unavoidable discomfort in every school-room. But notwithstanding all these drawbacks, we have to congratulate our citizens that our schools have prospered so well as they have. In nearly all, good, thorough, honest work has been accomplished.

The examination of candidates for promotion to higher grades has in all cases been highly satisfactory; and we are convinced that very generally, among teachers and pupils, thoroughness has been the order of the day. In view of the very general interest manifested concerning it last spring, our high school deserves perhaps a special mention. Your committee concluded that the prevalent feeling in the community was that the needs of the great majority of the pupils demanded a re-arrangement of the course of study. We excluded several studies from the school, and limited the number of branches which each scholar should pursue, thereby requiring greater thoroughness than could be otherwise possible. Whether this revision was a wise one, the general satisfaction expressed by the pupils themselves, and by all who have taken special interest in the school, is sufficient answer.

We would call the attention of our townsmen to the act amending the school laws, passed by the legislature the past winter. This act makes compulsory the attendance at school for twelve weeks in the year, of every child between the ages of nine and fifteen

years, unless excused on account of ill-health by certificate of a physician, or on account of attendance at private school or a course of systematic study at home; or unless the nearest school is more than a mile and a half distant from the residence of the delinquent scholar. The penalty attached to every case of delinquency, is a fine of five dollars and costs. It shall be the duty of the school committee or supervisor to enforce the several provisions of this act.

That this act is a move in the right direction, we need not argue at length to prove. We will not compare those countries without public schools with those who have them, nor need we here quote the language of statesmen and eminent thinkers in favor of universal education, as the only true foundation of liberty, prosperity, public morality and good government. Neither is it necessary to dwell upon the vast superiority of the compulsory education system of Prussia, with its magnificent results, making her people the best educated in the world, over the general system of public schools in the United States. Considerations which every day stare us in the face here in Machias, are enough to make us approve, and with our whole souls support the law.

We have upwards of a thousand scholars registered, and little more than half attend school. It is one of the most common of American boasts, that every child in the land had the privilege of acquiring a common school education, but what citizen is there present who cannot count up many who have been born and brought up in this town who cannot read and write? Who does not know that self-respect and pride of character are the only true foundations of morality and good citizenship? But no other influence is so requisite to the development of these sentiments as a good education. How often do we hear those who from whatever cause have failed to acquire the rudiments of an education in early life declare they would give all they have for what they have thus lost. If, then, public education is of such acknowledged importance that no one at this day will deny the right of the State to enforce taxation upon the people for the support of schools, at which all, rich and poor, may be educated, is there not an equally undeniable right to insist upon all being educated? No tax-payer, whether having children or not, can escape paying for the support of schools, and ought he not to be able to insist that all for whom his money is paid should receive the benefit of it? Even from a selfish point of view this is his right. Supposing said tax-payer owns a large amount of property, buildings, gardens, orchards and timber lands. Now if it be true, (and who will deny it?) that public morality and individual self-respect in the community are the only true bulwarks of safety to person and property, and not severe laws and unrelenting execution of them, has he not the moral claim that the large amount he pays for the support of public schools should be devoted to the rendering of the whole community (not a part of it only) more civilized, more moral, more law-abiding, better able to throw an intelligent vote at the poll—even if his claim rest upon the one desire that his own person and property be rendered more safe.

There is another consideration which is very important regarding the matter of compulsory education. Every American child has a right to an education, whether he realizes and asserts that right or not. If he does not realize it by the time he arrives at manhood, it will only be a proof of the stupefying and degrading effects of the absence of education. No parent has the least right to argue poverty and the need of his child's labor, or want of ability to furnish decent clothes or books, as a reason for not sending him to school. There is or will be provision for all these wants, and they have not a feather's weight upon the question of the rights of the community and those of the child. Let us then support and execute this admirable law in the spirit in which it was framed. Let us lend for the purpose, our influence and active efforts, persuading those who are careless of the education of their children, giving information and assist-

ance to school officers, and using every means in our power to create such a public sentiment in behalf of the law that it will soon in a great measure execute itself.

J. H. ROBBINS,
 GEORGE WALKER, } S. S. Committee.
 SUSAN L. BROWN, }

MACHIASPORT.

We would call the attention of townsmen to the act amending the school laws, passed by the Legislature the past winter. This act makes compulsory the attendance at school for twelve weeks in the year of every child between the ages of nine and fifteen years, unless excused on account of ill-health by certificate of a physician, or on account of attendance at private school, or a course of systematic study at home, or unless the nearest school is more than a mile and a half distant from the residence of the delinquent scholar. The penalty attached to every case of delinquency is a fine of five dollars and cost. It is the duty of the school committee to enforce the several provisions of this act.

We further consider that every child has a right to an education whether he realizes and asserts that right or not. Therefore, let us lend our influence and active efforts in persuading those who are careless of the education of their children, giving information and assistance to school officers, and using every means in our power to create such a public sentiment in behalf of the law that it will soon in a great measure execute itself.

IRA M. BOWERS.

MANCHESTER.

While the law requires an annual report from your supervisor of the condition and progress of the different schools, custom imposes the additional duty of offering suggestions affecting the future condition and progress of those schools. Of two subjects I wish to speak at this time. Uniformity of text-books and employment of teachers. The law reads, "It shall be the duty of Superintending School Committees to select a uniform system of text-books to be used in the schools of the town," &c.—but while uniformity is required in towns, it is not required in the State; consequently pupils coming from other towns, or returning to our schools after a term at some academy, have brought books not in use with us. Teachers willing to accommodate, have consented to increase the number of their classes—and your committee, willing to lighten the burdens of parents, have allowed it until the mixed character of our text-books has become an evil of so much magnitude as to require an immediate remedy. There are now, or have been used during the past year in town, not less than six different kinds of grammars, and the same number of geographies. It will require no argument to convince intelligent citizens that such a mixture imposes a heavy tax upon the time and patience of our teachers, and detracts from the usefulness of the schools.

I trust that my successor in office will apply the remedy for this growing evil by establishing a uniform system of text-books, and that parents will cheerfully acquiesce in his judgment. With reference to the employment of teachers, all will admit that in a question so materially affecting the condition and progress of our schools, too great care cannot be exercised; and after ten years of continuous service as a school officer,

and a careful study of our present system, I am convinced that the prosperity of our schools would be promoted by placing the employment of teachers in the hands of the school committee. Without presenting arguments against the present system, I will state a few reasons why it appears to me the change should be made. If your Supervisor is the highest school officer in town and an important part of his duty is to judge of the qualifications of teachers, ought there to be any power standing between him and the school-room, to close the door against such teacher as he may judge best qualified for a particular place? And who so well qualified as your Supervisor, who has personally visited all the schools in town, and made himself familiar with their several needs, to so arrange the teachers—each fitted for his particular place, as to secure the best results from our schools? And ought not your Supervisor, when he meets a live teacher in the school-room to have the power to retain her services, either for the same or another grade of schools in town?

With these few suggestions upon an unpopular subject, made entirely in the interest of our schools, and an expression of heartfelt thanks for the many proofs I have received of your esteem and confidence, I retire from the office of Supervisor of Schools.

I. WARREN HAWKES.

MEXICO.

I have thus given you a fair and impartial report of the schools as I found them. I should be wanting in my duty to you if I failed to call your earnest attention to the condition of the school-houses of the town. But one, or at the utmost two, are in decent condition, or at all suitable for the purposes for which they were designed. Badly constructed, illy ventilated, and sadly out of repair, they are unfit for a hog pen. No decent farmer would keep any domestic animal in some of them through the severe weather of the past few weeks without maintaining a good degree of artificial warmth. It is a sign of thrift and comfort, and pleasing to the eye of the passer-by, to see the houses and farm buildings of a good farm, neat, tidy, and cleanly in appearance. We cannot expect to make our school-houses so costly and elegant as larger and wealthier communities indulge in, but we can at least make them comfortable, and they should be attractive in their surroundings. If they continue as they are, no teacher with any self-respect will be found willing to occupy them long.

I am aware of the impecunious condition of the town, and the burdens under which we labor, and the usual complaint of the scarcity of money. It is said that our taxes are high enough now—we have got all we can carry in the way of debts—but does not a wise economy demand a careful saving of the means we have, an endeavor to secure the best returns for the least expenditure? And how better can this be done than by placing all our school-houses in good order, supplying them with all needed articles to make them comfortable, with proper books, maps, blackboards, &c? In one school I visited last winter I found a good blackboard but no chalk. The same day I visited another, where chalk abounded, but the blackboard had been removed for the purpose of painting. Here were two schools deprived of the use of these very necessary adjuncts to study at a time when they ought to have been in full operation. Very few of our school-houses are furnished with proper out-buildings. Common decency demands a change in this respect, and this improvement will be found of no slight importance.

I am of the opinion that parents generally take too little pains to visit the schools and manifest by their presence their interest in these institutions. It is gratifying to a

teacher to know that the fathers and mothers of his pupils have some regard for his labors. The teachers would be anxious to advance their scholars. The scholars would be interested in presenting a good appearance, and take pride in showing how well they could do. No prudent man would employ a stranger to work for him and set him at work away from home, without by a personal inspection of his labor ascertaining whether or not he was earning his money. How much more reason is there, that by an examination of the working and manner of teaching, and conduct of children while in school, parents should know their employment and progress, and satisfy themselves that time was not being wasted, the money uselessly spent, and opportunities neglected for which there could be no adequate return.

ALBERT S. AUSTIN, *Supervisor.*

MINOT.

According to the returns of the different agents, we have within the limits of the town of Minot 611 scholars. According to the registers returned by the different teachers in town we find that about 450 scholars have been instructed in our schools during the past year. We have had about 230 weeks of school and 40 different terms. There has been employed a teaching force consisting of twenty-four teachers.

We have had four terms of free high school, in which about 200 scholars have received instruction. It has cost the town of Minot, directly, to run the 40 weeks of free high school, \$338.75. We think this has been a very economical expenditure of money, and that it would be wise for the town to avail itself of the same privileges another year. In the town of Minot we have never failed in the free high schools. Thus far every term has been a success. I wish that we could say the same in regard to our common schools. We thought when the schools opened a year ago that we would have no such thing as failure in the town, but now we are fully satisfied that we cannot have everything just as we want. Others besides us have a powerful influence that is brought to bear upon educational matters, and we are sorry to say, that influence is not always properly directed. We do not feel disposed to censure our fellow citizens and make a long array of faults without any redeeming qualities, for in that we know we should be doing them a gross injustice. On the contrary, we are inclined to give them credit of interesting themselves more in educational matters, and doing more for the cause than many of the towns in the State; but still, it appears to us that more might be done by the parents in the right direction than is now done. What we mean is for the parents to interest themselves more in the common every-day affairs of the school-room and its surroundings. Yes, look after the influence that surrounds your child while it is in condition to take an impression that will last as long as life. We are living in a fast age. On every hand we encounter fast horses, fast men, and fast women. We may entertain in our families those we presume to be gentlemen, and they prove to be libertines. We may place our sons and daughters in the charge of those whom we think to be teachers of true moral worth, and give the subject no further thought, till we are awakened from our dreams by a realizing sense of the ruin that has been wrought. The time to fortify our homes and firesides against the invader is before the invader comes, not after he has entrenched himself within the sanctity of our family circles and fastened his poisonous fangs upon the vitals of those nearest and dearest to us. There is no place where so complete and lasting victories can be won over crime and dissipation as in our common schools. There are but very few of our scholars who do not pass the most critical moments of their young lives in and about our school-rooms; and I

venture the assertion, there are but very few who leave before the moral die is cast. How very important it is then for us to give this matter our closest scrutiny. It appears to us that there is no subject that we ought to be so thoroughly interested in as the early education of our offsprings. How is it with us to-day? Upon what subjects are we concentrating all our force and energy? Are we acting the part of wise, rational beings, that we claim to be?

Our school system gives every child within the limits of our State an opportunity to secure a common school education, but if they are left to act their own pleasure in this matter but few will ever avail themselves of the privileges, and those that do, if they are not looked after by parents or friends, are often liable to receive as much injury as they do benefit. Now we believe it is the duty of every parent to see to it that his own children and the children of others, receive a good, sound, moral, intellectual and physical education. And if parents or scholars are negligent in this matter they should be compelled, if necessary, to discharge these duties which they owe to themselves, society and government. This brings us to the very interesting subject of compulsory education. On this our argument will be short.

In a land where universal suffrage is enjoyed, there must be universal education. A republican government is endangered by ignorant voters, it matters not how patriotic they may be. The ballot box is to Americans what the Palladium was to ancient Troy, what the ark of the covenant was to the Jews; and the strongest bulwark that we can throw around it is a right of education for all. Aristotle uttered a living truth when he said "all who have meditated on the art of governing mankind, have been convinced that the fate of empires depends on the education of youth."

ELLIOT KING, *Supervisor.*

MT. VERNON.

In making this annual report of the condition of the schools and their progress, I am able to say the past year has been one of satisfactory prosperity. At no time during my connection with the school interests of the town have I witnessed such evident signs of improvement. Although perfection has not been attained and there are still some elements which impair the usefulness of our schools, yet considered as a class, they have been doing a noble work. Nearly every school has been successful; and although many of our teachers are young and inexperienced, yet desirous of gaining a good reputation, they have labored zealously for their schools. Districts have been free from discord and no serious difficulties have occurred requiring adjustment by the Supervisor. New measures for more and efficient instruction have been adopted with success; all are hopeful signs of progress.

On the establishment of the Free High Schools in accordance with the action taken by the town one year ago, the organization and supervision of the same devolved new and arduous labors upon your Supervisor. With no precedent in town as a guide, aware of the responsibility, and with an earnest desire that the first experiment of the system in our town should be successful, I entered upon the discharge of my duties. The Selectmen and myself being appointed a committee to determine the location of the schools, after much consultation, decided that two terms of school, each fourteen weeks in length, and each half term of seven weeks to be held in different portions of the town, would give satisfaction and best promote the interests of the town. The wisdom of this arrangement was soon apparent; nearly one-third of the school districts in town

observed the workings of the schools in their midst and more scholars availed themselves of their benefits than had it been otherwise, while the average number in attendance at each term was nearly equal.

I present the statistics of the Free High Schools as follows:

Amount appropriated by vote of town	\$400 00
Total amount expended for instruction in the Free High Schools, including board and wages of teachers.....	395 57
Wages paid teachers per month.....	45 00
Average cost of teachers' board per week.....	2 75
Length of High Schools in weeks.....	28
Whole number of pupils registered	209
Average number in attendance.....	179

These statements and statistics will show that the Free High School system which was regarded by many of our citizens as a measure of doubtful expediency, worked well in our town. The schools were better patronized than was expected. Their influence has been felt in all of the winter schools. The scholars have there pursued the same studies as in the fall, and a new impetus has been given to education. The benefits of these schools will fully warrant the appropriation made by the town for that purpose; and so long as the law remains on the statute book, let Mt. Vernon avail herself of its advantages. We cannot do too much for our children.

Reviewing the past year, I think we have great reason for encouragement. More attention is paid to the moral and religious training of our youth than formerly and the beneficial results are apparent. Many of our most advanced scholars attend the district school a longer time than usual, while many are endeavoring to qualify themselves at the High School and Seminary for the active duties of life. We have in our schools and town many who bid fair to become able instructors of our youth; twelve of our schools were instructed by resident teachers, and I am confident they were not surpassed by others. It therefore becomes poor policy for school agents to employ inexperienced teachers from other towns, when we have a supply of good material in our midst.

A word to school agents: Upon you in a great measure devolves the welfare of our schools; then endeavor to obtain competent teachers for them. Engage them early while they are in the market. Retain the services of those who have proved themselves efficient. Do not hire any whom you think the Committee or Supervisor will be likely to reject, because you dislike to refuse their applications; bear your share of the responsibility. In many cases it would be better for the district to omit the customary term of summer school and have but one term in the year, commencing early in the fall, than to have a few weeks of school in the hot and busy season of the year, when only about one-third of the scholars can attend. Our schools could be greatly benefited, if agents would procure some wall maps for every school house, to aid in teaching the important branch of Geography.

I would also say to those who are so anxious to reduce the expenses of nation, state and town, thereby lessening the burdens of taxation, to commence in the right direction and at the right place. Do not grudge the funds appropriated for the education of our children, who are so soon to take our places in the active stations of life. Do not strive to place our standard of education back to the time prior to the invention and construction of the railroad, steamboat and electro-magnetic telegraph, but consider that we are in an age of progress. The perpetuity of our government and the preservation of our liberties and free institutions depend upon rightly educating our children. Then discard the idea that all a young man or woman needs to know is just enough to plod through the world and nothing more.

HARRISON W. WEBBER, *Supervisor.*

NEWCASTLE.

I have endeavored to examine carefully and report impartially the actual condition of our schools. Perhaps I have placed the standard of excellence too low, certainly not too high. I see no advancement on former years,—but am of the opinion that we have, in some respects, fallen from our former position. I do not find so many advanced pupils in our schools as I did four years ago.

Let me say a word to parents. Sometimes you will have a good school, whether you give the matter much attention or not. Occasionally a teacher is found who can instruct and control the pupils, and, at the same time draw out and employ all of their best energies; but such teachers are rare. The most of those we call good teachers need the stimulus that home questioning upon the lesson gives, to be successful; and ordinary teachers can do but little good without it. It is not enough that a parent feels a general interest in his child. He has a personal responsibility that cannot be delegated to teachers; nor is general fault-finding the right exercise of that responsibility. Many parents wonder that their neighbors' children advance so much more rapidly than their own; and often charge it to partiality of the teacher, when the real reason is they are assisted at home.

I seldom meet with a really good scholar, who has not been greatly helped by the questioning, the explanations and the encouragement of the home circle. It is this stimulus, and not clearer brains, that pushes him ahead of his less fortunate classmates. Then our terms of school are too brief. A boy or girl, whose mind has been occupied for ten months of the twelve, in hard work, or play, or mischief, is not in condition to improve the remaining two months in school. The best minds become apathetic, and ordinary ones, in a degree, stupefied—and the case is not much better with teachers. The best paid teacher in town cannot earn enough during the year to pay a year's board; though we complain that we are paying so high wages. If a teacher finds employment for four months in the year, he is one of a very few fortunate ones. Even such must first work, then teach, then work again, in order to live. We should not expect to obtain first-class doctors or lawyers, or preachers, in this way.

Let me say to the teachers that your standard of scholarship is too low. Several candidates applied for schools during the past year, who could not pass examination in the most simple and general questions of the common school studies. This ought not to be. There is quite enough to contend with in the school room, after one is thoroughly qualified to teach in all the branches. Good scholars do not always make good teachers, but poor ones very seldom do.

Agents need to be more careful in sending in their returns to the Supervisor in the spring, as he is dependent on them for a part of the material of his report to the State; and this report alone entitles us to the State allowance.

HENRY C. ROBINSON, *Supervisor*.

NEWFIELD.

The whole amount of money raised by taxation for the support of schools during the past year was.....	\$954 00
School mill tax.....	367 36
Savings bank tax.....	246 55
Whole amount for the support of schools.....	\$1,567 91

The whole number of scholars in town, 348, giving to each scholar for schooling purposes, \$4 50. The aggregate number of weeks of public schools kept during the year is 159, of which 75 were in the summer and 84 in the fall and winter.

Section 54, item 11, of the School Laws, defining the powers and duties of S. S. Committee, last clause reads, "may authorize the admission of scholars in one district into the schools of another district," and in conformity to this, we have authorized scholars in some of the smaller districts to attend school in other districts, when we were satisfied it would not be injurious to the progress of the school. This has been done in Districts Nos. 4, 7 and 8, and has given general satisfaction, excepting in one district, and we hope, after candidly examining the subject, these few will see their error. In the largest district in town their proportion of the school money is \$411, giving them thirty-two weeks of school in a year, with first-class teachers, while in the adjoining district, including a part of the same village, their proportion of school money is \$153, giving them twelve weeks of school in the year, while there are some inhabitants of the smaller district who pay more toward the school fund than any in the largest district, and we consider it just to give them an equal right for their children, if it does not injure the progress of either school.

An exertion was made in District No. 4 to raise money for a term of high school, but failed, and it is to be regretted that even now in our community there are not wanting individuals so blind to their best interests as to oppose any improvement, or any system of schools, that would call upon them for a slight increase of taxes.

It is admitted that there are some defects in the management of our schools, but whatever defects may be charged upon them, or whatever deficiencies may be discovered in teachers and agents, by whom they are controlled, they are still of incalculable importance in the community. The system by which they are established and sustained operates with impartial kindness, and extends the blessings to be conferred to every class, and carries an elevating influence to every family.

An impartial judgment in regard to the condition of our schools the present year would give them an equal, if not a larger success, than in the past. Our teachers, we think, as a whole, have been those of a larger and more tried experience than in some other years gone by. And in those instances where experienced and approved teachers have been employed our schools have shown an excellent and commendable success. But wherever teachers are employed of doubtful abilities and meagre experience, those schools must necessarily remain in *statu quo* or decline in both interest and excellence. It is a matter then of primary and momentous importance that our agents secure those well fitted for this work, wholly regardless of personal interests, and largely of wages. At all events, secure good teachers if you would have good schools.

Another item of importance is that our schools commence and continue their sessions at a time when the larger majorities can enjoy their important privileges. Not unfrequently our schools are put off on account of want of interest or selfishness—the personal gain of some individual or individuals, to the sad detriment of the larger number. The severity of the weather late in the season often reduces the number, lessens the interest, destroys the improvement.

Then your committee would most heartily advert to the matter of having school-houses worthy of an enterprise so important and beneficial, if the interest in education would warrant an impression for good. We think if our towns were conscious of the benefits arising from suitable school-rooms, and the evils accruing from unsuitable ones, the ardent friends of education, instead of being forced to follow in this important matter, would be allowed to lead.

Another serious obstacle in the way of educational improvement is the smallness of our districts. Largely we think the interest of our schools is lost through the paucity

of their number, to say nothing of the shortness of our schools and the untrained teachers we are forced to employ. Ere long we are confident the time will come, must come, when an improvement in our school system will be sought—secured—hailed as a blessed boon to the young and rising generation.

C. L. WENTWORTH, }
 G. S. KEMP, } S. S. Committee.
 W. G. CLIFFORD, }

NOBLEBORO'.

I herewith present to you my first annual report as Supervisor of Schools, for the year ending March, 1875 :

The whole number of scholars between the ages of four and twenty-one, in the town of Nobleboro' on the first of April, 1874, as returned by the school agents, was 439.

The whole amount of money appropriated for the support of schools in town, for 1874, was as follows :

Amount raised by the town.....	\$912 40
Bank tax and interest on school fund from State.....	314 74
One mill school fund from State.....	439 52

Total amount for expenditures.....	\$1,666 66
Amount drawn by each scholar	3 80

There are twelve school districts in town. There have been taught during the past year twenty-four schools,—twelve summer and twelve winter terms,—for which there have been employed nine male and fifteen female teachers. Average length of summer terms, nine and two-thirds weeks ; average length of winter terms, nine and one-fourth weeks ; average wages paid male teachers, per month, \$38 ; average wages paid female teachers, winter term, per week, \$5.66 ; average wages paid female teachers, summer term, \$3. Whole number of scholars attending summer term, two hundred and twenty-two ; average number one hundred and twenty-eight ; whole number attending winter term, two hundred and forty-nine ; average number, two hundred and eighteen.

In concluding this my first annual report, I feel it my duty to say a few words concerning our schools in general. I think, for the most part, they compare very favorably with those of past years. While some of them have come short of what they ought to have been, others have far exceeded many of former years.

The school agent's position is a very important and responsible one ; and yet how few view it thus. Upon them devolves the important duty of selecting the teachers for our schools ; and they should endeavor to make as judicious selections as possible, for upon this mainly depends the welfare of our scholars. I wish here to remind the agents of their duty in regard to returning yearly in the month of April a list of the scholars in their districts between the ages of four and twenty-one years. Please do so if possible, on or before the middle of the month. I ask and expect complete co-operation in all the duties devolving upon us for the coming year. 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 way be so correctly obtained as by visiting the school-room and observing the workings of our schools for ourselves. Irregular attendance is another evil parents can remedy in a great degree. You will

notice by this report, that the average attendance of scholars is far below what it ought to be, compared with the whole number of scholars registered.

In conclusion, fellow-citizens, I 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.

LORENZO DUNBAR, *Supervisor.*

NORRIDGEWOCK.

The general condition of the schools in this town for the past year, we feel confident to say, will compare favorably with any previous year, while in some directions there has been a marked degree of improvement. We have urged upon teachers the necessity of more attention to the primary branches, which has been attended with beneficial results.

In conclusion we intreat you, gentlemen, as parents and guardians, to arouse yourselves and shake off the apathy and indifference which exists in every school district in this town. Neither your committee nor your school teachers can make your schools what they might and should be, without your hearty co-operation. Perhaps you may ask, how can we do any more than we are now doing to have better schools? We answer, by showing your children by your presence in the school each term that you are interested for them. If you manifest an interest in the progress of your children by your visits to the school-room, and by your co-operation with the several teachers and committee, we guarantee that that encouragement will be appreciated by your sons and daughters, and that natural pride will stimulate them to make such efforts as will enable them to acquit themselves at the close of the school in a manner of which you may justly feel proud.

RANSOM BAKER,
EDWARD C. HALE, } *S. S. Committee.*
HAMTON F. EATON, }

NORWAY.

I am gratified to announce, that the schools of the town have generally been successful and efficient. We have labored the past year under two disadvantages. First, the town raised for the support of schools but \$2,000—\$2,500 having been raised the previous year—and second, it was necessary for me to acquire a knowledge of the standing and requirements of the schools of the town. Notwithstanding these unfavorable circumstances, I am confident that no previous year has shown better results. I find, upon obtaining a knowledge of the condition of the schools, that there has been a lack of practical teaching, and of thorough instruction. This is an unwelcome fact, but it is true, and it is probably no truer here than elsewhere. I do not include in this statement the High School, which is an exception, in this respect, to the other schools of the town. I have endeavored to impress upon instructors, the necessity of teaching according to the practical method, rather than pursue the old system of burdening the memory, with that which is of no practical value to the pupil, and in after life must of necessity be forgotten. The teachers generally have taken hold of this matter with spirit, and the results have been correspondingly satisfactory.

Any one who will take the trouble to investigate the matter, will find that a very large per cent. of the amount expended for the support of schools, is thrown, or worse

than thrown away. "Better be untaught, than ill-taught," is as true to day as when first uttered. A great deal has been written and spoken of the small compensation received by common school teachers, and while I admit that some do not receive enough, many get more than their services are actually worth. The number of scholars in many of the districts in town is growing "beautifully less" every year, and the schools must be shorter in consequence, unless more money is raised. I feel justified, however, in saying, that if the amount now raised by the people for the support of schools were expended as it might be, there would be little cause for complaint on account of poor or inefficient schools. How is this to be done? I answer, by employing teachers that are thorough and practical instructors.

It is the right of every child in the land to have a sound knowledge of the common English branches. What per cent. get this? Our scholars are active and intelligent as any. The difficulty is not then with them. It is regarded in certain quarters that good teachers are not needed in backward schools. There never was a greater mistake. Scholars well advanced in the languages of ancient times, and the sciences, are not particularly needed as instructors in our common schools; but it ought not to be forgotten that the branches taught should be as thoroughly understood by teachers, as by professors in our higher institutes of learning. What one has studied is not necessarily indicative of what one knows. To be a teacher, it is essential that one should not only have the requisite knowledge, but should also possess the faculty of imparting instruction.

True education is progressive. First, objects or things should be taught, then qualities or attributes. From things the pupil is gradually led to a knowledge of their qualities and uses, calling into activity the reasoning faculties of the mind. This should be done in a manner to keep up the interest and spirit of inquiry of the scholar, rather than in a way to blunt his sensibilities or destroy in any degree his capacity to grapple with "unfolding truths" as his understanding is developed. The child we think "smart" often becomes common at school,—the principle reason for which is, that the pupil is not properly taught.

There is too much of superficial teaching to the neglect of the reasoning faculties. When principles and applications are taught, pupils can be put to the test, and accomplish what is required of them in a commendable manner.

Though frequently repeated, I reproduce here what a distinguished writer 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." Another writer says: "The only knowledge worthy the name is that which is understanding as well as acquirement—the knowledge that can be used with direct effect."

There has been a great advance in the methods of teaching during the last twenty years, but many teachers remain in blissful ignorance of this fact. I do not say this in a spirit of harsh criticism. Teachers need encouragement, and this must come from school officers, backed by the approval of the people. Though it is advantageous to have leaders in any public matter of importance, it is idle for them to get so far in advance, that their suggestions become unintelligible—in fact mere noise and nothing else—by reason of which they may be required to show cause why the peace should thus be disturbed. There may be certain things that are eminently desirable, but if the people remain in self-satisfied ignorance of the needs and necessities thereof, all the "noise of the captains and the shouting" will probably fail to bring them to their senses. The people of every school district speak directly for or against good schools through their agents, and if they see any difference in teachers and schools, they will choose agents who are alive to the demands of the hour. If agents are to have no

responsibility in respect to the class of instructors obtained, why give them the power to employ the teachers? It is too often the case that agents look upon the matter of employing teachers, simply as a formal affair, but it is needless to say that he who takes this view of it is unfit, whatever his position. Agents generally have performed their duties faithfully, but some I am obliged to say, have been obstacles in the way to having good schools. Upon those teachers who have largely contributed to the good results of the year, too much praise cannot be bestowed.

It will be seen by a reference to the reports of school officers, that the defects of which I have spoken are common, and we may justly conclude that a few short months are not sufficient to remedy them. Though considerable progress has been made here during the year, much has yet to be accomplished. I trust that no backward step will be taken, but that school-officers, teachers and parents, will cheerfully co-operate to place the methods of instruction in our common schools upon a more sound and enduring basis.

C. F. WHITMAN, *Supervisor.*

ORLAND.

Believing that the intellectual and moral training of our children is of primary importance, and considering that more than \$2,500 was appropriated for their instruction in the common schools of the town the past year, in connection with the fact that the last Legislature has passed an act compelling the attendance of children in the public schools under certain conditions, I have thought it best to give a report differing somewhat from those commonly made, at least in our town. I will first call your attention to the following table as showing where the school money comes from:

Raised by town	\$1,400 00
Interest on school fund	135 00
Bank tax, from State.....	412 24
Mill tax, from State.....	575 68
Total	<u>\$2,522 92</u>

COMPULSORY EDUCATION. The last Legislature passed an act requiring, under certain conditions, parents and guardians, having children under their control, to send them to the common schools a definite portion of each year. The principle entertained by the State is, that it has the right of self-protection, and is under obligations to the future; and if it can put its hand into your pocket and take your money for educational purposes, and does so, it is also under solemn duty to see that the intelligence is secured for which the money is taken. Each tax-payer should insist that all the children in town should improve to the best advantage all the school privileges furnished by his money, the representative of his time, labors and business vigilance.

CONDITION OF THE SCHOOLS. There are many influences, good and bad, affecting and making up the general character of our district schools, that to speak of them particularly and justly, would require quite an extensive inquiry into not only the teacher's influence, but other causes that have made them what they were. It will be sufficient to say, that though we could not expect very skillful and experienced work from many of our teachers, yet, with one exception, there have been no failures; while in a majority of the schools, the teachers have brought to their work experience and well-matured ideas and plans regarding the growth and development of the mind, and the best methods of presenting the elements of knowledge. I have invariably spoken of the

value of such teachers in and out of their schools. A scathing report of the failure of a young teacher would be unfair, without a perfect knowledge of all the attendant causes, which in most cases is impossible to obtain.

The inside work of our schools the past year has been on the average better than the year before, and the only serious drawback is non-attendance. They are, with few exceptions, looking up, and the important practical question now is,—not how shall we have more money,—but how can we use our present means to better advantage? We cannot transform the humble school-house into a palace, or effect a radical change in any direction; indeed, it is not needed. But by vigilant care and the united efforts of committee, parents, teachers, scholars, and especially the leading thinking citizens of the town, we may discover and eliminate the defects of our schools, so that each year they may show increased usefulness.

At the last March meeting it was voted to raise \$200 to maintain a Free High School. The reasons given in support of this action of the town, are mainly these:

First, It is claimed that boys and girls are constantly found in our district schools who need and ought to have better advantages and instruction, and a higher education from the public money, than the remote district school (often for the want of funds, taught by the young and inexperienced teacher,) can possibly give.

Second, The Free High School meets the case exactly, bringing the privilege of obtaining a good common school education, (for these schools are nothing more than the more advanced pupils in our district schools brought together,) as near their doors, and at as little expense as possible.

Our High School has been keeping six weeks with an attendance of forty scholars. In addition to excellent order and discipline, thorough instruction is given in the common branches, besides book-keeping and natural philosophy. The scholars are constantly impressed with the importance of forming habits of discriminating thought, and led to a higher appreciation of the value of a true education. Two terms of such a school, or even one, is an uplift to our district schools, making a strong incentive to study. With care and judicious management, it can be made a power in this direction.

We need more thorough examinations of schools and scholars. More unity and system; some way of making known the advancement of scholars, so that they who deserve it, shall have public approval. A pruning and lopping off the useless and impracticable things, and an ingrafting into our system of public instruction those features and methods which will fit our children for practical life. In this way, with a good healthful Free High School to crown it, giving an exhibition occasionally to awaken our ideas in the matter, we may build up a system of schools in our own town which will be an honor and a blessing to us all.

As your Supervisor, and in behalf of the important interests involved, I cordially invite parents, our leading citizens, and all friends of education, to visit not only our High School, but the others, and thus by your presence and encouraging words assist us in making our schools of the highest value.

SUPERVISION. The supervision of our schools has always been a matter of some interest, especially the cost of such work. We expend upwards of \$2,500 for the support of public schools. A considerable portion of this money is paid to teachers who have had but little or no experience,—have read no books on the subject,—whose ideas and notions in regard to the classification and discipline of a school, and the best methods of presenting the elements of knowledge, are of the simplest kind, vague and indefinite.

One of the important principles to be recognized in good school-keeping is proper classification. Every child, from the little four-year-old to the most advanced, should

be classed, a definite lesson assigned, and proper time allotted for recitation. In many of our schools we have spent a whole day, in one two days, at the earnest request of the parents, at the beginning, assisting the teacher in properly organizing the school and giving instruction in the best methods of teaching, gathered not only from experience in the work, but from books containing the results of the experience of the best educators of the country. As an illustration of the importance of properly classifying a school: we have frequently entered one of perhaps thirty scholars, at the beginning, and on inquiring for the classes, found possibly one in mental arithmetic embracing four or five children, while the others were entirely neglected. And so in regard to written arithmetic and other branches. In fact, the school needed a complete overhauling, every scholar classed, the dull ones looked after sharply, and an earnest, spirited recitation given to each class, which would cultivate habits of accurate and rapid thinking. Such careful working inspection requires time. A simple call or stay of half an hour may afford an excuse for a charge of two dollars, but cannot suffice for doing the work which both the law and duty demand of the school inspector.

Two years ago, in beginning the work of supervision, we were constantly urged to visit the schools. The statement was, "If we must pay for supervision let us have it." It was encouraging to observe the interest shown by parents and children in having their schools visited. One point in this connection which is sometimes overlooked is this: parents seldom visit their schools, and when they do see the inner work of them, are not perhaps, in all cases, the best judges of their value.

A boy may tell a fine story of the school he attends, how he has got through his arithmetic, geography, etc., and yet not be able to read your morning paper intelligently or bound his own town or State, write a letter, promissory note, receipt, or make a common bill of parcels correctly. And in arithmetic he may be puzzled to give the interest on a note with partial payments, tell how many cords of wood his father's wood-house will hold, or find the gain per cent. when eggs are bought for twelve and a half cents and sold for a shilling a dozen, and many other things which it is the business of the public school to teach. We have made it a point to look after these and other practical matters in our visits to the schools, the larger portion of which has been spent in regular school work, the cost of which is a small advance on what was paid for the same amount of time before.

GENERAL REMARKS. The true idea of education is development, a drawing out and making most of the inherent powers God has given. The world, the universe, is the grand repository of laws and principles. No event in nature, from the wheeling of the comet with inconceivable velocity in its unknown orbit, to the wafting of a feather by the summer breeze, but is controlled by law. Everywhere is no want of rule, nothing fortuitous. Science, in one sense, is a knowledge of these laws, so arranged and classified as to be easily remembered and used to advantage in practical life. The common school is the nursery where many of the first principles and impressions of knowledge are given. Here it is where the mind, the intellect, the crowning work of Creation, is to be trained, impressed, and in a large degree fitted for the work of a life-time. A large part of our children have no other educational privileges but those of the common school.

It makes not the slightest difference what trade or occupation the child may follow (for all kinds of labor which God has made necessary are equally honorable) he needs mental culture. The public schools should so teach the elementary branches, and develop and train the mind, that those who are educated in them shall be fitted for any of the ordinary pursuits of life, and have a keen relish for all that is great and good.

In closing, we most earnestly urge parents to take a large interest in elevating the

character of our schools. Upon you depends, in no small degree, the moral, if not the intellectual culture of your children. What greater joy to your hearts than to see them developing into mature life with the principles of truth, temperance and chastity, enobling their character and guiding them safely in the bright paths of wisdom and purity. Let us bear in mind, "'Tis moral grandeur makes the mighty man, and that virtue, not rolling suns the mind matures," and ever remember 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."

F. W. GOSS, *Supervisor.*

OTISFIELD.

Amount of money raised by the town for support of schools.....	\$900 00
School fund for 1874.....	141 67
Mill tax for 1874.....	357 36
Bank tax for 1874.....	242 33
Total amount for support of schools.....	\$1,641 36

Whole number of scholars in town between the ages of four and twenty-one years, 332; whole number of schools for the year supported in town, 21; whole number taught by male teachers, 5; whole number taught by female teachers, 17. Average wages of male teachers per month, \$24 40; average wages of female teachers per week in summer, \$3.00; in winter, \$3.83; average price of board in summer, \$1.53; in winter, \$1.90. Whole number registered in summer schools, 207; average number attending summer schools, 160; whole number registered in winter schools, 228; average number attending winter schools, 158. Length of summer schools in weeks, 9 2-11; average length of winter schools in weeks, 10. Per cent. attending school the past year, 48. Whole number of instances of tardiness, 2,407.

Our system of public schools may justly be called the pride of New England. Here the storehouse of knowledge is open and free to all; the poor as well as the rich. All may enter and partake, and under this system it can be nothing less than a crime to remain ignorant. This system is the key to our prosperity, and greatly concerns the safety and welfare of our free republic. New England churches and school-houses stand side by side, and they go hand in hand in maintaining and preserving the safety of person and security of property, while ignorance and crime go arm in arm and fill our prisons and work-houses.

Our schools the past year compare favorably with former years, yet we regret to say have not in some cases been of so high a standard as they ought to have been. There have been some failures, and some dissatisfaction has been expressed; yet it could hardly be expected to get along without some fault-finding and some poor schools. Your committee cannot always guard against granting a certificate to a poor teacher. It is often a difficult task to determine to reject a teacher, and never a pleasant one. It would be much better not to engage such. Let us here give a word of advice to agents. Do not employ teachers simply because you can get them cheap, for they are the dearest. Seek out good teachers, live ones, who will work, and then pay them for it. Do not wait till every good teacher is engaged. Good teachers do not go around seeking schools, but rather the schools seek them.

A word to parents may not be out of place here. Look after your children and see that they are punctual at school every day, and there in good season. Tardiness is a pest to the school-room. Encourage them in their studies, visit them in the school-room, and see for yourselves how they are getting along. But above all do not find fault with your teacher in the presence of the scholars. But if any serious difficulty exists, have an investigation by your committee rather than to take your children out of school, or try to destroy it by ill reports. Then if the school is found unprofitable let it be discontinued; but if these difficulties are without foundation, throw aside all ill-feeling and cordially support your teacher.

FERNALD J. SAWYER, }
 SILAS MORTON, } *S. S. Committee.*
 THOMAS JACKSON, }

PARIS.

In feeling obliged to make our report as brief as possible, we have found it very difficult to make so full and explicit a statement of the management and condition of the several schools as we would like to have done; but have endeavored, with the few words to which we are limited, to express as nearly as possible, the progress of each school, and give exact justice to both scholars and teachers.

As has been seen, we have felt obliged to severely censure the management of but few of our schools; we think the agents of nearly all our districts have been tolerably successful in obtaining efficient teachers.

But, while we believe that the educational interests of the town have been advanced the past year, and that our schools will compare favorably with those of neighboring towns, yet there is still chance for a far greater improvement. We believe that our district agents, in whose hands is the power of hiring teachers, should be more careful whom they employ as instructors. That they should choose not only those who are fitted for teachers by education and experience, but those who by their teaching shall make their pupils better as well as wiser; and that the parents in the several districts should manifest more interest in their schools, and should, by their occasional presence in the school-room, and by their advice and counsel, seek to aid and encourage the teacher in his work. That they should provide their children with the proper text-books, that should be uniform in each school, so that the number of classes should be as few as possible, thus enabling the teacher to give more time to each class. That they should make their school-rooms more pleasant and attractive; better ventilated, and supplied with all the needful furniture, such as maps, globes and black-boards, of which there is a great lack in all our schools.

We also recommend the hiring of female teachers, exclusively, in our smaller schools, as we are convinced by our own observations and by the oft expressed opinions of eminent scholars, that this class of schools, when under the charge of female teachers, makes better advancement than when conducted by male teachers.

GEO. B. CROCKETT, }
 ALEXANDER HILL, } *S. S. Committee.*
 ISAAC ROUNDS, }

PATTEN.

THE HIGH SCHOOL. The Fall term commenced Aug. 31st and closed Nov. 6th; length of term, 10 weeks; whole number of scholars 55, average 49. The Winter term commenced Nov. 23 and closed Jan. 29; length of school, 10 weeks; whole number of scholars 48, average 37. Spring term commenced Feb. 13; whole number of scholars 88, average, 1st half term, 77.

This school is managed much after the plan of the State Normal School at Castine; the course of study is nearly the same. At Castine the studies are graded, and scholars who remain in school two years and go over the whole course, graduate, and are considered well qualified to teach district schools. Scholars who go to this school two years and go over all the studies taught in school, will be well qualified to teach our district schools. We need teachers that are well qualified, and we must have them, if we raise the standard of education in our common schools.

This school has been well sustained and highly successful this year. Its good results are seen in many ways,—in the improvement of our district schools, in the increased value of our boys and girls, and in an increased interest in education in the town generally.

L. ROGERS, }
A. T. COBURN, } *S. S. Committee.*

PEMBROKE.

Your committee would submit the following report of the condition and prosperity of the schools for the year ending March, 1875. The following account will show the receipts and expenditures for the year:

Balance from last year's account.....	\$72 76
Raised by taxation for common schools.....	2,041 61
Raised by taxation for high school.....	500 00
Received from State for free high school.....	500 00
Received from town school fund.....	123 56
Received from savings bank tax.....	802 98
Received from mill tax.....	1,121 32
Received for tuition.....	15 60
Total amount.....	\$5,177 83
For salaries.....	\$2,970 96
Board.....	999 78
Fuel.....	357 77
Janitor.....	31 00
Repairs.....	45 36
Improvements.....	38 84
Expenses.....	178 14
Insurance.....	109 62
Salaries due and unpaid.....	132 54
Total.....	\$4,834 02
Balance unexpended.....	343 81
	\$5,177 83

There were 1,121 scholars in town on the first day of April, 1874. In the spring term there were 721 scholars enrolled in all of the schools, with an average attendance of 634; and during the same time there were 700 instances of tardiness reported. The registers for the fall term show the whole number enrolled 675, average attendance 569, with 739 instances of tardiness. In the winter term, when only the village schools were in session, there were 391 scholars enrolled, with 442 instances of tardiness. The average cannot be given accurately as one of the schools was in session at the time of writing this report. It will be seen that a large percentage of the scholars in town do not attend school at all. This is a great wrong; and we fully believe if the new compulsory law is enforced it will correct this evil in a great measure.

In reviewing the school work of the past year, we are gratified to be able to report it as a year of general success. The number of terms in the several grades has been the same as last year. At the annual examination in April, a large number of promotions from the primary school to the intermediate, and from the intermediate and mixed schools to the grammar grade, was made. Since that time, according to the best judgment of the committee, the interests of the scholars have been better served by allowing them to remain through the year where they were placed at that examination.

While we admire and commend the spirit which prompts parents and pupils to make due exertions for promotions, we do deplore the fact that many seem over anxious to crowd the scholars into classes and grades which are not suited to their capacities or attainments. Pupils should be well qualified in the several branches which now occupy their attention, before putting them into more difficult work, or they will be a detriment to the class they enter, a burden to the teachers, a dead weight in school; and finding themselves unable to keep pace with their class-mates, will drop out by the way and join the great army of stragglers, who never arrive at any considerable degree of scholarship.

We wish to call particular attention to our Primary schools. There our children make their first appearance after leaving the nursery, where they have been reared with all a mother's care and anxiety. With the open-heartedness, purity and innocence of childhood they go forth to receive instruction. How much care and encouragement their dependent state demands every parent must realize. But we are apt to pass the subject over too lightly, and not take into account all the circumstances which have a bearing on this interesting subject. It is too often the case that incompetent or inexperienced persons are employed for teachers in primary schools, perhaps with the thoughtless remark that any one can teach little children. From quite a careful observation of the subject, for a number of years, we are confirmed in the belief that we should employ none but the very best teachers in our primary schools. Teachers should not only be qualified in the branches taught in the several schools, but should possess a wide knowledge of human nature, and that faculty which draws others toward them; without which their most earnest efforts will prove futile. Youth require moral as well as intellectual training; habits of truthfulness, fidelity and industry should be encouraged; they should be taught by example as well as precept, to be systematic, neat and punctual; for the habits formed in the tender years of childhood will have an important bearing on the individual through all the years of life.

Hitherto we have alluded to primary schools only in general terms. It is now our object to give some idea of the work going on in our schools. We have been fortunate the past year in the selection of our primary teachers. They have each done good, faithful work. In two of the schools we have had the same teachers throughout the year; in the other there has been a change each term. The scholars in these schools are very young, varying in age from four to ten years, with an occasional exception of one who is older. Each school has had the benefit of a set of Webb's Primary Reading

Cards, on the word method plan, which has been of great assistance to the teachers. From them beginners learn to read and spell, and have got some ideas of drawing.

Writing and printing have been daily exercises, and the scholars are entitled to a good deal of praise for the skill and neatness with which they have performed this branch of their work. Many of these pupils can now write a nice, plain hand, and read intelligently in easy reading. They are also taught the simple rules of arithmetic and the geography of home.

Parents should visit these schools and see for themselves what work is being done, and when they can consistently, drop a word of encouragement to these little men and women, who are so soon to fill our places.

The intermediate schools situated at the three village centres have been conducted successfully throughout the school year.

At the time of entering the Intermediate schools, scholars are required to be prepared to commence the third reader, written arithmetic, mathematical, geography and the study of grammar; these studies, together with daily exercises in spelling, writing, drawing or printing, constitute the work of this grade. For the information of those who do not often visit our schools, we will state that the exercises in drawing and printing are not performed every day, but are alternated with each other, or with writing. Map drawing on the triangulation plan is also taught to the more advanced pupils. The number of scholars registered in these schools is small compared with the whole number, but of those who do attend school at all, the average has been good.

Having acquired a knowledge of arithmetic as far as common fractions, grammar as far as conjugation of verbs, and the geography of the western hemisphere, with what of writing, spelling, drawing, etc., they have learned, the scholars are promoted to the grammar grade; when on examination they come up to the standard adopted by the committee, and which you were made familiar with in our last annual report. The mixed schools are composed of scholars of all grades, from the alphabet up. Some difficulty will always be experienced in the management of these schools, on account of the great number of classes which must necessarily be formed in them to accommodate the requirements of scholars differing in age from four to twenty-one years. But with a well arranged programme strictly adhered to, good work can be accomplished. Of necessity the exercises will be short; but short lessons learned, remember, are better than long ones so poorly prepared as to be forgotten before the end of the week.

The High and Grammar Schools have continued to do excellent work, in their respective grades; although accident, sickness and death have interrupted their success in some measure, the general result of the year's labor is good. The school is in a prosperous condition, and at the time of writing this report, is in session. Thirteen of the students of this institution have been out teaching during some part of the season. This school meets a want long known to exist in our school system; affording to the scholars of every family in this town the privilege of obtaining a good scientific or business education. The building, furniture and apparatus are in excellent condition; the cabinet collected and preserved by the principal, containing numerous rare specimens of minerals, shells, corals, fossils, etc., is well worth an hour's inspection, and is a valuable acquisition to the school; serving to illustrate many topics of natural history, geology, &c. A small appropriation from the town, for the purpose of starting a library is desirable. Enough to build a suitable book-case, and purchase a few volumes of standard works, would meet the present exigencies, and serve as a nucleus, around which contributions and appropriations in the future might be gathered; and to make the house complete in its appointments, a bell is much needed. Without one, great inconvenience is experienced, more here than at any other of our schools as the scholars come from various localities, and it is a known fact, that the time varies in different neighborhoods

so much that it has the effect to create one of two evils ; either to make the time of commencement of the session irregular or to cause a record of tardiness to be made against scholars who intend to be punctual. We hope that the town may consider this matter favorably, and take steps at no very distant day to procure one ; for it seems to us that there is an influence for good, something that is inspiring in the tones of a bell, whether it belongs to the church, the town, or the school.

Drawing was introduced this year as one of the regular branches of study in our schools ; slight opposition was manifested toward it in some instances, but in most of the schools good work was done, and it appears to be growing in favor. The following paper by J. M. Hawkes, Principal of the High and Grammar School, shows the difficulties which had to be overcome, and the progress that has been made in this branch of study :

Fellow-Citizens : On assuming the charge of the Grammar School in 1872, I strongly urged upon the Committee the introduction of drawing and penmanship as regular branches of study. With many misgivings on their part, and a deal of opposition from pupils and parents, it was finally done, and a class of sixty or more pupils from 10 to 18 years of age was organized.

Of course amid such a disparity of ages, it was difficult to give to each one just what he ought to do, and as much as he was capable of doing, without over-crowding the younger portion of the school. We did our best, but met with poor success in drawing, but achieved excellent results in penmanship, the latter branch having profited from the instruction given in the former.

The next term I was compelled to teach a class in book-keeping, and drawing was necessarily crowded out, though much against my will. In the spring term commenced again, and about this time my attention was called to a system of art education by Prof. Walter Smith, State Director of Art Education for Massachusetts. I knew but little of Industrial Drawing, but I soon discovered that the teachers of Massachusetts were in as bad a predicament as myself, and that we had all got to learn this new branch, or leave the profession. So during the seasons following, including my vacations spent in Doston, I soon acquired sufficient information, by close application, to partially fit me for the work. When the full term of 1874 commenced, nearly all the intelligent opposition to this study had ceased, and we were enabled to go to work systematically. Shortly before this, the committee deemed it advisable to introduce this branch into all the schools in town, and we have examined with much pleasure the excellent results obtained in the schools of Miss N. J. Trott at West Pembroke, of Miss J. A. Griffin at Pembroke, and Miss Little in the Iron Works' village. We have noticed with much satisfaction the interest exhibited by the pupils of these schools, and hope to see more and better results in the future.

At the meeting of the County Association at Eastport, State Superintendent Johnson was present, and, having seen some of our work in designing, requested me to have some plates prepared for his forthcoming "report," by pupils of different ages. They were accordingly drawn and sent to Prof. C. B. Stetson of Boston for criticism, previous to printing. He examined them, selected what he deemed the best representation of our work, and they have been lithographed by Louis Prang, the celebrated chromo manufacturer, and appeared in the last report of the State Superintendent.

Many have written us from other parts of the State, asking how we had succeeded in our undertaking, while several men, noted for their interest in educational matters, have visited the school in person, and warmly commend our action in this matter. Latterly, too, we have received many kind words from parents, encouraging us to continue in the work, and your committee have ever been ready and willing to assist us in our trials.

Concerning the results of our labors, we can only refer to the approval of our State

Superintendent, and the following abstract from a letter from Prof Stetson himself, after the drawings had been lithographed :

“ I think your school has made a decidedly creditable showing, especially when we consider the circumstances. The influence upon the State must be stimulating, as it will show what can be done, even in a short time, when the teacher is in earnest. But I fear it is not a large percentage of the teachers of Maine who have such a love of progress and such a determination to succeed as you have displayed. However, you have shown what can be done, and so have left all without any rational excuse for longer doing nothing.”

And now, allow me to say, that I am confident we have done one-third more work, and that in a better manner, by making drawing a compulsory study than we should have done without it. I notice the marked advantage it gives a pupil in making drawings to illustrate physiology and natural history. In botany, especially, it will give him very great assistance. In arithmetic he is better able to understand such figures as triangles, polygons, quadrilaterals, cones, spheres, prisms, cubes and other figures given to be measured and surveyed. In Penmanship it teaches him how to detect errors in the height, slope, spacing and shading of letters, without which writing is a scrawl at best. It better fits a pupil for any of the mechanical occupations as a workman in wood, iron, marble, stone, leather, glass, pottery, paper, and a thousand other articles which depend upon their beauty and usefulness combined, for selling readily in the market. Last, but not least, it trains all the perceptive faculties of the child. And here, we contend, is its greatest educational value. Not that it will bring money alone to its possessor, but that confidence and strength of opinion which comes from a habit of correct observation,—of seeing accurately and surely.

The only thing needed at present to successfully conduct this study, is to introduce it immediately into all the primary schools, and insist on the teacher familiarizing herself with the work; and this may be easily accomplished as soon as teachers learn that their services are not wanted till they are able to do such work.

Encourage your children by examining their work. Nothing gives a child more interest in its early efforts than to know that father or mother likes to see what they do.

The pupils have seconded our every effort to make this subject popular; and Maine does not furnish a school, which, for energy, perseverance and devotion to school work, excels our own.

J. M. HAWKES.

In conclusion, we have to say that we have faith unshaken in the present school system of Pembroke. We believe that our schools are improving in quality, that we are progressing with the times, and we can look back to no period when we think there was so much good school work done as at present. But we are not yet satisfied. We are aware that we make errors, and discover them sometimes when it is too late to correct them. Many difficult questions in relation to the management of schools arise, and all we can say in our own behalf is, that we settle them as our best judgment dictates.

One question on which the members of the committee entertain different ideas, is the distribution of the school money. A minority of the committee, at least, believe that it was the intention of the act abolishing school districts, to give every locality in the town an equal number of weeks of school.

Gentlemen, the future hope of our town is our schools. Give them a generous support. Let us educate our children. But few of us are wealthy; none of us can bequeath large fortunes to our posterity. Let us bestow upon them that patrimony which floods cannot destroy, fire cannot consume, nor the blasts of misfortune scatter.

T. W. SHERMAN, }
H. F. PORTER, } S. S. Committee.

PERRY.

In submitting our report, we can say that in comparison with previous years our schools have done well. Yet they are not what we would have them. We should not rest with present advancement, but do all in our power to make them more efficient. Your committee have given our schools all the attention possible, believing that school supervision, to be of any avail, should be close, constant and thorough. We have endeavored to aid the teachers in regulating and governing their schools; and the few suggestions offered by us to them have been accepted kindly, and our connection has been pleasant as could be desired.

The improvement of our schools demands our most earnest attention, and it is the duty of all parents to know how the schools are conducted, and what improvement their children are making, and this can only be truly and satisfactorily ascertained by personal observation. Very few of our schools have been visited by parents during the past year. There seems to be too much indifference on their part in regard to this matter. By visiting the school occasionally where your children are taught you will increase your interest in their welfare, and cause your children to apply themselves with greater diligence to their studies. The teachers also would feel that they had your sympathy and support. Want of time is often the excuse for this neglect. Others say, "We have hired a teacher, and it is his or her duty to instruct our children." This is true, and the teacher may do well, but could do better if you would lend a helping hand. Many parents do not know what studies their children are pursuing. Some of our scholars do not have studies enough to keep them out of idleness. Reading and arithmetic seem to be all they care about, while grammar, history and geography are neglected altogether. Others are noted for their close application to study, and consequently are an honor to themselves and the community. It is impossible for teachers, let them be ever so faithful, to do everything for scholars. The pupil must work for himself, only aided and encouraged by the teacher. Usually the child's interest corresponds with the interest manifested by the parents. Therefore to have our schools successful, parents, teachers and scholars must work together for a common end, remembering that "in union there is strength," and that "a three-fold cord is not easily broken."

Absence and tardiness are two of the greatest evils we have to contend with. Now we do not want to make parents the scapegoat for all the short-comings of our schools, yet we would ask, who so well as they can correct this evil? Children should be made to understand that if they attend school at all they should be in season. As we have now the compulsory law, we trust the community will sustain and enforce it.

Agents hold an important place in our schools, more perhaps than they are aware of. Districts in selecting their agents should lay aside all petty jealousies and political prejudices, and select such persons as are interested in the cause of education, and who will perform faithfully all the duties required of them.

The school-house also has a great influence upon the school. Some of our school-houses are in a deplorable condition, especially in districts number six and seven. Nearly all of them need repairing, whitewashing, painting and curtains. There is not a globe or map in a single district in town. Many of our blackboards are unfit for use. A small sum will furnish a good blackboard, and two or three outline maps for each school-house. We consider them a necessity, and we trust that before the commencement of the summer schools they may be found on the walls of every school-room. We earnestly call your attention to this matter.

We would also respectfully recommend that we avail ourselves of the generosity of the State, which pledges itself to pay one-half the expense for instruction in a free

high school. Many towns in the State have established these schools, and we are taxed to support them. Shall we be among the last to accept this freely offered aid? A word to the wise is sufficient.

FRANCES I. GIBSON, } S. S. Committee.
OLIVIA J. GOVE, }

PHILLIPS.

The Superintending School Committee respectfully submit the following as their annual report for the year ending March 1st, A. D. 1875:

Amount of money raised by the town for the support of schools the past year.....	\$1,100 00
Interest on school fund	70 00
Savings bank and permanent school fund.....	321 99
School mill tax	449 53
Amount received from State in aid of F. H. S	197 37
Number of school districts in town.....	22
Whole number of scholars in town on the first day of April last.....	454
Number of scholars attending summer schools.....	248
Average number attending same	199
Whole number attending fall and winter schools	339
Average number attending same.....	256
Average length of summer schools in weeks.....	8
Average length of winter schools in weeks	9
Number of male teachers employed in schools the past year.....	5
Number of female teachers employed in schools the past year.....	27
Average wages of male teachers per month exclusive of board	\$27 60
Average wages of female teachers per week exclusive of board.....	2 75

We are able to report many satisfactory and some unsatisfactory terms. It is pleasant to praise but unpleasant to censure; yet we have felt no disposition to whitewash failures or to criticise undeservedly. On the whole, we think that the year just closed, will compare favorably with previous years. The whole number of scholars in town is twelve less than last year, yet the average attendance in summer has been twenty-eight and in winter fifteen more than last year.

In looking over the school registers, we feel confident that there ought to be a very great improvement in the average attendance of our schools. Several cases have come under our observation, where the parents have willfully robbed—yes, actually cheated their children out of their lawful rights, by keeping them from the public schools without any justifiable cause, usually on account of some local district difficulty, sometimes a little prejudice against the teacher; and sometimes, we have feared, that the real reason was because they were useful at home, or that it was too much trouble and expense to prepare them for and send them to school. It is the duty of every parent and guardian to see that those under their care improve every available opportunity for obtaining an education, even if there are many things that do not suit. Though the teacher may have many failings, or the school be in session at a different time from what we desire, yet we have no right to take from our children that which we can never replace. As an evidence that we are neglecting to improve the advantages offered by our public schools, we will state that the average attendance during the year has been only fifty per cent. of all the scholars in town. Rather poor encouragement for those who pay the school tax.

We hope in future a new interest will be manifested in the support of our schools.— Let every parent see to it not only that their children are regular at school, but that they visit themselves. Parents visiting the schools, serve to encourage the children in well-doing, and place the district in a position where they can judge correctly as to the profitableness of the school.

J. S. BRACKETT,
C. C. BANGS,
PRINCE A. SAWYER, } *S. S. Committee.*

PITTSFIELD.

We believe that it would be for the interest of all for the town to purchase the text-books used in our schools. This plan has been tried by several towns in this State, and we believe it is giving general satisfaction. We are informed by good authority that the books could be purchased in this way about forty per cent. cheaper than by the present plan. And then it would relieve our teachers of many heavy burdens imposed upon them for lack of a sufficient number of text-books.

Some of our districts have placed an unabridged dictionary upon the teacher's desk where the scholars can have free access to it. No better expenditure of money can be made to forward the educational interests of the town, than to place such a dictionary on every teacher's desk in town. Maps and physiological charts should be upon the walls of every school-room. We would not advise purchasing these all at once, but if the districts will do a little each year in this direction our school-rooms will become very attractive places for our youth, and studies that now appear dry will become very interesting.

A. W. WEYMOUTH,
G. W. HIGGINS,
A. L. GERRISH, } *S. S. Committee.*

POLAND.

The annual report on schools is respectfully submitted. Whole number of scholars, 1,041; average number, 778.

Amount of school money from taxes.....	\$2,000 00
Amount from the State from the permanent school fund and savings banks	746 35
Amount from the State mill tax.....	1,042 25
Whole amount of school money.....	\$3,788 60

And the said funds have been expended for schools, and the condition of the schools is satisfactory. The proficiency made by the scholars during the year has been of a high character.

Number of male teachers.....	19
Average wages per month.....	\$27 70
Number of female teachers.....	27
Average pay per week.....	\$3 74
Number of school districts	24

FREE HIGH SCHOOL. Under the late law the free high school is for academic studies, and the application of the natural sciences to mechanics, manufactures, and agriculture,

and hence it may be termed an academy enlarged. It is an elevating thought that the application of science to the general pursuits in life, mechanics, manufactures and agriculture, is to be a proper subject for instruction in our schools. Who does not see the fitness of applying science to the mechanic arts, and to manufactures? Who does not more plainly see the necessity of science (nitrates, phosphates and carbonates, etc.) in agriculture, as to worn out soils and as to those wearing out?

The amount expended by the town	\$428 75
Same by the State	428 75

Whole amount as cost of the free high school	\$857 50
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The free high school was a credit to the town of Poland.

REMARKS. What subject can more profitably engage the attention of the people than the cause of education? To educate may be considered an active verb, (of no common activity either) which means to refine and elevate the coming people, and that, too, in every sense of duty and in all the accomplishments of life. Let us look to our schools as the corner stone of civilization and progress, and the main pillar of civil liberty and freedom. Many of the exercises in the schools appear simple and plain, but

“ Tall oaks from little acorns grow,
Large streams from little fountains flow.”

A law of the State is here copied. Revised statutes of Maine, chapter 11, section 64, as follows:

SECTION 64. The presidents, professors and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of morality and justice, and a sacred regard for truth; love of country, humanity and a universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and all other virtues which are the ornaments of human society; and to lead those under their care, as their ages and 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.

There are many words of wisdom in that law. May they be well observed.

DAVID DUNN, *Supervisor.*

READFIELD.

The schools throughout the town have been as harmonious and profitable as a whole as for any year since my connection with this great work. Teachers of more experience and better qualified than heretofore, have been selected by your Agents, and the results have been, in most instances, quiet, interesting and profitable terms—terms of progress instead of reviews. I am pleased to see this disposition to secure skilled labor for this most important work, and recommend that the inducements offered be sufficient to retain those who are successful, believing that those teachers who are by nature and thorough preparation fitted for the school-room and its duties, are always the cheapest, and return better dividends on the investment than ordinary teachers for the smallest wages. Several districts have had three terms, and I think have received better returns for their money than if expended for two very long ones.

From my observation in noting the success of schools, I find that it depends mainly upon three conditions: first, a suitable person to govern and instruct; second, punctual attendance of the scholars; and last, the co-operation of the parents with the teacher

in enforcing such wholesome rules and regulations as are absolutely necessary to accomplish the desired results. The failure of either first or second of these conditions will defeat the object of the school in some measure; but the last is sure in its work, and often results from causes entirely beyond the teacher's control, and in no wise connected with the school. Let us see to it that we bring no foreign matters into our schools and interrupt their usefulness or injure the reputation of the district.

Whole number of scholars in town.....	355
Amount of money per scholar from all sources.....	\$5 24

GEORGE A. RUSSELL, *Supervisor.*

SANFORD.

In accordance with the vote of the town at the meeting in March, 1874, to establish a free high school, the committee fitted up the Town Hall with seats, black-boards, &c., for a school-room.

The school began August 17, 1874, and continued twelve weeks. The number in attendance was about fifty. This term was very pleasant and profitable. The attendance was quite regular, and the interest of both teacher and scholars was commendable. The scholars applied themselves zealously to their studies, making good progress, and what is better, thorough progress. We think the progress in this school was far better than we could expect in an ordinary district school; besides, the studies, many of them, were more advanced than are taught in district schools, also more advanced than most of our teachers are capable of teaching.

The committee would recommend to the town to continue this school by all means. The next term will be at Sanford Corner, commencing February 22. We hope this term will be as successful as the last.

It is to be regretted that some districts did not arrange their terms of school so as to give their scholars the opportunity of attending the high school. By having their terms of school in summer and winter, they could have given their larger scholars twice the amount of schooling they received, and the smaller ones nearly or quite as good opportunities. We hope they will not let so good an opportunity slip again. We hope a distance of two or three miles will not hinder any scholars from attending this school. Boys would find the walk no more than they need for their health, and girls too, properly clothed.

The committee have taken much pains with the schools this year, and think, on the whole, they have made very fair progress. We have labored to hold the teachers and scholars up to a high standard, and hope to make still more progress in this direction.

Many of the school-rooms are lacking black-boards. It is very important that every school be well provided with these teacher's tools. Every school-room ought to have two, or three, or more good black-boards, according to the size of the school. We would also earnestly recommend to the agents to see that their several schools are provided with a globe and outline maps. They can be had for a small price. We think every school can better afford to lose one week from each term than to be without them. Even at that cost it would be a profitable investment.

We would urge upon the agents the importance of securing good teachers. There cannot be good schools without good teachers. If you must take young teachers, be sure they are qualified. The committee cannot always reject them, for it would cause delay, confusion, and often break up the schools, and be worse than to let the teacher

go on. Young persons without experience and without being qualified cannot be good teachers. Many of them need to go to school at least one or two full years more than they do before beginning to teach. We think every teacher, old and young, ought to attend the "Teachers' Institutes," which are held in the county for their benefit.

ASA LOW,
 HOWARD FROST, } S. S. Committee.
 E. P. ROBERTS, }

SCARBOROUGH.

In accordance with the requirements of the law, we herewith offer our report "of the condition of the schools for the past year." The financial exhibit is as follows :

Money raised by town in 1874.....	\$1,400 00
Received from mill tax.....	610 59
Received from savings bank and school fund.....	428 74
Total.....	\$2,439 33

Amount of money per scholar, \$4.184. Whole number of scholars in town is five hundred and eighty-three.

We have found the schools in general, prosperous, and the past year compares favorably in school matters with previous years. The school houses in town are in very good condition, with two exceptions.

We have to request the Agents of the various districts to pay more regard to the statute which requires them to give written notice to the S S. Committee of the commencement and close of their schools, as it is obviously impossible for the members of the Committee to inform themselves with certainty in these particulars. Had the fines to which many Agents in this town have made themselves liable been enforced, they would have amounted to no inconsiderable sum.

Attention is called, also, to the law passed at the last session of our State Legislature, which requires all children between the ages of nine and fifteen to attend school at least twelve weeks in each year.

The Committee recommend to the Districts that they each purchase a set of wall maps for their school rooms. The first cost of these maps is not great, (\$10 is the introductory price,) and once obtained, they will with proper care last many years. These maps will be found valuable helps to the scholars, since it is often easy to learn by seeing that which it is difficult to understand by hearing only. The absence in our school rooms of such helps to learning is to be regretted.

The Committee wish to make a change in reading books, and have asked an appropriation from the town to defray the expense. We believe it better for the town to bear the cost than allow it to rest upon individuals, as it will frequently weigh most heavily upon those least able to bear it. The books now in use are out of date, and of inferior quality. They are uninteresting to such a degree that there is scarcely a district in town where the scholars in the higher classes have not of their own accord introduced some other books, thus unnecessarily increasing the number of reading classes. We acknowledge the objections to a frequent change of books, but believe that this town has not had enough experience in that direction of late years to justify any fault-finding on its part.

Our town has done, and is doing for its schools, quite as well as the average of towns in this county. But that is not sufficient ; we ought to be among the first. Perhaps it would be better to say we ought to bring our schools to the highest possible degree of

excellence without regard to others. There is need of great care in the selection of teachers. In educational, as in other matters, the best is cheapest. The agent should never make the question of wages precedent to that of the teacher's abilities. We cannot be too careful of our schools. In them now are the men and women of the future, and the character of our town and people hereafter will depend very much upon the present character of our common schools.

A. F. MOULTON,
 JAMES F. SMALL,
 GRANVILLE MCKENNEY, } *S. S. Committee.*

SEDGWICK.

The Superintending School Committee in their annual report would say that in most of the schools, during the last few years, there has been a steady, though not rapid progress, each year showing a somewhat better record than its immediate predecessor. The year just closed forms no exception to this rule. Our teachers, both in their modes of instruction and school government, have exhibited a greater degree of efficiency than those perhaps of any previous year. Of course, we do not affirm this of all; though we have had little reason to complain of remissness in duty and effort on the part of any, there has been in some instances, and with regard to certain portions of school work, quite a margin for improvement. This we should naturally expect. As all teachers are not alike constituted, so all do not possess in equal degrees an aptness to teach and the requisite tact for successful school management. Even good teachers are not in all respects equally good, some of them attaining to a higher standard of excellence than others, and hence achieving greater success.

There are evidences of improvement in another respect. A few years since there was much complaint of irregular attendance at school; nor was it merely exceptional. It prevailed so generally as to prove in very many instances a serious hindrance to the work of instruction, as in the nature of things it always must, wherever it exists. In some of the schools it became an evil of alarming magnitude. But we are happy to announce that in this particular there has been a gratifying change. Comparatively little complaint is now made of irregular attendance. Still there is room for further improvement in this direction; and so long as this is the case, there will be need of special care and effort on the part of parents and guardians, as well as teachers, to do away with the evil. It scarcely need be said that constant and prompt attendance on the part of the pupils is absolutely essential to the highest degree, and indeed to any good degree of success in the work of instruction. Without it the very best teacher in the world cannot raise a school to a high standard of excellence.

Another noticeable improvement, is an increased devotion to study during school term or at least during school hours. It is particularly gratifying to your committee to be able to report progress in this direction. Inattention to study, has been the bane of public schools to a very large extent, ever since they were established. It has been an insuperable bar to success always, and well nigh everywhere. To the faithful teacher, desiring the utmost proficiency of the pupils, it has proved a more fruitful source of annoyance and discouragement than almost any other. It is, moreover, an evil not easily eradicated. There have always been laggards in the world and doubtless there always will be; and it is but reasonable to expect that such will be found in our public schools. The evil, however, though it may not be wholly extirpated, can be largely diminished, and there is, we think, some evidence of its diminution in several of the

schools in this town. In our visits of late, we have frequently noticed a closer application to study than we recollect to have witnessed in previous years; and as an evidence that the application was real and not apparent merely, we have the fact of better recitations and a more thorough knowledge of the subject-matter of the lessons.

Another particular is deserving of notice. We refer to what may be termed school-drill, including modes of instruction, character of recitations, and mastery of the principles involved in the lessons. In these several respects there has been, within the last few years, a marked change—a change which, in our opinion, is worthy the name progress. The old “bark-mill tread,” once so prevalent in our schools, is still witnessed occasionally, but far less frequently now than formerly. Quality rather than quantity is fast becoming the gauge and test of good scholarship. Thoroughness, or a complete mastery of the lesson, is much more insisted on now than it used to be. Nor is this mere change; it is progress, and progress, too, in the right direction; it is improvement, and we hail it as an omen of good, foreshadowing still further advancement towards a most desirable end.

It is not our intention in these remarks to present a rose-colored view of the situation. The design is simply to indicate the fact that our schools, judged of by the results, are upon the whole increasingly prosperous,—that they afford evidence of better management, and are attended with a larger measure of success. We do not say that they have reached a satisfactory degree of attainment, for such is not the fact. Improvement undoubtedly lies in the line of perfection, but improvement is not necessarily perfection itself. Hence to say of our schools that they are in an improved condition is by no means saying that they are perfect. Very far from it. The truth is, they are below, some of them very far below, the standard which ought to be reached, and which would ultimately be reached were all the parties interested in their elevation to come up unitedly to the work.

Your committee feel that this report would be incomplete, and they themselves derelict in duty, if they did not embody in it a few suggestions relative to the work of raising our schools to a higher level. The first thing to be done in this direction is to furnish money for their support. This is required by law, and the minimum *pro rata* sum duly specified; but the voters, in town meeting assembled, may, if they will, authorize the proper officers to assess a larger sum; and in many towns in the State this is done. All we have now to say upon this point is, that in raising money for school purposes the most liberal policy should be adopted, and as much money voted as in the nature of the case can be profitably expended.

The next thing to be done devolves upon the several school districts. Usually the most important act which a school district, in its associate capacity, is called upon to perform, is the selection of its agent. In this selection special care should be taken to secure the services of one who will faithfully labor for the interest of the district in the cause of education. To do this, however, is not always an easy matter. The position of school agent is one which few persons covet. Even the most inveterate office-seeker is usually anxious to keep out of it. And no wonder perhaps, since the only external inducement it holds out is the prospect of the largest possible amount of blame should matters go ill, or the smallest possible amount of praise should matters go well. Hence it quite frequently happens that a district finds it difficult to get the right kind of man to accept the office. In most instances, however, suitable effort will accomplish the object; and such effort certainly should be persevered in till the object is accomplished, and a suitable person authorized to carry forward, in the district's behalf, the noble work of educating its children and youth.

But the duty of the district, or of the individuals composing it, is not fully done when the agent is chosen and has taken the oath of office. It is too much the habit of

districts, we know, after their annual meeting is over, and the machinery set a going for the ensuing year, to manifest little or no interest in the matter, other than to send their children, if they have any, to the schools; and even this is in many instances sadly neglected. But it ought not so to be. Every person in the district should feel and suitably manifest an interest in all that pertains to the welfare of the school. Of course there should be no impertinent interference on the part of any one with either the agent's or the teacher's duties, yet both agent and teacher should be made to feel that they have the sympathy and good will of the district, and so far as they prove themselves worthy of it, their earnest co-operation and support. This may be done in various ways, and greater success in school work thereby insured. School visitation, encouraging words, or even kind looks, will do much in this direction.

A few words just here in regard to the duties of school agents. Upon them is devolved, in this town, the duty of employing teachers. This duty implies an obligation to make a wise selection. In this important matter no haphazard choice should be made. The very best teachers that in the circumstances can be obtained should in all instances be engaged. This rule, strictly followed, might involve some extra effort and perhaps expense, but in the end it would be found to pay.

We will allude to another duty. The law requires that agents shall duly notify the Superintending School Committee of the time at which each term is to commence and close; and in a majority of cases this requirement is complied with, but not in all. In several instances during the past year, through the failure of agents to perform this duty, schools have been visited but once, whereas the law distinctly specifies that they shall be visited twice at least in the course of the term. The committee have noticed that agents more frequently fail to give due notice of the close of the schools than of the commencement. This operates badly, placing both the committee and the district at a disadvantage, inasmuch as it deprives both of the requisite means of judging correctly of the actual working talent of the teacher and the real condition of the school. Ordinarily, of the two visits required by law, the latter is the more important. Both visits are necessary, and agents should be especially careful to give reasonable notice of the commencement and the close of their respective schools, that the committee may have the opportunity of performing their duty in the premises.

We would further suggest, that in the work of elevating our schools to a higher standard, and thereby increasing their efficiency, a great deal depends upon the efforts of parents; without their hearty co-operation, comparatively little can be done. So long as from indifference, or any other cause, they fail to come fully up to the work, the work itself will drag, and no adequate results will be achieved. The best school officers and teachers in existence can never make our schools what they ought to be, unless aided and sustained in their duties by the moral support and judicious efforts of parents and guardians. It is virtually with them to say what shall be the character and success of our public schools, whether they shall be of a low or a high order,—whether they shall exhibit a forward or a retrograde movement. Supposing the necessary preliminaries to have been settled, the first care of the parent is to see that his children are comfortably clothed and well supplied with the necessary books. School children feel a commendable pride (if pride is ever commendable) in a good outfit; and in most instances they will study better and make greater proficiency when well furnished than they will when but poorly equipped. No parent should allow his child to be *minus* a book, slate, or anything, which is actually necessary to the child's progress in study. If through lack of means a parent is utterly unable to purchase the necessary books, he can avail himself of the provision made by law, which authorizes certain town officers in such cases to furnish them. And he can do this honorably; whereas, not to do it, on account of a false pride, is dishonorable, because it is an act of gross injustice to his

child. Instances of such inability, however, seldom occur, particularly in this town.— Few parents among us are absolutely unable to furnish their children with the requisite books; and yet we have noticed a deficiency in this respect in some of the schools, and we cannot but feel whenever we witness it that there is a wrong somewhere.

Another important duty of parents is to see that their children are regular and prompt in their attendance at school; very much depends on this. But enough, perhaps, has already been said upon this point; besides, the law which as we understand has been recently enacted by the Legislature of the State, will probably do more by its provisions to enforce this particular duty than we can by our words.

C. P. BARTLETT, } S. S. Committee.
R. S. COLE, }

SHERMAN.

In reviewing the past year, your committee feel that, on the whole, we have reason to regard our schools as fairly successful. No disturbance has occurred calling for the attention of the committee. Every teacher has shown an interest in the work, and, so far as we are aware, has given general satisfaction. While, however, we regard the schools for the past year as on the whole profitable, we are sure you will all feel with us that they ought to be more so in the future. In our private affairs we are anxious to realize all the profit we may from each expenditure. This ought not to be less so in public affairs, and especially in such as have so direct bearing on our own interests as do our schools. With scarcely an exception all our people place a high estimate on their importance, yet if we take careful notice how the schools are practically treated, we shall find great occasion for reform. Allow me to call your attention to a very few items in illustration of this.

There are, in round numbers, 300 scholars in town. When we examine the school registers for the past year, we find that only about 160 in all have attended the summer schools, and about 170 the winter terms; but little more than one-half the scholars in town, therefore, have attended school during the year. But this is not all. We also find that this one-half have been present, on the average, but a portion of the term. In the school where the greatest punctuality appears, the average time of attendance has been only 4-5 of the term, while in at least one district, it has amounted to but half the term. Some scholars have not been absent during the term. These deserve honorable mention, both on behalf of themselves and their parents, for the parents generally have much to do with this matter. It also appears from the registers that tardiness has prevailed to a great extent in most of the schools.

We feel still further constrained to say, just at this point, that most of the schools show a lower standard of order in the school-room, in several respects, than they should. "Young America" is a stirring race, usually disposed to be rather busy about something. This is certainly in its favor, on the whole. It only needs to have this characteristic quality properly directed and utilized. When it is employed in disturbing the order of school by vigorous attention to every other business except what properly pertains to the school; when it is engaged in destructive investigation of district property, or in prosecution of private enterprises that involve tardiness or absence from school in term time; we submit that this state of matters needs the most faithful attention of parents as well as teachers, not to mention other citizens who pay taxes and desire that their money accomplish its legitimate purpose.

We cannot expect to attain all we could wish at once. But the whole subject of schools needs much careful, candid thought on the part of all concerned—much more

than it gets. The standard needs to be raised in all respects. Something is wrong when but little more than half the scholars in town attend school during the year; when those who nominally attend are absent from one-fifth to half the time besides being often tardy. This is something the parents can reach more easily and directly than anybody else. Besides, not a little of this arises from the careless habits and comparatively low public sentiment on the subject that we allow to prevail in some quarters. If we will only think candidly and work together, we can gradually correct the evils to which we have referred. It will require the cordial and persistent co-operation of parents, teachers, older pupils and school officers, to put our schools where they ought to be. With this we can raise the standard of excellence and receive a much greater profit from the money we raise ourselves and receive from other sources for the support of schools.

A further item to which we would call your attention is the length of terms. We are not in immediate danger of having, on the whole, too much school in any of our districts, but it is worthy of thought whether we are not in danger of losing something by an unwise distribution of terms. In one of our districts we find a single term of 15 weeks with only a recess of one week, if we do not mistake. In another district we find a term of 16 weeks with one week recess; in another a term of 14 weeks and one of 17 weeks, each with a single week recess. Now this was so arranged probably from the best of motives on the part of the districts or their agents. We would by no means be understood as laying blame on anybody for this, but rather as calling attention to it for the sake of future profit. We think that a little observation and careful thought will satisfy any one that from ten to twelve weeks is as long as a single term can be made profitable to most scholars, especially such as have made no higher attainments in study than most of our own. One district has had 31 weeks of school during the year, or will have had when the present term has closed, in two long terms. Another will have had 28 weeks—one term of 12 and one of 16 weeks. Now would it not be better in such cases to have three terms of 10 weeks each, with from two to four weeks between, in one case, and two terms of 10 weeks each and one of 8 weeks in the other? In our judgment it would, if it were practicable so to arrange it. Even if some could not attend one of these terms, the others would do so much better as to justify the loss, if loss there were, on their part. Besides, it appears to us, that in one district at least, the school might be graded on such plan as would be entirely practicable, with very great advantage to all concerned. It is sufficient here to suggest these thoughts, and ask those immediately concerned to give them due consideration.

We close our report with a few remarks on the free high school. As a town, we are not in a condition to derive the greatest advantages from the system. Our population is too widely scattered. Our scholars are not sufficiently advanced, except in a few instances, to derive the greatest benefit from such a school. Still, we do not hesitate to say, that we think the money raised by the town for this purpose has yielded larger returns, to the town as a whole, than the same amount as expended in our district schools. We have already had occasion to remark the benefit of the last term to the district where it was taught. Their district school has been worth more the past winter for the influence of the fall term. That influence will be felt in future terms to their great advantage, especially if the districts are careful to secure competent teachers to follow up the good influence. But the good effects are not confined, by any means, to the district where the high school is taught. It goes with those pupils who attend from other districts, and is felt on their own schools both directly and indirectly. If we are able to secure teachers for the high school who are adapted to the place and the work, they will raise the standard of instruction and study throughout the town. We need nothing more than we do this to render our schools profitable. We can derive advantage from this town high school system adequate to the expense incurred. If we choose to

continue our town appropriation for this purpose, and are careful to secure the best management attainable under the circumstances, we feel sure that the results, not only to particular districts but to the whole town—all the districts, will prove an ample justification of our action.

L. H. CALDWELL, } S. S. Committee.
T. E. BRASTOW, }

SIDNEY.

Amount of money raised by tax, March, 1874.....	\$1,177 60
“ received from the State	709 20
“ contributed to prolong the terms.....	100 00
Total	\$1,986 80
Number of scholars, April 1, 1874.....	424
“ “ registered Winter term.....	326
“ “ registered Summer term.....	253
Average attendance Winter term..	262
“ “ Summer term.....	207
Average length Winter term	9 weeks.
“ “ Summer term.....	8½ “
Average wages of teachers per week, Winter term.....	\$4 81
“ “ “ “ Summer term.....	3 88
Average price of board of teachers per week.....	1 64
Amount expended per scholar	6 09

It affords us pleasure to be able to speak favorably of so many of our schools. We are pleased, also, with the general satisfaction the teachers have given. No complaints have been made concerning any school, or against any teacher, and the terms have generally, we think, been pleasant and profitable.

There have been twenty-two different teachers employed, and seven of these have been beginners. Two of our teachers have attended the Normal School a portion of the year, and intend to return to the Spring term. We are glad to learn that others have decided to do likewise.

The district meetings should be called early in the spring, so that the newly elected Agents may be in season to secure the teacher best adapted to his school. It is not policy for an Agent at any time to wait for an application from a teacher. Our best teachers do not have to apply for a school.

We again suggest the improvement that might be made by discontinuing some of the smaller districts. Would it not be well to call for a report from the town officers on the condition of several of the districts, and, if deemed advisable by them, a recommendation to discontinue the same and annex to other districts. Said report and recommendation to be acted upon at our next annual meeting.

That our town is burdened with a heavy debt, and paying a large amount of interest, we are all aware, especially when the tax collector appears at our doors. There is but one way out of the difficulty, and that is found in paying the debt at once. So long as duty in this direction is neglected our schools will suffer, and the consequences will come upon us in the future in the shape of ignorance and crime. It has been stated recently, on good authority, that from one neglected child there descended in the course of seventy years two hundred criminals, besides a large number of idiots, imbeciles, drunkards, lunatics, prostitutes and paupers. We hope that no such record will be

made by any of the children among us. We mention this as an illustration of the terrible evils that may follow neglect to provide properly for the care and training of the young. It is a warning that every town should heed—an argument that should be of sufficient force to induce every community to provide well for its educational interests. Those places where the people tax themselves heavily for this purpose are noted for their progressiveness, their social and moral improvement, their intelligence and wealth. All these advantages will follow a liberal policy in the care of the common school.

Our schools need more money. It is needed to repair and furnish properly many of the school-rooms. It is needed to procure more competent teachers, and secure longer terms. It is needed for the support of one or more High Schools. But there is another need greater than the need of money—a want we may and ought to meet—indeed must meet or our schools with or without money are to a great extent failures.

Parents, we need a revival of your interest in our schools. Let us have this and our schools, as they are, are doubled in value. Many of you shirk responsibility here, and leave the mental and moral training of your children at school to others. See that they are regularly at school, and promptly at the commencement of each day's session. An hour or a day's absence is unjust to the teacher, an injury to the school, and a loss to the scholar. You should watch the progress of your children, encourage them to study at home, and second the teacher's efforts for perfect lessons. Let them understand that they are sent to school to work—that the result of idleness or carelessness at school will be painfully felt in after life—that vice and crime are sure to follow in the wake of ignorance.

We renew the invitation to visit the school. Your money supports it, and your children are the scholars—the children you love and to whom you look for the fulfilment of your fondly cherished hopes—the children who are to represent you and grow up after you to be your glory or your shame. These schools are yours to foster and improve. Neglect no duty that they require. Guard them as you do the interests of your families. Then will they cease to be a burden, and become more than now a blessing and treasure that you will prize.

A. SAWTELLE, *Supervisor.*

SKOWHEGAN.

The past year has been one affording to your committee great satisfaction as relates to the results obtained. There has been perfect harmony between the committee and the several agents and the citizens of the several districts. There have been comparatively few ripples of agitation in the schools; the teachers have been faithful and for the most part successful.

The whole amount of money expended, \$7,280.41, derived from the following sources:

Raised by the town.....	\$3,700 00
From State, bank tax.....	1,003 73
Mill tax, so called.....	1,401 68
Bloomfield academy fund.....	600 00
Tuition in high school.....	75 00
From the State for the high school.....	500 00
The whole number of scholars in town is.....	1,290
Registered in summer schools.....	723
Registered in winter schools.....	803
The average attendance in summer schools.....	588

The average attendance in winter schools	676
Per centage of number registered to whole number, about	60
Per centage of average attendance to whole number, about	50

This is nearly the same as in preceding years. In consideration of this item, however, this must be taken into account: The whole number of scholars comprises the youth between the ages of 4 and 21. A rapid review of the registers, shows only 35 scholars over 16 years of age, not including the High School; and of the 50 in attendance there, one-half are 16 or under. A like review shows also that there are in attendance only about 20 scholars under 5 years old. The wisdom of taking scholars from the schools at the age of 16, we will not discuss here, but could we obtain the number of scholars in town between the ages of 5 and 16, we should find that a very satisfactory percentage of them are in our schools.

In making suggestions looking to more successful schools in the future, we must first refer to the school-houses. Many of the houses are being injured by rough and careless usage. Agents should prevent, if possible, this abuse of the property of the districts; teachers, also, should feel a personal responsibility in the matter, and at least report such offences to the agent. Nearly every school is destitute of wall maps, globes, charts, and like school furniture. They are also poorly supplied with blackboards; the latter can be obtained at so trifling an expense that no school-room should lack them. Portable boards are now made and would be found a great convenience in many rooms where there seems to be no available space for fixed ones. A small sum contributed by each member of the district, would supply the maps, &c., which are almost a necessity in teaching geography properly. It should be borne in mind that the scholar gets his first impressions in reference to this whole subject of education from the appearance of the school-room. Send him to a comfortable and convenient room, well supplied with school appliances and adornments, and the impression is far more favorable than that derived from bare walls, rough benches, and general dilapidation and disfigurement. Appropriate mottoes and pictures, bouquets, and even house plants, well cultivated, will add materially to the welfare of the school.

AGENTS. The selection of good Agents is a matter of no small importance if good schools are desired. Rotation in office is not desirable. Some other method of equalizing the burden should be adopted. Many a trouble in school has sprung not from the insubordination of the scholars, nor from the inefficiency of the teacher, but from the fact that such or such a man hired the teacher. It is a thought derogatory to human nature, but none the less true, that neighborhood quarrels and grudges are thus permitted to disturb the schools. Agents should make themselves acquainted with their duty. Committees cannot always be minute men, and one day's notice as to the finishing of a school is not sufficient. Let the Agents consult with the Committee as to the teachers to be employed. By a good degree of harmony and unity between the two offices many objections to the district system would be overcome. Let Agents often visit the school and other schools, so as to be able by acquaintance to distinguish between a "fair to middling" school and a good one. In employing teachers, they should have regard not alone to scholarship, but to age and experience. None but true ladies and gentlemen, both in and out of our schools, should have charge of our children.

TEACHERS. Many a person can *keep* school, but few can really *teach* one. Most of our teachers fail as regards methods and power to impart knowledge. They know what is in the books, but in teaching the pupil *how* to use the text-book, *how* to study, habits of observation, of comparison, and of reflection, they are sadly deficient. Of all the

abominations that have crept into our schools, this of mere "rote recitation" is the worst. The memory is *taxed*, not *cultivated*, and the other faculties of the mind are dwarfed. This method calls for but little exertion on the part of the teacher, and requires but little culture, and no continual study. But it does not instruct, does not interest. This may be one reason why so many of our pupils leave school so young, and think their education finished because they have committed so many pages in geography, so many rules in grammar, and ciphered so far in arithmetic. But few of our teachers know anything about the child, its mind, capacities and capabilities; the laws which direct and govern, the expanding powers of the children and youth. For this reason many regard the Primary schools as very easy to teach, when in reality they are the most difficult, requiring peculiar tact and ingenuity, breadth of culture and knowledge of methods. As a remedy for this state of affairs, we must first as school officers demand that the text-books be not the end but the means or instrument; he must demand not that a certain number of pages be gone over, but a certain amount of knowledge be acquired. As a second remedy, we must wisely patronize our Normal Schools,—wisely, for not every graduate is necessarily a good teacher, and many a teacher uses normal methods who never saw a normal class.

But one item must not be forgotten. If we desire first-class teachers, we must give first-class wages. And there is no poorer policy than the employment of young and inexperienced teachers because it lengthens the school a week or two. Never sacrifice quality for quantity. And to the parents in the town, let us say, do not permit your boys and girls, just out of jackets and short clothes, to undertake this great work of training youth, just because they are smart scholars, and this seems a good way to earn a little money. Herein, we take it, consists the reason of so many average teachers. It is not their profession, but an occupation to help, through a few years of life. The physician, clergyman or lawyer, is always on the alert after new knowledge and new skill, because he has an eye to the future.

PARENTS But the faithful Agent and good instructor cannot make a first-class school unless the parents are heartily enlisted. A hasty judgment on the representation of the scholar, an implied doubt of a teacher's method, may awaken in the child's mind a spirit of insubordination that wholly destroys the teacher's influence over him. In the matter of tardiness and absence, also, it is often the parent's neglect, thoughtlessness or morning sleepiness, that is the cause. Even above the good interests of the school thus promoted, is the habit of punctuality formed. The unpunctual man is one of the crying evils of the day. He is late to meetings, at business appointments, in payment of debts and fulfilment of his obligations. We advise and urge parents to visit the schools, not only upon set days at the close, but during term time, to see the school in its working dress.

District No. 12 reports almost as many visits from citizens as all the rest of the town, outside of No. 1. Knowing this, one is not surprised to hear that they employ the best teachers, have the best schools, and when they make the extension and repairs they are contemplating, they will have the best school-house. If parents are interested in the school the children will be. This manifestation of interest will stimulate teachers to new endeavors. Again, in these days of Farmers' Clubs and the like, why not organize District Clubs, introducing the teachers to the parents, cultivating the social nature, discussing educational topics, and securing it may be one or more lectures. It would seem that a deep and real interest in these things, so important, ought to urge forward and sustain some such movement.

SUPERVISION. If to the items enumerated above a thorough and minute supervision could in some way be obtained, we should make a great advance. Your Committee are

painfully aware that what they do is insufficient if the schools are to be raised and kept to a high point of excellence. But the work is now mostly one of love, though the sum of the several bills may seem large. Still with the present system, hearty co-operation on the part of Agents and parents, will remedy many existing evils. There should be a sentiment that will sustain the Committee in grading the classes, regulating the rate of advancement. Many scholars and parents have an ambition, in this particular, that exceeds wisdom and utility. Arrangements should be made for frequent gatherings of the teachers to receive suggestions from each other and the Committee as to means and methods. Co-operation will keep out poor or indifferent teachers, and close unprofitable schools.

CHARLES W. SNOW, }
 R. B. SHEPHERD, } *S. S. Committee.*
 WEBSTER WOODBURY, }

SMITHFIELD.

In submitting this report, I am very glad to be able to say that, with one or two exceptions, the several district schools in this town are in a very prosperous and flourishing condition, and that generally they are advancing to a better and higher standard. An enlightened public sentiment in favor of advancing their usefulness is, I 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. 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 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 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.

In looking to the welfare and steady advancement of our public schools, I 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, I would also urge a more watchful and cheerful co-operation on the part of all who feel an interest in their prosperity and success. It is thought by many that any person possessing the ordinary attainments in those studies required by law to be taught in our common schools, together with the certificate of a good moral character, has all that is required to make a teacher of youth. But the inquiries and attention which have of late been directed to this subject will, I am in hopes, 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 depend for its safety and security.

HENRY C. DECKER, *Supervisor.*

ST. GEORGE.

The expenditure of so large a sum of money as is invested in our schools, would, in the business world, call for the utmost care of interested parties. The question of its most advantageous expenditure certainly loses none of its importance because it is used in educating undying minds, rather than placed where the interest may be increased one or one-quarter per cent. How shall our children obtain the best education, is a question that may be discussed with profit, not only openly in town meetings, but in every little gathering, until our school-rooms are of the best class, our teachers best qualified and our children are furnished with plenty of text-books of unquestionable fitness. Gentlemen, the difference between poor and good teaching is not to be calculated. How can our children have the best, except we give them the best school-houses, best teachers, and plenty of the best text-books. Some of our school-houses are not fit for school-rooms; many of our text-books are unlike, being different issues of the same work, but disagreeing in orthography and number of pages. None of our geographies are of recent date. In some schools the same classes have Kerl's and Brown's grammars. Will the parents come to the help of the schools, and change this state of things? In this connection, allow me to suggest that the teacher who has passed the meridian of life cannot be as efficient as younger teachers, unless he has kept up with the times, and only here and there one has done so. Usually choose the young who have enjoyed good opportunities. As we have intimated, good, comfortable school-houses are indispensable, and here some districts need a change.

P. RICHARDSON, *Supervisor.*

SURREY.

We think the schools, on the whole, have been better this year than the last; still there is room for improvement. The wages of teachers in Surrey are higher than in most towns in the county. Our schools are small, and not far advanced, and for the wages paid we ought to have the very best teachers in all our schools. It is a mistake to suppose that a poor teacher will do for a small, backward school. True, not so much learning is needed in such a school, but the very best teaching talent is needed. It is very difficult to get up any enthusiasm in a school of twelve or twenty young, backward scholars, but the ability to do so may be had and is worth paying for.

We have plodded on in the old ruts long enough—we need something new. Farmers are not willing to use the same old implements and the same old methods. Mechanics, seamen, and all avail themselves of improvements, whereby they do more and better work; so should it be in schools. True, not everything new is an improvement—many new things are the reverse—yet there are improvements, and we ought to use them.

Much is said about the frequent change of school books, and the great cost thereof. Now, in this town, the present books have been used for a time “to which the memory of man runneth not to the contrary,” save and except that by some means other readers have crept into some of the schools, much to the annoyance of the teachers and not to the improvement of the pupils. There should be uniformity of readers sure; and something is gained by occasional change. The older scholars, at least, have read their books through and through, until they have lost all interest in them. It is as if a man should read his last year's newspaper this year, and then over again next year, and so on. If there is any doubt on this point ask the boys and girls.

There should be in every school-room, for free use of all, a good dictionary—one costing \$5 or \$6. It will be money well laid out. A globe can be bought for \$5 or

less. Other apparatus is desirable; but these cost so little that they are within the means of every district, and their usefulness cannot be counted in dollars and cents.

By immemorial custom, which has long since acquired the force of law, the school month is fixed at four weeks—five and one-half days to the week. This is now enforced by statute law. Yet a practice is gaining among our teachers to keep only five days for a week, and even at that to shorten Wednesday afternoon an hour or more. Is this right? You engage a teacher for eleven weeks; if he teaches only five days to the week, you really get only ten weeks' school, while you pay for eleven. Can you afford the loss? This matter lies entirely with the agents. It is entirely beyond the control of the committee.

A few years since, the S. S. Committee of one of our larger towns or cities said in their report that the most they could do was to take such teachers as the agents engage, and make the best of them. This is essentially true in all cases. Let districts use discretion in the choice of agents, and let agents employ good teachers, or the best they can find. It is true teachers' wages are high, and we must pay the market price; but do not pay a high price for a poor teacher—such a one is dear at any price. Many, very many teachers are too young; especially is this true of many females employed in winter schools. There is a great difference between managing children of twelve years old and under and managing boys of sixteen or twenty.

Parents should care more to have their children learn thoroughly what they pass over than to have them make rapid progress. It is useless to go over the whole arithmetic and not be able to work questions in reduction or simple interest. It is far more important to be familiar with the geography of our own county or State than with that of Australia or Alaska. Yet many scholars have studied geography for years who cannot name the towns in their own county, or the counties and principal towns in their own State.

Let parents visit the schools occasionally and see how things go. Let them often question their children at night, to know whether they have learned anything during the day. And you may be sure that if the child cannot tell you what he has learned, and explain it to you, he has studied to little purpose.

LEANDER S. TRIPP, }
 CHARLES JARVIS, } *S. S. Committee.*
 LUTHER LORD, }

TOPSHAM.

A very important change has been effected in school management during the year. At the annual town meeting in March, it was voted that the town avail itself of the enabling act (revised statutes, chapter 11, section 3,) whereby towns are empowered to abolish the school districts, and thus transfer all power belonging to the districts to the town. In pursuance of this vote, the school districts in town have been abolished, the property of each district has been appraised by the selectmen, and all the rights and interests of the several districts have been absorbed by the town.

There are many reasons justifying and demanding this change;—First: It simplifies the management. Heretofore there has been a divided responsibility. Two boards of school officers, district agents and school committee, have been doing the work, which can be done by a single board. The inconvenience arising from this double set of school officers is obvious. It creates unpleasant friction between the two. It sometimes occasions a diversity of feeling and action. It is always a source of embarrassment. All this

is done away by substituting the town system in place of the district system. Then the sole responsibility devolves upon the school committee, and the praise or blame of success or failure, can be meted out to them, to whom it is due. Second: It secures unity of aim and results. Under the district system the town does not and cannot act as a unit. The unit is divided into as many fractions as there are districts, and each fractional part constitutes a separate and independent section, whose whims and claims and fancied interests must be regarded and consulted. This operates disastrously to any unity of effort. Then, again, it is often the case, one or more sections of the town lie secluded from the rest, and have drifted into ways and methods injurious to its best interests, and all school matters are backward, and a denser ignorance is found there than exists elsewhere. How is that section to be brought abreast of the average degree of intelligence, and be pervaded with a more advanced spirit? Let it swing loose from its isolation and avail itself of the influence and advantages of the more favored portions of the town. Let there be an interchange of views and sentiments, and a mutual contact between each and every part, and out of this must come a common unity of aim and result. It will be manifest every way,—in the selection and assignment of teachers, in improved school-houses and apparatus, and in a general subordination of the school to the larger interests of the town, instead of the narrow prejudices of the district. Third: It proves equality of rights. It is certainly right and equitable that every scholar in town should have the same amount of instruction. Under the district system, this is impossible. Every child must there take his chances, according to the census of the little fraction where it happens to be located. One year ago it was reported that the inequality in town was in the ratio of one to four. One scholar had eight weeks of schooling in No. 8; while another in the village had thirty-two weeks. The town system, which is now in practical working condition, gives to all the same amount of instruction, so that no scholar within its limits has any superiority over another, as regards the quantity of time allotted to each. In the remote and small and sparsely settled neighborhoods, the advantages here are the same with the most highly favored, thus securing the largest possible school privileges to all, consistent with the means at our disposal. Fourth: It stimulates improvement. We have introduced into our workshops and all our mechanic industries the principle of division of labor. As a result of this we get skilled labor and higher style of workmanship, and as a consequence, better wages are demanded and received. Education has brought this idea, and transferred this principle of division of labor into our schools. Hence, we have graded schools, not only practicable, but actually existing in all our large towns. Under the district system but a single school is possible, and that mixed with a heterogeneous assemblage of all ages and attainments, and without any proper classification, and with no prospect of anything better in the future. The town system, wherever it can be done, secures and establishes graded schools, enabling an honorable ambition to pass through the various grades, until ready to enter the college and university.

From these reasons, it will be seen that the town in adopting the present system has put itself in the van of school progress, and stands abreast with the most advanced of our New England towns. As to the practical working of the new system, we have simply to say, a single year is insufficient to determine the matter—especially a year of transition like the past, much of which has been spent in adjusting the schools to their new relations, and in preliminary work. For the first time in the history of the town, the school committee have had the sole charge of the schools. They have had the various duties of taking the school census; receiving the applications of teachers, and examining and certifying the same; contracting for the wood and supplies; visiting the school; regulating the discipline and attending to repairs, and providing the needed text-books; all which demand time, patience and judgment.

Sufficient time has elapsed to indicate that the new change will not of itself transform our schools, but more than ever will demand the fostering care and the hearty co-operation of all our people. A few things should here be noted, in which much may be done by parents and guardians.

The Boarding of Teachers. In some instances teachers have found it difficult to obtain convenient board even for a single term. Under the district plan there has been generally a disposition to furnish board gratuitously, but now every teacher will pay a reasonable compensation. It is hoped in the new change we shall have a cheerful response made to the requests of our teachers in this regard.

Text-Books. A scholar without books is as poorly furnished for study as the mechanic without tools for his special occupation. During the year it has been found, in some cases, two or more children dependent upon the same book. A class in reading, consisting of eight scholars, recited in two sections. On inquiry, only four books were provided for the eight, necessitating two recitations instead of one. By vote of the town, the committee have contracted with Dresser, McLellan & Co., of Portland, to supply us with school books at wholesale prices, thus saving twenty per cent. on their cost, with the hope that every child attending school will have the needed book for each branch of study.

Teachers in the Schools. It is hoped our high school will eventually give us all the teachers we need for the rural schools. This is our expectation and aim. Until this is done we cannot be independent and truly alive to our own interests. It is more difficult every year to obtain the right sort of teachers, and it is poor economy to go out of town for them. The normal schools and academies cannot meet the demand. Our main reliance must be upon our young men and women in our high school. They must be trained for this work, and parents can do much in assisting us in its accomplishment, by their personal and persistent approval.

The Duties of the School Committee. Two things are to be noted here. *First*, in selecting and assigning teachers. It is evident the committee are limited in such selection and assignment by such teachers as personally apply, or can otherwise be procured. Preference is always had for those applicants in town, provided they come up to the requisite standard. If they fall below the minimum of qualification, we feel relieved of the duty of employing them. Let this be understood at the outset, which will prevent all misunderstanding and save the acts of the School Board from uncharitable remark. *Second*, in the discipline of schools. It is earnestly requested that no parent shall give ear to the gossip of the scholars at their homes, in the way of complaint or criticism of the teacher. Nothing tends so much to insubordination and lawlessness. Let the committee be notified, in every case of any consequence, and any existing irregularity can be kindly adjusted, in the absence of all parental fault-finding, for the good of the school.

The Claims of Scholars. It has been the aim of the committee to do exact and equal justice to all. Some rule or limit for determining where a school ought to be sustained has been found necessary. This limit has been fixed for the present by the committee. Where five scholars can be had, this number will warrant the holding of a school for a term. But if the scholars in any given locality fall below that minimum, it is deemed injudicious to tax the town for its support. In the several districts and neighborhoods of the town, with the exception of two on the Lisbon road (Nos. 1 and 8), there have been three terms of school for the year, of eight weeks each, making for every scholar twenty-four weeks of instruction. In the excepted parts, the children of No. 8 have been assigned to No. 12, and those of No. 1 to the village primary. By this arrangement, it is believed only one child in town has been abridged of its rights, and in this case ten weeks of schooling (the same as the year previous) have been had under a male

teacher. So that for the first time in the history of the town, every child within its limits has had, so far as practicable, the same amount of instruction. As to the quality of instruction, this will depend, of course, on the tact of teachers, and the character of school.

SUMMARY OF RESULTS. There have been 30 schools in operation, and 254 weeks of instruction. One year ago we reported 23 schools and 219 weeks. Scholars in town, (1874-5,) 453. In 1873-4, 469—a loss of 16. Scholars registered in all the schools—summer and fall, 227; winter, 233. Average attendance—summer and fall, 185; winter, 197. Per cent. of average attendance, 50. Reported last year, 48. Compensation of teachers—male, \$35.60 per month, and female, \$3.81 per week.

D. F. POTTER, *Secretary.*

TURNER.

We wish to speak of one or two evils in our schools. 1. Lack of proper classification. In many of our schools the number of classes and individual recitations to be attended to each day is so large that these exercises must be brief, hurried, and of little practical value. They consist, for the most part, of senseless repetition of the words in the text-books, instead of being the time and place where the real business of teaching is done,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted. 2. Lack of proper supervision. The supervision to which we would invite your attention is the supervision of the parents in connection and in co-operation with that of your Committee. What would be thought of a merchant who hired a clerk, sent him to his place of business, and only sent an Agent to look in upon him twice a year? What would be thought of a farmer who hired a man, sent him to his farm, and paid no further attention to him for months? When such a merchant failed, or the farmer went to the poor house, the good people would say, “Good enough for him; he might have known it.” Still we go on year after year treating our schools in a similar manner to that described above. And with all this apathy on our part we grumble at the Committee because our schools have not been better. Have we visited the schools? No. Have we ever called upon the teacher and had a friendly chat with him about the wants of our children? No. Do we really know anything about the schools, except what we hear from rumor? No. Yet probably there is not a parent in town that is not anxious to send his children to a first-class school. Still they seem loth to take the first step in the right direction—a step too, which would cost no money. So far as our experience goes, those schools in which the parents have taken the most interest, and have visited most frequently, have ranked the highest in department and scholarship.

There is another thing in connection with our schools we consider an evil. It is that we must have a new teacher for each term, or at least for every third term. To tolerate a teacher more than two terms seems to be considered a sin. But we believe a good, live, energetic teacher, once acquainted with the school and the dispositions and attainments of the scholars, can do a great deal more for their advancement, if they are not models of excellence, than new teachers. A too frequent change of teachers is an evil.

P. C. TORREY, }
 W. H. JEWETT, } *S. S. Committee.*
 C. A. DAY, }

UNION.

With \$2,500 in school money, we have secured an aggregate of 292½ weeks of schooling in town, at an average cost of \$8.54 per week, including board and wood. We have had 29 terms of school, averaging 10.1 weeks in length; of these 29 terms, 20 I consider as very successful, and most of the others as good. Some trifling difficulties have arisen which have generally been quickly settled. Only one winter term has been cut short on account of difficulty. On the whole, the year has been a successful one with our educational interests, and some advancement has been made upon the past. In addition to our town schools, we have had two successful terms of High School.

The experience of the past year suggests a few lessons:

First. I would advise school agents never to engage a teacher for a school, if there is any prejudice existing in the district against that teacher. I should certainly never give such a person a certificate, if I knew of the prejudice; such prejudices never become any less, and they sometimes completely ruin a school.

Second. I would say to parents, co-operate with your teachers as far as you can; the teacher has a difficult task to perform, and, it is to be presumed, is anxious to do well. But if the impression gets abroad in a district, as it sometimes seems to, that the teacher is on one side and the school on the other, and all are watching for his haltings and ready to catch at any blunder he may make, it will be a miracle if he succeeds; but if he feels that he has the sympathy and co-operation of all well-wishers to the cause of education and progress, he will be greatly encouraged.

Third. Schools and teachers are sometimes greatly injured by careless talk and flying stories. Some one sees a truant boy where he ought not to be, or observes something about the school-house that looks a little out of place, and not being able to account for it, he hastily concludes and reports that the school is good for nothing; this is caught up and echoed by others, until it comes to be believed by many to the serious injury of the school. Now, it seems to me, that the better course would be, when a suspicion arises in the mind of a parent that everything is not going right in the school, to go into the school and see for himself, or else report the case to the committee and have it investigated. In this way he will be more likely to get at the real trouble, if there be any, and at the remedy at the same time.

We have cause for gratitude in the fact that our schools are generally so good; that we have such a beneficent arrangement for bringing the rudiments of an education within the reach of all; and that efforts are constantly being made by the friends of education to make our school system better and more efficient. And especially so at this time, when a corrupt foreign ecclesiastical power is so earnestly seeking to undermine and destroy our common school system.

Among the things done the past winter by our Legislature, was the passing of an act requiring all the children between the ages of five and fourteen to attend school twelve weeks in a year, and making it the duty of town committees and supervisors to see that the act is enforced. This law is designed for use in the large manufacturing places, where there is a temptation to put the children into the factories and keep them there. But it is also necessary in many other places, and is founded on the broad truth that the State has the right not only to bring the privileges of education within the reach of all, but also to say that all the children shall be educated; the only exceptions being cases of feeble health or mental incompetency.

F. V. NORCROSS, *Supervisor.*

WARREN.

EXAMINATIONS. To do justice both to the candidate and the district in the examination of those proposing to teach, is perhaps the most difficult and responsible duty devolving on a Committee. This year we selected a uniform series of questions, and gave graded certificates showing the rank taken by the candidate. In one instance a candidate was rejected, and we believe a good school secured in consequence.

INSPECTION OF SCHOOLS. It is sometimes thought that the money expended by the town in the inspection of schools is little better than wasted. Doubtless many visits are made from which the schools derive little benefit, and it may even be that there are a few teachers so well qualified for their work that they need no assistance in doing it. But as a rule the good teacher welcomes the Supervisor most cordially, and best appreciates his efforts to advance the school, and it is the poor one who would rather not see him. Those most interested in the prosperity of schools, and best acquainted with their workings, place the highest value on inspection.

Our idea of the way in which this part of a Committee's work should be done, is illustrated by our inspection of the Summer school in District No. 7. We visited the school on the morning of its commencement, and laid out the work of the larger classes for the term. The scholars thus knew what they were expected to do, and that they were to be examined at the close of the term. The examination showed a thoroughness for which the teacher deserves much praise, and yet we feel certain she could not have accomplished her work without the co-operation of the Committee. To have thorough inspection of the schools we think it should be committed to one person, and that person paid for his or her work. A division of responsibility is likely to leave it on nobody's shoulders. At the same time we recognize the fact that there is great advantage in having a Committee for consultation.

But something more is needed in the way of inspection than a Committee will give under any circumstances. People in a district ought not to leave the oversight of their school entirely to the Committee. They should go and see them for themselves. Very likely their presence may at first cause embarrassment both to teacher and pupils if they are not in the habit of seeing visitors; but if the visits are repeated this will soon wear off, and the school will be much the better for their interest in it. The standard of no school in town is now so high as that in No. 13, and this is in a great measure due to the fact that the citizens of the district have given it a great deal of attention.

LEAKS IN SCHOOL EXPENDITURES. Perhaps the greatest is in the employment of partially competent teachers. This might perhaps be avoided to some extent, if the Agents would confer more generally with the Committee before employing teachers. We need the best teachers we can secure, and cannot afford to employ any others. Not only should we aim to employ the best, but when we get good teachers we ought to keep them as long as we can. We lose much by frequent change of teachers.

Another and a very large leak comes from supporting so many small schools. Money is expended to little advantage, where a teacher is employed to instruct half a dozen scholars. In these small schools there is great liability that the teacher will still further waste the money by failing to keep full hours on the plea that the sessions are long enough to hear all the recitations. This the people in the district should look after. You are entitled to six hours labor for a school day, and if you do not get it you should notify the Agent, and if he does not rectify it, notify the Committee. The leak we are considering is made larger by poor judgment in arranging terms. Several of these small schools have been taught during the severe weather of the past winter, and a measure of the good which might have been realized is lost by irregular

attendance of the small scholars. The terms might just as well have been arranged for spring and fall ; and if there were one or two large scholars who could only attend in winter, arrangements might have been made for their schooling in districts adjoining at the expense of their own district. But under our present system it is perhaps too much to expect that such arrangements will be made.

L. F. STARRETT,
E. B. HINKLEY,
WARREN LINDLEY, } *S. S. Committee.*

WATERFORD.

In the efforts to secure better schools, we are met by two great hindrances:

1 The lethargy of the people upon educational matters. They will vote money for the schools, but there their responsibility and interest end. There is but little, and in some families, no home stimulus; the child is sent to school, because that is the proper thing to do at the beginning of the term, or as near it as may be convenient. There is a growing lack of interest in our common schools, with some few exceptions; parents fail to impress their children with the importance and necessity of education in order to success in life. Here is one hindrance; in many cases it is not a small one. Until we see more enthusiasm on the part of parents in promoting reforms and improvements, our schools in these country towns will make but small progress.

2. Poor teachers. In this county there are comparatively few teachers. These are engaged by the different school agents; they present themselves for examination Saturday before the Monday on which the school is to commence; with the committee it is frequently a choice between no school and an ordinary one. Many teachers are unable to conduct a recitation without a text-book in hand,—the lessons are not thoroughly prepared by them before coming into the school-room. Such teachers are not prepared to teach the lessons of the day as they should be taught; there is nothing fresh and inspiring in the mind of the instructor upon the subject to be presented; he goes through with the dry mechanical details of the exercise without an original illustration and without imparting a live thought to the scholar. To many pupils this soon becomes uninteresting and the school-room an undesirable place. Teachers should thoroughly acquaint themselves with the lessons of the day before entering the school-room,—they should adapt the lesson by oral instruction to the capacities of each pupil,—and they should prepare themselves for their work by a wider and higher culture.

We regard the Free High School act as a good step in the right direction. The two Free High Schools with which we were favored the past year, were a stimulus to the scholarship of the town. Young teachers and those preparing to teach, saw the practical working of improved methods in teaching; a higher range of studies was pursued, and the foundation was laid for a more thorough culture. The two Normal Schools and the normal departments connected with the various educational institutions in the State, cannot supply the demand for qualified teachers; this demand can only be satisfied by the continuance of the Free High School system. In rural communities few feel able to incur the expense of sending their children away to academies or seminaries for an education; the encouragement which the State affords, brings good educational advantages to most of our smaller towns. Let this system of schools be continued and we will soon have better teachers and better schools throughout our rural communities.

C. L. WILSON, }
A. J. SMITH, } *S. S. Committee.*

WATERVILLE.

Amount of money raised by the town for general school purposes, Mar. 9, '74,	\$2,500 00
Amount received from State on account of bank tax.....	793 66
Amount received from State on account of mill tax.....	1,108 44
Total	\$4,402 10

Number of persons of school age in town April 1, 1874, 1,116. Amount raised by town to each such person, \$2.24.

The whole number of pupils registered in the public schools (other than the High School,) during the year, was in Summer 443, and in Winter 413; the average attendance was in Summer 334, and in Winter 331, or 77 per cent. of the number registered, showing 23 per cent. or nearly one-fourth of the registered pupils habitually absent. It ought, however, to be stated that there has been an unusual amount of sickness, especially of the distempers incident to childhood, in town during the past year, and this has considerably reduced the average attendance. Yet the large percentage of absentees, from whatever cause, whether resulting from sickness, truancy, or want of interest and attention on the part of parents, is a serious drawback on the prosperity of the schools, and a great detriment to such pupils as are absent from their classes, and consequently falling behind in their studies.

The act establishing and aiding Free High Schools exemplifies and carries more thoroughly into effect the general and generous policy of our school system, which aims to reach and furnish with school privileges all parts of the State in city and country, and to benefit all classes of people, the richest and the poorest alike. A step further in the same direction, as we understand, was taken by the last Legislature, in allowing not merely 10 but 20 per cent. of the school money voted by towns to be divided among the smaller districts before making the general distribution. The effect of this law will be, if its provisions are taken advantage of, to give to the smaller districts and most sparsely settled parts of the towns in our State nearly equal school privileges with the larger and wealthier districts. The principle of providing for the elementary education of the whole people at the public expense, seems to grow stronger and stronger, and is we think the chief corner stone of our civil liberties, and of our prosperity as a nation. The preservation of our school fund from sectarian appropriation or interference seems to us of the utmost importance as a safe-guard from that political corruption, ecclesiastical domination and class legislation which in some countries, and in some parts of our own country have wrought out such deplorable results. When we are asked to divide our school money among the different religious denominations, we reply that school committees and town officers have no right, no power, no legal authority to do any such thing, and that towns in their corporate capacity have no right to do any such thing. The Legislature must be appealed to, and the Constitution of the State be changed, before our public school system can be broken down, and sectarian schools erected on its ruins. Our schools are among our most precious institutions; they are for the whole people, irrespective of sect or party; native and foreign born citizens, the men of every nationality among us, may share alike in their benefits. Like the sunlight and air, they are free and common, open to all, and designed to be used by all on the same equal terms.

On the whole our schools have been prosperous. No one has entirely failed or been prematurely broken up, though as a matter of course there has been a great difference in their efficiency and usefulness. The Normal Schools of the State are helping to raise the standard of school teaching, are infusing more order and method into the business, and have furnished us some of our best and most successful teachers. Yet our two Normal Schools can do but little towards furnishing a supply of teachers for all the

public schools of the State. We must still look not only to our High Schools and Academies, but to our common District Schools for many of our teachers, and hence the great importance that these schools be kept up at as high a standard as possible, and that what they teach at all be taught aright and thoroughly. And here we wish to say in passing that our High Schools and Academies should be so conducted that the common branches be not neglected, and the proficient in Greek, Latin and French do not prove deficient in arithmetic, geography, and the proper use of his native tongue.

J. O. SKINNER, }
 M. LYFORD, } *S. S. Committee.*
 E. W. HALL, }

WILLIAMSBURG.

We are glad to be able to report the usual degree of success in schools the past year, but it would be much more gratifying if we could report a decided improvement. Improvement is what we want. The schools are not what they should be. There are some things that greatly hinder their prosperity. To point out defects and propose remedies is quite an easy matter, but to make the desired change is more difficult. There appears to be too much indifference on the part of parents; some will send their children to school at the commencement of the term, and after a few days attendance, if in their opinion the teacher is not perfect, their children are allowed to remain at home the remainder of the term. Others do even more than this. If the teacher does not particularly suit their fancy they will not allow their children to attend school at all. Another great evil is tardiness. In twenty-two weeks of school the past winter there were 503 instances of tardiness. This certainly retards the progress of schools. We hope the people of this town will guard against such evils. We hope they will awake to their children's education; the education of the young is of great importance. We would most earnestly and respectfully call upon parents to enforce better attendance at school. Let each one see that his scholars are in school at the proper time, and on all occasions within the range of possibility. Most of our children have no other means of obtaining an education but in our common schools. And is it too much to say, let all parents and citizens unite their efforts to make their schools more interesting, successful and profitable?

M. W. KENNISON, *for S. S. Committee.*

WINDHAM.

Whole number of scholars in town according to agent's return.....	765
Amount of money raised by town.....	\$2,100 00
State mill tax	786 16
Savings bank fund	532 34
Local fund.....	146 40
Total	\$3,564 90
Given to small districts.....	221 85
Amount per scholar.....	4 37

Certificates were refused to several applicants; and as succeeding events have demonstrated, should have been withheld from several others. We would urge upon future

committees or supervisors, the necessity of a more careful and thorough examination of teachers.

We would invite your especial attention to the improper and illegal manner in which the money raised for the support of schools has in some instances been used. Some districts, instead of assessing a tax to repair their school-house, have hired the money and taken ten per cent. from their appropriation, year after year, to pay the debt. Another district has taken over twenty-two per cent. of its appropriation for the past year to provide its school-house with a well, and incidental repairs. We think the selectmen should take especial care that districts do not draw on the town treasurer for money, except for school purposes and incidental repairs, in accordance with the provision of the statute. The money raised for the support of schools is the property of the town, and not of school districts. It is apportioned to the several districts for the support of schools; not to build or repair school-houses, dig wells, or any other purpose. Money cannot be properly used for any other purpose than that for which it was voted by the town.

We have many good school-houses in town, some excellent ones, and we have also some very poor ones, which we hope will soon give place to such as the wants of the school require. If parents could fully realize the superior benefits which their children derive from a comfortable and convenient school-room, and the inconvenience which they suffer, and oftentimes the permanent injury which they receive from confinement six hours in a day, in old, dilapidated school-houses, they would not be long in pulling down those old landmarks and putting suitable buildings in their places.

We advise every district to furnish their school with a set of outline maps. There are five school-houses in town which are furnished with outline maps. The scholars in these districts are far in advance of those in other districts in the knowledge of geography. We found in district No. 10, a class of small scholars, many of whom had never learned a lesson from the text-book, who could readily point out and name all the natural divisions of water, natural and political divisions of land, and many of the capitols and important towns. They have had their maps only about one year.

In another school we found a scholar nine years old, who commenced the study of geography, and in twelve weeks went through the book, and was so thorough that we were not able to ask him a question on the maps which he could not readily answer. We think scholars will learn more in geography in one term, where there are outline maps, than they will in two terms without them. A good globe would also be a valuable piece of furniture in a school-room.

The next thing needed, after we get a good school-house well furnished, is a good teacher. School agents should be very careful in the selection of teachers; employ those only who can come well recommended; be particularly cautious about employing strangers; good teachers are always in demand and can find plenty of situations, poor ones are obliged to go where they are not known to find employment,

And lastly, (though not by any means the least) we want the influence and co-operation of parents. When parents take a lively interest in the education of their children, and occasionally spend a half day in the school-room, the children will be sure to make rapid advancement. How many parents have visited the schools in their own districts during the past year? The teacher's registers show that but few such visits have been made. No parent can claim to have discharged his or her duty to their children and their school, unless they have made at least one visit to the school during the term. An increase of parental interest in this direction is loudly called for.

WILLIAM H. VARNEY, }
FRANKLIN STEVENS, } S. S. Committee.
JOHN SWAN, }

YARMOUTH.

In presenting our report, we beg leave at its commencement to remind you that there is no matter of business upon which you are called to act as citizens, which is of greater importance, or more vitally concerns the welfare of the town, than that of educating the young. If you consider what rapid progress has been made in almost every department of industry and in the arts and sciences within the last forty years, you will see that much more attention is demanded in the interests of our public school instruction than simply to keep on in the old paths of our grandfathers.

But you must not infer from this that we think no advancement has been made. Our State has been trying to keep up with the times in this matter, though it must be confessed she falls behind some of the other States.

We have Normal Schools for the qualification of teachers, and this is an essential provision. More recently the act to encourage towns to establish free High Schools, has proved thus far to be a movement in the right direction. The eagerness with which many towns have grasped the offer shows that the people are not asleep over the question of education. And the promptness and liberality of your action in this respect, with a High School in successful operation, of as high a standard and as thorough discipline as that of any other in any part of the State, is cause for your self-congratulation. If there is one thing of which this town may well feel proud, it is its High School.

One other thing to which it may be wise to call attention, is the course some towns have taken to abolish the district system. If there are any advantages in it, and it is in any wise an improvement on the present method, it ought to be considered.

You are all aware that there are some very small districts on the outskirts of the town, whose terms of schooling must be much less than those in the villages. Now if the town could employ a few first-class teachers by the year and keep them at work, placing them for a term in any of these several districts where enough scholars could be accommodated to make a good school, it certainly would be a benefit in more ways than one.

Then, again, it is evident that some of the districts must ere long build new school-houses; and the question arises, whether or not the town could not with less money and to better advantage of all concerned, take the matter in hand and erect suitable buildings at the most convenient places, and have the schools more thoroughly graded and systematized than it is possible with the district method. The territorial limits of this town not being large, are in favor of such an arrangement. Our object, however, is not to propose, but to suggest the matter for your consideration. If you, for any given object, must continue to raise money year by year, it is taken for granted that you will demand how it can most beneficially be expended.

We may remark as the result of our visits upon the schools, that on the whole they have been under the charge of competent teachers; that the agents have performed their duties well, and that the scholars have made good progress in their studies. Those who have been unruly or through idleness or mischievousness have neglected their opportunities, will find themselves the chief losers. Parents cannot take too much care, nor scholars be too diligent in improving the school privileges furnished by the town. In almost every district better school buildings are demanded. Unless action is taken in some way very soon, they will be a disgrace to the town. If it is economy to have good barns for the cattle, and good houses for ourselves, it is certainly a debt owed to the rising generation to provide them with good buildings in which to attend school. It would be a good thing if you, as citizens, should visit the schools in reality, and not depend on our annual report.

M. C. MERRILL, }
 E. G. WAGG, } S. S. Committee.
 G. B. ILSLEY, }

YORK.

The amount of money raised by the town for the support of schools the past year is \$2,123.20 School fund received, \$610.12; mill tax, \$852.16; making the whole amount appropriated for schools \$3,585.48.

It gives us pleasure to report that there has been a very manifest improvement in our schools the past year. We now give a fair compensation to teachers, and ought to have those who are intelligent, active and worthy. We commend to agents the great importance of making a wise selection.

We would caution teachers against letting their pupils go into large and advanced books before they half understand the smaller ones. In some schools it seems as if almost all were just about one book or one term in advance of where they ought to be, and are struggling to keep up. Never let a child take up one study, or one book, or one lesson, until he thoroughly understands all that properly should be known before it.

JOHN A. SWETT,
CHAS. C. BARRELL, } *S. S. Committee.*
JOSEPH FREEMAN, }

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