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NINTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1862.

Published agreeably to a Resolve approved March 16, 1855.

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SUPERINTENDENT'S REPORT.

To the Honorable, the Governor and Council of the State of Maine:

GENTLEMEN:—It is made a part of the Superintendent's duty, by law and previous usage, to report annually to your Honorable Board, the result of his official "inquiries and investigations, together with such facts, suggestions and recommendations as will best promote the improvement of Common Schools." The range of topics thus open to him is very broad; and not the least of his difficulties has been to select the subjects most important to be discussed. Endeavoring, from considerations of economy and propriety, to make his report as brief as is consistent with the important interests intrusted to his supervision, he has the honor to be,

Very respectfully,

Your obedient servant,

EDWARD P. WESTON.

GORHAM, December, 1862.

REPORT.

THE SCHOOLS AND THE REBELLION.

Every department of the public interests is related, more or less directly, to the great rebellion which is now shaking the nation and disturbing the world. Not even our educational affairs are exempt from its influence. The large expenses of the State and Nation, incurred on war account, were very properly urged by a Committee of the last Legislature, as a reason for economizing as much as possible, in printing the official reports. Various other projects were proposed, and some of them carried into effect, by which the appropriations for educational and other purposes should be reduced, in favor of the war. The rebellion being brought thus directly to the notice of this department, its connection with our school affairs, becomes quite naturally one topic of this Report.

In discussing the relations of the war to the educational affairs of the State, there are certain lower and more obvious aspects of the subject to which I ask attention, before passing to others, perhaps more important.

Disturbing Influence.

The question is frequently raised, whether the attendance of scholars has been diminished, or made less regular, by the operations or influences of the war. Judging from the returns of school officers and from personal observation, I may venture to answer that there has been, on the whole, but little direct disturbance from this source, among the common schools. From some localities interruptions from this cause have been reported. The winter schools, of course, have lost some young men, who, but for enlisting in their country's service, would have spent a few months longer, in the more peaceful scenes of "shooting ideas." But

we have reason for gratulation, that in our remoteness from the immediate scenes of conflict or the mustering of large forces, our primary schools have pursued the tenor of their way comparatively undisturbed. The interruptions in our Academies, Seminaries and Colleges, have been more serious. The ranks of all these higher institutions have been greatly thinned by the country's call upon her brave and patriotic young men. Their love of country and the right has subordinated for a time all other considerations. The watch-word of the patriot scholar, *pro patria mori*, has stirred them with a more thrilling inspiration than the charms of learning, or the scholar's fame. Indeed, it seems to me a happy illustration of the connection of popular intelligence and liberal learning with true patriotism, that our schools and colleges have furnished so many brave and devoted officers and soldiers for this crisis in our national affairs.

The Loss of Teachers.

If now we inquire for the effect of this war demand upon the the ranks of our teachers, we shall find a very large number of them thus withdrawn. Most of the young men in our higher Seminaries, are, in fact, teachers in the winter schools. But besides the diminution from this source, a great host of our established teachers, from more or less important situations in the public schools, have exchanged their more quiet labors for the scenes of war. Professors in our colleges, academic principals and public teachers of every grade, are reckoned by hundreds in the rank and file of the army, or as officers in command, are leading the stalwart sons of Maine to scenes of heroic strife. The skill acquired in the instruction and discipline of our school forces has prepared them in a measure, no doubt, for the intelligent and considerate control of men, in the different but hardly more important positions of authority which they occupy in the army.

The loss of so many experienced teachers must render it necessary of course to call new supplies into the service.

These will be in part, young men who have not taught before; some of them, it is feared, not fully qualified for the work. But fortunately we have a large number of well educated ladies who are better fitted to give the necessary instruction, even in our winter schools, than some of the young men who may offer themselves for that service. Let me urge upon school agents and committees

to act wisely in this matter, and not to employ young men of doubtful fitness, — merely because their names are of the masculine gender, — so long as ladies of experience and unquestioned ability may be obtained for even less wages than must be paid to their younger and less competent brothers. This effect of the war to accelerate the movement already inaugurated, by which female teachers of suitable qualifications are becoming more generally employed in the winter schools, need not be regretted. If a female teacher has succeeded well in instructing the summer school, it is vastly better that she continue in charge of the school during the winter, unless very peculiar circumstances determine otherwise. In the old times when a man's stronger arm was necessary to wield the ferule and the green-hide, and governing power was reckoned by the hundred weight, it would not have been safe perhaps to put a female teacher in charge of the winter school. But the conviction that higher elements than mere muscular force are essential to the best governing power, has done much to remove the apparent necessity of a *man* to govern the larger boys of the winter school. I do not disparage the claims and qualifications of our friends, the young school-masters; but I believe that the ladies have not had their equal rights and opportunities in this matter. Let the young men resolve not to be outdone by their female competitors, and the schools will reap the advantage of the generous rivalry.

Appropriations.

Another point of inquiry arising here, is the effect which the war has had, or may have, upon the appropriations made by towns or the State, for the support of our school system. I regret to notice that some of our towns have reduced their appropriations for school purposes to the lowest figure allowed by the statute,— sixty cents to each inhabitant. Some have raised even less than the law requires. But I am gratified that many towns have increased their appropriations, so that the aggregate loss is smaller than was expected. A table in the Appendix will exhibit the standing of each town in this respect. While the towns which have made no diminution in the amount raised, and especially those which have increased the appropriation, are entitled to much credit for their action in the matter, it is recommended that those towns which have raised less than the law requires, should be de-

prived of any portion of the State bounties, until they shall have made up the deficiency.

I am happy to report that a large majority of our towns have thus decided, at their annual meetings, against the penny-wise policy of cutting off the supplies of our school army, and compelling a backward movement in our educational affairs. The people themselves have thus protested against the insane panic which the course of some parties appears adapted to create. The people do not seem to have been actuated by the fear that town, State and nation are all coming to bankruptcy and ruin together. They seem resolved, at least, that if our good ship of State must go down, she shall go down with her colors,—intelligence and liberty,—still flying at mast head.

It is proper to suppose that any action of town or State, looking to the reduction of school appropriations, is prompted by the most honorable motives. There is a demand, most certainly, for strict economy in the conduct of public affairs, civil and military. Let it be practiced. Let all wasteful expenditures be arrested. Let our public officers be held to the most rigid accountability in pecuniary matters. Let all schemes of doubtful policy, all mere experimenting at the people's expense, be suspended; at least, while the means of the State and nation are so heavily taxed for the suppression of the costly rebellion with which we are compelled to cope. But the people owe it to themselves, and the State owes it to the people, to refrain from any serious interruption of the great work of popular education, which we have in hand, not for this generation alone, but for all the future. The war through which we are passing is a struggle on our part to maintain the free institutions of our government against the vandal assaults which would overthrow them. For this we cheerfully bear the burdens which it imposes. To maintain these institutions in full force, and transmit them unimpaired to those who may follow us, is the grand purpose which gives dignity to our present struggle, and value to our success. To strike at our schools, then,—to cripple our educational system, the principal source of popular intelligence, and a chief safeguard of our civilization, is a blow against one of the very institutions which we are striving to defend. Such a course would be strangely inconsistent with the whole spirit and intent of the contest in which we are engaged. Now, if ever, we need the conserving influences of our schools, vigorously and wisely directed, to

counteract the unfavorable effects which we must expect to result from the war; and there is no safety in weakening, for a single year, these moral defenses of the people.

It is conceded, on all hands, that a portion of the debt, incurred in sustaining our national existence, must pass over to succeeding years, perhaps to another generation. Our sons will have no occasion to criminate us, should we transmit to them a portion of this expense; incurred, as it is, in settling for them and for all posterity the great question, whether free republican institutions have within them the elements of perpetuity. Will they not cheerfully bear the added cost,—almost infinitesmal in comparison,—of an educational system of which both they and we may be proud, and of which they will reap the chief advantage? It is therefore to be earnestly desired, that our citizens at home and our representatives at the capitol will wisely consider this whole matter, before they lay any rash hand of retrenchment upon our school operations. A proper regard for our reputation as a State should deter us from taking any backward step in this matter. While other States, so far as I have been able to learn their designs in this regard, are resolved to sustain their school interests with becoming vigor, as a chief concern of the State, in war as well as in peace,—some of them making even increased appropriations for this purpose,—we should not suffer Maine to take the lead in this downward and ruinous policy. Such an illustration of our boasted "*Dirigo*" would be humiliating to our pride. I should blush to have the report go forth among our sister States, that Maine had diverted her school funds to the support of the war; as I am now mortified that she stands almost alone in neglecting to make provision for the professional education of her teachers. We have now neither conventions, normal schools nor institutes, supported by the State. Such a condition of things must be ascribed to poverty, parsimony or indifference. And I am unwilling to advertise ourselves to the world as so poor, so parsimonious, or so dead to our true interests, that we cannot sustain with efficiency all those agencies so necessary to the life and intelligence of the people.

Maine has been progressing steadily in the few last years toward a most honorable and worthy position among the New England States. Our manufacturing and agricultural interests have been advanced. Our schools have taken a higher rank, and the whole spirit of society has become progressive. Thus Maine is regarded,

at length, not merely as a good State to be born in and to emigrate from, but as one in which men may make their abiding place, with the social privileges and material comforts of the most favored. Our resources are inexhaustible; our credit unimpaired; our industry and skill as a people unsurpassed. Are we willing with these means and abilities, to publish to our loyal peers in the North, or to the States in rebellion, that our resources are already overdrawn, and that our school interests cannot be sustained? Sure I am, that our intelligent citizens and legislators will not suffer these vital interests of education to be sacrificed to a false and blind economy, through any indifference on their part.

Lessons of the War.

There are certain lessons of the war which have a special force and significance in connection with the schools. And one of these is that lesson so often uttered, and so little realized, that general intelligence is one of the necessary conditions of popular self-government. Society inevitably breaks into castes, the one class domineering over the other, if you withhold the equalizing tendencies of general education. One class sinks as the other rises, and that which gains the ascendency claims the right, virtually if not in terms, to control the inferior. Those in power assume the whole direction of public and social affairs, and control them in their own exclusive interest. They encourage no aspiration,—nay, they even deny the right of the other class to occupy a place with them in the enjoyment of social privileges and political functions. A people, thus divided into superior and inferior castes, is morally incapable of sustaining a democratic form of government. The oligarch and the democrat cannot live together. It is this state of things, which, in South Carolina, has ever kept alive a practical hostility to free institutions. Indeed, she has never been a truly republican State. From before the Revolution until now, she has been, in her whole spirit, but a modified despotism. And whether you reckon her want of popular education as the cause or the effect, the two facts exist together; and so remaining, a republican government becomes an impossibility or a sham. There has never been in that State either a true democracy or a sympathy with the States where it exists. The same is true, to a greater or less extent, in other States, like situated. Such, indeed, is the undisguised admission of their representative men. They do not hes-

itate to avow their hatred of the doctrines of political equality. Free schools, a free press, free labor and free speech, are a stench in their lordly nostrils. They are aware that many a mud-sill of the North has found his way to a place in Congress through the door of the common-school house, by virtue of his own energy and intelligence. They scorn to reckon him their equal, and would fain throw down the ladder by which others might dare to climb to such audacious hights. I have no special quarrel with those who charge the present rebellion to slavery, as its leading proximate cause. But I would rather go back one step farther, and find the grand underlying cause in that state of popular ignorance among the southern masses, which allows the domination of the few and compels the submission of the many; whether black or white, bond-men or nominally free. And there is little hazard in the assertion that with the general diffusion of knowledge throughout the South, in such measure and kind as we are enjoying in New England,—imperfect and unsatisfactory as we acknowledge that to be,—this rebellion could not have existed. To an intelligent people, uninfluenced by ambitious political leaders, there could have appeared no sufficient grounds for this rash endeavor to sunder the Union. A people who had studied the history of their country, and had learned to appreciate the conflict of opinions and forces through which the fathers passed, would have reckoned the Union which they effected and the government which they established, as an enterprize too costly to warrant its causeless overthrow. Such an intelligence would have refused to be dragged into a measure which carried folly on its face and the blackness of wickedness in its heart. A people thus intelligent would have asserted their right to an equal control in the councils of State, with their self-assuming superiors. Instead of this, the ignorant masses of poor whites, and the scarcely less ignorant slave-owners of the plantations, have yielded but too readily to the persuasions of their shrewd and better educated, but unprincipled and domineering politicians, to join in this crusade against the Union and their own highest interests at the same time.

If the Southern States shall ever again become established as co-equal members of the Union which they are striving to dismember, I know no guaranty against the recurrence of the same traitorous outbreaks, but in planting the New England school house, with its lessons of liberty, equality and union, over all their territory; for

the benefit not of the wealthy few alone, but, as with us, for all classes of children endowed with the natural right and the natural capacity to be taught.

A Higher Patriotism Demanded.

But we should wrong the South and impose upon ourselves, to charge the whole resposibility of our national catastrophe to the cause to which we have just referred. If the want of intelligence among the Southern masses has contributed largely to this unfortunate war, so also has the want of high-toned patriotism at the North. Our intelligence, however widely diffused, has not begotten that love of country and that devotion to its institutions which are necessary to preserve them. The great fundamental principles of free government have not been sufficiently impressed upon the minds and hearts of the people. Our young men, in the latter years of our peace—our age of gold worship—seem to have come to the places and the duties of their fathers with a scarcely a trace of the old heroic blood in their veins. Mammon and the lust of office seem to have paralyzed every higher sentiment, and deadened every impulse of true ambition. The result has been a loss of interest in the nation's welfare and honorable career. Northern men with their superior intelligence and better notions of popular rights and free government, have been too ready, in their aspirations for place and power, to strike hands with the enemies of liberty and the traitors of their country. We have had many Northern men ready to sell their birth-right as freemen, for a very small mess of political pottage. The love of party and the love of gain have been too strong for principle; and the true interests of the country have been too often sacrificed to partizan success, or schemes of personal aggrandizement. From this condition of things, known to exist in circles of corrupt influence at the North, the rebellion, so long in embryo, drew its courage to be born. Because Northern merchants and speculating politicians were known to have other gods before their country, the cotton merchants and political demagogues of the South reckoned upon making easy terms with the North, either in the Union or out of it. Hence their surprise, when they found so much latent patriotism startled from its slumbers by the assault on Fort Sumter. Hence their rejoicing again at any fancied evidence that the North may yet yield to their insolent demands; which may God forbid. For this deadness of patriotism

and this dominion of gold at the North, our schools are in a measure responsible. We have a law upon our statute-book, similar to that of other States, requiring all teachers of whatever grade "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 ormament of human society; and to lead those under their care, as their ages and capacities admit, unto a particular understanding of *the tendencies of such virtues to preserve and perfect a Republican Constitution, and secure the blessings of liberty.* Nothing, certainly, is more reasonable, than that every pupil in the public schools should be taught the nature and value of the institutions, which State or nation has provided for his education and defense, and the virtues which are necessary to their preservation. What lessons are more suitable for the young people of our republic to learn than those which unfold to them the principles upon which our government was founded, and the means by which it may be best preserved? And yet, how many of our teachers have ever complied with the letter or spirit of the statute, in this regard? How many of our citizens can recall even one lesson of patriotism taught them in the public schools? Alas! how few of us can remember the lesson or the time.

The story of our Revolution, even, has become almost a myth; remembered perhaps by our older citizens with something of realness, as coming from the lips of some old hero of '76, who "Shouldered his crutch and told how fields were won." Alas, that the children of to-day should have so many eloquent reminders of the terrible price which it is now costing us to preserve the Union which our grandsires purchased with the same great price,—their freely offered treasure and blood. Shall not, then, the teachers of Maine use the lessons forced upon us by this rebellion, for the better instruction of their pupils in the duties which they owe to their country. There is no space at my command, to enumerate in detail, the methods by which they may best inculcate these lessons of patriotism. But this I know; if their hearts are fired with a true devotion to their country, they will find the method and the hour. They will find, too, that the hearts of even their youngest pupils will easily catch the inspiration of their own. I have seen in the

past year, some very pleasing exhibitions of patriotic enthusiasm in the public schools. In one of our rural neighborhoods, I found a fine flag waving over the school house, giving me the best assurance that the country was not forgotten by the teacher and pupils within. On inquiry, I learned that the children had contributed their dimes and coppers to purchase the materials, and the teacher had aided the older girls in making it up; while the boys had procured and prepared the staff from which it floated. And I doubt not that every child in that school learned in the effort and interest of that flag-making and flag-raising, and the brief lecture upon the Stars and Stripes which followed the reading of such a text, at least a *minor* lesson of patriotism, which he will not soon forget. I cannot omit to commend here the patriotism of another teacher who procured a similar flag for her own school house. It had waved in its place but a single day, when some emissary of rebellion, whose eyes had been pained with the light of its goodly Stars, came under cover of the darkness and cut down the staff which bore it! It was raised again in the old spirit of '76, and again was torn down by traitorous hands—I am sorry to say with impunity. Brave deed of a midnight hero! May his life be made glorious by its memory!

I have found the teachers and pupils of some schools warmly interested in responding to the calls from battle-fields and hospitals for aid to the sick and wounded. Many a little school-girl has taken her first lesson in the love and service of her country, while sewing bandages or scraping lint for the wounded soldiers; dropping great tears perhaps, among the shreds, as she thought of brother or neighbor in the army, who might need for himself the very service she was rendering.

In other shools the pupils have been receiving lessons in geography, history and patriotism together; while they have traced the march of our armies, and marked with breathless interest every noble strike for God and their country, or grown pale with indignation at the intelligence of cowardly and traitorous defeat. The school rooms of our land, to-day, cannot be better employed than in learning all that is possible of the geography and history of this terrible conflict. Let the chronicles of the war, every day written, be stereotyped in their memories forever.

In many of our schools, primary and higher, I have been greeted with patriotic songs; such as, "My Country 'tis of Thee," "The

Star-spangled Banner," "The Red, White and Blue," the "Liberty or Death" of the old Marseillaise, and others of like spirit, poured from hearts and voices on fire with the noble sentiments which they expressed. The influence of these songs of liberty, as sung by our young patriots, in school or elsewhere, and made familiar to the ears and hearts of the people, is proverbially more powerful than laws and constitutions; than the clearest deductions, and cold utterances of political philosophy. Nor can even popular oratory, however impassioned, arouse the fires of patriotism in an assembly like "The Dear Old Flag" and "The Land of the Free." I would encourage singing in all our schools, not only for its general influences, but for its special power in this direction.

There is another incidental exercise for the school room closely allied to this. I refer to the reading, or if you please, to the studying of *the literature of liberty*; not of our own country alone, but of all liberty-loving nations. The oratory, the narrative, and the poetry, which have been begotten of the love of liberty, in all the history of her struggles against oppression, constitute a most interesting chapter of the world's literature. If our young people in the shools were taken no farther back than to the times which preceded the Revolution, to study the speeches which sprung from the heads and hearts of Fisher Ames and Patrick Henry and the Adamses, and the events which followed, it would be a most appropriate and valuable incidental training for the times. Let them add in the same kind, the addresses of Webster at the founding and completion of Bunker Hill Monument, and Everett's oration at the Anniversary of the Pilgrims' Landing. Let them also become familiar with the Songs of Liberty which our more recent poets, Bryant and Longfellow and Whittier, have uttered. They will thus cultivate within them a love for truth and beauty, liberty and patriotism together; the influence of which will be felt in their whole after life, as citizens of the Great Republic.

Other Lessons.

But there are other lessons, connected with this matter, more important than those of banner and song, the march of armies and the history of campaigns. In the pomp and circumstance of war, the shout of triumph and the shame of defeat, there may be mingled elements of quite another inspiration than that which true patriotism awakens. The desire to conquer those who may be for the time

arrayed against us, and the enthusiasm of brilliant success, do not necessarily involve a high type of devotion to one's country. Our children—aye, and the fathers as well,—should be reminded that not only great actions, but great principles also, were concerned in the foundation of our government, and that by the strength of both it must still endure. "The preservation and perfection of a republican constitution," the statute assures us, depend upon the practice of certain great virtues already enumerated. These are necessary to "make the blessings of liberty secure;" and it is enjoined of all teachers to "impress the importance and value of these principles upon the minds of the children and youth." Let not our teachers evade their responsibility in this regard.

The Lesson of Obedience.

Another of the grand virtues on which the stability of our government depends, and the need of which the present war is demonstrating, but which is not embraced in the statute catalogue to which I have referred, is obedience; a cheerful submission to rightful authority. It needs no argument to prove that this prime virtue of earlier times has fallen into great desuetude among our children, of lesser and of larger growth alike. It is one of the natural, if not necessary, tendencies of our form of government, against which we can guard only by especial care. Where every man is taught to believe himself a ruler, there is danger of his forgetting the important truth that the best ruler, in his proper relations as such, is he who best obeys in his relation as subordinate. Unhappily, a spirit of false independence, too often manifest among older persons, is caught by the children also; who come to imagine, by a sad mistake, that they too, like "all men," in the Declaration, "are born equal" to their elders. In the school, as a consequence, they understand that the teacher, to be sure, being employed for their especial benefit, is to serve their necessities and execute their bidding. If the teacher, in a moment of rashness, should assert his prerogative as master, and attempt to restrain or punish them, they claim the right to be "let alone," with all the coolness of a Southern traitor! And the worst feature in the whole case is, that parents too often sustain them in their claim; and the teacher is compelled to let them alone, to their own undoing and the confusion of their parents at the same time. After such a lesson from home, no wonder that this same young America

comes to reckon his parents no better entitled to respect and obedience than his teacher. He presently assumes that the "old folks" live with *him*; and thinks within himself that unless they are careful, he will by-and-by turn them out of doors! By parity of reasoning he maintains, when a little older, that the country has no claim upon his obedience or support, further than it may suit his sovereign pleasure to render it. Thus in time of peace he vilifies his government, and in war threatens to resist the draft or the tax to support it. He waxes fat under the protection of the government, only to kick against its authority. And the spirit is the same in essence, whether it shows itself in Carolina or in Maine; in the family, insubordiuation,—in the school, resistance,—in the State, rebellion.

One of my highest expectations in the grand issue and result of our present national struggle is, that a better notion of government at home, in school and community, is to replace the loose notions lately so prevalent. In receding from the old doctrine that kings rule by divine right, and that tyranny, therefore, should be endured as an ordinance of God, we have gone far towards the opposite extreme,—the human right to disobey all law, in family and State. It would seem that the "military necessity" of obedience to orders, would of itself do something to correct this unfortunate error. The results, too, of insubordination on the grand scale of confederated resistance to national authority, make it painfully clear that we must re-assert and enforce the ancient and better doctrine. And teachers can render no higher service to the State, than by training the present generation of children to be submissive, law-abiding, and loyal citizens.

Political Studies.

This war has forced upon the attention of the whole people, as nothing has done before, the great questions of political economy, international law, and the rights and usages of war. Thus the rebellion becomes a great national teacher, incidentally, of many things good and useful. But while the people are learning these lessons from Messages and Reports, Congressional documents and speeches, lyceum debates and newspaper discussions, the school also should have its voice and its lesson. In the higher public schools, especially if graded, as well as in colleges and academies, the general principles of our government should be regularly stud-

ied. The older lads in school need have no difficulty in studying the frame-work of our State and national systems. They should become familiar especially with the Constitution of their country; "*the Constitution as it is;*" with its wonderful provisions, with its masterly grasp of the great principles involved in free government, and the necessities of a people who have resolved to become perpetually "one, out of many." Let them learn from its preamble, and from its whole tenor and spirit, that it *makes* of us one people; giving to States before separate, a national unity and sovereignty which no *one* State and no confederation of States can lawfully resist. Let them learn that the pestiferous doctrine of "State Rights," as maintained by the abettors of secession, finds no shadow of support in that immortal document. True, the State has rights, which the general government is bound to respect, but not one that contravenes or nullifies the legitimate authority of the nation. Then let our young men who are coming soon to the active duties and responsibilities of citizenship, study this noble instrument; and be prepared to defend it "as it is," or to amend it, if need be, in the further interest of that "union," "justice," "domestic tranquillity," "the blessings of liberty," and the "general welfare" for which it was "ordained and established," and for which it has been more than once amended already.

So much, at least, our higher schools might contribute toward a better understanding of our fundamental law. But shall the schools teach politics? Not, of course, mere partizan politics, by which we have been already nearly ruined, but politics in the broader and higher sense, as the science of civil polity and the art of conducting the affairs of State. We have several works on the Government and Constitution, adapted to the wants of our older pupils at school. Such are Shurtleff's "Governmental Instructor," and Sheppard's "First Book of the Constitution."

Military Tactics.

The political instruction to which I have referred, I reckon far more important than military training or any special instruction in the science of war. I am aware that many persons are now advocating the introduction of military tactics into the common schools as a part of every boy's education. There need be no objection to the instruction of young men at the academy or college, in the science and art of war; partly as a matter of physical training, and

partly for the general information which every intelligent man desires in regard to military language and operations. And if these young men should be soon called into the service, they would doubtless find some real advantage in the knowledge of elementary tactics thus acquired. But I should deprecate the introduction of military instruction and the spirit of war into our common schools. I cannot believe that the best education of our children would be thus accomplished. I am not willing to believe that there is to be so large a demand for military training; that the military idea is to become thus predominant; that we are to become henceforth a nation devoted to war; that great armies and a large naval establishment, with a career of conquest upon land and sea, are to constitute our national enterprise and renown. This, I know, is the theory of some; and this is obviously the tendency of influences now at work. The honors and emoluments of military life, too often unearned and undeserved, will tempt young men into the service. The army will be kept up by these influences, and hostilities with foreign powers will thus be more easily provoked. The effect of this war will be, without doubt, to develop such military resources and such fighting ability, North and South, as the world has rarely witnessed. The tide of warlike forces thus evoked will not easily return into the narrower channels of peace. Military politicians will readily influence the hearts of the people with a longing to avenge the insults and injuries of foreign powers, real or supposed. To humble the pride of the old-world monarchies which have been grinning with ill-concealed satisfaction upon our unfortunate civil strife, in the hope of our downfall as a republic, will be made a plausible pretext for the equipment of new armies and the launching of more powerful fleets.

To arrest this tendency; to re-invoke the spirit of peace; to encourage the nation's return to peaceful pursuits, whenever the government shall be restored to its ancient foundations, should be the effort and the hope of every patriot. To this end the lessons of the school room should be directed, rather than to encourage and glorify the spirit and practice of war. Our children should be taught that war is at best a fearful necessity, to be accepted only as the last resort, when forced upon us in defense of the nation's integrity and honor. The influences of peace, then, and not the language and movements and spirit of war, should be dominant in the school room. The spirit of ambition, revenge and fraternal

hate, always mingled in larger or less degrees in the motives of war, should be condemned and cast out as unworthy; while the contrary sentiments, the "benevolence, humanity and justice" which the statute enjoins, should be inculcated as the virtues on which depend, alike, the elevation of our race and the perpetuity of our republican institutions.

Let our teachers, then, be mindful of their duty in this regard. If they cannot join their brothers in the army, they may serve their country with equal fidelity on those more quiet fields, where the forces of intellect, passion and purpose are training for the battles of life. As they discipline those forces with skill, or otherwise, will be the success or failure of our children, their triumph or defeat, in the lesser struggles and grand encounters of the future. We cannot too earnestly bespeak the co-operation of every good citizen with our faithful teachers, in their efforts to train and guide aright those who are committed to their care. Thus will the SCHOOL play a still more important part in the REPUBLIC; in peace, when the present storm shall have passed over; and in war again, whenever we shall be compelled to meet its unwelcome issues.

OUR GLORY AND OUR SHAME.

We often refer with pride to our system of Common Schools, as the glory of New England. The school house is open to every child of suitable age, and the property of every citizen is taxed to sustain the school; no matter whether that citizen has children to be benefited or not. The poor man with half a score of olive plants around his table, obtains for them an education mainly from the property of his wealthy neighbor, who has not, perhaps, a child in his family. The State assumes that every son and daughter of her citizens shall be educated at the public expense, for the public good. This is no matter of simple benevolence, indeed, toward the poor as such, but a measure of State policy in its own interest. It is no less, however, a wise and worthy measure; no less an evidence of enlightened progress in the management of public affairs; no less an element of our high rank in social economy; no less a part and parcel of our true glory as a people.

So much for our system—our theory. Is the operation of that system, the embodiment of that theory, in practice, equally glorious? There is much to gratify us, in the practical working of our school affairs. We have many fine school-rooms, many excellent teachers, many intelligent and interested parents, many efficient and well qualified school officers. Pass all these to the account of our system, upon the credit side, as so much to our glory. I might dwell upon these items, and magnify the account, and thus make, perhaps, a more gratifying picture for the reader. But I have an impression that this has been already done too often, and possibly to the deceiving of the people. I must therefore ask you to look for a few moments to the other side of the account, while I expose the failure, the ill working, the bad management of our school system; constituting together, a ground and occasion of shame rather than of glory. And lest you charge me with fault finding, or any unfairness in my representations, I shall draw largely for my materials in proof of every point, from the returns of school officers, or their formal reports, made to the several towns, and transmitted to my office.

The blanks issued last year for the school returns of town officers, contained this question: "What are the great hindrances in your town, to the progress and prosperity of your schools?" The answers are very numerous, and cover in the whole, a great variety of points. But a large majority of them name one, two or three, of a half dozen prominent evils, as their "great hindrances." The town reports take up more or less of these points, and dwell upon this or that, according to the local necessities of the towns which they specially concern. These shall be my authority, while I draw unwillingly, the picture of our shame.

Poor School Houses.

A very large number of the anwers referred to contain the item, *bad school rooms*, or *poor houses*, or *cold houses*. This point is so evidently well made, that it hardly needs confirming, to those who have occasion to travel along our public roads. I do not hesitate to say that as a general rule, it will hold good in a great majority of our towns, that the shool houses are the poorest buildings to be seen on the roads. In most of our older towns, of ordinary prosperity, the dwellings of the people are neat and comfortable; while the farmers' barns of the later style, are convenient and comfortable for their occupants. Sometimes they are even elegant structures, clapboarded and painted, surmounted with the most approved ventilators, and over all a gilded cock, or rampant horse, or flying fish, in the latest style of the art! Evidently the owner is a man of means and taste, and has a pride in the appearance of the building which shelters his cattle and horses, and *represents his farm*. Near by such an establishment, I have often seen a very different structure—small, low, unpainted, with half its shingles torn from its sides, and with every appearance of neglect in its shabby exterior and surroundings. This building is called *the school house;* and this represents the educational progress and interest of the people. It is no wrong to say of such a building, without stopping to look upon the inside, *this is your shame!*—Now step in at the door, and as the repulsive interior meets your eye,—the room room low and dark, crowded with awkward and inconvenient desks and benches, its windows, walls and floors all guiltless of water these many years; with no blackboards or other conveniences; defaced with indecent carvings and drawings, and forbidding in every aspect,—and you will say with me, this too is

our shame! But hear a few witnesses, of the many who might be called to testify on this point. The committee of Auburn say:

"We should not feel that we had done our duty if we closed this report without calling the attention of every parent to the present condition of many of our school houses. We have some good and excellent ones, but alas! by what name shall we call some of the miserable, unventilated boxes in a few districts, where for six hours each day the children sit gazing on shabby and dilapidated walls, which never knew such a thing as paint; carved and disfigured with indecent images. Several of them ought to be razed to the ground."

Per contra. The same committee say of another house:

"Miss R. had the good fortune to teach the first school in an elegant school house erected during the past summer. The standard of this school during past years has been low. Teacher and committee combined, had not power to counteract the pernicious influence exerted upon the school by a decayed and squalid building, with walls and benches completely covered with caricatures of every description. In the place of this building, so old it seemed only not to fall, we were gratified to find a building new, neat and convenient. Its renovating influence upon the character of the school was so sudden as to seem almost magical. The pupils took to their studies with new intelligence, and with cheerful and happy hearts."

The committee of Bethel affirm:

"A great reformation is needed in regard to the *school houses* in this town. Your committee would repeat, with emphasis, that the greater number of them are *utterly unfit* for the purposes for which they are used. Many of them are neither comfortable nor decent. It is feared that our citizens do not properly estimate the influence of the school room upon, and the appendages and surroundings of the school house, on the intellectual and moral development of their children. Indecent drawings and carvings cover the walls and desks of some school rooms, while disgusting odors from filthy and indecent appendages saturate the atmosphere in which the children are expected to breath and learn; and little is the wonder that their characters are demoralized. The school room should be commodious, well ventillated, decent, and tasteful. Wise economy would remove the dirty hovels now called school houses, and build such as are neat and commodious instead; which, instead of stimulating corrupt thoughts and feelings, would aid in the work of the moral and esthetic culture of the children. That people is wisest which seeks first, the best education of its children. That economy is best and wisest which builds and endows the best institutions for education, from the primary school to the college."

The supervisor of Limington remarks:

"Our places of instruction should be adapted to the actual wants of the pupils The seats should conform to their hight. Our rooms should be properly ventilated. Too much importance cannot be attached to this subject, from its intimate connection with the health of our children. While many of our enterprising farmers have applied the practice of ventilation to their barns for the preservation of the health of their animals, it is a sad commentary that we immure our children in far more dangerous apartments, exposing them to absorb the impurities thrown from the bodies of perhaps fifty or sixty children of different degrees of healthiness."

We regret to report such testimony as this from the town of Gorham:

"While every one who possesses the means to improve the condition of his farm and other buildings, has done so to the extent of his ability, the school house has received but little attention. We hope that the inhabitants of Gorham will soon wake up to a just appreciation of the wants of their children in this respect, and that the time is not far from this, when instead of the school houses that are now almost a disgrace to a people possessing the wealth and good sense of the citizens of Gorham, we shall have buildings for educational purposes constructed upon the liberal plan of modern times. Most gladly will we report any improvement in this direction."

The same committee elsewhere report:

"We will here call the attention of the parents of this district to the wretched state of the room into which the scholars of this school, the primary, are jammed.

These seem to be strong terms to use in connection with a district receiving one-fourth of the school fund of our town; but when we see sixty children packed into a room less than twenty feet square, and when we consider that these children should be physically as well as mentally cared for, we cannot but think this district is criminally negligent in not providing rooms for their proper education. It is to be hoped that something will be done to make the pupils in this school comfortable, and thus promote the teacher's usefulness."

The report from Andover contains the following:

"We have but two really good school houses in town. The school house in the second district is an ornament to the place, and a credit to the people. We ardently hope that some of the other districts will emulate the noble example set them by the second, for their own sake; for their childrens' sake; for their teachers' sake, and for the sake of the credit of the town. Children, like grown people, appreciate the difference between a good, new, convenient, and well built house, and a shingleless, glassless, shapeless cabin, hardly fit for the shelter of the mere animal. And children judge from the condition and looks of a poor school house, that their parents do not care much about learning, and consequently that it is of not much importance whether they learn oa not. Parents should look well to this matter."

And Norridgewock sends this:

"There are several of these which need some retouching. Plaster and paint and paper are cheap, and make a building wonderfully pleasant to the inmates. That in No. 19 has attained the bad eminence of being in the most desperate condition, and there are at least four others striving to keep step with it."

A lively picture of school room affairs among the Corinthians is this:

"In some cases, Agents have been negligent in their care of the school house. Broken panes of glass; a stove funnel which tumbles down every week, throwing the school into disorder; a broken stove-cover, which must be removed with great confusion whenever fuel is added to the fire; fragments of plastering falling from the

ceiling upon some luckness urchin's head, exciting a laugh over the whole school room—all of which have been observed by your committee during the year—need only to be mentioned to be corrected."

And this is the way they freeze in Newcastle:

"In several districts there must have been sustained a heavy loss of time on account of cold rooms. I am very sure that on cold days a large portion of the forenoons must have been expended in trying to get warm. Such a loss no district can well afford to bear, especially when it is coupled with the absolute risk of the health of the pupils from such needless exposure."

A more serious aspect of the case is presented by the Biddeford committee:

"During the winter term there have been many cases of sickness among the scholars, and five deaths have occurred, the principal teacher being for a time dangerously sick. The prevalent disease has been diptheria, or some affection of the the throat, the result or concomitant of colds. The ventilation of this school room is bad and suggests the query, whether it may not have had something to do with the unusual amount of sickness that has existed among its scholars."

Danville adds:

"Every district should be provided with a pleasant school room, neatly furnished with chairs, tables, black-boards, maps, a good globe, an unabridged dictionary, and other furniture necessary for the wants of the pupils. It is of great importance to see that our school rooms are tasteful, and our schools pleasant. In them, our little ones spend a fraction of their waking hours, and receive those lasting impressions which give tone to their dispositions, and complexion to their charaters through life. In them the earliest habits of mental discipline are acquired, tastes formed, and the basis of the future mental and moral character laid."

Waterboro awakens to a sense of duty:

"The progress of the school was quite cheering; yet no teacher, however zealous, nor scholars however punctual and studious, can expect to meet with that degree of success, which would attend their labors in a commodious and properly constructed house. Will not the district awaken to their own interest, arouse from their stupor, and with united efforts see that their children have a suitable and convenient school house? Without any attemp at exaggeration, we think that we are safe in saying that the inhabitants of the district are losing fifty per cent. of their money by continuing their schools in such houses. There is a lack of interest on the part of the scholars and always will be, so long as their accommodations remain as they are."

In Detroit, they suffer in one district,

"From having a little *pepper box* of a school house, and in it a huge cylinder stove, more suitable for warming an *acre of meadow*. Long experience with smutty wristbands and bosoms, alternate scorchings and freezings, coughs and colds, headache, listless scholars and weary, dispirited teachers, have demonstrated to your committee that cylinder stoves are entirely unfitted for the purpose of warming a school room."

In another district, in the same town,

"In repairing the house they forgot to build an entry. The result is, the room is full of dust in summer, and the floor covered with snow in winter, with great danger of an inundation from a sudden freshet. They use the e ves of the house, too, for a wood-shed, which does not conduce materially to the dryness of the fuel."

The committee of Cornville say of some of their houses :

"These are altogether unfit to be used as school houses, and not worthy the name. Time and the jack-knife have made sad ravages upon them, and what they have not done, some element in nature might be employed to do with profit. The comfort, health and convenience of the scholars who congregate in those districts, demand better ones, and it is hoped for the sake of these, and the honor of the town, that more suitable structures will soon adorn the sites of those now standing."

From Detroit, this complaint is made :

"There is a great lack of Blackboards in many schools. There should be room enough for every scholar in the largest class, to work at the same time : and the trifling sum which it would cost would be more than repaid every term. Every house should be furnished with a broom, too, and it should be used. It is impossible to keep order in a filthy school room."

The Supervisor of Raymond, well says :

"I cannot forbear to call the attention of the Agents to the condition of their houses in regard to ventilation. Many of the houses have no means of ventilation except through an open door or window. If no other means can be adopted the agents can, with trifling expense arrange the windows so as to drop down the upper sash, which cannot be done now, in some of the houses.

The physical condition of your children demands your attention, as well as their intellectual ; many of them are now compelled to spend six hours a day in rooms utterly unfit for human habitation. I have entered some school rooms this winter, in which the air was so foul and stifled as to be utterly unfit to breathe; a sense of stupidity or drowsiness takes possession of any person compelled to breathe it ; the result is colds, coughs and sickness. This is a matter that demands the serious attention of parents as well as teachers; look well to the physical condition of your children; for a strong, sound, active mind cannot exist in a diseased body. Make your children strong and healthy first; the intellectual part will then be easy. A child's education does not consist merely in "book learning." He should be morally and physically educated as well as intellectually."

Our friends in Acton have one of the same sort left :

"There is great need of a new school house in this district. The house is old and small, with uncomfortable and ill arranged seats, and ventilated on all sides by cracks. With the large number of scholars crowded into this uncomfortable room, it is almost impossible to have a good school. We are surprised that the people of this district should so long have occupied this old house, sacrificing year after year, the health of their children and the value of their schools. We most earnestly commend to them the importance of the absolute necessity of immediately building a new house, We never expect to see a good school here until this is done."

The school houses are getting no better in Sedgwick:

"We have so often urged upon your consideration the miserably dilapidated state of most of our school houses, that we hardly think it best to more than revert to it in this report, by expressing our regret that there has been no improvement in this respect."

An alarm in Pembroke:

"No teacher can have a very good school with such meagre accommodations for the children. A school room is much needed for this department. Some of the children will die of spinal disease if a suitable room, and seats, and desks are not provided."

Another officer remarks:

"In the school room is laid the foundation of many a disease, and of premature death. All the necessary facilities in the school room should be furnished by the district, but a great responsibility rests with the teacher. Foul and heated atmosphere and the chilling air from the open windows, are alike injurious, and should be avoided. The position of the scholars while pursuing their daily exercises should be regarded by the teacher."

The supervisor of Alton testifies to somebody's shame:

"The teacher had but very little control over the scholars, and there were indications of *idleness* and *folly* about the school room which I did not expect to see. The house had been badly injured by the use of pocket knives, and *vulgar* and *obscene* markings were found around the room which put modesty to the blush."

An earthquake suggested:

"Something should be done to the school house in this district. I should almost think there had been an earthquake here, which had raised one end of the floor nearly to the roof. I do not understand why such a floor was ever put into a school room. With a little expense, this might be made into a good school house, and last many years."

We cannot close the extracts upon this topic more appropriately, than with this word of tender farewell to one of those ancient structures, from our friend Remich, of Kennebunk:

"*That* old school house, the cause of so many cold feet, aching backs and shivering frames, has passed away! It is beyond the reach of maledictions of suffering pupils, the denunciations of annoyed teachers and the hot-shot of Superintending committees. Of the good accomplished within its walls, in its palmy days, let us not be unmindful; and now, when it was shattered and torn, and no longer worthy the name it bore, let us rejoice that it has found a new location and a new office, so that it can be quiet and useful, and no more, forever, subjected to the "jibes and jeers" of the passers by. In its place stands a very neat, well built and convenient structure. We congratulate the district, and the children therein especially. It is good work, somewhat tardily performed, it is true, but well done at last."

This testimony mght be multiplied indefinitely. It ought certainly, to convince every reader, that the evil is very widely extended, and calls imperiously for reform. A good school house, properly constructed aud well arranged in all its parts, lies at the foundation of a good school. It is now made an item of the school law, that "a plan for the erection or re-construction of a school house, voted by the district, shall first be approved by the Superintending school committee." I think it should be added, "and by a board of three well educated physicians." I find that with all the improvements in the structure of school houses recently built, many of them are without the best arrangements for preserving the health of their occupants. I refer especially to the means of warming and ventilation. Much has been written and said upon this subject; many plans have been published and circulated among the people, but the evil still continues in almost all our country districts. My experience on this point would be ludicrous to report, were it not often so serious and sorrowful. Entering a school room, near the middle of a winter's afternoon, suppose,—I find some forty or fifty once restless juveniles, quieted down into a state of somnolence, very easily explained. The grime of ages is settled upon the whole face of things. The light, struggling in through the small panes of seven by nine, variously stained by the "old master," Time, is sufficiently "dim," if not "religious," and invites kindly to repose. The atmosphere through which it falls, is loaded with the vilest exhalations; from unwashed bodies,—from tobacco-poisoned mouths,—from boots too carelessly transferred from the farmer's "tie up" to the scorching stove; the whole constituting a quintessence of odors, not to be mistaken for any combination of Lubin's extracts, or the balm of a thousand flowers! If I suggest to the teacher that the air is bad, he really has not noticed it! By opening doors and windows, however, he suddenly lets in a flood of cold air upon the sweltering children, and rushes from one danger into another quite as great. He has no system of regular ventilation, and no means to accomplish it. Thus day after day, in hundreds of school rooms, our children are living and dying at the same time, for want of proper ventilation. And this is by no means the only difficulty. Seats and desks are ill-contrived, ministering but poorly to the convenience or the health of the pupils. They are too high, or too low, or too far apart. The occupants are cramped into spaces too small for them, or on the other hand, the little urchins are placed

on seats, from which they are compelled to swing their weary legs for hours together, in the vain endeavor to reach the floor with their toes. It seldom occurs to the teacher to give them the temporary relief which might be allowed even in the poorest houses; and the little sufferers are left week after week to intensify their disgust of the school room, and all that pertains to it. I have come to believe from much observation, that there is no single cause of physical degeneracy among our people, more potent than the little dirty, overheated, foul-aired New England school houses, in which successive generations of children are compelled to den and breathe, during so many weeks in the year. Better go back to the huge fire-places of a half century since, and roast and freeze by turns, than to be slow-poisoned in the vile boxes which I have described. Better that our children grow up with less knowledge than to obtain it at such a cost of health impaired, and constitutions ruined.

I have said nothing of the educating influences of a fine school room. I might refer you to its effect upon the disposition and taste, the habits and character of the young. I might demonstrate the impossibility of making rapid and pleasant progress in study, in a house poorly constructed and furnished. But if the health and comfort of the children whom God has given as, will not plead trumpet-tongued, against the parsimony and cruelty which denies them a decent school room, these other considerations can be expected to avail but little. To all those nigardly citizens who combine to retain these old relics of poverty and the past, we may say with emphasis, *This is your shame!*

Apathy and Interference of Parents.

Another of the great hindrances to the prosperity of our schools, according to the testimony of school officers, is the want of interest on the part of parents. I find this fact expressed in a variety of ways. In some reports, it is "*Apathy* of parents;" in others "Not feeling the value of education;" but the more frequent expression is, "A waut of interest on the part of parents" in the welfare of the school. And this no doubt is a true bill. It is no slander to say of the vast majority of fathers and mothers in our school districts, that they are so engrossed in the cares and business of life, in making money, in providing for the physical wants of their families, or in hoarding up treasures for some indefinite

purpose of the future, that they almost literally forget that their children have intellects to be cultivated, or manners to be formed, or morals to be guarded. This indifference appears in the failure of parents to inquire of their children how they are progressing in their school duties; how they employ their time, and how perfectly they obey all the requirements of the school. It appears in their never visiting the school room, to witness the recitations of their children; in their total neglect of the teacher, never cultivating his acquaintance, and never inviting him to the hospitalities of their homes; in a word, in their entire ignorance of all school operations. And this again is *our shame!*

But a greater shame it is, when this indifference, which is a negative matter, is replaced by interfering and faultfinding; or by positive endeavors to thwart the plans and methods of the teacher, either to gratify some unworthy feeling, or to accomplish some ignoble purpose. We have all seen too many instances of this bt the reasonableness of the complaints which come from so many of our towns. The ill influence of parents, in these positive or negative ways, is felt more or less seriously in every district in the state. Look at the testimony of school committees, and note their earnest appeals to parents, against this ruinous policy. The first voice which follows, is from the Auburn committee:—

"Miss —— is a faithful, energetic and well qualified teacher. At the close of the summer term no school in town passed a more satisfactory examination. The fall term was not so prosperous, though it was no fault of the teacher. It is not to be expected that children, hearing the discipline and management of the school spoken of with disapprobation and dislike at home, can be very essentially benefited by attending the school. We have reason to believe that some in this district have thrown this obstacle in the way of their children's advancement. Let such parents look well to its consequences."

This second voice is from Gorham:

"Your committee cannot close this report without calling upon you, parents, for your co-operation in the great work of educating your children. God has given you no greater earthly treasures, and none for whose interest you should feel more solicitous. Soon they must fill your places in society, and with sterner duties awaiting them than you have met. Times are changing. Governments are undergoing mighty revolutions. Let us never forget that an enlightened and educated people are always loyal, while ignorance tends to anarchy. Our common schools give to them that education. Let us cherish them as one of the great pillars of *freedom.*"

The Bath report says:

"And this idea, parents, it is your first and last duty to inculcate and enforce.

You are to make your children feel that wealth, position, honor, happiness, everything intellectual that is worth having, is dependent upon education; and that education itself is dependent upon them, and can only be secured by study—patient, earnest, constant study.

And how can you succeed in doing this? First, fully possess the idea yourselves. Dismiss as false and mischievous, the popular error that the children are overtasked in the common schools. Embrace and act upon the truth, that for every child injured by excess of application, hundreds are ruined for the want of it.

And then be in earnest in the matter. Feel as you would have your children think you feel. Talk little; act much. Be patient. Be self-sacrificing. Know where your children are, and what they do. Ever be to them warm and affectionate friends and companions; but at the same time, let your authority bound your passions as flinty cliffs bound the surges of the ocean billows. Be careful that they do not possess a few paltry dollars at the expense of a life of ignorance. Rather let their stay with schools, and teachers, and books, be continued as long a time as possible. Always let pecuniary yield to intellectual interests.

Thus act, and the sweetest of earthly blessings, the heart-felt thank-offerings of your grateful children shall cheer you along your pilgrimage to the tomb."

And this comes from Saco:

"While it is possible for the teacher to do much in imparting new energy to a waning interest in the pupilage of a school, and even to counteract the adverse influences from without, yet to *demand* such service would be neither wise nor just. Home influence must combine with the teacher's exertions, if this defect is to be remedied; and no expectation is more reasonable than that those whose interests are so largely involved, should exert themselves in this direction.

The committee of Buckfield well say:

"It is a serious thought that a tremendous power for good or evil, resident entirely with the fathers and mothers of the rising generation, is to be exerted on our schools; and yet many of them hardly realize any responsibility beyond the fact that their children are supplied with books, and sent away from home at nine o'clock. They leave the training of the mind and the heart, the cultivation of good manners, in fact, all the preparation for the work of life in the hands of the teacher, who, after his most earnest efforts, is made to feel, too often, the fatal effects of this neglect at home."

The Lewiston supervisor, speaking of the *talking* interest, says:

"But here it too often ends; the interest in the dear youth is "voice and nothing more;" or if it is ever followed by acts, it is only when a favorite teacher, or favorite agent or supervisor happens to be in office. There should be in place of such interest as this a *working* interest, active at all times in efforts to make our common schools more worthy of the vast responsibilities entrusted to them."

The Alfred committe thus remark:

"We now come to speak of a difficulty which curbs the ambition and interest of the children. It is one referred to, doubtless, in former reports, but not yet remedied. Parents do not sufficiently co-operate with the teachers of their children.

But few parents ever visit the school room. They will watch with unceasing care any business however trifling ; but in the places where their children are fitting to meet the stern responsibilities of life, and smooth down its rugged pathway—*in these places they are strangers.* Then again, parents are too apt to magnify the failings of teachers, real or imaginary, in the presence of their children, and in this way do them an irreparable injury, often exciting in them a spirit of insubordination."

Note this precious testimony from Paris :

"This ranks among our best schools. I was much pleased with the examination during my last visit, especially in reading, which was a complete success. I have gained an evidence that the parents in this district are determined that their children shall have an education. Snows, blows, and drifts as high as small mountains, have no terror for parents or children."

In the Pittsfield Report, note the following :

" Few young persons are sufficiently interested in learning, to advance far in their studies, unless they are stimulated and encouraged by others. If parents manifest no interest in the education of their children, they will generally learn but little. They consider it a task imposed on them which is of no importance, and which it is their object to escape. If you would have your children interested in learning, show them that you are interested for them. Visit the school room now and then, and see for yourselves the manner in which they are instructed. When they return from school inquire what progress they are making."

The committee of Cornville, hold the following language :

" We need more interest among parents and citizens in general. All, probably, *desire* good schools, but *do* all make a proper and rational effort to secure them ? There is too much indifference and apathy in regard to the subject. Other subjects seem to engross almost the whole attention. Other places seem to have more attractions than the school room. There is a lack of interest in this matter."

The committee of Mason say :

"The hardest thing we have to contend with in our schools is want of interest on the part of parents, few of whom ever visit the schools, summer or winter, and do nothing to encourage the teacher, but seem to think it a virtue to find fault."

The supervisor of St. George writes :

"The greatest hindrance in our town to the progress and prosperity of our schools is the lukewarmness and apathy of parents. It would be almost as great a surprise to see a performance of legerdemain in one of our pulpits, as to see one of the parents in this town visiting the school where their children are attending."

The committee of Weld say :

"Another great hindrance to the prosperity of our schools is, that the popular sentiment is such that the teacher does not feel that he has a suitable guaranty to enforce and sustain proper discipline."

Parents are not willing that their boys should obey orders or suffer the penalty of disobedience.

The supervisor of Poland remarks:

"The government and success of our schools depends very much on the parents. Teachers very frequently err in regard to the discipline of our schools; but do not the parents commit greater errors when they talk of the imperfections of the teacher before their children, and even go so far as to tell them what to do in cases of correction? Would it not be the better way to impress upon them the idea that as a people we are governed by rules and regulations, and that the rules and regulations of the teachers of our schools are as necessary, and must be respected and obeyed? The character, happiness and prosperity of our children through life, depend very much on the instruction and influence they receive at home."

Will parents heed a voice from Raymond?

"Parents, you are responsible for the training of these little minds; the habits and principles they form in early life, will, in all probability, mark their future action. Remember they are to take your places in society, in business, and in the church. The best legacy you can bequeath to them is a good business education—better by far than silver or gold, houses or lands."

Party politics make mischief in some towns:

"We hope, for the sake of the next teacher, that some of the parents will be a little more patriotic than they were during the last summer, and above all places keep politics out of our schools, and let the higher and nobler purposes of our common schools, the intellectual and moral culture of the children, be the thought that shall sway the minds of parents, teachers and scholars.

"No. 3. The summer schools made good progress. Teacher and pupils were enlisted in their studies, although most of the scholars attending the summer school were small. The order was good. In fact, I think that the parents in this District control their children at home, as there seems to be but little disposition among the children to be disorderly in school."

A bachelor lectures parents in Carmel:

"There is one other point which I approach with some hesitation; for it is of a delicate nature, and in alluding to it I may seem to transcend my province. Nor am I forgetful of the old adage about bachelors' children. Still I feel as though I could not close this report without alluding to the fact that the want of proper parental government of children at home is one of the great difficulties which the teacher has to encounter. Where children are properly governed at home, there is rarely any difficulty with them in school.

"The jealousies that exist in this District are of no advantage to the school. Cannot the people there learn to bear and forbear?"

The supervisor of Sedgwick remarks:

"Let the child go to school feeling that he will be required at home to obey the rules and requirements of the school-room, and can expect no sympathy in any other course; and it will go very far to secure good discipline in the school, and render it more efficient by lightening the cares of the teacher and leaving him at liberty to direct all his energies to its advancement."

A voice from Garland speaks the truth:

"First, let all parents look well to the discipline of their own children at home If the family discipline is not good, how can it be reasonably expected that a teacher can take the children from fifteen or twenty families, learn their dispositions, and govern them satisfactorily?"

The supervisor of Otisfield is right in saying:

"Among these duties is that of having their children punctual and constant in their attendance. It is folly to expect a scholar to make much proficiency in his studies who is not in school half of his time. Again, the parents should never speak disrespectfully of the teacher in presence of their children, or interfere in any way with the government of the school."

The influence of parents is forcibly presented in the following remarks of the Phipsburg supervisor:

"May I make one other suggestion, and that is, that parents themselves are doing more to educate their children for honor or dishonor, virtue or vice, weal or woe, than all other beings in the world. While, then, they value schools, and give their children all possible means of a good education in mental culture and literary attainment, let them remember that in their habitual aspect of countenance, in the words they utter, in the dispositions they evince, in the maxims by which they are governed, in the examples they set, and in all their daily walk and conversation, they are educating their children, forming their habits, moulding their characters, and deciding their destiny, as no other beings in the world can do.

"Might it be true of all the parents in this town, as was so beautifully said by Goldsmith, of his country clergyman,—

> "'And as a bird each fond endearment tries,
> To tempt its new fledged offspring to the skies,
> He tried each art, reproved each dull delay,
> Allured to brighter worlds, and led the way.'"

The following is from Pittston:

"Mr. Clay entered upon his task with the full determination to have order and regular attendance. He succeeded in maintaining very respectable order, though by frequently resorting to the exercise of muscle, and the application of the green-hide; but meeting with the prince of difficultics, *parental intervention*, he failed in part to secure the desired regular attendance. This truly is lamentable! To have parents interfere when a teacher in trying to have his scholars in the school-room instead of loafing about the streets, is a thing hardly to be credited in this enlightened age. Yet it is too true; and had I been informed of this as was desired, these scholars would have had all their time to lounge about in the stores."

From Brewer hear this:

"One of the greatest hindrances to the improvement of the schools with which your committee have met, is the lack of interest and active cooperation on the part of parents. In a few districts, we are happy to say, this hindrance does not exist; and the beneficial effect of the parents' active interest was plainly seen, in the regularity of attendance, and the general improvement and efficiency of the schools; but

in others, their usefulnes was greatly impaired from this cause alone. The future progress of the schools lies mainly in the hands of the parents; and we cannot too earnestly recommend to them, not only to take a deep interest in their schools, but to manifest that interest by repeated visits."

The Supervisor of Harpswell says:

"This was a term of great benefit to those who attended the whole of it. The school was orderly and quiet, at my last visit. The teachers's method of discipline was very strict, on account of which, some of the parents removed their children from the school. Such a course could not be justifiable, without first visiting the school, and there ascertaining the true state of affairs, instead of relying upon the testimony of children, which is in many cases much exaggerated, if not wholly untrue; and if abusive means had been used, the teacher and not the scholars should have been removed from the school."

The Bath Report affirms that:

"The child, at school, as well as at home, must be under the control of somebody. Now, granting that the parent has the right to interfere, even in the smallest degree, in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct, and quite likely different notions of government and discipline. Now if you require the teacher to heed all these, you require what is boyond the power of human ability to perform. And if not, then come from parent and teacher, conflicting requirements of the same scholar. Then, when the parent orders one thing, and the teacher another, the very important inquiry arises, whom shall the pupil obey? And it is just as true of schools as of national government, that its authority must be upheld at all hazards. This failing, its usefulness fails; and soon its very existence ceases.

No—school government must, so far as the scholars are concerned, be vested in one head. The success of teachers, the good of schools, the safety of pupils, and the peace of parents, all require it alike.

I repeat, then, that it is the parent's first duty, when he sends his child to the public school, to surrender with the child, freely and entirely, his control over him."

Another says:

"Some of the parents of this district manifest a deep interest in the cause of education, but others are disposed to dictate in the management of the school, not realizing that the teachers are the best judges of the advancement of the pupils, and in what particular class each shall be placed in order that the most real benefit may be derived."

Another voice is thus uttered:

"How far parents have been wanting in fulfilling their duty in respect to the school and the conduct of scholars whom they send there, I am unable to say, but one thing I can say, that without their honest and hearty co-operation with the teacher in securing good government and efficient discipline in the school, the High School, now sustained by so large a share of our school money, will be comparatively of little profit, for whether the present teacher remains or a new one takes his place, unless the spirit of insubordination now existing is thoroughly suppressed, it will grow in strength and produce at length most disastrous results."

Of a school in Pittston the Supervisor says:

"There was an uneasiness among the scholars, and a laxity about the government that was not very promising. The classification was also bad—some classes existing in the same book with but two or three pages separating their lessons. I gave attention to this point and also to the order of the school. After a few weeks the word came to me that the school was not prospering; I visited it and found the report true. Some two or three boys were evidently trying to break it up. The teacher was laboring hard to maintain order, but she thought these *boys* too large for her to deal with. I saw but two ways to proceed; either to close the school and thereby encourage and virtually sustain *these malcontents*, or to assist the teacher in enforcing her rules and obliging them to comply or leave. The latter method I adopted; and, calling upon the school a few days afterward, I found the order much improved, and the scholars quite attentive to their studies. As to book improvement, however, this school was not very profitable; but the injurious effect produced by closing a school on account of insubordination, was to be considered.

Had the parents requested the school to be stopped, instead of trying to break it up by upholding their children in disobedience, as I believed some did, I should have acted very differently."

In Winslow, according to the Supervisor,

"This thing has been carried so far that parents told their children not to obey the rules of school, and one man told his boy, if the teacher attempted to compel him to mind, to resist. I was called upon, in the above named district, to state what I considered a reasonable punishment for a disobedient scholar, and as I have been misrepresented upon this point, I will take this opportunity to state my views upon the subject. This appears to me to be a most extraordinary question. Who ever heard a man ask a physician what he considered a reasonable dose for a patient, without first stating how sick he was? If you will limit the bounds of obstinacy, then I will limit punishment, and not before. Yet I will state, if a scholar says "I will not obey the rules of school," he should be punished until he yields and says "I will." I do not believe in whipping for every little offense; and in fact the rod never should be resorted to until all other means fail; but when a scholar disobeys the rules of school and persists in it, then give him the birch, and that faithfully. A teacher should be mild, yet firm; kind and respectful to every scholar; should have good and wholesome rules and then see that they are respected."

In Holden the Committee

"Are often reminded of the fact that *limited* advantages *well improved* are superior to the *highest, misimproved.* And the remark may not be destitute of truth that the hearty cooperation, and deep interest of parents in the education of their children, are more valuable to that end, than large appropriations of money, without them. The *home* influence is the mightiest of all influences in the matter of education."

The following instances of petty folly are reported from other towns:

"After the school had been in session a few weeks, the parents in the district became dissatisfied and instead of entering a complaint, and having an examination,

they preferred to take their children out of school, and the school became reduced to *one* pupil."

Another school

"Was commenced with a full determination on the part of the teacher to do her duty, but as the agent engaged the teacher, instead of the parents, many of them having another in view, the teacher, as in all such cases, had to labor under the difficulty of exacted perfection, and without that sympathy which every teacher should receive from parents and guardians. The scholars early began to make complaints, and parents, without an investigation, took their children from school."

After words of commendation to parents and agents, for their cooperation, the Machias Committee add:

"Although we have made some progress, we are far from being satisfied to stop here; more remains to be done, other points of progress to be reached, and with a little attention and little exertion we may reach them.

We again renew our request that parents would take a more active interest in the instruction and discipline of their children as well in school, as out of it. Aid in this direction would be of more service than sums of money contributed. We are too careless about what we deem minor duties; duties that can be attended to any day, but get attended to, no day. We give our attention to our different occupations in every department; we pursue them with intense interest; but the education and discipline of our children, we treat with indifference.

If parents would give their attention to the schools, and keep themselves daily posted up as to what is going on there; truancy, idleness, and disobedience would be very much diminished. The truant's only hope of escape is through the inattention of the parent, A scholar would obey the parent and teacher both, when acting together, in what they would disobey both, when acting separate."

Irregular Attendance.

The subject alluded to in the last extract—irregularity of attendance—including absence, tardiness and early dismissions,—for which parents are chiefly responsible, is one of our most prominent sources of loss and vexation. But so much has been said upon the subject, in former reports of town and state officers, that my pen is reluctant to re-attempt so sorrowful a theme. Time is lost, money wasted, teachers annoyed, and schools rendered greatly inefficient, if not wholly worthless, by the constant coming and going of pupils allowed in many schools. If this evil were a necessity, it would be less a shame. But we believe it is not necessary. From the many earnest remonstrances and exhortations on this subject, a few must suffice. The committee of Detroit say upon this point:

"Irregular attendance is a 'crying evil.' Children are allowed to absent themselves for slight cause, or no cause at all; boys play all day in the streets because it

is too cold to go to school, or go a fishing because it is too rainy. Young ladies who cannot possibly get to the school-house on account of the weather, manage to get twice as far visiting, or wait until evening and go to the same place to a singing school or rehearsal. The effect is injurious to the school at large, and ruinous to the scholar indulged. It is a fact, and the statement will be borne out by the experience of every practical teacher in the State, that a scholar who is absent one day in a week, in a term of ten weeks, loses one half the advantage of the school. The practice, too, which many have of being tardy, has a very mischievous effect upon our schools. Parents should send their children from home in season, and know whether they go directly to school."

And this is from Machias :

"In those districts upon the borders of the village, the children are either at home or at school. In the centre of the village, the children run at large ; they spend much of their time in the stables, in the hotels, in the stores, and at the various loafing places ; they learn to be idle, they learn anything and everything they should not learn. Parents should look after their children, and see that the innocence of childhood is kept so, and not let their children come in contact with these corrupting influences."

They experience the same trouble in Newcastle :

"Irregular attendance is another drawback on our schools, which every parent should strive to remedy. Education is an obligation due from us to our children ; due from the present to future generations ; due from every loyal citizen to the country he loves, the government he honors, the institutions he holds dear, and the God whom he worships. For the perfection of our public schools and making them efficient in producing satisfactory results, I will mention three things to be observed by all interested in their success. 1st—See that suitable rooms are provided. 2d—That those rooms are occupied by none but efficient teachers. 3d—Procure the regular attendance of all pupils."

And in Corinth :

"Parents should see that their children are at school, and let no trifling circumstance be a sufficient reason for their absence. Compare, if you please, the average attendance for the past year with the whole number of scholars in town. Only four in seven have attended school. Three dollars of every seven are thrown away through this means."

This from Kennebunk :

"We most earnestly desire to witness some energetic movement, having for its object the removal of those deadening weights upon the best teacher's best efforts—irregularity in attendance, and tardiness. It is in the power of the citizens to do away with these evils, and it would require very little of personal sacrifice or effort to accomplish the object Then, too, there are not a few children who do not attend school at all ; these should be sought out and persuaded to become regular inmates of the school-room,—or, if persuasion fails to do the work, be made to suffer such wholesome penalties as may be deemed 'most conducive to their welfare and the good order of society,' as authorized by the Statutes of the State.

"We can hardly imagine a more important field of labor than is here presented to the philanthropic—one where so large an amount of good can be performed at a cost of time and money so trifling—than in seeking out those who are growing up in idleness and ignorance, forming bad habits and looking toward a dark future; and, by sending them to our schools, opening up to them the way leading to knowledge, usefulness and respectability—perhaps causing them to become good citizens, making them *men* and *women* in the true sense of the words."

They report the same difficulty in Norridgewock:

"We notice by the register the same irregularity of attendance which has long characterized this District, and is attended with very injurious consequences. Your committee would be happy so to bring this matter to the consideration of the parents and all who may exert an influence there, that a thorough reform may be effected in this particular. The best capacities of instruction are oftentimes wasted on account of the irregularity of the pupils."

And what can I say more? This matter has been dwelt upon so often, in town reports, and State reports: in conventions, school meetings, and other public assemblies; by the way and in the house; that our ears weary of the sound, and our patience becomes well-nigh exhausted. If those to whom the interests of the children ought to be most dear, fail of their duty in this regard, why should others concern themselves? Such is the inquiry we are tempted to make. But on the other hand, are not children thus neglected by their parents, in the position of *orphans*, appealing to us for sympathy and care? But it is not for the children alone, nor for the families to whom they belong, that we are concerned. It is on behalf of the State, that we undertake to educate every man's children; not for the man himself, not for the children themselves; otherwise we might be tempted to abandon them to the consequences of parental neglect. In the name of the State, then, we urge every parent to inquire whether he is doing his whole duty in this regard, as a citizen of the Republic.

Incompetent Teachers.

If now we pass from the family to the school itself, how shall we find the presiding influence there? If it were within the intent of my plan, at this time, I could point with pride and pleasure to hundreds of teachers, faithful, skilled and successful, whose whole energies of soul and body are devoted to the duties of their calling. They are our glory. In them we rejoice; yea, and will rejoice. But if we pass to other districts or other towns, our glory is turned into shame. Young men and women, in the place of teachers,

have assumed to guide and instruct immortal minds; to fashion the thought and feeling, and form the character of the children committed to their charge; while as yet they know nothing as they ought to know, of the nature and the magnitude of their work. I have witnessed exhibitions of weakness and incompetency on the part of some teachers, which would be ludicrous, were they not so sad. I pitied the children who suffered from their incompetency. I pitied the teachers hardly less. This is their own fault, in part, not wholly. Let us hear from our witnesses, in regard to the facts in the premises, and then see who is to blame for it.

The replies to our question, "What are the great hindrances," &c., include, in more than half the cases, such items as these:—"Poor teachers," "Cheap teachers," "Want of institutes for teachers," "Incompetent teachers," "*Want of good old-fashion teachers*," &c. We need not stop here, to inquire whether teachers of the old fashion or new, are most deficient in fitness for their work. Sufficient it is to know that we have so many in the service who are not competent to command and drill the young soldiers of our school army.

The Lubec report says:

"The main hindrance to prosperity in our schools is the employment of incompetent teachers."

The Bucksport Committee say:

"A second hindrance is defective teachers; because of neglect of State to furnish the absolute requisite,—Normal instruction."

From the town of Baring, we have this statement:

"In addition to reasons already assigned for the lack of prosperity in our schools, we would name incompetent teachers. Sometimes an ordinary teacher has been engaged and presented himself for examination, a day or two previous to the time of commencing his school. It being late in the season, such teacher must be accepted, or we must run the risk of having no school for the winter."

This lack of competency shows itself both in the teacher's want of the actual knowledge requisite, and in the lack of skill to impart it. The defect is oftener still in a want of governing power; a deficiency in those elements of character, which at once command the respect, awaken the enthusiasm, and enlist the affections of the pupils. I know it is pleaded in extenuation of these faults that we cannot expect perfection in teachers, young, inexperienced and poorly paid, as many of them are. Then employ older persons, pay them better, and compel them to educate themselves for their

work. Those who employ poor teachers have no body to blame but themselves.

But let us hear from our school officers what is said about

The Government in our Schools.

And here the difficulty will not be found with teachers alone. Parents and pupils come in for a large share of the responsibility. Committees, too, if they would but confess their own short-comings, would be often found chargeable with remissness in this regard; as appears from this first extract:

"At the beginning of his school some of his pupils conspired to oppose with force the execution of a just and proper requirement, which led to a dismissal of the school for a few days, and finally to its premature close. Your committee were called in to investigate the difficulty, and ascertain its cause. After an impartial hearing, we were united in the belief that the fault was wholly on the part of the rebellious pupils, who justly merited expulsion. The earnest solicitations of parents, and slight indications of repentance in the offending pupils, led us to allow them to remain. We fear, however, in dealing gently with them we were unjust to the school; not because of any further act of open or palpable disobedience on the part of the disaffected pupils, but because of the general impression the decision gave the school that the teacher could be resisted with force, defeated in his purpose, and his authority put to naught with impunity."

The Buckfield authorities thus earnestly express themselves:

"Your committee have endeavored to be faithful in the discharge of their somewhat various and difficult duties. That all their labors have been equally and universally satisfactory, there is no reason to believe; but none will deny, it is hoped, that they have endeavored to do conscientiously the work devolving on them. They regret to say, that their efforts have not always been seconded by parents and guardians, but have, on the contrary, in several instances been neutralized by a determined and outspoken opposition to what was believed to be for the interest of scholars and the greatest good of schools. Some parents have even gone so far as to take their children from the school-room, rather than have them submit to the wholesome restraints which your committee thought proper to have put upon them.

"Our schools, the past year, have not been universally successful. There has been more of trouble and difficulty in disciplining and training scholars than in any year during the experience of your committee. Young America seems inclined to take the reins into its own hands. Many boys, unused to restraint at home, repel it in the school-room, and, in some instances, have destroyed the usefulness of a whole school, depriving themselves of the advantages of our most excellent educational system, and, what is still worse, hindering those who would gladly improve these advantages from so doing. Such things must not be permitted. Discipline must be maintained, or our public schools will cease to be of any practical benefit to the community. No scholar should be allowed to remain in school who destroys its usefulness. But there is no hope for great improvement in this direction, so long as there

are individuals so abandoned to all sense of duty as to urge boys to band together and carry their teachers out of school. In three Districts it is said that such advice has been given. Do men forget that they are, by such encouragement, opening the way for thoughtless boys to make themselves candidates for the prison or the gallows!"

The Augusta committee speak thus of a change for the better:

"District No. 2. This school, for a few years past, has been under very lax discipline, and but little improvement made; but this term, the District can be assured that they have had a teacher qualified to govern as well as instruct. At our first visit, thirty-three scholars were present, all industrious and interested in their studies, cheerfully complying with the requirements of their teacher. At our closing visit the same spirit of determination was apparent as at the first. The pupils had made great proficiency in their studies, and good order was maintained."

Newcastle finds it necessary to expel:

"The clemency of this teacher, which is no doubt his failing, came near proving disastrous to him. The discipline in the early part of the term I think was not sufficiently stringent to produce the requisite degree of orderly deportment. Twice have I been called upon to visit this school on account of difficulty, and twice have I found in it that same element which in my judgment the law contemplates as destructive to the interests of our public schools, and for the removal of which it provides, when it places the power of expulsion in the hands of the supervisor. I executed that power, and expelled such as I deemed damaging to the well-being and progress of the school."

Touching a style of punishment to be avoided, the Paris supervisor exhorts his teachers:

"Let your government be firm, and if it be necessary to inflict corporal punishment, let it be done in candor and in a proper manner. All acts like *pulling hair*, *twisting the ears*, or *wringing the nose*, are treasured up in the young mind as so many personal insults. It matters not what may be the age or sex of the scholar, teachers should bear in mind that the first step towards discipline is *self-government*, and while the civil LAWS of our land and the sympathies of all good men are in favor of sustaining them in doing their duties, the same laws point out, as important qualifications of teachers, that they sustain a sound moral character, and a *temper* and *disposition* suitable to instruct youth."

Another says:

"There appeared to be a good degree of interest on the part of the pupils, while, at the same time, the teacher seemed to be well fitted for his arduous and responsible duties. The interest, however, was not sustained, and hence the closing examination was much less satisfactory than was anticipated. We judge that the system of discipline adopted by the teacher was not sufficiently rigid for so large a school, and that if he had maintained better order he would have succeeded better in every respect."

Our Lewiston friend thus alludes to a sad misunderstanding:

"The first part of the term passed off pleasantly, but towards the close, dissatisfaction came up, owing in part to a misunderstanding as to who really had charge of the school. One or two of the larger youths felt it incumbent upon them to take the *ruling power* into their hands, and, of course, the machine under such government could not run smoothly."

An objection to young teachers is thus made by the Fairfield committee:

"It was her first effort at teaching, and considering her age, she succeeded in governing as well as could be expected, though the order was not satisfactory at our last visit. We think it poor policy for any District to employ a teacher at the early age of fourteen or fifteen years."

Per contra, the committee of Bucksport make this exception:

"Miss G. had taught this school before, and her success determined her re-employment. Her case proves that strength and size, and age, are not absolutely or always the rule of success."

A case from York:

"There was some difficulty in this school, occasioned by two or three unruly boys, who left the school rather than comply with its rules; thus depriving themselves of the advantages conferred upon them. I can assure the parents that the fault was not in the teacher."

The following two cases from another town, illustrate by contrast, an important element of success in governing:

"Mr. P. is a man of good education, and amiable temper and manners; but having neither the steel nor the sharp edge (we mean the activity, promptness and positiveness,) absolutely requisite to the successful conduct of a public school, and not sufficiently observant or exacting. The school was hardly a success; though he has so excellent a spirit, we say this only under a sense of duty."

"Mr. H. is a natural teacher, and hence teaches and governs with ease and with certainty. He aims at success, and knows how to reach his point. He is much above the average, especially considering his youth."

Another reporter thus describes a teacher in his District:

"By inaugurating the policy of requiring a thorough knowledge of whatever was studied; by maintaining a superior discipline; by creating in the minds of her pupils a desire to excel, and a respect for their own reputation, she has added another proof of her success as an instructor."

The particular kind of laxity in government which is named below, deserves especial notice and censure. The supervisor of Limington reports of a particular school:

"We are sorry to state, however, that our expectations were not realized. When we approached the school-house on our last visit, although it was past the usual hour for commencing the exercises, a large portion of the scholars were about the door at

play; and on our entering, but one boy, out of about twenty, was present; those absent came dropping in, after a time, in squads. The general appearance of the school was loose, though perhaps a slight improvement, in that respect, on the summer term."

Another writer reports:

"We ought to say here, with reference again to that intolerable evil of truancy—needless absence, or irregularity—that when visiting the school, boys were standing at the door, and remained there, talking during the entire session, to the close."

This habit, so common in many districts, of wasting time about the doors while the school is going on within, is indicative of gross looseness in discipline, and in such cases as those above cited, of ill-manners and disrespect toward the school authorities.

Some Qualities which Teachers Need.

The extracts below will indicate further some of the qualities requisite to the teacher's success in school management:

"The school under the care of Miss J., is a very large one, having about seventy scholars, pretty closely *packed* in their seats. The management of Miss J. is highly approved. The care taken for the comfort and health of the children, by proper regard to the warmth and ventilation of the school-room, and her zeal for the general improvement of her pupils, are peculiarly creditable to her and her school."

"There was a lack of energy and determination in the teacher, which are essential qualities in the management of a school."

"This was Mr. Turner's first school, and was very satisfactory to both district and committee. His method of teaching was commendable, and the zeal and energy which he infused caused it to make good progress."

"Mr. L. is a stirring instructor, and leaves his mark upon the school, urging it forward to its utmost ability. It appeared orderly and recited promptly."

This is their opinion in Corinth:

"A teacher should be a person of fixed principle, of determined purpose, of strength of character; a person who possesses qualities which he will be proud to transmit to his pupils and to trace in them in future years.

"A teacher should be an honest man or woman. Not one who will merely spend his time in the school room for the sake of the money he is to receive at the close of the term, but one who will be ashamed to receive money for which he gives no equivalent.

A teacher should be an energetic person. A lazy teacher will be indolent in a large school, while an energetic one will find enough to do and will do it, in a small school. Energy, a determination to succeed, is the crowning quality of human greatness, and that quality a successful teacher must have. Let agents require those qualifications in teachers which they would require in laborers on the farm or in the household, and we will have better schools."

And this from Augusta:

"We have been unusually cautious in granting certificates to teachers, yet we regret to say, that too many have not proved themselves adequate to their tasks. Some, whose literary qualifications are ample, have failed for want of the natural adaptations requisite for their vocation. Others, entering upon the discharge of their duties with the knowledge already acquired, have neglected to review and familiarize themselves with the studies taught. Mr. W. was master of his profession, full of life and energy, and the scholars partook of the same spirit. A school under his instruction must be profitable. The best of order was sustained by mild, yet decided means. Reading, spelling, and the sounds of the letters, as well as other branches of study, received the attention which their importance demands. Mr. W. is an excellent scholar, and he deserves much credit for the zeal and earnestness with which he has labored.

No teacher during the past year has labored with more assiduity for the best interests of those consigned to her charge than Miss H. Actuated by a spirit of energy, she infused life and animation into her school. She not only toiled with her pupils during the allotted hours, using her best endeavors to secure prompt and thorough recitations, but also after the close of her school visited the parents of the truants and delinquents and apprised them of their remissness. Her labors were crowned with success. Rapid progress was made in all the studies pursued. Miss H. is entitled to much credit for her faithful and unwearied efforts."

The Minot supervisor says:

"All the elementary principles of learning are thoroughly investigated in this school, which is indispensably necessary to a practical education. The scholars in this school are required to think and reason for themselves, which is the true method of developing the mental powers. Mr. W's system is progressive, slow, thorough, practical, and well calculated to develop, discipline, strengthen and improve the mind. At my second visit to this school I found the school room finely decorated, which served to obscure, in a measure, the defects in the old house. Miss B. is a capable teacher. She makes her efforts happily tell upon the good of her pupils. Her discipline and mode of instruction are critical and exact. The scholars seemed very thorough in all of their studies. Miss B. is a fine singer, and made the exercise in singing very interesting and profitable to the school. It is hoped that the time is not far distant when the scholars in this district will be blessed with a better school house.

Miss B. is meeting with her usual good success, Wide-awake teachers always succeed best, other things being equal. As children are creatures of imitation, and as they generally imitate their teacher, they will be awake, active, ambitious, and persevering, in proportion as their teacher is. Miss B. makes the exercise in singing very interesting and profitable to the whole school.

PRINCIPAL DEPARTMENT. Miss A. has taught several terms in this district, and I think has given satisfaction generally. She is an experienced teacher, and seems perfectly at home in the school room. The examination of this school was satisfactory, the proficiency of the scholars generally good. The good effects of singing were apparent in this school, Parents in this district sustain and encourage teachers and scholars by frequent visits to the school.

Mr. H. is one of our most successful teachers. He is ready and apt in illustration, spirited in manner, and easily and naturally carries his pupils along with him to a determinate result. The scholars seem emulous to excel, and exhibit a certain pride of character and standing, necessary to success, and a commendable desire to appear well in the school room."

The same supervisor further remarks :

"As an instrumentality in the system of education by common schools, teachers have much in their power. Their exertions and labors may make it a blessing; their neglect and indifference may make it a curse. But few teachers are known to take that deep and abiding interest in the calling that men generally do in their own private speculations—they do not meditate on it by day and dream of it by night. If they intend to make the system popular, they should, by a faithful discharge of duty, endeavor to do justice to every one, and to kill all opposition with kindness. In school government they might do much to secure attendance. By making their system of government pleasing and attractive, by signs, and gymnastic exercises, a kind of magic spell is imparted, which makes the pupil love his school. I would here remark that our teachers for the year past, have been, as a general rule, adapted to the business of teaching, very well qualified, and faithful in the discharge of their duties. As a means of advancing the interests of our common schools, I would approve and cheerfully recommend that our teachers practice visiting one another's schools, thereby becoming more familiar, from actual observation, with the methods of teaching practiced by their fellow teachers. These mutual visitations are not only to be highly commended because they enable teachers to profit by witnessing the methods pursued by other teachers, but because they serve to create a praiseworthy professional feeling and sympathy."

The Mount Vernon Committee award the following high encomium. It makes the faults of some teachers and the shame of some schools appear still greater:

"Mr. F. excels most of our teachers in system, ingenuity and activity. He possesses the advantage of experience and a ready fund of knowledge. Such teachers should be encouraged by a liberal compensation, to remain with us and continue in the business of teaching. Without doubt this was the most profitable school this district has had for several years. The examination was the best we have ever witnessed here. We did not notice that a scholar whispered, or asked to leave his seat, or to speak, during the half day we were present."

Of a faithful teacher, worn out in the service, the Pittston supervisor says :

"It gives me pleasure to speak in terms of praise of this school—it being the last labor of a long-experienced and faithful teacher. Although disease was already preying upon her system, she toiled on, faithfully watching the young and tender minds entrusted to her care. Her term was a success ; and she here added many to that large number of pupils whom she leaves behind to respect and reverence her name."

A good hint from Augusta:

"An education does not depend upon the amount of knowledge *received*, but upon the ability to *acquire*; for the future will develope new truths of which the past was ignorant. The teacher must train his scholars to *search* for the treasure of knowledge. He may point out the path which leads to the summit of the 'Hill of Science,' but the scholar must toil up the rugged ascent. A judicious teacher will tell a scholar only enough to incite in his mind a desire to discover more. 'It cannot be too strongly insisted upon that in education this process of self-development should be encouraged to the greatest possible extent.' The instructor must not overstep the bounds of duty, by being too explanatory in his teaching. It is a mistaken kindness, and generates habits of indolence, and graduates scholars noted for their imbecility."

The point suggested in this remark from Kennebunk, is a very important one:

"The school continues to maintain the elevated rank it has constantly held since it has been in charge of its present accomplished and indefatigable instructor. Unflagging in his endeavors to render his services effective and valuable, Mr. R. is continually striving to add to his mental stores such knowledge as may be available and useful in the performance of the duties of his profession, and, also, devising plans calculated to give a new impetus, to impart renewed energy, to his pupils. The exercises of his school-room are thus relieved of that monotony which so often renders them irksome."

From Newcastle we have this earnest expression:

"The obligations imposed on me by virtue of present position, require that I should state the facts plainly; a regard for the interests of the young, and the prosperity of our public schools demands that I should not conceal the truth, though it be a painful one. If the training of our youth, the cultivation of their minds, the development of their intellectual and moral faculties is committed to incompetent and unskillful hands, an advancement corresponding to such inability must be expected. And he who, having the oversight of the schools, sees these things and passes them by in silence, or seeks to hide them, is recreant to the trust committed to him. Says a writer—and what he says is a truism—'our public schools are the nurseries of the public mind.' O then, with what scrupulous care and watchfulness should they be guarded! With what liberality and zeal should they be sustained! The teacher should never be satisfied with present attainments, either intellectual or in the art of teaching, but in both, his course should be a constantly progressive one. He should watch with care the secret workings of his own mind in its unfolding process, that he may gather therefrom new and original power to aid him in the judicious development of the intellects of those placed under his care."

The Waterboro' report contains this allusion to an important topic:

"Teachers, you, to whom in a great measure is entrusted the welfare of the rising generation; under whose charge is placed the father's brightest joy and the mother's fondest hope; you, whose profession it is to lead young and pliant minds in the

paths of virtue and knowledge; are you sufficiently alive to the responsibilities of the high and honorable position which you hold? Are you discharging the duties of a kind and faithful parent, anxious at all times to promote the best interests of those whom you have under your charge? Are you qualified in all respects to discharge the obligations resting upon you, acceptably to those who, under your care, are dragging their slow length along in the way of knowledge? We ask these questions in no captious spirit, but that each teacher may apply them to himself, and observe whether he is doing his whole duty, or not; that he may be induced not to rely upon past labors, but with each term may find himself improved, and his capacity for doing good increased.

"Whatever may be your object in teaching—whether it is simply to teach Arithmetic, Grammar, and Geography, or in connection therewith to communicate information which shall be a benefit to your pupils in future life, or to discipline the mental faculties so as to give them their greatest energy and activity, or to add to all these an education of the moral nature, which shall send forth your pupil into the world full of love and reverence for his Creator, and fitted to perform 'justly, skillfully, and magnanimously,' all the duties of life which fall to his lot to perform, you must act upon the mind; and it seems that you should know something of that mind on which you desire to act; of the human character and its elements, as developed in the constitution of the child. To acquire this knowledge it must be made a study—a subject of earnest and careful thought—thought founded upon observations made in *actual* association with your pupils, *in* and *out* of the school-room.

"We exhort you to make the human mind a careful study, in comparison with which, the other subjects, to which your attention is drawn, are of an insignificant nature; and without a keen perception and appreciation of character, it is an utter impossibility to become a successful and profitable teacher."

These hints to teachers come from Harpswell:

"Our schools have been very harmonious. I have not yet learned of a case of trouble between teacher and scholars during the past year; and yet good order has been maintained in nearly all our schools with but little use of the rod. This is as it should be. But teachers often fail in this point of government, by allowing their pupils to trespass until their passion is aroused, when they are apt to inflict punishment more to gratify their desire for revenge than to secure obedience. This is wrong. Like begets like. The same nature that belongs to the teacher belongs also (in a greater or less degree) to the scholar. If punishment be inflicted in a moment of passion, it is an act of hastiness, and not the result of careful consideration, as it should be. If (as in extreme cases) it be found necessary, it should be done in a firm but not excited manner. Harsh and improper language should be carefully avoided, while it should be accompanied with gentle words of counsel. In this manner, the pupil will be shown that it is done from necessity, and not from any feelings of anger; while he fears the penalty of disobedience, he thus learns that he is his own enemy, and has brought it upon himself. Again, teachers sometimes fail by not carefully studying to ascertain the different dispositions of their scholars; they treat them all alike. This also, is wrong; different scholars require different treatment. By this I do not mean that some should have peculiar privileges, of which others are deprived; or that the same offences should be followed by punish-

ment in the case of one scholar and not in another; but different means according to their different ability should be employed, to secure their attention and awaken an interest, without which little will be studied and less learned. A teacher must not consider himself above his scholars, if he would be successful in governing them. He should not be unsocial in his conduct towards them, in or out of school; he should be familiar in his conversation, sharing their joys and sorrows, kindly reproving them for any improper language or conduct he may detect, with much care that he does not place the example before them by committing the same error himself. If he would secure their love and respect, and without this no one can succeed as a teacher, he must give evidence of the possession of these qualities himself. He should never practice deception upon his scholars, but be open, frank, and always prompt to his engagements."

Two or three important requisites to the success of teachers are noticed in the Gardiner report:

"The Primary school on D. street has been continued under the management of Miss C., whose excellence as a teacher of children has been abundantly tested. It is worthy of special record that unwearied efforts have been made in the training of backward scholars, without neglect of the more advanced; and though the results of such labors are not likely to win the earliest applause, they are the surest means of permanently elevating the standard of the school.

"If there be any teacher in the city whose services seem essential to the welfare of the school, it is Miss R. The present Board are ready cordially to adopt the high commendations of the last report of this school, convinced of the difficulty of saying more in the same space, and the injustice of saying less. Her admirable management of the younger scholars has been observed with special gratification, while her success in making all happy in the school not only tends to make study truly attractive, but is the best means of developing harmoniously the youthful mind.

"The Maple Street Primary school has been, during the whole year, under the care of Miss M. whose success the previous winter term has been well followed up. The gentleness of manner always apparent in her treatment of the pupils is worthy of all praise, as it hardly fails to win its way to the heart, and thus prepare for success in instruction. The attendance has been, as formerly, quite irregular—partly from contagious sickness, but more from parental neglect."

From Falmouth, a *working* teacher reported:

"Mr. N. is a working teacher; he imparts much valuable practical information to his pupils; and this school, under his instruction, made creditable progress, though hardly so quiet as is desirable."

Gen. Jackson needed in Temple:

"Mr. G., though the oldest and most experienced teacher among them all, did not put enough of Gen. Jackson into his government. If he had corrected the large scholars, and thus awed the small ones into submission, his school would have been more orderly and much more profitable."

In Pembroke, they say of a teacher:

"Mr. M. has some excellent traits of a good teacher. The scholars learn and will

learn. He stamps his own ideas upon the minds of his scholars. The school made rapid improvement. It is said that a person cannot see *through* a *board*, but with the chalk in the hands of Mr. M., we think that the scholars *can* see through the mysteries of the *blackboard*. He is a lively, energetic teacher; the scholars were attentive to their studies, were orderly, and of course made improvement."

In Hartford, says the supervisor:

"The review showed that the teacher had labored wisely for the whole school, gaining that respect from his scholars which so much aided him in his endeavors to be useful."

A suggestion from Phipsburg:

"Perhaps a little more familiarity and sympathy with the scholars might have increased her hold upon, and her usefulness among, those under her care."

Another officer remarks that,

"If Betsey would cultivate the organ of order, and the taste of expression, it would add much to her other good qualities as an instructress."

The committee of Pownal bear this pleasant testimony:

"Miss M. is one of the very few teachers who seem perfectly at home in a school-room—one who can explain intelligibly, and illustrate as though familiar with the subject taught, and in a manner that her pupils can comprehend. The advancement in all the classes was good—in many, uncommonly great. The teacher appeared to govern without harshness, and to discipline without vexing her pupils; yet so sternly that few cared to break the wholesome rules which she instituted."

The Raymond supervisor reports:

"This school presented the same characteristics that distinguish all of Miss F.'s schools. She is not a slave to the text-book, but introduces exercises calculated to interest and instruct her scholars."

Different testimony from the same town:

"Miss P. lacks patience and amiability towards her scholars; and this, combined with a poor school-house, rendered her school unpleasant."

Of another teacher, it is said:

"Fresh from a High School of advanced scholars, and familiar only with the mode of teaching in such a school, she failed to adapt herself to the wants of a common school, composed of small scholars. More experience and more common sense—the latter a quality, by the way, which every school teacher should possess—will contribute much to her success as a teacher."

Live teachers wanted in Sedgwick:

"In order to secure better schools, we want more live men and women for teachers. It is not enough that they be good scholars. Too many such there are, who, having no talent for teaching, or no love for the business, seem to regard the school as a machine, that needs only to be watched while it does the work. They manage to keep school, but never to *teach* school. They are either too indolent, (and it is a

work of labor,) or they do not know how to teach; and so plod on with the daily routine of the school-room, as if only anxious to get through and receive their hire, careless whether they earn it or not. With such machine schools we have no patience, and no respect for the engineers."

A common sense view from Parsonsfield:

"And we are all ready to say that much depends upon the teacher. He should be well qualified, prompt, energetic, apt to teach, and possess *good common sense.*"

Good advice from Palmyra:

"I would recommend our young teachers, who intend to pursue the calling, to visit our best schools with a view of studying the system of teaching and manner of governing their pupils. I believe the practice would aid them materially in managing their own schools."

In Alton it is said that some teachers fail

"In securing good government, because they pursue an erroneous method to accomplish their object. They are determined to have perfect order in school hours, and have their scholars under proper discipline. But the course they pursue proves a complete failure. They adopt such harsh measures to secure the object, that they defeat the very purpose they have in view. They rave and scold, and stamp and flog, from morning till night, and still have little or no control over their scholars. They complain of much noise and confusion in the school-room; but if they would think a moment, they would find that they had themselve set the example and that the scholars were imitating their teachers to a charm!"

The report for Wayne has a contrasting example which might be happily imitated:

"We hardly know whether most to commend the excellent discipline, the unusual proficiency, or the general harmony and good will that seemed to exist between the teacher and his school.

Mr. W. happily brings to the discharge of the teacher's duties, ability, united with earnestness, and courtesy combined with firmness. His leading aim seems to be to secure to his pupils a complete understanding and perfect mastery of every principle contained in the studies pursued. He knows the character of the difficulties to be encountered, and with the aid of analysis, synthesis, and whatever else of illustration or suggestion is necessary, he leads his pupils hopefully to the charge; granting neither peace nor truce to opposing obstacles, until a final and complete victory is secured."

The New Gloucester report thus criticises the movements of a teacher:

"The teacher was unnecessarily severe, but did not secure the obedience of the scholars. She moved around too much. After asking a question and before it could be answered, she was off in the farthest part of the building. There was entirely too much noise and confusion, general inattention and want of preparation in the recitations; too much talking by the teacher; too much answering in concert by the

scholars—one or two giving all the answers and the others shirking. The teacher resigned before the term was completed."

Of another teacher in the same town:

"There was in the teacher much quiet energy, and the school was entirely under his control. He governed by kindness rather than severity; although when severity was needed he did not hesitate to resort to it."

And still another:

"The teacher has only to speak to be obeyed. Most evidently she had the affections and respect of the whole school; and this combined with her remarkable tact for communicating instruction, and making difficult points intelligible, could not fail to make this a most profitable school. On the day of our last visit the school was decorated with flowers and evergreens, showing that the taste as well as the intellect had been cultivated. We trust that Miss M. will adopt teaching as a profession, for she possesses qualities fitting her for eminent success in this pursuit.

There is much truth in these remarks of an Augusta school-officer, of a former year, himself a successful teacher:

"When a man has chosen a vocation for life, he should devote all his talents and energies to the acquirement of that knowledge which will render him most eminently successful in his profession. 'Nature does nothing in vain,' and if every young man and woman who design to become teachers of youth, would give more earnest heed to her instructions, we should not witness so many failures at the post of duty. Many persons enter the teacher's ranks with no natural aptness for the work, and but little acquired ability for its successful prosecution. In order that a man may become a successful instructor, he must possess an inherent force of character and a large stock of vital energy. He who would guide the youthful mind through the mazes of knowledge, must not only have an intellect well trained in the school of experience, but the insignia of a *leader* plainly attested in his language and bearing; otherwise he has mistaken the office which nature designed for him to fill. Teachers all agree that without proper discipline no school can be profitable; yet how few are able to reach the standard raised at the commencement of this honorable occupation. No amount of education will prepare some men to govern a nation, or a school, which is a nation in miniature. No teacher can mark out a definite plan for the government of his school; circumstances must, in a great measure, determine his duty. But this must be established in his own mind—that order he will have, cost what it may. And if this is not gained at the commencement of the term, it is highly probable that it will never be attained.

"There is much said in these modern times about appealing to the higher sensibilities of scholars. Without doubt the teacher should use every incentive which a fertile imagination can invent and a sound judgment endorse, to induce his pupils to give a cordial submission to the discipline of the school. But in the majority of our schools the only appeal which will have any permanent effect upon youthful minds, differently constituted as they are, is a manly, straight-forward course upon the part of the teacher, showing that he is master of his profession, conscious of the responsibilities of his office, and equal to any emergency. To those who are fostering a spirit of rebellion, and have become deadened in their moral sensibilities by

long association with evil, the presence of such a teacher will prove a restraint, through fear of consequences. By another class, trained up under wholesome discipline, moral and religious instruction at home, he will be admired as a man who knows his duty and shrinks not from the performance of it. Any person who has had one term's experience in the school-room, is aware that scholars very soon read the character of their teacher, and if, when weighed in the balance, he is found wanting, no amount of verbal appeal to the higher sensibilities will be found adequate to increase the weight of character found deficient. A teacher's presence and influence must ever be a living appeal to the loyal, and a protest against the rebellious."

The following suggestions from the Bangor report, are worthy of the teacher's careful perusal:

"As there are several schools of nearly every grade, teachers have an incentive to ambition. Each one wishes to have her school appear as well, or better, than any other of the same grade. This sometimes leads to rivalry, and perhaps jealousy among teachers. Each one wishes to have the best boys and girls attend her school, and if possible no bad ones. But unfortunately there are, among children, some who are both vicious and dull. And no one will presume to maintain that such ought not to be educated, however unpleasant the task may be. On the contrary, these, it seems to me, need the kind and fostering aid of the teacher more than others, and should receive even more attention. They should not be excluded from school because they are dull, nor even because they are vicious, unless they are incorrigibly so and cannot be made to yield obedience to school regulations, and in this case they need to be sent to an institution similar to the one alluded to above.

"Now it happens that teachers more often fail in tact to manage successfully scholars of this description than in anything else. Most succeed well with bright, orderly and good scholars. But in fact, there is but little merit in such success. But to govern and successfully control those who are inclined to be vicious and disorderly, and at the same time to reform them, demands peculiar qualities of head and heart. These are comparatively rare, and success here is very meritorious.

"Our schools were established for the benefit of the young, and not for the purpose of securing lucrative situations for teachers. By law, provision is to be made for the education of all children, both rich and poor, whether they be bright or dull, vicious or virtuous; and for this purpose teachers are employed. And it is their duty faithfully to instruct all, of whatever character, who may be sent to them; and the instruction should be adapted to the wants of the scholar. Some scholars need a good deal of assistance and encouragement in their studies; others need to be held in check. This is the case of children possessed of a nervous and excitable temperament, a delicate organization and active brain. Such children are apt to be very precocious, and both parents and teachers are apt to be very proud of them. But they need especially the direction of judicious and skillful teachers, and should never be permitted to overwork. But it often happens that teachers become discouraged or impatient in their efforts with those who are naturally a little dull and phlegmatic. They find it easier and more pleasant to get along with others of opposite character; and frequently, I fear, those who really need the most assistance or encouragement, fail to receive it. These are too often treated as though it were their

own fault that they were not endowed with large and active brains; and from not receiving the right kind of treatment, they sometimes become discouraged, lose all confidence in their own capacity to learn, and abandon all efforts in that direction. I am inclined to believe if teachers properly understood how to manage such children, and would give them assistance, when assistance is needed, and encouragement when this is wanted, and would treat them at all times with kindness and proper consideration, there would not be so many occasions for the committee to interfere. Children readily appreciate kindness. They instinctively know whether or not their teachers feel a genuine interest in their welfare; and if they feel that they are their true friends, they form warm attachments for them, and they love to attend a school conducted by such teachers. On the contrary, when they think themselves neglected, or in any way ill-treated, however wrong their judgment may be, they conceive a dislike of their teacher and feel an aversion to attending school."

Manners and Morals.

There is another topic, closely allied to that of school government, and also connected with the present qualifications of teachers, which is too important to be passed over. I refer to manners and morals; the neglect of which, in the instructions of the school-room, is a source of great regret and mortification to all right-minded citizens, and constitutes an item of our *shame*.

Within the memory of our middle aged citizens, some attention was paid at school to the minor proprieties of life. Children of forty years ago were taught to "make their manners" on entering and leaving the school-room, and on meeting a stranger in the street, or a gentleman at his house. When the committee made their usual visits, they were greeted with the respectful obeisance of the whole school rising to receive them. Now, who ever sees in our public schools the *bow* or *courtesy* of olden times? And within a few weeks I have been consulted by a parent, to know whether the teacher had a legal right to make his boy say '*Sir*,' in addressing him. This father, although far from being a Quaker, contended that *yes* and *no* were quite sufficient for all practical purposes. There is too much looseness and indifference upon this whole matter in our community. Teachers themselves are in many cases deficient in both the theory and practice of good manners, and need a word in season upon this point. I have made it, none too often, the theme of a convention lecture. But here I will allow others to speak. The supervisor of Bridgton thus remarks:

"Society looks to the young for future protection and support. Shall it look in vain? This depends largely upon another question, viz: this—whether we and others shall see to it, that our common schools are in fact, what they were designed

to be, the nurseries of intelligence and morality—the last not least. It is painful to be obliged to say, if we would speak the truth, that sufficient attention is not ordinarily paid by teachers to the manners and morals of those whose instruction is, for the time, committed to their care. Be it so, that children are not sent to school to hear daily homilies on the practice of moral duties. Neither are they sent to school to learn lessons of vice. And yet, as a matter of fact, they do, not unfrequently, obtain their first knowledge of forbidden things from their companions at school. The little child has often learned to lisp his first imperfect curse, at school. He has often received his first lessons of insolence and insubordination, at school. He has learned to be coarse, rude, unmannerly and disobedient to his parents, at school.

The practical question here arises, whether there is no help for this; whether it is a necessary evil which must be borne. It is a question which deserves to be seriously pondered, and correctly. If there is really and truly no help for it; if our children must be contaminated by evil influences at school, or forego the privileges of a public education altogether; then we say, let our system of free schools, important as it is, be at once and forever abandoned. It costs too much.

But no; there is a remedy. There is no fatal necesity for having our children morally poluted at the very fountain of science. Let their morals be guarded with a vigilance that never sleeps, and with eyes that never slumber. Let them be trained 'for the life that now is, and for that which is to come,' in the school and at the fire-side. Let the great lessons of purity and truth be impressed upon their tender minds by teachers as well as by parents. Let the scholar whose company and conversation are known to be polluting, if they cannot be reformed, be excluded from school. And let none but suitable teachers, who will guard the morals of their pupils, be employed. Then will 'our sons be as plants grown up in their youth; and our daughters as corner stones, polished after the similitude of a palace.'"

Newcastle responds:

"The necessity for decorous conduct in the school-room is so self-evident to all, that I need introduce no argument to show that a school cannot proceed profitably in its absence. Our public shools were designed to be not only intellectual, but moral nurseries of the young, and such they may be, under good and wholesome discipline; such they never can be in the absence of good government:; for poor schools are usually prolific nurseries of vice."

Another supervisor has occasion thus to complain of a teacher:

"He has some of the characteristics of eminence in the education of youth; and we regret there are not blended with them more of the embellishments of the true teacher. He certainly possesses a somewhat large share of the *fortiter in re*, and should combine with it the *suaviter in modo*, as well as some of the refinements so much needed in the school-room.

He is emphatically a 'live teacher,' and with his ceaseless activity and vigilance, there is thoroughness in the matter and manner of his instructions. He has given especial attention to the application of elocutionary principles to the reading exercises. All the classes in Arithmetic, Grammar and Geography have been well drilled. The order of the school, and his mode of government were good, if we except in the latter a slight approach to severity. We really hope he will add to his other good qualifications a little of the refinement which is so necessary to an accomplished teacher."

From Pittston we have this statement:

"At the commencement of the winter term, I was obliged to talk rather plainly to the scholars in respect to school-room decorum—perhaps too much so; but the inestimable worth of correct habits, the foundation of which must be laid during school days is too frequently lost sight of. Miss K. succeeded in effecting quite a happy change in this respect, which gave her school a much better appearance. In respect to the worth of the winter term in another school, I have nothing to say; but the eagerness with which the scholars of this school drink in instruction, their behavior in the school-room, and the kind feeling which they manifest towards each other in their sports deserve the highest commendation. Much of this happy disposition, this unity of feeling, is the result, I think, (without disrespect to parental management,) of the Sabbath school in this district. Its influence is powerful; its worth inestimable."

Our Machias friends feel the need of improvement in this respect:

"We need further improvement in the manners and general deportment of the scholars, and especially the larger ones. There is a rudeness, and a species of rowdyism prevalent among the older children of both sexes for which the buoyancy and vivacity of youth do not always furnish an apology. This should be corrected. Modesty, and deference to the rights of others, are graces little practiced; boldness and impudence have almost become the rule."

They note the moral influence of teachers in Rumford:

"The school was orderly, and the scholars attentive to their studies. The school made commendable progress. Mr. H. is a young man who exerts a healthy moral influence upon his pupils."

In another town the supervisor complains of a teacher:

"He was pretty well acquainted with the common branches, but his *manners* were so *unrefined*, his *pronunciation* so *coarse*, and he had so many long *yarns* about himself, that he lost the confidence of the school."

The Committee of Chesterville say with truth:

"Upon the teacher devolves, in a great measure, the future character of the young persons entrusted to his care. It becomes, therefore, an imperative necessity that the teacher be an embodiment of correct moulding forces, as he is is constantly impressing his own character upon his pupils. He ought, then, to be in dignity and urbanity of manners, and in all the graces of character, a model that may be copied by every pupil."

The supervisor of Whitefield remarks:

"Not only is it the duty of instructors to aid in developing the intellectual powers, but also to inculcate a strict and wholesome morality.

While speaking of the *intellectual* improvement, let us inquire if the same advancement has been made in those *virtues* which are the ornaments of society. Judging from the appearance of our school-houses, and from the profane language occasionally heard, the conclusion must be far different.

Teachers cannot be chargeable for all this, for parents have the first moulding of the youthful mind, and there must be a look at home. Better will it be for our youth to go forth on the stage of action, with good morals and little education, than corrupt morals and all the *intellectual* education attainable. For a well educated mind without moral principle, may be compared to a steam engine with all its machinery in full motion, and off the track, dashing fearfully to ruin all it draws after it, and all that may come in its way. Not only is it highly important for *teachers* to set an unblemished example, but their needs a rising up on the part of *parents*, in order to secure to posterity that *moral sub-stratum* on which all human happiness depends."

A roughness or abruptness of manner objectionable in a teacher is hinted at in the following passages:

"This teacher was very well qualified, and her mode of instruction excellent; but the discipline was not what it ought to have been. She also had a bad habit of calling her pupils 'little rascals, &c.,' which we cannot commend."

"The teacher's education was good enough, but certainly he had not the genius of a teacher, and is not capable of imparting his knowledge in such a manner as to interest the scholars. We think agents should be cautious about employing teachers whose peculiarities of manner unfit them for the business of teaching."

In the passages cited above, I have presented not only instances of failure for the reasons assigned, but some cases of unusual success, to render the contrast more instructive. Much might be added from the same sources, to illustrate the causes of failure, and to exhibit the qualities required in the habits and characters of teachers, to make them in the highest degree successful. But more is not necessary.

If now, we inquire why our schools—so many of them—should be burdened and damaged by so large a proportion of ignorant and unskillful operators in the teacher's desk, we must begin the answer by laying the blame, in part, at the door of the agents and school committees.

School Officers Responsible.

If the complaints which committees make of agents are *half* of them true, a mountain of neglect and shame is piled up at their doors. These complaints, however, are oftener in regard to their failure to make the returns required by law, than in regard to the employment of unsuitable teachers. In this matter, committees know very well, that they must bear their full share of responsibility. Here is a crumb for each, from the committee of Buckfield:

"The duties of a school agent are plain and simple, yet these duties have been performed during the year now ending, in but few instances. Will not school Dis-

tricts require that their agents shall understand their obligations and be willing to perform them?

"It is especially recommended to school agents to take the utmost care in hiring teachers. After all, the great thing in the school is the man who keeps it. He must have *all* the qualifications necessary to make a thorough teacher; excelling, not in a few points, but in all. Select a man, if possible, who knows what he is about—a man acquainted with human nature, especially the human nature of children,—a man of tact, of ability, of practical shrewdness,—at least as able a man as you would have to manage your own personal affairs. It is of course impossible, with limited means, to secure the best teachers in the country; and it is not always easy to say, at first sight of a candidate, whether he is fit for his place. But there are precautions which can be taken and ought to be taken. Let the applicant for the charge of your school show his recommendations; let the committee be absolutely fearless and impartial in deciding upon his qualifications; let no consideration of fear or favor, no unwillingness to offend or desire to conceal, suffer any District to be obliged to more than waste its hard-earned money in paying an inefficient and incompetent teacher?"

From Lewiston, this:

"The duties of agents are underrated. The office should not be deemed a post which the most stupid man of the District must hold because it is his turn; but a place of responsibility, requiring intelligence and judgment in the proper performance of its duties. Let the best men of each District be selected as agents. Our school agents, generally, have looked well to the interests of their schools, and have employed able and efficient teachers."

The Waterboro' report says:

"The ill-success which has attended the efforts of some of our teachers, should remind school agents that theirs is a responsible position, to expend the moneys entrusted to their care in a judicious and economical manner, and to obtain for the service of the District the most competent teachers which their means will allow and we urge upon them the exercise of the most careful discrimination in the selection of those who are to become the instructors of the rising generation, and who are, for the time being, to stand in the place of parents.

"The same consideration should awaken the school committee to a more careful and earnest discharge of the duties which fall to their lot to perform; the appointed guardians of your schools, they cannot be too watchful of their interests, nor too faithful in the discharge of the functions of their office."

And Minot adds:

"The office of school agent is one of the most important and responsible in our common school system. The prosperity of our schools depends very much upon the agents. They have the control of the money, have the whole charge of the school property, the houses, with their furniture, and must see to keeping them in repair. But the most responsible duty is that of selecting and engaging teachers. Before engaging teachers, they should ascertain, if possible, what their previous success has been, (if they have taught,) then they can act understandingly, and will be more likely to secure better teachers than they would without any investigation.

Hence the choice of school agent is worthy the most serious consideration of every District."

The supervisor of Saco thus rebukes those agents whose principal aim seems to be, to "keep the money in the district:"

"Agents should not allow themselves to be fettered by a desire to keep the money in the District—an unwise economy, or the claims of kindred, and private interests. There may, and will be persons belonging to the District, qualified to teach the school, but the agent should be left in entire freedom to decide on the expediency of employing such a person. Of several persons who may be eligible to such a position, and any one of whom perhaps may be 'qualified' in the legal sense, there may be different degrees of excellence. The agent, in such circumstances, should aim to select the best, and not be turned aside from such an aim by any minor considerations. Sinister motives, undue regard for the opinions, prejudices, influence or interests of particular persons, or an unwise economy, has sometimes been the means of not only an abortive school term, but of engendering vices in the school, and exciting prejudices, animosities, and feuds, which have festered in the District for years, disturbing its peace and prosperity.

"Again, after the agent has engaged a teacher, and he, or she, is duly inaugurated into the school, it should be the purpose, as it is for the interest, of the District, to rally around the teacher, and make it their business to render the school as useful as possible. Every one should feel that it is *their* school. By sympathy, encouragement, and co-operation expressed by kind inquiries after the progress of the school, and occasional visits to it, success may be insured to a school, that otherwise might prove a failure, and a larger measure of it, where the elements of success were already possessed."

This matter is stated forcibly and at length in the Standish report:

"In many cases, through ignorance or neglect of an obvious duty, the district agents take little or no pains to inquire into the previous educational history of those whom they employ. They seldom ask where, by whom, or how they have become fitted for the high calling of being intellectual guides and tutors to the embryo citizens, lawgivers, and statesmen of this great nation. They seldom inquire at our college or academic halls for a thoroughly educated or suitably endowed teacher. They do not even look to our normal schools or teachers' conventions to ascertain who have sought to qualify themselves properly for their task. They scarcely even search out and select among those who have been teachers, those whose past success gives them title to preferment. On the contrary they simply do nothing till the applicants float along whose chief distinction often is, that they are out of employment, in want of money, and destitute of that amount of knowledge which would convince even themselves that they are totally unfit for the teacher's office. Hence at the last hour, just as the schools are about to commence, your committee find themselves surrounded by candidates of very dubious qualifications and attainments, from whom to select our childrens' teachers. The evil is magnified, the embarrassment under which your committee labor is intensified from the fact that at the first one or two seasons appointed for examination very few present themselves. It is at the latest

possible hour, perhaps but a day or two before the schools are to commence, that a majority come before the committee to be examined. At this late period all the well qualified and better teachers have been sought out and put into employment, in places and by agents where the 'best or none' is the motto.

Hence your committee have often found themselves in this sad dilemma. They must either give certificates to those of whose qualifications they are more than doubtful, or hazard the failure of schools for the season. For if they turn aside the present applicants, they are presented with a new set scarcely a whit to be preferred. The fact is, as already suggested, that the better are either already engaged elsewhere, or that there is no time left to search out the few golden specimens from the educational rubbish by which they are surrounded. To obviate this difficulty, school agents should not improve their appointment merely to give employment to family connections and personal friends, regardless of qualifications or the public good. They should discard every petty prejudice, every personal partiality, and act with a magnanimous regard for evident fitness and the highest welfare of all. In selecting candidates they should use more diligence, make more inquiry, and employ more discrimination by a hundred fold than they now often do. As far as practicable they should consult and act in concert with the Superintending School Committee in the choice of a teacher. When one has been selected, they should see to it that he goes before the committee as long before the school is to commence as possible; so that if there is a failure, time will still be left for another and better selection. As a conclusion of this point we would say to you, fellow citizens, choose the most intelligent, discriminating, and whole-souled men you have for school agents. Then let them co-operate with and sustain the Superintending School Committee, and our schools will soon be delivered from the tuition of blunderers and imbeciles, and placed only in charge of those who can give them the intellectual dignity and elevation to which they should be raised."

The Pembroke report says:

"It seems to be the general impression that when an agent is chosen that he is expected to engage some favorite, some friend or cousin—or that *our denomination* or *party* must be favored. I do not know how far this idea may prevail, but it does to some extent. All agents should obtain the best teachers they can, and above all things, do not get a teacher because you can get them *cheap*. A cheap teacher is a very dear one. A person might with as much propriety make bread from bran, because he can buy it cheaper than flour, as to hire a teacher for a school because he can be had cheap. A good teacher is worth good wages; a poor teacher is worth *nothing*, with a cipher added to his value."

In Rumford they find this evil of *party:*

"But perhaps the greatest obstacle that we have to contend with is party spirit. In some of our largest schools this spirit rages to an alarming extent, and it very much retards the interest of the scholars. The agents will usually hire those of their party regardless of their quaifications."

This is the opinion of the Pittston supervisor:

"There are but few offices in town to which more responsibility is attached than that of the school agent; yet we find him inactive, waiting about home for teachers to

apply, if they will, and for aught I know, he feels himself slighted if there happens to have been an experienced teacher in town who did not come and beg to be employed. Competent teachers rarely run about for schools; and if they do, they are not very likely to offer their labors at the rate of ten or fifteen dollars per month. They know their worth, and demand wages accordingly."

And this from Dedham:

"And now, in closing, we would renew the suggestions of former reports, of the importance of great care on the part of agents to employ well qualified teachers. We believe the success of our schools during the past year, is more attributable to the efforts on the part of the several agents to obtain good teachers, than to any labors or efforts of your committee."

An indiscretion is reported from Livermore:

"The winter term was commenced by the teacher against the wish of a majority of the parents and the advice of your supervisor, and resulted in a complete failure. It is decidedly wrong for any agent to put his own child into a school to satisfy his own selfish ends, regardless of the wishes of a majority of the district.

An irregular and illegal course was pursued by a teacher:

"Before the decision was made in an adjoining room, the teacher left, without the knowledge of the committee—not waiting to hear their decision; consequently no certificate was given. A term of school was kept, however, by the teacher in this district, whether at public or private expense we are not informed. If from any money belonging to the district, it was of course illegally expended."

The following extracts taken at random from a large assortment, of similar tenor, must suffice:

"The interests of our schools would be greatly promoted if our agents would interest themselves in relation to the schools in charge. Teachers are often hired without a moment's consideration, which oftens puts the committee to much trouble."

"One of the great hindrances to the progress of our schools is the want of interest on the part of school agents. Many of them will hire the first teacher that applies for the school, whether they are qualified or not, rather than spend time to obtain the services of a good teacher. Others will hire cheap teachers in order to have a long school."

"I find there is a strong tendency among agents to hire cheap teachers; and there is too much conspiring in choosing the agents in order to get a man that will hire some one's wife's sister or some other relative, without regard to the interests of the school. I have known some person to canvass for sometime previous to school meeting, so as to get an agent that would hire a sister, daughter, or other relative."

And now, gentlemen, if these things are so; if so many of our teachers are incapable of instructing and governing their schools properly, and our citizens by their various neglect, suffer it to be so, am I wrong in saying it is a disgrace and a shame; a shame that so much money drawn from your treasuries for school pur-

poses, is so misapplied and wasted; a shame that the golden opportunities of our children are lost, irrecoverable, through the mismanagement of the schools in which they ought to be properly instructed and trained for the duties of life?

But some will urge that teachers and parents, agents and committees, are not alone in fault; that teachers, of the high qualifications indicated, are not to be had; that no sufficient opportunities are furnished for the education of such a class of teachers as our schools require. To which I reply that agents are not careful to employ the best that *might* be found. Discrimination is too often made in favor of less competent teachers, on the grounds already intimated in the extracts from town reports. School committees, moreover, are far too loose in their examinations; allowing scores of teachers to attempt the duties of the school-room before they are thoroughly prepared to perform them. This preparation they should be compelled to make, at some of our excellent literary institutions. And this can be successfully done in many of these institutions—so far, at least, as the literary attainments are concerned. But again, I admit that there is truth in the charge that the State is deficient in the means of giving to teachers that high professional education which they need. We have no school for special training in the science and art of *school-management;* in which term I include all that pertains to the instruction and discipline of children at school. For this deficiency no individual citizen can be responsible.

The State is at Fault.

We are not disposed to charge the State with want of liberality in the course hitherto pursued in reference to public education. But this certainly may be said with safety: that those who have had a controlling influence in public affairs, have not sufficiently appreciated the magnitude of their responsibility in this regard. Either from indifference or a false notion of economy, they seem to have neglected that careful inquiry into our educational wants which is imposed on them by the VIIIth article of the Constitution, which reads thus:

"A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object, the legislature are authorized, and it shall be their duty, to require the several towns to make

suitable provision, at their own expense, for the support and maintenance of public schools; and it shall be their further 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." Thus it seems that the intent of the provision to endow certain higher seminaries of learning, is to aid in "the *general diffusion* of the advantages of education." In this view, such institutions should be endowed, or created, as have a more direct connection with the common schools, and such other means of instruction should be furnished as will most effectually aid in training our public teachers for their work.

We should not omit to credit the State for what has already well done in this direction. But we must record it, to our shame, that in this year of grace, 1862, being the second year of the Great Rebellion, we have none of those means and appliances, which are deemed in other States so essential to the professional training of teachers. The Normal schools, so called, the institutes and conventions, formerly provided at the State's expense have been abolished, on the ground of inefficiency or too great cost. I trust that this fact, apparently a retrograde movement, is only a halt in the march, to seek some better way, and to gain strength for a strong forward movement as early as possible. Suggestions on this subject will assume a more definite form in another part of this report.

In drawing this picture of our shame, for the outlines of which, the materials have been furnished mainly by other hands, I have only to regret that it is so true to nature and the facts. But I cannot be convicted of having over drawn or caricatured the original. At the same time I should regret that our friends abroad, and even those at home, should look only upon this portraiture of our shame. Another picture of quite opposite character might be drawn from originals found in very many of our towns. Some of our schools may be reckoned as models, scarcely surpassed in excellence anywhere. But these are not found in towns where parents interfere with the school management, and school officers neglect their duty, and teachers doze over their work.

My aim has been to stimulate those unfortunate communities, where their schools are their shame, to attempt the necessary effort to reform the present abuses of a noble system, and make their shame their glory.

In exhibiting thus plainly, some of the damaging features of our

school management, I have acted quite in conformity with the good judgment of intelligent men; one of whom said to the Superintendent a few weeks since: "We shall not expect you to flatter us into the belief that our schools are much better than they are."

Nevertheless, I am justified in the assertion that the schools are improving; that higher notions of education and of the management required to secure it, are entertained by the people.

And we need only a more earnest co-operation of all the parties concerned—citizens, officers, teachers, and the State—to render our school-system, in its practical operations, equal in its efficiency to that of any other State or people, and *Our shame* shall then be remembered only as a thing of the past.

PROPER STUDIES OF THE COMMON SCHOOLS.

A larger number than usual of the difficulties referred to the Superintendent for consideration, during the past year, have grown out of some question of *studies in school.* In some instances, a conflict of jurisdiction has arisen ; the district attempting to decide what branches shall be pursued, and the supervisor or committee claiming the right to control the matter ; or hesitating, and referring the question of his right to my decision.

The question of legal control, as the law now stands, does not seem difficult to solve. Section 49th of the School Law, under the head of "*Powers and Duties of Superintending School Committees,*" contains the following, among other items :

Second—On satisfactory evidence that a candidate possesses a good moral character, and a temper and disposition suitable to be an instructor of youth, they shall examine him in reading, spelling, writing, English grammar, geography, history, arithmetic, and other branches usually taught in public schools, and particularly in the school for which he is examined, and also as to capacity for the government thereof.

Third—They shall give to each candidate found competent, a certificate that he is qualified to govern said school, and instruct in the branches above named, and such other branches as are necessary to be taught therein.

Fourth—Direct the general course of instruction, and what books shall be used in the schools.

It will be seen from the fourth item of this Section, that the "course of instruction" is to be directed by the Superintending School Committee of the town, and that no one else has any authority in the matter, save in the cases excepted in Section 33d, in which a "district, where more than one school is kept at the same time, may choose annually, or one-third in each year, a committee to determine what description of scholars shall attend each school, to *classify said scholars,* and to *transfer them from school to school,*" &c.

An exception is also made of districts incorporated with special

powers, for important reasons, particularly in larger villages, where the whole matter is intrusted to a district committee, chosen for that purpose.

But while the committee have the right to manage the whole matter of studies according to their judgment, they will very naturally and properly seek to know the opinions and wishes of the district, as one means of determining what is best in the premises. The ultimate decision, of course, should be in accordance with their own judgment, and not, *necessarily*, in accordance with the wishes of the district.

There is no doubt that this matter, in a general revision of the school laws, might be expressed more satisfactorily.

The studies in which the teacher shall be examined are *presumed* to be the studies lawfully pursued in the schools; and these are left indefinite, evidently with a purpose. It gives to committees a *discretion* in the amount of literary attainments to require in the candidates who ask for examination. These attainments may be greater or less in amount, according to the standing of the school for which the teacher is examined. At the same time the committee would be justified in extending the examination as far as they judge expedient beyond the course of study pursued in the school. They may wisely judge that a teacher to "be found competent," should know more of any branch than the limited amount which the pupils may be expected to acquire in a given term of study.

Besides the branches particularly named in the section of the school law quoted above, a wide range of studies may be included in the general expression, "other branches usually taught in public schools, and particularly in the school for which he is examined." Thus, whether a teacher would be required legally to give instruction in any particular branch, would depend upon precedents already established; unless the committee should conclude for wise reasons, to direct otherwise. This they have authority to do. For example, if it were found that a large portion of the time had been consumed in preceding years, in the study of certain higher branches, so called, to the damage of the fundamental branches, they would be authorized, against precedent, to prohibit the teacher from spending so much time in giving instruction in those branches; so far at least, as they should judge it proper. On the other hand, should the circumstances of the school allow the introduction of branches which never have been studied, and should the commit-

tee think it wise to introduce them, they have unquestionable authority to do so, any precedent to the contrary notwithstanding.

We come now to consider the more important questions, "what studies ought to be included in our common school course," and "what amount of attention ought each to receive, as compared with the others?" The latter question, particularly, as relating to the pursuit of mathematics and the study of our own language, was discussed briefly in my last report; and I am happy to find the views there presented so generally approved by our intelligent teachers and school officers. But the questions now presented cover broader ground, and constitute together, one of the most important practical topics to which our attention can be called.

In considering the first question, "What studies should be pursued in the common schools?" we must commence by determining the kind of school intended. If we have in mind. the common school of the country districts, ungraded and miscellaneous, continuing about ten or twelve weeks in summer and the same in winter; open to scholars of all ages, between four years and twenty-one, and numbering from twenty-five to sixty scholars in attendance, it will be easy to perceive that the range of studies must be very limited. Reading and spelling, arithmetic and geography, grammar and writing, with the multiplicity of classes in each, which we usually find, would seem to be as full a bill of fare as one teacher could possibly serve, even in an ordinary way. I say nothing now of certain miscellaneous exercises which should be found in every school. If now we suppose a winter school to be taught in such a district, with the scholars under eight or ten years excluded, we may find time to enlarge the course very slightly. There may be room for a class in algebra or natural philosophy, physiology or book-keeping, history or physical geography, or the science of agriculture; perhaps for two such classes.

Suppose again, you have a school of two grades; the division made not according to ages, which is a very imperfect and unsatisfactory method, but according to the attainments of the pupils. You may then take two or three more of the studies named above, and what is better, attend to the whole much more thoroughly.

Suppose further, that you have reached the dignity of a trigraded school, carefully excluding from the higher grades every scholar not thoroughly versed in the studies of the lower, you can indulge your children with a taste of still other sciences; such as

astronomy and chemistry, rhetoric and the science of government. Even the Latin and Greek would not be deemed presumptous, should they ask for admission to such a school. We expect them, of course, in the four-graded school, together with mental and moral science and kindred branches. We have some such schools in the State, taking the places of the old academy, with more than academic success.

But the great majority of our schools being at present ungraded, or graded by only a single division, our chief concern is just now with them.

Looking a moment at the second question, the relative attention which should be given to the different studies, let me say here very generally, much more attention than is usual, should be given to reading and spelling, and much less to the less practical part of arithmetic; more to grammar and less to *ciphering*; more to mental arithmetic and less to the slate; more to geography and history and less to figures; more to the use of pen and ink, and less to pencil and chalk.

At this point in the discussion let me introduce the opinions of various school officers, as communicated in their returns or town reports. No matter at present, whether they agree with each other or with my own. They touch a variety of points in the general subject.

Opinions of School Officers.

The first of these is from the report of John J. Bell, Esq., Supervisor of Carmel:

"In Districts No. 3 and No. 10, are quite a number of scholars who, having advanced beyond the common statute studies, are desirous of pursuing higher studies in the District schools. In District No. 3, no objection, I believe, has been raised to any studies that a scholar has desired to pursue; and Algebra has for many years been a regular study in the winter school. This winter several scholars have also recited in Latin. In District No. 10, however, considerable feeling has grown up upon the question, and last spring it was made, as I am informed, the test question in the election of school agent, and an agent was elected understood to be opposed to the higher studies. My attention being thus drawn to the subject, it became apparent, upon looking at the statute, that the law imposed upon the supervisor alone the determination of what studies should be pursued in school, and therefore that the District were mistaken in their course. I hope to see the time when the means of instruction afforded in the District school will be such as to fit every youth for the duties about to devolve upon him in any station in life, not requiring a liberal education, and sufficient to prepare him to enter college. I believe that the duty of

society to its members will require this, yet it is true that the more important object of the free school is to insure to all the means of elementary education; and nothing should be permitted in school that will impair in the least degree its usefulness in imparting to every scholar a competent knowledge of those branches which the statute requires. Every scholar has a right to require that he shall be first taught to read, write and cypher, with what he needs of knowledge in grammar, geography and history; and if from any cause the introduction of other studies has the effect to produce a neglect of these fundamental branches, it would be improper to introduce them. I therefore endeavored to ascertain in each instance what the effect of the higher studies would be upon the school, and in both Districts I have been satisfied that the introduction of the higher mathematics and the languages, has, so far from injuring the interests of those who were not pursuing them, by the increased interest they have excited, and the livelier emulation they have produced, increased the amount of benefit to the school, to each and all of its pupils. It will be remembered that in each of these Districts the *schools are graded*, and of course the teachers are relieved of the smaller classes who are under the instruction of females in the primary schools. In the miscellaneous schools of the other Districts, it would deserve inquiry before determining that classical studies should be pursued.

"The law requires teachers to be qualified to instruct in history and in writing, both of which are too much neglected; the last, I have no doubt, from the felt incompetence of teachers, in large part, and in some part from a prevailing idea that it can better be learned elsewhere. The idea exists that history is a dry and uninteresting study, and the arch tyrant fashion has not favored its pursuit. In both particulars I am satisfied that the practice is wrong, and I cannot too strongly recommend to parents the propriety of seeing that their children are properly instructed in these important branches; and to my successor in the supervision of the schools, the necessity of particular attention in this direction. While a few of our scholars, through the aid of writing schools, are acquiring a hand of which they need not be ashamed, the majority, having been taught, or rather permitted to learn, the form of the letters, are thenceforward left to drag along with only such improvement as a naturally correct taste in matter of form, or an accurate eye, may suggest. In fact, while writing has, by those who have particularly attended to it, been reduced to a system, and those who receive the benefit of suitable instruction are probably better penmen than their predecessors, it is probably true that the rising generation, as a mass, will be much worse writers than their fathers. The committee a few years ago endeavored to remedy the evil by requiring the use of Payson, Dunton and Scribner's system of writing-books. I then doubted the efficiency of the remedy, for these reasons: I. The teachers were generally too ignorant of the system to instruct in it. II. It would, I thought, be found impracticable to enforce the rule requiring the use of the books. And experience has, I think, shown that I was right. Whoever has the supervision of the schools the next year, should at an early day give his attention to this subject, and devise, if possible, some plan before the summer schools commence, which may improve our schools in this respect.

"In a country like ours, which rests upon the wisdom and virtue of the people at large for its support, the study of history is particularly necessary; for without a knowledge of the history at least of our own country, no man is fully competent to discharge the duties of the citizen. It is, therefore, much to be regretted that this

useful, I had almost said indispensable study, has been almost wholly abandoned. The study of history, by familiarizing the mind of the scholar with the struggles and self-denials of our fathers, through the whole of our earlier history, with their hopes and fears, their many hardships, and their final triumphs, will most effectually inculcate that lofty sentiment of love of country, which in this dark hour of trial must be the nation's safest reliance, and will most surely secure us against future attempts to overthrow those principles and institutions with which we have been blessed as the fruit of their labors."

E. Wellington, Esq., of Alton, suggests an important topic:

"It is recommended that the Constitution of the United States and the Declaration of Independence be introduced into our public schools, and used as reading lessons as often as once a week. This would be a very proper exercise in these times of rebellion and secession. It would be the means of bringing up the rising generation with proper views of Republican institutions, and cause them to place a just value upon the blessings of civil liberty and religious freedom which the people of this country have so pre-eminently enjoyed the past eighty-six years. We should do all in our power to impress the community with proper views of a Republican form of government, and enstamp the principles of our noble Constitution indelibly upon the minds of the young. Let, then, the Declaration of the patriotic fathers of revolutionary times be well understood, and the instruments framed by them for our political guidance continue to be the guiding star of their descendants under every circumstance in life. This would be one way of causing our schools to subserve a glorious purpose, and give to the young a knowledge and love of our free institutions."

More effort in the same direction is suggested by H. C. Preble, Esq., of Garland:

"I would have all strive to inspire the young with a love for our country; a love for our civil and religious institutions; a love for our rugged hills, our lofty mountains and fertile valleys; a love for our countless rivers and innumerable lakes; a love for the North and a love for the South; a love for the East and a love for the West; a love that will grow with their growth, and strengthen with their strength; such a love as influenced those lion-hearted men of '76; such a love as shall make their sinews like steel, and fire them with courage to strike, till there shall not remain a foe, domestic or foreign, who shall dare lift his hand or raise his voice against our beloved country and its glorious institutions."

Another gentleman affirms that:

"Next to the importance of reading, spelling and writing, is a knowledge of arithmetic to a certain extent; but a large number of our scholars pay more attention to mathematics than to all other studies, and a large majority make that their hobby. Now let me inquire, which will bring the most useful knowledge, puzzling on an abstract question in arithmetic, or learning something of the surface of the earth; the construction of our language into sentences; the mechanical powers which we are every day using, and looking into the simple historical facts of even our own country? There are but very few of our children who pay any attention to History."

The committee of Auburn re-inforce an important point:

"In our report last year we called particular attention to the fact that a most pernicious habit had been steadily creeping into our schools—that of studying the so-called 'higher branches,' to the exclusion of the more profitable studies; that reading, writing and spelling had been sadly neglected or ignored, while arithmetic, algebra, geometry and Latin, had usurped their places. We are happy to state that our recommendations had the desired effect, and that the teachers in those schools where the evil had been the greatest, have during the past year checked its progress and brought them back to a healthy state. It may not be inappropriate for us to add that since everything cannot be studied in the common schools as they are now constituted, in our opinion those studies should be pursued first which will be of the greatest practical value to our children when they shall have entered upon the active duties of life. Arithmetic is usually commenced at the age of seven or eight, and continued as long as the scholar attends school. Whether this is commendable depends upon circumstances. If it does not assume an undue prominence, and other branches are pursued with corresponding progress, then no objection can be made to it; but if the majority of the scholars' time is devoted to it, and it 'overshadows and dwarfs all other branches,' then it should be discouraged. The answers to the following questions may be suggestive alike to teachers, parents and scholars. How many of our scholars can take up a newspaper and read the news intelligently, distinctly, agreeably, and without hesitation? How many can converse with grammatical propriety? How many can express their opinions in public with accuracy, clearness and force? How many can communicate their thoughts through the press, and punctuate the article correctly? How many can draw up ordinary business documents, and write them in a fair and legible hand? How many can keep a set of books in a common country store? How many can answer ordinary questions of history concerning our own country? If these questions were put to our scholars through the teachers, or even to the teachers themselves, what a melancholy spectacle their preparation for active life would present!"

Rev. Mr. Hawes, supervisor of Bridgton, says:

"The wish has sometimes been expressed, that there might be introduced into our common schools a simple, comprehensive manual, whereby the child who is 'father to the man' should receive all needed tuition as to the manner in which he should demean himself as a citizen; so that he might not in after life be driven or coaxed to the ballot box, at the word of self-constituted leaders. There would seem to be some reason in this wish, when we consider that we live in a land where no tyranny silences the instruction which our children need, and to which they have a right. Why should they go on through the whole term of their education for the duties of life, committing to memory the rules of grammar, the facts of geography, and the calculations of arithmetic, to the entire neglect of the principles of legislation under which they are to live? If we were Italian lazzaroni, or Russian serfs, or Austrian peasants, there would be a reason for this, found in the fact that where law itself is kept in the dark, the subjects of law are so far held under, that they cannot lift themselves high enough to look at the principles which lie at its foundation. But as it is, should we not obviously covet for ourselves and for our children, an acquaintance with the genius of our government, and a preparation to act the part of wise and loyal citizens."

A. P. Bonney, Esq., of Buckfield, thus discourses:

"A course of study should commence with reading and spelling, and the pursuit of these branches should be continued throughout the whole process of education. They both receive too little attention, and the number of really good readers and spellers is comparatively small. There are no branches of learning more neglected than these. Especially is this true of spelling. Penmanship has been almost entirely excluded from our schools for several years, either through the neglect of teachers or committees, or both. Your committee have made special efforts to correct this evil, during the last two years, and their labors have been crowned with tolerable success. Where, we ask, will the majority of your children ever learn to write, unless in a public school? These furnish the only opportunities in this respect, which the circumstances of most parents will allow their children ever to enjoy, and your committee most earnestly recommend the study of penmanship to all our teachers. Let a few hours be set apart for this purpose each week. Will teachers and parents look well to this matter, as it is is strictly required by the laws of our State, as well as by sound judgment and good sense. In the opinion of your committee, too much time is spent in all our schools in the study of arithmetic—more probably than in all other studies combined. A thorough knowledge of Greenleaf's Common School Arithmetic is sufficient for all practical purposes, and when scholars have mastered this, it is recommended that they devote their time to other studies which will be of practical benefit to them in mature years. The study of history is very important, especially the study of the history of the United States, with which all youth should be thoroughly acquainted."

L. D. Bean Esq., of Gilead, enforces the importance of learning to read:

"Reading, as a study, has been too much neglected in our common schools. It is not unfrequently the case to find scholars trying—I cannot say studying, but trying to study, written arithmetic, before they can read a rule. Now should this be so? I answer emphatically, No! Learn to read and spell at the commencement, then you are prepared to do something else. I do not mean by this that scholars must be perfect readers and spellers before they are prepared for other studies, but that they should be able at least to read in the primer, and spell as much as their names!"

The Westbrook committee, Rev. J. T. Ashby, chairman,

"Think that too many studies are pursued in our common schools, as they multiply classes, unduly increase the labors of teachers, and tempt scholars to enter too soon upon the study of the higher branches, to the neglect of the common studies, which are more important. We fear that this evil is increasing; and we know not how to remedy it, except by adopting the *Graded System* of Schools. This system was adopted in District No. 10, last spring; and the experiment thus far has been entirely successful. There are three grades of schools—primary, intermediate and grammar. The studies, as well as the method of classification, instruction and discipline, have been wisely adapted to the ages, capacities, and attainments of the pupils in each grade; and their consequent deportment and improvement such as to elicit deservedly the hearty praise of visitors."

Jonathan A. Smith, Esq. of Fairfield, very truly remarks:

"The two branches in which improvement is more particularly obvious, in most of the schools, are reading and writing. Still, penmanship is too much neglected, and the same is true of spelling. A certain wise man of the ancients being asked 'what things he thought most proper for boys to learn,' replied, 'those things which they ought to practice when they become men.' And what part of education is more practical through life, or in what branches is accuracy more important, than in spelling and writing? We hope our teachers and scholars will think of this."

Dr. J. Fogg, chairman of the Holden committee, says:

"We have long been satisfied that some change is required in the system of teaching geography in use in our schools. With the use of the old books, we perceive a marked decline in the interest of the scholars in that most valuable branch of knowledge. There is no study, perhaps, more necessary to enable one to mingle with men in the best intercourse of social life, to read with profit, and to appreciate the current news of the day, than geography, which is a description of the earth in the varied contents of its surface, and the distribution of man upon it. Text books in this science should not burden and tire and disgust the mind of the learner. We may have too much of a good thing. And just here is the error of many text-books for beginners."

John Garland, Esq., chairman of committee of Parsonsfield, thus reports:

"I have also urged the necessity of devoting more and closer attention to reading and spelling. These branches, although they seem to be almost the body of an education, have received but a limited share of attention in our schools. They have been made to give place to other, and perhaps more popular studies, but by no means as important ones. That we have taken a step in the right direction is plain to be seen, especially in reading, if we will but compare the schools of the present winter with those of other years. But the good work begun must not be allowed to stand still. Upward and onward should ever be our motto."

A. S. Nutting, Esq., supervisor of Otisfield, remarks:

"In this school one of the best classes in reading is to be found. Their distinct enunciation, modulation, accent and cadence showed that reading had been pursued as a study instead of being passed as a useless performance. Arithmetic and grammar were skillfully and critically taught. The writing books were specimens of perfect neatness. Several pieces of composition were shown us, which exhibited a knowledge of applying the rules taught to the construction of sentences, and that superficial education was not the thing aimed at, but the improvement of the mind. Several of those pieces were read in public and gave great satisfaction.

The supervisor of Alton remarks:

"These branches—algebra philosophy, &c., may be introduced into our common schools whenever they can come in without displacing the other studies that properly belong to these primary institutions. But in a large proportion of our country schools, the scholars are young and unlearned in nearly all the previous branches. Of course the introduction of the higher branches of study, such as algebra, philoso-

phy, chemistry, astronomy and the classics, would be very improper and should not receive the encouragement of the educators of these times of boasted light and progress."

The New Gloucester report, Rev. Mr. Rounds, says:

"Writing has been shamefully neglected in every school with the exception of the Shakers', for some years past. Your committee have endeavored to urge upon the several schools the necessity of devoting a portion of time to this useful branch of education. Some teachers have made a little effort to have their pupils write, but parents have refused to furnish the necessary materials to write with; hence the teacher has been foiled in his attempt to introduce effectually this necessary branch of instruction. There must be concert of action."

Simon Hackett, Esq., of Temple, says:

"In all our concern with the schools we have aimed at thoroughness in elementary studies and primary lessons; and this because it is so common for learners in our common schools to leave the essential rudiments in too much haste, or before a proper knowledge of them has been acquired. We have aimed also to impress teachers and learners with the impropriety of giving special attention to some branches of study to the almost entire neglect of others vastly more useful and important. Better, far better, in our opinion, for every slate and pencil to be kept at home, than to have spelling, reading and grammar lessons neglected for the sake of arithmetic, especially in our summer schools."

Dr. Hiram P. Briggs, supervisor of Livermore, reports a spelling match:

"In order to incite our teachers and scholars to a deeper interest in reading and spelling, I gave notice in the town that the District which would show the best reading and spelling should be presented with a copy of Webster's Unabridged Dictionary. The trial came off the 8th of February, and ten Districts were represented. But owing to the inclemency of the weather, but two of the committee that I engaged to be present were there. Those two gave their preference in reading to District No. 9; and the committee on spelling, to District No. 11. To save the trouble of bringing the two Districts together for another trial to determine which should have the prize, five of our teachers provided one Dictionary, and your supervisor another. Hence two were purchased, and are now ready for those two Districts. I would recommend to my successor to continue these spelling matches till every District in town is presented with a copy of the large Dictionary."

Mr. J. Burton of Cushing, writes:

"While we value a thorough knowledge of arithmetic and the higher branches of mathematics, we cannot help deprecating the practice of drilling youth term after term, in this, that, and the other series of different authors, to the neglect of other branches quite as important. What advantage would it be to a young man or a young lady to have a profound knowledge of figures, while they are so ignorant of other sciences as not to be able to bring their mathematical knowledge into practice? Would it not be better to devote a part of the time thus spent, in acquiring a more

thorough knowledge of grammar, history, book-keeping and geography, the copying of deeds, drafts, bonds, notes and contracts; natural philosophy, physiology, &c."

The brief extracts following, contain noticeable hints :

"We congratulate ourselves and all interested, upon the evident industry and faithfulness with which both teacher and scholars are acquitting themselves. We notice, with great satisfaction, that Mr. F. has a class in a new and most valuable text-book, 'The Science of Common Things'; a book we should rejoice to see in the hands of all our larger scholars."

"The classes were quite numerous, and perhaps it would have been to the advantage of the school to have devoted the time spent in book-keeping, to arithmetic and grammar. Mr. W. made the study of anatomy and physiology very interesting and profitable to the whole school. By the way, the study of the human system and its functions should become one of the principal studies in our public schools."

"It is our impression that with a greater variety of studies, and a more manifest interest among the parents, the school would have made greater proficiency; with only two or three studies in a school composed mostly of large scholars, it is almost impossible to sustain a lively interest. Large boys and girls should have a higher ambition than to obtain a smattering of arithmetic merely, discarding all other essential studies.

"Parents: See that your children are provided with grammars, geographies, and all other necessary books. Your school would soon rank much higher."

"Music is an important attainment; was attended to, and such music as I heard there was inspiring."

"Miss F. is a good disciplinarian, and very thorough in all her instructions. She paid more than usual attention to composition and declamation, and with marked success. The examination passed off in a manner highly satisfactory to the committee, and also to the parents and friends who were present to witness the exercises. The compositions, we think, were superior to any we ever heard read in a district school; and the pieces, especially the dialogues, were well spoken."

It will be seen from these extracts that there is a great diversity of opinion as to the branches which should be taught in our public schools. Some would limit the range of studies to the merely elementary branches, while others would extend the course to include the classics and higher mathematics. No doubt the desire of all concerned is to embrace as many studies, and carry them as far, as may be consistent with thoroughness in all. Some are very anxious, as all should be, not to neglect the most careful drilling in the elements of knowledge; and others wish, while not neglecting these, to pass on to still higher attainments. And among the higher branches, so called, some would prefer that attention should be given to natural sciences, and others to languages or mathematics. Now it is not to be supposed that any plan or system

can be adopted which will please everybody. Nor can any one system be adopted which is equally suited to all schools and all communities.

I can only say that those who are anxious that their schools shall accomplish for their children all that is possible, must find the means of a better classification than usually obtains in our country districts. In the first place, all the larger schools, such as as are found in the villages, and more important centers of population, should be judiciously graded. But a large majority of the country schools cannot avail themselves of this arrangement. The number of pupils and the amount of money warrant no division. What then? Reduce the number of classes, pursuing the same branches of study; whether with reference to a more thorough study of the branches already undertaken, or to the introduction of others.

In a school which I visited a few weeks ago, the teacher informed me, that with about forty scholars, he had *fifteen* classes in the forenoon, and *seventeen* in the afternoon. One may judge how thoroughly the recitations of each must have been conducted. This multiplication of classes is one of the great impediments to progress in the common schools. It grows out of a multiplicity of text books, irregularity of attendance, and a disposition on the part of scholars to study in such a part of the book as they *desire*, and an unwillingness to have the teacher or committee decide for them. Parents, also, sometimes set up their authority, or express their determination to have their children pursue this study, and at this place in the book, and no where else. Now, until this folly can he overruled, and a system of classification be established which shall reduce by one-half or three-quarters, the number of recitations attempted, we can have no satisfactory instruction in the elements, and no progress in the higher studies. Parents and scholars must be willing to yield their individual fancies to the imperious necessity of better classification; and committees and teachers must co-operate in making such an arrangement of classes as will best meet the wants of each school.

But with the best classification possible to be made, there will still be many branches which cannot be pursued in all schools, as matters of regular study and recitation. History, for example, cannot be carried to a great extent, in most of our country districts. It may, however, be *read* by some of the classes in school, as a

part of the reading exercises. A hand-book of agriculture, which in some schools might be studied consistently with other pursuits, may in a still larger number of schools be read, and thus introduced to the notice of scholars whose interest would be awakened to a further investigation of the subject. The same may be said of other branches of knowledge, as natural history, the "philosophy of common things," or the science of government, &c.

Again, where anything like class-reading on these topics would be impracticable, the teacher might read, with explanations, from popular scientific works, a few minutes each day, for the double purpose of relieving the weariness of pupils and increasing their fund of general knowledge. I speak of the teacher's *reading*, because many of our teachers are incompetent to pursue the still better method of presenting such subjects in simple lectures or familiar talks.

And lessons—whether upon *objects* and *pictures* in the primary schools, or upon *subjects* requiring more thought in the higher schools—can be made the source of varied and valuable knowledge, as well as of intense interest to the scholars, if the teacher has the skill and enthusiasm to conduct the exercise properly. Teachers will find assistance in managing this kind of instruction from several works just published upon this subject. Such are the volumes published by Barnard, Welch, Calkins, Willson and Sheldon.

And let parents, teachers and friends of education remember that while everything cannot be taught in a day, and while only a small segment of the great circle of knowledge can be acquired, at all, in the common schools, yet by patient continuance in well-doing, by improving the system and the management of our schools, here a little and there a little, we shall make progress towards the attainment of our highest desires in this regard. On the other hand, by giving way to discouragement and indifference, we shall wholly fail, and fall backward into confusion, inaction, and ruinous loss.

THE DISTRICT SYSTEM.

The system of school districts prevails throughout the State, except in a few of our cities and larger towns, where it is partially or wholly replaced by a general municipal arrangement. The superiority of such an arrangement, where it has been fairly tested, no one questions for a moment. To leave the school affairs of any city to be managed by the several wards would be regarded as simply absurd. It is conceded that the circumstances of our country towns are different, and require a different management of school affairs. It is believed, nevertheless, that even in our country towns, many of the difficulties now existing, would be obviated, or greatly relieved, by adopting the general features of the municipal system.

I do not introduce the subject to recommend the abolition of the district system immediately, but to call attention to some of the evils connected with the present arrangement, asking men of intelligence in the Legislature, and out of it, to aid us in discovering some better way.

One of the evils of the present system, known to exist in nearly all our towns, is the tendency to divide and sub-divide the districts, until the efficiency and value of the schools are nearly ruined. Complaints of this evil are contained in the following passages from town reports:

The Auburn report says:

"Nothing can be more erroneous than the idea that small schools are more beneficial than large ones—that every parent must have a school-house within a stone's throw of his dwelling. The large number of small Districts, and consequently small schools, is certainly very much to be regretted, and should be immediately remedied. The entire abolition of the whole District system, and placing it under the direction of the municipal officers of the town, or of a board of directors—a plan which has been so successfully adopted in the cities and many of the towns of the State, would undoubtedly be a great improvement on the present arrangement. The number of Districts should be reduced to ten, which would increase the amount of schooling, give vastly better schools, and enable the agent to procure more competent and experienced teachers. Every teacher knows that a class of twenty can receive nearly as much instruction as a class of ten, besides large classes and large schools are more interesting to both teacher and pupil. If the school becomes too large, grade it."

A similar voice is that from Bethel :

" One great hindrance to the better organization, classification, and working, generally, of the schools of this town, is the smallness, as to numbers, of many of the districts. Few districts have pupils enough in their schools to make classification of any practical importance; and some have so few that no teacher, having industry and energy, would engage in them. Whether much can be done to remedy this evil, is doubtful, until a better and wiser public sentiment substitutes the present subdividing propensity. When men prefer a better and longer school to an inferior and shorter one, though it be half a mile further from their door-steps, some improvement may be made in this respect. By reference to the table at the end of this report, it will be seen that No. 23 numbers so few pupils that it demands an undue tax upon other districts, to enable it to sustain any school. It is recommended to abolish this district, and allow those residing within its present limits to unite themselves to such other districts as they may choose."

Brunswick reports the following :

" The school was small, and for this reason neither teacher nor pupils had much to stimulate them. The exercises in arithmetic on the board, it was noticed, were performed better than they were explained. It would be a gain if the pupils of schools which have become so much reduced in number, were sent to the neighboring school."

And this is from Danville :

" This term was for the benefit of small scholars near Danville Junction, and was kept in a dwelling house in that neighborhood. Many of the scholars in this District are deprived of nearly all their schooling. Something should be done this present year to remedy this great evil; nor is this inconvenience confined to this part of the town, but almost every District in the town needs some change in its boundary, and until this change takes place, our schools will never take that elevated position they otherwise might."

The want of enthusiasm in small schools illustrated by the supervisor of Phipsburg :

" But as two or three small sticks cannot make a great blaze, so a very few scholars in a large room cannot awaken much enthusiasm, either in themselves or their teacher."

Another town reports the following :

" This school is rather backward, and altogether too small. The scholars need and ought to have more schooling. We would recommend that the District be united to some adjoining District, in such a manner as to give longer and better schools. As it is now, they get but eighteen weeks, while every District should have at least twenty-four, and ought to have thirty weeks of school. It seems to us a great misfortune that this District was divided, as we understand it was, a number of years ago. The District should see to it immediately that something is done, so that their children can have the advantages of schooling which many others in town are deriving from larger schools."

The smallest yet, in Raymond:

"When I visited this school, soon after it commenced, I found Miss J. keeping 'ward and watch' over two forlorn-looking little folks. There was such a melancholy, lonesome air about the school-room, that I was glad to escape from its depressing influence. The school had been keeping several days, and but four scholars, 'all told,' had made their appearance, and there was no prospect of any more coming. Under these circumstances I advised the agent to discontinue the school, and have but one term, to commence early in the autumn."

Upon the union of districts the supervisor of Alfred says:

"If these districts could be united, the old houses disposed of, and a suitable building erected, then there might be a graded school, and of longer continuance than they now have, and the pupils would receive a much greater amount of instruc- than they now receive. We have pupils in these districts, pursuing the higher branches, which now have to be excluded from the schools because they are so crowded, and so many different classes have to be made in the lower branches that no teacher, however competent, can do the school justice. These advanced pupils, now, if they pursue their studies, have to incur an additional expense of hiring a competent teacher for a high school. The system is penny wise and pound foolish. We recommend that these districts effect a legal union at an early day, so that they may be soon reaping the advantages which would be sure to follow."

Another evil which would be necessarily relieved by the adoption of the municipal system, is the constant liability to petty feuds and neighborhood quarrels, growing out of district mis-management.

They experience this difficulty in Levant:

"This district can never safely reckon upon a good school until all matters of difference with respect to the school are adjusted on a firm basis; that adjustment strictly adhered to; and the parents co-operate heartily with the teacher in his efforts."

The supervisor of Limington has occasion to say of one district:

"A division in the sympathies of the district might have done much to detract from the teacher's influence. We here remark it to be doubtful whether any term in this district can be made really profitable to all concerned, under existing circumstances; and recommend that at the earliest practicable opportunity, measures be taken for their relief, by uniting this with some other district."

In another town it is said that

"One district is kept in a quarrel by a sectarian division between two orders of people, etc.

Incompetent Agents.

But the chief difficulty, doubtless, grows out of the ignorance or neglect of the agents; in consequence of which many a school be-

comes a total failure. Their carelessness in employing teachers has been already set forth in another part of this report. The following extracts will show their remissness in other respects:

"Last spring I distributed the blanks for School Agent's Returns, not one of which has been handed in; and I have been obliged to go around among the several districts to get the number of scholars."

"The statistics derived from agents' reports come to me in very meagre amount. The superisor has no hold, whatever, upon school agents, and unless he goes to each one in person, and sees that he fills out his report and then takes it from him, the chances are ten to one, he will never get it. If a portion of the return is to depend on agents' reports, the law should be so modified as to oblige them to make out and return them in season.

Again, it is extremely difficult to get the number of scholars for the year in season to make the return "on or before the first day of May," and if we depended on the agents it would be impossible."

"There are objections, in my mind, to allowing agents so much power, considering that through combination of circumstances, the most illiterate, predjudiced and obstinate men are brought into this office, injuring the schools, making trouble for the committee, and pursuing such a course as to break up good feeling and harmony in the district."

"Our agents, almost without exception, neglect to make the returns required by law, or to notify the committee of the time of commencing or closing the schools in their respective Districts. Teachers also neglect to make their returns; thus leaving the committee without data from which to answer the inquiries of the Superintendent. In fact, under existing laws and the present state of public sentiment, school committees and supervisors are almost entirely powerless, and, I might add, almost useless. We need a radical change in our school laws, taking the control of our schools from the Districts and placing it in the hands of competent men. When this is done, we may approach the smaller hindrances to the progress and prosperity of our schools with some prospect of effecting their removal."

"Having waited until about the first of May for the agents to make their returns, and hearing nothing from them, I went to the selectmen, expecting to find them in their possession, but did not find them. Then I visited the agents through the town, and finally found them."

"It is difficult to make out, with any degree of accuracy, the answers to some of the questions of this blank, on account of the awkward, imperfect returns of school agents. They seem to regard these things as of no account, and if they give the amount expended by themselves for school purposes in their own District, they seem to consider their duty to all parties accomplished."

"It is impossible for me to answer the above questions, as agents have not returned their blanks. They do not seem to understand the importance of so doing, and I have not the time to hunt them up."

It has been suggested in extenuation of this remissness of school agents that they receive no compensation for their services,

and cannot therefore be expected to spend much time in their official duties. I need not remark that this is only the *shadow* of an excuse. Every agent knows when he takes his oath of office, that his labor must be performed without pay; and when nominated to the office he is at perfect liberty to decline, if unable or unwilling to perform its duties. But the consideration thus urged in excuse, *is* an argument in favor of some modification of the present arrangement which is so generally unsatisfactory.

The district system was abolished in Massachusetts, in 1859. It was restored in the autumn of the same year, under the influence, it is understood, of an apprehension that political capital would be made of it against the party in power when the law to abolish the system was passed. However that may have been, Mr. Boutwell, then Secretary of the Board of Education, says in his report, the following winter, that when the committee was considering the expediency of abolishing the district system, he expressed the opinion that the people were not prepared to accept the change, without serious opposition in some counties. He was himself unwilling to make an educational measure the subject of a public controversy in the State, and could not advise the passage of the bill under the circumstances. He did not doubt the wisdom of the change contemplated, if the people were prepared to accept it. He then goes on to say: "I am now constrained to declare, as the result of extensive correspondence and interchange of sentiment with the people of the State, that their attachment to the district system, is not as strong as I formerly supposed; and that a large majority are prepared to accept its unqualified abolition." He advises the inhabitants to "take the matter into their own hands, and reconstruct the system upon a basis which will admit of economy, progress and efficiency." When he entered upon the duties of his office he had faith in the district system. Experience and observation had destroyed it. He speaks of it as a system "admirably adapted to secure poor schools, incompetent teachers, and a waste of the public money." Every intelligent man in Maine, with ordinary opportunities for observation, must reach the same conclusion. As before said, I do not recommend the immediate substitution of the municipal arrangement for the district system, in the country towns; but I would have the matter widely discussed, and have the public mind become familiar with the arguments in favor of the better way.

Shall the Committees employ the Teachers?

One of the questions propounded in the last year's blanks for school returns, was this: "Would the school interests of your town be promoted by so changing the law as to require the committees to employ the teachers?" Two hundred and three (203) of the returns contained answers—a simple yes or no—to this question. Of these, one hundred and twenty-nine (129) were "yes," and seventy-four (74) were "no." Many others contained a brief argument, or statement of facts, in favor of such a change. *Not one* attempted an argument against it. A few objections which might arise, were suggested. We should bear in mind, of course, that these responses came from school committees or supervisors, whose judgment *may* have been influenced by their relations to the matter, to favor the change. On the other hand, some of the negative replies were made by school officers, who intimated that they would shrink from so much responsibility and odium as might attend the discharge of the duties thus imposed. But making what allowance you please, for considerations of this kind, the response in the aggregate is a very loud demand for a change of the law in this respect.

The following are specimens of the answers received in response to the question proposed:

"We are decided in the belief that the interests of our schools would be promoted by so changing the law as to require the committees to employ the teachers. We think that the business could be done with much less trouble and expense, with better satisfaction and with less liability of employing poor teachers."

"If the law were so altered as to require the committee to employ the teachers, I believe the interests of our schools would be highly promoted."

"I think were such a law fairly in operation, it would be for the advantage of our schools, as many of our agents are totally unfit for the office."

"You ask the question with regard to committees' hiring teachers. Very many of our voters are dissatisfied with having a school committee at all. They consider school committees as little better than humbugs; so much so, that if we undertake to work any slight change which we believe to be for the real interest of our schools, their 'backs come up.'"

"It frequently happens that persons wishing to teach in certain districts, in almost all towns, commence a system of electioneering early in the summer, directly or indirectly, personally, or by the agency of friends, the object of which is to secure the election of such school agents as will be favorable to their employment. Hence many teachers are employed to take charge of particular schools for which their qualifications are by no means adapted. It also happens, in some instances, that

persons of superior attainments are employed at a liberal compensation, to take charge of schools not far advanced, which might have been as well served by teachers of more moderate attainments, but possessing an equal, and sometimes a superior aptness to teach. At the same time some of the most advanced schools are placed under the care of teachers whose attainments are but little in advance of some of their scholars. If committees or supervisors were the employers of the teachers this disadvantage might in a measure be avoided."

"One of the great hindrances to the prosperity of schools in our town this year is the desire on the part of school agents to procure schools for members of their own families; and I am led to believe that the agency has in some instances been sought with a view to obtain such situations."

"About committees employing teachers. When a committee becomes acquainted with the wants of the schools, the capabilities of different teachers, etc, then, in my opinion, should they employ the teachers."

A much larger number of extracts touching this subject may be found under another topic in this report; all going to demonstrate the desirableness of some change by which the difficulty may be relieved. I know of none so effectual as to place the selection of teachers in the hands of the school committees. They are constituted, by existing laws, the sole judges of the competency of teachers; and if they alone had the responsibility of employing them, they would be at once relieved of the temptation—I might almost say the necessity—to give certificates to those who are wholly incompetent. I am aware of many objections which would be made to such a change of the law. It would doubtless be unpopular among certain parties who have their individual and private ends to subserve by continuing the present arrangement. It would be pronounced an *invasion of the rights of the districts*. But I ask, what rights have the districts, in the premises, not conferred by the laws of the State, or by the action of towns under those laws, and liable to be modified or withdrawn for good reasons? Now if the duties entrusted to agents hitherto, have been grossly neglected, through ignorance or willful indifference; if district, town and state are suffering in their school interests, as a consequence of such neglect or incompetency, as is abundantly shown, why should not the proper remedy be applied, even at the risk of giving offense to interested parties? By the law of last winter, each town is required to elect a school committee, one of whom may act as supervisor. This committee should be selected from the most intelligent and competent men.

It would seem safe, certainly, to leave the employment of teach-

ers, as well as their examination, in the hands of such a committee. Some difficulties would still arise without doubt. But I venture to affirm, that the change once effected, and fairly tested, would prove far more satisfactory than the present arrangement. This change does not involve the abolition of the district system. It does remove one of the most serious evils connected with it.

The Penalty of Neglect.

I alluded in my last report to the necessity of some method of enforcing the penalty prescribed by Statute for the neglect of duty on the part of agents. Committees also require some more effectual prompting to a discharge of a part of their duties than those prescribed by the present statute. I beg leave to suggest a more efficient remedy for the neglect of these town and district officers to make the returns required by law. Each town is entitled to receive from the State its proportion of the income from School Funds and Bank tax, if the returns required by law, are duly made before the first of July. Failing in this, the towns now lose ten per cent of their proportion. Let the law be changed so that towns, thus failing, shall forfeit the whole of their share. Applying the same principle to districts, let any district, whose agent fails to make his returns as the law requires, forfeit its share of the State bounties, in the same way. Such a stimulus, acting upon the pecuniary interests of towns and districts, would without doubt prompt to a more faithful discharge of these duties.

NORMAL SCHOOLS.

The necessity of some means of furnishing a larger supply of better teachers for the public schools has been sufficiently shown in a former part of this report. The complaint of "poor teachers" is everywhere heard, and will continue to be heard, louder than the cry of "poverty" and "war." Our intelligent and observing school officers are becoming more thoroughly convinced that the leading agency to be relied upon to supply the deficiency, must be found in the Normal School. The following extracts which I quote from Supervisors, may be taken as indicating the general sentiment. One says:

"The interests of our State imperatively demand the establishment of a State Normal School, for the practical education of common school teachers; not such a miserable substitute as that attempted in this State for a year or two past; but an institution liberally endowed, and fostered by the State and a generous public."

Another remarks:

"If I could have my wish, I would have it proclaimed in the ears of the Legislature in tones that would shake the walls of the State House, "*We must have better teachers.*" In my humble opinion, it would be better to take one half of the money annually thrown away by employing poor teachers, and with it erect suitable buildings and establish a thorough, first class Normal School, even if our common schools were not half so long for one or two years. It would pay handsomely in four or five years. I am really astonished to see the utter inability of a large share of our teachers to impart instruction. The State must move in this matter soon."

I cannot afford the space in this report, to re-argue at length, the importance and value of normal training. The subject has been variously presented in former reports,—my own and those of my predecessors; and the experience of those states in which the system has been fairly tried, is the best proof that their valne is not merely theoretical.

It would seem hardly necessary to dwell upon this point. But I ask you to indulge me in quoting a few passages from the last Report of the Board of Education of Massachusetts; the State in which the first American normal schools were established; one having been opened at Lexington in 1839. After the experience of nearly quarter of a century, this school, since transferred to Framingham, is endorsed by a committee of "Visitors,"—the late President Felton, Chairman,—as efficiently accomplishing "the object of a normal school, which is to prepare teachers for the Common Schools of Massachusetts." "The teacher must know,—then must know that he knows,—then he must be able to make others know that he knows;—then he must be able to govern, mildly but firmly, those who know less than he knows himself. A part of this training may be had in the normal schools. We have no where seen such eagerness in the pursuit of knowledge, as among the members of these normal schools." "The Committee have been struck with admiration, at the amount of acquirement crowded, by zealous pupils of our normal schools, into the short space over which their course extends. The secret of such surprising results as we have witnessed, *lies in the system* universally carried out. Nothing is allowed to pass over without being thoroughly understood. *The pupil knows,—knows that he knows,—and makes others know that he knows.* Many of the exercises in teaching are masterly expositions of the subjects selected. These exercises cannot be too highly commended nor to often repeated.".

The committee visiting the normal school at Westfield say:—"The fact that the demand for teachers who have completed the course of study, is far greater than the school is able to supply, is satisfactory evidence that their services are appreciated; and the very general success which has attended their efforts in teaching, proves that their preparation for their work is thorough."

The Visiting Committee of the Bridgwater normal school, one of whom was Ex-Governor Boutwell, remark, in concluding their report, that "The demand for teachers from the graduates of this school continues to be great. More calls for male teachers were made this winter, than there were graduates to supply them. It may with safety be affirmed that the history of this school for twenty-one years, has demonstrated the necessity for Normal Schools, as an essential part of the educational institutions of the State."

Of the Normal School at Salem, more recently established, the visitors say: "This school, under the guidance of the zealous and devoted Principal, and his able corps of assistant teachers, maintains its usual high position. It is gradually assuming the true character of a Normal School, which is highly desirable; attention being directed to those studies that are purely professional, and which are here treated in a manner best calculated to train the mind for the office of a teacher."

Thus the official visitors of all these schools, bear ample testimony to their efficiency and success in fulfilling their appropriate mission. My own observation, in these and other normal schools, has deepened my conviction of their usefulness, and my regret that we are still deprived of such benefits as they yield. The registers of these Massachusetts Normal Schools, for the year covered by the Report from which I have just quoted, contain the names of seventeen young gentlemen and ladies from Maine. The year before, thirty members of the same schools were from our State.

The question having been raised, whether so many as four Normal Schools are needed in Massachusetts, the Hon. Joseph White, Secretary of the Board, remarks: "The fact that our public schools number over 4,500, and are giving employment to more than 7,000 teachers, while the Normal Schools are supplying little more than 100 annually, is conclusive against any reduction of their number or of their force, and furnishes abundant reason for a more liberal bestowal of means upon them, to the end that with enlarged facilities, higher and broader courses of study and mental training, they may supply teachers in greater numbers and of a higher grade, to meet the constantly growing wants of the Cmomonwealth."

And now, gentlemen, if these things are so, in our mother State; if Normal Schools are proved to be well adapted to the high ends contemplated; if their graduates are sought after in much larger numbers than can be supplied; if four schools are not too many for that State with her smaller territory, is it not reasonable to assume that two such schools would be sustained in Maine, with her broader domain, and about the same number of teachers required? And shall we not attempt the immediate establishment of at least one?

Let it not be said that we have tried the experiment. The system of Normal Schools, *so called*, which was adopted three years ago, proved wholly inadequate to meet our wants, and perished of

its own feebleness. While the scheme had some merits to commend it, the means appropriated to sustain it were ridiculously insufficient. Had the $3,600 divided between eighteen Academies, been devoted to the support of one institution, fully equipped for the service, it would have accomplished a better work. Had it been divided between two institutions, which might have contributed an equal amount from their own resources, it would have been very well. Divided minutely as it was, it accomplished *something*, but it could not be expected to meet the demand of the State in this direction. It was therefore abolished by the last Legislature, in accordance with my own recommendation; and a movement was made looking toward the establishment of one or more schools of a more elevated and commanding character.

An Act was passed—Chapter 72, Sec. 3, Acts and Resolves of 1862,—in the following words: "With a view to the future establishment of one or more Normal Schools, which in point of character, shall be worthy of the State and of the age, the Superintendent is authorized to receive from any individuals, or from the Trustees of any institutions, proposals for conducting the same, with offers of buildings, funds and apparatus; the same to be reported to the next Legislature, for such action as the circumstances of the State and treasury may warrant."

In accordance with this Act, I issued the following Circular, on the 24th of March.

To the Trustees of ——— ———

The Legislature, at its last session, passed an act repealing the Normal School Law then existing, and providing as follows:"—(Quoting the Act.)

By the authority thus conferred, the Superintendent hereby invites the attention of "any individuals, or the trustees of any institutions," to the subject of making such proposals as are contemplated in the section above quoted. To explain more fully the intent of said section, and the precise nature of the proposals expected, I will say,

First; That the institutions, when organized for this purpose, will be thoroughly devoted to the work of training teachers for their professional labors.

Secondly; That they will be conducted for this purpose, and for such term of years as may be agreed upon, under the direction of the State authorities.

Thirdly; That the course of study will include the common English branches, in thorough reviews, and so much of the sciences and languages as may be required to be taught in the higher divisions of our graded schools.

Fourthy; That the science of teaching and the art of school management shall be taught, as the leading object of the normal arrangement.

Fifthly; That a model school may be connected with the normal, the better to illustrate methods of conducting school exercises according to improved standards.

Sixthly; That these normal schools, while teaching the fundamental truths of Christianity, and the great principles of morality recognized in the statute, shall not inculcate the peculiar doctrines of any particular denomination; but shall be open to persons of every religious belief, alike, on terms of perfect equality.

Seventhly; To carry out this plan according to the general features indicated above, will require the services of a Principal and two or three associates, at an aggregate annual cost of three or four thousand dollars.

The object of this circular is to ascertain whether any individuals, or the trustees of any institutions in the State, are disposed to meet this public want by aiding the State; at the same time securing to their own communities the advantages of having such institutions located with them. If so, will you please state what facilities you have at your command, and would place at the disposal of the State for a term of five or ten years, in the following items:

1. Number of buildings.
2. Size and condition of the same.
3. Location and surroundings.
4. Means of access by railroads or otherwise.
5. Facilities for board.
6. Cost of same.
7. Amount of apparatus.
8. Size and character of Library.
9. Amount of funds, the interest of which could be used for this purpose.
10. Opportunity for model schools, primary, grammar or high.

Any other information will be communicated, which may be within the subscriber's power to give, to parties desiring to make proposals for this purpose."

To this circular but few responses have been made. The feeling has been expressed that the State in asking proposals from institutions has not manifested a *determination* to accomplish the object, which would be expected from a party thoroughly in earnest. A preference has been expressed, that the State, through some properly authorized commission, should make its proposals to any institution deemed suitable, by its location, and its other advantages, to be made a State Normal School. It is of but little practical moment by just what process the arrangement is effected ; but I have no doubt that an arrangement, suited to the object in view, may be easily made, with some one institution in the Eastern part of the State, and one in the Western, by which our long needed Normal Schols, or one of them, may go into early operation.

The character of the schools required to meet the public demand in this direction, and the nature of the arrangement proposed to be made with some existing institutions, were somewhat more fully indicated in my last report. I have now to ask the earnest

consideration of the Legislature to this matter, with reference to early and efficient action upon a subject so vital to the interests of our common schools.

I am aware that the pressure upon the treasury will be urged as a reason for declining any action which may involve the expenditure of money. I will not attempt any argument to show that the expenditure of a few thousand dollars for this purpose would be wise and true economy, even though it were drawn directly from the treasury. I believe it would be. But I have to suggest one of two ways to secure the end in view, without making it a direct draft on the treasury. The public school moneys distributed by the State have increased regularly by some thousands each year. Let the increase of this year over the last be devoted to the expenses of the Normal Schools. This would not be a *diversion* of the school funds in any proper sense. It would be merely to take a hundredth part, to render the remaining ninety-nine parts far more valuable. In the State of Massachusetts, *one half* of the whole income of the School Fund and Bank Tax, is devoted to the support of the Normal Schools, the Board of education, Institutes, Conventions, &c. What they reckon a wise and legitimate use of their school funds, to the extent of one half of the whole income thereof, we should not regard as a mis-appropriation, to the extent of the small fraction required.

Again, I am fully persuaded that the public lands, now reverted to the State, cannot be appropriated to any object from which the State will receive so large a return, as if devoted to purposes of public education; prominent among which would be the support of two good normal schools. Such a portion of these lands, at least, might be wisely appropriated, as would sustain such schools for a period of five or ten years. It would not be necessary to sacrifice the lands to raise the funds needed for early use. These could readily be raised on the lands, as security, until such time as the state of the market should warrant a sale. Complaint has been sometimes made, that various schemes for the disposition of the public lands have had in view the benefit of particular sections of the State or local institutions, or private individuals. To this plan, no such objection can be urged. Every town, every school district, nay, every son and daughter of the State would soon reap the benefit of the appropriation thus made, in the new impulse given to the cause of common school education. The standard of

excellence in teachers, and modes of instruction and government, would be at once elevated ; other institutions would profit by the example and influence of the normal schools, and the whole tone and style of our educational affairs would be improved, in every section of the State.

For such an appropriation of the public lands the active citizens of the next generation would have occasion to bless the legislature of to day ; whatever disfavor the measure might receive from interested individuals or sectional parties, or the advocates of counter schemes.

But by whatever method the means may be raised, is it asking too much of our legislative fathers, to postpone no longer a measure for which intelligent men of all classes, parents, school officers and teachers, have been asking so long?

Institutes and Conventions.

In my last annual report I expressed the conviction that the Institutes and Conventions of former years had done much to awaken and sustain an interest among our teachers and the community, in the work of education. Teachers feel the loss of this agency and ask earnestly for its restoration. In the single county of Lincoln, an Institute was held in September last, sustained by funds appropriated for the normal class in that county the year before, and not then expended. The exercises were conducted by your Superintendent, assisted by Professor H. Brickett of New-Hampshire, and Mr. R. A. Rideout of Belfast. Besides the lectures and lessons given by the conductors of the Institute, lectures were read by Messrs. S. F. Dike, and L. Dunton, of Bath, and Rev. H. Merrill of Wiscasset. Much interest was manifested by the teachers in attendance and by the citizens of the place; many gentlemen participating in the evening discussions.

In the absence of Institutes sustained by the State, the teachers in several counties were invited to assemble in voluntary conventions, for the purpose of listening to lectures and discussions upon educational topics. Such conventions were held with more or less of interest and success, in Saco, in Gorham, in Norway, and in Solon. The exercises were sustained by the voluntary aid of teachers and professional gentlemen, by lectures, discussions, essays, and recitations in illustration of various methods of teaching.

The STATE TEACHERS' ASSOCIATION held its fourth annual session in November, at Bangor, and continues to prove a valuable aid to the teachers and friends who sustain it. These voluntary associations, of County or State, are deserving of encouragement and support. It has given me pleasure always to be present, and to render such aid as I might. It would be still more gratifying, had I the means, in a State appropriation for this purpose, to render them still more efficient by procuring for them a larger amount of professional instruction. In any other time than the present I should urge the appropriation of a thousand dollars in aid of a system of county or district conventions throughout the State, conducted on the principle of combined voluntary and paid instruction. And even without this aid, a good work has been accomplished, and may be again accomplished, by the earnest co-operation of teachers and friends of education with the State Superintendent.

SCHOOL LAW AMENDMENTS OF 1862.

The following Act, passed at the last session of the Legislature, was approved March 15, 1862. :

AN ACT to amend chapter eleven of the Revised Statutes, relating to Common Schools.

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

SECTION 1. Section nine of the eleventh chapter of the Revised Statutes is amended by striking out said section and inserting the following: "The superintending school committee may appoint one of their number, who shall have all the power and perform all the duties specified in the fifth and twelfth items of the forty-ninth section of said chapter."

SECTION 2. Section twenty-eight of said chapter is amended by striking out the words, "ten rods at least from any dwelling-house."

SECTION 3. Section forty-nine of said chapter is amended by adding to the fourth item the following:—"And 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, due notice of which selection shall be given; and any text book hereafter introduced into the schools of any town shall not be changed for five years from the date of its introduction, unless by vote of the town;" so that item fourth of said forty-ninth section will read as follows:—"Fourth, direct the general course of instruction, and what books shall be used in the schools. And 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, due notice of which selection shall be given; and any text-book hereafter introduced into the schools of any town shall not be changed for five years from the date of its introduction, unless by vote of the town."

SECTION 4. Section fifty-three of said chapter is amended by adding at the end of the first item the words, "which meeting shall be called by the agent without the application mentioned in section seventeen of this chapter."

The section of the law, repealed by the first section of the above Act, is this: "A town may choose annually a Supervisor of schools, who shall have the power and perform the duties of the Committee aforesaid; and his election shall terminate the office of any existing member thereof."

It will thus be seen that the office of Supervisor of schools is abolished, and each town is required to elect a Superintending School Committee.

This amendment not having been approved until after the annual spring elections in most of the towns, and the public laws not having been promulgated until some weeks later, most towns had already elected their school officers for the coming year, and in many cases had elected Supervisors. These officers, on learning of the change in the law, were at a loss to know whether their action in that capacity would be legal. In reply to the many inquiries addressed to me touching this point, I obtained and caused to be published the following opinion of one of the judges of the Supreme Court:

PORTLAND, May 17, 1862.

DEAR SIR: The Act to which you refer did not take effect until thirty days after the adjournment of the Legislature. This would be April 19 or 20. If any town meeting occurred *after* that day, an election of Supervisor would be void. A new meeting would have to be called, to choose a Superintending School Committee.

A Supervisor duly elected *before* that day would probably have a right to act as such until the next annual meeting. But I do not know of any way, unless by application of the Executive, to get the opinion of the Court on the question.

Very truly yours, WOODBURY DAVIS.

Although not an "opinion of the *Court*," I suggested to supervisors that it would be safe for them to be governed by this opinion of the *Judge*, and that if the action of supervisors in the ordinary discharge of their duties should be pronounced void, the Legislature would doubtless pass an act rendering such action legal.

I felt it necessary however, to caution them in regard to any action upon another point. By Section third of the amendment copied above, it is made the duty of Superintending *School Committees* to select a uniform system of text books," &c. One of the arguments in favor of requiring towns to elect *Committees* instead

of Supervisors, was that the judgment of three men was safer than that of one, in so important and responsible a matter as the selection of school books. And as this amendment specially provides that *Committees* should have this duty in charge, I advised that Supervisors would not be justified in making changes which might bind their successors for five years. So far as I learn, most Supervisors were governed by this opinion, and refrained from any action in the premises. Others made the selection and introduced new books, through the urgency of publishers, or otherwise; but their action, as I apprehend, is without any validity in law, so far as its future binding force is concerned.

Operation of the school book amendment.

The Superintendent regrets that the plan recommended in his last report, by which a uniformity in school books would have been secured throughout the whole State, was not adopted by the last Legislature. The experiment had been successfully tried elsewhere, and a similar law was loudly called for in all parts of the State. The demand is scarcely lessened by the amendment of last winter. That amendment was introduced while the act was on its passage, by a gentleman who earnestly favored the adoption of the more comprehensive plan, and was regarded by him as only *aimed* in the right direction; and the best which could be secured in the circumstances. It seems to me, on careful observation and reflection, to be adapted to produce more confusion than it saves; by the clamor and contest among publishers operating by agents on all the school officers in the State; and introducing a larger variety of books into our domain than ever before. I earnestly recommend, therefore, that a law requiring uniformity in the whole State,—with all its provisions carefully and wisely made, be enacted at the ensuing session of the Legislature. The features of the plan will be found in detail, in my last annual report.

SPECIAL TOPICS.

The Academy and the Common School.

In many of our towns there is a conflict of interests between the Academy and the common schools, which ought not to exist. It should be discouraged by citizens interested in the proper education of all the children, and should not be encouraged by any action of the State. In all places large enough to sustain a system of schools of the highest grade,—such as are found in Portland and Bangor, Bath and Augusta, Belfast and Hallowell, Gardiner and Brunswick, Saco and Biddeford,—the Academy has ceased to be of service, and if retained, becomes inevitably a hindrance to the prosperity of the free schools. It would seem therefore an unwise policy for citizens to ask, and for the Legislature to grant, a charter for an Academy in any such place. The recent erection of an Academy building at Richmond is an example of such unwise educational economy. The same means devoted to the establishment of a free high school, at the top of a graded system, would insure a vastly greater good to the whole population of any such place.

If Academic schools already exist in such villages, let citizens make an arrangement to use the Academy for a High School, still admitting pupils from abroad, who are qualified to enter the grade established. Tuition may be required for scholars residing out of town, and some arrangement be made to receive pupils who reside in town, on payment of a small fee, or a portion of the public money. The character of the Academy and the condition of the common schools would thus be improved together. A better classification would be possible in the high school, and the interest of some citizens, before withdrawn from the public schools, would be necessarily returned to them with their children; thus rendering them more respectable, efficient and useful.

But again, there are many portions of the State, where no town is sufficiently populous to sustain a high grade of schools, and where the Academy becomes a public necessity. Parents must

send their children out of their own neighborhood to some such school, if they would fit them for college, or give them more than an elementary education. We need, then, a few well endowed and well conducted Academies or Seminaries for such pupils. We have enough already in most parts of the State; perhaps too many. Let the best of these be better endowed, in sufficient numbers to meet the public demand, and let the others die. We need now a few better classical and scientific Academies, not more of the miscellaneous, half-fledged affairs, which disgrace the name. The result of the State's policy in past years, in granting a charter whenever asked for, and doling out a few hundred dollars now and then, or a few acres of land to starve them upon, has been to keep them all in a state of weakness and inefficiency. As a consequence, many of our young men and women leave the State for an education at better equipped institutions, and thousands of dollars are annually spent abroad which should be retained within the State. Let us learn wisdom by experience, and not multiply such schools to their mutual disadvantage; but encourage and strengthen those which have a favorable position, and are needed to supply the actual wants of the community.

Pertinent to the subject thus introduced is the following statement made in last year's report, among the tabular matter, and worthy to be repeated more prominently.

Expenses of Maine Scholars abroad.

In the blanks issued to the several towns last spring, this question was asked:—"How much money has been paid by citizens of your town, for board and tuition of scholars, at Normal Schools, Academies, Colleges and Female Seminaries *out of the State?*"

This being a new question, and the Registers of the preceding year not furnishing any data for the reply, most of the towns made no response, or answered that they had no means of knowing. Seventy towns in the four hundred answered the question; reporting as the aggregate amount paid by the citizens of those seventy towns, $22,077 46. I know that many of the towns making no answer to this question did send scholars abroad. As nearly as I can judge, from the imperfect data thus obtained, about *fifty thousand dollars* were paid, the last year, by residents of this State, for the education of their children out of the State. By

another method of inquiry I learn that we have had at six Normal or Academic Schools, out of the State, about sixty pupils at an aggregate annual expense of $7,450; and at five Female Seminaries in Massachusetts, forty-eight pupils, at an annual expense of $8,400. These items I gather from correspondence with a few leading schools in that State. It is well known that many young ladies and gentlemen are at Schools or Colleges elsewhere. When the full statistics upon these points can be obtained, the whole amount of moneys thus carried out of the State will be found surprisingly large.

The suggestion is a very obvious one, that our own classical and female Seminaries should be so perfected in their arrangements and appliances, that this resort to foreign Schools would be deemed no longer necessary.

Reports of Committees.

A much larger number than ever before of the reports of Supervisors and School Committees, has been forwarded to the Superintendent, as the law requires. Very many have neglected to do this. It is obvious that the Superintendent cannot obtain the accurate knowledge of our school affairs which is desirable, without the report from every town. Some school officers may not be aware that the statute has been amended so as to require this transmission of a copy of each report, whether it is printed or not. Very good use can be made of these town reports, as may be seen from the pages of this report. Many valuable suggestions are thus brought together and by publication in the State Report become the common property. Allow me here to suggest to committees the utility of exchanging their reports, so far as practicable, with committees of other towns. In this way they become better acquainted with each other's methods of management, and with the condition of schools in neighboring towns.

Most of the reports indicate a good degree of care in the examination of schools. Some of them are less discriminating in their remarks, indicating haste in examination or want of discernment. Some of them, I regret to say, betray a spirit of fault-finding and dissatisfaction, in their whole tenor; as if their authors were not quite amiable, at the time of visiting the schools, or when they made the record of their visits. The faults of teachers are in some instances spoken of more harshly than appears necessary. On the

other hand, there is noticed in some of them an evident aim to commend, by wholesale, all the teachers and schools in town, when it would seem there must be great differences of excellence. These extremes should be avoided.

The aim of the reports, very clearly, should be to give a fair, impartial, and unbiased statement of the condition of each school, and the success or failure of each teacher, "not setting down aught in malice," and making no comments of an ungenerous character, unless demanded by some stern necessity. There are failings of teachers which would better be told "between them and you," in a less public manner.

Some of these reports, are much more systematic than others, in their arrangement of details. The following indicates some of those excellences which might be profitably imitated in other reports:

District No. 5, (*Lower Falls.*) Agent, John Brown, Jr., (gave the legal notices.) School visited November 25, December 10, and February 15. Length of school, twelve weeks. Whole number of scholars registered, 47. Present at my several visits, 36, 35, 41. *Teacher*—Jacob Smith of Hampden. Occupation, when not teaching,—farming. Age, 27 years—taught three winters before this. Wages, $22 a month, besides board. School successful. Order at the last visit, very good. The room was neat, the scholars attentive and respectful. Improved in this respect, since my first visit. Method of teaching reading and spelling, very careful and thorough. No sentence was passed over without a perfect understanding of the sentiment and a very good degree of accuracy in the rhetorical expression. There was none of the usual screaming monotone so common in school reading.

In teaching grammar, there was too much of the technical analysis and parsing, compared with the practical. I noticed that many of the pupils and even the teacher himself, made some important blunders in the use of language, while parsing. Some of these were errors in pronunciation, some of syntax, and some of style. The teaching and recitation of arithmetic were very fair. There was some want of method in arranging the examples on the black-board.

Teacher's manner, quiet and earnest, commanding the respect and obedience of his pupils.

Parents present at the last examination, 2.

Co-education of the Sexes.

In all our country schools children of both sexes are educated in the same schools. Very few question the expediency, as all admit the necessity of the arrangement. But in the larger villages and in the cities, our usage is divided. In Portland and Bangor, the sexes are united in the primary, and separated in the higher schools. In Augusta, Bath and elsewhere, they are united in all the grades. The different plans have their advocates and oppo-

sers, with an array of arguments upon each side of the question. An opinion has been frequently asked, upon the comparative advantages of the mixed and separate schools. The experience of the writer in schools of all kinds, covers a period of more than twenty years, about equally divided between the two systems. Without spending time in details of argument or opinion, I have no hesitation in saying that economy and other considerations, such as the mutual good influence of the two classes of pupils, in the way of stimulus to study, improvement of manners, and social culture, are in favor of the union of the sexes in all our ordinary schools of whatever grade. By ordinary schools, I intend our public schools in town or country, where the pupils reside with their parents, and are under their care and control when not in the school room. There are objections of aristocracy sometimes felt,—less frequently expressed. These go for nothing, as entirely opposed to the grand principle of the free school, which reckons every man's son or daughter the peer of any other man's son or daughter; and which claims as one of its very excellences, that it brings the children of all the families in district or town to the common levil of merit and attainment, without regard to any artificial rules of social intercourse. And it would seem that the danger that undesirable connections may be formed between young people thus associated in school, is rather imaginary than real, where all the parties reside in the same neighborhood and are well known to each other. In school as elsewhere, of course, the guardians of the young should exercise a parental watchfulness and a proper influence to advise and control. And it is by no means clear that this control is more difficult where the young people are associated in school, than where they are separated. By many it is reckoned less.

But the case is different where young people leave home and are thrown into families whose chief interest is to make for their boarders an *agreeable stopping place*, with as little as possible of home influence and home restraints. In these circumstances the preference of many parents will find a female Seminary or a boy's school for daughter or son, in preference to a mixed establishment. And their wisdom in so doing is not to be denounced as folly.

Our Academies and Seminaries in the State are now all conducted on the mixed principle, and so far as I can learn, with only so much of incidental disadvantage as may always be expected in

the management of human afiairs. At the same time many scores of young ladies are annually sent out of the State to be educated in schools open to females only, because no such school can be found at home. The public necessity imperiously demands to-day a Female Seminary of elevated character, to supply the want thus demonstrated. As a matter of State policy, or a question of commercial interest, we need not even ask for the superiority of this system or that. Do intelligent parents all over the State require such a school for the education of their daughters? This is the question which must determine the propriety of establishing in Maine an institution of such a character. And there is not the smallest doubt that such a school, properly established and equipped, whether as a public or a private enterprise, would be handsomely sustained by pupils who are now sent abroad for their education. This is abundantly proved by the success of the Maine Female Seminary at Gorham, during the term of ten years from 1850 to 1860. The admission of male students to this Seminary better accommodates the local interests, while it incommodes those parents in the State who prefer to send their daughters to a female school, and who are thus compelled to send them abroad.

The True Economy.

In an early part of this report some suggestions were made in reference to the reduction which has been made in some towns, in their annual school appropriations. The following remarks of intelligent gentlemen, connected with the supervision of schools in their several towns, confirm my own position in this matter.

Messrs. Baker and Rowell of Hallowell, say:

"We trust that the interests of the 800 children and youth growing up in our city, will continue to receive the favorable consideration of the city authorities.

It is noticeable that whenever any one conceives an idea of economy in taxation and expenditures, the first onslaught is made upon the school appropriation. It is, however, a most unwise policy to pursue, to diminish the facilities of education. What is it but the free school system of the North, which has given to the American Union the most intelligent army the world ever saw? And just so far as those free schools are crippled, the coming generation will approximate to the standard of education and intelligence that prevails in the Southern, instead of the Northern States.

The school appropriation of 1861, in this city, was but a little more than $500 beyond the sum required by the statute as the lowest legal appropriation that can be made.

It is a crude idea advanced by some unreflecting people, that by a temporary or permanent discontinuance of the High School, the money expended in its support may be saved without detriment to the other schools.

We cannot examine this proposition at length; but a few suggestions may be made. Last year, the High School commenced with 57 scholars, the Grammar School 58, and the Intermediate, 80. Suppose the number to be 50, 50 and 75, the present year, what is to be done with them, if there is no High School? Shall they all be crowded into the Grammar and Intermediate Schools? This is evidently impracticable.

Let no one deceive himself. When the High School is gone, there is no longer that motive for application and laudable ambition, which has induced the scholars in the Grammar School to be diligent and studious. Every school in the city would feel the effect of the change. The benefits of the High School have not been alone in what it has done for its own pupils, but in the incentive it has afforded to lead those who are in the schools below to strive to make their way upward from grade to grade.

Our schools have presented an inducement to citizens of other towns, some of them tax payers, to remove to the city. Instances of this kind have come to our knowledge repeatedly, without making any effort to inquire into the motives of our neighbors for their acts.

We trust that all who have a regard for the interests of the youth and children to be educated in the community, for the intelligence and welfare of our people for the time to come, or for the character and standing of our city, will use their endeavors to sustain a good system of graded schools. A difference of a few hundred dollars in expenditure may make all the difference between good schools and poor ones; between a well educated community, and a half educated one; between our present high reputation for schools and school privileges, and the reputation of having voluntarily, to save a trifle of taxation, "given up the ghost," "laid down in the furrow," and sacrificed our graded schools, after twenty-two years' experience of their benefits, to avoid paying an additional quarter, or at most, half mill on a dollar of taxes. Shall such be the next chapter in the history of Hallowell to be written? We trust the emphatic answer will be—NO."

George Walker, Esq, of Machias, remarks in his report to that town:

"It has been suggested by some that we raise but little money for Schools this year in consequence of the burdens thrown upon us by our present civil war; that we have not more than half the schooling this year, that we have had in former years. It is proper that we should economize, and that we raise no more money than can be judiciously expended. But it may be doubted whether to deprive our children of part of their schooling is economy. The education of children is a privilege that cannot be postponed and resumed at pleasure. Objects of mere convenience may be; a bridge, a highway, or a public building may be convenient; if the building of either is deferred a year or two, you lose only the advantage for the time deferred, but the opportunity of educating children once lost is lost forever. A year passes by without school, the children have become more ignorant, and more confirmed in habits of idleness and neglect. While we are taxed for the war, let us tax ourselves

for the schools, so that if our property should not outlast the war, we may have the benefits of an educated community left us. But we have no such fears, we have property enough for all these purposes. Our taxes may be burdens, but they are burdens we should cheerfully bear."

The Committee of Gardiner, Hon. N. Woods chairman, thus remark:

"The committee cannot but express the hope, that no cry of "hard times," or fear of high taxes, will be permitted to prevent a liberal appropriation for the benefit of our schools. We cannot afford to be penurious in dealing with the educational interests of the young. The conflict upon which we have as a people staked all that we have, and all that we may hope to be in the future, would lose its meaning, if our system of public instruction were abandoned, or its vigor and efficiency were relaxed. It would be but a doubtful victory to conquer rebellion at the expense of those institutions, that have done nearly all to develop the resources upon which we depend for success. While we give to our country, in this hour of its peril, so many of those in whom our fondest hopes have been centered, we should not fail in our endeavors to train up our children in that love of virtue, knowledge and liberty, which only can insure the permanence of the blessings so dearly purchased."

D. Remick, Esq., Supervisor of Kennebunk, says, in a similar tone:

"In the troublous times on which we have fallen, let us not withhold the needed aid from our Common Schools, or fail to cherish them with the utmost care and deepest solicitude. Now, more than ever before, are we called upon to watch them with unwonted vigilance, and to do all that can be done to render them the nurseries of intellectual power and moral greatness. Now, more than ever before, do we feel the necessity of preparing the young for the responsible duties that must devolve upon them in their maturer years, and that the words "Educate the People" are not to be regarded as a maxim for occasional use, but as a command of the most imperative nature; and now, more than ever before, do we realize that our children should not only be taught to reason, to think, to draw unsparingly from the numberless fountains of knowledge which our educational system places within their reach, but that their mental attainments should be tempered, permeated, purified with sound moral principles. Let us, then, see to it that our Common 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."

Speaking of the new High School about to be opened in Alfred, the Supervisor, Rev. John Orr, says:

"It should be a proper High School, so arranged as to afford its privileges to any and all youth in other districts and communites, who may be fitted for them. Thus viewed, the town generally may wisely feel a lively interest in its establishment and support. It would be the cheapest and most practicable method by which to secure to our youth generally, the privileges of a superior school. It would obviate considerably the necessity and great expense of sending children abroad for instruction,

and afford the opportunity for a good education to those of limited means. I have said this upon the supposition that the school shall be what it should be made by a wise and liberal provision for it, and that it will be arranged for extending its benefits widely. Of course its privileges may be raised in the ratio of the cost. Hence a common interest may well be taken in establishing and maintaining it. In view of our great and imperative need of educational privileges better than those of an ordinary common school, every friend of youth and of the public welfare, must desire that the centemplated High school shall be inaugurated in a way to secure the greatest benefits which can be attained. The object to be sought is deserving liberal help from every available source. The wealth of this town has done too little for educational purposes and the public good. May what is needful of it be readily had, to promote knowledge and virtue among the rising generation, and to fit them for maintaining our liberties.

To establish the graded school here mentioned, measures have been adopted for the erection of a suitable building, upon a convenient spot. It seems to have been wisely thought best to make it sufficiently ample, convenient, and neat, to answer fully the purposes for which it is designed; since a few hundred dollars, more or less, ought to be afforded to make a public edifice what it should be, rather than suffer it to be a failure."

The Committee of Lewiston, C. B. Stetson, Esq. chairman, hold this language:

"If there is one political institution of ours that deserves to be cherished beyond all others, it is our system of public schools. And of our public schools, the graded and classified are decidedly the best, as well as the most costly. Before proceeding to cut off our public school supplies, we should be certain that the emergency absolutely calls for such action. Does the war demand retrenchment in the expenditures for our public schools? In our opinion it does not; and we perceive that the city government of Boston holds the same opinion. Of their own accord, the teachers of Boston proposed a reduction in their salaries during the war, which would have saved the city $13,000 annually; yet the city government deemed the emergency insufficient to justify retrenchment in expenditure for the education of the people; and so they refused to accept the proposition of the teachers, and in no other way reduced the appropriations for public school purposes, but rather increased them. The argument in favor of reduction is no stronger in Lewiston than in Boston. All our State, county, town and school district expenses are paid, excepting the poll-tax, by taxes upon property; but the expenses of the war will be defrayed chiefly by excise duties. The direct tax, levied by the Federal government upon property, will be but trifling indeed. Let us not, then, cripple our schools by withholding any needful appropriation, through fear of burdensome taxes."

Stephen R. Small, Esq., Supervisor of Raymond, urges the same point:

"It is well enough to study retrenchment and economy in these times of vast State and National expenditure, but you cannot afford to rob your Common Schools; make every other sacrifice before you touch them, for they lie directly at the foundation of all our greatness, our success, and our prosperity. Our magnificent structure of Republican Institutions rests mainly upon the intelligence of the people.

Tyranny always strives to keep its subjects in ignorance; it dreads the influence of knowledge. The Rebellion which is now convulsing our country and shedding the blood of its sons like water, never could have occurred had the Common School System of New England existed at the South."

Similar expressions might be quoted at much greater length; but they are not needed. Intelligent men, who are accustomed to reckon the advantages of popular education at their true value, will not make them the first sacrifice on the altar of economy.

Compulsory Attendance.

We believe that the better way to secure the prompt and regular attendance of children at school, is to provide attractive school rooms, and teachers who understand the *art of drawing* their pupils to school by all kinds of winning ways. But when the best has been done by the district and the teacher, there will remain a class of children in many places, who will play truant whenever they can,—either with or without the connivance of their parents. This absence of children from school, whether it be constant or only occasional, is a damage not merely to the children themselves, but to society at large. The State which provides so liberally for the education of all its children by taxing every property-holder for this purpose, should see to it that the children are reaping the advantages thus provided, and if the State has a right to compel the payment of taxes to educate the children, it has the corresponding right to compel the attendance of those children. It is a mistaken idea of some parents that the State has no right to require them to place their children at school, and keep them there during such time as may be reasonable and necessary. Our cities and many of the larger towns have special municipal officers to look after truants. But in most towns the matter of attendance is wholly neglected by the authorities. I think it is hardly understood in the community, generally, that the statute makes any provision for this difficulty. I therefore call attention to the following sections of the School Law, revised statutes, chapter XI:

Sect. 12. Towns may make such by-laws, not repugnant to the laws of the State, concerning habitual truants, and children between six and fifteen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but said by-laws must be first approved by a judge of the supreme judicial court.

Sect. 13. Such towns shall appoint, at their annual meeting, three or more per-

sons, who alone shall make complaints for violations of said by-laws to the magistrates having jurisdiction thereof by said by-laws, and execute his judgments.

SECT. 14. Said magistrate, in place of the fine aforesaid, may order children proved to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed for such periods of time as he thinks expedient, in the institution of instruction, house of reformation, or other suitable situation provided for the purpose under the authority conferred by section twelve.

It is earnestly recommended to all towns where this evil exists, to make such by-laws as are provided for in section twelve, above quoted, and insist upon their enforcement. On this subject the Supervisor of Saco, remarks:

"It is very important that something should be done which shall bring into our different village schools the large number of children and youth, that are now spending their time in idleness and vice. They will very soon be of an age to exercise the right of suffrage, and to aid in controlling the rights and privileges which an intelligent and moral community justly hold so sacred. Very soon they are to become the fathers and mothers in another generation," and will give to society a tone and character, so far as they are concerned, corresponding to their own.

The Supervisor of Cornville makes an estimate:

"I find that the whole number of days of absence during the past year has been about 4,630, which is more than twelve years, time that has been lost to the scholars of this town in a single year. Is there any justifiable cause for so much absence? Sickness does not account for it, and it may be inferred that in most cases it was unnecessary. A reform is needed in this matter."

THE AGRICULTURAL COLLEGE.

Among the movements promising a new impetus to the cause of popular education, we should hail with pleasure the recent action of the national legislature.

It is matter of congratulation that amid the pressing war duties devolved upon Congress at its last session, time was found to mature and enact so many measures of public utility in the interests of peace. Among these is the act to provide for agricultural and scientific education in the several States of the Union. By this act, a grant of public lands, equal to thirty thousand acres for each member of Congress under the new apportionment, is made to each State which shall accept it with the annexed conditions, within two years from the date of the President's signature, July 2, 1862. To secure the benefits of this appropriation, action must be taken by the Legislature. As the time for the commencement of the session approaches, it is well that the subject be brought to the attention of the people and their representatives.

Under the new apportionment we have seven members of Congress,—five Representatives and two Senators,—which gives, as our portion of this magnificent grant, two hundred and ten thousand acres. The nominal value of these lands is $1.25 per acre, or $262,500 in the aggregate. Supposing the whole to be worth but one dollar per acre, we have the sum of $210,000, ten per cent. of which may be expended for building sites and experimental farms. The remainder is to be funded in the securest manner; the interest to be used for the support of the college or colleges, which may be put in operation.

Allowing for any contingencies which may arise, if we estimate the entire fund at $200,000, and deduct ten per cent. for sites and farms, we have $180,000 to be invested. Suppose this to yield an interest of five per cent., the minimum contemplated by the act, we shall have an annual income of $9,000 with which to conduct the operations of the college.

The leading purpose for which this appropriation is made, is declared to be "to teach such branches of learning as are related to agriculture and the mechanic arts,"—"without excluding other scientific and classical studies, and including military tactics." The clause providing that the course of instruction shall not be limited to agricultural and mechanical studies, is a very wise one. Thus restricted, it would have failed to confer upon the community the full benefits of which it is capable. On the basis now provided,—in the pecuniary fund, and in the liberal course of study which may be adopted,—we may build up an institution of which the State may be proud, and in the benefits of which her poorest sons may rejoice.

It was probably a well-considered feature of the act, that no part of the appropriation can be used for the erection of buildings for the proposed college. In the establishment of institutions of learning, there have been too many examples of improvident expenditure for mere externals, leaving but little means for the weightier matters appertaining thereto. To guard against danger from this source, the act provides wisely, if not *conveniently*, that the State shall incur the expense of erecting or otherwise securing the necessary buildings. This will probably be urged as an objection to accepting the grant. A wise policy, however, will not long weigh the expenditure of a few thousand dollars for this purpose against the magnificent donation thus placed within our reach. If the

State should hesitate, in these times of pressure, to make the necessary appropriation for the erection of new buildings, there are other methods still open to us. Of the literary institutions now in operation, there are several which would be very ready to offer the use of their buildings for this purpose.

It is earnestly hoped that the Legislature will deliberate wisely, and decide firmly to pursue a course which will secure the highest advantages of the contemplated measure, without regard to local feeling or sectional or institutional interests.

The war is not for always. Peace with her nobler pursuits will return to us. We shall need the best possible agencies to develop our resources and to train our people to the largest intelligence and truest patriotism; and we should hail with pleasure the prospect and the promise of new facilities by which the masses of our population may acquire the scientific and practical education so essential to our highest progress as a great people.

Examination of Teachers.

There is no point at which we experience greater loss to our schools, than in the examination of teachers; perhaps I would better say in their *want* of examination. It is a notorious fact that many committees entirely neglect to examine the candidate, on the simple ground that they "do not *deem* it necessary"; or if they make an examination, it is in form only. There is little thorough testing of the teacher's qualifications; or if satisfied of his incompetency they have not the moral courage to refuse a certificate. On this point the committee of Norridgwock remark in their report:

"We refused certificates to about one third of the applicants for the summer schools, and believe that we thereby essentially benefited the schools. It doubtless seemed hard to those who were rejected, and was as disagreeable to us as to them; but it would have been harder for the districts to endure unqualified instructors, and we are sure the town will be satisfied when we tell them that we have never rejected one who could thoroughly explain fractions."

A like faithfulness everywhere would produce like benefits.—More care on the part of committees is necessary to prevent unqualified persons from occupying the teacher's desk. What avails it that teachers seek to qualify themselves better for their work, if employment is given so indiscriminately to the incompetent and to the well qualified alike.

Graded Certificates.

I have no doubt that a great impulse would be given to the work of self preparation, among teachers, by introducing the system of graded certificates which has been adopted in some States. Let the Statute prescribe a definite course of study, for the primary schools. Let candidates be examined in these studies, and if found thoroughly qualified, let them receive a certificate of the primary grade. Teachers with certificates of this grade might be entitled to instruct in the summer schools in the country towns, and in the lowest department of graded schools. Let a higher course be prescribed for grammar schools. Let teachers who pass a satisfactory examination in these branches, receive a certificate of the grammar-school grade. This certificate might entitle the holder to teach in the winter schools of the country towns, or in the middle or grammar schools in a tri-graded system.

Then for the high schools, let a still more extensive course of study be arranged, with a like examination and a high-school certificate to the successful candidates. Every teacher would thus be prompted to make the neeessary effort to obtain a high-grade certificate; since, if he should not obtain a school of the higher grade, he would have the advantage of the testimonial that he is qualified to teaeh one.

This measure would imply the necessity of some plan of examination a little different from that which is now adopted, at least for the higher grades. Such higher-grade certificates could be given by the normal schools, when established, or by a board of county examiners, or by the officers of some Academic institution, authorized for that purpose, or by some arrangement under the direction of the State or County Superintendent. "Where there's a will there's a way." With the authority granted, a suitable method could be easily devised.

Re-organization Needed.

In reviewing the ground covered by this report, I find that some topics have been discussed less fully than their importance may seem to demand, and that others which I had intended to present are entirely excluded by my purpose not to exceed certain limits, deemed proper in the circumstances.

But I cannot close my report without expressing the conviction, based upon the observation and reflection which my duties have forced upon me, that our schools cannot reach the perfection and

efficiency which they might attain, until our educational system is revised and important changes and improvements made. Our whole school-forces need re-organizing. To use the language of military affairs, we have an abundance of men and materials, but no sufficient authority is vested in any officer or set of officers to direct their movements with energy in the grand march to educational success. We need a more perfect system of supervision and control in all departments of the service. The school laws need a careful revision, with the introduction of some new features, to meet the demands of a progressive age. I am aware that many people deprecate changes in the school law and school management. They say "the old system is good enough. Let well enough alone. It served our fathers well, it answered for us, and will do well enough for our children." To which I reply, that I am myself opposed to all rash and untested measures. But the art of education, like the art military, is progressive. With certain great principles in each which are unchangeable, there are new methods of applying those principles, new tactics, new implements. In the school army, as in the military, errors of movement and management are liable to be made, and should be corrected as soon as practicable.

If a system, or any part of it, proves ill adapted to accomplish the end designed, let it give way to a better, if a better can be found. In the brief history of our present war, we have had several re-organizations of the national army, demanded by some ill-working of those previously existing. Still others, doubtless, will be made, to correct evils not yet wholly overcome.

Our school organization, as it now stands, is defective in provisions for efficient and uniform superintendence. Every squad of our school mililia is practically independent of every other, and of all superiors. Each school is managed very much according to the particular ideas of its individual teacher. There is little comparison of systems and methods, with other teachers, and little responsibility to the Superintending Committee. In classification, instruction and discipline, there is no uniform principle or practice. There is no standard system of tactics. No Scott nor Hardee is prescribed as a guide. Each company trains by itself, according to the notions, better or worse, of its own captain or "orderly." Want of competency, skill or authority, prevents the committee from exercising proper control. In fact there is often a clashing of authorities between the different officers.

Again, the committees, although made by law responsible to the town for a proper report of their official proceedings, often fail to make one, and oftener fail to send a copy of it, as the law requires, to the State Superintendent. For this neglect there is no penalty. The Superintendent has no authority to enforce in any way whatever this reasonable provision of the law. All his powers are advisory, and all the superintendence he can exercise is of the nature of inspection and report. He may make "suggestions," but has no right to *direct* any course of instruction or management. From the nature of the case, he cannot come in personal contact with all the teachers and schools. His field is so large, and other prescribed duties so numerous, that the pleasure of examination and supervision of individual schools is in a great measure denied him. I submit, then, that our necessities require a modification of our system, so as to secure an arrangement something like the following. The Superintendent of public instruction should have under his general supervision, subject to wise regulations, all the affairs of public education for the State. His office at the capitol, furnished with all the appliances necessary to the proper discharge of his duties, should be the center of all the educational operations of the State. Under his direction and reporting to him, there should be in each county or congressional district a special commissioner of public schools, whose duty it should be to visit each town in his circuit, and every school, if possible,—hold meetings with the people, for friendly discussion of all school matters,—conduct institutes of instruction for teachers, and by friendly counsel seek to remove any difficulties arising between parents and teachers,—with authority to settle certain matters which might be referred to him; in a word, to do for each county or district what the State Superintendent cannot possibly do for all. These district commissioners would receive the reports of the several town committees, compare, condense, and arrange according to some system issued from the State department of education, and forward them to headquarters for further use.

School committees, acting in some sort under the county or district commissioner, should have the entire control of school affairs in their respective towns, performing all the duties now required of agents, committees and selectmen together; thus avoiding the conflict of jurisdiction, now often existing, and securing something like uniformity in school arrangements throughout the county and State.

Teachers under the entire control of one municipal authority, and required to report directly to the committee employing and paying them, with forfeiture of pay as a penalty of failure to comply with all the provisions of the law, would be more careful in the discharge of every duty, whether of discipline or instruction.

Pupils would immediately feel the inspiring influence of a system which would give a more thorough supervision and instruction to all the schools, and bring each into direct comparison with every other school in town, county and State.

Thus would every person concerned, pupils, teachers, parents, and officers of every grade, feel the impulse given to their work, by putting each into systematic relations to every other party. With a wise administration of the whole system by competent persons, such as would be sought out for the purpose, our school army, now sadly "demoralized" by want of efficient and systematic discipline, would fall into the line, and commence a more earnest and cheerful "forward march."

I assure you, gentlemen, that this scheme is no unconsidered "notion." Its leading features are now in operation in some of the States, as Pennsylvania and New York, and the advantages of it fully acknowledged.

I do not ask any action of the Legislature to secure this change, at the coming session. But I desire to bring the matter to the attention of the people of the State, in the hope that it will receive a careful examination, and that with other improvements, it may be adopted and put in operation in the "good time coming."

Meanwhile, there is abundant opportunity and an encouraging field for the most earnest labors of all school officers, of town or State, under the system as it is. In a time when the attention of the whole people is so naturally absorbed by the condition of the country, it will require much effort, and will be no small thing accomplished, to hold our public schools to the point of ordinary interest and efficiency without retrogression.

I have made the "suggestions and recommendations" of this report more freely at the close of three years' service than might have been proper at an earlier day. Whoever may occupy the position of Superintendent, during the next three years, will find a demand for his most vigorous and constant labors, both in the office and the field, in performing the general and specific duties required by the statute. In these labors, always arduous and often unappreciated, he will be entitled to the cordial co-operation of the enlightened friends of popular education.

SCHOOL REPORT.

APPENDIX.

1862.

A FEW HINTS

ON

ENGLISH PRONUNCIATION.

The grammar of a language is said to be the art of speaking and writing that language with propriety. English grammar is studied, in some way and to some extent, in nearly all our public schools. How happens it, then, that the language is so badly spoken and written, by children at school, and by people who have passed through years of school training? We answer, either because they who attempt to teach this art know it but imperfectly themselves, or attempt to impart their knowledge by wrong methods. Perhaps both charges would lie against us,—and tell the truth.

There is no department of popular education which now demands from teachers more earnest attention than this. To their guardianship is specially intrusted the responsibility of defending our mother tongue, the noble language of our country, from the abuses to which it is constantly exposed. It is true that the pulpit, by its example, and the fireside, by both example and precept, should train, and to some extent do train, the children in the way they should go, in this respect. We regret that both these sources of instruction are so often at fault. But there is no agency so well adapted as is that of the school-room, if rightly managed, to teach our young people the principles and the practice of correct speaking. If I could awaken in the teachers of the State a just sense of the importance of this part of their official duty, I should reckon myself exceedingly fortunate. If any hints which may be offered shall assist them in accomplishing this labor more successfully, their attention will not have been called to the subject in vain. I purpose to consider, at the present time, but one department of the

general subject. Our works on grammar give but little attention to this subject of

PRONUNCIATION.

Those text books which reckon *Orthoepy* as one of the *Parts* into which Grammar is divided, give to it but a passing notice, and hasten to more inviting fields of inquiry. Let us pause among these prime elements of "speaking properly," and learn a few neglected lessons.

Pronunciation includes the proper articulation and accentuation of words. The reading books issued within a few years, have given much more attention to articulation than was formerly done, with the leading purpose of securing clearness and facility of utterance. This facility can be acquired only by much practice upon the elements, vowel and consonant; and teachers cannot drill their pupils too much in exercises of this kind. Such practice is to the reader or speaker what the practice of the scale is to the musician. It lies at the foundation of that distinct and facile utterance which strikes the ear as the clear-out and well-defined impression from new types affects the eye. But this power to enunciate with distinctness the several sounds of the language is merely mechanical, and must be preceded by a proper *conception* of the exact sounds represented by the several signs or letters.

The fact that a single letter is used to represent so many different sounds, and that the same combination of letters in different words is pronounced so differently, constitutes the great difficulty with which the learner of our lan guage, whether a native or a foreigner, has to contend. This diversity is due, in a great measure, to the multiplex origin of the language. Ancient and modern tongues, eastern and western; those of Southern Europe, with their preponderance of vowel elements; and those of the North, with their harsh and guttural consonants,—enter into the composition of our own; and, with the modifications since introduced, have given to it a marvelous diversity, and great apparent inconsistency of pronunciation.

We cannot wonder that a foreigner wanders confused and disgusted among these diversities and inconsistencies; finding so many sounds for the same signs; or, on the other hand, finding so many signs for one and the same sound. He learns, only after great pains-taking, that while *t h o u g h* is *tho*, *t h r o u g h* is *throo*, and *b o u g h* is *bow*, *e n o u g h* is *enuf*, *h o u g h* is *hok*, *c o u g h*, *cof*, etc. On the other hand, the sound of *a* is represented by a great variety of vowel combinations; as in t h e y, *tha;* n e i g h, *na;* b a y, *ba;* v e i n, *vane:* m a i n, *mane;* g r e a t, *grate;* g a o l, *jale;* g a u g e, *gage*, etc.

But, notwithstanding the diversity of signs representing the sounds in our language, their pronunciation is settled with a good degree of unanimity. The usage of the best speakers does not differ very widely, in pronouncing

the great majority of English words. In a small number of words, compared with the whole, there are differences of usage.

The best dictionaries of the language endeavor to represent the predominant usage among good speakers; and while they must agree where that usage is uniform, they will be expected to disagree where it is otherwise, one leaning to this pronunciation, and another to that. In case of marked peculiarity, the fairest course for the orthoepist to pursue, is to indicate the different methods in use, and the weight of authority in favor of each. And where the usage of good speakers is divided, we concede to the author of a dictionary, if he is a man of learning, observation, and good judgment, the right to indicate his preference, while we claim at the same time to know the reasons for such preference, if any there are.

THE STANDARD.

If now I am asked, what is the *standard* of pronunciation, I answer the best modern usage, as interpreted by the best orthoepists of the present time. Our own eminent scholars, Webster and Worcester, aided by distinguished literary men; and Smart, probably the most reliable interpreter of recent English usage, constitute a kind of *triumvirate*, to whom I am accustomed to refer, as good and sufficient authority. As the pronunciation of Webster is slightly modified, in his last edition, by Dr. Goodrich, the learned editor, I may sometimes say *Goodrich*, instead of *Webster*, in referring to the authority of their dictionary. It is true that each of these gentlemen, Webster and Goodrich, is entitled to be regarded as high authority in himself; and perhaps they should *count two*, in weighing opinions upon this subject. When these authorities *agree* in the pronunciation of a word, that pronunciation is safely assumed to be in accordance with the best usage of the time. Where two of them agree against the others, good usage must be reckoned unsettled. Where Webster,—or Goodrich,—and Worcester agree in differing from Smart, we may safely follow their combined authority rather than his. Where Webster and Worcester or Goodrich disagree, in their representation of the best usage, we may safely follow either without the charge of barbarism. In making our choice, we should endeavor to do so with good reason. Sometimes, to be sure, it may be only a matter of fancy, fashion or taste; often a mere prejudice of childhood, or a local usage, which determines our election.

In further treating this subject, I shall have occasion to notice both *errors* and *diversities* of pronunciation. When a pronunciation is called erroneous or wrong, you will understand that it conforms to *neither* Goodrich nor Worcester. If it agrees with *one* of them and not the other, I shall reckon it a *diversity* merely, and perhaps give some reason for a preference. Readers will judge of the fairness of this course; relying with confidence upon the *positive decisions*, as in accordance with the best authorities; and giving such weight as they please to mere suggestions of preference.

In prosecuting the labor in hand, let us commence with the elementary *signs* and *sounds* of the language.

While the vowel signs or characters are only six,—including *y*,—the sounds which they represent are many more. Earlier authors assigned but *four* sounds to the vowel *a*:

Long (or nominal) as in *māne.*
Short, as in *măn.*
Grave (or Italian) as in *mȧrt.*
Broad, as in *mȧw.*

To which some recent authors add,

The modified long *a*, as in *mare.*
The shortened Italian, as in *mast.*
The *short e* sound of *a*, as in *many.*
The *short o* sound of *a*, as in *wash.*

Of the last two I think we may say, they are only the *equivalents* of short *e* and short *o*, rarely used, and hardly to be reckoned as proper sounds of *a*.

Of *a* in *mare*, and the whole class of words ending in *are* and *air*, such as fare, pare, care, stair, lair, &c., the common pronunciation in New England is that of *short a, protracted by* the *r* which follows. Page, in his Normal Chart, and Day in his work on Elocution, agree in assigning to it this protracted short sound of *a*. Worcester, Russell, and Mandeville make a distinct element of it. Walker, Webster, and others mark it as *a long.*

I am informed, on good authority, that while Webster and Worcester use a different *marking* for this sound, there is no essential difference in the sound itself which they adopt as in accordance with the most approved English usage. And this sound is more nearly the *long a*, modified slightly by the following *r*, than the *short a protracted* by the following *r*. Thus they both condemn the usage most prevalent in New England. Instead of *care* and *prayer*, as we ordinarily pronounce them, they would give the sound very nearly of *pray-er*, (one who prays), and *pay-er*, and *may-or*; making of course but one syllable, but retaining the long vowel sound. To the New England ear this sound, approved by the best orthoepists, is not so agreeable as the shorter sound. And great care should be used, not to make two syllables in pronouncing such words. Thus do not say *ca-er* for *care; ma-er* for *mare; fa-er* for *fair*, &c.

The fifth, or intermediate sound of *a*, is heard in the words *mast, fast, past, ask, glass, staff*, &c.

The *marking* of these words is different in different works, and the *pronunciation* ranges all the way between the extremes of short *a* in *mat*, and grave *a* in *mart.*

It was very common, twenty years ago, to pronounce the words *comma, sofa, data*, and *errata*, as if ending in *y*,—*daty, commy*, &c. It is hardly nec-

essary to say, that all elegant usage now requires for this *final a*, the Italian sound; not very full, of course, because unaccented.

There is another class of words, in the pronunciation of which good speakers are divided, some making the *a grave*, and others pronouncing it *long*.—Such are *apparatus*, *afflatus*, *tomato*, *bravo*, *drama*, and the like. The last named has singularly divided the usage of the polite world and the orthoepists. Smart gives to *a* of the first syllable the short sound, as in *hat;* Worcester either the long or short sound; and Goodrich gives it grave, as in father, or long. Two of the authorities allow the short sound and two of them allow the long sound to be proper. Analogy favors the sound of *long a*. The best authorities give the long sound in the other words named above. Thus we should say apparatus, tomato, &c., although the broad sound is allowable. The words *panorăma* and *diorăma*, although generally pronounced with long a in the penult by the English speakers, according to Smart's authority,—have the Italian a, as in father, according to common and good usage in this country. The word *lāva* has the first a *long*, according to prevalent good usage. Not only analogy, but convenience in distinguishing the word from *larva*, favors this pronunciation.

Fi-nă-le, sonăta, staccăto, and similar musical terms, drawn directly from the Italian, have the accented *a* of the penult,—as well as the final *a*, if there is one,—*grave*.

We have a class of terms, such as *carbonāte*, and *sulphāte*, with *ā* often mispronounced short. Worcester, to be sure, allows an obscure sound of the *a*, but it should not be *ăt*. There is an objection to the obscure sound, in the liability to confound some of these *ātes*, if pronounced obscure, with the corresponding *ites*. The tendency to pronounce this termination with a short *a* may have arisen from the known French origin of the words. But analogy as well as usage requires them to conform to the general rule that *e* final renders the preceding vowel long.

The words *rational* and *national* divide good usage in the manner of sounding the first *a*. Worcester, Goodrich, and Smart favor the short *a;* Webster, the long *a*. W. G. Webster, in his last *Academic Dictionary*, gives the *short* sound. This pronunciation must now be reckoned the better.

There is much division among the authorities in pronouncing the following words, and an apparent want of consistency in the methods of some. One feels the need of a Royal Academy, like that of Paris, to settle the pronunciation of points like these. But our people would doubtless reject all royal edicts which did not conform to the *will of the majority*.

Patriot is *pā-triot* according to Smart and Worcester, *pā-triot* or *păt-riot* according to Goodrich. The derivatives follow their primitives.

Patron is *pā-tron* by Smart and Worcester, and *pā-tron* or *păt-ron* by Goodrich. But *only* Smart pronounces the first *a* long in *patronage*, *patronize*, and other derivations.

In *patent*, on the other hand, Smart agrees with Webster and Goodrich in pronouncing the first syllable short, *păt-ent*, while Worcester gives it either way.

Pater (as in *Pater Noster*) is pronounced *pā-ter* by all the American authorities, and *păt-er* by Smart.

Avoid pronouncing *rānge*, *arrānge*, *derānge*, and *ānge*l with a *short a*. *Ancient*, also, has the *a long*. But in săcrifice and săcrament, it is short.

Scăthed has the *a short*. There is no verb *scāthe* now in *best* use. It is scăth, with *th* as in *hath*.

Alternate and *altereate* have the first *a* short, not broad as in *all*.

Parent has the sound of *a* in *pare* or *pair*. It is not long *a*, as *pa*-rent, nor *short a*, as *par*-ent, but as if *pair-rent*. We want a simple, honest *pair* in the first syllable; the sound of *r* gliding also into the second.

In wân and wând and stâlwart, give the sound of â, as in wânt.

This vowel often has a different sound in words of different significations spelled in the same way.

In *bāss*, music, it is long. In *băss*, a tree, or a fish, it is grave. In *măll*, a walk, short; in *mâll*, a mallet, it is broad. In *slāver*, a slave-ship, long; in *slăver*, spittle, short. In *chap*, a boy, it is short; in *chap*, the mouth, it is like short *o*.

THE VOWEL E.

The vowel *e* has three sounds. 1. The long sound, as in me. 2. The short sound, as in met. 3. The obtuse sound, as in mer-cy.

Some add the sound of *e*, as in there. But we may quite as well refer this to the sound of *a* in fare.

The several sounds of this vowel being very well settled by good usage, we need not dwell upon them, further than to note some of the more faulty departures from the normal standard.

We notice a tendency in some speakers to avoid the use of the obtuse (or natural) sound of *e* in such words as *mercy*, *pert*, *servant*, &c. They pronounce the *er* as in *mèrit*, improperly. It is true that polite speakers have sometimes used a slight modification of the simple *ur* sound in these words, as also in the words *girl*, *myrrh*, *earth;* but the best English and American orthoepists have become nearly unanimous in approving the natural *ur* sound in all these cases. *Earth* is no longer *e-earth*, nor *girl*, *ge-irl*.

Some one has called this element the *natural vowel;* I suppose, because it is so easily and naturally produced, by a mere expulsion of the breath, without modification by the organs of speech.

We find it represented by all the other vowels, as well as by *e*. We have it in sir, sur, sor, as in precur*sor;* ar, as in *cedar;* *syr*, as in syrt, and *ser*, a in servant.

So in *mermaid*, *murmur*, and *myrrh*. It is only a ludicrous affectation to say *mĕirmaid* and *mĕyrrh*.

But while there is no great difficulty in giving to *e* its different powers, when it is known *which should be used*, very numerous errors are committed by substituting one for the other.

It is wrong to say amĕn-able for amē-nable; lĕn-ient for lē-nient; inhĕr-ent for inhēr-ent; eend for end; wĕapon for wĕapon; hē-roism and hē-roine for hĕr-oism, &c.

Authorities are divided in the pronunciation of some other words, as the following:

WEBSTER.	WORCESTER.
Strat-ē'-gic.	Strat-ĕg'-ic.
Lĕv-er.	Lē-ver.
Dēaf (deef).	Dĕaf (def),

In the word *deaf*, analogy favors the pronunciation of Webster. We pronounce *e* long in *leaf*, *sheaf*, etc. Why not follow the analogy, where good usage will permit it?

In ē-go-tism, as given by Webster and *preferred* by Worcester, Smart makes the e short, ĕg-o-tism.

Other words, containing some sound of *e*, are often mispronounced.

Say g*e*t, not g*i*t.	imp*e*rative, not imp*a*rative.
y*e*s, not y*i*s.	v*e*ndue, not v*a*ndue.
ch*e*st, not ch*i*st.	w*e*ll, not wăl.
g*e*neral, not g*i*neral.	inst*e*ad, not inst*i*d.
y*e*llow, not y*a*ller.	umbr*e*lla, not umbr*i*ll.
k*e*ttle, not k*i*ttle.	tr*e*ble, not tr*i*ble.
ben*e*ficent, not ben*i*ficent.	*e*ngine, not *i*ngine.
*e*gg, not āig.	appr*e*ntice, not appr*i*ntice.
st*e*rn, not st*a*rn.	m*e*asure, not m*ay*sure.
*e*arn, not *ai*rn.	m*e*rchant, not m*a*rchant.
*e*arth, not *ai*rth.	pl*e*asure, not pl*ay*sure.

On the other hand, good usage *does* give the sound of short *i* to *e* in *England* and in *pretty*. So *Ser*geant, a majority of the orthoepists pronounce *Sar*geant.

There are large classes of words in which *e* is silent, as those in *e* final, which commonly gives to the vowel of the preceding syllable its long sound. As rat, rate; bat, bate; not, note; her, here. There are some exceptions in the lengthening, as in bade, have, and give, in which the vowel is short. Do not say *bāde*.

In a few words, most of them classical or foreign, the final *e* is *not* silent, as in *recipe*, *catastrophe*, *simile*, *epitome*, *finale*, *protegé*.

E final is silent in a large class of words ending in *le;* as bridle, circle, eagle, apple, bottle, bible, etc.

There is a class of words ending in *el,* in pronouncing which there is great danger of mistakes.

E IS SILENT IN			E IS SHORT, AND SOUNDED IN	
shovel	pronounced	shov'l,	travel,	novel,
ravel	"	rav'l.	level,	tassel,
swivel	"	swiv'l.	revel,	morsel,
shrivel	"	shriv'l.	hovel,	chisel,
snivel	"	sniv'l.	bevel,	parcel,
grovel	"	grov'l.	marvel,	model.

Do *not* say *hov'l, mod'l, nov'l,* &c.

E IS SILENT IN			E IS SHORT, AND SOUNDED IN
open,	burden,		mitten, not mitt'n.
garden,	stolen,		chicken, not chick'n.
swollen,	fallen,		sloven, not slov'n.
birchen,	token,		gluten, not glut'n.
golden,	heaven,		sudden, not sudd'n.
often,	stricken.		linden, not lind'n.

The article *the* sounds *e* indistinctly long before a vowel. Before a consonant, it becomes short or obscure.

There, when not used as an adverb of place, shortens its first sound of *e* to something like the natural vowel in *er.* The same is true of *their* when not emphatic.

In *therefore,* nearly all the authorities, English and American, prefer the *natural* or *u* sound of *e,* thus,—*ther-fore.* On the contrary, they are as nearly unanimous in giving to this letter in *wherefore,* the same sound which it has in *where.* Both Webster and Worcester give the *long a* sound to *e* in *therefore,* as a *second choice.* Why not make the pronunciation of this word coincide with that of *wherefore,* giving to *both* the sound of *there* and *where?*

THE VOWEL I.

The vowel *i* has two standard sounds in the English language,—*i* long, as in pine; *i* short, as in pin. It has also, in some words of foreign origin, the sound of *ee,* as in *machine, piano, pique,* etc. In some cases, this foreign *i* has become naturalized in our language, and takes the English sound. In others, it has not lost its foreign sound, as spoken by some persons, while others give to it an English utterance; as in *oblique,* in pronouncing which good usage is about equally divided between *obleek* and *oblike.*

Smart says *obleek,* and argues that we must *pronounce* it with the foreign *i,* while we retain the foreign spelling; which by no means follows.

Walker says *oblike;* Goodrich says *oblike* or *obleek;* and Worcester, *obleek* or *oblike.* This is a very fair example of authorities equally divided. We prefer *oblike,* with forty-nine per cent. of the people with us, and fifty per cent. against us; making, on the whole, a pretty even thing of it! But *oblige* has *i* long.

When *i* is the only letter in the first syllable of the word, it is almost universally long. Some writers make an exception of *Italian* and *Italic,* which are short according to most authorities. Yet Webster gives the long sound to *I* in Italic. We have *i-dol, i-dle,* and *i-dyll,* with the *i* long in each; although a common mispronunciation makes the *i* short, in *id-yll.* In the following words, say *sī-necure,* not *sĭn-ecure, tī-ny,* not *tē-ny.* Webster and Goodrich say *tin-y.* Since usage allows us a choice, *ti-ny* seems preferable, as thus better distinguished from *tin-ny,* a word of very different signification.

Most words whose first syllable is *di,* have the *i* long; as *dialect, diagram,* &c. Many others have the short sound, somewhat obscurely spoken; as *dimension, divest, divert, digression.*

This same sound of *i* is constantly occurring in unaccented syllables, and is variously marked by orthoepists. Worcester marks it by a *dot* beneath the letter, signifying *obscure.* Webster reckons it equivalent to a briefly uttered *e,* or leaves it unmarked as a short *i.* Whatever marking is adopted, good usage is nearly uniform in giving to such cases the short sound of *i,* necessarily a little obscured by the absence of accent. This principle is sometimes violated by singers, who, in protracting the spoken vowel into a musical sound, seem to regard it necessary to change the *quality* of the sound at the same time. Thus we have "The year of ju-*bi*-lee has come," hardly less ludicrous than the pronunciation of the good deacon of Pilgrim memory, who had a nice ear for rhyme, and read his hymn thus—

> "Tossed *to* and *fro* his passions fly,
> From vanit*ee* to vaniti."

Some musicians claim the privilege, also, of pronouncing the *i* long in the noun *wind,* making it rhyme with *find.* But whatever singers and rhymers may ask by way of special license, all authorities now condemn the use of the long sound of *i* in that word as pedantic and affected.

The adjective *minute* has a larger number of authorities for the short sound of *i.* Līve-long, is often mispronounced līve-long. But long-līved is correct. *Tribune should* be *Trĭb-une,* with *i* short.

Much difficulty is experienced in managing the *i* in final *ine, ite,* and *ile.* In *ive* it is short. Do not say *na-tīve.*

In final *ile* not accented, *i* is generally short. Yet we must except *gentīle, exīle, senīle, edīle,* and *reconcīle.* So better, *infantīle, crocodīle,* with *i* long. Some orthoepists, however, allow the short *i* in the last two words.

In *ine* final, the vowel is generally long, as in *turpentīne, crystallīne, columbīne;* but is short in *discĭplĭne, heroĭne, doctrĭne, determĭne,* and some others In *ite* it is long, in *appetīte, parasīte;* but short in *favorĭte, definĭte, oppositĕ, granĭte.*

In certain words ending in *l* or *n*, it is short, in others silent.

Say *Latin*, not *Lat'n; satin*, not *sat'n; pencil*, not *penc'l; cavil*, not *cav'l.* On the other hand, say *bas'n*, not *bas-in; rais'n*, not *rai-sin; cous'n*, not *cousin*; *dev'l*, not *dev-il.*

We dismiss this vowel with a few miscellaneous errors:

Avoid pronouncing *spirit, sperit; rinse, rense; width, wedth; miracle, meracle; bristle, brustle; arithmetic, 'rethmetic. I* in *tri-pod* is long; in *priv-y* it is short, as also in *sim-ony*, often mispronounced *si-mony.*

THE VOWEL O.

The normal sounds of this vowel are

O long, as in *pole, mote, rote, note.* O short, as in *pot, not, got, hot.* O in *do, move, prove*, is sometimes called *close.* O is also the equivalent of several other sounds; as of *u short* in *son, won, money;* of *i short* in *women;* of *u full* in *wolf;* of *e natural* in *world*, &c.

This vowel is not very difficult to manage in practical pronunciation; yet there are some points of much importance to be noticed.

We have a large class of words in which *o* has, by common use, a shortened sound,—which I will call, for distinction's sake, the Spanish *o.* It is heard in the common pronunciation of *home, bone, coat, throat, colt, bolt, stone, both, whole, broke, spoke*, &c.

I may safely say that this is the common usage among the people of New England; but all the orthoepists whom I have consulted, agree in condemning it. So that we should say by *authority, cōat, bōne, hōme, stōne;* pronouncing *whole* like *hole*, and *spoke*, did speak, like *spoke*, a part of a wheel.

In another very large class of words, ending in *or*, the *o* has the sound of *u* in *ur;* as *honor, favor, labor, error.* It is *not* proper to give to *o*, in these endings, the *distinct* sound of *or.* There may be one or two exceptions, as *clamor* and *stupor.*

There it a modification of *o* short, which makes it nearly equivalent to *aw*, —which is objectionable if carried too far, but which *is* the polite pronunciation, according to Smart and Worcester, although denied by Stearns and some others.

This modification of short *o* appears before *f, s, th*, and *ng;* as in *song, long, strong, wrong, off, cough, loss, broth, cloth*, etc.

The cases are not numerous in which there need be gross error in pronouncing this vowel. We should be careful *not* to say

Trŏphy, for trōphy; sorse, for source; corse, for course; dō-cile, for dŏcile; hōst-age, for hŏs-tage; druv, for drove.

Anthorities are divided in the pronunciation of the words *none* and *nothing*, *dost* and *doth*. The weight of authority gives to the *o* the sound of short *u* in all these words.

In all words ending in *ow*, give to that syllable the sound of long *o*. Do not say fol*ler* for fol*low*, swol*ler* for swal*low*, to-mor*rer* for to-mor*row*. And give the devil's weed its due, by pronouncing it *to-bac-co* instead of *ter-bark-ker!*

O is silent in a class of words ending in *on*, as *beckon*, *reckon*, *deacon*, *beacon;* pronounced *beck'n*, &c.

THE VOWEL U.

This vowel has three sounds of its own, or four, if the natural vowel, as in *er*, *ur*, &c., is reckoned as belonging to *u* rather than to *e*. It sails under borrowed colors in *busy*, *bury*, *minute*, &c. It is—1. Long and close, as cube, mute, use. 2. Short, as in but, cub, must. 3. Middle, as in full, pull.

There is difficulty with many persons in pronouncing the close *u* according to the *standard*. In such cases as *union*, *mute*, *cube*, *use*, and others, and in its equivalent *ew*, in *pew*, *few*, and *view*, there is no difficulty. The sound is the same as that of *yu* or *you*. But in pronouncing *June*, *tune*, *cute*, *duty*, *new*, *sue*, &c., it is not so easy to pass from the preceding letter to the *yu* sound. In view of this difficulty, some authors reckon the proper sound of *u* in such words as slightly different from its sound in *mute*, *cube*, and *use*.—Some express it by *cu*, and all agree that it is not the sound of *oo* in soon; which error, so common everywhere, is regarded as a gross vulgarism. But in some combinations, the *u* defies all attempts to pronounce it *close*, and it becomes, of necessity, equivalent to *oo;* as after *r*, in *rule*, and after the sound of *sh*, as in *sure*, &c.

In the attempt to pronounce difficult words with this sound, there is danger of a disagreeable failure, as when one says *te-une*, *de uty*, *ne-ew*.

Orthoepists differ very much in *marking* the sound of *u* in the common ending *ture*, as in *nature*. It has been written *na-chūr*, *na-chŭr*, *na-tur*, *nat-yūr*, *na chor*, *na-tshure*, *nate-yure*. Smart writes *na-tūr* or *na-chȯr*. The vulgar pronunciation, *na-ter*, is one extreme to be avoided; the *strong* sound of *tch* is the other. In passing from the *t* sound to the *yu* sound, it is difficult to avoid a *slight touch* of the *ch* sound, save by a special effort, which is as disagreeable to the ear as it is unnatural to the organs of speech.

Note a few common errors in the pronunciation of this vowel:

Do not say smootch, for smutch; crooper, for crupper; gooms, for gums; soople, for supple; sich or sech, for such; colyum, for col-umn; diffikilt, for difficult; cul-in-ary, for cu-li-nary.

THE VOWEL Y.

This letter, when used as a vowel, is essentially the equivalent of *i*. *Y* terminal in a syllable not accented, is short or obscure. In *my* and *thy*, it is

ordinarily and properly long. In familiar discourse, *my*, when not emphatic, is often shortened into *mĭ*, by good authority. But it should never be pronounced *me*, with *e* long.

THE INDISTINCT VOWELS.

Incidental reference has been made already to some cases in which vowels have a very obscure or indistinct sound, when not accented. Orthoepists have differed very much in their attempts to indicate, by marking, the precise sound or power of these vowels. Webster takes the ground that the attempts made by earlier orthoepists to accomplish this end, by marks, or by spelling with other words, have produced more confusion than they have saved. Worcester has introduced a mark,—a single dot beneath the letter,—to denote this obscure sound. Mr. W. H. Wells, the author of the English Grammar bearing his name, has written several articles, with the design of showing the need of a more definite marking for each unaccented vowel.

It is not within my present design to discuss here the necessity or practicability of doing this. The character and amount of these *obscurities* will be learned best by careful attention to good usage. But since this is true of *all* matters of pronunciation, it is no sufficient argument against the attempt to indicate to learners, in the public schools and elsewhere, how such unaccented vowels should be pronounced. But it is very important for pupils to understand that the vowels should *not* have their full and distinct utterance in all places in which they occur. The attempt, on the part of some persons, to follow the spelling of words very exactly, and to pronounce every vowel with its distinct sound, gives to their speaking or reading an appearance of stiffness or affectation, which is very unpleasant. The kind of error to which I allude may be illustrated by a few examples. It is noticed very often in the manner in which some teachers enounce to a class the words to be spelled. The word *instructor* is sometimes pronounced instruct*o*r, with the sound of *o* distinctly uttered. If this syllable were spelled *er* instead of *or*,—as it has been spelled sometimes,—the pronunciation of it would be the same as now. It should have the indefinite or *ur* sound, whether spelled *or* or *er*.

The word *interest* will illustrate the same error. As often pronounced, the *e* of the last syllable is made painfully distinct. It should not be emphasized, of course. But more than this, it should not be made so very plain as to *compel* you to notice that the vowel is *e* instead of *i*. Do not say, "What is the inter*e*st of ten dollars?" but leave the vowel of the last syllable elegantly indefinite.

The adjective *delicate*, and many others ending in *ate*, should not be pronounced with the *a* distinctly long. Some orthoepists indicate the proper sound of this termination by *ket*. It seems to be unwise to hint that the sound of *e* has any place in this syllable. An obscure, or shortened *long a*,

is better. But be careful not to give the sound of *short i*, as deli-*kit*. The management of such words is a *delicate* matter, requiring a nice ear and a tutored tongue.

The word *lenient* illustrates, in the second syllable, a very large class of cases in which the *i* is essentially equivalent to indistinct *short e*. To be sure, the sound is its own and not another vowel's. The *e*, *i*, and *y*, unaccented and obscure, are not distinguishable; and any attempt to discriminate between them, in pronouncing such words, smacks of pedantry.

But, on the other hand, let us not infer that a *careless* utterance is to be encouraged. Strive for that which is correct according to the best authorities, and be clearly distinct, or *clearly obscure*, as the case may require.

COMBINED VOWELS.

Our language abounds in vowel combinations, so various and peculiar, that a foreigner finds it exceedingly difficult to master them. Our own children meet with something of the same difficulty; and even children of a larger growth have not acquired a perfect familiarity with their pronunciation.

DOUBLE VOWELS.

Aa occurs in only a few words; as in the scripture names Aa-ron and Canăan, in the first of which it is equivalent to *a long* before *r*, and in the second, to *a short*.

Ee is very common in English words, and is always pronounced like a single *long e*.

Ii is never found in the same syllable.

Oo is very common. The sound of this combination is the same as that of single *o* in *move*, *prove*, &c. But in certain words ending in *d*, *k*, *t*, &c., it is shorter, like *u* in *full*. In blood and flood, it is short *u*.

The longer sound, as in *move*, should be given to *mood*, *food*, *hoof*, *roof*, *soon*, *spoon*, *whoop*, *coop*, *room*, *broom*.

The shorter sound, as in *full*, should be given to *book*, *took*, *hook*, *look*, *stook*, *shook*, *rook*, *crook*, *cook*; *good*, *hood*, *wood*, *stood*; *foot*, *wool*.

In a few words, authorities are divided; but a majority give the long sound to *hoof* and *hoop*, and the short sound to *soot* and *nook*.

In brooch, the double *o* has the sound of single *long o*, as if written *brōche*.

A few words have *o* repeated, but separated in pronunciation. Be careful not to say *coop*-erate for *co-op*-erate, *ool*-ite for *o-o*-lite, nor *Coos* for *Co-os*.

DIGRAPHS.

Our language abounds in combinations of two vowels, which at the same time represent but one sound. Hence they are improperly called *diphthongs*, which word implies a double *sound*. Webster, following Sheridan, calls these combinations *digraphs*, or double *characters*. They represent no sound dif-

ferent from those of the single vowels, and might be all thrown away, as they are in the system of phonography, without detriment to the *sounds* of the language.

Ai has the sound of long *a* in *hail, sail, gain, vain*, and most other words. In *plaid* and *raillery*, it is the same as short *a*. In *said, saith, again*, and *against*, it is sounded like short *e*. In *aisle* it is the same as long *i*, and in *certain, mountain*, and similar terminations, it has the sound of *i* short. *Ai* before *r* has been referred to under *a* before *re*.

The digraph æ, written together, is found in only a few words of Latin origin, and has the same sound which *e* would have in the same place; commonly long, sometimes short. It is often mispronounced long in *di-ær-isis, æs-thetics*, and *Dæd-alus*.

The two vowels *ae*, written separately, should not be confounded with the preceding.

They occur at the commencement of some words, but constitute separate syllables, and each has its proper sound; as in *a-e'-ri-al, a'-er-o-naut, a'-er-o-lite, a'-er-ate*, &c. But *aerie* is *ē-ry* according to Smart; *ē-ry* or *a-er-y* according to Worcester, and *a-er-y* or *ē-ry*, according to Goodrich. Better follow the analogy, and give to each letter its separate sound, *a-er-y*.

Ao, as a digraph, is found in only the word *gaol*, which is pronounced, and more commonly written, *jail*. In *a-orist, a-or-ta*, &c., the letters belong to different syllables.

Au—like *aw*—has commonly the sound of broad *a* as in *fall, call*, &c. But when this digraph is followed by *n*, it has, in most words, the sound of grave *a*, as in *star*. Such are *haunt, launch, gaunt, aunt, jaunt, flaunt, laundry, taunt*.

Paunch is pronounced by Smart like *launch*,—by Webster and Goodrich, *pawnch*, while Worcester gives it either way. *Vaunt* is pronounced to rhyme with *aunt* by Webster and Goodrich; *vawnt*, by Smart; either way by Worcester.

Saunter is pronounced by some orthoepists as if written *sawnter*, but the best authorities give it with the grave sound as in *aunt*. In the word *gauge* it is long *a*,—in *haut-boy*, and some other French syllables, it is long *o*.

Laurel is pronounced by Smart and Walker as if written with a short *o*,—*lor*-el; by Webster and Goodrich, *lawrel;* by Worcester, either way. Let us follow the *analogy*. The same may be said of *laudanum*, which Smart pronounces *lod*-anum. Worcester prefers *lawd-a-num*, as given by Webster and Goodrich.

Ay is simply long *a*, except in *quay*, which is *ke*, and in *says*, which is *sez*. In the names of the days it is indistinct, as *Sundy, Mondy*.

Ea. The most common sound of this digraph is that of long *e;* as in *meal, steal, heat*. In many other words it is short, as in *dead, head, instead*, &c. In *lead*, the verb, it is long. So also in the noun, when it signifies *tak-*

ing the direction; or an opening in the ice, or a vein in mining. In *lead*, a metal, it is short. In *deaf*, it is long or short.

In some words, as *earth*, *early*, *heard*, &c., it is like *u;* in others, before *r*, it has the sound of *ai* in *air*, as *wear*, *bear*, *pear*, *swear;* in others, that of long *a*, as *steak*, *break*, *great*. In *heart*, *hearken*, and *hearth*, it is grave *a*. Be very careful to avoid the common pronunciation of *hearth*, as if written *hurth*. It is *harth*.

Ei has a variety of sounds. Long *a* and long *e* are the most common. In *eight*, *neighbor*, *rein*, *vein*, *veil*, *heinous*, *feign*, &c., it is long *a;* in *receive*, *deceit*, *ceiling*, &c., it is long *e*. In *height* and *sleight*, it has the sound of long *i;* in *heifer*, that of short *e;* in *forfeit*, *foreign*, *surfeit*, and *sovereign*, that of short *i*. In most words with this digraph, there is not much danger of error in the pronunciation. The only words of this kind which divide good usage, are *either* and *neither*, and *leisure*. The best authorities all pronounce *ei* in *leisure* like long *e;* Goodrich and Smart at the same time allowing the *short* sound of *e* to be in good use.

In *either* and *neither*, the *ei* is like long *e*, according to Walker, Smart, and Worcester, and the first choice of Webster and Goodrich. Smart says, "Usage, as well as regularity, favors the sound of *e* long in these two words." Why, then, shall we depart from all analogy, and give to *ei* in these words the sound of *i*? Every consideration, "in such cases made and provided," favors the long established standard pronunciation of *ē-thur* and *nē-thur*. We should be tempted to call the other pronunciation, *ī-thur* and *nī-thur*, an affected singularity, but that some very worthy and honest friends have fallen into it,—probably past recovery!

Eo has the sound of long *o* in *yeoman*; long *e* in *people;* short *e* in *jeopard*, *leopard*, and *feoffer;* long *u* in *foed* and *foedal*,—written also *feud* and *feudal*. In *pigeon* it has the sound of *in*, or *on obscure;* which latter is the better, to correspond with the sound of the same digraph in the whole class of words ending in *eon*, as *surgeon*, *luncheon*, *bludgeon*, *gudgeon*.

Eu is simply long *u* as in *feud;* and *ew* is the same with a few exceptions, as *sew*, *strew*, *sewer*, in which it has the sound of long *o*.

Ey. This digraph is the equivalent, in most cases, of long *a;* as in *hey*, *they*, *obey*, *convey*, &c. But in *key* and *ley* (when it signifies *a pasture*), it is like long *e*. *Ley*, an occasional method of spelling *lye*, the lixivium of wood ashes, is pronounced *li*. In unaccented terminations, *ey* is an indistinct *y*, as in *galley*, *valley*, *money*.

Oa. This digraph is ordinarily the equivalent of long *o;* as in *coat*, *shoat*, *float*, *groan*, *moat*, *boat*, &c. A very common pronunciation shortens the *o* sound, as in many words with *o* simple,—such as *home*, *whole*. But as remarked under the vowel *o*, this pronunciation is not sustained by the best orthoepists. In *o'-a-sis* the vowels are separate.

We should, therefore, pronounce *coat* and *boat* as if written *cote*, and *bote*, with *o long;* just as we do in *coal*, *shoal*, and *foal*.

In *broad* and *groat*, the sound is that of *aw*. The last word, *groat*, is often mispronounced *grote* or *grot*. It should be *grawt*.

Œ. This double character, like *æ*, is rarely found, and is pronounced as single *e* would be in its place. It is long in *fœtus* and *œsophagus*, and short in *assafœtida*.

DIPHTHONGS.

A diphthong, properly so called, is a combination of two vowels, having a combined or double sound; that is, a sound made up, so to speak, of the elements of the separate vowels. The *digraphs* which have been already considered, are called, by some writers, *improper* diphthongs. In strictness of speech, they are *improperly* so called. Very good usage, however, still allows the expression in this broader sense. The true diphthongs are but few.

Ou. The combination *ou* is sometimes a *digraph* and sometimes a *diphthong*. In the words *four*, *pour*, *course*, *source*, and their similars, it has the simple sound of long *o*. Be careful not to give to it, in such words, the *broad* sound of *o*, as in *corse*, *remorse*, &c.

Again, it has in many words the sound of *oo;* as in *soup*, *route*, *croup*, *tour*, *surtout*, *your*, and many other words, most of them of French origin.

It has the sound of short *u* in many words; as in *couple*, *double*, *courage*, *nourish*, *rough*, *touch*, *young*, &c.

It has the sound of *aw* in *cough*, *trough*, *bought*, *sought*, *thought*, and their similars; and the sound of *full u* in *could*, *would*, and *should*. Thus far, the *ou* is only a *digraph*, with the sounds of different single vowels.

As a *diphthong*, its proper double sound is heard in *round*, *bound*, *sound*, *ground*, *found*, *mound*, *wound*, *our*, *sour*, *south*, *mouth*, &c.

The elements of this diphthong are discovered, by a slow utterance, to be the sound of Italian or broad *a*, terminating in that of *oo;* equivalent to *a-oo* rapidly uttered. Others conceive the initial sound to be that of short *u* in *up*, or of broad *o* in *or*. But whatever may be the better analytic representation of the sound, the sound itself is not easily mistaken. There is, however, instead of the standard sound, a vulgar mis-utterance, very often heard in certain regions of country, and sometimes among persons who ought to show better training. This false pronunciation prefixes the sound of short *a* to the proper diphthong, making a *most improper triphthong*; thus *raound*, *faound*, *aour;* and the same in words which have the equivalent *ow*, as *caow*, *haow*, *naow*. I have too much regard for New England intelligence to call this a *Yankee* sound; but I am sorry to acknowledge that some Yankee families, even in Maine, are addicted to this vulgarism. Will not teachers take especial pains to banish it from their schools?

There is one word in the language in regard to which there is a division

among the best authorities. I refer to *wound*. Similar in spelling and origin to the large class of words, *bound, sound, ground*, &c., it *ought* to be pronounced like them, if there is any virtue in analogy, or any desirableness in uniformity. These principles, to be sure, can avail but little against *usage*, once thoroughly established. But when usage is *divided*, so nearly equally as in this case, the principle of uniformity asserts its right to be regarded. Worcester gives both modes as correct, preferring the French sound, *woond*. Goodrich gives both as correct, but prefers the Saxon sound, *wound*. Smart prefers *woond*. Walker styles the French pronunciation "a capricious novelty," that "ought to be entirely banished," and ascribes its retention in common use to a *want of courage!* We are happy to know that the number of *courageous* persons has greatly increased since Walker's day.

A difficulty is often experienced in the pronunciation of words of foreign origin. Even persons who are familiar with the language from which a word is derived, and who know how it is pronounced in that language, are not always sure whether the foreign pronunciation should be retained in our own. Many of these words are in a transition state; are laying off their foreign aspect, and are putting on English airs. Others have obtained a home with us in their foreign dress, and are good citizens notwithstanding their *brogue*. Take, for example, the word *route*. As a French word, the pronunciation is *root*. It has, however, been fully adopted into our language, and is pronounced *root* or *rowt*, with about equal authority.

We have another word *rout*, signifying a *rabble*, or *crowd*. This is of Northern origin, and has the Saxon sound, *rowt*. The word *rout*, a *defeat*, is still different. It has its origin in the French, but is completely anglicised in its pronunciation. In the expression, *en route*, where the French preposition is retained, the phrase should have the French sound. And while this same French sound is, by many persons, given to the word in its ordinary use in the English sentence, I am inclined to adopt the more common English pronunciation, and say, "By which route (*rout*) did you come to the city?" In regard to many words occupying a similar position in our language, usage has settled the question of pronunciation, one way or the other. In regard to others, usage is divided. These remarks apply to other combinations, as well as to *ou*.

Thus, *bout* and *rout* are fully anglicised. *Tour, surtout, routine, rouge, bourse*, &c., are fully adopted with their French sounds. *Pour, poultry*, and *poultice* give to *ou* the sound of long *o*. *Route, suite*, &c., may be pronounced in full French, thus, *root* and *sweet*, or may be anglicised into *rout* and *suit*.

Ow. This combination, as a diphthong, has the sound of *ow* in *round*, as *down, town*, &c. But in many words it is only a digraph, with the long sound of the vowel *o*, *snow, blow, low*.

The greatest practical difficulty is with words which are spelled alike and pronounced differently; as *low*, which is *lo* or *lou*, according to its significa-

tion; *mow*, which is *mo* or *mou; sow*, which is *so* or *sou*. *Lower* is *lo-er* or *lou-er; show-er*, one who shows, or *shour*, a sudden rain.

Oi. This diphthong, in proper English words, as *toil, soil, foil*, &c., contains the elementary sounds of *o* short or broad, and *i* short, and is our best illustration of a true diphthong. *Oy* is the same thing, as in *boy, joy, alloy*, &c.

There is an exceptional sound of *oi* in the word *choir*, in which the vowel element is long *i*. There are also some French syllables which retain their foreign sound, or an approximation to it, as *reservoir* (*vwor*), *escritoir* (*twor*).

The word *buoy* is very often mispronounced. Sailors commonly make the *u* silent, and pronounce it as if written *boy*. Some blundering land-lubbers pronounce it *boo-y*. *Boo!* It should be *bwoy*.

A very common mispronunciation of *oil, soil, spoil*, and their like, is heard now and then among our older people. It was the common pronunciation of an earlier day. Ludicrous mistakes sometimes grow out of the attempt to avoid these errors. We once heard a gentleman, on some public occasion, request those who stood in the *oil* (aisle) to be seated!

A similar effort to escape an error is noticed in persons who pronounce the word *violate* and *violent*, as if *voi-o-late* and *voi-o-lent*. So *spo-li-a-tion* is sometimes mispronounced *spoil-a-tion*.

Ia is a diphthong in a proper sense, although the initial element assumes a consonant sound, like *y*, as in *filial, fustian*, &c.

The same is true of *io* in *onion, minion, question*, &c. *Tion* and *sion* are simply *shun*.

Ie, like *ei*, is a digraph, and ordinarily a simple long *e*. But in the termination of monosyllables it is long *i*, and in *friend* it is short *e*. In other words, the *e* is silent, as *lie, die, hie, fie, pie*, &c.

Ua, ue, ui, uy. *U*, in these combinations, has the force of *w*, when not silent. In the one case, they may be called *diphthongs*, in the other they are *digraphs*. They are diphthongs in *suasion, desuetude, anguish*, &c. But in most words, one of the letters is silent, as in *guaranty, guest, guide*. In the end of a word after *g*, both letters are silent, but render the *g* hard, as *catalogue, rogue, brogue*. *Ue* terminal is simply long *u*, as *virtue, sue, due*. *Uy* is simply *y*, as in *buy*.

TRIPHTHONGS.

A few syllables have three vowels in combination; as *eau, ieu, œu*. These are French combinations, and in some words retain the French sounds. *Eau* is like long *o;* as *beau, flambeau, bureau*. In *beautiful*, we depart from the French, and say *bū*.

Here, as in so many other cases, we may notice the triumph of usage over consistency. The word *Beaufort*, the name of seven places in the world, is pronounced *Bo'-fore*, except in the Carolinas, where it is *Bu-fort*, according to local usage. A lady objecting that it was very inconsistent to say Beau-

fort (bu), and Beauregard (bo), was reminded that she was guilty of the same inconsistency in speaking of her *leau*tiful *beau*.

THE CONSONANTS.

The consonant characters in our language are more numerous than the vowel characters; but the sounds represented by each are less numerous.

Each consonant character may be said to have its standard, or proper sound, but most of them have some varieties which render them liable to mispronunciation.

In this brief treatment of the consonants, the aim will be to take up the most practical points; not attempting to make an exhaustive explanation of their formation by the organs of speech, nor to give the various classifications of which they are susceptible. To do this, would require a space much larger than is now at command.

Called *con*sonants because they can be fully sounded only *with a vowel*, they have also certain designations to indicate the organs which are specially concerned in forming them. Thus those which are formed by the pressure of the tongue against the teeth are called *dentals*, or more fully, *lingua-dentals*, as *d* and *t*; *labials*, as *p*, *b*, and *m*, because made with the lips; *labio dentals*, as *f* and *v*, because the lips and tongue are both concerned in their formation; *palatal*, as *ch*, *sh*, and *j*, because formed against the palate, or roof of the mouth; and *guttural*, as *g hard*, and *r*, because formed in the *guttur*, or throat.

A more familiar and general division of the consonants is that of *mutes* and *semi-vowels;* the former being wholly without vocal sound of themselves, as *t* and *p;* and the latter being partially vocal without a vowel, as *l* and *r*.

B.

This letter presents little practical difficulty. It is generally silent after *m* and before *t;* as in *plumb*, *comb*, *doubt*, &c. In *succumb*, the final *b* should be sounded, contrary to the common practice.

In *subtle* it is silent, and in *subtile* also when it means *acute*, *cunning*, &c.; but when it means *thin* or *rare*, like *ether*, it has its proper sound; as also in words compounded of *subter*, as *subterfuge*.

C.

This letter, as a single consonant, seems wholly unnecessary, being always the equivalent either of *s* or *k*. Young persons have some trouble with it. Most difficulties will be avoided by observing the simple rule to pronounce it hard before *a*, *o*, and *u;* and soft before *e*, *i*, and *y*, with a few exceptions, as *sceptic*, *sceptical*, *scepticism*, and *scirrhus*, where it is hard.

Before *ia*, *io*, *ea*, *eous*, &c., it has ordinarily, in *combination with the following vowel*, the sound of *sh*, as *artificial*, *ocean*, *social*, &c. Again, in some words it has the same sound of *sh*, *without* combining the vowel sound; as *o-ce-an-ic*,

ceta'-ce-a, so-ci-a-ble, &c. In the last word, good usage is divided between the two methods, *so-sha-bl* and *so-shĭ-a-bl*.

In *calce-ate* and *calci-um*, the *c* preserves its soft sound.

In the word *pronunciation*, authorities are pretty equally divided in the manner of pronouncing the syllable *ci*. Webster, Goodrich, and Smart pronounce it *sĕ;* Walker and Worcester, *shĕ*. The former method is the *easier* and somewhat better authorized. The latter is more in accordance with analogy. We say enun-*shi*-a-tion and asso-*shi*-a-tion.

In the word *discern* and its derivatives, the *c* harmonizes with the *s*, both taking the sound of *z*.

In *suffice*, and the verb *sacrifice*, *c* is sounded like *z*. So also in the *noun sacrifice*, by all the best authorities except Smart, who pronounces it *sacrifise*.

In the word *indict* (indīte) and its derivatives, the *c* is silent and the *i* is long. In *interdict*, it has its hard sound with *i* short.

Before *r* and *l*, and in the termination of words and syllables, *c* is hard. When terminal *c* of one word, by the addition of a syllable, comes before *i* in forming a derivative, it is changed from hard to soft; as *em-pir'-ic*, *em-pir'-i-cism* (*sism.*).

CH.

With *h*, this consonant becomes a digraph, both letters losing their proper sound. But instead of one sound in all cases, this double character represents three; the hard, as in *chemist*, *christian;* the medium, as in *church*, *child;* the soft, as in *machine*, *charade*, *Blanche*. The first may be called, for convenience, the *classical ch*, the second, the *English*, and the last, the *French*. A knowledge of the origin of words will *assist* one in determining the sound of this digraph. But the origin is not a *sure* index of the sound. For example, while *chemistry*, *alchemy*, *anarchy*, *chaos*, *chorus*, and most other words from the Greek and other ancient languages, have the *ch* hard, *cherub*, *charity* and *charter*, of the same origin, have the *medium* sound, as in *church*.

So the word *arch*, from the Latin *arcus*, a bow, has the *medium;* and the syllable *arch*, from the Greek *archos*, has the same *church* sound when it precedes an English word, as *arch-bishop*, *arch-deacon;* but when it is a component part of a word beginning with a vowel, and wholly of foreign origin, it is hard; as *arch-angel*, *archipelago*. Again, in the French word *chivalry*, the *ch* has assumed, in the usage of many persons, the English sound. The weight of authority, however, is in favor of the soft sound,—*shiv'-al-ry*.

There is so much liability to a wrong pronunciation of words containing this digraph, that it will be safe to arrange some of the most easily mispronounced under their appropriate sounds.

Ch has the sound of *k* in cham'-eon, chime'ra, chirography, chyle, chyme, conch, hemi-stich, distich, machination, architect, archipelago, archive, architrave, archaism, arch-angel, schedule, cham (a ruler), charta (*magna*

karta), chal'cedony, Chaldee,—and scripture names generally,—châldron or chăldron; and in all cases before *r*, as *chrome*. It has the medium, or *church* sound, in arch-butler, arch-apostate, and most other cases where the syllable is a prefix to English words.

The word cherub, although of Hebrew origin, has the English or medium sound. In the great majority of common words, *ch* has the same sound, as chart, cheer, chink, chilly, choke, chub.

It has the soft, or French sound, in champagne', champaign', chap'eau, chaise, chap'eron, chagrin', charade', char'latan, chasseur', chef-dœuvre, (*shă-doovr'*), chemise, chemisette, chevalier, chi-ca'-nery.

Ch is silent in *schism*, *yacht* (yot), and *drachm*. But in the classical form *drăch'mă*, it is hard. In some names of towns, *ch* has a colloquial sound of *j* or soft *g*, as *Norwich* and *Woolwich*, pronounced *Norrige* and *Woolige*. Sandwich, also, both as a proper and a common name, is often pronounced *Sandwij*. Worcester and Smart approve this pronunciation of *sandwij*. Webster and Goodrich pronounce it as it is spelled, with *ch* medium.

SCH.

In this combination the *ch* is sometimes silent, as in *schism* (sism); sometimes hard like *k*, as in *schedule*, *scheme*, *scholar*; and sometimes soft, as in *schist*, *schorl*, &c.

D.

This consonant is one of the least difficult to manage. Its normal, or standard sound, is not often lost by combination. It sometimes passes into its related sound *t*, as in the participle of *perplex*, *confess*, and their similars; thus *confessed* is the exact equivalent of *confest*. But when any of these words sound the *ed* separately, the *d* sound is restored; as confess*ed*-ly. So *blessed*,—*blest*,—used as an adjective, becomes *bless-ed*.

And this reminds us that *ed*, which should have been noticed under silent *e*, escaped discussion there. In the earlier poets, it will be noticed that the rule was to pronounce the *ed* as a separate syllable,—the *exception* made it coalesce with the preceding. So that when Milton, for example, wished to make but two syllables of such a word as *re-ceived*, he left out the *e*, thus *re-ceiv'd*. Otherwise, the reader of that time would have pronounced it as a word of three syllables, *re-ceiv-ed* On the other hand, the poet of the present day who wishes, for the sake of his measure, to make a separate syllable of the *ed*, must mark it with a diæresis or an accent,—thus "Who hath our report *believëd*," or *believèd*.

But without any marking, we understand that certain words, used as participial adjectives, separate the *ed*; used as verbs or participles proper, they do not separate the *ed*. Thus, my *be-lov-ed* son was much *be-loved*. He *blessed* the *bless-ed* boy. The *learn-ed* man *learned* the great truth.

It was maintained, some years since, that the old style of making a separate syllable of *ed* should be still observed in reading the scriptures. This was merely a *notion;* growing, doubtless, out of a reluctance to subject the sacred volume to the innovation which had crept into everyday use. The same feeling delayed the suppression of *u* in the word Savior, long after it had been dropped from all similar terminations.

F.

This letter presents no difficulty. In the preposition *of*, it has the sound of *v*. In the compounds *whereof* and *thereof*, it retains the full sound of *f*, as in *off*. It is a very common error to pronounce these words where*ov* and there*ov*.

G.

G is hard before *a*, *o*, and *u*, except in *gaol*, and soft in most words before *e*, *i*, and *y*. The exceptions are mostly Saxon words, such as *get*, *give*, *beget*, *begin*, *gear*, *geese*, *gimlet*, *gimp*, *gig*, *girl*, *giggle*, *gibber*, *gibbous*, *hoggish*, *foggy*, *shaggy*, &c., &c. Most of these words are very common, and not very liable to be mispronounced. In gill (a measure), it is soft; in gill (of a fish), hard.

GN.

Gn at the end or beginning of a word has *g* silent, as gnash, gnaw, gnat, resign, malign, reign, oppugn, impugn, campaign, &c. But it should be noticed that many words, formed from these by an additional syllable, sound the *g*, as *resig-na-tion*, *desig-na-tion*, *malig-ni-ty*. *Assig-na tion* has the *g* hard, while in *assign-ment* it is silent. Be careful to *sound* the *g* in *rec'ognize* and *physiog'-nomy*.

NG.

This nasal element, found at the end of syllables only, has a sound of its own, not liable to error in the pronunciation, in words of one syllable, as *sing*, *bring*, *hung*, *rung*. But in the end of words of more than one syllable, it is very commonly mispronounced as simple *n*. Thus many persons say stock*in* for stock*ing*, sing*in* for sing*ing*, hang*in* for hang*ing*, and so through the whole catalogue. Teachers have no single difficulty so hard to overcome in their pupils' reading.

Ng has another peculiarity in taking to itself, in some words, the force of *ngg;* thus, while in *sing-er* it has only its legitimate force, in *finger* it is the equivalent of *ngg,—fing-ger*. So the higher degrees of *long* are pronounced as if written *long-ger*, *long-gest*. Very few words with *ng* in this position are liable to be mispronounced. Clangor should be pronounced *clang-gor*, sanguine, *sang-guine*. Unguent is *ung-guent* by Worcester and Smart, *un-guent* by Webster and Goodrich.

There are some other words in which the simple *n* takes the sound of *ng;*

as concord, *cong-cord*; concrete, *cong-crete*; anchor, *ang-chor*; banquet, *bang-quet*; gangrene, *gang-grene*; vanquish, *vang-quish*; and handkerchief is *hang-kerchief*. This list should be very carefully studied. Do not say *con*-cord, *ban*-quet, *gan*-grene, &c. There is some authority for *con*-crete.

Gh, at the beginning of words, is simply hard *g*, as *gherkin*, *ghost*, &c. In the end of words it is silent, or by a few exceptions, like *f*. These are common words, not often mispronounced. The one word trough (*trawf*), is strangely mispronounced *trawth*. In the unusual words *hough*, *lough*, *slough*, it has the sound of *k*,—*hok*, *lok*, *slok*. Slough is *sluf*, meaning a cast-off portion of dead skin or flesh; *slow*, a quagmire.

H.

This character presents only the difficulty of determining when it is silent, and when sounded as an aspirate or breathing.

Usage is divided in regard to the words *humor*, *humble*, *hostler*, with a tendency towards the *sounding* of *h*. In *herb*, all the American authorities make the *h silent*, (*erb*); Smart sounds it (*herb*). So of *herbage*. But all agree in sounding it in the derivatives, *herbarium*, *herbal*, *herbaceous*, *herbiverous*, *herbist*, &c. In the common words, hour, heir, honor, honest, nobody is likely to err.

WH.

The very common habit of suppressing the sound of *h* in this combination requires special notice. Be careful not to pronounce wheat, *weat*; which, *witch*; when, *wen*; where, *ware*, &c. Let the aspirate *breathe through* the *w*. Will every teacher strive to correct this vulgarism so common among the children—and other persons?

Another vulgar omission of *h* should be avoided in the words shrill, shroud, shrink, shrewd, shrub. Do *not* say *srill*, *sroud*, *srink*, *srub*, &c.

RH.

In this combination, *h* could not be easily sounded, and is always silent, as in Rhoda, rhapsody, rheumatism, rhyme.

TH.

Th, in some words, is often mispronounced. In the one word *thyme* it is like *t* (time), by all the authorities, save Webster, who pronounces it as it is spelled. In other words, it has the close sound as in *think*, or the open or vocal sound as in *this*, *thine*, *with*.

The addition of *s* or *e* commonly opens the sound, as path, lath, *paths*, *laths*, breath, breathe, wreath, wreathe. But this rule is not universal.

Give the sound as in *both*, to the following words: truths (not *truthes*), herewith, therewith, withe, withes, scath, loath, loth, hĕather, ether, youth, youths, sooth, troth, betroth, betrŏthed, not *betrōthed*, southward, northward, oath.

Give the open, or vocal sound, as in *with* and *wreathe*, to beneath (very commonly mispronounced), bequeathe, either, soothe, loathsome, loathe, blithe, lithe, southerly, northerly, oaths, booth, booths, southing.

The verb *scăth*, with the close sound of *th*, and the *a* short, rhymes with *hath*. The imperfect tense and the participles correspond, *scăthing, scăthed*. A very common usage makes a verb *scathe*, rhyming with *lathe;* the imperfect and participle would, of course, correspond. But the verb, in this form, has not the support of highest authorities.

J.

J has no difficulties. In the word hallelujah, it is sounded like *y*.

K.

K is a simple sound not liable to mispronunciation. It is silent before *n*, as in knee, Knox, know.

L.

L is so often silent that it requires notice. While it is silent in psălm, bălm, pălm, it is sounded in some of their derivatives. Thus pal-ma-ry is approved by all the American authorities; psalmodic and psalmodist are *sal-mod-ic*, &c., by all authorities; psalmist is *săm-ist* by Webster and Goodrich, and sal-mist or să-mist by Worcester. Psalmody is *sal*-mody by Smart and Worcester, and să-mody *or* sal-mody by Goodrich. *Falcon* is *fawkn* by most authorities. Goodrich says *fal*-con or *faw-kn*.

MN.

These letters are among the most easily managed. M is silent in the old forms *accomptant* and *comptroller*, now written accountant and controller.

The peculiarity of *n* when it stands before *g*, and in a few other cases, has been already discussed. At the end of a word after *m*, it is silent. But when another syllable is added, it becomes audible; as solemn, solemnize, autumn, autumnal, limn, lim-ner, contemn, contem-ner, condemn, condemning, damn, damning. Hymn makes *hym-ning* or *him-ing*. Smart approves the latter in colloquial use, and the former in solemn style. Worcester gives either way, and Goodrich the latter.

P.

This consonant is silent in a few words, as psalmist, pthisic, phthisis. This last word is pronounced *thi-sis* by Webster and Goodrich; *ti-sis* by Smart; either way by Worcester.

PH.

Ph is like *f*, save in the word Stephen, where it is *v*, and in nephew, which is pronounced in England, *nev-you*, but more commonly in America, *nef-you*.

Q.

This letter, always taken with *u*, has two modes of pronunciation. In words of Latin and Saxon origin, and some of the French, it has the sound of *kw*, as quart, *kwart;* queen, *kween*.

In a few French words it is simple *k*, as etiquette, mosque, liquor. In quoin it is either *kwoin* or *koin;* in quoit it is *kwoit*, not *kwate*, as the boys commonly pronounce it.

Quoth has been sometimes pronounced *kōth*, now *kwōth*.

The principal difficulty in pronouncing words commencing with *qu*, is with the vowel *a* following. We have *quāker*, *quăckery*, *quadrant*, (kwod), *quârt*, *squâll*. Do not say *quălity* and *quădruped*, but *kwolity* and *kwodruped*.

Quantum is *kwŏntum*. But in the phrases, *quăn'tum suf'ficit*, &c., it has the *short a* sound.

Quash is *kwosh*. Qua-ternian is not *kwor* nor *kwā*, but an indistinct or shortened sound of long *a*.

R.

This letter has a rough sound when it precedes a vowel, and a smooth sound when it follows a vowel. In *rat* it is rough, in *tar* it is smooth, and still smoother when the syllable is not accented. The word *runner* will illustrate the point. There are two opposite errors in pronouncing this letter: one trills it too much, the other leaves it silent. The latter is the more common. Such words as morning and farther are mispronounced *mawn*ing, fa'theh. Horse is *hawse* or *hos*, nurse is *nuss*, mister is mis*teh*. This is a very vulgar and unfortunate error.

Many persons, on the other hand, in correcting this error of omission, commit another equally bad, in the harsh and excessive trill. A few words have a peculiar doubling of the *r* sound when it occurs between two vowels, as in *adhēr-ring*, *trans-pār-rent*, *pōr-ring*, *desīr-rous*. Do *not* say, ad-hē-ring, trans-pa-rent, po-ring, de-si-rous. American usage differs from the English in some of these cases. We say, se-rious, to-ry, and pi-rate, while the English, according to Smart, say, sēr-rious, tōr-ry, pīr-rate,—doubling the sound of *r*.

S.

This letter has two sounds, the hard or hissing sound, as in *bliss*, *sin*, *sound;* and the soft, or vocal, like *z*, as in *his*, *wise*, *dissolve*.

Some words, when used as nouns or adjectives, have the hard sound,—when as verbs, the *z* sound. Thus *use*, *abuse*, *grease*, *house*, *close*, *diffuse*, change the sound of hard *s* to that of *z* when used as verbs; he *uzed* or *abuzed* or *houzed* his cattle, and *greazed* his wheels.

S becomes *sh*, in sound, in the termination *sion* and *sure*, preceded by a consonant. Preceded by a vowel, the *s* in these endings has often the sound of *zh*, as *adhesion*, *pleasure*.

There is liability to error in comparatively few of these cases, except in the syllable *dis*.

Pronounce the following words with the sound of *z*:

resolve,	dissolve,	disdain,	greasy,
result,	discern,	nasal,	reside,
disguise,	resent,	disease,	dishonor.

Re-sent and *re*-solved, meaning sent again, or solved again, have the *s* hard.

Terminations of nouns and verbs in *ise* sound the *s* like *z* in most cases. Promise, mortise, treatise, and paradise are exceptions. Be careful not to say *paradize*, a common error.

In a large class of words commencing with *dis*, the authorities are divided in the sound of *s*.

Smart and Worcester say	Webster and Goodrich say
diz-able.	*dis*-able.
diz-band.	*dis*-band.
diz-burden.	*dis*-burden.
diz-burse.	*dis*-burse.
diz-grace.	*dis*-grace.
diz-miss.	*dis*-miss.
diz-may.	*dis*-may.
diz-mount.	*dis*-mount.
diz-order.	*dis*-order.
diz-own.	*dis*-own.
diz-robe.	*dis*-robe.

The usage is so equally divided in the pronunciation of the above words, that either may be adopted without charge of impropriety.

V.

This letter is remarkable as having only one sound. It is never silent.

W.

W is a consonant at the beginning of words when not silent, as it is in *who*, *whose*, *whole*, &c. When *w* is followed by *h*, the aspirate seems to *pervade* the *w* sound, rather than to follow or precede it, as *which*, *what*, &c. As a vowel at the end of a syllable, *w* is itself silent; sometimes modifying the sound of the preceding vowel, as *plo-w*, *plow*; *la-w*, *law*. In *sword*, the *w* is silent according to most authorities; Goodrich gives it both ways.

T.

This consonant has but few difficulties. Before *ie*, *ia*, *io*, it often has the sound of *sh*. Be careful *not* to give it this sound before *eous*, in such words as *beauteous*, *plenteous*, *bounteous*, *lacteous*, and before *ous*, as in *covetous*. Do *not* say boun-*che*-ous, cov-e-*chus*, beau-*che*-ous.

Another important caution. Do *not* sound the *t* in *often* and *soften*;—omit the *e* also; making the pronunciation *of'n*, *sof'n*. Many persons are particular to *sound* the *t*, as if the omission were wrong. The common usage, in this case, happens to be right.

X.

This consonant has a double sound, like *ks* or *gz*, except at the beginning of words, when it is like *z* alone. Before *io*, and in a few other cases, it has

the sound of *ksh*. There is not much danger of mispronouncing this letter. Be careful to give it the sound *gz* when followed by an accented vowel, or silent *h*, as *exemplary*, *exhalation*, &c.

z.

This letter is very simple and uniform in its sound, being softened into *zh* before a vowel in some words.

The consonants need a great deal of practice, especially when they occur in certain combinations, to utter them distinctly and with ease. Teachers cannot dwell upon them too much with their reading classes.

ACCENTUATION.

We come now to the other grand division of this subject of pronunciation. The errors of *accentuation* in reading and speaking are quite as numerous as those which occur in sounding the letters, and perhaps more obvious. We are under the necessity of treating this department of the subject very briefly.

In the following list of words, the accentuation given in the first column is *correct*, according to all our best recent authorities, Webster, Worcester, Goodrich, and Smart. That of the second column is *wrong*, although, in most cases, quite common, and in a few instances, authorized by Walker or some of the earlier orthoepists.

RIGHT.	WRONG.
ac-cep′-table.	ac′-cep-ta-ble.
ac′-ces-so-ry.	ac-ces′-so-ry.
a-dult′.	ad′-ult.
ad-dress′.	ad′-dress.
al-ly′, al-lies′.	al′-ly, al′-lies.
a-cu′-men.	ac′-u-men.
a-sy′-lum.	as′-y-lum.
a-nem′-o-ne.	an-e-mo′-ne.
an-tip′-o-des.	an′-ti-podes.
an-tith′-e-sis.	an-ti-the′-sis.
ap-o-the′-o-sis.	ap-o-the-o′-sis.

RIGHT.	WRONG.
ar-o′-ma.	ar -o-ma.
ar′-ti-san.	ar-ti-san′.
as-pir′-ant.	as′-pi-rant.
bi-tu′-men.	bit′-u-men.
brig′-and.	brig-and′.
blas′-phe mous.	blas-phe′-mous.
bro′-gan.	bro-gan′.
ca-price′ (prēs).	cap′-rice.
chas′-tise-ment.	chas-tise′-ment.
con′-strue.	con-strue′.
con′-ver-sant.	con-ver′-sant.
des′-ul-to-ry.	de-sul′-to-ry.
des′ ig-nate.	de-sig′-nate.
de-spite′.	des′-pite.
em-py-re′-an.	em-pyr′-e-an, Wr., al
e-nerv′-ate.	en′-er-vate.
ex′-em-pla-ry.	ex-em′-pla-ry.
ex′-pi-a-to-ry.	ex-pi-a′-to-ry.
ex-po′-nent.	ex′-po-nent.
ex-po-se′ (sa′).	ex-pose′.
ex′-qui-site.	ex-quis′-ite.
ex-tem′-po-re.	ex-tem′-pore.
fan-at′-ic.	fan′-a-tic.
frag′-ment-a-ry.	frag-men′-ta-ry.
fre-quent′-ed.	fre′-quent-ed.
ho-mo-ge′-ne-ous.	ho-mo-ge-ne -ous.
hy-me-ne′-al.	hy-me′-ne-al.
hy-per-bo′ re-an.	hy-per-bo-re′-an.
in′-di-ces.	in di′-ces.
in-dis′-pu-ta-ble.	in-dis-put′-a-ble.
in′-fan-tile.	in-fan′-tile.
in-fer′-a-ble, in-fer′-ri-ble.	in′-fer-a-ble.
il-lus′-trate.	il′-lus-trate.
in′-dus-try.	in dus′-try.
in′-ter-est-ing.	in-ter est′-ing.
in′-ven-to-ry.	in-ven -to-ry.
in-qui′-ry.	in′-qui-ry.
ly-ce′-um.	ly′-ce-um.
mau-so-le′um.	mau-so -le-um.
mol-yb-de′num.	mo-lyb′-de-num.
mis′-chiev-ous.	mis-chiev′-ous
mon′-as-ter-y.	mo-nas′-ter-y.

RIGHT.	WRONG.
ob′-li-ga-to-ry.	ob-lig′-a-to-ry.
o-mē′-ga or *o-mĕg′-a.*	o′-me-ga.
or′-de-al.	or-de′-al.
per′emp-to-ry.	pe-remp′-to-ry.
pi-ăn′-ist.	pi′-a-nist.
pro′-gramme.	pro-gram′-me.
pro-te-ge′, (tā-zhā).	pro′ tē-gē.
pu′-is-sant.	pu-is′-sant.
plat′-i-na.	pla-ti′-na (tee).
por-tent′.	por′-tent.
pŏst′-hu-mous.	pōst-hu′-mous.
re-cep′-ta-cle.	rec′ cep-ta-cle.
re-cess′.	re′-cess.
rec′og-nize.	re-cog′-nize, rec′-(on)-nize.
re-dan′.	re -dan.
rè-su-mè, (**rā-soo-mā**).	re-sume .
sag′-it-tal.	sa-git′-tal.
so-no′ rous.	sc -no-rous.
ter′-giv-er-sate.	ter-giv′-er-sate.
tōw′ard.	to-wârd′.
u-ten′-sil.	u′-ten-sil.
va-ga′ry.	va′-ga-ry.
va′-ri-e-gate.	va-rī-e-gate.
wĭnd′pipe.	wīnd′-pipe.
wroth, *wrawth.*	wrōth, wrŏth.

LIST OF WORDS

IN WHICH GOOD AUTHORITIES DIFFER.

I have given, in the first column, what *appears* to me to be the better pronunciation. But it should be remarked that the preference, in some of these instances, is very slight. It will be seen that this preference is not given to the entire pronunciation of either Webster or Worcester. Nor should it be expected. The stoutest advocates of the general pronunciation of either of these authors have occasion, in many instances, to adopt the method of the other, in particular words or classes of words. Desirable as entire uniformity is, it is not at present attainable. Those who pronounce the following words according to either of the methods given, may claim to be correct. *Pr.* is a contraction of *prefers; al.* of *allows* or *allowed.*

ACCENTUATION OF WORDS IN WHICH GOOD AUTHORITIES DIFFER.

ab·do′·men, S., Wr.	ab-do′men or ab′-do men, G.
ab′-di-ca-tive, S., Wr.	ab′-di-ca-tive or ab·dic′-a-tive, G.
ab-stract′-ly, S.	ab′-stract-ly or ab-stract′-ly, Wb., Wr., G
ac·cess′, S.	ac-cess′ or ac′-cess, Wr., G.
ac′-er-ose, Wb., G.	ac-er-ose′, S., Wr.
a-ce′·tic, Wb., G.	a-cet′-ic, S., Wr.
ach′-ro·matic, Wr., G.	a′-chro-matic, S.
ad′-i-pose, G., Sm.	ad-i-pose′, Wr.
ad′ ju-vant, S., Wr.	ad-ju′-vant, Wb., G.
ad-verse′-ly, Wr.	ad′-verse-ly, S., Wb., G.
ad′-ver-tise, S.	ad-ver-tise′, Wb., G., (Wr., either).
ad-ver′·tise-ment, S., Wb., G.	ad-ver-tise′-ment, Wr , (or ver′).
ag-gran′-dize·ment (or ag′,) G., Wr.	ag′-gran-dize-ment, S.
al-tern′-ate, S.	al′-tern-ate, G., (Wr., either).
al′-ve-ō-lar, S., Wb., G.	al-ve′-o·lar, Wr., (not al-ve o′-lar).
am-bus-cade′, S., Wr.	am′-bus-cade, Wb., G.
an-ces′ tral, Wb., Gd.	an′-ces-tral, S., Wr.
ar′-is-to-crat, S., Gd. pr.	a-ris′-to-crat, Wr. pr.
ban′-ian (yan), Wb., G.	ban-ian′, S., Wr.
bī′-son, Wb., G., Wr. pr.	bis′-on (biz′-un), S.
bou-quet′ (boo-kà), Wb., G., Wr. pr.	bou′-quet (boŏ-ka), S.
cāis′-son, S., Gd.	cais-son′ (ka-soon), Wr.
cal-cīne′, S., Wr., G. pr.	cal′-cine, G., al.
car′-a-van, Wb., Gd.	car-a-van′, S., Wr.
ca-the′·dra, Wr.	cath′-e-dra, Wb., G.
car′·mīne, Wb., G.	car-mīne′, S., Wr. pr.
cav·al·cade′, S., Wr.	cav′-al-cade, Wb., G.
cel′·es·tīne, Wb., Wr., G.	ce-les′-tine, S.
chal′-ce do-ny, Wr., G.	chal·ced′-o-ny, S.
chiv′ al·ric, Wb., G. (sh)	chiv-al′-ric, S., Wr.
clim-ac′-teric, Wb., G., Wr. al.	clim-ac-ter′-ic, S., Wr. pr.
com-pen′ sate, S., Wr.	com′-pen-sate, Wb., G.
com′-plai-sance, Wb, G.	com-plai-sance′, S., Wr.
com-po′-nent, S., Wr.	com′-po-nent, Wb., G.
con′-fi-dant, Wb., G.	con-fi-dant′, S., Wr.
con-fis′-cate, S., Wr., G. pr.	con′-fis-cate, (common).
con′-ser-va·tor, S., Wr.	con·ser-va′-tor, Wb., G.
con·sis′-to-ry, Wb., G.	con′-sis-to-ry, S., Wr. pr.
con′-tents, Wb., G., Wr. al.	con-tents′, S., Wr. pr.
con′-trite, Wb., Wr., G.	con-trite′, S.
cor′-o-nal, S., Wb., G.	cor-o′-nal, Wr., (al. *cor′*).
cor-us′-cate, S., Wr.	cor′-us-cate, Wb., G.

ACCENTUATION OF WORDS IN WHICH GOOD AUTHORITIES DIFFER.

court′-e-san, Wb., G., (*curt*).	court-e-san′, S., Wr., (*curt*).
dan′-de li-on, Wb., G.	dan-de-li′-on, S., Wr.
de-co′-rus, S., G. pr.	dec′-o-rous, al. by Wr. and G.
dē-fal-ca′-tion, S. Wb., G.	dĕf-al-ca′-tion, Wr.
de-file′ (n.), Wb., G. Wr.	de′-file, S.
de-mon′-strate, S., Wr., G., pr.	dem′-on-strate, Wb., G., al.
de-pot′, (*de-pō*), Wb., G., Wr.	dā-po′, S., de′-po (none).
de-sic′-cate, S., Wr.	des′-ic-cate, G.
des′-ert (a barren).	de-sert′ (merited) and v.
des-sert′ (fruit, &c.)	des′-sert, not allowed.
de-tail′, Wb., G., Wr., pr.	de′-tail, S.
de-vas′-tate, S., Wr., pr.	dev′-as-tate, Wb., G.
dis′-count, v., G.	dis-count′, S., Wr., G., al.
dis-crep′-ance, Wb., G.	dis′-cre-pance, S., Wr.
e-le′-gi-ac, Wb., G.	el-e-gi′-ac, Wr., S.
em-bra′-sure, G., Wb.	em-bra-sure′, S., Wr., pr.
em-pir′-ic, S., Wr., pr.	em′-pir-ic, G. pr., Wr. al.
e-ne′-id, S., G., Wr., pr.	e′-ne-id, Wr. al.

En-vel-ope′, Wr. gives the simple English sounds to the syllables, with the French accent in the last. G. and S. give a French sound (ong or ăng) to the first syllable. Good common usage now gives an English accentuation as well as sound, *en-vel′-ope.*

en-vi′-rons, Wr., G. pr.	en′-vi-rons, S., Wb., G., al.
ep-i-cu′-re-an, Wb., G.	ep-i-cu-re′an, S., Wr.
ep′-och, S., Wb., G.	ep′-och or e′-poch, Wr.
ex-cīt′-ant, Wb., G., Wr., pr.	ex′-ci-tant, S.
ex-crēt′-ive, S. Wr., al.	ex′-cre-tive, Wb., G., Wr., pr.
ex-pur′-gate, S., Wr.	ex′-pur-gate, Wb., G.
ex-traor′-di-na-ry, S., Wb., G., Wr., pr.	ex-tra-or′-dinary, Wr., al.
fab′-ric, Wb., Wr., G.	fa′-bric, S.
fare-well′ (interjec. or verb).	fare -well or fare-well′, (n.) in poetry to suit the rhythm.
fe-cun′dāte, Wb., G., Wr., pr.	fec′-un-date, S., Wr., al.
fore-fa′-ther, S., Wb., G.	fore′-fa-ther, Wr., pr.
frank-in′-cense, G., pr.	frank′-in-cense, S., Wr.
fo-ray′, Wb., G., Wr., pr.	for ay, Wr., al.
free-will′ (n.) S., Wb., G.	free′-will, Wr., free′-will (a.)
gal′-lant (brave).	gal-lant′, (a beau).
hē-gī′-ra (jī), Wb., G., Wr., pr.	hĕg′-i-ra, S.
hel′-ot, S., Wr.	hē′-lot, Wb., G.
hem′-is-tich (k), S., Wb., G.	he-mis′-tich (k), Wr., al.

ACCENTUATION OF WORDS IN WHICH GOOD AUTHORITIES DIFFER.

hal-low-een′, Wr.	hal′-low-een, G.
hence-forth′, S., G.	hence′-forth (or forth′), Wr.
he-re′ si-arch (k.), Wr., G. al.	her′-e-si-arch (k.), S., G. pr.
ig-no-min′-i-ous, Wb., G., Wr.	ig-no-min′ ious (yus), S.
n′-crease (n.), S., Wr. pr.	in-crease′ (or in′), G.
in-de-co′-rus, S.	in-de-co′-rus or in-dec′-o-rous, Wr. S., G
in-im′-i-cal, Wb., G., Wr. pr.	in-im ī′-cal, S., Wr. al.
in-spīr′-a-to-ry, G. pr.	in′-spira-to-ry, Wr. pr.
in-ter′-stĭce, S.*	in′-ter-stice, Wr., G. pr.
in′-va-lid, Wb., G.	in-va-lid′ (leēd), S., Wr.
ir-re-fra′-ga-ble, G. pr.	ir-ref′-ra-ga-ble, S., Wr.
ir-ref′-u-ta-ble, G., pr.	ir-re-fu′-ta-ble, S., Wr., pr.
je-june′, Wr., Wb., G.	jej′-une, S.
le-pid′-o-lite, S., Wr. al.	lep′-id-o-lite, Wb., G.
lev′-ee, S., Wb., G., Wr.	le-vee′ (common).*
mar′-i-tal, Wb., Wr., G.	ma-ri′-tal, S.
mat-ri-ci′-dal, Wr.†	mat′-ri-ci-dal, S., Wb., G.
me′-di-ā-tor.	me-di-a′-tor.‡
mor′-phe-us, S., Wb., G.	mor′-pheus (fuse,) Wr.
nar-rāte′, S.	nar′-rate, G., Wr. pr.
offi-ci′-nal.	of-fic′-i-nal.
off′-set, Wb., Wr., G.	off-set′, S.
or′-ches-tra, Wb., G., Wr. pr.	or-ches′-tra, S.
par′a-sol, Wb., G.	par-a-sol′, S.
pe′-nult, G.	pe-nult′, S.
per-fume′ (n.).	per′-fume.‖
per-mit′ (n.), G. pr.	per′-mit, Wr. pr.
pi-an′-o-forte′ (*fort*), Wr. al.	pi-an-o-for′-te, S., G.
pleth′-or-ic, Wb., G	ple-thor′-ic, S., Wr. pr.
pres-tige′ (ēje), S., Wr. pr.	pres′-tige, Wb., G.
pre-text′, S., Wb., G., Wr. pr.	pre′-text, G., Wr. al.
prō′-ceeds or proc′-eeds, Wr.	pro-ceeds′ or pro′-ceeds, G.

* This word is oftener used in the plural than in the singular; and in the plural is more easily pronounced *in-ter′-sti-ces*, than *in′-ter-sti-ces*.

* *Lev-ee′*. In the United States, this is becoming the more usual pronunciation.

† *Mat-ri-ci′-dal*, to correspond with *pat-ri-ci′-dal*, *par-ri-ci′-dal*, *sui-ci′-dal*, &c.

‡ A very common pulpit usage accents this word on the third syllable.

‖ This word is accented on either syllable in poetry to suit the rhythm.

ACCENTUATION OF WORDS IN WHICH GOOD AUTHORITIES DIFFER.

prō′-fīle, Wr. al. (pro′-feel, S).		prō′-fĭle (or pro′-feel), G.
pro′-late, Wb., Wr., G.		pro-late′, S.
pro-lix′, S., Wr., G.		pro-lix′ or pro′-lix, Wb.
pro′-te-an, Wb., Wr., G.		pro-te′-an, S.
pro′-te-us, Wb., G., S.		pro-teus′ (tuse), Wr. pr.
pro′-test (n.), Wb., G.		prot′-est, S.
prov′-ost (ust), S., Wr., G.		prov-ost′ (*pro-vò* Fr.).
py-ri′-tēs, S., Wr., G.		pyr′-i-tēs, Walker.
quar′-an-tine (teen), S., Wb., G.		quar-an-tine′ (teen), Wr.
ra-ce′-mose, G.		ra-ce-mose′, Wr.
rec′-on-dite, Wb., G., Wr. pr.		re-con′-dite, S., Wr. al.
rec′-u-sant, S.		re-cu′-sant, Wb., G., Wr. pr.
res-er-voir′ (vwor).		res′-er-voir (common)
re-tail′-er.		re′-tail-er.
rev′-er-ie, Wb., G.		rev-er-iē′, S., Wr.
sal′-a-man-der, Wb., Wr., G.		sal-a-man′-der, S.
sa-line′, S., Wb., Wr., G.		sa′-line, Walker.
se-crē′-to-ry, S., Wr. pr.		se′-cre-to-ry, Wb., G.
she-chi′-na, Wb., G.		shech′-i-na, S.
stĕr′-e-o-type, Wr.		stē′-re-o-type, S., Wb., G.
sur′-cin-gle, Wb., G., Wr.		sur-cin′-gle, S.
tab′-leau (*lo*) S., G.		tab-leau′ (*lo*), Wr.
tab′-leaux (pl).	pron.	tab′-loze or tab′-lo.
trou′-ba-dour (*troo*), Wr., G.		trou-ba-dour′, S.
ver′-ti-go, Wb., G.		ver ti′go (*te*), S.
vin-dic′-a-tive, Wr. al.		vin′-di-cā-tive, S., Wb., G.
wâl-den′-ses, Wr., G.		wâl′-den-ses.
way′-lay, S., Wb., G.		way-lay′, Wr. al.

MISCELLANEOUS HINTS.

Bōwl, a wooden ball for rolling, is pronounced like bōwl, *a vessel*. Do not say bowling (*bouling*).

Grĭnd-stone has the *i* long and the *d* sounded, according to Wb. and G. It is *grĭnd-stone* or *grĭnd stone* by Wr., and *grĭn-stone* by S.

Hand′-some, S., Wb., G., is han(d)some by Wr.

Hau-teur′ is *ho-tur′* by Wb., S.; ho-tur′ or *ho-toor′*, Wr.; ho-tūr or *hō-taur′*, G.

Leg′-is-lā-ture and *leg′-is-lā-tive* are best authorized. *Leg-is-la′-ture* and *leg-is-la′-tive* are common, but incorrect.

Mer'-can-tile, Wr., Wb., G. *Mer-can-teel'* and *mer-can'-tile* are wrong. S. gives *i long.*

Prŭs-sian and *Rŭs-sian* have *u* short, according to the preference of S. and Wr. Goodrich allows either.

Pum'-ice, by Wb. and G., is *pū'-mice* by S. and Wr.'s preference.

Per'fect, the verb, like the noun, accents the first syllable. Very common usage accents the last syllable erroneously.

Quĭn'-ine is variously pronounced by the authorities. Wb. and G. give quī'-nīne; S., qui-nīne'; Wr., quin-īne' or quin'-īne.

Revŏlt', Wb. and G., is *re-vōlt*, by S.

Saf-fron (fron), S., Wb., G., Wr. pr.; *saf'furn*, Wr. al.

Sā-tyr, Wb., G., Wr. pr.; *Sat-yr*, S., Wr. al.

Spec'-ial-ty, not spec-ial'-ty.

Sug-gest makes the first *g* hard by Wb., G. soft by S. (*suj.*)

Ti-rāde' Wb. G., is *ti-rāde'* by S. and Wr.

Trī'-o seems to have no other sound of its first vowel but long *i*, among the orthoepists; but is commonly pronounced *tree'-o* by the musicians.

Wont, the adjective, is *wunt*. *Wōn't*, a contraction of *wolln't* (*will not*), is *wōnt;* and often, in New England, *wunt*. Do not say *woont*.

Yea is *ya* by S.; *ya* or *ye*, by Wr.; and *ye* or *ya*, by Wb., G.; a very fair case of equally divided authorities.

Li'-en is commonly pronounced *lean*, erroneously.

Stāves, as the plural of *staff*, is preferred by Wr. *Stāves* is preferred by S., Wb., and G.

Trōw should go with *go* in sound; not with *how*.

N. B. Supply the accents omitted, in printing, the following words, on pages 30, 31: ar'-o-ma—ho-mo-ge-ne'-ous—in-ven'-to-ry—mau-so'-le-um—re'-dan—re-sume'—so'-no-rous—va-'ri-e-gate; all of them in the column of *wrongly* accented words.

NOTE.

The foregoing remarks on pronunciation were prepared for use at a convention of teachers, in the hope of securing their more careful attention to a subject so much neglected in the school-room and elsewhere. With the same design they are embodied in this Appendix; not in the expectation of supplying in full a want which is felt to exist, but in the desire to awaken an interest on the subject which may lead to its more thorough investigation.

It is hardly to be expected that a labor requiring so much reference to different authorities, and the use of so many marks of accent and other characters, will be found wholly free from errors, in the preparation or in the printing. It is hoped that not many such will be found.

If these hints towards the attainment of accuracy in pronouncing our noble tongue shall lead our teachers to consult more carefully the original authorities, my object will have been accomplished. To those who have not the means of consulting the originals, I cannot recommend a more satisfactory work on this subject than the "*Manual of Spelling and Pronunciation*," by Messrs. Soule & Wheeler of Boston, which can be obtained for about $1.50. It will be found exceedingly convenient and valuable for daily reference. Much assistance has been obtained from it in preparing the foregoing lists.

SCHOOL REGULATIONS.

MANY of our larger districts are making their first experiment in grading their schools; and some of them very naturally inquire for some system of Rules and Regulations, suitable for them to adopt. I have, therefore, presented, in the following pages, the Regulations adopted by a few of our leading towns where attention has been given to this subject. They are presented without comment,—approving or disapproving; and may serve as a guide to something still better.

RULES AND REGULATIONS FOR THE SCHOOLS OF BATH.

No. 1. The school year shall begin on the last Monday in August or first Monday in September, at the discretion of the committee, and shall be divided into three terms. The first two together shall consist of twenty-six weeks, and shall be divided by a vacation of two weeks, at the time of the annual Thanksgiving. The other vacation shall be in March, two weeks. The next vacation shall be in the summer, commencing about the fourth of July, eight weeks. Christmas day, New Year's day, Washington's birth-day, the first day of May, and Fast days shall be holidays for all the schools.

There shall be three examinations in all the schools of the city, at the close of each of the terms; viz., the last of November, the first of March, and the last of June. The examination in June shall be the annual examination. These examinations shall be entirely under the direction of the Superintending School Committee, and shall be conducted either by themselves or by the teachers, at their discretion, in such a manner as to exhibit fairly the progress and attainments of the different classes in their respective studies.

It is to be understood to be the general wish of the school committee that no text books shall be used either by the pupils or teachers in the ordinary recitations of the school-room, or at the examinations, except so far as may be absolutely necessary.

No. 2. The school hours for all the schools shall be from nine o'clock, A. M. till twelve, M., and from two till five, P. M.; except Wednesdays and Saturdays, when the schools shall be in session only till noon. In the short days of the winter, from the first day of December to the first day of February, the session in the afternoon, in the primary schools, shall begin at half-past one, and close at half-past four. In all the schools, there shall be a recess, at each session, of half an hour.

No. 3. Three minutes at the high school, and five minutes at the gram-

mar schools, shall be allowed for the pupils to get their seats after the bell has been rung. At the expiration of this time the doors shall be closed, and no pupil shall enter the school-room during the opening exercises. In cases of tardiness and absence, satisfactory excuses from the parent or guardian shall be required.

No. 4. Every teacher shall be present in the school-room, morning and afternoon, at least fifteen minutes before the hour of commencing school.

No. 5. The opening exercises of all the schools, in the morning, shall commence with the reading of the sacred scriptures by the teacher and pupils, or by the teacher alone, and the use of the Lord's prayer, or some other written prayer, or an extempore prayer, at the option of the teacher.

No. 6. The teachers shall exercise a careful supervision over the conduct of their pupils in school hours, and about the school-house, and at the recess. They shall make rules to be observed about the school-house, and be held responsible for any want of neatness in or about the building.

No. 7. The teachers are especially requested to give very careful attention to the ventilation and temperature of the school-room, to the position of the pupils while sitting or standing, and to all things that pertain to the physical health and comfort of the pupils.

No. 8. It shall be the duty of the teachers to maintain a firm, yet kind and parental discipline. They are not expected to administer corporal punishment, except in cases of real necessity.

No. 9. Every teacher shall keep a register of the name, age, and date of admission of every pupil, and also the time of leaving; also, of all absences and tardiness; also, of all classes formed in the school, the name of each member of the class, the date of commencing each study, an account of the progress of each pupil, and such other items of information as may be useful and interesting.

No. 10. Any pupil absent more than ten half-days, — or if a member of the high school, and absent five half-days in any month, or more than six half-days in any term,—shall not be re-admitted to school without a written order from the superintendent or a member of the school committee; and being tardy twice shall be equivalent to a half-day's absence. No pupil shall be dismissed before the close of the session, except in case of sickness or urgent necessity, and no permanent excuse shall be granted for dismissal or tardiness, except by a special vote of the school committee.

No. 11. The principal of any school may suspend a scholar for any case of flagrant misconduct, in conformity to the laws of the State, but shall, within twenty-four hours, report the case to the superintendent or some member of the school committee, and also to the parent or guardian of the pupil.

No. 12. Any pupil who shall, accidentally or otherwise, injure any school property, as fences, trees, buildings, or deface furniture, &c., shall be punished in proportion to the nature and extent of the offense, and be liable to the action of the civil law.

No. 13. There shall be a teachers' meeting on Wednesday afternoon of the second and eighth week of each term, commencing at two o'clock, at the high school building, which all the teachers employed in the schools of the city, are *required* to attend.

THE CLASSIFICATION OF THE SCHOOLS, AND THE TRANSFER OF PUPILS FROM ONE CLASS TO ANOTHER.

There shall be four classes in the high school, four classes in the grammar schools, and three in primary schools.

No pupil shall be admitted to the primary school who has not attained the age of four years. No pupil shall be admitted to the Grammar school who has not attained the age of eight years, except by special vote of the school committee.

No pupil shall be advanced with his class from term to term, unless he shall pass a satisfactory examination in school before the committee.

Pupils shall be transferred annually from the lower to the higher schools, at the beginning of the school year (about the first of September), on passing a satisfactory examination by the school committee, and no transfer shall be made at any other time, except by special vote of the committee.

Those pupils, however, who become residents of the city after the commencement of the school year, may be admitted to the grammar and high schools at any time, if, upon examination by the school committee, they are found qualified to enter either one of the classes of the school; and if not thus qualified, they may attend the primary school.

There shall be only one examination for admission to the high and grammar schools; viz., in July, at the close of the third or last term of the school year. The examination of pupils for admission to the grammar schools shall be on the *first Monday*, and to the high school on the *first Tuesday*, after the close of the spring term, which is the last term in the school year. Examination commences at nine o'clock in the morning, and continues through the day.

QUALIFICATIONS FOR CANDIDATES.

Candidates for the fourth or lowest class in the grammar schools are examined in reading, spelling, the multiplication, addition, and subtraction tables, mental arithmetic as far as fractions, and the tables of abbreviations and Roman figures.

Candidates for admission to the high school are examined in reading, spelling, writing, geography, grammar, and arithmetic.

Accuracy in spelling and *good* reading are deemed of great importance.

In arithmetic, the candidate must be familiar with the whole of Greenleaf's Introduction to the National Arithmetic, or some other equivalent work. In English grammar, he must be able to analyze and parse readily and correctly, sentences in common prose, giving the rules from the grammar, in such a manner as to show a good understanding of the principles of the English language. In geography, he must have an acquaintance with all parts of the subject, so far as made known in the ordinary works on geography.

All pupils who wish to join any of the advanced classes in either grade of schools, will be allowed to do so, if, upon examination by the committee, they are found qualified on all the previous studies.

RULES AND REGULATIONS FOR THE SCHOOLS OF LEWISTON.

1. The following holidays shall be granted to the schools; viz., Thanksgiving, Christmas (if it falls on Sunday, then the following Monday), Fast Day, the Fourth of July, or the fifth when the fourth falls on Sunday, and Wednesday and Saturday afternoons.

2. The schools shall be in session—

Summer Term, from	8 1-2	to	11 1-2,	A. M.,	and from	2	to 5, P. M.
Fall	" "	9	to 12,	A. M.,	"	2	to 5, "
Winter	" "	9	to 12,	"	"	1 1-2	to 4 1-2.

3. Ten minutes before the time fixed for the commencement of school exercises, the school-room shall be opened and the teachers present to admit scholars as they arrive, and keep them in order.

4. The exercises of all the schools shall be commenced each day by the reading of some portion of the New Testament, of the Book of Psalms, or of the Book of Proverbs, after which prayer or singing is recommended.

5. In the high, grammar, and intermediate schools, the doors shall be locked at the hour appointed for the commencement of school exercises, and re-opened at the close of devotional exercises, and all scholars then or afterwards admitted shall be marked tardy.

6. Teachers shall punctually observe the hours appointed for the commencement and dismission of the schools, but this shall not be construed to prevent the retention of a pupil after school hours in case of unfaithfulness.

7. Teachers shall not absent themselves from school duties on regular school days, unless detained by sickness, notice of the same being given to one of the directors, or by written permission of the directors.

8. Teachers shall endeavor to inspire their pupils with a love of learning and truth, and train them in the habits of prompt and faithful obedience. Discipline shall be of a parental character; politeness and good behavior inculcated and carefully exacted; and corporal punishment resorted to only when other means fail. Teachers shall exercise a general care over their pupils during school hours, out of doors as well as within.

9. Should difficulty arise in any of the schools, application may be made by teachers, parents, or guardians to the directors, but *never* by parents or guardians to the teacher. The directors shall investigate and arrange such difficulties as occasion may require. In case of truancy, obstinate opposition to authority, continued neglect of duty, or any other sufficient cause, the teacher shall notify the parents or guardian, and apply to the directors for advice. When the example of a scholar is very injurious, when his reformation appears hopeless, by his manifesting habitual and determined neglect of duty or disregard of the good order and rules of the school, the directors shall expel him. Any scholar who has been expelled and shall express regret for his conduct and promise satisfactory amendment to the directors and teachers, shall be restored.

10. A recess shall be allowed to the scholars at the expiration of one-half of each session, not exceeding fifteen minutes in the high and grammar schools, or twenty minutes in the intermediate and primary. When there is but one yard, the boys and girls shall have a separate recess.

11. No scholar shall leave before the close of the session, except for sickness or other urgent necessity, or upon request of parent or guardian.—Scholars otherwise absenting themselves shall be considered absent for the half day.

12. On the absence or tardiness of a scholar, the teacher shall require a satisfactory excuse from the parent or guardian for such absence or tardiness.

13. After absence of more than one day, every scholar so absent shall be required to make up his deficiency. Neglecting to do so, the teacher shall report him to the directors.

14. In order to secure a more punctual attendance, each teacher shall, on Saturday of each week, make out a certificate of the number of half-days each scholar has been absent for the week, also the number of times tardy, the number of times dismissed, the rank and deportment, with a blank space for the signature of the parent or guardian, — which shall be delivered to the pupil, and the teacher shall require the pupil to return the same, with the signature of the parent or guardian thereon, on the next Monday morning. This regulation not to apply to the primary schools.

15. Each case of communication in school in any manner, without permission; eating or chewing; reading or writing anything not allowed by the teacher; scuffling; making of boisterous noises; spitting of tobacco juice; idleness in school; dropping or throwing bits of paper or other substances about the school-room; tardiness in complying with any order or regulation; leaving the school at recess without permission; incivility to teachers; non-performance of any assigned duty, or any other misdemeanor not here enumerated, shall be held as a violation of deportment, and sufficient materially to reduce the rank of the offending scholar, and shall be dealt with as the aggravation of the case may demand.

16. For persistent disobedience or flagrant opposition to authority, the teacher may suspend a scholar, at discretion, and refer the matter to the directors for final action.

17. No scholar will be allowed, during study hours, to go to the door to attend to the call of any friend or acquaintance, without a written request be presented, or, in the judgment of the teacher, some urgent necessity may demand it.

18. No pupil shall be admitted to any school without satisfactory evidence of having been vaccinated, or otherwise secured against the small pox.

19. No pupil without the boundaries of School District No. 2 shall be admitted to its schools except by permission of the directors.

20. Whenever any scholar shall fail to keep his place in his class, it shall be the duty of the teacher to report the case to the directors, and if, upon investigation, it shall become evident that such scholar will not maintain a proper standing in the class of which he is a member, or in a lower class, he shall be dismissed from the school.

21. No scholar shall be allowed to pass from one school to another of different grade without passing a satisfactory examination before a majority of the directors, and receiving a certificate of qualification signed by them; except from the primary to the intermediate, when an examination before one of the directors shall be sufficient.

22. Teachers shall exercise a careful oversight of the buildings occupied by them, including yards and fences; attend to the temperature and ventilation of their school-rooms, and see that they are kept properly clean; also guard the furniture and books from injury; and at the close of each day, *personally* see that the doors, windows, and gates are properly fastened.

23. Teachers shall immediately give notice to the directors of all repairs and supplies that may be needed, and of any depredation that may be committed upon school property; also inform them of any other matter pertaining to the interests of the schools.

24. No pupil nor any other person shall cut, deface, defile, or otherwise injure the school-buildings or the furniture thereof, or any other property thereto belonging; and any person guilty of such offense shall, if known, be reported by the teacher to the directors, and shall be held responsible for such injury.

25. No teacher shall act as an agent for the sale of any school books, nor accept any gift or consideration for introducing them into any school in the district.

26. No show-man, book agent, or other person shall be allowed to read or announce any notice or advertisement in the schools, except by written permission of the directors.

27. No books shall be furnished to scholars at the expense of the town, except upon the authority of a certificate signed by one of the directors.

28. No change of text-books shall be made except by the unanimous consent of the directors; nor shall any books be used or studies pursued, but such as are authorized by them.

29. Every school shall be publicly examined at the close of each term. One day shall be allotted to the examination of the high school, and one to the grammar school, and one-half day to each of the other schools. The examination shall be made under the supervision of one or more of the directors; and be confined to a general review of the studies pursued during the term, except at the end of the school year, when the examinations may embrace the studies of the whole year.

30. Any scholar absenting himself from the examination at the close of the term, shall not be admitted to the same grade at the succeeding term without passing a satisfactory private examination before the directors.

31. These "Rules and Regulations" may be amended, suspended, or repealed by a unanimous vote of the directors, and not otherwise.

The following is a copy of the Weekly Report blank which is put in the hands of each scholar in all the schools above the primary. At the close of each week the report is filled up with a transcript of the registry kept by the teacher, showing the rank, deportment, and attendance of the scholar. This report the scholar is required to take home, and every parent should examine it, sending it back with his signature. The weekly report has had a most admirable effect upon the schools the two past years.

WEEKLY REPORT.

Of.....

Weeks.	1-2 days absent.	No. times tardy.	Times dismissed.	Rank.	Deportment.	Merit.	PARENT'S NAME.
1							
2							
3							

And so on for each week of the term.

In rank or character of recitation, and in deportment, 4 denotes excellent; 3, good; 2, fair; 1, unsatisfactory.

Punctual attendance every half-day, perfect recitations, and correct deportment during the week, entitle the pupil to a MERIT mark.

The parent's name should never appear upon the card in advance of the weekly report.

[Signed] TEACHER.

THE TEACHERS' LIBRARY.

I regret to learn from much inquiry among the teachers of the State that so few of them have access to works prepared for their professional use. In no other employment is it supposed that any mere instinctive fondness for the work—however valuable such natural gift may be—is sufficient to qualify a person for the practice of his art. Every intelligent person should endeavor to increase his knowledge of his particular duties, by reading as well as by observation. Hoping to direct the attention of teachers and other educators to this matter, I have thought it well to present here a brief list of works well adapted to their special use.

1. THEORY AND PRACTICE OF TEACHING. By David Page, A. M., late Principal of the New York State Normal School.
2. THE TEACHER AND THE PARENT. A Treatise upon Common School Education, containing practical suggestions to teachers and parents.
3. AMERICAN EDUCATION; Its Principles and Elements. Dedicated to the teachers of the United States. By Edward D. Mansfield.
4. THE MEANS AND ENDS OF UNIVERSAL EDUCATION. By Ira Mahew, Superintendent of Public Instruction of Michigan.
5. AMERICAN INSTITUTIONS AND THEIR INFLUENCE. By A. De Tocqueville, with notes by Hon. John C. Spencer.
6. DAVIES'S LOGIC OF MATHEMATICS. With the best methods of instruction explained and illustrated. By Charles Davies, LL. D.

7. SCHOOL AMUSEMENTS; or How to make the School interesting. By N. W. T. Root.

All the above are published by Messrs. A. S. Barnes & Burr, New York.

8. OBJECT LESSONS. A manual for teachers and parents, with lessons for the proper training of the faculties of children. By N. A. Calkins. Published by Harper & Brothers, New York.

9. A MANUAL OF INFORMATION AND SUGGESTIONS FOR OBJECT LESSONS. (With finely illustrated charts.) By Marcius Willson. Published by Harper & Brothers.

10. A MANUAL OF ELEMENTARY INSTRUCTION, for the Use of Public and Private Schools, containing a Graduated Course of Object Lessons. By E. A. Sheldon, Superintendent of Schools, Oswego. Published by C. Scribner, New York.

11. THE GRADED SCHOOL. A graded course of instruction for public schools, with copious practical directions to teachers. By Wm. H. Wells, A. M., late Principal of the Normal School at Westfield. Published by Barnes & Burr, New York.

12. THE NORMAL. By Alfred Holbrook, containing definite instruction for teaching the Common School branches. Barnes & Burr, Publishers.

13. THE HIGHER CHRISTIAN EDUCATION. By Benjamin W. Dwight. Enforcing the claims of moral and religious training. Barnes & Burr, Publishers.

14. INSTITUTE LECTURES. By Samuel P. Bates, suggesting many topics of great value to the teacher. Barnes & Burr, Publishers.

15. THE SCHOOL AND THE SCHOOL-MASTER. A manual for the use of Teachers, Trustees, Inspectors, &c., of Common Schools. By Alonzo Potter, D. D., and Geo. B. Emerson, LL. D.

16. EDUCATION. Intellectual, Moral, and Physical. By Herbert Spencer.

17. THE TEACHER'S ASSISTANT; or Hints and Methods in School Discipline and Instruction. By Charles Northend.

18. LECTURES ON EDUCATION. By Horace Mann.

19. NORMAL SCHOOLS and other Institutions, Agencies, and Means designed for the Professional Education of Teachers. By Henry Barnard, LL. D.

20. OBJECT LESSONS prepared for Teachers of Primary Schools, by A. S. Welch, Principal of Michigan State Normal School. A smaller work than any one of the other manuals on the same subject.

This list might be greatly extended. Will not our teachers seek to inform themselves of the principles and methods of instruction discussed in some of these valuable publications?

SCHOOL APPARATUS.

The law allows any district to "appropriate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of schools therein, and make proper rules for the preservation and management thereof." The committee of one town say, "We deem it necessary to call your attention to the want of necessary apparatus in our school-rooms. We are far behind the times in this respect. There is needed in all of them, outline maps, cube-root blocks, terrestri

al and hemisphere globes. Every competent teacher knows the value of such apparatus—and every school-room should be furnished with them. Instruction imparted with the aid of such apparatus makes a more durable impression on the pupil's mind than by any other mode."

Another committee remark that "Globes are needed very much in every school, especially the terrestrial globe. Your committee recommend the purchase of such an article of furniture for the several school-rooms."

We will not enlarge upon this subject, further than to say, that a few articles of common-school furniture, such as are named above, with the addition of a good set of moderate-sized outline maps, and a set of illustrated charts for the special benefit of the younger classes, may be made in the hands of an intelligent teacher, the means of very great usefulness to the schools. A few books also, for the use of teacher and pupils, such as a large dictionary, and a pronouncing gazetteer, with an encyclopedia, if practicable, would be exceedingly useful in deciding questions which constantly arise, at the recitations, or the general exercises.

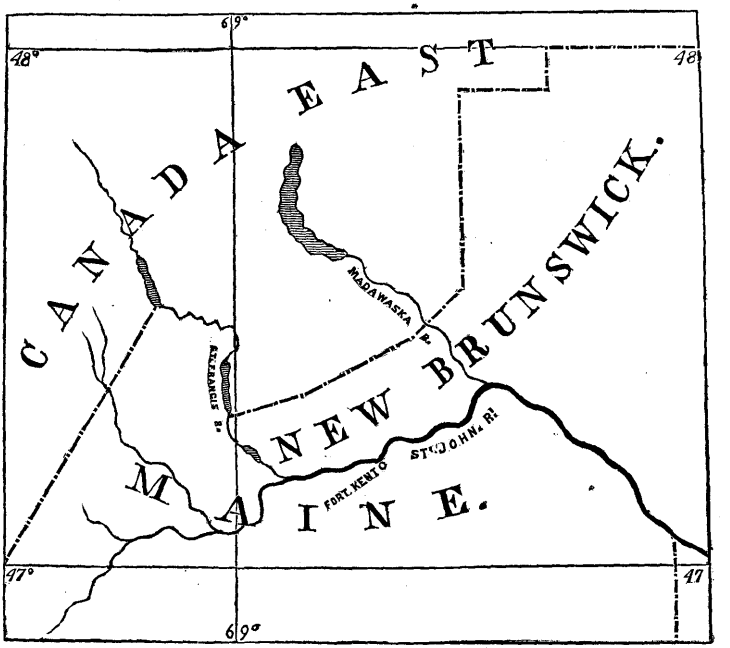
HOME GEOGRAPHY.

One of the cardinal principles to be observed in teaching and studying geography, is to give the greater attention to the countries or divisions of the earth nearer home. After a brief general survey of the earth's surface, let the student commence with his own town, county, and state, and learn as definitely as possible all that concerns their geography and history.

In aid of this home geography, we present in the following cut, an outline of the northern boundary of Maine, with the contiguous portions of Canada and New Brunswick. All the common wall-maps of the State, and all the school atlases which we have examined, represent New Brunswick as forming only the eastern boundary of Maine, and Canada East as extending along our entire northern border. Finding no authority in the States by which to make an accurate correction of this error, we sent to the Secretary of the Province of New Brunswick, two years ago, and obtained a recent map of that Province and contiguous portions of Maine and Canada,—from which we had the following outline engraved for the special benefit of Maine *teachers* and *pupils*. Since its circulation in the *Maine Teacher*, we have found a few pupils in the schools who have learned to give the northern boundary of the State correctly. Before that, we propounded the question hundreds of times, "How is Maine bounded on the north?" and never received from teacher or pupils but *one* correct answer. Chace's new map of Maine has given the dividing lines between Maine, New Brunswick, and Canada correctly,—drawn from the map in our possession.

This map of Maine, by the way, prepared by Chace & Co., at great ex-

pense and with great accuracy, should be found in every school-room, to aid in the study of our own geography. A map of the county also where the school is located, should be studied by the children.



STATISTICAL TABLES.

It was maintained by gentlemen of the last Legislature concerned in limiting the appropriations for preparing and printing the public reports, that full tables from the school returns need not be made each year. Whether the suggestion were wise or *otherwise*, it has been so far regarded, that only one table has been prepared. This was particularly needed to exhibit the compliance of the several towns, or their failure to comply with the requirements of the law, in raising money for school purposes. The following general summary from the last year's report may be convenient for reference.

GENERAL SUMMARY

Of the Returns for the year ending April 1, 1861.

Population of the State, - - - - - -	628,300
Extent in square miles, - - - - - -	31,766

Valuation of the State,	$164,714,168
Number of towns in the State,	399
Number that have made returns,	395
Number of organized plantations,	116
Number that have made returns,	68
Number of children between four and twenty-one years,	249,061
Number registered in summer schools,	138,924
Average attendance in summer schools,	105,381
Number registered in winter schools,	148,571
Average attendance in winter schools,	116,557
Average attendance for summer and winter,	110,969
Ratio of average attendance to whole number of scholars,	.45
Average length of summer schools, in weeks,	10.8
Average length of winter schools, in weeks,	10.6
Sum of the average for summer and winter,	21.4
Number of school districts in the State,	4,151
Number of parts of districts,	360
Number of school-houses in the State,	4,010
Number reported in good condition,	2,157
Number of school-houses built within the last year,	119
Cost of the same,	$92,358
Estimated value of all the school houses in the State,	$1,250,000
Number of male teachers employed,	2,995
Number of female teachers,	4,926
Wages of male teachers per month, besides board,	$22.01
Wages of female teachers per week, besides board,	$2.19
School money raised by taxation in 1860,	$478,017.76
Excess above requirement of law,	$64,626.00
Average amount raised per scholar,	$1.62½
Amount of public school fund,	$154,760.36
Interest of same apportioned to schools,	$9,280.62
Bank tax distributed to schools,	$76,128.30
Amount derived from local funds,	$19,210.31
Contributed to prolong public schools,	$12,483.22
Amount paid for private schools,	$43,517.68
Paid for repairs, fuel, &c.,	$57,013.41
Average cost of board per week,	$1.45
Estimated amount paid for board,	$134,390.93
Amount paid for school supervision,	$12,053.13
Aggregate expenditure for school purposes,	$742,952.01
Number of towns that raised less than the law requires,	76

FOR 1862.

Whole number of scholars returned, - - -	241,571
Whole amount raised to support the common schools,	$408,252.81
Interest of public school fund, appropriated to schools, -	$9,500.20
Amount of school fund, Jan. 1, 1863, - - -	$161,250.16
Increase in one year, - - - - -	$6,489.80
Bank tax this year, - - - - -	$78,455.00
Whole amount distributed to the towns, - - -	$87,955.20
Number of towns which raised less than the law requires, -	60

A TABLE

Showing the amount of money raised by each town for the support of schools, and the deficiency of each, or the excess above the requirement of the law.

ANDROSCOGGIN COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Auburn, - - -	4023	1318	2500 00			86 20		479 88
Danville, - - -	1336	496	1000 00	189 90		198 40		180 59
Durham, - - -	1623	654	1000 00		200 00	27 20		238 10
East Livermore, -	1029	315	617 40					114 69
Greene, - - -	1225	454	735 00		73 20			165 28
Lewiston, - - -	7424	2557	4500 00		500 00	45 00		931 00
Lisbon, - - -	1377	516	900 00			73 80		187 88
Leeds, - - -	1390	469	850 00		150 00	16 00		170 75
Livermore, - -	1596	593	965 00			8 40		215 94
Minot, - - -	1799	625	1050 00			10 00		227 55
Poland, - - -	2747	1061	1700 00			27 80		386 34
Turner, - - -	2682	957	1610 00		40 00	88 00		348 43
Wales, - - -	602	213	450 00			78 80		77 54
Webster, - - -	890	350	534 00		132 00			128 54

AROOSTOOK COUNTY.

Amity, - - -	302	135	200 00			18 80		49 15
Ashland, - - -	606	182	*364 00			40		66 28
Bridgewater, - -	491	180	*294 60					65 54
Fort Fairfield, - -	914	406	560 00		40 00	11 60		147 84
Hodgdon, - - -	963	424	580 00		20 00	2 20		154 36
Houlton, - - -	2035	828	1250 00			29 00		301 46
Linneus, - - -	785	327	400 00				71 00	119 06
Littleton, - - -	543	268	325 80					97 59
Lyndon, - - -	284	132	125 00		50 00		45 40	48 06
Masardis, - - -	190	88	88 00		2 00	22 00		32 08
Maysville, - -	665	343	300 00				99 00	124 88
Monticello, - -	483	172	285 00		15 00		4 80	62 64

*Not returned. Supposed what the law requires.

AROOSTOOK COUNTY.—(CONTINUED.)

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
New Limerick, - -	225	108	100 00				35 00	39 32
Orient, - - -	233	95	75 00		25 00		64 80	34 57
Presque Isle, - -	723	319	500 00			66 20		116 14
Sherman, - -		243	300 00					88 46
Smyrna, - - -	165	65						23 67
Washburn, - -	318	148	214 80	43 80		24 00		53 88
Weston, - - -	394	176	282 00			45 60		64 08
Bancroft Plantation,	304	111	150 00		35 00		32 40	40 42
Barker Plantation, -	43	14						5 09
Belfast Aca'y Grant Pl.,	287	107	175 00	3 40		2 80		38 96
Benedicta, - -	307	107						38 96
Crystal Plantation, -	249	116	150 00		50 00	60		42 24
Dion Plantation, -	1032	603	182 00				437 20	219 54
Dyer Brook Plantation,	37	37						13 49
Dayton Plantation, -	64	30						10 94
Eagle Lake, - -	105	52						18 93
Eaton Grant Plantation,	320	170	200 00	100 00		8 00		61 89
Fort Kent, - -	679	390	100 00				307 40	142 00
Fremont Plantation, -	338	157	200 00				2 80	57 16
Forestville Plantation,	179	111	66 60	10 60			40 80	40 44
Golden Ridge, - -	4[illegible]6	208						75 74
Greenwood Plantation,	36	20	25 80			4 20		7 28
Grand Isle Plantation,	545	286						101 94
Hamlin Plantation, -	507	194						70 63
Haynesville Plantation,	169	40						14 56
Island Falls Plantation,	132	63	80 00			80		22 94
Leavitt Plantation, -	30	48						17 47
Letter A Plantation, -	14	9						3 27
Letter B, Ra. 1 Plant'n,	386	183						66 63
Limestone Plantation,	161	86						31 34
Macwahoc Plantation,	202	99	150 00			28 80		36 04
Madawaska Plantat'n,	585	372						135 44
Mapleton Plantation,	265	113	159 60			60		41 14
Moluncus Plantation,	61	18						6 55
Moro Plantation, -	127	86						
No. 11, Range 1 Plan'n,	174	79						31 34
Portage Lake Plantat'n,	177		25 00				81 20	28 75
Salmon Brook Plant'n,	318	196						
Sarsfield Plantation,	473	49	300 00			16 20		71 37
St. John Plantation, -	99	72						17 83
Wallagrass Plantation,	242	95						26 21
St. Francis Plantation,	241	286						34 59
Van Buren Plantation,	616	72						101 20
Daigle Plantation, -	132							26 21
No. 9, Ra. 6 Plantation,	127	40	25 00				51 20	14 56
Reed Plantation, -	72	24						8 73
Buchanan Plantation,	83	52						18 93
Nashville Plantation,	39	15	5 00				18 40	5 46
Rockabema Plantation,	127	33						12 01
Westfield, - - -	14	24	30 00			22 60		8 73
Woodland, - -		27						9 83

CUMBERLAND COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Baldwin,	1227	417	736 20					151 84
Bridgton,	2558	940	1700 00			165 20		342 29
Brunswick,	4723	1791	3500 00			666 20		652 09
Cape Elizabeth,	3281	1218	2000 00			31 40		443 46
Casco,	1115	448	670 20	42 60		1 20		163 11
Cumberland,	1713	615	1029 00	35 40		1 20		223 94
Falmouth,	1935	650	1180 00		118 40	19 00		236 65
Freeport,	2795	1000	1800 00			123 00		364 10
Gorham,	2253	1251	2000 00			48 00		455 49
Gray,	1768	689	1100 00			39 20		250 85
Harpswell,	1603	572	950 00	25 00		61 80		208 26
Harrison,	1252	463	800 00		100 00	48 80		168 57
Naples,	1218	553	800 00	100 00		69 20		201 34
New Gloucester,	1654	646	1100 00			107 60		235 21
North Yarmouth,	1076	352	675 00			29 60		128 16
Otisfield,	1201	410	725 00			4 40		149 29
Portland,	26342	9689	27115 73			11310 53		3384 27
Pownal,	1053	423	631 80					154 01
Raymond,	1229	506	737 40		12 60			184 24
Scarborough,	1811	699	1300 00			213 40		254 49
Sebago,	958	397	580 00			5 20		144 55
Standish,	2067	762	1375 00			134 80		277 44
Westbrook,	5114	1787	3100 00		400 00	31 60		650 64
Windham,	2635	925	1600 00	100 00		181 00		336 78
Yarmouth,	2028	681	1216 20		76 00		60	247 94

FRANKLIN COUNTY.

Avon,	802	310	459 60		7 20		1 60	112 87
Carthage,	502	185	302 00			80		67 36
Chesterville,	1313	400	680 40		107 40		107 40	145 63
Farmington,	3106	1076	1875 00	225 00		11 40		391 77
Freeman,	666	242	400 00			40		88 10
Industry,	827	289	496 20		7 80			105 22
Jay,	1686	622	1012 00			40		226 46
Kingfield,	671	211	404 00	2 00		1 40		76 82
Madrid,	491	202	242 00				52 60	73 54
New Sharon,	1731	655	1038 60					238 47
New Vineyard,	864	324	518 40			08		117 96
Phillips,	1699	637	1000 00				19 40	231 93
Rangeley,	238	110	175 00	25 00		32 20		40 05
Salem,	396	150	250 00			12 40		54 64
Strong,	714	280	450 00			21 60		101 94
Temple,	726	218	441 00	5 40		5 40		79 36
Weld,	1035	437	509 00		100 00		121 00	159 12
Wilton,	1920	627	1170 60		18 01	18 60		228 28
Eustis Plantation,	301	119	100 00				80 60	43 34
Jerusalem Plantation,		111						40 42
Letter E Plantation,	108	42	70 00			5 20		15 29
Perkins Plantation,	118	40	69 00				1 80	14 56
Rangeley Plantation,	46	23	32 00			4 40		8 39
No. 6,	57	30						10 92
Dallas Plantation,		61						22 24
Sandy River Plantation,	176	76	100 00				5 60	27 67
Washington Plantation,	66	30	48 00				8 40	10 92

HANCOCK COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Amherst,	384	160	250 00			19 60		58 26
Aurora,	277	99	160 00		40 00		6 20	36 04
Bluehill,	1994	805	1200 00			3 60		293 09
Brooklin,	1043	431	700 00			74 20		153 27
Brooksville,	1428	594	860 00			3 20		216 27
Bucksport,	3554	1454	2500 00			367 60		529 38
Castine,	1357	535	2500 00			1685 80		194 79
Cranberry Isles,	347	169	208 20	38 40				61 53
Deer Isle,	3592	1666	1500 00		655 20		655 20	606 59
Dedham,	495	205	300 00		50 00	3 00		74 63
Eastbrook,	221	79	80 00		20 00	52 60		28 76
Eden,	1247	512	750 00		50 00	1 80		186 42
Ellsworth,	4658	2329	3800 00		200 00	1005 20		847 98
Franklin,	1004	436	602 40	102 40				158 74
Gouldsborough,	1717	780	850 00	10 00			170 20	283 99
Hancock,	926	407	554 00	2 00			1 60	148 18
Mariaville,	458	210	250 00				24 80	76 45
Mount Desert,	917	406	550 20		3 60			147 84
Orland,	1787	800	1200 00			127 80		291 27
Otis,	210	91	200 00			74 00		33 13
Penobscot,	1557	691	934 00		20		20	251 58
Sedgwick,	1322	545	800 00			6 80		198 43
Sullivan,	862	288	486 00				31 20	104 85
Surry,	1322	566	800 00			6 80		206 09
Tremont,	1768	805	1237 60			176 80		293 09
Trenton,	1400	584	840 00	117 00				211 92
Verona,	399	204						74 26
Waltham,	374	171	200 00		36 40		24 40	62 25
Hog Island,	8							
Long Island,	188	116	156 00	66 00		43 20		42 24
Swan Island,	492	225	300 00			4 80		81 92
No. 7,	114	44	166 60	106 60		98 20		16 02
No. 10,	33	9	12 61	61			7 19	3 27
No. 11,		10						3 64
No. 21, Middle Division.	5	20						7 28
No. 33, Middle Division.	96	30	10 00				47 60	10 92
Old Har. & Marshal's Is.	4	7	25 00			22 60		2 25

KENNEBEC COUNTY.

TOWNS.	Population in 1860.	No. of scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Albion,	1554	564	900 00		100 00		32 40	205 35
Augusta,	7609	2770	5000 00		1000 00	434 60		100854
Belgrade,	1592	590	1034 00			78 80		214 82
Benton,	1183	489	900 00			190 20		178 03
Chelsea,	1024	394	650 00			35 60		143 45
China,	2720	1250	1725 00			93 00		455 14
Clinton,	1803	675	1100 00	54 00		18 20		245 75
Farmingdale,	896	295	650 00		50 00	112 40		107 40
Fayette,	910	286	660 00			114 00		104 13
Gardiner,	4477	1552	3500 00			813 80		565 08
Hallowell,	2435	807	2000 00			539 00		293 82
Litchfield,	1704	473	1022 40		2 60			172 21
Manchester,	813	260	700 00			212 20		94 66
Monmouth,	1854	614	1170 00	15 00		57 60		223 54
Mt. Vernon,	1470	530	882 00		8 00			192 98
Pittston,	2619	1060	1650 00	50 00		78 60		385 95
Readfield,	1510	503	1000 00		200 00	94 00		183 14
Rome,	864	400	550 00			31 60		145 63
Sidney,	1784	651	1082 40		717 60	12 00		237 04
Vassalborough,	3181	1129	2000 00			91 40		411 06
Vienna,	878	329	526 80					119 78
Waterville,	4392	1505	2635 20					547 99
Wayne,	1194	430	820 00			103 60		156 56
West Gardiner,	1296	509	800 00			22 40		185 34
Windsor,	1548	585	990 00		85 80	61 20		213 03
Winslow,	1739	724	1050 00		50 00	6 60		263 59
Winthrop,	2338	770	1402 80		170 24			280 34
Clinton Gore,	219	102	147 00		3 00	15 60		37 14
Unity Plantation,	54	18	40 00		10 00	7 60		6 56

KNOX COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Appleton,	1573	642	943 80					233 74
Camden,	4588	2025	2825 00			72 20		737 31
Cushing,	796	311	483 00			5 40		113 23
Friendship,	770	274	350 00		50 00		112 00	99 74
Hope,	1065	426	650 00			11 00		155 11
North Haven,	951	403	575 00			4 40		146 74
Rockland,	7315	2671	4400 00		1100 00	11 00		972 49
South Thomaston,	1615	659	1000 00			31 00		239 94
St. George,	2716	1132	1629 60	60				412 16
Thomaston,	3620	1048	2200 00		300 00		28 00	381 59
Union,	1958	761	1192 00	12 00		17 20		277 09
Vinalhaven,	1667	670	800 00		200 00		200 20	243 94
Warren,	2321	940	1392 60					342 24
Washington,	1662	626	997 20		61 40			227 94
Matinicus Isle,	276	104	124 00		41 60		41 60	37 86
Muscle Ridge Plantation	183	32	60 00	27 00			49 80	11 65

LINCOLN COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Alna,	807	285	500 00		50 00	15 80		103 76
Boothbay,	2857	1063	1714 20	211 80				387 04
Bremen,	908	345	546 00	1 20		1 20		125 64
Bristol,	3010	1286	1750 00				56 00	468 23
Damariscotta,	1366	600	1000 00			180 40		218 45
Dresden,	1248	473	750 00		105 00	1 20		172 21
Edgecomb,	1112	491	667 20		71 40			178 79
Jefferson,	2122	886	1266 98		6 22		6 22	322 59
Newcastle,	1792	649	1168 20		31 80	93 00		236 28
Nobleborough,	1437	604	812 00		32 80		50 20	219 90
Somerville,	606	282	364 80	29 90		1 20		102 67
Southport,	708	289	375 00				49 80	105 21
Waldoborough,	4569	2219	2700 00		300 00		41 40	807 92
Westport,	798	346	480 00			1 20		125 98
Whitefield,	1883	710	1300 00		100 00	170 20		258 51
Wiscasset,	2318	785	1200 00		200 00		192 80	285 84
Monhegan Isle,	195	60						21 85

OXFORD COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Albany,	853	335	500 00				11 80	121 97
Andover,	748	286	450 00		5 00	1 20		104 13
Bethel,	2523	905	1513 80					329 51
Brownfield,	1398	557	838 80	20 60				202 81
Buckfield,	1705	589	1025 00			2 00		214 45
Byron,	323	103	180 00				13 80	37 51
Canton,	1025	373	615 00					135 81
Denmark,	1171	442	700 00		100 00		2 60	160 92
Dixfield,	1181	448	780 00	180 00		71 40		163 11
Fryeburg,	1625	654	1000 00		200 00	25 00		238 11
Gilead,	347	143	208 20		16 80			52 06
Grafton,	111	46	65 00				1 60	16 75
Greenwood,	878	352	540 00		131 00	13 20		128 16
Hanover,	257	117	155 00			80		42 61
Hartford,	1155	340	693 60		14 40		60	123 79
Hebron,	895	299	540 00			3 00		108 85
Hiram,	1283	488	800 00	31 00		30 20		177 68
Lovell,	1339	563	803 40					204 99
Mason,	136	70	82 00		4 00	40		25 48
Mexico,	671	213	310 20	10 20			92 40	77 59
Newry,	474	185	240 00		36 00		44 40	67 36
Norway,	1982	789	1200 00		200 00	10 80		287 26
Oxford,	1281	508	800 00			31 40		184 96
Paris,	2828	1032	1700 00			3 20		375 75
Peru,	1121	479	675 00		25 00	2 40		174 38
Porter,	1240	474	743 40		60		60	172 56
Roxbury,	211	66	175 00			48 40		24 04
Rumford,	1375	518	830 00	5 00		5 00		188 63
Stow,	551	217	300 00				30 60	79 03
Stoneham,	463	217	250 00		50 00		27 80	79 03
Sumner,	1154	402	700 00			7 60		146 36
Sweden,	728	276	500 00			63 20		100 48
Upton,	219	90	125 00				6 40	32 77
Waterford,	1407	505	900 00			55 80		183 87
Woodstock,	1025	343	608 00	5 00			7 00	124 88
Andover N. Surplus,	66	42	20 00	18 00			19 60	15 29
Franklin Plantation,	315	131	201 00	76 00				47 69
Fryeburg Acad'y Grant	38	6						2 19
Hamlin's Grant,	79	28	47 40					10 19
Lincoln Plantation,	76	24	51 00			5 40		8 73
Milton Plantation,	271	107	150 00				12 60	38 96
Riley Plantation,	42	15						5 46
Ingalls Plantation,		18						6 55

PENOBSCOT COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Alton,	531	233	318 60					84 84
Argyle,	580	140	200 00		25 00		148 00	50 99
Bangor,	16408	5567	17000 00		600 00	7955 20		202695
Bradford,	1558	676	950 00	150 00		15 20		246 14
Bradley,	844	360	507 00	7 00		60		131 08
Brewer,	2836	1036	1710 00	359 00		709 60		377 24
Burlington,	579	248	300 00				47 40	90 28
Carmel,	1273	586	775 00	25 00		11 20		213 39
Carroll,	470	200	300 00			18 00		72 84
Charleston,	1430	554	860 00	60 00		2 00		201 70
Chester,	339	146	200 00		100 00		3 40	53 16
Clifton,	307	137	185 00		15 00		80	49 88
Corinna,	1599	667	953 00		75 60		6 40	242 85
Corinth,	1789	750	1069 80	109 80			349 20	273 09
Dexter,	2365	905	1425 00			6 00		329 59
Dixmont,	1442	583	900 00		100 00	34 80		212 27
Eddington,	858	353	600 00			86 40		128 52
Edinburgh,	48	27	50 00			21 20		9 83
Enfield,	526	209	315 00				60	76 08
Etna,	850	361	530 00	30 00		20 00		131 44
Exeter,	1784	612	1200 00			129 60		222 82
Garland,	1498	693	900 00			1 20		252 34
Glenburn,	741	342	450 00		50 00	5 40		124 52
Greenbush,	665	296	296 00		13 00		97 60	107 79
Greenfield,	359	151	225 00			9 60		54 99
Hampden,	3085	1320	2000 00			149 00		480 64
Hermon,	1432	550	860 00			80		200 25
Holden,	804	327	500 00			17 60		119 06
Howland,	174	72	250 00			145 60		26 24
Hudson,	772	350	465 00			1 80		127 43
Kenduskeag,	816	400	500 00			10 40		145 63
Lagrange,	690	279	416 00		4 00	2 00		101 56
Lee,	937	331	560 00				2 20	120 54
Levant,	1301	563	781 00	1 00		40		204 99
Lincoln,	1631	631	980 00			1 40		229 73
Lowell,	557	276	247 90	21 10			86 30	100 48
Mattawamkeag,	280	95	186 00		14 00	18 00		34 59
Maxfield,	162	511	100 00			2 80		19 65
Milford,	744	258	500 00		316 00	53 60		93 92
Newburgh,	1365	511	850 00		150 00	31 00		186 05
Newport,	1403	512	900 00	170 00		58 20		186 42
Oldtown,	3860	1348	2325 00		175 00	9 00		490 70
Orono,	2534	775	1550 00		150 00	29 60		282 16
Orrington,	1948	773	1200 00			31 20		281 43
Passadumkeag,	360	140	300 00			84 00		50 97
Patten,	639	250	384 00		16 00	60		91 04
Plymouth,	989	413	600 00			6 60		150 36
Prentiss,	226	117	100 00	40 00			35 60	42 60
Springfield,	854	413	525 00			12 60		150 36
Stetson,	913	360	550 00			2 20		131 08
Veazie,	891	270	460 00	60 00			74 60	98 29
Winn,	253	139	150 00				1 80	50 60
Drew Plantation,		39	60 00			37 20		14 19

PENOBSCOT COUNTY.—(CONTINUED.)

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Mattamiscontis Plant'n,	31							
Medway Plantation, -		144	150 00	25 00		25 00		52 42
McCrillis Plantation,		9						3 27
Pattagumpus Plantation	105	41					24 60	14 92
Webster, - - -		25	50 00	5 00		15 80		9 10
Woodville, - -	230	123	90 00	150 00		15 00		44 78
No. 1, North Division,		43						15 65
No. 2, Grand Falls,		32					19 20	11 65
No. 4, Range 1,	144	69	75 00					25 12
No.5,Range 6, Monterey,	229							
Whitney Range,		10	50 00					3 64

PISCATAQUIS COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Abbot, - - -	797	286	508 20	58 20		30 00		104 13
Atkinson, - - -	897	398	550 00			11 80		144 94
Barnard, - - -	172	73	108 00	3 00		4 80		26 57
Bowerbank, - -	101	49	72 00	2 00		11 40		17 83
Blanchard, - -	164	65	98 40	28 40				23 69
Brownville, - -	793	343	500 00			24 20		124 88
Dover, - - -	1,909	748	1200 00			54 60		272 33
Foxcroft, - - -	1,102	418	625 00		25 00		36 20	152 18
Guilford, - - -	837	315	510 00		15 00	7 80		114 69
Greenville, - -	310	104	200 00			14 00		37 86
Kingsbury, - -	191	79	100 00				14 60	28 75
Medford, - - -	354	173	200 00				12 40	62 98
Monson, - - -	708	261	400 00				24 80	95 04
Milo, - - -	959	401	600 00	22 00		24 60		145 99
Orneville, - - -	512	312	307 20		99 20			113 61
Parkman, - - -	1,166	442	700 00		50 00	60		160 92
Sangerville, - -	1,314	530	775 00		25 00		13 40	192 99
Sebec, - - -	1,152	460	756 00	6 00		64 80		167 48
Shirley, - - -	282	150	100 00				69 20	54 64
Wellington, - -	694	297	375 00				41 40	108 13
Williamsburg, - -	182	86	100 00		50 00		9 20	31 32
No. 2, Range 5, - -		15						5 46
No. 3, Range 5, - -	31	15	20 00					5 46
No. 6, Range 9, - -	57							
Elliottsville Plantation,		21						7 64

SOMERSET COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Anson, - - -	2001	720	1200 00				60	262 14
Athens, - - -	1417	548	850 00				20	199 82
Bingham, - - -	833	345	500 00			20		125 64
Brighton, - - -	732	310	450 00			10 80		112 87
Cambridge, - -	516	189	309 60					68 84
Canaan, - - -	1715	726	1100 00		42 00	71 00		264 33
Concord, - - -	541	237	398 00		6 00	73 40		86 28
Cornville, - - -	1142	375	684 20		70 80	1 00		136 53
Detroit, - - -	659	256	400 00			4 60		93 20
Embden, - - -	1042	370	625 60	40		40		134 74
Fairfield, - - -	2753	1090	1700 00			48 20		396 87
Harmony, - - -	1081	422	656 00	7 40		7 40		153 64
Hartland, - - -	1050	440	650 00			20 00		160 19
Lexington, - -	496	206	300 00			2 40		75 00
Madison, - - -	1615	605	1100 00			331 00		220 29
Mayfield, - - -	118	45			60			16 38
Mercer, - - -	1059	364	636 00			60		132 53
Moscow, - - -	574	448	345 00		5 00	60		163 10
New Portland, - -	1554	605	950 00			17 60		220 29
Norridgewock, - -	1900	680	1140 00					247 58
Palmyra, - - -	1597	637	960 00		40 00	1 80		231 94
Pittsfield, - - -	1495	621	900 00			3 00		226 09
Ripley, - - -	656	272	400 00			2 40		99 02
St. Albans, - -	1808	786	1084 80					286 18
Solon, - - -	1345	565	807 00		44 40			205 74
Skowhegan, - -	3665	1402	2200 00			1 00		510 46
Smithfield, - -	793	278	466 00		59 00		9 80	101 20
Starks, - - -	1341	514	804 60					187 14
Dead River Plantation,		53	80 00			32 00		19 29
Flag Staff Plantation,	197	26					32 00	9 47
Moose River Plant,		47					13 81	17 14
West Forks Plantation,	165	23						8 37
The Forks, - -	165	74	37 50			61 50		26 93
No. 1, R. 2, W. K. R.	161	72						26 22
No. 1, R. 4, E. K. R,		58						21 12
No. 2, R. 2, - -	138	56	87 50			5 90		20 39
Jackmantown Plant.,		29						10 55
No. 1, R. 3, E. x W. K R,		107						38 96

SAGADAHOC COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank tax.
Arrowsic,	347	120	209 00	22 00		80		43 69
Bath,	8078	3184	9500 00		500 00	4653 20		1159 29
Bowdoinham,	2349	891	1500 00		300 00	90 60		324 41
Bowdoin,	1748	621	1048 80		40 20	60		226 09
Georgetown,	1254	509	775 00	25 00		27 40		185 34
Perkins,	95	20	50 00		5 00		2 00	7 28
Phippsburg,	1750	744	1100 00		100 00	50 00		270 89
Richmond,	2740	900	1500 00	239 00			144 00	327 69
Topsham,	1605	650	1250 00			287 00		236 68
West Bath,	400	120	250 00			10 00		43 69
Woolwich,	1319	480	910 00		90 00	118 60		174 76

WALDO COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Belfast,	5520	2175	4500 00			118800		791 91
Belmont,	686	255	384 00		36 00		27 60	92 83
Brooks,	988	438	650 00	50 00		57 20		159 46
Burnham,	857	415	350 00				174 00	151 09
Frankfort,	2143	941	1300 00			14 20		342 60
Freedom,	849	320	569 00			59 60		116 51
Islesborough,	1276	514	765 60					187 14
Jackson,	827	339	550 00		50 00	53 80		123 42
Knox,	1074	426	660 00			15 60		155 10
Liberty,	1095	442	645 00				12 00	160 94
Lincolnville,	2075	764	1245 00					278 16
Monroe,	1703	649	1000 00				21 80	236 28
Montville,	1685	630	1011 00					229 37
Morrill,	629	228	377 40	9 40		4 40		83 00
Northport,	1178	429	706 80					156 18
Palermo,	1372	553	700 00				323 20	201 34
Prospect,	1005	396	717 00	17 00		114 00		144 19
Searsmont,	1657	632	934 20					230 10
Searsport,	2533	1030	1520 00			20 00		375 04
Stockton,	1595	680	1100 00		100 00	143 00		247 58
Swanville,	914	395	540 00				8 40	143 94
Thorndike,	958	388	590 00			15 20		141 27
Troy,	1403	622	850 00			8 20		226 46
Unity,	1320	460	1000 00	150 00		208 00		167 48
Waldo,	726	290	441 00		59 00	5 40		105 58
Winterport,	2380	980	1500 00					356 84

WASHINGTON COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than Law Requires.	Appropri'd from School Fund and Bank Tax.
Addison,	1272	504	775 00			11 80		183 50
Alexander,	445	210	267 00					76 45
Baileyville,	363	136	175 00				42 80	49 54
Baring,	409	183	250 00			4 60		66 63
Beddington,	144	66	86 40					24 04
Calais,	5621	2328	3500 00			127 40		847 62
Centerville,	191	82	120 00	13 00		5 40		29 86
Charlotte,	611	275	366 60					100 14
Cherryfield,	1755	780	1053 00		47 00			283 99
Columbia,	1265	537	800 00			41 00		195 52
Cooper,	468	186	250 00		30 00		30 80	67 73
Crawford,	273	133	170 00		80 00	6 20		48 42
Cutler,	890	360	350 00		190 00		184 00	131 08
Danforth,	283	117	200 00		50 00	30 20		42 64
Deblois,	131	52	88 00	8 00		9 40		18 93
Dennysville,	485	217	391 00		84 00	100 00		79 00
East Machias,	2181	892	1310 00	110 00		1 40		324 77
Eastport,	3850	1690	3600 00			1290 00		615 34
Edmunds,	445	218	265 80		1 20		1 20	79 36
Harrington,	1130	451	698 00		42 00	20 00		164 19
Jonesborough,	518	224	275 00				35 80	81 54
Jonesport,	1148	535	500 00				188 80	194 79
Lubec,	2555	1065	1612 00		10 00	79 00		387 79
Machias,	2257	867	1700 00		300 00	345 80		315 69
Machiasport,	1502	563	910 00	110 00		8 80		204 99
Marion,	204	78	122 40		7 60			28 39
Marshfield,	328	154	220 00			24 20		56 06
Meddybemps,	297	108	190 00		10 00	11 80		39 32
Millbridge,	1282	572	769 20		55 80			208 26
Northfield,	261	108	150 00		25 00		6 60	39 32
Pembroke,	2303	1060	1381 80					385 95
Perry,	1195	565	720 00			3 00		205 72
Princeton,	626	251	509 00		100 00	124 40		91 39
Robbinston,	1113	451	675 00		100 00	7 20		164 19
Steuben,	1191	493	714 60					179 49
Topsfield,	444	184	175 00		25 00		91 40	66 99
Trescott,	715	340	429 00					123 79
Wesley,	343	137	200 00		150 00		5 80	49 88
Whiting,	475	193	300 00			15 00		70 29
Whitneyville,	581	269	351 00	2 40		2 40		97 93
Codyville Plantation,	63	33	50 00		7 00	12 20		12 02
Jackson Brook Plant.,	93	38	87 00	80 00		31 20		13 83
Talmadge Plantation,	96	35	75 00	7 00		17 40		12 74
Waite Plantation,	95	42	95 00			38 00		15 29
No. 7, Range 2,	97	52	123 00	9 00		64 80		18 93
No. 9, Range 4,	69	34						12 37
No. 14,	220	35	100 00		30 00		32 00	30 95
No. 18,	7	11	40 00			33 80		4 00
No. 21,	85	51	26 00				25 00	18 56
No. 31,	35	19						6 91

YORK COUNTY.

TOWNS.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropri'd from School Fund and Bank Tax.
Acton,	1218	432	730 80					157 18
Alfred,	1255	492	800 00			47 00		179 03
Berwick,	2155	852	1300 00			7 00		310 19
Biddeford,	9350	2493	5610 00		1390 00			508 19
Buxton,	2853	1024	1800 00			88 20		572 83
Cornish,	1153	446	691 80					62 38
Dayton,	701	264	500 00			79 40		96 10
Elliot,	1768	473	1000 00		60 80		60 80	172 20
Hollis,	1683	670	1100 00			91 80		243 93
Kennebunk,	2680	1014	1625 00		375 00	17 00		369 19
Kennebunkport,	2668	974	1625 00		375 00	24 00		354 61
Kittery,	2975	1039	2000 00		100 00	215 00		378 29
Lebanon,	2039	852	1320 00	96 60		96 60		310 20
Limerick,	1441	506	900 00			35 40		184 24
Limington,	2004	708	1203 00		67 00	60		257 77
Lyman,	1307	489	784 20					178 03
Newfield,	1359	485	814 80		20 60		60	176 58
North Berwick,	1492	565	1000 00			104 80		205 72
Parsonsfield,	2125	785	1400 00			125 00		285 81
Saco,	6226	2009	5000 00		1000 00	126440		731 47
Shapleigh,	1273	506	763 80					184 24
Sanford,	2222	829	1500 00			166 80		301 81
South Berwick,	2624	918	1600 00			25 00		334 13
Waterborough,	1825	768	1125 00		62 00	30 00		279 62
Wells,	2878	1035	1800 00			73 20		376 84
York,	2825	1039	1695 00		105 00			378 29

RECAPITULATION.

COUNTIES.	Population in 1860.	No. of Scholars in 1862.	Amount raised in 1862.	More than in 1861.	Less than in 1861.	More than law requires.	Less than law requires.	Appropriated from School Fund and Bank Tax.
Androscoggin,	29743	10581	18411 40	189 90	1095 20	659 60		3852 51
Aroostook,	22449	9516	8268 20	157 80	237 00	304 40	1291 40	3465 86
Cumberland,	75608	27490	58421 53	303 00	707 00	13295 13	60	10009 01
Franklin,	20574	7507	11833 80	257 40	240 40	114 20	398 40	2733 27
Hancock,	37728	16471	24982 60	443 00	1055 40	3777 60	968 59	5997 02
Kennebec,	55660	20264	36587 60	119 00	2397 24	3224 00	32 40	7378 05
Knox,	33122	12724	19622 20	39 60	1753 00	152 20	431 60	4632 77
Lincoln,	27866	11373	16594 38	242 90	897 22	464 20	396 42	4140 87
Oxford,	36700	13795	22015 80	345 80	782 80	381 40	271 80	5022 71
Penobscot,	72737	27894	50934 30	1212 90	1803 60	9787 40	867 70	10156 13
Piscataquis,	15054	6041	8784 80	119 60	264 20	239 00	206 60	2199 81
Sagadahoc,	21685	8219	18092 80	286 00	1035 20	5238 20	146 00	2992 51
Somerset,	36547	14601	22221 80	7 80	267 80	694 40	56 40	5316 17
Waldo,	38448	15391	24606 40	226 40	245 00	1906 60	567 00	5603 81
Washington,	42555	18034	27206 80	539 40	1343 80	2456 60	644 20	6566 12
York,	62124	21667	39688 40	96 60	3555 40	1352 40	61 40	7888 88
Total,	628600	241571	408272 81	4587 10	17730 26	44046 73	6350 49	87955 20

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