

# MAINE STATE LEGISLATURE

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# Public Documents of Maine:

BEING THE

## ANNUAL REPORTS

OF THE VARIOUS

## PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1874.

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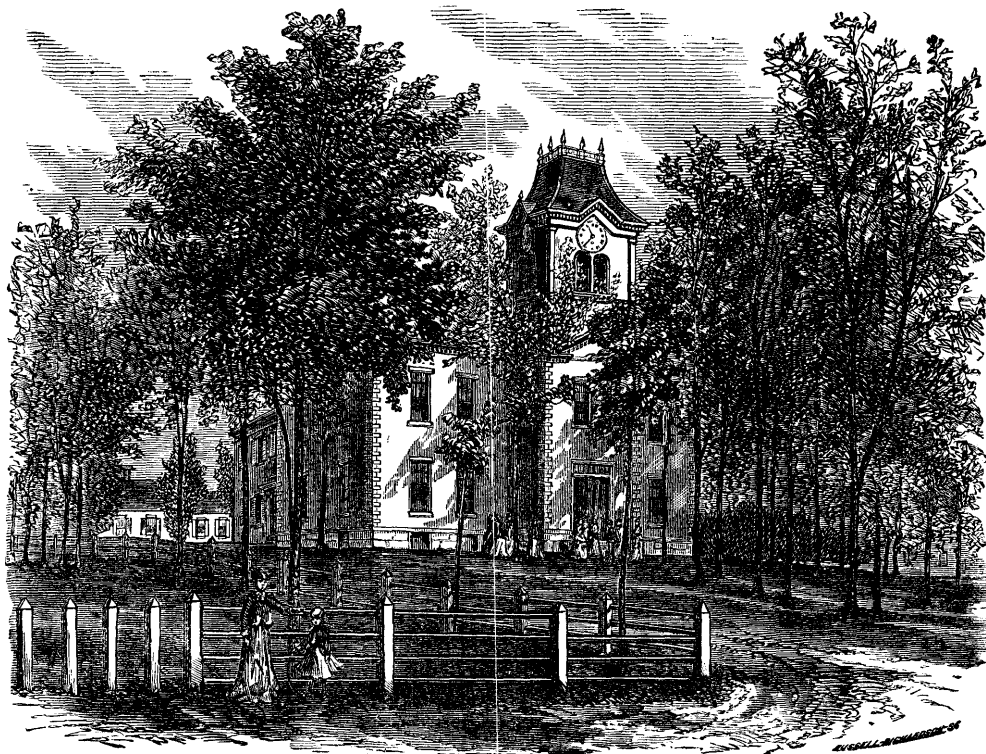
VOLUME I.

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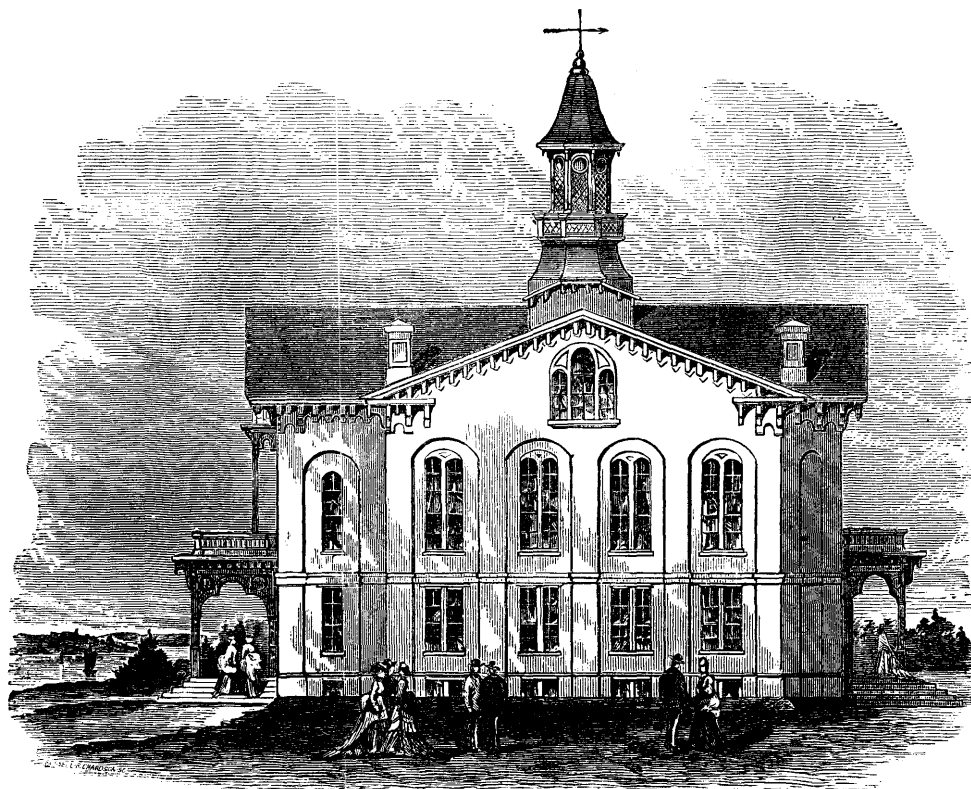
AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1874.



WESTERN NORMAL SCHOOL, FARMINGTON.



EASTERN NORMAL SCHOOL, CASTINE.

TWENTIETH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

STATE OF MAINE.

1873.



AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1874.



# STATE OF MAINE.

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EDUCATIONAL DEPARTMENT, }  
Augusta, Dec. 1, 1873. }

*To his Excellency Governor SIDNEY PERHAM,*

*and the Honorable Executive Council:*

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

Your obedient servant,

WARREN JOHNSON,

*State Superintendent of Common Schools.*





# REPORT.

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## GENERAL STATEMENT.

The statistics returned to this office by the school officers of the towns indicate a healthful condition of the public school system. Personal visitation and observation by the State Superintendent strengthen the belief that the interest of the State community in popular education is increasing and assuming a more intelligent and well defined form of action. Small and feeble districts are gradually uniting and voluntarily co-operating to secure larger educational facilities. In several instances the district system, so called, has been abandoned and the town plan adopted with most satisfactory results, as for instance in Turner, Lisbon, Pembroke, Machias, Baring, Whitneyville, Kenduskeag and other towns of medium size and scattered population, a fact indicating the practicability, and, in positive results, the desirability of the town plan. The examples thus afforded have already set neighboring towns to a candid consideration of the matter. Nothing is now needed except to encourage public sentiment in this direction. We have law enough. The number of new school-houses erected the past year has been as large as any previous year, the average cost of each considerably in excess of any former period, while in points of comfort, convenience, light, ventilation and architectural taste no year has witnessed the equal. While of course many "poor school-houses" still appear to be reported, the general tendency of larger districts and villages is to invest in good edifices for the shelter and comfort of teacher and pupils, and towards which they may point the eye of friend and stranger with pride and satisfaction. We often hear the remark, "a fine school-house pays, sir, as an investment."

The Normal Schools have continued successful. A beautiful structure has been erected at Castine the past year for the Eastern Normal School, the first *school-house* ever built by the State, suggestive that the Commonwealth proposes to *direct* as well as *correct* the influences that build up or disturb society. The

Teachers' Institutes were fairly successful. The *quality* of teachers in attendance was excellent; the numerical *quantity* not all that could be desired. The absenteeism of that large portion of young, unskilled, inexperienced class was very apparent and much to be regretted. Members of school-committees and district agents failed to appear at the conventions announced especially for their benefit during each institute session. In some places however the attendance and interest were in every way commendable. It remains an important question how best to secure a larger attendance of the *common* school-teachers and increase a community of interest and action in the great body of school officers. Efficient school supervision is still the weak feature of our public school system. Wise, intelligent, clean and clear inspection and guidance of school work are the exception rather than the general fact at present. The school revenue has been placed on a more nearly equitable basis, affording a larger income and showing both increased wages for teachers and longer schools. The school moneys distributed from the State Treasury to the several towns have increased within the past three years from less than twenty thousand dollars to almost four hundred thousand dollars. There has also been developed a stronger and better feeling of co-operation between the State, as a whole, and the towns as individual members of the State body. The common interests of stock and branches have been more fully and cordially recognized. The apprehensions of centralization, abridgment of ancient rights and privileges, on the part of towns and districts, have been allayed by a calm review of the situation and by the cheerful readiness of the parent State to bear her share of the pecuniary burden, while the municipalities have responded to the parental aid by continuing nearly their former school appropriations (the legal requirements being really less than formerly) by equal voluntary contributions to prolong schools and larger self-imposed taxation to build new school-houses and improve old ones. This element of co-operative effort between town and State is a pleasing and promising feature in the enterprise of public education. The State *and* the town are the interested working parties in this grand labor; not the State alone, not the towns alone. The Free High Schools have in an especial manner illustrated this agreeable plan of co-operation. The State says to towns, establish free high schools and one half the cost of instruction shall be paid from my treasury. In response nearly one-third of the towns have established such

schools, and generally with remarkable satisfaction and success. An examination of the list discloses the gratifying fact that they are mostly towns of medium wealth and population and have seized upon this privilege as almost the only one to secure to the older pupils facilities for attainments and culture beyond what may be afforded by the common school. In many instances hearty expressions of gratitude for this benefaction of the State have been received from individuals and communities more or less distant from the ordinary academy. I am happy to report a favorable popular sentiment in reference to the educational movements of the past few years, a hearty good feeling of sympathy and cooperation on the part of our teachers and educators, particularly evident in the annual meeting of the State Association, while the newspapers have contributed no small share to general enlightenment in educational matters by reports of institutes, conventions, school-house dedications, and communications from "parent," "teacher" and others, and also by editorial encouragement, suggestion or fair criticism. In general we are happy to report progress in the public schools of Maine. The consideration of special points will appear under appropriate divisions in the report.

#### TOWN RETURNS.

The school statistics required by law have been made in proper returns to this office by all the towns and plantations of the State, except the following :

*Towns.*—Brownfield, Cushing, Cutler, Eastbrook, Eaton, Mayfield, Prentiss, Swanville—8.

*Plantations.*—Fryeburg Academy Grant, Greenvale, Independent, Lincoln, Monhegan Isle, No. 10, No. 21, No. 31, Pattagumpus, Rangely, Unity, Vanceboro'—12.

The foregoing were delinquents at time of writing this report. In addition, the following towns failed to make returns prior to July 1, 1873, and thus lose one-tenth of their apportionment of school moneys from State Treasury: Argyle, Gray, Hudson, Jonesport, Kingsbury, Litchfield, Somerville, Tremont, Wilton—9.

From the returns thus made, tabulations of which may be found in the appendix to this report, the following exhibit is presented for the school year, 1873, meaning by this the period from April 1, 1872, to April 1, 1873. A similar exhibit for the school year, 1872, is also given.

## STATISTICAL SUMMARY.

	1873.	1872.
Population of State, census of 1870.....	626,915	626,915
Whole number of towns in the State.....	417	412
Whole number of plantations.....	83	88
Number of towns making returns.....	409	395
Number of plantations ".....	67	65
Whole number of scholars between four and twenty-one.....	225,179	226,751
Number registered in Summer Schools.....	116,750	118,222
Average attendance.....	92,526	92,750
Number registered in Winter Schools.....	128,134	126,311
Average attendance.....	103,548	102,443
Per centage of average attendance to whole number.....	.49	.49
Average length of Summer Schools in weeks and days, 5½ days per week.....	9w. 4d.	9w. 2d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w. 3d.	10w.
Average length of schools for the year.....	20w. 2d.	19w. 2d.
Number of districts.....	3,967	3,861
Number of parts of districts.....	347	310
Number of School Houses.....	4,083	3,868
Number of School Houses in good condition.....	2,397	2,279
Number of School Houses built last year.....	122	121
Cost of the same.....	\$153,695	\$131,799
Estimated value of all School Property.....	2,939,236	2,644,264
Number of Male Teachers employed in Summer.....	140	145
Number of Male Teachers employed in Winter.....	1,904	1,870
Number of Female Teachers employed in Summer.....	4,094	3,959
Number of Female Teachers employed in Winter.....	2,327	2,213
Number of Teachers graduates of Normal Schools.....	284	270
Average wages of Male Teachers per month, excluding board,	\$34 28	\$33 17
Average wages of Female Teachers per week, excluding board,	3 79	3 60
Average cost of Teachers' board per week.....	2 31	2 32
Amount of school money voted.....	625,618	717,719
Excess above amount required by law.....	149,953	232,406
Amount raised per scholar.....	2 69	2 87
Total amount received from State Treasury from April 1, 1872, to April 1, 1873.....	229,272	15,537
Amount derived from local funds.....	17,409	14,408
Amount paid for tuition in private schools, academies or col- leges in the State.....	52,869	55,425
Amount paid for the same out of the State.....	11,249	7,995
Amount expended for repairs, fuel, insurance, &c.....	93,897	76,841
Amount expended to prolong schools.....	12,687	13,164
Amount paid for school supervision.....	25,943	24,139
Per centage of average attendance to scholars registered.....	.80	.80
Per centage of average attendance to Summer Schools.....	.79	.78
Per centage of average attendance to Winter Schools.....	.81	.81
Aggregate amount expended for Schools.....	\$1,147,242	\$998,686
Amount of School Fund.....	319,273	312,975

FISCAL STATEMENT.

	1873.	1872.
Raised by municipal taxation for current school expenses.....	\$625,618	\$717,719
New school-houses.....	153,695	131,799
Private tuition in and out of the State.....	64,118	63,420
To prolong schools.....	12,687	13,164
To pay for School Supervision.....	25,913	24,139
Appropriation for Teachers' Institutes.....	4,000	4,000
"    "    Normal Schools.....	18,500	31,000
Expense of Annual Report, (7,000 copies).....	3,500	3,500
Salary of Superintendent, \$1,800; Clerk, \$1,200.....	3,000	3,000
Traveling expenses, \$500; postage, \$300.....	800	800
Derived from local funds.....	17,409	14,408
"    "    Savings Bank tax.....	131,293	57,335
"    "    School-Mill tax.....	224,157	224,530
Interest of permanent School fund.....	19,156	18,778
Aggregate expended for current public school purposes.....	1,162,459	1,112,373

SCHOOL CENSUS.

The number of scholars reported the past eleven years has been as follows :

Number of scholars in 1863 was.....	239,329
"    "    1864 ".....	235,188
"    "    1865 ".....	229,797
"    "    1866 ".....	229,378
"    "    1867 ".....	228,388
"    "    1868 ".....	225,200
"    "    1869 ".....	226,143
"    "    1870 ".....	228,167
"    "    1871 ".....	225,508
"    "    1872 ".....	226,751
"    "    1873 ".....	225,179

The return for 1873 appears to be the smallest for the last decade. Figures will not lie, it has been said—the whole statement should be, figures will not lie if accounts are correctly made. An examination of the returns made by Portland shows as follows :

Number of scholars in 1872.....	11,055
"    "    1873.....	9,848

Decrease.....1,207

It is hardly presumable that there has been a diminution of 1207 in the school population of Portland, in the short period of one year. As the school census was taken twice in that city the present year to insure accuracy, it is a fair presumption that the for-

mer return was not strictly correct. That there has been a decrease in the school population of Maine the past ten years, is undoubtedly true, as the difference of 14,150, between the returns of 1863 and 1873, can with difficulty otherwise be accounted for. A further examination of the school returns shows that the diminution has been chiefly in the rural portions and the villages, where business growth has been slow, stationary or diminished. The increase has been only in manufacturing centers and in Aroostook county, the chief section of immigration. While I think the statistics are not to be relied upon implicitly, as the census of scholars is sometimes taken hurriedly and carelessly by the town officers—sometimes not at all—the precise figures of the preceding year being returned as sufficiently near the truth to answer the requirements of the law, I have deemed it proper to present the above statement, that you might devise some method of securing more reliable returns, or that public attention might be called to a consideration of the causes of this decrease in number of school children, while the population of the State remains about the same. The requirements of the law upon this point seem to be sufficient, and are as follows :

#### DUTY OF SCHOOL AGENTS.

*Revised Statutes, Chap. xi, Sect. 60, item fifth.*—To return to the Assessors in the month of April, annually, a certified list of children in his district, between four and twenty-one years of age, as they existed on the first day of said month, exclusive of those coming from other places, where they belong, to attend any college or academy, or to labor in any factory therein.

*Sect. 61.*—Each School Agent shall return to the Superintending School Committee, in the month of April, annually, a certified list of the names and ages of all persons in his district from four to twenty-one years, as they existed on the first day of said month, leaving out of said enumeration all persons coming from other places to attend any college or academy, or to labor in any factory, or at any manufacturing or other business.

#### DUTY OF SUPERINTENDING SCHOOL COMMITTEE.

*Sect. 56.*—If any School Agent neglects to return the scholars in his district, the Superintending School Committee shall immediately make such enumeration, and be paid a reasonable sum

therefor, to be taken from the amount to be apportioned to the district of such delinquent agent.

*Sect. 57.*—They shall return to the Assessors, on or before the fifteenth day of May, annually, the number of scholars in each school district, according to the enumeration provided for in sections fifty-six and sixty-one.

*Sect. 55, item ninth.*—They shall give in their returns the number of scholars as they existed on the first day of April, next preceding the time of making said returns, and full and complete answers to the inquiries contained in the blank forms furnished them under the provisions of law; certify that such statement is true and correct, according to their best knowledge and belief; and transmit it to the office of the State Superintendent of Common Schools, on or before the first day of May in each year. When, by reason of removal, resignation or death, but one member of the committee remains, he shall make said returns.

The wish of the State seems to be clearly expressed in the foregoing. Whether any penalty or fine ought to be imposed upon officers for non-fulfillment on their part, is a question for legislators to consider. The loss for non-return now falls upon the *town*, in that the latter loses one-tenth of the school money to be apportioned by the State Treasurer. See School Laws, sect. 92. Your attention is respectfully called to this point.

#### SCHOOL ATTENDANCE.

The *registered* summer attendance for 1873, is less than that of 1872; the registered winter attendance is larger, while the *average* school attendance, summer and winter 1873, is slightly increased from that of the previous year. It appears, however, that the average attendance is only fifty per cent. of the total *census* number. We have not sufficient data to determine between what ages the non-attendance occurs, precisely what number attend private schools, or in what employment the absentees are engaged. It has been supposed that a large number of youths under seventeen years of age, were employed in mills, factories, shops, etc., but the State Statistician informs me that less than two thousand children of sixteen years and under, have been reported to him as employed in the industrial pursuits of the State. Of the floating, unemployed population under seventeen years, we have no estimate. As the school age proper is now practically

embraced between the ages of six and sixteen, it seems to be highly important to ascertain by correct census the number of youth between these ages, before we can determine what legislation, if any, is needed in this direction. I would recommend therefore, that the law be so amended as to require an enumeration of all persons between six and sixteen years, inclusive, in addition to the present census.

#### SCHOOL ENROLLMENT AND APPORTIONMENT OF STATE FUNDS.

In this connection, I desire to repeat the suggestion made last year, that the school moneys paid from the State Treasury should be apportioned to the several towns according to the actual number of scholars *enrolled*, not as at present, according to the *census* population between four and twenty-one years of age. An examination of the percentage column in appendix shows that the average attendance ranges from seventeen hundredths of census number to seventy-six hundredths. A further examination of the returns for several years discloses the fact that these low or high averages have become localized. The same town annually presents a low average, another as habitually shows a good record. On the present basis of distribution the former town, with 500 scholars in all, and 80 in school, receives the same gratuity from the State as the latter town with same number of census scholars and 380 in school. The former, in its indifferent, plodding ignorance, is rewarded equally with the latter, exhibiting an active, lively, educational interest. "The gods help those who help themselves." The gratuity of the State should be given, partially at least, as an award to active effort on the part of the recipient, and to encourage extra exertion in the individual towns. The money given by the State for educational purposes should be placed in the hands of those who evidently appreciate the gift, and make personal efforts to secure the educational results proposed. If the State's award be given for the number of youth *educated*, not for the number of children *raised*, the necessity of a "compulsory law" would be largely obviated. As expressed in my last report, the average attendance plan would not be so correct a basis as the *enrollment* method, counting as enrolled scholars only *those who have attended school at least two consecutive weeks in the school year*.

By reference to the statistics in the appendix, it will be seen



that one of the inquiries addressed to the school officers was "number of different pupils registered in school during the past year?" Although the query was presented rather experimentally than otherwise, sufficient replies were given to indicate that this basis of money distribution can readily be obtained, and that the distribution on that basis would be different in the several sums from the present apportionment by the State Treasurer. Surely the distribution by the State of over four hundred thousand dollars should not be made without a thought as to its most efficient use and best productive results in general intelligence. Systematic, well-placed beneficence becomes the State as well as the individual. I therefore recommend that the apportionment of the school-moneys paid out by the State Treasurer, be made on the basis of school enrollment instead of the present plan by census number, of all youth between the ages of four and twenty-one.

## SCHOOL REVENUE.

Reckoning from December 1, 1872—time of my last report—to December 1, 1873—date required for presenting the present report—the school income proper, from the various regular sources is as follows:

1. Town tax, (80 cents per capita),.....	\$625,618
2. State school mill-tax, (1 mill per dollar *valuation),.....	224,529
3. Savings bank tax, (1-2 mill on total deposits),..	131,293
4. Interest from school fund,.....	19,156
5. Proceeds from local funds.....	17,409
6. Voluntary local taxation to prolong schools....	12,687

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\$1,030,692

To which add expended for local supervision.....	25,943
"    "    State    "    .....	3,800
7000 copies Annual Report.....	3,500
Normal Schools, (general appropriation,).....	11,000
"    "    (special appropriation,).....	6,500
Teachers' institutes.....	4,000
Free high schools.....	83,524
New school houses.....	153,695

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\$1,322,654

This gives as the gross cost of the public school system to the people of Maine, for the twelve months preceding December 1, 1873.....\$1,322,654

Deduct cost of new school houses, (per-	
manent investment,).....	153,695
Special appropriation normal schools,..	6,500
	<u>          </u>
	\$160,195

And we have as current expenses.....\$1,162,459

Percentage of same on State *valuation,.....	.005
Pro rata each inhabitant, (626,915,).....	1.85
“ “ census scholar, (225,179,).....	5.17
“ “ average attendance, (111,463,).....	10.40

From the census of 1870 we find that the total number of paupers and criminals in the State was 4,619.

Annual cost of supporting the same,.....	\$367,000
Annual cost of supporting each,.....	79.45

#### STATE MONEYS FOR 1873-4.

The amount of school money to be paid out by the State Treasurer and available to the towns for the *school* year from April 1, 1873, to April 1, 1874, is as follows :

1. Savings bank tax, payable July 1, 1873,.....	\$131,293
2. Interest of permanent school fund payable July	
1, 1873,.....	19,156
3. School mill-tax, payable Jan. 1, 1874,.....	224,157
	<u>          </u>
	\$374,606

Apportioned on the present basis, the distribution to the several towns will be as indicated in the following table :

## COUNTY OF ANDROSCOGGIN.

TOWNS.	No. of Scholars.	School Fund	Mill Tax Fund No. 2.
Auburn.....	2,258	\$1,517 13	\$2,260 24
Durham.....	448	300 96	448 44
East Livermore.....	346	232 44	346 35
Greene.....	369	247 90	369 37
Lewiston.....	5,726	3,846 99	5,731 65
Lisbon.....	673	452 23	673 66
Leeds.....	450	302 32	450 44
Livermore.....	489	328 52	489 48
Minot.....	589	395 69	589 58
Poland.....	997	669 88	997 98
Turner.....	790	530 73	790 78
Wales.....	163	109 52	163 18
Webster.....	314	210 95	314 30

## COUNTY OF AROOSTOOK.

Amity.....	125	83 99	125 12
Bridgewater.....	286	192 13	286 29
Benedicta.....	165	110 86	165 10
Dalton.....	234	157 20	234 23
Easton.....	254	170 64	254 75
Fort Fairfield.....	890	597 95	890 88
Fort Kent.....	566	380 24	566 50
Frenchville.....	935	628 18	935 92
Grand Isle.....	343	230 43	343 34
Hersey.....	42	28 21	42 04
Hodgdon.....	362	243 21	362 30
Houlton.....	886	\$595 26	\$886 88
Island Falls.....	71	47 70	71 07
Limestone.....	122	81 97	122 12
Linneus.....	368	247 24	368 37
Littleton.....	340	228 43	340 34
Ludlow.....	150	100 78	150 15
Lyndon.....	715	480 37	715 65
Madawaska.....	500	335 93	500 49
Mars Hill.....	207	139 06	207 20
Masardis.....	55	36 95	55 05
Maysville.....	432	290 44	432 42
Monticello.....	340	228 43	340 34
New Limerick.....	178	119 59	178 18
Orient.....	99	66 51	99 10
Presque Isle.....	487	327 19	487 48
Sherman.....	308	206 93	308 30
Smyrna.....	72	48 37	72 07
Washburn.....	229	153 85	229 20
Weston.....	140	94 06	140 14
Alva plantation.....	272	182 73	272 27
Bancroft plantation.....	87	58 44	87 09
Castle Hill plantation.....	122	81 97	122 10
Crystal.....	112	75 25	112 10
Cyr.....	197	132 35	197 20
Eagle Lake.....	69	46 36	69 07
Glenwood.....	79	53 08	79 08
Hamlin.....	293	196 85	293 29
Haynesville.....	28	18 81	28 03
Leavitt.....	22	14 78	22 00
Macwahoc.....	94	63 15	94 09
Mapleton.....	216	145 11	216 20
Molunkus.....	25	16 80	25 00
Moro.....	62	41 65	62 00

## COUNTY OF AROOSTOOK—Concluded.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
No. 11, R. 1 plantation .....	135	90 70	135 10
Oakfield " .....	250	167 96	250 25
Ox Bow " .....	32	21 49	32 00
Perham " .....	51	34 26	51 05
Reed " .....	21	14 11	21 00
Silver Ridge " .....	87	58 44	87 09
St. Francis " .....	135	90 70	135 10
St. John " .....	67	45 01	67 07
Wallagrass " .....	177	118 92	177 18
Westfield " .....	38	25 52	38 04
Woodland " .....	151	101 45	151 15
Van Buren " .....	497	333 91	497 49

## COUNTY OF CUMBERLAND.

Baldwin .....	366	245 88	366 37
Bridgton .....	834	560 28	834 82
Brunswick .....	1,745	1,172 38	1,746 72
Cape Elizabeth .....	1,831	1,230 46	1,832 81
Casco .....	385	258 64	385 38
Cumberland .....	575	386 29	575 56
Deering .....	1,167	784 05	1,168 16
Falmouth .....	578	388 30	578 56
Freeport .....	700	470 26	700 69
Gorham .....	1,119	751 81	1,120 10
Gray .....	540	362 77	540 53
Harpwell .....	638	428 60	638 63
Harrison .....	349	234 46	349 35
Naples .....	415	\$278 80	\$415 40
New Gloucester .....	515	345 98	515 49
North Yarmouth .....	313	210 28	313 30
Otisfield .....	357	239 83	357 36
Portland .....	9,848	6,616 40	9,857 79
Pownal .....	310	208 26	310 30
Raymond .....	457	307 07	457 45
Scarborough .....	610	409 80	610 59
Sebago .....	283	190 32	283 28
Standish .....	613	411 82	613 60
Westbrook .....	881	591 85	881 87
Windham .....	779	523 34	779 77
Yarmouth .....	590	396 39	590 59

## COUNTY OF FRANKLIN.

Avon .....	208	139 73	208 22
Carthage .....	165	110 86	165 16
Chesterville .....	321	215 65	321 32
Farmington .....	967	649 68	967 95
Freeman .....	231	155 18	231 23
Industry .....	280	188 20	280 28
Jay .....	507	340 62	570 50
Kingfield .....	175	117 58	175 17
Madrid .....	155	104 14	155 15
New Sharon .....	450	302 33	450 44
New Vineyard .....	266	178 70	266 27
Phillips .....	450	302 33	450 44
Rangely .....	150	100 78	150 15
Salem .....	115	77 27	115 10
Strong .....	180	120 93	180 18
Temple .....	206	138 40	206 26
Weld .....	410	275 44	410 39

## COUNTY OF FRANKLIN—Concluded.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Wilton .....	536	\$360 12	\$536 53
Eustis plantation.....	136	91 37	136 14
Letter E " .....	11	7 39	11 00
Perkins " .....	55	36 95	55 05
Rangely " .....	11	7 39	11 00
No. 6 " .....	17	11 42	17 01
Dallas " .....	66	44 34	66 07
Sandy River plantation.....	27	18 14	27 03
Washington " .....	22	14 78	22 02
Lang " .....	10	6 72	10 00
Green Vale " .....	16	10 75	16 01
Coplin " .....	43	28 89	43 04

## COUNTY OF HANCOCK.

Amherst.....	148	99 43	148 14
Aurora.....	96	64 49	96 10
Bluehill.....	620	416 52	620 62
Brooklin.....	370	248 57	370 37
Brooksville.....	537	360 75	537 53
Bucksport.....	1,150	772 63	1,151 14
Castine.....	457	307 10	457 45
Cranberry Isle.....	142	95 40	142 14
Deer Isle.....	1,598	1,073 59	1,599 58
Dedham.....	165	110 86	165 16
Eastbrook.....	66	44 34	66 06
Eden.....	459	308 38	459 45
Ellsworth.....	2,000	1,343 71	2,001 89
Franklin.....	380	255 28	380 38
Gouldsboro'.....	659	442 72	659 65
Hancock.....	348	233 78	348 34
Lamoine.....	233	156 53	233 23
Mariaville.....	129	86 68	129 12
Mount Desert.....	361	242 52	361 36
Orland.....	595	399 72	595 59
Otis.....	110	73 91	110 12
Penobscot.....	556	373 55	556 55
Sedgwick.....	411	276 41	411 44
Sullivan.....	290	194 82	290 29
Surry.....	458	307 68	458 45
Tremont.....	702	471 60	702 76
Trenton.....	276	185 42	276 27
Waltham.....	141	94 73	141 14
Verona.....	164	110 19	164 16
Long Island.....	65	43 67	65 06
Swan Island.....	226	151 83	226 22
No. 7.....	19	12 77	19 01
No. 10.....	4	2 69	4 00
No. 21, Middle Division.....	24	16 13	24 03
No. 33, " ".....	39	26 20	39 03

## COUNTY OF KENNEBEC.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Albion .....	422	\$284 18	\$423 42
Augusta .....	2,233	1,500 24	2,235 20
Belgrade .....	508	341 27	508 50
Benton .....	426	286 19	426 42
Chelsea .....	280	188 15	280 28
China .....	695	466 90	695 69
Clinton .....	725	487 06	725 72
Farmingdale .....	223	149 82	223 22
Fayette .....	300	201 54	300 30
Gardiner .....	1,244	835 77	1,245 23
Hallowell .....	887	595 93	887 89
Litchfield .....	495	332 54	495 49
Manchester .....	237	159 21	237 20
Monmouth .....	545	366 63	545 54
Mt. Vernon .....	380	255 28	380 38
Pittston .....	790	530 72	790 79
Readfield .....	400	268 72	400 40
Rome .....	248	166 60	248 25
Sidney .....	483	324 48	483 48
Vassalborough .....	960	644 93	960 96
Vienna .....	245	164 59	245 24
Waterville .....	1,104	741 73	1,105 09
Wayne .....	320	214 98	320 30
West Gardiner .....	374	251 26	374 37
West Waterville .....	588	395 05	588 58
Windsor .....	406	272 75	406 40
Winslow .....	496	333 21	496 49
Winthrop .....	695	466 93	695 69
Unity plantation .....	13	8 74	13 00

## COUNTY OF KNOX.

Appleton .....	515	\$346 00	\$515 51
Camden .....	1,649	1,107 60	1,650 60
Cushing .....	242	162 50	242 24
Friendship .....	322	316 30	322 32
Hope .....	311	208 90	311 31
North Haven .....	256	172 08	256 25
Rockland .....	2,502	1,680 90	2,504 47
South Thomaston .....	694	466 43	694 69
St. George .....	934	627 50	934 93
Thomaston .....	915	614 68	915 91
Union .....	596	400 49	596 59
Vinalhaven .....	861	578 42	861 86
Warren .....	703	472 34	703 70
Washington .....	471	316 56	471 47
Matinicus Isle .....	95	63 93	95 09
Muscle Ridge plantation .....	29	19 59	29 02

## COUNTY OF LINCOLN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Alna .....	252	\$169 29	\$252 25
Boothbay.....	1,113	747 78	1,114 09
Bremen.....	323	217 04	323 32
Bristol .....	1,113	747 78	1,114 10
Damariscotta .....	443	297 61	443 44
Dresden .....	263	176 69	263 26
Edgecomb.....	376	252 60	376 37
Jefferson.....	643	431 97	643 64
Newcastle.....	585	393 10	585 58
Nobleborough .....	434	291 56	434 43
Somerville.....	151	101 45	151 15
Southport.....	271	182 06	271 27
Waldoborough .....	1,393	935 89	1,394 38
Westport.....	261	176 34	261 26
Whitefield.....	572	384 37	572 57
Wiscasset.....	628	421 89	628 64
Monhegan Isle.....	36	24 18	36 00

## COUNTY OF OXFORD.

Albany.....	252	169 29	252 25
Andover.....	278	186 76	278 27
Bethel .....	779	523 34	779 77
Brownfield.....	438	294 24	438 45
Buckfield.....	494	331 87	494 49
Byron.....	77	51 73	77 08
Canton.....	314	210 95	314 32
Denmark.....	385	258 64	385 38
Dixfield.....	311	208 93	311 32
Fryeburg.....	526	353 37	526 52
Gilead.....	120	80 63	120 12
Grafton.....	25	16 80	25 02
Greenwood.....	382	256 62	382 38
Hanover.....	58	38 96	58 06
Hartford.....	319	214 31	319 31
Hebron.....	232	155 85	232 23
Hiram.....	498	334 55	498 49
Lovell.....	415	278 80	415 41
Mason.....	50	33 59	50 05
Mexico.....	185	124 29	185 18
Newry.....	130	87 34	130 13
Norway.....	688	462 39	688 68
Oxford.....	590	396 56	590 59
Paris.....	1,000	671 85	1,000 99
Peru.....	322	216 32	322 32
Porter.....	420	282 26	420 42
Roxbury.....	52	34 93	52 05
Rumford.....	480	322 46	480 48
Stow.....	166	111 53	166 16
Stoneham.....	156	104 85	156 15
Sumner.....	440	295 59	440 44
Sweden.....	192	128 99	192 19
Upton.....	64	43 00	64 06
Waterford.....	455	305 67	455 45
Woodstock.....	371	249 24	371 37
Andover N Surplus.....	12	8 06	12 00
Franklin plantation.....	73	49 05	73 07
Fryeburg Academy Grant.....	6	4 03	6 00
Hamlin's Grant.....	40	26 87	40 00
Lincoln plantation.....	10	6 72	10 00
Milton plantation.....	91	61 13	91 09
Riley plantation.....	11	7 39	11 02

## COUNTY OF PENOBSCOT.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Alton .....	211	\$141 75	\$211 21
Argyle .....	104	69 88	104 10
Bangor .....	5,362	3,602 45	5,367 29
Bradford .....	529	355 39	529 52
Bradley .....	320	214 98	320 32
Brewer .....	1,115	749 22	1,116 09
Burlington .....	249	167 38	249 24
Carmel .....	498	334 65	498 49
Carroll .....	275	184 75	275 27
Charleston .....	443	297 81	443 44
Chester .....	160	107 50	160 16
Clifton .....	142	95 40	142 14
Corrina .....	537	360 75	537 53
Cornish .....	506	339 93	506 60
Dexter .....	946	635 52	946 95
Dixmont .....	487	327 26	487 48
Eddington .....	242	162 57	242 24
Edinburg .....	25	16 90	25 02
Enfield .....	223	149 82	223 22
Etna .....	282	189 44	282 28
Exeter .....	473	317 77	473 47
Garland .....	421	282 83	421 42
Glenburn .....	265	178 03	265 26
Greenbush .....	290	194 82	290 29
Greenfield .....	250	167 95	250 25
Hampden .....	1,018	683 94	1,019 00
Hermion .....	601	403 75	601 60
Holden .....	291	195 49	291 29
Howland .....	42	28 21	42 04
Hudson .....	257	172 65	257 25
Kenduskeag .....	255	171 31	255 25
Kingman .....	131	88 01	131 13
Lagrange .....	254	170 64	254 25
Lee .....	370	248 57	370 37
Levant .....	441	296 44	441 44
Lincoln .....	598	401 73	598 59
Lowell .....	173	116 24	173 17
Mattawamkeag .....	143	96 08	143 14
Maxfield .....	62	41 65	62 06
Milford .....	310	208 26	310 31
Mt. Chase .....	115	77 27	115 11
Newburg .....	337	226 39	337 33
Newport .....	477	320 45	477 47
Oldtown .....	1,347	904 95	1,348 34
Orono .....	986	662 39	986 98
Orrington .....	630	423 23	630 63
Passadunkkeag .....	91	61 13	91 09
Patten .....	291	195 40	291 29
Plymouth .....	300	201 54	300 33
Prentiss .....	164	110 19	164 16
Springfield .....	335	225 05	335 33
Stetson .....	319	214 32	319 31
Veazie .....	279	187 44	279 27
Winn .....	253	169 97	253 25
Drew plantation .....	33	22 17	33 03
Medway plantation .....	206	138 39	206 20
Pattagumpus plantation .....	39	26 20	39 03
Webster plantation .....	22	14 78	22 02
Woodville plantation .....	62	41 65	62 06
No 1, North Division .....	36	24 28	36 03
No. 2, Grand Falls .....	39	26 20	39 03
Lakeville .....	48	32 24	48 04



## COUNTY OF PISCATAQUIS.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Abbot .....	265	\$178 06	\$265 26
Atkinson .....	347	233 14	347 34
Barnard .....	50	33 59	50 05
Blanchard .....	76	51 08	76 07
Brownville .....	343	230 43	343 34
Dover .....	684	459 62	684 68
Foxcroft .....	440	295 62	440 44
Guilford .....	290	194 82	290 29
Greenville .....	154	103 47	154 15
Kingsbury .....	69	46 36	69 06
Medford .....	117	78 64	117 14
Monson .....	236	158 54	236 23
Milo .....	367	246 56	367 36
Orneville .....	241	161 90	241 24
Parkman .....	392	263 34	392 39
Sangerville .....	426	286 19	426 42
Sebec .....	367	246 55	367 36
Shirley .....	87	58 44	87 08
Wellington .....	247	165 95	247 24
Williamsburg .....	84	56 43	84 08

## COUNTY OF SAGadahoc.

Arrowsic .....	74	49 72	74 09
Bath .....	2,940	1,975 25	2,942 91
Bowdoinham .....	560	376 24	560 56
Bowdoin .....	519	348 69	519 50
Georgetown .....	460	309 05	460 46
Perkins .....	16	10 75	16 02
Phipsburg .....	535	359 44	535 53
Richmond .....	804	540 17	804 80
Topsham .....	469	315 10	469 46
West Bath .....	120	80 62	120 12
Woolwich .....	371	249 26	371 37

## SOMERSET COUNTY.

Anson .....	712	478 32	712 72
Athens .....	584	392 36	584 58
Bingham .....	316	212 29	316 30
Brighton .....	265	178 03	265 26
Cambridge .....	176	118 25	176 17
Canaan .....	546	366 80	546 54
Concord .....	180	120 93	180 18
Cornville .....	282	189 44	282 28
Detroit .....	230	154 54	230 24
Embden .....	278	186 76	278 27
Fairfield .....	1,081	726 26	1,082 07
Harmony .....	329	221 06	329 32
Hartland .....	400	268 72	400 40
Lexington .....	145	97 44	145 14
Madison .....	476	319 78	476 47
Mayfield .....	32	21 49	32 03
Mercer .....	315	211 64	315 31
Moscow .....	223	149 84	223 22
New Portland .....	543	364 79	543 50
Norridgewock .....	537	360 75	537 53
Palmyra .....	475	319 16	475 48
Pittsfield .....	723	485 74	723 70
Ripley .....	208	139 76	208 20
St. Albans .....	554	372 19	554 56

## COUNTY OF SOMERSET—Concluded.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Solon.....	414	\$278 16	\$414 41
Skowhegan.....	1,400	940 57	1,401 38
Smithfield.....	253	169 97	253 25
Starks.....	384	257 97	384 39
Dead River plantation.....	45	30 26	45 05
Flag Staff “.....	21	14 16	21 02
Moose river “.....	44	29 56	44 04
West Forks “.....	28	18 86	28 04
The Forks “.....	61	40 98	61 06
Dennis Town “.....	29	19 49	29 03
Carratunk “.....	55	36 95	55 06
Pleasant Ridge “.....	51	34 26	51 05
Highland “.....	52	34 93	52 05
Jackman Town “.....	44	29 56	44 04
No. 1, R. 2, W. K. R. plantation.....	39	26 26	39 04
No. 2, R. 5.....	39	26 26	39 03

## COUNTY OF WALDO.

Belfast.....	1,735	1,165 64	1,736 63
Belmont.....	217	145 78	217 21
Brooks.....	296	198 85	296 29
Burnham.....	406	272 76	406 41
Frankfort.....	420	282 19	420 43
Freedom.....	220	147 89	220 22
Islesborough.....	470	315 75	470 47
Jackson.....	244	163 92	244 24
Knox.....	351	235 80	351 35
Liberty.....	340	228 44	340 34
Lincolnton.....	760	510 59	760 76
Monroe.....	344	231 18	344 35
Montville.....	500	335 98	500 50
Morrill.....	180	120 96	180 19
Northport.....	320	214 98	320 32
Palermo.....	432	290 24	432 45
Prospect.....	302	202 88	302 30
Searsmont.....	542	364 14	542 54
Searsport.....	773	519 34	773 77
Stockton.....	626	420 55	626 63
Swanville.....	279	187 44	279 27
Thorndike.....	250	167 95	250 25
Troy.....	453	304 36	453 40
Unity.....	394	264 69	394 39
Waldo.....	275	184 76	275 28
Winterport.....	1,135	762 55	1,136 12

## COUNTY OF WASHINGTON.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax Fund No. 2.
Addison.....	445	\$298 97	\$445 44
Alexander.....	226	151 85	226 22
Baileyville.....	169	113 57	169 16
Baring.....	132	88 68	132 13
Beddington.....	59	39 64	59 05
Calais.....	2,641	1,774 33	2,643 61
Centerville.....	50	33 59	50 05
Charlotte.....	190	127 65	190 19
Cherryfield.....	698	468 91	698 69
Columbia.....	245	164 59	245 24
Columbia Falls.....	253	169 97	253 25
Cooper.....	164	110 19	164 16
Crawford.....	98	65 83	98 09
Cutler.....	408	274 09	408 44
Danforth.....	164	110 19	164 17
Deblois.....	65	43 68	65 06
Dennysville.....	234	157 24	234 25
East Machias.....	824	553 57	824 84
Eaton, No 9, R. 4.....	81	54 41	81 08
Eastport.....	1,650	1,108 52	1,651 63
Edmunds.....	190	127 65	190 19
Harrington.....	488	327 83	488 48
Jonesboro'.....	213	143 10	213 21
Jonesport.....	543	364 79	543 54
Lubec.....	827	555 63	827 82
Machias.....	983	660 42	983 98
Machiasport.....	641	430 62	641 64
Marion.....	90	60 46	90 09
Marshfield.....	161	108 17	161 16
Meddybemps.....	81	54 41	81 08
Millbridge.....	656	440 75	656 65
Northfield.....	100	67 19	100 10
Pembroke.....	1,123	754 60	1,124 11
Perry.....	475	319 16	475 48
Princeton.....	449	301 65	449 44
Robbinston.....	399	268 05	399 39
Steuben.....	409	274 80	409 40
Topsfield.....	215	144 46	215 24
Trescott.....	267	179 39	267 26
Wesley.....	148	99 43	148 15
Whiting.....	163	109 52	163 16
Whitneyville.....	239	160 58	239 25
Codyville plantation.....	23	15 46	23 02
Jackson Brook plantation.....	130	87 34	130 13
Talmadge plantation.....	47	31 57	47 04
Vanceboro plantation'.....	102	68 53	102 10
Waite plantation.....	27	18 24	27 02
No. 7, R. 2 plantation.....	79	53 08	79 07
No. 14 plantation.....	69	46 36	69 06
No. 18 plantation.....	17	11 42	17 01
No. 21 plantation.....	66	44 34	66 06
No. 31 plantation.....	16	10 75	16 01

## COUNTY OF YORK.

TOWNS.	No of Scholars.	School Fund	Mill Tax Fund No. 2.
Acton .....	356	\$239 26	\$356 35
Alfred .....	349	234 46	349 30
Berwick .....	900	604 62	900 90
Biddeford .....	3,896	2,617 49	3,909 86
Buxton .....	854	573 78	854 85
Cornish .....	372	249 99	372 37
Dayton .....	219	147 16	219 22
Elliot .....	564	378 96	564 56
Hollis .....	553	371 57	553 50
Kennebunk .....	728	489 07	728 72
Kennebunkport .....	768	515 94	768 77
Kittery .....	1,105	742 49	1,106 09
Lebanon .....	640	429 95	640 64
Limerick .....	502	337 24	502 60
Limington .....	550	369 49	550 56
Lyman .....	357	239 83	357 35
Newfield .....	367	246 55	367 36
North Berwick .....	603	405 19	603 61
Parsonsfield .....	625	419 88	625 62
Saco .....	1,902	1,277 87	1,903 89
Shapleigh .....	397	266 79	397 39
Sanford .....	802	538 78	802 81
South Berwick .....	867	582 45	867 86
Waterborough .....	553	371 57	553 50
Wells .....	927	622 79	927 93
York .....	859	577 08	859 85

## RECAPITULATION.

COUNTIES.	Scholars.	School Fund.	Mill Tax Fund.
Androscoggin .....	13,612	\$9,145 26	\$13,625 45
Aroostook .....	13,220	8,881 90	13,233 06
Cumberland .....	26,798	18,004 32	26,824 47
Franklin .....	6,186	4,156 08	6,192 11
Hancock .....	13,998	9,404 60	14,011 83
Kennebec .....	16,723	11,235 40	16,739 52
Knox .....	11,095	7,454 22	11,105 96
Lincoln .....	8,857	5,950 60	8,665 75
Oxford .....	11,907	7,999 75	11,918 76
Penobscot .....	25,710	17,273 44	25,735 40
Piscataquis .....	5,282	3,548 73	5,287 22
Sagadahoc .....	6,868	4,614 29	6,874 82
Somerset .....	12,569	8,444 52	12,581 41
Waldo .....	12,264	8,239 61	12,276 11
Washington .....	18,232	12,249 22	18,250 09
York .....	20,615	13,850 25	20,635 36
	223,936	\$150,452 19	\$224,157 32

The permanent school fund of Maine, derived chiefly from the sales of wild lands belonging to the State, now amounts to \$325,972. It is not probable that this fund will be much increased in the future.

The permanent school funds of the other States are presented in the following list. It will be seen that the Western States have made a generous provision for the support of their public schools.

Alabama .....	\$2,495,210	Missouri .....	\$4,689,423
Arkansas .....	785,000	Nebraska .....	
California .....	1,250,000	Nevada .....	104,000
Connecticut .....	2,048,375	New Hampshire .....	
Delaware .....		New Jersey .....	550,783
Florida .....	311,740	New York .....	2,978,576
Georgia .....	350,000	North Carolina .....	1,959,380
Illinois .....	6,382,248	Ohio .....	3,912,497
Indiana .....	8,395,135	Oregon .....	500,000
Iowa .....	3,191,483	Pennsylvania .....	
Kansas .....	745,212	Rhode Island .....	260,509
Kentucky .....	1,350,491	South Carolina .....	
Louisiana .....	1,193,500	Tennessee .....	3,269,696
Maine .....	325,972	Texas .....	5,383,198
Maryland .....	315,370	Vermont .....	
Massachusetts .....	1,361,173	Virginia .....	1,546,069
Michigan .....	3,540,998	West Virginia .....	229,300
Minnesota .....	2,780,559	Wisconsin .....	2,389,488
Mississippi .....	1,950,000		

In order to secure a complete financial exhibit of the revenue and expenditures connected with the public schools of the State, I recommend the amendment of item ninth, section 55, chapter 11, (School Laws,) so that the returns to the State Superintendent required from the Superintending School Committee shall embrace the following points:

First—Number of youth between four and twenty-one, April 1.

Second—Amount of money raised by town.

Third—Amount of money raised by town, 1873.

Fourth—Amount received from State from April 1, 1873, to April 1, 1874.

Fifth—Amount received from local funds from April 1, 1873, to April 1, 1874.

Sixth—Amount actually expended for schools from April 1, 1873, to April 1, 1874.

..... } S. S. Com.  
 ..... } of  
 ..... } \_\_\_\_\_

Personally appeared the above named parties, — — —, before me, — — —, and made oath that the foregoing statement subscribed by them is true.

Justice of Peace.

FREE HIGH SCHOOLS.

The whole number of towns making returns of free high schools to this office is..... 110  
 Whole number of districts,..... 24  
 Total returns,..... 134

RETURNS OF FREE

TOWNS.	Total am't expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Am't paid by subscription for Free High School.	Amount received from tuition.	No. of terms of High School.	Length of High School in weeks.	Wages paid teachers, including board per month.
Abbot	\$232 50	\$200	-	\$10 30	2	20	\$93 00
Albion	236 25	150	-	-	1	10	47 29
Alfred	385 00	300	-	10 65	2	22	70 00
Andover	296 00	200	-	28 00	1	12	49 33
Auburn	2,529 00	2,500	-	-	3	-	-
Atkinson, Dist. No. 5.	162 50	175	\$175	15 00	1	10	65 00
Bangor	3,243 75	4,325	-	-	3	37	-
Bath	3,500 00	500	-	-	3	40	290 60
Belgrade	244 50	200	-	-	2	20	48 90
Belfast, Cent. Dist.	533 33	1,000	-	55 67	1	11	194 00
Benton	366 00	400	-	-	1	12	61 00
Biddeford	1,350 00	2,000	-	12 00	4	40	225 00
Blanchard	112 50	60	-	-	1	10	45 00
Boothbay	449 00	500	-	-	3	27	63 86
Bradford	200 00	700	-	-	2	20	40 00
Bremen	220 00	200	-	-	2	20	44 00
Brewer	300 00	700	-	-	1	12	100 00
Bridgton, Dist. No. 1.	841 50	500	-	150 00	2	20	129 50
Bristol, Dist. No. 10.	187 50	200	62	38 00	1	10	7 00
Brooks	230 00	200	-	41 65	2	20	46 00
Brownville	270 00	300	-	13 50	1	12	90 00
Brunswick	1,138 66	500	-	109 94	2	22	207 29
Burlington	165 00	200	-	-	1	10	66 00
Calais	1,700 00	1,500	-	170 00	3	40	85 00
Carroll, Dist. No. 5.	121 00	121	-	13 00	1	10	48 00
Casco	511 50	500	-	11 50	4	38	54 00
Castine	696 90	1,000	-	-	2	23	121 20
Charleston	175 00	200	-	-	1	10	70 00
Cherryfield	1,037 00	500	-	-	2	26	-
Clinton	447 50	600	-	15 00	2	20	59 66
Cornish	501 00	500	-	-	1	12	167 00
Cornville	220 69	225	-	1 25	1	11½	76 50
Crystal pt.	125 00	200	-	-	1	11	43 00
Cumberland	1,411 00	1,200	-	151 50	3	36	156 77
Danforth	200 00	100	-	6 40	1	10	76 00
Dalton	383 33	400	-	-	2	23	66 66
Dennysville	485 00	800	-	70 00	2	21	106 00

In several towns two or more schools have been held,  
 making the number of different schools,..... 150  
 Number of different terms,..... 237  
 " " school weeks, ..... 2,551  
 " " students,..... 10,286  
 Average attendance,..... 8,123  
 Amount of money expended .....\$83,524  
 " " " awarded by State,..... 29,135

The following table is an exhibit of the returns made according to requirement of law.

HIGH SCHOOLS, 1873.

Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
82	70	8	74	70	62	32	-	4	34	\$111 10
115	97	10	105	110	40	60	-	-	6	118 13
34	28	-	all	24	24	10	9	-	15	187 18
65	55	-	65	61	48	53	3	-	19	134 00
66	63	-	15	15	6	5	38	13	-	500 00
43	37	-	43	35	35	23	3	4	17	73 75
135	129	-	135	-	-	-	106	59	104	500 00
118	108	-	-	25	48	-	62	33	40	500 00
87	68	5	81	79	42	27	1	1	18	122 25
90	80	-	35	58	59	35	20	-	80	238 83
95	68	11	77	82	46	57	3	1	9	183 00
71	64	-	71	-	-	35	69	71	71	500 00
33	26	17	16	25	13	9	-	-	7	56 25
149	102	10	130	128	104	88	5	7	2	224 50
75	61	-	75	67	38	22	1	1	49	100 00
72	60	9	63	69	45	57	1	-	1	110 00
52	48	48	48	-	-	-	36	-	48	150 00
82	72	-	21	52	50	4	36	1	16	345 75
35	27	-	35	33	32	21	2	-	12	74 75
100	79	8	92	98	53	47	-	-	19	94 18
55	44	-	54	45	48	30	8	4	19	128 25
72	67	-	-	21	33	35	63	10	32	500 00
46	41	-	46	39	34	28	2	-	4	82 50
71	52	-	all	all	11	31	50	17	71	500 00
23	20	3	20	20	18	23	-	-	12	59 00
156	129	40	116	143	79	81	3	2	64	250 00
35	29	-	35	35	35	-	28	8	20	348 45
57	36	-	57	37	31	18	5	-	9	87 50
48	44	-	48	25	32	22	7	-	19	500 00
124	106	-	95	104	61	93	-	-	32	216 25
159	137	47	82	103	77	64	27	18	43	250 50
45	32	-	44	44	43	8	5	-	5	109 72
37	31	25	12	30	12	20	-	-	4	62 50
68	61	-	79	37	31	25	22	-	38	500 00
42	32	9	31	40	10	24	-	-	10	96 80
76	69	-	73	67	67	52	-	-	80	191 67
54	53	-	61	56	61	45	3	-	28	207 50

## RETURNS OF FREE

TOWNS.	Total am't expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Am't paid by subscription for Free High Schools.	Amount received from tuition.	No. of terms of High School.	Length of High School in weeks.	Wages paid teachers, including board per month.
Dexter	\$770 00	\$500	-	\$20 00	2	22	\$140 00
Dixfield	400 00	400	-	7 42	3	30	53 33
Dixmont	200 00	-	\$100	50 00	1	10	80 00
Dover	300 00	300	-	-	2	21	57 14
Eastport	780 00	1,000	-	-	2	24	130 00
Eddington	308 75	400	-	21 80	2	20	61 75
Edgecomb	189 00	-	189	12 20	1	11	38 00
Eliot	242 00	300	-	-	1	10	-
Ellsworth	1,288 00	1,200	-	-	3	36	-
Fairfield	487 50	500	-	-	3	32	60 94
Falmouth, Dist. No. 3.	150 00	150	-	25 20	1	10	60 00
Fort Fairfield	500 00	500	-	32 50	2	21	100 00
Franklin	176 00	200	-	-	1	11	64 00
Freeman, Dist. No. 5.	150 00	25	50	5 00	1	12	50 00
Freeport	567 17	500	-	-	2	21½	105 41
Gardiner	1,533 00	1,950	-	115 00	3	36	-
Garland	227 00	500	-	-	1	10	90 80
Georgetown	165 00	300	-	4 60	1	10	66 00
Gray	615 97	500	-	-	2	20	123 19
Gorham	250 00	250	-	-	1	10	100 00
Greene	175 00	150	-	-	1	10	70 00
Greenfield	213 00	150	-	7 00	2	20	42 60
Greenville	147 50	150	-	3 25	1	10	59 00
Hallowell	1,000 00	1,000	-	-	3	38	137 00
Hampden, Dist. No. 6.	125 00	125	-	-	1	10	56 00
Harrington	225 00	300	-	-	1	11	80 00
Harrison	443 20	250	-	21 25	2	21½	-
Hartford	405 00	250	-	-	4	40	127 00
Hodgdon	355 50	200	-	6 00	2	21	67 00
Hudson	145 00	100	-	-	1	10	58 00
Kenduskeag	315 00	250	-	5 75	1	14	90 00
Kennebunk, Dist. No. 5.	1,000 00	600	-	-	3	36	111 11
Kittery, Dist. No. 9.	720 00	250	-	10 50	3	36	80 00
Lamoine, Dist. No. 2.	280 00	200	-	32 00	2	20	56 00
Leeds	560 25	800	-	-	2	32	70 03
Lewiston	3,750 00	4,080	-	6 00	3	39	-
Limerick	500 00	500	-	35 00	1	12	166 66
Linneus	339 00	300	-	-	2	22	61 63
Lisbon	598 75	500	-	-	4	36	66 47
Littleton	125 00	200	-	-	1	10	50 00
Lyndon	300 00	150	-	-	2	17	70 59
Machias	1,063 00	1,000	-	-	3	35	193 14
Manchester	257 50	150	-	4 66	1	10	103 00
Mattawamkeag	198 00	500	-	7 00	1	12	66 00
Maysville	218 00	400	-	-	1	11	79 27
Millbridge	324 00	500	-	-	2	16	81 00
Milo	194 00	250	-	3 00	1	10	77 60
Minot	485 00	400	-	20 00	3	30	64 66
Monmouth	800 00	400	-	23 00	2	22	145 45
Monson	205 84	250	-	24 50	2	17	46 00
Monticello	240 00	200	-	10 00	2	20	48 00
Mount Desert, Dist. No. 1.	140 00	152	-	13 78	1	10	56 00
New Gloucester	329 35	400	-	-	2	20	131 70
Newport	600 20	600	-	-	2	27	-
New Sharon	383 00	250	-	-	2	20	76 60



## HIGH SCHOOLS—Continued.

Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
131	91	-	123	62	59	52	26	13	44	\$375 00
153	122	41	112	114	87	42	9	5	7	196 29
38	30	-	34	33	37	33	7	-	2	75 00
99	80	-	109	100	72	69	5	8	29	150 00
69	50	-	23	20	23	31	16	26	7	390 00
71	62	-	71	60	67	31	-	2	25	143 48
53	40	6	47	37	44	26	-	-	17	88 40
68	54	-	68	65	57	58	-	-	14	121 00
50	-	-	-	20	43	20	43	13	8	500 00
116	97	-	116	108	100	58	9	25	22	243 75
39	35	-	39	31	20	28	-	-	8	62 40
78	64	-	78	64	76	68	12	4	28	233 75
31	24	-	31	30	12	29	-	-	7	88 00
42	32	8	34	36	20	20	-	11	2	72 50
94	77	-	94	78	76	33	19	-	61	283 59
96	84	-	-	40	40	20	50	116	65	500 00
70	59	-	70	56	53	29	9	-	11	113 50
36	31	-	34	35	34	16	2	3	12	80 20
120	91	-	120	99	110	32	16	50	16	307 99
63	45	6	57	56	43	21	-	-	8	125 00
60	55	6	31	51	42	29	4	-	19	87 50
60	45	15	30	35	35	25	-	-	-	103 00
33	23	9	24	30	13	19	-	-	6	72 13
68	40	-	-	20	26	8	23	10	51	500 00
25	20	4	21	21	18	13	3	-	6	62 50
35	30	-	35	35	28	30	-	-	16	112 50
108	95	5	103	62	38	47	24	2	17	210 98
136	109	24	112	117	70	58	-	-	23	202 50
44	30	-	42	40	38	42	8	-	25	174 75
43	32	12	31	28	9	34	-	-	3	72 50
22	17	-	21	18	18	6	-	-	20	154 63
43	36	-	40	34	23	44	29	7	17	500 00
45	37	-	34	38	35	13	16	4	23	250 00
36	30	-	35	22	31	32	-	-	10	124 00
96	77	-	90	74	48	43	9	1	39	280 13
137	118	-	137	137	63	13	56	25	137	500 00
91	78	-	85	56	45	23	20	6	14	232 50
105	36	15	72	94	83	33	-	-	20	169 50
88	72	10	55	62	33	42	15	4	26	299 13
47	32	-	47	47	30	47	-	-	8	62 50
93	49	3	90	93	81	55	3	13	10	150 00
57	53	-	31	-	15	-	29	11	52	500 00
50	43	-	50	45	35	27	3	2	4	126 42
23	21	-	23	21	18	18	-	-	7	95 50
44	38	7	37	41	26	34	2	-	17	109 00
97	69	-	97	76	69	41	23	5	-	162 00
83	60	7	76	76	61	39	18	1	21	95 50
130	106	56	72	102	48	80	8	-	27	232 50
109	60	20	20	60	88	38	15	-	25	388 50
76	50	-	74	70	73	60	4	6	14	90 67
31	28	11	25	32	18	10	2	-	2	115 00
42	35	-	42	42	42	24	-	12	10	63 11
82	75	-	47	75	67	47	2	5	1	164 68
134	113	23	111	109	80	27	10	3	34	300 10
100	75	15	85	100	100	80	4	1	55	191 50

## RETURNS OF FREE

TOWNS.	Total amt't expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Am't paid by subscription for Free High Schools.	Amount received from tuition.	No. of terms of High School.	Length of High School in weeks.	Wages paid teachers, including board per month.
Norridgewock . . . . .	606 00	500	-	-	2	26	93 23
Norway, Dist. No. 7 . . . . .	514 83	400	-	67 00	1	11	93 52
Oakfield pl. . . . .	137 50	250	-	-	1	11	50 00
Oldtown, Dist. No. 2 . . . . .	892 75	465	-	-	2	23	157 00
Orono . . . . .	946 00	500	-	-	2	22	173 00
Orrington . . . . .	247 50	400	-	-	1	11	90 00
Paris, Dist. No. 2 . . . . .	500 00	500	-	-	1	11	90 91
Palmyra . . . . .	280 00	150	-	-	1	10	112 00
Patten . . . . .	187 00	400	-	-	1	10	70 00
Pembroke . . . . .	966 66	1,500	-	18 00	2	20	193 33
Peru, Dist. No. 7 . . . . .	126 00	126	-	13 00	1	10	50 40
Phillips . . . . .	418 50	225	-	-	2	22	145 00
Portland . . . . .	12,000 00	15,000	-	-	2	40	1,200 00
Presque Isle . . . . .	244 00	200	-	12 00	1	11	88 73
Princeton . . . . .	184 75	300	-	-	1	10	73 90
Rockland . . . . .	2,070 00	1,000	-	5 00	3	32	258 75
Rumford, Dist. No. 9 . . . . .	190 00	197	-	31 75	1	10	62 00
Sebec, Dist. No. 3 . . . . .	220 00	110	-	-	1	11	80 00
Solon, Dist. No. 5 . . . . .	180 00	100	-	43 01	1	12	60 00
South Thomaston . . . . .	835 50	1,000	-	-	4	41	81 52
Strong . . . . .	326 07	300	-	15 25	1	11	121 80
Stetson . . . . .	251 50	134	-	14 00	1	11	91 45
Thomaston . . . . .	590 00	800	-	-	2	18	125 00
Topsham . . . . .	600 00	1,000	-	-	2	20	132 00
Troy, Dist. Nos. 3 and 5 . . . . .	265 00	265	-	-	2	20	106 00
Turner . . . . .	615 00	500	-	20 00	4	36	-
Vassalboro' . . . . .	477 50	500	-	-	2	20	95 50
Waldoboro', Dist. No. 6 . . . . .	475 00	600	-	22 50	2	19	100 00
Warren . . . . .	500 00	500	-	3 00	2	20	100 00
Waterville . . . . .	484 00	1,000	-	-	2	22	-
Wayne . . . . .	150 00	150	-	4 70	1	10	60 00
Wells . . . . .	974 75	1,000	-	-	3	32	-
Westbrook . . . . .	710 00	500	-	-	3	26	-
Weston . . . . .	165 00	150	-	-	1	11	60 00
Westport, Dist. No. 2 . . . . .	95 00	50	-	2 00	1	10	38 00
Westport, Dist. No. 3 . . . . .	190 00	-	192	14 00	1	10	72 00
West Waterville . . . . .	615 50	1,000	-	17 50	2	20	61 55
Winn . . . . .	210 37	150	-	-	1	11	76 50
Winthrop . . . . .	247 50	500	-	-	1	11	90 00
Wiscasset, Dist. No. 1 . . . . .	1,845 00	500	-	16 00	3	34	-
Woolwich . . . . .	403 50	500	-	-	2	23	70 00
Yarmouth . . . . .	468 33	2,000	-	11 00	1	12	156 11
	\$ 83,772 72	\$ 83,219	\$ 768	\$ 1,649 48	237	2,551 1/2	-

## HIGH SCHOOLS—Continued.

Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
101	47	-	57	50	55	25	2	16	50	303 00
104	88	-	81	67	71	52	24	-	15	223 92
43	32	4	39	39	24	19	-	-	8	68 75
83	74	-	all	75	50	40	3	-	20	446 38
75	51	-	75	70	65	41	10	6	39	473 00
75	61	-	75	71	40	29	10	-	12	123 75
49	40	5	37	39	32	10	15	6	16	250 00
77	57	-	72	62	62	17	-	-	4	140 00
64	53	-	42	20	15	16	-	-	24	93 50
127	124	-	127	127	127	127	19	-	46	474 33
23	20	-	25	25	19	19	1	-	7	56 50
94	64	6	88	81	50	30	5	5	7	209 25
436	422	-	151	-	29	-	170	57	78	500 00
60	54	9	44	51	39	30	8	6	26	116 00
41	35	-	41	41	32	25	8	-	8	92 38
90	88	-	90	79	27	-	30	-	90	500 00
31	28	3	28	18	26	11	5	-	-	79 13
34	25	-	33	33	24	16	-	-	10	110 00
43	37	-	43	42	27	24	-	-	6	68 49
104	91	-	104	104	104	56	13	2	66	417 75
86	70	16	70	75	55	49	6	-	15	155 41
70	55	3	67	65	59	31	4	-	13	92 99
39	34	-	39	20	4	-	25	21	33	295 00
47	37	-	43	43	45	26	6	1	-	300 00
78	56	-	65	73	55	18	-	-	2	132 50
197	162	18	164	146	121	42	13	6	91	297 50
98	79	-	98	83	65	56	10	-	30	238 75
39	30	-	39	36	37	15	4	-	5	226 25
54	36	-	54	24	43	21	5	27	25	248 50
71	47	-	-	-	-	17	50	17	15	292 00
64	52	-	40	36	45	30	2	-	25	72 65
245	203	82	153	184	121	80	20	9	63	487 38
137	-	-	all	130	125	75	18	-	31	355 00
36	26	9	22	24	13	18	5	2	-	82 50
46	24	10	30	37	14	18	3	2	-	46 50
28	25	4	24	28	18	15	-	-	18	88 00
68	60	-	34	43	40	17	27	9	22	299 00
34	27	5	29	34	25	28	-	-	-	105 18
46	40	-	40	40	15	-	8	-	30	123 75
205	150	116	89	160	60	126	15	-	15	500 00
121	86	-	121	121	121	121	7	-	-	201 75
64	61	-	64	32	56	56	13	-	-	228 66
10,286	8,123	843	7,716	7,600	6,093	4,527	1,727	838	3,174	\$29,134 79

An examination of the foregoing, discloses the fact that while all of the cities but two, Augusta and Saco, have availed themselves of the privileges of the free high school act, a large majority of the above are towns of medium population and wealth.

It will be seen that even two plantations established successful schools, raised necessary funds and obtained the gratuity of the State. From personal observation, I feel assured that the school thus maintained in one of these plantations met the urgent educational wants of the pupils between the ages of fourteen and twenty-one, as no other school possibly could. Too old to take their places with the primarians, so to speak, in the common school, with too limited attainments and means to enjoy the privileges of the ordinary academy, they very cheerfully and readily, as neighbors and acquaintances sat down together to enter upon studies from which hitherto, their pride—false pride, albeit—had kept them. It was a cheering sight to see these “large boys and girls” enthusiastically engaged in pursuing advanced courses in language, mathematics, and the natural sciences, and in process of development for better thinking and more intelligent action. Especially pleasant was it to hear from parents expressions of hearty gratitude to the State for her benefactions in this direction. Under the elastic provisions of the law by which the State responds to the action of town or towns, district or districts, individual gifts, donations, bequests, subscriptions, etc., it seems hardly possible that there can be any town or community in the State, which can not avail itself of the privileges under this act of legislation. One district maintained a very respectable school ten weeks for the sum of ninety-five dollars, one half of which was payable from the State Treasury. A proper sentiment, coöperative effort, and an accommodating *disposition* will render all financial difficulties easy burdens.

In connection with this plantation statement, it will be noticed that thirty of the foregoing schools were maintained at an expense each, of two hundred dollars or less, and that more than one-half cost five hundred dollars each, or less than that sum, requiring an outlay on the part of the town or district of two hundred and fifty dollars or less. Furthermore, it will be seen that only seventeen towns obtained the maximum gratuity of the State, namely, \$500, amounting to \$8,500, while the high schools of these same towns cost \$41,459. Hence it appears that nearly three-quarters of the awards by the State to free high schools were distributed to the

country towns. That is, the privileges for higher culture were carried out into the producing sections of the State, rather than obliging the latter to seek the rich centers for educational facilities not otherwise attainable.

In making the several awards to the towns, the aim has been first, to ascertain the actual cost of instruction to any town or district; next, whether one-half of this sum has been properly provided for by town, district or community, and finally, if the latter provision has been complied with, to make the award on the part of the State. For instance:

TOWN OF ALBION.

School instruction, cost,.....	\$236 25
(No tuition, interest, etc., returned.)	
One-half payable by State,.....	118 13
(Amount voted, sufficient.)	

TOWN OF EDDINGTON.

Total expense for instruction,.....	\$308 7
Tuition,.....	21 80
<hr/>	
Actual cost,.....	\$286 95
(Amount voted, sufficient.)	
One-half payable by State,.....	143 48

TOWN OF KITTERY,

Total expense for instruction,.....	\$720 00
(No tuition, etc., returned.)	
Amount voted, not sufficient.....	250 00
Award by State,.....	250 00

The above specific cases have been presented because inquiries have already been made at this office whether the total expense for instruction or the actual net cost of same would be taken as the basis of apportionment by the State. The latter seems to be the basis contemplated by the act, and to be, in fact, the only one.

The statistics presented, afford the best and most convincing proof in regard to the success of this new element in our public school system, as also the most powerful argument for its continuance. In addition to these "numerical" facts, the numerous epistolary expressions received at this department, and the commendatory statements made by parents, whose children have

enjoyed the privileges thus afforded, are simply eloquent pleadings in favor of the free high school. The following extract is a specimen :

DIXFIELD, November 22, 1873.

WARREN JOHNSON, Esq.—*My Dear Sir*:—I now return Free High School Certificate for the town of Dixfield. I hope it is all right. Our schools have far surpassed our most sanguine expectations in point of numbers and regular attendance, and in the progress the scholars have made. They have been a perfect success. The prejudice against the free high school act here has all died away, and “all hands ’round” in this town, are for continuing the same system. I think it would be so everywhere if they put it into operation properly.

ISAAC RANDALL, A. M.

The following suggestions were issued in a circular from this office to the several towns last May, in response to numerous inquiries pertaining to the establishment of Free High Schools.

#### FREE HIGH SCHOOLS.

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

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

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

*Grade of Admission.* Although the proposed schools are termed high schools it is not expected that they will come up to the full grade of classical schools, or even the ordinary academy at first. They will be the peoples' high schools for a superior English and scientific education, excluding at first, simply all primary classes and affording the general culture demanded by the increasing business, manufacturing and mercantile wants of the times. While therefore the grade of admission of pupils to these rests virtually with the school officers of the several towns under the provisions of this act, with the advice and consent of the Governor and Council, the following *minimum* grade of admission has been established this year, indicating the line of division between the high school and any lower grade, and the basis upon which a certificate for payment of gratuity by the State will be issued. Of course town committees can establish a higher grade of admission, according

to the wants and wishes of the several communities where the schools are established. Examination is required in none but the branches specified by statute, and as follows :

*Spelling*—First fifty pages of ordinary spelling book.

*Reading*—Through the Third Reader, so called.

*Writing*—At discretion ; a fair hand.

*English Grammar*—To syntax ; Greene's Introduction.

*Geography*—Through United States, Warren's Primary Geography.

*Arithmetic*—Fundamental rules, common and decimal fractions.

*History*—Nothing.

*Physiology*—Nothing.

*Book-Keeping*—Nothing.

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

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

SPELLING.	{ Oral and Written }	Whole school, once a day, using spelling-book, dictionary, reading-book, newspapers and periodicals. Spelling matches.
READING.	{ Elementary Sounds. Voice building. General rules. Practice. }	Fourth or Fifth Readers, all in one class. Selections from newspapers and periodicals.—Reading, recitations, and declamations by all the pupils.
WRITING.	{ Imitation of copies from books or charts. of small and capital letters. Aim after a good fair business penmanship. Writing letters, proper folding and superscription. }	



DRAWING.	{ Free hand. Linear. } Copying. { Mechanical. } Original designing.
GEOGRAPHY.	{ Political. } Relations of earth to man. [laws. { Physical. } " " " nature and natural { Mathematical. } " " " the solar system. Test classes on shipping lists, imaginary voyages and travels, with description of places and peoples. Map drawing.
ARITHMETIC.	{ Mental. } Facility and accuracy in mental compu- tations. { Written. } Clinch principles by original examples in practical matters. Single entry ac- counts.
BOOK-KEEPING.	{ Single and Double Entry.
GEOMETRY.	{ Plane Geometry, Trigonometry, Surveying, Navigation.
ENGLISH GRAMMAR.	{ Study of text book, Correction of common errors, Class criticisms, Letter writing and composition. English Literature. Study of standard authors.
HISTORY.	{ Manual of universal history. United States, partly in connection with Geogra- phy; not dates and forms merely, but underly- ing principles of human society.
SCIENCE OF GOVERNMENT.	{ Governments in general. Constitution of United States and of Maine. Citizens' Manual.
PHYSIOLOGY.	{ Human and comparative Anatomy. Hygiene. Laws of health and life.
PHYSICS.	{ Chemistry. Natural Philosophy, Mechanics. } Object { Botany. } Lessons. { Mineralogy, Geology. }
MORALS. AND MANNERS.	{ Social duties. Moral obligations. Fundamental truths of Christianity.

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

The following text-books are suggested and publishers of same :

- Readers*—Willson's Readers, Harper & Brothers, New York.  
 Monroe's Readers, Cowperthwaite & Co., Phila.  
 Manual of Reading, Potter, (for teachers,) Harper & Brothers, New York.
- Drawing*—Industrial Drawing for beginners, free hand, James R. Osgood & Co., Boston.  
 Bartholomew's System of Drawing, Woolworth, Ainsworth & Co., New York.
- Geography*—Warren's Geography, Cowperthwaite & Co., Phila.  
 Guyot's Physical Geography, Scribner & Co., New York.  
 "Our World," Ginn Brothers, Boston.  
 Camp's Outline Maps, O. D. Case & Co., Hartford, Conn.
- Arithmetic*—White's, Wilson, Hinkle & Co., Cincinnati.  
 French's, Harper & Brothers, New York.  
 Hagar's, Cowperthwaite & Co., Phila.
- Book-Keeping*—Palmer's Practical Book-Keeping, Sheldon & Co., New York.  
 Waitt's Self Instructor, Augusta, Me.
- English Grammar*—Greene's, Sheldon & Co., New York.  
 Shaw's Manual of English Literature, Sheldon & Co., New York.
- History*—Young Folks' History of Maine, Dresser, McLellan & Co., Portland Me.  
 Seavey's Goodrich's U. S., Tileston & Co., Boston.  
 Scott's U. S., Harper & Brothers, New York.  
 Lossing's Pictorial U. S., Sheldon & Co., New York.  
 Willson's Outlines of History, Iveson, Blakeman & Co., New York.  
 Anderson's Histories, Clark & Maynard, New York.
- Science of Government*—Alden's Science of Government, Sheldon & Co., New York.  
 Alden's Citizens' Manual, Sheldon & Co., New York.
- Physiology*—Cutter's New Analytic Anatomy and Physiology, J. B. Lippincott & Co., Phila.  
 Dalton's Physiology and Hygiene, Harper & Brothers, New York.

- Physiology*—Physiology and Hygiene, Catherine E. Beecher, Harper & Brothers, New York.
- Physics*—Peck's Ganot, A. S. Barnes & Co., New York.  
 Cooley's Natural Philosophy, Scribner & Co., New York.  
 Cooley's Chemistry, Scribner & Co., New York.  
 First Lessons in Mechanics, D. Appleton & Co., N. Y.  
 First Lessons in Botany, Youman's, D. Appleton & Co., New York.  
 Tenney's Geology, E. H. Butler & Co., Phila.
- Morals and Manners*—Cowdery's Lessons, Cowperthwaite & Co., Philadelphia.  
 Good Morals and Gentle Manners, Gow, Wilson, Hinkle & Co., Cincinnati.
- Books for Teachers*—Fowle's Teachers' Institute, A. S. Barnes & Co., New York.
- Books for Teaching*—Page's Theory and Practice of Teaching, How to Teach, J. W. Schermerhorn & Co., New York.  
 Northend's Teacher and Parent, A. S. Barnes & Co., New York.  
 Sheldon's Manual of Object Lessons, Scribner & Co., New York.  
 Willson's Object Lessons, Harper & Brothers, New York.  
 Calkin's Object Lessons, Harper & Brothers, New York.  
 Abbott's Teacher, Harper & Brothers, N. Y.  
 Hooker's Child's Book of Nature, Harper & Brothers, New York.  
 Bain's Mental Science, D. Appleton & Co., New York.

Of course it will be understood that the foregoing list is given merely as a suggestion where certain text books can be obtained, in answer to numerous inquiries made at this office. It is not presumed that they are all such as will best answer the requirements and different tastes and judgments of the several communities. An attempt has been made simply to present a practical American course of study, and to add for convenience, a list of text books well adapted to aid in carrying out this plan of study and investigation.

## THREE ESSENTIALS.

1. An accomplished, faithful, skilled teacher.
2. Careful supervision by school officers.
3. Constant, generous interest on the part of parents.

In view of the fact that some of the fall schools are prolonged into the month of December, beyond the date at which the required returns must be made, and also that in some towns terms of school are held in the spring, I beg leave to suggest that awards and payments be made to the several towns semi-annually, December 1, and June 1, instead of annually, as at present.

## NORMAL SCHOOLS.

By act of last Legislature the normal schools established by the State were placed under the direction of seven trustees, five of whom were appointed by the Governor. The full Board of Trustees is as follows :

Governor SIDNEY PERHAM.

WARREN JOHNSON, *Superintendent Common Schools.*

J. H. HANSON, Waterville.

A. H. ABBOTT, Farmington.

J. W. DRESSER, Castine.

S. T. PULLEN, Portland.

S. A. PATTEN, Monson.

The report of the Trustees is herewith presented :

Agreeably to requirement of law the Trustees beg leave to present the following report :

## REPORT OF NORMAL SCHOOL TRUSTEES.

*To Governor Sidney Perham :*

The Trustees of the normal schools report that their first meeting was held at Castine, May 21, 1873, the time of the annual examination and graduation exercises at the Eastern Normal School. Preliminary steps were taken at this time, for the organization of the Board as contemplated by the act creating such Board. A committee was appointed to arrange such form of organization and regulation as might be deemed proper, and present the same to the Board at its next session, to be held at Farmington in June. The Trustees express their satisfaction with the present condition of the Eastern Normal School under the charge of Prof. G. T.

Fletcher, assisted by Miss Helen B. Coffin, Miss Mary E. Hughes, Miss Clara Bartley, and Miss Eliza C. Lufkin. No efforts seem to be spared by these teachers to accomplish the objects intended in the establishment of this training school for teachers. For number of scholars, names and residence, reference is respectfully made to the accompanying report of the principal.

The school building just erected by the State, and completed at an expense of \$25,000, is a fine edifice, and is well adapted to the wants of the school.

The grounds need grading and fencing, and additions should be made to the library and apparatus.

The graduation exercises were very creditable to the scholarship and intellectual ability of the graduates.

The meeting at Farmington was held June 13th, examination day of the Western Normal School. The organization of the Board was completed here, and a code of by-laws accepted. The following by-laws were adopted :

BY-LAWS OF THE BOARD OF TRUSTEES OF THE NORMAL SCHOOLS  
OF MAINE.

*Article 1.* The officers of the Board shall consist of a President, a Secretary and a Treasurer, who shall be annually chosen by ballot. There shall also be a finance committee, an inspectory committee on the Eastern Normal School, an inspectory committee on the Western Normal School, and an executive committee—each committee to consist of three members.

*Art. 2.* It shall be the duty of the President to preside at all meetings of the Board, to represent the Board on all public and ceremonial occasions, except when the Board shall otherwise provide, to call special meetings of the Board when he shall deem it desirable, or on written request of four members of the Board, and to draw orders on the State Treasurer in favor of the Treasurer of this Board from time to time, for such sums as the needs of the Board may demand.

*Art. 3.* It shall be the duty of the Secretary to keep a record of the proceedings of the Board, to notify the members by mail of all meetings, and to compile from the reports of the committee and of the principals of the schools, an annual report of the normal schools for publication in the State Superintendent's report.

*Art. 4.* It shall be the duty of the Treasurer to receive from the State, on the order of the President, all money placed at the disposition of the Board, as it shall be needed from time to time; to disburse it in accordance with the vote of the Board; and, with the approval of the finance committee, to make the annual fiscal report required by law.

*Art. 5.* The Finance Committee shall have general charge of the financial affairs of the Board, shall audit the Treasurer's accounts and shall examine, and, if they approve, shall sign the annual fiscal report.

*Art. 6.* It shall be the duty of the Inspectory Committee on each school to examine their respective schools as often as shall in their judgments be necessary, in regard to methods of instruction, general discipline and efficiency of teachers. They shall examine the school buildings and grounds of their respective schools, order such repairs and alterations as shall be of immediate necessity, and recommend to the Board such other improvements as they shall deem desirable. They shall recommend to the Board for adoption, text books in the several branches, for their respective schools. They shall have power in their respective schools, to fill temporarily, any vacancy which may occur in the corps of instructors; and for good cause may suspend any teacher. At least one member of each committee shall superintend the examination of candidates for admission and graduation for the school under its charge.

*Art. 7.* The Executive Committee shall be the general business committee of the Board, shall procure for the use of the schools, such apparatus, books, stationery, printing and other material, as shall be ordered by the Board, by the Inspectory Committees, or such as the committee itself shall deem necessary. It shall have in special charge, all other business of the Board not herein assigned to any other committee.

*Art. 8.* There shall be two regular meetings of the Board each year—one at Castine, at the close of the spring term of the Eastern Normal School, and one at Farmington, at the close of the spring term of the Western Normal School. The regular meeting at Farmington shall be the annual meeting for the election of officers and the appointment of committees. Special meetings may be called by the President as herein before provided.

*Art. 9.* The teachers shall be elected, and their salaries fixed for the Eastern Normal School at the regular yearly meeting at Castine, and for the Western Normal School at the regular yearly meeting at Farmington.

*Art. 10.* The principal of each school shall make and forward to the Secretary on the first of November of each year, a detailed report of his school for the preceding year, stating the number of pupils for each term, the classes, text books, amount and condition of apparatus and furniture, the condition of the school buildings and grounds, and in general, a statement of the condition and wants of the school, with suggestions on all points of interest connected with it.

Under the provisions of the by-laws the following organization was effected :

OFFICERS AND COMMITTEES FOR 1873.

*President.*—His Excellency the Governor.

*Treasurer.*—Warren Johnson.

*Secretary.*—Stanley T. Pullen.

*Finance Committee.*—The Governor, J. H. Hanson, Sumner A. Patten.

*Castine Inspectory Committee.*—Warren Johnson, J. W. Dresser, Sumner A. Patten.

*Farmington Inspectory Committee.*—Warren Johnson, A. H. Abbott, J. H. Hanson.

*Executive Committee.*—Stanley T. Pullen, A. H. Abbott, J. W. Dresser.

The Trustees report favorably in regard to quality of instruction given in the Western School. The course of study required seems to be somewhat too extensive for the comparatively brief period of two years, and possibly should be abridged to meet the capabilities of the general student. We have to express our surprise that so much is accomplished, and so well, by the majority of the students. This school is in charge of Prof. C. C. Rounds, assisted by Mr. Roliston Woodbury, Miss Jennie M. Hayden, Miss Sarah B. Morton, and Miss Laura M. Curtis. We desire to express our special pleasure and satisfaction with the model school under the charge Miss Etta Kilbreth. It appears to us that in general, both schools are well and prudently conducted, and are

among the best, if not the best, institutions of the State. We recommend a most generous support of them by the State. For details and suggestions for improvement of the schools, reference is respectfully made to the reports of the principals and the accompanying exhibit of the Treasurer.

STATE NORMAL SCHOOL, }  
Farmington, Me., Nov. 3, 1873. }

TO HON. STANLEY T. PULLEN,

*Secretary Board of Trustees of Normal Schools of Maine :*

I have the honor of submitting the annual report of this school for the year ending June 13, 1873.

The number of pupils for the fall term was ..... 63

The number of pupils for the spring term was..... 86

I present a list of pupils in attendance during the year, with age, date of entering, date of leaving, and number of days present.

FALL TERM, 1872.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bennett, Lorette C.....	18	Aug. 20.....	Jan. 3.....	86½
Cartland, Nettie M.....	21	do .....	do .....	-
Farrington, Sarah A.....	19	Aug. 21.....	do .....	83½
Nichols, Eldora.....	18	Aug. 20.....	Oct. 29.....	42½
Seales, Lilla M.....	17	Aug. 21.....	Jan. 3.....	87½
Thompson, Josephine.....	25	do .....	do .....	85
Elliot, Ezra F.....	20	Aug. 20.....	do .....	87
Jones, Newton J.....	22	-	-	-
B CLASS.				
Berry, Addie S.....	20	Aug. 20.....	Jan. 3.....	89
Cushman, Flavilla.....	18	Aug. 21.....	do .....	88
Elliot, Clara F.....	20	Aug. 20.....	do .....	87½
Hunt, Anna V.....	20	Aug. 22.....	do .....	87
Howard, Henrietta.....	18	Aug. 21.....	do .....	89
Hardy, Lizzie A.....	22	Sept. 3.....	do .....	78
Saunders, Abbie A.....	17	Aug. 20.....	do .....	81
Reed, Louis H.....	19	Aug. 26.....	do .....	82½
Stanley, Calvin F.....	20	Aug. 20.....	do .....	87½
C CLASS.				
Bates, Helen N.....	16	Aug. 20.....	Jan. 3.....	89
Gardner, Emma.....	20	Aug. 21.....	do .....	88
Giddings, Mary L.....	19	Aug. 20.....	do .....	85
Gill, Sarah.....	19	Aug. 23.....	do .....	85
Haynes, Lovina H.....	21	Nov. 11.....	do .....	39
Holden, Georgia R.....	20	Aug. 27.....	Dec. 4.....	66½
Richardson, Clara E.....	20	Aug. 26.....	Dec. 12.....	64½
Roberts, Nellie M.....	21	Aug. 20.....	Jan. 3.....	88½
Thorne, Helen C.....	22	do .....	do .....	89
Case, John E.....	15	do .....	do .....	87
Fisher, Daniel L.....	17	Aug. 23.....	do .....	85½

NOTE.—Omitted in above list—C Class, Day, Emma L.



FALL TERM, 1872—Continued.

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bryant, Ellen N	17	Aug. 20	Jan. 3	85½
Buckman, Phebe G	18	do	do	89½
Colcord, Flavilla M	16	do	do	89
Curtis, Rosetta A	18	do	do	85
Davis, Ella S	16	do	Oct. 8	32½
Davis, Mattie	23	do	Sept. 27	28½
Drew, Fidelia	18	do	Jan. 3	89
Dunham, Nellie A	21	Aug. 21	do	87½
Davenport, Susan E	18	do	do	88
Ellis, Georgia A	17	do	do	88½
Furbush, Jennie S	23	Aug. 20	Dec. 11	71
Fletcher, Ida M	17	do	Oct. 18	44
Keys, Naomi	19	Aug. 21	Jan. 3	89
Keys, Olive F	19	do	Oct. 10	52
Lyde, Lottie	18	do	Jan. 3	86½
Lyde, Louisa	18	do	do	87
Roberts, Lizzie M	19	Aug. 20	do	89
Stowers, M	17	do	do	82½
Turner, Lucia A	15	do	do	89
Townsend, Mary A	23	do	do	88½
Wyman, Martha A	18	do	Nov. 29	62
Woodward, Clara	16	do	Jan.	89
Densmore, Ada	24	do	do	87
Eaton, Violet	21	Aug. 30	do	81
Eaton, Lizzie N	18	Oct. 8	do	58
Comig, George	-	Sept. 4	Nov. 11	30
Norton, Edwin A	17	Aug. 20	Jan. 3	8½
Luce, John R	19	do	Dec. 22	56½
Otis, Frank P	20	do	Oct. 18	42½
Smith, Harry E	17	do	Dec. 9	66½
Skinner, J. Ward	-	do	Sept. 6	13
Turner, George H	-	do	Nov. 27	40½
Tufts, Clinton D	21	do	Jan. 3	87½
Winter, John W	17	do	do	87½

SPRING TERM, 1873.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Berry, Addie S	21	Feb. 4	June 13	88
Cushman, Villa A	19	Feb. 10	do	83½
Day, Emma L	22	Feb. 5	do	87½
Eaton, Violette	22	Feb. 4	do	87
Elliott, Clara F	21	do	do	88
Hardy, Lizzie A	22	Feb. 11	April 25	39½
Hunt, Anna V	20	Feb. 5	June 13	84½
Nichols, Eldora	18	Feb. 4	do	77
Quint, Mary A	24	Feb. 7	do	82½
Sanders, Abbie P	18	Feb. 4	do	81½
Scales, Lilla M	18	do	do	78
Fisher, Daniel L	18	do	do	87
Floyd, Enos T	20	Feb. 10	do	79
Reed, Louis H	20	Feb. 4	do	86½
Stanley, Calvin F	21	do	do	88
Stevens, Eugene C	24	April 15	do	45

## SPRING TERM, 1873—Continued.

B CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bates, Helen, N.	17	Feb. 6	June 13	88
Eaton, Mae C.	24	Feb. 4	do	88
Gardner, Emma	20	do	do	83½
Giddings, Lizzie M.	20	do	April 4	54
Gill, Sarah	19	Feb. 11	April 25	51
Howard, Henrietta	19	Feb. 14	May 23	71
Parsons, Ellen M.	25	Feb. 6	May 3	41½
Roberts, Nellie M.	23	Feb. 4	Feb. 27	14½
Small, Emma S.	24	do	June 13	86½
Thorne, Helen C.	23	do	do	83
Case, John E.	16	do	do	88
Craig, Fred W.	17	do	do	88
Stevens, Arno B.	18	do	do	88
C CLASS.				
Bucknam, Phebe G.	19	Feb. 5	May 23	65½
Bryant, Ellen M.	18	Feb. 4	June 13	78
Curtis, Rosetta A.	19	Feb. 5	do	70
Dinsmore, Ada B.	25	Feb. 4	April 4	46
Dunham, Nellie C.	22	Feb. 5	do	41½
Eaton, Lizzie C.	19	Feb. 5	June 13	87
Ellis, Georgia A.	18	Feb. 4	do	81½
Furbush, Jennie S.	24	Feb. 10	do	81
Haynes, Lovina G.	22	Feb. 14	do	79
Ladd, Linda S.	.....	Feb. 10	May 26	73
Leighton, May F.	21	Feb. 4	April 18	52
Lyde, Lottie	18	Feb. 10	June 13	74
Roberts, Lizzie M.	20	Feb. 4	Mar. 3	24
Soule, Lucy W.	.....	April 15	April 28	9
Stowers, Addie M.	18	Feb. 4	June 13	85½
Townsend, Mary A.	24	do	May 16	69
Turner, Lucia A.	16	do	June 13	86
Wyman, Martha B.	19	Feb. 5	do	67
Bradbury, James O.	23	Feb. 4	do	88
Tufts, Clinton D.	22	do	do	87
Winter, John C.	18	do	do	86½
D CLASS.				
Bryant, Ellen M.	18	Feb. 4	June 14	78
Brown, Lizzie M.	16	do	do	83
Blanchard, Luretta	16	do	Mar. 7	20½
Chandler, Abbie A.	17	do	June 13	83
Clifford, Annie W.	20	Feb. 7	do	83
Collins, Rose P.	18	Feb. 24	May 6	52
Collins, Stella B.	16	Mar. 3	June 13	68½
Cutts, Julia E.	20	Feb. 25	do	67
Davenport, Susan E.	18	Feb. 4	April 4	39½
Giddings, Annie S.	15	do	June 13	86½
Hathaway, Adelaide	27	do	Mar. 7	14
Howard, Lydia A.	15	do	June 13	87
Holmes, Isabel	20	Feb. 13	do	76
Huff, Isabel C.	19	Feb. 7	do	82½
Jennings, Clara A.	15	Feb. 4	do	81
Jordan, Emma W.	23	April 17	do	58½
Manter, Mary A.	17	Feb. 4	Mar. 14	27½
McGaffey, Emma	22	do	June 13	83
Merrill, Francena	17	do	May 30	75
Nichols, Nellie W.	16	Feb. 11	June 13	81½
Norton, Addie E.	16	Feb. 4	do	81½
Prescott, Helena T.	21	Feb. 11	do	83½
Prescott, Nellie A.	21	Feb. 4	do	82½
Record, Helen	16	do	do	87
Stiles, May E.	19	do	April 4	44

SPRING TERM, 1873—*Concluded.*

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Thomas, Clare B.....	16	Feb. 4.....	June 13.....	81
Wight, Dora S.....	18	do.....	April 4.....	48
Blanchard, Charles F.....	18	Mar. 10.....	April 14.....	19½
Bryant, Edmund C.....	20	Feb. 4.....	April 30.....	54
Drew, William J.....	17	do.....	June 13.....	86½
Dyer, Henry S.....	21	Mar. 11.....	April 14.....	18
Donovan, John.....	17	Feb. 28.....	June 13.....	69½
Knapp, Bradford A.....	16	Feb. 4.....	do.....	82
Taylor, Floriman J.....	18	do.....	do.....	87
Tuttle, Thomas E.....	20	Mar. 5.....	do.....	64

The following text books were used :

Arithmetic, Hagar ; Physiology, Hutchinson ; Geography, Fay ; Geometry, Brooks ; Readers, Hillard, Sargent, Wilson ; Natural Philosophy, Norton ; Botany, Gray ; History, Swinton's U. S. ; Algebra, Smyth, Robinson, Loomis ; Chemistry, Elliot and Storer ; English Literature, Day ; Astronomy, Lockyer ; Didactics, Dittes, Wickersham ; Grammar and Mental Philosophy have been taught orally.

The school year consists of 38 weeks, divided into two terms.

The school numbers this term (fall term, 1873,) ninety-five.

During the year for which this report is made, we had no library nor apparatus worthy of mention. Within a few weeks a very good chemical and physical apparatus has been obtained, and before the close of the year 1873, there will be placed upon our library shelves a good collection of the best works, American and foreign, in education, science, history and general literature.

The furniture and building are in good condition. The grounds have been improved by the construction of a fence, so long needed. Grading and the transplanting of trees, will be needed in the spring.

The preceding year has been a prosperous one, but with the increased facilities placed at our command, we may expect a much more satisfactory record for the current year.

The most pressing want of the school at present, is an advanced course of instruction. As the question of the establishment of such a course is now under consideration by the Board of Trustees I will not dwell upon the matter in this report, but I may be allowed to say that all the teachers in the school are firmly convinced of the necessity of such an extension of our work, and

that, so far as I have been able to ascertain, the sentiment of the school is unanimously in the same direction.

Respectfully submitted.

C. C. ROUNDS, *Principal.*

STATE NORMAL SCHOOL, }  
Farmington, Me., Jan. 17, 1874. }

HON. WARREN JOHNSON,

*State Superintendent Common Schools:*

The first of November last, as required by the board of Normal School Trustees, the report of this school for the preceding school year, was submitted. I beg leave to submit a very brief supplementary statement.

The total attendance of the term just closed has been 96. Of these, a larger proportion than usual completed the term. Some friends of the school feared that the changes from the former plan of three terms a year, to the present plan of two terms, would result in a diminished attendance. That this would be the immediate result was anticipated by all, but it was thought that the real gain would more than counterbalance the apparent loss. The experiment has been sufficiently tried to fully justify the change. A class is now admitted at the beginning of each term, and at the close of each term a class is graduated. It is thus possible to secure such a gradation and progression in the work of the school, as experience had proved it impossible to obtain in any other way. Formerly, the work of the school was very much broken up by the small attendance of the winter term. In many cases, pupils who could have continued their studies, were tempted to remain out during that time, by the facilities offered for doing so; thus breaking the connection in their studies, and weakening the inducement to go on with the course. It is believed that the average benefit derived by our pupils from the present plan, is much greater than from the former one, not only in attainment of positive results in scholarship, but also in the formation of habits of study, bearing a closer relation, in continuity and earnestness, to the real character of the problem presented. A larger percentage of pupils graduate each year, on the present plan, than on the former one. Nor is the work really harder than before, as at the middle of each term there is a recess of one week.

Since the date of my annual report, the facilities for instruction have been much increased by the purchase of an excellent chemical and philosophical apparatus, and of a carefully selected library. In consequence of not being able to devote to this purpose so much of the appropriation made by the last Legislature, as we had anticipated, there are some deficiencies in apparatus and in books yet to be supplied.

Dr. N. T. True, so well known as an enthusiastic and accomplished geologist and mineralogist, has made for us in New York, an admirable collection of specimens, illustrative of the geology of that State, furnishing rare facilities for instruction in that branch of science.

We are under deep obligations to Simeon Lowell, Esq., of this place, for the donation of a large number of mineralogical specimens, "and still there is room."

It is especially gratifying to note that the proportion of those coming to the school with a high degree of professional spirit increases from year to year. This is evidence that the normal schools are making their mark upon the State, and that a clearer impression is going abroad as to the real place of these schools in our educational system.

There have been this year some changes in our corps of teachers. Miss Sarah B. Morton and Miss Laura M. Curtis, who gave such valuable assistance in the work of the school last year, we were unable to retain. Their places are now efficiently filled by Mr. J. W. Stetson, a graduate of this school, and Miss Clara F. Allen of Rockland, Me., a graduate of the State Normal School at Bridgewater, Mass. Mr. Roliston Woodbury and Miss Jennie M. Hayden, to whom the school has been so much indebted in the past, still remain among our teachers.

The model school continues under the skilful direction of Miss Etta Kilbreth.

Mr. Lewis F. Worthley, after a year of very acceptable service as teacher of music, left the State. We were fortunate in securing the services of Mr. C. A. Allen, a teacher of long experience, to continue the work of this department.

The school received its first visit from the Legislative Committee on Education, last winter. This visit was of great benefit to both of our normal schools, by furnishing to members of the Legislature opportunities never before enjoyed, of becoming acquainted

with their practical workings. We were glad to see at our graduation exercises yesterday, with the State Superintendent of Common schools, a large and interested delegation, representing the Senate, the House, the Board of Trustees, and the Executive Council.

The most imperative want of the school is now an extension of our course, in time and in studies. But as this is under consideration by the Board of Trustees, it is unnecessary for me to speak of it further.

Respectfully submitted.

C. C. ROUNDS.

EASTERN STATE NORMAL SCHOOL, }  
Castine, Me., October 30th, 1873. }

*Hon. Stanley T. Pullen, Secretary Board of Normal School Trustees :*

I have the honor of submitting the report of the Eastern Norman School required by your board. The new house was first occupied by the school February 19th, of the present year. The building proves to be very commodious and convenient. It is pronounced by competent judges to be one of the best school houses in the State.

The last Legislature made an appropriation of \$3,000 to meet further necessities of the school. This sum the Governor and Council decided to expend upon the grounds, and in the purchase of furniture, apparatus and books.

During the months of August and September, double desks of the most approved pattern, were placed in the main school-room, and settees in the recitation rooms.

The teachers' platform and room were also supplied with the necessary furniture. Shades were also purchased for the windows, and cases for apparatus and specimens. A carefully selected, but not extensive philosophical apparatus and set of chemicals have been purchased. Every article is good and useful, but many more are needed, which will be purchased as funds are obtained. We have a small library consisting mainly of text books, with a few valuable reference books. The school needs a large collection of reference and scientific books, also the standard works in general literature, and a professional library of pedagogical books. Every dollar expended by the State for good books, will greatly

increase the value of every dollar expended in building and teaching.

Books are great teachers, if of the right kind and in the right place. We hope to add to the library from the last appropriation, but the amount left, after meeting the other expenses, will be small. I most earnestly recommend that all the "running expenses" of the school be paid directly by the State, and that the incidental money paid by the pupils, be devoted to an increase of the library and apparatus. In this way valuable additions could be made each term.

The lot needed grading and drainage, and roads were needed from the streets to the building. A "blind" stone drain has been made across the low land, and a covered brick drain laid from this to the street drain. Curved roads, laid on a stone foundation, have been constructed from Main and Pleasant streets, to the school house. Some further grading will be done this fall on the lot.

In most respects the building is in good condition, though the roof has not proved water-tight, nor the basement at all times dry.

The school has had a good degree of prosperity during the year.

The attendance has been quite large; the age, ability, and earnestness of the pupils, comparing favorably with previous years. There has been but little sickness, and no deaths have occurred.

It has not always been possible to secure good boarding places for all the pupils. It is not well that any school be dependent upon the people of the town in which it is located, for boarding accommodations. The quality of rooms, price of board, and social influences are beyond the control of the principal to a great extent.

The highest good of the pupils demand that home influences, as well as school influences, be under the direction of the teachers.

A good boarding house is greatly needed. A valuable lot has been secured, and plans have been drawn of such a house as is needed. A building that will accommodate one hundred pupils, can be thoroughly built and furnished for \$10,000. If the State will not give this sum, can it not be induced to loan it at 6 per cent. interest, to the school?

Massachusetts has given more than \$25,000 to each of her normal schools for the erection of boarding houses. I trust the Board will move in this matter.

I have previously recommended to your Board, and I now again earnestly urge, an extension of the normal school course to three years, for the benefit of those graduates of the present course, who desire a better preparation for their chosen work.

The high schools call for our graduates, demanding of them a better preparation than we can give to most of them in two years, and our best educators acknowledge that the normal schools give the best training, so far as it goes.

Why cannot they better give completion to this work than other schools? Do not economy, wisdom and justice demand the advanced course? The additional labor required for the advanced class will demand but one more on the teaching force, so that the increased expense will be small. I trust this matter will receive early and earnest attention by the Board.

We desire to express our thanks to the Board for their work and words in our behalf; to express the hope that the normal school may fully meet their expectations and the wants of the people.

Respectfully,

G. T. FLETCHER.

EASTERN STATE NORMAL SCHOOL, }  
Castine, December 1, 1873. }

HON. WARREN JOHNSON, *Superintendent of Schools*:

DEAR SIR:—I submit my Annual Report for the year ending November 18, 1873.

The tabular arrangement, required by law, to indicate the length of school terms, date of entering and leaving, and age of each pupil, and the days of attendance, will be found below. The text-books in use in the school are given.

REPORT OF EASTERN NORMAL SCHOOL.

*Winter Term, 1872-73.*

Class B	.....	11
“ D	.....	4
“ E	.....	16
“ F	.....	20
Total, Winter Term	.....	51



REPORT OF EASTERN NORMAL SCHOOL—Concluded.

*Spring Term, 1873.*

Class A .....	13
“ C .....	11
“ D .....	19
“ E .....	21
“ F .....	46

Total, Spring Term ..... 110

*Fall Term, 1873.*

Class B .....	9
“ C .....	14
“ D .....	19
“ E .....	17
“ F .....	36

Total, Fall Term ..... 95

Grand total ..... 256

WINTER TERM, 1872-73.

B CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bartlett, Reuel S.....	21	Dec. 5 .....	Feb. 9 .....	45½
Black, Mattie C .....	18	do .....	do .....	45½
Brown, Rosa M .....	19	do .....	do .....	45½
Byrne, Annie G.....	20	Dec. 18.....	do .....	36½
Durgin, Mary C .....	28	Dec. 5 .....	do .....	45½
Emery, Abbie S.....	19	Dec. 9 .....	do .....	41
Jennys, Laura L.....	20	Dec. 8 .....	do .....	40½
Lenfest, Elvira S.....	27	Dec. 9 .....	do .....	42½
Sawyer, Ida M .....	18	Dec. 11.....	do .....	37
Stone, Melville .....	21	Jan. 20.....	do .....	17
Walker, Annette S .....	20	Dec. 5 .....	Jan. 30.....	37½
D CLASS.				
Averill, Emma D .....	23	Dec. 11.....	Feb. 9 .....	42
Gould, Etta M.....	22	Dec. 13.....	do .....	39½
Pendleton, Lavinia E.....	22	Dec. 6 .....	do .....	42½
Simpson, John E.....	17	Dec. 5 .....	Feb. 6 .....	43½
Stevens, Julia C .....	24	Dec. 11.....	Feb. 9 .....	40½
E CLASS.				
Adams, Silas N .....	17	Dec. 5 .....	Feb. 9 .....	45½
Baker, Clara L .....	17	Dec. 12.....	do .....	39½
Burns, Oramon .....	22	Dec. 5 .....	do .....	44
Byrne, Mary E .....	18	do .....	do .....	45
Emery, George C.....	17	do .....	Feb. 6 .....	43½
Fletcher, Annie M .....	19	do .....	Feb. 9 .....	45
Foss, William R .....	18	do .....	do .....	45½
Gale, Mary J.....	22	do .....	do .....	45
Gardner, Lizzie L.....	17	do .....	do .....	44½

WINTER TERM, 1872-73—*Concluded.*

E CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Hatch, Annie.....	16	Dec. 5 .....	Feb. 9 .....	40½
Houston, Jennie R.....	17	do .....	do .....	45
Lawn, Eunice M.....	23	Dec. 17.....	do .....	34½
Leach, Nora.....	16	Dec. 5 .....	do .....	44
Perkins, Dora E.....	17	do 5 .....	do .....	44½
Philbrook, Edward E.....	18	do 5 .....	do .....	45½
Taney, Teresa.....	19	Dec. 6 .....	do .....	39½
F CLASS.				
Bowden, Jennie G.....	27	Dec. 5 .....	Feb. 9 .....	43
Bowden, Lena.....	17	do .....	do .....	43½
Dolloff, Carrie A. B.....	16	do .....	do .....	45
Durham, Carrie B.....	16	do .....	do .....	43
Emerson, Sarah D.....	16	Dec. 6 .....	Jan. 30.....	38
Eames, Caro L.....	16	Dec. 5 .....	Feb. 9 .....	45½
Farnham, Annie G.....	17	do .....	do .....	44½
Hale, Lucy E.....	17	do .....	do .....	44
Macomber, Ernestine L.....	16	Dec. 6 .....	do .....	45
McKusick, Levi H.....	19	Dec. 5 .....	do .....	46½
Morelen, Ida C.....	16	do .....	do .....	44½
Rea, Alice A.....	17	do .....	do .....	43½
Shaw, Samuel.....	17	do .....	do .....	45
Small, Fannie F.....	17	do .....	do .....	45½
Snow, Fannie C.....	16	do .....	do .....	43½
Stanley, Henry B.....	19	do .....	do .....	45
Wade, Fannie A.....	16	do .....	do .....	45½
York, Ada L.....	17	do .....	do .....	45
York, Frank W.....	23	do .....	do .....	45

## SPRING TERM, 1873.

A CLASS.				
Bartlett, Reuel S.....	21	Feb. 19.....	May 21.....	65
Black, Mattie C.....	19	do .....	do .....	65
Brown, Rosa M.....	19	do .....	do .....	65
Butler, Eloise S.....	21	do .....	do .....	64
Emery, Abbie S.....	19	do .....	do .....	65
Guptill, Fannie S.....	26	Mar. 9 .....	April 10.....	25
Hinkley, Fred H.....	20	April 1 .....	May 21.....	38
Hutchinson, Sarah C.....	23	Feb. 19.....	Mar. 7 .....	15
Jennys, Laura L.....	20	do .....	May 21.....	63
Lawrence, Georgie S.....	20	do .....	do .....	65
Lanfest, Elvira T.....	27	do .....	do .....	65
Sawyer, Ida M.....	18	do .....	do .....	60
Walker, Annette S.....	20	Feb. 25.....	do .....	60
C CLASS.				
Averill, Emma D.....	23	Feb. 19.....	May 21.....	65
Bragg, Ralph S.....	20	do .....	do .....	64
Carpenter, Julia D.....	25	Mar. 10.....	do .....	50
Gould, Etta M.....	22	Feb. 19.....	do .....	65
Laton, Winfield S.....	20	Mar. 1 .....	do .....	58
Leach, Bessie.....	20	Feb. 19.....	May 9 .....	48
Pendleton, Lavinia E.....	22	do .....	May 21.....	65
Moore, James S.....	20	Mar. 3 .....	do .....	58
Plummer, David S.....	18	Feb. 19.....	do .....	65
Simpson, John E.....	17	Feb. 26.....	do .....	60
Young, Fred O.....	20	Feb. 19.....	do .....	65

## SPRING TERM, 1873—Continued.

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Adams, Silas N.....	18	Feb. 19.....	May 21.....	65
Bartlett, David.....	18	do.....	May 9.....	57
Burgess, Flora A.....	16	do.....	May 15.....	60
Byrne, Mary E.....	19	do.....	May 21.....	63
Crosby, Mary A.....	18	do.....	May 21.....	65
Downs, Eunice M.....	16	do.....	May 15.....	59
Emery, George C.....	17	Feb. 26.....	do.....	61
Fletcher, Annie M.....	20	Feb. 19.....	do.....	55
Foss, William R.....	18	do.....	do.....	65
Gale, Mary J.....	22	Feb. 25.....	do.....	60
Gardner, Lizzie L.....	17	Feb. 19.....	do.....	65
Gilmore, Melvin.....	23	do.....	do.....	65
Jarvis, Lizzie M.....	18	do.....	do.....	64
Lattie, Isabelle R.....	23	Feb. 27.....	do.....	60
Mullin, Etta F.....	22	Mar. 3.....	April 18.....	35
Piper, Edna L.....	17	Feb. 19.....	May 21.....	61
Taney, Teresa.....	19	Feb. 24.....	do.....	63
Woster, Orris B.....	22	Mar. 17.....	do.....	48
Young, Ada M.....	18	Feb. 19.....	May 9.....	55
E CLASS.				
Barnes, Abbie M.....	21	Mar. 3.....	May 9.....	51
Buker, Clara L.....	17	Feb. 19.....	May 21.....	65
Clifford, Lillie G.....	16	do.....	do.....	65
Crosby, Ellery C.....	18	do.....	do.....	65
Dolloff, Carrie A. B.....	15	do.....	do.....	65
Durham, Carrie B.....	16	do.....	do.....	65
Fenlason, Ella E.....	20	do.....	do.....	65
French, Nathaniel S.....	19	Mar. 10.....	April 18.....	30
Holmes, Alice M.....	18	Feb. 24.....	May 21.....	63
Lawn, Eunice M.....	28	do.....	May 9.....	55
Morse, Josephine A.....	19	Feb. 19.....	April 30.....	50
Nash, Albert S.....	18	do.....	May 21.....	65
Philbrook, Edward E.....	18	do.....	do.....	65
Rea, Alice A.....	17	do.....	do.....	65
Shaw, Samuel.....	17	do.....	do.....	65
Staples, Florence M.....	16	do.....	do.....	63
Staples, Corydon S.....	20	do.....	do.....	65
Trask, Mellie A.....	21	do.....	do.....	65
Wade, Fannie A.....	16	do.....	May 2.....	47
York, Ada L.....	17	do.....	May 21.....	64
York, Frank W.....	23	do.....	do.....	64
F CLASS.				
Allen, George P.....	18	Feb. 19.....	May 21.....	65
Arey, Adella S.....	18	Feb. 27.....	do.....	59
Atwood, Charles P.....	16	Feb. 19.....	do.....	65
Bakeman, George J.....	17	do.....	April 11.....	36
Bragg, Nellie A.....	16	do.....	May 9.....	56
Brophy, Bertha H.....	16	do.....	May 21.....	63
Burgin, M. D.....	17	do.....	do.....	65
Butler, Arthur N.....	17	do.....	do.....	65
Carpenter, Ruth W.....	17	Mar. 10.....	Mar. 21.....	10
Clements, Rose R.....	16	do.....	Feb. 19.....	65
Conley, Lizzie.....	16	do.....	do.....	64
Conner, Ardell M.....	17	do.....	do.....	65
Curtis, William C.....	23	do.....	do.....	65
Delano, Sarah C.....	35	do.....	do.....	65
Dow, Zelynda J.....	17	Mar. 20.....	do.....	45
Dutton, Henry S.....	17	Feb. 19.....	do.....	65
Eames, Annie B.....	16	do.....	May 9.....	55
Eames, George F.....	18	do.....	May 21.....	65

SPRING TERM, 1873—*Concluded.*

F CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Eaton, Hosea B. ....	17	Feb. 19. ....	April 28. ....	46
Emerson, Ella. ....	18	do. ....	May 21. ....	65
Farnham, Annie G. ....	19	do. ....	do. ....	64
Farnham, Howard C. ....	20	do. ....	April 25. ....	45
Folsom, Cora I. ....	16	do. ....	May 21. ....	65
Graves, Annie C. ....	16	Mar. 10. ....	do. ....	53
Hall, Dora M. ....	21	Feb. 19. ....	do. ....	65
Jameson, Helen E. ....	18	do. ....	do. ....	65
Macomber, Ernestine L. ....	16	do. ....	do. ....	65
Moore, Caddie C. ....	16	do. ....	May 8. ....	54
Moore, Mary F. ....	18	do. ....	do. ....	54
Morelen, Ida C. ....	16	do. ....	May 21. ....	65
Oakes, Mary E. ....	17	do. ....	May 8. ....	53
Orbeton, Amelia W. ....	21	Mar. 3. ....	April 28. ....	40
Perkins, Manning E. ....	18	Feb. 19. ....	May 21. ....	63
Plummer, Louise L. ....	16	do. ....	do. ....	65
Realf, Sophia E. ....	43	Mar. 10. ....	do. ....	53
Shaw, Lizzie. ....	63	Feb. 19. ....	do. ....	65
Snell, Mary. ....	26	Mar. 31. ....	do. ....	40
Stevens, Herbert E. ....	18	Feb. 19. ....	do. ....	60
Stinson, Eliza W. ....	19	do. ....	do. ....	60
Strattard, Charles F. ....	17	do. ....	do. ....	62
Strattard, Rose E. ....	18	do. ....	do. ....	60
Taylor, Flora A. ....	20	Mar. 3. ....	May 9. ....	48
Warren, Addie L. ....	17	Mar. 10. ....	May 21. ....	53
Webb, Hattie M. ....	16	Feb. 19. ....	do. ....	60
Whittier, Charles A. ....	18	do. ....	May 15. ....	57

## FALL TERM, 1873.

B CLASS.				
Arey, Laura E. ....	20	Aug. 14. ....	Nov. 14. ....	67½
Bragg, Ralph S. ....	21	do. ....	do. ....	68
Laton, Winfield S. ....	20	do. ....	do. ....	22
Moore, James S. ....	21	do. ....	do. ....	68
Pendleton, Lavinia E. ....	23	Aug. 20. ....	do. ....	61½
Plummer, David S. ....	19	Aug. 18. ....	do. ....	66
Read, Ellen R. ....	.....	do. ....	do. ....	65
Simpson, John E. ....	18	Aug. 15. ....	do. ....	67
Young, Fred O. ....	21	Aug. 14. ....	do. ....	66½
C CLASS.				
Adams, Silas N. ....	18	Oct. 15. ....	Nov. 14. ....	23
Bartlett, David. ....	18	Aug. 21. ....	do. ....	63
Bayard, Nellie L. ....	21	Aug. 15. ....	do. ....	64
Bray, Ada F. ....	18	do. ....	do. ....	64
Emery, George C. ....	18	do. ....	do. ....	67
Fletcher, Annie M. ....	20	do. ....	do. ....	67½
Gale, Mary J. ....	22	do. ....	do. ....	68
Gilmore, Melvin. ....	24	do. ....	do. ....	68
Jarvis, Lizzie M. ....	19	do. ....	do. ....	67½
Lattie, Isabelle R. ....	24	Aug. 18. ....	do. ....	64½
Philbrook, Edward E. ....	19	Aug. 21. ....	do. ....	61
Piper, Edna L. ....	17	Aug. 18. ....	do. ....	65½
Putnam, Myra. ....	18	do. ....	do. ....	66
Taney, Teresa. ....	20	do. ....	Nov. 4. ....	56½
D CLASS.				
Allen, Fred. ....	19	Sept. 4. ....	Nov. 14. ....	45
Buker, Clara L. ....	18	Aug. 14. ....	do. ....	66½
Curtis, Eunice M. ....	21	Aug. 18. ....	do. ....	66
Crosby, Ellery C. ....	19	Aug. 14. ....	Sept. 26. ....	32

## FALL TERM, 1873—Continued.

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Delano, Sarah C . . . . .	35	Aug. 29. . . . .	Nov. 6 . . . . .	50½
Dolloff, Carrie A. B . . . . .	16	Aug. 14. . . . .	Nov. 14. . . . .	60
Durham, Carrie B . . . . .	17	do . . . . .	do . . . . .	60
French, Nathaniel S. . . . .	19	do . . . . .	Oct. 10. . . . .	42
Graves, Lillias . . . . .	33	Aug. 15. . . . .	Nov. 14. . . . .	60½
Perkins, Dora E . . . . .	18	Aug. 14. . . . .	do . . . . .	67½
Phillips, Fred I . . . . .	21	do . . . . .	do . . . . .	65
Rea, Alice A . . . . .	18	do . . . . .	Nov. 11. . . . .	60
Staples, Conydon S . . . . .	21	do . . . . .	Oct. 3 . . . . .	37
Staples, Florence M . . . . .	16	do . . . . .	Nov. 14. . . . .	66½
Towle, J. Fred . . . . .	22	Aug. 21. . . . .	do . . . . .	61
Trask, Mellie A . . . . .	22	Aug. 14. . . . .	do . . . . .	67
Wade, Fannie A . . . . .	16	do . . . . .	do . . . . .	67
York, Ada L . . . . .	18	do . . . . .	do . . . . .	65
York, Frank W . . . . .	24	do . . . . .	do . . . . .	68
E CLASS.				
Allen, George P . . . . .	18	Aug. 14. . . . .	Nov. 14. . . . .	66½
Atwood, Charles T . . . . .	17	do . . . . .	do . . . . .	66½
Brophy, Bertha . . . . .	17	do . . . . .	Aug. 16. . . . .	2
Clement, Chester W . . . . .	21	do . . . . .	Nov. 14. . . . .	68
Conley, Lizzie . . . . .	16	do . . . . .	do . . . . .	65½
Conner, Ardell M . . . . .	do	do . . . . .	Sept. 18. . . . .	26
Curtis, William C . . . . .	23	do . . . . .	Nov. 14. . . . .	68
Dow, Zelynda J . . . . .	17	do . . . . .	do . . . . .	67½
Eames, George F . . . . .	19	do . . . . .	do . . . . .	68
Hale, Lucy E . . . . .	18	Aug. 15. . . . .	do . . . . .	63
Hall, Dora M . . . . .	21	Aug. 14. . . . .	do . . . . .	68
Merrifield, Margaret L . . . . .	17	do . . . . .	Oct. 31. . . . .	57
Parker, George C . . . . .	20	do . . . . .	Sept. 1 . . . . .	12
Perkins, Manning E . . . . .	18	do . . . . .	Oct. 10. . . . .	43
Shaw, Lizzie . . . . .	16	do . . . . .	Nov. 14. . . . .	64
Towle, Benjamin C . . . . .	20	Aug. 26. . . . .	Oct. 23. . . . .	42
Ward, Charles M . . . . .	21	Aug. 14. . . . .	Nov. 14. . . . .	68
F CLASS.				
Benson, Estella . . . . .	17	Aug. 14. . . . .	Nov. 14. . . . .	68
Bickford, Francis S . . . . .	23	do . . . . .	do . . . . .	68
Bolton, Lucy A . . . . .	20	Aug. 18. . . . .	Oct. 10. . . . .	40
Bunker, Sarah M . . . . .	22	Aug. 14. . . . .	Nov. 14. . . . .	68
Clement, Hallowell F . . . . .	18	do . . . . .	do . . . . .	68
Clements, Addie V . . . . .	17	Aug. 15. . . . .	do . . . . .	67
Crosby, Ada M . . . . .	16	Aug. 14. . . . .	do . . . . .	66½
Crowley, Eva F . . . . .	17	do . . . . .	do . . . . .	67½
• Douglass, Lizzie M . . . . .	16	Aug. 18. . . . .	do . . . . .	66
Drake, Nancy A . . . . .	22	Aug. 14. . . . .	Nov. 1 . . . . .	56½
Emerson, Sarah D . . . . .	16	do . . . . .	Nov. 14. . . . .	67½
Fletcher, Etta H . . . . .	16	do . . . . .	Oct. 31. . . . .	57
Friend, Fannie A . . . . .	20	do . . . . .	Nov. 14. . . . .	67
Friend, Melissa A . . . . .	23	do . . . . .	do . . . . .	67½
Gibbs, John P . . . . .	20	do . . . . .	do . . . . .	67
Hall, Henry B . . . . .	20	Aug. 15. . . . .	do . . . . .	59
Hasey, Charles E . . . . .	19	Aug. 14. . . . .	do . . . . .	67
Hutchinson, Ella . . . . .	20	do . . . . .	do . . . . .	66
Jarvis, William . . . . .	17	Aug. 18. . . . .	do . . . . .	66
Johnson, Frank W . . . . .	17	do . . . . .	do . . . . .	66
Kennard, Ida C . . . . .	16	Aug. 14. . . . .	do . . . . .	68
Lord, Deborah P . . . . .	17	Aug. 18. . . . .	do . . . . .	66
Maddocks, Allen L . . . . .	20	Aug. 14. . . . .	do . . . . .	67
Mansur, Granville . . . . .	38	Aug. 15. . . . .	Sept. 2 . . . . .	10
Morrow, George C . . . . .	21	Aug. 14. . . . .	Oct. 31. . . . .	52
Morse, Jennie A . . . . .	17	do . . . . .	do . . . . .	57

FALL TERM, 1873—*Concluded.*

F CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Palmer, Fred S .....	18	Aug. 14.....	Nov. 14.....	67
Piper, Etta E.....	16	Aug. 21.....	do .....	62
Prescott, Daniel .....	24	Aug. 14.....	do .....	67
Smith, Lizzie.....	17	Aug. 18.....	do .....	66
Spencer, Emma L.....	17	Aug. 14.....	do .....	64½
Swett, Clarence .....	20	do .....	do .....	67
Toothaker, Llewellyn P.....	23	do .....	do .....	67½
Trask, Frank A.....	18	do .....	do .....	68
Whitney, Alden J.....	25	Aug. 18.....	Sept. 19.....	24
Fernald, Annie E.....	18	Aug. 14.....	Nov. 14.....	68

## TEXT-BOOKS.

Readers—Hillard, National, Wilson. Othography—Worcester's, Webster's. Grammar—Kerl, The Teachers'. Rhetoric—Quackenbos. English Literature—Collier. Intellectual Philosophy—Porter, Champlin. History—Barnes' United States, Anderson's General. School Economy—Wickersham. Drawing—Various text-books and objects. Arithmetic—French, Robinson's Higher. Algebra—Robinson, Davis. Geometry—Brooks. Trigonometry—Brooks. Astronomy—Steele, Riddle. Physics—Norton. Chemistry—Steele. Geography—"Our World," Hall. Physiology—Martindale. Geology—Tenney. Science of Government—Alden. Natural History—Lectures by the Teachers. Botany—Gray. Theory of Teaching. Lectures and Discussions. Practice of Teaching. Teaching Exercises. Book-keeping—Waitt.

School year consists of three terms, of 14 weeks, 10 weeks and 14 weeks respectively.

The past year has been one of prosperity to the school; neither teachers nor pupils have suffered from severe or prolonged sickness. Those who have availed themselves of the provisions of the State for training teachers are, in nearly every instance, young men and women of good moral characters and intellectual ability.

With but few exceptions, the pupils have devoted themselves faithfully to the work assigned to them, and the interest manifested in the special work of preparing to teach what has been learned gives promise of good work to be realized in our public schools.

The advantages offered by the Normal School for mental improvement and professional training have drawn hither many young men and women of talent and energy, whose pecuniary means would not allow of a more expensive and less practical course of instruction. The State wisely assists these young

persons of ability to an education which benefits them, and through them the community to an extent hardly to be estimated. The increase in teachers' wages, and the demand for Normal graduates are positive testimony from the people that better teaching is appreciated.

As our district schools are improving, and the Free High Schools are adding so much of interest and power to our school system, the Normal School must broaden its course of study to meet the demand for higher than common school education. Your attention is respectfully called to my recommendation made to the Board of Trustees, and to the Report of J. W. Dresser, Esq., Special Committee of the Board, upon an advanced course.

On the 21st of May last, the new school-house was dedicated. The building is in most respects a good one; its general appearance is creditable to the architect, and the internal arrangement is convenient.

The defects to which your attention has been called will doubtless be remedied. The house at time of dedication had neither furniture nor apparatus belonging to the State. I recommended in my last Report an appropriation of \$5,000, to be expended upon the grounds, for furniture, apparatus and library. This sum, not large, would have proved sufficient to furnish all that the school will need in that direction for years. The Legislature granted \$3,000, a sum \$500 less than was given to the Western Normal School, which was already supplied with furniture.

By direction of the Governor and Council, the appropriation has been mainly expended in grading and draining the lot, purchasing desks for teachers and pupils, cases for apparatus, blinds for the windows, repairs and Trustees' expenses, leaving about \$500 for the purchase of apparatus and books. This sum, as you well know, will purchase but a small amount of good apparatus. Nearly the whole amount was expended in that direction, leaving about \$50 for books. In no school are books more needed or better appreciated, than in the Normal School. The Legislature, which has so wisely established and well sustained the Normal School, must see that without a library to furnish information and to incite to a broad course of general and professional reading, the teachers going from the school to their work will be deficient in much knowledge and strength that might have been gained from a well selected library. An appropriation of \$2,000 will put the school upon a broad, firm basis, as regards apparatus and books.

I desire to express through you to the Legislature, the thanks of the teachers of this school, and of the "noble six hundred" who have gone forth to work for the State, for what has already been done for us.

Not for our sake do we ask for more, but for the *children of the State*, that what has been generously given, may be made ten-fold more valuable by the gift of a little more. The Legislature will certainly see that in *justice* to this school its equipment be made equal to that of the Western School.

As the able Board of Trustees will present the interests of the Normal School, I will not trespass further upon your valuable space.

Respectfully,

G. T. FLETCHER.

MAINE CENTRAL INSTITUTE, }  
Pittsfield, Nov. 29, 1873. }

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

We submit our report of the Normal Department of Maine Central Institute for the year commencing Nov. 5th, 1872, and closing Oct. 29th, 1873. The school year consists of four terms of ten weeks each, and during the year the Department has been in successful operation.

In the Ladies' and the College Preparatory Courses there are several who teach one term a year in the common schools, and these receive benefit from the Normal Department.

The following list of students consists of those who are in the Normal classes:

NAMES.	Age.	Date of Entrance.	Date of Leaving.	Attendance in Weeks.
Corson, Florence E .....	21	Feb. 7, '72..	-	25
Mitchell, Mellie Z .....	19	Feb. 2, '71..	-	20
Perkins, Emma L .....	20	Sept. 1, '70..	-	15
Weymouth, Mary E .....	18	Feb. 6, '73..	-	22
Davis, Oscar .....	19	Aug. 24, '71..	-	10
Foster, Susan D .....	17	Feb. 6, '73..	-	30
Johnson, Delle E .....	19	Aug. 24, '71..	April 16, '73..	15
Oliver, Orville C .....	18	Nov. 6, '72..	April 16, '73..	20
Ridley, Horace D .....	18	Feb. 6, '73..	-	10
Crooker, Lizzie E .....	17	Aug. 21, '73..	-	10
Hobart, Tina .....	18	Nov. 6, '72..	Jan. 15, '73..	10
Jaques, Helen I .....	16	Aug. 21, '73..	-	10
Johnson, Edgar E .....	18	Aug. 21, '73..	-	10
Johnson, Mary L .....	16	Feb. 6, '73..	April 16, '73..	10
Libby, Annie F .....	16	Aug. 21, '73..	-	6
Marr, Edwin .....	19	Feb. 6, '73..	-	10
Pendexter, Nellie M .....	16	Aug. 21, '73..	-	10
Phillips, Addie C .....	18	Aug. 21, '73..	-	10
Robinson, LaForest .....	20	Feb. 6, '73..	-	20
Stinson, Eva A .....	13	Aug. 21, '73..	-	10



TEXT BOOKS. Progressive Fifth Reader, Monroe's Fifth Reader, Webster's or Worcester's Dictionary, Warren's Common School Geography, Greenleaf's Practical Arithmetic, Kerl's and Swinton's Grammars, Steele's Natural Philosophy, Eliot and Storer's Chemistry, Barnes' U. S. History, Loomis' Geometry, Hooker's Geology, Gray's Botany, Hart's Rhetoric, Upham's Mental Philosophy, Greenleaf's Algebra, Underwood's English Literature, Dalton's and Hutchinson's Physiologies. Theory and Practice of Teaching is taught by lectures. Optional Studies may be taken in the other courses of study in Maine Central Institute.

The present Principal took charge of the Department with the Fall Term, 1873. The Associate has been employed a year longer. Our course may be extended beyond two years, and it is our aim to give professional training with instruction.

CYRUS JORDAN, *Principal Normal Dept., M. C. I.*

CLARA A. FORBES, *Associate.*

HON. WARREN JOHNSON—

*Dear Sir:* In accordance with the requirements of chapter 11 of the Acts of the Legislature of 1872, I submit the following as my report of the Normal Department of Oak Grove Seminary :

*Statistics of the Normal Department of Oak Grove Seminary, Vassalboro', for the Academic Year beginning Dec. 3, 1872, and closing Nov. 14, 1873.*

No.	NAMES.	Age.	Date of Entering.	Date of Leaving.	No. Days on Rolls.	Days Present.
1	*Henry S. Allen . . . . .	22	Aug. 19, '73	Nov. 14, '73	65	65
2	*Henry D. B. Ayer . . . . .	17	Mar. 11, " "	do do	125	124
3	Eva A. Bailey . . . . .	17	Dec. 3, " "	do do	185	184
4	*Mary A. Bartlett . . . . .	22	Aug. 19, " "	do do	65	65
5	*Abbie O. Brackett . . . . .	16	Dec. 3, '72	May 30, '73	120	120
6	*Annie Virginia Costello . . . . .	18	do do	Nov. 14, " "	185	185
7	*James M. Estes . . . . .	21	Mar. 11, '73	do do	120	119
8	*Frank E. Jones . . . . .	19	Aug. 19, " "	do do	65	63
9	Fred D. Jones . . . . .	18	Dec. 3, '72	do do	185	185
10	*Everett C. Jones . . . . .	20	Mar. 11, '73	May 30, '73	60	60
11	*Ida S. Learned . . . . .	18	do do	do do	60	58
12	*George G. Low . . . . .	20	do do	Nov. 14, '73	125	103
13	*Mary Merrill . . . . .	18	do do	May 30, " "	60	60
14	Effie F. Newell . . . . .	16	do do	do do	60	53
15	*Martha B. Peckhan . . . . .	18	do do	do do	60	59
16	*Annie M. Pierce . . . . .	18	do do	do do	60	60
17	*Maria Robinson . . . . .	19	Dec. 3, '72	Feb. 21, '73	60	59
18	*Lilla V. Silvester . . . . .	19	Mar. 11, '73	May 30, " "	60	58
19	*Mary E. Stanley . . . . .	15	do do	do do	60	60
20	*Laura B. Turner . . . . .	16	do do	Nov. 14, '73	125	121
21	George W. Varney . . . . .	18	Aug. 19, '73	do do	65	65

\*Those who, up to the time of making this report, have taught or are teaching.

TEXT BOOKS. Greenleaf's Practical and Mental Arithmetics; Elementary Algebra, and Shorter Course in Geometry; Clark's Beginners and Normal Grammers; Monroe's 6th and Harper's U. S. 5th Readers; Monteith's Geography; Worcester's Comprehensive Speller; Barnes' History U. S.; Freeman's Outlines; Goodrich's Greece and Rome; Appleton's Science Primers; Steele's Physiology; Haven's Mental Philosophy and Rhetoric; Guizot's History of Civilization; Hooker's Natural History; Gray's How Plants Grow; Champlin's Political Economy; Eclectic Writing Books, and Henn-Ahn's Rudiments of German and French.

The school year consists of three terms of thirteen weeks each; but the Winter and Spring terms of last year were cut short one week on account of repairs, making the Winter sixty school days, the Spring sixty, and the Autumn sixty-five.

Yours very respectfully,

RICHARD M. JONES,

*Prin. Normal Dept. Oak Grove Seminary.*

December, 1873.

#### TEACHERS' INSTITUTES.

Twenty-four institutes (five days each,) have been held the past year in as many different places. Localities have been selected in various parts of the State to meet the convenience and necessities of the teachers. While the total attendance of teachers was fairly good, best where the schools are best, the great mass of teachers in the rural sections failed to be present. It is precisely this class that we most desire to reach with the training exercises of the ordinary institute.

The country teacher fails chiefly in *methods, executive ability*, power to impart knowledge and skill to attract the child-pupil to habits of observation, inquiry and reflection. These methods and this executive skill are the pivots of action in the institute—not attainments but execution, not to ascertain what the teacher knows, but to indicate to the young teacher *what* to do in the school-room and *how* best to do it. We have to regret, therefore, the absence of the country school teachers from the institute. The fault rests partly with the school officers, partly with the teachers themselves, and in a small degree with the thoughtless indifference of communities. The school committees do not sufficiently urge the attendance of their teachers. School agents are not willing to

give the time and allow wages to continue during the week's absence. The teacher is unwilling both to lose her wages and incur the necessary expense of travel and board from her scanty annual stipend; and besides, she too often finds that the *cheapest*, not the *most skilful*, teacher is sought for. And so she stays at home in the school-room, plodding on in the wearisome old way, with no infusion of fresh life and activity from association with sister teachers or from instructions rich with the experience and observation of years. The citizens simply remain quiet, make no demand upon school officers for better school work or allowance of wages to teacher during absence from school and attendance at the institute, offer no extra inducements or encouraging word even to the teacher that returns from the institute to the school refreshed and inspired for new and better efforts in her line of school duties. This is all wrong. In some form, by some means, the young, unskilled novice in the ranks of teachers, must be encouraged and induced to improve every opportunity to learn *how to teach*. School agents should receive the encouraging support of the community whenever they boldly incur the risk of having a better school by allowing the attendance of teachers at institutes with a continuance of salary. It will prove a good investment for the rest of the term. It is a strange anomaly that in cities and towns where the work of teachers is already the best and where institute work is least needed, these teachers are anxious to attend and school officers readily grant time and wages, while sections abundantly provided with poor teachers seem strongly inclined to continue in that impoverished condition. In some communities in other States, no teacher is allowed to enter the public school work without some training either in institute or Normal School. In the examination of candidates for teaching in New York State the first inquiry is: Have you ever attended a teachers' institute? thus showing the value placed upon the institute in the school machinery of that State. Now while we would like to go out into the highways and byways and urge and almost compel the attendance of the class of teachers alluded to, we cannot forget the fact that poverty is a sterner master than we all, and that teachers should certainly be met half way in their efforts to elevate the general tone of teaching in the State. Therefore, the least that can be properly done is to allow the continuance of wages to such teachers as shall faithfully attend the

institute for a period not exceeding ten days in any term or five consecutive days at any time. I would recommend a provision of law favorable to the teacher in granting such privilege to those desirous of attending the institute.

The institutes were conducted by Prof. F. A. Allen, Penn., Prof. W. J. Corthell, Calais, and Prof. N. A. Luce, Freedom. This is the third year that we have been favored with the services of Prof. Allen. Limited to the narrow field of ordinary institute work and "school-methods," the regular "institute leader" or teacher runs the great risk of tedious repetition in traversing the same territory year after year. He only can entertain and instruct who is able to dive down to the great underlying principles of any profession and bring up to view fresh and new expressions of these principles in every day's work and probabilities. Prof. Allen has this desirable faculty; and while he entertains by pleasant discourse, certainly draws the teacher on towards an understanding of the true principles of pedagogics and to a more intelligent application of the same in school-room work. Our teachers cheerfully express their obligation to Prof. Allen for his valuable instructions in the institute and especially for the general professional spirit with which his whole activity and labors seem to be inspired. We are glad to present the following testimonial to the able services of Profs. Allen and Corthell, in the following resolutions adopted by the Cumberland Teachers' Institute, held in Portland in the month of November :

*Resolved*, That we extend to Professors Allen and Corthell, our sincere thanks for the very able and practicable lectures given us upon the various subjects pertaining to, and connected with, school-organization, instruction and discipline.

*Resolved*, That we heartily endorse the methods of organization and instruction which have been presented, especially the division of the course of study into the fact and philosophy periods, the introduction of elementary science into our primary, and the study of language in all grades of our schools.

The foregoing named gentlemen were associates in the sixteen regular county institutes. Prof. Luce was employed to take charge of eight subsidiary institutes of five days each, held in sections somewhat remote from the centers selected for the institutes first mentioned, our endeavor being to afford training and practice facilities to the great mass of our six thousand teachers. I am pleased to report in the highest terms of Prof. Luce's institute work, and to express the great satisfaction of our teachers with his efforts in their behalf.

## PRINCIPAL INSTITUTES, 1873.

Houlton, August 4.....	Prof. Allen and Corthell.
Bangor, " 11.....	Prof. Allen and N. A. Luce.
Castine, " 18.....	" "
Cherryfield, August 25.....	" "
Calais, Sept. 1.....	Prof. Allen and Corthell.
Dexter, " 8.....	" "
Pittsfield, Sept. 15.....	" "
Skowhegan, Sept. 22.....	" "
West Waterville, Sept. 29.....	" "
Rockland, Oct. 6.....	" "
Boothbay, Oct. 13.....	" "
Farmington, Oct. 20.....	" "
Auburn, Oct. 27.....	" "
Bethel, Nov. 3.....	" "
Portland, Nov. 10.....	" "
Biddeford, Nov. 17.....	" "

## AUXILIARY INSTITUTES, 1873.

Fort Fairfield, Sept. 29.....	N. A. Luce and N. Fessenden.
Lincoln, Oct. 7.....	N. A. Luce and J. B. Marsh.
Dover, " 13.....	N. A. Luce and T. N. Lord.
Union, " 20.....	N. A. Luce.
Jefferson, " 27.....	N. A. Luce.
Lamoine, Nov. 4....	N. A. Luce and F. W. Foster.
Freedom, " 10.....	N. A. Luce and Rev. A. H. Moment.
Stockton, " 18.....	N. A. Luce and T. N. Lord.

## EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

I have to report a great lack of that general interest among teachers, educators and school officers, which may be termed a *common enthusiasm* in the cause of public education, and under the influence of which teachers' meetings, town and county conventions, and educational associations, are established and maintained. Nowhere is this lack of educational enterprise and community effort more apparent than among the Superintending School Committees. I mean simply this, that while the Committees generally perform the duties imposed upon them in their respective towns fairly well, in many instances at a personal sacrifice and better than they are paid, they do not confer with their fellow officers in other towns, compare notes, methods and

experiences, and thus bring to their own work the rich fruits which may be extracted from common observation, thought and expression. In no department of human labor can it be more truly said, that it "takes everybody to know everything," than in the department of public education, particularly in the special field of school management and general school inspection. In the latter—school supervision, *efficient inspection*—is the present weakest point of our public school system. To remedy this in a degree, I have taken special pains the past two years to request the attendance of School Committees and Supervisors at our Teachers' Institutes, and have appointed Friday of each Institute week as a day for the assembling in convention of the school officers in the county where the Institute was held. "How can we best improve our common schools?" has been the topic announced. In no instance within the two years have more than twelve school officers ever presented themselves, generally not more than five or six, sometimes none at all. During the three years of county supervision there was awakened a good degree of interest among the Superintending School Committees in the direction of better examination of teachers, a closer certification, and an improved school supervision. But this impulse was lost with the abolition of county supervision, and the general impression was forced upon supervising officers that the people, or at least legislators, only desired that schools should in some manner be *kept*,—not *taught*. Better school *inspection* did not seem to be demanded, and so the supply has accorded with the demand. Besides, School Committees have been very poorly paid for their labors, and even then have had the mortification to see their little demands for professional services the occasions of disputes and uncomplimentary expressions at the annual town meetings. The fourteen cities in the State pay as follows for school supervision :

Auburn .....	\$500	Rockland .....	\$800
Lewiston .....	2,000	Bangor .....	1,330
Portland ..	300	Bath .....	800
Ellsworth .....	210	Belfast .....	200
Augusta .....	450	Calais .....	500
Gardiner .....	225	Biddeford .....	550
Hallowell .....	150	Saco .....	282

Deducting the amount above from the sum total paid throughout the State for school supervision, and dividing by the number

of towns, and the average amount paid yearly for this branch of school work is about \$40 for each town, or 20 cents for each school week. The lowest annual sums paid by *towns*, not including plantations, in the respective counties, are as follows :

Androscoggin.....	\$24 00	Oxford.....	\$2 00
Aroostook.....	2 00	Penobscot.....	2 00
Cumberland.....	14 00	Piscataquis.....	4 00
Franklin.....	6 70	Sagadahoc.....	7 00
Hancock.....	1 00	Somerset.....	11 00
Kennebec.....	29 00	Waldo.....	3 00
Knox.....	17 00	Washington.....	2 00
Lincoln.....	19 00	York.....	16 00

It is not surprising, therefore, that but little professional enthusiasm is felt by that class of our educational workmen who receive so little remuneration for their services, and that little paid too often with so much reluctance. It can hardly be expected that the professional man or common laborer will leave his regular well paid vocation for the small pittance offered by towns, much more to spend time and money in Institutes, County Conventions or State Associations. Therefore, we have no Town Associations to report. Several County Associations were formed three years ago, but two now maintain an existence, viz: Washington County and South Aroostook. These are continued mostly by the vigor and enterprise of two or three teachers. It seems to me proper that School Committees and Supervisors should be allowed at least \$2 per diem and expenses, both while performing ordinary school duties and while in attendance at Institutes and regularly organized Educational Associations, in town or county.

The State Educational Association held its seventh annual meeting at Waterville, Monday and Tuesday of Thanksgiving week. This session was pronounced to be one of the most pleasant and profitable ever held. The papers read were extremely practical in their bearings upon common school work and superior instruction. A full report of the meeting and also the several papers read will appear in the *Maine Journal of Education*. The Association adopted the following resolutions, indicative of the convictions and policy of Maine educators :

WHEREAS, It is the sentiment of this Association that an effective and symmetrical school system must rest upon a basis of definite principles; that those principles will include, 1st, Authority—superior in the State and inferior and co-operative in the

town; 2d, Revenue—sufficient in amount, and derived from an equitable adjusted system of State and local taxation; 3d, Instruction—thorough and practical in character, and so graded as to give the widest practicable general culture, as well as special preparation for teaching; 4th, Inspection—State and local, so connected as to render it symmetrical, and in the highest degree effective; 5th, Compulsion—in so far as to make it certain that no child shall be deprived of his right to education through wilful neglect of parents or guardians; therefore,

*Resolved*, That we rejoice in the progress already made in bringing our system of public instruction into harmony with these principles.

*Resolved*, That we especially recognize in the establishment of the Free High School system the supply of a great educational want, and as educators and citizens, will strongly oppose any attempt to repeal the law establishing these schools.

*Resolved*, That in Normal Schools and Teachers' Institutes, we recognize important agencies for producing earnest, trained, professional teachers, and hope soon to see attendance upon the one or the other of them, made by law prerequisite to obtaining a certificate or license to teach.

*Resolved*, That it is the sense of this Association that an efficient system of county or district supervision, is indispensable to the successful working of the schools of this State.

*Resolved*, That the thanks of this Association are due, and are hereby tendered to the officers of Colby University, for granting for the meetings of the Association the use of their beautiful and commodious chapel; to the various gentlemen who have favored the Association with their interesting and valuable papers; to the various railroad companies, for reduction of fares; and especially to the citizens of Waterville generally, for the generous hospitality extended to those in attendance upon its meeting.

The Association voted to hold its next session at Rockland during the week next preceding the last Monday in August. The following officers were chosen :

*President*—G. T. FLETCHER, Castine.

*Vice President*—W. H. LAMBERT, Lewiston.

*Secretary and Treasurer*—R. WOODBURY, Farmington.

*Executive Committee*—W. J. CORHELL, Calais; A. A. WOODBRIDGE, Rockland; Miss LAURA E. HOVEY, Portland.

## WOMEN AS TEACHERS AND SUPERVISORS.

*As Teachers.* It is quite apparent from the school returns of recent years that our primary, mixed and grammar schools are rapidly being placed in the charge of female teachers. This result is both necessary and desirable,—necessary in that males have found constant and more remunerative employment in other pursuits, desirable in that the female mind is instinctively more in sympathy with child-mind, quicker to appreciate the wants, thoughts and affections of childhood, and naturally inclined to meet the sense needs of youth with objective instruction. In the



order of mental development and culture, a storage of facts through the senses—the avenues to the intellect—is essential first, then a correct examination and comparison of those *sense* sensations, if you please so to say, afterwards the exercise of imagination in true or fictitious arrangement of facts and ideas gained, and finally the pronounced verdict of reason or judgment. This order must be observed in child-mind development. The male mind, as teacher, is inclined and quite likely to overlook the “fact period” in childhood and to start at once in the process of culture at the *reason* period, before facts are stored with which to reason. It is precisely in this important initial element of culture that the female teacher by her own constitution and quick sympathetic appreciation of child necessities enjoys a supremacy over the male teacher. We rejoice, therefore, that woman is so rapidly appropriating all this field to herself and meeting so promptly the natural and inquisitive demands of our youth. As men we cheerfully yield the palm of superiority in this field of school-work to women. To women, we say—not to girls; and this is precisely the weak point in our present tendency, school officers inconsiderately on the score of economy employing female persons, not female teachers. A certain amount of skill, *executive ability*, is absolutely essential, and this quality comes only from observation of the work of others, from training in the institute or Normal School, or from actual experience. Boys are not fit instructors of youth, girls are little better; women, in the fullest sense of the expression, are the proper guides of our children, certainly up to the Grammar School period, generally through this, and sometimes into and through the High School course. As to remuneration for services, this should be equally good as that received by males when they do as well, and better when they are superior to men as instructors. Living, dress, travel, education, all cost the female as much as the male; means and facilities for defraying those necessary expenditures for perfecting themselves in their profession should be rendered equally favorable to women.

*As Supervisors.* In a few towns within the past three or four years, ladies have been chosen on the Board of School Committee, and in two or three instances as town Supervisors. In each case so far the duties of the office have been well performed by the female incumbents, and, I will add, with somewhat more care and thoughtful interest than are usual in this office. The examinations

of teachers were more thoroughly and conscientiously made, visitations of schools, particularly in the summer, were more frequent, inspection more careful, and suggestions and methods more freely brought to the consideration of the young teacher. While possibly the novelty of this promotion to office and the determination on the part of women thus elected to show what they can do, have contributed to the improved results above designated, I have no hesitation in declaring my conviction that if to-day the supervisory service in our schools was equally divided between men and women, the *quality* of the work would be far superior to what it is at present. More time would be devoted to visitation in the school-room, not merely an hour's call the first week of the term, when it is almost impossible to test the full capabilities of the teacher, nor an hour at or near the close of the school, when the poor shiftless work of the teacher is past all remedy, but an hour at any time, when the school is in full operation—in its every-day working dress. More careful thought would be given by women to the physical condition of the younger pupils, the seats, desks, heat, cold, ventilation, periods of study and relaxation, methods of recitation, object instruction, the *attractions* of the school-room, pictures, ornamentation of room and grounds, indeed all those numerous items which go so far to make our best schools home-like and cheerful, instead of bare, dreary and forbidding. Why should not the superintending presence of woman charm, adorn and rectify the school-room as undoubtedly it does the home? In our homes, our churches, asylums, hospitals, in our reformatory institutions, even in our State Prison, as now conducted, we recognize and require the ameliorating, directing influence of noble-minded, intelligent women. Are schools an exception to this? We think not. Both from personal observation and theoretically, we advise that the employment of women as School Supervisors be further extended than at present, and if any legal objection stands in the way, as in some of our sister States, we recommend that such obstacles be removed by proper legislative enactment.

#### FREE TEXT BOOKS.

At first thought it would seem sufficient provisions have been made for the education of *all* our youth, when the school-house and the teacher, shelter and tuition, had been freely granted at public expense. The pupil, however, can accomplish but little

without books, his tools. To furnish these at private expense, proves in many instances a hardship, particularly to poor parents with large families, and more especially to the itinerant laboring class. To lighten this burden, some States have established regulations by which the same series or editions of text-books should be used throughout the limits of the State. This plan has not invariably been successful. Within a few years it has occurred to some of our most intelligent communities that the burden can be entirely lifted from the classes indicated by furnishing books at public expense, precisely as school shelter and tuition are. The advantages of this plan were alluded to in my last Report, and the experience of the city of Bath was brought in testimony as presented in the report of Supt. S. F. Dike. I am pleased to call the attention of school officers to this important feature again this year, by presenting the following communication from Thomas Tash, Esq., Supt. of Schools, city of Lewiston. The plan is equally desirable and possible in *all* our towns, and, it seems to me, would be readily adopted by our people, if school officers would clearly present the same for their consideration at the annual town meetings. By reference to section 6, School Laws, it will appear that sufficient authority is given towns to accomplish this desirable object, broadening present school facilities with immense advantage to children and large saving of expense to parents.

LEWISTON, Nov. 20, 1873.

HON. WARREN JOHNSON—

*Dear Sir:* In answer to your inquiry, I beg leave to present the following as some of the advantages that have resulted from the adoption of the "Free Text-Book" plan in this city.

1. *Books are ready at the proper time.* When parents furnish books much time is often lost to scholars, and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring proper books. Parents are also subjected to much inconvenience and vexation in being so often called upon to procure books and other materials for school use. Those having large families of children find their slender incomes taxed to the utmost, to procure these supplies, while those in affluence assure us that the supply of free text-books relieves them from a frequent and troublesome annoyance. Our wealthiest men are among those best pleased with the results of this experiment, the expense is so insignificant compared with the time, trouble and criticism which it saves.

2. *Every child is supplied with all the books, &c., needed.* No odious distinctions are now made. Our schools are as they never were before, absolutely "Free Schools." The city label in a book

is no longer a mark of pauperism, but a mark of sovereignty, and attaches to all alike. It is as honorable for a child to bear home a school book having the city mark in it, as the book bearing the label of a free City Library. There is no longer *fussing* to get the books furnished to indigent pupils into their father's tax-bills. This is a convenience to our city authorities.

3. *Uniformity in books.* Non-uniformity has been the source of as much vexation in the school as in the Church, and it has been vastly more pernicious. In rural schools there has always been encountered the inconvenience of a multiplicity of unlike text-books. Many extra classes have had to be formed in consequence, as is now the case in most rural communities. Where free text-books are furnished, this difficulty is obviated. Again, there is no longer complaint from those moving from city to city, that books are different. They are at no extra expense in consequence.

4. *Considerable latitude can be allowed in the selection of books, without increasing the expense of them.* Wherever there are several schools in different parts of a city or town of the same grade, as Grammar or Intermediate Schools in the same city, teachers may be allowed a choice in the books they are to use. The school book is a tool, and the workman will work all the better with the tool of his choice. It is unpleasant to hear a teacher affect to have no choice in the text-book to be used. I would as soon hear the woodman claim to have no choice in his axe! A perfect workman will use to advantage even a poor tool, I am aware, but he will use with much more pleasure and success a good one. If the teachers of such parallel schools are held with their classes to perform topically the same amount of work in a given time, and the School Board sanction several series of Geography or Arithmetic for example, as is now done in the city of New York, in which the work may be done, giving the choice of tools, but holding responsible for the work, no inconvenience could arise, but manifest advantage. One series of books is about as expensive as another, and the city might not be unwilling to divide its patronage, satisfy its teachers, and test the various books, all of which can be done under the plan of free text-books, with no additional expense to itself, but with the positive saving of securing to itself from all publishers the best possible terms. Again, in the successive classes in the same Grammar School, different books adapted to the progress of the pupils, as U. S. History for instance, might be used on the same subject, with no additional expense to the city, as each class must have its own book, whereas while pupils find their own books, it would be found a necessary saving of expense to them, to keep children during their entire course in the same book, even at considerable positive loss.

Whenever a change in a text-book is desired, as it sometimes is, it may be made when new books are needed, changing in one class of the grade at the time, until the old books are used up. This would be effected without loss, and it would discourage, on account of the time required, inconsiderate changes. A book could, before its general adoption, if found unsuitable, be tested in a single room or class, and rejected without much, if any loss.

Necessary changes could be made in the different schools of a country town, by transferring the books no longer used in one district to another without much expense or inconvenience. In this way the best and most modern books can be brought into use, as new books are needed as well there as in the city, and without additional expense if the town is the owner of the books used.

5. *Books are more entirely under the control of the teacher.* This is of considerable advantage in enabling the teacher to fix more definitely the hours of study. Over-study is often more pernicious than lack of study, and is less easily controlled by the teacher. The former destroys the best scholars, the latter only injures the poorer. If books may be taken home or not at the discretion of the teacher, the time devoted to study may be largely determined, and the teacher is fairly responsible for it.

6. *Books furnished by the town or city are much more carefully used, and better kept than when owned by the children.* It might at first be supposed that this would not be so, but uniformly it is found to be true; there being four parties interested in the preservation of these books—School Officers, Teachers, Parents and Children. Small books used in the lower grades by young children must be expected to wear out, and to need replacing, annually perhaps, but their cost is trifling,—the larger and more valuable books in the higher classes will be used in successive classes many years.

Where books are owned by children, the writing and drawings in many of them are most vicious, but in books owned by the city nothing of the kind is allowed, so that it becomes a measure conducive to good morals among the young. The proper use, and the careful preservation of their books is a most valuable lesson to scholars, and of itself goes far to justify the policy of furnishing free text-books.

7. *It leads parents to procure reference books, useful both to themselves and their children.* When relieved from the constantly recurring expense of procuring school books, parents are found much more ready to procure other books on the same and collateral topics,—books more general in their scope. Teachers and school officers may do much to encourage this, thus making the public school in the broadest sense a home educator.

8. *Convenience in making transfers.* In graded schools, and in mixed schools also, the greatest impediment to transfers in making proper classification, is the want of suitable books. When books belong to the city or town, the advancing of pupils to higher grades or reducing them to lower is comparatively easy, and much less often the subject of home criticism. When scholars are promoted *on trial*, the books belonging to themselves last used immediately disappear, and the lack of them furnishes a stronger argument for maintaining their place, oftentimes, than ability or diligence. Where books are free this inconvenience vanishes.

9. *The free supply of books increases school time.* It increases both the number of pupils entering school, and the length of time on the average that they remain there. From careful observation where the plan of furnishing free text-books has been adopted, it

is found to increase the number entering school, it is believed, from 5 to 10 per cent. Time is further saved by children entering school more promptly, not having to wait for books, in all grades and kinds of schools; at the same time they will remain longer in the higher grades, the premature withdrawal from school among the higher classes having been largely caused by inability to meet conveniently the expense of the costlier text-books. How much time will be saved in all these directions, and in the prompt beginning of their study and recitations at the beginning of terms, cannot be estimated, but certainly a very large portion in every town. On this saving, we may in the presence of those who value general education safely rest the argument in favor of free text-books.

I cannot do better in closing than to quote a short extract from the last Report of the School Board in Lewiston, from the pen of our Governor elect, written some months after the plan of furnishing text-books free for their schools went into operation in that city, the more fully justified the longer the plan has been continued.

"Under this plan, the first cost of text-books for the pupils in our public schools, will not be over one-half of what it has been under the old plan of requiring pupils to purchase for themselves. Again, as scholars leave their books with the Superintendent when they have completed them, the same books will be made to do service two or three, or even more times, while under the old system they have too often been thrown aside after being used by one scholar. It is believed that the expense of school books under the new plan, will not exceed one-half what it was under the old system. This, indeed, has proved to be the case in Bath and some other cities that have inaugurated the free text-book system. Besides, the experience of these cities has demonstrated that the books are better cared for under a system in which the pupil receives them as a loan, under the supervision of the teacher, than that in which the pupil has the ownership and regards himself as having a right to do as he pleases with his own. Besides, the difficulty often hitherto experienced in inducing parents to supply their children with school books, and the frequent loss of time to the pupil from a want of such books, are entirely avoided under this system. And more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not, incur the expense of books, will, under the free text-book system, be brought within the influence of the school-room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school-room and teachers and school appliances for their children, ought not also to provide them with that most essential school appliance—text-books. Our own belief is that experience will demonstrate that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy."

We will only add that the measures where adopted, has been found to be a popular one. It relieves from expense, anxiety and trouble, and could not be otherwise than popular. The leading, wealthiest and most intelligent citizens, are its most earnest advocates. We are confident also that should other towns and cities adopt the same plan, and proceed with it judiciously, it would be found equally satisfactory.

Yours very truly,

THOMAS TASH.

## STUDIES FOR COMMON SCHOOLS.

While parents generally recognize in the *physical* growth of the individual the truth of the homily, "milk for babies and meat for man"—that is, sustenance according to bodily conditions and demands, in the mental development, on the other hand, and in the moral and intellectual growth of the child, this hygienic axiom seems to be almost entirely ignored. Both physical and mental growth are subject to conditions, circumstances, *laws*. If it is necessary that the teacher know those laws prior to intelligent service in the school-room in administering intellectual fare, it is equally important that school officers should first determine *what* that bill of fare shall be, and in what order the courses shall be served. To demand that the child shall reason before it has any facts to reason upon, or data from which to draw comparisons, is simply an absurdity and an impossibility. To present the abstract instead of the concrete, the name before the idea, the idea before the object, is a direct inversion of the processes and demands of nature. Take the simple (not very simple either,) matter of teaching the alphabet. The attention of the little primarian, standing at the knee of the dame teacher, is first directed by the finger or pen-knife point to the character A. "What is that?"—the teacher asks. The child does not know—of course it does not. Why should it, and even when told, why should it remember? The character represents nothing which the child ever saw or handled, it awakens no idea, the faculty of association is not summoned to grasp this impalpable representative of a variable sound, it is nonsense to the child, and it is simply absurd to attempt to fix the name of this airy nothing, solitary and alone, on the blank wall of memory. And so this weary, yawning, memorizing process goes on through the entire alphabet. And when the whole twenty-six letters can be parroted from A to *izzard*, please tell me what new ideas, what ideas at all, has the child gained? And when this is immediately followed by the ba—be—bi—bo—bu—by (booby!) process, what further enthusiasm or culture are established in the mind of the pupil? Is it strange that children grow weary, dull and spiritless under such unphilosophical, unmethodical first steps in learning? What should the process be? Why, precisely what nature and the order of obtaining knowledge dictate. Nature says, first create an appetite, (through the senses,) then administer food proper in quality and

quantity, then digest and assimilate, and finally evolve in manly thought and action. The order of obtaining knowledge with primarians is—first, *objects*, actual or pictorial; second, *ideas*; third, *names*; last, *letters*. Therefore it would seem to be the duty of the primary teacher *first* to attract the attention, kindle the interest and awaken the appetite of the child, by presenting some *object* to its quickest sense, sight—to give birth in the mind to the *idea*, then present the *name*, and out of the name by exciting childish curiosity to educe the *letter*. Suppose a class of little ones before me, *around* me, no books, nothing but self, blank but recipient minds, crayon and black-board, and a *cane* in my hand. “Children, what is this?” “A cane,” “a cane,” is the wide-awake response. Interest with questions of its use, who use canes, where have they seen any, &c. Having fixed and associated the idea, then place the name picture on the board, CANE. I swing my *arm*. Fix the idea and name ARM in like manner as before. Coming to school I saw some boys playing BALL. One boy struck the ball with a BAT. On the board the name pictures stand as follows :

C A N E  
A R M  
B A L L  
B A T

Now, children, point out the things that look alike in *all* the names on the board. Curiosity and comparison are at once awakened. The letter is selected and its name given, A. The *sound* distinction follows, so that the list on the board will stand as follows :

C A N E — A. ( Long sound. )  
A R M — A. ( Middle sound. )  
B A L L — A. ( Broad “ )  
B A T — A. ( Short “ )

The child is already studying. Not only the single faculty of memory is exercised, but attention, comparison and imitation, for the child should be allowed at once to try eye and hand in copying, and thus pleasant employment beguiles the little one in the first steps of learning. The philosophy of this system, as known to the teacher, is simply as follows :

1. Object, real or pictorial.
2. Idea, mental picture, sensation and perception.
3. Name, word picture of idea, or object.
4. Letters, fragments, pieces of the name.
5. Sounds and powers of the letters.



As suggestions to teachers and educators, the following complete chart of the alphabet is presented, and if in a single school a fresh method of teaching the letters shall be introduced, or the countenance of a single pupil kindled to joy by opening up the avenues to early intellectual activity, my reward will be sufficient.

Pictorial representations in this column.	Names.	Vowels.	*Vocals.	Consonants.
	BABE	A	A	B b
	CAR		A	C c
	BALL		A	L l
	BAT		A	T t
	DEER	F	E	D d R r
	HEN		E	N n
	KITE	I	I	K k
	SHIP		I	H h
	STOVE	O	O	S s V v
	MOON		O	M m
	FOX		O	F f X x
	MUTE	U	U	M m
	JUG		U	J j G g
	PUSS		U	P p
{	COW	W		
{	HOUSE		OU OW	
{	BOY	Y		
{	QUOIN		OI OY	
	ZEBRA	Z		

I have simply outlined the above method of teaching the letters, as indicating not only what ought to be done in methods of teaching even as low as infant classes, but to call the attention of school officers and supervisors to the fact that courses of study should be prepared to meet not only what we as men and women absolutely need to use in every day life, but should be so arranged as to conform to and answer the undeveloped but developing faculties of the mind. This should be the cardinal principle on which the school curriculum for our younger pupils certainly should be based. Even beyond the period of letters pupils are required to "write composition" before they have learned to think—to write on subjects concerning which they have gained no facts. In mathematics, pupils have been forced clean away from the exercise and culture of judgment on first principles and luminous axioms to the dwarfing operation of solving long and tedious

\* Vocal sounds should be designated by proper marks.

improbable "sums," only demanding perfect accuracy, or to the guessing of arithmetical enigmas. So, too, in spelling. Our scholars from six to sixteen have not time to learn all the words in the English language, nor even all in the ordinary spelling-book. But they ought to know the ordinary rules and principles that govern general English orthography.

I regard this as a very important matter and one much neglected by school officers. In my previous reports, I have presented courses of study which, with slight modifications, could be used in our schools, doubling the value of the teacher's work and economizing the brief school period of our boys and girls, and while I feel inclined to repeat them here, I will only urge upon school officers the great necessity of "laying out" anew the work for teacher and pupil, and refer you to a Course of Study presented below, which has the seal of actual use in the district schools of some of our sister States. For a more complete course and "how to teach," officers and instructors are referred to a valuable Manual, with the title just quoted, prepared by practical educators in New York and published in the same city by J. W. Schermerhorn & Co. In connection with the foregoing suggestions, I have deemed it proper to present the following Course of Study, taken from the Annual Report of Hon. H. D. McCarty, Kansas, and to earnestly recommend its perusal by our teachers and school officers.

## COURSE OF STUDY.

### PRIMARY GRADE—SECTION I.

READING—*Steps* : 1.\* Read, spell and print on slates, from blackboards or cards, the names of not more than ten familiar objects, the objects, or the pictures representing them, being personally examined by the pupils. 2. Not over twenty new words, no word containing over four letters, printed and spelled as before. 3. Not over thirty new words, given and illustrated as before. 4. Not over forty new words, printed and illustrated. Primer or First Reader introduced. 5. Read, spell and print sentences on slates, each lesson containing not over *one new word*. 6. Each lesson to contain not over two *new words*. 7. Each lesson to contain not over three *new words*. 8. Each lesson to contain not over three *new words*. 9. Each lesson to contain not over four *new words*. 10. Each lesson to contain not over four *new words*, pronounced, printed, spelled and illustrated as before.

LANGUAGE.†—Each pupil to present one *new object* at each recitation, to be contributed to a cabinet, which should consist of insects, leaves, flowers, seeds, metals, ores, coins, stones, fossils, fabrics, toys, articles of use, etc.

\* Each step should occupy from two to four weeks. † The language exercises in this section are to be entirely oral. The object is to cultivate habits of accuracy in the expression of thought.

*Steps* : 1. Every pupil to present one *new* object at each exercise, and give the name or answer the question, "What is this called?" 2. Give name and tell where obtained. 3. Give name and tell how and where obtained. 4. Give name and tell when, how and where obtained. 5. Give name and tell how, where and when obtained, and what used for. 6. Give name, tell how, when and where obtained, use, taste and smell. 7. Give name, tell how, where and when obtained, use, taste, smell, feel and color. 8. Tell how, when and where obtained; give use, taste, smell, feel, color, size and weight. 9. Tell how, where, when obtained, use, taste, smell, feel, size, weight, color and form; as, first, like a square; second, like a triangle; third, a rectangle; fourth, a rhombus; fifth, a circle; or sixth, irregular. 10. Give form: as, first, like a cube; second, a sphere; third, a cylinder; fourth, a prism; fifth, a cone; or, sixth, a pyramid.

NUMBER.\*—*Steps* : 1. Develop the idea of *one, two, three to ten*, inclusive, by the use of pebbles, beans, acorns or other objects, at the same time teaching the figures representing them. 2. Show that each successive number is formed by adding one to the preceding number, illustrated by objects. 3. Teach the comparison of one number with another as to the general magnitude. Illustrate by objects and conversations. 4. Use *one* as an addend to or a subtrahend from each of the digits, illustrated by objects and conversations. Slate table exercises in addition only, copied from blackboard or text-book, and completed on slates, and read as a class exercise, thus: 1 and 4 equal 5; 7 and 1 equal 8; 5 and 1 equal ?; 8 and 1 equal ?, etc. 5. Use *two* as an addend to each of the digits, illustrated by objects as before. Table slate exercises as before, thus: 4 and 2 equal ?; 2 and 3 equal ?; 4 and 2 equal ?, etc. 6. Use *three* as an addend to each of the digits, illustrated as before. Slate table exercises. 7. Use *four* as an addend, with slate exercises. 8. Use *five* as an addend in the same manner. 9. Use *six* and *seven* as addends to each of the digits in the same manner. 10. Use *eight* and *nine* as addends.

## SECTION II.

READING.—*Steps* 1, 2, 3, 4 and 5: First Reader completed. The children to print on slates each reading and spelling lesson, and read from the same by letter at the recitation. Require the words of each sentence pronounced in a reverse order. All *new* words illustrated.

*Steps* 6, 7, 8, 9 and 10: Second Reader commenced. The printing, pronouncing and spelling of reading lessons continued. Script letters commenced, lessons to consist of not over one *new* letter.

LANGUAGE.—*Steps* : 1. The children to point out objects represented in pictures, and give name. 2. Tell whether the object is an animal, vegetable or mineral. 3. Tell whether its origin is natural or artificial. 4. Give its use, apparent size and weight. 5. Print on slates a list of the names of the objects represented in pictures, to be read and spelled as a class exercise. 6. Print a similar list of the names of real objects. 7. Tell the location of each object as represented in pictures. 8. Ask questions about each object, the answers to be given by the teacher or class. 9. Answer questions about each object, asked by the teacher or class. 10. Tell what can be done with each object.

NUMBER —*Steps* : 1. † Subtract *one* and *two* from all the numbers from *two* to *twenty*, inclusive. Illustrate by objects, numeral frame, pictures, etc. Slate table exercises copied and completed in the same. Addition reviewed by the composition of slate table exercises. Roman notation from *one* to *ten*. 2. Use *three* and *four* as subtrahends from *four* to *twenty*. Slate table exercises as before. Roman notation from *ten* to *twenty*. 3. Use *five* and *six* as subtrahends. Table exercises as before. Roman notation from

\* These lessons in number should be given orally, grains of corn, sticks or other objects being used to illustrate the combination of each lesson. Slate exercises should be prepared on slates at the seats.

† Exercises in addition should be given with each slate table exercise in subtraction.

*twenty to thirty.* 4. Use *seven* and *eight* as subtrahends. Table exercises. Roman notation from *thirty to forty* 5. Use *nine* as a subtrahend from *nine to twenty.* Roman notation from *forty to fifty.* 6. Multiply\* each of the digits by *one* and *two.* Illustrate by objects. Roman notation from *fifty to sixty.* Slate table exercises. 7. Use *three* and *four* as multipliers. Roman notation from *sixty to seventy.* 8. Use *five* and *six* as multipliers. Roman notation from *seventy to eighty.* 9 Use *seven* and *eight* as multipliers. Roman notation from *eighty to ninety.* 10. Use *nine* as a multiplier to each of the digits. Illustrate as before. Slate table exercises. Roman notation from *ninety to one hundred.*

## SECTION III.

READING.—*Steps* from 1 to 10, inclusive : Second Reader completed. Reading exercises copied on slates in script text, and all words of over four letters read by letter from the same, as a class exercise. Not over two *new* verses given at a lesson. All *new* words illustrated by objects or familiar conversations.

SPELLING.—Spell list of words copied and arranged from the reading lessons.

LANGUAGE —*Steps* : 1. Write sentences telling the position of objects as represented in pictures, to be read as a class exercise. 2. Write sentences asking questions about objects represented in pictures, to be read in the class and answered by the class or teacher. 3. Answer questions placed on the blackboard by the teacher about objects, the answers to be read in the class for criticism. 4. Write sentences telling what can be done with objects. 5. Describe imaginary actions of persons or animals represented in pictures. 6. Relate imaginary conversations of persons represented in pictures. 7. Write a dialogue about the objects represented in pictures. 8. Write a dialogue about real objects. 9. Write a story about a picture. 10. Write a story about real objects or persons.

NUMBER.—*Steps* : 1. Use *one* and *two* as divisors. Oral and slate table exercises. Oral mental problems. Roman and Arabic notation to one hundred. 2. Use *three* and *four* as divisors. Slate table exercises. Oral mental problems. Roman and Arabic notation to one thousand. 3. Use *five* and *six* as divisors. 4. Use *seven* and *eight* as divisors. 5. Use *nine* as a divisor. Oral and slate table exercises. Oral mental problems. 6. Oral exercises in fractional parts, denominate tables, divisions of time, and seasons. Slate table exercises in review. Addition, subtraction, multiplication and division tables completed. 7. Primary arithmetic commenced. Notation to millions. Graded † blackboard drill in columns, in addition. Slate table exercises in addition extended to one hundred. Abstract graded problems in addition, copied from the blackboard, cards or text-books, without answers in the first five digits. 8. Graded problems containing the digits six, seven, eight and nine, with applications by written and mental problems. 9. Written exercises in subtraction, the subtrahend containing the first five digits only, oral, mental and slate exercises. 10. Subtraction completed.

## SECTION IV.

READING —*Steps* from 1 to 10 : Third reader commenced. Lessons copied on slates to be spelled and read by letter from the same. Script writing on slates.

SPELLING.—List of words of over four letters, copied from the reading lessons, to be read from slates and spelled orally from dictation by the teacher.

LANGUAGE.—*Steps* : 1. Develop the idea of a hill, mountain, volcano, the parts and attributes of each, from nature, by pictures, stereoscopic views and conversations.

\* In multiplication teach and illustrate but *one* combination at a lesson : as, 3 twos are six, and 2 threes are six ; 6 fives are thirty, and five sixes are thirty, etc.

† Problems or columns containing the digits *one* and *two* only, are said to be of the *first grade* ; those containing *one, two* and *three* only, are of the *second grade* ; those containing *one, two, three* and *four* only, are said to be of the *third grade*, etc. The pupils should not be permitted to commence problems of the second grade before being prompt and accurate in those of the first grade, etc.

2. Develop in the same way the idea of a plateau, plain, valley, hill, etc., spring, pond, lake, the parts, etc. 3. Develop the idea of a rivulet, creek, river, the parts, etc. 4. Develop the idea of an island, peninsula and cape, a bay, gulf and sea. 5. Develop the idea of a continent, isthmus, strait, channel, sound and ocean. 6. Hold conversations respecting the phenomena and influence of the sun—heat, cold, air, wind, moisture, fog, clouds, rain, frost, snow, hail, ice, summer, winter, thunder and lightning. 7. Hold conversations respecting the social condition of the people of different countries, as regards food, clothing, houses, customs and religion. 8. Hold conversations respecting agriculture and mining. 9. Hold conversations respecting manufactures and commerce. 10. Teach the cardinal points of the compass, map drawing of the school-house, yard, school district, township, county and state, etc.

NUMBER.—*Steps*: 1. Use one, two and three as multipliers, no figure of the multiplicand being greater than five. Corresponding concrete, mental and written problems. Slate table exercises in addition, subtraction and multiplication extended to one hundred. 2. Use four, five and six as multipliers with corresponding concrete, mental and written problems. Slate table exercises as before. 3. Use seven, eight and nine as multipliers as before, the multiplicand containing any of the digits. 4. Use two or more figures as multipliers with corresponding written concrete problems. 5. Abstract operations, using one, two or three as divisors, each figure of the dividend being a multiple of the divisor. Concrete, mental and written problems. Extended slate table exercises. 6. Abstract operations, using four, five and six as divisors with corresponding concrete, mental and written problems. 7. Abstract operations, using seven, eight and nine as divisors with concrete, mental and written problems. 8. Abstract operations in long division with corresponding written problems. 9. Abstract operations in long division, and mental exercises in the denominate tables and fractions. 10. Easy problems in United States currency. Primary arithmetic completed.

## PRIMARY GRADE.

### DIRECTIONS AND SUGGESTIONS.

READING.—The instruction in this grade, to a considerable extent, should be conversational. The children should be made to *understand* what they read, to avoid the dull, routine, "trip-hammer" style so prevalent in our schools. They should learn to *talk* their reading lessons, and if this fails to make good readers, certainly rules for emphasis, inflection and expression never will. Printing or writing words and sentences and spelling the same from slates, should be practiced daily from the first day the child enters school. The teacher in progressing through the book should be careful to *make haste slowly*. Four reading and spelling lessons, of not over ten minutes each, should be given daily.

SPELLING.—Words should be selected from the reading lessons, and classified as follows:

1. List of words containing a given number of letters. 2. Words commencing with a given initial letter. 3. Words ending with a given final letter. 4. Words with a given number of syllables. 5. Words accented on a given syllable, etc. These word-lists should be read by letter from the slates, then dictated by the teacher for oral recitation.

PRINTING AND WRITING.—This exercise should be a constant accompaniment of the reading and spelling exercises. No lesson, in any study, should be accepted as prepared, unless a portion or all of it has been copied on slates. When the script letters are taught, care should be taken that *at first* the correct form of each letter be learned. A long pencil, held like a pen, should be used in writing on a slate or paper. Elementary

exercises should be given in drawing lines, angles, squares, and in inventing simple figures.

**LANGUAGE**—This branch should receive special attention, because it is the only medium through which the child is to receive ideas outside of his experience, and because practical grammar thus learned, in the correct and elegant expression of thought, is of more value than all the technical grammar that can be acquired through all the common school course. To teach the pupils that words have a *meaning*, and that objects have names, qualities, properties and conditions, expressed by *words*, objects or pictures representing them should be kept constantly within the cognizance of the senses, and to this end a cabinet of common things and pictures should be collected, from the contributions of the children, for continual reference by the teacher. Daily oral or written exercises in this subject should be given every pupil in school.

**NUMBER**—In this subject, more, if possible, than in any other, each lesson should be perfectly learned before the attention is called to the next. Slate table exercises should be required as a review at every recitation. But one table combination should be given at a lesson. Reading and completing table exercises at sight, from the blackboard or a text-book, should receive daily attention. The table combinations should be thoroughly committed before primary arithmetic is commenced. Blackboard column drill and extended table exercises should be omitted until primary arithmetic is commenced. It is hardly possible to provide too much work for the pupils in primary arithmetic. It is now that the child should be taught to add, subtract, multiply and divide on the slate, with promptness and accuracy. The mind should be kept awake at the same time by mental problems, illustrating the simple relations of numbers. Teachers must not forget that primary arithmetic is the *spelling-book* of the whole arithmetical course. Keep the little students *actively* employed in solving examples in addition, rather than *idly* hesitating and blundering over problems in fractions.

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## INTERMEDIATE GRADE.

### SECTION V.

**READING**.—*Steps* from 1 to 10: Third Reader completed. Reading lessons copied on slates and spelled by letter from the same. Drill exercises in the pronunciation of difficult words. New words illustrated. Not over two new verses given at a lesson.

**SPELLING**.—Simple words furnished by the teacher or selected from a spelling-book, each word to be correctly used by the pupil in a written sentence. The sentences to be read as a class exercise, after which the teacher should require the words to be spelled orally.

**WRITING**.—*Steps* 1 to 5, inclusive: Book No. 1, written with a pencil. *Steps* 6 to 10: Book No. 2, written with a pencil.

**LANGUAGE**—*Steps*: 1. Write questions without any object, then answer them. 2. Write on paper questions about an object; exchange questions in the class; the answers to be written in a connected, topical form. Write exercises on the following subjects: 3. The house I live in, and how it looks. 4. The houses in which my friends live, and how they look. 5. What I have, and what I do with it. 6. What I wish, and what I would do with it. 7. Where I have been, and what I saw there. 8. Where I would like to go, and what I think I would see there. 9. Letters to my friends, telling about home. 10. Letters written home, telling where I am, and what I see here.

**ARITHMETIC**.—Intermediate or Practical arithmetic commenced. *Steps*: 1. General definitions, notation, numeration, etc. 2. One-step\* problems in addition; graded exer-

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\*A problem is said to be a *one-step* problem when only one operation is necessary in its solution. When two operations are necessary, it is said to be a *two-step* problem; when three, a *three-step* problem, etc.

cises in blackboard and dictation column drill; corresponding oral mental problems. 3. One-step problems in subtraction, with corresponding mental exercises. 4. Two-step problems in subtraction, with corresponding oral mental problems. 5. One-step problems in multiplication; oral mental work. 6. Two-step problems in multiplication; mental problems. 7. One-step problems in division, with corresponding mental work. 8. Two-step problems in division. 9. Drill work in long division. 10. Three-step problems in division.

[NOTE.—In each of the above steps, abstract problems should be copied and solved from the blackboard, cards or text-books, *without answers*, until the pupils are prompt and accurate.]

ELEMENTARY GEOGRAPHY.—*Steps*: 1. Conversations about land and water. 2. Conversations about directions and distance. 3. Lessons about home. 4. The occupation of men. 5. Geographical definitions. 6. Text description of New England. 7. Map studies on the same. 8. Text description of the seven middle Atlantic States, viz: New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, and West Virginia. 9. Map studies on the same. 10. Condensed oral and topical reviews, written from questions furnished by the teacher.

## SECTION VI.

READING.—*Steps* 1 to 10: An easy fourth reader commenced. The preparation, recitation and length of lessons the same as section one.

SPELLING.—Lists of familiar words selected from a spelling-book, the same used in sentences written by the pupils, and read as a class exercise. Oral spelling of the same lists from dictation by the teacher.

WRITING.—Writing books Nos 3 and 4, written with a pencil.

LANGUAGE.—*Steps*: 1. Write questions about pictures, the questions to be exchanged in the class and answered on alternate days, in a connected topical form. 2. The pupils to reproduce stories related by the teacher to the class. 3. The pupils to reproduce stories of colonial or revolutionary history related by the teacher. 4. The pupils to reproduce a description of real or imaginary personal adventures, related by the teacher. 5. The pupils to write a description of impossible personal adventures. 6. The pupils to write a description of possible personal adventures. 7. The pupils to describe improbable personal adventures. 8. The pupils to describe probable personal adventures. 9. The pupils to write a journal of probable incidents, while traveling through the United States. 10. The pupils to write a series of letters to friends, describing the country through which they are supposed to have traveled.

ARITHMETIC.—*Steps*: 1. Addition and subtraction of United States currency. 2. Multiplication and division of United States currency, and the solution of the bills of the shop, store and market. 3. Problems containing not over three steps in the application of United States currency. 4. Reduction and applications of English currency, and troy weight. 5. Reduction and application of avoirdupois weight. 6. Reduction and application of apothecaries' weight and measure. 7. Reduction and applications of the measures of space. 8. Reduction and applications of the measures of capacity. 9. Reduction and applications of the measures of time and angular measure. 10. The addition, subtraction, multiplication and division of compound numbers, with a thorough test theoretical and practical review. Intermediate arithmetic completed.

GEOGRAPHY.—*Steps*: 1. Text description of the nine southeastern States, viz: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Tennessee and Arkansas. 2. Map studies on the same. 3. Text description of the nine central States, viz: Minnesota, Wisconsin, Iowa, Illinois, Indiana, Ohio, Michigan, Missouri and Kentucky. 4. Map studies on the same. 5. Text description of the

Pacific States and territories, viz : Texas, Kansas, Nebraska, California, Oregon, Nevada, Washington Territory, Idaho Territory, Montana Territory, Wyoming Territory, Dakota Territory, Utah Territory, Colorado Territory, Arizona Territory, New Mexico Territory, and Indian Territory. 6. Map studies on the same. 7. Text review of the United States. 8. Map studies on the same. 9. Text description of North America. 10. Map studies on the same.

## SECTION VII.

READING.—Fourth Reader continued. Preparation, recitation, drill exercises and length of lessons, the same as in section one.

SPELLING.—Sentence writing and oral spelling, the same as in section two.

WRITING.—Writing books Nos. 1, 2 and 3, written with a pen.

LANGUAGE.—*Steps* : 1. Stories related to the class by the teacher to be reproduced orally by the pupils at the following recitation. 2. Stories related as before by the teacher, to be reproduced in writing. 3. Description of actions of the teacher or a pupil in presence of the class, presented in writing. 4. Objects shown to the class to illustrate the terms descriptive of the mathematical forms, as a square, a circle, a cube, a sphere, a pyramid, a cone, etc. 5. Objects shown to illustrate the terms descriptive of the properties or qualities of substances. 6. Objects shown to illustrate the terms descriptive of the appearance, condition and color of substances. 7. Objects shown to illustrate the terms descriptive of the qualities or properties recognized by the senses of hearing, taste and smell. 8. Objects shown to illustrate the terms descriptive of the form, outline, condition and appearance of the surface. 9. Objects shown to illustrate the terms of avoirdupois weight, liquid and dry measure, linear, square and cubic measure, and United States and English coins. 10. Write descriptions of objects from a briefly prepared synopsis of parts, properties, qualities, conditions, appearance and uses.

PRACTICAL ARITHMETIC.—*Steps* : 1. Principles and contractions of the fundamental rules, properties of numbers, cancellation, etc. 2. Reduction of fractions. 3. Addition and subtraction of fractions. 4. Multiplication of fractions and applications. 5. Division of fractions and applications. 6. Reduction of denominate fractions. 7. Addition and subtraction of denominate fractions. 8. Miscellaneous concrete problems in the applications of fractions. 9. Notation and addition of decimal fractions. 10. Subtraction of decimal fractions and applications.

[*Note*.—Mental arithmetic in the corresponding subjects should be taught in connection with each of the above steps.]

GEOGRAPHY.—*Steps* : 1. Text description of South America. 2. Map studies on the same. 3. Text description of Europe. 4. Map studies on the same. 5. Text description of Africa. 6. Map studies on the same. 7. Text description of Asia. 8. Map studies on the same. 9. Text description and map studies on Australia. 10. General lessons and review. Elementary geography completed.

## INTERMEDIATE GRADE.

## SUGGESTIONS AND DIRECTIONS.

READING.—In this grade attention should be given to the illustration of words by conversations, objects or pictures ; to the correct pronunciation of words, marks of punctuation, accents, emphasis, the inflections of the voice, and the elementary sounds of the letters, and oral and phonic spelling. The teacher should endeavor to make the pupil clearly comprehend the *thought* contained in every sentence, and should not be content until that *thought* be as clearly expressed by the voice.



**SPELLING.**—The spelling book may now be introduced, but it is hoped that only those words, the meaning of which the pupils can be made to understand, will be used in the sentence making. They should, without the direct aid of the teacher, be able to use each word correctly in a sentence expressing an intelligible thought. Follow this direction and the result will be fewer *wordy* and more *common-sense* writers.

**WRITING**—Much care should be used in the writing books in respect to the forms of letters. Even slate exercises should not be accepted by the teacher, unless written with care and legibility. Written exercises should be prepared daily in all the different branches, even when the recitation is expected to be oral; for by this means, orthography, composition, grammar, punctuation and writing may be taught at the same time.

**LANGUAGE.**—Teachers should be careful that the children use only correct expressions in the oral and written exercises in language. Both class and teacher should watch that not an error escape notice. A little extra care in the beginning will save a vast amount of labor in the end.

**ARITHMETIC.**—In practical arithmetic much time and attention should be given to the solution of concrete problems in the fundamental rules. It is presupposed that the pupils can readily add, subtract, multiply and divide. At this stage of progress the pupils should be taught the language by which the relation of numbers is expressed, as well as the theoretical relation of those numbers. These cannot be taught by solving fifty or sixty problems, but hundreds are required, and, if not found in the text-books, they *must* be supplied by the teacher. The class should be reviewed daily by questions, and at least every two weeks a stated written topical review should be required.

**GEOGRAPHY.**—Should be taught in connection with written topical exercises, and slate, blackboard and paper map drawing. As many historical events as possible, connected with any country, State, county or town, should be related in the class by teacher or pupils, while studying the geography of those places. Stories of history related to the class, to be reproduced in writing at the following recitation, may sometimes take the place of the regular recitation with advantage.

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## ADVANCED GRADE.

### SECTION VIII.

**READING.**—Fourth Reader continued or an easy Fifth Reader. Lessons copied on slates; words spelled from the same. Drill exercises in pronouncing difficult words. New words defined. Not over two new verses at a lesson.

**SPELLING.**—Oral and written spelling. Sentence making as before.

**WRITING.**—Books Nos. 4 and 5, written with a pen.

**LANGUAGE.**—*Steps:* 1. Write stories suggested by pictures. 2. Write letters of friendship. 3. Write business letters. 4. Write notes of invitation and regret, etc. 5. Write business forms, as notes, contracts, etc., from memoranda. 6. Write advertisements. 7. Write dialogues with real or imaginary persons. 8. Pupils relate what they have heard or seen. 9. Pupils relate what they have smelled, tasted, or felt. 10. Pupils relate what they have thought.

**GRAMMAR.**—Technical grammar commenced with a text-book.

[NOTE—Practical and oral grammar should be taught at every step of the pupil's progress, and especial attention should be given to it, in connection with the oral and written lessons in language. Almost any primary text-book may be used in this grade by being careful that the progress through the book be gradual and thorough.]

**PRACTICAL ARITHMETIC.**—*Steps:* 1. Multiplication of decimal fractions. 2. Division

of decimal fractions. 3. Denominate decimals and applications. 4. Metric system of weights and measures. 5. The problems of percentage. 6. Commission, brokerage and stocks. 7. Profit and loss. 8. Insurance and taxes. 9. Interest. 10. Partial payments.

GEOGRAPHY.—Intermediate geography commenced. *Steps:* 1. The earth, directions, land and map questions on the same. 2. The sea and map exercises on the same; the land and map exercises. 3. Inland waters and map exercises. 4. Climate, vegetation, wants and occupation of men, and commerce. 5. Description and map exercises on South America. 6. The same on North America. 7. Africa. 8. Australia. 9. Asia. 10. Europe.

## SECTION IX.

READING.—Fifth Reader. Drill exercises in pronouncing difficult words. All new words spelled and defined. Lessons not over two new verses.

SPELLING.—Written and oral spelling. Sentence making as before.

WRITING.—Books Nos. 4, 5 or 6.

LANGUAGE.—*Steps:* 1. Write stories suggested by pictures. 2. Write sentences from dictation by the teacher or competent pupil. 3. Write sentences expressing the same thought in different ways. 4. Write from memory stories read to the class by the teacher. 5. Change to prose simple stories in rhyme. 6. Write letters to friends. 7. Write letters to newspapers, descriptive of places and customs of foreign people. 8. Write sentences telling of what objects remind you. 9. Write paraphrases by the substitution of words. 10. Write parodies on popular pieces of prose or poetry.

GRAMMAR.—Primary grammar continued. Attention should be given to the analysis of the sentence, and especially to the correct use of the irregular verbs in the different modes and tenses.

ARITHMETIC.—*Steps:* 1. Problems in interest. 2. Banking and exchange. 3. Partnership. 4. Alligation, ratio and proportion. 5. Involution and evolution. 6. Mensuration. 7. Custom-house business and foreign exchange. 8. Averaging accounts current. 9. Gold, bonds and currency. 10. Philosophical problems, series, etc.

GEOGRAPHY.—*Steps:* 1. Map studies on the United States. 2. Text description of the same. 3. New England. 4. Middle Atlantic States. 5. South Atlantic and Gulf States. 6. Central States. 7. Pacific States. 8. Mathematical geography, latitude and longitude. 9. Map drawing and topical review of the United States. 10. Map drawing and topical review of North America, South America, Europe, Asia, Africa and Australia.

## ADVANCED GRADE.

## SUGGESTIONS AND DIRECTIONS.

READING.—This exercise should be conducted with a view to vocal culture, correct delivery, appreciation of different kinds of composition, and the cultivation of taste. Attention should be paid to all the points which have been specifically mentioned in the other grades.

SPELLING, both oral and written, in selected words, proper names, sentence making, in connection with a *constant use* of the dictionary, should receive attention in this grade.

PENMANSHIP—A good, plain, ready handwriting is required of every pupil in this grade, and to secure this result the teacher should see that proper instruction is given.

LANGUAGE—Daily lessons should be given in this exercise, even at the expense of some of the other branches, as grammatical accuracy, ease and readiness in the expression of thought are of the greatest practical importance. This readiness and accuracy can only be acquired by *practice*, though it must be practice of the right kind, for an error practiced is an error confirmed.

GRAMMAR.—The study of technical grammar is of great importance. It should, however, be delayed in the school course until the minds of the children are sufficiently matured to understand the technical relation and dependence of words, and the logical relation of thought. The practice of crowding the memory with such terms as “adjective and adverbial elements, adjuncts and attributes,” before the mind is capable of forming conceptions of the ideas they *should* call up, cannot be too strongly condemned. At the proper time, properly taught, grammar, especially the analysis of the sentence, should by no means be neglected, for by it much of the force, power, clearness and beauty of the English language is brought within the comprehension of the child.

GEOGRAPHY.—Map drawing and the general features of the different countries, mathematical, physical and political, should be taught, so connected with history as to give a synoptical review of the whole subject. There are too many things to be learned to permit pupils to spend much time in memorizing a list of all the post-offices even in one hemisphere.

#### GENERAL EXERCISES.

Every day there should be a time set apart for a general exercise upon some subject not pursued as a regular study. The teacher should present these subjects in a simple, conversational style, being careful not to give too many ideas at the same time.

BOOK-KEEPING should receive attention in this grade to an extent which will enable every pupil to keep a set of books by single or double entry for any ordinary business. Writing contracts, notes, receipts, etc., cannot be too strongly recommended.

HISTORY.—Stories of history should be read, or better, related to the school by the teacher, at least once each week.

The SCIENCE OF COMMON THINGS should receive its due attention, as it will lay the foundation for future thought, investigation and usefulness.

BOTANY and ZOOLOGY can be taught and illustrated by specimens to an extent which will explain all the technical terms in common use pertaining to them. Physiology, the laws of health, and hygiene should also receive proper attention.

SINGING should be practiced daily from five to ten minutes.

MORAL LESSONS should be often given to the school, not by dry, didactic sermonizing, but by impressive and attractive anecdotes or stories, told in a simple and touching manner by the teacher. Such should be selected as will develop the affections, the social and moral qualities of the heart, as will teach the duties that children owe to each other, their teacher, their parents and their God. Above all he should set such an example of politeness, patience and forbearance before his pupils, and manifest toward them such a cheerful and affectionate nature, as he would wish to see them imitate.

INSTRUCTION.—Better delay for a future time what can be but imperfectly understood to-day, as there are a thousand and one things, equally valuable, that can now be appreciated. Give but one *new* idea at a lesson, if you wish the children to retain it; spend the balance of the time in review. Real progress depends more upon a little understood and remembered, than much memorized to be soon forgotten.

If it is desirable to give extra instruction in any branch, as drawing, penmanship, or music, daily lessons of from thirty to forty minutes may be substituted for the regular recitations, devoting to that purpose the first hour on Monday, the second hour on Tuesday, the third hour on Wednesday, etc., with much advantage to the pupils.

CLASSIFICATION.—Teachers should be careful that pupils of the same progress and ability only are placed in the same class, for when this is not done the quick and bright become idle from not having enough to do, the slow and stupid idle from discouragement. Pupils need not necessarily recite in the same grade in all the branches, as cases will occur in which the same pupil should recite in arithmetic in the primary grade, and in

reading in the intermediate. It is desirable that those studies in which pupils are behind their grade receive extra attention, that as soon as possible they can recite in the same grade in all their studies.

PROGRAMME—No teacher should fail to have a carefully prepared, written programme posted in a conspicuous place in his school-room, and *live up to it*. He who fails to have a time for each recitation, and each recitation in its time, cannot be a successful teacher.

The following programme is offered as a suggestion, the ten-minute periods being used merely that all the studies might be represented. Short and prompt recitations, however, have been found to produce the most satisfactory results, for they necessitate *short* lessons, which are more easily learned and remembered. All the pupils can thus be kept *busy*, which is the secret of successful management in the school-room :

9:00 to 9:10 A. M.	Music and Opening Ex.	1:00 to 1:10 P. M.	P. G., First Reader.
9:10 " 9:20 "	P. G., First Reader.	1:10 " 1:20 "	" " Second Reader.
9:20 " 9:30 "	" " Second Reader.	1:20 " 1:30 "	" " Third Reader.
9:30 " 9:40 "	" " Third Reader.	1:30 " 1:40 "	I. G., Fourth Reader.
9:40 " 9:50 "	" " Numbers.	1:40 " 1:50 "	A. G., Fifth Reader.
9:50 " 10:00 "	" " Tables.	1:50 " 2:00 "	P. G., Numbers.
10:00 " 10:10 "	" " Pract. Arithmetic.	2:00 " 2:10 "	" " Table Exercise.
10:10 " 10:20 "	I. G., Pract. Arithmetic.	2:10 " 2:20 "	" " Prim. Arithmetic.
10:20 " 10:30 "	A. G., Pract. Arithmetic.	2:20 " 2:30 "	Int. G. Pract. Arithmetic.
10:30 to 10:40 A. M.	Recess.	2:30 to 2:40 P. M.	Recess.
10:40 to 10:50 A. M.	Int. G. Element Geo.	2:40 to 2:50 P. M.	P. G., * First Reader.
10:50 " 11:00 "	A. G., Intermediate Geo.	2:50 " 3:00 "	P. G., * Second Reader.
11:00 " 11:10 "	P. G., Language.	3:00 " 3:10 "	P. G., * Third Reader.
11:10 " 11:20 "	" " First Reader.	3:10 " 3:20 "	I. G., Language.
11:20 " 11:30 "	" " Second Reader.	3:20 " 3:30 "	A. G., Language.
11:30 " 11:40 "	" " Third Reader.	3:30 " 3:40 "	A. G., Grammar.
11:40 " 11:50 "	{ Penmanship, Drawing	3:40 " 3:50 "	{ Orthography, Music and
11:50 " 12:00 "	and Printing.	3:50 " 4:00 "	General Exercises.

\* The Primary Grade may now be dismissed.

## ARTISAN EDUCATION.

The chief noticeable defect in the foregoing course of study, as applicable to the wants of our youth, is the limited instruction allowed in the elements of the natural sciences, applied mechanics and drawing, free-hand and instrumental. Our chief business in the future, as a State, plainly must be manufacturing; not producing from the soil for subsistence, but converting nature's products into forms and fabrics for protection, comfort and luxury. In the past our people have largely been "hewers of wood and drawers of water." Not in an obnoxious sense do I use the expression. Our energies have been largely devoted to marketing simply the raw material—heavy timber and sawed lumber, not sashes and doors and finely wrought furniture—hay, potatoes and grain, not fine stock, butter and cheese—hides and leather, not elegant boots, shoes, harnesses, carriages, &c.—sheep and wool, not fine mutton, soft blankets and rich broadcloths—granite

and slate in the rough, not finely chiseled and polished, and so on in various other things. For the rough work of the past the "three R's" were possibly sufficient. Reading, Writing and Arithmetic, particularly "figgers," were in a measure sufficient for the actual every day wants of a State community existing in a remote corner of the Union and comparatively isolated. Now, however, Maine is fairly in contact and connection with the rest of the world. Her railroad and steamboat communications are numerous and constantly extending, the great highway of trans-continental and oceanic travel runs through her midst and the thought expressions of the great world of business, throb in and out her telegraph wires every moment of the twenty-four hours. We *must* now enter the competition of thought, skill; our labor must be directed by keen, quick intelligence; our energies must run out, not through the strong arm, rude brawn, but through active, clever brain force and the cunning hand. Ours is now a competition of intelligence, not brute force. Accepting the situation we must prepare for it. How or where can we better prepare for this honorable competitorship than through and in our public schools? I confess to a degree of mortification when I find in visiting our larger shops and manufactories, that the "head-men," the designers, the draftsmen, the skilled labor are found to be mostly imported either from the other States or foreign countries. Massachusetts, sensible of this vitally weak point in her industrial progress provides generously for technical schools and a State Normal Art School. Maine possibly is not quite ready to take such advanced steps, but certainly her educators can so modify the present curriculum of school studies, particularly in the cities, larger towns and manufacturing centers, as to enable our youth to meet the demands of the near future and to enter the lists of successful competition with other craftsmen and artisans. Not only dexterity in solving mathematical problems, in unraveling rich thoughts, buried under Latin conjugations and amid Greek roots is required, but a bold questioning of the materials of nature right around us and of the forces and laws of the Universe itself. We must know ourselves physically, our capacities mentally, and how best to employ and direct the wondrous organs and faculties, created and granted for noble use by our Creator. This imperative necessity rises almost to a religious duty. Certainly if we desire as a State community to maintain fair rank in honorable progress and substantial development with other communities and would not sink

to the dead level of comparative insignificance and powerless influence, our school officers must take into serious consideration the question, how best to provide for the necessities of our great army of laborers in shop and field.

Such a modification in our school work is demanded by agriculture, by manufactures, by mechanical trades, (in the decay of the apprenticeship system,) by general intelligence, by the mental discipline of the youth themselves, and by the general progress of public education. Allow me then to urge my brother school officers in the exercise of their inspectory duties to consider not only the manner and methods of the teacher's work, but the subject matter of the school studies. The common rudimentary branches of course must take precedence—they are the first steps through which the child makes further advancement. Reading, spelling, writing, sense culture in form, color, qualities and quantities, number, observation and description of natural objects, social and religious duties,—all these should be engrafted early into the child-life. Then should follow the study of self, physiology and hygiene; the facts and forces of nature, involved in the single term, physics; business terms and relations, the keeping of accounts and letter writing; the elements of geometry and drawing, which underlie skilled labor and industrial progress; the duties of citizens, social, State and National, also the general outlines of State and National governments, and the plain lessons to be learned from general history; while with all and through all should be instilled the graceful and chastening influence of refined manners, pure morals and the perfect precepts of the Christian religion. Taking the child from the mother's knee, and leading him through primary, intermediate and high school grades, up to the threshold of college, certainly up to the period of manhood, educators and school officers assume a responsibility which can be discharged only by the most careful application of means to ends and a conscientious discharge of obligations, voluntarily assumed, in the interest of child, parent and society.

## RECOMMENDATIONS BY S. S. COMMITTEES.

The following suggestions appear in the returns of 1873, as made by school officers, in answer to the usual inquiries addressed to them.

*East Livermore*—Uniformity of text-books and more mill-tax.

*Greene*—Compulsory attendance. Uniformity of text-books.

*Oakfield pl*—Compulsory attendance is very much needed for the success of our schools.

*Mero pl*—Compulsory attendance, or some law that will educate, in some degree, all the youth of the State. Some system of text-books adopted by authority of the State Superintendent and some efficient means of distributing them to Town Supervisors.

*Bancroft pl*—Yes, compulsory attendance—compulsory.

*Sherman*—We think of no amendments to the school laws that would seem to work more good than a compulsory law similar to the one submitted to the Legislature last winter.

*Presque Isle*—Assessors to take the number of scholars at time of taking inventory; abolition of district system.

*Lyndon*—Uniformity of text-books, books furnished by town. Compulsory attendance. Abolition of school districts. A two mill tax. Permanent Free High Schools.

*Ludlow*—Uniformity of text-books, committee to employ teachers.

*Littleton*—County supervision.

*Linneus*—State Uniformity of text-books. Increase of the mill tax.

*Hodgdon*—Something to remedy non-attendance is very desirable. Abolition of school district system.

*Grand Isle*—Require the teachers to make public examinations at least, at the end of summer and winter terms.

*Fort Fairfield*—Assessors should ascertain number of scholars, and not *agents*. Agents are not always honest, and often return more children in a district than are really so, in order to obtain more school money than they are fairly entitled to.

*Dallon*—We would recommend a law for the distribution of State funds to each district according to the average attendance instead of the *whole* number.

*Amity*—A law compelling agents to post a list of scholars belonging in their respective districts, in at least two public places in town.

*Turner*—Compulsory attendance.

*Minot*—In regard to the Free High School, I will recommend that if school officers think it advisable that they be authorised to take a certain amount of money from the large village districts and distribute it among the small rural districts and expend the

whole appropriation for Free High School in the large village districts.

*Baldwin*—Uniformity of text books.

*Bridgton*—Restore County Supervision, or its equivalent, in some form.

*Cape Elizabeth*—Abolish the district system.

*Gorham*—Some law to give us better facilities for educating our teachers and to place the standard of qualification higher. To instruct towns to choose Supervisors instead of Committees of three. Some law also to enable towns to supply districts with school furniture, maps, globes, charts, &c.

*Harpswell*—That the school law be so amended as to have State uniformity of text books and the towns to furnish them at cost.

That the district system be abolished and that the *towns own all the school-houses, &c., in town.*

*Sebago*—Compulsory attendance.

*Windham*—Uniformity of text books furnished by the State. A law to compel children to attend school three months in a year between six and fourteen years of age.

*Yarmouth*—The *death and burial* of the "district system" would free us from some of the evils of its too long and wretched life. State uniformity of text-books would be a blessing to committee, to teachers, to parents and to pupils.

*Chesterville*—Compulsory attendance, that it may be tested.

*New Vineyard*—Abolish the school district system altogether. State uniformity of text-books. State publishing house for school books. Towns to own the school-houses and school books, with a suitable library at each school-house, to be in charge of the teachers during schools. Parents to be held responsible for the destruction of books by their pupils. Further increase of the revenues for the support of *common* schools.

*Mt. Desert*—Make a penalty for agents not returning blanks at the time required. We have waited a month, and have received but four from the school agents! Also, take away their power to hire the teachers.

*Farmington—Amendments to School Laws* 1. Let it not only be *recommended* but *demand*ed that teachers hand to the school committee a *written* report of their schools. The committee can thus, and only thus, learn the peculiarity, exact condition and necessities of each school.

2. Compel every town having not less than 500 families to maintain a High School for ten months in the year. This would be a fairer and more beneficial law than the one recently enacted. In not demanding such schools by positive law the State is licensing idleness and all the vices that follow at its heels. It is good legislation which decreases criminal expenses and puts the money into schools.



3. Require towns to raise \$1.00 per each inhabitant for school purposes. Schools, as well as everything else, cost more than they did ten years ago.

4. Demand that teachers shall not teach branches not required by law, unless by special permission from the School Committee. In doing this teachers take much time due to the smaller scholars and the general interests of the school.

5. Compel all scholars between seven and ten to attend school four or five months in each year. Such compelling confers the greatest freedom.

6. The committee should employ teachers, and let the teacher be examined before he is hired—any other method is only a farce.

7. The town should provide text-books. The teachers can then classify their scholars. As it is the scholars' parents do the classifying.

8. The census of scholars should be taken by the assessors when the inventory of property is taken.

9. No child should attend school under six years of age. It would be better for the child and far better for the school.

10. Demand that teachers take some educational journal.

11. Abolish the district system. It stands in the way of every other needed reform. Until it is done we cannot expect to grade our schools or have any successful high schools.

*Amherst*—Compulsory attendance. A good law to prevent truancy.

*Cranberry Isles*—Compulsory attendance. Raise mill tax one mill. "Reduce per capita."

*Dedham*—Yes; let the Legislature pass an act giving Committees harder hearts, so they will not grant certificates to so many ignorant pretenders.

*Gouldsboro'*—Would compel attendance of pupils and have a uniformity of text-books, and have the Committee hire the teachers.

*Penobscot*—I would suggest that there be a change in *item fourth* and *fifth* of sections 60 and 61, making it the duty of school agents to make their returns to the assessors and also to the S. S. Committees or Supervisors, so that said items and sections shall read thus: The agent of each district is required to return to the S. S. Committee or Supervisor, at the expiration of his term of service, an account of his official expenditures, agreeably to the following blank (No. 1), and also, if he is in office on the first of April he must fill blank No. 2. Otherwise, hand both returns to the new agent, so that blank No. 2 may be filled by him, and both forwarded by him to S. S. Committee or Supervisor on or before the 15th day of April in each year. All blanks filled and signed by the agents, to be by Committees or Superintendents forwarded to the assessors on or before the first day of May, annually. A law to that effect will be better than it is now, with a penalty affixed.

*Strong*—Our district system is all wrong, and should be abolished. There are too many school officers. The Committees or Supervisors should employ the teachers.

*Temple*—Devise some methods to compel a more general attendance in the common school.

*Willon*—The abolition of the district system and uniformity of text-books.

*Sullivan*—State uniformity of text-books.

*Surry*—It seems very important that the school money should be divided so as to give the several districts in a town a more equal length of schools.

*Tremont*—Abolish the district system, and have towns, &c., own the school property. Let a system be made that school advantages may be more equally divided among and shared by the children.

*Verona*—That the town or State provide free text-books.

*Long Island pl*—That the per capita tax be repealed, and the school mill tax be adequately increased: which would save both trouble and cost, and greatly improve the schools in plantations, and by-places.

*Swan's Island pl*—It seems useless to suggest any amendments, when uniformity of text-books has been year after year almost unanimously recommended by the school committees of the State, and as often referred to the next legislature; the legislators thus endeavoring to shirk the responsibility which they assume when they take the office.

*Bradford*—I am tired of that! it does no good.

*Bradley*—Make attendance upon our schools compulsory.

*Burlington*—Uniformity of text-books, and a law to oblige parents to send their children to school.

*Carroll*—Yes; repeal the system of raising money in towns and the High School Act, and pass an act to adopt the five mill tax system.

*Clifton*—State uniformity of text-books.

*Corinth*—Districts hold their annual meetings in March. Agents make returns by the fifteenth of April. Uniformity of text-books throughout the State.

*Dexter*—Make it the duty of Assessors to take census of scholars in towns. We can not obtain the number from agents.

*Etna*—Compel attendance.

*Garland*—I feel to-day like saying that I can, for I have just returned from a journey of about seven miles to obtain the number of scholars in a part of a district, the agent living in Exeter; have sent him word and waited three weeks after all the other facts and items were recorded in this Blank. Then let us return to old law. Let the Selectmen take the scholars, as they can easily do it when they take the inventory.

*Howland*—Uniformity of text-books.

*Kingman*—State uniformity of school books, and compulsory attendance of all healthy scholars between the ages of eight and fifteen years.

*Lagrange*—Yes; a law establishing uniformity of text-books; the same to be printed by men chosen or appointed by the Legislature and paid by the State; and the price of the books to be uniform, and fixed by the Legislature.

*Lee*—Put the hiring of teachers into the hands of the committee and make them responsible for the success of the schools.

*Mount Chase*—Yes; uniformity of text-books.

*Orono*—Compulsory attendance.

*Patten*—Divide the school money so as to give districts the same length of school.

*Springfield*—The mill tax as it stands pleases everybody.

*Stetson*—I think it will be as well to thoroughly test the school laws as they now stand for the next two years at least, before making any further amendments.

*Winn*—Should think it a good plan to have the Assessors take the number of scholars when they take the annual inventory.

*Lakeville pl*—Compulsory attendance here.

*Abbot*—1. Do away with the district system. 2. Restore county supervision. 3. Uniformity of text-books at the expense of the State. 4. Require towns by statute law to print the report of S. S. Committee, and furnish a copy of the same to each family in town. 5. Compulsory attendance. 6. Make the "One Mill Tax" a Five Mill Tax, and distribute in July instead of January.

*Guilford*—Abolish the district system.

*Kingsbury*—Yes; repeal all school laws that now exist and let the State take charge of the schools, assess the tax and collect it, and give 50 children in one portion of the State as much school as 50 in other portions. The Free High School law takes money away from the poor that cannot support a Free High School, and gives it to those towns that can, and when a town is able to support a free school they need no help. No intelligent man will ever live or stop long, without he is obliged to, in the poor towns in this part of the State, under the existing school laws and the manner of State taxing. I know of single men in towns in Maine whose property not taxed is more than the whole valuation of K. They neither support schools or the State. If the State would assist in building roads and school-houses settlers would come and not from Sweden.

*Medford*—I would have the committee select and hire teachers, and also compulsory attendance.

*Milo*—Yes. Abolish the district system.

*Shirley*—Compulsory attendance is the only method that we think would produce satisfactory results in this town. There

seems to be a great lack of interest in schools among the parents, and consequently the children are backward and have nothing to stimulate them to attend the schools as they should. To remedy this we can suggest no amendment to the school laws that would so well obviate this evil as compulsory attendance, strictly enforced. Uniform system of school books would also be hailed as a bright omen.

*Wellington*—Should like to compel parents to visit schools.

*Bath*—A law requiring attendance at school and a more careful inspection of public schools and supervision.

*Bowdoin*—Give us State uniformity of text-books. A compulsory law for children between seven and fifteen. Abolish the school districts. Make the town the unit in *all* school matters.

*Georgetown*—Compulsory attendance, and each pupil equipped with proper text-books.

*Phippsburg*—The State should have more control or supervision of the expenditure of the money raised for schools.

*West Bath*—A uniformity of text-books and compulsory attendance.

*Anson*—Let S. S. Committee hire the teachers. It was a success with us. We had better teachers and better schools.

*Brighton*—Uniformity of books.

*Detroit*—Uniformity of school books, truant officers and compulsory attendance of scholars.

*Emden*—Free High Schools abolished and the mill tax raised, for the reason that small towns are thinly settled and cannot avail themselves of the law, but have to pay their proportion of the State tax to support schools in large towns and villages.

*Fairfield*—We are decidedly in favor of uniformity of text-books and compulsory attendance.

*Harmony*—A law to compel school agents to make their returns to the Sup. School Committee on or before the first day of May. That no person shall teach school unless well qualified and holds a certificate from a county board of examiners. A semi-annual convention of Supt. School Committees.

*Madison*—Abolish district system. Teachers should be hired by committees.

*Moscow*—We recommend a law that will secure uniformity of school books.

*New Portland*—A law to secure a more full and regular attendance of scholars at school.

*Pittsfield*—Abolish the district system. Put the employing of teachers into the hands of educated men, with instructions never to employ till after satisfactory examination. Increase the pay of supervisors and committees so that men fitted for that work can attend to it. Make it the duty of towns to place a Webster's or Worcester's Dictionary on every school teacher's desk.

*Smithfield*—I truly think that there should be a law passed imposing a fine of fifty dollars for any Selectman to draw an order for payment of teachers' wages, either directly or indirectly, unless the teacher presents to him a receipt from the S. S. Committee or Supervisor, certifying that he or she has properly filled up, completed and signed, his or her School Register, and deposited the same with the S. S. Committee or Supervisor, as required by law.

*Dead River pl*—Yes; give us uniformity of school books, furnished by the State or State Superintendent, and abolish the school district system.

*Highland pl*—Yes; we need a law to compel towns and plantations to furnish *better school-houses*. I do not think that out of fifty school-houses, within an area of thirty miles of this place, that *ten* can be found possessing *suitable* accommodations for pupils, while twenty-five are in such a dilapidated state that *winter* schools are of but little profit.

*Northfield*—Abolish the District system by legislative enactment, and establish County supervision, or something, if possible, to fill its place.

*Perry*—Enforce the present law, and compulsory attendance of pupils between the ages of eight and fifteen.

*Robbinston*—Uniformity of text-books, and compulsory attendance. Such a variety of books is productive of almost endless confusion for teachers and scholars, and is an imposition on *poor* parents at least, and *one* reason why more scholars do not attend school.

*Steuben*—We are in favor of compulsory attendance.

*Wesley*—Yes; let large and wealthy towns, "cities or villages," pay for their schooling, "high schools," and not oblige the back towns, with scattered inhabitants who are unable to have high schools, to help maintain them. We think it unequal. A uniform series of text books, published by the State and furnished at cost to scholars. After this is done, let the legislature meet once in 10 years.

*Troy*—Compulsory attendance, State uniformity of text-books, and some method provided for obtaining wall maps and a globe for every school.

*Meddybemps*—It should be made a penal offence for the Selectmen to draw an order for a teacher's services before his register is returned according to law.

*Knox*—We suggest the abolition of the school district system. Also the adoption of a State uniformity of text-books.

*Northport*—Abolish the "District system."

*Searsmont*—We need some law so as to secure a better attendance. Better series of text-books. More interest on the part of the parents, and have the State raise the whole amount of school money by tax similar to the mill tax.

*Brooks*—State uniformity of text-books. Abolish the District System and inaugurate the Town System. Place the hiring of teachers in hands of committees. Establish State supervision by districts. Raise the standard of qualifications of teachers.

*Lubec*—Restore the county supervisorship. I don't think the district commissioners will meet the case. Give the employment of teachers to the committee. Give the committee more pay. Withhold all State aid to towns and districts that do not send their children to school. Have school books supplied by the towns. Increase the mill tax to two mills. Authorize assessors, under the direction of the School Committee, to apportion the school money so as to give each district an equal chance. Keep children out of school till 6 years old.

*Machias*—We greatly need some law for compulsory attendance.

*Machiasport*—That every town or district shall expend all its money within the year or forfeit it. That it be forbidden towns to vote back unexpended money to the districts unless in extreme cases, such as contagious disease preventing expending the same.

*Princeton*—Compulsory attendance and uniformity of text-books.

*Calais*—Compulsory attendance.

*Charlotte*—We notice that the statute gives the districts the power to decide whether scholars shall be admitted from other districts or not; it also confers on the committee the same authority. This conflicting of the statute gives us some trouble. We wish there might be a change, so as to give only one that privilege. We do not care which has it.

*Baring*—Compulsory education.

*Columbia*—Abolition of the district system. Compulsory attendance. State uniformity of text books, and furnished at cost to towns by the State. Return to the county supervision. More efficient town supervision, better paid.

*Cooper*—Abolition of districts.

*Harrington*—State to adopt the copyright of text books and give them to the people at cost. Compulsory attendance *we must* have, in some form, to avoid pauperism.

*Frankfort*—Abolish the district system.

*Jackson*—Abolish school districts, and give to each scholar the same length of school. This is my first year of school supervision in this town. I came to this town some over a year ago. I find there has been no general change of text-books here for 15 years. Do you wonder that our schools are behind the times?

*Whiting*—A law to compel scholars to attend school.

*Kittery*—Free text-books to be supplied by towns. A compulsory school law. Fine agents when they fail to make their returns. Fine municipal officers for ordering the full pay of teachers before they have filled and returned their registers. Uniform length of school. The duties of school officers more clearly defined.

*Lebanon*—Uniformity of text-books. Restoring County Supervisors, for they serve most effectually to aid and stimulate Town Com. in their services.

*Kennebunk*—Uniformity of text-books. School books to be furnished by town.

*North Berwick*—Yes. Hold annual school meetings in March. Compel agents to make returns before the 15th of April, and to the School Committee definitely, instead of allowing the agent two months to report and demanding the committee's returns promptly May 1st, though the committee may have to make out list of scholars in one or even all the districts, through the agent's neglect. This, for towns which will adhere to the old system of districts; but I believe the complete abolition of the district system would be still better.

*Shapleigh*—Increase the mill tax.

*York*—The due observance and enforcement of our present school laws is our necessity.

*Berwick*—No teacher ought to be employed until he has passed the required examination.

*Buxton*—Would have a more stringent law compelling agents to make their returns in season.

*Cornish*—Give us some means to compel agents to return their reports at the required time. This will enable us to make our report in season.

*Dayton*—A law to establish a uniformity of text-books in the State would promote the welfare of the schools in this town and would give satisfaction to the friends of education generally.

*Unity*—A law to compel school agents to fill out their returns and hand the same to the Supervisor or School Committee by the 15th of April, certainly.

*Waldo*—State uniformity of text-books; books to be furnished by the State.

*Belgrade*—State uniformity of text-books and the abolition of the district system, and then we may expect to have better schools. Compulsory attendance.

*Chelsea*—A compulsory law is very much needed, and better supervision is necessary. We should have county supervisors acting under the direction of the State Superintendent. The town committee should act in harmony with the county supervisors, and they should be men qualified for the work, and they should hold a teachers' institute twice a year. They should attend the County Institutes, and they should visit their schools often, and work while there, for which they should be paid by the State.

*Clinton*—Yes, compulsory attendance. Compulsory ventilation in all school rooms. All teachers should pay a reasonable sum for examination if not present at regular examinations. Pay agents and compel them to return names of scholars.

*Albion*—Uniformity of text-books and abolish the district system.

*Farmingdale*—Abolish the district system.

*Manchester*—Compulsory attendance. Uniformity of text-books furnished at actual cost.

*Monmouth*—Compulsory attendance.

*Mt. Vernon*—Yes; free text books to be furnished to pupils by the towns.

*Pittston*—Have the assessors make a return of scholars, instead of agents.

*Vassalboro'*—I would suggest the necessity of changing Section 56, Chapter 11 of the Revised Statutes, relating to the remedy for the neglect of School Agents, making them responsible for the expense incurred in making the examination.

*Wayne*—Yes, sir. Compulsory attendance of parents or guardians of scholars at least twice during a term of school, would be eminently beneficial to the best interest of our common schools, in my humble opinion.

*West Gardiner*—Abolish the district system entirely. Give us a State uniformity of text books, and restore county supervision, or its equivalent.

*Winslow*—Yes; a law requiring districts to hold their annual meetings in March, and the agents to make their returns on or before the 20th of April. Let the school money be raised by tax on property, and divided so as to give an equal amount of schooling to each scholar, with uniformity of school books.

*Rockland*—Require towns to furnish the children of the *very poor* with clothing suitable for school wear, without subjecting the parents to the mortification of being paupers and dragging them to the poor-house.

*Boothbay*—Would recommend that all teachers of our town schools be obliged to attend one term of Normal school. Are still desirous of truant law, and obliging parents to send their scholars for a certain season to school, or a certain number of weeks each year.

*Bremen*—Yes. Compulsory attendance should, we think, be added to our school laws. We notice that there are by far, too large a number of truants in our town—about one-sixth of our whole number of scholars. We also think there should be something done to prevent parents from meddling. Let the State make a law and enforce it to punish them, and the difficulties experienced in our schools between teachers, parents and scholars, will begin to cease. There is in our schools too great a variety of books. We think something further should be done to establish a uniformity of books in all our towns.

*Bristol*—Give us uniformity of books. Establish by law the salaries to be paid to graduates of Normal Schools. Do away with the district system altogether, it is the great drawback upon the usefulness of our schools.



*Dresden*—Abolish school agencies, or make a penalty for non-fulfillment of their duty. State regulation of school books, and not to be changed for the following ten years.

*Westport*—State uniformity of text books. Compulsory attendance from the age of ten to fifteen.

*Whitefield*—I do not think school agents and S. S. Committees try to do their duty. Our schools are not looked after as they should be. Any person should be fined that pays a school teacher's bill until the school register has been returned in proper shape.

*Andover*—1st. That no relative of the Supervisor, Superintending School Committee, or District Agent, shall be employed without the consent of the district where said teacher is to labor; a two-thirds vote by ballot being necessary to her employment. Or some other law, more general in its nature, to prevent favoritism. 2. That five days, and five only, shall constitute the legal week. 3. That each visit by the Committee or Supervisor shall be at least one-quarter or one-half of a legal school day in length, in order to prevent unprofitable "minute-calls," which are often made, and for which the town is frequently charged an exorbitant price.

*Denmark*—A penalty to Section 61.

*Greenwood*—Yes, emphatically; a uniform system of text books. Judging from our case in this town, nothing can be more important. We have a great variety of authors in every study, and nothing can relieve us but a general law. We would suggest a bill authorizing a committee of eminent, learned and interested men from different parts of the State, to recommend the kind to be used for a certain length of time.

*Hartford*—Make attendance compulsory, with fine not less than one dollar for every day that they are kept out, unless excused by the Superintending School Committee having charge of the school, and truants and the ungovernable to be sent to the Reform School.

*Hebron*—Abolish the High School act.

*Norway*—Let us have a compulsory law.

*Peru*—Compulsory attendance between the ages of 7 and 13.

*Sweden*—Let school-houses be built and repaired by towns, instead of being built by districts as they now are; as in many cases districts refuse to build or repair their houses by a vote to that effect, carried mainly by those who think more of their money than of the education of the young, and the committee are very backward in bringing the matter before the town in lawful form.

*Milton pt*—In our opinion there are too many of our scholars staying out of school, virtually educating paupers. For this reason we are in favor of compulsory attendance, especially to our winter schools. Also, we are in favor of towns furnishing the schools with books. It should be the duty of the S. S. Committee to go into the school the first week of school and furnish each scholar with such books as they may need—let the parents or guardian pay the town—then the scholars would have their books. Many now, if they get them at all, do not get them until school is half done.

## SCHOOL HOUSES.

I have deemed it desirable every year to present not only former "cuts" and "plans" of school-houses, but to add one or two new ones. I have given two this year, viz: new district school-house in Kittery and new Grammar school building in Winthrop. For specifications of former, inquiries may be directed to L. W. Jones, Esq., Kittery. This building is 34 by 49; twelve feet high each story, and will accommodate eighty pupils in each room; cost \$4,000. Specifications of the Winthrop building may be obtained of Henry Woodward, Esq. Cost of this building \$12,000.

*Plate No. 1—COUNTRY SCHOOL HOUSE.*

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

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

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

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

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

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

Explanation of plan: E E, entries—boys at the right, girls at the left; P P, water closets, with clothes' rooms and sinks; W, wood room and chimney, with two flues for smoke and ventilation; L, teacher's platform; D, teacher's desk; S, stove. Closets for books, maps, &c., may be added at either end of platform.

*Plate, Nos. 2 and 3.*

These are intended for village schools, where either a study and recitation rooms are needed (No. 3), or two contiguous study-rooms (No. 2). Dimensions are given in the sketches. Working plans of these and the High School building can be obtained of Francis H. Fassett, Esq., architect, Portland.

*Plate No. 4—HIGH SCHOOL.*

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

Explanation, plan No. 4, High School. These plans are incorrectly designated in the diagram. First floor and second floor should be transposed. A A, first floor (marked *second* floor) study rooms; B B, recitation rooms; C C, clothes rooms; D D, entries; F F and W C, wash rooms and water closets; E E and W C, wash rooms and water closets for second floor.

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

## RECOMMENDATIONS BY STATE SUPERINTENDENT.

I beg leave to conclude this report with the following recommendations to legislators and school officers :

## TO LEGISLATORS.

1. An amendment of present law so that the census of scholars shall be taken every year by municipal officers instead of school agents. See pp. 10 and 11.

2. An amendment requiring school committees or supervisors to give in their returns the number of *different* scholars enrolled on teachers' registers during the school year, counting as enrolled only those pupils who have attended school at least three consecutive weeks.

3. Apportionment of school moneys to the several towns on basis of *enrolled* pupils, not as at present, according to *census* number. This pecuniary inducement possibly may be a good substitute for compulsory attendance. See p. 12.

4. An act to secure full and correct financial exhibits of school receipts and expenditures annually from every town. See p. 25.

5. Increase of compensation for services of School Committees and Supervisors.

6. Establishment of another Normal School in western part of the State to accommodate York, Cumberland and Oxford counties.

7. Amendment to "Free High School" act, item 2d, so that two or more adjoining school districts may unite in establishing such schools.

## TO SCHOOL OFFICERS.

1. Exact and complete returns should be made to State Superintendent on or prior to July 1.

2. Full and fair presentation to the people of the comparative merits of the "town plan" and the "district system;" also the merits of "free text-books, furnished by the town."

3. Modification of present course of studies to meet the demands of skilled labor and the industrial interests of the State.

4. Confer with agents to secure a better grade of teachers.

5. Establish town and county associations of teachers and school officers. Attend the institutes and encourage teachers to do the same.

6. Encourage the building of better school-houses, the proper equipment of the same, and the full and steady attendance of scholars. An encouraging word to parent or pupil will bear rich fruit.

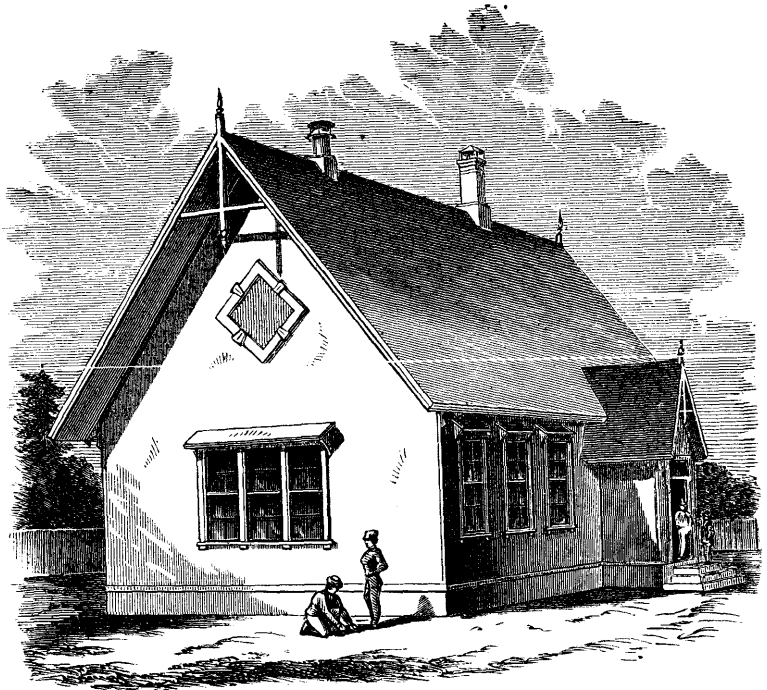
7. Please do all in your power to extend to every community the advantages offered by the Free High School establishment.

8. Please also grant us the favor of your presence and counsel at the annual meeting of the Maine Educational Association.

9. The establishment of drawing, technical or art schools in Manufacturing centers for minors and adults.

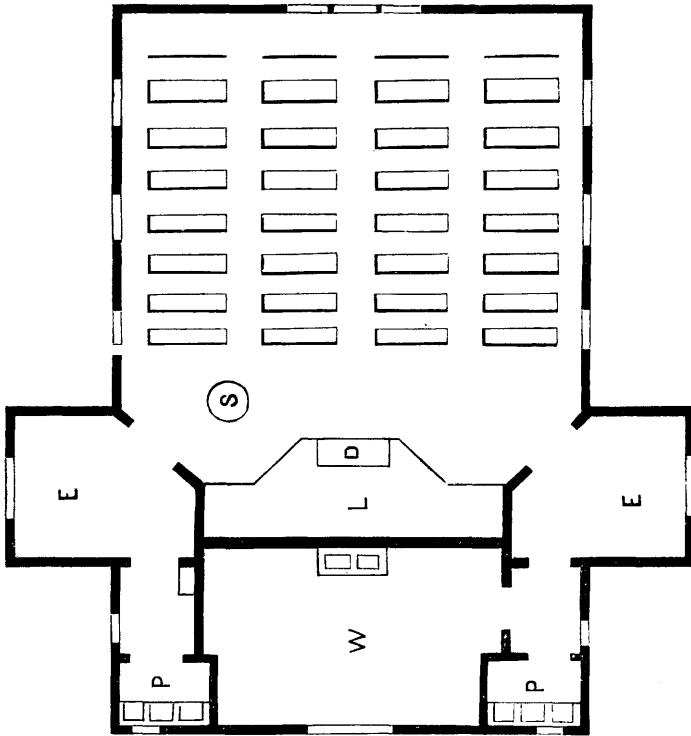
10. Frequent correspondence in relation to school matters is respectfully solicited from school officers by the State Superintendent.





**COUNTRY SCHOOL-HOUSE.**

See "School-Houses."



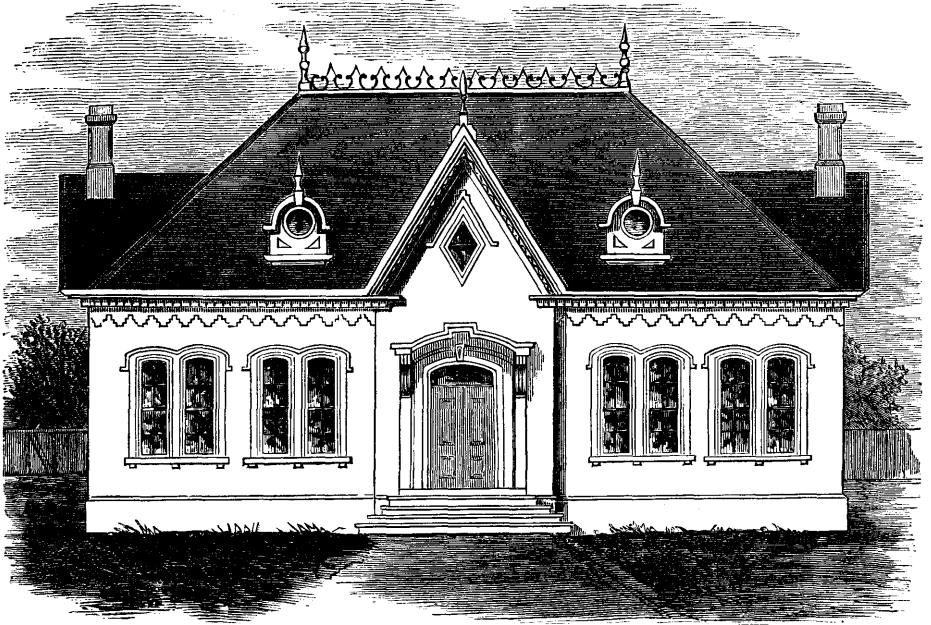
*Plan for Country School-House.*



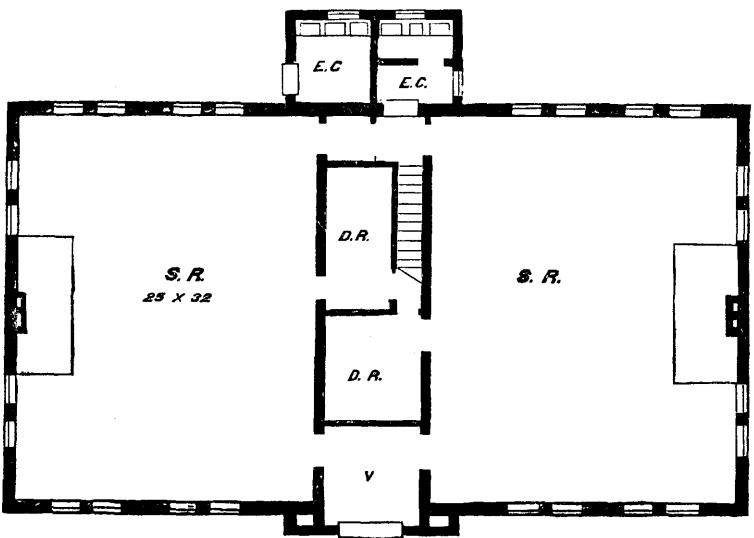




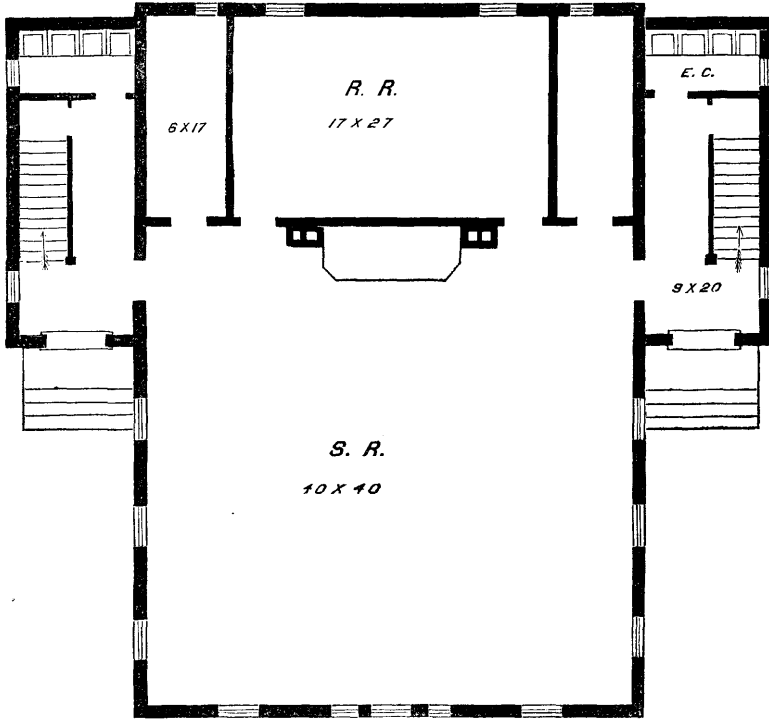
The following text is extremely faint and illegible. It appears to be a list of items or a set of instructions, possibly related to the diagram above. The text is arranged in several columns and rows, but the characters are too light to be transcribed accurately.



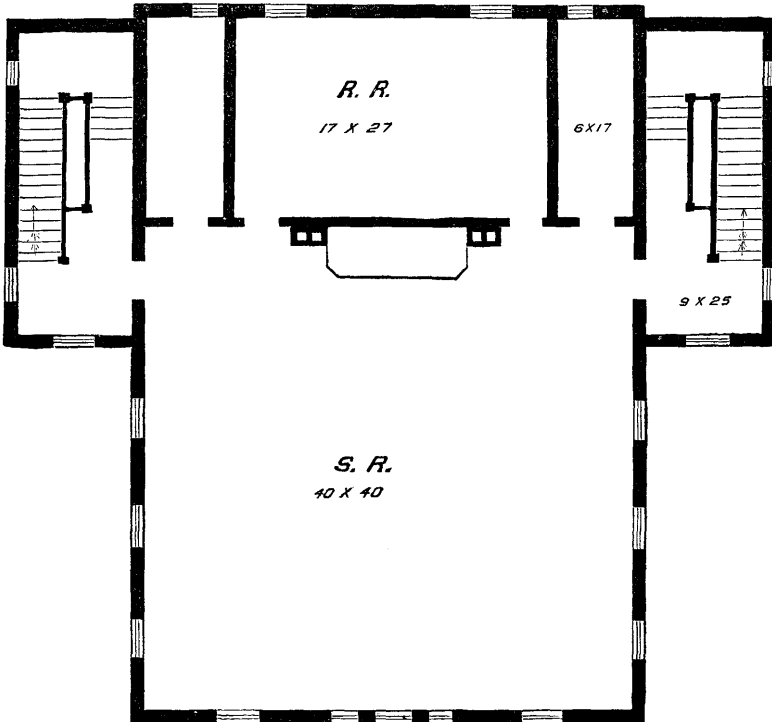
VILLAGE OR COUNTRY SCHOOL HOUSE.



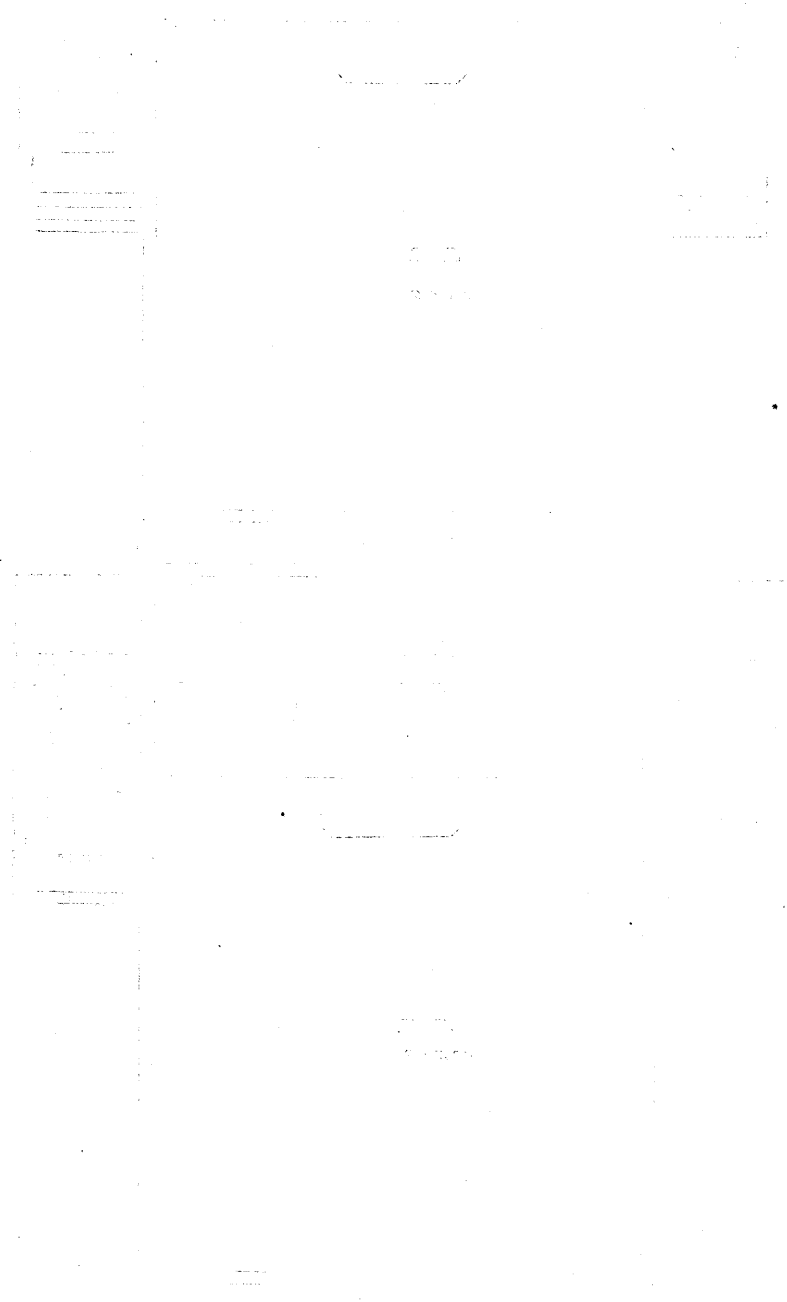
PLAN No. 2, FOR HIGH SCHOOL.



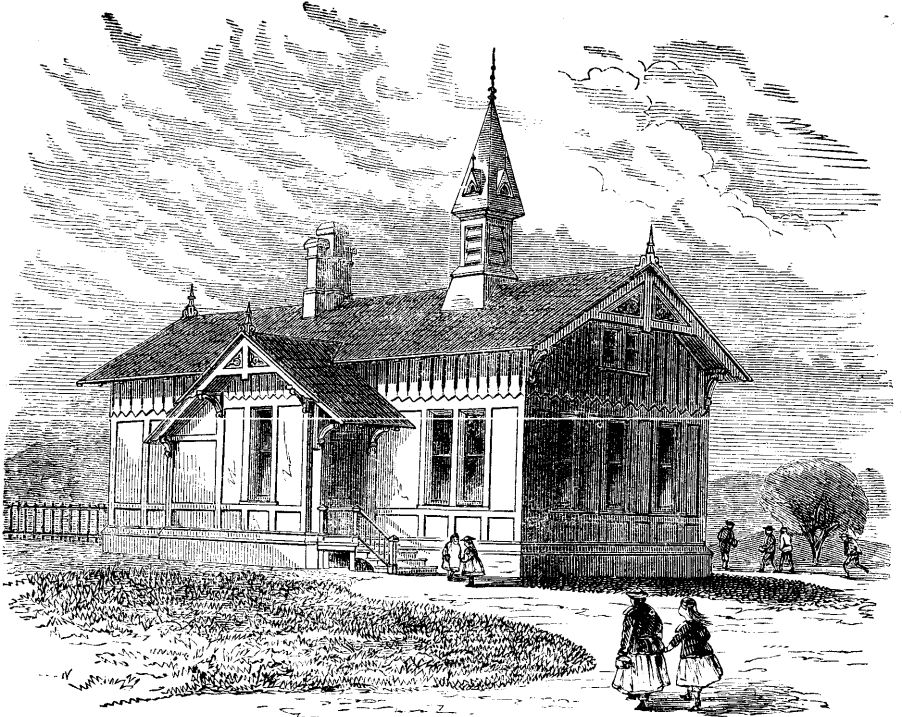
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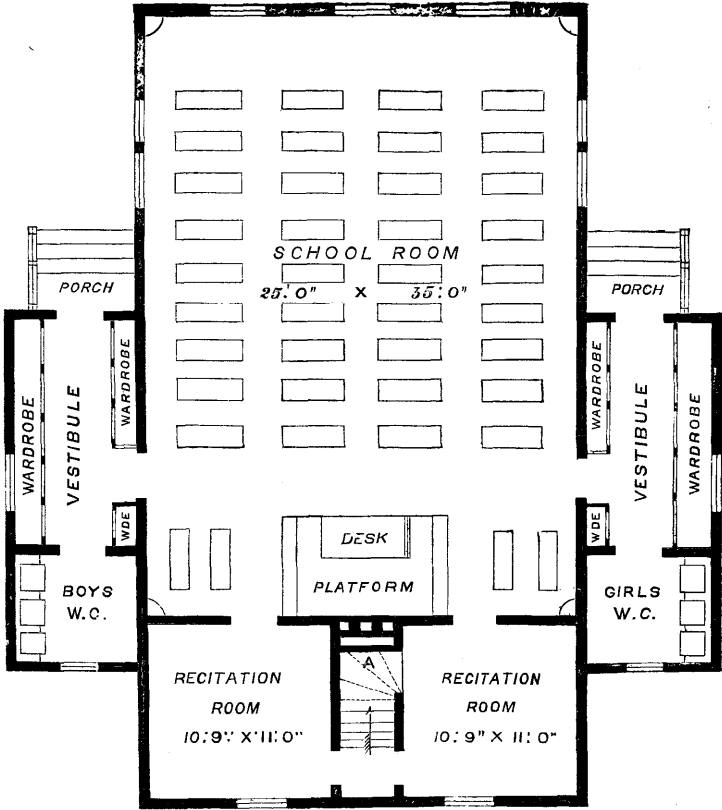
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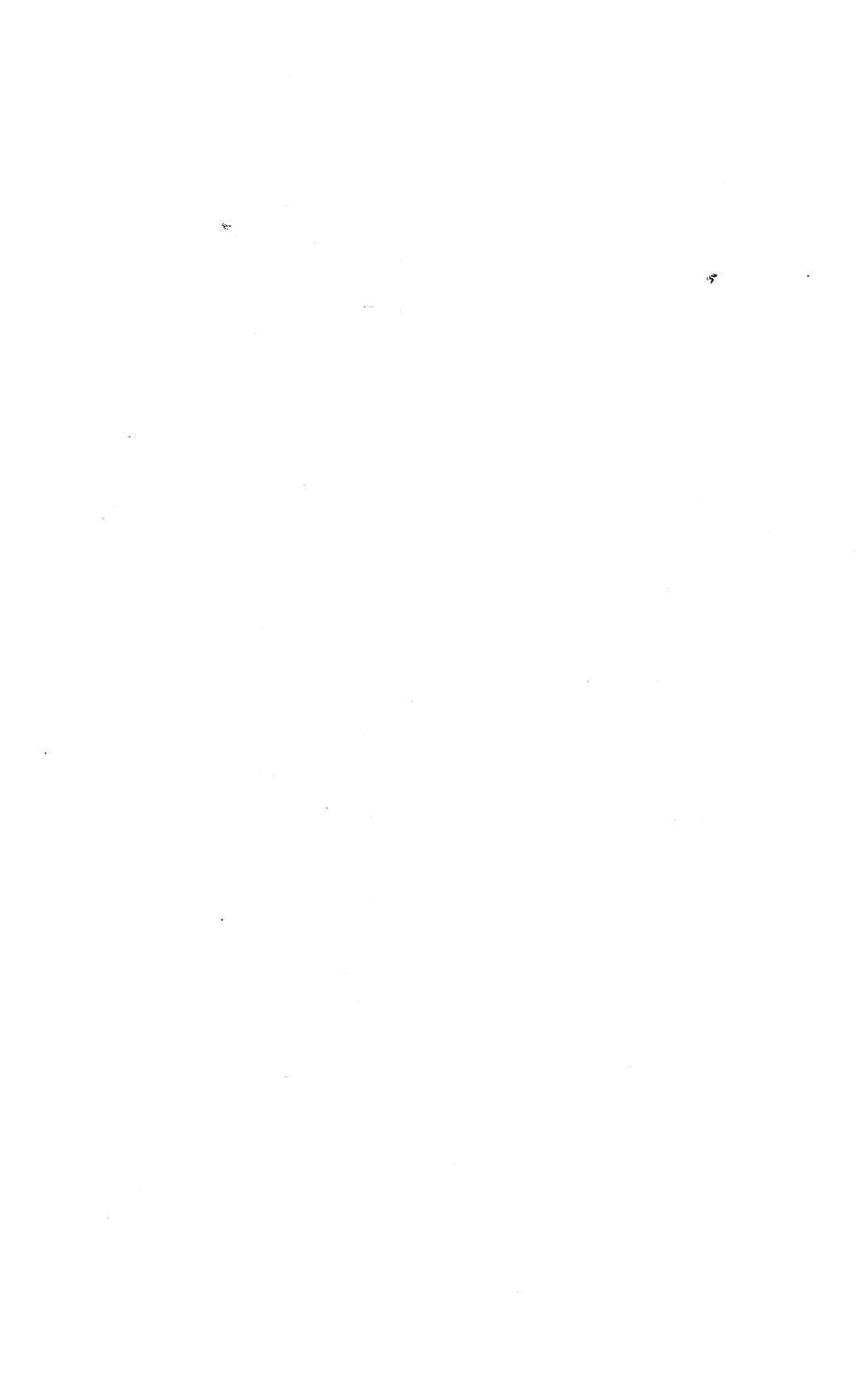




*VILLAGE SCHOOL-HOUSE.*

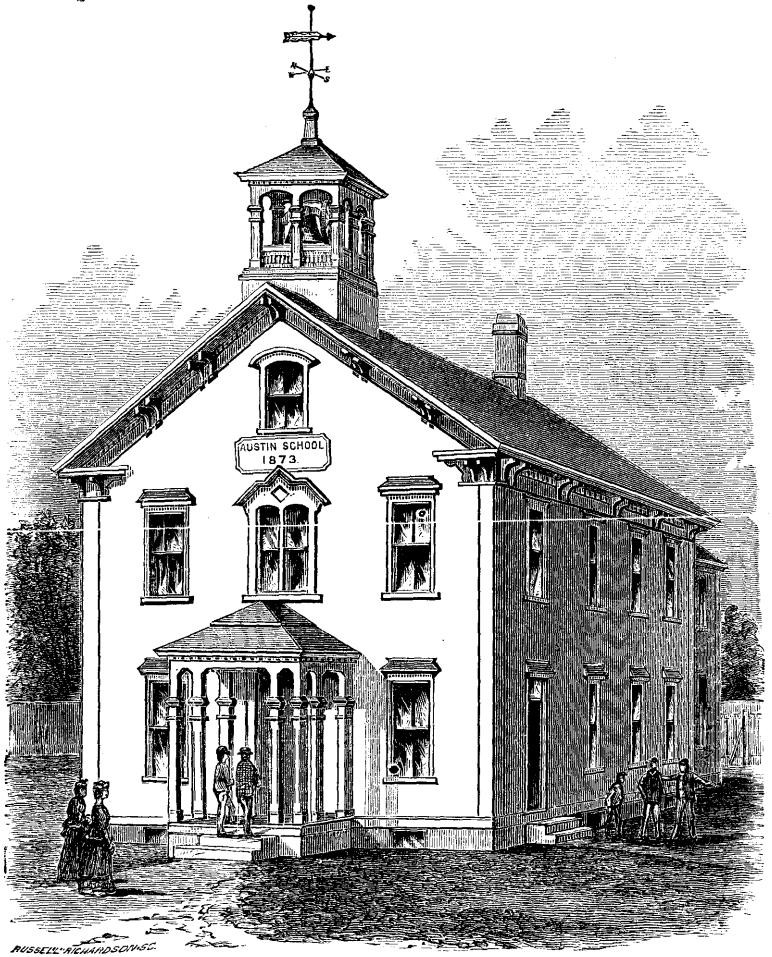


*Plan for Village School-House.*

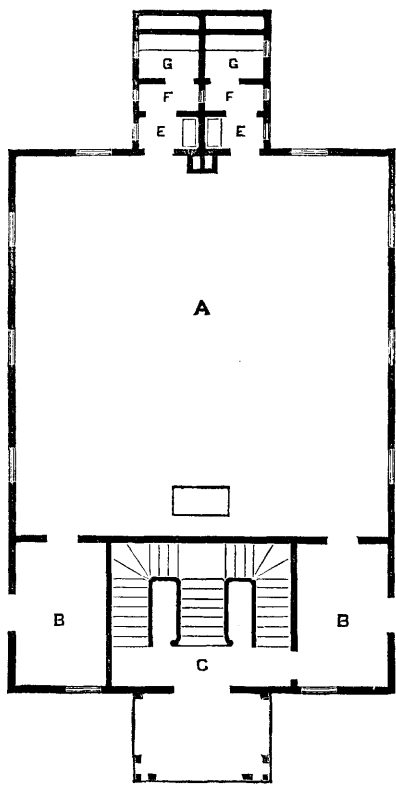




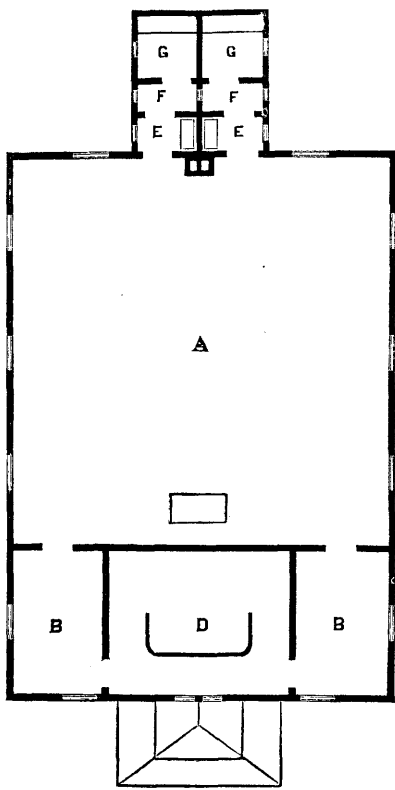




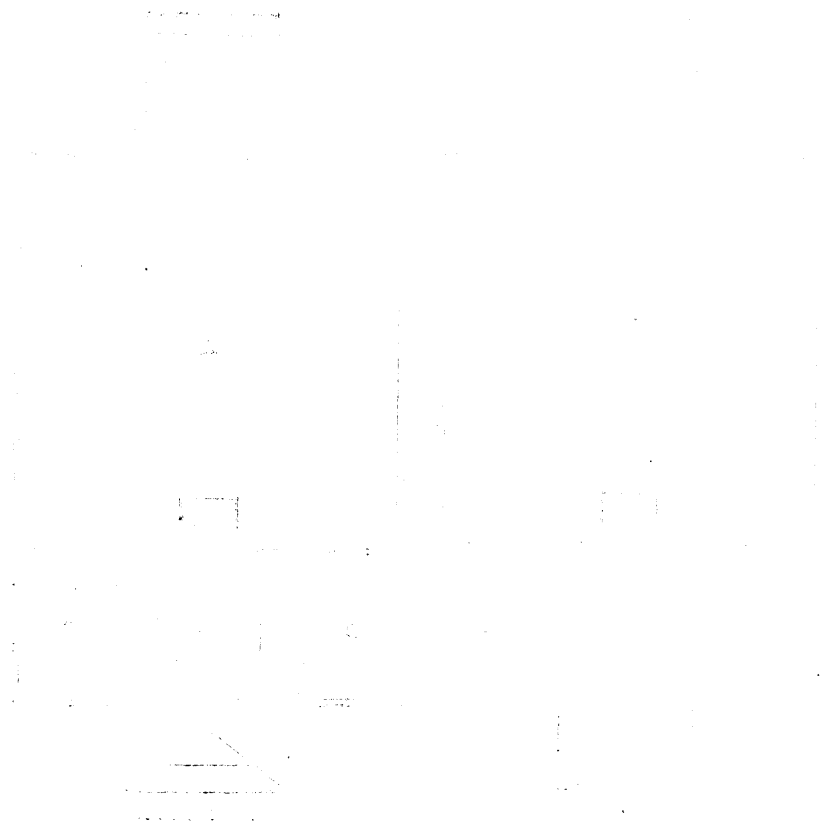
District School House, Kittery.



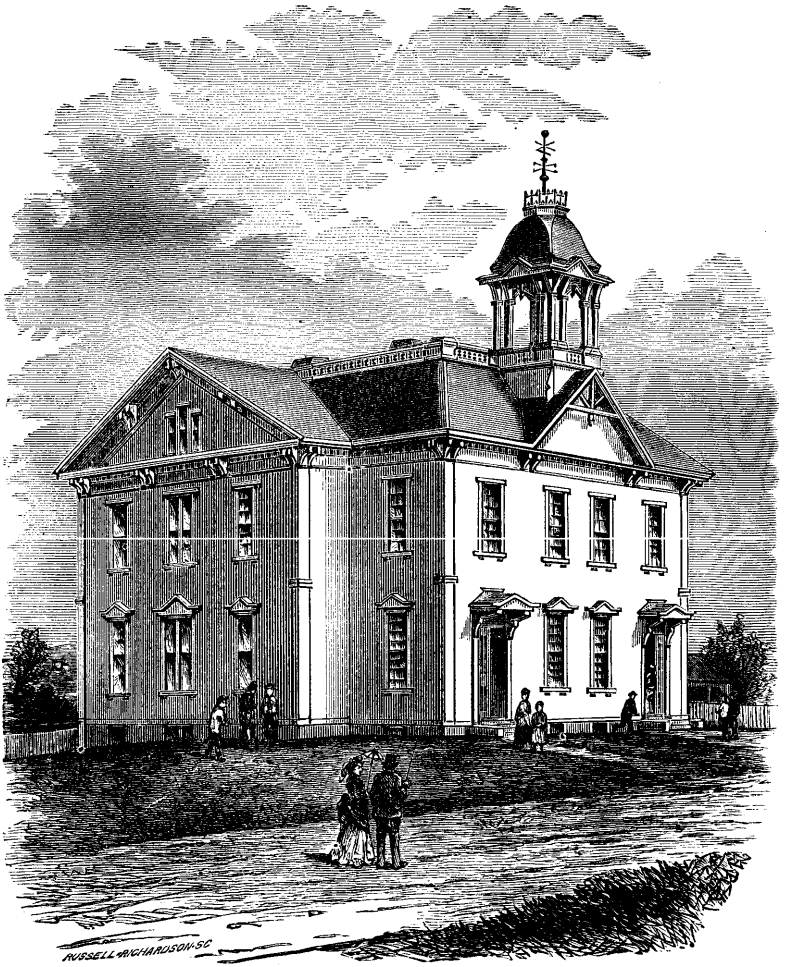
First Floor.



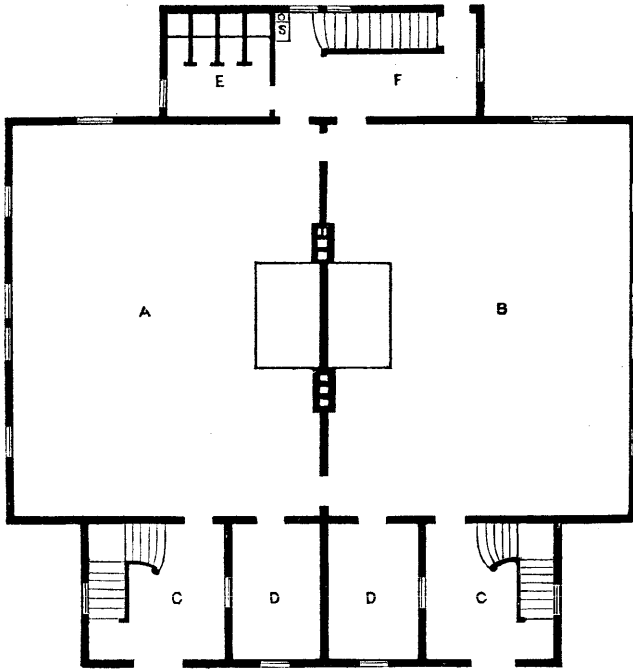
Second Floor.



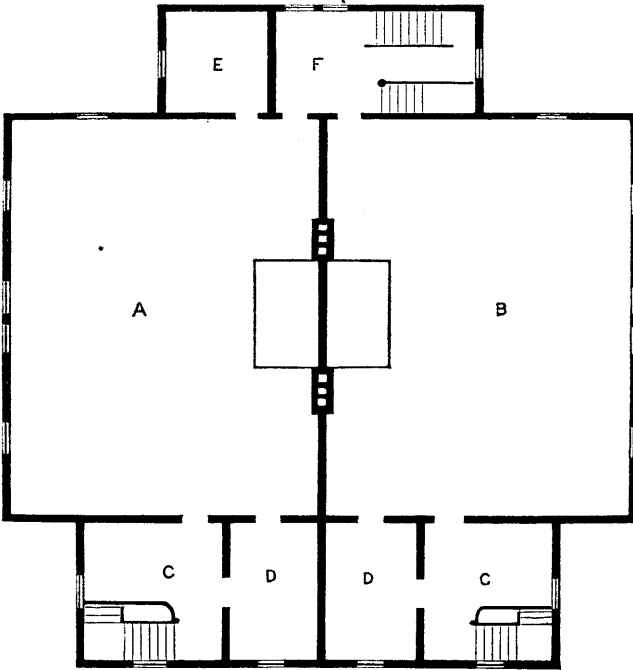




Grammar School, Winthrop.



First Floor.

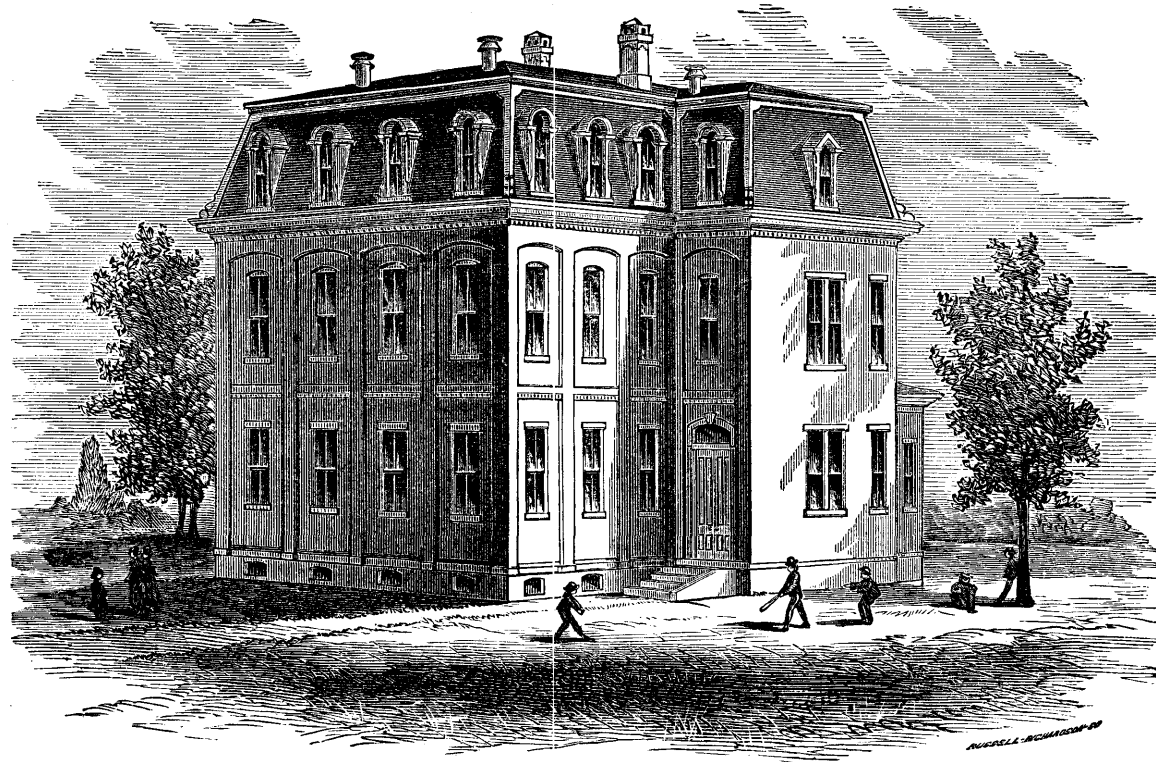


Second Floor.





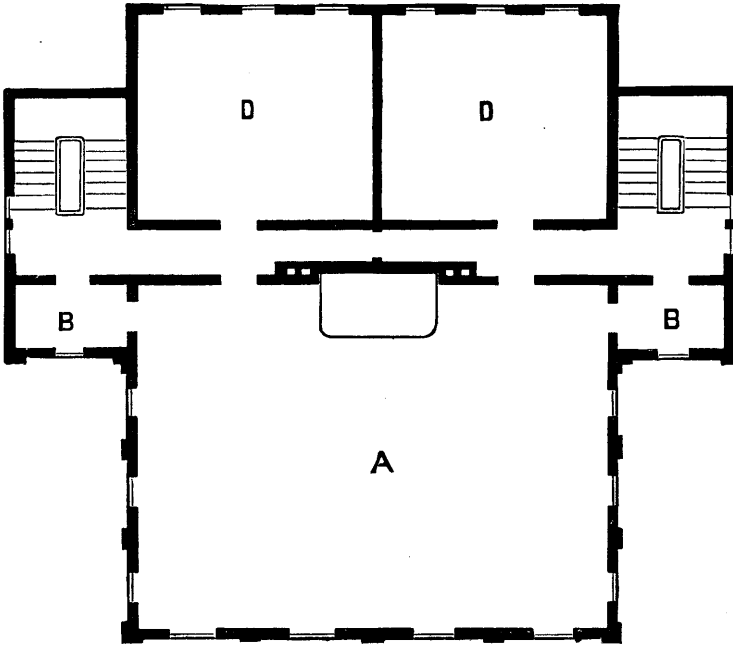




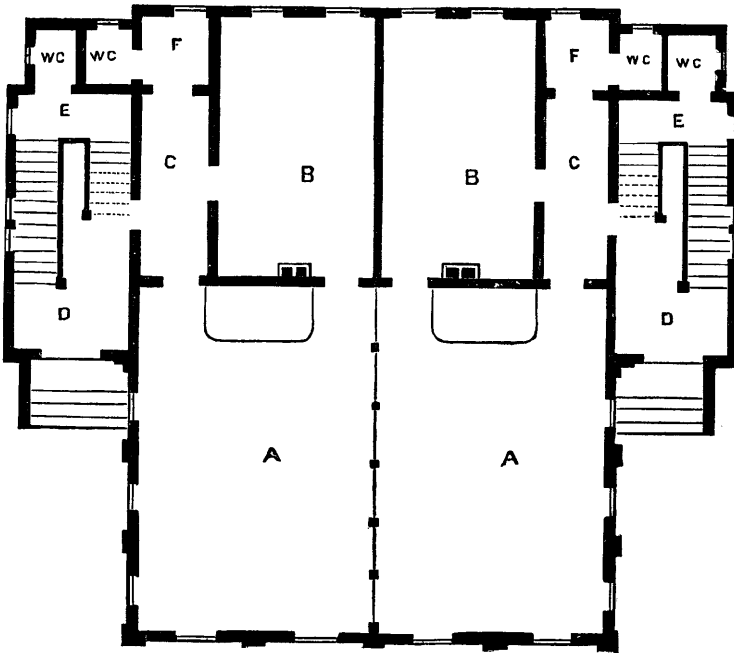
**HIGH SCHOOL.**

(See School Houses.)

PLAN FOR HIGH SCHOOL.



(First Floor.)



(Second Floor.)



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APPENDIX.

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ANDROSCOGGIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.		
Auburn.....	2,258	1,197	1,018	1,247	1,057	-	.46	9	10	1	-	29	29	1	-	29	29	1	-	29	29	1	-	29	29	1	-	\$663	\$36,700	3	3					
Durham.....	448	174	136	277	219	-	.40	12	3	12	14	4	3	1	13	5	-	-	-	13	5	-	-	13	5	-	-	3,600	9	9						
East Livermore.....	346	205	174	222	185	-	.52	8	3	12	2	7	7	3	7	7	-	-	-	7	7	-	-	7	7	-	-	5,000	4	4						
Greene.....	369	187	139	238	203	200	.46	9	12	11	3	10	4	-	-	-	-	-	-	10	4	-	-	10	4	-	-	3,000	4	4						
Lewiston.....	5,726	2,273	1,737	2,920	1,816	3,300	.31	15	24	1	-	23	23	3	23	23	-	-	-	23	23	-	-	23	23	-	-	158,000	3	3						
Lisbon.....	673	393	336	414	347	549	.58	19	10	1	1	13	11	1	13	11	1	650	-	13	11	1	-	13	11	1	650	17,000	-	1						
Leeds.....	450	236	193	265	229	299	.47	0	10	4	13	1	13	10	10	10	-	-	-	13	10	-	-	13	10	-	-	7,000	11	11						
Livermore.....	489	271	230	428	389	-	.63	10	12	17	2	17	8	-	-	-	-	-	-	17	8	-	-	17	8	-	-	7,000	-	-						
Minot.....	589	346	283	324	271	380	.47	9	3	10	4	10	2	9	9	2	9,600	12,000	9	9	2	2	9,600	12,000	1	5	12,000	1	5							
Poland.....	997	374	301	712	602	954	.45	7	3	8	2	19	5	23	18	1	450	5,550	1	23	18	1	450	5,550	1	17	5,550	1	17							
Turner.....	790	443	359	479	386	-	.47	9	9	1	-	20	14	1	20	14	1	550	10,000	20	14	1	550	10,000	-	15	10,000	-	15							
Wales.....	163	54	41	154	138	160	.55	8	2	11	1	8	-	7	6	2	1,100	3,200	7	6	2	2	1,100	3,200	-	6	3,200	-	6							
Webster.....	314	175	144	233	188	-	.53	9	12	11	2	11	2	11	1	-	-	-	-	11	1	-	-	11	1	-	-	-	-	5	5					
	13,612	6,328	5,091	7,912	6,030	-	.48	10	2	11	5	111	19	200	145	8	13,013	268,050	8	19	200	145	8	13,013	268,050	8	94	268,050	8	94						

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	37	37	2	2		101 69	\$8 50	3 00	\$11,000			Excess above amt' required by law.	Less than the amt' required by law.									
Auburn.....	10	2	1	1	\$26 00	2 75	2 50	1,200	-	-	5 00	\$713	-	591	-	-	1,657	-	-	157	-	90
Durham.....	7	4	5	3	31 00	4 19	2 25	1,093	-	-	2 90	467	\$60	467	-	-	1,396	-	-	175	-	45
East Livermore.....	8	7	-	-	26 00	3 50	1 75	875	-	-	2 37	484	-	484	-	-	1,280	\$25	-	75	75	37
Greene.....	56	62	21	20	200 00	10 00	3 50	22,000	11,118	-	4 07	6,667	45	6,667	45	29,770	-	-	7,682	-	2,000	
Lewiston.....	15	15	9	50	50 00	4 87	2 67	3,000	1,300	-	4 46	873	-	873	-	3,900	18	20	530	-	125	
Lisbon.....	11	2	1	24	24 20	3 31	1 90	1,050	20	-	2 33	625	-	625	-	1,850	150	-	205	-	72	
Leeds.....	11	5	1	30	30 00	2 50	2 50	1,500	326	-	3 06	626	108	626	108	2,234	200	50	250	75	54	
Livermore.....	9	5	-	31	31 75	4 50	3 00	1,256	-	-	2 00	734	-	734	-	2,165	175	-	100	-	71	
Minot.....	21	5	-	23	23 00	3 00	2 75	2,500	78	-	2 00	-	-	-	-	150	-	-	-	-	50	
Poland.....	20	5	1	29	29 00	3 16	2 50	2,000	96	-	2 50	-	200	-	200	-	600	400	300	100	140	
Turner.....	4	1	-	28	28 00	2 50	1 80	450	-	-	2 76	255	-	255	-	745	90	-	70	100	24	
Wales.....	8	6	-	29	29 00	3 25	2 39	753	-	-	2 39	481	-	481	-	1,200	75	-	112	-	50	
Webster.....	211	156	47	48	48 43	4 61	2 50	47,331	13,038	-	3 08	12,516	413	12,516	413	60,664	1,483	470	11,887	412	3,258	

AROOSTOOK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	Summer Schools.	Winter Schools.					W.	S.	W.	S.											
Amity.....	125	43	35	48	38	-	29	10	10	3	3	3	-	2	2	-	-	\$500	-	1	
Bridgewater.....	286	131	92	123	87	-	31	9	6	4	5	5	-	5	3	2	\$1,700	2,700	-	2	
Benedicta.....	165	74	50	71	54	-	32	12	18	2	2	2	-	2	2	1	725	-	-	-	
Dalton.....	234	148	122	153	123	179	52	12	110	5	5	4	-	4	2	-	-	2,500	1	1	
Easton.....	254	136	105	138	116	-	43	9	4	11	4	9	-	4	3	2	700	1,200	1	2	
Fort Fairfield.....	890	640	402	508	398	-	45	9	5	10	4	22	-	13	6	-	-	3,000	-	2	
Fort Kent.....	566	198	150	45	40	203	17	16	12	6	6	6	-	3	3	-	-	1,500	1	1	
Frenchville.....	935	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grand Isle.....	343	124	84	72	44	-	19	16	10	3	5	2	2	none	-	-	-	700	-	-	
Hersey.....	42	32	24	21	17	-	48	10	12	2	2	1	1	1	1	-	-	500	-	-	
Hodgdon.....	362	186	134	218	157	215	40	9	12	3	9	1	8	7	5	-	-	3,800	1	4	
Houlton.....	886	538	385	402	312	-	39	14	3	10	9	9	-	9	5	-	-	5,000	-	4	
Island Falls.....	71	34	32	17	14	42	32	9	2	8	5	1	1	1	-	-	-	400	-	-	
Limestone.....	122	77	57	53	40	-	78	53	14	13	11	-	-	-	-	-	-	50	-	-	
Linneus.....	368	237	181	203	147	300	45	11	5	10	3	9	2	7	5	-	-	4,000	2	6	
Littleton.....	340	271	229	281	233	331	68	10	18	4	7	-	7	4	-	-	-	1,500	-	2	
Ludlow.....	150	129	106	75	56	-	54	9	3	12	4	1	4	3	-	-	-	600	-	1	
Lyndon.....	715	302	233	341	274	-	35	10	1	10	2	15	2	13	2	3	1,300	2,650	-	5	
Madawaska.....	500	296	168	160	138	-	31	-	-	-	10	3	12	1	1	-	150	-	1	-	
Mars Hill.....	207	111	90	138	102	168	46	8	4	11	7	-	5	-	-	-	-	700	-	1	
Masardis.....	55	42	26	33	23	48	44	14	2	12	3	2	1	1	none	-	-	700	-	1	
Maysville.....	432	-	-	-	-	-	-	-	-	-	15	-	4	-	-	-	-	-	-	2	
Monticello.....	340	229	169	202	152	-	47	12	11	3	8	-	7	5	-	-	1,800	1,900	1	5	
New Limerick.....	178	108	71	76	65	-	38	11	12	-	4	1	4	3	-	-	-	1,500	1	-	
Orient.....	99	49	33	-	-	-	-	-	-	-	3	-	2	-	-	1	250	1,153	1	-	



Presque Isle	487	270	208	252	209	-	.43 10	11	8	-	8	6	1	810	3,000	-	3
Sherman	308	170	139	215	164	-	.49 11	10 3	6	5	3	-	-	-	1,900	-	1
Smyrna	72	30	23	46	38	-	.42 7	10 2	4	-	3	3	-	-	1,000	-	-
Washburn	229	135	90	97	74	157	.36 12	13	6	-	2	2	1	900	1,500	-	2
Weston	140	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alva pl	272	79	56	115	94	204	.28 11	12	4	-	1	1	-	-	300	1	3
Bancroft pl	87	60	40	46	30	-	.40 9	3 8	3	-	3	3	-	-	600	1	1
Castle Hill pl	122	47	39	57	52	-	.36 9	8 2	6	-	2	1	1	500	1,200	-	1
Crystal pl	112	100	100	29	29	-	.57 9	10	6	-	3	1	1	250	600	-	-
Cyr pl	197	95	68	-	-	95	.35 20	12	3	1	-	-	-	-	-	-	1
Eagle Lake pl	69	39	20	-	-	39	.29 16	-	3	-	-	-	-	-	-	1	-
Glenwood pl	79	62	40	14	12	-	.33 10	8	3	-	3	1	1	150	-	-	-
Hamlin pl	293	191	134	-	-	-	.46 19	-	5	5	4	4	-	-	400	-	-
Haynesville pl	28	25	20	-	-	-	.71 16	-	1	-	1	-	-	-	20	1	-
Macwahoc pl	94	28	25	-	-	-	.27 8	-	1	-	1	-	-	-	30	-	-
Mapleton pl	216	108	80	105	80	164	.37 10	9 3	8	1	6	2	-	-	1,400	-	2
Molunkus pl	22	15	14	-	-	-	.12	-	1	-	1	1	-	-	200	-	-
Moro pl	62	54	43	30	20	54	.50 12	8 3	2	-	2	1	2	300	300	-	1
No. 11, Range 1 pl	135	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-
Oakfield pl	250	119	78	120	79	152	.54 9	5 10 3	6	3	6	6	-	-	1,800	1	2
Ox Bow pl	32	26	20	-	-	-	.62 12	-	2	-	1	1	-	-	200	-	-
Perham pl	51	-	-	27	24	27	.47	-	3	-	2	-	-	-	700	-	1
Reed pl	21	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Silver Ridge pl	87	40	30	45	31	-	.34 10	4	2	-	1	-	-	-	200	-	-
St. Francis pl	149	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. John pl	80	48	40	-	-	-	.50 12	3	2	-	1	1	-	-	150	-	-
Wallagrass pl	177	81	75	-	-	81	.42 20	-	3	-	3	-	1	200	400	-	-
Westfield pl	38	24	20	26	24	29	.58 8	12	1	-	1	1	-	-	400	-	1
Woodland pl	151	60	51	13	12	-	.21 8	2 11	4	1	3	-	1	125	260	-	-
Van Buren pl	497	271	150	70	42	-	.20 20	11	9	-	3	2	1	50	1,200	1	1
	13,222	6,312	4,581	4,685	3,644		.41 11	4 10 3	283	30	184	94	20	9,910	54,263	16	61

APPENDIX.

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Excess above am't required by law.	Not less than 80 cts. for each inhabitant.	Less than the am't required by law.	Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.																			
Amity.....	2	1	\$30 00	\$4 75	1	187	\$260	-	2	08	\$11	-	-	2	08	\$318	-	-	-	-	-	-	\$4
Bridgewater.....	4	1	24 00	3 50	1	42	484	-	1	69	387	\$50	-	1	69	347	-	-	\$30	-	-	-	5
Benedicta.....	2	2	-	4 00	2	87	300	-	-	-	291	-	-	-	291	-	-	-	-	-	-	-	-
Dalton.....	5	4	31 00	4 37	2	67	600	244	-	-	256	-	-	2	56	600	-	-	-	-	164	-	20
Easton.....	6	2	20 00	3 00	1	50	420	-	-	-	165	-	-	1	65	342	-	-	-	-	-	-	56
Fort Fairfield.....	19	10	21 50	3 96	1	50	1,510	-	-	-	167	-	-	1	67	1,154	210	2,874	-	400	-	60	60
Fort Kent.....	5	-	32 00	3 00	1	67	350	-	-	-	-	-	-	-	-	1,023	350	832	-	-	191	-	-
Frenchville.....	-	-	-	-	-	-	375	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Isle.....	5	2	-	3 10	1	30	250	-	-	-	-	-	-	-	706	-	-	680	-	-	-	-	15
Hersey.....	1	1	-	3 50	1	87	100	24	-	-	238	-	-	2	38	-	-	114	-	-	8	-	-
Hodgdon.....	8	4	22 00	4 63	1	80	800	-	-	-	228	-	-	2	28	570	66	1,381	-	-	123	-	49
Houlton.....	10	5	27 00	4 75	3	06	2,281	-	8	-	228	-	-	2	28	299	-	3,192	500	-	450	-	45
Island Falls.....	3	1	-	3 58	1	62	150	-	4	-	242	-	-	2	42	103	-	182	15	-	8	10	18
Limestone.....	2	2	-	3 50	1	50	212	-	-	-	174	-	-	1	74	180	-	271	45	-	71	-	7
Linneus.....	7	-	24 50	3 37	2	25	800	-	-	-	217	-	-	2	17	475	903	1,295	40	-	234	-	42
Littleton.....	6	5	26 00	3 25	2	00	560	-	-	-	164	-	-	1	64	423	72	940	25	-	250	50	22
Ludlow.....	5	1	22 00	2 00	2	37	318	-	-	-	211	-	-	2	11	189	56	318	-	-	-	-	16
Lyndon.....	11	4	25 87	3 75	1	97	1,129	-	-	-	-	-	-	-	-	976	-	1,500	-	40	291	-	41
Madawaska.....	9	-	10 00	2 50	-	-	325	-	-	-	-	-	-	-	-	926	-	1,251	-	-	-	-	18
Mars Hill.....	4	5	28 00	3 42	1	63	400	-	80	-	193	-	-	1	93	250	32	500	-	20	37	50	16
Masardis.....	2	-	26 00	2 75	1	96	135	-	-	-	245	-	-	2	45	75	-	278	-	-	22	-	2
Maysville.....	10	10	-	-	-	-	700	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30
Monticello.....	7	2	30 00	3 17	1	87	608	-	-	-	179	-	-	1	79	435	103	1,203	-	-	73	30	23
New Limerick.....	4	3	-	3 15	1	60	246	-	-	-	138	-	-	1	38	226	-	-	-	-	32	15	16
Orient.....	1	-	20 00	2 75	2	12	400	-	-	-	-	-	-	-	-	-	-	276	-	-	3	-	6

Presque Isle.....	7	4	-	24 50	4 87	1 65	800	410	-	1 64	164	46	1,209	-	-	40	-	37
Sherman.....	6	5	-	30 00	4 63	2 00	700	138	-	2 24	340	-	-	-	121	-	35	
Smyrna.....	3	3	-	-	3 20	1 75	128	-	-	1 77	78	30	251	10	-	25	-	-
Washburn.....	4	1	-	26 50	3 70	1 70	420	-	-	1 83	285	16	580	-	-	65	-	14
Weston.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alva pl.....	3	-	-	26 00	3 20	2 50	400	-	-	1 47	322	550	678	-	-	-	-	17
Bancroft pl.....	2	1	-	26 00	4 00	2 00	200	58	-	2 29	213	-	-	-	10	-	10	
Castle Hill pl.....	3	3	-	20 00	4 33	1 80	300	76	-	2 45	150	-	55	-	25	30	14	
Crystal pl.....	6	1	1	-	4 00	2 00	350	148	-	3 14	-	-	275	-	10	-	15	
Cyr pl.....	4	2	-	12 00	2 00	1 25	75	-	-	-	-	-	300	-	-	-	-	
Eagle Lake pl.....	1	-	-	12 00	2 50	1 25	60	-	-	-	50	-	78	-	-	-	-	
Glenwood pl.....	3	1	-	-	2 75	2 17	185	37	-	2 34	-	-	262	-	10	-	5	
Hamlin pl.....	5	-	-	-	3 00	1 00	150	-	-	-	140	-	290	-	-	-	-	
Haynesville pl.....	-	-	-	16 00	-	2 50	100	40	-	3 57	67	-	132	6	5	-	-	
Macwahoc pl.....	1	-	-	-	6 00	2 50	-	-	-	-	124	-	-	48	-	-	-	
Mapleton pl.....	5	1	-	30 00	3 00	1 50	500	180	-	2 31	72	24	600	9	-	-	18	
Molunkus pl.....	1	-	-	-	2 75	2 50	70	-	-	3 18	-	-	-	-	-	-	-	
Moro pl.....	2	-	-	26 00	3 00	2 00	150	-	-	2 42	-	-	-	-	30	-	-	
No. 11, Range 1.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oakfield pl.....	4	2	-	28 00	3 33	1 79	450	3	-	1 80	341	28	697	-	88	37	23	
Ox Bow pl.....	2	-	-	-	3 00	1 50	80	10	-	2 50	-	-	79	-	4	-	2	
Perham pl.....	-	2	-	20 00	4 30	2 00	80	16	-	1 57	51	-	172	-	35	40	4	
Reed pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Silver Ridge pl.....	1	2	-	-	4 00	2 00	162	-	-	1 86	85	-	108	-	8	-	2	
St. Francis pl.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
St. John pl.....	-	-	-	-	2 70	1 25	50	-	-	-	50	-	125	-	-	25	-	
Wallagrass pl.....	2	-	-	-	3 00	2 00	100	-	-	-	150	-	140	-	-	-	-	
Westfield pl.....	1	-	-	19 00	3 50	1 87	94	19	-	2 49	-	-	117	-	12	-	3	
Woodland pl.....	5	1	-	-	3 00	1 71	150	14	-	1 00	164	-	256	-	40	-	7	
Van Buren pl.....	8	1	-	18 00	2 15	2 25	250	-	-	-	200	-	-	-	-	-	15	
	217	95	4	23 56	3 43	1 89	19,342	1,511	-	2 12	12,210	2,582	26,763	1,188	-	2,775	363	737

APPENDIX.

CUMBERLAND COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 15 ½ days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.	W.	F.		
	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.	No.	Return.		
Baldwin	366	230	183	214	172	315	.49	9	4	9	2	12	-	-	12	4	1	-	-	12	4	1	1	1	4	1	\$500	\$4,000	1	4						
Bridgton	834	398	309	516	445	-	.45	11	3	11	4	18	-	-	20	11	-	-	-	20	11	-	2	-	20	11	11,600	22,000	-	6						
Brunswick	1,745	799	664	825	724	-	.40	7	4	10	3	18	-	-	27	20	-	-	-	27	20	-	-	-	27	20	-	34,000	2	13						
Cape Elizabeth	1,831	850	700	950	825	-	.42	10	-	-	-	12	-	-	13	14	10	-	-	14	10	-	-	-	14	10	-	20,000	2	11						
Casco	385	212	166	224	190	342	.46	8	4	10	2	9	-	-	8	3	-	-	-	8	3	-	-	-	8	3	-	2,000	-	7						
Cumberland	575	314	231	310	269	-	.43	9	3	11	2	11	2	-	9	7	-	-	-	9	7	-	-	-	9	7	-	11,600	-	3						
Deering	1,167	592	520	504	450	665	.33	15	4	10	4	10	3	-	10	6	-	-	-	10	6	-	-	-	10	6	-	20,000	-	4						
Falmouth	578	359	299	404	321	-	.54	8	1	11	1	12	-	-	12	8	-	-	-	12	8	-	-	-	12	8	-	7,000	1	8						
Freeport	700	396	296	425	344	529	.46	10	1	10	1	17	1	-	17	12	-	-	-	17	12	-	-	-	17	12	-	10,000	-	8						
Gorham	1,119	426	320	506	436	638	.34	8	2	9	3	19	-	-	19	10	-	-	-	19	10	-	-	-	19	10	-	1,460	1	10						
Gray	600	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Harpwell	638	291	221	340	290	-	.40	9	9	3	19	3	-	-	12	5	-	-	-	12	5	-	-	-	12	5	-	7,000	-	11						
Harrison	349	193	157	284	219	-	.54	11	10	3	-	-	-	-	11	6	-	-	-	11	6	-	-	-	11	6	-	5,000	-	7						
Naples	415	253	203	300	213	-	.50	9	10	3	13	-	-	-	12	7	-	-	-	12	7	-	-	-	12	7	-	3,000	-	9						
New Gloucester	515	358	207	268	221	-	.41	7	5	11	13	1	-	-	13	1	-	-	-	13	1	-	-	-	13	1	-	4,000	-	5						
North Yarmouth	313	110	88	195	177	-	.42	10	2	11	3	9	2	-	10	8	-	-	-	10	8	-	-	-	10	8	-	6,000	-	3						
Otisfield	357	204	148	231	192	-	.48	10	10	2	13	1	-	-	13	1	-	-	-	13	1	-	-	-	13	1	-	2,600	-	6						
Portland	9,848	5,110	3,932	5,281	3,895	6,831	.40	20	20	20	2	13	1	-	18	18	1	-	-	18	18	1	1	1	18	18	1	15,000	475,000	9	9					
Pownal	310	135	116	274	235	-	.56	8	4	10	9	9	2	-	11	4	-	-	-	11	4	-	-	-	11	4	-	3,300	-	4						
Raymond	457	228	181	232	181	279	.40	9	19	1	11	-	-	-	11	6	-	-	-	11	6	-	-	-	11	6	-	2,000	-	4						
Scarborough	610	282	208	376	252	383	.38	10	1	12	3	10	1	-	10	9	-	-	-	10	9	-	-	-	10	9	-	5,500	-	5						
Sebago	283	178	142	197	136	203	.49	8	8	3	9	-	-	-	9	5	-	-	-	9	5	-	-	-	9	5	-	1,950	-	4						
Standish	613	393	336	470	397	523	.60	10	3	10	4	13	1	-	13	8	-	-	-	13	8	-	-	-	13	8	-	6,500	-	9						
Westbrook	881	354	297	494	407	-	.40	12	14	-	7	-	-	-	7	3	-	-	-	7	3	-	-	-	7	3	-	20,000	-	5						

Windham.....	779	321	261	357	280	-	.34	9	10	19	-	19	13	-	1,650	8,500	-	10		
Yarmouth.....	590	305	234	322	265	360	.42	13	2	13	2	8	4	-	-	3,000	-	5		
	26,858	13,282	10,419	14,499	11,536	-	.44	10	2	11	2	293	18	325	206	5	23,750	685,360	16	170

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week		Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.			Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No.	Ret.		Return.	Excess above amt't required by law.	Less than the amt't required by law	Amount raised per scholar.														
Baldwin.....	11	3	1	\$29 75	\$3 06	2 10	\$1,000	\$119	-	2 73	\$525	\$72	\$1,367	-	\$45	\$80	\$15	\$34			
Bridgton.....	20	10	1	48 82	4 10	2 33	3,500	1,352	-	4 19	1,082	73	3,724	-	-	-	-	100			
Brunswick.....	29	18	-	52 80	4 87	3 18	5,500	1,718	-	3 15	1,595	-	7,943	-	-	-	-	126			
Cape Elizabeth.....	16	9	-	38 00	4 50	4 00	4,100	-	-	2 25	2,380	-	6,103	-	-	150	800	158			
Casco.....	9	4	-	32 28	3 68	2 12	798	-	-	2 90	416	120	1,334	-	76	28	152	50			
Cumberland.....	10	8	-	33 33	4 06	2 26	1,304	-	-	2 27	741	103	1,988	-	-	297	-	75			
Deering.....	12	8	-	40 00	7 00	3 50	3,500	450	-	2 89	1,531	-	3,820	-	-	-	-	116			
Falmouth.....	11	4	-	33 77	4 50	2 72	2,000	618	-	3 55	853	-	2,552	-	100	-	350	59			
Freeport.....	14	9	1	33 00	4 33	2 86	2,000	32	-	2 59	1,058	-	3,088	-	162	-	391	108			
Gorham.....	14	8	-	31 25	3 37	2 75	2,800	-	-	2 59	1,542	-	4,342	-	-	-	-	163			
Gray.....	No	Ret	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Harpwell.....	14	5	-	29 60	3 20	2 75	1,400	-	-	2 21	709	-	1,430	-	-	-	350	97			
Harrison.....	11	4	-	35 00	4 00	3 09	1,000	40	-	2 87	569	44	1,136	-	-	-	-	45			
Naples.....	10	3	1	23 00	3 17	1 67	1,000	155	-	2 41	584	-	1,588	-	-	87	30	35			
New Gloucester.....	10	7	-	32 00	4 80	3 25	1,300	101	-	2 52	173	247	2,074	-	-	-	-	78			
North Yarmouth.....	6	5	-	38 83	3 71	2 82	850	-	-	3 90	49	258	1,490	-	-	250	-	32			
Otisfield.....	11	5	-	22 50	2 65	1 75	900	20	-	3 60	28	142	957	-	-	-	-	54			

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.		Excess above amt't required by law.	Less than the amt't required by law.																
Portland .....	85	85	116 67	\$10 00	5 00	\$73,700	48,566	-	7 50	14,848	-	\$70,020	-	-	\$70,020	-	-	-	-	-	-	\$300	
Pownal .....	6	7	34 00	3 25	2 75	789	-	-	2 51	431	-	1,212	-	-	1,212	-	-	-	-	-	-	30	
Raymond .....	10	2	31 01	3 91	1 55	898	-	-	1 95	600	131	1,132	-	\$50	1,132	-	\$50	-	-	\$132	-	30	
Scarborough .....	9	5	32 80	4 00	2 34	1,400	47	-	2 29	811	-	2,086	-	113	2,086	-	113	-	\$75	197	-	56	
Sebago .....	8	4	22 22	3 47	1 66	644	2	-	2 27	418	-	890	-	-	890	-	-	-	-	-	-	14	
Standish .....	13	4	30 00	4 75	3 15	2,250	574	-	3 67	818	94	2,700	-	-	2,700	-	-	-	-	312	39	116	
Westbrook .....	9	6	50 00	8 38	3 00	2,560	190	-	2 84	1,269	120	3,769	400	-	3,769	400	-	-	-	400	-	112	
Windham .....	17	8	34 00	3 69	2 50	1,950	10	-	3 50	1,001	146	3,080	500	-	3,080	500	-	-	-	150	100	93	
Yarmouth .....	9	3	38 00	4 15	3 10	1,500	2	-	2 54	814	-	2,353	-	-	2,353	-	-	175	-	291	77	75	
	374	234	7	37 70	4 42	2 72	118,583	53,996	-	3 02	34,845	1,550	132,655	2,521	-	132,655	2,521	-	278	4,278	1,078	2,181	

FRANKLIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.	Average length of Winter Schools of 5 1/2 days per week.	Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
Avon.....	208	93	68	109	90	140	.38 7	3 8	1	11	1	10	9	-	-	\$2,300	-	2
Carthage.....	165	111	73	133	108	-	.55 8	7	-	7	-	6	1	-	-	1,500	-	4
Chesterville.....	321	183	148	241	200	241	.54 8	12	-	10	3	12	7	-	-	2,425	-	-
Eustis.....	136	107	85	87	68	-	.56 8	9	-	5	-	5	3	-	-	1,200	1	-
Farmington.....	967	455	360	528	419	528	.40 8	10	-	23	7	27	7	1	\$600	9,000	-	11
Freeman.....	231	137	107	195	150	-	.55 10	1 11	2	10	2	10	3	-	-	1,500	-	3
Industry.....	280	129	104	190	183	-	.51 7	7	5	11	-	10	5	-	-	1,000	-	6
Jay.....	507	278	212	349	301	-	.51 8	2 11	-	17	4	16	15	-	-	6,800	-	12
Kingfield.....	175	113	93	121	110	155	.57 14	4 10	-	3	-	4	2	-	-	500	-	3
Madrid.....	155	66	51	122	85	122	.44 7	3 9	-	9	-	7	5	1	850	1,300	-	3
New Sharon.....	450	236	199	324	264	-	.51 7	2 9	1	19	2	20	8	-	-	-	-	8
New Vineyard.....	266	166	124	142	103	199	.42 7	10	-	14	-	10	6	-	-	2,500	1	2
Phillips.....	450	228	174	345	262	370	.48 6	3 9	-	22	4	14	11	-	-	5,600	-	10
Rangely.....	150	104	82	91	72	93	.51 6	4 8	3	4	-	4	2	-	-	700	-	2
Salem.....	115	50	40	100	81	-	.52	-	9	5	-	5	none	-	-	500	-	3
Strong.....	180	89	73	147	120	161	.55 8	4 11	3	8	3	6	4	-	-	2,000	-	3
Temple.....	206	99	79	135	98	180	.48 7	9	-	9	2	9	2	1	400	1,422	-	3
Wald.....	410	216	190	295	275	-	.57 9	-	10	11	2	11	5	-	-	5,000	-	8
Wilton.....	595	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	16,000	-	-
Coplin pl.....	43	21	16	18	14	39	.35 10	10	-	2	1	1	1	-	-	-	-	-
Jerusalem pl.....	111	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E pl.....	11	10	7	-	-	-	.64 10	-	-	1	-	1	-	-	-	-	25	-
Perkins pl.....	55	30	25	50	43	50	.61 5	3 7	2	3	-	3	3	-	-	1,000	-	-
Rangely pl.....	11	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6 pl.....	17	-	-	12	12	-	.71	-	9	1	2	1	-	-	-	-	-	-

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending in Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No. registered in Summer Schools.	Return.						W.	P.	W.	P.									
Dallas pl.....	66	27	20	24	20	-	.308	6	1	1	1	1	1	1	1	-	-	-	-	-
Washington pl.....	22	22	18	22	15	37	.737	10	4	1	1	1	1	1	1	-	-	-	-	-
Lang pl.....	10	8	7	10	8	-	.708	10	-	1	-	-	-	1	-	-	-	-	-	-
Green Vale pl.....	16	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	6,329	2,978	2,355	3,790	3,101	-	.528	19	2	209	33	194	100	3	\$1,850	62,472	1	87		

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Excess above amt' required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt' required by law.	Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money, expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Avon.....	7	6	1	\$20 00	\$2 91	2 00	\$500	\$11	-	2 40	\$294	-	\$627	-	-	\$50	\$125	\$15	
Carthage.....	6	2	1	26 50	2 68	1 54	389	-	-	2 32	246	\$30	473	\$30	-	25	-	24	



Chesterville	11	7	-	27 00	3 59	2 40	910	101	-	2 83	478	-	1,295	75	-	250	-	43
Eustis	5	3	1	-	3 26	1 50	200	-	40	2 12	180	88	545	-	-	60	-	7
Farmington	19	10	1	27 00	3 91	2 05	2,610	-	-	3 85	382	87	3,923	2,500	\$500	300	200	150
Freeman	7	4	1	27 00	2 50	1 50	486	-	-	2 70	277	50	833	25	-	60	-	27
Industry	-	3	0	34 17	2 91	1 48	580	-	-	-	-	-	-	92	-	-	-	35
Jay	15	5	3	25 00	2 75	2 12	1,200	-	-	2 37	533	254	1,987	-	-	-	500	62
Kingfield	3	-	-	30 00	4 00	2 00	448	-	-	2 56	13	63	507	-	-	39	-	9
Madrid	4	4	2	20 00	2 47	1 57	348	-	-	2 31	12	40	476	-	-	28	-	21
New Sharon	14	9	4	23 12	3 65	1 77	1,162	-	-	2 52	588	-	1,395	-	-	-	112	52
New Vineyard	6	6	1	19 33	3 00	2 00	604	-	-	2 27	355	-	959	-	-	100	-	41
Phillips	15	8	2	26 85	2 85	2 00	1,100	-	-	2 44	537	40	1,606	195	-	150	25	83
Rangely	5	1	-	23 67	3 19	1 57	255	5	-	1 70	49	-	412	10	-	18	13	-
Salem	2	1	-	26 00	3 17	1 30	307	61	-	2 67	39	-	346	-	-	25	-	6
Strong	5	6	-	23 11	3 25	2 00	508	-	-	2 82	295	44	1,032	200	-	140	100	45
Temple	7	3	3	20 00	2 71	2 00	512	-	-	-	250	-	-	25	-	-	-	26
Weld	10	3	-	23 00	2 50	-	904	-	-	3 99	506	-	1,636	-	-	-	-	44
Wilton	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Coplin	1	1	-	-	2 75	1 50	75	-	-	1 75	-	-	73	-	-	-	-	-
Jerusalem pl.	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E pl.	1	-	-	-	2 50	1 75	30	-	-	2 76	-	-	45	-	-	2	-	1
Perkins pl.	2	3	-	-	3 00	1 25	110	22	-	2 00	24	-	153	3	-	15	-	4
Rangely pl.	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6 pl.	-	2	-	-	3 00	1 12	40	4	-	2 35	20	-	44	-	-	7	-	1
Dallas pl.	1	1	-	-	3 00	1 50	-	-	-	-	-	-	63	-	-	5	-	-
Washington pl.	1	1	-	-	2 79	1 25	46	-	-	2 11	9	-	78	-	-	9	-	1
Lang pl.	1	1	-	-	3 25	1 87	35	-	-	3 50	-	-	58	-	-	-	-	3
Green Vale pl.	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	148	90	26	24 81	3 02	1 71	13,359	204	40	2 56	5,087	696	18,066	2,855	500	1,283	1,075	700

HANCOCK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Amherst	148	92	80	107	88	-	.57	8	2	10	3	4	-	3	-	-	\$2,000	-	3	
Aurora	96	70	45	37	-	-	.55	12	3	8	2	2	1	2	-	-	600	1	1	
Bluehill	620	350	295	364	301	357	.48	9	1	9	4	19	-	17	8	\$650	8,200	-	6	
Brooklin	370	242	201	250	220	-	.57	10	8	8	2	9	-	9	9	-	7,000	-	8	
Brooksville	537	308	242	295	233	400	.44	11	4	11	2	8	-	8	5	2,000	5,300	-	6	
Bucksport	1,150	605	508	727	604	-	.48	8	8	3	3	16	2	22	20	1	10,000	-	4	
Castine	457	280	247	264	234	288	.55	22	12	12	4	4	-	5	4	-	15,000	1	2	
Cranberry Isles	142	99	80	99	88	-	.59	7	3	9	3	5	-	4	1	-	800	-	1	
Deer Isle	1,598	837	689	963	732	-	.46	10	2	11	3	22	7	22	20	2	21,000	-	19	
Dedham	165	83	69	116	95	-	.50	7	3	11	3	7	-	5	4	-	1,500	-	1	
Eastbrook	73	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eden	459	312	265	368	300	366	.61	7	4	8	-	15	-	13	10	1	1,000	-	5	
Ellsworth	2,000	1,122	892	1,196	910	1,350	.45	18	10	10	21	1	24	10	2	1,275	22,000	2	13	
Franklin	380	345	271	255	212	365	.63	11	4	12	10	10	-	9	7	2,000	5,000	4	7	
Gouldsborough	659	397	349	438	365	-	.54	-	-	-	16	-	-	12	4	-	5,000	3	10	
Hancock	348	184	149	204	169	339	.46	9	9	4	6	-	-	6	5	-	5,000	-	5	
Lamoine	233	155	137	162	157	-	.63	-	10	-	5	-	-	4	2	-	500	-	2	
Mariaville	129	90	76	80	60	96	.53	9	8	-	5	-	-	5	2	-	500	-	3	
Mount Desert	361	201	165	234	202	275	.51	10	4	9	5	10	1	9	6	1	2,000	6,000	5	5
Orland	595	340	275	440	340	-	.52	10	11	-	12	3	14	10	-	-	7,500	-	5	
Otis	110	59	36	57	45	-	.36	8	2	7	3	3	-	3	3	-	600	-	2	
Penobscot	556	310	249	336	295	394	.49	8	9	-	12	1	12	8	-	-	3,800	-	4	
Sedgwick	411	249	208	292	241	337	.55	10	1	9	2	10	-	10	5	2	1,750	5,070	6	6
Sullivan	290	180	145	201	175	253	.55	11	10	-	6	-	-	6	4	1	1,200	3,000	3	3
Surry	458	289	225	309	244	375	.51	7	5	8	2	9	-	9	1	-	4,500	-	6	

Tremont.....	776	323	295	484	394	-	.449	410	3	14	-	13	11	-	-	9,000	-	10	
Trenton.....	276	137	116	160	121	297	.439	7	1	8	-	7	-	1	1,400	2,450	-	5	
Waltham.....	141	102	76	82	69	124	.517	18		4	-	4	-		1,500	-	1	3	
Verona.....	164	53	44	99	79		.318	10		4	-	4	3	1	550	1,900	-	2	
Long Island pl.....	65	35	30	38	30		.468	13		1	-	1	1	1	500	500	1	1	
Swan's Island pl.....	226	89	68	154	132	168	.447	28	4	5	-	5	4		2,000	-	5		
No. 7 pl.....	19	12	10	-	-	-	.53	15		1	-	2	1	none	-	240	-	-	
No. 10 pl.....	4		Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 21, Mid. Div. pl.....	17	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	14,033	7,950	6,537	8,811	7,135	-	.50	10	19	4	273	18	268	173	19	19,175	152,960	13	153

HANCOCK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.									
Amherst.....	3	1	-	\$30 50	\$3 31	2 50	\$280	-	-	1 89	\$216	\$104	\$545	-	-	-	-	\$20
Aurora.....	1	-	-	30 00	4 00	2 50	200	\$42	-	2 08	-	60	261	-	-	-	-	5
Bluehill.....	18	12	2	34 83	3 22	1 93	1,500	126	-	2 42	780	175	2,225	-	\$185	200	40	68
Brooklin.....	9	2	-	35 00	3 50	2 70	1,000	280	-	2 70	491	30	1,331	-	-	500	-	45
Brooksville.....	9	3	3	38 75	4 33	1 94	1,050	29	-	1 96	752	-	1,772	250	-	-	-	40
Bucksport.....	21	18	-	40 00	3 50	3 50	2,750	-	-	2 33	1,451	66	4,216	122	-	-	-	168
Castine.....	7	6	1	100 00	5 00	3 00	2,100	1,057	-	4 60	673	80	2,831	-	-	583	-	17
Cranberry Isles.....	5	4	-	35 00	3 53	2 50	281	-	-	1 98	287	-	595	-	-	72	223	15
Dear Isle.....	22	6	11	39 00	4 00	3 25	2,731	-	-	1 71	2,157	90	-	-	-	-	-	75
Dedham.....	4	4	-	35 00	3 75	2 00	375	-	10	2 27	245	69	650	40	-	60	-	22
Eastbrook.....	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eden.....	11	9	-	40 00	4 25	2 00	1,000	44	-	2 17	641	105	1,696	-	-	152	-	39

HANCOCK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	27	12							Excess above am't required by law.	Less than the am't required by law.									
Ellsworth	27	12	-	-	\$30 00	\$3 75	3 00	\$5,500	\$1,440	-	2 75	-	-	\$6,000	\$600	\$500	\$1,000	-	210
Franklin	8	2	1	-	35 00	3 50	3 00	834	-	-	2 17	-	-	680	-	-	-	-	-
Gouldsborough	9	2	2	-	41 42	3 25	2 25	1,390	-	-	-	-	-	-	-	-	1	-	57
Hancock	6	1	-	-	38 00	4 00	1 82	780	-	-	2 24	\$406	-	1,000	-	-	89	\$50	52
Lamoine	4	3	1	-	45 00	5 50	2 50	500	10	-	2 14	-	-	-	-	-	-	-	21
Mariaville	5	1	-	-	29 33	3 60	1 75	300	5	-	2 32	12	\$50	507	20	-	151	-	1
Mount Desert	10	2	-	2	40 00	5 00	3 00	574	-	-	1 59	450	-	-	-	-	-	100	75
Orland	16	7	-	-	35 00	3 00	2 50	1,400	39	-	2 35	726	135	2,261	25	50	250	69	65
Otis	3	-	-	-	30 00	3 17	1 70	200	3	-	1 82	145	34	262	-	-	21	-	20
Penobscot	11	7	-	-	37 50	4 54	2 06	1,135	60	-	2 05	727	43	1,317	-	-	241	-	41
Sedgwick	10	4	2	-	37 50	3 59	2 00	1,200	307	-	2 92	591	48	1,345	25	25	104	20	60
Sullivan	6	3	2	-	40 00	5 00	2 00	650	-	-	2 24	24	40	650	6	-	5	-	25
Surry	10	5	2	-	37 00	4 13	2 24	970	-	-	2 12	536	96	1,237	-	-	120	-	75
Tremont	12	4	-	-	40 00	5 00	2 50	1,458	-	-	3 30	1,046	-	-	-	-	160	50	75
Trenton	7	-	5	-	36 20	3 15	2 50	643	-	-	1 97	403	-	678	-	-	125	275	30
Waltham	4	-	1	-	32 33	3 65	1 76	300	1	-	2 12	216	80	437	-	-	12	46	7
Verona	2	2	-	-	43 00	4 87	3 00	400	1	-	2 51	203	-	550	-	-	52	-	14
Long Island pl.	-	-	-	-	18 00	-	2 50	120	-	-	1 84	38	110	160	-	-	18	-	-
Swan's Island pl.	3	-	-	-	42 10	3 92	2 47	500	138	-	2 21	285	-	775	18	-	140	-	16
No. 7 pl.	2	-	-	-	-	3 00	1 75	-	-	-	-	-	-	-	-	-	-	-	-
No. 10 pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 21, Mt1 Div. pl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	265	120	35	38	38 18	3 93	2 39	32,021	3,392	-	2 30	13,591	1,645	33,981	1,606	875	4,116	804	1,362

KENNEBEC COUNTY.

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TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 15½ days per week.	Average length of Winter Schools of 15½ days per week.	Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter
Albion.....	423	278	246	305	287	-	.63	10	2 11 4	13	-	13	4	-	-	\$4,000	-	7
Augusta.....	2,233	1,186	917	1,144	943	-	.42	11	11	24	-	29	27	-	-	60,000	2	8
Belgrade.....	508	264	215	387	312	428	.52	8	1 11	18	-	18	8	-	-	3,750	-	12
Benton.....	426	210	191	297	222	357	.49	9	2 10	10	1	10	5	1	\$500	4,000	-	3
Chelsea.....	280	220	180	200	175	250	.63	10	9	8	1	9	4	-	-	2,500	-	2
China.....	695	441	369	498	435	514	.58	9	3 10 2	22	1	21	13	-	-	6,000	1	10
Clinton.....	725	405	318	444	342	520	.46	11	3 13 5	13	-	13	10	-	-	8,520	-	6
Farmingdale.....	223	107	87	175	148	-	.52	11	1 10	4	-	4	2	-	-	2,500	-	3
Fayette.....	300	156	136	199	171	216	.51	7	4 9	4	9	9	7	-	-	3,000	-	6
Gardiner.....	1,244	814	691	818	663	890	.54	22	3 11 3	8	-	15	10	-	-	30,000	1	2
Hallowell.....	887	438	401	-	-	-	.45	15	18	1	-	8	6	-	-	15,000	-	1
Litchfield.....	500	270	220	328	280	-	.50	8	9 5	15	-	15	7	-	-	2,500	-	11
Manchester.....	237	134	108	153	131	160	.50	8	1 9 4	7	-	7	4	-	-	2,500	-	2
Monmouth.....	545	300	212	375	270	-	.44	7	10	14	1	14	7	-	-	6,000	-	9
Mt. Vernon.....	380	244	195	270	230	270	.56	6	5 10	13	-	13	9	-	-	7,000	-	6
Pittston.....	790	540	463	571	487	597	.60	9	11	17	-	17	8	-	-	10,000	-	3
Readfield.....	400	190	153	256	210	276	.45	9	3 11 4	11	-	11	6	-	-	6,400	-	4
Rome.....	218	193	158	241	187	-	.69	8	3 11 5	8	1	8	5	-	-	2,400	-	5
Sidney.....	483	289	225	328	272	295	.51	7	8 9	19	-	19	14	-	-	7,500	-	3
Vassalboro'.....	960	410	306	520	351	531	.34	9	10 3	22	-	22	7	-	-	9,000	-	10
Vienna.....	245	75	58	132	113	-	.35	3	10 3	10	-	10	3	-	-	2,000	-	3
Waterville.....	1,104	780	628	874	720	-	.61	8	1 11	12	1	19	11	-	-	21,000	1	7
Wayne.....	320	179	151	232	188	312	.53	8	3 10 5	10	3	10	4	-	-	3,000	-	5
West Gardiner.....	374	218	151	280	221	288	.50	8	1 8	2	-	9	4	-	-	2,700	-	9
West Waterville.....	588	-	-	-	-	-	-	-	-	11	-	13	-	-	-	-	-	-

APPENDIX.

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KENNEBEC COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Windsor .....	406	283	278	367	342	-	.76	8	10	12	2	13	7	-	-	-	5,200	1	8	
Winslow .....	496	300	221	259	205	330	.43	9	8	16	1	11	6	-	-	2,500	-	5		
Winthrop .....	695	330	310	420	340	-	.47	10	11	10	-	10	3	-	1	14,000	18,000	-	4	
Unity pl. ....	20	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	16,735	9,314	7,615	10,075	8,245	-	.52	9	3	10	4	346	16	370	201	2	14,500	247,970	6	152

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts for each inhabitant		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to support public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.									
Albion.....	13	6	-	\$28 00	\$3 00	2 90	\$1,085	-	-	-	-	-	-	-	-	-	-	-
Augusta .....	37	31	-	67 00	5 12	4 00	15,252	\$9,000	-	6 83	\$3,052	\$19,729	\$1,000	\$500	\$3,500	-	-	\$450
Belgrade .....	10	6	1	26 50	4 50	2 20	1,000	412	-	3 15	653	2,260	40	-	270	\$25	-	110

Benton	10	6	2	33	33	3	25	2	25	1,200	24	-	2	80	141	-	1,313	75	-	200	18	35	
Chelsea	10	0	-	30	00	3	25	2	50	900	275	-	3	00	403	-	1,200	50	-	125	50	35	
China	17	1	-	27	00	3	00	2	15	2,118	424	-	3	05	988	-	-	500	-	250	100	100	
Clinton	12	0	1	36	14	4	28	2	23	1,413	-	-	1	95	939	-	2,412	500	-	300	150	60	
Farmingdale	4	0	-	45	00	7	50	4	00	900	213	-	4	32	313	-	1,213	-	-	80	-	30	
Fayette	10	5	1	32	00	3	20	1	80	720	-	-	2	35	411	-	966	377	30	113	56	42	
Gardiner	13	18	-	100	00	5	64	3	00	6,050	2,453	-	4	86	1,618	-	9,466	-	-	2,299	-	225	
Hallowell	10	10	-	-	-	7	00	-	-	3,000	1,100	-	4	25	1,123	-	4,318	1,000	-	496	-	150	
Litchfield	13	3	-	24	52	3	00	2	52	1,250	45	-	2	50	-	-	-	209	-	500	-	65	
Manchester	0	0	-	32	0	4	07	2	02	850	264	-	3	59	313	-	1,074	37	-	95	-	33	
Monmouth	12	4	-	32	00	4	00	2	50	1,744	349	-	3	20	725	-	2,469	550	200	100	-	-	
Mt Vernon	1	5	-	30	50	3	53	1	92	1,002	-	-	2	63	587	-	1,348	90	-	169	-	60	
Pittston	10	12	4	50	00	-	3	00	-	1,900	22	-	2	40	591	\$201	2,195	400	200	256	357	75	
Readfield	8	8	-	28	25	4	00	2	47	1,200	35	-	3	00	528	-	1,462	1,000	500	233	50	80	
Rome	8	2	1	27	94	3	75	2	17	580	-	-	2	33	37	-	1,105	25	-	75	-	29	
Sidney	13	13	-	25	33	3	70	1	7	1,178	-	-	3	04	135	70	1,577	-	-	-	100	90	
Vassalboro'	18	9	-	28	00	4	40	2	50	3,000	300	-	3	12	-	-	-	500	-	260	200	133	
Vienna	5	5	-	21	85	3	75	1	80	592	-	-	3	85	328	-	736	60	-	-	60	32	
Waterville	19	13	1	37	00	4	86	2	7	3,000	571	-	2	72	2,313	-	6,000	-	-	-	-	183	
Wayne	9	5	-	24	90	3	37	2	00	751	-	-	2	40	419	-	1,000	100	-	100	-	58	
West Gardiner	9	-	-	28	70	3	19	1	94	250	116	-	2	54	493	-	1,163	200	-	100	-	36	
West Waterville	-	-	-	-	-	-	-	-	-	2,600	1,318	-	4	42	-	-	-	-	-	-	-	-	-
Windsor	8	4	-	28	00	3	00	2	50	1,080	-	-	2	66	-	-	1,182	35	-	250	-	50	
Winslow	15	7	1	22	00	2	95	1	9	1,150	3	-	2	18	706	-	1,856	1,450	-	214	-	66	
Winthrop	10	6	-	23	25	4	73	2	75	1,800	-	-	2	66	919	170	1,744	150	-	-	-	95	
Unity pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	332	211	12	34	20	4	08	2	45	58,165	16,924	-	3	18	18,071	441	67,848	8,339	1,430	9,985	1,166	2,322	

KNOX COUNTY.

TOWN.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No.		No.		No.		No.		No.		No.		No.		No.		No.										
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.									
Appleton	515	314	215	353	288	420	51	9	3	8	4	12	1	11	4	-	-	-	-	-	-	-	-	\$4,500	-	9	
Camden	1,649	1,031	928	1,483	1,300	-	70	13	4	10	-	15	1	16	6	-	-	-	-	-	-	-	-	18,800	1	9	
Cushing	268	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,300	-	-	
Friendship	322	199	168	209	161	-	51	9	2	9	1	7	-	7	6	-	-	-	-	-	-	-	-	2,100	-	4	
Hope	311	140	99	203	173	-	44	10	1	11	2	7	-	7	5	-	-	-	-	-	-	-	-	2,000	-	5	
North Haven	256	135	105	154	124	199	45	9	8	3	6	6	-	6	4	1	-	-	-	-	-	-	\$525	2,500	-	5	
Rockland	2,502	1,465	1,123	1,435	1,183	1,583	46	25	10	-	-	9	-	12	12	1	-	-	-	-	-	-	600	52,000	2	4	
South Thomaston	694	426	331	453	376	472	51	9	9	-	-	14	7	-	-	-	-	-	-	-	-	-	-	5,000	-	6	
St George	934	-	-	443	400	-	43	-	10	4	19	19	-	19	6	-	-	-	-	-	-	-	-	-	6,000	-	-
Thomaston	915	475	397	520	442	-	46	9	17	2	1	-	-	12	7	2	-	-	-	-	-	-	8,000	16,000	2	4	
Union	596	342	262	437	378	472	54	9	27	4	13	1	14	10	1	-	-	-	-	-	-	-	4,000	12,000	-	9	
Vinalhaven	861	340	276	532	382	-	38	9	27	4	11	1	11	9	-	-	-	-	-	-	-	-	-	7,000	-	7	
Warren	703	293	232	408	327	-	40	8	5	11	4	19	1	19	13	-	-	-	-	-	-	-	-	-	-	6	
Washington	471	321	270	398	368	-	68	10	11	-	-	12	-	11	9	1	-	-	-	-	-	-	-	4,500	-	8	
Matinicus Isle pl.	95	48	40	65	55	-	50	8	12	-	-	1	-	1	1	-	-	-	-	-	-	-	-	-	600	-	1
Muscle Kidge pl.	45	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	11,137	5,529	4,476	7,093	6,047	-	50	10	49	4	138	12	146	92	6	-	-	-	-	-	-	-	-	13,125	134,300	5	76



KNOX COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No.	Ret.	No.	Ret.						Excess above amt't required by law.	Less than the amt't required by law									
Appleton	12	3	-	-		\$32 77	\$3 30	1 83	\$1,250	\$61	-	2 42	\$739	-	\$1,606	-	-	\$255	-	\$42
Camden	24	16	4	-		40 00	3 50	2 75	3,650	-	-	2 17	1,918	\$90	6,800	\$1,200	\$700	1,000	-	135
Cushing		No	Return.			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friendship	7	3	-	-		35 50	2 48	2 42	709	-	-	2 20	424	-	942	3	-	26	23	
Hope	5	2	-	-		30 05	3 56	2 00	850	-	-	2 75	404	-	875	-	-	200	30	
North Haven	6	-	-	-		40 00	3 00	3 00	644	-	-	2 51	353	-	853	-	-	80	17	
Rockland	28	27	2	-		64 00	6 00	3 50	8,100	2,420	-	3 24	3,387	41	13,324	150	200	1,998	800	
South Thomaston	13	5	1	-		40 33	4 51	3 50	1,354	-	-	1 96	911	-	1,853	-	-	336	38	
St. George	18	-	-	-		42 80	3 40	2 50	1,857	-	-	3 32	921	-	3,091	-	-	-	-	
Thomaston	16	8	-	-		61 75	8 00	1 00	3,200	725	-	4 37	1,192	-	5,358	-	-	1,800	145	
Union	15	6	2	-		33 66	4 12	1 94	1,362	-	-	2 28	49	-	1,916	350	-	325	56	
Vinalhaven	9	6	-	-		2 40 00	4 50	2 50	2,500	1,019	-	2 70	-	-	2,577	175	-	180	75	
Warren	17	12	1	-		31 66	4 00	2 45	1,576	-	10	2 96	849	200	2,576	100	-	-	57	
Washington	11	3	-	-		30 00	3 00	2 50	1,021	-	-	-	-	-	-	-	-	-	50	
Matticus Isle pl.	1	-	1	-		40 00	5 00	2 25	200	-	-	2 10	137	-	270	40	-	25	-	
Muscle Kidge pl.	No	Return.				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	170	91	13			40 18	4 24	2 65	28,273	4,225	10	2 66	11,304	331	42,041	2,018	900	6,225	80	1,468

APPENDIX.

LINCOLN COUNTY.

TOWNS.	No of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending in Winter School.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No	Return						%	d.	%	d.	%	d.									
Alna . . . . .	252	185	104	228	193	-	.59	12	5	10	5	6	-	-	6	4	-	-	-	\$2,000	-	3
Boothbay . . . . .	1,113	596	442	574	448	-	.40	10	1	10	5	17	-	-	16	8	-	-	-	9,000	-	13
Bremen . . . . .	323	193	105	189	151	242	.40	3	1	3	1	9	1	1	9	3	-	-	-	3,000	-	2
Bristol . . . . .	1,113	702	538	813	529	-	.48	9	4	11	1	21	-	-	20	9	-	-	-	9,100	-	13
Damariscotta . . . . .	443	219	192	280	200	-	.44	9	4	9	2	6	-	-	7	4	-	-	-	5,200	-	4
Dresden . . . . .	263	140	111	186	149	268	.50	3	2	9	9	9	1	1	5	4	-	-	-	5,600	-	4
Edgcomb . . . . .	376	149	97	186	133	-	.31	3	2	10	1	7	-	-	7	2	-	-	-	3,380	-	5
Jefferson . . . . .	643	405	303	444	376	545	.53	9	3	11	2	17	-	-	15	13	-	-	-	6,000	-	11
Newcastle . . . . .	585	246	200	316	262	-	.40	10	2	10	4	14	1	1	13	8	-	-	-	6,200	-	4
Nobleborough . . . . .	434	239	204	279	236	-	.51	9	8	11	1	12	-	-	12	6	-	-	-	3,200	-	10
Somerville . . . . .	278	153	138	218	165	-	.54	10	1	11	1	7	-	-	5	4	-	-	-	1,500	-	-
Southport . . . . .	271	166	140	240	191	-	.61	8	1	9	4	5	-	-	5	2	-	-	-	1,000	-	-
Waldoborough . . . . .	1,393	850	810	900	850	-	.60	11	12	11	3	31	2	2	31	16	-	-	-	13,400	1	17
Westport . . . . .	261	120	99	154	135	177	.45	11	11	3	4	4	-	-	4	3	-	-	-	2,500	-	4
Whitefield . . . . .	572	302	232	489	398	401	.55	8	3	9	4	18	-	-	18	11	-	-	-	5,000	-	7
Wiscasset . . . . .	628	No	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monhegan Isle pl . . . . .	136	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9,084	4,665	3,715	5,496	4,416	-	.49	9	4	10	1	183	8	180	93	-	-	-	-	76,080	1	97

LINCOLN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer		No. of Female Teachers employed in Winter		Number of Normal graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week	Amount of school money voted in 1873.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the rate.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No	Return.	No	Return.			Excess above amt required by law	Less than the amt required by law.													
Alna	6	3	1		1	\$31 00				\$800	-	3 17	-	-	\$754	\$550	\$50	-	\$10	\$27	
Boothbay	15	3	1		1	40 09	\$4 00	2 59		2,560	-	2 26	\$1,522	-	500	-	-	\$450	-	102	
Bremen	8	6	1		1	35 00	4 85	2 55		640	-	1 98	411	-	1,050	80	-	150	-	85	
Bristol	20	5	2		2	37 50	4 00	3 50		2,400	\$66	2 15	-	-	-	-	-	1,200	800	21	
Damariscotta	8	3	-		-	41 00	4 84	3 25		1,065	-	2 40	147	-	1,262	1,500	-	150	50	90	
Dresden	9	5	2		2	28 75	4 17	2 45		1,000	310	3 73	360	-	1,121	20	-	161	21	32	
Edgecomb	4	2	-		-	32 00	3 16	2 69		847	-	-	-	-	-	-	-	-	-	-	
Jefferson	15	5	-		-	28 75	3 75	3 00		1,843	334	2 83	881	-	1,908	-	131	120	-	51	
Newcastle	12	8	-		-	31 00	3 75	2 50		1,383	-	2 37	614	-	2,022	-	-	-	-	100	
Nobleborough	12	2	-		-	30 00	3 25	3 00		920	-	2 12	609	-	1,635	50	-	125	100	60	
Somerville	6	7	-		-	-	4 50	2 00		400	-	\$80	1 50	-	-	-	-	36	-	55	
Southport	4	5	2		2	-	6 60	2 72		548	-	2 02	351	-	901	-	-	240	-	24	
Waldoborough	28	5	2		2	34 00	4 25	3 50		3,350	8	3 77	1,403	-	5,273	-	-	-	-	139	
Westport	4	1	1		1	48 75	5 15	2 56		560	2	2 15	368	-	934	-	-	184	-	19	
Whitefield	15	11	-		-	28 00	2 76	1 76		1,600	20	2 80	188	-	2,300	50	-	200	-	79	
Wiscasset	No	Return.	-		-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	
Monhegan Isle pl.	No	Return.	-		-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	
	166	71	12		34	29	4 22	2 71		19,906	790	80 2 52	6,870	-	19,160	3,881	50	3,016	981	864	

OXFORD COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per day.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.					
	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return	No.	Return						
Albany	252	130	93	191	154	226	.49	7	8	10	7	-	-	-	-	10	7	1	-	10	7	1	-	10	7	1	-	10	7	1	-	10	7	1	-	10	7	1	-	
Andover	278	153	120	197	155	237	.49	8	18	3	6	-	-	-	-	6	4	-	-	6	4	-	-	6	4	-	-	6	4	-	-	6	4	-	-	6	4	-	-	
Bethel	779	232	215	376	326	-	.55	7	18	4	30	32	27	15	1	30	32	27	15	1	30	32	27	15	1	30	32	27	15	1	30	32	27	15	1	30	32	27	15	1
Brownfield	486	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Buckfield	494	295	244	280	247	-	.50	9	9	13	13	3	12	1	-	13	3	12	1	-	13	3	12	1	-	13	3	12	1	-	13	3	12	1	-	13	3	12	1	
Byron	77	25	19	58	50	€3	.44	8	9	6	6	-	-	-	-	6	2	-	-	6	2	-	-	6	2	-	-	6	2	-	-	6	2	-	-	6	2	-	-	
Canton	314	200	140	240	180	260	.51	8	10	10	-	-	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	
Denmark	385	218	167	257	218	321	.50	7	5	1	14	-	-	-	-	14	-	-	-	14	-	-	-	14	-	-	-	14	-	-	-	14	-	-	-	14	-	-	-	
Dixfield	314	117	105	159	131	-	.38	9	8	9	2	9	7	-	-	9	2	9	7	-	9	2	9	7	-	9	2	9	7	-	9	2	9	7	-	9	2	9	7	
Fryeburg	526	282	231	212	176	347	.39	8	4	5	16	1	16	9	-	16	1	16	9	-	16	1	16	9	-	16	1	16	9	-	16	1	16	9	-	16	1	16	9	
Gilead	120	50	39	91	66	-	.43	6	4	3	6	-	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-		
Grafton	25	23	9	25	6	-	.28	10	3	3	-	-	-	-	-	3	-	-	-	3	-	-	-	3	-	-	-	3	-	-	-	3	-	-	-	3	-	-		
Greenwood	382	204	161	216	168	-	.43	7	4	13	-	-	-	-	-	13	-	-	-	13	-	-	-	13	-	-	-	13	-	-	-	13	-	-	-	13	-	-		
Hanover	58	-	-	-	-	-	.8	9	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	
Hartford	319	185	143	220	187	250	.52	7	9	5	14	3	14	10	-	14	3	14	10	-	14	3	14	10	-	14	3	14	10	-	14	3	14	10	-	14	3	14	10	
Hebron	232	131	113	150	130	-	.52	10	10	2	5	4	7	6	-	5	4	7	6	-	5	4	7	6	-	5	4	7	6	-	5	4	7	6	-	5	4	7	6	
Hiram	498	266	204	319	243	364	.45	7	4	10	15	1	15	9	1	15	1	15	9	1	15	1	15	9	1	15	1	15	9	1	15	1	15	9	1	15	1	15	9	
Lovell	415	199	155	255	220	335	.45	8	12	13	1	13	7	-	-	13	1	13	7	-	13	1	13	7	-	13	1	13	7	-	13	1	13	7	-	13	1	13	7	
Mason	50	35	22	38	27	45	.48	14	14	1	-	-	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-	-		
Mexico	185	105	78	135	97	-	.47	7	9	6	-	-	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-		
Newry	130	106	70	114	71	121	.54	8	4	6	-	-	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-		
Norway	688	307	225	473	388	-	.44	8	12	15	-	-	-	-	-	15	-	-	-	15	-	-	-	15	-	-	-	15	-	-	-	15	-	-	-	15	-	-		
Oxford	590	270	221	318	259	378	.41	7	19	1	10	-	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	10	-	-	-	10	-	-		
Paris	1,000	512	398	651	520	680	.46	9	10	19	-	-	-	-	-	19	-	-	-	19	-	-	-	19	-	-	-	19	-	-	-	19	-	-	-	19	-	-		

Peru .....	322	185	156	240	200	-	.58	8	2	10	3	10	-	10	9	-	-	4,000	-	8
Porter .....	420	257	194	289	239	300	.51	9	2	13	2	13	4	-	-	-	-	2,000	1	9
Roxbury .....	52	14	13	32	29	-	.40	5	3	9	6	1	3	2	-	-	-	375	-	1
Rumford .....	480	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stow .....	166	11	86	105	78	136	.49	7	3	9	2	8	-	7	2	-	-	1,000	-	2
Stoneham .....	156	74	49	79	56	-	.33	6	4	5	4	5	-	5	2	1	400	800	-	1
Sunner .....	440	219	200	233	200	-	.45	9	3	10	3	16	-	16	5	-	-	-	-	6
Sweden .....	192	8	66	122	102	127	.44	8	4	10	3	7	-	6	5	-	-	3,500	-	2
Upton .....	64	3	27	47	32	59	.45	11	1	11	1	4	1	3	1	-	-	500	-	-
Waterford .....	455	293	203	330	249	343	.50	8	2	11	-	14	3	14	10	-	-	9,000	-	6
Woodstock .....	371	174	160	238	206	320	.49	7	8	-	-	12	1	11	4	-	-	2,400	-	5
Andover N. Surplus pl...	12	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Franklin pl .....	73	45	38	33	28	-	.45	6	8	2	3	-	3	3	-	-	-	400	-	-
Flyeburg Acad. Gl. pl ..	6	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln pl .....	12	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton pl. ....	91	42	34	36	28	54	.33	14	12	-	-	2	2	2	1	-	-	300	-	1
Riley pl .....	11	11	11	11	11	-	100	10	8	-	-	1	-	-	-	-	-	-	-	-
	11,917	5,647	4,410	6,770	5,477	-	.50	8	3	9	3	345	30	327	175	8	11,220	98,665	3	183

OXFORD COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.			Average wages of Female Teachers per week, excluding board.			Amount of school money voted in 1873.	Excess above amt't required by law		Amount raised per scholar	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to pro-long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No	Re turn.			\$	¢	¢	¢	¢	¢		¢	¢									
Albany.....	8	2	-	-	\$23 00	2 38	1 77	\$525	\$1	-	2 03	\$369	\$36	\$890	-	-	-	-	\$250	-	\$36	
Andover.....	6	5	-	-	26 83	3 68	1 90	650	47	-	2 37	22	21	816	\$180	\$30	-	45	-	30		
Bethel.....	26	5	-	-	21 00	2 60	2 50	1,907	-	-	2 45	750	-	2,657	-	-	-	-	100	-		
Brownfield.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Buckfield.....	13	3	2	2	27 55	2 22	2 17	1,196	-	-	2 42	655	112	1,964	-	78	10	-	-	75		
Byron.....	2	2	-	-	22 00	3 00	2 00	194	-	-	2 81	94	21	307	-	-	-	30	-	17		
Canton.....	10	5	-	2	27 00	2 45	2 25	1,021	253	-	3 24	62	-	1,200	123	-	100	125	36	75		
Denmark.....	14	3	-	-	31 75	2 67	83	1,150	338	-	3 00	133	-	1,217	-	109	-	18	20	75		
Dixfield.....	8	1	-	-	26 87	2 15	2 72	855	-	-	-	-	-	-	-	-	-	-	-	41		
Fryeburg.....	13	6	-	-	25 66	3 30	2 37	1,300	-	-	-	710	-	-	-	-	-	-	-	123		
Gilead.....	5	6	-	-	28 00	3 47	1 40	263	-	-	2 19	175	15	438	-	90	-	60	46	10		
Grafton.....	2	1	-	-	-	2 20	1 30	85	10	-	3 40	-	-	78	-	-	-	12	-	-		
Greenwood.....	9	6	-	-	20 00	3 00	1 93	700	23	-	1 83	30	27	942	-	-	-	100	-	50		
Hanover.....	2	4	-	-	16 00	4 00	2 00	152	5	-	2 79	-	12	-	-	-	-	-	-	-		
Hartford.....	13	3	-	-	25 12	2 64	1 77	797	-	-	3 36	462	21	1,204	-	-	-	122	187	47		
Hebron.....	6	1	-	-	22 00	2 85	2 00	600	20	-	2 59	322	-	-	-	73	-	50	25	27		
Hiram.....	12	8	-	1	29 50	3 58	1 71	1,500	385	-	2 71	665	-	1,547	75	-	99	125	63	63		
Lovell.....	11	5	-	-	27 00	3 25	1 75	850	-	-	2 03	57	200	1,650	20	-	250	50	70	70		
Mason.....	1	-	-	-	31 00	3 00	3 00	88	-	-	1 76	72	-	212	-	-	9	-	2	2		
Mexico.....	5	1	-	-	23 50	3 00	1 50	458	92	-	3 00	224	-	508	-	-	10	-	20	20		
Newry.....	5	3	-	-	27 00	3 25	2 00	333	-	-	2 56	45	50	225	-	-	30	-	6	6		
Norway.....	16	13	-	-	42 50	4 80	2 00	2,500	90	-	3 66	914	-	2,905	20	500	150	-	112	112		
Oxford.....	12	8	-	-	29 14	3 75	2 00	1,625	20	-	2 30	560	-	1,805	47	153	72	-	82	82		
Paris.....	20	10	-	-	28 67	3 05	2 50	2,750	5	-	-	1,785	-	3,730	-	-	-	-	133	133		

Peru .....	10	2	-	23 00	3 15	1 63	746	-	-	2 31	465	59	1,118	44	-	22	22	47
Porter .....	10	1	-	25 45	3 30	1 70	884	-	-	2 15	603	100	1,458	200	-	125	-	46
Roxbury .....	3	2	-	18 00	3 00	1 45	740	-	10	2 70	-	-	224	9	-	28	9	5
Rumford .....	-	-	-	-	-	-	1,000	-	-	-	-	-	-	-	-	-	-	-
Stow .....	7	4	-	26 25	3 81	1 44	400	-	60	2 40	230	-	567	30	-	35	-	15
Stoneham .....	4	4	-	22 00	2 70	1 93	330	-	10	2 11	52	78	275	78	-	83	-	16
Sumner .....	15	10	-	22 82	2 04	2 50	940	-	-	2 13	658	-	1,276	-	-	-	-	51
Sweden .....	6	5	-	21 00	3 58	1 67	500	61	-	2 60	265	12	929	100	-	150	50	33
Upton .....	2	3	-	-	3 35	1 25	200	42	-	3 12	72	-	213	-	-	15	-	-
Waterford .....	14	7	-	29 00	2 75	1 70	1,530	480	-	3 29	658	66	1,600	200	-	150	50	88
Woodstock .....	9	5	-	30 00	3 70	2 50	900	28	-	2 43	504	-	1,135	250	-	75	-	28
Andover N. Surplus pl. . .	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Franklin pl. . . . .	3	2	-	-	2 75	1 31	143	-	-	1 90	101	-	164	-	-	8	-	5
Fryburg Acad. Gt. pl. . .	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln pl. . . . .	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton pl. . . . .	3	1	-	22 00	3 00	1 95	200	37	-	2 19	121	-	318	50	-	25	-	-
Riley pl. . . . .	1	1	-	-	2 00	2 00	30	-	-	2 50	-	-	60	-	-	14	-	-
	306	148	5	26 47	3 04	1 87	2,412	2,800	10	2 56	12,358	833	33,811	3,216	635	2,134	739	1,467

PENOBSCOT COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
	W.	S.							W.	S.	W.	S.									
Alton	211	-	-	109	78	-	37	-	9	5	6	1	4	none	-	-	-	\$700	-	3	
Argyle	110	64	4	45	37	-	37	13	8	4	-	-	4	4	-	-	-	1,500	-	2	
Bangor	5,362	3,002	2,552	3,267	2,574	3,773	48	13	21	2	15	-	34	30	-	-	-	120,000	3	3	
Bradford	529	283	219	262	391	459	48	10	10	10	14	10	4	none	-	-	-	3,975	5	5	
Bradley	320	139	110	200	150	-	41	10	13	3	-	-	4	none	-	-	-	1,000	-	3	
Brewer	1,115	467	391	585	480	550	39	0	12	3	7	-	12	10	-	-	-	25,000	-	4	
Burlington	249	145	118	143	121	-	48	11	4	9	6	-	6	5	-	-	-	2,500	-	2	
Carmel	498	247	205	363	320	-	53	8	10	11	-	-	11	9	-	-	-	4,000	-	6	
Carroll	275	144	81	158	103	-	33	6	2	1	8	2	6	4	1	-	\$800	2,000	1	5	
Charleston	443	274	209	293	229	343	49	10	2	11	10	1	10	8	1	-	800	4,500	-	6	
Chester	160	121	97	114	89	-	53	7	4	5	6	-	5	none	-	-	-	650	-	-	
Clifton	142	33	27	121	89	123	41	8	13	3	5	-	5	5	-	-	-	2,290	-	1	
Corinna	537	334	281	402	338	-	57	7	2	1	17	1	16	12	-	-	-	8,000	-	5	
Corinth	506	283	231	369	314	-	54	6	4	10	17	1	18	12	-	-	-	5,000	-	4	
Dexter	946	497	273	547	304	-	31	12	10	2	11	1	14	7	-	-	-	15,700	1	3	
Dixmont	487	290	215	389	344	-	61	10	12	-	13	2	13	9	-	-	-	3,800	-	8	
Edington	242	115	101	175	150	-	52	9	2	11	7	-	7	6	-	-	-	3,925	-	3	
Edinburg	25	18	1	-	-	24	64	16	-	-	2	-	2	-	1	-	200	1,600	-	-	
Enfield	223	146	120	131	105	172	50	10	9	-	7	-	7	2	1	-	600	1,200	-	1	
Eton	282	187	131	212	146	-	49	10	10	-	7	-	8	5	-	-	-	2,400	-	5	
Exter	473	260	191	331	262	380	48	9	2	11	13	1	13	9	-	-	-	2,640	-	10	
Garland	421	226	172	228	204	-	32	4	3	11	10	3	10	8	-	-	-	6,000	-	8	
Glenburn	265	149	125	187	175	194	57	0	9	3	7	-	7	7	-	-	-	5,000	-	2	
Greenbush	290	202	159	125	20	-	8	-	2	-	3	-	5	3	-	-	-	3,000	1	-	
Greenfield	250	150	100	103	85	-	41	10	13	-	5	-	4	4	1	-	100	1,000	5	1	



Hampden	1,018	526	483	776	703	825	.589	12	19	-	18	8	-	-	10,500	-	15	
Herron	601	314	252	379	318	825	.478	5	2	14	-	13	7	-	3,500	-	7	
Holden	291	153	123	235	166	-	.498	9	3	8	-	8	7	-	3,000	-	1	
Howland	42	12	9	21	19	-	.338	6	-	4	-	4	1	-	150	-	-	
Hudson	264	168	126	172	130	-	.48	-	-	7	-	6	4	-	-	-	4	
Kenduskeag	255	129	83	211	140	220	.418	17	4	1	-	3	2	-	2,500	-	1	
Kingman	131	84	68	81	60	90	.5012	3	10	2	-	2	2	-	75	-	1	
Lagrange	254	150	102	123	91	181	.3811	13	4	4	-	4	2	1	900	2,000	1	
Lee	370	262	211	259	209	326	.577	5	10	8	1	9	1	-	5,000	-	4	
Levant	411	201	152	293	239	-	.448	4	12	2	10	3	11	9	-	2,850	-	5
Lincoln	626	380	305	348	291	449	.489	11	10	-	9	5	1	800	5,700	1	3	
Lowell	173	128	98	62	42	136	.4111	9	3	8	-	6	one	1	450	500	1	
Mattawankeag	113	75	55	64	41	-	.3412	18	-	3	-	1	1	-	1,200	-	1	
Maxfield	62	48	40	-	-	-	.6512	-	-	3	-	3	2	-	500	-	-	
Milford	310	199	149	208	187	-	.5312	12	-	4	-	4	4	-	6,000	-	2	
Mount Chase	115	105	80	-	-	-	.7012	2	-	5	-	3	1	1	800	1,100	-	
Newburg	337	209	151	247	193	-	.519	3	11	1	10	2	10	5	-	-	3	
Newport	477	329	243	375	282	445	.568	3	10	9	2	10	5	-	4,000	-	4	
Oldtown	1,317	715	537	813	651	-	.449	3	10	8	-	11	5	2	3,500	8,000	1	
Orono	986	448	382	388	313	640	.3615	2	18	1	1	11	9	1	500	14,000	1	
Orrington	630	327	262	602	449	-	.567	10	11	-	13	11	-	-	3,000	-	4	
Passadumkeag	91	87	63	109	66	-	.7012	2	0	3	4	-	4	1	1,200	-	-	
Patten	291	181	145	173	137	200	.488	5	10	1	6	-	6	1	1,000	-	-	
Plymouth	309	197	148	247	194	-	.578	9	3	9	-	9	4	-	-	-	6	
Prentiss	182	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Springfield	335	189	131	186	141	295	.417	3	8	2	6	4	6	4	4,900	-	4	
Stetson	319	181	163	214	197	-	.5610	1	11	3	7	1	7	7	5,000	-	3	
Veazie	279	119	100	160	115	-	.3815	12	1	-	3	2	-	-	-	-	1	
Winn	253	164	106	127	94	150	.409	4	10	4	2	4	4	-	1,200	-	1	
Drew pl	33	24	22	5	5	33	.4011	10	3	-	2	1	-	-	700	1	-	
Medway pl	206	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Pattagampus pl	43	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Webster pl	22	19	19	-	-	19	.86	9	4	2	-	1	1	-	100	-	-	
Woodville pl	62	-	-	-	-	-	-	-	-	5	-	2	-	-	-	-	-	
No 2, Grand Falls pl	39	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	
Independence pl	135	No	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lakeville pl	48	26	23	18	13	-	.3811	10	2	-	2	2	1	-	520	950	1	
<b>Total</b>	<b>25,911</b>	<b>13,927</b>	<b>10,927</b>	<b>15,897</b>	<b>12,450</b>	<b>-</b>	<b>.4910</b>	<b>10</b>	<b>51</b>	<b>403</b>	<b>31</b>	<b>443</b>	<b>287</b>	<b>13</b>	<b>9,970</b>	<b>326,651</b>	<b>15</b>	<b>171</b>

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Summer.	No of Female Teachers employed in Winter.	Number of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt't required by law.	Less than the amt't required by law.																
Alton.....	4	1	-	\$31 00	\$2 97	2 37	\$524	\$105	-	2 48	\$333	\$33	\$128	-	-	\$80	-	\$25
Argyle.....	3	-	-	30 00	3 50	2 50	900	600	-	8 19	154	-	448	-	-	26	-	-
Bangor.....	65	66	2	56 75	9 30	3 54	27,000	14,369	-	6 90	1,800	-	34,273	\$1,300	7,763	1,330	-	1,330
Bradford.....	11	10	-	31 29	3 47	1 91	1,200	11	-	2 27	728	86	1,911	140	235	65	-	65
Bradley.....	4	1	-	40 00	4 80	2 70	825	131	-	2 82	419	49	674	-	156	27	-	27
Brewer.....	16	11	1	41 50	4 37	2 37	2,600	23	-	2 33	1,463	53	4,000	100	750	41	-	41
Burlington.....	6	6	-	30 00	4 60	2 37	441	-	-	1 32	320	258	-	-	108	-	-	108
Carmel.....	11	6	-	30 00	4 00	2 54	1,100	20	-	2 30	668	94	1,338	-	95	54	-	54
Carroll.....	5	1	-	23 00	3 25	1 47	650	145	-	2 49	343	72	-	-	75	23	-	23
Charleston.....	10	4	-	25 50	3 23	1 77	1,000	51	-	2 26	140	119	1,459	21	130	31	-	31
Chester.....	6	6	2	-	4 17	1 63	500	220	-	3 28	180	34	550	20	57	25	-	25
Clifton.....	2	4	-	35 00	3 41	1 5	350	72	-	2 50	138	150	497	1	40	16	-	16
Coriana.....	13	11	-	28 00	3 15	2 01	1,300	-	-	3 75	72	70	1,860	-	-	88	-	88
Corinth.....	16	13	-	25 00	3 00	2 00	1,170	-	-	2 31	682	63	1,952	-	-	90	-	90
Dexter.....	16	14	1	37 33	3 76	2 7	2,500	-	-	2 65	1,33	147	-	-	270	90	-	115
Dixmont.....	11	5	-	33 00	3 5	2 1	1,100	52	-	2 28	668	155	-	22	210	45	-	45
Edington.....	5	4	-	36 67	3 89	2 0	601	143	-	2 48	344	-	-	5	95	21	\$38	21
Edinburg.....	2	-	-	-	3 00	2 0	75	20	-	3 00	32	50	110	-	12	3	-	3
Enfield.....	7	3	-	35 00	3 73	1 9	450	10	-	2 01	302	36	688	-	50	31	-	31
Etna.....	7	2	-	26 00	3 42	1 7	800	-	-	2 84	-	-	-	-	140	49	-	49
Exeter.....	12	2	-	29 43	2 87	2 2	1,400	262	-	2 96	653	156	2,247	-	300	45	-	45
Garland.....	10	2	-	33 25	3 47	2 2	1,050	2	-	2 49	157	92	1,674	30	159	41	-	41
Glenburn.....	7	5	-	31 50	3 00	2 0	600	24	-	2 26	298	180	1,002	-	210	84	-	84
Greenbush.....	4	1	-	40 00	4 70	2 2	497	-	-	1 71	403	30	561	-	-	-	-	-
Greenfield.....	5	1	-	40 00	3 50	2 70	550	-	-	2 83	281	381	325	-	25	10	-	10

Hampden	19	5	1	32 00	4 50	2 50	2,500	46	-	2 45	1,376	-	3 349	-	-	-	-	-	80
Hermon	14	7	-	29 40	3 13	2 50	1,200	22	-	1 98	-	-	-	-	-	-	-	-	51
Holden	7	7	-	30 00	3 70	2 00	800	-	-	2 70	383	20	-	-	-	-	-	-	28
Howland	1	2	-	-	4 50	1 87	150	-	-	3 57	-	-	-	-	-	-	12	-	-
Hudson	7	2	-	30 00	3 50	2 50	550	-	-	2 08	382	113	-	-	-	-	-	-	30
Kenduskeag	3	3	1	61 00	4 10	2 38	620	-	4	2 25	367	51	1,194	-	-	-	131	-	23
Kingman	2	1	-	-	5 15	2 67	300	-	-	2 29	89	65	344	-	47	-	-	26	21
Lagrange	4	3	-	40 00	4 57	2 10	450	-	-	1 77	80	705	859	-	-	-	104	-	13
Lee	9	5	-	28 00	3 87	1 87	768	-	-	2 13	485	60	1,250	-	500	-	275	100	50
Levant	9	6	-	30 00	3 00	2 40	1,228	300	-	2 79	611	85	1,849	-	75	-	168	300	52
Lincoln	11	6	-	37 30	4 78	3 10	1,250	26	-	2 00	217	193	1,820	-	500	-	588	-	70
Lowell	8	1	3	33 00	4 00	2 25	358	-	-	2 07	61	112	590	-	-	-	40	-	28
Mattawaukeag	3	1	-	35 00	3 33	2 80	300	-	-	2 09	41	48	430	-	15	-	-	-	3
Maxfield	3	-	-	-	2 92	1 50	200	40	-	3 23	21	-	171	-	150	-	10	-	5
Milford	5	3	-	40 00	5 00	3 50	800	-	-	2 58	105	-	-	-	-	-	100	-	40
Mount Chase	5	-	-	-	3 75	1 75	300	-	-	2 61	205	10	360	-	-	-	15	-	2
Newburg	10	7	-	30 00	2 75	2 30	1,250	356	-	-	124	-	1,524	-	200	-	175	-	25
Newport	11	7	-	36 50	3 63	2 70	1,250	280	-	2 62	626	144	2,100	-	-	-	225	30	75
Oldtown	14	15	-	56 00	5 00	3 50	4,100	844	-	3 04	1,656	-	5,582	-	-	-	550	-	150
Orono	10	4	2	44 00	4 50	2 50	2,900	-	-	-	-	-	-	-	-	-	-	-	-
Orrington	10	9	1	48 00	4 75	2 75	1,450	-	-	-	850	60	3,021	-	100	50	350	-	61
Passadumkeag	4	4	-	-	4 38	2 00	200	6	-	2 20	105	60	786	-	-	-	140	-	6
Patten	7	6	-	-	4 71	2 00	700	100	-	3 45	373	70	923	-	-	-	115	-	30
Plymouth	8	3	-	23 00	2 50	1 65	753	-	-	2 51	470	-	999	-	-	-	60	-	30
Prentiss	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Springfield	7	3	2	30 00	4 02	2 18	710	8	-	2 11	439	70	1,137	-	360	-	195	47	43
Stetson	10	6	3	45 00	3 41	2 13	750	-	2	2 35	451	162	1,374	-	-	-	70	450	37
Yeazie	2	2	-	60 00	6 00	3 00	650	-	2	2 33	280	-	-	-	-	-	169	-	25
Winn	6	2	1	36 00	4 16	2 50	571	-	-	2 26	295	50	794	-	-	-	92	-	53
Drew pl.	1	1	-	20 00	4 25	2 00	200	142	-	6 06	50	19	225	-	-	-	-	-	-
Medway pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagampus pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster pl.	2	-	-	-	4 50	2 15	75	25	-	-	44	-	131	-	10	-	15	-	-
Woodville pl.	3	-	-	-	-	-	160	-	100	1 61	-	-	179	-	-	-	-	-	-
No. 2, Grand Falls pl.	-	-	-	-	-	-	66	-	-	1 71	83	-	-	-	-	-	-	-	-
Independence pl.	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lakeville pl.	3	-	-	27 00	-	-	150	40	-	3 12	-	-	138	-	-	-	-	-	5
	476	302	20	37 24	3 97	2 29	76,832	18,507	100	2 72	22,178	4,417	86,660	4,574	58	14,508	973	3,408	

PISCATAQUIS COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.		
Abbot.....	265	123	109	184	142	205	.47	.8	12	8	3	7	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$2,500	-	-	2	-		
Atkinson.....	347	195	152	279	212	-	.52	.9	5	9	1	16	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	-	-	2	-		
Barnard.....	50	50	40	-	-	-	.80	.12	-	10	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Blanchard.....	76	41	30	52	43	62	.47	.12	12	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	800	-	-	-	1	-		
Brownville.....	343	155	101	201	151	231	.37	.8	3	8	1	7	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	\$3,500	4,900	-	-	2	-			
Dover.....	684	415	304	481	396	-	.51	.9	4	10	2	16	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,000	-	-	5	-			
Foxcroft.....	440	200	160	270	210	-	.45	.7	9	10	-	10	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,500	-	-	1	-			
Guilford.....	290	160	125	187	138	-	.45	.7	3	10	-	8	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,500	-	-	2	-			
Greenville.....	154	99	95	85	64	-	.51	.9	2	12	4	-	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	-	-	1	-			
Kingsbury.....	73	51	45	65	52	-	.66	.7	10	4	-	2	none	-	-	-	-	-	-	-	-	-	-	-	-	-	-	250	-	-	1	-				
Medford.....	117	78	70	90	81	100	.64	.6	4	3	5	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	-	-	-	-			
Monson.....	236	104	80	120	95	195	.37	.9	10	9	-	7	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	-	-	3	-			
Milo.....	367	212	158	231	187	298	.47	.9	2	11	3	9	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,300	-	-	3	-			
Orneville.....	275	138	120	245	200	-	.58	.8	4	10	8	2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Parkman.....	392	-	-	-	-	-	-	-	-	14	1	15	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,200	-	-	5	-			
Sangerville.....	426	268	196	307	286	-	.55	.9	2	10	2	9	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,400	-	-	3	-			
Sebec.....	367	175	140	240	195	280	.46	.9	10	9	1	9	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,000	-	-	2	-			
Shirley.....	87	-	-	-	-	-	.7	1	10	3	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	400	-	-	1	-			
Wellington.....	215	165	115	210	175	-	.59	.6	8	8	2	8	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	-	-	4	-			
Williamsburg.....	84	18	15	60	43	-	.35	.5	10	3	3	3	none	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	250	-	-	1	-			
	5,320	2,647	2,035	3,307	2,703	-	.51	.8	3	10	1	147	16	130	84	1	3,500	53,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39	-		

PISCATAQUIS COUNTY—CONCLUDED.

3

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.			Average wages of Female Teachers per week, excluding board.			Average cost of Teachers' board per week.			Amount of school money voted in 1873.	Excess above am't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Abbot	6	6	-	-		\$28	30	\$4	16	1	83	\$570	-	-	2	15	\$369	\$60	\$1,165	\$25	-	\$100	-	-	-	-	\$46	
Atkinson	9	8	-	-		22	00	3	18	1	65	890	-	-	2	56	309	104	-	40	-	75	-	-	-	-	25	
Barnard	3	-	-	-		-	-	2	75	1	75	112	-	-	-	-	19	-	-	-	-	-	-	-	-	-	-	
Blanchard	1	-	-	-		42	00	4	00	2	25	132	-	-	1	74	98	36	295	19	-	7	-	-	-	6		
Brownville	8	6	-	-		40	00	3	50	2	50	700	\$8	-	2	04	371	30	1,558	-	-	85	-	-	-	20		
Dover	17	12	-	-		35	00	3	75	2	10	1,600	-	-	2	39	904	78	-	-	-	-	-	-	-	65		
Foxcroft	10	9	-	-		60	00	3	50	2	00	1,150	210	-	2	61	571	72	1,367	-	150	150	-	\$75	-	57		
Guilford	2	6	-	2		31	00	3	50	1	80	650	-	-	-	-	379	-	-	-	-	95	-	-	-	38		
Greenville	5	1	-	-		40	00	2	50	2	50	300	5	1	94	184	50	466	108	-	40	-	-	-	-	6		
Kingsbury	3	1	-	-		20	00	4	00	1	76	200	34	-	-	-	-	197	19	-	10	-	-	-	-	-		
Medford	4	4	-	-		-	-	3	75	1	87	350	114	2	99	-	-	340	-	-	34	-	-	-	-	8		
Monson	7	6	-	1		29	00	3	00	2	50	735	252	3	11	312	51	1,017	-	-	50	-	-	-	-	25		
Milo	7	6	-	-		40	00	3	83	2	00	1,000	250	3	72	540	79	1,369	-	-	600	\$30	-	-	-	29		
Orneville	2	7	-	-		30	00	3	00	1	50	575	-	-	-	17	-	-	-	-	-	-	-	-	-	14		
Parkman	15	12	-	-		18	00	-	-	-	-	1,200	400	3	05	542	-	1,300	600	-	-	-	-	-	-	57		
Sangerville	9	6	-	1		35	00	4	33	2	12	1,300	388	3	11	557	52	1,493	-	-	-	-	-	-	-	41		
Sebec	6	7	-	-		40	00	5	50	2	25	1,000	120	2	73	465	100	1,550	375	-	200	-	-	-	-	35		
Shirley	2	3	-	-		18	00	2	78	1	91	164	-	2	00	-	-	294	-	-	44	-	-	-	5	4		
Wellington	5	2	-	-		22	00	3	00	2	00	700	154	2	83	382	-	800	20	-	50	-	-	-	25	36		
Williamsburg	1	1	-	-		35	00	4	00	2	00	200	15	-	2	39	125	-	233	-	-	38	-	-	-	6		
	135	103			5	32	52	3	58	2	02	13,528	1,950	-	2	59	6,136	712	13,444	1,356	75	1,578	60	-	-	518		

APPENDIX.

33

SAGADAHOC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Arrowsic.....	74	41	36	51	42	-	.53	8	3	11	3	2	-	-	2	-	-	\$1,000	-	-
Bath.....	2,940	1,755	1,504	1,755	1,504	-	.51	14	26	1	-	15	12	18	6	-	65,000	4	5	
Bowdoinham.....	560	295	245	371	317	46.	.50	9	9	18	-	18	6	1	1	\$575	5,500	2	15	
Bowdoin.....	519	259	226	380	316	-	.52	9	5	17	-	18	9	-	-	-	4,100	-	12	
Georgetown.....	460	240	183	245	199	310	.42	7	4	8	-	10	6	8	-	-	1,885	-	5	
Perkins.....	16	-	-	-	-	-	-	-	-	14	4	1	1	1	1	-	-	600	-	1
Phippsburg.....	535	294	234	342	252	-	.45	10	3	14	-	14	5	-	-	-	2,000	-	9	
Richmond.....	804	468	377	486	367	561	.46	8	3	10	2	11	14	9	-	-	7,800	1	9	
Topsham.....	469	232	171	277	211	-	.41	10	1	11	3	10	14	12	-	-	11,000	-	6	
West Bath.....	120	82	76	87	81	-	.65	12	10	4	-	4	3	3	-	-	1,000	-	2	
Woolwich.....	371	245	184	221	89	-	.37	8	10	3	-	8	-	7	-	-	5,000	-	2	
	6,868	3,911	3,236	4,215	3,378	-	.48	9	5	12	1	96	1	115	70	1	575	104,885	7	66

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1873.		Excess above amount required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount drawn from State funds in 1872.		Amount derived from local funds.		Total amount actually expended for public schools.		Amount paid for tuition in private schools, academies or colleges within the State.		Amount paid for same out of the State.		Amount of money expended for repairs, fuel, insurance, &c.		Amount raised to pre-long public schools, in money, fuel, board, &c.		Amount paid for school supervision.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450

SOMERSET COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.		
Anson	712		433		350		525		409		-		53	9	4	10	3	16		2		21		6		-		-		\$6,000		1		4		
Athens	584		349		287		413		323		-		52	7	3	8		14		2		13		3		-		-		3,000		-		3		
Bingham	316		164		123		189		159		211		45	8	8	4		11				7		4		-		-		2,500		-		7		
Brighton	265		191		170		238		182		275		66	9	10							8		-		-		-		2,400		-		1		
Cambridge	176		99		76		119		98		-		50	8	3	8	4	5				5		3		-		-		1,300		-		2		
Canaan	546		298		237		381		306		370		50	8	10	2	12	1	12		8		8		1		\$300		6,000		-		8			
Concord	180		116		88		75		60		132		41	8	3	8	3	12			9		3		-		-		1,200		-		1			
Cornville	282		140		101		163		132		175		41	8	11	3	13	2	13		9		1		-		415		3,000		-		4			
Detroit	230		164		125		178		148		-		59	9	11		6				6		none		-		-		2,000		-		2			
Embden	278		168		136		207		164		230		54	8	8	3	13	2	12		6				-		-		2,400		-		2			
Fairfield	1,081		637		525		720		600		-		52	10	11		16		2		18		11		-		-		6,000		1		10			
Harmony	329		135		103		226		179		-		43	9	4	11					11		4		-		-		2,200		-		4			
Hartland	400		178		115		279		190		-		38	8	4	10	10	4	11		6		2		-		800		6,500		-		7			
Lexington	145		-		-		-		-		-		8	2	9	3	8	2	7		6		1		-		305		1,500		-		3			
Madison	476		274		199		354		285		-		51	8	2	18	1	17		13				-		-		5,100		-		5				
Mayfield	36		No		Return.		-		-		-		-		-		-		-		-		-		-		-		-		-		-	-		
Mercer	315		144		16		200		20		222		7	5	9		11				11		7		-		-		4,800		-		7			
Moscow	223		121		79		124		96		-		39	9	11		10				6		4		1		500		1,800		-		3			
New Portland	543		293		238		330		281		-		48	9	9		19	2	16		4				-		-		2,000		-		6			
Norridgewock	537		256		201		287		227		-		40	11	11		16	6	16		10				-		-		5,000		-		2			
Palmyra	475		221		162		346		303		-		49	8	9		14	2	16		5				-		-		2,500		-		9			
Pittsfield	723		348		274		384		310		473		33	8	11	3	11	5	11		6		2		2,000			4,675		-		2				
Ripley	208		129		97		121		98		-		47	8	3	10	2	5		5		4		-		-		200		-		2				
St. Albans	554		328		277		347		295		472		52	8	3	8	2	15		4		2		-		1,000		3,500		-		5				
Solon	414		224		172		295		225		299		48	8	3	10	4	13					6		-		-		1,775		-		4			



Skowhegan.....	1,400	753	605	836	702	-	478	39	3	16	3	26	17	-	-	36,900	1	5
Suncookfield.....	253	132	99	240	204	-	.607	28	3	7	-	7	4	-	-	2,600	-	8
Starks.....	384	195	169	263	225	303	.517	49	5	13	2	12	4	1	500	3,000	-	6
Deer River pl.....	45	28	24	40	34	44	.648	10	-	1	1	1	1	-	-	250	-	-
Flag Staff pl.....	21	20	13	-	-	-	.628	-	-	2	2	1	1	-	-	100	-	-
Highland pl.....	52	41	36	17	14	46	.489	28	3	3	-	3	none	-	-	400	-	-
Moose River pl.....	44	37	29	-	-	-	.6612	1	-	1	1	1	-	-	-	-	-	-
West Forks pl.....	28	20	18	20	18	-	.648	8	-	1	1	1	-	-	-	700	-	-
The Forks pl.....	61	50	50	-	-	-	.828	1	-	4	1	1	-	-	-	300	-	-
Carratunk pl.....	55	42	40	-	-	-	.737	4	-	4	1	2	2	-	-	400	-	-
No. 1, R. 2, W. K. R. pl.	39	38	12	-	-	-	.3113	-	-	3	1	3	2	-	-	-	-	-
Jackman Town pl.....	44	22	20	-	-	-	.4512	-	-	-	-	-	-	-	-	-	-	-
No. 2, Range 5 pl.....	39	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-
Dennis Town pl.....	29	17	17	-	-	-	.5912	-	-	1	-	1	-	-	-	50	-	-
	12,522	6,805	5,283	7,917	6,278	-	.528	59	4	345	43	339	162	11	5,820	121,240	3	123

SOMERSET COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt't required by law.	Less than the amt't required by law.																					
Anson.....	16	12	-	-	\$33 00	\$3 00	2 00	\$1,400	-	-	2 00	\$906	\$144	\$1,973	-	-	\$150	-	-	-	\$150	-	\$50
Athens.....	15	7	-	-	24 42	3 52	1 72	1,232	-	-	2 11	779	139	1,659	-	-	104	-	-	-	104	-	72
Bingham.....	8	7	-	-	29 66	3 42	1 82	661	-	-	2 09	416	60	1,192	-	75	160	-	-	-	160	\$25	-
Brighton.....	8	7	-	-	25 00	4 60	1 80	535	-	-	2 00	288	-	788	-	-	112	-	-	-	112	-	18
Cambridge.....	4	2	-	-	38 50	3 20	1 75	378	-	-	2 14	228	30	503	-	-	30	-	-	-	30	-	13
Canaan.....	12	5	-	-	31 75	3 70	2 00	1,178	-	-	2 16	751	42	1,893	-	100	175	-	-	-	175	-	64
Concord.....	8	4	-	-	26 00	3 12	1 34	360	-	-	2 00	228	-	457	-	-	58	-	-	-	58	-	16
Cornville.....	8	8	-	-	26 00	4 00	1 50	767	-	-	2 72	418	128	1,373	-	40	95	-	-	-	95	30	72

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt required by law.	Less than the amt required by law.																	
Detroit	7	5	-	-	30 00	3 00	2 17	552	-	-	2 20	324	50	892	-	-	166	-	39
Embsden	9	12	-	-	29 00	3 27	1 50	640	-	-	2 30	406	-	1,046	27	-	110	40	11
Fairfield	18	11	-	-	27 00	3 50	2 50	2,500	\$100	-	2 31	342	-	3,686	100	\$25	500	25	140
Harmony	8	7	-	-	29 00	3 68	1 86	882	-	-	2 68	435	-	1,162	100	-	95	-	56
Hartland	8	3	-	-	24 00	3 65	1 95	900	4	-	2 25	619	-	1,309	600	-	144	-	72
Lexington	8	5	-	-	22 00	3 75	2 00	306	-	-	2 48	-	-	-	-	-	-	-	11
Madison	14	11	-	2	29 20	3 58	1 83	1,126	-	-	2 37	620	190	1,755	-	150	225	100	48
Mayfield	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mercer	9	3	1	1	23 85	3 35	2 09	680	-	-	2 16	412	-	850	-	-	-	-	30
Moscow	6	4	1	1	26 00	3 15	1 66	425	4	-	1 90	322	28	923	-	-	39	36	18
New Portland	13	11	2	2	29 00	4 04	1 71	1,200	40	-	2 20	682	-	1,626	-	-	200	-	88
Norridgewock	13	14	2	2	28 00	5 00	2 00	1,410	-	-	2 62	566	-	1,977	600	300	150	150	80
Palmyra	9	7	1	1	24 20	2 76	1 75	1,058	-	-	2 25	633	-	-	-	-	-	73	55
Pittsfield	11	11	-	-	30 50	4 63	2 00	1,500	50	-	2 07	931	-	2,030	-	947	187	-	60
Ripley	5	3	-	-	31 50	3 50	1 55	548	-	-	2 63	279	32	567	-	-	-	-	23
St. Albans	14	9	2	2	27 75	3 59	2 50	1,340	-	-	2 42	217	71	1,557	350	-	280	40	60
Solon	8	8	3	3	28 20	4 00	1 75	941	-	-	2 27	574	100	1,575	606	-	147	-	36
Skowhegan	26	21	3	3	33 00	3 62	2 50	3,700	506	-	2 70	1,914	600	5,700	-	-	-	250	165
Smithfield	6	3	-	-	25 37	3 80	1 82	565	-	-	2 23	372	22	1,076	87	-	130	-	28
Starks	12	8	1	1	23 43	4 25	2 00	867	-	-	2 25	366	-	1,312	175	78	72	100	-
Dead River pl.	1	1	-	-	-	4 00	2 75	75	14	-	1 67	-	-	-	-	-	224	-	-
Flag Staff pl.	2	-	-	-	-	-	-	-	-	-	-	76	-	75	-	-	-	-	-
Highland pl.	3	1	-	-	-	3 00	1 50	118	15	-	2 26	-	-	100	-	-	11	20	5
Moose River pl.	1	-	-	-	-	3 50	2 00	50	-	-	1 13	12	-	86	-	-	-	-	-
West Forks pl.	1	1	-	-	-	4 00	-	-	-	-	-	85	40	-	-	-	20	-	-



WALDO COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of		Average length of Winter Schools of		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							%	%	W.	S.	W.	S.									
Northport .....	320	160	122	225	163	-	.44	9	8	3	9	-	9	8	-	-	-	\$2,600	-	5	
Palermo .....	432	234	200	310	275	360	.55	8	10	12	12	4	12	9	-	-	-	4,000	-	10	
Prospect .....	302	145	128	167	156	-	.47	8	2	2	5	-	7	3	-	-	-	2,700	-	6	
Searsmont .....	542	333	245	337	268	345	.47	9	3	10	12	2	12	5	5	-	-	6,000	-	7	
Searsport .....	773	414	319	461	371	-	.45	8	5	9	11	1	11	9	-	-	-	26,300	1	8	
Stockton .....	626	540	390	584	410	-	.64	8	2	2	5	9	10	8	-	-	-	6,300	-	9	
Swanville .....	662	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Thorndike .....	250	180	162	213	171	-	.66	8	2	8	5	10	9	3	-	-	-	2,700	-	6	
Troy .....	453	265	124	354	323	438	.49	9	1	10	2	12	3	11	4	-	-	3,900	-	9	
Unity .....	394	225	182	302	249	-	.55	7	3	3	12	-	11	4	1	-	\$400	3,300	-	6	
Waldo .....	275	162	118	178	145	-	.48	10	4	8	3	7	-	7	4	1	-	1,900	-	6	
Winterport .....	1,135	368	241	540	410	-	.29	9	9	4	4	6	2	16	12	-	-	6,400	-	7	
	12,647	6,825	5,276	7,108	5,754	-	.51	8	4	9	4	244	29	257	140	4	1,690	120,200	2	163	

WALDO COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Excess above amt required by law.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
									Less than the amt required by law.	More than the amt required by law.									
Belfast	21	13	2	\$33 00	\$3 62	2 00	\$5,500	-	-	4 61	\$2,260	-	\$7,760	-	-	-	-	\$200	
Belmont	5	1	-	24 00	2 59	2 50	502	-	-	2 43	299	-	775	-	-	262	-	12	
Brooks	6	2	2	30 00	3 00	2 00	1,000	\$305	-	3 24	-	-	1,000	\$300	\$100	\$100	\$50	30	
Burnham	8	4	-	26 66	3 15	2 13	900	-	-	2 21	474	-	1,035	14	-	95	-	32	
Frankfort	9	5	5	25 20	3 03	2 25	960	-	-	2 39	457	-	1,600	-	-	150	-	39	
Freedom	8	2	2	28 50	3 00	2 00	750	118	-	3 41	287	-	1,076	-	-	276	-	35	
Islesborough	8	1	-	39 40	3 00	2 75	982	-	-	2 08	528	-	1,389	-	-	400	-	46	
Jackson	7	9	-	-	3 00	1 50	707	141	-	2 86	79	-	-	-	-	110	-	25	
Knox	8	4	-	34 40	3 48	1 47	890	178	-	2 54	473	-	957	13	-	109	-	36	
Liberty	9	5	-	27 00	3 00	2 00	726	-	-	2 13	-	-	1,170	-	-	150	-	30	
Lincolnton	14	3	4	27 00	2 35	1 90	-	-	-	2 85	994	-	-	90	-	-	-	31	
Monroe	13	4	-	28 75	2 82	2 14	1,400	20	-	-	155	-	1,400	250	-	-	14	45	
Montville	14	5	-	30 00	3 04	1 70	1,174	-	-	2 35	665	-	1,839	275	-	100	85	34	
Morrill	5	1	-	32 00	2 50	2 25	418	-	-	2 72	258	-	676	100	-	85	-	15	
Northport	7	4	-	29 00	2 40	2 00	722	-	-	2 25	321	-	950	50	-	225	15	37	
Palermo	11	2	-	24 00	3 00	1 75	1,300	321	-	3 00	400	-	1,270	-	-	259	-	25	
Prospect	6	-	-	33 70	2 33	2 75	709	-	-	2 35	416	\$10	925	20	-	135	54	3	
Searsmont	12	5	-	30 85	2 93	2 10	1,136	-	-	2 00	762	-	1,898	175	-	600	-	25	
Searsport	12	6	-	43 82	3 16	3 21	1,900	68	-	2 46	1,084	-	3,461	-	-	553	-	143	
Stockton	11	2	3	40 00	3 00	3 00	1,600	-	\$71	2 50	-	-	-	-	-	-	-	-	
Swanville	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Thorndike	10	3	-	27 00	2 62	1 61	760	146	-	3 04	356	-	929	-	-	-	-	25	
Troy	11	2	-	28 00	2 40	1 90	1,000	39	-	2 20	621	-	1,621	70	30	650	40	34	
Unity	10	7	-	29 75	3 30	1 95	1,000	40	-	2 70	-	-	-	300	-	200	-	16	

WALDO COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.														
Waldo.....	7	-	-	\$34 33	\$2 72	1 65	\$618	\$100	-	\$389	-	\$989	-	-	\$35	\$50	\$20
Winterport .....	18	13	-	32 00	4 12	2 50	2,200	5	-	-	-	2,650	-	-	-	-	85
	250	103	18	30 68	2 94	2 12	28,854	1,481	71 2	11,278	10	35,570	1,682	130	4,485	319	1,023

WASHINGTON COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	♂.	♀.						♂.	♀.	♂.	♀.										
Addison .....	445	256	222	253	215	-	-	.45	10	4 9	4	12	1	1	12	6	-	\$1,200	\$6,200	-	4
Alexander.....	226	151	125	110	98	-	160	.49	12	11	12	4	3	1	4	4	-	-	1,500	-	2
Baileyville.....	169	160	150	-	-	-	-	.89	12	12	12	6	1	2	5	3	-	-	1,000	-	-
Baring .....	132	58	47	98	87	-	-	.51	8	18	18	1	1	2	2	2	1	250	5,000	-	1

Beddington	59	41	33	-	-	-	569	-	-	1	2	2	-	-	1,500	-	-
Calais	2,641	1,489	1,271	1,561	1,290	1,603	4819	19	-	1	13	7	-	2,007	18,000	3	4
Centerville	50	30	26	30	21	36	4611	10	1	-	1	1	-	-	1,500	1	1
Charlotte	190	102	88	106	87	138	4611	17	2	5	5	4	1	140	2,000	-	2
Cherryfield	698	424	372	404	325	-	5010	10	9	-	10	8	1	800	10,000	1	1
Columbia	245	106	90	140	111	-	418	110	3	6	6	-	-	-	900	1	1
Columbia Falls	253	120	81	86	66	162	3013	13	3	1	3	1	-	-	1,800	-	2
Cooper	164	75	56	49	40	-	4111	47	5	5	none	-	-	-	250	-	2
Crawford	98	84	60	87	65	-	638	212	2	-	2	2	-	-	1,500	1	1
Cutler	453	No	Return.	-	-	-	-	-	-	-	-	-	-	-	2,500	-	-
Danforth	164	100	75	123	90	-	5010	-	-	4	-	-	-	-	525	-	2
Deblois	65	39	28	-	-	-	4317	-	-	1	-	1	-	-	300	-	-
Dennysville	234	128	104	115	89	152	4112	19	4	2	-	1	-	-	3,500	1	2
East Machias	824	637	510	317	240	-	469	11	8	-	9	7	-	-	4,000	1	6
Eastport	1,650	657	414	559	378	-	2420	18	2	-	6	6	-	-	12,000	4	4
Eaton	-	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edmunds	190	79	60	132	115	-	4612	12	6	-	5	5	-	-	1,500	-	3
Harrington	488	265	215	315	280	-	5111	310	9	2	9	5	1	250	5,000	1	6
Jonesborough	213	124	102	126	108	-	499	18	5	4	5	3	-	-	2,000	-	-
Jonesport	609	366	295	308	245	-	449	10	3	15	9	5	1	800	6,500	-	2
Lubec	827	500	375	624	450	-	5011	13	14	-	14	11	-	-	5,500	1	9
Machias	983	511	441	539	459	617	4614	15	1	-	9	8	-	-	26,200	2	2
Machiasport	641	436	343	232	226	566	448	28	4	9	8	4	2	1,200	3,800	2	7
Marion	90	54	45	44	32	-	4511	312	4	-	3	3	-	-	600	-	1
Marshfield	161	89	79	110	82	-	598	36	3	2	2	2	-	-	800	-	2
Meddybemps	81	55	44	74	60	67	646	311	3	3	-	2	none	-	200	-	-
Milbridge	656	355	297	453	389	532	529	59	4	9	4	9	7	-	7,000	1	7
Northfield	100	85	70	44	33	-	507	25	3	-	3	2	-	-	225	-	-
Pembroke	1,123	627	503	708	567	-	488	410	2	1	-	13	10	-	17,000	1	2
Perry	475	249	193	240	182	-	3910	113	2	11	-	11	2	-	-	-	2
Princeton	449	271	222	293	239	-	5116	12	4	1	4	4	-	-	3,750	-	3
Robbinston	399	151	119	147	112	-	2911	313	4	6	-	6	4	-	2,600	-	1
Steuben	409	164	137	232	194	-	408	9	3	11	-	9	6	-	2,800	-	3
Topsfield	215	133	112	164	132	179	5711	9	4	-	4	4	-	-	1,300	-	3
Trescott	267	115	89	100	79	-	318	19	1	9	-	9	6	-	1,600	-	1
Wesley	148	122	103	122	103	143	708	16	4	-	4	4	-	-	5,000	1	3
Whiting	163	116	99	84	68	-	678	49	6	-	5	2	-	-	1,500	1	2
Whitneyville	239	132	106	132	108	-	4510	12	1	-	1	1	-	-	2,200	1	1

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Codyville pl.....	23	15	15	-	-	-	.65	12	-	-	1	-	1	1	1	\$725	\$725	-	-	
Jackson Brook pl.....	130	18	15	68	57	85	.28	12	15	-	2	-	2	1	1	2,500	2,700	-	1	
Talmdage pl.....	47	42	35	-	-	-	.75	13	2	-	3	-	3	1	-	-	700	-	-	
Waite pl.....	41	28	23	33	29	38	.63	12	8	-	1	-	1	1	-	-	1,500	-	1	
No. 7, Range 2.....	79	36	30	38	32	-	.39	10	10	-	2	-	2	1	-	-	-	-	1	
No. 9, Range 4.....	81	25	15	-	-	-	.19	9	-	-	3	-	3	-	1	200	400	-	-	
No. 14.....	69	27	24	21	18	-	.30	11	5	10	3	-	3	none	-	-	300	-	1	
No. 18.....	17	15	14	-	-	-	.82	8	-	-	1	-	1	1	-	-	-	-	-	
No. 21.....	66	46	40	-	-	-	.61	8	-	-	2	-	2	1	-	-	600	-	-	
No. 31.....	17	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vanceborough.....	113	No	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	18,369	9,908	8,012	9,481	7,601	-	.49	10	4	11	2	227	21	255	159	13	10,072	177,975	24	98



WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.									
Addison	11	6	1	\$41 00	\$4 45	2 17	\$1,200	\$210	-	2 69	\$592	-	\$1,727	-	-	\$161	\$150	\$39
Alexander	4	-	1	40 00	3 87	2 04	364	-	1 17	274	\$118	632	40	-	-	30	-	18
Baileyville	5	5	-	4 50	1 75	400	400	98	2 66	266	60	463	60	-	-	40	55	9
Baring	3	1	-	47 50	5 00	3 00	472	180	-	3 57	175	47	546	-	-	82	-	12
Beddington	4	-	2	-	-	2 00	165	58	-	83	-	285	-	-	-	8	-	4
Calais	22	22	16	75 00	6 00	4 00	9,000	3,400	-	3 87	3,866	130	12,407	-	-	3,913	-	500
Centerville	-	-	-	40 00	-	2 75	120	-	2 46	77	70	255	-	-	-	23	-	16
Charlotte	4	2	-	34 00	4 38	2 02	400	26	2 10	266	50	613	-	-	-	56	-	14
Cherryfield	10	10	4	40 00	7 00	3 00	1,700	289	2 43	936	-	3,463	-	-	-	350	-	100
Columbia	6	5	-	31 00	5 03	2 12	800	263	3 26	225	69	-	-	-	-	-	-	-
Columbia Falls	3	-	2	45 00	5 45	2 75	600	114	2 37	300	60	960	-	\$60	-	80	-	13
Cooper	4	-	-	27 50	3 75	1 75	325	37	1 98	220	30	435	-	-	-	34	-	17
Crawford	2	-	-	40 00	4 75	2 00	250	66	2 55	136	7	350	-	-	-	30	-	7
Cutler	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Danforth	3	1	-	34 25	4 00	2 75	400	140	2 44	100	-	531	-	-	-	30	-	-
Deblois	2	-	-	3 50	2 50	150	150	36	2 31	21	-	126	-	-	-	10	-	2
Dennysville	2	1	-	44 00	4 75	3 00	990	600	4 23	314	191	1,150	-	-	\$50	143	-	25
East Machias	13	-	-	45 70	3 77	2 78	1,700	84	-	-	-	-	-	-	-	-	-	46
Eastport	9	9	1	50 60	5 12	-	3,200	120	1 94	2,157	-	4,988	-	850	-	916	-	25
Eaton	No	Ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edmunds	4	-	-	36 66	4 06	3 00	844	485	5 10	-	133	-	-	-	-	50	-	27
Harrington	9	5	1	45 00	4 50	2 50	1,213	300	2 50	640	-	1,684	-	750	-	175	136	40
Jonesborough	4	4	-	6 00	2 50	500	500	82	2 35	273	-	550	-	-	-	50	-	12
Jonesport	9	6	4	35 00	5 25	3 00	1,100	-	1 81	851	-	1,650	-	-	-	450	-	-

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt required by law.	Less than the amt required by law.																			
Lubec.....	13	2	-	-	\$40 00	\$4 00	3 00	\$1,800	-	2 18	\$1,166	\$100	\$3,300	\$100	\$300	-	-	-	-	\$35	
Machias.....	10	9	-	4	92 00	6 50	4 25	2,200	-	2 24	1,339	-	4,866	-	300	-	-	-	-	100	
Machiasport.....	7	-	-	-	39 50	5 15	3 50	1,250	-	1 95	873	-	1,931	-	225	-	-	-	-	72	
Marion.....	4	-	-	-	40 00	2 69	1 84	325	142	3 19	-	-	360	-	-	-	-	-	21		
Marshfield.....	2	1	-	-	32 50	3 00	2 62	300	20	1 86	195	-	300	-	-	-	-	21	8		
Meddybemps.....	2	3	-	-	-	5 00	2 00	160	-	2 00	-	-	320	-	-	-	-	49	6		
Milbridge.....	11	5	-	-	38 38	3 55	2 43	1,244	-	-	-	-	2,054	-	186	-	-	-	31		
Northfield.....	4	2	-	-	-	4 00	2 00	200	3	2 00	151	21	234	-	-	-	-	-	-		
Pembroke.....	14	15	-	4	56 66	4 67	2 73	2,542	50	2 26	1,465	128	4,417	-	-	-	-	-	75		
Perry.....	7	7	-	-	36 50	4 00	2 75	1,200	-	-	659	112	1,388	-	-	-	-	-	26		
Princeton.....	5	2	-	-	36 00	4 30	3 00	1,400	53	3 10	626	36	1,738	-	800	-	-	-	36		
Robbinston.....	3	5	-	4	50 00	6 47	2 98	950	23	2 38	520	167	1,468	-	100	-	500	304	30		
Steuben.....	10	5	-	-	36 00	4 34	1 99	850	-	2 08	138	-	1,192	-	-	-	-	75	8		
Topsfield.....	4	-	-	-	35 00	4 50	2 00	372	-	1 73	290	136	775	-	-	36	-	200	32		
Trescott.....	7	4	-	-	35 00	3 00	1 85	485	-	1 82	367	-	738	-	-	-	-	81	18		
Wesley.....	3	-	-	-	33 00	4 00	1 75	340	42	2 30	199	-	539	-	-	-	-	55	15		
Whiting.....	5	-	-	-	34 33	3 05	1 98	400	63	2 45	57	146	520	-	-	-	-	24	10		
Whitneyville.....	3	1	-	2	42 50	3 93	2 73	456	-	1 90	328	-	662	-	-	-	-	59	15		
Codyville pl.....	1	-	-	-	-	2 50	1 75	85	-	3 69	151	-	-	-	-	27	-	5	-		
Jackson Brook pl.....	1	-	-	-	40 00	2 50	4 00	300	100	2 30	237	-	289	-	-	-	-	22	-		
Talmadge pl.....	3	-	-	-	-	2 50	1 50	100	10	2 25	85	-	180	-	-	-	-	15	6		
Waite pl.....	1	-	-	-	33 00	3 00	2 50	100	-	2 50	40	-	146	-	-	-	-	10	-		
No. 7, Range 2.....	3	-	-	1	28 00	3 50	2 00	158	-	2 00	59	-	175	-	-	10	-	-	-		
No. 9, Range 4.....	2	-	-	-	-	3 00	1 75	100	-	-	48	-	-	-	-	-	-	7	6		

No. 14.....	2	-	-	35 00	3 00	2 25	200	68	-	2 90	164	73	214	-	-	25	-	-
No. 18.....	1	-	-	-	2 25	2 00	50	16	-	2 94	35	-	43	-	-	-	-	1
No. 21.....	3	-	-	-	2 21	1 75	200	49	-	3 03	73	-	187	-	-	50	-	3
No. 31.....	No	Ret	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vanceborough.....	No	Ret	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	264	138	50	41 59	4 16	2 49	20,840	8,347	-	2 52	20,977	1,884	60,851	3,383	550	8,644	884	1,480

YORK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per day.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Acton.....	356	161	130	222	198	255	.47 6	2 9	5	13	-	13	3	-	-	-	\$3,500	-	6	
Alfred.....	349	166	137	210	155	220	.42 3	4 10	4	7	-	7	5	1	-	800	5,500	1	3	
Berwick.....	900	684	534	361	291	465	.46 9	1 9	3	14	1	16	11	-	-	-	7,600	1	5	
Biddeford.....	3,896	1,447	1,216	1,488	1,220	1,724	.31 11	11 2	12	2	12	21	17	2	-	4,500	55,000	4	11	
Buxton.....	854	488	361	503	398	-	.44 11	11 3	17	1	17	14	1	-	-	-	11,500	-	11	
Cornish.....	372	198	163	327	294	-	.61 8	4 9	2	9	-	9	4	-	-	-	3,500	-	6	
Dayton.....	219	132	98	140	96	-	.44 10	8	4	2	4	1	1	-	-	-	2,000	-	4	
Elliot.....	564	320	218	344	254	-	.42 11	5 13	3	3	-	8	4	-	-	-	5,500	-	4	
Hollis.....	553	286	211	386	319	415	.48 7	9	2	13	1	13	10	1	-	350	6,000	1	8	
Kennebunk.....	728	612	469	528	417	-	.61 11	3 12	2	11	-	14	13	1	-	1,200	11,200	3	7	
Kennebunkport.....	768	321	260	368	296	-	.36 9	8	12	1	12	10	1	-	-	2,500	12,000	-	6	
Kittery.....	1,105	613	470	647	471	773	.43 14	4 15	4	10	-	9	6	-	-	-	21,600	1	6	
Lebanon.....	640	300	250	400	325	-	.45 7	9	9	20	2	18	14	-	-	-	9,000	1	10	
Limerick.....	502	272	230	288	230	310	.46 10	10	3	11	-	11	6	-	-	-	3,500	1	6	
Limington.....	550	264	264	428	269	-	.48 8	2 9	4	17	-	19	6	-	-	-	5,000	-	11	

YORK COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.			Average length of Winter Schools of 5 ½ days per week.			Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.	W.	D.									
								W.	D.	W.	D.	W.	D.									
Lyman.....	357	166	131	200	175	--	.43	7	3	8	11	1	11	7	1	800	6,000	--	--	6		
Newfield.....	367	170	136	214	163	254	.41	9	9	8	1	1	6	3	--	3,000	--	--	4			
North Berwick.....	603	390	305	198	177	417	.40	7	3	10	3	17	1	17	4	--	3,455	--	--	1		
Parsonsfield.....	625	291	230	439	366	475	.48	8	11	11	18	4	18	16	--	3,600	--	2	11			
Saco.....	1,902	950	790	986	753	1,016	.41	15	16	16	9	1	16	11	--	35,000	3	11	11			
Shapleigh.....	397	263	229	243	200	375	.54	11	9	3	11	2	9	9	1	375	5,000	--	--	6		
Sanford.....	802	432	326	412	306	510	.31	10	11	11	15	3	15	10	--	14,500	--	--	5			
South Berwick.....	867	450	373	423	347	--	.42	11	10	3	13	2	13	8	--	--	--	1	4	4		
Waterborough.....	553	256	189	272	216	--	.37	9	3	10	13	--	13	9	--	--	5,800	--	--	6		
Wells.....	927	526	405	564	439	--	.46	9	11	11	17	--	18	12	--	--	13,000	--	1	6		
York.....	859	564	413	487	373	673	.46	9	1	12	14	--	14	3	--	--	3,200	--	--	7		
	20,615	10,722	8,538	11,078	8,753	--	.44	9	2	10	3	324	22	341	216	8	10,525	254,955	20	171		

YORK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Excess above amt't required by law.	Not less than 80 cts. for each inhabitant.	Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Acton . . . . .	7	5	-	\$34 00	\$3 93	2 27	\$1,007	\$201	-	3 39	\$490	\$30	\$997	-	\$35	\$105	\$80	\$30
Alfred . . . . .	6	5	-	34 00	3 50	3 00	1,000	20	-	2 86	633	-	1,478	-	-	125	-	56
Berwick . . . . .	15	5	-	31 80	4 91	2 36	3,000	800	-	3 33	1,150	-	3,665	225	\$200	750	-	161
Biddeford . . . . .	36	30	-	54 44	4 91	3 00	14,000	3,000	-	4 36	5,140	27	17,600	360	120	3,000	-	550
Buxton . . . . .	16	5	1	30 00	2 50	3 00	2,500	471	-	2 93	80	-	3,000	450	-	550	28	115
Cornish . . . . .	9	2	-	27 25	4 00	2 50	831	-	-	2 31	531	-	1,412	-	-	10	-	25
Dayton . . . . .	5	1	-	35 00	3 50	3 00	600	50	-	2 74	-	-	684	15	-	25	20	16
Elliot . . . . .	9	6	-	45 00	3 50	3 00	1,915	500	-	3 39	778	-	1,960	100	50	296	200	75
Hollis . . . . .	13	3	-	27 00	3 00	2 50	1,400	166	-	2 54	172	-	1,872	60	-	150	-	30
Kennebunk . . . . .	16	9	-	54 00	3 75	3 50	2,250	166	-	3 10	64	-	4,761	400	400	1,200	1,300	82
Kennebunkport . . . . .	13	9	1	-	-	-	1,940	9	-	2 41	1,074	-	2,970	-	-	-	-	65
Kittery . . . . .	14	7	-	41 00	6 50	3 50	3,467	800	-	3 14	1,524	-	4,924	300	200	712	-	75
Lebanon . . . . .	14	7	-	24 00	4 33	2 40	1,600	-	-	-	-	-	1,500	-	-	225	-	90
Limerick . . . . .	10	5	-	24 00	3 00	2 50	1,150	-	9	2 39	682	-	1,696	200	75	250	50	54
Livingston . . . . .	11	5	-	23 77	3 77	2 00	1,350	-	-	2 45	-	-	-	-	-	-	-	53
Lyman . . . . .	9	3	-	25 00	3 25	3 00	880	-	-	3 16	126	-	1,226	-	-	100	-	50
Newfield . . . . .	8	4	-	21 00	4 11	2 50	954	-	-	2 60	378	-	1,191	90	25	140	-	40
North Berwick . . . . .	19	7	-	44 00	4 54	2 25	2,000	704	-	3 31	768	-	1,595	472	40	638	18	58
Parsonsfield . . . . .	13	7	-	27 00	3 60	2 00	1,520	-	-	2 43	665	-	-	1,000	-	350	-	100
Saco . . . . .	28	15	2	45 50	4 10	3 00	8,000	339	-	4 21	2,555	-	11,458	1,800	3,000	-	-	285
Shapleigh . . . . .	10	4	-	32 51	4 42	2 31	84	-	-	2 17	140	53	1,400	52	25	300	130	60
Sanford . . . . .	12	9	1	34 50	5 00	2 53	2,500	580	-	3 11	1,092	-	3,314	200	100	276	20	102
South Berwick . . . . .	13	10	-	42 00	5 2	2 65	2,025	820	-	2 31	866	-	2,921	1,500	-	189	-	100
Waterborough . . . . .	11	5	-	24 00	4 04	2 30	1,238	-	-	1 92	696	-	1,147	150	-	-	-	79

YORK COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Summer		No of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1873.	Not less than 50 cts. for each inhabitant		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Wells.....	York .....				\$		\$				Excess above amt't required by law	Less than the amt't required by law.									
348	14	9	\$32 00	\$5 07	2 40	\$2,218	-	-	-	2 92	20,689	\$110	\$1,900	8,059	4,535	9,964	\$1,866	2,530	\$128	62		
184	15	7	38 00	3 75	2 50	2,123	-	-	-	2 92	20,689	\$110	3,025	8,059	4,535	9,964	\$1,866	2,530	\$128	62		

SUMMARY.

COUNTIES.	No. of children belonging in county between the ages of 4 and 21 years	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending in Winter School.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in county.	Number of parts of districts.	Number of school houses in county.
								w.	d.	w.	d.			
Androscoggin .....	13,612	6,328	5,991	7,912	6,030	-	.48	10	2	11	5	111	19	200
Aroostook .....	13,222	6,312	4,581	4,685	3,644	-	.41	11	4	10	3	283	30	184
Cumberland .....	26,858	13,282	10,419	14,499	11,536	-	.44	10	2	11	2	293	18	325
Franklin .....	6,329	2,978	2,355	3,790	3,101	-	.52	8	1	9	2	209	33	194
Hancock .....	14,033	7,959	6,537	8,811	7,135	-	.50	10	1	9	4	273	18	268
Kennebec .....	16,735	9,314	7,615	10,075	8,215	-	.52	9	3	10	4	346	16	370
Knox .....	11,137	5,529	4,476	7,093	6,017	-	.50	10	4	9	4	138	12	146
Lincoln .....	9,084	4,665	3,715	5,496	4,416	-	.49	9	4	10	1	183	8	180
Oxford .....	11,917	5,647	4,410	6,770	5,477	-	.50	8	3	9	3	345	30	327
Penobscot .....	25,911	13,927	10,927	15,897	12,450	-	.49	10	10	5	5	403	31	443
Piscataquis .....	5,320	2,647	2,055	3,307	3,703	-	.51	8	3	10	1	147	16	139
Sagadahoc .....	6,868	3,911	3,216	4,215	3,378	-	.48	9	5	12	1	96	1	115
Somerset .....	12,522	6,805	5,283	7,917	6,278	-	.52	8	5	9	4	345	43	339
Waldo .....	12,617	6,825	5,276	7,108	5,754	-	.51	8	4	9	4	244	29	257
Washington .....	18,369	9,908	8,092	9,481	7,601	-	.49	10	4	11	2	227	21	255
York .....	20,615	10,722	8,538	11,078	8,753	-	.44	9	2	10	3	324	22	341
	225,179	116,750	92,526	128,134	103,548	-	.49	9	4	10	3	3,967	347	4,083

SUMMARY—CONTINUED.

COUNTIES.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1873.
Androscoggin.....	145	8	\$13,013	\$268,050	8	94	211	156	47	\$48 43	\$3 96	\$2 50	\$47,331
Aroostook.....	94	20	9,910	51,263	16	61	217	95	4	23 56	3 43	1 89	19,342
Cumberland.....	206	5	28,750	683,360	16	170	374	234	7	37 70	4 42	2 72	114,583
Franklin.....	100	3	1,850	62,472	1	87	148	90	26	24 81	3 02	1 71	13,359
Hancock.....	173	19	19,175	152,960	13	153	265	120	35	33 18	3 93	2 39	32,021
Kennebec.....	201	2	14,500	247,970	6	152	332	211	12	34 20	4 08	2 45	58,165
Knox.....	92	6	13,125	131,300	5	76	176	91	13	40 18	4 24	2 65	28,273
Lincoln.....	93	-	-	76,080	1	97	166	71	12	34 29	4 22	2 71	19,906
Oxford.....	175	8	11,220	98,665	3	183	306	148	5	26 47	3 04	1 87	29,412
Penobscot.....	287	13	9,970	326,661	15	171	476	302	20	37 24	3 97	2 29	76,832
Piscataquis.....	84	1	3,500	53,200	-	39	135	103	5	32 52	3 58	2 02	13,528
Sagadahoc.....	70	1	575	104,885	7	66	123	70	6	36 42	4 04	2 71	28,707
Somerset.....	162	11	5,820	121,240	3	123	303	211	19	27 98	3 54	1 88	28,123
Waldo.....	140	4	1,690	120,200	2	163	250	103	18	30 68	2 94	2 12	28,854
Washington.....	159	13	10,072	177,975	24	98	264	138	50	41 59	4 16	2 49	20,840
York.....	216	8	10,525	254,955	20	171	318	184	5	34 19	4 11	2 64	62,332
	2,397	122	153,695	2,939,236	140	1,904	4,091	2,327	284	34 28	3 79	2 31	625,618



SUMMARY—CONCLUDED.

COUNTIES.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1872.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt required by law.	Less than the amt required by law.									
Androscoggin .....	\$13,038	-	\$3 08	\$12,510	\$413	\$60,664	\$1,433	\$470	\$11,887	\$412	\$3,258
Aroostook .....	1,511	-	2 12	12,210	2,582	26,753	1,188	-	2,775	363	737
Cumberland .....	53,996	-	3 02	34,845	1,550	132,653	2,521	278	4,278	1,078	2,181
Franklin .....	204	\$40	2 56	5,087	696	18,066	2,855	500	1,283	1,075	700
Hancock .....	3,392	-	2 30	13,591	1,645	33,981	1,606	875	4,116	804	1,362
Kennebec .....	16,924	-	3 18	18,071	441	67,848	8,339	1,430	9,985	1,166	2,322
Knox .....	4,225	10	2 66	11,304	331	42,041	2,018	900	6,225	80	1,468
Lincoln .....	790	80	2 52	6,870	-	19,160	3,881	50	3,016	981	864
Oxford .....	2,800	10	2 56	12,358	833	33,811	3,246	695	2,134	739	1,467
Penobscot .....	18,507	100	2 72	22,178	4,417	86,660	4,574	58	14,503	973	3,403
Piscataquis .....	1,950	-	2 59	6,136	712	13,444	1,356	75	1,578	60	518
Sagadahoc .....	13,660	-	3 38	6,806	109	34,640	2,459	300	5,435	918	1,291
Somerset .....	733	-	2 22	14,356	1,676	39,586	4,219	4 3	3,589	969	1,330
Waldo .....	1,481	71	2 63	11,278	10	35,570	1,682	130	4,485	319	1,023
Washington .....	8,347	-	2 52	20,977	1,884	60,851	3,383	550	8,644	884	1,480
York .....	8,635	-	2 92	20,689	110	79,001	8,059	4,535	9,964	1,866	2,539
	150,193	240	2 69	229,272	17,409	784,731	52,869	11,249	93,897	12,687	25,943

APPENDIX.

## COMPARATIVE STATEMENT.

	1873.		1863.		1872.	
Whole number of scholars between four and twenty-one .....	225,179		234,775		226,751	
Number registered in Summer Schools.....	116,750		141,168		118,222	
Average attendance.....	92,526		99,360		92,750	
Number registered in Winter Schools.....	128,134		150,247		126,311	
Average attendance.....	103,548		130,359		102,443	
Per centage of average attendance to whole number .....	.49		.49		.49	
Average length of Summer Schools in weeks and days, 5½ days per week .....	9w.	4d.	10w.	3d.	9w.	2d.
Average length of Winter Schools in weeks and days, 5½ days per week .....	10w.	3d.	10w.	9d.	10w.	2d.
Average length of schools for the year.....	20w.	2d.	21w.	2d.	19w.	2d.
Number of districts.....	3,967		4,059		3,861	
Number of parts of districts.....	347		401		310	
Number of School Houses.....	4,083		3,827		3,868	
Number of School Houses in good condition..	2,397		.....		2,279	
Number of School Houses built last year.....	122		75		121	
Cost of the same.....	\$153,695		\$77,003		\$131,799	
Estimated value of all School Property .....	2,939,236		.....		2,644,264	
Number of Male Teachers employed in Summer .....	140		116		145	
Number of Male Teachers employed in Winter	1,904		2,203		1,870	
Number of Female Teachers employed in Summer .....	4,094		4,059		3,959	
Number of Female Teachers employed in Winter .....	2,327		1,812		2,213	
Number of Teachers graduates of Normal Schools.....	284		.....		270	
Average wages of Male Teachers per month, excluding board.....	\$34 28		\$24 10		\$33 17	
Average wages of Female Teachers per week, excluding board.....	3 79		1 94		3 60	
Average cost of Teachers' board per week...	2 31		1 46		2 32	
Amount of school money voted.....	625,618		416,631		717,719	
Excess above amount required by law.....	149,953		39,171		232,406	
Amount raised per scholar.....	2 69		1 76		2 87	
Total amount received from State Treasury from April 1, 1872, to April 1, 1873.....	229,272		.....		15,537	
Amount derived from local funds .....	17,409		15,075		14,408	
Total amount actually expended for public schools from April 1, 1872, to April 1, 1873	784,731		.....		.....	
Amount paid for tuition in private schools, academies or colleges in the State.....	52,869		.....		55,425	
Amount paid for the same out of the State..	11,249		.....		7,995	
Amount expended for repairs, fuel, insurance, &c .....	93,897		43,181		76,841	
Amount expended to prolong schools.....	12,687		9,136		13,164	
Amount paid for school supervision .....	25,943		12,710		24,139	
Per centage of average attendance to scholars registered .....	.80		.....		.80	
Per centage of average attendance to Summer Schools .....	.79		.....		.78	
Per centage of average attendance to Winter Schools.....	.81		.....		.81	
Aggregate amount expended for Schools.....	\$1,147,242		.....		\$998,686	
Amount of School Fund .....	319,273		161,250		312,975	

## COMPARATIVE TABLE.

	1873.		1872.		Increase.
Whole number of scholars between four and twenty-one.....	225,179		226,751		dec. 1,572
Number registered in Summer Schools.....	116,750		118,222		dec. 1,472
Average attendance.....	92,526		92,750		dec. 224
Number registered in Winter Schools.....	128,134		126,311		1,823
Average attendance.....	103,548		102,443		1,105
Per centage of average attendance to whole number.....	.49		.49		.....
Average length of Summer Schools in weeks and days, 5½ days per week.....	9w. 4d.		9w. 2d.		2d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w. 3d.		10w. 3d.		3d.
Average length of schools for the year.....	20w. 2d.		19w. 2d.		1w.
Number of districts.....	3,967		3,861		106
Number of parts of districts.....	347		310		37
Number of School Houses.....	4,083		3,868		215
Number of School Houses in good condition..	2,397		2,279		118
Number of School Houses built last year.....	122		121		1
Cost of the same.....	\$153,695		\$131,799		\$21,896
Number of Male Teachers employed in Summer.....	140		145		dec. 5
Number of Male Teachers employed in Winter.....	1,904		1,870		34
Number of Female Teachers employed in Summer.....	4,094		3,959		135
Number of Female Teachers employed in Winter.....	2,327		2,213		114
Average wages of Male Teachers per month, excluding board.....	\$34 28		\$33 17		\$1 11
Average wages of Female Teachers per week, excluding board.....	3 79		3 60		.19
Average cost of Teachers' board per week....	2 31		2 32		dec. .01
Amount of school money voted.....	625,618		717,719		dec \$92,101
Amount raised per scholar.....	2 69		2 87		dec .18
Amount drawn from State fund.....	229,272		15,537		\$113,735
Amount drawn from local funds.....	17,409		14,408		3,001
Total amount actually expended for public schools from April 1, 1872, to April 1, 1873.	784,731		991,607		.....
Amount paid for tuition in private schools, academies or colleges in the State.....	52,869		55,425		dec. 2,556
Amount paid for the same out of the State...	11,249		7,995		3,254
Amount expended for repairs, fuel, insurance, &c.....	93,897		76,841		17,056
Amount expended to prolong schools.....	12,687		13,164		dec. 477
Amount paid for school supervision.....	25,943		24,139		1,804
Aggregate amount paid for schools.....	975,047		991,607		dec. 16,560

## ABSTRACTS

FROM REPORTS OF SCHOOL COMMITTEES RETURNED TO THE STATE SUPER-  
INTENDENT OF COMMON SCHOOLS, 1873.

The following selections have been made from the various Annual Reports of School Officers, exhibiting both the well-defined opinions of the educators of our State and the practical operations and results secured in the actual work of the school-room.

### CITY OF BATH.

This report is made in behalf of the School Committee, and constitutes their Annual Report to the City, of the conditions, wants and prospects of the public schools. It has been the custom for several years, for the Superintendent to write this report, because he is supposed to be more familiar with the condition of the schools, than the other members of the Committee. When not out of the city, he meets the teachers once a week at the regular Teacher's Meeting, on Thursday evening, and visits more or less of the schools every week, when they are in session. During the vacations, there is much to be done in making alterations, improvements and repairs in the school houses, and in preparation for the ensuing term.

It is my purpose in this report, to call the attention of the Mayor and City Council, and through them the citizens of Bath, to such matters as are deemed of interest in promoting the welfare and progress of the public schools. The public schools constitute certainly one of the most, if not *the* most important interest in the city. Too much care or interest cannot be given to them or bestowed upon them. Let us cease not to foster them with all the means in our power.

#### STATEMENT OF THE EXPENDITURES FOR 1872-1873.

INCOME — Appropriation .....	\$16,500 00
From State Treasurer .....	4,042 74
Tuition, &c. ....	28 25
Due School Committee.....	541 32
	\$21,112 31
EXPENDED.—Salaries of Teachers.....	\$14,703 05
Fuel .....	1,669 85
Miscellaneous.....	2,347 69
School Books.....	1,591 72
Salary of Superintendent.....	800 00
	\$21,112 31

Comparing these expenditures with those of last year, it will be seen that there is some increase. This increase arose from two causes.

1st, Fuel.—The excess in the consumption of fuel over any previous winter for many years, is the first cause. The coal was purchased in the same way and at the same cost as the year before, but the consumption in the large houses was much greater on account of the extreme length and severity of the cold weather. Some of the houses which were furnished with the same amount of coal in the autumn as was heretofore sufficient for the whole year, had consumed it all before the close of the winter term. The same can be said of those houses where wood is burned. More than a hundred cords of wood have been burned the last year, in addition to the coal. This amount of wood alone was more than sufficient for all the school houses in the city a few years ago. There is a larger consumption of fuel now than a few years ago, in proportion to the number of school houses. People usually keep their houses warmer in the city, and the children require more heat at the schools, and more pains are taken to ventilate the school rooms, which of course can only be done at the expenso of fuel.

2d, Teachers' Wages.—The second cause of the increase of the expenditure the last year, over any previous year, is the fact that the wages of teachers were raised at the commencement of the present academical year. Not all the teachers received an increase of salary. All the teachers in the primary schools and a portion of those in the grammar schools, received a moderate increase.

It will be remembered that I called attention to this matter last year, stating that the average wages paid to teachers in this State are low, lower than in a great majority of the States of the Union. This does not seem quite becoming for the Dirigo State. It is high time for the State to move forward in this matter, in order to appropriately retain its motto, *Dirigo*.

Since that time, however, the Governor has called attention to this subject, in his last annual message, and made a forcible, and I hope effectual appeal to the Legislature and people of the State.

The State Superintendent of Common Schools, in his last report, also dwelt earnestly on the same subject, and has given many interesting facts and figures. He states that the average wages of female teachers in the several counties of Maine, varies from \$2 92 per week, the average paid in Franklin county, the lowest in the State, to \$3.93, the average paid in York county. The average paid in Sagadahoc county, is \$3.71. The cities are excluded in this statement. The average wages paid to female teachers in this city is \$6.79 per week. The average paid to male teachers, per month, is \$45 83. This is exclusive of board, in both cases. Though the wages are not high in either case, yet they differ very essentially from the average wages in the State. The average given last year by the State Superintendent for Maine is, for males, per month, \$33.17, for females, per month, \$14 40. This is a slight increase over the previous year. Maine still stands the lowest, or very nearly the lowest, of any State in the Union. Some of the new Western States stand highest. Nevada, for instance, pays to males, \$157.41, and females, \$107 28 per month. California pays to males, \$81.33, to females, \$62 81 per month. Each of these States have raised teachers' wages the last year, very considerably above the average of the previous year.

Surely these States hold out great inducements to teachers, and we shall not wonder if they are supplied with the best which the country affords in a few years.

In looking over the annual expenditures since Bath became a city, in 1848, I find that the expenditures for schools have not increased in proportion to the general expenditures of the city.

In 1848, for Schools and School Houses.....	\$ 4,641 89
“ 1850, “ “ “ .....	6,708 33
“ 1860, “ “ “ .....	11,613 23

The whole expenditure of the city that year, was \$79,306.96. Five years later, in 1865, for schools, &c., \$13,948 12. The whole expenditure had increased to \$341,943 53. Thus while the expenditure for the schools increased only about \$2,400, the general expenditures were over \$260,000 more than the expenditures five years before. A larger amount was expended that year on the streets than in previous years, and this increased the difference to some extent.

In 1870, for schools, &c., \$20,894 79. The whole expenditure for the city, \$283,-062.47. Since 1865, the general expenditures of the city have been gradually diminishing, while the expenditures for schools and school houses have been necessarily increasing. It should also be taken into the account that the city now furnishes school books for all the children of the city, which was not done in any of the preceding years of which we have given the expenditures.

Enough has been said to show that the expenditure for schools since 1850, has not increased in proportion to the increase of the general expenditures, while the cost of school books is covered by the present expenditure.

**SCHOOL BOOKS.** The present, makes the fifth year since the city began to furnish school books for the entire children of the city. For convenience sake it may perhaps be as well to give here the cost to the city of school books each year.

First year .....	\$1,583 52
Second year.....	2,795 40
Third year .....	1,224 03
Fourth year.....	1,674 44
Fifth year.....	1,591 72

At this time we have a larger amount of books on hand than at the close of either of the former financial years. It is probable, therefore, that the expenditure for the coming year will be somewhat less than the two preceding years. It will not, however, be much reduced, for, as the city increases, more books are required. Some books must also be constantly kept on hand to supply the immediate and continued demand.

During the past year the city of Lewiston has adopted the Bath plan of furnishing school books. I have also heard that some smaller towns in the eastern part of the State are doing the same. I have no doubt that within a few years, more cities and towns will adopt the course that Bath has, and furnish books to the children, so that the cost of education will be entirely reduced to ordinary taxation.

From our five years' experience in Bath, we can confidently recommend this plan to all cities in the State, as the best and cheapest method of providing school books. The towns and plantations will also find it to their advantage to adopt the same plan. The books can be purchased at low rates and used till worn out.

In looking over the reports of the School Committees of the cities, towns and plantations of this State, in the State Superintendent's Report, I find a very general demand for uniformity of text books, either State or town uniformity. I suppose all are in favor of town uniformity. A large number are in favor of State uniformity, but chiefly for the sake of bringing about in that, as the most ready way, perfect town uniformity. It is much to be doubted whether there is any easier or more practical mode of bringing about town uniformity than the plan adopted in Bath. Uniformity in the town is perfect of course, for they are purchased and placed in all the schools by the committee. The chief reason in favor of State uniformity, is the saving of the expense of purchasing new school books, to those parents who move from town to town. This expense will be obviated by the towns furnishing the school books. Parents who move from a town will leave their school books of course, but have them furnished

again by the town to which they move. They would suffer no loss, therefore, provided all the towns in the State furnish school books for the schools.

The State Superintendent recommends the "Bath plan" as on the whole the best solution yet devised of the vexatious questions of "text books," "State uniformity," &c. This matter has been before the Legislature for several years, and there seems to be a tendency toward acquiescing in the plan adopted in this city. I hope it will be adopted throughout our State.

**IRREGULAR ATTENDANCE AT SCHOOL.** This is a continued source of trouble in cities and places where the population is more dense. It will doubtless be in the future as in the past, till sufficiently rigid laws are made and executed to prevent all unnecessary absence. By far the larger part of absence in our schools is unnecessary. In all our school it will be found that most of the absence comes from a comparatively few pupils. They are pupils who have little interest in their studies, do as little work as possible, take two years in which to do the work of only one year, and thus they have time for absence. If during their absence, they were employed in useful labor, there would be more apology. This is sometimes doubtless the case; but in far too many cases, these absent ones are loitering about the streets, ranging over the wharves, in boats on the river, and seeking to use up the time gratifying their curiosity, in a great variety of ways. Not unfrequently some of them are detected in doing mischief, or the transgression of the law and so are brought to grief.

It may be said that there is a law against truancy. So there is, and there are officers whose duty it is to execute the law. But hitherto the law has been very imperfectly executed. There are also more or less defects in the law itself. Some parents also shield their children, and help them along in the ways of truancy and conceal them from the officers, so as to make the law difficult of execution.

A strong law, compelling attendance at school, is much needed. Time will soon make its necessity so apparent that a majority of the community will sustain and enforce it. So far there seems to be a sensitive fear lest such a law should be against the spirit of our free institutions. But is there much ground for this fear? If I understand the position of these sensitive men, it is something like this: you may tax a wealthy man to support a school for his neighbor's children, but you must not compel these children to go to school. This is too great a hardship. Blessing these children against their parents' will, is a little more than human nature can bear. There must be combined resistance to such a law.

Has the community a right to tax the people for educational purposes? What right? It is the right to protect itself. Education is one of the great means of self-protection to any community—so great a protection, that no community can help falling back into barbarism without it, and into the evils of barbarism. Education is one of the means by which the community protects itself against these evils, and has a right to use and protect itself against them. The good of the community demands—the welfare of the child demands, education. Shall he not have it, even if his parents appreciate the value of education so little as to seek in every way to avoid it?

The opponents of compulsory education often declare that the effect of compulsion is to make children dislike the school. There may be cases where this is true, but it is not generally true. I have seen any number of instances where this is not true. I have the bright face of a little boy before me now, testifying to its utter falsity. That boy, and many another boy, loves the school as soon as he is placed in it and kept by a gentle force, steadily there.

The government of Switzerland is a Republic like our own. The land of William Tell is as fond of liberty as our own. They also know that education is necessary to

maintain that liberty. Switzerland is divided into cantons and communes, as our country is divided into States and the States into counties and towns. Each canton has its educational government,—its cantonal and communal officers who have the management of the affairs of the schools. And they are sustained in the discharge of the duties of their offices by the people. Their whole power is from the people, and the people sustain them in the exercise of their power. There, “attendance is obligatory in most of the cantons, unless it can be shown that children not in the public schools receive equally good instruction in private schools, or at home; and even then, so zealous is the state in its guardianship of this great interest, children having instruction outside of the public schools must undergo examination to ascertain whether their proficiency equals that demanded by the system publicly administered.”

M. Arnold, in his Report to Parliament of the schools in Switzerland, says, “from seven to thirteen, every child in canton Zurich, has instruction in a day school. \* \* \* The school hours in the day school are from eighteen hours a week in the lowest classes, to twenty-seven hours a week in the highest, and there are only eight weeks of holidays in the year. \* \* \* The 365 communal schools of canton Zurich, had in 1864, 25,797 scholars between the ages of seven and thirteen. The number of school absences in the year, was 13.12 per scholar. But school absences are distinguished into those of which a satisfactory explanation (illness, death in the family, &c.,) is given, and those which are unallowed and punishable. The latter were only 1.04 per scholar. In different places the mode of dealing with punishable absences differs. In the town of Zurich, the school authority warns the offending parent or guardian after three punishable absences, cites him after three more, fines him after three more. \* \* \* In all cases the law which makes non-attendance penal is enforced, the Education Council repaying to the local authorities the costs of any proceedings against defaulters.”

I think we can get some good hints from the condition and administration of schools in Switzerland which may be applied to the management of our own schools in the cities and towns of Maine. We learn that compulsory school attendance has not been practically found to be hostile to the spirit of free institutions, or to the personal liberty of the citizens of a republic. We may make and maintain similar laws in our country, without fear of endangering our liberties; and experience will doubtless show us that such a course will tend to steadily strengthen and confirm our liberties and institutions.

**TEACHERS' MEETINGS.** Teachers' meetings have been held during the whole of the last year, on Thursday evening of each week, unless postponed on account of the weather, or for some other necessary reason. To many of the teachers, who attend them regularly and take an interest in them, they have been profitable. No city or town will be likely to have an efficient body of teachers without frequent meetings and conferences. It is expected that all teachers in the public schools will be present at these meetings. All who are interested in their work, and are endeavoring to improve themselves and their schools, will endeavor to be present, and will seldom be absent, and then only for good reasons.

The last year, one or two of the teachers have occupied about twenty minutes each, at every session, in discussing the best methods of teaching arithmetic, English grammar, geography, reading, elocution, physiology, &c. These subjects will be continued the coming year, and others taken up, which will render the meetings important aids to the teachers, in the discharge of the duties of their work.

**THE COUNTY INSTITUTE.** The annual Institute for the Teachers of Sagadahoc County was held in Bath last November. It occurred in the midst of term time, and lasted one week. The sessions were on the afternoon and evening of each day, closing Friday night. The teachers were permitted to close their schools afternoons for the purpose of



attending the Institute. A large part of the teachers were present, and some of them took an active part in the meetings. The exercises were pleasant and profitable. Prof. Jona. Tenney of Oswego, N. J., and Mrs Anna R Diehl, were the teachers. There were some very interesting discussions, and much valuable instruction given during the week. About fifty teachers in all were present. By far, the most of them were from our own city. Comparatively, few came from the other towns of the county. Teachers generally do not seem to hold these Institutes in much estimation; not enough to be at any trouble or expense in attending them. In some cases they do not attend, even when the Institute is held in their own town. Of course such teachers are not in the front ranks of their profession. Would it not be well for such teachers to revive their love for their work, and kindle anew their zeal at the altar of learning, or else turn their minds to some other occupation.

**MUSIC.** In the report last year, it was said that "music has not been taught in the schools the past year. I deem it desirable to have it taught in all the schools, especially the primary, grammar, and rural, but have not been able to see clearly any way in which it could be done. The children, in many of the schools, sing in the morning at the opening exercise, and sometimes, doubtless, is done in the way of instruction, by some of the teachers, but no regular and systematic instruction is given. After listening to the admirable remarks and instructions of Mr. Mason of Boston, at the Teacher's Institute in Brunswick last autumn, I was impressed with an earnest desire to have music well taught in our public schools, and still feel that it is a matter of much importance, but do not yet see how it can be well accomplished. In the mean time, I recommend to our teachers, especially teachers in the primary schools, to do what they can in this direction "

I am sorry to say that we are still without musical instruction in the public schools. I can but hope that something will be accomplished in the year to come. Music is one of the most delightful accomplishments. It is indispensable in public worship, in the Sabbath school, and almost in the day school and in the family, and on various social occasions. It exerts a moral and spiritual influence over human minds most valuable. No branch seems more entitled to a place in a good education, and I cannot think our public schools ought to be without regular and systematic instruction in the science as well as art of music. This will require an addition to the annual appropriation of at least a thousand dollars.

**DRAWING.** Regular instruction in drawing is given by the teachers in all the schools of the city. The introduction of drawing into our schools, is deemed one of the most important steps of improvement which has been taken for years. Indeed, the schools would be falling behind the demand of the times without instruction in this art. The public mind is getting rid of the idea that only a few persons need be taught to draw, and coming to understand that all can be taught and all should be taught this valuable and practical accomplishment. Horace Mann said, some twenty-five years ago, that in the schools "almost every pupil in every school, could draw with ease and most of them with no inconsiderable degree of beauty and expression." Walter Smith, late from England, now employed by the State of Massachusetts, and city of Boston, to give instruction in drawing, asserts that during a large personal experience in teaching drawing in England, he did not find one out of ten thousand pupils who could not be taught to draw. There is hardly a mechanic, who would not be a better workman and receive higher wages if he was acquainted with instrumental drawing.

I proposed, last autumn, to procure some competent teacher and have free instruction given, in drawing, to the young men of the city, at the high school, one evening in the week, during the winter, provided a class, sufficiently large, was desirous of receiving

such instruction. But there was no such desire manifest, on the part of the mechanics or young men of the city, and so the matter was postponed till the proposition is likely to receive a more favorable response. I hope the day is soon coming when the mechanics, especially young mechanics, will be more alive to their own true interests, and drawing will constitute a part of their education, as surely as writing, reading or arithmetic.

**EXAMINATIONS.** Examinations in some form, have regularly taken place in our schools for many years. Of course, they are a necessity, in any system of public schools which attain to any high degree of success. They serve to exhibit the labor and faithful work of the teachers, and the application of the pupils. They are necessary to the teachers and to the pupils. The teachers are able to learn from them, how successful their daily instructions have been through a considerable period of time, and get hints and suggestions how to modify their instructions in the future. And pupils are able to learn from them, the strength of their memories, the capacity of their minds to acquire knowledge and to make that knowledge their own and carry it along with them into life. Thus examinations tend to inspire teachers and pupils with loyal desires for greater success, and serve as warnings to greater diligence and more faithful application.

In former years, examinations were all oral, now the larger portion of them are written. In the promotion of pupils from class to class, or from one grade of school to another, an oral examination is of but little use. They afford no reliable or uniform test. An occasional oral examination at the end of the term, in addition to written ones is valuable. It tends to promote promptness and confidence in the pupil, and facility in expressing what he knows, especially before others. Written examinations are far more favorable to accuracy of knowledge and the precise statement of it. It has been said that reading makes the ready man, but writing makes the exact man. When the pupil writes down his knowledge on any topic, he shows precisely what he knows, and what his deficiencies are. He is also more free from nervous excitement, and the errors arising from it, and thus able to summon all his powers of mind to do the work immediately before him.

Written examinations are now conducted by the teachers in the grammar and high schools as often as once a month, and the rank of the pupil depends largely on the result of these examinations. They are a constant test of the progress of the pupil. They require diligence and application on his part, and without these, he soon loses his place in the class.

At present there is only one public oral examination at the high school in the year, at the close of the winter term. The examination at the close of the academic year in June is written. There is also one public oral examination at the grammar schools, at the close of the school year, the last of June. All other examinations are written.

It is quite possible, that hereafter a roll of honor may be published in the annual report, giving the names of those pupils who attain to one hundred per cent in every branch, at the written examination, and also those who reach an average of ninety per cent, and from ninety to one hundred. This will require high rank of scholarship and great diligence and faithful application of pupils.

**SCHOOL ORGANIZATION.** The city of Bath is one district. The schools are classified as primary, grammar, and high schools. We have, in the outskirts of the city, two rural schools. These three grades of schools were established in the city in the spring of 1841—thirty-two years ago this spring. There is a classification of the pupils, from the lowest class in the primary to the first class in the high school. The children of the city all have a right to occupy just that position, for which they are qualified, where they can work most profitably to themselves. Any pupils advanced beyond this position

are doing an unprofitable work for themselves and interfering with their future progress. The right to the privileges of the grammar and high schools belongs to every child in the city, on their becoming prepared for the places in these schools. But it does not belong to those unprepared. And to promote the children while they are unprepared, is to do an injury to those children, as well as to the school itself. Our schools cannot be of a high order, unless the children in them are all well prepared for their places, and are thus doing a profitable work. Parents should remember this, and if they have a real love for the welfare and true progress of their children, and desire to fit them well for the labors and duties of life, they will act upon the above suggestion. They will not desire to have their children advanced beyond the position for which they are prepared. They will not be willing to foster the pride of ambition to the injury of the true interests of their children.

**EXAMINATION OF TEACHERS.** All applicants for positions as teachers in this city, are required to pass a satisfactory written examination before entering on their work, unless they have already been once examined. Applicants for higher positions than they now hold, are also required first to pass a satisfactory written examination. The annual examination of applicants for schools in the city, is held the first of July, each year, at the time of the annual examination for admission to the high school. And all persons desirous of procuring situations as teachers in Bath, whether residents of this city or otherwise, are requested to present themselves for examination at that time.

**PRIMARY SCHOOLS.** So many pupils receive their whole school education and graduate from the Primary Schools, that it seems necessary to have instruction given in all the common branches, so far as the pupils are qualified to receive such instruction, in this grade of schools. Here the pupils learn to read and spell, and write and draw, and study Arithmetic, Geography, Practical Grammar, Physiology, History, &c., &c. Of course the progress they make in these branches is according to their age, capacities and attainments. This depends, too, more largely in this grade of schools on the character and fitness of the teachers, than in either of the higher grades. Oral instruction must be very prominent in all primary school exercises.

I think that primary schools have in the past, been places where incompetent teachers have found refuge, more than any where else. And in no other schools, has so much advance been made in the theory and practice of teaching, for the last twenty-five years. And yet great improvements are to be made here, more than elsewhere, even in the future. Here the foundation is laid, on which all future acquirements must rest. Here mental habits are formed which will cling to and control in a large degree the development of the individual. The teacher needs a large amount of knowledge learned from books. But much more than a mere knowledge of text books is required of those who assume the delicate and responsible duty of drawing out and guiding the earliest faculties and powers of our little ones. They need to understand some of the springs of human nature; the laws of mind as well as those of matter; the laws of the development of mind and the best theories and methods of instruction.

Our knowledge of the world without us, is derived through the senses. Habits of careful observation therefore lie at the foundation of our acquirements. These habits of careful observation must be specially inculcated in the minds of young children. The education of the senses and the perceptive faculties, is an important part of the work of the primary teacher. To aid in this work, there is, perhaps, no more efficient way than teaching by objects. "Object teaching," or "objective teaching," as some choose to term it, seems to me to be based on the true principle of instruction. By the use of many familiar objects, on which the attention of little children is easily concentrated, a large amount of instruction may be imparted. The size, number, form and color of

objects are noticed, the eye, the ear, the touch are educated. The mind of the child gradually passes from the known to the unknown, from a knowledge of things to the knowledge of words, names, the knowledge and use of language as the great means of thought.

A more thorough knowledge of the principles on which education should be conducted leads to the different and improved methods of giving instruction. The old method of learning to read was by learning the *names* of the letters first, then *spelling*, and so through spelling learning to read. It was a laborious process. The process of learning to read simply and by itself, is easier. Reading has to do with sounds and signs of thought. Spelling is acquired in a large degree as the result of reading and writing. This should, therefore, plainly come after reading, and not previous to it. The process of reading and of spelling, will in this way be more easily acquired.

The pupils in the primary schools have been learning to write, and have made a good degree of progress the past year. They write every day on the slate, blackboard, or paper, or are supposed to, and thus learn to handle the pen or pencil with ease. Their lessons in drawing also aid them in learning to write.

We now need in connection with our high school, a normal and training department, where facilities may be provided for our teachers and graduates of the high school to become acquainted with the latest and best methods of instruction. Most forget that teaching is a profession, and requires special preparation like every other occupation or profession. There is no more reason to expect that a teacher will succeed without special preparation, than that a lawyer or clergyman will be successful without any preparation in the study of law or theology. Every profession requires special preparation for the attainment of eminent success. So it is with the profession of the teacher. And when all, who propose to become teachers, shall act in accordance with this truism, it will be a better day for our schools and a better day for our teachers.

I said in the report last year, that the special training required by our teachers, can only be had at the Normal School, or in the normal department of our high school and in the practice of the profession. Graduates of the high school have a knowledge of text books and an acquaintance with the subjects to be taught, but too often they lack the peculiar ability to teach, and to adapt their instruction to the wants of pupils. Graduates themselves, when they become teachers, soon see their deficiencies and in many cases labor faithfully to overcome them. If we had a training department in the high school, much aid could be given our young ladies who design to become teachers, and we should experience the benefits of it in our superior teachers. The demand for trained teachers is increasing every year, and the steady increase of wages, shows the higher estimate in the community, of teachers specially trained for their work.

**GRAMMAR SCHOOLS.** The number of grammar schools in the city is four. These schools are at present taught by two male and ten female teachers. Their annual salaries amount to \$5,650.

The grammar schools now all have an efficient body of teachers, and are doing a good work. The list of studies has been considerably enlarged, the last two or three years. More oral instruction is given in them, and instruction of a more practical character. Arithmetic is taught with more reference to what will be wanted in the business of life. Grammar is taught more as the art of speaking and writing the English language. Writing composition is more a part of this work. Spelling is learned in a large degree by writing. The study of spelling lessons by writing them on slates or pieces of paper, is suggested as one of the most efficient and readiest ways of learning a spelling lesson. The history of our own country, physiology, animal and vegetable, also have a share of the time in our grammar schools, as well as drawing, and all the ordinary branches

taught in this grade of schools. Pupils, therefore, who go no farther than the grammar school, if they are diligent and faithful and make the most of their time and opportunities, can acquire an education in these schools qualifying them pretty well to enter upon the ordinary avocations of life. If they form habits of study in their school days, they will be likely to go on afterwards acquiring more and more knowledge continually in the great school of life on earth. To all such there is promise of success in the future.

**HIGH SCHOOL.** This school is in a prosperous condition. It has been doing an excellent work the past year.

The report of Mr. Allen, the principal, and the catalogue appended, give a detailed statement of the organization, work, progress, and statistics of the school, and justify the confidence and strong interest felt in this school in the whole community.

The classification of this school is similar to what it has been for several years. The studies are made optional to the pupils as far as possible. There are three distinct departments, the English, classical, and the course preparatory to college. The full course in each department requires four years to complete it, unless pupils are qualified to enter in advance.

A large number of pupils, on their first admission to the school, usually prefer to take the classical course. Many of them afterwards find the latin hard, requiring more labor than they are willing to bestow upon it, and so are often desirous of returning to the English course. In this way they neither complete one course nor the other, and lose considerable advantage which they might gain from pursuing the full English course. It is much wiser for pupils to select one course or the other in the beginning and adhere to it, to the end.

Last year a class of nearly fifty pupils were admitted to the high school. This was no more than the usual number, but many of the pupils were poorly prepared. They were not qualified to enter upon the higher branches pursued at the high school, and some found that the labor was too great for them. Some fifteen of them have already been obliged to drop back and take the next fourth class. The time is little better than lost to them. They have been at work on studies where they have accomplished nothing, or next to nothing. If they had remained in the grammar schools, pursuing the common English branches, it would have been far better for their present and future progress. They would have found quite a sufficient amount of knowledge to be acquired in the study of arithmetic, grammar, geography, history, physiology, drawing, besides reading, writing and spelling, composition, and other practical studies, to have occupied all their time and all their attention. They would then have been profitably employed. These real advantages they are willing to sacrifice for nominal admission to the high school.

I cannot help urging parents to try to feel willing to have their children keep in those classes best suited to their knowledge and capacities. Let them be qualified for their work before they undertake to do it. No time is lost in their being thoroughly prepared for a class before entering into it. On the other hand, much is gained. The pupil well prepared for the high school, gains largely in mental discipline and amount of knowledge over another poorly prepared. He will be likely to complete his course with credit to himself and to his teachers; while a large proportion of those poorly prepared soon find themselves unequal to the work required of them, and withdraw from the school. They thus speedily finish their school education.

The high school is designed to teach the higher branches. This is its principal, substantially, its entire work. If it does not do this, it can hardly be properly called a high school. The common branches can be as well taught, and much more economically taught in the grammar schools. Is it not better to retain all those pupils in the grammar schools who are only qualified for this grade of schools and send forward to the

high school only those qualified to enter upon and pursue the higher branches? This matter seems to me to be settled beyond a doubt

This being admitted, there is no room for uneasiness on the part of parents or pupils, unless it be in the examination which is made a test of admission to the high school. This is made as impartial as possible. It is a written examination. The pupils are allowed twelve hours, in each of two days, in which to do their work. They are assigned seats where they are as free as possible from all embarrassments. And when the question of decision is finally made, I believe it will be found to lean to the side of the doubtful pupil rather than in the other direction. In other words, all pupils at the close of the examination, are admitted, at least on trial, where there is a reasonable prospect that they will be able to sustain themselves in their classes. The standard of admission is set low enough to cover all such cases. If pupils do not come up to this standard, it is a reasonably sure indication that they are not qualified for the school, and would not be able to sustain themselves in the class if admitted. For all such, it is better that they should remain another year in the grammar schools. And it is wise on the part of their parents, to be willing and even to desire to have them remain, till they are well qualified to take good rank as scholars in advanced positions.

S. F. DIKE, *Superintendent.*

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TURNER.

The qualification of teachers is something which is not regarded with that degree of importance which the interest of our schools demands. We are confident that too many teachers are employed to have charge of our schools, who are not thoroughly prepared for the work, and in some of our schools this incompetency is difficult to remedy on account of the low wages of teachers, as compared with the pay received by those employed in the industrial pursuits. According to the State Superintendent's report, "Of twenty-seven States, Maine ranks the lowest in compensation of male and female teachers." The standard of our schools should be raised so as to allow a greater variety of studies to be pursued, and such wages should be paid as to secure teachers who are prepared to take hold and aid in elevating the standing of our schools, both intellectually and morally. The pay should be sufficient to divert the best intellects of our young men and young ladies from the workshops, and induce them to spend the time and the money necessary to prepare themselves to take proper charge of our schools. Those who propose to teach, should seek to avail themselves of all the aids within their reach, the Normal Schools, for instance, and other institutions designed to make them thorough and practical teachers. They should be in the habit of visiting often all the best schools, not only in their immediate vicinity, but elsewhere, as much as possible, that they may learn the best methods of conducting schools, and of giving instruction.

It is not enough that teachers have a knowledge of books. To be familiar with the best methods of imparting instruction to others, is equally important. There is much, also, that teachers need to know, which cannot be learned from books, as the cultivation of the social faculties, and the habit of being choice in the selection of language, so as to convey ideas in a clear and intelligible manner; a knowledge of human nature, so as not only to make themselves agreeable, but ready to adapt themselves to the various dispositions and circumstances which they are liable to meet. Besides, teachers not only need a large stock of general information, but they need to be constantly storing their minds with all the improvements in the art of teaching, and keep pace with the progress of events. Moral culture is also required to make them strong in their in-

fluence for good, to those over whom they are to have charge. But to obtain such teachers, as well as to retain the best of our own teachers, who are now being drawn "city-ward," we need to be more liberal in our appropriations to enable us to pay better wages, for "there is that scattereth and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty." Whatever may be said of other interests in our town, our common school is far above any, or even all, in importance; for without the education of the masses, which depends mainly upon the prosperity of our common schools, the free institutions of which we boast so much, are impossible. To say nothing of the necessity of a public school system as a support and defence of our free government, there is no direction of public appropriation that *pays* so well. There is no real estate in any community which is not largely increased in value by the presence of good schools. And here let us urge upon you the necessity of establishing a permanent free High School or schools, as provided at our last Legislature. We are aware that some will object to this, for two reasons: First, "We cannot afford the expense," and secondly, "We have never done so before." To the first of these objections we would say that we shall never know the difference in our taxes, whether we establish these schools or not, for other towns all over the State will establish them, and we shall be taxed to support them.

The second objection is equally groundless, for we live in an age of progress, and "wide awake to-day leaves yesterday behind him like a dream." We cannot afford to do without the High School, for more is required of the young to take rank as scholars now, than was required fifty years ago. We can ill afford to deprive our children of the most enduring legacy we can possibly leave them—a thorough education,—nor will our pockets be much disturbed, or their contents much diminished by this arrangement. We shall *save* something by it. We shall save the item of tuition, the expense of board bills, extra clothing, and the thousand-and-one expenses incident to sending our children away from home to school. Yea, more; we may save the loss of character and of chastity, even, which sometimes comes from thus letting our children loose, at too early an age, from parental restraints. Besides, the good town of Turner cannot afford to let other towns of less wealth and importance lead her in the education of the masses. She has too much talent, and too high an appreciation of scholarship to allow towns of less ability to excel her in their provisions for the education of her youth.

Fellow townsmen, we trust you will set aside all partisan and local prejudices in this matter, and be united for the common welfare of each and all of our children. As a State, we are already far behind many of our sister States as to what is done for popular education, and this should awaken in us a greater zeal for the weal of the rising generation, as well as for those that are to come. The Pine Tree State takes the lead, as her motto is *Dirigo*, I direct, in matters pertaining to morals and good government. So ought she to rise from this lethargy on popular education, and take a more advanced position.

We would speak of the quarrels and jealousies which exist in some of our districts. And here permit us to say, that however much we may differ in politics, religion, or with reference to any other subject, on the matter of sustaining and encouraging the common school, each district ought to be a unit, for without the united support and co-operation of the inhabitants of a district, no school will be a success. The percentage of average attendance, as compared with the whole number attending school, is much smaller than it would be if parents were more reluctant to withdraw their children from the schools during the busy seasons. There ought to be a remedy for this, for it is often ruinous to the interest of any school to have a portion of the scholars absent during a part of the term.

We would recommend the employment of a larger proportion of female teachers in our winter schools. Females, as a class, are better adapted to teach than males; their perceptive faculties are quicker, making them quick to learn the dispositions of their

pupils; they are more communicative, and with the same advantages for self-culture they can more readily impart knowledge to others; besides, the constantly increasing demand for first-class teachers cannot be fully met by the other sex.

Finally, we would urge upon you the necessity of building new school houses, with suitable out-houses, in several of our districts, as has been done in No. 16 (Snell's Hill), the past year. Much of the benefit of school instruction depends upon the accommodations and attractive surroundings of the place where instruction is given. As our churches, dwellings and places of public resort are made attractive by beautiful adornments and surroundings, so ought we to make attractive and comfortable the places where we send our children to be educated. Place a teacher with pupils to instruct in a rickety old school house, whose exterior and interior are more suggestive of a cattle pen than a school house, and that school will be a failure, a failure of its highest purposes and capabilities. But, on the other hand, place the same teacher and pupils in a comfortable, attractive and well-furnished house, and the school will be a success. In the language of the Rev. Dr. Talmage, "The school house is the symbol of the people's culture; for defence, it is better than fortifications of rock, better than batteries to guard our shores, than armies to guard our treasures. More learned institutions may and ought to be built and established, but the school house should never be neglected."

WM. H. JEWETT, }  
 S. D. ANDREWS, } *S. S. Committee.*  
 P. C. TORREY, }

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#### AUBURN.

At the commencement of the school year the Committee met at the office of the City Clerk to organize and elect one of their number as a Superintendent of Schools for the ensuing year. Not one of the board would accept of the position with the duties necessary to be performed by such an officer, feeling that they could not, in justice to themselves and their business, undertake the entire direction and management of all the schools, from those in the city portion to those most remote, for the compensation provided by the City Government; but having accepted the office of Superintending School Committee, and feeling a strong interest for the schools of Auburn, they agreed to make as nearly as possible an equal division of the work of supervision, and each take his share and perform alone the work of a Superintendent in the territory allotted to him, having, in all cases, the remainder of the Committee as an advising board, to which to apply in matters of importance, and to equally divide among the members of the Committee the salary fixed by the City Council for the Superintendent of Schools, thus, to a certain extent, constituting a board of Superintendents with an advisory board of four for each member.

We would renew the recommendation of the Committee of last year in reference to a Superintendent of Schools, and respectfully request their careful consideration. The requirements of the public schools increase with the growth of the city, and from our observation and experience in the schools, we deem it a necessity to have an efficient Superintendent, one who can and will devote his whole time, talent and energy to the public schools, particularly while they are in session, and have the entire management and direction thereof, subject only to general instructions from the committee, and when such a man is obtained, to retain him as long as possible in the office, as changes in the manner of teaching recommended by new school officers, principally to make themselves conspicuous and attract public attention to themselves, are always distracting both to teachers and scholars, and usually result in a loss of time in making an experiment of



the method, which perhaps is wholly discarded by the successor in office of the party who makes the change. A competent person to discharge the duties of Superintendent cannot be obtained for the amount fixed by the City Government as the salary for such an officer; but laying aside the fact that our children and their proper education are of more importance than any conceivable business enterprise, and placing the matter upon the ground of economy and in the light of a strictly business transaction, is it not sound policy to employ a suitable man for a Superintendent, and pay him at the same rate that you would a man of corresponding experience and ability in attending to the economical expenditure of a sum of money equal in amount to the appropriation made by the city for public schools?

The schools during the year, throughout the city, have, with very few exceptions, been profitable, conducted with ability, fidelity and energy by the teachers, to the satisfaction of your Committee, and, as we believe, to the general acceptance of the public. The scholars have manifested more than an ordinary amount of interest, and the average attendance of pupils in the several schools, in proportion to the whole number registered, has been large; and particularly has this been noticeable during the winter term, when the weather throughout the whole time was of the most inclement character, showing conclusively that parents must have exerted themselves considerably in getting their children to school. Such an interest on the part of parents is especially to be commended. It is of very rare occurrence that complaints are made of the inability or fault of teachers, or of the lack of progress on the part of pupils, when the pupils are regular and punctual in attendance and are credited with good deportment. The ratio of average attendance to the whole number of scholars registered has been increased by the rigid enforcement of the wholesome regulation requiring written excuses for absence and tardiness, thus bringing the pupil to a point where his parent or guardian, in case of his absence from school, has to share with the teacher the responsibility of his whereabouts.

We regret to say that in some of the rural districts these requirements were considered by the parents as by far too onerous, and that their flat refusal to comply with them resulted in their taking their children from the schools, and thus depriving them not only of the advantage of excellent instruction in their studies, but of the wholesome discipline of the school, where, perhaps for the first time, they experienced restraint from following precisely the bent of their own inclination. The Committee have in every instance sustained the teachers, and respectfully suggest that hereafter so reasonable a requirement as a written excuse for absence from school be in all cases enforced, and thereby reduce the number of truants and absentees from school to the minimum.

But few cases of insubordination have occurred during the year, and these have been summarily disposed of, no case requiring the attention of the entire board or hindering the progress of the school except for a few hours.

**PRIMARY SCHOOLS.** If not the same amount of education, as much ability and tact are necessary in a primary school as in any other. The importance of having good teachers in this department is felt more and more every year, not only for the specific instruction, but for the cultivation of a taste for education, when of all times the mind is most susceptible, the rule holding good in intellect as well as in morals. It becomes us, therefore, to proceed with the greatest care in selecting teachers for our youngest scholars. We think we have been particularly fortunate in this respect for the past year, and would respectfully recommend that, so far as possible, the same teachers be secured at an early day to take charge of the primary schools for another year. Great encouragement would be given to both teachers and scholars by more frequent visits from parents. This is true in regard to all schools, but especially in the case of primary

schools, where children are separated from their parents for the first time. We insist upon parents visiting our schools mere, and if pressed with the cares of business so that a half day cannot be spent in a visit to the school room, a shorter time will be accepted.

CHARLES K. PACKARD,	}	<i>S. S. Committee.</i>
GEORGE C. WING,		
E. N. FERNALD,		
E. F. PACKARD,		
ARA CUSHMAN,		

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#### LITCHFIELD.

In concluding our report, we ask liberty to call the attention of the parents of the town, who believe in the common school as the "People's College," to some few of the most important matters demanding prompt action at their hands. Pardon us if we refer to your Supervisor's report for 1871-2, wherein he called your attention to the importance of supplying your school rooms with maps, charts, globes and necessary apparatus for the better instruction of your children. This suggestion in that matter has not been heeded, or if so, never acted upon in a single instance. We consider this matter one of great importance to the educational interest. A comparison of classes which for two years have been taught geography from maps, and have carried map drawing themselves almost to perfection, with other classes under equally as good instruction without the aid of maps, etc., furnishes conclusive evidence of the very great utility of school apparatus. As before mentioned, we shall not enter upon an argument, in order to convince those already well satisfied, that this matter should receive immediate attention. In connection with this, we would suggest another step, the equalization of school facilities in the several districts. While the school officers have labored faithfully and perseveringly for years to establish a reputation for our town, and we believe with a degree of success which the friends of learning may well be proud of, they have neglected to urge upon us at all proper times the justness and necessity of an equitable apportionment of our increasing school funds. This is a matter which the town cannot much longer neglect. To some action it must soon come, as the magnitude of the evil of the present condition of things forces itself upon its notice. The great disparity of school privileges existing between districts as at present constituted may be readily seen by reference to our report now before the town. For example: We apportion to district No. 5, \$82.48; to No. 11, \$117.19; to No. 10 we apportion only \$51.93, while to No. 9 we give \$171.18, nearly four times as much as to No. 10. To district No. 8 we assign \$12.22 for the support of their year's school, while district No. 1 manages to get along with \$207.77. So this great injustice goes on, and as all may see at once, the disparity in the school room is even greater than in the unequal distribution of money. We do not feel it necessary to discuss this matter to any great length in this report, nor will we doubt that our people will look to this matter, and though perhaps slow, as they should be, in accepting new dogmas and theories which at first sight may seem to be innovative and rash, we believe they are willing to examine the merits of the case, and when they have leisurely looked over the ground, they will by force of their sound judgment and keen sense of right, gravitate towards truth, justice and equality; and the sooner, when some of the self evident facts of the present system are brought under their calm consideration. Exercising this faith, we content ourselves for this time by simply setting the matter before you, and asking you to consider that, under the present rule, these facts are patent without investigation: 1st, many very small schools; 2d, many poor school houses; 3d, short schools, and poor ones, if we try to lengthen them

by cheap teaching; 4th, an unequal division of the school money, giving to some of the larger districts as much or more than they really need, and to others much less than would be absolutely necessary to keep their children from dark ignorance. These evils may be readily obviated by legitimate action of the town in dividing the school money so as to afford to all scholars within its limits equal school privilege. Your Committee have pursued the same course the past year as heretofore, laboring earnestly to secure higher grade teaching in all the schools, and in this matter we know that for some years past we have been making sure though somewhat slow progress. We feel pleased to report less absolute failures during the year just ended, than for any other in the decade past. In only one case has there arisen any disturbance, and that, we are sorry to say, in one of our best schools. Between Committee and school agents have existed the most pleasant and harmonious relations and action. In two or three instances only have agents requested the privilege of selecting and hiring their own teachers, and in every case the request has been readily and cordially granted. While only two or three have made such request, all have understood that it would be willingly granted if made. But working together, we believe for the best interest of all the schools, we have succeeded by carefully watching our opportunities in securing good teaching at very reasonable rates, our winter schools costing on an average only twenty-four and a half dollars per month, against twenty-seven dollars last year. Our summer schools costing us three dollars per week, against three dollars and sixty-three cents last year. These low figures must not be taken as a standard for future years, as the tendency of wages is inevitably upward. And now in closing, we say that our material interests unite with our moral and social welfare, in calling upon you as a town to make every reasonable effort to liberally maintain and improve our common schools.

C. S. AYER,  
M. S. H. ROGERS,  
ORAMANDAL SMITH, } *S. S. Committee.*

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#### KITTEERY.

At the time of writing this report all the schools are in session but two. Eleven hundred thirty-seven dollars and seventy-two cents have been apportioned this town as its share of the mill tax. The amount derived from the school fund is three hundred eighty-six dollars and seventy cents.

The amount from the above sources, for school purposes, together with that raised by the town, makes a total of four thousand nine hundred twenty-four dollars and forty-two cents.

We are pleased to state that, with few exceptions, the schools on the completion of the present terms will show an advancement greater than their increased length. The generous course of the town last year in raising the usual amount of school money, together with that derived from the above sources, gives most of the districts nearly the amount of schooling required. We trust you will be equally liberal the present year. The number of scholars in districts No. 4, N., and 4, S., is gradually diminishing. The united average of these schools during the summer of 1871 was forty-two, and during the winter, forty. The combined average for the summer of this year is twenty-seven, while the winter term will be less than the previous year.

These districts should be united. The labor of teaching both schools, combined in one, would be far less than that of many, and could be easily performed by one teacher. A house can be located midway between the two, and the distance it would add to any pupil's travel is not worthy of consideration. A passage can be cut across the land which divides the houses, and the money taken from other districts annually and applied

to these would in five years purchase the land and build a road sufficient for the purpose. From forty to seventy dollars a year is taken from the other districts and given to these. It is for the interest of the inhabitants of other parts of the town to secure the union of these districts, as they will save to themselves yearly the amount of money above mentioned. The advantage to be derived by the districts will be increased length of school. Some districts divide themselves into factions to carry out their desires, without regard to the best interests of education; and this disposition extends until it permeates the members of schools to their serious disadvantage. Where several different interests are at work in the same school district, it is an impossibility for a teacher to be in accord with any one element without offending others; and no Committee can form an accurate estimate of schools in such districts.

If we wish to advance our schools to the standard to which our means allow, petty jealousies must be thrown aside. It is the duty of parents, and one they owe to their children, to encourage proper authority in their schools. The opinion is gaining that no matter how unruly scholars are, teachers have no right to inflict the slightest punishment. This is wrong. Where children are aware the teacher will be sustained by their parents in case of punishment, they rarely if ever get corrected. A great hindrance to the advancement of our schools, is non-attendance. This evil has been repeated for years, but as yet no method has been adopted to remedy the matter. A compulsory school law is sadly needed in this town; and until this is an accomplished fact, we shall be inflicted with the evils that now beset us.

We should be glad to see this town avail itself of the act recently passed by the Legislature providing for the support of High Schools. By the terms of the act any town may receive the sum of five hundred dollars, provided it expends for instruction twice that amount in maintaining a free High School for at least ten weeks in each year, etc., exclusive of the sum required to be raised according to law.

Agents in many instances have failed to give notice of the close of their schools; and sometimes when they have, they have been so short as to be useless. Agents should give a written notice ten days previous to the end of the term; unless they do this, errors will arise. In two cases the past year we received incorrect notices, and acted upon them, to loss of time. Many schools are not supplied with globes or good black-boards. Every house should be furnished with them without delay.

T. J. PETTIGREW, }  
M. A. SAFFORD, } *S. S. Committee.*  
S. A. HUTCHINSON, }

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#### DEERING.

Your Committee are ashamed to mention the school houses in districts 4, 14, 15 and 16, but would simply say they are ridiculous. No wonder there is a lack of attendance at school, and a law compelling attendance in such school houses would be cruel. Parents, think of it, sending children, surrounded at home with all the comforts of modern civilization, to school in a house, low, smoky and with no means of ventilation save by an open window or door, through which the cool breeze draws in upon the heads of children unused to such severity, thus preparing them for an early grave. Why not have the school house to compare with the dwelling house, comfortable and attractive. The reason given by some parents for not sending their children to school has been, that the school house was not fit for their children to be in, as they were not very robust. We hope ere your committee are called upon to make another report, you will take measures to build better school houses.

PARENTAL INTEREST IN SCHOOLS. By looking over the returns of the several schools, we find that in five districts out of ten in town, there have not been any visits to the schools by citizens during the past year. Under such circumstances, what do parents know about the schools in their districts? simply nothing. We feel that it is of the greatest importance that parents practice visiting their schools at least once each term, and do not let that visit always be at the close of school, for you must know that there is a great deal of moonshine in the public examinations. If you wish to know the real condition of a school you should visit it unawares, and listen to its daily recitations. Such visits would have the following effects, viz: Increased punctuality on the part of scholars, better discipline in the schools, better lessons, less trouble in school, more diligence on the part of the teachers in the discharge of their duties, in fact, better schools in every respect.

One great defect in our schools is the neglect of parents to make a personal acquaintance with the condition of their school and with the teacher. We believe that in almost everything, the child's interest corresponds to, and is measured by the interest manifested by the parent. And what would more naturally manifest the interest of parents in their schools, than going frequently to the school room, and observing for themselves what their children, and the servants that are employed there with their children, are doing. Those who do this earn for themselves the right to criticise the teachers' doings, but not otherwise.

Your committee feel it their duty to recommend that districts unite to maintain graded schools, believing that such schools could be maintained with the same expense as it now costs to maintain mixed schools, while the efficiency of graded schools is at least, ten per cent. better than of mixed, yet we believe the better way to improve our schools would be for the town to abolish school districts and establish primary and grammar schools, as best suited to the convenience of the town.

To this end we would recommend to the inhabitants of Deering the views embodied in the circular entitled, "To the Voters of the Town of Deering," issued in the spring of 1871, by H. Q. Wheeler, et al. Although there are some excellent schools in the town, we believe that such a course would make them better.

In concluding the above brief report, your committee would urge that all the coming year, not only teachers and committee, but parents and scholars, and every lover of good schools will endeavor to do their best to advance our public schools to that degree of interest and value of which they are capable.

G. W. JOHNSON, }  
D. W. HAWKES, } *S. S. Committee.*

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#### TREMONT.

One of the most important subjects we would call your attention to, is the proper expenditure of your school money. Through the State's liberality, we have nearly one third more school money the past year than before—a sum sufficient to procure good teachers for all the districts, and, we are pleased to say, nearly, if not all, have been such. But all teachers, however competent they may be, must be limited in their duties. We think, until our largest districts shall have graded their schools, they cannot properly expend their money. For instance, district number 7 has a teacher of scholarly attainments; but the school being large, he has too many classes—the result is, his classes cannot be properly instructed, for want of time. By grading you can obviate this, and it can be done with an expenditure of about \$20 a month more, and yet have a longer school than our smaller districts. We would advise district number 8

(if they cannot procure two school rooms) to have a fall term for primary classes, and a winter term for higher classes,—schools of equal length,—and at their district meeting elect a grading committee, whose duty it shall be to grade the school.

Money alone cannot make a good school,—by it we may procure good teachers; but the best teachers oftentimes will fail, without the proper assistance and encouragement of parents. Parents should also be united in their efforts to render such prompt assistance as he may from time to time need. We should always be united in our sentiments in regard to our district affairs; never let our opinions differ as to the best method of regulating our schools. “United we stand; divided we fall.” We think *some* of our districts do not adhere to this maxim. Every one must admit the importance of a good education. Science, art, and every business of life requires a more thorough education now than in former years.

We have every facility within our reach to give our youth a good education, and it is our own fault if we withhold it; and to give them the benefit of such, there is a work for us to do. Choose only such agents as are interested in good schools. Agents, secure your teachers early. You should not employ young and inexperienced teachers, because you get them a few dollars less; this is not economy. Pay more, and get the best teachers.

In conclusion, we will say, we hope we shall all strive to be more earnest watchers for the best interest of our common schools.

JOHN T. R. FREEMAN, }  
W. W. A. HEATH, } *S. S. Committee.*

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#### ROCKLAND.

The Superintending School Committee in presenting their annual report, take pleasure in announcing that the school year ending March, 1873, has been a successful one, and, although the attendance has been somewhat affected by the breaking out of the small pox in our midst at two different times, compares favorably with that of other cities.

Many of our pupils also have left our schools the past year, to work in the Shoe Factory just erected here. This we *fear* will be a permanent cause of reduction in our school attendance. But the attendance cannot affect the character of our schools or the quality of our teaching, and we feel justified in saying that they are, in the main, in a prosperous condition; a condition not inferior to that of any past period of their history. In fact the standard of our schools is gradually advancing, and in every grade, and in nearly every school, there have been improvements in teaching, and more thorough work has been done. No grade has partaken more largely of these improvements than the Primary, and in no grade perhaps were they more needed.

The opinion that any person who has received a common school education is qualified to teach a Primary school, has prevailed among us quite too long, and some of our schools have suffered in consequence. The true interest of these schools requires the very best teaching talent, and it is absurd to expect a young and inexperienced teacher to teach one of our large Primary schools, with any degree of success, without some special preparation.

A merchant would not think of trusting his business in the hands of another, because he had graduated from some college. Special preparation and a little experience in the business would be of far more value in his eyes as a recommendation.

Heretofore we have generally employed graduates from our High School as teachers of our Primary schools; and this we think is well, as it induces many of our scholars to complete the course and graduate that otherwise would not. Although we may justly be

proud of our High School, and of the work there accomplished, yet the education obtained is of so general a character, that it does not specially fit one for teaching. The pupils are required to *receive* instruction, not to *impart* it, and before they can become teachers, they must learn to impart, either by special training or by actual experience.

We would recommend, therefore, that those graduates desirous of becoming teachers in our city, before offering themselves as such, should attend some Normal school, where they will receive such instruction as will in some degree prepare them for their work. Or, if unable to do this, we would recommend that they should select one of the best of our Primary schools, and attend it one or more terms, as constantly as the pupils do, taking special notes, and frequently assisting the teacher in her labors, or taking charge of the school a day or part of a day at a time. Accurate and skillful teaching in this department is of the greatest importance. Here the foundations are laid on which the whole superstructure is to be built. Here the germs which are to produce all the exuberant growth of a future education, are first wakened into active life by the genial influence of the true teacher. When the faculties of the mind begin to unfold, curiosity leads the pupil to ply his teacher with questions, and that school may be said to be in a healthful condition whose pupils ask questions that even the teacher cannot answer. If, just here, some new truth is unfolded to the mental vision, pleasing emotions are excited and impressions deep and lasting are made upon the memory.

While the mind is in this plastic condition, the teacher should inculcate a love of study, and the habits of attention and punctuality should be established, and although the teaching is chiefly oral, the pupil should be taught *how* to study. We would not, however, be understood to underestimate the training of the outer faculties, the senses. One-half that is learned in our Primary schools is learned by observation. There is no reason why certain characters should represent certain sounds or certain numbers, nor why combinations of them should represent certain ideas, except that they are so used by common consent. The most of reading, spelling, geography, &c., that is learned in our Primary schools, therefore, must be learned by observation. When we read, we recognize the words by observation, and judge of the matter by recollection, comparison, and reflection. As in this case observation acts first, so should the child first be taught by observation. Order or arrangement should be strictly observed in teaching, so that the pupil will have the benefit of association in calling to mind that which otherwise could not be recollected, but strict care must be taken that this does not degenerate into mere "rote recitation."

Now these, and a hundred other things, should be somewhat understood before one attempts to teach; and even then difficulties will arise, which will almost overwhelm the inexperienced.

But something more than a good education is necessary to make one a successful teacher.

We teach and we are taught by something that is never uttered in language. This teaching, noiseless and constant in its operations, is charged with moral power, and is most potent in its influence upon the character of the taught. A well tempered soul, an acute moral sense, a keen appreciation of honor and justice, a love of truth, all beam through the eye, modulate the voice, and animate the whole being, and all within the reach of its influence, except the most obdurate, are permeated by it, and melted into harmony and obedience. A bond of sympathy is thus established between the teacher and pupil by which the teacher's labors are made easy, and the child's duties a work of love. Our children are being educated, every day, morally as well as mentally, and they recognize the moral qualities of every act that comes under their observation as accurately as "children of a larger growth;" and it is as impossible for them to dwell in an immoral presence and not be contaminated thereby, as it is to live in an impure at-

mosphere and not be affected by its poisons. With few exceptions, "as is the teacher, so is the pupil." If the teacher is interested, punctual, tidy, and loves to teach, the pupils will be interested, punctual, tidy, and love to be taught. If the teacher is not interested, often tardy, and sometimes absent, and always seems to be waiting for "something to turn up" that school may not keep, then the pupils will be heedless, tardy, often absent, striving to enjoy that life and energy outside, that is wanting in the school-room.

Much honor is due to those teachers who have made earnest efforts to elevate the standard of scholarship in their schools, and to render their instruction more efficient and practical. Esteeming their profession an honorable one, full of grave responsibilities, they endeavor to fit themselves for their work, by constant study and careful preparation. The lessons for the day are carefully reviewed before the work commences, and thus all the teacher's time and attention can be given to the school, and the recitations. Anecdotes, illustrations and stories are ever ready to render the lesson pleasing and attractive. A generous rivalry exists between the teachers of the same grade, which is kept alive by allowing each teacher one day in the term, to visit other schools of the same grade. This rivalry is shared by the pupils, who do their best to support the honor of their schools.

TRUANCY. One of the most troublesome and difficult matters to be dealt with in connection with our schools, is truancy; and but little will be done to remedy this evil, until it is made the *special duty* of some person appointed by the city to take this whole matter in charge. He should be required to call at each school-room at least once a week, at first, and procure a list of all truants, then hunt them up and thoroughly investigate their cases. There may be some children that are sent to school by their parents, who never reach the school-room door, and others who are not sent at all because their parents are unable to properly clothe them, pride forbidding their asking for assistance. Others still are kept at home by their parents that they may assist in maintaining the family, thus being robbed of their "birthright for a mess of pottage." A little pecuniary aid, kind advice and gentle reproof, no doubt, would send many of these to the school-room. One month's energetic labor by a "live man," at the opening of the next term of school, would set all right. Then the teachers could notify him of any delinquency by dropping a note in a box at his office prepared for the purpose.

A. L. TYLER,	}	Superintending
J. F. MERRILL,		School
G. M. HICKS,		Committee.

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#### KENDUSKEAG.

EQUAL RIGHTS. Under the present town system all the schools have equal advantages, as their terms of schooling are equalized without depriving any of their rights or privileges. In addition, all the scholars of the town, sufficiently well advanced, are admitted to the privileges of the high school. Although the number availing themselves of this privilege was not so great the past year as it might have been, or probably will be in the future, yet those living more remotely from the centre, who did attend, were well compensated for their effort.

VISITING THE SCHOOLS. The interest of parents in the instruction of their children has not been much manifested by their visits to the schools. I have endeavored to induce such visits, but mostly without success. The number of visits made in the high School, both terms, was sixteen, mostly on the last day of the last term, and on



Wednesday afternoons. The South school had twelve visits, probably nearly all young persons, in the Fall and Winter terms. All the other schools report an aggregate of three visits! Are the people willing to take everything on trust? Are they determined that they *will not see for themselves*, and know what they are talking about when canvassing the interests of the schools? If citizens would more frequently visit the schools, and witness what is there going on, they would be better qualified to judge of the success or failure of teachers, and of the *animus* and faithfulness of supervisor or committees. Until they do this they will do themselves most justice by being as sparing of censure as of praise.

NUMBER OF SCHOOL TERMS IN A YEAR. With many others I have been of the opinion that three terms in a year were better than two terms in any school where the terms would not be made altogether too short, and I accordingly arranged for three terms of eight weeks each for all the schools, except the High School. As it appears to be of little use to thrust the school-house between the children and the berry pasture, in berrying time, I arranged to have the summer term close with the ripening of the strawberry. This arrangement appears to be a good one for the scholars, except when parents keep their children from school to help in planting. Later in Summer they are kept from school by the haying, and in fall by the later harvests, and I found that even November was too early in the season to suit the convenience of some, while it seems that in winter the wood hauling requires the labor of some scholars; so that it is impossible to find time for a term of school between the months of April and January that may not be interfered with by the labor of the farm. A simple inspection of the subject will show that three terms are better for scholars whose services are needed partly on the farm, than two terms. But on the other hand, I find that the system of three terms has a serious disadvantage, and this is, in the employment of teachers. There may be liability, as I have found, of disappointment in securing preferred teachers who want schools of greater length. This matter merits the attentive consideration of whoever has charge of the schools in the future. If I have made any mistakes or blunders I hope the Town will profit by them.

COMPENSATION OF TEACHERS. Our worthy Governor, in his address to the Legislature, alludes to the great difference between the wages of male and female teachers. He does not notice one great fact which at present may perhaps account for much of this difference; male teachers average a much greater experience in teaching than do female teachers. These last in great numbers, *only teach at all* that they may go better dressed through the world, and very few of them teach more than five or six years at the most, while it is not unusual for males to teach thirty, forty, or fifty years, even where it is not the chief employment for life. As long as this remains so, there will always, perhaps it should be said *there ought always*, be a great difference in their wages. But the faithful laborer is always worthy of his hire.

In determining the wages of teachers, I have aimed to be just, avoiding niggardness on the one hand, and profusion on the other; but preferring a wise liberality to an error on the other side. The wages paid in the High School is \$75 per month, and about the same as heretofore. The wages paid to the other teachers has been from \$20 to \$28 per month, averaging (exclusive of board, reckoned at \$2 11 per week) \$4 11 per week.

In determining the proper wages of a teacher, there are three principal elements which should lead to a decision, viz: the *time* employed, the *quantity* and *quality* of the work. No one can pretend that a young and inexperienced girl, could, in our South School, earn wages at all to be compared with the real earnings of a competent and well drilled teacher in the High School. My own judgement is, that twenty dollars per month in the South School, especially for one who has spent neither time nor money to learn how to

teach, is as liberal wages, in proportion, as the teacher of the High School receives. Better qualifications will always be worth, and will always secure, better pay. The money raised and expended for schools is not for the pleasure, convenience or benefit of teachers, but for the benefit of those immortal minds which are entrusted to their care. Let those who would teach look well to their qualifications. The time is coming fast, when those who will not incur the expense of Normal instruction, in other words, will not learn the trade and thus possess themselves of the best methods of teaching, will have to accept such low wages as will show a greater difference than is now seen between male and female teachers. Teaching is a trade, which, more than a mechanical trade, requires special instruction and drill, to produce the best work and entitle to the highest rate of wages. As teachers are better qualified, they can demand of towns and school officers a higher consideration, and they will hold a much higher position in the estimation of the public.

**THE MEN OR THE WOMEN.** When I have listened to the excuses of men for not visiting the schools, and admitted their validity, I ask, to whom shall we look for this kind of interest in the schools? And I am compelled to think that some public duties ought, by general opinion and consent to be devolved upon the women, and there can hardly be found a more fitting sphere for her usefulness. But now, for the most part, they know nothing of the reports of the School committee, except by hearsay, and it may be that they get the substance of those reports in very questionable shape. It will be one step in advance when women generally attend town meeting to listen to these reports as they are read, if for no other purpose. And we would appeal to the mothers of our school children, to take some further interest in the schools which their children attend, than merely to send them to school with clean frocks and faces. Our women should have an eye to the school room to exercise their taste upon it, in its order, cleanliness and adornment. A vase of flowers is as beautiful and useful on the teachers' desk as on the pulpit at church. Let us have more of the mind and hand and heart of women in the school room.

The rank in study in the High School was graduated on the scale of 1 to 10. While none during the past year, have come up to the perfection of 10, nearly the whole school has ranked from 7 to 9; the majority ranking above 8. This is a good exhibit for this school, and should stimulate the scholars to still greater efforts. One of the best pleasures attending the supervision of schools is derived from the ability to speak a good word for the boys and girls.

**THE MILL TAX.** The law abolishing the fifth part of the sum required by law to be raised by the towns, and establishing a lien thereof, *the Mill Tax*, is one of the most just laws on the Statute Book. Justice also requires that this provision should be still further extended, as the inhabitants of the sparsely settled rural towns pay a far greater per centage of taxation than the centres where the rich from all parts do congregate. Property throughout the State should be more equally taxed to support the schools required by the State. Under the just provisions of this law, the town of Kenduskeag is required to raise \$154 less than formerly, for the support of schools. The Mill Tax assessed upon this town appears to be \$171.23. The town must therefore in the future pay \$17.23 more than formerly. The town receives from the Mill Tax \$273.65, making a gain to town for the benefit of its scholars \$256. In addition, the Savings Bank Tax which comes to this town, amounts the past year to \$72, to be doubled the coming year.

It will be observed that most of the teachers the past year have belonged in town. I believe this is not generally thought the best practice. I was governed by necessity. There are so many social, and other prejudices and animosities in every town, that young

teachers especially, are more likely to succeed elsewhere, than in the town of their residence. Besides, if one fails at home, it makes a far greater disturbance of friendly and neighborly relations, than if that failure was of one not a resident. It is every way better, both for teachers and schools, with few exceptions, that teachers should be taken from other towns. In the teachers employed the past year, I have had better fortune than one would reasonably expect.

R. BLACKER, *Supervisor.*

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LUBEC.

We will not go into the usual details and statistics of each separate school, for we have not the time, and before we should have done with the twenty or twenty-five schools in town, your patience would be exhausted. We have had more than the usual amount of schooling, and this of itself denotes progress, and we wish that some plan might be devised by which the benefits of longer schools may be afforded to every scholar in town, especially those in the small and sparsely settled districts. You are aware that the State Superintendent very strongly advocates the abolition of the whole district system, and allowing to all scholars equal rights and privileges in the schools. He presents some very strong and satisfactory reasons for this measure, and certainly there is no just reason why a scholar who happens to live in district No. 2 should have but twenty weeks schooling, while one living in district No. 1 has forty. Our school tax is based upon property. It is a public burden voluntarily assumed for the benefit of all, and all are equal in the eye of the law, and so declared to be in the very charter of our liberties; therefore, the mere accident that a scholar lives on the east or west side of an arbitrary line ought not to deprive him of the opportunity to prepare himself properly and intelligently to discharge the duties of an American citizen, and honorably to fill any position to which he may be called. This is a subject worthy of your serious consideration, and requires more time thoroughly to amplify than can be given to it in this report. While we say in general terms that our schools on the whole are in healthy and prosperous condition, that the teachers have all been faithful and labored to the extent of their ability for the advancement of the scholars, and that as a class they are as faithful public servants as we have, it is proper also to remark that neither our past nor present condition is a just standard of comparison. We should never rest satisfied till they come up to our ideal of perfection. From our present elevation we may descry lofty heights yet to be reached, unattained but not unattainable, the very glimpse of which should inspire us with courage and determination to press on till we occupy the vanguard of educational progress. An examination of the various school registers shows a large percentage of tardiness and irregularity of attendance, and a consequent loss of instruction, and injury inflicted upon the schools by disturbing the arrangement of classes and imposing extra labor upon teachers in trying to bring these delinquents up with their recitations. We think we are not extravagant in saying that fully twenty-five per cent. of our school progress is wasted from this very cause. In every school district there are some families that do not appreciate the privileges of school, and keep their children away for the most trivial reasons, or allow them to follow their own idle inclinations and go and come as they please. It is not strange that many educators are urgently advocating compulsory attendance as the only effectual remedy for this crying evil. If the law makes it the duty of towns to provide for the education of all its children, it certainly implies the corresponding right of insisting that they shall attend upon the means of instruction. The great law of self-preservation certainly confers upon society the right to protect itself against this army of idlers and vagrants, that if

not educated in the school room, will be in the streets, only to graduate in our jails and penitentiaries, for it is from this class largely that these institutions are supplied. They have a saying in Germany, that the scholar is due to the school, and they carry it into effect by requiring that they shall be there. It should be made the duty of some officer, and he should be clothed with authority to carry this thing into effect. Another requisite for successful teaching is that our school rooms should be supplied with some apparatus for illustrating the branches taught. There is but one school house in town that has a globe and a few outline maps; whereas, every school house should have a globe, and its walls hung with outline maps and reading charts. It is found by practical trial in the school room, and is sanctioned by the opinions of the best educators, that they are necessary and useful to the teacher in the prosecution of his work, and expedite his labors as much as do the modern and improved appliances in any other department of human effort. They multiply the teacher's power to a degree which cannot readily be appreciated by those not acquainted with the business of teaching. There should also be entire harmony and concert of action between Committee and agents with reference to the employment of teachers. As the Committee are by law constituted the final arbiters to decide upon the fitness of the candidate, and by their acquaintance with the schools are presumed to be best qualified to judge in the premises, it will greatly facilitate matters and relieve your Committee very much to have the several school agents confer with them before employing their teachers. If possible the teacher should be engaged some time beforehand, for when he arrives late it may be on Saturday, and school is advertised to begin on Monday. There is then no time for examination, and nothing but the baldest incapacity would induce the Committee to interpose their veto.

Your Committee would recommend the adoption of some measures for the immediate establishment of a high school in our village. The present time seems very favorable for the initiation of a plan that shall result in establishing upon a firm and enduring basis a school that shall be at once a blessing to the present and coming generations, and a source of just pride to every public spirited citizen in town. If it be objected that our children already have better advantages than their parents had, and that we are as well off in respect to educational matters as surrounding towns, the ready reply is that this is an age of progress, and that we are not content with simply following in the footsteps of our illustrious predecessors in other matters, nor should we in this. Our motto should be "Onward," "Excelsior!" As a matter of financial economy it is the cheapest thing the town can do to establish a school in which our young men and women can fit themselves for any calling in life; where those who wish can prepare for college, and in which we can raise up a crop of trained teachers sufficient to meet the wants of our own town, and have a surplus to send abroad. The legislature has very wisely, as we think, passed an act providing for the payment to towns complying with the conditions, a sum not exceeding five hundred dollars (equal to that raised by the town), for the support of a free high school. If we neglect to avail ourselves of the benefits of this provision, we shall act a very niggardly and suicidal part. A great many towns have already complied with the requirements of this law, and it is earnestly hoped that we shall not fail promptly to secure to ourselves the consummation so devoutly to be wished. If we would not court the unenviable notoriety of being indifferent to the welfare of our children, and behind the times, let us not hesitate at once to adopt a liberal and far-seeing policy. We shall thus show that we are abreast of the age in which we live; that we believe school houses are cheaper than prisons, and that faithful and competent teachers are the most efficient and economical police that we can support. A very wise man said long ago that, "there is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." Let not the present expend-

iture of a few dollars be withheld, or grudgingly bestowed, when the prospective benefits accruing therefrom promise so largely as they do in this case. If he who makes two blades of grass grow where but one grew before is accounted a public benefactor, doubly honored shall he be who by word or vote or material aid shall assist in giving to the rising generation free access to the treasures of wisdom and knowledge that are now beyond their reach. The time has already come when no town or village as large as our own can remain destitute of a free high school, without suffering both in character and reputation.

The press is educting the mass of the people up to a high plane. Every man, and woman too, can find in the daily and weekly papers, which are scattered like the leaves of autumn in every household, a medium for giving to the public the best considered and most mature thought; and they should be prepared to improve the opportunity, and thus contribute their part to the sum total of human knowledge and happiness.

How shall the teeming hosts already engaged in the battle of life, as well as the unborn millions who shall in due time come forward to fill the places of those who are continually falling in the strife, be armed and equipped for the duties of life, unless the key of knowledge is given to them, and they are taught how to use it. A high school free to all has become a necessity. We can and must have it. Our brethren are already in the field; why stand we here idle? Side by side with the church, should its spire point heavenward. In the eloquent words of Daniel Webster, as he stood at the base of Bunker Hill Monument and laid its corner stone, and in vision saw that splendid shaft towering aloft, an enduring monument of the brave men who fell on that hallowed spot, "Let it rise till it meet the sun in his coming; let the earliest ray of the morning gild it, and parting day linger and play on its summit." So we say of the high school house; let it rise as an evidence that we are worthy descendants of the Pilgrims who erected the church and the school house as the faithful custodians of that liberty for the establishment of which they offered up their lives.

Times change, and we change with them. What answered the purpose a quarter of a century since, or even a decade, will not meet the wants of to-day. New and improved modes of teaching, a wider range of study, and a better acquaintance with the machinery of government on the part of the masses, demand a corresponding breadth of culture in our law makers and rulers.

As we rejoice in all the blessings of civil and religious liberty procured by the labors and sacrifices of our fathers and bequeathed to us as their children, so let us labor to transmit them, not only unimpaired, but greatly enlarged and improved, to our posterity.

The subject of education is by common consent one of the most important and far-reaching in its influence that can occupy the attention of the human mind. It lies at the basis of all free governments, and is the only sure guaranty of the establishment and perpetuity of republican institutions. We use the term education in its largest sense, as embracing the complete and harmonious development of the physical, mental and spiritual faculties of the young of both sexes. The truth of this proposition is beautifully expressed in the adage, that,

"Tis education forms the common mind;  
Just as the twig is bent, the tree's inclined."

In the light of this truth it is evident that the foundation should be laid broad and deep in youthful minds, in order to form a solid support for the subsequent growth and expansion of heart and intellect. To do this successfully the teacher must of necessity be thoroughly acquainted with the science of mental philosophy. He must understand

the laws which direct the unfolding and expanding powers of children and youth, that he may wisely and profitably direct them in the pursuit and acquisition of knowledge. He should never lose sight of the great truth that he is operating upon the most sensitive and complex piece of mechanism ever entrusted to human hands, and that he or she, as the case may be, is constantly impressing his or her own mental and moral constitution upon the susceptible nature of childhood, and exerting an influence that will continue to mould and guide and possibly determine for weal or woe the whole course of after life. Let not this fearful consideration deter the faithful teacher in the discharge of his duty, but rather let it stimulate him to a more thorough preparation for his calling, that like a skillful architect he may build wisely, and by the product of his skill and fidelity prove himself a workman that need not be ashamed; and though his reward here may not be commensurate with his deserts, he may be cheered by the consciousness that he has been the active and intelligent agent in guiding and directing in their preparation for the duties of life a generation that will rise up and call him blessed. When the weight of years presses heavily upon him, and failing powers and fading honors remind him that he is soon to be dismissed, he may with just pride point to a noble company of intelligent and useful citizens and say, "these are my pupils."

The great variety of text books now in our schools is a serious hindrance to the progress of the scholars and a source of perplexity and annoyance to the teachers. These different editions of arithmetics and grammars necessitate a like division and subdivision of classes; thus obliging the teacher to spend as much time with each separate class as would be required by three or four, if they had the same books and be combined in one class. The most effectual remedy for this abnormal and unnatural classification of schools is to have the text books supplied by the town and at the expense of the town, and distributed to the scholars by the teachers, under the direction of the school committee. Wherever this plan has been tried it has worked admirably, and has afforded the most gratifying results, enabling teachers greatly to simplify the classification of their schools, and thus add materially to the teacher's power. It has been found also to be a great saving of expense, as the books can be purchased at wholesale, and thus save several profits; besides, they can be passed from one class of scholars to another till they are worn out, and being the property of the school the scholars will not feel at liberty to destroy them as if they were their own, and the teacher could hold each scholar responsible for the proper care of the books intrusted to his care.

The more we think of it the more thoroughly are we convinced that the present district system (or more properly no system) must soon give place to something more in accordance with the spirit of progress which is supplanting obsolete ideas and institutions, and substituting in their stead something far better. The concurrent testimony of those towns that have abolished the school districts and made the town the school unit, is that the new arrangement has more than realized the expectations of the most sanguine advocates. It has been found to work equally well with the town plan of supplying text books, and nothing could induce those towns which have adopted either of these improvements to return to the old order of things. It must be obvious to every one who has reflected at all upon the subject that there are great advantages arising from the town system as compared with the district system. It is manifestly a more equitable mode of distributing the burdens of educating the rising generation, which is alike the duty and interest of society to see that it is well and faithfully done. The benefits patent to the most casual observer are longer schools, fewer and better school houses, better school furniture and appointments, better teachers, and of course better teaching; an equal chance for those who live in the rural districts with those who live in thickly settled portions of towns and villages, and a hopeful promise of better things

yet, in the good time coming. We trust the time is not far distant when our citizens will be convinced that we cannot afford longer to postpone the adoption of a measure so manifestly conducive to success.

HIRAM COMSTOCK, }  
 G. W. PEAVEY, } *S. S. Committee.*  
 M. P. LAWRENCE, }

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BUCKFIELD.

The schools for the past year have, in general been successful; though in one or two instances there have been failures. We are unpleasantly impressed that our system of education is far inferior to what it ought to be, and does not compare favorably with the schools of many other towns with no greater wealth and opportunities than our own.

This condition of affairs, we believe is due to the general apathy of the people in regard to the cause of education.

In many districts no special interest is manifested in schools, and agents often fail to do their duty, and consequently we have poor school-houses and poor furniture. Every person is, or ought to be, more or less interested in the cause of education, and if every one would throw aside all personalities and do a little in this direction, the result would soon be seen. When we realize that public schools are the basis of our good society, and that it is true economy to use a portion of our money for their support; when the interest of the parents is awakened in this direction then the children will feel a keener interest and a higher system of education will be reached.

S. C. ANDREWS, }  
 ALFRED COLE, } *S. S. Committee.*  
 JOSEPH CALDWELL, }

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RAYMOND.

Our school revenues the coming year will be greater than ever before. The mill tax adds about one dollar to each scholar's part, while the savings bank tax, payable July 1st, 1873, will be about double that of last year, comprising as it does a whole year's income; while last year the payment embraced the income of only six months. With these increased revenues in our hands, it is our duty to do whatever lies in our power to promote the welfare of our schools.

As district agents you should make the school-rooms attractive and comfortable places for parents, teachers and pupils. Let them be well furnished with maps, blackboards, globes, useful ornaments and encouraging mottoes. These articles can be purchased at a trivial expense, and may be productive of great interest and profit to the scholars; for they will love a pleasant school-room, and will doubtless be more punctual and constant in their attendance at school.

Be very careful in the selection of teachers, that they are chosen for their ability to teach and govern your schools. Hold your district meetings the first of April, that you may be able to make an early selection. Consult your Superintending School Committee in the choice of teachers, and be sure that they present themselves for examination at the meetings appointed.

As parents, you should heartily co-operate with your school officers and teachers in their work for the success of our schools. Try to impress upon your children the importance of punctuality and constant attendance at school, since absence and tardiness are serious obstacles to their progress. Visit the schools often and let the teacher feel that you have

a friendly interest in their labors. Schools that are frequently visited by the parents are more interesting than those that are neglected; for the teacher feels encouraged and the pupils are ambitious to pass their examinations with credit.

You are all well aware of the provisions made by the last Legislature for the support of free high schools in each town in the State. Would it not be well for this town to follow the example of many others in the State by voting to raise perhaps two or three hundred dollars and receive the same amount from the State, to be expended for the support of a free high school in this town? We should avail ourselves of every resource offered us to promote the interest of education and give the subject the attention which its importance demands.

GEORGE SYLVESTER, *Supervisor.*

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CASTINE.

No question has come up so difficult to meet in school management as this one: "What shall be done with those young men who desire to attend school during some eight or ten weeks of the winter months. Maiden ladies, ministers and normal schools have in turn been tried, and no permanent arrangement until now has seemed available for the purpose. The free high school law passed at the last session of the Legislature enables the Committee to present a plan which can hardly fail to be acceptable to all. It is proposed to remove the high school to the room recently occupied by the normal school. There is a fine recitation room at command, and here under the discipline of the high school teacher an assistant may be employed, and thus connected with the high school the very best accommodations and advantages can be provided for this class of scholars.

J. W. DRESSEN, }  
 S. K. WHITING, } *S. S. Committee.*  
 D. W. WEBSTER, }

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SACO.

As a general rule the past year has been one of more than usual prosperity. Not that all our schools have been alike successful, this is not to be expected—but there has been less money wasted on account of failure than in some past years.

Your Committee are convinced of the importance of the faithful supervision of our schools—the more faithful the better. Teachers and scholars will both be influenced by it to greater efforts and attainments.

PARENTS are the natural guardians and instructors of their children. Their relations constitute them the responsible parties in the case. They naturally and legally have the care of them, and they are under obligations to educate them, or bring them up properly; and notwithstanding they have the facilities of schools to assist them in this work, they are not thereby relieved from their personal responsibility. They have something more to do than to stand aloof and find fault. They should consider teachers as their co-adjutors or servants employed to help do their work, and instead of hindering or embarrassing them, as is too often the case, they should give them their sympathy and co-operation, and assist them all they can. The least they can consistently do is occasionally to visit the schools, show their good will, and exercise a general supervision, as they would if they had persons doing any other important work for them. Instead of this, it is surprising to see how many pursue the former course of fault-finding and make trouble for the teachers. We venture to say that there have been more than ten of this class to one of the latter. We hope that parents will see the propriety of



giving attention to this great work of their lives—the education of their children, send them constantly to school, and let their own presence in the school-room show their interest where it will be recognized and appreciated, both by scholars and teachers, as well as by your Committee.

**SCHOOLS.** We have fourteen graded, and three mixed schools in District No. 1. At the commencement of the Fall term, the new school-house on Spring St. was opened for occupancy and the old house on Pleasant St. disposed of, which change gave us two more schools.

The Primary schools now are seven in number—one more than heretofore. We have two grades on Spring St., the Common, and Green St., and the scholars are promoted from the lower to the higher as they are prepared. The school on Middle St. is of both grades.

The Intermediate schools have been reduced to two. This was done by lowering the grade and transferring the first classes in the three schools to the Grammar schools and thus making room for the remainder in the two schools on Green and Middle streets.

*The Grammar Schools.*—Two new schools were opened in the new house on Spring St., which, with the others on Middle St., give us four schools. These are supplied with a good number of scholars and are accomplishing a good work.

The High school at the commencement of the year received quite an accession of scholars, but they have not received the apparatus recommended by your Committee in their last report, which is very much needed, and we have not learned that any appropriation has been made for that purpose.

The Mixed schools in this district were in session during the Summer and Fall terms with a very small attendance.

The Summer and Winter schools of the eight outer districts have been in session as usual, but with a marked diminution of scholars, several of them not having more than half as many in attendance as they had a few years since, but they have enjoyed more than an average prosperity. A good degree of interest has been manifest and harmony has generally prevailed.

**SCHOLARS.** The greatest obstacle to successful progress lies with the scholar. If he does not try, the best teacher in the world cannot make him a true scholar. Here is where some of our schools fail. Too many of our scholars do not do their own thinking. It is too irksome. They expect the teacher, or somebody else, to do it for them, and the consequence is, it is not very well done. No scholar *is* a scholar unless he learns to think for himself. This is his appropriate work and he must do it himself. He may “ride a pony,” rely upon his money or position, and get everything solved for him, and explained so as to relieve him of the labor, but it will not answer. He cannot succeed. It was found out long ago that “there is no royal road to learning.” Nothing but study, faithful, persevering study, will accomplish the end, and the sooner scholars, with their parents, apprehend this fact and determine to make themselves, “masters of the situation,” the better, not only for them but for all concerned. Scholars who have a right object in view are very sure to succeed, and they give their teachers and parents but little trouble about it.

**SCHOOL-HOUSES.** A good school-house speaks well for any place, while a poor dilapidated one tells another story. Our school-houses are now in a very good condition, with one or two exceptions. The Sandy brook especially, and also the Loudon, need looking after. District No. 1 has furnished itself with a very nice new house, which has placed itself somewhat in the predicament of the man with the very nice piece of new furniture, that caused him to replace all the rest to make it correspond. Our houses now hardly correspond.

AGENTS have more responsibility in our schools than is generally supposed by themselves or others. The condition of the school-room, the furniture and general arrangements, depend on them. So does the kind of teachers employed, to a great extent. The Committee have the power to veto, which it may not be best for them to exercise, except in cases of evident incompetency, and also the power to expel, which is more difficult to exercise. It is not every person who can pass a good examination that will make a good teacher; but when a teacher has earned a reputation in his profession it is the privilege of the agents to profit by it and make sure of him. When once fairly installed, he cannot be dismissed without friction and without danger that "the remedy will prove worse than the disease." Agents, then, should make as good selection of teachers as possible, and notify the Committee of the commencement and close of the schools, that they may be properly visited.

We would also remind the agents of the law requiring that "Each school agent shall return to the Superintending School Committee in the month of April annually, a certified list of the names and ages of all persons in his district from four to twenty-one years, as they existed on the first day of said month, leaving out of said enumeration all persons coming from other places to attend any college or academy, or labor in any factory or at any manufacturing or other business."

Notwithstanding the improvements of the past, there is still room enough for more. There is always room up higher for those who will go up and take possession. May "Go up and go on" be our motto for the future.

J. M. BAILLY, } *Superintending*  
C. F. HOLBROOK, } *School*  
H. FAIRFIELD, } *Committee.*

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#### WINTHROP.

Another school-year's work is done, and hereby is submitted the report; and although I may not feel that I do it with entire satisfaction, yet I do feel that there is reason for gratitude that we have come through the year as well as we have. Our school work is a great work, and a work in which we need not hope to do other than make haste slowly. So it has been, and so it must continue to be. Great improvements may be made, as there have been, in the means and processes of education, which would seem at first view to obviate the old tread-mill way of getting on, but the second, sober thought, brings us face to face with the fact that we have still the same old fashioned material to work upon, and that all the inventions and devices of men can never make that fast which nature has decreed shall be slow. But our schools are growing. Though much growth may not be seen in a term, or in a year, as the terms and the years are added one to another, the growth is developed and stands out in bold relief. It is interesting to observe this growth, as one can, who follows the terms into years, and the years into a multiplication of years.

In most cases the past year our teachers have done well. Two have made failures. For this no one may be directly chargeable. Such cases may be expected sometimes. Still something may be learned from these cases. Inexperience and want of adaptation were the grand causes of these failures; and to this fact I would call the attention of school agents, requesting them not to throw the burden of passing upon the external qualifications of candidates for teaching upon the Supervisor. It is the duty of Agents to judge of the natural qualifications of applicants, and to learn the extent of their experience, and then if they are not satisfied let them say so, and not engage them and send them to the Supervisor.

There is one other thing I wish to simply hint at, and that is the state of some of our school houses. School houses are educators, as well as the teachers and books that are in them. They should therefore be comfortable, pleasant and attractive. Parents would not keep their children in such rooms at home as they oblige them to occupy week after week, and month after month, in some cases, at school. Hardly too much can be done in this direction. The matter is an important one, and should receive prompt attention. Make the school houses good educators, and we shall have better schools.

But I forbear. Gathering encouragement and strength from the past, let us work on, feeling that our work is not in vain.

A. BRYANT, *Supervisor.*

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#### SKOWHEGAN.

In reviewing the labors of the teachers who have served us during the year we find many who have been faithful and conscientious in the discharge of their duties, and are well deserving of the praise we cheerfully bestow upon them; but there are others who are less deserving of praise. They enter upon the profession of teaching with little arithmetic and less grammar, no general culture, no system, no method of instruction. In company with their scholars, they wander over the pages of their text books, without imparting instruction to their pupils or improving themselves; and your Committee, at the annual meeting, report the schools as giving general satisfaction to the district. During the past three years your Committee have had the painful duty, in several cases, of examining the same teachers once or twice a year for different schools in town, and these teachers, instead of showing themselves from time to time more familiar with the text books, and with the subjects usually taught in our schools, have actually shown greater deficiency at each succeeding examination. Diligent study alone upon the topics that occur in the progress of a class can furnish a teacher with information adequate for his work. No teacher who has only a confused idea of the subject to be taught can impart instruction to a scholar. But returning to our former standpoint on the bright side of the subject, we have reasons for congratulation, that so few teachers, selected as they usually are, quite at random, should be ranked among the unsuccessful, so many that are worthy of honor and praise.

It may be proper in this connection to remark that most of the district agents have discharged their duties more faithfully, and have taken a deeper interest in the welfare of the schools in their respective districts than usual. They have manifested an interest in employing good teachers—the best to be had,—and have had some regard for the *kind* of instruction to be given their children. If the teachers engaged by them on examination were not found qualified, they have manifested no impatience or dissatisfaction, but have cheerfully undertaken the task of finding teachers better qualified. We heartily commend their example to the agents who may be chosen for the coming year.

**TEXT BOOKS.** The impression prevails quite widely among those not familiar with the facts, that changes in text books are frequent, and that parents are, from time to time, subjected to needless expense in purchasing new books. In some cases, doubtless, this feeling is just; but under the impulse of the active and progressive civilization of the present day improvements are making, as well in the arrangement as in the selection of materials for text books; the discoveries of the age are incorporated, simpler methods are adopted, and whatever has become obsolete, is discarded. Books, like fashions, become antiquated with all else in this age of change and improvement. When nations cease to change their boundaries, when explorations are no longer made, when discoverers are without occupation, when the world ceases changing, and mankind becomes

fossilized,—then we can stereotype our school books, and no change will be required. Change of text books is, therefore, at times, essential to the advancement of the schools, stimulating the minds of the scholars, awaking an increased interest, and furnishing alike to teacher and scholar, the gratification of novelty and conscious mental progress; and it is the duty of the Committee judiciously to make such changes as shall secure the best means of instruction. It will be necessary in this town to make a change in geographies at the commencement of the present school year. The one now in use was published some fifteen years ago. Since that time new States have been formed, Territories sub-divided, new boundaries established, new branches of industry created, and the whole mass of agricultural and manufacturing statistics, together with the census returns, have been revised.

CONCLUSION. In conclusion we commend our schools to the wise, generous and active regard of our people, on whom rests the final responsibility for their success. They are the hope, as they should be the pride, of our town. In them are the germs of civilization, education and all true progress. By means of them, we hope to make better and happier men and women. By means of them, we hope to raise the standard of education, to prevent crime, to advance the public morals. There is a ceaseless demand for the exercise of vigilance and enthusiasm to keep our schools up to the full measure of their duties and opportunities. May that vigilance never slumber, that enthusiasm never abate.

R. B. SHEPHERD,  
ALONZO RICHARDSON, } *S. S. Committee.*  
CHARLES W. SNOW,

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#### NOBLEBOROUGH.

In conclusion, we take this occasion to express our satisfaction as to the good condition of the schools during the past year. We think they have been fully up to the average of former years. We also wish to impress more fully upon the minds of our citizens, the necessity of selecting careful and judicious men for school agents; for in them more than the Committee rests the education of our children. We think that very few persons are at all aware how intimately connected are the choosing of a school agent, and the character and usefulness of the schools for the year.

An agent holds an important place. The appropriation of the district's money is in his hands. He is to employ the teachers. Districts, in selecting their agents, should select such persons as are really interested in having only the best teachers, and who will faithfully perform all their duties as agents. Perhaps there is no one thing more detrimental to the usefulness of our public schools, than the frequent changes of teachers. When a teacher is successful, we believe they should be retained for several terms. What if you do have to pay them an extra dollar a week, or a few dollars more a month, if by thus securing them, you are sure of having a good school? We can remember instances in this town, where teachers were retained for several successive summer or winter terms,—though it was a number of years ago—the schools yet show unmistakable evidence of the advantages they then received. But the old saying, “new lords, new laws,” applies pretty well here. Of course a new agent must hire a new teacher, no matter how well the former one may have done. This defect is one of the main arguments in favor of the Committee hiring the teachers. We do not, however, by any means covet the job.

There are many more subjects that we would like to present for your consideration, but the length of our report precludes only mentioning them. The more important ones are these: The necessity of parents visiting their schools; the irregular or non-

attendance of scholars, and the poor, and we might say miserable condition of many of our school houses. We hope you will try and remedy these defects the coming year.

Finally, fellow citizens, let us all individually do everything within our power to elevate our public schools, for they are the best safeguards of our liberties, and their products the best legacy we can transmit to the rising generation.

L. DUNBAR, *For the Committee.*

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WESTBROOK.

In the apportionment of the school fund, the Committee, as well as the municipal officers labored under the impression that the mill tax would not be distributed among the several towns until July, 1873, but it was received in January, although it has not been apportioned among the several districts.

The citizens of No. 6 made arrangement for the repair of their school-house and submitted the plan to us. We examined the premises and proposed to accept the plan, providing they would so enlarge and improve their lot as to make it suitable for the wants of the district. The house after being repaired, according to the design, would be ill-formed and unattractive, and reflect no credit upon the residents of the district. We trust that these people, after taking a sober, second thought, will abandon their present purpose, procure an eligible lot and erect a neat and commodious house that shall indicate to the traveler an intelligent and prosperous community. By so doing you would present inducements which would attract your children to school instead of that repelling influence which is exerted by the loathsome prison in which they are now obliged to meet. By the tabulated statistics it will be seen that the evils of absenteeism are still undiminished. Those of us who have no children are *compelled* to pay our annual assessments to educate these delinquents, whether they spend their time in school or in places of vile resort. We have prepared for them the repast and invited them to the feast. They and their guardians scorn our invitations. We believe the time has come when the Legislature should empower us to send our servants "out into the highways and hedges and *compel* them to come in." In our last report, we advanced several reasons why we should abolish district lines and combine the whole in one district. We are aware that those who attempt to change our school system must meet strenuous opposition; but while we realize the importance and appreciate the value of a sound education, it is our imperative duty to use all our efforts for its immediate advancement. Presuming that you have weighed the advantages of the change and seen the inconsistency of these arbitrary lines, we trust that you will so act at your annual meeting as to confer upon each scholar in town *equal* school privileges. The town *loses* no authority by the change. It only *assumes* the power it has by its own act delegated to the different districts. By adopting this plan you can have Primary schools in convenient localities for the smaller children, while the larger and more advanced could attend those schools adapted to their several acquirements and receive *more* and *better* instruction than is afforded under the present arrangement. Is there any plausible reason why a scholar in one district should have the privilege of attending school nine months in the year while his neighbor whose guardian perhaps pays twice the amount of school money, can have but five months? It may be urged that it would bear unjustly upon those in remote parts of the town in compelling them to travel so great a distance. But would not the advantages of a well classified school and the better facilities accorded to pursue their studies, prove an ample equivalent for all this trouble?

The Legislature of our State has wisely provided that those towns who will establish a High school and raise a sum for its support, not exceeding five hundred dollars, shall

receive a corresponding sum from the Treasury of the State. Why will not Westbrook manifest a corresponding liberality, establish a school in some central locality which shall be accessible to every scholar in town of requisite qualifications? We need an institution of this character. Its beneficial influences would be incalculable. It would create in our scholars a healthy ambition and prove an additional incentive for them to labor that they might be admitted to its privileges. It would increase the number of good scholars and develop talent which might not otherwise be called into action. It would remove every obstacle from the path of those who are desirous of obtaining a better education than is afforded in our ungraded schools, but are debarred by the stern hand of poverty. This subject is worthy your careful and serious consideration. Large sums of money are annually paid by us to private institutions to educate our children abroad, which might be retained at home with equal satisfaction if we would avail ourselves of our privileges and establish a High school in our midst. It would be an invitation to those who are seeking for a home in which they can educate their children, to take up their abode among us thus adding to our tax payers, buyers and consumers.

There are many intelligent men of limited means with large families of children, dependent on their hands who are anxiously looking for a place in which they can educate their children while they obtain for them the necessaries of life by daily toil. Will you hold out to them the proper inducements to come to us? You have adopted proper measures for the development of your manufacturing industries, will you not manifest a corresponding interest in the development of the immortal minds of your children?

In conclusion we commit this matter to your hands, trusting that you will bestow upon it that consideration which its importance demands.

CHAS. E. BOODY, } *Superintending*  
JOHN F. BEAN, } *School Committee.*

#### VASSALBOROUGH.

PARENTS AND TEACHERS. However competent teachers may be, our schools will never reach the highest point of excellence, until their efforts are supplemented and aided by the constant influence of the parents of the children under tuition. It is the practice of many parents to listen to every complaint brought from the school room by their children, and to censure the teacher for the enforcement of that discipline which is so essentially necessary to a profitable school.

For the most trivial reasons children are withheld from school day after day, and not only are themselves deprived of its advantages, but the entire school is broken in upon, and its usefulness impaired. In order to raise our schools to the highest point of efficiency, parents must be constantly awake to the importance of their children being regular and prompt in attendance, properly supplied with school books, and, above all, obedient and respectful to their teachers. Very few parents take sufficient interest in our public schools to visit them and aid the teachers in their arduous duties by counsel and encouragement.

Four or five of the schools in town the past winter have been under the instruction of first class teachers. The remainder have ranked from second to fourth rate. Many teachers enter the school room with but a feeble comprehension of their duties—the only method to be observed in their schools being a tiresome routine, with no instruction ever imparted aside from that contained in the text books. To a thorough knowledge of books, ought to be added a special training for teaching. This training can be had at our Normals Schools. But few, if any, of our teachers have availed themselves of such training. Any one who has attended these schools will tell you that the knowledge obtained is invaluable.

SCHOOL HOUSES. Our village school houses—those at Vassalborough, East and North Vassalborough—are each deserving of a special chapter to enumerate the particulars in which they fail of being what they should be. Let it suffice to say that they are far from being an honor or an ornament to their respective localities. The school houses in other parts of the town are generally in fair condition, but only one or two are provided with maps, charts or globes. In many the black-boards are sadly in want of a coat of paint, and in a few general repairs are imperatively demanded. I would urge upon agents the importance of providing for every school, globes, maps and charts, as far as the means at their command will admit.

IN GENERAL. I do not propose in this brief report to discuss the changes which are necessary to the building up of our school system. This subject has been ably discussed in the excellent reports of our State Superintendent, which I commend to your careful consideration. Christianity and morality are the foundation stones of society, but they are wholly neglected in our public schools. Would it not be well for our children to be instructed there, as well as elsewhere, in the duties they owe to God, their neighbors and themselves.

D. C. PERKINS, *Supervisor.*

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#### LISBON.

It will be seen that our school system has expanded from originally eleven small schools, and the same number of miserable old houses, to sixteen schools and twelve houses, some of which are as good and well arranged as can be easily found. While our schools, during the last year, have been generally successful and popular, the picture has still been one of alternate light and shade. While no school has been a total failure, some terms have come very nearly to it. Several terms have fallen so far below our ideas of what a school should be, and several teachers have done such imperfect work, and disappointed our expectation so much, that nothing but the difficulty of securing suitable persons to take their places, has prevented us from closing their schools and sending them home as unprofitable servants. Serious as it is to have schools imperfectly taught, or disorderly, it is still more serious to stop them unless it is absolutely certain that a teacher can be found immediately who will make things better. We have spared no pains or money to secure the very best teachers in the market, but the stock is not large from which to select, and many who have been recommended have not proved as represented.

Mortifying as these facts are, there is still a pleasant side to the picture. Very much excellent, conscientious and effective work has been done in a majority of the schools, and we scarcely expect to see some of them excelled. In many schools we have succeeded in placing acceptable, earnest, faithful teachers every term, and these schools have made unexampled progress. It is becoming more difficult to furnish acceptable teachers to the small than to the large schools. Some teachers who have succeeded admirably in large schools, in this and other towns, have found themselves almost powerless to do good work in our small schools, on account of lack of numbers to inspire enthusiasm, and on account of poor classification—nearly every scholar making a separate class. Some teachers have made a mistake in thinking that because the school and scholars were small, government would take care of itself. Not so. The same tact and management necessary to insure success and good order in large schools, are required in small schools, as many good teachers have discovered to their chagrin. We are obliged to admit two things which are painful. First, the standard of discipline has been considerably lowered, in most of the schools, from what it was last year; there are, however, some notable exceptions to this statement. Second, there has not been so

much hard, persevering study as formerly. We cannot account satisfactorily for this first disaster, further than to say that some of the best efforts of the teachers for good government have been broken down and defeated by interference on the part of parents. The second evil is largely the result of the first, though mostly due to want of ambition.

Lengthening the schools in the small districts has not worked so well in some of them as might be expected. Some schools have the idea that the very fact of longer terms and more schooling will put them ahead, if they don't study much. This is a grave mistake. Nothing but hard study and close application will make a school rank well.

Hard study seems to be a lost art in some of our schools. We have frequently found bright, intelligent scholars, capable of indefinite progress, loafing along in one or two studies—neglecting Grammar, with not enough to do to keep them out of mischief. Inquiry into these cases shows that the teachers have urged them to take up more studies, but "father or mother says I needn't." Unless things mend in this direction, we may spend our time and money in vain on schools, for we shall turn out nothing but intellectual dwarfs. It must not be inferred that many schools are in this state. On the contrary, many schools are distinguished for application to study, and consequent progress, and are an honor to themselves and the town.

People frequently insist that our schools, with all their boasted improvements and extra facilities, do not turn out so good scholars as they did twenty years ago. This is humiliating, if true, but is there not a fair show of reason for it? Formerly boys and girls went to school from the age of four to twenty-one and frequently twenty-three or twenty-four. The "back seats" were filled with young men and women who were old enough to know the importance of education. Now, a scholar sixteen years old is a rare occurrence, while one of eighteen is a patriarch almost. Formerly, scholars remained in school until they had sufficient maturity and judgment to understand the reasons of things, but now all the teaching for a life time is crowded into the few years between five and fourteen or fifteen, at a time when the mind can do little more than skim over and through things of importance, without apprehending their deep significance, or realizing that the things learned are for *use* instead of ornament. The most encouraging sign of the times is the increased efficiency of our Primary schools, and the improved methods of instructing small children in the schools generally. The improvement in the matters of writing and spelling is full of promise for the future. We have in our possession writing by children five or six years old, which is as plain and legible—capitals and all—as much that is usually done by scholars ten or twelve years of age. It is necessary to put only the most ingenious and patient teachers in charge of these little ones. These are hard to find, and harder to keep, as they are in constant demand at almost any wages.

Our Primary teachers have done very well indeed, and the children in their charge show more advancement than any other class of scholars,—which is incident partly to the fact that they begin with next to nothing, and have everything to learn. Many suggestions and recommendations we have made have been faithfully carried out by the teachers, and have resulted in great progress, particularly in writing and spelling. It is doubtful if any rural town in the State can show better writers or spellers than Lisbon now has. Other suggestions have fallen flat upon unappreciative ears, particularly in regard to Grammar and the introduction of new studies. What will be the state of language in our communities presently, if more attention is not paid to this study? The Grammar Class of "big scholars" which used to stop after school for an hour or so, to discuss knotty questions in Syntax, is a thing of the past. A good class in Grammar is a rare sight now, only three or four schools in town having them. The easier the books, the more the teachers simplify their instruction, the more they teach orally, the less the scholars seem to understand the subject. Unless Grammar is put forward as a thing to



be *studied*, and made of more importance, our scholars cannot be expected to leave school with any clear knowledge of language and its proper use. History is now introduced into nearly every school, which is a step in the right direction. The outline maps furnished to most of the schools have paid for themselves already. More must be furnished next year without fail.

Our school houses are now all neat and comfortable, except the Blake and Ridge houses. An appropriation was made last year to repair the Ridge house, but it was thought not worth repairing, and new furniture was purchased to make it comfortable. This furniture will be all ready for a new house, which must be built next year. The location ought to be changed slightly, so as to afford a good lot and play ground. The new house in the Thompson District is a model of convenience and comfort, and the size and advancement of the school there amply justify building it.

We are puzzled to know what to recommend in the Blake District. The old house is not worth repairing, and should be located so as to take in a part of our scholars who now go to Lewiston to school. The school is now so small that it is about impossible for a teacher to keep up any interest. We made an effort to have these scholars carried to the Newell school, as they could be carried and brought home for about half what it costs to run the school, and the measure would benefit both schools, but some of the people objected and the project fell through. A fear that the movement would result in breaking up the district and discontinuing the school house, was at the bottom of the objections. This fear is groundless, as there is a large territory in that vicinity which must be accommodated with schooling near by.

The school house at Lisbon Factory is a unique model of inconvenience and discomfort in its internal arrangements. Human ingenuity can scarcely produce a plan more provocative of trouble and misunderstanding than is here presented. But that a new house must inevitably be built here in a few years, it would pay to appropriate money enough to alter it, and thus put an end to the constant trouble occurring for want of a warm ante-room. The outhouses and privies connected with our school houses, especially in the villages, are a shame and disgrace to any race or people. Warned by the failure of all attempts to keep them clean and decent at the Lisbon Falls house, and on account of the difficulty of finding any person who would clean them, at a fair price, we have made no attempt in this direction, as we do not wish to assume the duties of scavengers, when the blame of this thing lies entirely in a neglect of early training at home.

This is a subject over which teachers have no control on account of its delicacy, but we say to parents, in the name of Heaven, if you can't bring up your children to obey at home, so that a teacher can manage them in the school room, do *try* to instruct them in the decencies of life so that they shall not endanger the morals and health of those who are virtuously taught. We have listened with pain to the numerous complaints from many schools, about vulgar and profane language, and indecent behaviour, by boys, in the presence of young girls and small children. We warn these boys that an outraged public sentiment will not long tolerate this demoralizing conduct.

What! has it come to this, that a mother cannot send her darlings, who have never known the touch of evil, whose minds are pure and whose thoughts are free from guile, to our public schools, without having them come back to her polluted by the actions and words of these inhuman monstrosities, called bad boys? Must virtue die because there is no one to defend our children from the baleful influence of this evil? We call upon every parent whose children's minds are thus debauched, to hold up the offenders to public scorn and contempt, and visit them with the utmost rigor of the law. These vile miscreants, who are sapping the very foundation of virtue, should be brought to their senses by sudden punishment.

We lately received a communication from Mr. Tash, Superintendent of the Lewiston

schools, containing a list of nine scholars who have attended school in the Pine Woods district in that town. On investigation we found that five or six of them actually belonged to us. For these they are willing to take per year the amount per scholar that we raise, which will be a fair basis on which to settle these claims. Some of these scholars can be taken into the Blake school house, if it be properly located when rebuilt. The others cannot be reached, and must continue to attend these at present.

It is impossible to predict to what extent our schools may expand in a few years. We have begun with a wise and liberal policy in school matters, which, if continued, must soon place them on a level with the best in the State. From all reliable data, it is evident that the school at Lisbon will be increased from seventy-five to ninety scholars in a couple of years or less. This will involve the erection of a new school house there soon. The schools at Lisbon Falls have also overrun the capacity of the school house. We have hired the old school house, and removed furniture enough there to accommodate the primary school. This has resulted beneficially in the establishment of the intermediate grade. These three grades must be kept up, and can be run as at present for a while, but a new primary school house will soon be a necessity. A primary school, or assistant, has been necessary in the Plains school most of the year. Contrary to our expectations, the expense of running the schools has materially increased this year. This is owing to several causes:

First. We have had two more weeks in every school than we did last year, and have established two new schools, so that we have had four hundred and forty-eight weeks as against three hundred and ninety-six weeks last year in town, an increase of thirteen and one-seventh per cent. in schooling.

Second. We have paid higher wages to teachers, an increase of five and two-thirds per cent.

Third. The price of board has advanced rapidly, having increased eleven and one-fourth per cent. In many districts it is difficult to obtain board, and competition being removed we have to pay what is asked.

Fourth. Some bills have been paid which were not presented in season for our report last year, which accounts for the difference between the amounts reported due by us and the selectmen.

Fifth. We have paid more bills to other towns for schooling, more for maps, charts, and school supplies generally.

We have done the best we could, however, in all cases. Those who have given the matter no thought have little idea of the difficulty of obtaining teachers at fair wages, as compared with former prices. Those persons who formerly taught for \$2 a week and boarded at home, throwing in the board, are now engaged in more remunerative business. No teachers are now available except those who make a business of it, and fit themselves accordingly, and the demand for them is greater than the supply. High as we have paid we have found ourselves overbid, and paying less than other towns in many cases. We do not yet pay our teachers what an ordinary girl, without any expense for fitting, or books, can earn per week in the mill or shoe shop.

The passage of the free high school act should be taken advantage of this year. The house at the Plains is centrally located, and has a vacant room in it which can be utilized now with great profit. A fall term of ten or twelve weeks should be held there. We recommend an appropriation to this end.

It is evident that it is of no use to look any longer to the Legislature of this State to establish uniformity of text books. Year after year the State Superintendent has issued the inquiry to the school committees in the State, "Can you suggest any change in the school laws which will be beneficial?" Year after year the response has gone back full and hearty, "Give us uniformity of text books." And still the desired end is as distant

as ever. How can this be explained? The people are complaining constantly about the expense of school books, more than half of which is caused by their needless variety and size. They are yearly sending men to the Legislature to look after their interests, and still this most vital interest is smothered for want of votes. An agent of one of the book houses said to us, "This school book uniformity business is a humbug. It must result in monopoly. Our firm spent three thousand dollars last year, fighting it in your Legislature." How could they spend that money? What business have they to meddle with the matter, if we want uniformity? Is it impossible that half a dozen other book firms spent as much money in this business? Is it probable that this money was spent in a fair, candid, unprejudiced discussion of the matter, in ascertaining the wishes of the people, in sending a commission to New Brunswick to see how the thing works where it has been tried? Or is it rather probable that the "*stock was placed where it would do most good,*" as in the recent Credit Mobilier business? While our legislators are casting their votes against our interests, who pays these book-firms \$3000 apiece to enlighten their minds? Who pays them from two to four hundred dollars in the way of discounts in introducing a new set of books, to be afterwards paid back, double, treble in the way of profits on the sale of them for the next five years?

Who pays three smart profits on a school book which might be furnished to the scholar at nearly the cost of production? Who can't move across the line, from one town to another, without incurring an expense of from one to ten dollars for a new set of books? There can be only one answer to these questions. *We the people* are paying these unnecessary bills, and shall continue to do so until some plan is devised for our relief. The free text book bill will not cover the whole case, although it will mitigate many evils of the present *no system*. Then in regard to monopolies. Let us have a few and see if we can't manage them. We can stand half a dozen monopolies better than we can afford to pay 50 per cent. profit on school books, and be obliged to take a dozen kinds we do not want or need. We advise the town to watch the success of the free text book plan as used in Lewiston and Bath, and adopt it at some future time if it be found adapted to our wants.

Drawing, or "making *images*, for which they ought to be whipped," as some over-practical people term it, is progressing finely in our schools. Many small scholars can now draw better looking horses, oxen, sleds, ploughs and houses than can be seen in the roads and on farms generally, which shows that they are not only learning to draw, but are acquiring better ideas of stock, tools, and architecture than are generally prevalent. We hope this useful and refining exercise will be fully encouraged and systematically taught, so that not a scholar shall leave school unfitted to enter at once upon any of the numberless trades and occupations which require a trained eye and skillful hand to insure success and advancement.

We filled the vacancy on the School Board, occasioned by the removal of Mr. Mason, by electing Albert Davis in his place. The death of Mr. Davis made it necessary to elect another. We then elected Asa P. Moore, who declined. We then elected Alfred E. Jordan, who has served until the close of the year. Two new members must be elected, as the retiring chairman was elected to fill a vacancy. Hoping to see our town school system so perfected as to take the unlettered child and leave him fitted, both mentally and morally, for all the duties of this enterprising age, we respectfully submit the above report.

E. H. GERRISH, }  
 J. PHILBROOK, } S. S. Committee.  
 A. E. JORDAN, }

## STONEHAM.

In presenting my annual report of the condition of our schools, perhaps it is hardly necessary to speak separately of each district.

It may be said with regret that while we number one hundred and fifty-six scholars in town, the average attendance the past year has been only about fifty-two and five-tenths. Disaffection towards the teacher, on the part of parents, in one district, negligence of parental duty in another, and a spirit of general unconcern in all, may be assigned as the prominent causes of this defect. Regardless of the untiring efforts of your Supervisor to the contrary, incompetency on the part of the teacher got into one of our schools, from which, of course, the district sustained a loss. There is a manifest want of ability in most of our young teachers to elucidate the principles on which the rules of our text books are founded, and scholars leaving school with a mere smattering of rules may be much in the condition of the followers of Descartes, who is said to have been certain of nothing except his own existence, and perhaps a few other self-evident truths.

Some of our agents, too, have been delinquent during the past year in looking after the well-being of our schools. In some districts wood has neither been seasonably nor suitably prepared, consequently those schools have suffered during the cold season, and their progress has been retarded. In this connection allow me to say that the school agency is no unimportant office. Men are needed to fill this place who are awake to a sense of the duties that devolve upon them. No agent for the past three years (so far as I know) has made an annual return of his agency in this town.

But while there are some whom we may accuse of misdemeanor and omission, there are others among us who feel a deep interest in the cause of education, and are willing to extend their efforts in its advancement.

We should regard the mill tax and the act in aid of free high schools as valuable tributaries to the general current of education in our State.

WILLIAM A. MANNING, *Supervisor.*

## ELIOT.

In submitting this report, we are gratified in saying there has been nothing to seriously interrupt the harmony and general advancement of the schools of this town during the past year, and a fair degree of prosperity and success has attended the labors of the different teachers; although with most of the schools there is much room for improvement, and need of more vigilance and care on the part of the people of the Districts, to insure a better return for the expense incurred, and a higher standard for the schools. We would respectfully call attention to some things, which, if attended to on the part of the Districts, would, in our opinion, very much conduce to the advancement and prosperity of our schools.

The school room which is kept in good condition, and well furnished with all needed school apparatus, and which presents an air of neatness and cleanliness, has much influence in elevating the tone and improving the character of the pupils; while, on the contrary, the one which has the appearance of neglect, lack of neatness and convenience, has a depressing and pernicious effect on the spirits of both pupils and teacher.

There are several of the Districts in which the school-rooms need cleaning, painting, white-washing, &c., also, curtains to the windows. It would be economy, and money well invested, even if taken from the school fund, to also provide the school-rooms with better furniture and facilities, such as black-boards, outline maps, and globes. Every little attention and expense incurred by the Agent in this way, by rendering the school-

room more convenient, wholesome and attractive, is money well invested, and will yield a return of a hundred fold, in contributing to the improvement, health and prosperity of the schools.

TEACHERS. After providing all needed facilities for the school-room, the most important of all is to procure the services of a *good teacher*; and to secure such, we would suggest to Agents, that the best teachers may be improved by attending the County Institute for teachers, which has an annual session in each of the counties of this State; and that they would do well to make an effort to secure the services of such as have availed themselves of the facilities afforded by these Institutes. Although there are some whose natural endowments render them superior as teachers and governors of schools; still, even they may be improved; and we feel quite sure that no good teacher can afford to neglect any means provided by the State, and brought within his reach, which will add to his usefulness, and contribute to the success of his profession. There is, probably, no office, or public employment, in which is needed a higher order of ability, or one which is calculated to exert more influence on society, or on the destiny of the State, than that of the teacher in the common school. The failures and lack of better success in these institutions are largely due to the inefficiency or unfitness of teachers; therefore, the greatest care should be exercised in their selection. It is much better to make choice of a good teacher at the commencement, than to run the risk of a change after the school has been in operation even for a short time; but no school should long be tolerated in which the teacher is unable to command the obedience of every scholar, so that order, the prime element of every good school, cannot at all times be secured in the school-room; for without order here, success is impossible.

ICHABOD COLE,  
HORACE PARKER, } S. S. Committee.  
C. H. GUPTILL,

#### NORTH BERWICK.

In presenting my report as Supervisor of Schools, I would congratulate you on your general success, although with you regretting their brevity and other circumstances, hereafter noticed, which have in some instances prevented that complete usefulness and benefit always to be desired and sought in a department of public service of such vital interest to a community as the Common School.

The form of this report will differ from that of my predecessors, and may from what is expected; as I prefer to consider the schools, excepting statistical information which is given in the annexed table, in the aggregate, rather than attempt a minute description of each, thus avoiding much useless repetition, and yet accomplish the ultimate object of a report in conveying to the citizens of the town such information in regard to their schools as is suited to promote their *future* usefulness. The better place to discuss the merits of each school is *before* it, and the time to criticise a teacher is at the preliminary examination, or while she is at work. A scathing report of the failure of a young teacher, whose fault in assuming a teacher's responsibilities, is not so much hers as the Agent's or Supervisor's, is very damaging, and even if it were possible (which it is not from the usual data) to attain to exact justice, neither magnifying merit nor fault, it were still better to apply the golden rule. It is a pleasure to notice in terms they deserve those teachers who have nobly done their duty, and have brought to the public service, judgment, tact, and enthusiasm, together with that fund of information, drawn from study, observation and experience, a fertility of resources to correct, restrain and interest, a quick insight into and ready sympathy with the motives and impulses of children, and

other qualities that combine in a good teacher. I have spoken of the worth of such before their schools, and a corresponding recommendation is ever ready for them; and on the other hand I have, in instances of but partial success, suggested to the teachers such modifications of their management as the circumstances seemed to demand. It would be unreasonable to expect equal success in every instance, consequently while we may congratulate ourselves on the general prosperity of our schools, and the harmony which has marked the relation of nearly all concerned, yet we must admit there are different grades of excellence, and perhaps instances wherein, though there was *not entire* failure, detailed criticism would effect injury, in discouraging the teacher, fostering insubordination among pupils and faultfinding among parents, which the good to be derived from such criticism would not justify. Generally the discipline of the schools has been commendable, combining firmness with mildness in such proportion that a good degree of order has, in most cases been secured, through the scholars' respect and love, rather than fear of the teacher. No cases of discipline have been formally referred, nor complaints entered; the few suggestions needed by teachers have been offered and accepted as helps, rather than criticisms, and the relations between the teachers, pupils and Supervisor have been pleasant as could be desired.

There have been twenty-five terms, averaging eight weeks each, of public school, and a term of twelve weeks private school, completed this year, and two district and two private schools now in session, are progressing with evident profit and apparent satisfaction to all connected therewith.

You will see by consulting the annexed table, that the usual studies have been pursued, and in some schools either algebra, book keeping, history or physiology, has received attention. In all these fair proficiency and progress have been attained.

Reading and spelling are universal among our scholars; branches in which proper instruction is most difficult and most needed, forming the very basis of every good education, and nominally prominent in every school's order of exercises, they are yet most slighted and poorly taught. One source of evil in this case, is ambition to advance children to reading books entirely beyond their capacity, producing a tendency to mechanical reading without the slightest idea of the author's meaning, and a consequent lack of tone, accent, emphasis, and all that is essential to good reading. If the much needed reform is accomplished in this direction, its foundation must be laid by the primary teacher, who should never be without normal training and marked ability, with untiring zeal in securing, in every exercise, an erect posture, distinct utterance, correct perception, and rendering, by means of emphasis and expression, of the author's sentiments.

The same text-books are used as last year—the "five years" prescribed by law not having elapsed since their introduction; but, contemplating the bungling character of some of them, one is tempted to risk the penalty of that law, for the public good; and I hope, when time shall make it legal, the public mind, duly weighing the subject, will demand of the public servants the adoption of illustrated text-books in all branches, so far as expedient, as a good picture is to a child's mind what the printed description or demonstration is to one mature, and awakening interest, it efficiently aids in the comprehension of the main points of either problem or story. Text-books by different authors, and needless grades which the same author sometimes makes in the same branch, are sometimes found, producing confusion, complicating classification, and obstructing progress. The scholars are generally well supplied with books, yet, in some instances, parents depend on their children "studying together," when a book for each would be by far the more economical. These defects can only be remedied by co-operating of parents with teachers and committee, in their efforts to simplify the classification.

Of apparatus for the illustration of the different sciences our school-rooms are almost destitute. No wall-maps or globes for the illustration of geography, except in No. 2,

and there nothing adequate to the purpose. No apparatus for the illustration of mensuration, evolution, philosophy, or penmanship, and no libraries or books of reference, save one copy of Webster's dictionary. This is not as it should be. We should place a dictionary, globes, wall maps, and charts in every school-room, and ten per cent. of a year's appropriation would be well spent for such articles at the expense of the length of the school term; and if we must pay a trifle more per week for the services of a teacher who knows how to use them advantageously we shall gain thereby, as certainly as one month of a good is better than two of a poor school.

There are other causes which conspire to produce a state of things which, though unsatisfactory, no committee can at once correct, and influences out of, as well as in the school-room, which the teacher cannot control, though they rob her of success and the school of its legitimate usefulness.

Good government is hard to be defined, though we may have seen happy illustrations, and all admit is necessary. The best government is not the most rigid, but that which, awakening the scholar's self-respect, renders the school-room orderly, and brings to it a refined and pure atmosphere. We have a right to demand that the moral tone of our schools shall be as pure as the purest home, that our little children may enter them without exposure to moral contamination; and important as a term of school may be to any, and especially to a large and vicious scholar, he had better suffer its loss than for many to suffer by his influence and moral turpitude. Some of our teachers have served us nobly, shedding around them a pure moral light, whose sweet influence has been felt and manifested in the moral growth and hue of all within the circle of their radiance. Such gain the confidence of their pupils without demanding it—enforce obedience without commanding, and conquer the turbulent spirit without attacking. Self-respecting, they command respect; self-governed, they govern others; combining high moral sentiment with an earnest spirit, aptness to instruct, scholarship, sympathy with their charge, love for and enthusiasm in their work, with normal training or experience. Such do not and cannot entirely fail, and fortunate is the district whose Agent has rejected all others. Yet in some instances all these combined fail to secure a model school. "As the teacher, so the school," has merit as a maxim, but is not wholly true. Home government has much to do with the government and order of the school-room. One writer says, "The teacher sees his own image as in a glass morally, and intellectually reflected by his school," but the glass may sometimes be blurred by a cloudy atmosphere at home, and the image thus rendered imperfect. A hasty judgement, a censure, an implied doubt of a teacher's method, may awaken in a child's mind a spirit of insubordination that destroys his susceptibility to good influences, and by such means any inhabitant may do much to make the school a failure or success. Hence we often see the best of teachers achieving but partial success.

Other great hindrances to complete success, are tardiness and irregularity of attendance. The statistics show nearly 1700 cases of tardiness, and that the absences equal one fifth of the whole attendance. This frequent absence breaks the chain of study, makes chasms in classes, gaps in recitations, and is fatal to uniform and orderly advancement. The absent scholar must either lose his lesson or the whole class the time necessary to repeat for his benefit, and at the examination the teacher finds to her mortification and discouragement, that her most zealous endeavor to make the class acquit themselves creditably is balked, by the faltering of every fourth member, whose frequent absence and lost lessons now assert their importance by his very confusion. In some studies the missing lesson or link seems to render the whole chain useless, and the unfortunate straggler, catching only here and there a portion, though often more to be pitied than blamed, since his absence or tardiness is frequently permitted or caused by his parents, finds discipline and regularity of thought impossible, his interest in his lessons broken

up, himself in the wake of his fellows, robbed of the golden opportunities that are gone forever.

Shall we remedy these evils by compulsory education? Many will cry out against this—that it is an abridgment of our liberties and an innovation upon old established customs. But, “letting alone” is not always the height of political or social wisdom; nor should any individual have liberty to detract from the public good, which demands that the march of vice and all the ills which are the offspring or attendants of ignorance, should be opposed by the barrier of universal education and morality.

I believe the argument is on the side of compulsory attendance, if people neglect or refuse to improve as privileges the opportunities for education provided at public expense. The State provides for the education of all, and has a right to demand that every child be educated.

Another reason why our schools, though as good as we have a right to expect, under all the circumstances, are yet far below the true standard of excellence, is found in the state of the school houses, whose “deplorable condition” was not one whit exaggerated in my predecessor’s report for last year, to which I refer you for general facts; though it is my pleasure to add that Districts Nos. 8 and 19, have followed the example of No. 14, and done nobly in the item of repairs, making very valuable improvements; and No. 4 has contracted for a new building, which, if properly furnished, will be by far the best district school room in town. Others are “let alone,” and there appears no change, save that which has been made by the relentless hand of time—and the jack-knife. And some there are where time and mischief have so long wrought on what in its best estate was ill-adapted to its designed use, that I have given certificates with mental, and in one case verbal protest, against the teacher’s accepting such miserable hovels for the scene of their daily labor. I hope the good work begun in some districts will be continued until our school houses, instead of being inferior to the average, shall rival the best. But the best way to accomplish this work is, first abolish the district system as it now exists, the town taking possession of what school property there is, making such changes and additions as the public need demands; building new school houses in such situations as will conserve the interests of all; apportioning the expenses equitably, by making to those districts which have furnished valuable property a proper allowance for the same, and reducing the town to one large school district, with the necessary number of school-rooms, of suitable capacity and proper location to accommodate the children who could attend them wherever their interests dictate.

Eminent educators, including our own State Superintendent, approve, our laws provide for, and many towns have adopted this plan; and none having once tried it have gone back to the old system. The *certain* advantages of the proposed system are, equal aggregate schooling for less money, greater amount of schooling for each scholar, better school houses, better supervision, better teaching, because each teacher could be assigned the school to which she is best adapted, larger schools, and therefore more emulation in the classes, more uniform and simple classification, more direct and uniform discipline, permanent employment of the best teachers, freedom from district contention, and equal privileges to the back sections. A natural out growth of the system would be “Graded Schools,” including High Schools for both sexes, wherein our young ladies might complete their studies, and young men from all parts of the town might acquire a good business education or fit for college without being obliged to go from home. We are a growing community, and as such our needs imperatively enjoin upon us the duty of looking beyond the present; but while progressive in other directions, we halt in this till our school system and accommodations are wholly inadequate. When once established our usual appropriation and fund from the State would maintain the system; and the change, if once undertaken, will, I doubt not, prove less difficult, and the objections to



it, if any can be found, less formidable than would at first appear, and it seems to me that "the greatest good to the greatest number," as well as true economy, demands that the change be made

I have spoken freely, fully, and perhaps tediously, of the faults of our schools, yet I trust not in fault finding spirit, but to deliberately consider with you as one having like interest therein, the need and method of reform. Our schools have been generally good under the circumstances, but we should not forget, the circumstances in many cases are unfavorable, and govern ourselves accordingly.

J. J. ABBOTT, *Supervisor.*

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#### SCARBOROUGH.

The character of our schools depends chiefly of course, on the private character of the pupils, and since this is formed mainly at home, the success or failure of these schools depends very much on the parents of the pupils. Well ordered and virtuous homes are very sure to produce well ordered and happy schools.

Next in importance to parental influence stands that of school teachers, and few have well considered the difficulty of securing really desirable teachers in sufficient numbers to meet our wants. It is indeed a very easy thing for any committee to ascertain whether an applicant for a teachership is well versed in our common school studies; but no preliminary examination can possibly determine whether he is "apt to teach" others, and whether he can govern a school, or control even himself; whether he will prove efficient, pleasant, and interested in the advancement of his pupils, or whether he is sluggish, ill-tempered, and interested only in his wages.

All this can be ascertained only by an actual trial of the candidate as a practical teacher. Often have we been sadly surprised by the failure of some of our best educated teachers; and no less surprised by the success of others who promised far less at their initial examination.

But however deficient any teacher may prove when subjected to this, the abrupt closing of a school before its time is always connected with many inconveniences and evils of no little moment. For this reason school committees frequently allow inferior schools to drag themselves on tediously to a natural death, instead of inflicting on them a sudden and judicial one—solely because they judge this to be "the least of two evils." Perhaps we have erred in this way, and we commend to your consideration the two following suggestions. First, we suggest that our successor, in office shall make a more free use of the guillotine than we have, in the case of poor teachers and unprofitable schools. Lastly and specially, we recommend that any district which has been so happy as to secure a good and desirable teacher, shall by all means endeavor to retain that well-proved teacher, instead of engaging annually some stranger, and securing a good one only once in three or five years. There is little beauty, but much wisdom, in that old proverb, "Let well enough alone."

H. G. STORER,  
ROBERT McLAUGHLIN, } *S. S. Committee.*

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#### UNITY.

Our agents are not careful enough whom they hire; but they soliloquise on the matter something like this: "Well this is a small school and I ought to get a teacher in the summer for \$2.25 per week, and a man in the winter for \$20.00 per month." So he's got his mind made up just what he will pay and not one cent more. Perhaps he thinks it is

his duty to hire the one he can get the cheapest, without regard to whom it is or where he came from, whether crazy or foolish, (got him cheap.) He perhaps will say, "Well, \$20.00 a month is more than I can earn, besides it is enough, and I shan't pay any more." Well if you hang to it you will not have to wait long before you can get a female for \$2.25, or if you won't give that, you can get one for the 25 cents almost, for the country is full of teachers (or those who profess to be such) who have learned to read and write a *little* and think they can teach. They never went away to school; it has cost them nothing for what little they do know, and they will *keep*, not teach, for what they can get.

On the other hand we find that one that has fitted himself for the profession has been to considerable expense, (for we can't get to school without cost) and therefore, cannot afford to teach at so low figures as our agent wishes to give. So our best teachers are crowded back and will not teach, or go away where they can get something for their labor, and our country schools are filled up with the remnants or poorer class of teachers. There are some exceptions to this, and we want more. We don't have interest enough in our schools. In order to have good schools we should *all* be interested, committee, agents, parents, and teachers. Agents, you should hire none but the best of teachers, know something of their reputation as such before you hire them, pay them well, don't banter long to get off that 25 cents if you *know* it is a good teacher. Then, parents, take interest enough in your children to inquire what they are doing at school, visit it yourselves, and if the school is not what it should be, have an investigation at once and have the teacher routed (if he is to blame) before he gets all your money, then try again; but just as long as agents hire everything that comes along, just because they can get them *cheap*, and our committee let them into schools, just so long we shall have poor schools. If we have got blockheads in our schools, we don't want blockheads to teach them, for if this be the case what can we expect but blockheads and knownothings. "The blind cannot lead the blind for both will fall into the ditch."

If we have good teachers we shall have good schools, and pupils will be interested and desire to attend, and will not have to be jawed or whipped twice a day in order to get them to school. Again, if the teacher is not interested, the scholars will not care much whether they go to school or not; but if they do go at all it will be to have a good time generally and "raise Ned," as the saying is, with the teacher, and not for what they can learn. Agents and parents, let us all unite and take a deeper interest in our schools, and we shall soon see what the result will be in so doing.

N. C. PARKHURST, *Supervisor.*

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#### TROY.

Our schools have accomplished full more the last year than usually falls in their lot. We have had better schools on the whole, than for a number of years before. We can attribute no other cause for this great improvement in the schools, than the careful selection of teachers for the the past year. Better wages have been paid, and the result of the experiment has proved highly satisfactory, for invariably, when the best wages have been paid we have had the best schools. The wages of teachers are not yet where they should be, by twenty-five per cent. There is a united effort on the part of the majority of people in our town, and ever has been, to keep teachers' wages down to the old standard, \$1.50 per week for females, and \$16 per month for males. What wages! What an incentive to encourage our children to fit themselves for teachers. And yet, if teachers are paid wages that justly belong to them, if we go far beyond these old prices, established by our great-grand-fathers, you will hear a great cry of hard times! Never

can stand this, we shall become bankrupt to pay such wages to teachers! If female teachers were paid \$4 per week on an average, and males \$35 per month, as they should be, we should have very much better schools than we now do. If teachers are thoroughly qualified for their work, and labor with an earnestness and determination that always wins, they certainly cannot afford to work any below these prices.

Poor school-houses and a total want of school equipments, have been a great detriment to our schools. There is not a wall map or globe in a single district in town. School districts make a great mistake in not furnishing more apparatus for the school-room. More geography can be taught in one week by the use of a globe and wall maps, than can in two weeks by the use of text books alone. Geography, as it is usually taught in our common schools, is very easily forgotten. How often do we hear it remarked by those who have been out of school two or three years, that they once were good in geography, but it is now all gone from them, they have forgotten it all. Why is this? Simply because it was not taught in the right way. The mechanical, monotonous method of teaching that very important branch of education, as it almost invariably is taught, is no real benefit to scholars; but teach it practically, as it easily can be by means of globe and wall-maps, and it leaves a lasting impression upon the child's mind, that clings to him as long as reason retains her throne. The subject of poor school-houses has been long discussed, and the necessity of better ones urged upon the people by those who have preceded us, but much more still remains to be said if we had time and space to express our thoughts upon the subject. Out of eleven school-houses in town, we have but four that are suitable for scholars and teachers to work in. The rest are small, ill-constructed, low posted shanties; not large enough for hog pens, and too low posted for cattle sheds. Such is the condition of many school-houses throughout the entire State, as well as our own town, and such they will be until some modern reformer comes among us with the eloquence of Cicero or Demosthenes, and fully convinces the people that their duties and obligations to their children become more and more extensive as they advance in this world of progress. They must be made to realize and understand that their children must have better school-houses, pleasanter rooms, and more school apparatus; then they will love to attend school, instead of despise it, as many of them necessarily do, on account of being obliged to huddle together like so many cattle into a little despicable hovel, with no convenient sittings or pleasant surroundings. We hope and trust that the time will speedily come when some measure will be taken to arouse an interest in the people that will bring about these desired results. Parents should be deeply interested in schools, not pass them by as though they were a secondary object in life, continually whining and grumbling about the school, and finding fault with the teacher, when they do not know what they are finding fault about. Parents should visit their schools twice at least every term, especially when they think the teachers are not doing their duties. Go to the school yourselves, investigate the matter carefully, throw all prejudice aside, and you will find in nine cases out of ten that your scholars made a mistake, they did not tell you as it was. If parents would do this instead of staying at home and finding fault, schools would be much better than they are. See that your children are constantly and promptly at school, employ the best teachers, live, active ones, those that are qualified for their work and understand their business. All take hold and work together, and perfect success will crown the result—a success of which we stand in need, and of which, when acquired, we may all well be proud.

C. B. MERRICK, *Chair. S. S. Committee.*

## BOWDOINHAM.

The improvement of our public schools demands our earnest attention, and in no way can parents do more towards this desirable end, than by frequently visiting the schools, and thus becoming acquainted with their management, their wants and defects; and showing to teachers and pupils, by their presence in the school-room, that they are deeply interested in the proper education of their children. It is the privilege and duty of every parent to know how the schools are conducted, what the discipline is, and what improvement his children are making. Visits should be made often, and without previous notice or warning. They will create no disturbance, but will do much to aid and encourage teachers and pupils to greater exertions. Never express an unfavorable opinion of your schools from reports of children, but learn if possible their true condition from actual observation in the school-room.

Many of our school-houses are neither comfortable nor convenient, and are unfit for the purpose for which they were designed. The school-room should be kept in good repair and made as attractive as possible. Every injury by cutting, marking, &c., is an offence for which every one found guilty should suffer the penalty of the law.

Your Committee recommend that districts number 8, 11, 15 and 16, be united with the 9th district, and a thoroughly graded school established.

The advantages of a graded school are many, a few of which we will mention. Each class has its specified work, and no advancement to a higher grade can be made until that work is accomplished. Each grade can be reached only by passing step by step, all the intermediate ground. The pupils of each grade have some definite object in view, and the course to obtain it is not left to each one's whim or caprice. From one grade to another seems a long stride, and something worth striving for. Each branch of study must be taken in its proper time and order, thus relieving the teacher of the baneful effects of attempting or being compelled to teach any and almost everything at the same time. A course of study should be established, which will secure the most systematic mental development, and will prove the most practical benefit to the pupil in the business affairs of life. The union of these districts will afford means to procure the services of a good male teacher, with such assistants as the wants of the school may demand.

ROLAND CURTIS, }  
 J. P. THOMAS, } *S. S. Committee.*  
 F. W. WHITE, }

## STANDISH.

All agree that the best interests of the town require the right use of the money raised for the support of schools.

Since nearly all this money is paid to teachers, it is very important that we secure those fitted by education, and adaptation for the work. This can be done only by giving constant employment, and fair wages to those who have prepared themselves for this calling. The majority of our teachers are those who are preparing for some other business, and engage in teaching for a few terms, simply to raise money, and consequently have neither the training for, nor the interest in, the work, requisite for success. When they present themselves for examination, they often confess that, while attending to such matters as relate to their chosen calling, they have neglected the branches usually taught in our common schools.

To have the right persons in the right place, and thus secure profitable schools, it seems plain that either the office of supervisor or agent should be abolished, so that

whoever employs the teachers shall determine their qualifications, and feel responsible for the conduct and success of the schools. Having competent teachers, the matter of text-books may safely be left to regulate itself.

Whatever differences of opinion may exist on other subjects, all must agree that comfortable and convenient school-houses are indispensable.

J. L. CHASE,  
O. S. SANBORN, } *S. S. Committee.*  
J. G. STURGIS, }

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#### CUMBERLAND.

In summing up the results of the past year, it is a pleasure to be able to say, that we have had some excellent schools. Where there has been an intelligent interest on the part of the district, success has generally followed. Not always, for the best efforts of the agents will sometimes prove abortive through the unwise recommendation of teachers. It is a lamentable fact that indifferent teachers can bring the most unqualified recommendations. We are obliged to form an opinion of their fitness by our own knowledge and interest, or by actual trial. It would be a safe rule for agents and others employing teachers to place no dependence upon certificates, unless they are well acquainted with those who give them, and even then there should be the greatest caution. The first and most essential requisite for a successful school is a good teacher. The co-operation of parents is indeed necessary, but this is usually gained by an instructor that understands his business. We cannot too earnestly urge upon the citizens of this town, the importance of sparing no pains or money in obtaining the best talent and culture that can be found. In these days *skill* is at a premium in all other departments of business, and should be especially so in the responsible work of teaching. But the idea is too prevalent in some quarters, that almost anybody will do to teach some of our backward schools. Cheapness is the great desideratum with many. They estimate the value of a school by its length. When will people believe the oft repeated and true statement that six weeks of instruction under a skillful teacher is better than twelve weeks under one that is not qualified for his work. It often happens that it takes a whole term to *unlearn* bad habits of study. We may truly say that much of the reading in our schools is worse than nothing. Time enough is spent, but frequently no right instruction is given.

To remedy this state of things, we must insist upon well qualified teachers, and be willing to pay them, so that they can afford to fit themselves for the most efficient work. The times have changed so that it is useless to think of securing gentlemen or ladies at the old rates. An intelligent and enterprising lady will not undertake the laborious task of teaching for three or four dollars per week, when she can earn twice as much in other pursuits, and no one can blame her. Every one in our districts would do the same. We are aware that in the midst of high taxes the suggestion of higher wages will be unwelcome to some. But the money that we now raise would secure almost double the amount of real good to our schools, if it should be wisely expended. What we want is more thorough work, and to retain the same teachers term after term. Two weeks of a term are often wasted by introducing a new teacher. Then, on account of careless and imperfect teaching, the same ground is gone over and very little advance made. The pupils are not interested as they would be if they were constantly making progress. Scholars should not be allowed to proceed faster than they can master the subject in hand, and then should continue straightforward. We all remember how we went over arithmetic time after time, and then knew little about it. Let us have thorough drill in every branch of study, so that what the pupils do know they shall

know certainly, and once for all. We are all satisfied that many of the teachers who now accomplish only inferior results are capable of qualifying themselves for efficient service, and would do so if we demanded it, and paid them for it. During this winter we held two meetings, to which all the teachers were invited—to discuss methods of teaching, and the best way to manage a school. We believe that such meetings are of great advantage, as the teachers get the benefit of each other's experience.

We suggest to the agents that they send the candidates to the Superintending Committee or Supervisor *immediately* for examination, so that if not qualified another may be secured before the term commences. In three cases during the last year, districts have suffered by not doing this,—indeed by putting the teachers into school without a certificate. What we need is the co-operation of agents and parents, and the careful supervision of the general committee, then will our schools take the high stand which we so much desire.

The variety of text-books is a grievous evil in this town. In some districts there are two kinds of arithmetic, two grammars and sometimes two or three different readers. In order to remedy this difficulty there must be a standard at the Institute, for the pupils go from the different districts to this school and back again, and carry the books used there. As we have no permanent board of trustees over this excellent institution, there has never been a list of books established, hence every teacher has introduced what books he pleased. There should be uniformity between this school and the other schools in town. This can easily be secured if the proper steps are taken. Frequent change of books is a great detriment, as in too many cases all through the State, good books have been thrown aside for inferior ones. We had better spend our funds in securing the best talent in our teachers, then almost any kind of books will suffice. "The love of money is the root" of this constant change. Agents from the different publishing houses beset us almost weekly to examine their wares, but we have seen no book yet that will furnish our children with brains.

G. B. RICHARDSON, *Supervisor.*

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#### HOLDEN.

We consider that our scholars make as good improvement of their time in acquiring knowledge as the scholars in the neighboring towns. We think much more might be accomplished if greater interest was manifested by parents and school agents.

Let the agents make it their business, as soon as they are chosen, to engage good teachers, and not wait till the teachers who are known to be good are engaged and then have to take such as they can obtain. It is not every one who has book knowledge to pass a satisfactory examination in the branches of learning taught in schools that will make a good teacher. Let parents do all they can to uphold the teacher, and not try to make the teacher the scape-goat for the defects of their scholars. When parents begin to find fault with the teacher in the presence of their scholars and condemn the teacher, then we can say that the benefit of the school to said scholar is nearly ended.

J. FOGG, *Supervisor.*

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#### LIVERMORE.

As to the prevailing ideas of education in this town, we are decidedly of the opinion that the science of mathematics occupies more than its appropriate share of attention. We think the natural sciences, such as history, philosophy, physiology, and the like, ought to have a place at least on an equality with Greenleaf's higher arithmetic, algebra,

geometry, &c. ; and we earnestly recommend that our advanced scholars give more attention to these natural sciences.

In summing up and weighing the results of the efforts of teachers during the year, we are more and more impressed with the importance of this class of persons engaging in their work with a lively zeal, and with an earnest enthusiasm. They should teach because they love to teach, and because they ardently desire an elevation of mind, an advancement of literature, and a forthcoming generation of noble men and women. They should make themselves masters of their calling, masters of their schools, and masters of themselves.

E. S. FISH,  
HIRAM W. BRIGGS, } *S. S. Committee.*

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#### PHIPSBURG.

We think we are justified in claiming a marked improvement in the general condition of our schools over former years. Still they are not up to the standard we desire. We are decidedly of the opinion that our schools might be, and therefore ought to be, better—and the question arises—what can be done to improve our schools most.

However faulty and imperfect our services may have seemed to some of you, we have endeavored to perform the duties assigned us, earnestly and honestly, and to bear our part in elevating the standard of our schools, and thereby increase their usefulness. Regarding the matter as resting mainly in the hands of the people, we have refrained from measures tending to defeat their known wishes; but have used our influence as best we could to interest scholars, teachers, parents, and others, in this important work. We have advised to have children well instructed in first principles; fixing a good foundation upon which an ever enduring structure can be built.

We have frequently called attention to the fact that arithmetic, which is almost the sole study of many of our scholars, cultivates one faculty of the mind only; and we have no hesitation in affirming that millions have been wasted in this connection upon useless puzzles.

The want of interest on the part of parents and others, so much complained of, does not, we think, obtain among our people so much, as a difference of opinion, as to what shall be taught and how it shall be done. Some people are so tenacious of their rights that they are unwilling to yield, even when they know that they are wrong.

Instruction in the best method of teaching is fully and substantially imparted at the Institutes, held each year in each county, besides the Normal school, established for the express purpose of preparing teachers for their work. We deem these important and valuable institutions, and hope our people will more fully appreciate them, and wish that all our teachers could enjoy the instructions of our State Normal Schools. This is a world of progress, and great progress has been made in the art of teaching, and the best talent in the country is employed in these schools.

The County Institutes are conducted by those who have made teaching a special study as well as practice—and teachers and others who attend them, get more ideas in regard to teaching, more general instruction in all branches, in the few days the institute is held, than in years of experience as teachers.

In reporting upon the progress made in each particular school the past year we incline to the brighter side of things, and adopt mainly as a basis the standard prevailing here as well as in the most of the towns in the State, rather than our own.

N. C. REED, *Superintendent.*

## KENNEBUNKPORT.

Having paid \$3,000 taxes the past year for schools, the inhabitants of our town naturally demand a suitable return for their money. Have they had it? If so, has all been accomplished that ought to have been? The old stereotyped complaint of non-attendance, we fear, will never cease to be made until attendance is made compulsory by law. With all our instincts of liberty and democratic feelings, and our utter abhorrence of tyranny, we incline more and more to the opinion that the State should *compel* the child to attend the school, as it now *compels* the payment of taxes to furnish schools. Is there not a gross inconsistency in obliging a community to build school houses and pay teachers, and then leave the attendance thereon optional with parents and children? Would the inconsistency be less glaring if the State should reverse it, and compel attendance upon schools, but leave it entirely optional with parents to contribute or not, for the support of such schools. Ignorance is the mother of so much vice and wretchedness, ought not the State to compel her children to obtain at least a common school education? The non-attendance and consequent loss is so large the question is coming to be a vital one.

Near the close of the term, on a beautiful bright summer day, we made our official visit for the closing examination, to a nice school-house, furnished with modern patent furniture, and there we found a competent teacher, under full pay, but only *four pupils!* Tell it not in Gath! Ask not the number of the district! *Look to your own, and you will find enough to attend to!*

Yet, notwithstanding this chronic disease, and often enough complained of to stigmatize the complaint as chronic also, we are advancing. Our people have a deep and growing interest in the cause of education. Our old and antiquated school-houses are almost yearly giving place to better structures.

The past year, District No. 3, at Cape Porpoise, has built a new school-house, two stories in height, and amply large for the accommodation of two schools. The building is pleasantly located, and commands an extensive and sublime ocean and landscape scenery. It is symmetrical and ample in its proportions, superbly built and neat. Its construction, finish and furnishing reflects not only credit on the district and town, but especially upon the committee who had its construction in charge.

There are three other school-houses in town which we hope to see displaced by new ones, viz: in No. 6, (Durrell) No. 9, (Towne) and No. 10, (Smith.) These are very ancient and dilapidated structures, and are a standing disgrace. Who in these districts will be the pioneers, and take the initiative in an enterprise so commendable as the displacement of these for new ones. If the old fail to move, let the young fathers make the start. The school-house in No. 6 is located close beside the railroad, and is a poor representation to the passing public of the thrift and intelligence of the neighborhood. Let us hope for an enterprise and liberality in these districts, that shall bring about at the earliest possible moment these much needed improvements; and may all our townsmen feel the importance of renewed zeal and earnestness in the laudable work of educating and training the children and youth committed to their care and instruction, in all the sciences and virtues, which are the ornaments and safeguards of human society.

ENOCH COUSENS, *for the Committee.*

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 SPRINGFIELD.

SPRINGFIELD HIGH SCHOOL. During last Fall a term of this school was held in this building, under the instruction of Mr. Wilton L. Merrill of St. Albans, a graduate of the State Normal School at Farmington. It was well attended and a success.



Another term, being the eleventh of the school, is now in progress, with every prospect of an excellent term. The school now numbers seventy-five students, nearly half of whom come from beyond the limits of this district, and many of them beyond the limits of the town. This school is doing an excellent work for our more advanced scholars. Let us be sure that it is maintained in full vigor and usefulness for many years to come.

With help from the State, which can readily be obtained under the new Free High School law, this institution can be placed upon a firm basis. Three hundred dollars each year would give you sufficient funds to open a graded school, with a competent and thoroughly qualified instructor in each department, which would be a much better arrangement than it has been possible heretofore to make, in consequence of our limited means.

We trust the town, or if not the town, then this union school district No. 3, will see that advantage is taken of this most excellent offer of the State, and our high school privileges improved accordingly.

O. N. BRADBURY, }  
EDWIN A. REED, } *S. S. Committee.*

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#### GILEAD.

By a careful inspection of the foregoing pages it will be observed that general success has attended our schools the past year; yet they are not up to the standard. Our school system is one which affects every family, having regard to the present and future posterity of each and every one. What is wanted is a better appreciation of the value of education, and of the best way of obtaining it.

Let the parents awake to the interest of their children, and look after their education with a zealous eye, being resolved that if they can bequeath them nothing else, they shall go forth into the world with minds well stored with useful knowledge.

The common school is the stepping-stone, the foundation of a good education, and should be valued above price. Yea more; it is the foundation, the corner-stone of our free government; and the man who tramples upon it is a traitor to his government, as much as the man is who fired at our flag.

I repeat, awake, parents, awake to your duty! See that your children have everything that is necessary to enable them to acquire a good education. See that they have a good set of text-books, good, convenient school-rooms, and competent teachers. See that they have their minds thoroughly educated. Education is the greatest boon that ever was given to a child. It is of more value to him than all the gold that was ever accumulated by men.

JAMES FRENCH, }  
T. G. LARY, }  
M. M. MASON, } *S. S. Committee.*

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#### PARSONSFIELD.

We are pleased to say that in reviewing the department, progress and attendance of pupils, and the work of teachers, they compare favorably with former years. Still, there are many things which call for a reformation. And among these we will notice more particularly, tardiness and irregularity in attendance.

In looking over the school registers, we find that with few exceptions the scholars are addicted to these injurious practices, some being absent more than half the time. For these faults the parents are responsible, and we fear that their pernicious influence is not fully realized by them. Closely allied to these evils is that of sending requests to

teachers to dismiss pupils at recess, or after some part of their work for the session is done. This practice is not only injurious to the pupils dismissed, but is detrimental to the whole school. The continual coming and going are a constant source of annoyance to both teacher and scholar. Nor is this its worst feature. The habits of irregularity thus early formed will certainly characterize them in their future lives.

In closing this report we will remind the school agents that the Revised Statutes make it the duty of "Each School Agent to return to the Superintending School Committee, in the month of April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years, as they existed on the first day of said month, leaving out of said enumeration all persons coming from other places to attend any College or Academy, or to labor in any Factory, or at any manufacturing or other business."

ALPHEUS BOOTHBY, }  
 DANIEL O. BLAZO, } S. S. Committee.  
 P. W. McINTIRE, }

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#### CHELSEA.

Our schools during the past year have been very successful ; in no case have I been called to settle any difficulty. All have seemed to take a deeper interest in their schools than I have ever noticed before. Districts have invariably chosen good agents, and those agents have endeavored to carry out the suggestions made in my report of last year. The teachers from abroad have all been teachers of experience and high reputation. Ten of our schools, out of eighteen, have been taught by teachers belonging in town, and, although some of them were inexperienced, they taught us schools that we may well be proud of; and, let me say to school agents, patronize home industry, and make it a point to employ teachers who belong in town. We have many smart scholars, and, if our teachers are encouraged at home, we may expect, in a few years, to see Chelsea send out more and better teachers than ever before. One young lady of our town is attending the Normal School in Farmington, and, it is hoped, she will give us the benefit of her training next year.

Although it may be but a repetition of what has been often said in former reports, let me urge upon you the necessity of increased effort for the advancement of education in our common schools, and to mention a few things that, in my judgement, would secure to us higher results from our appropriations.

As a town we are doing much for our schools, but as districts, are we doing our duties? Are our school-houses what they ought to be? Are they fit places to send our children into? Are they furnished with black-boards, maps, globes, and other apparatus, to facilitate the teachers in their work? Is not a large percentage of our money wasted, by allowing schools to be taught in such uncomfortable places? Some may say, our school-houses compare favorably with other towns. That may be, but because others are wrong it does not benefit us. "Two wrongs donot make a right."

All admit that good supervision is necessary in carrying on any business successfully. It is emphatically so with our schools. We should have a person selected, who is qualified and whose heart is in the work. It should be his place to visit the schools under his charge often, not barely enough to clear the law, but every few weeks; and when there, not sit idly down, and then go away and find fault, but go to work, infuse the pupils with new life, encourage the teachers, and let them feel that he means business, and that the work is one of importance. He should call his teachers together, twice a year at least, and have a teacher's institute, and strive to get uniformity in methods of

teaching. It should be his duty to inform himself, by attending County Institutes, and State Associations, and other schools, that he may compare the different methods and select the best.

Parents, do not allow your children to stay away from school. You cannot fail to see what your duty is, even if there is no such thing as compulsory law upon our statute books. Let us so conduct ourselves that no such law will be necessary.

In closing this report, permit me to tender you my sincere thanks for your hearty co-operation with me in my efforts to advance the schools and improve their character, during the two years past.

My thanks are due to the teachers, for the kindness which I have received from them and for their readiness to try to carry out any suggestions from me, with reference to the improvement of the schools.

Our schools have strong friends, and, under the direction of such friends they must prosper. The children educated in these schools, are forming characters which will grow in strength, intelligence and virtue. Seed is now being sown which will take deep root and spring up and grow, and bring forth fruit, some thirty, some sixty, and some an hundred fold.

STEPHEN COBB, *Supervisor.*

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MINOT.

As we review the character and progress of our public schools for the past year, we can truly say, and with a just amount of pride, that they have in a good degree been successful. To be sure there have been a few jars that could have been dispensed with. No one can expect an imperfect machine to run smoothly, however proficient the overseers and workmen may be, and I venture the remark that no one will attempt to say but what there are many imperfections in our present manner of conducting public education. It is a lamentable fact, and one that ought to be obviated, that nine-tenths of our scholars when they leave our public schools are not much better fitted for the transactions of common business, than when they enter. This is not as it should be. If I am not mistaken, and I think I am not, it was the object in establishing our public schools, to give our scholars a public education,—an education practical and applicable to the business affairs of every day life. Undoubtedly a majority of our boys and girls learn facts and principles enough in our schools to insure success in ordinary business transactions, but allow me to say, this stuffing the mind with dry facts and principals is not enough; they should be presented to the student in a practical manner, so that he would be able to apply them whenever occasion required it, and not be compelled to learn every step by experience, after engaging in real business. It may be asked by some, how can this be accomplished? I answer, by breaking up some of the old habits and customs which we have fallen into, and instituting a reliable, systematic reform in the school-work. I find in this town, it is customary for the scholars, at the opening of the school, to go there without knowing what they are going to study, oftentimes selecting their own course, without knowing or considering whether it will be for their advantage or not, oftentimes advised by whimsical teachers, to engage in some favorite study of theirs, and then at the close of the term lay it one side never to renew it; becoming, as it were, superficial in many things but thorough in none.

Now, then, to make a long story short, my proposition is simply this,—Let the town authorize the supervisor, or superintending school committee, as the case may be, or choose a committee to prepare a regular course of study to be pursued in our schools to the exclusion of all others till this regular course is completed.—I will say that this course should be one that would guarantee to every scholar a good practical business education, an education that they now fail to get.

It may be said that the statutes provide that the school committee or supervisor shall regulate the studies in our common schools. Very true; but no man would be willing to take this matter of revision in his hands without the advice and consent of his fellow-townsmen. Hoping that you will give this matter your attention, I will now briefly refer to

#### IRREGULAR ATTENDANCE.

The average attendance in some of our schools seems much below what it need be, and much time and money are thrown away by scholars being tardy and absent. Parents, if they are inclined to, can do much to correct this evil. If our schools are what they should be, scholars are made wiser and better by being punctual and regular, and the rising generation of men and women will be more or less cultivated and accomplished, according to the improvement of the privileges that the common schools afford.

With many of our text books much fault is found by both teachers and scholars; but I have not thought it prudent to urge any extensive change for the present, believing that a graded exchange would be better for all concerned. And in connection with this remark, I will say that I think it advisable that every school-room be furnished with a complete set of text-books for the use of teachers. Having this thought in my mind, I have caused copies of the books that I have introduced, to be placed upon each desk, without expense to the town or district.

There seems to be a general awakening throughout the town in the interest of education.

The school-houses, I am happy to say, are all good and comfortable, pleasant and cheerful. At McFalls, within the past year, they have completed the new house, at a cost of nearly \$9,000. On Hersey Hill they have done themselves credit by erecting a house second to none in the rural districts.

On the whole, I think we have many reasons to be thankful, and many inducements to be wide awake and push forward in the good cause.

ELLIOT KING, *Supervisor.*

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#### WEST GARDINER.

In closing our report, we would say that in most cases your schools have been *good*, some of them *superior*, while in a few they have been *poor*. We think, however, your schools for the past year will compare favorably with those of previous years; and while we are happy to speak favorably of our schools, we are sorry to say that we think the parents manifest too little interest in them. We should visit our schools, encourage them by our presence, converse with scholars in regard to their studies, inspire their confidence in the teacher, and inculcate principles of order and obedience to all proper school regulations. Such a course by the parents would be of incalculable value to the scholars.

Too much care and attention cannot be given to our school-houses. They should be arranged with special reference to the health, comfort and convenience of the scholars, being to them the place of greatest attraction. While most of our school-houses should be improved, those in Districts No. 1, 3, and 4 especially require it. They are positively unfit for a school in their present condition. They are old, cold, inconvenient and dilapidated—mere apologies for houses. We should take some measures immediately to replace these hovels with new and comfortable school-houses. We would recommend the idea that Districts No. 3 and 4 unite and build one house near the center of the two districts, and by that means have the same amount of money for one school that we now have to divide with two.

E. P. SEAVEY,  
G. W. BLANCHARD, } *S. S. Committee.*  
JOHN A. SPEAR, }

## HALLOWELL.

Of the condition of the schools during the past year we are able to speak in very favorable terms. They have been as prosperous as at any period since we have had the superintendence of them. Though it may be true that a single school has for a time fallen below its usual standing, yet it is equally true that several others have risen to a higher degree of excellence than formerly.

This remark is specially true of the Primary Schools. In past years we have been more dissatisfied with these schools than with those of higher grades. And we are glad to be able to speak of a decided improvement in several of them during the past year.

The North Intermediate School has maintained its high rank, and the South Intermediate School, under the care of a new teacher, and in circumstances somewhat unfavorable, has made fair improvement.

The Grammar School also made good progress and generally appeared well, notwithstanding the occurrence of some difficulties requiring the aid of the committee to settle.

The High School scholars have attended the Hallowell Classical and Literary Academy during the year, the city paying their tuition. It was thought that better facilities for acquiring an education might be provided by such an arrangement than by maintaining a separate High School. And, though that institution is in its infancy, our scholars have probably enjoyed as good advantages as they would if a separate school had been maintained. We think that the contract, which ended with the school year, may be renewed, with some modification to the advantage both of the Institution and the city.

The past year has witnessed the introduction of vocal music as a distinct branch of instruction into our schools. During the latter half of the year Mrs. Stevens gave lessons in music, in the Grammar and Intermediate Schools. The success of the undertaking exceeded our highest expectations. The scholars not only made rapid improvement in singing, but the general effect of the exercise was highly favorable.

We also introduced, for general exercise in the schools, Hooker's Child's Book of Nature. The design of this work is to convey useful information and to cultivate in the pupil habits of observation. The teachers found the study very interesting and succeeded quite well in teaching it.

Four sets of Maps and three sets of Musical Charts have been purchased for the use of the schools, and two books of reference have been procured for each of the school rooms.

We have had under consideration the propriety of employing a teacher to give lessons in writing, and think that arrangements may be made to do so the coming year.

We are of the opinion that it will be for the interest of our schools to raise the grade of the Grammar School and retain the scholars in it one year longer than they are now kept. This will require some change in the Intermediate Schools, which will be for their improvement. We should have made this change the past year had not the scholars and some of the parents been so averse to it.

It will probably be necessary to open a school the coming season, near the granite quarries, to accommodate the people of that growing community. We recommend the subject to your early consideration.

In the selection of teachers for our schools the committee are sometimes needlessly embarrassed. It has become quite customary, when several persons apply for a school, for their friends to intercede for them, and for the parents to petition for a certain teacher, and the committee are sometimes obliged, either to disregard these requests, or to act contrary to their own judgment. Several times, during the past few years, they have complied with such requests, and in every instance they have had occasion to regret it.

We wish to gently remind some of the teachers that the cause of education is advancing and that there is a constant change, if not improvement, in the methods of teaching, and that those who are "wedded to a lifeless routine will soon find their occupation gone." We commend to their attention the following remarks of C. F. Libby, Esq., of Portland, in his Annual Report.—"In no department of public instruction has there been such an advance in the theory and practice of teaching, within the last twenty years, as in the lower primary grades. The importance of accurate and skillful teaching in this department can be readily appreciated, when we reflect that the foundations are here laid on which the whole superstructure of future acquirements must rest, and that the mental habits which are formed in youth will control the final development of the individual. Education, rightly understood, should adapt itself to the peculiar wants of every scholar; no rigid rules or inflexible systems should cramp the growth of young minds, whose plastic natures require patient, steady and careful cultivation. Something more than a mere knowledge of text books is required in one entrusted with the delicate and responsible task of educating the young; a clear understanding of the conditions of the problem is essential, and a wise adaptation of means to that end. Without a knowledge of the laws of mental development and the best perfected theories of instruction, success in teaching is impossible, and the best results are only attainable when teachers and pupils are united by a bond of sympathy, which lightens the teacher's labors and transforms irksome duties into a work of love."

In closing this report we would suggest, that parents might contribute much towards the success of our schools by occasionally visiting them and forming an acquaintance with the teachers. Parents and teachers often form erroneous notions of each other, and, from these erroneous impressions, many of the difficulties arise. Let them understand each other, let there be a warm friendship between them, and the influence upon the scholars will be highly beneficial.

A. R. CRANE, }  
 C. FULLER, } S. S. Committee.  
 J. T. CHASE, }

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#### LEEDS.

We beg leave to call your attention to certain more general features of education, in order that the good people of Leeds will, if they deem it expedient, consider as individual citizens, as parents, and as a community, the wisest and best devices and the most promising methods to be employed in order to secure the greatest possible good from the means and opportunities afforded us for the improvement of our schools, and the enlargement and advancement of the cause of education in our midst; for we believe in Plato's sentence, that "Education makes the man and the citizen, and the school either spoils or enobles the nations." "Education is power"; the extent of its power will always be in proportion to its magnitude in general dissemination and thoroughness as regards communities, whether large or small, and the direction of its power will always be according to its quality, lifting up and enlightening or casting down and darkening. If this be true, then should we not seek for it as for hidden treasures? What else equally demands our attention, our energies, and our constant care? But how shall we begin?

We believe in co-operation, united purposes, concerted efforts of all who have a common interest in any enterprise, in any cause; and especially in the one we now are considering to be the Archimedean lever to sure success. "Union is strength"; and whether offensive or defensive, it is sure to win in a good cause. In view of these considerations we would rejoice to see every citizen, every man, woman and child in town, alive and enlisted in the glorious work of education, marching on shoulder to shoulder, keeping

step to the grand "Hail Columbia" of the New World, in the grand march of the grand army of intellectual and moral improvement of the new age. What hopes for humanity cluster around our "Young America!" What possibilities centre in his throbbing heart! He is the coming man! in his veins courses the life-blood of all the nations of the earth. All people look unto him. All nations shall flow unto him, and by him, through him and in him shall all be blessed; provided, always, that he neither halts nor turn aside, but keeps straight forward in the way of light and progress, with intellectual and moral improvement constantly before him. And it rests with you, as citizens, with the fathers and the mothers, with every educator, and with every learner, to determine by resolve and act to what degrees of advancement, to what sublime elevations he shall attain, and what shall be the magnitude and quality of his usefulness and blessings to his country and to the world. Ought we not to consider, to realize in some degree, at least, to what fearful as well as lofty responsibilities we are lifted in being constituted the guardians of this truly begotten son of this new age; this age of iron and steel, silver and gold, coal and petroleum, steam and electricity; of mechanical improvements and humanitarian endeavors to lighten toil, to ameliorate the condition of the unfortunate, and save the lost and fallen from vice; an age also of liberal and enlarged views of civil and religious liberty? Perhaps we cannot claim that the advent of our hero gives a new enlargement to the world's idea of a finished man, but we are sure that no true observer shall deny that it has added important features to the sketch; has brought out some of the more interesting lineaments of his countenance. Growing with his growth and strengthening with his strength, we see the enlargement of the scale of charities, both local and far-embracing, establishing alms-houses and asylums for the suppression of every evil, the encouragement of every virtue, for relief, for education of the poor; "Farm Schools", for the reformation and education of youthful offenders, "Homes for little wanderers"; sending heavy laden ships across the ocean to relieve famine, dispensing food, clothing, and every needed comfort to thousands in burnt districts, as Chicago and Boston, and breathing upon the nations of the old world the contagious but life-inspiring breath of freedom, of the love and longing for self-government; thus superseding kings and doing away with their divine, as they claim, but too often inhuman rights. France, and even Catholic Spain are thus infected, and kings and emperors are consulting with themselves and with each other how to devise means and methods to prevent and cure, if possible, the disease among their subjects. Inhumanity is demoralized and casts aside his instruments of cruelty. Bigotry frowns but retreats; and many views and conceits, venerable with age, shrivel and fall like severed leaves before the ardent beams of the incoming and ever increasing light and warmth of the rising day; ignorance and superstition, twin sisters of darkness, are flying hand in hand to the shades of the past, to the gulf of oblivion. Science and Revelation, so long at variance, as viewed by the special adherents of each, have now met together and looked each other kindly in the face, joyfully recognizing their relationship, and have concluded to be friends. Science henceforth takes her place by the side of Revelation, pledging herself to be the handmaid of Religion, and Religion accepts her services with gladness and calls her her friend and fellow laborer in that vineyard which is yet to be the joy of the whole earth. The telescope which reveals suns and worlds unknown before, in numbers surpassing the grandest conceptions of human thought, in sweeping the sky sweeps also from the minds of the devotees of religion many a long cherished idol, thus opening the way and preparing their minds for the freer admission of her divine light and sweet inspirations. The science of Astronomy puts out the eyes of Bigotry by its splendor. The heavens not only declare the glory of God and show his handy work, but they also declare the meanness and unprofitableness of narrow conceit, and the deformity and worse than nothingness of men's idols. Truth is the great purifier, elevator and enlightener. Proceeding from the same

source, all truth is one and inseparable. Truth in Nature and truth in Revelation are the same in essence, though in different forms. Truth is the only liberator, and Error the only enslaver. Truth reigning in the mind makes the possessor as free as the air that floats among the treetops, and his thoughts as transparent and unstained as the sun-beam. Right education lifts the mind up to its realm and supplies it with wings to mount and soar aloft through its boundless domain, and gives it eyes to see its divine and human uses, its loveliness and its glory.

Impressions cast upon the tender mind  
Must make or mar ; enlighten it, or blind.  
As is the seed so will the harvest be ;  
Then, if a harvest beautiful to see,  
Our hearts desire, then parents sow with care  
The best of seed, and sow and never spare ;  
And see to it that no one sows a tare.

It would not become us, and far be it from our purpose, to dictate the practical and strong-minded men of Leeds how they should proceed to improve, strengthen, enlarge and facilitate the way and means to a more practical, a more useful, a purer and a loftier education ; but as we said in the beginning so we believe, that concerted action, not spasmodically but persistently and unremittingly carried on, is the first and indispensable step. Even a three-fold cord is not quickly broken ; and when that three is made nine, and that nine eighty-one, and so on, in geometrical progression, the combined and harmonious efforts of each with all and all with each constitutes a power not only invincible, but mighty to the pulling down of the strongholds of error and the upbuilding of the temple of truth, and filling it with devout and happy worshippers. But we have heard-that

“ Little drops of water and little grains of sand  
Make all our useful rivers and all our fruitful land.”

And so we venture to make known  
Such little thoughts as are our own,  
Knowing what little thoughts have done,  
How they have measured star and sun,  
How thought did through the ocean reach,  
And stretch the nerve of human speech.  
How once a thought by men disdained,  
Perceived, yearned for, and after gained,  
A new world toward the setting sun,  
Where Freedom, Science, Truth shall come,  
To work in concert by that plan  
Which honors God and blesses man.

Every citizen should realize that he constitutes an integral part of the educating faculty, and act accordingly, for whether he regards himself as such or not, he is nevertheless, and cannot shirk the responsibility of the educator. Every thought, every word, every act of his is a lesson by which some other mind is being educated ; and such as is the quality of the thought, the word, or the act, so will be its effects upon the learner who imbibes it ; and were it otherwise, could man live with his fellows, with the little germs and saplings of humanity all about him, so as to impart none of his thoughts and nothing of the qualities of his life to them, would he not still be amenable to that law which demands of every one the improvement of the talents committed to him, whether one or more? We can see no way for any man or any woman to escape this greatest of



responsibilities. Light is come into the world ; we believe it has especially come to this new world, and to us. Do we accept it? Will we use it? Dare we hide it, and thus turn it into darkness? Rather, should we not open the way for its freer and fuller admission, that it may shine more and more unto the perfect day? The good of our children, the happiness of ourselves, the salvation of our nation, and the liberty and peace, and blessing of all mankind, depend upon this.

If these representations are true, if they are veritable facts, (and that they are, beyond the power of any words or imagery we can command to set them forth, few will deny), who then, in view of the shortness of time and the magnitude and importance of the work to be done, can quietly and self-satisfied sit down and fold his hands, caring not and doing nothing for its advancement, even to the cheering it on by his presence or by a word or look of encouragement?

We are happy to learn that in a town not far away, the teachers organized a teachers' association, for their own mutual improvement, among themselves, and for the purpose of considering questions of interest and importance in their respective schools, thus aiding, encouraging and enlightening each other. Now let the citizens, male and female, of the town, supplement the teachers' efforts in this direction by holding similar associations in their own districts, or by the union of two or more districts, and occasionally by the whole town, by themselves or with the teachers, as desirable or convenient ; and a year would not pass before we should hear the exclamation from many an earnest father and mother, from many a devoted teacher, "This is the way, walk ye in it"; and to the children it would be as the coming of spring to the dormant flowers. At such meetings the consideration of *what* to teach as well as *how*, would always be in order, and the former we have no doubt would be deemed quite as important as the latter. Hoping and believing that something of this kind will be done, we shall say but little in regard to either of these important questions.

We believe the end and aim of education should always be no other than to awaken, guide and elevate the slumbering powers of man, so that he may be enabled worthily to discharge the duties of humanity ; not a one-sided discipline of the understanding or the memory, but a culture of the higher and nobler faculties of the soul to a complete and harmonious character, is that which makes the individual both the noble type of the true man and the worthy citizen. Man and citizen ! In these two words is contained the vocation that is common to us all. Never should the spirit of caste and exclusiveness be allowed to enter the realms of knowledge. One national school system should embrace the whole community ; a system in which every member of the State, without distinction, is included ; in which all may mount from step to step, as inclination or circumstances may incline. Would we see the nation which we love, the institutions which we cherish, maintain their honor and their integrity till He whose right it is to rule shall rule over all the nations, then let us shield our schools from all the spirit of separation, of pulling and crowding, of egotistical living for self alone, for these stifle every development of public spirit, and dwarf and deform all the nobler aspirations in whomsoever they reside. Must the germs of exclusiveness be sown in the tender hearts of youth, even in the school ! It may have been, perhaps it is even so. Despotism ordains it so. But woe to the nation if it is allowed to grow. While we remember that "Union is strength," let us never forget that "Discord is the death of Freedom." Fearful are the responsibilities ; but little less than divine is the work of the educator, of him who sows in the young mind the seeds of immortal truth ; a single thought thus implanted may overturn empires, undermine systems, and remodel and build up the fabric of universal society. Luther, Columbus, Franklin, Fulton, Howard, Morse and Field are personal illustrations of this. One has said, "Better measure the circuit of Orion than think to measure the influence of a thought." What then should be the character of our teachers?

Should they not be men and women of noble aspirations, good judges of human nature, especially in its tender stage, of cultivated minds, students of nature's laws, lovers of the truth, brave defenders of the right, stern opposers of all evil, of large and generous sentiments ; and last, but not least, good disciplinarians and apt to teach ; teaching not as hirelings, for the reward of their wages, but as called and qualified for the noble work, not only with capacities to govern and knowledge to impart; and skill to direct, but with souls imbued with unbounded yearnings for all that is good and true.

That we may have the best of teachers, which in the end are sure to be the cheapest, everything considered, we want the very best human material wrought into our school agents ; they should be men of integrity, untainted by favoritism, good judges of human nature, that they may discriminate the teacher in regard to his suitability of temper, and general adaptation to their several and respective schools, making character, qualifications and suitability, without a shadow of favoritism, their rule of action in the employment of the teacher ; and having engaged their teachers, and set them to work, they with the parents ought to prove them, and being reasonably satisfied that they are doing their work faithfully and well, they ought to cheer their hearts and strengthen their hands with their sympathies and kindly and timely encouragements, for such encouragements operate upon teachers (for they are human) like rain upon the tender grass and sunshine upon the refreshed flowers. And though the teacher may be doing all that is possible for him, these many interested and observing eyes may detect a fault or discern the lack of something which a kind suggestion might correct or supply ; thus the school would be more or less purified, its usefulness enlarged and quickened, the teacher cheered and better qualified for his onerous toil, and they, their children, and all in any way connected with them, harmonized and made both happier and better. Such work is worthy of angels, and no doubt would win their smiles and possibly their co-operation, for are they not all ministering spirits ? But should the complaints of his children, should rumor, or any informing agent startle the parent by declaring to him that his teacher is unfit for his calling, or rather his assumed occupation, would not a proper regard for the welfare of his children, a decent and respectful consideration for the teacher as a fellow citizen and a man, and a moral conviction of justice, equity and propriety, open his eyes, unfold his hands and determine his thought and will to do something in this direction without delay ? If he judges, should not his judgment be just, well informed, from a personal knowledge, and from nothing less certain ? If the teacher is unfit, no good man ought to be uninterested ; he ought neither actively or inactively, positively or negatively, to suffer the school to go on ; as a member of the district he has rights, as a father he has responsibilities which he cannot avoid, and obligations imposed on him by the law of universal humanity. Every human being ought to feel and to act as his brother's keeper, " With malice toward none, and charity for all." A course thus ready, open and just would improve our schools immensely, would send incompetent, unfaithful and illy adapted teachers to their own places, or at least from a situation which of all others ought to be filled with honest, faithful and skilful operators ; and in case the teacher after all should be found worthy he would be openly sustained, and not left a prey to birds and beasts of certain species who prowl by night and hide themselves by day ; justice to all would be done, and great good would follow. Let parents be frank, prompt and active in this respect, and our schools grow thereby. We believe that too many teachers make teaching a temporary occupation, a mere expedient simply, for the reason they have nothing else to do ; there are others who endeavor to make it a profession, who do so for no love or fitness for their calling ; all such teachers ought to be left to do something to which their peculiar capacities are more and better adapted. We not only want learned, but loving teachers, men and women who have not only the what to teach, but the how to impart it.

As we advance the field widens, but we must leave the subject to the consideration of the parents, the agents, and the S. S. Committee who shall come after us. Many other things we would name, but cannot; such for instance as what should be taught, what learning is most indispensable; what improvement in school apparatus, books, &c., would be needed; how to bring every child under the saving influences of a good education. But trusting that your co-operation will supply all deficiencies, devise wiser plans, and execute them faithfully, we submit the whole to you.

S. R. DEAN,  
J. G. GOSS,  
R. JENNINGS, } *S. S. Committee.*

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#### MACHIAS.

The subject of education suggests to us the peculiar privileges which we enjoy. Our report calls to our minds the happiest feature of our age. The great prerogative is, that we are invited to deliberate upon our own advancement and prosperity. We are not met as nobles and kings to consider how we may enslave the people, and wield them as a machine; but how to make ourselves nobles and kings. Our work is the creation of new power in the State and Nation by calling into service latent faculties among the masses. The thought of feudalism needs no refutation now, that we are placed upon the earth merely to gain our own animal subsistence, or to minister to the luxury of the few. It would be a libel on the Infinite Providence, that put us here, if insuperable barriers shall prevent the free expansion of the illimitable soul. True, there are obstructions, but they are not in our humble lot, but in ourselves. The royal road of progress is as difficult to the rich as to the poor. The sacrifice and work necessary for improvement is designed to arouse us, not to discourage us. The fact that a people can meet as a town and discuss their own business, shows how far the race has marched on the upward road. But what has been gained is only vantage ground for us to see more clearly our needs and failures. We can now behold how much power of mind and heart is lost,—is turned into avenues of vice and crime. We are far on the "Hill of Science," when we can dimly realize that education is designed to quicken the native powers of the mind,—to deepen the sanctities of the affections,—in a word, is the foundation of society.

New privileges awaken new responsibilities. Whatever we have gained, should be an incentive to something nobler. A little progress forbids a retreat without disgrace. Education is a necessity of a republic. Every individual must weigh measures which affect the well-being of millions, and influence the destinies of posterity. He must not only decide the internal relations of his own land, but must judge the policy which touches the welfare of the whole civilized world. We often think of liberal culture as only necessary for men who fill high places. But I maintain, that elements of manhood must be fostered rather than qualifications for president or king. Truth and knowledge grace every position. The commonest duties of a son or daughter, of a father, friend or neighbor, require profounder thought, greater wisdom, more sacred sense of justice than to rule a State.

The great motive to gain an education should be, to see how much we can make out of our faculties. It is the great incentive to strive how much can be made of little. By it we are taught to disarm difficulty and turn it into an assistance. It kindles an eagerness which burns in the soul until resolution scales every obstacle.

I do not say, as some have, that education is designed to lift man above the need of labor; that it is a magic wand which will transform the spade and axe into toys. Exposure to hunger and cold will always subject us to constant conflicts with the material world. I would not, if I could, so temper these elements that they should make vegeta-

tion grow so luxuriant as to anticipate every want. I would not have the metals so ductile as to offer no resistance to human skill. Man owes his energy and dexterity to such hindrances. Such tutelage has embroidered the earth with fruitfulness, subdued the ocean, wrought matter into comfort and ornament.

The evil is, in making our education all toil or all ease. Our nature requires a mixed occupation. We are not all head and heart, or bones and sinews. Our civilization would be a failure, if it should reduce man to the dull routine of unthinking toil. Any system which shortens life or starves the intellect is not of God. The world's wisest have united the work bench with the philosopher's chair. True life is not a struggle for office. The dignity of manhood is not embellished by badges of authority. Political station does little to fortify the moral support of the reputed honest. How great the need then that the community should be rearing an incorruptible integrity. To rise as a people, we must substitute reflection for passion, and discretion for chicanery. Political men and newspapers are now either making us dupes of the ambitious, or slaves to some party leader. Never was there a people which needed public education more than ours. The public mind must be made acquainted with the justice and truth of every political question. Vigor of thought ought to be infused into our manhood. To act nobly is to think nobly. We must not only be students to be true citizens, but all the works of nature are meant to stir thought. All of God's works are made up of elements blended in infinite compounds. To understand each substance we must reduce it to its simples, and examine them in their relation to each other, in order to understand the cheapest materials in nature. Every disordered heap of earth has a mystery to tempt our study. Everything stands invested with Infinite skill. Not a vegetable, which forms the "staff of life," but came to you in an endless series, from the first plant upon which the Creator left his wisdom. He has not forgotten the frailest creation, for he has nursed it with rain and sunshine from that earliest morn until now. Here is a field for study, which will baffle the most laborious; yet it offers an open invitation to the aspiring. God asks us, through all his works, to that enlargement of thought, to that breadth of culture which may become the realization of that intellectual greatness for which we are created.

Not only the power to think, but the ability to express our thoughts, needs cultivation. Language is one of our grand distinctions from the brute. A man of more than ordinary intelligence passes without his real significance in society, unless he can clothe his ideas in pleasing words. No man can take his true place, to which his good sense entitles him, before he has acquired some knowledge of science and language. These studies are not trifles. These acquirements are not superfluous, even to the poorest. The old argument, that the mass of the people do not need any culture, except such as relates to the making of shoes and laths, has well nigh passed away. But we do not yet realize that we need an education, because we have rational and moral faculties which require culture and development. The fostering care of discipline is demanded for all. We each have responsible relations with our fellow men, and with God. There is not a condition so isolated, that a claim of our public school system does not reach him.

These reflections suggest our wants and claims. If parents and members of a community do not provide educational facilities for the young, who will?

To make our High School what it should be,—and it is our duty to do so,—I would recommend that there shall be two courses of study provided for: A classical course, which shall be sufficient for admission to any college; and for those who cannot aspire to this, there should be an equal amount of time devoted to the sciences; and every one who shall complete either of these two courses of study, shall be entitled to a diploma. Such a plan would place some incentive for endeavor before our youth. I think this recommendation can be successfully inaugurated, and I believe it is highly desirable for the ultimate good of the school.

It is also necessary that there should be an assistant provided for this school. The range of studies is so wide, that it is impossible for one teacher to attend to them all each day. The recitations must either be arranged for alternate days, or be conducted too hastily and desultory. To prevent this state of things to some extent, I have felt compelled to give a portion of my time to the hearing of recitations. I have sometimes done so when I have felt that other schools have had the better claim on my time. This year there will be still more need of the services of an assistant. The more this demand increases, the more it should be your pleasure to provide for it.

But while we, as parents and citizens, are morally bound to give our children the best advantages, we are compelled to employ teachers to do the work which we have not the time nor the ability to do for ourselves; hence, to secure the best teachers is one of our first duties. We must spurn the too common assertion, that "anybody can teach school." The most expensive of all economy is a poor teacher. No office should be regarded with a greater respect. The first minds and purest hearts must be selected for the guides and guardians of youth. No language can express the cruelty of that policy which would leave a fortune to a child, while it would impoverish the mind. Money cannot be estimated with intellectual and moral life.

It is to this thought I call your attention, when I ask a larger appropriation, that you may retain the faithful and successful teachers who have proved their worth by their labors in your midst. We cannot well afford to train teachers for a higher compensation and then allow some poorer town to outbid us for their services.

It is necessary for the town to make some provision, at an early day, for another Primary school on the other side of the river. The Dublin and Preble schools are already too large for primary schools. The Dublin school has registered fifty-four scholars, and the Preble seventy-one, making one hundred and twenty-five. This number is large enough for three schools. Your interest for the Primary school children must early provide another school-room somewhere between the two present schools. While we care for the higher departments of learning, we must not neglect the child; for the art of thinking justly and strongly should begin in early life. If the foundation is properly laid, the superstructure stands secure. It is one of the inestimable blessings of our free institutions, that we all must be prepared to reflect, reason, judge, and act on matters of deep and universal concern. The rudiments of education must be planted so wisely, and nursed so tenderly, that the fruit shall ripen into well cultured harvests. The mind, like the body, depends on the air it breathes; and let the air which we shall afford, be like the bracing and invigorating sunshine which Heaven throws around every tender plant.

S. B. RAWSON, *Supervisor.*

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#### UNION.

Your Supervisor having attended to the duties of his office during the past year, would respectfully submit the following Report :

Education is a matter of vast interest to us, and on this account I shall ask you to indulge me in presenting a few thoughts of general value.

Education accomplishes a great work for the man who possesses it. By it his powers and faculties are drawn out and brought into use. Many persons are unconscious of the mental power which they possess. Their energies are dormant. They were made capable of accomplishing a great work in the world, but they will accomplish very little. They know not what to do, or seeing work that needs to be done they know not how to do it. But the fault lies not in any lack of ability to do, but in a lack of knowledge how to do what ought to be done.

In the shop yonder there is a bar of iron, which perhaps is worth five dollars where it now lies. The smith works it into horse shoes, and it is worth ten ; worked into needles it is worth three hundred and fifty ; into penknife blades, three thousand ; into balance springs of watches, it is worth two hundred and fifty thousand dollars. But before the bar of iron becomes thus enhanced in value, how much heating and rolling and pounding and polishing it must pass through !

Just so education is the work of drilling, training and bringing out the finer and nobler qualities of the mind and heart, thus multiplying the power and usefulness of its possessor by tens, hundreds and thousands.

This multiplied power is just what is needed in every avocation. The farmer, the mechanic, the merchant, the teacher, need it, and must secure it in some way, if they expect to meet the competition of the times with success. Every department of labor and service is demanding a more thorough qualification and wider intelligence of those who enter upon its duties.

But the cultivation of the intellect alone is not enough to secure the highest degree of usefulness. There must be joined with it a high and sacred regard for right and truth, and a genuine love for God and man. The ignorant man, who has no regard for principle, who neither fears God nor regards man, is dangerous to society ; but not so dangerous as the man who, with such a character, has a highly cultivated intellect. A high and pure moral and religious cultivation, securing the firm establishment of correct principles of life and conduct, is the balance wheel of the human soul, without which life is of but little value.

The fearful increase of crime in our country is due in part, without doubt, to the lack of intelligence ; but far more to the lack of moral and religious cultivation among vast numbers of the people. Many who are intellectually sharp and quick, are morally obtuse. They have no high standard of honor and honesty, no sacred regard for truth and virtue, no abiding sense of accountability to God, no spirit of self-sacrifice for the good of mankind. Self-interest is about the only restraining influence that such persons feel. How evident that the standard of moral sentiment needs to be raised and cultivated ; and it is not strange that some should feel the necessity of using all their efforts in this direction. In making efforts at reform it is not often that a great deal can be accomplished with a man whose habits are all established. But there is hope of good results in labors expended for the good of the young. Let them have the privileges of a sound morality, early instilled into their minds, and they will not disregard these principles in the business of mature life. To secure this, our legislators have wisely provided by statute law, by requiring our school teachers to inculcate at proper times and in suitable ways " the principles of morality and justice, and a sacred regard for truth ; love of country, humanity, and a universal benevolence ; sobriety, industry and frugality ; chastity, moderation, and temperance ; and all other virtues which are the ornaments of human society ; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness ; and the tendency of the opposite vices to slavery, degradation, and ruin." Were such moral instruction as this law has in view, to be imparted to all the youth who assemble in our schools, and welded into their intellectual culture, or in other words, were the heart and head cultivated together, the result would be better, and the tone of moral sentiment in society would be more elevated ; and there would be less immorality and crime.

But not to dwell longer upon these important matters, there are three things necessary in order that we may make the most of what we have in the cause of education.

1st. We need a deep interest in the cause on the part of parents and citizens.

2d. We need good school houses. The first will be likely to secure the second.

3d. We need thorough and competent instructors.

The first of these is only what the relation of parents and citizens to the youth require at their hands. The second and third involve some expense, but no more than ought to be cheerfully borne. It is far cheaper to provide facilities, and educate the children, than it is to try, convict and maintain in jails and prisons the criminals which an ignorant and vicious population always furnishes.

The amount of money raised by tax to support the schools during the past year was \$1,781.16. Of this sum \$240.00 was raised in addition to what the law requires, and divided between the six smallest districts.

Graded School, District No. 1. This district was formed by the union of districts Nos. 1 and 12, last spring. The district has built a new and commodious school house, at an expense of about \$4,000. The house is 36 feet by 46, two stories high; has two large and beautiful school rooms, provided with maps, a globe, orrery, and other useful apparatus; it has two large ante-rooms, and is provided with convenient out-buildings. The school rooms are provided with single desks, and as now arranged will accommodate fifty-six scholars in each, but may be so arranged as to accommodate more. Appropriate dedicatory services were held in this house January 28th; Hon. Warren Johnson, State Superintendent, being present, and giving a very appropriate and interesting address. The success which has attended this enterprise has awakened a new interest in the cause of education, in the community.

The amount of school money for each scholar in town, expended during the year has been \$3. Now, if we call this the average amount for each year, and add \$2 for the average cost of books and school houses per year, for each scholar, we have the cost of our schools per scholar \$5.00 per year. This is a liberal estimate. Multiply \$5.00 by seventeen, the number of years that each child draws money, and we have the sum of \$85.00. This is what the education of each child in our common schools costs the town or the public. Cheap enough; many a parent is expending more than that every term in some private school to educate a child.

Allowing that we sometimes fail on a school, yet every one must acknowledge that our common school system is a grand success. In what other way could so much and so good education be obtained? and at so small a cost?

It is an encouraging fact that our schools are becoming better, and that there is much greater interest in education than there was five or even three years ago.

The improved condition of those schools where the old school-houses have been thoroughly renovated, or new houses built, shows *how good a thing* is a good school house. There are a few more of our school-houses that need renovating. When this work is completed, I see no reason why we may not compete successfully in the cause of education with all the towns around us.

F. V. NORCROSS, *Supervisor.*

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#### RICHMOND.

In the judgment of your Committee the schools as a whole, have been more successful, than during the previous year. The progress made by individual schools and the pupils of the same, has been in most instances highly gratifying, not only to your Committee, but also, we doubt not, to *all* who have visited them and observed their condition and workings.

This encouraging state of our schools is owing in some measure at least, to real live interest manifested, and judicious care exercised by your agents, in most cases, in the matter of securing competent teachers.

The somewhat frequent applications made to your Committee for information pertaining, to good, yea, the *best* teachers, was to us an indication of a growing interest on the part of your agents, and an increased demand for *better* schools, on the part of the people. Believing this, we were inspired anew with hope and courage, as we entered upon the responsible duties of another school year. And now we are led to inquire what is most needed to secure to the citizens of Richmond still better schools? Of course we can only direct your attention to a few points which may be worthy of careful consideration.

Granting then that we have a sufficient amount of school funds, good, attractive and convenient school-rooms, good Committee, good agents, good teachers, the best of text books, we shall still need something more to make our schools what they should be, or even keep them up to where they now are.

If, for example, with all these there is great irregularity of attendance, the schools *must* suffer more or less, while the absentees or irregular attendants will suffer to a greater extent.

In this connection comes to view our duty and obligations as parents, guardians and citizens, in the matter of doing all in our power to secure the regular daily attendance, not only of all those children and pupils over whom we have almost or quite absolute control, but all such as we may be able to influence, either directly or indirectly.

This also being done, we should then frequently visit our schools and give to our teachers all the encouragement and hearty co-operation possible, in all their efforts to make our schools what they ought to be. Especially, your Committee believe, should we co-operate with our teachers in their endeavors to maintain good order and discipline, and to establish such a course of studies in our respective schools as will be judged for the best interests of all who attend. Or, as we wrote one year ago, "in all matters of improvement, as well as matters pertaining to discipline and the ultimate success of our schools, our teachers should have our hearty and discreet co-operation."

BENJ. F. TALLMAN, }  
D. S. RICHARDS, } S. S. Committee.  
SAM'L W. JACK, }

#### NEWCASTLE.

In making a general review of our schools for the past year, I am glad to say that no serious difficulty has occurred, and with few exceptions everything has passed pleasantly; in some instances there has not been so much accomplished as we had hoped for, while in others our expectations were fully realized. The average attendance in some of our schools seems much below what it should be; time and money are therefore thrown away by scholars by being absent and tardy; parents can, in a measure, correct this evil. In most of our schools not a parent has been present during the year. There seems to be too much indifference on their part; many will send their children to school at the commencement of the term, if they learn well it is all right, and if not it is the same. You ask them about their school, they will say, "I guess we are having a good school, I *don't* hear any complaint." Would it not be better to be able to say, "We are having a good school, I *know*, for I have been there to see."

I would also call your attention to another subject; Shall we continue to divide the school money among fourteen districts, some of which do not contain scholars enough to constitute a decent school, and be obliged to accept second rate teachers with only one term a year, or shall we by re-districting reduce the number of schools and employ none but first-class teachers? Should we not all be willing to sacrifice something for the greatest good of the greatest number? Although we cannot greatly reduce the number of districts, we can do something to equalize the amount of school money. Under the



present system, one district in this town had, the last year, two hundred and fifty-two dollars school money, while an adjoining district had only forty-two dollars, the injustice of which I think must be apparent to all.

To school agents I would say, employ the best teachers you can, and be willing to pay them a reasonable compensation for their services. To employ incompetent teachers is worse than to throw away the money; it is not a *cheap* nor a *long* school that we desire, but a *good* one. Your supervisor or committee are often blamed for giving certificates to poor teachers; but some of our best scholars often make the poorest teachers, and scholarship is the standard by which we judge of qualifications. There have been employed in our schools during the past year, twenty-two different teachers. I think this is not right; the schools should not be subjected to such frequent changes. When you secure a good teacher their services should be retained in the same school for a series of terms.

A. W. GLIDDEN, *Supervisor.*

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PATTEN.

All the schools in the town this year have been taught by females. As a whole our schools are in a good condition, perhaps as good as they ever were before. The discipline and mode of instruction has been greatly improved through the influence of the Normal Schools and Teachers' Institutes.

We think if the school money in this town could be divided so as to give each district an equal length of school, it would be doing the right thing; it would be a movement in the right direction.

LUTHER ROGERS, } *S. S. Committee.*  
JOHN MORSE, }

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WOOLWICH.

It has been our purpose to give, in this report, as correct and impartial an account of the condition of each school as possible; to speak fairly of the "proficiency made by the pupils, and the success attending the modes of instruction and government of the teachers." We think the schools for the past year, as a whole, have been of as good a character as could well be expected. The agents generally have been successful in securing good teachers. If it be true, as some suppose, that everything depends upon the teacher, great care should be exercised in the selection of them. We want those teachers who possess the necessary education, and those, too, who have the ability of imparting their knowledge to others. Not every good scholar is a good teacher, and more, we want those who can govern as well as teach. Too many fail in this respect. Few have perfect control of their schools, and when we can secure teachers possessing these necessary qualifications, we had better do it, and not allow the consideration of a few dollars to influence one way or the other; remembering that such teachers will command good wages, and if we refuse to pay them others will reap the benefit. A short school taught by a competent teacher is far better than a long school with a poor instructor; indeed, the shorter a poor school is the better. When a good teacher has been once employed an effort should be made to retain that teacher; a change will probably be for the worse.

But all does not depend upon the teacher. It is impossible even for our best teachers to be perfectly successful without the co-operation and sympathy of parents. Perhaps this annual appeal to parents to act well their part in this great work of educating the young, is getting to be somewhat stale, yet for all that it seems to be needed now as

much as in years gone by, and we feel that your love for and deep interest in your children, will excuse this oft repeated appeal. Without your aid the schools will fall below that high standard of excellence we all wish to see them attain.

Irregularity of attendance stands out prominently as one of the greatest hindrances to success; of the three hundred and seventy-one scholars in town, there has been an average attendance of only one hundred and eighty-two. Where are all the other children of school age? Why are they allowed by parents to remain away from school? Absent from school for any and every trivial cause, is wrong. The loss is not all in the loss of so much time, which cannot be recovered, but in the disadvantage it places them with other scholars in their classes.

Tardiness, so common in our schools, is a perfect nuisance. Coming into school late morning after morning, thus greatly disturbing the school, ought not to be allowed. For this year there have been 782 instances of tardiness. Who so well as parents can suppress these evils?

Another great evil, which many seem to have so strong a passion for, and strive so hard to indulge in, is speaking in disparaging terms of the school and of the teacher in presence of their children. How often we have heard this with sorrow; sometimes from those who seemed to possess good common sense and judgment in everything else. It must be they do not realize the power of influence they have over their children. Another wrong is listening to the often exaggerated reports of children, and condemning the teacher on the strength of such testimony. As a general thing, if the children like the teacher the parents do, and if the children are disaffected so are the parents. A teacher may be pleasing to children and yet a poor instructor. It is not always best to acquit or condemn a teacher on the whim of a child. It is better when we hear evil reports in regard to the school, to ascertain the truth before pronouncing judgment. In short, as we desire the highest good of the young and rising generation, the hope of our town and country, let us do what we can to make our schools an efficient power of good.

CHAS. BROOKINGS, }  
D. S. CARTER, } *S. S. Committee.*  
F. CARLETON, }

#### PITTSFIELD.

We have occasion to congratulate the town on the erection of two new school-houses within its limits during the past year, viz: in districts Nos. 5 and 11; also an addition to the old one in district No. 7, making it nearly twice as large as before. The new house in No. 5 is an ornament to the district, of which the inhabitants feel justly proud. They have done a good work for themselves. We would suggest to districts Nos. 3 and 10 to go and do likewise.

It gives us pain to see any of our citizens sighing for a rock to put into one end of the meal-bag to balance the corn and meal as they go to mill on horseback, when it has been so thoroughly demonstrated that the weight the horse has to bear may be easily lessened by simply dividing the grist. Yet we sometimes find men so attached to the past that they can see nothing with satisfaction that does not conform to the pattern they were acquainted with in olden times. This is especially true in respect to education. Any teacher who does not conform to the old ruts must be good for nothing. They must be denounced in presence of the children—"Good for nothing." "Did't do so when I was a boy."

It is surprising that sensible men and women are willing to ruin the best interests of their own children by thus attempting to obstruct the wheels of progress in our schools. We call upon our fellow citizens to stand by their teachers. If they have faults, suggest

those faults to the teachers themselves, and not foster the spirit of rebellion by accusing and condemning the teacher in the presence of your children. Want of sympathy between the home and the school has been the cause of very many poor schools.

The interest in the cause of education was never better than at the present time.

A. H. CORNFORTH,  
A. L. GERRISH,  
A. W. WEYMOUTH, } *S. S. Committee.*

#### MACHIASPORT.

The fact is, there must be compliance on the part of scholars, or there can be no order and consequently no improvement. Some object to anything new in school regulations. But must we always follow in the "old ruts?" No doubt there are improvements in school regulations as in all things else. If so, let us readily adopt them; or at least try them before we condemn.

If parents would visit the schools more frequently and see for themselves, instead of listening to hearsay, much trouble and complaint would be avoided. It would be hardly right to say there is no interest manifested in our schools; there is an interest, but it is not manifested in the right way. This town has raised annually one dollar for every inhabitant, for the support of schools. Houses are built, teachers employed, board and fuel provided, and scholars sent day after day and week after week, and seldom does a parent visit the school, either to give a word of encouragement or to see if the money is wisely appropriated. This ought not so to be.

While our schools on the whole show some improvement over previous years, we should not rest satisfied with present advancement, but do all in our power to make them more efficient. Knowledge and civilization, it is said, go hand in hand. Liberal education and pauperism are seldom combined. Let us act unitedly for the good of our children and give our schools a generous support, not only in money but in sympathy and encouragement.

The fact is, we are far behind the times in regard to educational matters. Many of the towns in our own State are far ahead of us, and many of the States are far ahead of Maine in providing for the education of the rising generation. It is always better to take the lead in matters of reform than to follow ignominiously after.

And while we seek to educate the head, let us not forget that the heart, too, needs educating. Section sixty-four of our school laws makes it the duty of all instructors of youth, in public or private institutions, "to impress on the minds of those committed to their instruction, the principles of morality, love of country and humanity, and *all other virtues* which are the ornaments of human society." We fear that too many of our teachers neglect this important part of their duty altogether, seeking only to advance their schools in the text-books in common use.

Other branches besides Arithmetic, Geography and Grammar should be introduced into our schools, such as History, Book-keeping, Surveying, Navigation, and other things of practical use. We should strive to obtain a higher grade of education, thereby fitting our children for higher positions in business and society. In our opinion it would be well to furnish all of our schools with writing books with copies in them; for we believe where we have different teachers nearly every term, each one writing a different hand, it tends to break up all systematic formation of the letters by the scholars trying to follow the copy of each successive teacher.

With better school-houses, and a liberal amount of school money, and a more careful

and judicious expenditure of the same, we hope our schools will attain a higher standard and show a better record in the future than they have in the past.

A. B. LIBBEY, for S. S. Committee.

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#### HIRAM.

My varied labors and duties have been so arduous that I have sadly neglected my promise to report the educational status of Hiram. I will note a few signs of progress.

Having been a member of the School Board of Hiram seven years, I am prepared to report from personal knowledge that the cause of education stands fifty per cent. better than it did at the commencement of the last decade. The resistless force of progressive ideas has overwhelmed the stubborn prejudices of old fogyism, and the fossils of a by-gone age have vanished beneath the advancing tide. Seven years ago there was not a decent school-house in Hiram. Since that time six new, neat, commodious houses have been erected, five more completely repaired and remodelled, and the rest rendered comfortable. Our school money has been nearly doubled. Our resident male teachers have increased from one to twelve and the number of female teachers in like proportion. The moral tone of our schools has been elevated; ladies now teach where stalwart men were formerly required, and the heathenish barbaric rowdiness that formerly appeared is now unknown.

Since the settlement of Hiram, in 1774, but two of its citizens have graduated, viz: Wm. G. Lord, A. M., and Peleg Wadsworth, M. D. We have now eight young men in college.

During the past year but three schools in twenty-nine have been unsuccessful. The Supervisor has acted in harmony with agents; the best teachers have been employed in different districts year after year, while great pains have been taken to call out, train and encourage our home talent; thus our grade of scholarship has been elevated and the number of our teachers has constantly increased. The beaten ruts of study have been abandoned, new studies adapted to the stirring times in which we live have been introduced. Scholars who have droned over their books vainly looking for light, have risen with their latent talent roused lion-like within them, with a new light beaming in their eyes and the word *Eureka* leaping to the their lips. And yet our course is onward.

LLEWELLYN A. WADSWORTH, *Supervisor.*

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#### GREENE.

A word in conclusion: 1st. Our school houses. Something must be done in regard to our school houses in several districts, very soon. We think the better way would be, for the town to abolish the district system and build and own the school houses. We think we should feel the burden less than if the district built them. And we should most certainly have better ones. Several of our houses are a disgrace to the town and the district in which they are situated. We think it a species of cruelty to compel scholars to attend school in such houses. Parents and members of these districts, have you not an imperative duty here to do? Can you not give to your offspring and those growing up around you school houses that will cause them to be grateful to you? houses that they will take pleasure and pride in? The question with you should not be, "How can I afford it?" but "Is it not policy and a duty to do it?" Can you afford not to do it? It seems reasonable that our public buildings should always compare favorably with our private residences.

2d. It would be a source of encouragement to us, were dilapidated school houses the only hindrance to the proper development of the young. When I read the proceedings

of our legislators, I see language of this import: That an act should pass requiring compulsory attendance of scholars a certain number of weeks in a year to our public schools. What a severe reprimand is this to parents and guardians; saying in so many words, Your care and your love is so diminutive towards those under your charge, we persons outside must goad you by some means to perform your duty. When one loses their self-respect, have they not lost a treasure? And is there no cause for censure here? When we look around us, on every side, and see parents sending their children to labor in factories, and workshops of various kinds, and even suffer them to remain idle at home, when our public schools are in session, we are very forcibly reminded that something surely ought to be done. It is very true, indeed, that skill of the muscle is good, but a trained brain is better, and gives force and direction to its powers. Is it not a matter of joy to feel that the school-house is better than the jail?

The "immutable principle of natural law," upon which our system of public schools is founded, is the "absolute right of every human being that comes into the world to an education," and which proves the correlative duty of every government to see that the "means of that education are provided for all." Acting upon this principle, should we not divest our minds of all prejudice and selfish feelings, and with a high-mindedness and generosity worthy the cause, contribute what we can by our personal efforts, our money, and our liberal views of education, to sustain everything *good* of our schools at present, and by our laudable endeavors raise them to a still higher standard? There is no danger, fellow citizens, of over-estimating the value of a *good education*.

HAYDEN BIGELOW, }  
 W. F. MOWER, } S. S. Committee.  
 Z. A. GILBERT, }

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#### ACTON.

The inferences and deductions which may be drawn from the above, should lead to well settled convictions in regard to the inefficiency of our school system in a depopulating town, to answer the purposes for which it was designed. Our schools are too small and too short to be of much practical importance. The smaller the schools the larger must be their number; hence, the larger the number of teachers employed, the greater the expense of school-houses, fuel, board of teachers, &c., while the schools, as a matter of course, must be shorter and lower in grade. Small schools, therefore, are indicative of waste in every direction. At present our schools are fast dwindling to nothing, and something must be done immediately. There are several schools already in a ruined condition. One school has been taught the past year at the expense of \$3.50 per week, exclusive of board; the whole number of scholars was six, the average attendance was four. Other schools will be in the same condition next year. There is no good reason why scholars in a small district may not have as many weeks' schooling out of the school fund as those living in a large district. It seems evident to many interested in popular education, that the time has come when the town should take the management of its schools into its own hands, and reconstruct our school system upon a basis which will admit of economy, progress and efficiency.

Your Committee, after having examined the reports of our State Superintendent, and those of the Secretaries of the Boards of Education of Massachusetts and Vermont, do not hesitate to recommend to the town the abolition of the district system and the adoption of the town system. The State Superintendent has advocated it in his reports the past three years; the best educators in the State recommend it; the towns of Lewiston, Lisbon, Auburn, Orono, and others, where the educational interest is most lively, have

abolished their district system and adopted the town system. A part of Massachusetts and the whole of Vermont have done the same. It is a significant fact, that where the best schools are the district system does not exist. The great object of the people is the establishment of good schools at the least cost, and they have no interest in the district system when it fails to secure these ends. Your Committee, anxious to ascertain the views of their fellow citizens on this interesting and important subject, have caused an article to be inserted in the warrant, calling their attention to it. There are several school-houses in a very wretched condition, and this subject should be candidly and dispassionately considered before these districts rebuild. The Committee deem it proper to insert a section of the School Laws relative to the abolition of school districts.

SECT. 3. A town may abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus, and other property owned and used for school purposes, which districts might lawfully sell and convey. The property so taken shall be appraised, under the direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town equal to the whole amount of said appraisal; and there shall be remitted to the tax-payers of each district the said appraised value of its property thus taken, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties.

C. U. BURBANK, }  
 J. E. LEACH, } S. S. Committee.  
 JAMES GARVIN, }

#### HARMONY.

In conclusion, we would say that although the teachers have done well the past year we expect them to do better in the future. The people are beginning to awake to the importance of securing the best talent that can be procured for the school-room, and are willing to pay for it, and as a general rule our teachers are liberally paid for the services rendered; but we do not pay enough for such services as we ought to have. It is an error to suppose that a thorough education is a sure guaranty of a successful teacher. Although it is an indispensable qualification, yet the teacher should not only know what to teach, but how to teach it in such a manner that it shall be most easily comprehended by the pupil. They should be able to adapt their illustrations to the capacities of their pupils; and further, they should be able to impart a lively interest and animation to the school. Any teacher who generally fails in this particular has without doubt mistaken his calling.

No greater misapprehension exists in the minds of parents than that almost any one is qualified to teach a school composed of very small scholars. On the contrary, the highest order of attainments are absolutely necessary in these cases. Not only the mental but the moral qualifications should be of the same high tone. The language especially of such teachers should be pure and chaste, free from provincialism and slang phrases, in short their whole example should be such as children may safely copy and practice in after life.

There is no school apparatus in any district in town, with the exception of black-boards. This is not as it should be, and we would recommend to three or more of the largest districts at least to procure a globe and a set of outline maps for their several districts.

We would say to the parents, watch closely the interest of your schools; visit them, and co-operate with your teachers; sympathize with them in all the trials incident to their calling; let them feel that you appreciate their efforts, although they may fail to come up to your ideal standard of the perfect teacher. Yet we would have you watch for your teachers' deficiencies in the school room, not in a spirit of fault-finding, but for their good and for the cause they represent, and we shall have better teachers, better parents, and better schools.

AMOS HEALD, *for S. S. Committee.*

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ORONO.

We do not propose to moralize, but there are a few things we cannot forbear speaking about. One is, the vast amount of tardiness. This is an evil that can only be remedied by you, fellow citizens, and it remains for you to say whether this thing shall continue or cease. Another thing is, the very many of our scholars who do not attend school at all, but are loafing around the streets, in the stores and saloons. It does seem to us that this evil can be remedied in no other way than this—we must have a law that will give the power to somebody to put those young men into the way of obtaining an education. We believe that the State should, for her own protection, educate her citizens. We ask you, then, to co-operate with your Committee, and see if together we may not be able to remove these things.

C. W. SNOW, *for S. S. Committee.*

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YORK.

In taking a retrospective survey of our schools the past year, your Committee are happy in being able to report, that no serious cases of insubordination have occurred in any of them. The pupils have been generally docile and obedient. Exceptions have been rare.

But the general sentiment of the community, that our schools are retrograding—that they are on the downward grade, has become so patent, that your Committee have come to the conclusion that there is more truth than fiction in the sentiment. This opinion is grounded primarily upon the fact, that a large proportion of our young men having arrived to years of manhood *half educated*, which is but another name for no education, are not prepared to enter upon the duties of life and citizenship intelligently.

Another sentiment prevails, that many of our schools, as at present conducted, are of little worth. Money wasted! Teacher not qualified! No order and government in the school! That there are grounds for these complaints we are well aware. That there are defects in our school system as at present conducted is as apparent to your Committee as the noon-day sun. We have endeavored with earnestness to point out these defects in the school-room, as opportunity offered. Nor are we less ready to point out any and all defects which are existing or calling for reform. We are not disposed to mince matters in this respect. We are rather of the opinion that the use of the probe will be preferable to the *application of the plaster*.

In the first place, there is not in any of our schools taught, or lessons given in the elements of language, the sounds and powers of the letters. Classes of the Sixth Reader were as ignorant of these first principles as they were of Greek.

And in the reading classes, particularly the fourth and fifth readers, the defect is painfully apparent. Scholars in nearly all our schools have stepped up—no, not stepped, have been hoisted up—into these reading books, whereas two-thirds of them ought to be

in the Second Reader, or at least in the Third, and there remain till they have *learned* to read. Besides, it is a most injurious and unjustifiable course to pursue, to prompt the pupil when reading—to pronounce words in many instances nearly half the words in the reading lesson, and the pupil goes to his seat satisfied, not that he has learned anything or gained a new idea, but that he is released from an irksome task.

No oral or object lessons, the delight of the young scholar, are ever given. Reading, such as has been described, writing, cyphering, and a little smattering of geography, of which the scholar knows about as much as the teacher away from the book, and the boy and the girl are left to pick up all the rest as they can.

There is existing in the statutes of Maine, relating to the education of youth, a section, No. 64, which we generally find evaded and ignored, but which we desire to have observed and complied with by all our teachers. A failure to comply with this requisition will involve a disqualification to govern a school.

There can be but little advancement in our educational interests until we have a radical change in our text-books, especially Readers. We ought to have but three Readers, certainly not more than four, from the Primer to the First Class Book. Our Arithmetics are out of date, and a new series required. The Geographies in use are little worth, so long as our children are unable to read understandingly, either to themselves or others. Mrs. Hall's Oral Lessons in Geography are worth all the others. Hooker's Book of Nature is of intrinsic value. This book, if used as a reading book instead of the Fourth and Fifth Readers, would have a beneficial influence in infusing new ideas to the reader. In addition, the pupil would take pleasure in committing its lessons to memory.

Finally, he who runs may read—the crying wants of our town—agents who know their duties and will perform them. A more thorough inspection and supervision of our schools is imperatively demanded,—a larger and general attendance upon our schools. Irregular attendance is a great hindrance to the prosperity of a school. See to it, fathers and citizens, that none but qualified teachers shall be entrusted with the education of your children.

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

#### SURRY.

According to the earnest recommendation of the State Superintendent, it was decided to have written examinations, and to give graded certificates. Our experience has fully satisfied us of the wisdom of this course.

We have sought to raise the standard of qualifications for teachers above that of previous years. The great need of our schools is better qualified teachers; this want can be met only by degrees, one step at a time in advance, and no step backward. Let the citizens and district agents and school committee unite and co-operate to this end, so success will at length be attained.

The law makes it the imperative duty of the school committee to appoint suitable days for the examination of teachers, giving no discretion on this point. We have done so, and if the teachers had attended to the set times there would have been a saving of several dollars in the expense, as ten or twenty teachers can be examined as readily as one.

The opinion of the Committee as to the success of a school, does not always correspond with that of the citizens; both parties are liable to mistakes. We can judge only by what is seen in the school-room. It is said at times that schools appear *better* when the Committee are present; at other times it is said that schools appear *worse*. Of course it is impossible for any one to remember just how far scholars are advanced at the opening



of the various schools, and thus decide at the close how much improvement each individual scholar and each school in town has made during the term. Only an approximate opinion can be given. We can see the order, note the method of instruction, and ascertain at the close of the school whether the pupils are familiar with the studies passed over. From these things mainly can we decide on the success of a school.

Nor does the good or ill success of a school depend entirely on the teacher. There are some schools where the scholars are inclined to study, and almost any teacher will succeed; in other cases almost no one can succeed. Neither must it be understood that where a teacher fails there is a lack of effort, or moral delinquency. A teacher may do well in one school and fail in another.

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#### FAYETTE.

A teacher should possess the faculty of commanding respect and securing obedience, without the exercise of too much arbitrary authority. Executive ability, discretion, a due sense of dignity and decorum, and an intuitive knowledge of human nature, are indispensable to success in government. A teacher's aim, "first, last, and always," should be to win and keep the confidence and esteem of pupils. Rules should not be made so rigid as to be unreasonable. But all just and proper requirements should be strictly enforced. A teacher should be active, energetic, industrious, vigilant. "Slow coaches" are not much in vogue in these latter days, and a teacher who is slow or lazy in the school-room ought not to be tolerated. Versatility of talent and quick transitions of thought are essential in teaching. No teacher should ever become so engrossed in hearing a recitation, or so absorbed in the solution of a problem, as to be unconscious of what else is transpiring in the school-room. The "one idea" system will not work in a common school. A teacher's memory should be stored with information, gathered from many and divers sources, and always available for precept or illustration; to instruction is thus lent the ever potent charm of variety. Dull routine and dry details are nauseating to the minds of pupils. Let them be set to thinking, and let their ideas and opinions be drawn out on various subjects and topics. No wise teacher will strive to  *cram*  knowledge into scholars, and carry on the process till their intellects grow stupid from sheer stuffing. Such a method might work well in fitting beeves for the butcher or sheep for the shambles, but not in the education of youth.

Above all things, let teachers engage in their noble calling with heart and soul, and labor earnestly for the welfare and improvement of the pupils under their charge. Too many take up teaching for "filthy lucre's sake," and act as if they were "jogging along" an easy journey to reach a goal surmounted by the "almighty dollar."

Without good teachers our schools cannot prosper. But other elements must combine to constitute success. Among these are the right sort of home influences, a docile and tractable disposition on the part of the pupils, and "last but not least," concord of feeling and concert of action in the school, throughout the district and among all interested.

As, in a nicely constructed piece of mechanism, each part must be perfect and in its proper place, and all move together, in order to insure the effective working of the whole machine, so in our school system, all the members, young and old, small and great, weak and strong, must cordially co-operate and act harmoniously in their allotted spheres, to achieve good results in the grand and glorious work of education.

A. F. WATSON,  
 GEO. UNDERWOOD, } S. S. Committee.  
 A. G. FRENCH,

## WARREN.

Your Committee have to report, that in their opinion the quality of teaching in the schools of the town has been much the same as that of last year. Perhaps there has been some improvement; at least, there have been no conspicuous failures. As there was a larger school revenue, the terms of school have been lengthened. It is believed inexpedient to report each school in detail, because, in each case the verdict of those most immediately interested has been made up, and an expression of our judgment is not likely to change the opinion of any person in regard to the school that has been taught in his own district.

Giving the schools credit for all they have done, and are doing, it seems to be admitted on all hands that something more is needed to bring them up where they ought to be. Many who have given the subject attention, believe that the establishment of a High School, which scholars from any part of the town should be allowed to attend free of tuition, would do more to effect this than any other one thing.

There are two questions that will naturally be asked: 1st. Why do we want a Free High School? 2d. How do you propose to support it?

Why do we want one? Because there are scholars in every district in town who ought to have better advantages than the district schools will afford them.

Again, we need one to save in town the money which is paid out of town by those who send their children away for an education they cannot get at home; and also to put the children of poorer parents, who are equally in need of an education, on an equality with those whose parents are able to send them away to be educated.

Another thing for which we need a High School, is to raise up in the district schools the standards of discipline and recitation, which in most, if not all of them, are lamentably low.

Now we admit that there might be a High School which would not help these things; but the right teacher, working on the right plan we think would do it. A High School where thorough recitations and perfect order were the rule would send out its influence through all the districts from which its pupils are gathered in; the teachers of the district schools would for the most part be trained up in it; and by the removal of the more advanced pupils from these schools the teachers would have more time to devote to those remaining.

A word in regard to what the school should be, and why it should be free. It should combine good sound training, with practical teaching, so that its pupils should leave it well qualified for the business of life. It should be free, because if you depend upon tuition your attendance will be irregular, your classification poor; you will fail to have any system, and it will be only a mixed school on a larger scale, and so have little or no influence to elevate the district schools.

Certain we are, that if such a school as we have indicated could be established, and parents could feel that their children would be subjected to good wholesome discipline, and receive thorough instruction, we should as soon think of dispensing with the appropriation for the district schools as fail to sustain it.

Now comes the question, How do you propose to sustain such a school?

The legislature has recently passed two laws having an important bearing on this subject. The first authorizes the trustees of academies to surrender their funds for the support of Free High Schools. The trustees of Warren Academy have not had a meeting since this subject was broached, so that it is impossible to state definitely what action will be taken by them under the provisions of this act. Individually, however, they express their willingness to put their building in order, and to devote it with the grounds to the use of a Free High School; and to appropriate the income from the balance of

their fund to its support. This is a favorable opportunity, and one that may not again occur, for the town to acquire for school purposes the equivalent of \$4,500, well invested property, and valuable real estate.

The second law referred to, is known as the Free High School Act. This provides in substance, that if a town expend a certain sum for the support of a Free High School, the appropriation for the purpose being exclusive of the amount required to be raised by law for common schools, it shall be entitled to receive as much more from the State, but no town shall so receive over \$500. Now the town of Warren raised for schools last year \$500 more than was required by law. If then we raise the same amount this year as last, devoting the extra \$500 to a Free High School, we shall receive \$500 more from the State, under the provision of this law.

Every one must see that if we are to establish a High School at all, it is for our advantage to obtain as much State aid as possible. The Committee therefore recommend that the town vote to establish a Free High School, and to appropriate the sum of \$500 for the support of the same for the coming school year.

The Committee believe the importance of this subject a sufficient apology for devoting to it the bulk of their report.

L. F. STARRETT,  
CALVIN BICKFORD, } *S. S. Committee.*  
E. S. BEARD,

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#### PEMBROKE.

In submitting our annual report concerning the prosperity of the schools in Pembroke during the past year, we find many topics of interest and importance presenting themselves, each and all of which merit, and we hope will receive, careful consideration before judgement is rendered.

We are of the opinion that many, comparatively speaking, throughout the town, are laboring under serious misapprehensions in regard to our present system of schools; consequently, we feel it obligatory on our part to dwell upon it at length, giving the subject a careful review, thus enabling all to form correct ideas, and render a like verdict, also. And in attempting to do this, we trust that those who manifest a disposition in opposition to our present system, (which we contend is one of progression,) will exhibit that degree of charity commendable in every one, thereby exerting an individual influence at least in the right direction, and cherishing the advancement of a cause common to us all.

In the discharge of our duties, we deemed it necessary to secure the services of a teacher for the Grammar School as soon as possible, and to this end the usual means were employed. Letters were addressed to several men interested in the cause, and finally an arrangement for one year was concluded with Mr. J. Marshall Hawks, of Bridgton. He came among us highly recommended, and being fully assured that he possessed rare qualifications as a teacher, that he was zealous in the cause, and well adapted to our wants, we deemed it advantageous rather than otherwise, to have his assistance and co-operation in the work before us. The method adopted for selecting the most advanced scholars in town for admission into the Grammar School, although an experiment, was a successful one; as the standard adopted, with but a slight deviation, resulted in obtaining the required number. This being accomplished, and on a basis which favored no particular persons or localities, the school was put in operation with sixty-three scholars registered; the same number being sustained to the close of the second term, embracing twenty weeks. According to the regulations adopted, we had a semi-annual examination at the close of this term, when we found many applicants for admission, twenty-five of

whom were found to be qualified, and were admitted. This increased the number to such an extent that we deemed it necessary, and for the interest of the school, to employ an assistant; and in the discharge of this duty, we found in the person of Miss M. A. Pease of the Oswego Training School of New York, a woman admirably adapted to our wants, possessing, as she does, a thorough earnestness of purpose, combined with long experience in some of the hardest schools of the State. And now, after a trial of three terms, embracing thirty-three weeks, we can with pride and full satisfaction call your attention to its results. We can justly claim it as a model school; and in order, attendance, interest, rank and proficiency, we challenge its equal; and are unwilling to class it as second to any in the county or State. We are satisfied that the pupils are interested to a degree unparalled in any other school; that their parents are fully satisfied, and we venture the assertion, that its opponents, if any, would soon grow to be its supporters if they would avail themselves of the opportunity offered, or even visit and observe the workings of the school themselves. The effect or results of this school can by no means be confined exclusively to the pupils who attend it; but, on the contrary, can be traced to each and every district in town; and in these, it not only proves a strong incentive to pupils, but also to teachers, thus wielding a three-fold power. While we have thus endeavored to present the facts concerning this school, and to impress upon your minds some of the many benefits derived from it, and growing out of your noble action at our last annual meeting, we must call your attention to the many objects of beauty, usefulness and value, which, through the instrumentality of the teacher, assisted by the pupils and their friends, have been secured to us as a town; and, in all candor, we earnestly invite you to strike the balance, and thus ascertain what outlay we have actually been subjected to in supporting our Grammar School for one year.

In reviewing the condition and progress of the other schools throughout the town, we will not attempt to minutely describe all or any individual one. Upon establishing a Grammar School, we found the standard and number of scholars in Districts 4, 6, and 11, especially, much reduced; and in accordance with ideas previously entertained, we concluded that the interests of the town in this direction would be equally as well promoted by employing female teachers in all the districts. Therefore we have acted upon this idea throughout the town with but one exception. In procuring these for the several districts, we made an effort to secure first-class teachers; and, among the number thus secured, we find many who had previously established an undoubted reputation, and have since accepted positions far in advance of those occupied by them here, and which they have creditably filled. Others had, perhaps, a less degree of experience, but were possessed of excellent qualifications, attained by having been members, and even graduates of the State Normal School.

We do not, in these selections, profess to have exhibited a greater degree of wisdom than others display; and while we are unwilling to report any schools as utter failures, we are willing to class ourselves with many throughout the State, and perhaps in every town, who are annually compelled to admit that, in some cases, the results have not been up to their expectations. But we *do* claim that we have been very successful in this direction, and that the schools, taken as a whole, exhibit a progress exceeding that of former years. In admitting that some teachers have failed to produce results fully up to our expectations, we discover nothing criminal, neither do we look upon it as an exception, but more as a general rule, claiming that every employer fails to procure employees who, in all cases, give perfect and full satisfaction. We feel as though it would be doing a great injustice to many faithful and efficient teachers to condemn them because they failed to give satisfaction in localities where parents evidently neglected to exert their influence towards securing a regular attendance, and withheld their hearty co-operation, which every successful teacher must have. The irregular attendance of

the scholars in some districts in town is a subject worthy of notice, showing, in our opinion, a sufficient reason why some schools may be put down as unsuccessful.

You may make liberal appropriations, and be favored with as good teachers as the country can produce, but if you fail to obviate this difficulty, there will always be dissatisfaction concerning the progress made; and while it is often charged to the teachers employed, it can justly be attributed, in a great degree, to this single evil. A small percentage, even, of our appropriations for the support of schools, if expended unwisely, elicits murmurings from many, and still an examination of our statistics for the past year rendered by the several teachers employed, reveals the fact that forty per cent. of the entire money expended in the Intermediate and Primary schools has been lost from an irregular and non-attendance.

To this great loss which can justly be charged to parents, and to them alone, we might with propriety make quite an addition growing out of tardiness, making a total sacrifice almost incredible; and if attached to the inefficiency of teachers or a neglect of duty on the part of the committee, would be looked upon as almost unpardonable. This sacrifice we contend can only be overcome by unity of action on the part of the parents towards eradicating these two almost chronic evils,—irregular attendance and tardiness—by exercising the power they all possess, of not only requiring all their scholars to attend school, but to attend with regularity and promptness. In addition to this, we would enjoin upon parents the great importance of exerting all the means within their power. Encourage your children to be prompt, attentive and obedient. Render to them all possible *assistance* in their daily tasks. Cultivate in their minds feelings of respect for their teacher, and a full appreciation of the many advantages they now enjoy for acquiring knowledge. Give them to understand, by a social and friendly intercourse with the teachers, and frequent visits to the schools, that you are deeply interested in their welfare. In this manner, we claim that grand results can be brought about, and the cause of education much advanced; but if we are disposed to withhold our efforts, opposite results with all the attendant evils, will be produced as a legacy to our posterity. This year, as usual, we present for your personal acceptance, certain recommendations which we deem to be necessary for the successful continuance of the work so auspiciously begun.

We do not desire to present a multiplicity of wants, such as every town needs, but only those which seem to us to be important and essential. The condition of the school property in this town is lamentable indeed, and whether left in possession of the town, or restored to the respective districts, must receive your immediate attention. Some of the buildings are a disgrace to any civilized community—totally unfit for the purpose for which they were intended—ill-ventilated, uncomely *pens*. The dictates of humanity, even, require that they be made suitable for human habitations.

Uniformity of text-books is another very desirable object to be obtained. Many of the books now in use in town are from five to fifteen years of age. The Geographies, especially, are so antiquated that no one, accustomed to a modern work upon the subject, would recognize the maps of the Western States and Territories, while some States are not indicated at all. Give us any good Geography, and plenty of them, with Outline maps, and you need have no fears but that, under a faithful teacher, a good knowledge of the subject may be obtained. Your Committee have had some difficulty in providing for the wants of certain localities, such as fuel, board and the care of school property. Consequently we would suggest that certain individuals be appointed by either the Assessors or School Committee to act as an Executive or Prudential Committee whose duty shall be to secure fuel, board, and protect school property from injury and demolition. This will relieve the Committee of quite a burden, and will, we judge, give better satisfaction to all concerned. Your Committee would also request, that if a majority of

persons living in any locality desire the services of any particular teacher, or wish the school to be in operation during any particular part of the year, that they will not hesitate to express their wishes, and understand that it is not only our inclination but also our duty to listen to such requests, and it gives us great pleasure to grant them. We doubt not that you are already aware of the action of the last Legislature concerning Free High Schools. We can but recognize in this act a general desire among the people of the State for educational advantages superior to those already enjoyed. The action of the State is free, noble and generous, and we feel that the intelligent people of this town need no urging or persuasion to take advantage of this very liberal appropriation. The only action we deem necessary for the town is to vote the sum of \$500, at their next meeting for the support of such school, and next December the State will furnish us with \$500, a sum equal to "one-half the amount actually expended for instruction in said school." Besides that, if we conclude to receive pupils from out of town, their tuition would contribute toward reducing the debt still smaller, and we are confident that after one year we should find our school self-sustaining, while the amount received for board and incidental expenses would make a very desirable addition to the business of the town, and cost us absolutely nothing to educate our own scholars. Every man will understand this at a glance, and we can discover no possible reason why there could be any opposition whatever to a measure that can bring us nothing but education and consequent prosperity.

We are sorry to know that there are some, who, while willing to establish a Free High School, consider that the Grammar School will then be no longer necessary. This mistake evidently arises from a lack of proper knowledge of educational matters. You certainly would not think of discontinuing your Primary schools, because you had established Intermediate ones. The Grammar School holds the same relation to the High that the former does to the latter. Without the one we certainly do not need the other. Many scholars in the Grammar School are not fitted for a higher grade, and consequently would have to be sent back to the Intermediate grade; and this, after they have worked so hard for a whole year to maintain their rank and position, would be an outrage indeed. We trust that you will not undo this work so well begun, even if you do not do more.

We have before called your attention to the amount, in our opinion, necessary as a *special* appropriation by the town to establish and maintain a High School for the coming year (\$500); and, in addition to this, we recommend that the sum of \$3,000, be raised for the support of schools, which, with the amounts derived from other sources, will be sufficient to successfully carry out our present system, giving not only longer schools in the rural districts, but maintaining our Grammar and establishing a High School.

In conclusion, allow us to say, fellow citizens, that in the manifold duties devolving upon us, we have had no easy task in endeavoring to reconcile all the conflicting elements of a town like this. If some assert that any part of the present system is a failure, we politely ask them to refer us to any system which has been denominated a success. The arrangement is new, and we do hope that you will favor us with your sympathy and hearty co-operation until, perfected and strengthened, it can stand upon its own merits and prove conclusively that it has increased the quality, quantity and excellence of your schools. During all our labors, one thing has cheered us always, and made pleasant and beautiful our cares and duties. The bright, happy faces of your children have greeted us everywhere; and while helping them in their efforts over the hard places of youth, we could not refrain from thinking what their future lot might be. Parents, your dearest, fondest hopes are centered upon your children. Their future happiness,

comfort and prosperity depend upon your action and your efforts. We leave the result with you, knowing that in their parents, children have their ablest advocates, their wisest counsellors and best friends.

T. W. SHERMAN, }  
 HORATIO CLARK, } *S. S. Committee.*

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STRONG.

With our imperfect system of common schools, and the small compensation of our teachers, our schools have been attended with as good results as could be expected. Our legislature has signally failed to enact measures to bring our school system up on a level with that of many other States. Too many find seats there who know no other way than to tread in the same old beaten path in which their fathers trod, and thus the wheels of progress are stayed and our schools are obliged to plod on in the same old beaten track year after year. Our best teachers find more remunerative employments in other callings, and only teach a few terms and leave the work and engage in something else for better pay, and the work of teaching is consigned to young, inexperienced, and often incompetent teachers. The most of our teachers the past year have been selected from our own scholars, and with as good results as with those from abroad. After all then, our great want is teachers; those who put heart and mind into this work. Parents may be indifferent, school-rooms may be uninviting, children may be careless, but a good teacher will win essential success. As Horace Mann once said, "A good teacher supplements every defect." Our great duty then is plain. Seek to secure good teachers; and to this end give special care to encourage those preparing to teach among our own scholars, and in every way help them prepare for this work. Some will doubtless disappoint; but we can tell the good after they have tried the battle. Then, what is of yet higher importance, keep if possible those in our schools who have proved that they have a native aptness to teach. We have such teachers; let us be on the watch that other towns do not lure away from us those our choicest instruments for the maintaining of good schools. With such teachers we gain all, without them we lose all. Our town holds a good rank with other towns in the matter of schools; let us by a generous supply of money, and then its wise use, more than retain this high place.

We would now call your attention to the cause of failure in our schools. Does the chief cause lie in our teachers, in our scholars, or our parents?

We answer; First, the chief cause lies with the parents; secondly, with the teachers, and thirdly, with the parents and teachers. We give the scholars no blame but what is under the control of either parent or teacher. Some parents on hearing that a certain teacher is engaged for their school, will say in the presence of their children that the teacher is good for nothing; and the children catching the spirit will go to school with this idea, and insubordination is developed. They carry from the parents a license to do as they please, because the teacher is said to be good for nothing. When children take an antipathy to the teacher who is compelled to correct them, and go home with complaints, parents too often take sides with their children, casting all blame on the teacher. We contend, that after a good, competent teacher is engaged in a school, all further responsibility for the success is with the parents. If a child needs more than ordinary correction, or chastisement, then it follows that the parent has been more than ordinarily to blame, and should so consider himself.

And in conclusion, fellow citizens, we would say in the language of another, "As you prize your own happiness and the happiness of your children, as you love your country and your inheritance, the institutions transmitted from your fathers, and would have them perpetuated to your children, cherish carefully our system of common schools, to

which we are more indebted than to anything else, except its foster mother, the Gospel. It is the secret of our general intelligence and pre-eminence, the glory of our country, the bulwark of our liberties, and the guaranty of our future prosperity. We cannot value it too highly, we cannot sustain too faithfully."

WM. S. TOWLE,  
JAMES M. KEMPTON, } *S. S. Committee.*  
ALONZO B. ADAMS, }

#### CHERRYFIELD.

TEACHERS. In reporting the success attending the modes of instruction and government of our teachers, I have judged them by general results. To secure capable and successful teachers for all of our schools is no easy task. But I hazard nothing in saying that, as a whole, our teachers for the past year have been equal in general attainments, special training, and devotion to their profession, to those of any town in the State.

As far as possible, I have acted upon the principle that the true interests of our schools require the best teaching talent that money can command. I do not believe that every person that has received a common school, academic, or even collegiate education, is fitted to teach school. The mechanic must serve an apprenticeship; the merchant must receive the business training of years to insure success. The professions demand of all that enter them special training and preparation; and should teaching be an exception? To teach well is a most difficult labor, hence the best training that can be had is needed by all who undertake it. Accordingly I have given the preference to trained teachers, and have urged, and do urge, all those that contemplate teaching, to avail themselves of the benefits of Normal schools. But let me say one thing more before I pass from this topic. Those who are now successful teachers will not long continue in the business nor will those who might become such enter upon it, unless there is a change in public sentiment in regard to them. People must assume an attitude other than semi-belligerent towards them; must be ready to strengthen rather than weaken their power. It is too often the case now, that the faults, real or imagined, of the teacher, (and who has them not?) are the chief topic of conversation in the district. How often do earnest and faithful teachers, after their day's toil is over, go home only to learn of some unkind remark made at the last Sewing Circle, or at the corner grocery. Let their labors be properly appreciated, and they will make it a permanent, rather than a temporary occupation.

#### SCHOOL HOUSES, &c.

As regards school houses, I am glad to be able to report progress. In the Willey district a new house has been built and dedicated. The school took possession of it the latter part of last fall term. It is well built, and furnished with modern furniture. The people of this district may well be proud of their school building, and they are entitled to much credit for the efforts they made to build it. I hope they will not stop here, but see to it that the yard is neatly fenced; deciduous and evergreen trees planted around it; the walls adorned with beautiful pictures. All these things are great educators of themselves, and they serve to render the school-room pleasing and attractive, a place where scholars will love rather than dread to go. And I make an appeal to all who have children in our schools. You can do much to elevate them by simply planting a tree, or contributing a picture. It has been my good fortune to visit a number of schools in different parts of the State during the past year, and in all the rooms of the most prosperous I found pictures and musical instruments, and about them trees and shrubs. It should be our aim to make every school-room in town attractive and pleasing.



In several of the school-rooms needed changes and repairs have been made. But a great deal yet remains to be done. The school house in the Shaw district is greatly in need of repairs. As the seats are now, it is excruciating torture for scholars to sit upon them for six hours a day. A small amount of money will put it in good condition. The Academy school-room needs means of ventilation. Fifty persons cannot remain in a room poorly ventilated for six hours without danger. And it is a fact which the parents of Union district do not realize, perhaps, that their children are daily sowing the seeds of disease in this room. The Academy is greatly in need of a well selected library of books for reference, such as the American Encyclopædia. Even though it were small, it would be of great value to the school. We also need a good musical instrument.

By aid received from the State the past year, we have been enabled to supply each school-room with a map, and a number of them with charts and numeral frames for small scholars. And we need more of such things.

The long needed sidewalk from the main street to the lower corner school-house has been built; the lumber being generously contributed by G. R. Campbell & Co., J. W. Coffin & Co., and C. P. Nickels.

The grounds about the school-house at Sprague's Falls need filling up and grading. At my last visit to the school last fall, I found it almost impossible to get to the house for mud and water. The school building is yet unfurnished. I would respectfully call the attention of the inhabitants of that district to its condition.

#### SCHOOL DISTRICTS.

I desire to call your careful attention to the subject of the abolition of our school districts, in order that you may act upon it understandingly whenever the question shall come before you. The State that takes precedence of all others in educational matters—Massachusetts—has long since abolished the district system. Vermont has done the same, I think. The Western States, accepting all that was good and rejecting what was bad in the educational systems of the Eastern States, never incorporated the district system into their educational plan. Maine has authorized towns to abolish the districts. Many cities and towns have already done so. Among them are Lewiston, Lisbon, Ellsworth, Calais. And in all these places the testimony is that the very best results have followed. It has everywhere proved to be less expensive; it has equalized the burdens of the districts in building and repairing school houses. For instance, in our town: the people of the Tunk district need a new school-house very much. The tax payers in that district are few in number, and to build such a house as they need would be a very great burden. Last year the town expended quite a large sum of money to build a bridge in that district. Is there any good reason why the town should not build them a school-house as well? Is there any reason why the town should have the power to appropriate money to build a lock-up or to purchase a fire-engine, or buy a poor-farm, and not have the power to build or repair a school-house, but insist that the districts, rich or poor, shall assume the whole work? Again, the abolition of the districts will do away with the foolish division lines, and allow scholars to attend such schools as are most convenient and beneficial for them. Can any one give me a reason why the scholars up at Stillwater, simply because they happen to live a few rods the other side of an imaginary line, should travel two miles to the Small district school-house, when first-class schools at the upper corner are within half a mile of them? Time forbids that I should discuss this matter in its different phases. But let us examine the subject carefully. Pay no heed to this talk of "centralization," "deprivation of vested rights," but take a practical view of the matter, and see if it will not be as well to have the town a unit, educationally, as well as politically. For my own part, I believe that the districts should be abolished and a Free High School established, that shall be open to all the scholars in town that prepare themselves to enter it.

## ABSENCE AND TARDINESS.

There has been a marked improvement in our schools the past year in respect to regularity of attendance and tardiness. Various means have been resorted to, to bring about a change in this respect. The names of all those scholars who were neither absent nor tardy during each term of school have been recorded as a Roll of Honor, which is herewith submitted and made a part of this report. A testimonial was also presented to each scholar whose name is upon the roll. These, and other means, have been attended with a good degree of success, as the records will show. For instance, as regards absence, two-thirds of the scholars attending the academy the past year have never been absent. At the Spring term of Mrs. Burnham's school 40 were registered with an average of 38. At the Spring term at Sprague's Falls 17 were registered with an average of 16. This is all encouraging, but there is still room for improvement. Too often it is the case that scholars are allowed to remain away from school, or are kept away for trivial reasons and often-times without any reason. To illustrate: On my way to visit one of our schools last Fall, in going the distance of one mile, I counted fourteen boys sitting on the fences and idling about the door-yards, most of whom were members of the school that I was about to visit, and all should have been. I cannot say that I went on my way rejoicing in the interest the parents of those boys took in their education.

In regard to tardiness, the records show in some schools very great improvement. In others still a bad condition of affairs. The fact is, scholars should be made to understand that if they are going to attend school at all, they should attend regularly and in season. Absenteeism and Tardiness are evils, and only evils, and are continually so. But great as these evils are, there is one greater:—

## NON-ATTENDANCE.

There are 697 scholars in this town. Nearly three hundred of them do not attend school at all. Fellow-citizens, you raise liberal sums of money for school purposes. You tax yourselves to pay those sums, and pay your taxes cheerfully. The State extends a helping hand. The money is expended. Comfortable houses are furnished, capable teachers are employed and yet there are nearly three hundred children and youth that receive no benefit from all this expenditure. When I know that there are in this town boys of eighteen years that can neither read nor write; when I know that there are families of children in this village many of whom have never seen the inside of a school-house; and when I see for weeks scores of boys engaged in the *very profitable* business of catching "Tom-Cods" while there are five schools in session within a half a mile of them, at a cost of sixty dollars a week, I am led to inquire, is there no remedy for all this? The people of this country are fast becoming convinced that the only remedy is in

## COMPULSORY ATTENDANCE.

Self-preservation is the first law of nature as well for States as for individuals. The safety and perpetuity of a republican form of government depends upon the intelligence and requires the education of the whole people. Without an intelligent and educated people such a form of government cannot long exist. The people of France have repeatedly tried to establish such a form of government and failed. Mexico has presented a pitiable spectacle to the world, for the past quarter of a century, in her attempts to establish a republic. Spain is to-day in the midst of a revolution. Her patriot statesmen desire for her a free government. Why do we doubt their success? Why has France and Mexico failed hitherto? Because the masses are not educated. Ignorance and superstition prevail and these are incompatible with free government, "It has been well said that to know how to cast a ballot in a free country is of far

more importance than to know how to cast a spear.' A nation may recover from a defeat in battle, or even from the disastrous consequences of an unsuccessful, or, what perhaps is worse, a successful war; but from the effects of popular ignorance, there is no recovery. It is an abiding consumption at the vitals of the body politic. Ignorance among the people in a democratic commonwealth reaches, in its leprous influence, to every fibre and function of the State. It stagnates the currents of health, palsies the right arm of labor, debases a cheerful and intelligent worship to a fear-stricken superstition, pollutes the fountains of justice, renders contemptible the decisions of the jury, degrades and brutifies social intercourse, exchanges the discussions of freemen met in council for the yells of a mob or for voices of command from military despots. The sovereignty of intellectual power is supplanted by unreasoning force. The pen gives place to the sword, the book to the bayonet, the majesty and authority of law to the reign of chaos." The founders of our republic foresaw all this and urged the importance of education. Washington said that "in proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." Jefferson said that "he looked to the diffusion of light and education as the resources most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man." Said Benjamin Rush: "there is but one method of preventing crime and of rendering a republican form of government durable; and that is by means of proper modes and places of education; and this can be done effectually only by the interference and aid of the legislature." And later, said that eminent jurist, Chancellor Kent: "The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeaths to it a nuisance." John Quincy Adams said that "Moral, political and intellectual improvement, are duties assigned by the Author of our existence to social, no less than individual man. For the fulfilment of these duties, governments are invested with power, and to the attainment of these ends the exercise of this power is a duty, sacred and indispensable."

Have we any causes of alarm to-day? In view of the condition of affairs at the South, where the majority of the voters are ignorant; in view of the fact that we have seen a great city robbed of its millions, by knaves sustained by an ignorant populace; that we know not only that bribery and purchase are becoming common at the polls, but are the avenues to high positions; that gigantic moneyed corporations are grasping without resistance all power of every character,—I say, in view of all this, have we not reason to be alarmed, and ought not all the people to be educated in order that they may intelligently perform their duties as citizens? No one doubts the power of the State to tax its citizens for the support of schools. Is not then, the power to compel attendance upon those schools co-ordinate and co-extensive with the power to tax for their support? The source of power is the same in both cases—the safety and perpetuity of the government. But "to provide at great expense by supreme authority of the State for free education of all the youth of the State, and at the same time to leave all at liberty to reject what is thus provided, is to allow a self-destructive principle to lurk in the very citadel of the whole system"

#### SUPERVISION.

Believing that school supervision to be of any avail, should be close and constant, I have endeavored to give to our schools all the attention possible, under the circumstances. The village schools I have visited very frequently. And those of the outer districts, none less than four times each term, and most of them double that number. Our schools are so far apart that it is impossible to give them as close inspection as is desirable. I have, however, required of every teacher in town, a weekly report of the name, age, punctuality, deportment and scholarship, of each scholar under his or her

charge. By inspection of these reports on Saturday of each week during the term, I have been enabled to learn the general condition of the schools and the progress of each scholar attending them. I have endeavored to aid the teachers in regulating and governing their schools; and with no desire to try experiments. I have introduced nothing that has not proved successful in the best regulated schools in the State. My views and plans have been cheerfully received and carried out by teachers, and my official relations with them have been pleasing and kindly.

And now, in conclusion, let me say that with parents, school officers and teachers in hearty co-operation, our schools can soon be raised to a high standard of excellence, and become the pride of the community.

HARRISON HUME, *Supervisor.*

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#### BENTON.

In conclusion, let me say to those who are interested in the welfare of their children, and wish to see them become intelligent and respectable members of society when they arrive at maturity, they should labor to make our common schools as efficient as possible, and then see that the scholars attend regularly. Let them not absent themselves a single day unless it is absolutely necessary. If you allow your scholars to stay away from school two or three days in each week, and an hour tardy when they do go, you must not expect them to make much progress, for it will be impossible for any teacher to get them interested in their studies or cause them to make any considerable degree of advancement. Give them to understand that they must be punctual at school each and every day, and they become habituated to it, and will not think or wish to stay away, and consequently they become interested in the school and their studies and can hardly fail of making good advancement. The registers of our schools for the past year show the average attendance, compared with the whole number of scholars in town, is less than fifty per cent. This shows, allowing our schools to be first-class, one-half of our money is thrown away or of no practical benefit to the scholars. The question may be asked, "what shall we do to increase the efficiency of our schools?" In reply I would say, in the first place, have comfortable school rooms instead of hog pens; in the next place employ none but good teachers at whatever cost. Then furnish your scholars with proper text-books, and send them to school every day in proper season.

Go visit the school yourselves, and instead of listening to every little complaint your children make, and speaking disparagingly of the teacher in their presence, giving them to understand you don't think much of the school and the teachers are not what they should be, try to encourage them. Endeavor to make their task light as possible; show teacher and scholars by your presence at school frequently, that you are interested in their advancement. If scholars were expecting their parents to visit their school occasionally, they would be much more interested in having good lessons, and making a good appearance and take pride in showing them how well they can do.

Remember one word spoken against teachers or their manner of conducting the school in hearing of your children, causes them to think that the teacher is not what he should be, and will say at once, the teacher is good for nothing and we shall have no school this term, consequently they lose their interest and take liberties they would not, if given to understand that they had a good teacher.

A bill was before the legislature the past winter relating to compulsory attendance. If there is one school-law needed more than another, that is the law required in this town. If parents have no interest in the education of their children, the State should interest itself in the education and improvement of her citizens.

A law was passed the past winter granting a sum equal to what the town might raise, not exceeding \$500, to establish a high school. I would recommend that the town take steps as soon as may be to avail themselves of the benefit of this gratuity.

Now let us all work together for the improvement of our schools and the education of the rising generation. Adopt every new measure that will be beneficial, and abolish old theories that have proved to be useless. Let us understand the world moves; progress is the watch-word.

HENRY JOHNSON, *Supervisor.*

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#### BERWICK.

In reviewing the past year we find much to praise and but little to condemn. Our teachers in general have tried to make their schools interesting and profitable; they have seemed to lose sight of the scanty sum that they were to receive for their labor, and it gives us much pleasure to say that their efforts, where they have been sustained by the parents, have been successful. It has been gratifying to us to meet so many of the parents in the school-room at the close of the various terms; it shows their appreciation of the teacher's efforts and the interest they have in their children's welfare. Only let it be known by your visiting your schools that you are interested in them, and your children will strive more earnestly to become masters of their studies and win your, as well as the teacher's approbation.

We would again urge upon you the duty of co-operating with your teachers in their efforts to carry on their schools to a successful completion. You who are fathers hardly know how at times to manage your children. "How think you would succeed if those surrounding them should instill into their minds that you are not worthy of their regard, and to disobey is manly?"

There is an "article in the Warrant" in regard to compulsory school attendance. Some, upon first thought, will say that the State or town has no right to pass a measure compelling their children to attend school; but, quoting from Hon. J. White, "It will not be denied that it is the duty of the State to provide the means of education, the duty of parents to avail themselves of these privileges, and to go even further, it is the duty of the State to compel parents and guardians to avail themselves of the privileges. The law punishing parents who, in good circumstances, fail to provide children with food and clothes was a good law, and the law should make the same provision for intellectual food. As early as 1717, Prussia passed laws compelling her children to attend school, and now they are compelled to go to school every year from the age of 7 to 14."

France, out of one hundred criminals, sixty-one could not read or write, twenty-seven imperfectly, and only twelve could read or write well. England, out of one hundred criminals, only three could read or write well. In our own country we have a large foreign population, and it is thought by many that have not given this subject an examination, that they furnish a majority of criminals, but in 1870 only one out of a hundred were foreign born; and it is astonishing to know, that in this country of books and free schools, that ninety out of every hundred criminals cannot read, and 96 per cent. never had any legal occupation.

When the law of compulsory education is made and enforced as it should be, there will be no appropriations made for building or enlarging our prisons; the State and county will enjoy that prosperity not known before.

We are now receiving aid from the State for educational purposes, from three sources: 6 per cent. interest on a sum rising \$300,000, realized from the sale of wild land, which constitutes a "Permanent School Fund."

The "Savings Bank Tax" is a semi-annual tax of  $\frac{1}{4}$  of 1 per cent. on the total amount of deposits in all the savings banks in the State, and "The School Mill Fund," a tax of one mill per dollar upon all the property in the State according to the valuation. The Savings Bank Tax and interest on School Fund for this town, payable July 1st, 1872, amounted to \$291.64. The next apportionment will be made July 1st, 1873, and will be about double the amount received last year. From the Mill Fund we received 858.04. Besides this there is the Free High School Bill, passed by the last Legislature, by which districts may unite for the support of a High School. No one term to be less than ten weeks; one-half of the expense to be defrayed by the State if the whole expense does not exceed \$1,000. Notwithstanding all this, we do not think it would be wise for the town to retrench in the least its annual appropriation for the support of schools. Let no sordid desire to hoard up riches be in the way of giving to your children one of the greatest of all blessings—a liberal education.

Let us not put any stumbling blocks in the way of man's future progress for towering far above the highest conceptions of which he is now capable. There is an *eminence* to which man is destined to attain, in intellectual, moral and religious culture. His march is onward. There is no abiding place upon which he may stay his feet. Just beyond him is the goal for which he is striving, and, though he sometimes grows weary, and thorns by the wayside impede his onward progress, yet he must bravely contend with every adverse element if he would attain to hope's glad fruition.

" We must not hope to be mowers  
And gather the ripe gold ears,  
Until we have first been sowers  
And watered the harvest with tears.

The day is not far distant in which ignorance will be looked upon with a far less degree of allowance than was knowledge in the days of Popish power. People must be educated if they would walk out into the world and nobly subserve the purpose for which they were created. Once obtained, riches may leave us, sunshine friends will go with them. But of far more value than the gold of Ophir or the diamonds of Golconda are the treasures of wisdom and knowledge."

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

#### AUGUSTA.

In reviewing the work of the year, while we find many things to look back upon with satisfaction, there are still others whose retrospect is far from pleasurable.

As a committee, we have desired to do what we could to make successful the schools placed under our supervision. But it has been beyond our power to make good teachers out of poor ones, to awaken an interest and enthusiasm, where parents, teachers and scholars have had none, and to bring into our schools the large number enrolled as scholars, whom indulgent and uninterested fathers and mothers have permitted to stay away from the opportunity of an education, which a wise and benevolent provision has brought to their very door.

Having no voice in the choice of teachers for the various districts, except in the matter of issuing certificates to those who appear before us for examination; we have seen, during the year, in several instances, the wrong teacher in the wrong school; and where, in a different situation and under different influences, a success might have been achieved, we have been powerless witnesses of a complete or partial failure.

The question may be asked, where is the fault? It may be answered, "Partly with the agents, and partly with the committee." We have no wish to be understood as indiscriminately censuring school agents; but the committee have a few words to say in vindication of themselves. They are often obliged to allow some things contrary to their wishes and their sense of right, because they have not sufficient power in the matter. Under the present system, they are often compelled, by the force of circumstances, to accept of teachers, whom, if they should use their own eyes and exercise their own judgment untrammelled, they would reject. Who are the best qualified to judge of the wants of the different schools; the committee, who visit them and examine into their condition, or the agents, who never or rarely visit them? The agent selects a teacher, and sends him to the committee for examination. The committee have only a *veto* power. They may reject, they cannot nominate, and it is not altogether optional with them whether the applicant shall have a certificate, or not. If he can answer the questions proposed to him, satisfactorily, he is entitled to one. But it is not in the power of the committee to ascertain that strangers, who come before them, possess a faculty to interest children, or skill in governing them. They may be in doubt on both these points, and yet have not sufficient evidence to reject. In fact, when the bargain is already made between the agent and the candidate, as is usually the case, the evidence must be quite conclusive to warrant a rejection. And so, in some instances, certificates have been issued when undoubtedly they should have been withheld. It is often the case that the teacher delays presenting himself, till just upon the time arranged for the school to commence, so that a rejection would cause delay, and very likely result in a selection no better than the first. The certificates issued by us for the past two years, prepared by the State Superintendent of Schools, have been *graded*, and have certified so nearly as we could determine to the *actual attainments* of each candidate. These have varied widely, from "very good" in some few instances, to "average," "poor," and "very poor." It is very rarely the case, we think, that the agents who employ the teachers, see or know the *rank* of the certificate issued. The question is asked by the agent, "have you received a certificate?" and, an affirmative answer binds the bargain already made; and the agent remains ignorant of the certified opinion of the committee, of the qualifications of the person whom he employs to instruct the children and youth of the district which he represents.

Now there seems to us but two ways in which these difficulties can be avoided. One, by vesting the power of employing teachers in the School Committee; and the other by a better understanding and more hearty co-operation of school agents with the committee. They should consult together, work together, and be mutual aids in promoting the best interests of the schools. Agents should confer with the committee, with reference to the special wants of the districts they represent, and the committee should aid them in the selection of teachers. In no case should a teacher be employed by any agent, until he has the evidence, ascertained either by mutual consultation or certificate, that in the judgment of the committee, he is qualified for the particular school which he is to have placed in his care. Let no one suppose from what has been said, that the committee wish to rob any district or any individual of their liberties, or that they have any particular desire to acquire new power. The employment of teachers involves such responsibilities as they are not at all anxious to assume; still we speak our convictions on this point, and say that we believe our schools will not attain that standard of excellence which they ought, until one or the other of the plans suggested be adopted.

In this connection, we urge the importance of employing in all our schools good and competent teachers. The additional amount received now from the State mill-tax would be well used in securing for the various schools better teachers, rather than length of term. It is not the amount of schooling that is chiefly important, but good teachers;

and the services of good teachers cannot be secured for the small compensation paid in many of our districts. It is a fact that should always be remembered, that the teacher whose services are available for a small compensation, is often the most expensive for the district. The short term well taught, is far more profitable than the long and illy taught school. Get good teachers, by paying them for their services; and having learned their value, be slow to give them up for others. If they have done good service one term, let them be employed for another term, and still another. Some districts have learned already the importance of this rule, and have employed for successive terms the same teacher, thus saving themselves what is too often a profitless experiment, and ensuring themselves thus a certain success.

Our experience during the past goes to show that a majority, at least, of those who present themselves for examination fall far below the standard of good teachers.

It is our firm conviction that no one is properly qualified to teach a common school who has not the fundamental principles of a thorough English education so inwrought into his mind that he can readily apply and explain them, without being slavishly fettered by his text-book. Almost any one can go mechanically through the routine of school exercises, but not every one,—not every good scholar, even—can *teach* a school, for teaching signifies the imparting of knowledge to others. A teacher must know not only *what* is to be taught, but *how* to teach it. He must have tact, judgment and common sense; he must study his pupils, bring himself into sympathy with them, and adapt his explanations and illustrations to their capacities; he must be diligent, patient, earnest and zealous. His ardor must kindle the desire of the scholar, and awaken his enthusiasm. Now, no one can visit our schools without feeling that one great fault in them is lack of sufficient interest and enthusiasm. Look into some of our schools; a general atmosphere of dullness and indolence overspreads everything. The faces of the children lack expression; the recitations are mechanical, and move onward in a dull, uninteresting way. It is of no use, under such a condition of things, to say to the pupil, "*You must study,*" or "*You must keep still.*" There must be something more; there must be in short, in the teacher, that peculiar faculty of constantly interesting the pupil, of making his tasks delightful and engaging, of stirring up his ambition, and of exciting his attention by resorting to variety, and novelty, and art, in the conduct of recitations and the general exercises of the school-room. To be sure, it is difficult to find always a teacher who has this faculty; but none should be employed who are destitute of it altogether.

To come back then to the old propositions which Committees have so long labored to enforce. First, pains should be taken to secure a competent, active, zealous and conscientious teachers; and secondly, they should be sustained by the interest and aid of parents. See to it that your schools are not left to the supervision of the Committee alone. Interest yourselves in the performances of your children, and then observe how quickly *they* will interest themselves in them. Follow them to school, talk with them about their lessons, and about the events, and rewards and incidents of the school-room, and you thereby remove from their minds the idea that study is a drudgery, and the school-room is a mere machine shop. With live teachers, and a community interested actively in the education of its children,—and under no other circumstances, shall we have schools worth the money and time expended in their support.

#### FREE HIGH SCHOOL.

There has been placed in our hands by the State Superintendent of Common Schools, the "Act in aid of Free High Schools," passed by the last Legislature. This act provides that any town establishing and maintaining a free high school, shall be entitled to receive from the State one-half the amount actually expended for instruction, not, how-



ever, exceeding five hundred dollars. We respectfully call your attention to this act, with the hope that such action may be taken as shall secure to the city the appropriation which the State is ready to grant. The High School which we now have in our city affords facilities to those only who are within the bounds of the "Village District," except on the payment of tuition. It would seem now, that the door might be opened, by which the "High School" could be entered by every scholar in the city possessing the necessary qualifications. Final action, of course, would rest with the "Village District." But it would seem very probable that a proposition coming from the city to pay a certain sum into the treasury of this district, for the purpose already indicated, must meet with a favorable response. In our judgment this subject is eminently deserving of attention.

#### SCHOOL-HOUSES.

No money has been raised by tax in any district in the city during the year for the purposes of building or repairs. The school-houses in No's 2, 4, and 10, need special attention. The school-house in No. 2 is really a disgrace to the district and city, and the inhabitants ought to be *compelled* to build, if they will not voluntarily unite in this work. Something has been done in the way of furnishing a few of the school-rooms with maps and better black-boards. In districts No. 2 and 21, in accordance with our recommendation of last year, an outline map of the United States, and one of the Hemispheres have been purchased by the scholars. The agents in districts No's 1, 18, 20, A. and B, have also purchased the same maps. Such maps are needed in every school-room in the city; as well as a globe, and a copy of Webster's or Worcester's dictionary, as a book of reference. In the majority of our school-rooms better black-boards are a necessity. In several cases we have found no black-board that could be used. All that are found in several of our school-rooms, being a few square feet of pine board, or of rough plastering, on the walls of the room, covered with black paint; entirely unfit for use, and often placed so high as to be in some cases even beyond the reach of the teacher, As in our last report, so again, we earnestly call the attention of school agents and parents to this matter. A small sum will furnish a good black-board in every case where it is needed. Better, if need be, shorten your summer and winter terms, to furnish your school-rooms with the indispensable black-board. A per cent. of the school money could not be spent to better advantage than for this purpose. For the small sum of two dollars, two outline maps, one of the United States, and the other of the Hemispheres, can be obtained. What school-room need be without them? We trust that this matter will claim the early attention and favorable action of each district, and before the commencement of the summer schools, the needed black-board and maps may be found on the walls of every school-room.

#### IRREGULAR ATTENDANCE.

By reference to the statistical table, it will be found that not only a large per cent. of those enrolled as scholars are not registered in our schools at all, but that the attendance of those who are registered is very irregular. The number of scholars returned as belonging to that portion of the city schools represented in this report, is 1,134. The whole number registered during the year, 661; leaving 473, who have had no connection with the schools during the year. The average attendance for the year has been only 456. These figures demand serious attention. Of the 1,134 scholars returned from the suburban districts, 456 represent the actual attendance for the year; and 661 the whole number who have had even a brief connection with the schools. This irregular attendance is one of the most serious difficulties connected with our schools. Under existing law, the teacher has no power to compel the scholar to attend school. This power lies

wholly with the parent or guardian; with whom ordinarily the fault of non-attendance rests. In our judgment, compulsory attendance by legislative enactment, would be both wise and benevolent. The State has a right to ask and insist, upon some measure, to secure the education of all its youth. We do not propose to go over the argument for obligatory education here. The non-attendance, as well as the irregular attendance, of the large number of those whom the law recognizes as scholars, are arguments themselves which cannot be gainsaid. We earnestly call the attention of our city authorities, of parents, and of every one interested in the prosperity of our schools, to this subject; and suggest that all the power with which at present we are vested be used to enforce the attendance of truants and others, upon such means of education as the city has provided for them. There seems to be injustice in compelling men to pay taxes for the support of public schools, on the ground that the general education of youth gives increased security to property, and enhances its value, while we permit many of these youth to receive no benefit from the provision made for their education.

DAVID CARGILL, }  
 GEO. E. WEEKS, } S. S. Committee.  
 C. F. PENNEY, }

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#### LAMOINE.

In calling your attention to the Annual Report of your Committee, we would cite the words of that friend of educational institutions, Hon. Hqrace Mann, when he says that "under the sublime law of progress, the present outgrows the past." And in no other respect is this truth more apparent than in the educational institutions of a people; and more especially is it so in the genius, workings and results of what is termed our "Common School System." Generated and fostered by our State governments, watched over incessantly by proper and fit officers chosen by such government, with schools for the training of such as shall devote themselves to the noble work; such schools the property of the State, requiring in every session of the Legislature the wisdom, counsel and experience of our Representatives to further its interests; spreading out its workings from State, county and town down to the smallest district, it has become the nursery of our nation's greatness, the common ground upon which meets the entire intellect of society to begin the march of mind.

If then, it is needful that during every session of our State government a portion of time should be devoted to the furtherance of the interests of education by counsel in debate, and by enactment as well as by the appropriation of money, is not our duty equally clear that we should co-operate in carrying out all the requirements devolving upon us in making this work as effectual as possible?

With the duties of the officers of the town and district and their proper fulfilment, it is our privilege to report and to add such advice as our experience may dictate for the good of all. We are confident that the people that cease to advance, in the notion that their mission is ended and their development complete, from that moment begin to decline, and must go rapidly to decay.

There should be mutual co-operation of parents, agent and teacher towards making a school successful. Parents should co-operate with the teacher in securing attendance and supporting discipline. Agents should co-operate with the committees in securing proper teachers, and not interfere with or encroach upon their sphere of duties, but in all cases advising with them for the general good. It is not the duty, neither can it be allowed, that a district agent shall request a member of the committee not to visit a school of which he is agent. An agent may visit a school every day, as a matter of choice, but

it is the duty of a member of the committee to visit, examine, and report of such school, and he has no choice in the matter, but attend he must, or falsify the oath he has taken before the town.

In conclusion, there is one important matter we would call your attention to, and that is, the frequent change of teachers; and perhaps this is a subject very little thought about; and yet the frequency of change in teachers is a most alarming evil. It breaks up all connection between one term and another. Teachers have different ways, and it takes some time to get out of old ways and into the new. This may be remedied in part by the selection of teachers from the ranks of those who have received their instruction in our Normal schools, the system being uniform. When districts have secured the services of capable teachers, be sure and retain them for more than one term, as they will be better able to perform their duties in consequence of having become acquainted with their pupils.

J. C. WINTERBOTHAM, }  
 RICHARD PERKINS, } *S. S. Committee.*  
 WARREN KING, }

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#### HARTLAND.

Again it becomes my duty, in performing the labors of a responsible office, to which you have repeatedly called me, to submit a report of our schools for the past year.

The Legislature of 1872 reduced the amount, per capita, which the towns are required to raise for the support of schools, from one dollar to eighty cents; at the same time it provided for a school fund by imposing a tax of one mill, annually, on the entire valuation of the State, and also levied a tax of one-quarter of one per cent., semi-annually, on the deposits in savings banks; hence the amount of school money for the benefit of this town is increased from last year to the amount of \$365.91, notwithstanding we raise only four-fifths as much as a town.

The amount of school money last year, from all sources, was \$1,153.25, while this year it is \$1,519.16. This money was raised from the following sources, to wit:

Town, \$900.00; Mill Tax, \$462.10; School Fund, \$157.06. Total, \$1,519.16.

The Mill Tax is of much benefit to the interior towns, from the fact that the amount paid to the State falls far short of the amount received from it, while in the cities and other wealthy places the result is the reverse of this, because the wealth of the city compared with the number of its scholars far exceeds the wealth of the country towns compared with the number of their scholars. I believe this is right. Why should not the property of the State educate the children? This principle is adopted in raising money in every town for educating our scholars. A man with a large estate and no children is subject to the same tax on the dollar as he who has a dozen in one family and no property. In one view of the subject this does not seem just, but when we remember that the State is strong and powerful only in proportion to the intelligence and industry of her people, and weak and feeble in proportion to her ignorance and slothfulness, then we can see the wisdom and justice of this principle of government and law established by our fathers who framed the institutions we now enjoy.

The valuation of the town of Hartland, according to the State valuation of 1870, and on which the Mill Tax is based, is \$264,180; hence the amount paid by the town of Hartland into the State treasury, arising from the Mill Tax, is \$264 18, and the amount received from the same source is \$462.10, giving us a gain of \$197.92. The school money from all sources, amounting (as before stated) to \$1,519.16, has been distributed among the several districts in town.

In closing this brief statement concerning our schools, I wish to make some remarks in reference to the idea of being "too young to govern." You will notice by this report that the principal and almost entire difficulty in our schools during the year past, has been in government. Now, in my judgment this has arisen solely from youth and inexperience. While it is quite frequently the case that a very young person may be well qualified to instruct scholars, it is very rarely the case that he can well govern. How can we expect one youth to govern and control another? How can we expect a young woman of 15 or 17 years, or a young man of 17 or 19 to go into a school-room and establish and maintain good government, when one half of those scholars are his (or her) equals in years and experience, and the other half may be so young and inexperienced as to tax the best powers and skill of parents at home to keep them anywhere within the bounds of propriety and decency? I would therefore recommend that agents employ teachers of more experience. I would by no means recommend that aged people be employed as teachers, or those so old as not to know how to sympathize with the young, but employ those who have the vivacity of youth, harmoniously blended with the experience of years, then our scholars will be well governed, and thoroughly educated.

I might continue these remarks to greater length, but for fear of wearying your patience I will hasten to close, by urging all, parents as well as school agents and others more intimately interested in the schools, to review the year, and where duty has been neglected in the past let each resolve that such neglect shall not be repeated in the future. Remember, "that the parent who sends his son into the world uneducated and without skill in any art or science, does a great injury to mankind, as well as to his own family, for he defrauds the community of a useful citizen and bequeaths to it a nuisance." It is said that Solon was so deeply impressed with this obligation of parents that he excused the children of Athens from maintaining their parents in their old age, if those parents have neglected to train them up to some art or profession.

LUTHER H. WEBB, *Supervisor.*

#### YARMOUTH.

The past year we have been paying for the educating of one hundred scholars who have been absent from our schools. Parents, are you willing to do this? are you willing to pay for the schooling of your children and then lose it by their absence? We ask you to take a deeper interest in this matter. Show your children in every way that you value every school day, and every recitation, and they will learn to prize them too. If you keep a child from school on some trivial matter, the child is not to blame if he thinks the school a still more trivial matter. What interests you will naturally interest your children; what you prize they will learn to prize.

#### FREE HIGH SCHOOL.

It is well known that our legislature at its last session passed an act favoring the establishment of Free High Schools. Many towns have already taken advantage of this act, and voted money for the establishment of such a school. We are to vote upon this question concerning our town to-day, and we have thought it proper to give in our report a few reasons why we should establish such a school in this town. And first, the central position occupied by the great majority of the population. Three-fourths of the scholars in town belong in the three central districts. This gives us a great advantage over towns whose territory is large, and whose population is scattered. Secondly, we must help pay for those schools established in other towns. Can we do this and be deprived of the advantages of one at home? Thirdly. It will give our advanced scholars an opportu-

nity of obtaining an education in advance of what they could obtain in our common schools, and they can do this at home at great saving of expense. Fourthly. It will give our younger and more backward scholars a much better chance in the district schools. And, Fifthly, it will give a greater stimulus to our common schools than anything else we could do. Parents will take a deeper interest that their children may attain to High-school honors, and children will fix their eyes on this goal and strive hard to reach it; and it certainly is the most worthy reward that we can place before our pupils to stimulate them to greater endeavor.

W. W. THOMAS, *Chair. S. S. Committee.*

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BROOKS.

In presenting my report for the year just closed, I wish to call your attention to several things which my experience and observation lead me to believe will be for your interest to consider.

The first to which I would call attention, is the uniting of districts one and five. The law makes it incumbent upon you to make or abolish districts when, in your judgment it is necessary or best. Here are two long, narrow districts lying side by side with school-houses upon either side of the village, which would, if united, not have more than two-thirds the width that either has length now. Both have poor school-houses, and are inconvenient. By uniting them only one house need be maintained, and where we now employ, pay and board four teachers, three would suffice. If united, a spring and fall term of school of ten weeks each, could be had for scholars of the smaller grade, and a four months' term for those of a larger grade, winters. This would add vastly to the schooling now enjoyed, and at no greater cost.

The chief objection to this union comes from the liability to have to build a new and decent school-house. This ought not, but does cause some to look upon this unfavorably. We have two school-houses now that are worth something. The proceeds of the sale of these, with a moderate tax would go some ways toward the building of another and better house. One-half could be built upon loan, if thought best. Other places do this way, and it would hardly be felt, while we should be adding, not only to our school privileges, but the inducements to locate enterprising business men in our midst. Depend upon it, the school facilities of a place are a power, and tell upon its prosperity in dollars and cents. We want a house that has accommodations for two schools, and its cost need not be so great as to preclude our having it. The plan has my hearty approval and I hope a vote to unite will prevail.

The State, by a wise law just passed, gives to each town an equal sum to that appropriated by the town to maintain a high school, not exceeding \$500. We need a term of High School, Fall and Spring, for our larger scholars. Let us avail ourselves of the generosity of the State, and appropriate, or better still, raise additional \$150 for this purpose. We shall get \$150 then from the State making in all \$300, and this will give us two terms of high school per year, and there is need of it. Let it be said that Brooks is as enterprising as her sister towns. Let us give our scholars this, as an inducement to go higher, and to better fit them for life and for business. Let it go upon the records that we appreciate this noble extension of aid, and are willing to meet it half way.

Gentlemen, the school matters are important. We ought to have a whole day to consider them. I can show you that you are wasting 50 per cent. of your school money under the old, bungling district system, and I appeal to you to abolish it, and make the

school-houses town property; and having made them so, school an equal number of weeks in each house. I don't ask you to change the location of the school-houses at all; let them be where they are and treat every scholar alike, as you are taxed alike to do it. But I do ask and demand that they be put in comfortable condition. You know your schools are not doing what they might. You know our best schools are failures in some particulars. You know times have changed, and we are dealing with circumstances of to-day. I am willing to bear my part of the blame as a citizen, a double share if you please the past year, as your school officer. But I claim to be heard, and that you shoulder your responsibilities; and I ask your candid consideration of the improvements proposed whereby we can get your money to yield you better educational results. I ask it for your scholars and they have a right to demand it.

In closing allow me in summing up to suggest several things that should be carried out in our schools the coming year. First—In each and every school, writing should receive its proper attention. Certain days should have a portion of their time devoted to this useful, but much neglected branch. Second—Require 22 days to be taught for a month, and not as now only 20. Third—Require a better grade of teachers than heretofore, and more and better work in the school-room. Fourth—School an equal number of weeks in each house in town. This secures like advantages to every scholar. Fifth—Set apart, or raise additional, the sum of one hundred and fifty dollars—seventy-five of which to be expended in the Fall and the same in the Spring for a term of High School free to all scholars of suitable age and attainments in town. Sixth—Place the school-houses in charge of the town—make them town instead of district property.

This, Mr. Chairman, I submit to the town. I hope these suggestions will not pass without having thought bestowed upon them as they are of importance. Let me ask your charity where I have failed, and your sympathy in my efforts for the welfare of our common schools. They are something we cannot afford to neglect, and something that has made us all, more or less what we are.

J. W. LANG, *Supervisor.*

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#### SEDGWICK.

Our schools, as a whole, in comparison with previous years, have done well. Doubtless in some instances they might have done better; but with few exceptions they have been quite successfully conducted. We think them some improvement on the past; and this is as it should be. Progression is what we should aim at and earnestly strive to secure. It is the one great, irrevocable law of our intellectual life. Stationary may be a very good term to apply to a mountain, or to an irrational brute, but it is a very poor motto for a being of reason and intelligence, such as man is. Progress should be our watchword. If our fathers did well, we their sons should do better. We should take a step in advance of those who have gone before us. And not only this, but we should even improve on ourselves. In this matter of popular education we must not rest satisfied with barely holding our own from year to year; nothing short of actual progress or increased efficiency in our public schools should content us. We must see to it that each year is an improvement on its predecessor. There is a *necessity* for this. The popular belief is, that our common school system constitutes the "bulwark of the nation," that it is the palladium of our liberties. The actual truth, however, occupies a somewhat higher plane than is indicated by these appellations. The real sinews of a government like ours must, under Providence, consist in the virtue or moral integrity of the people, rather than secular knowledge.

But, admitting that the popular idea is the correct one—that our main defence lies

chiefly in the *intelligence* of the people—we see at a glance that the necessity of rendering our common schools increasingly efficient is absolutely imperative. The strain upon our government and its institutions is becoming greater every year. The tests by which their power of endurance is being tried are growing more and more severe. Had the nation, fifty years ago, been subjected to the pressure that is resting upon it to-day it must have been speedily crushed; and where would now have been our vaunted liberties?

There is evidently an increasing demand for an agency of sufficient strength to withstand the evil forces operating against the true interests of the nation. And if, as is generally supposed, that agency consists in the education of the masses, then we must look well to our common schools. Unquestionably, they are “the true foundation of intelligence among the people,” and to a large extent of good society, and hence of good government. Consequently, we should strive by all means in our power to “elevate them to a higher standard of excellence.” We should be unsparing in our efforts to remove from them existing evils, and to impart to them a greater degree of efficiency. How can this be done? By what available means can our schools be made better?

Of course we cannot now enter upon a full discussion of this subject. Our limits will not allow it. But we cannot close this report without calling your attention to two or three evils connected with our schools at the present time, the removal of which would accelerate the progress of our children and youth in the matter of education. One of these evils is *irregular attendance*. It would surprise any one not particularly posted in the matter, to learn how large a portion of our scholars whose names are registered as attendants at school are actually absent from the school-room from one to two-fourths of the time during the term. Of the evil consequences resulting from this state of things we cannot now speak in detail. Nor need we, for they must be apparent to all, and a moment's reflection is sufficient to convince any one that a most grievous loss, and one that can never be repaired, is sustained.

Another evil largely prevalent in our schools—in some more than in others—is *tardiness*. Every teacher will tell you that there are some scholars who are seldom, if ever, in their seats in season. This is a much more serious matter than is generally supposed. It exerts an injurious influence upon the whole school, while it is especially detrimental to the progress of the tardy individuals themselves. The scholar that is always behind time in reaching school is almost always behindhand in his lessons. Usually his classmates are as much ahead of him in their recitations as they are in their arrival at school. Late at school may be a little better than *never*, but it is only a little.

Absenteeism or non-attendance is another evil, and one that is assuming a very serious aspect, so much so indeed that a proportion of school officers and friends of education in the State think that a law should be enacted and enforced compelling the attendance of all children between certain ages upon the educational advantages provided for their benefit. Such a law will doubtless be placed upon our statute books ere long, and if judiciously framed and wisely executed may do something towards removing the evil. But as we have no such enactment at the present time, and may not have for years to come, we must now look to other means for a remedy.

That these are serious evils we think no one will fail to see. They stand directly in the way of all true progress in the work of popular education, and therefore speedy reform is imperatively demanded. The removal of these evils must depend chiefly on the efforts of parents. Teachers may do something in this direction, by making the exercises of the school-room as interesting as possible to their pupils. When school duties are rendered attractive an important point is gained, not only in the matter of good recitations but also in prompt attendance.

But while teachers can do something towards removing the evils in question, and are therefore in some measure responsible for their existence, the chief responsibility rests

with parents. It is not exaggeration to say that it is in their power to effectually break up the mischievous practices to which we refer, and which are operating so unfavorably upon the interests of our schools, preventing them from attaining the highest degree of efficiency. Let parents, then, co-operate with the teachers in this work, and one of the most fruitful sources of evil to our schools will soon be dried up.

C. P. BARTLETT, }  
 R. S. COLE, } *S. S. Committee.*  
 W. L. BYARD, }

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#### PHILLIPS.

In looking over our report of one year ago and comparing it with the report of the present year, we are very happy to find indications of advancement in regard to our town-schools. We find that the number attending the summer schools this year exceeds that of last year by thirteen. The number attending the winter schools this year exceeds that of last year by fifty-five. This fact, considering that we have actually a less number of scholars in town this year than last, shows greater interest manifested by parents, teachers and pupils in regard to education. Consequently—though we have to report some particular districts as retrograding and having a tendency to return to their ancient idols—yet, taking a *general* view of the educational interests as manifested throughout the town, we feel safe in declaring that we have taken no step backward. We have paid our teachers higher wages this year than in the past; and the result is we (with some few exceptions,) have obtained better instructors for our youth. We wish to call the attention of the town to this point, viz.: That a poor teacher is worse than none at all; and money paid to such is absolutely thrown away as regards the mental culture of your children. While on the other hand if we employ good teachers, those who make teaching their profession, who prepare themselves for their work and whose whole hearts are in their work, even if we are obliged to pay higher wages for their services, we are justified in so doing.

In some of our districts we see a lack of interest in regard to fitting up and preparing the school-houses in a suitable manner. Buildings are allowed to go year after year with little or no repairing. This is one great drawback to the cause of education. School-houses should be warm and comfortable, well lighted and pleasant, with easy seats and commodious desks. In some localities we see pleasant, cheerful and comfortable homes, with all the necessaries of life provided for the children, while in the same district the school-house where the minds of the children are to be cultivated is hardly suitable for a barn. Rickety doors and windows, large cracks where the winds and snows of winter can easily penetrate, in connection with seats whose use is daily and hourly punishment to the pupils. In these places the children will naturally prefer to stay in their comfortable homes instead of daily attending this place of torture, which serves as an apology for a school-house. We are glad to learn that many districts have been considering this subject, and making repairs to old, and building new school-houses. The result is a greater average attendance and greater improvement. In order that the young may take an interest in educational matters, they must be encouraged in every possible way. The school-room must be made comfortable and attractive, suitable books furnished, and good teachers procured. Then, after all this, the scholar must be encouraged to attend regularly and to have lessons well committed. Parents should co-operate with teachers in this matter, and use their utmost endeavors to keep the children at school. There is another evil, gentlemen, to which we wish to call your attention. We refer now to agents hiring teachers without first knowing whether they are qualified



or not as instructors. In many cases where a teacher has some doubt as to whether he will be able to pass an examination or not, he will defer his visit to the committee until the day before, or the morning of the commencement of the school. In such cases the committee, knowing, as they do, that the members of the district are all expecting the school to commence, knowing that they will be disappointed and some of them angry if it does not commence, will sometimes grant certificates to persons who are not quite up to the true standard as teachers. But this state of affairs must and ought to cease. And, as a remedy, we recommend to agents to hire none but those whom they know to be qualified. If a teacher applies for a school, and the Agent does not know or is in doubt as to his ability, let him first require the applicant to go before the committee, be examined and obtain from them a certificate before closing up the bargain. In this way the responsibility will be thrown upon the committee, where in our opinion it ought to rest, provided the above recommendations are carried out.

In conclusion, we beg leave to say that though our schools as a general thing are progressing somewhat favorably, yet much remains to be done. In the course of time it will become necessary to build new school-houses, repair others, consolidate certain districts and change the text-books in our schools. This will cost money and labor, but if the right changes are made it will be money and labor judiciously expended. Whatever is expended in advancing the cause of education in improving and elevating the minds of the youth of our land, is capital well invested.

M. C. KELLEY,  
JAMES MORRISON, JR., } *S. S. Committee.*  
J. S. BRACKETT,

ERRATA IN REPORT.

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- Page 73, seventeenth line from bottom, read *general* not *general*.
- “ 74, seventh line from bottom, *measure* not *measures*.
- “ 75, nineteenth line from top, *the* not *ths*.
- “ 76, near bottom, *learning* not *learnig*.
- “ “ “ *teacher* not *teucher*.
- “ 77, column of vowels, *E* not *F*.
- “ 104, item nine, *manufacturing* not *Mmanufacturing*.

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