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ANNUAL REPC.

OF THE

SELECTMEN AND TREASURER

AND

Superintendent of Public Schools,

OF THE

TOWN OF LEE, N. H.,

FOR THE

YEAR ENDING MARCH 1,

1883.

NEWMARKET, N. H.:

ADVERTISER PRINTING ESTABLISHMENT,

1882.

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SELECTMEN'S ACCOUNT.

Valuation of all the taxable property of the town of		
Lee, April 1, 1882,		\$354,150 00
Whole amount of taxes assessed,		3,999 31
Appropriated as follows:—		
State tax,	\$ 880 00	
County tax,	1,034 61	
School tax,	770 00	
Dog tax,	69 00	
Town tax,	934 00	
School House tax,	250 00	
Non-resident highway tax,	61 70	
Amount of school money divided among the several districts,		902 27
Obtained from the following sources:—		
Amount assessed,	\$770 00	
Literary fund,	65 16	
Part of railroad tax,	67 11	
Divided as follows:—		
School District, No. 1,	\$196 13	
School District, No. 2,	100 62	
School District, No. 3,	55 04	
School District, No. 4,	148 30	
School District, No. 5,	93 35	
School District, No. 6,	163 71	
School District, No. 7,	140 04	
Plains District, Newmarket,	5 08	

ABATEMENTS.

LIST OF 1880.	
Harvey B. Rollins,	\$2 71
Oliver J. Rollins,	87
John H. Durgin,	87
LIST OF 1881.	
Anna Cartland,	96
John H. Durgin,	1 26
George Furbust,	1 08
Oliver J. Rollins,	1 26
Emily A. Wilson,	3 21
George P. Kaulback,	1 25
Vienna McDaniel,	3 21
Horace Nason,	1 08
LIST OF 1882.	
Francis A. Clay,	1 02
Allen Plummer,	1 02
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	\$19 52

DAMAGE DONE BY DOGS.

James Glidden,	4 00
J. B. Tuttle,	4 00
G. D. Durgin,	5 00
Elijah Hamilton,	4 90
P. T. Wilson,	15 00
Daniel Furber,	10 00
I. G. York,	5 00
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	\$47 00

BOUNTIES ON WILD ANIMALS

Thomas Noble,	\$ 80
Charles E. Langley,	2 20
George D. Smith,	20
Harry F. Smith,	40
Lewis B. Tuttle,	20
Thomas J. Otis,	30
Benton E. Lane,	1 00
Herbert E. Thompson,	40
Charles H. Parks,	40
Joel L. Parks,	2 20

Josiah Bartlett,	56
S. H. Bartlett,	50
C. A. Mendom,	50
Frank H. Durgin,	70
Joseph A. Knight,	40
A. D. White,	10
E. S. Lane,	30
George D. Stimpson,	1 80
J. Bishop,	10
Walter Clay,	10
John Thompson,	10
A. B. Plummer,	1 00
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	\$14 20

GENERAL EXPENSES.

Allen Plummer,	9 64
Allen Plummer,	5 40
N. G. Davis,	8 00
Josiah Durgin,	15 00
John C. Bartlett,	13 00
John S. Jenkins,	6 00
John Bartlett,	6 00
Daniel E. Plummer,	20 00
Daniel E. Plummer,	40 00
John C. Bartlett,	35 00
John Bartlett,	69 50
Otis E. Woodman,	56 00
Fred B. York,	57 50
Rhoda J. Davis,	35 00
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	\$376 04

MISCELLANEOUS.

Treadwell & Folsom,	\$ 60
F. H. Pinkham,	12 00
E. C. Eastman,	1 00
Elkins & Greene,	68 30
J. G. Hall,	42 05
E. J. Lane,	1 90
D. L. Guernsey,	6 02
Joseph Stone,	12 00

	1 50
Otis E. Woodman,	1 44
Daniel E. Plummer,	5 10
Daniel E. Plummer,	2 94
Daniel E. Plummer.	
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	\$155 15

BRIDGES.

	\$ 5 00
E. G. Marston,	43 00
Frank Chesley,	53 32
Demeritt & Burnham.	16 50
John Buzzell,	8 25
E. J. Thompson.	33 00
Frank Chesley,	9 00
Curtis Stimpson,	9 00
George D. Stimpson.	6 75
A. C. Buzzell,	7 50
S. H. Bartlett,	201 05
John S. Jenkins,	2 25
Geo. P. James,	33 58
B. F. Lang,	3 00
R. A. Thompson,	26 25
J. E. Jenkins,	18 00
Josiah Durgin,	11 00
I. S. Dame,	8 25
S. C. F. Garnett,	5 00
Joseph A. Knight,	2 90
Otis E. Woodman,	8 40
I. G. Sherburn.	44 00
Daniel Furber.	15 00
B. Dow Mathes,	4 00
James Buzzell,	10 00
Samuel P. Hoitt.	58 05
John Bartlett.	
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	\$651 50

HIGHWAYS

	\$ 1 86
Patrick Behan,	6 54
George P. James,	3 24
John J. Randall.	60
C. S. Otis,	2 88
A. W. Davis.	

C. H. Layn,	1 76
J. L. Parks,	58
I. S. Dame,	3 96
Josiah F. Sawyer,	13 62
William Jones,	1 80
Job Thompson,	6 60
S. D. Thompson,	78
Wm. Burleigh, heirs of,	2 40
S. E. Demeritt,	2 00
S. E. Demeritt,	2 40
J. I. York,	1 02
G. C. Keniston,	72
G. D. Durgin,	1 80
S. C. F. Garnett,	1 20
Joseph A. Knight,	11 55
S. W. Lane,	5 22
Lewis I. Demeritt,	2 84
Otis E. Woodman,	3 00
Jas. C. Emerson,	1 20
Daniel Furber,	45
I. S. Dame,	11 55
E. G. Wright,	3 78
John Thompson,	1 50
J. & C. F. Edgerly,	2 53
C. H. Tuttle,	4 60
Charles E. Thompson,	6 30
Wier Davis,	2 00
Levi E. Pendergast,	1 82
William B. Tuttle,	2 00
B. F. Lang,	10 35
Davis Lang,	4 00
Fred B. York,	7 70
James Glidden,	1 50
I. G. Sherburn,	1 61
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	\$141 16

NOTES AND INTEREST.

George G. Bennett, note and interest,	\$205 19
Fred B. York, note and interest,	112 19
George Lang, note and interest,	484 39
William B. Tuttle, note and interest,	231 91

George K. Huckins, note and interest,	694 80
E. J. Plummer, note and interest,	299 16
David D. York, interest,	46 92
John P. Haley, interest,	4 00
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	\$2,078 56

LIST OF OUTSTANDING NOTES, MARCH 1, 1883.

Hannah S. Jenkins,	\$130 00
Burt P. Thompson,	170 00
E. A. Davis,	286 00
David D. York,	575 00
John P. Haley,	100 00
Davis Lang,	150 00
B. F. Lang,	400 00
William B. Tuttle,	160 00
G. K. Huckins,	560 00
E. J. Plummer,	240 00
R. J. Davis,	100 00
E. E. J. Davis,	170 00
Charles Manning,	60 00
Interest due,	100 00
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	\$3,201 00

SCHOOLS.

District No. 1,	\$196 13
District No. 2,	100 62
District No. 3,	55 04
District No. 4,	118 30
District No. 5,	93 35
District No. 6,	163 71
District No. 7,	140 04
Plains District, Newmarket,	5 08
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	\$902 27
School House tax,	200 00

TREASURER'S ACCOUNT.

JOHN C. BARTLETT, *in account with the Town of Lec.**Dr.*

Rec'd of Treasurer of 1881,	\$1,050 99
Selectmen for use of Town Hall,	12 00
Railroad tax,	128 04
Savings Bank tax,	861 44
Literary fund,	61 18
Bounties on wild animals,	5 30
A. L. Comings, collector of taxes, 1880,	5 79
D. E. Plummer, collector of taxes, 1881,	262 74
D. E. Plummer, collector of taxes, 1882,	3,699 31
By note,	1,510 00
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	\$7,596 79

Cr.

Whole amount received,	\$7,596 79
Paid State tax,	\$ 880 00
County tax,	1,034 61
Schools,	902 27
Abatements,	19 87
Damage by dogs,	47 00
Bounties on wild animals,	14 20
General expenses,	376 04
Miscellaneous,	155 15
Bridges,	651 50
Highways,	141 16
Notes and interest,	2,078 56
School House tax,	200 00
Balance in Treasury, March 1, 1883,	1,096 43
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	\$7,596 79

Amount of debt by note and interest, \$3,201 00

ASSETS.

Israel Demeritt, note and interest.	\$219 38	
Due from General Government,	739 00	
Due from Collector Plummer, list of 1881,	2 08	
Due from Collector Plummer, list of 1882,	300 00	
Cash in Treasury,	1,096 43	
	-----	2,356 89

Town debt, March 1, 1883, \$844 11

MARCH 1, 1883.

Settled the foregoing account as above stated,

JOHN C. BARTLETT, *Treasurer.*

JOHN BARTLETT,	}	<i>Selectmen</i>
OTIS E. WOODMAN,		<i>of</i>
FRED B. YORK,		<i>Lee.</i>

MARCH 1, 1883.

We, the undersigned Auditors of the Town of Lee, have examined the foregoing account, and find it correctly cast, with corresponding vouchers.

HORACE SCALES,	}	<i>Auditors.</i>
ALLEN PLUMMER,		

REPORT
OF THE
Superintending School Committee,
FOR THE YEAR 1882.

DISTRICT NO. 1.—*Lane.*

Summer Term, 10 weeks; whole number of pupils, 17; average number, 15; average daily attendance, 13; wages per month, including board, \$24.

Fall Term, 10 weeks; whole number of pupils, 18; average number, 17; average daily attendance, 15; wages per month, including board, \$26; Miss Clara A. Harvey, teacher.

Winter term, 9 weeks; whole number of pupils, 17; average number, 16; average daily attendance, 15; wages per month, including board, \$28; Miss Hannah M. Harvey, teacher.

This district has the best school building in town, and the most money to expend. The Prudential Committee made a wise selection of teachers. The children gave courteous attention to their teacher, reflecting great credit on home training. A Geography class commanded our admiration, the little folks having a perfect knowledge of the subjects taught. History, too, was taught very acceptably. Both teachers have a fine manner of keeping the attention of scholars, and governing without seeming to govern. Miss Hannah Harvey being trained by her predecessor, showed the same attributes, and will, by Normal training, become like her sister, a model teacher. Register perfect.

EDMUND LANE, *Prudential Committee.*

DISTRICT NO. 2.—*Hale*.

Summer Term, 6 weeks; whole number of pupils, 14; average number, 13; average daily attendance, 12; wages per month including board, \$20; Miss Grace Glidden, teacher.

Winter Term, 12 weeks; whole number of pupils, 17; average number, 16; average daily attendance, 14; Miss Lizzie I. Lane, teacher.

The teacher of the summer term was young and comparatively inexperienced, but did her very best, being particular about thoroughness. There was no chalk furnished, therefore the blackboards were useless. Miss Glidden has force of character enough to make, by proper training, a first-class teacher. Miss Lane, teacher of the winter term (who was a pupil in this school a few years ago) deserves praise for her commendable efforts to do good work. Map drawing was taught, and written examinations given. The majority of the pupils are willing to make the most of their time by close application to study. Registers perfect.

JOHN CAVERNO, *Prudential Committee*.

DISTRICT NO. 3.—*Wednesday Hill*.

Fall Term, 9.8 weeks; whole number of pupils, 16; average number, 14; average daily attendance, 13; wages per month, \$22; Miss Edna A. Hobbs, teacher.

Miss Hobbs, being well well acquainted with the dispositions, capacities and attainments of her pupils, was "the right teacher in the right place." The school was orderly, and the room kept so neatly that we lost sight of its meagreness. The parents stimulate their children to do their best. Although this district has so little school money, the school compares favorably with others in town. Register perfect.

JOSEPH E. JENKINS, *Prudential Committee*.

DISTRICT NO. 4.—*Hill*.

Summer Term, 7.6 weeks; average number of pupils, 16; average daily attendance, 14; wages per month, including board, \$28; Mrs. Millie C. Plumer, teacher.

Winter Term, 12 weeks; whole number of pupils, 23; average number, 20; average daily attendance, 18; wages per month, including board, \$24; Edwin Chapin Thompson, teacher.

Mrs. Plummer, teacher of the summer term, is evidently a favorite of the district and had the cooperation of the parents. She has some qualities essential to success—decision of character, and natural tact in disciplining a school, also skill in classifying. Spelling, a branch in which teachers as well as scholars are generally most deficient, received special attention. Mr. Thompson, teacher of the winter term, proved to be a faithful, conscientious and dignified teacher with marked abilities for future success. He not only had a deep sense of the responsibility of his charge, but an affectionate interest in the improvement of the pupils under his care. He taught by *drawing out*, or unfolding the mental powers of his pupils, always requiring a *reason* for their answers. Mr. Thompson's engagement closed at the end of the twelfth week, and Mrs. Plummer, teacher of the summer term, was employed to continue the school a few weeks longer. It is a pleasure to visit this school. We were delighted with the expressive reading of Annie May Plummer, and her phonetic spelling.

JONATHAN THOMPSON, *Prudential Committee.*

DISTRICT NO. 5.—Hook.

Full Term, 13 weeks; whole number of pupils attending two weeks, or more, 19; average number, 18; average daily attendance, 17; wages per month, including board, \$28; Miss Adelaide F. March, teacher.

This school, taught by a graduate of Gorham (Me.) Normal School, was a good illustration of modern methods. Miss March secured the entire confidence of her pupils by patient persistency in the use of kindness and gentle speech, so that teacher and pupils made a "harmonious whole," like the revolving of smaller wheels around the central wheel in machinery. The closing examination plainly showed that the teacher's motto was "not how much, but how well." We were particularly pleased with the improvement in Reading and Grammar, studies usually poorly taught in our district schools. Grammar was taught with so much skill and spirit that even the *boys*, usually uninterested in the topic, awoke even to *excitement* and through emulation acquired more knowledge of grammar than they would in *years of ordinary* teaching. Some of the best readers in town can be found in this school. Register perfect.

DAVID S. BENNETT, *Prudential Committee.*

DISTRICT NO. 6.—*Wudley's Falls.*

Summer Term, 8 weeks; whole number of pupils, 21; average number, 21; average daily attendance, 17; wages per month, including board, \$24; Miss Edna A. Hobbs, teacher.

This school is the most difficult to discipline in town. The teacher was a lady of culture and refinement, with considerable experience as teacher in Lee. She labored faithfully and patiently, but an uneasy, mischievous spirit seemed to pervade the school. The scholars deserve censure for their persistency in annoying the teacher. She struggled bravely through the term without referring to the Committee, but wisely preferred teaching where she was appreciated, to continuing here another term.

Fall Term, 5 1-2 weeks; whole number of pupils, 20; average number, 20; average daily attendance, 17; wages of teacher per month, including board, \$28; Miss Mary O. Cate, teacher.

Miss Cate was an experienced teacher, whose *experience* in this school was not pleasant to scholars, committee, nor herself.

Winter Term, 12 weeks; whole number of pupils, 27; average number, 23; average daily attendance, 21; wages per month, including board, \$26; Ernest Comings, teacher.

Mr. Comings' earnest efforts were rewarded by good success. A discordant element in the school caused some disturbance to both teacher and committee. As a false note in music makes a discord and ruins the effect of the piece, so one unruly scholar will mar the harmony of a whole school. We were sorry that so bright a lad should lose valuable instruction, and a feeling of intense sadness came over us, as we were convinced that a spirit of insubordination was encouraged by parents. This school reminds one of the volcanic districts, seething and rolling, always ready for a fresh outbreak. The remedy we would suggest must begin in the homes. Parents should turn the lava of ill-will into the bed rock of kindness. Children being little models of home example, will soon illustrate the benefit of our remedy. We have some doubts if we could be orderly or studious ourselves in such bad air. If the causes of ill health could always be directly traced, how many diseased systems and shattered nerves would be charged to the neglect of ventilation in the school-room. Teachers of this school deserve higher wages. The spirit of the age is progressive. A really good teacher is worth to the school very nearly twice as much the second term as the first. A fourth term was taught by Edgar H. Webster, of Boston, a graduate of Bridgewater Normal School. We found here the best teaching

in town. A class in Reading received more general information in one lesson than many teachers would impart in a whole term. His manner of reproving was particularly commendable, calling out the manliest and most womanly part of the scholars. The little ones are kept busy and stimulated by judicious encouragement. We consider the school a favored one that has his supervision. The following remarks from Mr. Webster. "Two-thirds of the school is of boys, many of them large, and pretty well advanced. I have tried to meet them in a gentlemanly way, and have been pleased with the response from them. A teacher soon grows to feel a personal, almost a paternal interest in each of his pupils, and I feel properly proud of many of my boys. We opened school a little adversely. The 'new teacher' has, and laid down, no set of regulations, and the children were puzzled, whether liberty or license was to be the order of things. 'You know what things ought to be done in a school-room. Do these things, omit the others.' But the best disposed children could not continually apply such a general rule, without help. I have tried to supply the help by giving plenty of work; especially is such help required by the little ones. I think the quiet of district schools is secured by occupying the minds of the little folks, so I have given my little class many chances each day of coming before me, if only for a moment or two each time, thus giving them work. I venture a suggestion, that the first lesson to a little child be one in writing, and that he does not learn any words to read, that he cannot write. My little class has taken hold of writing with a good deal of zest. The school has its unruly element. Unfortunately for this element it found that liberty, not license was to rule, and realizing this, gradually dropped out. Every home and every school is a miniature kingdom, in which government of some sort is administered. It would seem fitting that such government be vested in parent or teacher, not in the children. If the expression of will in school does not come from the teacher it will come from the pupils. If, then, a pupil seeing that he cannot rule, but is to be ruled (and perhaps feruled), takes his books and leaves school, it seems to show that if he cannot control the school, he probably controls the home. Such privilege of leaving school helps only the teacher. It hurts the boy. As I understand School Law, a child under 14 has the right to attend school and the consequent right to be punished. A boy over 14 has no right to go to school. The law gives him the privilege of attending and only that. A teacher in consequence is obliged to put up with

some things in a 14-year-old boy, which he ought not to suffer a moment in a boy older. The sooner then a big boy learns that the state opens the school to him, only as he desires to partake of its advantages, and is willing to deport himself properly, the better for the boy. There is a feeling in schools that going back is lost time. It is really a going forward. When I united two classes in arithmetic, it caused a little friction. What is wanted in the world, is the knowledge of principles, and the ability to apply these principles accurately, and accuracy comes only with reviews and practice. Much of the ease of my work has doubtless been due to the successful effort of my predecessor."

JOSIAH DURGIN, *Prudential Committee.*

DISTRICT NO. 7.—*Langs.*

Summer Term, 4.2 weeks; whole number of pupils, 20; average number, 18; average daily attendance, 17; wages per month, including board, \$28; Helen Champion Bennett, teacher.

Miss Bennett is an enthusiastic teacher, and does not spare herself in her zeal for the school. Parents, scholars and committee were highly pleased with her services, and sincerely regretted that on account of ill health she was obliged to leave. This school has advanced scholars whom she was well qualified to teach. A class in Latin, one in Geometry and one in Algebra. A class of beginners in Grammar did excellent work. Map drawing was taught. Register perfect.

Fall Term, 9 weeks; whole number of pupils, 21; average daily attendance, 19; wages per month, not reported; Miss Emma C. Hobbs, teacher.

Winter Term, 8.6 weeks; whole number of pupils, 15; average daily attendance, 14; Emma C. Hobbs, teacher.

Miss Hobbs, although a teacher of much experience in is not, our opinion, adapted to the work. Young children are quick-witted, and take the measure of a new teacher as soon as she enters the school-room, and if they see any want of genuineness in her manner or speech, they are quick to discover it, and take advantage of it. A teacher always engaged in keeping order, nearly, or never, has good order. Miss Hobbs devoted much time to ciphering through the written problems in White's Complete Arithmetic, but allowing her class to ignore the mental questions which precede each principle. Of what advantage is it to our boys and girls to be able to recite all the rules in Arithmetic and Grammar, for instance, if they cannot solve a simple

business example not found in their books, nor compose a sentence, nor converse correctly? There is good material in this school. Register *imperfect*.

CHARLES ALLEN, *Prudential Committee*.

Upon the cover of each School Register delivered to teachers is a copy of the Laws pertaining to the duties of teachers:

To Teachers.—“No person shall be *employed* or *paid* for services as a teacher, unless he shall produce and deliver to the prudential committee a certificate or the school committee of the town in which the district where the school is to be kept is, or is deemed to be, that he is well qualified to instruct youth in the branches to be taught in each school.”—*General Laws, Chapter 89, Section 6*.

“Every teacher, at the close of his school and at the end of each term thereof, *shall* make a return of such register or record to the school committee of the town, who shall give to him a certificate thereof; and *No Teacher* shall receive payment for his services until such certificate is produced and delivered to the prudential committee.”—*General Laws, Chapter 89, Section 16*.

ROLL OF HONOR.

District No. 1, First Term, Fanny M. Lane; Second Term, Fanny M. Lane, Florence E. Jones, Arthur M. Sherburne, Eddie S. Lane; Third Term, Fanny M. Lane, Florence E. Jones, Joel L. Parks, Arthur M. Sherburne, Frank C. Langmaid, Eddie S. Lane, George G. Hoitt, Wilbert W. Demeritt.

District No. 2, First Term, Alice G. James, Anna B. Chesley, Alice M. Jones, Maud A. Jones, Mabeth I. Chesley, Charlie Chesley, John L. Caverno, Albert D. Caverno; Second Term, Anna B. Chesley.

District No. 3, First Term, Nellie F. Jenkins, Evelyn Jenkins, Walter D. Smith, Herbert E. Jenkins, Ellery D. Jenkins, Everett Dalton.

District No. 4, First Term, Susie E. Buzzell, Ethel I. Davis, Lizzie C. Dame, Francena M. Jones, Nettie E. Plummer, Sadie E. Ryan, Ida B. Thompson, Harry H. Plummer, Arthur J. Thompson; Second Term, Susie E. Buzzell, Ethel I. Davis, Sadie E. Ryan, William H. Thompson, Frank C. Ryan.

District No. 5, First Term, Gertrude A. Green, Albert E. Durell, Josiah Bartlett.

District No. 6, First Term, Flora Kenerson; Second Term, Winnie Davis, Jessie Davis, Herbert Keniston.

District No. 7, First Term, Annie Lang, Edna F. Lang, Bertha Lang, Stella W. Caswell, Lewis Tuttle, Olie A. Tuttle, Joseph A. Knight, Fred L. Allen; Second Term, Addie B. Lang, Edna F. Lang, Bertha Lang, Fred L. Allen, George Smith, Lewis B. Tuttle, Olie A. Tuttle; Third Term, Edna F. Lang, Bertha Lang, Fred L. Allen, George Smith, Olie A. Tuttle.

GENERAL REMARKS.

Among the frequently recurring questions which demand the consideration of the guardians of youth in Lee are these: What is the object of our public schools, or the great end to be accomplished by them? What defects characterize our present methods? What measures can be adopted to improve our schools? To all persons who do not fancy that perfection has already been realized, these are ever fresh and vital inquiries.

The answer to the first is brief and comprehensive, viz.: To enable the young to live right. In order to do this they must be properly *governed*, and thoroughly *instructed*. A *right* life is what we should aim to fit children for, and though we fail to achieve it fully, should look towards it as steadily as the needle points to the pole. To the second question, various answers might be given. The first is a deficiency in the qualification of teachers. (There cannot be a good school without a good teacher.) The chief cause of this, is the *temporary employment and insufficient wages of teachers*.

We would mention, also, the want of efficient supervision. Can it be expected that a school committee can arrive at any *accurate* knowledge of the condition or advancement of a school, in two or three hours spent in hearing hurried recitations? Should committees take it upon themselves to spend a day with each school at the commencement and close of each term, they would probably find themselves in advance of public opinion.

Our district system degrades our schools. It is so unjust in the distribution of the school money, that the residence of a child, in a small district or a large one, determines whether he shall receive *nine* or *thirty* weeks school in a year. Of the \$902.27 raised in Lee the past year, for the support of common schools, the children in one district have the benefit of \$196.13, and in another of only \$55.04. Is there not a better way of distributing the money? As

the districts are formed by the town, either by vote (an expression of opinion), or by a board of town officers, why not at the next meeting agitate the subject of redistricting the town, and take a vote on it?

Lee Hill, Hook, and a part of Wednesday Hill might be united; Langs, and Wadley's Falls, Lane and Hale, or Hale, and a part of Wednesday Hill. It is a fact which all must admit, that new school-houses *must*, at no distant day, take the place of the dilapidated buildings the schools now occupy. With two new school-houses located at convenient points, the money now divided among five schools could be expended upon two, thus securing two good teachers, and more school, and furnishing the scholars better facilities for acquiring an education than they possibly can have now. It is a noted fact that pupils who live farthest from the school are often the most punctual and regular in their attendance.

It is the province of the legislature to remove some of the serious obstacles in the way of a satisfactory educational condition. There ought to be a State standard of teachers' qualifications, and more money raised. "Investment in the cause of education pays, and the dividends are in proportion to the investment. The common school is one of the main arteries of the nation's life, and appropriations of the public resources to sustain it are not only wise, but necessary." The State has endeavored to elevate the standard of education by establishing a Normal School for the training of teachers, and, other things being equal, the graduates of such schools are *much* to be preferred as teachers. We need *thinking* teachers. Scholars ought to be taught to think, memorizing is not learning. Of the thirteen different teachers in town the past year, three have been Normal teachers. The quality of instruction imparted by them justifies us in urging those who intend to become professional teachers (and none but professional teachers should be employed) to take the Normal course.

A word to parents: Let *every one* attend the school-meeting, and determine just what is wanted. Next, select a Prudential Committee who will spare no pains to fulfil your wishes. Select a teacher *proved* and *approved*, and then assist and support her. Children should be trained at the "fireside school," instead of being allowed to attend the "street school." Parents are responsible for the evil of irregular attendance. They should stimulate their children to active and persevering industry in their studies, to perfect obedience to orders and regulations in school, and to

love and respect their teacher. To the child's mind, what "father or mother" says or thinks is unquestionable, and if the parents are not interested in the attainments of their children, they will feel but little concern for themselves. If parents were as ready to visit a school as they are to complain of it, there would be less complaining and much more interest. Many a mother who gladly sacrifices time, strength, eyesight and patience in ministering to the toilet or appetite of her children, would do better to divide the effort and sacrifice more to their mental and physical culture.

To make teaching a success, broad and varied culture is needed. It is not sufficient for teachers barely to understand the studies taught; they need a familiar acquaintance with many branches of knowledge. Having a thorough knowledge of botany, mineralogy, conchology, natural history, chemistry, &c., how easy it would be for them to multiply their usefulness a hundred fold. Pebbles, shells, flowers, fruits, grasses, trees and animals would all become living volumes which they could open to awaken the minds of their pupils. There should be an appeal to the perceptive and reflective faculties where lies the most promising sphere of intellectual development. It is in this direction that the true art of teaching is found. The most inferior teacher can impose tasks upon the memory; but it needs no argument to prove that a mere mass of facts or pages committed to memory, not vitalized by well-comprehended principles, is a cumbrous load, which will soon fall off after the stimulus of the school-room is removed. It is not the number of facts which make education, but the digestion of them and the application of their principles. Teachers should avail themselves of the natural preponderance of the powers of perception and observation in children, should go from the known to the unknown; and should neglect no opportunity to illustrate each lesson from familiar sources.

During the past year thirty-seven visits have been made to schools in town, twelve of which were at Wadley's Falls. Appleton's Readers have been introduced.

Respectfully submitted,

RHODA J. DAVIS, *Supt. School Committee.*

