ORLEANS INDEPENDENT STANDARD.

VOLUME 13–NUMBER 12. BARTON, VERMONT, FRIDAY, MARCH 20, 1868. WHOLE NUMBER 636.

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Barton, March 10, 1868—11w2

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School Superintendents' Reports.

BARTON.

In accordance with Law, yonr Superintendent of Schools submits the following Report:

Elected in my abaence from Town-Meeting, to fill a position at once delicate, important, onerous, and poorly compensated, my first impulse was positively to decline assuming the duties of the office so unceremoniously thrust upon me. But fearing that such action might be construed as evincing lack of interest in the Schools of the town and unwillingness to bear my share of burdens in securing their efficiency and success I decided to do the best I could in this office in connection with other and pressing duties and responsibilities. Especially was my courage the greater because not without reason I expected that the efficient services of my prêdecessor in this office would make my task the easier.

Having then during the past year served in this capacity not as I *would* but as I *could*, I am glad to-day to lay my *honors* down, and hope that my successor may have skill to profit by my errors, and time and ability to discharge his duties far better than my report will show that I have discharged mine.

The law divides the work of the Town Superintendent into two main divisions: the examination of teachers and the supervision of the schools.

The first part of this work is in my opinion the most difficult duty that is assigned to the Superintendent. It is wholly a matter of discretion. To insist simply upon a certain grade of attainment in books does not reach the matter at all. My experience even during the past year has shown that some of those who pass the best examination in the branches taught in the common schools make the worst failures in teaching and managing a school. Others to whom I have hesitated to give certificates, have been among the most successful. It is not merely necessary that a teacher know enough of the subject he is to teach; he must also know how to tell what he knows; and more important than all this, he must have the faculty to manage, interest, and stimulate his scholars, or he can do but little. In this view a teacher, like a poet is "born not made." There is a certain quality requisite, which a memorable character in a fiction by one of our popular American authors calls "jasm." I can define it no better than he. "If," said he, "you take thunder and lightning, and a steamboat, and a buzz-saw, and mix 'em up and put 'em into a woman, that's jasm." Now something of the power there hinted at, is wanted in the teacher who will infuse enthusiasm into a school because she has it herself. It is evident that to detect the peculiar gift which characterizes the true teacher is difficult except in the school-room. It is a fact moreover that but few such teachers are in the market. They command higher wages than we are willing, or perhaps able to pay, and their whole number is far too small to supply all our districts. Of course the best material available must be used, if it be no better than that of which the late Secretary of the Board of Education declared, that "A smart Yankee boy with a decent jack-knife and tolerable basswood could whittle out the equal." With things as they are the Superintendent must vary his demand for qualifications with the nature of the various schools to be taught. A young girl with good qualifications, and evident faculty to interest and manage a small school of young scholars, would be very unfit for a different work till age and riper judgment should prepare her for it. A young man, or a strong minded, masculine young woman (and we find such) may be well adapted to teach and govern a winter school, who would miserably fail in teaching a summer school composed mainly of the little ones.

Another element of difficulty is found in the fact that many of our schools must, from the brevity of time in which teaching is followed by the majority of the teachers, take persons of inexperience and make the experiment to learn the fitness or unfitness of the new candidates for pedagogical honors. Many districts too keep up the old idea of rotation in office, so far as the teacher is concerned, so that instead of paying a little more for the services of an old and approved teacher, they prefer to save the dimes at the risk of paying a less sum for that which is worse than nothing—a poor school. It was my disadvantage in addition to all this, not to know the history of most of the teachers who applied to me for certificates. I was a stranger to their past record. My decisions must therefore be made from their apparent qualifications of mind, and heart, and temperament for the important work. I may undoubtedly have been in some cases exposed to an error the opposite to that of the phrenologist, who supposed he was examining the heads of the inmates of a penitentiary, when in fact theological students had been substituted in their places. He had little hesitation in putting them down as horse-thieves, house-breakers, &c., and when told of his blunder said, "It was all there in the germ." So I have supposed myself examining school-teachers and have been disposed to make all proper allowance for diffidence and inexperience, depending very materially upon the judgment of the committees who have hired these teachers, and in some cases upon the verdict of other superintendents.

The *excellence* of my judgment has been confirmed by the fact already mentioned that some of those who appeared worst at examination, have taught some of our best schools and *vice versa*.

I yield superiority to no one, of equal opportunity for judgment, in my ideal of what a teacher ought to be, and of the importance of the work entrusted to his hands. It is a fearful responsibility which we entrust to the teacher of our children. But using my best judgment of that which is specific cases is wisest to do, and judging not merely of atainment in books, but as well as I could of other qualifications, I have sought the good of all interested in schools and teachers. I feel that upon the committees of our districts rest no small share of responsibility as to the character of teachers employed and their adaptation to the particular school of which each committee has charge. I will only say further under this head, that I have granted certificates to eighteen persons; some of them under conditions, and some to those expecting to teach in other towns where other superintendents were to revise my work. Of these only *six* were publicly examined. The remainder, some with, and some without good reasons, have sought to pass the ordeal more privately. In no branches have these candidates been so deficient as in Geography and History; in none perhaps so well qualified as in Arithmetic. It seems to me that a very desirable end of the examination would be secured if committees would defer making a positive engagement with any save old and tried teachers till after the examination, and themselves being present at that time, exercise their own judgment in the premises. This is essential from the fact to which I have alluded, viz: that we cannot in the existing order of things judge abstractly of the qualifications of the teacher, but must take into consideration the kind of school to be taught, and all the other elements of the case. Each committee in particular, and the superintendent to the extent of his information, ought to pass judgment upon the teacher, as each man does upon the woman he proposes to marry; not demanding that she shall be the best for *mankind in general*, but feeling that she is well suited to the peculiar situation he wants her to fill. Then if mistakes in judgment occur we may be thankful that it is *nearly as easy* to get rid of an inefficient school-teacher, as under modern laws of divorce of an "uncongenial companion."

The second part of the superintendents duty; that of visiting the schools,—though like the first left almost entirely to him—it is not so difficult to perform reasonably well. It is, to be sure, a work which must be a labor of love so far as compensation is concerned. Any able-bodied man with his horse could earn twice or thrice the pay obtained for time so spent, and most of us, with the horse standing in the stable, could make our work of far more pecuniary advantage. But this is not all we live for, and many of my afternoons have been very pleasantly spent in this service, and others if not pleasant have been perhaps profitable. With an outline of my observations of the schools, as brief as possible, I will close this report.

In District No. 1 (this village District), two schools have been maintained by the District, summer and winter. A short term of the Academy was taught in the spring by Mr. A. C. Burbank; its fall session was under the charge of Mr. A. J. Garland and Miss Helen Kimball. The summer schools were each of them decidedly good. Miss Mary Sartle who taught the upper department, won the sincere attachment of her pupils, was gentle, refined, and ladylike in her deportment, and had a good faculty in communicating instruction. Perhaps more decision and positive energy would be requisite in a winter school, but I doubt not that the occasion would show their existence. Miss Victoria Grout taught the lower department both summer and winter and was very successful. To manage and teach this department I regard the most difficult task that can be assigned to any teacher. Miss Grout has met the peculiar difficulties of her post with rare discretion and ability. Even the added difficulty of the winter session from causes connected with the other department, which I need not detail, did not prevent the success of her school. Of the winter session of the upper department I need say little; there has been already enough, perhaps too much said, and the least said the better. Mr. Garland began the term with a prejudice against him in the minds of some of the scholars and patrons of the school growing out of occurrences in the fall term. He has excellent qualifications in the branches of study pursued in the school, a happy faculty for explanation, and a very good system for carrying forward the work of instruction. But he, in my opinion, failed to govern himself in executing needful authority in the school. His provocation in some cases was very great, and I would not rashly condemn him, but evidently there was a lack of proper preceding management, and of needful self-control at the time. I will only say further that the condition of the school-room in this district is disgraceful, and affords some excuse for a teacher's occasional lack of patience. I hope no more schools will be put into the building till it is thoroughly renovated and rendered suitable for its purposes.

District No. 2 (upon the North road). The summer term of this school was taught by Miss Laura Baldwin, an experienced and successful teacher. Though occupying a miserable old school-house which has since given place to a new and good one; it was in my opinion one of the best, if not the best school in town. The teacher of the winter school is Miss Elma Twombly. I was much pleased with the appearance of her school when I visited it, and understand from various sources that that district is enjoying a good school.

Of the new school-house while I might say much in commendation, I wish to point out one defect which I hope will be at once remedied:—the seats and desks are wretchedly contrived,—unless the object is to torture the occupants. I hope the difficulty about the acceptance of the house may be settled without any further unhappy contention.

In District No. 3 (the West Dist.), the summer term was very successfully taught by Miss Lucy Owen. For the winter the committee showed his wisdom by engaging one of our veterans in teaching, Mr. H. P. Bickford. He was very quiet in all his ways and the school also—a most excellent element in school-teaching. I visited his school but once for I deemed him fully competent to take care of himself and the school.

In District No. 5 (upon the East hill), Miss Jennie Mosman taught, and taught well the summer school. With larger experience she will make an excellent teacher. Her chief fault which I could discover lay in her being too helpful to the scholars. She naturally felt anxious to have them appear well, but will learn to seek not so much to put in information, as to draw out the mind, inducc independence. The winter school under the care of Miss Emma Lanpher, prospered tolerably well. I was able to visit this school but once, but hear that for the most part the district are satisfied with the school. More energy and precision in teaching and in government would have pleased me better. The school-house in this district ought immediately to give place to a better structure.

No. 6 (the Mt. district) has been heretofore I am told the "bridge of sighs" to school teachers. The summer session of this school was in charge of Miss Mary Gilman. With abundant qualifications in the books to teach a much more advanced school, she had not the executive ability to control the scholars and some of the parents who interfered more than was meet in the details of the school. I am informed that in other schools which she has taught she has given good satisfaction. This winter, with a new school house, which is a credit to the district and the town, and a male teacher, Mr. Milo J. Owen, the school has ranked among the best in town. In some cases discipline may have been too severe or not applied alike to all deserving, but better this than anarchy and confusion. Mr. Owen promises to become a very efficient teacher.

District No. 7 (Barton Landing), supported one school in the summer under the instruction of Miss Anna Merrill. Miss Merrill seemed to carry a good deal of enthusiasm into the school room and to enjoy the work of teaching. Though not manifesting the highest administrative talent, she inspired her scholars with affection for herself and interest in their studies, and taught a good school.—For the winter, the district very wisely divided the school into two departments, and though their school building is not perfectly adapted to such a school, will see no reason, I presume, to regret this step. The smaller scholars were assigned to Miss Merrill, and Miss Hattie Cutler who had taught a select school there in the fall, was placed in charge of the higher grade. Miss Merrill's school has been upon the whole successful. She learned one lesson which I hope all future teachers will remember,—never to strike a child upon the head. In the matter of punishing rebellious scholars, I infer that the majority of that district uphold her; but all must regret a blow, except in extreme cases, which is directed to the head of the child and might cause permanent injury. Miss Cutler seemed to be doing well in her department at the time I paid both departments my first visit, but for causes better known to herself and the district than to me, left her school after a few weeks, and was succeeded by Mr. Daniel Skinner, whose short term of school I tried to visit, but important matters connected with the location of what Billings calls "a purely agricultural horse-trot," and for which he says "children hanker," had induced him to dismiss school for that half-day.

District No. 8 (near Mr. Sargent's upon the South hill). Only a summer school was taught in this district.—Miss Elsie Mason was the teacher.—The school consisted of nine scholars—the oldest 8 years and 6 months of age. In caring for this little band of small children Miss Mason succeeded well. She was gentle, patient, and yet earnest in her effort to do her work thoroughly.

No. 9 is the school at South Barton. Miss Kate J. Otis has taught both terms of this school. Considering the heterogeneous nature of this school not only all ages usually found in school, but many different nationalities being represented, Miss Otis deserves credit for a good measure of success. It is to be hoped that the time will soon come when this large school will be divided into two departments, and the effect of faithful labor in the school-room made more than doubly apparent.

Such, gentlemen, is my report; and, asking you to make all allowance for the difficulty with which I could find time to attend to the duties of the Superintendent's office, and for consequent errors in my impressions of different schools and teachers (if such have occurred), and thanking you for the *honor* conferred upon me one year ago, I respectfully hope you will exhonerate me from these duties in the future.

WM. A. ROBINSON.

GREENSBORO.

Citizens of Greensboro—At your request the following report of the condition of the schools in this town for the past year, with such remarks as may seem necessary, is respectfully submitted.

It may appear unnecessary to state that it is impossible for me to report correctly concerning all of them, as teachers and scholars may appear very different when the superintendent or any citizen is present, than is their custom. What I shall say respecting each school is based upon personal observation unless otherwise stated, and if more or less is said of some school or teacher than some might wish, it will be from no disposition to do injustice to any one.

District No. 1. The summer and winter terms were each taught by Miss Emma J. Lindsay, who applied herself closely and faithfully. At two different visits in the summer I found the school orderly, and the scholars studious, with good recitations, and making good progress. The winter school has been of the same character, and I should think the money for teaching had been well expended for the past year.

District No. 2. The summer term was taught by Miss Hattie Somers. It began May 20th, and I visited it first May 29th, the scholars were studious and orderly, and there was but little noise. August 2d, I visited it again, found but few scholars, a good deal of laughing, and playing, and poor recitations generally. Later in the term I visited it again, and found the reading exercises rather loosely passed over, and the recitations, not the best. But upon examination of some of the classes I found they had a very good knowledge of what they have been over. The winter school was taught by Miss Sarah Bailey, an experienced and successful teacher, one who, term after term for a series of years, continued to teach in the same school with excellent success. I visited this school December 30th. The scholars appeared to be interested in their studies, they were studious and had good lessons. I visited it again February 9th, and found the school noisy; the disturbance more particularly arising from the large boys.—Studying nearly aloud was a source of much noise, and they did much they ought not to have done and little they ought to have done. I am correct when I say that many of the scholars made good progess and all might had they been so disposed. But when we have a number of large boys who are disobedient at home and disrespectful to their parents, if we expect obedience to teachers or diligent study at school, we shall but too often be disappointed. And with due respect to the district and to the lady teachers, I would suggest masculine male teachers be employed for the winter school hereafter.

District No. 3. The summer term was taught by Miss Jennie Smith. At my first visit the school appeared well. At a subsequent one there was a good attendance of scholars, imperfect lessons, much going out and in, noisy, and in short poor government. The winter term was taught by Miss Augusta Williams, who has a good faculty of explaining and enlarging upon a subject before a class, bringing out points and features indirectly connected with the lessons, calculated to excite an interest on the part of the scholars, and stimulate them to increased action. Her government was sharply criticised by some in the district, I saw nothing out of character, however, in her school, I visited it twice and examined some of the classes at each visit, and was well pleased with the general tone of the school.

District No. 4. The summer term was taught by Miss Ella A. Chesley. A live, stirring, and working teacher, who has the faculty of infusing life and energy into her pupils. The shool was characterized by good order, good recitations, and a decided improvement in their studies. The winter term was taught by Mr. Andrew B. Somers, and I regard it as having been one of the best conducted and most profitable winter schools in town. The scholarship was good, but there seemed to be some deficiency in reading, as in all the other schools in town.

District No. 5. The summer term of eight weeks was taught by Miss Mary E. Dutton, in the fall. I visited this school only once, there were but six or seven scholars present, and so far as I could judge the teacher was faithful, being busy all the time, good order and a general interest prevailed. The winter term was taught by Miss Addie E. Waugh. I visited it twice, it failed for lack of government. The teacher was young and inexperienced. Aside from government she seemed well adapted to teach, and a little more age and decision of character will doubtless add much to her success as a teacher.

District No. 6. The summer term was taught by Miss Lelia Cutler. I visited this school twice, good recitations and good order seemed to prevail. Some of the district thought the government not as good as it should have been, but I saw nothing to sustain such a conclusion on my part. The winter term was taught by Mr. John M. Hammond. I visited it twice and examined some of the classes at each visit. I regard the school as a success. The scholars were studious, the teacher was thorough, and the lessons well recited.

District No. 7. The summer term was postponed till fall to allow the old school house to be superseded by a new one, which I am happy to say does credit to the district. The school began October 7th, and continued eight weeks, under the instruction of Miss Ann McRoy, an experienced teacher, by whom it was well conducted. But it was sadly neglected by parents as is too generally the case throughout the town. Let the parents see that the schools are visited and examined more by themselves during the term and less the last day. The winter term was taught by Mr. Harvey S. Calderwood, who maintained very good order, and kept up a good degree of interest on the part of the scholars in the various studies. I visited the school twice and examined some of the classes each time. I found the scholarship about the average of the town, much below what it should be considering the amount of schooling, and the facilities our system affords the young.

District No. 8. The summer school was taught by Miss Ann McRoy. I found this school orderly and doing well at my first visit. At the second visit near the close of term, I found it noisy, a good deal of unnecessary "speaking," and not the best of lessons. The winter term was taught by Mr. Elisha E. Rollins. I visited this school twice, and was well pleased with the general character of it. I examined some of the classes at each visit, and found the scholarship rather below the average, which I think is in part, if not wholly due to the fact that they had no school house in the district, for sometime previous to the fall or winter of 1866, rendering the school facilities not the best.

District No. 9. The summer and winter terms of this school were taught by Miss Mary Smith. This school has been in good hands for a series of terms and the parents, scholars, and teacher, acquit themselves creditably. They all feel an interest in education and they all work as a unit and the result is they have had the best school in town. And if necessary I would suggest that the district keep Miss Smith as long as they can for a teacher.

District No. 11. The summer term was taught by Miss Augusta Williams. I visited this school twice and to all appearance it was a good one. There was a very full average attendance. The teacher applied herself faithfully and there seemed to be good progress made by the scholars in the branches taught. The winter term was taught by Miss Lelia Cutler who bent her entire energy to the school. She labored faithfully and spared no pains to make the school a success. I visited it once and examined some of the classes. The teacher's health failed and the school closed some two or three weeks sooner than was expected, consequently I made no second visit and cannot report the progress of the school later in the term. I can only say it appeared well then I was in.

District No. 14. The summer term was taught by Miss Mary E. Gilbraith. It was an eight weeks school with but few scholars. I visited it only once, at which time it appeared very well. The winter term was taught by Miss Carrie Ayers. At each two visits I examined some of the classes, and found the school very backward. I am told one reason for this is, that the district has been controlled by those wishing as little schooling as possible and much of the time of late years have had only eight weeks when they should have had twelve. But am further informed that the balance of power has recently passed into the hands of the interested, and they intend having as much schooling as they deem expedient.

(Since writing the above, I have learned that another reason for the limited amount of schooling in District No. 14 is, that it has a very small grand list, and the tax is one hundred per cent. or more on the dollar, and that many who would like more schooling feel that what they now have is burdensome and that more would be oppressive.)

At the present time there is a growing disposition to do away with corporal punishment in our district schools. There has been for years a class of parents who would take their dear ones out of school, or quietly allow them to remain at home if the teacher was saucy to them. Now gentlemen these things are wrong and have a powerful demoralizing effect upon the schools. If the child needs flogging let the teacher administer it as the case seems to demand. If you think your child is misued or abused, don't tell the child so, but seek an explanation of the teacher, not of the other scholars. They will not all tell an out and out lie but they will misrepresent things badly. And if lady teachers and no corporal punishment are to be the order of the day, let us have the power of suspension, or expulsion of scholars from school vested in the teacher, or some other effectual punishment for the unruly, the disturbance, and bad influence of the disobedient scholar, and let the system of taking scholars out of school or of passively allowing them to remain at home be done away with.

There is a great tendency on the part of parents and scholars to skim over a large surface, and the teacher too often falls into the same error.—One teacher tells me she has been severely censured for refusing to assist a scholar, far in advance of his class in mathematics, on the ground that he had passed over many subjects without understanding them, a knowledge of which was essential to further progress. This tendency cannot be severely criticised, or too closely guarded against. Let the parents visit the school often, be open, free, and frank, with the teacher, enquire into the condition of the school in all its particulars and give the teacher encouragement. Encourage your children in studying at home evenings, and assist them yourselves that you may see that they understand what they have gone over and you will be astonished to see the progress your schools will make in scholarship and order.

Originality in a teacher, the faculty of enlarging, expanding, and bringing out points, connected directly or indirectly with the lesson a class may be reciting for the purpose of fixing an idea, or thing, firmly in the mind depends almost entirely upon the general knowledge a person may have, and a young boy or girl, has not lived long enough, to have acquired that knowledge, however well they may have improved their time. A thorough book education, a wide general knowledge, and good judgment, are three essential qualities for all teachers and as they have these qualities in higher or lower degree, so they will be more or less successful in teaching and advancing their scholars. Because the more ways one has for proving a problem, illustrating a fact, bringing out a point, or impressing the geographical situation of places, and fixing the historic events connected therewith &c. &., the more interest they will have excited in their pupils, and the more interest the more study, and the more interest and study the more attention, and the more interest study and attention, the more advancement in knowledge. Therefore teachers should be well educated, not only in books, but in matters and things generally, and have age to insure sound judgment. These are qualities we cannot combine in all teachers while the law remains as it now does. The power of licensing teachers must be placed in the hands of some person or persons, not directly responsible to his neighbor, or dependent upon the patronage of the applicant's friends for his daily bread. The examination must be managed thoroughly, and comprehensive. And gentlemen I look forward impatiently to the time, when the present method of licensing teachers will be abolished, and the plan our statutes contain shall become law. I frequently hear it said that the schools at the present day are much inferior to what they were before we had so much legislation respecting them. In reply I would say that we never legislated upon the school question till there was something demanding law for protection. And if our schools are so poor notwithstanding all the laws I would respectfully ask what would they be if unprotected by law?

There is no department in our schools in my opinion of greater importance than reading, and I think no other so important. No person can ever become a good scholar except he becomes a good reader; he must be able by reading a sentence or more to comprehend the meaning of the words used and retain the ideas embodided, or he will fail to improve by reading or study as he might because he has not a clear knowledge of what he has been over. Give a man a page of Greek that knows not the Greek alphabet and he may study it all day and then be entirely ignorant of every sentiment. So of the English language if one knows not the meaning of the meaning of the words, he may study, and study, even till he has learned the mechanical arrangement of the words of an entire chapter so he can recite it word for word unless he knows their meaning it avails him nothing. Important as this branch is, I think I find as great a deficiency in teachers as a class, as in the pupils; where is the remedy? Better teachers, more thorough training, and a Dictionary at the command of every scholar. They should learn to be close in the definition of words. They should be taught to compare words of similar meaning.

F. W. GOODALL.

GLOVER.

Gentlemen,—In presenting to you the report of the Common Schools of Glover for the past school year, I do not presume to have judged upon the merits of the several teachers, nor to have imputed the responsibility in cases of deficiency of government and thoroughness with an infallible judgment; but I have endeavored to perform, with impartiality, the humble task assigned me.

Although in some cases the schools have been far from being satisfactory, yet, on the whole, there has been a marked improvement; especially has this been the case in respect to thoroughness which, I think, is attributable in a large measure to the adoption of the topical method of recitation which was introduced by most of the teachers. If the report should seem to underrate the efficiency of the schools, let it be remembered that they have been compared with an elevated standard. Good order and thoroughness of mental discipline being the essential requisites of a good school, the report has been made principally with reference to these two elements.

SUMMER SCHOOLS.

Hazen District, No. 1. A three months school was taught in this District by Miss Julia Lyman of Glover. This was Miss Lyman's first school. She succeeded in getting the good will of the scholars, but the examination evinced considerable lack of thoroughness which, probably, is not wholly attributable to any one teacher. This school is hardly keeping pace with most of the schools in town. Interested parents and thorough teachers would soon effect a change, for the scholars are as bright and talented as others.

West Glover District No. 2. The school in this district was taught by Miss Flora W. Farr. As I made but one visit to this school I could not judge so well of the progress, but would say that the teacher labored under some disadvantages, this being her first term, and in her own district. Doubtless she would have satisfied herself better in some other school.

Village District, No. 3. Miss M. Alice Hardy, one of our most experienced and efficient teachers had charge of this school, and succeeded better than could have been expected considering the circumstances. It certainly seems like very poor economy to employ but one teacher in the school with about fifty scholars and two-thirds as many classes. The course necessarily pursued results in superficiality which will ever be a hindrance to the scholar's advancement. Two teacher's should be employed or the larger scholars should get their schooling at the Academy Some of the parents in this district send their children to school three or four half terms per year, probably, thinking it about equal to two entire terms. But the fact is it is not so good as one term of thorough discipline, for in this way the scholars leave school each term about the time they have passed over what they have learned the preceding terms, thus dispensing with hard study.

Center District, No. 4. This school was taught by Miss Lizzie Marston of Glover, who succeeded quite well, this being her first experience in teaching.

Baxter District, No. 6. This school was taught by Miss Abbie J. Cutler of Glover. This school ranked among the first in town in respect to order and thoroughness.

Anderson District, No. 7. This school was taught by Miss Maggie McEwen of Craftsbury, this being her first effort. At the time of my first visit the school gave evidence of being very prosperous. But on making my second visit a reverse had taken place and the thoroughness was not such as could be desired. I am not inclined to think the fault wholly the teacher's.

South Glover District, No. 8. Miss Ann Bickford of Glover taught the school (five months) in this district.—During the first part of the term the school was not an agreeable one to teach, but by perseverance and earnest effort the teacher effected a marked change, so that the school presented an interesting appearance at the time of my last visit.

Mud Island District, No. 9, was taught four months by Miss Cyntha A. Bean of Glover. This school is reaping the benefit of securing the services of the best teachers and retaining them for a series of terms.

Merriam District, No. 11. A three months school was taught in this district by Miss Addie M. Hinkley of Glover. Miss Hinkley labored hard to make the school, which was a small one, pleasant and profitable, and succeeded quite well, manifesting that energy and tact for the profession, which, when ripened by experience constitutes the efficient teacher.

Parish District, No. 12. This district had a profitable school under the charge of Miss Emma F. Burroughs of Glover, who ranks among the better class of teachers. Without speaking disparagingly of others, I would mention the names of Charlie Hardy and Villa Gray as displaying a clearness of understanding of the subject treated, and promptness in recitation which would have done credit to those of maturer years.

WINTER SCHOOLS.

Hazen District No. 1. This school was taught by Miss Alma Stone of Glover. The degree of thoroughness in several of the branches came somewhat short of being satisfactory.

West Glover District No. 2. Mr. Willard W. Miles of Albany had charge of this school. The examination evinced a degree of thoroughness which reflected much credit on teacher and scholars.

Village District No. 3. There were two schools maintained in this district during the winter term (three months.) The higher department was taught by Mr. Napoleon B. Davis of