1875

Annual Reports of the Selectmen and Superintending School Committee of the Town of Farmington, for the Year Ending February 20, 1875

Farmington (Me.).

Follow this and additional works at: https://digitalcommons.library.umaine.edu/towndocs

Repository Citation
Farmington (Me.), 'Annual Reports of the Selectmen and Superintending School Committee of the Town of Farmington, for the Year Ending February 20, 1875' (1875). Maine Town Documents. 1926.
https://digitalcommons.library.umaine.edu/towndocs/1926

This Report is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in Maine Town Documents by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.
SELECTMEN'S ANNUAL REPORT.

To the Citizens of Farmington:

Your Selectmen would respectfully submit the following Report in relation to the financial condition of the Town, together with the amount of receipts and expenditures from February 22, 1874, to February 20, 1875.

After taking an Inventory of the real and personal estate, we found the valuation of the Town to be Nine Hundred Forty-eight Thousand, Seven Hundred and Sixty-Three Dollars ($948,763.00), and the number of Polls to be Eight Hundred and Five (805).

Upon the polls and estates we have assessed the following named sums; to wit,

For State Tax, $7,251 21
County Tax, 1,014 11
Support of Schools, 2,610 00
Support of the Poor, 1,500 00
Repairs of Roads and Bridges, 6,000 00
Contingent Fund for Large Bridges, 1,000 00
Defraying Town Charges, 2,000 00
Paying Indebtedness of Town, 500 00
Paying Interest on Indebtedness, 500 00
Paying for Hearse, 200 00
Overlays, 732 04

$23,307 36

On the 25th day of June, 1874, we committed lists of said assessments unto Reuben Fenderson, Collector of said Town.

We subsequently committed a supplemental assessment to A. T. Tuck, who was appointed to perfect the collection of the Taxes of 1874, amounting to the sum of One Hundred and Forty-six Dollars ($146.00), making the total committed to Collector $23,453.36.
RECEIPTS OF THE TOWN.

By Peter P. Tufts, Treasurer for fiscal Year ending Feb. 20, 1875.

To cash in the Treasury, as it appeared on settlement made with
the Selectmen, March, 1874, $ 7.52
received of Selectmen, 10.00
note of Wm. Tarbox and others, 546.46
non-resident taxes 1872, 25.00
amount received of A. Currier, interest on school fund, 105.00
non-resident taxes 1873, 204.90
received of town of Salem, 80.00
State Pension certificates, 72.00
mill tax for 1874, 967.95
received of Selectmen from A. J. Wheeler, 10.00
" " A. T. Tuck, Collector 1872, 402.43
" " Reuben Fenderson, Collector 1873, 4,283.38
" " " " 1874, 7,505.32
" " A. T. Tuck 1873, 1,500.00
" " " " 1874, 430.00
" from Selectmen, 20.00

$16,169.96

LIQUOR AGENCY.

Dr. C. D. TUCK, Agent.

February 20, 1875.

To stock on hand May 22, 1874, $ 84 70
liquors bought of State Agent, 1,008 41
freight on liquors, 32 75
apparatus, 2 90
Agents salary for six months, 100 00
liquor bought of State Agent since January 20, 1875, 196 78

$1,120.54

February 20, 1875.

By amount of sales from May 22, 1874, to Feb. 20, 1875, $1,282.76
sales of empty casks, 12 00
stock on hand, 244 00

$1,426.54
EXPENDITURES.

Paid school orders, by Louis Voter, Treasurer, $765 99
  " " " Peter P. Tufts, " 2,779 35
for Town bonds, 900 00
interest on Town bonds, 438 00
  " " " orders, 30 00
Alvan T. Hardy, pension, 30 00
Timothy R. Bragg, " 36 00
Louis Voter, services as Treasurer, 65 00
George W. Cothren, services as Selectman for 1873, 112 50
F. C. Perkins, " " " " " 155 25
George Gower, " " " " " 120 00
I. Warren Merrill, " " Town Clerk, " 10 00
D. C. Heath, " " Supervisor, " 107 00
Joseph S. Craig, for rent of Town House, 50 00
D. H. Knowlton, blank books, printing, &c, 56 36
A. H. S. Davis, advertising, 6 00
S. O. Tarbox, books, 5 08
Damage on roads, 60 00
for services as committee on schools, 5 00
R. B. Jennings, taking charge Town House, 6 00
Samuel Belcher, for land damage, 300 00
Samuel Towle, " " " 75 00
Amasa Corbett, services as Surveyor, 75 00
P. H. Stubbs, cost on action, Strong v. Farmington, 50 21
L. W. Merrill, on Coombs' road, 21 17
S. H. Lowell, copy Coombs' road 2 50
L. W. Merrill, for cost on petition of S. Belcher and others, 44 43
Gilbert Hillman, as witness in the Crocker case, 5 10
George Gower, " " " " Annis Ames' case, 2 00
Allen & Briggs, for wood for office, 6 25
E. M. Prince, street lamp and lighting bridge, 11 50
for Hearse, 500 00
Maine Insane Hospital, for Maria Norris, Phebe Hiscock, 397 90
  and Martha Bailey,
for freight, 23 71
Wm. P. Huff, for removing ferry boat, 30 00
to Collector, for abatement on taxes for 1872, 173 39
  " " " " " " " " 1873, 8 87
  " " " discount, 522 92
for in cash for building new roads, 790 00
to Collector, for abatement on taxes for 1874, 48 51
for road bills and bridges, 6,568 24
Henry T. Knowlton for balance due on contract from Oct. 1. 1873, to April 1, 1874, 272 60
Henry T. Knowlton, in part on contract from April 1, 1874, to April 1, 1875, 763 76
EXPENSE FOR SUPPORT OF PAUPERS.

For the Pauper Year ending April 1, 1875.

Your Overseers contracted with Henry T. Knowlton, for the support of the following named paupers, from April 1, 1874, to April 1, 1875; to wit, James Fulsom, Annie Moores, Daniel Witham, Olive Ann Richardson, Jerusha Howes, Hannah French, James Foot and wife, Mrs. Thomas Daggett and family, Robert Hannaford and wife, Elias Bailey, Wm. H. Day and family, Mrs. Crocker and children and all other paupers that the said Henry T. Knowlton has supplied any time within the last two years, or all that he has received notice from the Selectmen or Overseers of the Poor, together with all that may become chargable thereafter to the Town, after notice from the Overseers of the Poor of said Town, excepting insane paupers, for the sum of One Thousand Seventy-five dollars, to be paid by the town semi-annually, $1,075.00

Paid Maine Insane Hospital for the support of Maria Norris, Phebe Hiscock and Martha Bailey, $397.99

$1,472.99

RESOURCES OF THE TOWN.

Amount in the hands of Collector for 1872, $292.90

" " " " 1873, 1,462.65

" " " " 1874, 7,252.72

due from other Towns, 94.00

due from the State, (school fund) 746.36

in the hands of Peter P. Tufts, Treasurer non-res. taxes, 29.47

" " " " " notes bearing int., 427.46

" " " " " cash, 207.92

$10,513.48
LIABILITIES.

Interest bearing town orders and accrued interest, $1,282.04
Bonded debt with accrued interest, 8,226.25
Town orders awaiting payment by the Treasurer, 208.41
School " " " " 23.90
Amount due the several school districts, being balance undrawn, 2,073.50

$11,814.10

Deduct resources of the Town, 10,513.48

$1,300.62

ESTIMATES FOR THE ENSUING YEAR.

For support of schools, $2,610.00
" Poor, 1,500.00
defraying Town charges, 1,500.00
paying Town bonds, 500.00
paying interest on Town debt, 600.00
roads and small bridges, 6,000.00
contingent fund, 1,000.00

$13,710.00

All of which is respectfully submitted.

F. C. PERKINS, Selectmen of the
GEO. GOWER, Town of Farmington.
C. B. RUSSELL,
ANNUAL REPORT
OF THE
SUPERINTENDING SCHOOL COMMITTEE.

CITIZENS OF FARMINGTON:

In submitting the Annual Report of the public schools, we shall present only a plain, unvarnished statement of facts, as they have come under our observation.

One year ago a full and extended report of the condition, wants and prospects of the public schools was made. In the present report we need not dwell on many of the topics discussed last year; but there are other topics to which attention may well be invited.

The schools during the year have accomplished as much as could be expected, under the circumstances. The school agents have in most instances performed their duties faithfully. We think all agents have not fully realized the importance of securing good teachers.

Most of the schools have been visited twice each term, and all school work carefully noted. In some cases it was not considered necessary to make a second visit. At the first visit defects in methods of teaching and government were observed, and suggestions were made which we thought would improve the schools. In most cases the suggestions were followed with the happiest results. When the schools were visited the second time we examined them on the studies they had pursued. In many cases great improvement was apparent. As a general thing the teachers have worked hard and faithfully and in the right direction too. They have realized the importance of their work and have shown an interest in it; but notwithstanding their exertions much of their work has been unsatisfactory, since there have been many evils over which they had no control. We would here express our appreciation of many of the teachers employed during the year. They have done good service to the town. We recommend that those who have stood the test be retained if possible.

THE VILLAGE SCHOOLS

During the year have not been satisfactory in their results. Of a part of the school work that has been done the less said the better. In detail, there have been two good terms of work in the Grammar school, notwithstanding difficulties which teachers and scholars had to contend with. It is unfortunate that circumstances have required three teachers, one for each term, when one teacher would have accomplished more. The two last terms of the Intermediate school have been taught by one teacher, and she appears to have
SCHOOL REPORT.

worked faithfully and governed the school well. On the whole, we think the most progress has been made in the Primary school, though there have been frequent interruptions in school work. One of the worst is the irregularity in attendance—an evil that can be cured by parents with a little care in seeing that their children are at school during school hours. But in fact our village schools—in this boasted centre of education and culture—are deficient and imperfect in almost every particular. The scholars are as intelligent and industrious as the average of pupils, teachers also have labored hard and faithfully, and yet we have not had good schools. If our citizens would visit and examine the school rooms, their condition would perhaps suggest one reason for poor schools. We do not believe it is possible to have satisfactory schools in our present buildings. To begin with, the three school rooms will accommodate only 172 pupils and there are in the district no less than 367. Again there is not a comfortable sitting for scholars among the whole. Is it strange that scholars and parents prefer to patronize private schools, where elegant and commodious school rooms have been furnished for their use?—Improve the public schools and make them what our needs demand, as many other towns of smaller size and less wealth in the state have already done, and private institutions will no longer be their rivals.

In the first place let us have good well-furnished school rooms with recitation rooms and other necessary accommodations, and the problem is half solved.

We think it is possible, and that, too, without extravagance, to make the primary schools so attractive and worthy that ours shall be the model school. Many of the primary pupils now attend the Normal school because in it there are all the conveniences and apparatus for a modern primary school education. Give the public schools the same advantages and the State will have to seek a model outside a tuition school, where, in our opinion, it should be.

As our schools now are, the advanced studies cannot be taught to advantage. Other towns in the State have demonstrated that the higher branches can and should be taught in our public schools. Can a town of our size allow such things to continue and make no effort to improve the system? If we lived in a less enlightened age our condition might not seem so paradoxical, but for Farmington with all her wealth and refinement to have no better public schools for educating her children is a policy suicidal to all her interests.

There are pupils enough, good well disposed pupils too, who are eager to avail themselves of every opportunity of receiving a liberal common school education; nay, they are even demanding it at our hands. Wisely expended the village school money should sustain three good graded schools, which shall include instruction in some of the higher branches of study. At all events the school money would be better expended if there were only two terms instead of three as at present. The schools are ours; shall we improve them?
As the village schools are still in session we should be glad if our citizens would visit them and observe for themselves wherein they are wanting.

Among the many evils existing in our district schools perhaps none are more apparent than the quality and number of our Text Books.

So much has been, and might be said with reference to text books, that we shall not attempt anything exhaustive.

If all our teachers were persons of experience in business and in the everyday transactions of life, if they were thoroughly posted in general matters, we should not have to rely so much upon school books. As it is teachers and scholars have to depend upon them. Our school books are not what we need for mixed district schools. They are too voluminous. There is too much that we don't need, and not all that we do need. They may do well for village and city schools where scholars attend school for the greater part of the time. For such schools they were designed. The authors of these books in many instances are not conversant with the wants of our schools; how should they know what kind of a book to send us? Those who compile school books try to suit all, consequently their books contain much that is unimportant for use in a district school.

To illustrate: ask any first class in our schools, that has been through Greenleaf's Practical Arithmetic, to estimate the cost of a load of hay; to survey a load of scantlings of different dimensions and give you the result in board measure; to tell you how many feet of boards will cover the gables of a certain building; to write a common note of hand, or to make out the simplest form of receipt, and you would be surprised at results. Not all will attempt the solution, of those who do many will miserably fail. Ask the same scholars to perform a question in cube root, compound proportion, or to tell you how long it took Mr. Greenleaf's cat to overtake the mouse, (see Practical Arithmetic, Miscellaneous Examples,) and they will tell you the answers readily. They have seen those questions and their answers.

Now these young people are not to blame, they have used the books put into their hands; they have been thorough, too thorough; they have taken many things useless to them further than the discipline they afford. They have considered all parts equally important because in the book before them. Mr. Greenleaf does not teach how to find the cost of a load of hay, how to find out what quantity of shingles will cover a roof, or how many clapboards will cover the walls of a building, but he does instruct how A, B and C may settle their grindstone question, how much A may grind from the outer edge, &c., and many other things equally unimportant. We take arithmetic for illustration because in that branch we find the most time wasted upon useless subjects.—

An arithmetic of one hundred pages, composed by a thorough business man, would be better for most of our schools than those now in use.

As the desirable books have not yet been issued, we must use such as we have, but these must be thoroughly sifted by the committee and unimpor-
tant parts set aside, while the practical parts should receive double the atten-
tion they now do. This sifting, to a certain extent, has been done the present
year. While laying out work for teachers we have given them to understand
what might and what might not be taught, and in most cases it met the ap-
proval of teachers, but in some cases parents and scholars thought it showed
a lack of thoroughness. We believe in thoroughness; we believe some things
cannot be too thoroughly mastered, but we do not believe it right to require
our scholars to spend valuable time upon useless subjects. We believe they
should be taught to walk well before being allowed to fly. We believe it
better to qualify our children to procure good bread through life, than require
them to carry a pack load of dainties, thinking they sometime may need them.
Some one says, "supposing my son wants to teach." We would not have
him teach useless things, even if they are in the book. Teachers should think
for themselves. We believe the time not far distant when it will be consid-
ered derogatory in a teacher to teach all in the book.

The Supervisor of 1873 introduced a new geography, and attempted to
exclude all others, but in some districts he met with strong opposition,
although the book he adopted was an excellent work and was legally intro-
duced. When we commenced the supervision of the schools we found not
only the old and new books, but in some districts a strong feeling in relation
to making the exchange. We thought it better not to insist upon the change
just then, as it might seriously affect the progress of the summer schools.
Later, those who at first opposed the change voluntarily adopted it, and now
have the benefit of the new book.

No new school books have been introduced during the year—we have
enough already. Introducing new books does not always rid the school of
old ones, nor reduce the number of classes in that branch, neither is it a step
toward uniformity. So long as the present system of supplying books is
allowed, just so long will there be confusion, extra cost, great variety of books,
many classes and all the other evils attendant upon non-uniformity. The
subject of uniformity was considered and ably reported by the Supervisor of
last year, also reported by the special committee of last April.

The evils of numerous text books in our schools upon the same subject are
admitted but not fully realized by all. You are indifferent on the subject,
you are not aware that it is drawing the money from your pockets, stealing
the time of your teachers and depriving your children of that progress which
they might otherwise make. To illustrate: imagine the confusion of one
teacher whose school numbered 11 pupils, when she found the following
arithmetics in the hands of her scholars:

2 Greenleaf's Practical, 2 Greenleaf's Common School, 2 Greenleaf's New
Elementary, 1 Greenleaf's Primary, 1 Greenleaf's New Intellectual, 1
French's Elementary, 1 French's First Lessons in Numbers, 1 Holbrook's
Child's First Book in Arithmetic.
The remedy recommended by the special committee last April cannot be worse than the disease.

**FREE TEXT BOOKS.**

You are aware that last spring the system of free text books was recommended. Our own belief is that experience will demonstrate that this system is commendable. Mr. Tash, Superintendent of the schools of Lewiston, has enumerated the advantages resulting from this system, some of which are the following: "The books are ready at the proper time." "Every child is supplied with all the books needed." "Uniformity of books." "It increases school time."

The experience of Lewiston is that of other towns and cities in this and other states. We believe the cost of supplying text books for our schools under this system would not exceed one-half of what they now cost. "You pays your money; you takes your choice."

**COURSES OF STUDY.**

As we have already intimated we prescribed, so far as could be carried out to advantage, a partial course of study, as much for the guidance of teachers in the use of books as for the scholars. It is a fact, judging from the past, that only a small part of the pupils in town will ever receive more than a good primary school education. While we regret that this is the case, it is clearly our duty to educate the most possible while the pupils are at school. To secure this more careful attention should be bestowed upon all the primary departments of our public schools. If no more can be done, reading, writing and the elements of arithmetic can be mastered; this is the minimum of education that should be tolerated. We have urged upon teachers the necessity and importance of teaching their pupils to compose and write sentences about various objects, to criticise one another's work, to point out the subjects, and the different parts of the sentences they had composed; and by this means to learn the elements of grammar and the correct use of language. We believe that more stress should be put upon this method of instruction. A boy who can compose and write a letter correctly is more accomplished than many parents who are urging their children forward in the higher branches of study. We have insisted that as far as possible the work of teachers should be practical, not consisting of valueless theories, but of such things as scholars must practice when they leave the school room and become a part of the business world.

There are but few schools in town where free hand and map drawing has been taught, in some cases even it has been discouraged as a "waste of time." Systematically it has not been taught in one of our schools. We regard it as an important branch of study and believe that our teachers should be qualified and required to teach it. Another thing which should be taught in our public schools is music. There are no studies so well calculated to cultivate refined tastes and good morals as these.
SCHOOL HOUSES AND APPARATUS.

No particular change has taken place in school houses, save that they are all one year older, but age with some has lost its significance. They have withstood the ravages of time, of the hatchet, the jack-knife, the fire and storm. Relics of battles—monuments to the memory of our forefathers. We believe an extended report upon the condition of our school houses at this time unnecessary. You all understand this matter.

The school house in No. 12 is unsafe, the district should make a new roof, and either arch the room or make the walls higher.

We find some improvement in apparatus. No. 9 is now well supplied with blackboards, wall maps and a globe. No. 5 has also procured a good globe. No. 1 has, during the year, increased their school apparatus by additional blackboards, a full set of outline maps and a fine globe. They have been fortunate also in having secured throughout the entire school year the services of a most excellent teacher, who used them all to the best possible advantage. There are many school houses that have but few blackboards. Inasmuch as they are not expensive, we hope the necessary supply may be forthcoming.

Allow us here to make some suggestions relative to the

ANNEXATION AND DIVISION OF DISTRICTS.

We would recommend that No. 2 be so divided that part of the scholars may attend school in No. 1, and the rest in No. 3. No. 2 has but few scholars, and it seems to us that such an arrangement must be beneficial to all. Also that Nos. 6 and 21 join with No. 5 and build, in a suitable place, a school house convenient for all. There is not now a good school house in any of the districts last mentioned. Should they adopt such a course, they would soon realize its many advantages over the present condition. We would recommend that No. 8 sell one undivided half of their school house to No. 7, and have it moved to a place that will convene both districts. The districts united would make a good sized school, while the cost of moving the school house would be light, and with proper care but little injury to the house.

PUBLIC EXAMINATIONS.

In conformity to the law, three days have been appointed for the examination of those who wished to teach in town. Only a small part of those examined for schools were present on either day. In brief, the public examination of teachers has been farcical. To obtain certificates teachers have applied at almost all hours of the day and demanded an immediate examination. In one or two cases entire strangers have called for certificates with no time for examination. All such who "could wait" were examined, others received no certificates. Inasmuch as the law requires the appointment of at least two days for the examination of teachers, and the presence of the committee, it would be more economical if all teachers could be examined at the times and places appointed.

TEACHERS AND THEIR QUALIFICATIONS.

We have attended to the duties of examining teachers as best we could.
Where good teachers have been secured, we are happy to note that the best results have been apparent, but where poor teachers were sent for examination the results have been as satisfactory as could be expected. We wish our duty had been more clearly defined in some instances. To illustrate: several teachers asked for certificates with the assurance that wages were limited at $2 or $3 per week. In consequence of this state of affairs several "passed muster" who were really unfit for active service. But what kind of a thing can be expected for $2 or $3 per week, when a good servant can command such wages for only domestic service. A good teacher is entitled to remunerative wages and unless Farmington will pay that compensation the teacher goes to Calais or some other fortunate town, where such services are better appreciated.

After ascertaining as nearly as possible the wants of each school, we fixed a standard of examination for the winter schools, considering of course the schools for which applicants were examined, requiring each to answer a certain per cent. of the questions. Written questions were given, and written answers required. We found such a course necessary from the fact that but few teachers attended examinations at the times appointed. We have those examination questions on file, and any one can see them if he would know whether they are pertinent or not. We also have on file the examination answers given by the teachers whom we considered it necessary to examine.

In several instances we felt obliged to withhold certificates from applicants. By so doing we have caused agents and districts some inconvenience. We also incurred the displeasure of others, but the interests of the schools demanded such a course on our part. We are of the opinion that the best and most experienced teachers are the cheapest. One week of school taught by a good efficient teacher, is worth three or four taught by a poor one.

We do not report upon the schools in detail, but instead we have opened a record, containing the No. of each district, the number of scholars, condition of schools, school houses, &c. Also what each teacher has done during the year, with our opinion of each teacher, and in fact a record for teachers and agents to consult, relative to schools and teachers. This record will be open at all times to those interested in schools.

The Duty of Parents.

If we wish to advance the interests of our schools we must throw aside all petty jealousies. The discipline of many of our schools is faulty. The opinion is gaining ground that the teacher has no right to inflict punishment on a scholar, no matter how unruly he may be. This is wrong. If the scholar only knew that the teacher would be upheld in disciplining the school there would seldom be any need of punishment. As long as the scholars are allowed to rehearse every trivial and imaginary grievance at home, and parents manifest sympathy in their complaints, so long it will be difficult to maintain good discipline. Let parents see that their children do obey the
rules of school and the remainder lies with the teacher who should govern as well as teach the school.

Another thing that would tend to the success of our schools would be the hearty co-operation with the teacher on the part of parents. When parents remark in the presence of their children that "we shall have a good school this winter if Mr. A. is to teach," there is generally little trouble from that quarter. The opinion of the parents has a great deal to do with the pupil. Let not parents be too hasty in judging of the qualifications of a teacher if he does not do just as they think should be done, for unwise remarks, thoughtlessly uttered, have not only injured but destroyed the usefulness of many schools.

As it is for the interest of all concerned to have good schools, let all strive to improve them. Fault-finding never was known to make a school any better. Assist your teachers in sustaining good order, for without it the schools cannot make good progress. A large percentage of our school money is lost, because our scholars fail to attend regularly. The remedy for this evil lies almost entirely with parents. Let parents manifest a practical interest by visiting the schools. No one thing tends more to excite a healthy influence and love of study among scholars, than visits to the school by parents and friends.

Free High School.

It is with somewhat of delicacy that we present this subject for your consideration once more, since from the past action of the town we have every reason to suppose that a free high school is obnoxious to our citizens. Why our citizens entertain such hostility to a high school, we have no means of knowing and only wish that some one would give a public exposition of the town's views upon the question. To our thinking the arguments are all in favor of a free high school.

There is one feature of the high school question which Farmington has not yet well considered. It is what the support of these schools in other towns have actually cost us, and it is an important question too. In 1873, 134 different towns, cities and districts in the state sustained free high schools for one or more terms, at a cost to the state of $29,135, and to Farmington the cost has been about $145, and no school! In 1874, 163 different towns, cities and districts sustained free high schools, at an expense to the state of $39,130, and Farmington has paid of this sum about $195, and had no high school! And so the high schools are increasing all over the state, and we draw our pocket books, help pay the bills, and the lucky children of Phillips, Jay, New Sharon and other towns have the schools.

Again, there are in town, at the very lowest estimate, 100 scholars who would be glad to avail themselves of the advantages of attending a free high school some portion of the year. In fact we think the average attendance of a good high school in Farmington would be quite 75, and we are not sure but the number would reach 100. We know this want is felt by many who have children to send to school. Such persons have frequently stated to us that they wished there was a high school in Farmington, for they wanted their children to attend such a school. Many young people whose circumstances will not admit of
their attending a tuition school are scattered throughout the town. Soon the duties of life will require their attention in other pursuits, and the time for study will be passed. How long shall these be denied the privileges of the high school?

Is it possible that we are so blinded by any sectional strife or antagonism as to oppose any measure which shall advance the interests of the whole town? Make the public schools first-class, and you build up an interest in town which shall be as lasting as the hills themselves. An interest which shall invite to our borders many who are in search of just such schools as Farmington ought to have.

DUTIES OF SCHOOL OFFICERS.

The law requires (Sec. 61 School Laws,) 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 to labor in any factory, or at any manufacturing or other business."

Only two or three agents have conformed to this law. The law also provides, (Sec. 56 School Laws,) "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." Circumstances were such that we did not deem this course advisable, but we can now see many reasons why the committee should be required to do this in case of neglect on the part of the agent. Sec. 57 School Law, provides that "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." This we could not do, inasmuch as only deficient returns had been made to us. We hope our successors may be able to do it.

Sec. 7 School Laws reads "The assessors and superintending school committees, or supervisors of towns, cities and plantations, shall have the power and may annually apportion ten per cent. of all the money required to be raised by the fifth section, [in this town 10 per cent of $2,610] among the districts in their several towns, cities and plantations, in such manner as in their judgment shall give to the smaller districts, as nearly as may be, an equal opportunity of enjoying the benefits of common school education with the larger districts." By referring to the table it will be seen that the amount given to smaller districts this year was $365 20—the law limits the amount at $261—in excess of what it should be $104 20. Your committee would here say that they have been remiss in this part of their duty. We recommend however that not only this section of the law be complied with in the future, but the entire law with reference to school returns.

DEFICIENT RETURNS.

In several cases, as will be seen by the statistics, no registers have been returned, and yet school orders have been drawn in favor of the teachers. Of this neglect your committee disclaim all responsibility, having several times
requested the authorities not to draw orders until teachers had returned their registers. We quote just here from the School Laws of the state: "No teacher shall be entitled to pay for his services, until the register of his school, properly filled up, completed, and signed, is deposited with the school committee, or with a person designated by them to receive it."

Again, had all the agents made their returns according to law, one district certainly would have received some $40 more school money the present year. The law is wisely framed, and liberal in its terms, and we allude to these circumstances only to call attention to the importance of complying with it.

### STATISTICAL VIEW OF SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmington Falls, 1</td>
<td>$12 08</td>
<td></td>
<td>$166 50</td>
<td>$36 20</td>
<td>$178 58</td>
</tr>
<tr>
<td>Gower district, 2</td>
<td>10 18</td>
<td></td>
<td>51 80</td>
<td>16 20</td>
<td>100 18</td>
</tr>
<tr>
<td>Norton's Plains, 3</td>
<td>54 06</td>
<td></td>
<td>277 50</td>
<td>37 10</td>
<td>331 56</td>
</tr>
<tr>
<td>Village district, 4</td>
<td>157 47</td>
<td>$23 52</td>
<td>1,357 90</td>
<td>1,515 37</td>
<td></td>
</tr>
<tr>
<td>Fairbank's Mills, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay district, 6</td>
<td>38 87</td>
<td></td>
<td>59 20</td>
<td>25 80</td>
<td>123 87</td>
</tr>
<tr>
<td>Stanley district, 7</td>
<td>3 50</td>
<td></td>
<td>81 40</td>
<td>16 60</td>
<td>103 50</td>
</tr>
<tr>
<td>Currier district, 8</td>
<td>33 71</td>
<td></td>
<td>62 90</td>
<td>37 10</td>
<td>133 71</td>
</tr>
<tr>
<td>West Farmington, 9</td>
<td>6 22</td>
<td></td>
<td>281 20</td>
<td>257 42</td>
<td></td>
</tr>
<tr>
<td>Chandler district, 10</td>
<td>46 34</td>
<td></td>
<td>70 30</td>
<td>29 70</td>
<td>146 34</td>
</tr>
<tr>
<td>Gilman district, 11</td>
<td>13 09</td>
<td></td>
<td>92 50</td>
<td>12 50</td>
<td>118 09</td>
</tr>
<tr>
<td>Knowlton's Corner, 12</td>
<td>17 29</td>
<td></td>
<td>96 20</td>
<td>8 80</td>
<td>122 29</td>
</tr>
<tr>
<td>Union district, 13</td>
<td>9 94</td>
<td></td>
<td>7 40</td>
<td>17 34</td>
<td></td>
</tr>
<tr>
<td>Butterfield district, 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russell's Mills, 15</td>
<td>16 38</td>
<td></td>
<td>103 60</td>
<td>16 40</td>
<td>120 00</td>
</tr>
<tr>
<td>Porter Hill, 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bailey district, 17</td>
<td>39</td>
<td></td>
<td>99 90</td>
<td>20 10</td>
<td>120 39</td>
</tr>
<tr>
<td>Union district, 18</td>
<td>11 82</td>
<td></td>
<td>74 00</td>
<td>26 00</td>
<td>111 82</td>
</tr>
<tr>
<td>Mosher district, 19</td>
<td>9 65</td>
<td></td>
<td>81 40</td>
<td>28 60</td>
<td>119 65</td>
</tr>
<tr>
<td>Holley district, 20</td>
<td>11 30</td>
<td></td>
<td>85 10</td>
<td>36 90</td>
<td>121 30</td>
</tr>
<tr>
<td>M. Holley district, 21</td>
<td>89 32</td>
<td></td>
<td>48 10</td>
<td>127 04</td>
<td></td>
</tr>
<tr>
<td>Walton's Mills, 22</td>
<td></td>
<td>2 46</td>
<td>129 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Titcomb district, 23</td>
<td>13 20</td>
<td></td>
<td>85 10</td>
<td>98 30</td>
<td></td>
</tr>
<tr>
<td>Union district, 24</td>
<td>1 90</td>
<td></td>
<td>14 80</td>
<td>16 70</td>
<td></td>
</tr>
<tr>
<td>&quot; &quot;</td>
<td>14 93</td>
<td></td>
<td>18 50</td>
<td>33 43</td>
<td></td>
</tr>
<tr>
<td>&quot; &quot;</td>
<td>7 40</td>
<td></td>
<td>7 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; &quot;</td>
<td>13 22</td>
<td></td>
<td>11 10</td>
<td>24 32</td>
<td></td>
</tr>
<tr>
<td>&quot; &quot;</td>
<td>3 70</td>
<td></td>
<td>3 70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillman district, 30</td>
<td>54 71</td>
<td></td>
<td>25 90</td>
<td>104 71</td>
<td></td>
</tr>
<tr>
<td>Union district, 31</td>
<td>1 69</td>
<td></td>
<td>11 10</td>
<td>12 79</td>
<td></td>
</tr>
</tbody>
</table>

| $641 26                     | $25 98                    | $3,793 50      | $365 20                    | $4,772 98                      |
SCHOOL REPORT.

SCHOOL ITEMS.

Highest wages paid male teachers, excluding board, per month, $45.
Lowest " " " $22 50.

Highest wages paid female teachers, " " per week, $8.
Lowest " " " " " $2.

Number of male teachers employed 10.
Number of female teachers employed 30.
Number of school districts in town 23.
Number of parts of districts (union districts) 8.
Number of children between 4 and 21 years of age (see table), 1026.

In the table below * denotes deficient returns, † school now in session.

AND SCHOOL WORK IN TOWN.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$87 71</td>
<td>$35 00</td>
<td>$122 71</td>
<td>$55 87</td>
<td>45</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76 00</td>
<td>6 00</td>
<td>82 00</td>
<td>18 18</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>131 00</td>
<td>20 33</td>
<td>161 33</td>
<td>180 23</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>558 33</td>
<td>313 37</td>
<td>871 70</td>
<td>643 67</td>
<td>367 127†</td>
<td>90</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>55 60</td>
<td>20 00</td>
<td>75 60</td>
<td>71 08</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 00</td>
<td>25 00</td>
<td>98 87</td>
<td>16</td>
<td>5</td>
<td>5</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>70 25</td>
<td>22 15</td>
<td>92 40</td>
<td>11 10</td>
<td>22</td>
<td>14</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>98 50</td>
<td>14 00</td>
<td>112 50</td>
<td>21 21</td>
<td>17</td>
<td>14</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>80 00</td>
<td>34 85</td>
<td>114 85</td>
<td>172 57</td>
<td>76†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 50</td>
<td>33 50</td>
<td>112 84</td>
<td>19</td>
<td>†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 00</td>
<td>9 95</td>
<td>37 95</td>
<td>80 14</td>
<td>25†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 00</td>
<td>22 73</td>
<td>77 73</td>
<td>44 56</td>
<td>26†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 00</td>
<td>13 75</td>
<td>33 75</td>
<td>86 25</td>
<td>28</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 90</td>
<td>16 12</td>
<td>51 12</td>
<td>90 16</td>
<td>34</td>
<td>23</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>100 00</td>
<td>10 00</td>
<td>110 00</td>
<td>39</td>
<td>27</td>
<td>20</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>100 00</td>
<td>20 00</td>
<td>120 00</td>
<td>99 82</td>
<td>20†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99 00</td>
<td>1 98</td>
<td>100 98</td>
<td>18 67</td>
<td>22</td>
<td>17</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>74 80</td>
<td>21 09</td>
<td>95 89</td>
<td>25 41</td>
<td>23</td>
<td>18</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>70 00</td>
<td>18 03</td>
<td>88 03</td>
<td>86 29</td>
<td>13†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 25</td>
<td>100 25</td>
<td>26 79</td>
<td>35</td>
<td>†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79 75</td>
<td>79 75</td>
<td>18 55</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 43</td>
<td>33 43</td>
<td>7 40</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 22</td>
<td>13 22</td>
<td>11 10</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 00</td>
<td>7 47</td>
<td>52 47</td>
<td>52 24</td>
<td>7†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 40</td>
<td>7 40</td>
<td>5 39</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$2,077 64 $618 82 $2,696 46 $2,076 52 1026
THE SCHOOL FINANCES.

Amount of money raised by the town, $2,610 00
Town school fund, 105 00
State school fund, bank tax, 746 36
Mill tax, 967 95

Total school money for 1874, $4,429 31

In 1872 (the first year of the mill tax) it appears that there was apportioned among the several school districts in town, including the amounts given to the small districts, $3,922 90.

For the same year the actual receipts for school purposes from all sources were $4,201 21.

The receipts of that year, less the amount apportioned, leaves a balance undivided of $278 31.

In 1873 the apportionment of school money was $3,949 70.
The actual receipts of school money were $4,327 63.
The receipts less apportionment leaves undivided $377 93.

In 1874 the apportionment of school money was $4,158 70.
The actual receipts were $4,429 31.
The receipts less apportionment leaves undivided, $270 61.

Amount undivided in 1872, $278 31
" " " 1873, 377 93
" " " 1874, 270 61

$926 85

An amount which has not been divided, commencing with 1872, the first year of the mill tax.

During the three years the expense of running the schools has not, either year, exceeded the amount divided among the several school districts.

The amount of school money this year undrawn as per table is $2,076 52.

This is the balance due of what has been apportioned to the several school districts in 1874. But it will be seen that the total receipts ($12,958 15) for schools the last three years, less the several amounts apportioned ($12,031 30) for the same time, give an actual balance of school money ($926 85) undivided as yet, an amount which in some way should be credited to the school districts.

This amount, if divided among the districts in town, would enable our agents the coming year to secure more efficient teachers, and at the same time increase the length of schools several weeks. Is it not advisable to make this disposition of it?

All of which is most respectfully submitted.

J. R. VOTER,
HIRAM TITCOMB,
D. H. KNOWLTON,

FARMINGTON, Feb. 20, 1875.