

# MAINE STATE LEGISLATURE

The following document is provided by the  
**LAW AND LEGISLATIVE DIGITAL LIBRARY**  
at the Maine State Law and Legislative Reference Library  
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied  
(searchable text may contain some errors and/or omissions)

DOCUMENTS

PRINTED BY ORDER OF

THE LEGISLATURE

OF THE

STATE OF MAINE,

DURING ITS SESSION

A. D. 1850.

---

Augusta:

WILLIAM T. JOHNSON, PRINTER TO THE STATE.

1850.

FOURTH REPORT

OF THE

BOARD OF EDUCATION

OF THE

STATE OF MAINE.

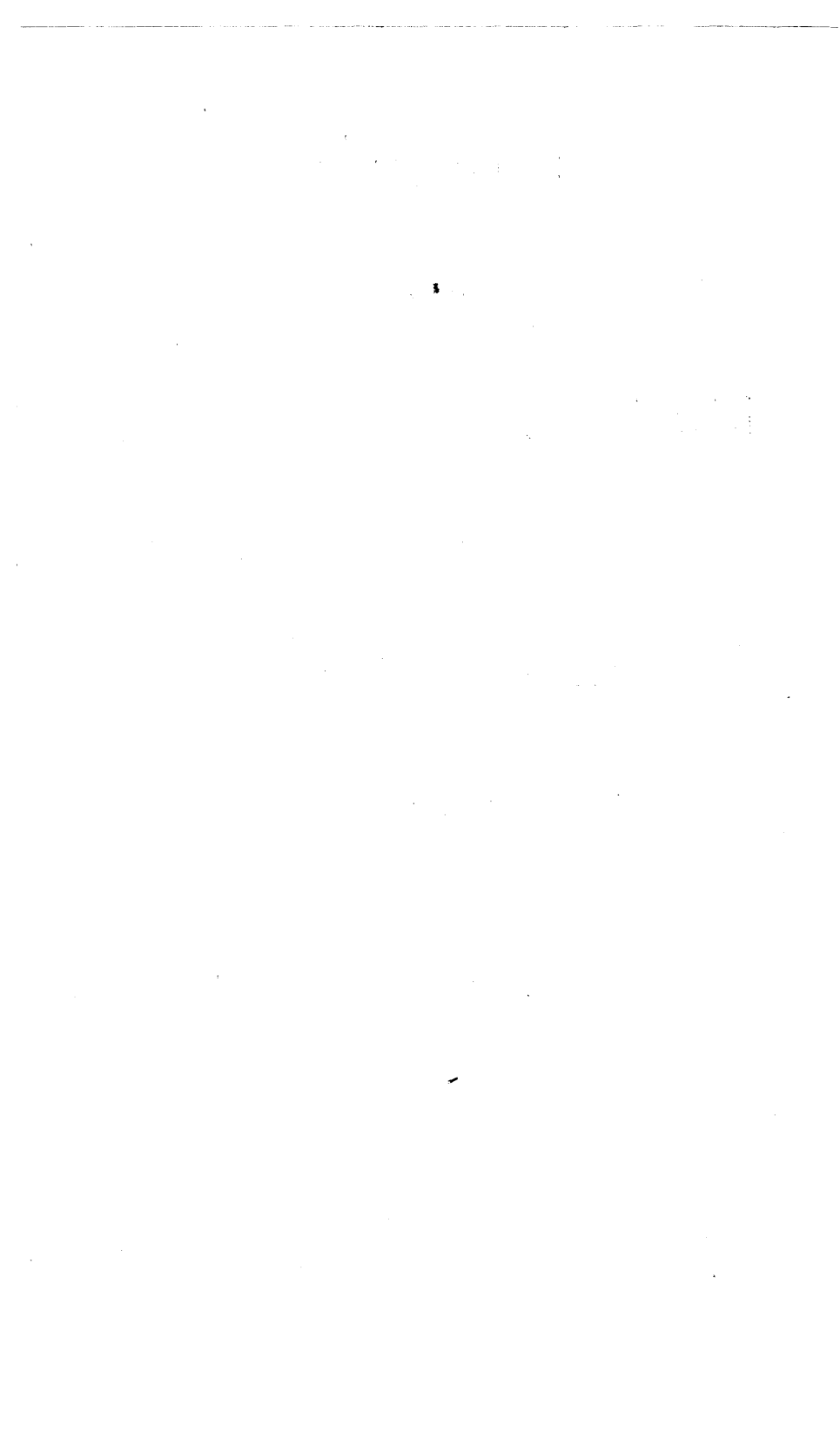
1850.

~~~~~  
Published agreeably to Resolve of March 22, 1836.  
~~~~~

**Augusta:**

WILLIAM T. JOHNSON, PRINTER TO THE STATE.

1850.



---

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

1850.

---



# REPORT.

---

*To the Governor of the State of Maine :*

THE Board of Education, as required by law, submit to your Excellency their

## FOURTH ANNUAL REPORT :

And they do this, we are pleased to say, with increased confidence in the methods now employed in the State, for the advancement of our system of common schools. The fact is obvious, that within the last four years, this system has undergone particular and material improvement.

In both our summer and winter schools, to a wide extent, a better disciplined, a more thoroughly educated, patriotic and earnest class of teachers is employed. A healthful influence has, also, been created, quite extensively, on the subject of the construction, situation and fitting up of school houses. The old, the shabby, the inconvenient, and in many instances, the disgraceful structures, where children were wont to assemble, are passing away, and their places are being supplied by others, often well situated, well proportioned, and, in all respects well adapted to subserve the ends of their erection. The reports of the school committees of the several towns of the State indicate, still further, an increased and more constant attendance of scholars at our schools. There have, moreover, been made manifest improvements in the selection and supply of school books, in the classification of schools, and in the appropriation of moneys for their support.

The Board refer to the Teachers' Institutes, that have been holden in the several counties of the State during the past year, with particular satisfaction. We have attended them personally, and observed their operation with a critical eye, and submit our report thereof at once advisedly and with confidence. Our unanimous sentiment is that no portion of the public money is so judiciously, profitably, and economically expended, as that which is applied to this special form of instruction. The Institute is gladly welcomed wherever it occurs, its list of members is rapidly filled, and a conscientious fidelity to its objects marks the great majority of those who avail themselves of its privilege. It brings our teachers to a better acquaintance with each other, inspires them with a fresh ardor in their profession, and enlivens and relieves a duty, which however desirable or useful it may be, is oftentimes laden with hardships or darkened by despondency. At the Institute, inexperienced teachers are instructed, and the errors of the mature are corrected; educational sentiments are compared, and the best methods of instruction considered. In summing up results, we might say, that superintending school committees inform us that the best teachers are those that have attended the Institute. If there be at these sessions instances of recklessness and frivolity, we believe they are only such as are incident to any congregation of human beings. We believe furthermore, and are free to say, that as an example of intense and unremitting application of mind during a term of ten continuous working days, on the part of a body of one or two hundred youth, the Institute is unprecedented. In all the counties, teachers express in earnest and undisguised terms, their warmest gratitude to the fathers of the State, who in this particular have made so excellent provision for the improvement and well-being of their children.

To educate children, is a grave and serious matter; and this is fast coming to be understood:—it is a matter withal not to be achieved by the irregular and uncertain attendance of a few



weeks only at some school with little regard to its character, at some particular season of the year; but to be achieved only by systematic, agreeable, continued and arduous exertions.

These, we feel bound to say, are to us facts of deep interest, which we look upon as being among the most pleasing intimations of the humane and patriotic tendencies of the citizens of this commonwealth. We refer to them with the more decided pleasure, because they furnish, we think, substantial grounds to hope for better things to come.

The education of the children of the State of Maine! What shall hinder, we may be permitted to ask, a yet more united, fervent, and well-directed movement to this effect? Why shall the work fail to go forward with a greatly accelerated motion? Who in New England now distrusts the common school? Who doubts the utility of education? Who disbelieves that it is alike health, wealth and respectability: that, moreover, to a high degree it forms the stability of a free government, and that for security, it is better than armies and navies?

We do not ask our fellow-citizens, or the government of the State, to attempt impracticable measures for the promotion of learning. We do not ask them to act inconsiderately or hastily in the premises. On the contrary, we would advise them to guard against all measures, which can, in any degree, be justly considered as utopian or extravagant. But we ask them, solicitously, that they will do for this cause all, which duty and interest prompt them to do; that in their deliberations on policy to be pursued, they will give this subject a patient and deliberate regard.

The Secretary of this Board, in his report, which is herewith submitted, has alluded, it will be seen, to four several methods of giving increased energy to our school operations. Through you, we desire to commend his suggestions to the Legislature.

For ourselves, we would fain believe, that the citizens of this State are prepared for the establishment and maintenance of a Normal School, independently of other institutions of

learning. But, if in the judgment of the Executive and the Legislature, it should seem otherwise, we would more particularly commend to their notice, the suggestion of the Secretary respecting the establishment of Teachers' Institutes for three months, in each year, in each of the three natural divisions of the State.

The facts which the Secretary has collected, and the argument he proposes touching matters of great and vital interest to the people of the State, and bearing so intimately upon the cause for which this Board of Education is established, are entitled to careful consideration.

Important changes, whether in measures to be pursued, or in agents by which measures are rendered available, are regarded, usually, with some anxiety: and this Board could but regret, that its late Secretary, Mr. CROSBY, thought it necessary for him, in July last, to resign his office, and that, thereafter, the State was to be deprived of his labors in a place which he had occupied for nearly three years, with such marked ability and with such good results. The Board, however, are happy in knowing, that he retains his interest in the cause, which has engaged his attention so usefully to the State, and, though in another form, that he will continue his labors for its promotion. The Board were able, it may be added, to make immediate choice of another Secretary, Hon. E. M. THURSTON, under whom the objects for which we are organized have continued to prosper.

In concluding our suggestions, we would remind your Excellency, that it is bootless for us as a people to congratulate ourselves on our natural advantages,—our numerous and extensive rivers,—our mineral, agricultural and other resources, if we do not accustom ourselves to regard these in connection with the men and the women, who are to live on our soil,—who are to constitute our State, and to control of course its affairs, social, political and religious. The possible becomes real only by pains-taking and by suitable exertions.

A distinguished statesman lately said, that "where the worship of God, the observance of morals, and the culture of the human mind, take hold of organic forest to subdue it by strong arms and strong muscles, depend upon it, no such people ever fail." In adopting the sentiment of this extract as their own, this Board feel it their privilege to inquire, with what other important advantages, we read or can read the history of the past, but to learn how most successfully to govern the policy, and to direct the labors of the future?

STEPHEN EMERY,  
OLIVER L. CURRIER,  
ARTHUR F. DRINKWATER,  
JOTHAM DONNELL,  
WILLIAM R. PORTER,  
AMOS BROWN,  
HUGH J. ANDERSON,  
STEPHEN COBURN,  
SYLVESTER JUDD,  
WOOSTER PARKER.

AUGUSTA, May 1, 1850.



---

ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

1850.

---



# REPORT.

---

*To the Board of Education :*

GENTLEMEN :—I have the honor to submit to you this fourth annual report of your Secretary. I perform the duty under some degree of embarrassment as you are well aware. I was elected to the office to fill out the fraction of a year, and called upon to commence my duties immediately, without any previous time for preparation or reflection. The first three months were entirely occupied in attending the Teachers' Institutes and county conventions of school committees. You will readily perceive, therefore, that, in connection with my other duties I have had but a very meagre opportunity for making a digest of the year's operations.

In preparing this report I have also labored under another embarrassment: I refer to the feeling manifested in certain quarters, about the time my predecessor resigned the office—a feeling exhibiting not a little of hostility to the very existence of the Board of Education. My embarrassment consisted in determining the true cause of this hostility and in selecting such topics for discussion as would be most likely to remove it.

From extensive observation and inquiry in all parts of the State, I find it true, almost without exception, that teachers, school committees and the friends of education generally, who have been familiar with the details of our school operations, before and since our reform commenced, regard the Board of Education, or some other central organization of a similar kind, as indispensable for the development of our school system. I

also find that a similar opinion obtains among the same classes of the community throughout New England and most of the Middle and Western States. This policy has been carried even to California and is grafted on her constitution. If, then, our State shall falter or hesitate in so noble an enterprise as that of educating her sons and her daughters, her motto should be changed. *Dirigo* should no longer appear on her seal.

The friends of educational reform have ever found one of the great obstacles to improvement to exist in the isolated condition of our schools—in the fact that each town, or district even, was to a very great extent, as far as its school operations were concerned, a distinct colony or state by itself. Let us illustrate this point by reference to our school system as it would be, with the new organization abolished. We have nearly four thousand school districts in the State; each district a distinct and separate community, for school purposes entirely independent of every other. Whatever is noble and praiseworthy in the action of one district, is unknown except in its own neighborhood, and of course without its moral influence on other districts. We have four hundred and fifty towns and plantations; each as independent from the other, as are the school districts. There are three or more school committee men for each town; each committee constituting a distinct tribunal, from whose decision, on many points, there is no appeal. There is no concert of action—no harmony of opinion among the committees from different towns and different parts of the State. We have more than six thousand teachers engaged in the business during some part of the year; each operating on his own responsibility, influenced by motives and prejudices peculiar to himself. The inevitable result of this detached, loose arrangement, is, that upon all matters of government, discipline, classification and modes of instruction, we have theories infinite and practices infinite, whilst many proceed without either theory or practice. And what is still worse, we have no means, no instrumentality, by which the



materials of this chaos can be gathered up and constructed into a system having form and comeliness. It is true, that we have, here and there, a skillful and experienced teacher, but his skill and experience are, mainly, limited to himself and his own school. He has comparatively no means of making them felt beyond his own circle. Whenever a teacher quits his avocation, the result of his experience is lost to the common cause. Each set of teachers commencing anew must learn over again, by experience, what has been learned a hundred times before,—making the whole business of instruction a matter of rude empiricism. The case might be illustrated if we should suppose the farmer to cultivate the soil, without any knowledge derived from the practice of his fathers or cotemporaries—experimenting with the growth of every plant; or the seaman to attempt the circumnavigation of the globe with no aid from chart or compass, buoy or light-house; or the physician, deprived of that store-house of facts which the observation of two thousand years has collected, to experiment with the life and health of every patient. To obviate the evils arising from this unsocial and fragmentary character of our school system, it is evident that some central organization is essential: an organization which shall join together the individual parts—an organization which shall serve as a general channel of communication between the several schools; an organization which shall become a common reservoir for the information possessed by the whole, whereby the youngest and most inexperienced teacher shall have access to the whole stock of knowledge possessed by the oldest and most experienced: an organization furnishing means of comparing State with State, county with county, town with town, district with district, teacher with teacher, holding up for disapproval every thing wrong, and for approval and emulation, every thing noble and praiseworthy. Such are the views everywhere entertained, by those most familiar with the subject, in reference to a State organization for school purposes.

On the other hand, as we have already intimated, there ever has been a counter-current—an opposite opinion existing in the minds of certain classes of the community; but the result in other States has uniformly shown, that just in proportion as the true bearing of this subject has been understood, opposition has disappeared. We cannot anticipate any other result in this State, whilst reason retains her ascendancy in the public mind.

I have taken some pains to ascertain the cause of this hostility to educational reform; and whilst I think we may discover various causes operating more or less on very small portions of the community, still I am fully convinced, that a greater part of the honestly entertained opposition arises from an entire misconception of the pecuniary bearing of this question. The existence of this feeling in the community is my only apology for discussing the subject, as I have done in another part of this report, in a financial point of view.

There are three hundred and seventy-six towns and seventy-four plantations in the State. Three hundred and fifty-one school returns have been received. Thirty of the returns were so defective as to be of no value in forming statistical tables, and consequently, have not been used for that purpose. The tables in the Appendix are based on the returns received from three hundred and twenty-one towns and plantations.

By the census of 1840, the aggregate population, in the three hundred and twenty-one towns making returns, was four hundred and twenty-three thousand eight hundred and fifty-three. This number comprises about seven-eighths of the entire population of the State. Some of the delinquent towns are among the most populous in the State, whilst others are among the smallest and most sparsely settled. I think the towns which have not made returns, will, on an average, rank about the same, in school statistics, as those which have; so that the exhibit in the tables which are herewith submitted, will give a fair representation of the whole State. If the sum total for the entire State should be desired, in reference to any item, it can

be obtained sufficiently exact, by taking eight-sevenths of the result deduced from the three hundred twenty-one returns used in the tables. For example: the number of school teachers, in the towns making returns, is five thousand nine hundred and eighty-nine: eight-sevenths of this number would give six thousand eight hundred and forty-four teachers for the whole State.

### SCHOOL FUNDS.

In 1828 the legislature decided, that twenty townships of the public land, should be reserved, as a basis for a school fund. In 1834 the Land Agent was directed to make a selection of the said townships, sell the same, under certain restrictions, and pay the proceeds into the State treasury. The school lands were selected, in accordance with the provisions of law. The proceeds, from the land already sold, amount to about \$110,000. When the whole twenty townships are disposed of, the fund will probably amount to about \$200,000. The legislature, at their last session, voted that the interest of the school fund, now in the State treasury, should be distributed among the several towns in the State, in proportion to the number of scholars between four and twenty-one years of age.

The banking corporations in the State are required to pay, into the State treasury, one-half of one per cent., semi-annually, on their capital stock. The aggregate of this tax on the banking capital varies from year to year. The following table exhibits the amount for each year, since it has been appropriated for school purposes.

1833,	.	.	.	.	.	\$19,389	31
1834,	.	.	.	.	.	23,609	28
1835,	.	.	.	.	.	26,390	49
1836,	.	.	.	.	.	35,830	88
1837,	.	.	.	.	.	49,415	26
1838,	.	.	.	.	.	48,146	24
1839,	.	.	.	.	.	44,570	22

1840,	.	.	.	.	\$40,965 00
1841,	.	.	.	.	33,537 06
1842,	.	.	.	.	29,590 00
1843,	.	.	.	.	27,823 56
1844,	.	.	.	.	26,131 88
1845,	.	.	.	.	26,090 00
1846,	.	.	.	.	26,215 00
1847,	.	.	.	.	24,850 56
1848,	.	.	.	.	25,909 02
1849,	.	.	.	.	27,230 00

---

\$535,693 76

is the aggregate amount of the bank tax appropriated to the public schools during a period of seventeen years. This would give a mean average of \$31,511 40, annually. Each year the bank tax is apportioned among the several cities, towns and plantations in the State, in proportion to the number of children between four and twenty-one years of age: "But no town from which the full and complete returns required by law, shall not have been received at the office of the Secretary of State, on the tenth day of April, shall be entitled to receive any portion of the bank tax or other fund which may from time to time be apportioned for the support of schools, and such portion, as would otherwise belong to said town, shall be divided among the towns from which returns shall have been received."

It has been recommended in several annual messages from the Executive department, and in reports from the State treasurer, that the bank tax, instead of being apportioned among the towns for the support of schools, should be retained in the State treasury, and applied to defray, in part, the current expenses of the government. The argument for this policy is, in substance, thus stated: We now have to assess a State tax of about \$200,000 annually, to meet our current expenses. If the bank tax should not be distributed but applied to defray the

ordinary expenses of government, the present State tax would be diminished by an amount equal to the bank tax; and the several towns in voting money for the support of schools, could raise an additional sum equivalent to the deficit occasioned by the withholding the bank tax. It is also contended that the adoption of this policy would not alter, one way or the other, the aggregate amount of tax, that any one individual, or any one town would have to pay; and the advantage to be gained, it is said, is this: it would save the trouble and the expense of distributing, among the towns, the bank tax, and of assessing and collecting back again from the towns, an equal amount to help defray the expenses of the State. This reasoning appears, on the face of it, to be correct and conclusive. But there are several valid objections to the policy recommended, which do not appear in the above statement of the case.

In the first place; if this policy should be adopted, many towns, and especially those which are in greatest need of the school money, would not raise an additional amount, in consequence of withdrawing the bank tax, unless required by law so to do.

In the second place; if the legal requirement should be made, compelling the towns to raise this extra sum for school purposes; this additional amount would not bear the same ratio to the valuation of each town, as does the amount of bank tax apportioned under the present arrangement. It does not always follow that the most wealthy towns have the greatest number of children, but frequently the reverse is true. Let us illustrate this point by a single example: The whole amount of bank tax apportioned, among the towns last year, was \$25,909. Of this sum the city of Portland received \$819. The town of Bradford received \$63. In raising the additional State tax of \$25,909, to supply the deficit made in the State treasury by distributing the bank tax, the city of Portland has to pay \$1,577 and the town of Bradford only \$23. Thus,

under the present arrangement, the town of Bradford gets \$63 of the bank tax by paying \$23 of the State tax, and the city of Portland gets \$819 of the bank tax by paying \$1,577 of the State tax. In this way the present policy operates all through the State, making it much more favorable for the less wealthy towns, than it would be under the policy which has been recommended.

But there is another very serious objection to the proposed change, and one which, in my judgment, touches the efficiency of our whole school system: whilst the State holds this school fund interest for the towns and refuses to pay it over, only on condition, that the towns, through their officers, perform certain important duties in reference to public instruction, she can exert an influence over delinquent towns, which she could not do in any other way. It is true that the State can impose a fine for a non-performance of duty. But there would not be one case in ten where an indictment would be made or the fine collected for the non-performance of those duties now required, on penalty of being deprived of any part of the bank tax.

The bearing of this objection might be illustrated in detail, but I leave it by expressing my full conviction, that the direction of the bank tax from its present channel, would destroy one of the principal forces, by means of which we hope to improve and perfect our system of public instruction.

Each town is required by law to raise and expend, annually, for the support of schools within its limits, not less than forty cents for each inhabitant. "The number of inhabitants to be computed according to the last census of the State, under which the representation thereof, in the Legislature, shall have been apportioned."

Of the three hundred and twenty-one towns making returns, twenty-three raised less than the minimum required by law, and sixty-five towns raised the exact amount. The details on

this point will be found in the Appendix. The whole amount of money raised, the last year, by the towns making returns, is, . . . . . 221,925 55  
 The minimum required in the same towns, is . . . . . 169,541 32

---

The excess raised by the same towns, is . . . . . \$52,384 23  
 The amount of bank tax apportioned, the past year, among the above named towns, is . . . . . \$21,365 22  
 Money from miscellaneous sources applied for public instruction, the past year, is . . . . . \$10,425 55  
 This last item has accrued, chiefly, from the interest on local funds.

The whole sum derived from the three sources specified and appropriated for the support of schools, the past year, in the towns making returns, amounts to . . . . . \$253,716 32

Eight-sevenths of this would give the whole State \$289,961 51

The minimum school tax, now required by law, amounts to about eighty-seven cents for each child between four and twenty years of age. The amount raised by tax, the last year, amounted to one dollar and six cents for each child of the school age. If the minimum remains at forty cents for each inhabitant, based on the census to be taken the present year, it will probably amount to about one dollar and four cents per scholar. If the minimum should be raised to fifty cents for each inhabitant, and based on the census about to be taken, it would allow about one dollar and thirty cents for each child between four and twenty-one years of age. I would respectfully suggest the propriety of raising the minimum to fifty cents for each inhabitant.

In three hundred and twenty-one towns heard from, there are three thousand three hundred and fifty districts, and two hundred and thirty parts of districts. This would give about four thousand and ninety districts and parts of districts in the whole State. The evils resulting from small districts have

been so fully laid before the community, during the last three years, that public opinion is much improved on this point. The question now seems to be, not how districts shall be divided, but how they shall be united—making two or three into one. Quite a number of changes of this kind were effected at the last annual town meetings. The only regulator in reference to this matter, is public opinion. If the parents in every town fully understand the advantages of large districts and the disadvantages of small ones, the evils arising from the latter will gradually pass away.

In the towns heard from, there are five thousand nine hundred and eighty-nine teachers. Of these two thousand four hundred and fifty-four are males, three thousand five hundred and thirty-five are females. Eight-sevenths of this number, would give six thousand eight hundred and forty-four teachers who were employed, during some part of the year, in our public schools.

The wages of male teachers per month, exclusive of board, during the last year, average sixteen dollars and sixty-six cents for the State. The wages of female teachers per week, exclusive of board, averages one dollar and forty-six cents.

The average length of the schools has been nineteen weeks and two tenths of a week—calling five and one-half days a week; being less than five months school in the year. There is a striking contrast in the advantages enjoyed by children in different parts of the State. In some towns they can attend the public school during the whole year, under the guidance of a teacher, whose services are worth fifty dollars per month. In other towns the children can attend school only a few weeks in the year, and even for that time having no conveniences of school room or apparatus, and what is worse than all, guided by a teacher whose services are worth only eight or ten dollars per month. Nothing approaching equality can ever obtain among our citizens, under such an unequal system of public instruction. I do not propose any remedy for this evil, at



present; public opinion is not prepared to apply it, if it should be suggested. I will only ask the question, ought things so to be, in a republican State?

In the three hundred and twenty-one towns having made returns, there are three thousand and sixty-four school houses. Of these a little more than one-third part are represented as being commodious, well-constructed and in good repair. Some more than one half of the whole number are represented as not possessing the above named characteristics. Of the remaining part no description is given in the returns.

Public opinion is now in a transition state in reference to school houses. Some very fine buildings have been erected during the past year. Some good work on the subject of school house architecture deposited with every town clerk in the State, would be of great service at this time. There is a great want of information on this subject, throughout our country towns. And it is a favorable omen, that this information is now earnestly sought. I have been applied to, during the past winter, in a large number of instances, to furnish plans for school houses and such other information as might be needed on the subject. This in connection with some other extra duties, has obliged me to employ clerk service a considerable part of the time.

I have collected from the returns received, the following information, in reference to the number of scholars, and the constancy and regularity of their attendance, in three hundred and twenty-one towns.

Whole number of children between four and twenty- years of age,	194,095
Deduct the number attending summer schools,	101,609
	<hr/>
Absentees from summer schools,	92,486
Whole number of children between four and twenty- one years of age,	194,045

Deduct the number attending winter schools,	133,413
<hr/>	
Absentees from winter schools,	60,632
Probably about five thousand of those marked absentees, received instruction at academies and private schools.	
Whole number of scholars attending the summer schools,	101,609
Deduct the average attendance on the summer schools,	81,084
<hr/>	
Irregular attendance on the summer schools,	20,525
Whole number of scholars attending the winter schools,	133,413
Deduct the average attendance on the winter schools,	102,485
<hr/>	
Irregular attendance on the winter schools,	30,928
Mean average attendance on the summer and winter schools,	91,795
Ratio of the mean average attendance, to the whole number of children between four and twenty years of age,	47

One of the most fruitful sources of evil, in our school operations, is the irregular attendance of scholars. If a school is properly classified and the lessons explained and recited as they should be, no scholar can be absent from a single recitation, without injury to himself and detriment to the whole class. He injures himself, not only by losing the advantage of that recitation, but also by being less prepared to receive profit from the next. The whole class suffer on his account, because additional draught is made on the teacher to repeat to the delinquent scholar, the explanation given to the class in his absence. Except in sickness and in circumstances beyond human control, the parent, by permitting his scholars to be irregular at school, is not only injuring his own children, but also those of his neighbor. He may plead, that he has a right to wrong his

own children, but can he plead any right to inflict this wrong on the children of his neighbors?—

The school rooms in the State, with very few exceptions, are supplied with blackboards of some description. There has been a very decided improvement in this matter within the last two years.

According to the returns, eighty-five schools are furnished with globes, seventy-five with outline maps, and eight or ten with philosophical apparatus.

The common school library—one of the most efficient agencies now in use for the diffusion of knowledge and the elevation of the people—is unknown in our State.

During the past year one hundred and twenty-one schools have been broken up by the incompetency of teachers.

#### TEACHERS' INSTITUTES.

During the last autumn a Teachers' Institute was held in each of the thirteen counties in the State. It was a source of much gratification, that the Board of Education succeeded in securing the services of gentlemen, to take charge of the Institutes, who rank among the most skillful and most accomplished teachers in the country. Great credit is due to the instructors employed for the able and efficient manner in which they discharged the arduous and responsible duties devolved upon them. The aggregate number of persons attending the Institutes the last year was not quite so large, as in the preceding year. This falling off in numbers, however, by no means indicates a decline of interest in the subject. In 1848 there was a good degree of emulation manifested among the different counties—each county desiring to stand relatively high in regard to the number attending the Institute. This spirit of rivalry, however commendable in itself, produced one result not to be desired. Many teachers who attended only one or two days of the session had their names entered on the catalogue: and some persons, even, who were not teachers and who did not expect

to be, attended more or less of the time and their names were used to increase the number. The result soon showed that this course of proceeding was impolitic. It encouraged or rather countenanced irregular attendance. It detracted very much from that efficiency, promptness, and enthusiasm, which is the very life of a recitation, by having those who were not teachers, and of course less interested in the subject, in the same class with those who were. It gave false impressions to school committees and school agents, by leading them to suppose that every teacher whose name appeared in the catalogue, had attended promptly during the entire session of the Institute. In the minds of some it created a prejudice against the Institution itself, because while it certified to membership, it did not certify to qualification.

The Secretary of the Board of Education called attention to this subject in his last annual report, and advised a construction of the law which would admit no persons to become members of the Institutes, except those who were actual teachers or had a reasonable expectation of becoming such during the year. This recommendation to a very considerable extent was carried out by the members of the Board. This change of policy caused a diminution in the aggregate number attending the Institutes. The difference, however, so far as teachers were concerned, was apparent rather than real. I feel confident from personal observation at the Institutes during the last two years, that a larger number of practical teachers was present in 1849 than in 1848.

Members of school committees have manifested an increasing interest in the Institutes during the past year. In several instances, gentlemen who were not teachers were present, at a greater part of the session, and were attentive listeners, for the sole purpose of qualifying themselves the more efficiently to discharge their duties, as overseers of the public schools. We regard this as a favorable omen. During the first year of the Institutes but few committees took any personal interest in

them, and in some instances, where teachers, who had attended the Institute, attempted to introduce improved modes of instruction, they were opposed by the committee. During the last session, more or less of the committees, in each county, have manifested a zeal and an enthusiasm worthy of the cause. Some towns even have gone so far as to pay the board, and other incidental expenses which their teachers might be at, while attending the Institute.

It is also worthy of remark that a larger proportion of our older teachers have attended during the past than in either of the preceding years. It was perfectly natural, that those, who had been in the business so long that their modes and processes were all stereotyped, should have been a little jealous of any thing that looked like innovation, change or even improvement. But, as far as they have informed themselves on the subject, we think, they have become satisfied, not only that the Institutes are not antagonistical to them, but that they may derive benefit by listening to the instruction there given.

The citizens, in the several towns where the Institutes have been held, have given the teachers a warm reception, have taken them into their families, and furnished them with good accommodations at a moderate price. The inhabitants in the vicinity have in great numbers attended the evening lectures, and more or less of them have listened to the exercises during the day.

The following Table, compiled from the catalogues published by the members of the several Institutes, exhibits the time and place of each session, the name of the gentlemen constituting the Board of Instruction, and the number of teachers attending.

Counties.	Where.	When.	Instructors.	No. of pupils.		
				Male.	Female.	Total.
York,	Alfred,	Aug. 27.	William B. Fowle, Esq.; William B. Wedgewood, A. M.; Horace Piper, A. M., member of the Board of Education.	96	90	186
Lincoln,	Wiscasset,	Aug. 27,	E. M. Thurston; George C. Swallow, A. M.; Henry P. Torsey, A. M.; Dexter A. Hawkins, A. B.	86	136	222
Cumberland,	Gray,	Sept. 11,	Wm. B. Fowle, Esq.; Dexter A. Hawkins, A. B.; E. M. Thurston.	55	63	118
Oxford,	Norway,	Sept. 25.	Wm. B. Fowle, Esq.; Dexter A. Hawkins, A. B.; Prof. H. Mandeville.	106	71	177
Somerset,	No. Anson,	Oct. 2,	Prof. D. G. Eaton; Wm. H. Seavey, A. M.	66	86	152
Franklin,	Farmington,	Oct. 9,	Wm. B. Fowle, Esq.; E. M. Thurston; Dr. George S. Rawson.	86	87	173
Hancock,	Surry,	Oct. 9,	Henry Mandeville, D. D.; D. A. Hawkins, A. B.; Dr. George S. Rawson.	42	60	102
Washington,	E. Machias	Oct. 16.	Prof. D. G. Eaton; Rev. Amos Brown, member of the Board of Education; Joseph Dow, A. M.	39	90	129
Waldo,	Belfast,	Oct. 23,	Dexter A. Hawkins, A. M.; Geo. S. Rawson; E. M. Thurston.	33	62	95
Kennebec,	Augusta,	Nov. 6,	D. A. Hawkins, A. B.; David Fales, A. B.; George S. Rawson, A. M.	110	131	241
Penobscot,	Bangor,	Nov. 13,	William B. Fowle, Esq.; Dr. George S. Rawson.	68	87	155
Aroostook,	Houlton,	Nov. 20,	William H. Seavey, A. M.; Milton Welch.	20	24	44
Piscataquis,	Dover,	Nov. 20,	D. A. Hawkins, A. B.; D. S. True, A. B.; S. F. Humphrey, A. B.	62	66	128

As three years have now elapsed, since we commenced holding Teachers' Institutes in this State, the question very naturally arises: Have teachers availed themselves of the advantages thus furnished at public expense for their improvement? and if so, have they exhibited such additional qualifications in their schools as would be a fair equivalent for the expenditure? Has the result answered public expectation? Has all the good, that was anticipated from the Institutes, been accomplished?

In reply to the first part of this inquiry, I submit the following table. The statistics have been obtained from a careful analysis of the catalogues published by the members of the Institutes.

The following Table exhibits the number of teachers attending the Institutes for three years: the first column gives the number attending the first year; the second column gives the number attending the second year; the third column gives the number attending the third year; the fourth column gives the number attending the first year who also attended the second year; the fifth column gives the number attending the first year who also attended the third year; the sixth column gives the number attending the second year who also attended the third; the seventh column gives the number of teachers who have attended the three sessions of the Institute; the eighth column gives the whole number of teachers who have attended one session.

Counties.	No. in 1847.			No. in 1848.			No. in 1849.			1847 and '48.			1847 and '49.			1848 and '49.			3 Institutes.			1 Institute.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
York,	51	39	90	81	65	146	96	90	186	24	13	37	16	13	29	27	18	45	12	6	18	173	156	329
Cumberland,	61	49	110	54	56	110	55	63	118	16	15	31	11	14	25	18	17	35	6	9	15	131	131	262
Oxford,	84	81	165	119	136	255	106	71	177	22	32	54	13	15	28	29	23	52	8	9	17	218	262	480
Franklin,	106	78	184	143	123	266	86	87	173	58	32	90	25	20	45	47	40	87	24	19	43	299	215	444
Somerset,	89	82	171	93	101	194	66	86	152	27	27	54	17	15	32	17	14	31	7	4	11	191	217	411
Piscataquis,	58	55	113	103	103	206	62	66	128	34	34	68	20	14	34	26	34	60	17	11	28	160	153	313
Penobscot,	97	96	193	108	139	247	68	87	155	28	44	72	17	15	32	27	36	63	12	11	23	213	238	451
Aroostook,	9	15	24	17	31	48	20	24	44	4	8	12	2	3	5	7	13	20	2	3	5	35	49	84
Washington,	40	67	107	52	101	153	39	90	129	23	28	51	13	26	39	20	34	54	10	13	23	85	183	268
Hancock,	30	57	87	55	106	161	42	60	102	12	21	33	10	9	19	20	26	46	8	6	14	93	173	266
Waldo,	77	86	163	76	109	185	33	62	95	27	38	65	11	16	27	17	25	42	7	10	17	138	188	326
Lincoln,	23	39	62	47	91	138	86	136	222	8	26	34	7	20	27	15	47	62	5	15	20	131	188	319
Kennebec,	95	113	208	103	127	230	110	131	241	28	44	72	39	34	73	21	25	46	13	13	26	233	281	514
	820	857	1677	1051	1288	2339	834	1088	1922	311	362	673	201	214	415	291	352	643	131	129	260	2033	2434	4467

3\*

From the preceding table, it appears, that the aggregate number attending the first year, was 820 males, 857 females, total 1,677 ; the second year, 1,051 males, 1,288 females, total 2,339 ; the third year, 834 males, 1,088 females, total 1,922. Of the 1,677 who attended the first year, 673 attended the second year and 415 of them attended the third. Of the 2,339 who attended the second year, 643 attended the third year. Only 260 teachers in the State have attended the Institutes for the three successive years, whilst 4,467 have attended in some one of the years.

This analysis exhibits one fact worthy of particular notice. It is this : More than two-thirds of the teachers attending the Institute the second year were new members, not having attended the first year, and a large majority of those who attended the third year were also new members not having been present in either of the previous years, whilst only a very small proportion have attended the Institute for the three successive sessions. How shall we account for this fact ? Have the teachers, after attending once, become satisfied that the institution was not worthy of their patronage ? Certainly this cannot be the case ; for if we are rightly informed, at the close of each of the thirty-nine Institutes held in the State, the teachers present gave a unanimous expression in favor of the institution : and generally these expressions were very decided and emphatic.

Was the instruction given of such a nature, that teachers could reap the entire benefit of the institution by attending only one session ? This could not be the case to any considerable extent, for the amount of information imparted was so great and the session only ten days, that ordinary teachers could not digest and analyze the entire course of instruction by attending one term. Besides, the modes and processes were improved, from year to year, by experience and varied as circumstances might demand.

It is possible that some few teachers attended from wrong motives : seeking the shadow rather than the substance—de-



siring the name rather than the information to be gained. If there were any such, one session or even one or two days of a session would satisfy their highest aspirations. But this does not account for the phenomenon exhibited by the statistics. It is evident to my mind, not only from the above data, but also from extensive observation and inquiry, that a large per centage, at least one-third of the whole number of the public school teachers in this State, enter the vocation and leave it annually. Some two thousand teachers begin and end their professional duties every year. This fact shows us why it was that our Institutes the second and third year were composed for the most part of new members. Our system of public instruction can never be carried to any considerable degree of perfection, till teaching becomes a more permanent occupation than it now is. The reasons are obvious, and we may allude to them in another part of this report.

But to proceed to the second part of the inquiry. Has the result of the experiment thus far answered public expectation? The reply to this question will depend very much on what that expectation was. If it was supposed, that the Teachers' Institute was a machine endowed with some mysterious power, by which learned, skillful and accomplished teachers could be manufactured out of all sorts and kinds of materials, in the shortest possible time; indeed, that expectation has not been answered. Or, if it was thought, that persons destitute of the natural endowments essential for teaching, could be made good instructors in the course of ten days; or, that individuals, not already familiar with the common school branches, could not only become learned themselves, but also acquire the faculty of imparting their knowledge to others during one session of the Institute;—or, that a teacher by attending only one or two days could be very much benefited:—surely none of these expectations have been answered.

But if it was expected, that the Institute would be a school for teachers; that men of great skill and experience and of high

standing in the profession would take charge and give direction ; that the teachers present would form themselves as far as circumstances would admit, into a model school ; that the object of their assembling together would be explained ; that the rules of punctuality, of order, of dilligence, of attention and promptness in recitation would be applied to the teachers in the same manner, in which they would apply those rules to their pupils ; that the best modes of securing obedience to these regulations, would, from time to time, be discussed and explained ; that all the points, connected with the government, discipline and classification of schools would be examined ; that the board of instruction would make out an order of exercises for each day ; that the branches of study usually taught in the public school would be taken up, beginning with the elements and proceeding onward in order ; that the reason for the rules would be given and the principles fully explained ; that the best method of presenting the different studies to children would be exhibited ; that the different modes and processes, of presenting the same subject to minds of different capacities, would be pointed out ; that public lectures would be delivered during the evenings on topics connected with education ; that the members of the Institute would take notes of the recitations, discussions and lectures ; that they would endeavor to analyze and digest the information received ; that they would go from the Institute to their schools with an increased fund of knowledge, with many improved modes and processes in teaching, with many of their former errors corrected and with higher aims and motives : if such was the expectation, that expectation has, in my judgment, been answered.

At the convention of school committees held in each county during the last autumn, this subject was discussed, and as far as I have been informed, an unanimous expression was given in favor of Institutes. Many of those men were familiar with the details of our school operations before Institutes were established, and they have been acquainted with them since. Their

judgment, in the premises, is entitled to great weight. They ought to know whether teachers have been benefited or not. Therefore, whilst the Teachers' Institute, as a temporary expedient, has accomplished all and even more than was anticipated by its most zealous friends, still it is very evident, that the unlimited capacity of our school system for doing good can never be fully developed, till we have a more permanent and thorough method of educating teachers. I propose to discuss this subject in another part of my report.

A few suggestions, in reference to future operations, will close what I have to say on the subject of Institutes. It is absolutely essential, that men of the very highest qualifications in the profession be employed to take charge. Experience has taught us, that such men cannot always be had, unless they are notified a considerable time in advance. It has also been found more difficult to obtain instructors for one or two Institutes than it would be if the same men should be employed the entire three months during which the Institutes are held. It would be a matter of convenience for many teachers, wishing to attend, to know the time and place of meeting, some months in advance, so that they could arrange term time and vacation in their schools to meet their own convenience in this respect. Some teachers, who belong in one part of the State, have a temporary residence in some other part. They would like to attend the Institute in their native county if they were seasonably informed in reference to it. I have found in my travels in different parts of the State that there is still a great misapprehension among the masses of the people as to the nature, design or object of a Teachers' Institute. I would, therefore, suggest to the Board, whether it would not be best, in order to meet these several contingencies, for the members, at their earliest convenience, to decide upon the time and place of holding the Institute in each county and to agree upon the men who should be invited to take charge. Would it not also be best for the Board, as a body, to issue a circular, giving the time and place of

holding each Institute, together with a concise summary of its nature and object. It appears to me that such an arrangement would be of essential service to the cause.

In the remaining part of this report, I propose to discuss the principle of State economy, in sustaining and maturing a system of public instruction. The arguments will be chiefly drawn from pecuniary considerations. I would gladly appeal to a higher class of motives. It would be more congenial to my own feelings so to do; and I already anticipate censure from some of my co-laborers in educational reform, for degrading so noble a theme;—for making the sordid love of money the mainspring of action in educating the rising generation; as though the higher considerations of religion, of philanthropy, and patriotism, were not sufficient to urge us to action. It is a sense of duty alone, that impels me to argue a subject of such transcendent importance, from motives so inferior.

I might prove, that every child in the State has an inherent right to an education, a right as indefeasible as that which he has to the air, or the sunshine; but the argument would bring nothing new to those who already acknowledge the conclusion, and it would have but little of cogency,—of compelling force to him whose “logic hopper,” in the language of another, “grinds out nothing but income and interest.”

An argument might be founded on the nature of the human mind, its immortal destiny, its power of reflection, of reason, of memory, of indefinite increase and improvement, its unlimited capacity for virtue or vice, for enjoyment or suffering; and a thousand christian motives might be urged in favor of educating that mind, and fitting it to fill some important and exalted sphere in God’s universe;—but such a train of reasoning would be destitute of momentum, when applied to the sort of opposition we are dealing with.

I might appeal to the patriotism of our citizens and prove from the history of the past, that a republican State, founded on any thing short of virtue and intelligence in the mass of

the people, is virtually a mad-house without a keeper ;—that as knowledge and moral principle decline, ignorance and selfishness and passion—the elements of political ruin—must increase till at length the slowly accumulating avalanch of evil shall in a moment fall, and scatter desolation over this beautiful fabric of our government ; but this argument has become dulled by repetition.

Disguise the fact as we may, *money* is, to a certain extent, the sensorium of the community, and unless the sensorial nerves are touched, little can be effected. The unwillingness on the part of many to aid in our educational reform, has arisen from a vague and indefinite notion, that our school system, in a pecuniary aspect, is an outlay instead of an income ;—that every successful attempt to elevate the system by prolonging the schools and improving the teachers would make an additional draught on the pocket, without any proper equivalent.

But if it can be shown by facts and figures,—if it can be proved by indisputable testimony, that our school system, even as it is, with all its defects and short comings, is a great source of revenue ; that the State possesses in her children, resources from which she can derive more wealth than can be obtained from her forests of lumber, her mountains of iron, or her quarries of marble and granite ; that this mine of wealth, now feebly and wastefully worked, will give increased returns for each additional outlay of skill and capital, surely, our citizens, unless deprived of their accustomed shrewdness, will awake to their own interests.

It should be remembered, also, that the State has geographical boundaries which cannot be extended ; that her physical resources are not without limits ; but in the physical, mental, and moral development of the incoming generations, she has a sphere for noble action, as vast and as infinite as the Being who created it. The more we draw from our forests and our mines the less will remain to enrich posterity ; but the more we work the field of the mind, the richer it becomes.

We shall commence the argument with this axiom: Man, the whole man, body, mind and soul, as far as any human agencies are concerned, is the resultant of certain forces—the effect of a chain of causes;—and the character of the result produced will always correspond to the elements and processes employed in the production. This we regard as a postulate, requiring no proof, needing no argument, admitting of no doubt; illustration could not make it more clear, reasoning could not enforce it, all the analogies of nature corroborate it, the history of the human race confirms it, and Divine revelation sanctions it. “Train up a child in the way he should go and when he is old he will not depart from it.” The declaration is positive. There is no doubt or contingency expressed or implied.

My next premise is this: The causes that determine human character, are, to a very great extent, within human control: not that any one man, being himself an effect, could have controlled the causes that produced himself; nor that any class or community of men could have given direction to the forces that predestinated their own condition; but that each successive generation, that comes upon the stage of action, has the control of the causes, the mingling of the elements, the directing of the forces, which are to fix the character of the next generation. We wish that every parent in the State, could feel, that the physical, mental and moral destiny of his child depended on a train of antecedents; that these antecedents might be so arranged and directed as to produce in that child, physical health, mental power and moral purity; or that they might be so arranged and directed, as to produce bodily disease, mental imbecility and moral turpitude, and that he in no small degree was responsible for the result.

There may be some difference of opinion about the correctness of my second premise; if so, however, that difference must refer, not to the truth or falsity of the premise itself, but to the degree in which it is true. One individual may believe

that society has control over only a few of the causes which predetermine the condition of a human being; another may believe that nearly all the causes are within human control; whilst a third may take a medium view. But whichever of these readings you apply to this premise, the conclusion inevitably follows, that society is responsible for every result just to that degree in which it has jurisdiction over the forces producing that result.

We shall not contend that all the evils under which society labors, might be prevented by man's prudence or foresight. The present state of human knowledge would not warrant such a conclusion. But we do intend to show, that a vast majority of these evils might be prevented; that the only feasible way of doing this, is by perfecting our system of public instruction; that we, as a community, as a State, have no other alternative but to prevent the evils by directing the forces which produce them or to suffer the evils amongst us; that it would be immensely cheaper in dollars and cents to control the causes, than it is to grapple with the effects.

#### SICKNESS.

The first bill of expense which we propose to analyze and examine, is the cost of sickness—the draught made on the resources of the State, by disease, infirmity and premature deaths. In civilized communities, more than one fifth part of the human race perish before they attain to the age of one year; more than a third part die under five years, and more than one-half of all that are born into the world, pass out of it before attaining the age of majority. The three score years and ten, the allotted term of human existence is cut down about fifty per cent., by ignorantly disregarding the mandates of God and nature. And those, who barely escape with their lives from the avenger of violated law, before they arrive at that age, send off many a recruit to fill the ranks of deformity, idiocy and insanity. It is not the agonies of the sick chamber,

the bereavement of parents or the sorrows of orphanage to which we wish to direct attention, but to the waste and havoc which disease and infirmity make upon the pecuniary resources of the State. One of the most important items in a nation's wealth, is the physical well being of her citizens. The worldly prospects of thousands of families are cut off by the disease and infirmity of some of its members. The sickly imbecile contributes nothing to the aid of others, but constantly extorts assistance from them ; adds nothing to the common stock but constantly draws from it.

If the employer was obliged to support his workmen during sickness and infirmity, the premium for the risk would very much reduce the price of labor. So every disabled citizen is a drawback on the pecuniary resources of the State, and the aggregate valuation of property always exhibits a corresponding deficit. Nothing in the annals of modern science is more certain than this fact, that the growth, development, strength, firmness and durability of the human frame may be secured, by obeying the physical laws, and that disease in all its hydra-headed forms is the result of disregarding these laws, which are now so far understood and subject to human control, that their application and observance by the entire community would prevent three fourths of all the calamities now resulting from disease.

That there might be no doubt or question on this point in the minds of the community, I deemed it advisable to obtain the opinion of men of high standing in the medical profession. I accordingly prepared the following circular and directed a copy to several eminent physicians, and that the opinion given might have its due weight among all classes of the community, I sent the circular to men belonging to four different sections of medical practice, the Allopathist, Homœopathist, Hydropathist, and Electic. I have given at full length but one reply, that of Dr. Hubbard of Hallowell. All the others substantially corroborate his view.



## CIRCULAR.

CHARLESTON, February 10, 1850.

DEAR SIR:

For a long time I have been deeply impressed with the fact, that a large proportion of the sickness, physical imbecility and premature deaths in the community, result from the violation of physical laws—that very many of these laws are violated in entire ignorance both of the laws themselves, and of the inevitable effects of their violation;—that very much of this pain and disease, and premature decay might be prevented, if not in the present generation, at least, in the next, if the entire community, as thoroughly and as accurately, as the nature of the case would admit, understood the laws of physiology and of health, and the certain consequences of violating these laws.

I am also fully convinced, that not a little of this ignorant transgression of the laws of the human system, is perpetrated in our public school rooms, on the persons of our children and youth. I have been somewhat conversant with the practical operation of our school system for more than fifteen years. Within the last six months, I have visited scores and hundreds of our schools rooms and somewhat accurately observed the phenomena within. I have usually carried a rule to take the dimensions of the house, the seats and the desks, and occasionally a thermometer to test the varying temperature of the room. Every phenomenon conceived to have a direct bearing on the moral, the mental, or the physical condition of the scholars, has been carefully noted. You perceive then, that my conclusions on this point, are not drawn from doubtful, vague or uncertain evidence.

That you may have a more definite conception of some of the data, on which my judgment has been formed, I will transcribe a page from my note book—it being an accurate description of one the schools visited.

“The school house in district number ——, in the town of ——, is located by the side of the highway:—no yard or play

ground:—no wood shed or out buildings of any kind:—the outer door opens directly into the main school room:—no closets or entries:—no place appropriated for hats, bonnets and shawls. The room occupied by the school is 21 feet by 19, and 7 feet 8 inches high, in the clear, on one side, and 6 feet on the other. The seats are nearly of the same height and width; from 16 to 17 inches high and 10 inches wide. The desks about 30 high, 12 inches wide on the top, and slope 3 inches. The room is warmed by a sheet iron stove;—no means of ventilation except the door and windows:—sixty scholars in attendance of all ages, from four to twenty-one years. The seats nearest to the stove have no backs; sixteen inches high and occupied by children from four to seven years old. At the time this school was visited, the mercury stood at 10° above zero in the open air. In the school room at the distance from the stove occupied by the nearest scholars, the mercury stood at 100°. One hour afterwards at the same place the mercury stood at 50°. At recess the scholars went from the room to the open air, without any covering on their heads, and refreshed themselves by playing in the snow.”

I am aware that the school above described, in its adaptedness to promote or to injure the health of the scholars, is a little below the general average; but from my personal observation in all the counties but one in the State, I feel confident that, of our three thousand five hundred school houses, at least one fourth in their fitness to promote health, rank no higher than the one I have described; and the only essential advantage possessed by another fourth is, that they are somewhat larger in proportion to the number of scholars occupying them. The next fourth are somewhat better; while the last fourth may be considered in a tolerable condition for the preservation of health except they are not properly ventilated. I venture the assertion, that there are not thirty school rooms in the State, arranged for a constant ingress of pure air and an egress of the impure to the extent, that this element is vitiated by the occupants of the room.

My object in sending you this communication is to obtain your opinion on two points.

*First*:—What would be likely to be the effect on the health and constitution of children, if treated as above described for three months each winter during their school age?

*Secondly*:—In your judgment, what proportion of the sickness usually prevalent in the community, is the result of violating physical laws? In other words, what percentage of the present amount of sickness might be prevented, if the entire community should be correctly and thoroughly educated in reference to the laws of the human system and the inevitable effects of their violation? By the term, correctly educated, I have reference to the present state of knowledge on the subject of physiology and hygiene. By the term, thoroughly educated, I mean an education as extensive as the pecuniary resources of society would allow, and the highest interests of the community demand.

Your extensive experience, in reference to sickness and its procuring causes, will give your opinion great weight and influence. I feel confident, therefore, that by complying with my request you will confer an essential benefit on the public.

Yours respectfully,

E. M. THURSTON.

HALLOWELL, March 7, 1850.

DEAR SIR:

I regret that unavoidable circumstances have compelled me so long to delay an answer to your very acceptable communication. I rejoice that your attention is being directed to the physical comfort and well being of the rising generation, as well as to their intellectual culture. It has been strongly impressed upon my mind, that with all the awakened zeal, and in many respects, well directed efforts, to diffuse the blessings of our free school system, and to insure the general education of our youth, *intellectual culture* has been the prominent idea, the

one great object to which all effort has been directed, almost regardless of physical development, and but too often at the sacrifice of the health, the beauty, and the usefulness of the physical being.

The physical laws of our animal condition, have, I think, been grossly outraged, or culpably overlooked in our whole educational system. For this I hold the people mainly responsible. They want enlightening on this subject. Public attention should be directed with ardent zeal to the momentous consequences of such violations, to the present and all future generations. Let this be done and the evil will soon be remedied. Let them be taught to know and feel, that exercise, free ventilation and proper temperature of school rooms and comfortable and convenient seats are all important to the health and intellectual progress of their children, that these things cannot be neglected with impunity,—that they must not be lost sight of in the ardor for railroad speed to the goal of knowledge in a hot bed system of education. The great desideratum with most parents would seem to be to keep their children at school the longest possible term consistent with their means, with little regard to conveniences, or comfort, or health. But too frequently, especially in our villages and cities, they are confined to study almost literally from the cradle to the grave. Those who escape this *calamity*, (shall I say,) have in very many instances entailed upon them a feebleness of constitution, and imbecility, which render life a burthen and totally unfit them for the business of life. It has long been my settled conviction, that one-half the time usually spent at school in our villages and cities, if judiciously applied with the necessary conveniences for health and comfort, might be made quite as effectual in intellectual advancement and much more promotive of physical development and energy of character. In the education of my own children I have practiced upon this belief. For the want of a better arrangement, they have attended school but half the time, usually three months in and

three months out. What I should prefer would be such an allotment of time daily, as to give one-third or one-half to exercise ; say one hour's recess in each half day's session, (of three hours,) giving one hour's session only to study at a time.

During four consecutive years' experience at teaching, I adopted this plan with all my younger pupils, and I think very much to their advantage, both intellectually and physically. Independently of mental fatigue, the listlessness and inability to concentrate the mind upon study for so long a session as three hours—the weariness of body from fixedness of posture, and want of muscular action, is productive of disease and imbecility in numerous forms.

To the more delicate and tender female constitution, this fixedness of posture and want of exercise is productive of evils incalculable. A very large proportion of them close their school days, with not only enfeebled constitutions, but crippled and deformed, with imperfect limbs, stooping, curved spines, &c., owing to the above causes more than any others whatever. The above remarks are applicable to village and city schools, as now conducted, to all where the time employed at school is six months or more in the year. But the same causes of mischief are in operation in all schools of shorter duration, and must produce commensurate evils.

The subject of ventilation, or in more general terms, the free enjoyment of the pure air of heaven, (not of inferior importance to that of exercise,) can be but cursorily touched upon here. The atmospheric air in its constituent ingredients and forms of existence, like the nebulous matter of modern astronomers, in the planetary system, is the pervading agent of change in form and condition of existence in our terrestrial system.

In the multifarious transitions from the mineral, through the vegetable to the animal kingdom, it has a controlling influence in imparting nutrition, in giving form and in imparting its peculiar vitality to each state of existence—to man it imparts

that organization and animal life, which give energy to his moral and intellectual being. Next to food it is the great supporter of animal life. Every particle of food after undergoing the process of digestion in the stomach and its auxiliary organs, is subjected to the influence of the air, through the agency of the lungs, and must be incorporated with it, before it can pass the round of the circulation, as the source of nutrition and repair and of healthy stimulation to the various animal and intellectual functions. Pure air then, is as necessary as wholesome food to the animal system; and just in proportion as the one or the other is deteriorated, in the same proportion must the healthy condition of the individual decline. The whole animal becomes enfeebled and left a prey to disease of its various organs and functions in just proportion to the application of the causes of disease to those organs and functions. The lungs being the immediate point of application of the air, impure air becomes a cause of disease to them and they suffer first and most. Hence the fearful prevalence of consumption in all its forms of tubercular and inflammatory disease.

There are, I think, ten cases of fatal pulmonary disease, (usually called consumption) where there was one thirty years ago, and of these ten, nine are of inflammatory origin, having their cause in atmospheric impurities and vicissitudes of temperature. Close stove heated rooms, principally brought into use within that period, are the fruitful source of this sad change. Comparatively speaking, the log hovel and open fires of our fathers was a paradise. All the evils of Pandora's box could hardly be realized in comparison to them.

It is a fact well established by statistical observations, that the prevalence of pulmonary disease in all its forms (especially inflammatory) is in exact ratio of sudden great changes of temperature, and is not dependent upon permanent extremes of heat and cold however great; I say *sudden* changes, for the human constitution is capable of withstanding the effect of almost any degree of change gradually made.

I can give no more definite answer to your first question, than, that pulmonary and other inflammatory diseases are the great scourge of our youth, that nine tenths of these originate in the violation of the physical laws of our being, relating to exercise, to ventilation and to temperature,—and that our educational system has its full share of responsibility for this evil.

To your second question, I would say that in my opinion, nine tenths of all diseases is the result of the violation of physical laws, either in its immediate effect or its remote hereditary impressions,—and nine tenths of all disease and physical suffering might be avoided in the present and in future generations by strict obedience to the physical condition of our being.

Yours,

JOHN HUBBARD.

HON. E. M. THURSTON.

In the opinion then of Dr. Hubbard, “nine tenths of all disease and physical suffering might be avoided in the present and in future generations by strict obedience to the physical condition of our being.” Among the many written and verbal opinions which I have received on this point, none have placed the percentage lower than three fourths, and from that all the way to ninety-nine hundredths. In the discussion we will take the lowest estimate. From this we will abate twenty-five per cent. as an allowance for that class of cases, where laws are violated, not through pure ignorance, but from an indefinite, vague, indistinct perception of the physical law, united with a want of moral rectitude. This class of cases could be reached only by intellectual and moral education. The alarming result still remains, that one-half of all the suffering endured and expense incurred for sickness, results from the ignorant violation of physical laws which God has established;—laws which every parent is as much bound to know, as the judge on the bench is bound to know the civil and criminal laws of the land;—laws which every teacher of youth is under

as solemn obligation to understand, as the sworn juror is to understand the evidence on which he predicates his verdict of life or death.

With a few exceptions, our public schools not only have not expounded and enforced these laws, but in most cases, the structure and arrangement of the school room itself has been such, as to compel both teacher and scholars, daily and hourly to commit fractional suicide. Continued transgression from age to age has heaped upon us accumulated woes. 'The expense of our health department, or rather disease department, is enormous. We have shown beyond all cavil or doubt, that at least one-half of this outlay might be forestalled by a correct and thorough physical education, applied to the entire community. We have no data from which to determine the exact amount of this draft on the resources of the State; we can however approximate it. There are in Maine about five hundred practicing physicians. Five hundred dollars per annum would be a moderate estimate for the charges of each one; that would give \$250,000 for "doctors' bills." Loss of time nursing, and other incidentals would amount to as much more. This would give \$500,000. Half of this sum, the amount chargeable to ignorant violation of physical laws would be \$250,000. And this only includes the bill for positive sickness. It takes no account of the vast amount of money paid annually for patent and quack medicines. It does not include those hundreds and thousands of individuals who have become so enfeebled as to be permanent burthens to the community. It takes no note of that half of our race that die before arriving at the age of majority—of the value they might have been to the State if the laws of their being had not been violated. And here we are paying our physicians a larger sum in the aggregate, than we pay our school teachers, whilst the physicians themselves are telling us, that three fourths of that money is squandered on our own willful ignorance of the laws, under which God has placed us.



Would it not then be the part of wisdom, of prudence, of economy, to change our policy, and apply a part of this expenditure to the removal of causes, rather than to waste three-fourths in dabbling with effects. If this reform is ever effected, it must be through the agency of our public schools. There is no other instrumentality in existence, so universal in its application, none other that can reach every hamlet in our borders.

Besides the child is in a formative state; if he is taught to observe the laws of his being, habits will soon be formed; and many habits are very intimately connected with the laws of health, such as habits of eating, drinking, cleanliness and exercise; and then when arrived at years of discretion, duty and habit will both urge him in the same direction. But if his early habits are wrong, and he afterwards learns what is right, duty and truth will be trammelled by counterworking habits.

Should not parents then, see to this matter? Should they not provide for their children school rooms which would not enforce a violation of nature's laws? Should they not furnish means which would bring teachers into the market, who would be competent to give accurate and thorough instruction in this all important department?

The objection that all men cannot become physicians has no weight in this discussion, since it is not necessary for a man to be a physician, in order to know how to preserve his health. There is a wide difference between the laws of health and the laws of disease; the former are few in number, plain, simple and easy to be understood; the latter are infinite in number, complex in their nature, exceedingly difficult of comprehension, so much so, that the combined efforts of scientific men from the days of Hippocrates to the present time, have not made them clear; the former might all be written in one book; a thousand volumes would not exhaust the latter; the former might be learned by every child during his school age, at a less outlay, than would meet the expense of a three months sickness; a competent knowledge of the latter requires a life-time

of intense application ; in the one case the *materia medica* is little more than pure air, pure water, wholesome food, suitable clothing, and regular exercise ; in the other the mineral and vegetable kingdoms are nearly exhausted. Besides, if during infancy, childhood, and youth, a proper physical training were observed, and in manhood the laws of health obeyed, man would escape the throng of diseases whose name is legion, and hence might very safely be ignorant of those symptoms and specifics which he would never have occasion to recognize or to use.

In view of the preceding remarks, is it not evident that every tax-paying citizen, and especially every law-giver, should do every thing in his power to stay the ravages of disease and premature death ? Has he done his whole duty when he looks on this train of evils with sympathy, and as a christian man contributes his proportion to the reserved fund from which all the non-producing sick are supported ? Should he not, as a legislator, as a wise and prudent economist, institute means of prevention, till a knowledge of the laws of health is within the reach of all, and by education and custom becomes the common inheritance of all ?

#### PAUPERISM.

It is a principle in our State policy, that no man within our jurisdiction shall perish for the want of food, clothing or shelter. If he cannot provide for himself, if his relatives are unable and his friends are unwilling to supply his wants, the public stand responsible for his support. This policy is sanctioned by humanity and religion. But would it not be more economical, and would it be less humane to adopt a preventive policy, that should save men the shame and mortification of receiving public charity ? And why cannot this be done ? Our resources are abundant. I venture the assertion and no man of sense and observation can doubt it, that if our entire population were healthy, able bodied and intelligent ; if every child and grown

person occupied the sphere he was best adapted to fill ; if each one performed his proportional part of the labor ; if all wrought at that kind of work they could do at the best advantage ; and if each received an equitable share of the dividend, every man could obtain a competency for himself and family by laboring on an average five hours per day. And why may not society attain, or at least, approximate this condition ?

We have already shown that a correct and thorough physical education universally applied, would make men almost without exception, strong, vigorous and healthy. And would not an equally correct and thorough education of the mind enable men to apply their powers and faculties to the best advantage ? And granting there should still remain some moral delinquencies which education could not eradicate ; that some few should continue vicious and idle ; that we should still find here and there a man of wealth and power, who might be disposed to overreach his neighbor and to grind the face of the poor ; yet if we have given the poor man a sound body and a sound mind, we have furnished him with the best possible weapons of defense ; we have introduced the best social balance wheel that the ingenuity of man has ever invented.

We have made considerable effort during the past year, to obtain correct statistical information in reference to pauperism in this State. We have done this that we might be the better prepared to judge of the relation existing between a system of pauperism and a system of public instruction ; that we might form some correct estimate of the economy of the two systems. The information obtained may be relied on as substantially correct. We have received a written statement of the pauper expense from the town officers of a majority of the towns in the State. The towns from which returns have been received are distributed about equally over the whole territory. An average estimate for the State made from these data would not vary much from the truth. This estimate gives six thousand and ten persons in the State who are receiving aid as town

paupers, at an average expense of \$23 80 each per annum, making the whole bill \$143,057. In some towns the amount raised for the support of the poor is considerably larger than the amount raised for the education of the children. The aggregate pauper tax in the State is somewhat more than half as large as the tax for public instruction. We have about as many paupers as we have school teachers; and the average annual expense of supporting each pauper is about two-thirds as much as the average pay of a female teacher for a year's service—reckoning a year the average length of the summer and winter schools.

Some of our paupers were made such by unavoidable accident; others are foreigners, over whose education and early habits we could have no jurisdiction; whilst another portion have been made paupers by causes within human control. We have no certain data which will enable us to place the exact amount to each of these accounts. It would be a very large estimate to charge twenty-five per cent. to the foreign account, and the same to unavoidable contingencies; and we shall then have fifty per cent. left chargeable to causes that might and ought to have been removed. This gives \$71,528 50 annually expended in tampering with effects, whilst a moiety of it judiciously applied would have removed the causes.

Here then we have a stubborn fact looking every tax-payer and every legislator sternly in the face, a fact admitting no other alternative, but to expend more than \$70,000 a year profitless and without return, or else to control and direct those forces whose results now require this useless outlay.

### INSANITY.

Insanity is another off-shoot of a defective and imperfect system of public instruction. The belief once obtained, that the maniac was accursed of God, that the wrath of Heaven had fallen upon him, and that Satan had become his keeper. But statistics obtained by careful and accurate observation show

most clearly, that it is the folly of man that has fallen upon him; that his madness is the result of laws violated by himself or his progenitors.

Since we have the insane amongst us, they must be provided for and taken care of. Humanity demands it. The safety of the sane requires it. The great question for us, as a State, to decide is, whether we will continue and perpetuate the causes of this direful malady, and from time to time enlarge the hospital at public expense; or whether we will as far as in us lies, remove the causes and diminish the outlay. We are bound to the one or the other of these alternatives, by a decree as fixed as fate. Shall we, like the wise man, foresee the evil and avert it, or shall we like the fool, pass on and be punished?

In looking over the hospital reports, we find a large class of cases referred to a hereditary predisposition to insanity. The statement is of course true, when rightly understood. But the impression it makes on the minds of many is, that insanity is an unalterable condition of our being—a scourge that must be borne; that at best, its pangs can only be slightly mitigated.

It is doubtless true, that some persons have peculiarities of constitution, consisting perhaps, in a particular organization of the brain and nervous system, rendering individuals so constituted, liable to insanity, when exposed to influences and agencies which would have little or no effect on those differently constituted. This morbid predisposition may be transmitted from parents; or it may be generated, *de novo*, in the individual himself, by violating the laws of his being. But it by no means follows that all men or most men having this predisposition to madness must necessarily become insane. A proper education might prevent every one from creating in his own system this tendency to mania; and if education could not entirely eradicate it, where it had been transmitted, very much could be done to strengthen the physical system, to regulate the judgment and to control the passions; and if the individual could not be prepared in this way to withstand all the

exciting causes of insanity, he could in most cases be kept from exposure to them.

It will also be seen by the following correspondence that in a large per centage of cases nothing is to be charged against progenitors ; but the sin lies at the door of voluntary, though ignorant transgression.

CHARLESTON, November 1, 1849.

DR. BATES :

*Dear Sir* :—In your judgment, what proportion of the insanity existing in the community, is the result of violating physical, mental or moral laws ?

In other words what per centage of the present amount of insanity might be prevented, by a system of instruction which would insure a correct and thorough physical, mental and moral education to every child in the State.

Yours respectfully,

E. M. THURSTON.

INSANE HOSPITAL, Nov. 15, 1849.

TO E. M. THURSTON, Esq.

SIR :—Your letter of inquiry of the 1st November is received. To the question, " What per centage of insanity existing in the community is the result of violating physical, mental and moral laws ?" I give the opinion that at least *one-third* may justly be charged to the above account.

JAMES BATES.

Dr. Bates in a note giving the data on which the above opinion was formed, thus remarks in reference to the predisposition to insanity :

" One half of all cases of insanity are supposed to result from causes acting on hereditary predisposition. I consider a large proportion of these *predispositions* to be unnaturally, and often wickedly *manufactured*."

The expense of taking care of the insane is necessarily very great, whether they are kept in private families, in the county jails, or in the public hospitals. We have about one thousand insane persons in the State. They not only add nothing to the aggregate wealth of the community, but draw from it to the amount of the expense of their maintenance.

Our State Insane Hospital was opened for the reception of patients in 1840. The average number of patients for the whole time since it commenced operation, has been less than one hundred—less than one-tenth of our insane population. Up to the close of the year 1849, the State has paid from the public treasury for this object, \$152,384 37, besides some thousands furnished by private munificence. This amount only covers the general expense of the establishment. It has required more than \$2 00 per week additional to pay the board and incidentals of each patient. This last sum has been paid by the friends of the insane or by the municipal authorities where they belonged. If we take one hundred as the average number for the ten years, and \$2 00 per week as the average expense for board and incidentals, \$104,000 will be the amount of this item. This added to the amount paid from the State Treasury, makes \$256,384. And this sum is paid for the support of one-tenth part of our insane population. At the same rate the expense for all of the insane would be \$2,563,840 in ten years, or \$256,384 per annum. This statement is predicated on the supposition that it is not more expensive providing for the insane at the hospital than it is elsewhere. The supposition is true beyond all question, if we take into account the large per centage of cures effected at the hospital over and above what would otherwise occur. Here then, we have an annual outlay larger than our entire school tax. As far as the aggregate wealth of the State is affected, it makes no difference whether this is paid wholly or only in part from the public treasury, since it must all come out of the general resources of the State. And it has been shown by the very best of testimony, that at

least one-third of this, amounting to \$85,461 annually, might be saved, by perfecting our system of public instruction.

### CRIMINALS AND CRIMINAL PROSECUTIONS.

Another half needless draught upon the revenue of the State is the expense of taking care of criminals. About \$15,000 annually are paid from the State treasury for criminal prosecutions, and probably about as much more is expended by the counties for the same purpose. Our criminals must be taken care of after conviction. Jails and prisons must be built, and officers must be appointed to take charge of them. Since Maine became a separate State, \$221,502 87 have been drawn from the public treasury on account of the State prison—making an annual outlay of more than \$7,000 over and above the profits accruing from the labor of the convicts.

A large majority of all the convicts, who have been caged in jails and prisons, might have been saved from degradation and crime, might have been made industrious and respectable citizens, if during childhood and youth, their physical and mental powers had been rightly developed and their moral nature properly cultivated. This point has been so frequently argued, so clearly demonstrated and so generally admitted by the community, that we shall not stop to discuss it. The question commends itself to every man's common sense, whether upon the whole it is the cheapest and best policy to make criminals and support them at the public charge, or to control the primordial causes and make them honest and useful members of society.

Courts of justice constitute our principal state machinery for the suppression of crime. We select our ablest and wisest men for judges. We add jurors, witnesses and executive officers. The people, through the legislature, define the crime and announce the penalty, confer on the courts the dread power over property, personal liberty and even life itself. This machinery is worked at vast expense. The object is to hunt down the transgressor and protect society from his ravages. Of all this



mighty array of power, of wisdom and expense, not a tithe is aimed at the removal of the cause. It only attempts to alleviate the effects. When the incendiary applies the torch to the building, the whole community are on the alert to detect and punish the criminal. All recognize the burning brand as the antecedent, and conflagration as the consequent, but neither judge nor jury take any cognizance of the relation between the early education of the incendiary and the state of mind that impelled him to the fatal deed. During all the formative process of the child the court must stand by and look on. Though the elements of perjury, of theft, of robbery, of murder, are daily insinuated into the very fibres of that child, the court has no preventive injunction to issue. It must lie in ambush till the theft is committed, till the innocent are slain, till the assassin has perpetrated his deed of violence. And even then the court has no power to recompense the injured, to restore life to the murderer's victim; its only emollients for assuaging the anguish of these social wounds are fines, imprisonment and death.

Go stand in our courts of justice. See the wretched culprit brought in to receive his sentence—surrounded by the learned counselors, the dignified judge and the grave jurors. Go back in imagination, to the earliest infancy of the culprit, of those counselors, of that judge, and of those jurors, and you will find in that now degraded culprit, a mind as pure, as free from moral taint, as capable of expansion, of improvement, of happiness and usefulness in life, as in either of the others. Follow that embryo convict a few years during childhood and youth. Behold the circumstances that made him what he now is—circumstances beyond his control—circumstances which the community might and ought to have controlled; society presenting the absurd spectacle of creating the cause or at least permitting it to exist and then punishing the effect. There are hundreds of children growing up in our State in conditions and surrounded by circumstances, such, that it is morally certain,

that they will become candidates for the prison or the gallows. It is in our power to change those circumstances. Shall we do it ?

### LITIGATION.

But in addition to sickness, pauperism, insanity and crime, there is still another cause gnawing like a canker-worm at the vitals of our pecuniary prosperity ; a cause that is sapping the very foundation of our industrial pursuits. It is completely interwoven through the whole body politic, from centre to circumference. We refer to our system of litigation. And in referring to this subject, we do not intend to reflect on any one class of our fellow citizens as being the guilty cause of this mischief. The root of the evil lies further back, in a defective and imperfect system of public instruction. If we would ever escape from beneath this profitless incubus, we must educate the entire community. We must give every child a healthy and vigorous body, habits of industry, that degree of mental discipline which will enable him to perform his business transactions with perfect accuracy, that amount of moral culture which will make him an unimpeachable witness, that general information necessary to constitute a sound legislator and an intelligent juror. If the entire capacity of our school system were fully developed, all this and even more could be accomplished. Our system of legislation is so extensive, sending out so many ramifications and the means of statistical information so limited, that no very accurate estimate can be made of the expense. The best that can be done will give only an indefinite approximation to the truth.

During the year 1849, the aggregate number of days occupied by the jury terms of the supreme, judicial and district courts in the State, was six hundred and three. This gives about twice as many working days as there are in a year. It would be equivalent to holding two courts in the State from the beginning of the year to the end. Allowing twenty-four

jurors and one supernumerary for each court, we should have fifty jurors, and perhaps about fifty witnesses, fifty composing the parties at the bar, and an equal number of spectators, in constant attendance from year to year. Judges, sheriffs and attorneys, would make up the host.

We have about five hundred lawyers in the State (492). Allowing \$500 as the average business of each attorney, we should have \$250,000 for the whole. Allowing an equal sum for judges, jurors, sheriffs, witnesses, and parties at the bar, and the aggregate would amount to \$500,000 annually to support our system of litigation. It must be perfectly evident to any man of observation and reflection, that at least one-half of the causes originating this litigation might be removed by the means we have suggested. Thus we have under this head, \$250,000 a year, a sum equal to our public school tax, that might be saved to the next generation, if we would do our duty to our children.

There is one other agency to which we will refer in this connection, as the summary would not be complete without it. We mean the christian ministry. There are about one thousand preachers of the Gospel in this State. At an annual salary of \$200 a year, the expenditure would be \$200,000. We wish to be distinctly understood, as we explained ourselves in the beginning of the argument, that we speak of agencies and causes only in reference to their bearing on the pecuniary prosperity of the community. We presume it will not be doubted that the amount expended for religious instruction is a profitable investment, even in a financial point of view. It tends to make men better citizens; more peaceable, more industrious, more moral; and in this way it gives them a greater pecuniary value as component parts of the State. We have therefore but one suggestion to make on this topic. It is, whether this vast amount of moral force is applied at a point best adapted to produce the greatest amount of good. The greater part of this power is brought to bear on persons of adult age, on individuals

whose characters are already formed, whose habits are so firmly fixed that not one in a hundred can be induced by secondary causes to change them. Would it not be vastly cheaper to direct and train the tender shoot, than to wait and attempt to hew and straighten the gnarled and crooked oak? And I intimate, in this connection, that it is the duty of an enlightened, and well-educated ministry, of men who enjoy the advantage not merely of theological, but of a philosophical training, to give some heed to what pertains to the physical, moral and intellectual welfare of children, as well as to what is purely spiritual in the adult.

We have thus far enumerated several causes, which together make an immense annual reduction from the aggregate wealth of the State. We have shown by the best of testimony, that at least one half of this outlay might be saved if the community would do their whole duty to the incoming generations. Perhaps one reason why our people have not regarded this subject in its true bearing on their worldly prosperity, is, that it is so vast and extensive as a whole, and so complicated in its parts, that they have failed to hold it in the mind till it could be analyzed in all its ramifications. Let us place the several items in juxtaposition and see how they will look. Let us suppose an extensive plain in some central portion of the State on which to locate our public buildings. We shall first have a hospital for the sick, filled with five thousand patients; five thousand nurses, and five hundred physicians in attendance. In the rear of this building you will find fifty drug shops all driving a brisk business. This establishment is sustained at an expense of \$500,000 per annum. A little farther along you will find the State poor farm, with six thousand occupants. This establishment is worked at an annual expense of \$143,000.

Go a little further still, and you will find the insane hospital filled with one thousand maniacs. This costs 256,000 a year. Next in order you will find the court house, occupied by seven judges, five hundred lawyers, thirteen sheriffs, some scores of

deputies, fifty jurors, from fifty to a hundred witnesses, and some hundred spectators. The justice administered at this establishment costs \$500,000 per annum. On the next street beyond the court house, are thirteen jails doing a good business and under direction of competent keepers. At the lower end of this street you will find the state prison on the right, and the gallows on the left, both under public supervision. The sum total of all these items is annually subtracted from the aggregate wealth of the State, as really so, as it would be if we paid this amount to a foreign power, in consideration of being relieved from the burthens which now require this outlay. This is no fiction ; it is not an exaggerated picture. It is a solemn reality. Though the whole is not locally in one mass as here represented, still every part has an existence, "a local habitation and a name."

And as a sort of palliative for all this accumulation of misery and degradation and expense, we have one thousand clergymen preaching to reclaim hardened sinners, at an outlay of \$200,000 a year.

Almost the entire amount of the wisdom, talent and learning of the State is employed in combating these evils, and it is a remarkable fact that a large proportion of our judges, lawyers, physicians, and clergymen, commenced their career, as teachers in our public schools. The days of youth and inexperience being spent in forming the character of our children, they find it pays better, and in public estimation is more honorable, to enter the learned professions. This is certainly a reversed order of things ; the entire learning and wisdom of the State should be employed in educating and in forming the character of the rising generation. And then, if occasionally one should prove too perverse to become a useful citizen, it would be a matter of little consequence who should be his judge, his jailor, or his hangman.

The past is written in the book of fate. No human agency can obliterate what has been recorded. Deity himself cannot

change it. It is the coming generations on whom we are to act. It is their destiny for which we are now responsible. All that accumulation of sickness, poverty, insanity, crime and contention which we have described, is now passing from our hands. It will soon be swept from the face of the earth. The result has proved the producers of it to be unskillful workmen. Providence is placing in our hands a new stock of materials, and saying to us in the most emphatic language, look to the former product and try to improve, try to furnish something higher, nobler and better. The stream that bears on its bosom all human hopes and fears, joys and sufferings, all of future weal and woe, is before us. We make our impression on the limpid current as it passes, and that current, with all its significant traces, turns straightway to stone. The record is imperishable. How solemn is the responsibility, as we write our page in the destiny of those who are to come after us. But however fearful our position, we cannot avoid it if we would. We can no more change the relation we sustain to our fathers, to our associates and to our children, than we can shake off our own personal identity.

Our new stock of materials is fresh from the hand of God. They are not coarse, cheap, perishable articles. They are nothing less than living, thinking, accountable beings, the noblest, grandest things of earth—natures fitted for the highest purposes of human life; yet weak, immature and constitutionally subject to error; blind, yet surrounded by dangers; thoughtful only of the present, yet entering on the voyage of eternity; unformed and pliant, moved by the gentlest impulses, moulded by the slightest touches; having capacities of good and possibilities of evil, beyond the power of finite creatures to conceive. Every impression made upon those beings spreads its influence over the whole life. The magnetic cords extend from the cradle to the grave. Such is the nature of the raw material. It is for the present generation to determine whether the miniature man shall grow up an industrious, useful citizen,

an ornament to the community, and a blessing to his friends, or whether he shall become so vitiated in body, so degraded in mind, so depraved in morals, that all but her who bore him will turn from him in disgust. If no improvement is to be made; if all our cells and dungeons, all our resorts of misery and vice, are to be filled in the next generation, those embryo convicts and sufferers are now just entering our world. The Infinite Father of all now sees these little ones in their varied aspects of weakness, endearment and innocency. He knows every influence, every agency that may urge them into a sphere of infamy and woe. He sees that many and perhaps most of those propelling forces will be of such a nature, and will operate on the child at so early an age, as to be entirely beyond the control of the individual's volition. He also sees that those influences mainly are within the control of the State, taken in its individual and associate capacity. He has an absolute conception of the resultant misery and suffering in all its bearing. He also has a relative conception of the joy and happiness which might be secured in its stead. Suppose now, that this helpless, and as we might say doomed infancy, could be indued with omniscience, could perceive the whole matter as God himself perceives it, and in view of the awful crisis, could be permitted for one short hour to stand before the assembled wisdom of the State and plead its own cause. If true oratory is that style of speaking which produces the greatest effect on the hearers, I need not say we should have it now. And still the same argument and I might almost say the same eloquence is daily appealing to us from every corner of the land, coming from ten thousand different sources urging us in the name of God and humanity to mitigate those great physical, mental and moral calamities which are at present the heritage of our race. And if the public mind is too sordid and miserly to admit the plea in the name of justice and charity, it is made with equal force to our selfishness and our moneyed interests.

In view of the preceding considerations, the question very

naturally arises, what is our duty as a State? What can be done to relieve posterity of the evils under which we suffer? The answer is plain. We must enlarge and energize our institutions, till they encircle the entire community, and leave the impress of health, intelligence and virtue on every individual. In other words, we must give every child in the State an education. And I do not use the word education in its limited, technical sense, but as the result of all those influences that surround the human being from infancy to mature age, whether those influences originate with the parent, the teacher, the school house, the church, the living voice or the written page; whether they act on the physical, mental or moral natures, or upon those mysterious sympathies and connections existing between the body and the mind. That education is good or bad, complete or defective, perfect or imperfect, just in proportion as it directs and develops all the powers and faculties in obedience to the laws of our being.

In educating the child we should begin with the body. All the physical powers should be developed and strengthened; their natural health and vigor preserved, and their entire energies made subservient to the true interest of his intellectual and moral nature. To secure this end, it is essential that the pupil himself should understand the structure of his own frame, comprehend the nature and uses of the several parts—the bones, the muscles, the nerves, the skin, the organs of respiration, of circulation and digestion. He should understand the relation of the human organism to the eternal world: the adaptation of food to the organs of digestion, of air to the lungs, of light to the eye, of sound to the ear, of clothing to the body. He should be taught that these relations are not absolute, but depend upon adaptation, fitness, relevancy: that in adjusting these relations reference must be had to all the contingencies of exercise and rest, sleeping and watching, moisture and dryness, change of temperature, and the vicissitudes of the seasons. It should be enjoined upon him that the laws of health are the



laws of God ; that he has no more right to violate a physical law than he has a moral law ; that every violation is a cast of the shuttle that weaves his shroud ; that it is no less sinful in the sight of heaven to waste and destroy life, little by little, than it is to commit suicide at once, by applying the knife to the throat. He should not only be taught these facts and principles, but the practice of them should be enforced and corresponding habits formed.

The child must also have an intellectual education. This comprises mental discipline and a knowledge of facts and relations. He should attain the power of concentrating his thoughts on any given subject, of excluding every thing extraneous, and of including every thing pertinent, till a full, complete and coherent set of ideas could be collected, arranged and methodized in the mind. Such a power when applied to the practical business of life, would prepare one easily to distinguish between the true and the specious, the elevating and the debasing, the valuable and the worthless ; it would fit him to see the end from the beginning and to reach it by the most direct route ; it would enable him to discover his duty, and the wisest way of performing it. A knowledge of facts and relations should be acquired in such a manner as to secure the mental discipline desired in the very process of acquisition itself. Thus the two branches of an intellectual education would be carried on at one and the same time. We should not limit our course of public instruction to orthography, reading, writing, geography, English grammar and arithmetic. Nor on the other hand should we make it professional in its character—furnishing special qualification for special pursuits. But the means of knowledge provided at public expense should embrace all those branches of learning, essential to make intelligent men and skillful operatives, in the various business departments of life. All workmen should understand mechanical philosophy—the application of science to the useful arts.

But education is not complete till it reaches the affections,

till it elevates, enlightens and expands the soul ; till it gives the child a true perception of right and wrong, and a disposition to do the former and to avoid the latter. This is the highest, noblest, holiest part of the work. Nothing else can furnish a balance wheel of sufficient power to regulate all the disturbing forces in our political machinery, sectarian creeds, wild theories and varied ultraisms. Intelligence merely is no guaranty of safety. Man is created with all the faculties of a brute and the capacities of a demon. If his propensities are pampered and his intellect cultivated at the expense of his moral nature, he becomes an incarnation of evil. Our only hope is in the justice, integrity and generosity of the people. Without efficient moral principle, there is no national defense, no public safety. Moral education to be relied on must commence at an early age, and be based on right motives. The gentlest whisper of kindness may subdue the impulse which prompts to moral delinquency in the child, whilst if that impulse is permitted to grow and luxuriate unrestrained, the giant's arm cannot curb it in the hardened criminal. Till moral instruction becomes a more prominent feature in our public schools, we have but little to hope even from their more salutary tendencies. The letter of the statute is amply sufficient, but it has not been practically enforced. The law on this point cannot be too frequently repeated in the ears of the community. It reads as follows :

“ It shall be the duty of the presidents, professors, and tutors of colleges, and of the preceptors and teachers of academies, and all other instructors of youth, whether in public or private institutions, to take diligent care, and exert their best endeavors to impress on the minds of the children and youth, committed to their care and instruction, the principles of morality and justice, and a sacred regard to truth ; love to their country, humanity and a universal benevolence ; sobriety, industry and frugality ; chastity, moderation and temperance ; and all other virtues, which are the ornaments of human society. And it shall be the duty of such instructors, to endeavor to lead those

under their care, as their ages and capacities will admit, into a particular understanding of the tendency of the beforementioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and the tendency of the opposite vices to degradation and ruin."

To furnish a system of public instruction equivalent to the one we have described, and to apply it to the body, mind, and morals of every child in the State, should be the anxious aim of our lawgivers. Humanity and religion call loudly on every philanthropist and christian, to use his influence to promote this object. The most rigid economy admonishes every taxpayer, to aid in the work. To this end some improved machinery is necessary. We need a good school house, complete in all its appurtenances and appendages in every district of the State. We need school money, sufficient to sustain schools in all these houses from six to nine months in the year. We need instructors of these schools, the poorest of whom to be equal in qualification and capacity, to those who now rank among the ablest and most skillful in the country. We need the earnest sympathy and intelligent coöperation of all the parents. This is a great work, but the end to be attained is worthy of the undertaking. Nothing short of this will meet the real wants of the State. Nothing else will relieve us of the evils under which we now suffer. It cannot be completed in one year, or five, or ten; but every true citizen should place his standard of excellence thus high, and never rest satisfied till the goal is reached.

We have been so long in the practice of permitting evils to exist, and then exhausting our resources, in trying to cure them, that many regard this practice true philosophy—the natural course of things. As the hunter lost in the snow of the mountain, courses the circle and fondly thinks he is approaching nearer and nearer to the habitations of men, because at each successive round, he finds himself in a better beaten

path, so man, once in error, by constantly repeating that error, is liable to mistake the effect of the repetition, for proof that he is right. If our curative and punitive system could be completely rooted out, and the preventive system established in its place, the contrast would be so great that the community would no more return to their former practice, than they would renew the barbarian rite of sacrificing a child to prevent an eclipse.

The school houses could be built, the money raised and the influence of parents secured, within a very limited period of time; at least there is no inherent impossibility in attaining many of these objects immediately. But a full supply of teachers of the right stamp could not be had at once. They are not in the market. It should therefore, be among our first efforts, to furnish more efficient and thorough means of qualifying teachers, than we now possess. My concluding remarks will be devoted to this point.

Whilst our Institutes have been of immense value in creating an interest, and in giving an impetus to the cause of education, they have also shown most conclusively, that the unlimited capacity of our school system for good can never be fully developed, till we have a more thorough and permanent corps of teachers. This, as far as I have been able to learn, is the general sentiment of the friends of education throughout the State. There is some difference of opinion, in regard to the best mode of accomplishing that, which all desire, and in which all agree. I shall therefore submit an outline of several plans, and the Board and the legislature will adopt such a course as in their wisdom they may deem best.

The first is this: make the members of the Board in each county, a school officer; make it his duty to examine teachers and to grant certificates of qualification; to give one or more public lecture in each town in the county during the year; to visit all the schools; to advise and consult with committees and teachers, in reference to the discipline, government, course

of study, modes of instruction, and all other matters pertaining to the welfare of the schools. At the end of the year, the member of the Board could make out a full report of his proceedings, and these county reports would furnish valuable materials, from which to compose the general report of the Board to be laid before the governor and council. This plan judiciously carried out, in connection with our present system of Institutes, would tend to increase the efficiency of teachers, and to energize our school operations generally. Perhaps a measure of this kind is all that we are prepared for at present. This course would enable the member of the Board to come in daily contact with different teachers, different schools, different houses, and different modes of instruction. He could note down whatever of excellence or of error might fall under his observation. In this way, during the year, he could collect in detail the merits and demerits of our school operations. This information, properly analyzed and presented to the public, would be of great service to the cause of education. The member of the Board could grant and renew certificates, as he passed from school to school, or he could appoint a day in which he would meet the teachers of each town; or perhaps a better course would be to attend to this duty at the close of the Institute. If the latter course should be adopted, he could prepare a set of questions in the various branches, get them printed, and require all the teachers to give their answers in writing, as recommended by the former Secretary of the Board. The certificate granted should be in lieu of the one now required from a liberally educated man. It should in no wise infringe upon the present jurisdiction of the town committee.

My second suggestion is, that there be three protracted Institutes established—one in the western, one in the eastern, and one in the central part of the State; to commence in the latter part of the month of August, and to continue in session three months; none to be admitted into the class but teachers, and those only who propose to attend the entire session;

the course of instruction to be similar to that which is now given in Institutes, only reviewed so frequently, and made so thorough, that every teacher attending during the session will be able to adopt in his own school the modes and processes presented. In adopting this arrangement, no outlay for buildings or apparatus would be necessary, except a reasonable rent for the three months session. The advantages and disadvantages of this plan will readily occur to the mind of every one acquainted with school matters.

My third suggestion is that there be a normal department established at some one of the incorporated academies in each county, to be kept in operation three months in the spring and three months in the fall of each year, the expense of tuition to be borne by the State. The general supervision, the employment of instructors, the course of study pursued, terms of admission, rules and regulations, all to be entrusted to the Board of Education. This plan has some warm advocates.

The fourth and last proposition which I shall make in reference to the mode of qualifying teachers is this: Suppose there should be established one normal school, located in some central position with permanent buildings and fixtures owned by the State. The building should be sufficiently large to accommodate about three hundred pupils; each representative district in the State should be entitled to send two scholars, one male and one female. If any district should neglect the privilege of sending, the vacancies might be filled from other districts. Any person applying for admission should sustain an unblemished moral character; should possess all the natural endowments essential to make an accomplished teacher; should have a good knowledge of orthography, reading, writing, English grammar, geography, arithmetic, and the history of the United States; and should sign a solemn affirmation of his desire and intention of qualifying himself for teaching in our public schools. The application for admission should be made to the superintending school committee of the town where the appli-

cant resides. The decision of the school committee in each case should be subject to revision by the member of the Board of Education for the county. The most skillful instructors in the county should be employed to take charge of the school. The course of instruction should embrace one year and be of such a kind as to give every pupil the most thorough knowledge of the theory and practice of teaching, that could be attained in that period of time.

There should be a model department connected with the normal school, to be composed of scholars from the adjacent districts. This department should be under the general supervision of one of the instructors of the normal school, but taught chiefly by the pupils. The model school, if properly managed, would be of essential service to the institution. Suppose it to be managed somewhat on the following plan: On Monday morning one instructor and two pupils should enter the model department; one of the pupils and the instructor should remain during the day as listeners; the other pupil should manage the school. In the evening the instructor would meet the two pupils who had been with him during the day in the model school, and make to them such comments and strictures on the incidents of the school room, as he might deem advisable. On Tuesday morning the pupil who had been an observer the previous day, would take charge, and a new pupil enter as critic, and so proceed from day to day, till each normal pupil in turn had been one day an observer, and one day a teacher in the model department, and each evening received the criticism and advice of his instructor.

The expense for buildings, fixtures, and teachers' salaries should be borne by the State; the pupils should pay their own board; tuition should be free, and perhaps a moderate mileage should be allowed for travel, so as to place the teachers in the extreme parts of the State on an equal footing with those in the immediate vicinity of the institution.

An institution like the one above described would furnish

three hundred teachers per annum, to be distributed in every representative district in the State, all having drunk at the same fountain, adopted similar modes and processes of teaching; all animated by kindred motives: and this good to be reproduced in the minds of fifteen thousand children. Besides, each normal pupil returning to his native village would form a nucleus around which the teachers in the vicinity would cluster to receive instruction and advice. No finite mind can calculate the vast amount of good that would result from such an institution, and yet the annual expense to the State would not be greater than the average annual expense required for our State prison for twenty-seven years past. Which of the institutions would do the State the most service?

If the plans presented in the first and fourth suggestions should both be adopted and carried fully out by the State, our school system would be completely reanimated in a few years and very many of those causes which are now a constant draught on the resources and property of the State, would be removed. And the whole expense would not be a tithe of the money now wasted in tampering with effects whose causes might thus be controlled.

I have thus far endeavored to examine, somewhat in detail, the relations existing between cause and effect in our social and civil condition as a community. In examining this question particular reference has been had to its pecuniary bearing. I have pointed out the causes that greatly increase taxation, and subtract immensely from the aggregate wealth of the State. I have proved by testimony that cannot be doubted, and by deductions from premises that cannot be questioned, that most of those causes are within human control, and that it would be vastly cheaper to annihilate causes, than it is to contend forever with effects. I have endeavored to point out not only a possible, but a feasible way, in which these causes might be disposed of, and society relieved of the evils which now result from them. It remains for the State in its sovereign capacity,



to look at this question in all its bearings, as a question pre-eminently above all party considerations and sectarian prejudices; as a question infinitely more important than that of bank or tariff, corporations or monopolies; as the right settlement of this will furnish a rich subsoil from which all the others will spring up symmetrically and well proportioned.

I trust the legislature will view this subject in all its future bearings, and consider whether it is the wiser economy, to keep continually turning and adjusting the hands of the dial plate, or to repair the rickety wheels and broken mainspring. I trust no lawgiver will hesitate, or doubt, as to the duty of the State on this point. Is it the duty of the State to provide for the indigent and the helpless? And is it not her duty to establish wise and preventive measures to spread abroad competence and comfort? Should not the State regard as a murderer, the drunken husband, who has imbued his hand in the life blood of his bosom companion? And is it not her duty to remove the accursed cup from the lips of the inebriate? Is it the duty of the State to cage the raving maniac, and support him at public expense? And is it not her duty to remove the seat of such disorder? Is it the duty of the State to build jails and prisons to confine the offender? And is it not her duty to prevent the offense? Is it the duty of the State to protect itself against false testimony, by sending the perjured man to the prison? And is it not her duty to require the child to be educated in the principles of eternal truth, till the law, "Thou shalt not lie," is written indelibly on the tablet of the heart? Is it the duty of the State to protect the property of her citizens, by punishing the thief? And is it not her duty to cause the embryo thief to be educated in the principles of justice, till the law, "Thou shalt not steal" become a rule of his conduct? Is it the duty of the State to protect the life of her citizens by sending the murderer to the prison or the gallows? And is it not her duty to require every child to be instructed in the

principles of kindness, mercy and benevolence, till the law, "Thou shalt not kill," becomes a part and parcel of his moral being.

E. M. THURSTON,

*Secretary of the Board of Education.*

CHARLESTON, April 30, 1850.

## APPENDIX.

---

The following tables, marked *A*, *B*, and *C*, have been prepared with much labor and care.

No pains have been spared to make the tables as perfect and complete as the nature of the materials at my command would allow.

Returns have been received from all the towns in Waldo and Kennebec. All the other counties are more or less defective in this particular.

In the returns from some few towns, I think the school committees made a mistake in putting down numbers. I came to this conclusion from comparing one part of the returns with another part: in such cases I have given the figures as they were furnished by the committees, since I had no definite means of making a correction. Such mistakes, however, were but few in number, and will not in any material point impair the value of the tables.

If all the school officers in the State will be faithful to their legal obligations and their oaths, we shall soon be able to make our school statistics complete and accurate; so that any town can see its relative standing, compared with any other town, and also its own retrograde or progressive movement from year to year.

It seems to me that the prominent facts in our school operations, properly analyzed and arranged, will be of great value to our own citizens, and also to the cause of education in other States.

TABLE A.

## COUNTY OF YORK.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
Alfred,	11		6	9	\$15 50	\$1 74	19.3	6	4	
Biddeford,	10	2	15	16	20 70	1 68	28.7	3	10	
Buxton,	17		16	17	15 86	1 57	22.6	7	10	
Hollis,	19	4	17	19	16 37	1 40	20.3	11	11	
Kennebunk,	12		10	16	18 85	1 47	29.4	9	3	
Kennebunkport,	13		11	13	17 30	1 85	27.5	3	10	
Kittery,	12		11	13	18 31	1 77	21.5	4	7	
Lebanon,	20		10	12	13 60	1 70	16.4	13		
Limerick,	8		8	8	14 00	1 30	20.5	2	6	
Limington,	18	1	18	16	12 20	1 25	18.	8	10	
Lyman,	13	2	10	11	13 50	1 56	18.4	6	7	
Newfield,	11	1	11	14	13 68	1 40	17.4	10	1	
North Berwick,	19	2	10	16	12 62	1 55	15.5	10	7	
Parsonsfield,	20		19	17	12 72	1 23	19.1	11	7	
Saco,	9		12	17	20 22	2 01	33.9	9	6	
Shapleigh,	15		15	7	14 10	1 78	17.2	10	3	
Sanford,	17		13	16	16 50	1 62	16.	2	15	
South Berwick,	14	1	14	14	16 80	2 22	23.2	8	6	
Waterborough,	16	1	16	12	12 86	1 46	17.4	9	7	
Wells,	19		16	20	16 31	1 43	20.7	8	19	
York,	15		14	13	14 80	1 94	22.1	8	6	
	308	14	272	296	\$326 80	\$33 93	445.1	157	155	

## COUNTY OF CUMBERLAND.

Auburn,	16	2	14	17	\$15 57	\$1 32	17.8	6	10	
Baldwin,	12	1	5	12	12 83	1 70	17.7	7	5	
Bridgton,	20		9	13	16 11	1 50	18.8	8	12	
Brunswick,	21		17	29	18 39	1 40	23.8	21	2	
Casco,	11		10	12	15 60	1 69	17.2	4	6	
Cumberland,	12	2	9	11	17 55	1 52	17.4	4	6	

COUNTY OF CUMBERLAND, (Continued.)

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
Durham,	16	2	12	17	\$14 60	\$1 19	18.	7	6	
Falmouth,	13		12	13	18 75	1 84	18.7	9	4	
Freeport,	18		16	19	17 44	1 18	18.	13	5	
Gorham,	25	6	11	21	17 25	1 79	26.8	6	13	
Gray,	10	2	8	13	17 00	1 75	17.4	5	5	
Harpswell,	16		11	11	16 41	1 21	19.7	11		
Harrison,	13	3	5	14	10 54	1 36	20.2	8	7	
Minot,	10	2	8	11	15 37	1 21	17.8	1	9	
Naples,	11	1	7	11	15 33	1 64	18.2	6	5	
North Yarmouth,	6	4	7	7	15 91	1 59	19.2	6	1	
New Gloucester,	13		10	16	16 48	1 31	19.7	4	7	
Otisfield,	12	1	12	12	14 50	1 27	19.1	10	2	
Poland,	25	2	16	17	15 69	1 39	17.6			
Pownal,	8	4	4	11	14 33	1 53	19.4	9	3	
Raymond,	9	1	8	8	13 55	1 47	16.8	4	5	
Sebago,	9	1	5	10	12 50	1 39	19.5	7	1	
Standish,	16		13	16	14 30	1 54	19.4			16
Westbrook,	16		13	22	23 23	2 09	23.2	12	4	
Windham,	18		20	18	16 00	1 61	21.6	13	5	
Yarmouth,	7	2	7	8	21 42	2 75	24.2	5	4	
	363	36	269	369	\$416 65	\$40 24	507.2	186	127	16

COUNTY OF LINCOLN.

Alna,	6		5	6	\$19 40	\$1 58	19.5	5		
Arrowsic,	2		2	2	18 00	1 50	19.6		2	
Bath,	2	1	9	24	32 00	1 75	40.	3	12	
Boothbay,	17		14	16	17 12	1 60	19.3	10	5	
Bowdoinham,	17		11	13	15 62	1 38	21.4	8	9	
Bowdoin,	18	1	17	17	15 94	1 22	17.	10	8	
Bremen,	7	2	7	9	18 17	1 46	23.8		7	
Bristol,	19	1	16	18	17 66	1 40	22.1	4	14	
Cushing,	6		5	7	16 17	1 41	23.6	6		
Dresden,	9		7	6	18 33	1 53	19.	1	8	
Edgecomb,	8		6	9	17 67	1 32	24.2			8
Friendship,	6	1	5	7	16 40	1 44	18.	2	4	
Georgetown,	9		5	6	16 50	1 53	21.2	4	1	
Lewiston,	16	2	14	16	15 75	1 26	20.4	4	10	
Lisbon,	14	3	9	13	14 00	1 15	20.7	6	5	
Nobleborough,	12		9	12	15 75	1 27	16.4	6	6	
Perkins,	1		1	1	19 00	1 00	19.1	1		
Phippsburg,	14		14	12	17 00	1 40	17.5	8	5	
Richmond,	10		10	13	18 00	1 46	17.2	4	6	

## COUNTY OF LINCOLN, (Continued.)

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School houses in good repair.	No. not in good repair.	Description given, not definite.
St. George,	17	10	15	16	\$16 20	\$1 35	19.	9	7	
Thomaston,	11	2	9	13	22 00	1 91	22.2	4	6	
Topsham,	10		11	11	16 36	1 41	20.1	8	4	
Townsend,	6		6	3	17 33	1 42	15.	1	4	
Union,	14		13	14	19 50	1 41	16.6	10	4	
Waldoborough,	25	2	23	29	17 80	1 57	22 1	6	24	
Warren,	21		12	21	18 39	1 64	21 5	16	2	
Washington,	15		11	17	16 77	1 37	17.4	6	6	
Webster,	8	4	9	13	16 72	1 07	19.4	2	9	
West Bath,	5		4	5	18 70	1 22	21.6	3	2	
Whitefield,	17		15	15	17 64	1 29	16.4	1	16	
Wiscasset,	6		6	6	21 11	1 50	34.5		6	
Woolwich,	9		5	14	20 99	1 53	21.8	2	6	
Matinicus Isle,	1		1	1	20 00	1 50	24.	2		
Monhegan Isle,	1		1	1	17 00	1 25	24.	1		
	359	29	307	386	\$614 99	\$48 10	715.7	152	198	8

## COUNTY OF HANCOCK.

Aurora,	3		1	3	\$21 50	\$1 58	24.1	1	2	
Amherst,	4			5		1 87	19.	3		
Bluehill,	19		10	19	18 97	1 51	17.4	8	10	
Brooksville,	13		10	12	17 87	1 47	14.	5	8	
Bucksport,	17		13	26	21 16	1 92	23.4			17
Castine,	4		3	5	23 33	1 69	29.2	3	3	
Deer Isle,	27		15	20	16 06	1 63	17.5	10	7	
Dedham,	7	1	4	6	18 00	1 69	16.5	3	2	
Eden,	14		6	5	18 08	1 53	16.1	5	5	
Ellsworth,	17		10	19	23 00	1 88	23.7	6	11	
Gouldsborough,	16		2	12	18 00	1 49	17.6	1	12	
Greenfield,	3		2	3	19 00	1 12	27.8	2		
Hancock,	7		3	4	18 28	1 71	16.5	5	2	
Mariaville,	5		2	4	21 50	1 44	25.8	2	2	
Mount Desert,	9		4	6	20 50	1 81	15.6	1	6	
Otis,	2		1	1	22 00	1 75	21.8		1	
Penobscot,	15	1	7	14	18 25	1 72	16.	3	10	
Sedgwick,	9		7	11	18 57	1 52	18.	2	6	
Sullivan,	5	1	6	8	19 75	1 66	24.7	1	6	
Surry,	7		7	6	20 50	1 75	19.4	2	4	
Tremont,	13		8	11	19 30	1 45	15.5	4	5	
Wetmore Isle,	4		3	4	19 00	1 50	16.8	4		
	222	3	124	204	\$412 62	\$35 69	436.4	71	102	17

## COUNTY OF WASHINGTON.

Towns.	No. of Districts.		Parts of Districts.		No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.								
Addison,	13	1	6	8		\$19 55	\$1 87	20.7	4	5		
Alexander,	3	2	2	6		22 50	1 45	23.2	1	2		
Baileyville,	4	1	2	5		13 00	1 52	25.5	1	3		
Baring,	1	1	2	2		27 50	2 00	25.8	1			
Bedington,	2	1	2	2		22 00	1 75	28 7	1			
Calais,	8	1	8	15		26 50	1 96	29.	11			
Columbia,	9		6	7		16 00	1 79	21.5	5	2		
Cooper,	7		6	6		18 00	1 66	19.	4	2		
Charlotte,	6		5	2		18 83	1 75	15.9	3	2		
Cherryfield,	8		4	7		21 00	1 85	24.3		7		
Crawford,	3		1	2		17 00	2 00	26.5	2			
Dennysville,	2		2	2		22 00	2 12	26.5	2			
East Machias,	11		6	10		26 50	2 22	21.5	3	6		
Eastport,	1		3	11		40 37	2 45	31.7			7	
Harrington,	11		4	7		20 50	1 48	17.	5	2		
Jonesborough,	6	1	2	7			1 50	21.	3	1		
Lubec,	11		9	14		19 70	1 77	21.5	4	6		
Machias,	1		4	7		23 75	2 25	30.5	1	3		
Machiasport,	10		3	7		23 33	1 81	20.5		7		
Marshfield,	2		1	2		20 00	1 75	21.	2			
Northfield,	3		2	4		18 00	1 90	11.	1	2		
Pembroke,	11		9	8		17 45	1 61	20.2	7	3		
Steuben,	10		3	8		16 20	1 65	17.		9		
Topsfield,	3		2	3		17 50	1 67	22.3	2	1		
Wesley,	3		2	3		20 00	1 75	18.5	3			
Whiting,	6		4	4		17 62	1 69	14.3	2	1		
Whitneyville,	1		2	1		28 73	2 00	24.2	1			
Waite plantation,	1		1	1		18 00	1 50	27.	1			
	157	6	101	161		\$571 53	\$50 72	625.8	70	64	7	

## COUNTY OF KENNEBEC.

Albion,	12		9	15		\$16 44	\$1 41	19 4	2	10		
Augusta,	24		19	35		19 41	1 82	21.8	10	19		
Belgrade,	17		16	10		13 56	1 42	15.4	6	11		
China,	25		14	22		15 07	1 51	18.2	3	21		
Clinton,	12		10	12		15 80	1 32	18.8	4	7		
East Livermore,	8	1	7	8		17 00	1 83	19.3	2	6		
Fayette,	11	3	7	11		15 63	1 36	17.1	4	4		
Gardiner,	18		21	27		26 09	2 10	29.1	14	9		
Greene,	15		9	12		17 77	1 23	20.7	7	4		
Hallowell,	18		22	32		28 50	1 63	25.			22	
Leeds,	12	2	9	13		17 10	1 14	20.4	8	4		

COUNTY OF KENNEBEC, (*Continued.*)

Towns.	No. of Districts.		No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
	Parts of Districts.	No. of Male Teachers.								
Litchfield,	17		15	19	\$15 40	\$1 25	18.3	5	10	
Monmouth,	15	1	13	15	14 87	1 13	17.8	6	10	
Mount Vernon,	13		11	8	15 40	1 26	18 3	1	11	
Pittston,	19		18	18	18 77	1 36	18.8	5	14	
Readfield,	14		12	13	15 64	1 14	17.6	5	9	
Rome,	8	1	8	5	14 17	1 20	18.1	2	6	
Sebasticook,	13		9	13	13 68	1 13	14.3	7	2	
Sidney,	19		15	23	21 13	1 63	17.8	3	16	
Vassalborough,	23		17	28	17 57	1 59	18.8	14	9	
Vienna,	9	2	6	6	11 40	1 54	17.4	2	5	
Wales,	6	1	5	5	13 50	1 06	20.1	6		
Waterville,	14	2	16	21	17 47	1 71	20.9	10	7	
Wayne,	12	2	9	10	13 78	1 25	18 5		12	
Windsor,	15		14	12	15 11	1 41	16.9		6	
Winthrop,	10	2	9	10	18 50	1 55	16.6	8	7	
Winslow,	17		10	18	15 91	1 24	18.1	7	5	
Clinton Gore,	2		2	1	10 00	1 50	13.	1		
Unity plantation,	2		1	2	15 00	1 00	16.		1	
	400	17	333	424	\$479 67	\$40 72	542.5	145	225	22

## COUNTY OF OXFORD.

Albany,	8	1	2	9	\$13 00	\$1 43	17.	4	2	
Andover,	6		4	7	16 00	1 44	15.4		5	
Buckfield,	13	2	10	13	14 68	1 07	21.4	2	11	
Byron,	7		3	6	11 16	1 08	16.7	1	2	
Denmark,	13		7	18	12 86	1 58	17.6	2	11	
Fryeburg,	14		9	14	12 75	1 49	21.6	12	2	
Gilead,	6		2	9	11 00	1 39	14.4	2	4	
Greenwood,	12		11	12	12 11	1 23	18.		12	
Hanover,	4	1	3	5	11 50	1 13	15.3	4		
Hartford,	18	3	16	16	12 81	1 00	18.2	6	11	
Hebron,	8	2	6	8	13 58	1 14	17.	4	5	
Hiram,	18	2	9	14	12 78	1 21	15.1	4	12	
Livermore,	16	1	12	18	14 42	1 23	19.2	6	10	
Mason,	1		1	1	10 00	1 00	16.		1	
Mexico,	6		5	6	13 50	1 06	18.1	2	4	
Newry,	7		3	10	12 16	1 08	13.3	4	1	
Norway,	14		11	13	14 75	1 25	18.3	9	5	
Oxford,	12	1	10	9	13 60	1 22	18 8	6	5	
Peru,	13		12	14	14 77	1 08	17.4	3	4	
Porter,	12	3	9	13	11 29	1 21	18.2	3	7	
Roxbury,	6	1	1	6	12 00	1 06	13.6	1	1	
Rumford,	12	1	12	13	14 53	1 32	21.2	4	8	



COUNTY OF OXFORD, (*Continued.*)

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
Stow,	10		4	8	\$12 50	\$1 42	21.8	5		
Stoneham,	6		2	8	13 00	1 32	17.4	3	2	
Sumner,	12	2	7	13	15 62	1 27	19.5	3	7	
Sweden,	7		6	9	16 11	1 52	22.1		7	
Turner,	19		15	23	14 63	1 38	19.6	9	10	
Waterford,	13		9	15	14 50	1 44	19.1	5	8	
Woodstock,	13		8	13	11 75	1 07	16.9		9	
Franklin plantation,	3	1	2	3	10 00	1 14	11.		2	
Riley plantation,	1			1			96		1	
Hamlin's Grant,	2			3		1 30	11.4			
Letter B,	4		1	2	8 00	1 06	14.1		1	
	316	21	212	332	\$401 35	\$40 58	568.7	108	166	

## COUNTY OF SOMERSET.

Anson,	9	4	4	17	\$13 80	\$1 43	18.7	3	5	
Athens,	13		7	15	13 26	1 62	18.8	3	7	
Bingham,	12	1	3	14	17 33	1 22	15.9	3	3	
Bloomfield,	10	1	7	13	16 08	1 22	21.3	7	2	
Brighton,	8		5	7	16 50	1 20	13.	5	1	
Cambridge,	5		4	5	13 60	1 37	15.2	4	1	
Concord,	11		1	10	13 00	1 42	17.7	4		
Emden,	24	3	5	24	14 26	1 23	14.3	6	2	
Fairfield,	19	4	9	19	15 53	1 44	19.4	9	7	
Hartland,	10		6	13	13 92	1 41	17.	6	3	
Lexington,	10		5	9	14 90	1 15	16.8	5	1	
Madison,	14	4	8	13	17 58	1 32	15.5	5	11	
Mercer,	8	1	9	10	16 75	1 19	17.6	2	7	
Moscow,	12		3	9	18 12	1 33	15.6	4	2	
New Portland,	8		12	12	14 58	1 30	18.		12	
Norridgewock,	15	4	9	13	15 95	1 48	17.2	10	5	
Palmyra,	12	1	10	15	15 69	1 38	17.9	10		
Pittsfield,	9	4	9	7	15 11	1 04	14.1		7	
Ripley,	6		4	7	16 50	1 43	17.4	1	4	
Solon,	14	1	4	21	14 00	1 35	17.5	4	6	
St. Albans,	15	1	11	19	15 85	1 59	20.4	9	4	
Skowhegan,	11	1	4	17	21 00	1 59	17.2	6	2	
Smithfield,	7		9	7	17 21	1 32	15.3	4	3	
No. 1, R. 2, west K. R.,	3			5		1 12	17.1	1		
No. 1, R. 4, east, and										
No. 1, R. 5, W. K.										
R., or Forks,	4	1		5		1 25	18.5	2	2	
	279	31	148	306	\$360 52	\$33 40	427.4	113	97	

## COUNTY OF PENOBSCOT.

Towns.	No. of Districts.	Parts of Districts	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School houses in good repair.	No. not in good repair.	Description given, not definite.
Alton,	5		1	4	\$16 00	\$1 56	28.6	1	1	
Orrington,	11		9	11	19 12	1 73	21.1	9	2	
Bangor,	4		17	39	33 43	1 99	36.9	28	3	
Bradford,	12		7	16	15 86	1 65	17.		12	
Bradley,	3		2	6	20 50	1 91	18.8	2	1	
Brewer,	16		15	20	21 13	1 90	19.4	12	5	
Burlington,	5		2	5	14 00	1 60	25.2	1	2	
Carmel,	10	1	9	9	15 86	1 48	16.6	9	1	
Carroll,	6		2	8	15 50	1 41	16.	2	2	
Corinna,	12	3	11	11	16 18	1 48	18.3		11	
Corinth,	13	1	8	17	18 75	1 45	11.2			12
Charleston,	10		7	11	18 00	1 53	18.9		10	
Chester,	6		4	2	14 25	1 50	16.7	2	1	
Dexter,	10	1	11	15	19 00	1 62	21.	5	6	
Dixmont,	11	3	14	15	15 88	1 41	20.7	7	5	
Edinburg,	2	1	1	2	18 00	1 25	24.	1		
Eddington,	7		6	5	18 75	1 54	17.8	3	4	
Enfield,	5		1	5	10 00	1 65	21.	4		
Etna,	7		6	9	15 66	1 50	20.6		6	
Exeter,	14	1	13	17	17 50	1 61	19.4	8	6	
Garland,	9	5	9	11	18 45	1 44	17.5	2	8	
Glenburn,	9		8	12	17 71	1 53	23.	7	2	
Patten,	5		2	5	20 00	1 55	25.1	3	1	
Hampden,	17	1	16	19	19 00	1 71	20.7	15	2	
Passadumkeag,	5		5	5		1 75	20.3	1	1	
Howland,	5		3	6	15 66	1 42	17.	4		
Kirkland,	6		3	5	18 33	1 83	14.5	2	2	
Lagrange,	3		3	3	17 33	1 83	20.5	2	1	
Lee,	8	1	5	8	15 20	1 73	17.2	2	4	
Lincoln,	13		8	12	16 66	1 75	20.3		9	
Lowell,	7	1	1	7	8 00	1 28	19.6	3		
Clifton,	4			5		1 49	25.3		2	
Springfield,	5	2	3	5	16 66	1 65	20.5		5	
Maxfield,	4		2	4	16 00	1 50	18.3	2	1	
Milford,	3		4	4	18 66	1 46	27.8	2	1	
Newburg,	11	2	9	9	16 30	1 37	20.4	9		
Newport,	8	1	6	11	18 60	1 63	19.2	1	6	
Oldtown,	7		7	13	23 71	2 31	22.1	6	1	
	298	24	235	371	\$629 64	\$61 20	778.5	155	124	12

## COUNTY OF WALDO.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
Appleton,	12	1	13	13	\$18 59	\$1 40	21.7	7	4	
Belfast,	15	1	14	23	23 21	1 39	26.5	5	11	
Belmont,	13		8	10	16 77	1 44	18.3	6	6	
Brooks,	8		7	9	19 66	1 50	24.4	3	5	
Burnham,	7	1	4	7	16 40	1 13	17.5	4	1	
Camden,	18		15	26	19 88	1 59	22.5		18	
Frankfort,	24	1	17	36	19 85	1 53	20.2	12	13	
Freedom,	10		10	9	16 20	1 19	15.9	3	6	
Hope,	7		7	8	17 71	1 25	23.3			7
Islesborough,	8		8	8	16 38	1 32	19.6	1	7	
Jackson,	9	1	6	12	17 00	1 18	20.8	4	5	
Knox,	9	1	5	11	13 34	1 42	16.6	6	2	
Liberty,	3	3	6	6	17 60	1 37	16.	5	1	
Lincolnville,	17		10	13	15 18	1 08	18.3	3	14	
Monroe,	12	1	13	12	16 75	1 23	18.2	4	8	
Montville,	20	3	14	17	16 00	1 37	19.8	6	10	
Northport,	9	1	6	9	17 43	1 19	20.3		9	
Palermo,	14	2	10	15	15 71	1 51	19.2	8	6	
Prospect,	15	2	16	17	21 11	1 35	20.5	2	14	
Searsmont,	13	1	8	16	17 16	1 26	17.6	3	8	
Swanville,	6	2	6	7	19 29	1 25	17.	2	5	
Thorndike,	9		3	15	19 00	1 26	16.6	2	7	
Troy,	12	3	12	15	15 00	1 25	18.	9	3	
Unity,	13		11	13	16 51	1 19	19.5	4	7	
Vinalhaven,	10		8	9	18 10	1 05	14.8	6	4	
Waldo,	7		9	7	16 36	1 25	18.5	1	6	
North Haven,	5		5	4	19 00	1 22	22.6	4	1	
Searsport,	9	1	11	15	23 44	1 34	22.	5	5	
	314	25	262	362	\$498 63	\$36 51	546.2	115	186	7

## COUNTY OF PISCATAQUIS.

Abbot,	10	1	4	10	\$12 40	\$1 37	17.3	7	3	
Barnard,	3		1	2	13 00	1 50	15 9		1	
Bowerbank,	3			4		1 50	24.7		3	
Brownville,	6		5	5	18 00	1 43	24.9		5	
Dover,	15		10	17	16 65	1 65	17.6	5	8	
Elliottsville,	4			4		1 16	11.		1	
Foxcroft,	10		8	11	15 28	1 52	18.6	3	7	
Guilford,	10	1	7	11	14 14	1 50	17.	2	7	
Monson,	8	2	4	7	14 50	1 60	19.	5	1	
Milo,	7		4	7	17 00	1 66	18.1		6	
Orneville,	8	1	2	8	15 00	1 33	17.2	2	3	

COUNTY OF PISCATAQUIS, (*Continued.*)

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of School, in weeks.	No. of School-houses in good repair.	No. not in good repair.	Description given, not definite.
Sangerville,	13	3	7	17	\$17 78	\$1 43	16.			13
Sebec,	10		7	12	18 70	1 63	16.2	2	5	
Shirley,	4		1	3	25 00	1 50	20.9		3	
Williamsburg,	3		2	2	14 50	1 62	10.	1	1	
	114	8	62	120	\$211 95	\$22 40	264.4	28	53	13

## COUNTY OF FRANKLIN.

Carthage,	9		2	10	\$11 50	\$1 20	15.5	4	1	
Chesterville,	15	2	8	12	13 60	1 28	16.3	6	7	
Freeman,	9		8	7	14 50	1 00	18.5	3	4	
Industry,	13	4	7	14	14 86	1 29	17.2	3	8	
Jay,	22	3	14	19	13 88	1 24	14.5	16	3	
Kingfield,	10		4	8	15 00	1 20	21.7	3	3	
Madrid,	6	1	4	4	15 00	1 12	18.5	2	3	
New Sharon,	18	2	14	17	15 15	1 30	19.6	18		
New Vineyard,	9		5	10	13 50	1 22	15.8	3	2	
Phillips,	23	1	13	19	13 42	1 16	17.4	3	11	
Strong,	14		12	13	12 86	1 15	20.	3	8	
Temple,	9		8	8	13 00	1 06	14.	6	2	
Weld,	14		9	12	13 91	1 16	17.3	5	6	
Wilton,	15	3	17	20	17 00	1 23	18.4	10	6	
Letter E,	3			4		1 08	10.9		1	
	189	16	125	177	\$198 18	\$17 69	255.6	85	65	

## COUNTY OF AROOSTOOK.

Amity,	4		1	1	\$12 50	\$1 75	11.		2	
Houlton,	8		2	12	18 50	1 54	22.6	1	6	
Monticello,	6		1	4	13 00	1 42	10.5	1		
Bridgewater,	5			2		1 37	30.	1	1	
Chrystal,	3			3		1 25	10.	1		
Golden Ridge,	4			4		1 33	29.2	1		
No. 9, Range 6,	1			1		1 50	12.	1		
	31		4	27	\$44 00	\$10 16	125.3	6	9	

## RECAPITULATION.—(TABLE A.)

Counties.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Wages of Male Teachers, per month.	Wages of Female Teachers, per week.	Length of school, in weeks.	No. of School houses in good repair.	No. not in good repair.	Description given, not definite.
York,	308	14	272	296	\$ 15 56	\$ 1 61	21.2	157	155	
Cumberland,	363	36	269	369	16 02	1 55	19.5	186	127	16
Lincoln,	359	29	307	346	18 63	1 46	21.7	152	198	8
Hancock,	222	3	124	204	19 65	1 62	19.8	71	102	17
Washington,	157	6	101	161	21 13	1 81	22.3	70	64	7
Kennebec,	400	17	333	424	16 54	1 40	18.7	145	225	22
Oxford,	316	21	212	332	12 94	1 23	17.2	108	166	
Somerset,	279	31	148	306	15 67	1 34	17.1	113	97	
Penobscot,	298	24	235	371	17 49	1 61	20.5	155	124	12
Waldo,	314	25	262	362	17 81	1 30	19.5	115	186	7
Piscataquis,	114	8	62	130	16 30	1 49	17.6	28	53	13
Franklin,	189	16	125	177	14 15	1 17	17.	85	65	
Aroostook,	31		4	27	14 66	1 45	17.9	6	9	
	3350	230	2454	3535	\$ 216 55	\$ 19 04	250.	1391	1571	102

TABLE B.

## COUNTY OF YORK.

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
4	Alfred,	.491	447	288	206	326	233	219.
13	Biddeford,	.409	2,118	1,227	943	1,250	993	968
10	Buxton,	.445	1,181	638	442	808	611	526.
7	Hollis,	.471	1,012	538	399	664	556	477.
21	Kennebunk,	.333	1,085	539	355	531	369	362
19	Kennebunkport,	.374	1,138	689	465	581	387	426
17	Kittery,	.388	1,179	644	401	726	515	458
14	Lebanon,	.401	939	405	297	608	457	377
9	Limerick,	.453	581	298	211	430	316	263.
3	Limington,	.496	895	524	364	676	524	444
5	Lyman,	.472	591	350	248	433	311	279.
2	Newfield,	.500	562	349	268	384	295	281.
15	North Berwick,	.399	652	307	213	419	308	260.
1	Parsonsfield,	.504	958	490	383	736	583	483
11	Saco,	.431	2,055	1,164	868	1,256	905	886.
12	Shapleigh,	.427	611	241	171	441	351	261
18	Sanford,	.387	1,028	416	281	579	516	398.
20	South Berwick,	.352	1,056	575	396	529	348	372
6	Waterborough,	.472	860	404	314	646	498	406
8	Wells,	.459	1,205	668	491	819	617	554
16	York,	.396	1,163	650	426	748	496	461
		9.060	21,316	11,404	8,142	13,590	10,189	9.161

## COUNTY OF CUMBERLAND.

16	Auburn,	.456	1,003	490	389	667	526	457.
2	Baldwin,	.570	446	339	264	317	245	254.
10	Bridgton,	.500	1,009	610	456	699	553	504.
6	Brunswick,	.535	1,879	1,049	779	1,633	1,234	1,006.
1	Casco,	.599	416	266	205	363	294	249.
12	Cumberland,	.481	664	350	262	483	378	320

## COUNTY OF CUMBERLAND; (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
8	Durham,	.505	825	424	324	630	510	417
4	Falmouth,	.540	759	432	334	589	487	410
15	Freeport,	.463	1,056	553	398	737	581	489
26	Gorham,	.371	1,307	623	427	714	544	485
5	Gray,	.537	736	416	346	560	444	395
17	Harpwell,	.456	575	302	223	406	302	262
3	Harrison,	.556	515	343	253	433	320	286
24	Minot,	.395	753	261	198	490	398	298
18	Naples,	.456	424	205	171	296	216	193
23	North Yarmouth,	.396	495	159	116	352	276	196
14	New Gloucester,	.467	682	333	251	482	386	318
7	Otisfield,	.529	477	272	209	361	296	252
25	Poland,	.386	1,098	560	371	612	477	424
11	Pownal,	.425	443	164	122	374	308	215
13	Raymond,	.477	500	265	199	334	278	238
20	Sebago,	409	341	208	154	170	125	139
19	Standish,	.449	834	472	364	508	385	374
21	Westbrook,	.408	1,655	773	558	939	793	675
9	Windham,	.501	979	534	410	734	572	491
22	Yarmouth,	.406	750	344	266	452	344	305
		12,333	20,621	10,747	8,049	14,335	11,272	9,660

## COUNTY OF LINCOLN.

13	Alna,	.518	350	238	170	261	193	181
32	Arrowsic,	.387	164	69	54	98	73	63
17	Bath,	.434	2,167	1,667	1,050	1,667	1,050	1,050
9	Boothbay,	.527	1,102	665	515	846	648	581
14	Bowdoinham,	.505	986	542	399	765	597	498
1	Bowdoin,	.653	806	629	536	618	518	527
6	Bremen,	.569	353	242	191	234	211	201
20	Bristol,	.471	1,213	667	503	860	640	571
30	Cushing,	.389	329	199	143	243	113	128
7	Dresden,	.558	506	374	311	419	355	333
28	Edgecomb,	.428	548	372	207	338	263	235
19	Friendship,	.482	292	162	116	211	166	141
31	Georgetown,	.389	484	225	162	307	215	188
21	Lewiston,	.465	941	516	386	669	490	438
4	Lisbon,	.580	588	369	301	480	382	341
10	Nobleborough,	.521	601	358	271	458	356	313
3	Perkins,	.609	32	21	15	28	24	19
22	Phippsburg,	.459	819	428	345	544	407	376
16	Richmond,	.492	760	470	302	605	446	374

COUNTY OF LINCOLN, (*Continued.*)

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
26	St. George,	.437	973	577	410	579	442	426
29	Thomaston,	.390	946	416	316	559	423	369.
25	Topsham,	.443	660	322	215	457	341	293
27	Townsend,	.432	231	106	77	153	123	100
8	Union,	.528	812	436	341	631	517	429
24	Waldoborough,	.451	1,636	1,000	737	923	741	739
15	Warren,	.496	978	534	408	673	567	485.
23	Washington,	.455	759	428	316	496	375	345.
2	Webster,	.627	430	299	229	386	311	270
18	West Bath,	.483	240	137	101	167	131	116
5	Whitefield,	.575	882	493	380	705	635	507.
33	Wiscasset,	.317	931	517	275	555	317	296
12	Woolwich,	.519	565	314	227	408	360	293.
34	Matinicus Isle,	.302	101	41	29	44	32	30.
11	Monhegan Isle,	.521	46	22	18	40	30	24
		16,462	23,321	13,855	10,086	16,428	12,488	11,287

## COUNTY OF HANCOCK.

21	Aurora,	.333	96	63	44	32	20	32
4	Amherst,	.521	115	94	71	59	49	60
7	Bluchill,	.512	865	541	422	577	464	443
17	Brooksville,	.421	635	384	288	313	247	267.
5	Bucksport,	.516	1,479	970	707	1,123	820	763.
13	Castine,	.447	527	324	219	358	253	236
20	Deer Isle,	.362	1,353	717	503	724	477	490
2	Dedham,	.583	233	157	122	183	150	136
14	Eden,	.426	484	231	174	313	239	206.
19	Ellsworth,	.405	1,469	837	662	780	529	595.
12	Gouldsborough,	.476	606	429	317	341	260	288.
22	Greenfield,	.230	130	50	35	41	25	30
3	Hancock,	.573	417	246	193	305	285	239
10	Mariaville,	.503	148	108	80	84	69	74.
9	Mount Desert,	.504	343	150	122	299	224	173
18	Otis,	.409	44	22	16	26	20	18
6	Penobscot,	.515	750	456	350	534	423	386.
16	Sedgwick,	.425	594	367	279	291	227	253
1	Sullivan,	.584	255	177	136	204	162	149
15	Surry,	.426	526	325	224	369	225	224.
11	Tremont,	.498	633	344	259	499	372	315.
8	Wetmore Isle,	.506	167	99	75	134	94	84.
		10,175	11,869	7,091	5,298	7,589	5,634	5,461



## COUNTY OF WASHINGTON.

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
11	Addison,	.452	535	142	113	464	371	242
18	Alexander,	.367	231	154	92	113	78	85
7	Baileyville,	.483	184	161	105	95	73	89
3	Baring,	.591	120	82	66	97	76	71
1	Bedington,	.646	58	50	42	49	33	37.
12	Calais,	.439	2,010	1,282	896	1,247	871	883.
4	Columbia,	.565	408	330	274	235	187	230.
11	Cooper,	.440	326	210	138	202	149	143.
28	Charlotte,	.292	323	103	75	159	114	94.
6	Cherryfield,	.488	561	316	237	425	311	274
20	Crawford,	.357	165	109	66	70	52	59
16	Dennysville,	.404	198	92	69	114	91	80
26	East Machias,	.309	881	406	316	291	229	272
22	Eastport,	.344	1,587	814	586	793	508	547
25	Harrington,	.326	395	85	65	253	193	129
23	Jonesborough,	.333	186	133	99	30	25	62
17	Lubec,	.376	1,307	752	500	682	485	492.
14	Machias,	.424	582	454	353	183	141	247
12	Machiasport,	.363	502	375	218	218	147	182.
3	Marshfield,	.427	117	80	59	60	41	50
21	Northfield,	.348	126	101	88			44
15	Pembroke,	.416	667	298	227	459	329	278
9	Steuben,	.479	381	309	226	183	139	182.
5	Topsfield,	.544	124	93	65	79	70	67.
24	Wesley,	.331	175	108	89	74	47	68
27	Whiting,	.293	225	181	132			66
8	Whitneyville,	.481	214	137	108	143	98	103
2	Waite plantation,	.602	34	26	21	28	20	20.
		11,920	12,622	7,883	5,325	6,746	4,878	5,101

## COUNTY OF KENNEBEC.

12	Albion,	.521	639	364	258	476	408	333
25	Augusta,	.386	3,264	1,692	1,188	1,785	1,334	1,261
2	Belgrade,	.579	714	293	269	662	559	414
21	China,	.449	1,249	634	461	841	661	561
19	Clinton,	.475	769	460	335	529	397	366
1	East Livermore,	.709	315	222	167	325	280	223.
8	Fayette,	.546	395	195	155	328	277	216
23	Gardiner,	.407	2,527	1,411	920	1,557	1,141	1,030.
13	Greene,	.507	550	285	214	373	344	279
22	Hallowell,	.421	1,980	1,099	747	1,187	920	833.
17	Leeds,	.493	682	354	284	455	389	336.

## COUNTY OF KENNEBEC, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
7	Litchfield,	.548	959	535	431	771	621	526
29	Monmouth,	.304	613	363	270	504	103	186.
11	Mount Vernon,	.522	554	264	194	494	385	289.
14	Pittston,	.504	1,194	723	529	900	675	602
15	Readfield,	.500	710	387	294	520	417	355.
26	Rome,	.381	370	135	103	254	180	141
10	Sebasticook,	.545	500	335	253	384	292	272.
3	Sidney,	.566	823	527	396	658	538	467
6	Vassalborough,	.559	1,200	697	560	949	781	670.
24	Vienna,	.398	382	177	138	224	166	152
9	Wales,	.546	240	129	113	184	149	131
27	Waterville,	.368	1,490	716	474	848	623	548.
4	Wayne,	.562	550	347	264	434	355	309.
5	Windsor,	.562	719	449	347	593	461	404
18	Winthrop,	.482	704	385	286	505	394	340
20	Winslow,	.472	761	398	314	511	405	359.
16	Clinton Gore,	.500	68	28	23	50	45	34
28	Unity plantation,	.333	57	36	20	25	18	19
		14,145	24,978	13,640	10,007	17,326	13,318	11,662

## COUNTY OF OXFORD.

9	Albany,	.551	291	178	140	241	181	160.
11	Andover,	.538	314	183	128	259	210	169
12	Buckfield,	.526	650	407	313	489	372	342.
6	Byron,	.589	145	112	96	92	75	85.
8	Denmark,	.555	487	315	246	397	295	270.
24	Fryeburg,	.461	617	312	232	408	337	284.
3	Gilead,	.628	140	97	72	124	104	88
26	Greenwood,	.453	396	185	136	291	223	179.
2	Hanover,	.646	116	82	60	188	90	75
16	Hartford,	.517	560	311	218	477	362	290
15	Hebron,	.521	351	193	150	291	216	183
28	Hiram,	.417	595	373	264	335	234	249.
5	Livermore,	.606	678	614	373	558	450	411.
29	Mason,	.414	35	16	13	24	16	14.
18	Mexico,	.502	228	185	79	171	150	114.
25	Newry,	.458	193	98	78	132	99	88.
20	Norway,	.494	743	332	271	584	463	367
30	Oxford,	.398	603	295	204	381	277	240.
1	Peru,	.651	471	300	279	226	335	307
23	Porter,	.466	506	320	234	325	238	236
22	Roxbury,	.490	106	69	47	69	57	52
13	Rumford,	.526	572	390	260	471	342	301

## COUNTY OF OXFORD, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
21	Stow,	.493	217	117	88	156	126	107
31	Stoneham,	.386	215	112	74	146	92	83
4	Sumner,	.619	485	312	243	450	358	300.
17	Sweden,	.515	297	168	132	227	174	153
14	Turner,	.524	10,20	571	419	708	651	535
7	Waterford,	.556	598	376	296	445	369	332.
10	Woodstock,	.545	403	270	199	308	241	220
27	Franklin plantation,	.429	92	60	45	53	34	39.
32	Hamlin's Grant,	.295	61	32	22	18	14	18
33	Letter B,	.250	82	35	25	20	16	20.
19	Riley plantation,	.500	23	18	9	22	14	11.
		16,519	12,290	7,438	5,445	9,286	7,215	6,330

## COUNTY OF SOMERSET.

5	Anson,	.569	395	237	178	343	272	225
12	Athens,	.489	579	334	246	461	321	283.
22	Bingham,	.445	393	203	146	259	204	175
6	Bloomfield,	.565	483	307	223	402	323	273
23	Brighton,	.392	364	170	124	188	162	143
25	Cambridge,	.319	327	133	93	172	116	104.
14	Concord,	.478	230	100	80	182	140	110
13	Embden,	.487	444	185	140	381	293	216.
20	Fairfield,	.450	1,017	504	377	728	539	458
24	Hartland,	.368	550	237	175	315	230	202.
2	Lexington,	.606	248	156	122	210	179	150.
8	Madison,	.554	645	363	284	568	431	357.
11	Mercer,	.500	472	236	177	377	293	235
3	Moscow,	.595	278	224	159	213	172	165.
16	New Portland,	.469	695	308	250	502	402	326
19	Norridgewock,	.458	789	362	304	551	419	361.
10	Palmyra,	.521	743	474	379	483	396	387.
17	Pittsfield,	.467	508	244	185	396	290	237.
18	Ripley,	.459	330	170	134	231	169	151.
9	Solon,	.548	534	340	269	394	317	293
7	St. Albans,	.564	788	552	410	623	480	445
15	Skowhegan,	.473	652	369	260	459	358	309
4	Smithfield,	.582	390	266	204	304	250	227
21	No. 1, R. 2, W.K.R.,	.446	56	33	28	26	22	25
1	No. 1, R. 4, east, and No. 1, R. 5, W. K. R., or Forks,	.710	95	89	65	92	70	67.
		12,514	12,005	6,596	5,012	8,860	6,848	5,930

## COUNTY OF PENOBSCOT.

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
27	Alton,	.471	106	65	44	73	56	50
23	Orrington,	.523	789	480	359	633	467	413
30	Bangor,	.468	5,127	3,414	2,306	3,394	2,502	2,404
14	Bradford,	.577	580	412	326	460	344	335
6	Bradley,	.637	269	213	163	219	180	171.
17	Brewer,	.553	1,082	669	506	854	692	599
15	Burlington,	.558	189	149	115	124	96	105.
11	Carmel,	.600	458	308	241	413	309	275
34	Carroll,	.422	188	153	113	64	46	79.
8	Corinna,	.621	643	426	363	566	436	399.
5	Corinth,	.646	613	496	365	502	428	396.
24	Charleston,	.516	577	368	265	419	331	298
35	Chester,	.369	153	61	40	95	73	56.
12	Dexter,	.592	748	546	383	622	503	443
25	Dixmont,	.512	744	440	312	594	451	381.
1	Edinburg,	.861	47	41	40	47	41	40.
7	Eddington,	.637	281	202	148	265	210	179
37	Enfield,	.297	205	118	71	77	51	61
2	Etna,	.527	412	284	221	275	214	217.
20	Exeter,	.535	819	515	366	672	511	438.
2	Garland,	.667	508	346	273	420	405	339
18	Glenburn,	.540	405	302	218	314	220	219
9	Patten,	.608	134	106	77	108	86	81.
32	Hampden,	.424	1,237	601	424	756	625	524.
33	Passadumkeag,	.423	117	47	33	81	66	49.
19	Howland,	.539	89	70	49	61	47	48
26	Kirkland,	.498	325	186	130	258	194	162
18	Lagrange,	.554	191	136	107	145	105	106
31	Lee,	.432	369	222	151	234	168	159.
28	Lincoln,	.471	533	402	298	293	205	251.
38	Lowell,	.221	185	112	70	33	12	41
36	Clifton,	.316	136	85	64	32	22	43
4	Springfield,	.647	200	183	141	155	118	129.
13	Maxfield,	.580	75	67	51	44	36	43.
3	Milford,	.656	189	158	111	182	137	124
10	Newburg,	.603	635	390	278	609	489	383.
21	Newport,	.531	536	368	262	372	308	285
29	Oldtown,	.469	1,198	700	550	725	575	562.
		20,101	21,092	13,841	10,034	15,180	11,759	10,896

## COUNTY OF WALDO.

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.	
22	Appleton,	.443	975	468	347	624	517	432	
27	Belfast,	.413	2,117	1,009	743	1,276	1,007	875	
6	Belmont,	.548	622	441	332	458	350	341	
1	Brooks,	.737	305	217	175	335	275	225	
11	Burnham,	.511	352	214	161	252	199	180	
19	Camden,	.462	1,637	1,001	738	1,028	777	757.	
9	Frankfort,	.523	1,860	1,113	845	1,416	1,101	973	
2	Freedom,	.570	434	255	196	365	299	247.	
14	Hope,	.497	518	290	232	350	283	257.	
23	Islesborough,	.442	403	248	128	306	229	178.	
7	Jackson,	.533	374	228	143	303	256	199.	
21	Knox,	.450	489	271	205	318	236	220.	
25	Liberty,	.431	416	243	164	252	195	179.	
13	Lincolnton,	.502	974	630	429	738	549	489	
5	Monroe,	.556	779	520	371	647	496	433.	
4	Montville,	.562	829	485	372	691	560	466	
20	North Haven,	.461	362	181	111	286	223	167	
8	Northport,	.533	538	340	255	478	319	287	
24	Palermo,	.432	751	391	288	463	361	324.	
17	Prospect,	.482	1,163	696	496	800	627	561.	
15	Searsmont,	.497	674	398	298	464	373	335.	
26	Searsport,	.418	982	575	302	609	520	411	
3	Swanville,	.566	427	282	237	306	247	242	
16	Thorndike,	.471	456	247	187	297	243	215	
10	Troy,	.522	687	423	327	499	391	359	
12	Unity,	.511	685	359	274	528	427	350.	
28	Vinalhaven,	.389	646	248	179	425	324	251.	
18	Waldo,	.467	393	218	148	281	219	183.	
			13,929	20,848	11,991	8,683	14,795	11,603	10,143

## COUNTY OF PISCATAQUIS.

14	Abbot,	.358	326	139	113	272	121	117
12	Barnard,	.416	72	36	24	83	36	30
11	Bowerbank,	.419	87	64	51	28	22	36.
9	Brownville,	.439	314	181	133	211	143	138
8	Dover,	.488	881	450	338	668	524	431
1	Elliotsville,	.666	30	26	20			20
4	Foxcroft,	.569	483	274	215	394	335	275
5	Guilford,	.541	372	180	152	321	251	201.
3	Monson,	.579	251	160	142	248	149	145.
7	Milo,	.498	417	232	168	329	248	208
10	Orneville,	.426	203	147	110	80	63	86.

## COUNTY OF PISCATAQUIS, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No. attending summer term.	Average No. attending summer term.	Whole No. attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
2	Sangerville,	.602	560	346	262	423	413	337.
13	Sebec,	.382	495	209	142	308	235	188.
15	Shirley,	.349	116	36	23	75	58	40.
6	Williamsburg,	.500	52	34	26	38	26	26
		7,232	4,659	2,514	1,919	3,478	2,624	2,273

## COUNTY OF FRANKLIN.

9	Carthage,	.514	240	135	102	183	145	123.
8	Chesterville,	.519	515	261	195	424	340	267.
14	Freeman,	.458	362	154	125	259	207	166
10	Industry,	.513	481	310	229	339	265	247
12	Jay,	.488	769	358	279	589	473	376
7	Kingfield,	.532	310	217	168	218	162	165
15	Madrid,	.407	205	66	52	141	115	83.
6	New Sharon,	.555	704	380	292	582	491	391
5	New Vineyard,	.562	288	164	136	229	188	162
11	Phillips,	.489	780	365	269	627	494	381.
3	Strong,	.573	419	234	178	359	303	240.
4	Temple,	.565	297	163	126	264	210	168
1	Weld,	.612	425	220	166	401	355	260.
2	Wilton,	.578	806	494	377	701	556	466.
13	Letter E,	.450	74	30	25	61	43	34
		7,824	7,375	3,551	2,719	5,377	4,347	3,533

## COUNTY OF AROOSTOOK.

7	Amity,	.113	115	20	12	25	14	13
3	Houlton,	.380	591	366	224	300	226	225
5	Monticello,	.331	95	30	25	48	38	31.
6	Bridgewater,	.121	115	20	18	15	10	14
2	Chrystal,	.490	51	28	25			25
4	Golden Ridge,	.336	98	67	44	35	22	33
1	No. 9, Range 6,	.500	34	27	17			17
		2,271	1,099	558	365	423	310	358

## RECAPITULATION.—(TABLE B.)

Counties.	Ratio of the mean average attendance, to the whole number of children between 4 and 21 yrs. of age.	Whole number of scholars.	Whole No attending summer term.	Average No. attending summer term.	Whole No attending winter term.	Average No. attending winter term.	Mean average of summer and winter terms.
York,	.431	21,316	11,404	8,142	13,590	10,189	9,161
Cumberland,	.474	20,621	10,747	8,049	14,335	11,272	9,660
Lincoln,	.484	23,321	13,855	10,086	16,423	12,488	11,287
Hancock,	.462	11,869	7,091	5,298	7,589	5,634	5,461
Washington,	.425	12,622	7,383	5,325	6,746	4,878	5,101
Kennebec,	.487	24,978	13,640	10,007	17,326	13,318	11,662
Oxford,	.500	12,290	7,438	5,445	9,286	7,215	6,330
Somerset,	.500	12,005	6,596	5,012	8,860	6,848	5,930
Penobscot,	.529	21,092	13,841	10,034	15,180	11,759	10,896
Waldo,	.497	20,848	11,991	8,683	14,795	11,603	10,143
Piscataquis,	.482	4,659	2,514	1,919	3,478	2,624	2,273
Franklin,	.521	7,375	3,551	2,719	5,377	4,347	3,533
Aroostook,	.324	1,099	558	365	423	310	358
	6,116	194,095	110,609	81,084	133,413	102,485	91,795

TABLE C.

## COUNTY OF YORK.

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
3	Alfred,	\$1 34	\$600 00	\$563 20	\$36 80	\$40 00	
2	Biddeford,	2 36	5,000 00	1,029 60	3,970 40	179 00	
5	Buxton,	1 27	1,500 00	1,074 80	425 20	132 62	
6	Hollis,	1 18	1,200 00	945 20	254 80	113 00	
10	Kennebunk,	1 10	1,200 00	929 20	270 80	117 54	
4	Kennebunkport	1 32	1,500 00	1,108 00	392 00	126 38	
18	Kittery,	93	1,100 00	974 00	126 00	128 56	
17	Lebanon,	96	909 20	909 20		108 77	
12	Limerick,	1 03	600 00	603 60	-3 60	67 42	
9	Limington,	1 11	1,000 00	884 40	115 60	100 22	
13	Lyman,	1 01	600 00	591 20	8 80	66 32	
14	Newfield,	1 00	562 00	541 60	20 40	62 15	
19	North Berwick,	92	600 00	578 80	21 20	73 38	
1	Parsonsfield,	1 04	1,000 00	976 80	23 20	109 34	\$76 23
1	Saco,	2 43	5,000 00	1,763 20	3,236 80	213 44	
16	Shapleigh,	98	604 00	604 00		68 89	52 76
21	Sanford,	85	882 82	893 20	-10 38	120 90	
7	South Berwick,	1 13	1,200 00	925 60	274 40	52 59	
20	Waterborough,	90	777 67	777 60	07	98 80	
15	Wells,	99	1,200 00	1,191 20	8 80	135 29	
8	York,	1 11	1,300 00	1,244 40	55 60	132 04	
		24 96	23,335 69	19,108 80	9,226 89	2,255 65	128 99

## COUNTY OF CUMBERLAND.

16	Auburn,	\$ 99	\$1,000 00	\$810 80	\$189 20	\$98 08	
13	Baldwin,	1 01	453 60	453 60		62 03	
15	Bridgton,	99	1,000 00	794 80	205 20	113 93	\$61 93
2	Brunswick,	1 33	2,500 00	1,703 60	796 40	214 40	702 56
21	Casco,	92	386 00	344 80	41 20	47 25	115 00
19	Cumberland,	97	616 40	646 40		72 46	84 16



## COUNTY OF CUMBERLAND, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds
24	Durham,	\$ 90	\$750 00	\$734 40	\$15 60	\$2 03	
3	Falmouth,	1 25	950 00	823 40	121 60	87 09	
14	Freeport,	1 01	1,070 00	1,664 80	5 20	123 28	
1	Gorham,	1 37	1,800 00	1,200 80	599 20	143 00	
20	Gray,	95	700 00	696 00	4 00	77 00	
12	Harpeswell,	1 04	600 00	579 20	20 80	64 66	\$165 00
18	Harrison,	97	500 00	497 20	2 80	53 61	44 00
22	Minot,	92	700 00	609 20	90 80	68 06	
7	Naples,	1 15	500 00	303 20	196 80	44 48	
17	N. Yarmouth,	97	484 00	484 00		44 04	59 37
8	N. Gloucester,	1 14	780 00	778 40	1 60	76 06	240 00
9	Otisfield,	1 10	525 00	522 80	2 20	59 78	212 00
23	Poland,	91	1,000 00	944 00	56 00	124 37	
10	Pownal,	1 09	484 89	484 00	89	54 58	
26	Raymond,	81	409 00	409 00		54 96	130 47
6	Sebago,	1 17	400 00	282 80	117 20	38 32	
11	Standish,	1 05	880 00	879 20	80	94 03	
5	Westbrook,	1 20	2,000 00	1,646 40	353 60	181 03	
4	Windham,	1 22	1,200 00	921 20	278 80	106 42	146 40
25	Yarmouth,	86	645 60	645 60		92 14	118 74
		27 29	22,364 49	19,264 60	3,099 89	2,276 43	2,679 63

## COUNTY OF LINCOLN.

6	Alna,	\$1 42	\$500 00	\$395 60	\$104 40	\$42 94	
34	Arrowsic,	82	135 00	135 00		13 00	
1	Bath,	2 21	4,800 00	2,057 20	2,742 80	226 00	\$30 00
25	Boothbay,	90	1,000 00	1,000 00		122 15	
20	Bowdoinham,	1 01	1,000 00	960 80	39 20	111 36	
19	Bowdoin,	1 02	829 20	829 20		92 20	
7	Bremen,	1 41	500 00	334 80	165 20	37 98	
33	Bristol,	82	1,000 00	1,196 40	-196 40	130 13	
23	Cushing,	96	316 40	298 40	18 00	35 74	
17	Dresden,	1 04	625 00	625 00		64 85	
26	Edgecomb,	90	495 20	495 20		63 83	
31	Friendship,	85	250 00	290 00	-40 00	31 13	
10	Georgetown,	1 23	600 00	542 80	57 20	52 48	
15	Lewiston,	1 06	1,000 00	720 40	279 60	104 61	
16	Lisbon,	1 06	625 00	612 40	12 60	70 68	
13	Nobleborough,	1 11	667 52	667 52		64 51	
2	Perkins,	1 87	60 00	60 00		3 37	
14	Phippsburg,	1 09	900 00	662 80	237 20	90 00	
30	Richmond,	85	650 00	641 60	8 40	90 00	

## COUNTY OF LINCOLN, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
29	St. George,	\$ 86	\$837 60	\$837 60		\$97 97	
9	Thomaston,	1 26	1,200 00	1,200 00		108 32	
11	Topsham,	1 21	800 12	753 20	\$46 80	74 83	\$39 87
23	Townsend,	86	200 00	200 00		25 00	
27	Union,	87	713 87	713 60	29	100 30	
22	Waldoborough,	79	1,600 00	1,464 40	135 60	169 78	
24	Warren,	92	900 00	891 20	8 80	103 72	200 00
32	Washington,	84	640 00	640 00		88 98	
18	Webster,	1 04	450 00	453 20	-3 20	52 48	
4	West Bath,	1 45	350 00	350 00		22 70	
12	Whitefield,	1 18	972 70	856 80	115 90	100 90	
8	Wiscasset,	1 39	1,300 00	925 60	374 40	104 39	
3	Woolwich,	1 77	1,000 00	566 40	433 60	61 84	
21	Matinicus Isle,	99	100 00	70 80	29 20	10 23	
5	Monhegan Isle,	1 43	66 00	30 80	35 20	5 29	
		38 67	27,083 63	22,478 72	4,604 91	2,573 69	269 87

## COUNTY OF HANCOCK.

9	Aurora,	\$1 04	\$100 00	\$59 60	\$40 40	\$9 12	\$115 00
14	Amherst,	86	100 00	78 40	21 60	29 09	75 00
13	Bluehill,	87	760 00	756 40	3 60	93 00	200 00
19	Brooksville,	75	480 00	498 40	-18 40	70 00	21 91
5	Bucksport,	1 35	2,000 00	1,206 00	794 00	164 40	75 00
2	Castine,	1 89	1,000 00	475 20	524 80	57 32	54 00
15	Deer Isle,	84	1,140 00	1,136 40	3 60	153 00	
6	Dedham,	1 28	300 00	182 00	118 00	27 56	
12	Eden,	87	425 00	421 60	3 40	56 00	22 00
7	Ellsworth,	1 22	1,800 00	906 80	893 20	132 37	
16	Gouldsborough,	82	500 00	478 40	21 60	64 51	13 00
18	Greenfield,	77	100 00	89 20	10 80	16 97	100 00
20	Hancock,	72	304 00	304 00		44 95	
4	Mariaville,	1 62	240 00	110 00	130 00	15 00	50 00
8	Mount Desert,	1 10	267 54	267 54		38 88	
1	Otis,	2 95	130 00	35 00	95 00	5 17	33 60
17	Penobscot,	80	600 00	589 60	10 40	86 71	25 75
11	Sedgwick,	89	530 00	530 00		62 00	55 82
10	Sullivan,	99	250 00	260 00	-10 00	28 00	80 00
21	Surry,	71	375 00	342 80	32 20	57 43	105 37
22	Tremont,	61	420 00	420 00		69 45	
3	Wetmore Isle,	1 79	300 00	55 60	244 40	15 85	
		24 74	12,121 54	9,202 94	2,918 60	1,296 78	1,026 45

COUNTY OF WASHINGTON.

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
6	Addison,	\$1 43	\$800 00	\$120 80	\$379 20	\$57 54	
11	Alexander,	1 29	300 00	205 20	94 80	33 93	\$71 76
2	Baileyville,	2 17	400 00	131 60	268 40	18 00	30 00
3	Baring,	2 02	243 00	150 40	92 60	12 00	57 00
17	Bedington,	1 03	60 00	65 60	-5 60	6 63	132 00
7	Calais,	1 49	3,000 00	1,173 60	1,826 40	200 99	
22	Columbia,	93	400 00	337 20	62 80	48 48	7 25
15	Cooper,	1 07	350 00	262 80	87 20	29 55	
25	Charlotte,	82	266 40	266 40		31 44	
12	Cherryfield,	1 24	700 00	401 20	298 80	63 00	13 50
4	Crawford,	1 81	300 00	120 00	180 00	17 00	
19	Dennysville,	1 01	200 00	151 20	48 80	21 92	25 20
24	East Machias,	90	300 00	558 00	242 00	95 00	
5	Eastport,	1 59	2,530 00	1,150 40	1,379 60	151 70	90 11
20	Harrington,	1 01	400 00	400 00		44 51	
16	Jonesborough,	1 07	200 00	156 80	43 20	25 00	10 00
23	Lubec,	76	1,000 00	922 80	77 20	145 00	
8	Machias,	1 49	367 00	540 40	326 60	55 30	70 29
26	Machiasport,	79	400 00	333 60	66 40	49 45	
18	Marshfield,	1 02	120 00	120 00		14 00	
14	Northfield,	1 19	150 00	92 80	57 20	13 94	15 00
27	Pembroke,	78	525 00	420 00	105 00	74 75	175 00
23	Steuben,	92	353 60	353 60		49 79	
13	Topsfield,	1 21	150 00	75 20	78 80	11 13	77 62
21	Wesley,	1 00	175 00	102 00	73 00	17 98	79 33
10	Whiting,	1 33	300 00	184 00	116 00	26 75	80 00
9	Whitneyville,	1 41	300 00	300 00		24 39	
1	Waite plantat'n,	2 94	100 00	100 00		4 04	28 00
		35 83	153 90	9,495 60	5,894 40	1,343 21	962 06

COUNTY OF KENNEBEC.

17	Albion,	\$1 07	\$636 00	\$649 60	\$36 40	\$72 14	
8	Augusta,	1 22	4,000 00	2,125 60	1,874 40	322 39	
13	Belgrade,	1 12	800 00	699 20	100 80	81 04	
23	China,	96	1,200 00	1,070 00	130 00	132 13	
27	Clinton,	91	700 00	1,127 20	-427 20	92 28	
6	East Livermore,	1 30	410 00	320 00	90 00	38 32	\$60 06
12	Fayette,	1 13	450 00	406 40	43 60	44 51	
2	Gardiner,	1 58	4,000 00	2,017 60	1,982 40	283 27	
4	Greene,	1 38	762 40	562 40	200 00	63 38	
1	Hallowell,	1 77	3,500 00	1,867 20	1,632 80	228 22	
19	Leeds,	1 02	700 00	694 40	5 60	74 61	

## COUNTY OF KENNEBEC, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
25	Litchfield,	\$ 93	\$900 00	\$917 20	\$-17 20	\$103 94	
7	Monmouth,	1 22	752 80	752 80		67 76	
14	Mount Vernon,	1 08	600 00	590 00	10 00	62 03	\$20 00
20	Pittston,	1 00	1,200 00	984 00	216 00	132 96	
10	Readfield,	1 19	850 00	814 80	35 20	79 45	
15	Rome,	1 08	400 00	394 80	5 20	45 06	
21	Sebasticook,	1 00	500 00	440 00	60 00	54 96	
9	Sidney,	1 21	1,000 00	876 00	124 00	89 30	
5	Vassalborough,	1 33	1,600 00	1,180 40	419 60	136 00	
24	Vienna,	93	356 40	356 40		41 92	
11	Wales,	1 14	275 00	262 40	12 60	29 21	
16	Waterville,	1 07	1,600 00	1,175 60	424 40	158 67	
28	Wayne,	90	500 00	480 40	19 60	60 00	
22	Windsor,	99	716 00	715 60	40	81 96	
3	Winthrop,	1 42	1,000 00	766 00	234 00	79 11	175 00
26	Winslow,	92	700 00	688 80	11 20	84 50	
29	Clinton Gore,	58	40	44 00	-4 00	6 52	
18	Unity plantat'n,	1 05	60	35 60	24 40	5 84	
		32 50	30,258 60	23,014 40	7,244 20	2,751 48	271 06

## COUNTY OF OXFORD.

8	Albany,	\$1 03	\$300 00	\$276 40	\$23 60	\$37 33	\$38 10
28	Andover,	71	225 00	220 40	4 60	35 06	15 00
11	Buckfield,	1 00	652 00	651 60	40	83 50	132 13
30	Byron,	58	85	87 60	-2 60	13 78	
9	Denmark,	1 02	500 00	457 20	42 80	54 86	32 88
4	Fryeburg,	1 13	700 00	614 40	85 60	70 67	89 85
22	Gilead,	89	125 00	125 00		17 10	15 00
27	Greenwood,	84	334 40	334 40		100 00	
25	Hanover,	85	99 16	99 16		13 92	
6	Hartford,	1 05	588 88	588 80	08	63 72	23 84
5	Hebron,	1 07	378 00	378 00		38 32	
24	Hiram,	86	500 00	492 80	7 20	70 68	
10	Livermore,	1 01	690 00	690 00		75 40	108 10
3	Mason,	1 28	45 00	45 00		4 16	
29	Mexico,	62	180 00	178 80	1 20	28 96	39 50
18	Newry,	96	186 00	185 20	80	21 00	50 00
13	Norway,	1 00	750 00	714 40	35 60	84 50	13 70
15	Oxford,	99	600 00	498 40	101 60	62 48	
19	Peru,	95	450 00	400 80	49 20	51 81	24 70
23	Porter,	89	453 20	453 20		56 54	91 00
26	Roxbury,	85	91 00	90 80	20	10 02	
14	Rumford,	1 00	577 60	577 60		69 06	193 08

COUNTY OF OXFORD, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
2	Stow,	\$1 38	\$300 00	\$150 40	\$149 60	\$24 72	
20	Stoneham,	93	200 00	125 20	74 80	23 03	
7	Sumner,	1 04	505 00	507 60	-2 60	58 00	10 00
1	Sweden,	1 51	450 00	268 00	182 00	33 20	107 95
17	Turner,	98	1,000 00	991 60	8 40	109 67	200 00
15	Waterford,	1 00	600 00	552 40	47 60	67 42	71 81
16	Woodstock,	99	400 00	327 60	72 40	48 45	17 25
21	Franklin plant.,	91	84 00	84 00		10 46	
31	Hamlin's Grant,	57	35 00	32 00	3 00	5 17	
33	Letter B,	48	40 00	40 00		7 08	
32	Riley plantat'n,	56	13 00	13 00		2 70	
		30 93	12,137 24	11,251 76	885 48	1,451 76	1,273 89

COUNTY OF SOMERSET.

24	Anson,	\$ 65	\$260 00	\$260 00		\$41 35	\$170 00
6	Athens,	99	575 00	570 80	4 20	64 96	120 00
22	Bingham,	76	300 40	300 40		41 92	67 00
1	Bloomfield,	1 13	550 00	437 20	112 80	53 49	
15	Brighton,	89	325 00	321 20	3 80	37 30	24 92
25	Cambridge,	57	187 40	184 40	3 00	25 73	30 12
5	Concord,	1 06	230 40	230 80	- 40	27 64	
18	Embden,	85	380 00	397 20	-17 20	51 16	52 00
7	Fairfield,	98	1,000 00	879 20	120 80	110 70	
12	Hartland,	90	500 00	411 20	88 80	100 00	
13	Lexington,	90	225 00	225 60	60	29 00	35 00
2	Madison,	1 08	700 00	680 40	19 60	72 59	
4	Mercer,	1 03	507 00	572 80	-65 80	53 47	
14	Moscow,	90	250 00	224 80	25 20	33 00	10 13
10	New Portland,	93	650 00	648 00	2 00	81 00	45 00
8	Norridgewock,	95	750 00	746 00	4 00	88 34	
20	Palmyra,	80	600 00	600 00		80 00	74 13
21	Pittsfield,	78	400 00	380 40	19 60	58 78	
23	Ripley,	75	250 00	236 40	13 60	33 71	32 43
17	Solon,	86	463 40	455 60	8 00	58 00	55 12
3	St. Albans,	1 04	826 00	625 60	200 40	82 44	71 43
11	Skowhegan,	92	600 00	633 60	-33 60	83 13	
19	Smithfield,	82	326 00	315 60	4 40	44 61	
16	No. 1, R. 2, w. k. r.	89	50	50		6 74	
9	No. 1, R. 4, e., & No. 1, R. 5, w. k. r., or Forks,	94	90	90 00		8 21	
		22 31	10,989 60	10,477 20	512 40	1,367 27	787 28

## COUNTY OF PENOBSCOT.

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
1	Alton,	\$2 83	\$300 00	\$300 00		\$11 58	
30	Orrington,	1 01	800 00	632 00	168 00	85 96	\$69 42
2	Bangor,	2 34	12,000 00	3,453 60	8,546 40	585 90	
34	Bradford,	86	500 00	400 40	99 60	63 16	70 81
20	Bradley,	1 11	300 00	158 00	142 00	28 50	50 00
15	Brewer,	1 28	1,400 00	694 40	705 60	115 45	72 00
36	Burlington,	84	160 00	140 00	20 00	21 26	43 80
23	Carmel,	1 09	500 00	208 40	291 60	49 11	88 00
5	Carroll,	1 69	200 00	200 00		21 92	
27	Corinna,	1 05	680 80	680 80		78 66	71 76
12	Corinth,	1 30	800 60	527 20	273 40	134 00	
32	Charleston,	91	525 00	507 60	17 40	67 42	119 04
13	Chester,	1 30	200 00	110 80	89 20	14 16	
26	Dexter,	1 06	800 00	585 60	214 40	84 50	146 80
25	Dixmont,	1 07	800 00	599 20	200 80	82 00	155 00
7	Edinburg,	1 59	75 00	20 80	54 20	4 57	195 00
6	Eddington,	1 60	450 00	238 00	212 00	31 48	
37	Enfield,	73	150 00	138 40	11 60	23 82	30 00
38	Etna,	73	303 00	298 00	5 00	52 00	105 32
28	Exeter,	1 03	850 00	820 80	29 20	93 47	160 79
19	Garland,	1 18	600 00	426 00	174 00	53 49	90 00
9	Glenburn,	1 48	600 00	265 60	334 40	46 19	200 00
21	Patten,	1 11	150 00	150 00		17 87	51 76
18	Hampden,	1 21	1,600 00	1,065 20	534 80	144 52	
16	Passadumkeag,	1 28	150 00	157 60	-7 60	9 91	25 00
3	Howland,	2 24	200 00	124 80	75 20	17 65	
31	Kirkland,	92	300 00	140 40	159 60	37 00	83 00
14	Lagrange,	1 30	250 00	134 40	115 60	21 04	13 44
24	Lee,	1 08	400 00	239 60	110 40	39 51	33 00
11	Lincoln,	1 31	700 00	448 40	251 60	61 81	
33	Lowell,	90	166 44	102 00	64 44	21 24	21 24
22	Clifton,	1 10	150 00	150 00		15 25	
8	Springfield,	1 50	300 00	218 40	81 60	26 84	10 00
10	Maxfield,	1 33	100 00	74 00	26 00	8 32	31 50
4	Milford,	2 11	400 00	189 60	210 40	20 25	60, 00
29	Newburg,	1 02	650 00	385 20	264 80	68 77	
35	Newport,	85	460 00	455 20	4 80	59 56	146 30
17	Oldtown,	1 25	1,500 00	938 00	562 00	126 00	
		48 59	30,470 84	16,428 40	14,042 44	2,443 94	2,042 98

COUNTY OF WALDO.

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
23	Appleton,	\$ 82	\$800 00	\$356 40	\$443 60	\$85 00	
4	Belfast,	1 18	2,500 00	1,677 60	822 40	226 92	
26	Belmont,	80	500 00	551 20	-50 69	69 78	
1	Brooks,	1 96	600 00	364 00	236 00	38 66	
19	Burnham,	85	300 00	243 60	56 40	35 74	\$40 00
16	Camden,	92	1,509 00	1,202 00	307 00	159 72	
6	Frankfort,	1 07	2,000 00	1,441 20	558 80	209 45	
7	Freedom,	1 06	462 00	461 20	80	50 68	
8	Hope,	1 06	550 00	708 00	-158 00	54 18	
11	Islesborough,	1 02	411 19	311 20	99 99	48 32	
3	Jackson,	1 20	450 00	260 80	189 20	38 66	
28	Knox,	73	359 70	358 80	1 10	52 25	
18	Liberty,	86	361 60	358 00	3 60	47 09	
21	Lincolnville,	84	820 00	819 20	80	107 08	
14	Monroe,	96	750 00	640 80	109 20	82 27	
5	Montville,	1 08	900 00	861 20	38 80	98 78	
22	North Haven,	84	304 00	304 00		40 90	
17	Northport,	89	482 80	482 80		47 00	
20	Palermo,	85	638 00	637 60	40	74 60	
10	Prospect,	1 03	1,200 00	1,200 00		122 39	
24	Searsmont,	81	549 60	549 60		74 83	
2	Searsport,	1 41	1,400 00	1,400 00		104 24	
15	Swanville,	93	400 00	367 60	32 40	48 43	60 00
25	Thorndike,	81	370 00	358 80	11 20	47 39	30 00
27	Troy,	80	551 00	550 40	60	72 00	49 00
12	Unity,	1 02	700 00	586 80	113 20	76 88	
9	Vinalhaven,	1 05	470 00	470 00		62 26	
13	Waldo,	1 01	400 00	288 40	111 60	44 17	
		27 86	20,739 20	17,811 20	2,928 00	2,219 67	179 00

COUNTY OF PISCATAQUIS.

9	Abbot,	\$ 94	\$316 40	\$264 40	\$52 00	\$40 00	\$60 00
3	Barnard,	1 38	100 00	61 20	38 80	7 41	
13	Bowerbank,	76	66 40	66 00	40	8 77	
4	Brownville,	1 27	400 00	227 20	172 80	36 75	25 00
14	Dover,	72	640 00	638 80	1 20	95 39	78 00
2	Elliotsville,	1 66	50 00	24 00	26 00	3 48	12 60
6	Foxcroft,	1 03	500 00	370 40	129 60	52 36	81 58
8	Guilford,	96	358 00	356 80	1 20	45 51	46 91
7	Monson,	99	250 00	219 20	30 80	31 65	51 24
15	Milo,	72	303 00	302 40	60	43 39	120 00
10	Orneville,	92	187 60	187 60		19 22	66 18

## COUNTY OF PISCATAQUIS, (Continued.)

Relative rank of each town expressed in numerals.	Towns.	Am't of school money raised by tax for each child between 4 and 21 yrs. of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
11	Sangerville,	\$ 89	\$500 00	\$478 80	\$21 20	\$64 17	\$52 74
5	Sebec,	1 21	600 00	446 40	153 60	53 00	100 00
12	Shirley,	86	100 00	76 00	24 00	13 94	130 00
1	Williamsburg,	3 84	200 00	52 40	147 60	5 51	
		18 15	4,571 40	3,771 60	799 80	520 55	824 25

## COUNTY OF FRANKLIN.

12	Carthage,	\$ 87	\$210 00	\$208 80	\$1 20	\$26 94	\$24 77
13	Chesterville,	85	439 20	439 20		58 50	36 64
7	Freeman,	96	350 00	335 20	14 80	40 00	15 00
5	Industry,	1 03	500 00	414 00	86 00	55 44	
9	Jay,	91	700 00	700 00		83 61	78 28
11	Kingfield,	88	275 00	268 40	6 60	35 57	87 74
14	Madrid,	73	150 00	147 20	2 80	24 58	28 80
3	New Sharon,	1 10	776 62	731 60	45 02	80 13	
8	New Vineyard,	96	278 00	370 80	-92 80	31 00	12 00
10	Phillips,	89	680 00	524 80	155 20	88 17	70 00
4	Strong,	1 07	450 00	443 60	6 40	49 22	80 82
1	Temple,	1 28	382 00	382 00		30 34	15 00
6	Weld,	98	420 00	418 00	2 00	46 98	
2	Wilton,	1 11	900 00	879 20	20 80	94 37	131 04
15	Letter E,	33	25 00	25 00		7 30	
		13 95	6,535 82	6,287 80	248 02	752 15	580 09

## COUNTY OF AROOSTOOK.

4	Amity,	\$ 57	\$66 00	\$67 60	\$-1 60	\$10 91	
2	Houlton,	1 01	600 00	638 80	-38 80	64 40	
1	Monticello,	1 05	100 00	100 00		8 20	
6	Bridgewater,	34	40 00	20 40	19 60	9 01	
5	Chrystal,	49	25 00	25 00		5 84	
3	Golden Ridge, No. 9, Range 6,	76 64	74 50 22 00	74 50 22 00		10 57 3 71	
		4 86	927 50	948 30	-20 80	112 64	

NOTE. This - sign, placed before the figures in the column marked excess, indicates that the town standing opposite did not raise the minimum amount of school money required by law—the deficit being denoted by the figures placed after the sign.



## RECAPITULATION.—(TABLE C.)

Counties.	Am't of school money raised by tax for each child between 4 and 21 years of age.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount of bank tax apportioned.	Miscellaneous funds.
York, . . . . .	\$1 18	\$28,335 69	\$19,108 80	\$9,226 89	\$2,355 65	\$128 99
Cumberland, . . . . .	1 05	22,364 49	19,264 60	3,099 89	2,276 43	2,079 63
Lincoln, . . . . .	1 10	27,083 63	22,478 72	4,604 91	2,573 69	269 87
Hancock, . . . . .	1 12	12,121 54	9,202 94	2,918 60	1,296 78	1,026 45
Washington, . . . . .	1 28	15,390 00	9,495 60	5,894 40	1,343 21	962 06
Kennebec, . . . . .	1 12	30,258 60	23,014 40	7,244 20	2,751 48	271 06
Oxford, . . . . .	93	12,137 24	11,251 76	885 48	1,451 76	1,273 89
Somerset, . . . . .	89	10,989 60	10,477 20	512 40	1,367 27	787 28
Penobscot, . . . . .	1 27	30,470 84	16,428 40	14,042 44	2,443 94	2,042 98
Waldo, . . . . .	99	20,739 20	17,811 20	2,928 00	2,219 67	179 00
Piscataquis, . . . . .	1 21	4,571 40	3,771 60	799 80	520 55	894 25
Franklin, . . . . .	93	6,535 82	6,237 80	248 02	752 15	580 09
Arcostook, . . . . .	69	927 50	948 30	-20 80	112 64	
	\$13 76	\$221,925 55	\$169,541 32	\$52,384 23	\$21,365 22	\$10,425 55



## BOARD OF EDUCATION FOR 1850-51.

---

HON. STEPHEN EMERY, OF PARIS.

OLIVER L. CURRIER, ESQ., OF NEW SHARON.

ARTHUR F. DRINKWATER, ESQ., OF BLUEHILL.

• HORACE PIPER, OF BIDDEFORD.

WILLIAM R. PORTER, OF NORTH YARMOUTH.

JOTHAM DONNELL, M. D., OF HOULTON.

REV. WOOSTER PARKER, OF FOXCROFT.

REV. KENDALL BROOKS, JR., OF EASTPORT.

WILLIAM G. CROSBY, ESQ., OF BELFAST.

DAVID S. TRUE, OF EAST CORINTH.

GUSTAVUS A. STEWARD, ESQ., OF NORTH ANSON.

HENRY K. BAKER, ESQ., OF HALLOWELL.

JOSEPH T. HUSTON, OF BATH.



## STANDING COMMITTEES OF THE BOARD

---

1. *School Laws and School Districts :*  
CURRIER, CROSBY, STEWARD.
2. *Qualifications and Education of Teachers :*  
PARKER, TRUE, BROOKS.
3. *School Houses :*  
BAKER, PIPER, DONNELL.
4. *Intellectual Instruction :*  
CROSBY, DRINKWATER, HUSTON.
5. *Moral Instruction :*  
BROOKS, TRUE, PIPER.
6. *Physical Education :*  
DONNELL, EMERY, BAKER.
7. *Vocal Music :*  
EMERY, PARKER, CURRIER.
8. *Government and Discipline :*  
PORTER, STEWARD, BAKER.
9. *Classification of Schools and Pupils :*  
HUSTON, CROSBY, PIPER.
10. *Registers and Returns :*  
STEWARD, BROOKS, PORTER.
11. *Text Books :*  
DRINKWATER, EMERY, CURRIER.
12. *Libraries and Apparatus :*  
PIPER, STEWARD, DRINKWATER.
13. *Education in New Settlements :*  
TRUE, PARKER, DONNELL.