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1852.

FIFTH REPORT

OF THE

BOARD OF EDUCATION

OF THE

STATE OF MAINE.

1851.

Published agreeably to Resolve of March 22, 1836.

Augusta:
WILLIAM T. JOHNSON, PRINTER TO THE STATE.
1851.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

1851.

REPORT.

To the Governor of the State of Maine:

The Board of Education submit their Fifth Annual Report, together with the report of their Secretary.

Among the many interests of our State, which require the watchful care and wise legislation of her people, we consider the education of the young the most important. For on the proper moral, mental and physical culture of the future citizen, hangs the fate of all that would render her prosperous and happy.

From the very nature of things, whatever our State is to become, must depend on those who are to live after us. The successful prosecution of extended enterprise—the just and judicious expenditure of public moneys—the due observance and execution of wholesome law—the enjoyment of civil and religious liberty even—all depend on a wise and generous education of the young.

No better method has ever been devised to promote general education than that of the Pilgrim Fathers,—the Free School sustained at the public expense. Established two centuries since, it is still cherished and revered, and we trust is to be perpetual. Amidst all the improvements which have taken place in science, in government, in society, since the settlement of New England, the system of common schools, in all its more important features, has remained unchanged. Few laws enacted by the New

England colonies are now to be found on the statute books of the States. Most have been repealed or essentially modified; yet the law establishing the Free School at the expense of the the people, remains in principle the same; and to this apparently humble enactment may be attributed most of the changes and modifications of the others. In its results, it has softened and tempered the rigor of her penal provisions, by banishing the stocks, the pillory and the whipping-post. Milder penalties have been substituted, tending to reclaim as well as to punish the offender.

Perhaps no institution of recent establishment, marks more strongly the character of the age, than Reform Schools. They are additional barriers in the downward course of youthful folly and vice, to check and to save. When parents prove unnatural; when schools are neglected and school-officers negligent; when the young offender has taken his first steps in crime; it is indeed a hopeful thing that the Reform School is open to receive him, before hardened by guilt and shameless from punishment. Although the Reform School may not be intimately connected with our common schools, it is a result of the awakened interest in education, and has its foundation in the most enlarged benevolence. We regard it as a powerful auxiliary in the cause of education, and we hope that the work of its establishment in our State, so auspiciously commenced, may be carried on and completed.

Even the religious principle, so deeply rooted in the Puritan character, has been divested of its sterner and more forbidding aspect; and the intolerance of those early days, compelling attendance on public worship, forcing contributions for the maintenance of religion, and making non-conformity a felony, has given place to more of Christian charity and of religious freedom. Other causes may have combined to produce these changes; but who denies that the universal education of the sons of the Pilgrims has been the principal cause of these advances?

New England has made great strides in improvement, while many nations of civilized people have remained stationary, and some have retrograded. The Genius of Progress has stamped its character on all her institutions. It has peopled the far West and the sunny South; sent missionaries of the Cross to the four quarters of the globe; filled her coffers from the proceeds of her industry, and the products of her fertile valleys, and granite hills, and frozen lakes, and poured them into the laps of famishing nations; established institutions of benevolence and reform for the unfortunate and the wayward; sent to the exhibition of the world many of its articles of utility and beauty; and while imperceptibly moulding and changing the laws and sentiments of its own people, has at the same time awakened a love of liberty and a desire for truth among the ignorant and oppressed of other lands. Knowledge, which is power, has here been widely diffused, and we have seen the results. Well may our common schools, the fountains of knowledge, be our honor and our pride.

The Board of Education, with its office of Secretary, was created for the purpose of collecting valuable information and statistics on the subject of popular education, examining the practical operation of our school system throughout the State, and proposing such changes and modifications as should be deemed important and desirable. In accordance with this purpose, the Board and its Secretary have, in their previous reports, recommended such amendments and additions to our existing school laws as seemed most required, and the Legislature have generally adopted them. Since the organization of the Board, the establishment of Teachers' Institutes in the several counties, the late revision and compilation of the School Laws, and the collection and making public of a large amount of valuable and interesting information, through the untiring industry and labors of the present Secretary and his predecessor, have taken place. The object of Teachers' Institutes has become so generally and favorably known, that little need now be said in

their behalf. We are confident that teachers who have faithfully attended their sessions, have uniformly received great advantages therefrom.

At some of our Institutes, and in several towns in our State, serious evils have resulted from the officious interference of book agents, endeavoring to force the books of rival publishing houses upon school committees, teachers and schools. To such an extent has this interference been carried in some instances, that these agents have usurped the authority of the school committees, and introduced books into schools without their consent. It is perhaps needless to remark, that the Board of Education have no authority to prescribe any books for schools. Neither are they responsible in any way for the existence of these evils, nor have they any control over them. The power to prescribe school books is vested only in the superintending school committees of the several towns. While the Board seriously deprecate these unauthorized and unjustifiable attempts on the part of book agents and publishers, they can see no other remedy for the evil than the intelligent, judicious and independent action of school committees.

The frequent changes of text-books in our schools is an evil against which committees should carefully guard. In addition to the pecuniary burden it imposes on parents, it often produces discord and strife, and an unwillingness to yield to the decision of committees in the exercise of their lawful authority. The power of school committees to change at will the books used in our schools is in its nature arbitrary, and should therefore be delicately and wisely exercised. We would, however, by no means be understood to mean that changes of school books are not proper and necessary from time to time. When committees are convinced that a change of books is desirable, they should critically examine the different works presented through the competition of publishers, calmly and impartially decide on their merits, regardless of the statements of interested persons, and then parents and guardians should cheerfully acquiesce in

their decision. Let committees prudently and firmly discharge their duties in this respect, and it is confidently believed the evil will soon be remedied.

The Board beg leave to call attention to the educational wants of the Indian tribes within the State. Although, for thirty years, they have been under the fostering care of the State government, it is a source of regret that their condition still remains without perceptible improvement. They have made little advancement in education, in morals, or in the arts of civilized life. The means which have been, from time to time, supplied for the support of schools among them, have been without any sensibly beneficial results, and consequently have been lost.

Originally the undisputed Lords of a wide continent, the North American Indians in the progress of events have become a powerless and a degraded race. And shall that remnant of them which still lingers within our borders be suffered to remain in a state of ignorance and degradation, with so little effort to elevate them in their intellectual, moral and social condition, and to prepare them for the duties and enjoyments of civilized life? While the people of Maine contribute freely and liberally to the institutions of benevolence and philanthropy, sending abroad religious and other teachers to dispense the clouds of moral and intellectual darkness that brood over Pagan lands, shall we neglect that charity which begins at home, and pass by at our very doors, those who have equal claims to our sympathies?

The statistical information derived from the tables appended to the report of the Secretary, disclose the gratifying fact that school officers are becoming more faithful in the discharge of their duties, and that an increasing interest in our schools is felt. Perhaps on no subject connected with our common school system is information more eagerly and generally sought, than on that of the construction of school houses. To supply this

information, the Secretary of the Board has wisely and ably devoted a large part of his report to its discussion. And it is our opinion, that at the present time, it will prove a useful and valuable document.

While the Board have endeavored to improve the condition of our schools, and awaken a general interest in the cause of education, and with a degree of success which, on the whole, is encouraging, yet it must be admitted that the power is not in their hands of accomplishing what is most needed. Should the people of our State feel a deep interest in the success of our schools, and the men, women and children of the State realize that the common school is theirs,—theirs as a blessing if rightly conducted, and a curse if neglected,—then would further legislation be needless. Could some method be devised thus to awaken feeling on this great subject, our success would be well nigh complete.

From a glance at the great territory of the State, it is obvious that no one man, even if he were to give his whole time faithfully and industriously to the work, could visit all our towns, so as to make his influence sensibly felt in every school district. The journey would be too long, the population too sparse,—the school houses too wide apart, and the year too short, for his individual effort. It is a task beyond his ability. But the Board are convinced that a personal appeal to the inhabitants of each school district is urgently demanded. Well-written reports, elaborate essays, and addresses to those already interested in the subject, are not so much needed, as earnest words of persuasion and intelligent advice, at the firesides of the parents, and within the walls of the school room. In this way, and in this way alone, so far as we can see, can our population be brought to a just appreciation of the value of our school system. Let some one go among them who may be able to encourage them and aid them in avoiding the difficulties which so often occur in districts and schools, and awaken a deeper

and more intelligent interest on the part of committees, parents, school agents and teachers. Such an agency, as has been already stated, the Secretary cannot perform.

Believing that such an agency as this is imperiously demanded, the Board would earnestly recommend and respectfully request that the Legislature make appropriations, by which the services of suitable persons may be secured to visit each of the towns in the several counties, and so far as practicable, each school, and to confer with parents and school officers.

We are confident that, by this means, the subject can be brought home to the people in their own towns, districts and houses, where it must reach more directly and efficiently, before we can accomplish the end at which we aim, and which a more general agency, useful in its sphere, has thus far failed, and must fail, to accomplish.

STEPHEN EMERY,
A. F. DRINKWATER,
OLIVER L. CURRIER,
JOTHAM DONNELL,
WOOSTER PARKER,
KENDALL BROOKS, JR.,
DAVID S. TRUE,
G. A. STEWARD,
H. K. BAKER,
J. T. HUSTON,
WILLIAM R. PORTER.

The Members from York and Waldo counties were not present, when this report was adopted.

ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

1851.

REPORT.

To the Board of Education:

GENTLEMEN:—I have the honor to submit to you this FIFTH ANNUAL REPORT of your Secretary.

The facts and deductions presented exhibit some progress and an increasing interest on the part of the community, in our school operations.

SCHOOL RETURNS.

There are three hundred and seventy-seven incorporated towns in the State. Three hundred and fifty-eight of these have made returns for the school year, ending April first, 1851. There are three new towns, and their statistics are included in the returns of the towns of which they formed a part, leaving only sixteen towns which have not made returns. This shows a gain of fifty-four towns, over the previous year.

Of the eighty-four plantations, forty-six made complete or partial returns.

The three hundred and fifty-eight towns making returns contain a population of five hundred and fifty-four thousand and thirteen. The sixteen towns not making returns number eleven thousand seven hundred and ninety-six inhabitants. The eighty-four plantations, together with the isolated settlements, have a population of seventeen thousand four hundred and twenty-six.

In analyzing the tables and making proportions, I have used the footing of the three hundred and fifty-eight towns containing five hundred and fifty-four thousand and thirteen inhabitants; and have omitted the sixteen towns not making returns, and all the plantations and isolated settlements; embracing, in the aggregate, a population of twenty-nine thousand two hundred and twenty-two. Where I have given results for the entire State, I have assumed that the sections of the State embracing the twenty-nine thousand two hundred and twenty-two inhabitants, would furnish a set of statistics on an average with the other parts: though it is probable, in point of fact, that the plantations and delinquent towns would stand somewhat below par.

The towns and plantations not making returns can be ascertained by consulting the tables in the appendix.

Some committees complain, that the teachers close their schools, obtain their wages, and leave town without returning their registers. To prevent this delinquency in future, on the part of teachers, it is very important that the selectmen should refuse to draw orders for the teachers' wages till the school register is filled up and delivered according to law.

If in any case, the committees do not receive their quota of blanks and school registers, they will please direct a line to the Secretary of State, Augusta, and the documents will be forwarded.

School committees can render an invaluable service to the cause of education, by making full and definite returns of the schools in their respective towns.

It is also of some little interest to towns to elect such men for committees, as will make the returns required by law; since no town is entitled to any portion of the State school fund, till such returns are made.

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 $104,255 50. Six per cent. interest on this sum, amounting to $6,255 33, has been apportioned among the public schools the past year.

The last Legislature authorized the Land Agent, under the direction and advice of the Governor and Council, to set apart and reserve twenty-four half townships of the undivided lands of the State, as a permanent fund for the benefit of common schools. This was a noble act; and if it is carried out in good faith, the next generation will have the benefit of a magnificent school fund.

The banking incorporations in the State are required to pay into the State treasury, one-half of one per cent., semi-annually, on their capital stock. This tax for 1850, amounted to $27,230 27. This added to the income of the school fund makes $33,485 60, which has been apportioned among the several towns the past year. No town can legally receive its proportion, unless the returns required by law are received at the office of the Secretary of State, by the tenth of April, in each year.

SCHOOL MONEYS.

Every town in the State is obliged, by law, to raise an amount of school money equal to forty cents* for each inhabitant. The citizens of each town can vote to raise a sum exceeding this minimum to any extent they choose.

* The estimates in this report are based on the census of 1850, though this was not the legal basis for the money raised the past year.

The money raised as above stated, is expended for teachers' wages and board; and for fuel and incidental repairs. The money expended for building new school houses and remodeling old ones, is raised by a specific tax assessed for that purpose.

For the school year ending April first, 1851, the towns making returns, raised $264,351 17. This is an excess over the minimum required by law, of $41,010 37. If the towns and plantations not making returns were equally liberal towards their schools, though they probably were not, the school money raised by tax for the entire State would be about $274,000. This amounts to forty-seven cents for each inhabitant, or $1,15 for each person between four and twenty-one years of age. The minimum school tax—forty cents for each inhabitant*—is about ninety-seven cents for each scholar of the school age.

In addition to the money raised by tax, the proceeds of the State school funds amounted to $33,485 60, and the income of the local school funds to $12,212 12; making from both sources, $45,697 72; equal to about seven cents and eight mills to each inhabitant, or nineteen cents to each scholar.

The local school funds have accrued chiefly, from the sale of school lands belonging to the several towns. The places where these funds most abound, will be seen by consulting table C of the appendix.

The estimated amount of money paid for private instruction, not including incorporated Academies, during the past year, is $29,921 46. The towns, where private schools are most patronized, will be found in table C of the appendix.

The whole amount of money disbursed, in the State, for public and private instruction, not including incorporated Academies, for the year ending April first, 1851, was about $350,000.

* The ratio of the number of persons between four and twenty-one years of age, to the whole number of inhabitants, is expressed by the decimal, .412.

SCHOOL DISTRICTS.

There are three thousand nine hundred and forty-eight districts, and two hundred and seventy-nine parts of districts, in the towns making returns: giving for the whole State not far from four thousand five hundred districts and parts of districts.

The old and erroneous opinion in favor of dividing and making small districts, still obtains in some parts of the State, whilst in all the more enlightened portions, the friends of public instruction, are contending earnestly for uniting districts, wherever it can be done consistently with the convenience of the scholars. Several towns acted to this effect at their last annual meetings.

THE NUMBER OF SCHOOL TEACHERS

who gave instruction during any part of the year, in the public schools in the towns making returns, was six thousand six hundred and twenty-seven: of these, two thousand seven hundred and six were males, and three thousand nine hundred and twenty-one females. The whole number for the State would not fall much below seven thousand.

TEACHERS' WAGES.

The average wages of female teachers, exclusive of board, was $1 48 per week; being an advance on the previous year of two cents per week.

The average wages of male teachers per month, exclusive of board, were $16 66, the same as the previous year.

There has, however, in point of fact, been more advance on teachers' wages than the above comparison would seem to indicate; for the reason that the statistics for the past year embrace a larger territory and include more small country towns than did those for the previous year. The wages paid by each town, can be ascertained by consulting the table embracing that class of information.

LENGTH OF SCHOOLS.

The average length of schools for the year ending April one, 1851, is 18.8 weeks for the State. The previous year the average length for the towns making returns, was 19.2 weeks. This comparison would seem to indicate that the schools were not so long during the last year as they were during the preceding one. An allowance should be made for the same reason as that stated in reference to the wages of teachers; namely, that the statistics of the last year include more small back towns than those of the former year.

In some districts a summer school only is sustained; in other districts a winter school is kept, but no summer school; whilst other districts in the same town have both summer and winter schools. In all such cases, the method used in obtaining the average length for the year, gives a result somewhat too large. For example: in the town of Beddington, there are two school districts. The summer school in one district was twelve weeks, and in the other eight; making the average length of the summer schools ten weeks. There was a winter school of twelve weeks in one district and no winter school in the other. The twelve weeks winter school was taken as the average and added to the average for summer schools, which made the average for the year, twenty-two weeks. If the one winter school had been divided between the two districts, allowing six weeks to each, the average length of winter schools would have been only six weeks; and this being added to the average length of summer schools, the average length for the year would be sixteen weeks, instead of twenty-two, as reported.

The number of instances of this kind, however, are so few when compared with the whole, as not materially to affect the general result.

In giving the length of schools, five and a half days are taken for a week.

With one or two exceptions, the average length of schools in

Maine is less than in any other State in the Union, where public free schools have been established. It appears by the last reports, that the average length of schools is seven months and twelve days, in Massachusetts; eight months in New York; and over nine months in Canada West.

In New York, schools must be taught at least four months in the year, by a legally qualified teacher; and in Canada West, six months as a condition for receiving an apportionment from the public school fund.

ATTENDANCE AND NUMBER OF SCHOLARS.

The whole number of children in the State between four and twenty-one years of age, is about two hundred and forty thousand.

In the towns and plantations making returns, the whole number of persons of the school age is	230,274
The whole number attending summer school,	123,878
The number not attending summer school,	106,396
The average number attending summer school,	91,519
The whole number of scholars, as given above,	230,274
Whole number attending winter school,	151,360
The number not attending winter school,	78,914
Average number attending winter school,	116,069
Mean average attendance of summer and winter schools,	103,794
Ratio of the mean average attendance expressed in decimals to the whole number of children between four and twenty-one years of age,	.45

The above summary embraces a class of towns and plantations differing so much in school statistics from the towns included in the returns of the previous year, that a comparison in the aggregate, would not exhibit the true relation of one year's operations to that of the other.

By referring to table B, in the appendix, and comparing any town with the same as exhibited in the report for 1850, it will be seen what towns have improved in regard to the average attendance.

APPARATUS AND SCHOOL LIBRARIES.

There has been but little progress in the increase of school apparatus during the past year. The illustration of geography by means of globes and outline maps, has elicited considerable attention; and the increase of school apparatus, has been confined principally to this department. The returns show that one hundred and four schools are furnished with globes; one hundred and forty-two with outline maps; nine with chemical and philosophical apparatus; and a few others with physiological charts, numeral frames, geometrical solids, and blocks for illustrating the cube root.

Nearly all the school rooms in the State are furnished with blackboards of some sort; but in many instances the arrangement in this respect, is very far from being what the interests of the schools demand.

According to the returns there are but nine towns in the State, where school district libraries have been established; and in these, only to a limited extent.

In Athens, there is one library, containing forty-six volumes; in Hallowell, one, the number of volumes not returned; in Kennebunkport, four, aggregate number of volumes, seventy-two; in Kennebunk, one, volumes, forty-six; in Lagrange, one, volumes, fifty; in Paris, one, number of volumes not returned; in Winthrop, one, number of volumes not returned; in York, one, number of volumes, twenty-eight.

In other States, where the experiment has been tried, the school library is regarded as an efficient agent in the diffusion of useful knowledge. The system has been more fully carried out in New York, than in any other State. In that state between eleven and twelve thousand libraries have been established—contain-

ing in the aggregate, nearly a million and a half of volumes.

There appear to be in our own State at present, insurmountable difficulties in the way of establishing school district libraries; and especially in those sections of the State where libraries are the most needed and where they would do the most good.

Too many of our school houses are old and out of repair; and not under the supervision of any body in particular, so that good libraries would hardly be considered safe if deposited in them. Besides, many districts are very small, and the inhabitants poor. In all such places the people would be unable to bear the burthen, and of course, unwilling to move in the matter. And even if the State should make the purchase and present each district with a good library, it might be feared that the books would not, in every case, be properly taken care of and preserved.

It seems to me that the only feasible way of establishing a general system of public libraries in this State, is to apply the system to towns, instead of school districts. For example: let each town be authorized to establish a public library for the benefit of the inhabitants therein. For this purpose, give the town authority to raise at its annual meeting, a sum not exceeding fifty cents multiplied by the number of polls in the town. Let this tax be assessed on the property in the same manner that other town taxes are assessed. Let this sum be applied to establish the library; and permit the town at each annual meeting thereafter, to raise a sum not exceeding ten cents multiplied by the number of polls in the town, to increase the library from year to year. And it might be well as a matter of encouragement to the poorer towns, for the State to appropriate a certain per centage on the sum expended annually for this purpose by each town.

By adopting a general law of this kind, it would remain optional with the inhabitants of the several towns to apply the law to themselves or not, as they might deem expedient. And by fixing the maximum amount of money to be raised, as I

have suggested above, there could be no danger that the majority would in any case oppress the minority.

INCOMPETENCY OF TEACHERS.

It is the imperative duty of every district to employ a competent teacher. On this point, there has been a sad dereliction of duty in some sections of the State. If a man has a valuable colt to be tamed and broken to the harness, a skillful and experienced horseman must be had to perform the task. If a wagon or a sleigh is to be constructed with reference to beauty, convenience and durability, the best workman is sought for the purpose. If an elegant hat or coat, or a handsome pair of boots are wanted, no bungler is employed to make them. When the body is tortured with racking pain, a skillful physician is sought. When property or reputation is at stake, no novice lawyer is employed. But when a teacher is wanted to educate the child, to mould and fashion the immortal mind, to fit the human being for the fearful responsibilities of life, it has in many instances, been regarded as a matter of little consequence, who is employed, provided he works cheap. But I rejoice that public sentiment is rapidly changing on this point. Men begin to feel that it as important to employ skill and experience in educating their children, as it is in training their colts and their steers.

In selecting the teacher, all individual and personal considerations should be laid aside; political and sectarian prejudices should have no weight in the matter. The welfare, the best interest of every child in the district, should be the ruling consideration.

During the past year one hundred and fifty-two schools have been broken up through the incompetency of teachers. The whole number of teachers employed, during any part of the year, in the towns making returns, is six thousand six hundred and forty-four. Hence one in every forty-four made a failure. The towns where schools have been suspended will be found by

consulting table A of the appendix. The greater part of these failures have resulted from an incompetency on the part of the teacher to govern his scholars. It is not strange that it should be so. The wonder is that more failures have not occurred.

The subject matter of government is, in itself, exceedingly intricate and complicated, whether applied to the family, the school or the State. The principles of civil government have been examined and discussed from the earliest dawn of civilization till the present time, by the ablest men the world has ever produced; and still there are many points unsettled, many points about which our wisest and best men disagree. And scarcely less skill is required to govern a school than to govern a State. A thorough knowledge of the hidden springs of human action is as essential in the government of children, as in the government of men. In some of our large country districts almost every variety of humanity may be found. The extremes are little less than infinite; the intermediate grades are innumerable. One scholar is prepossessing in his personal appearance, neat and cleanly in his apparel, easy and graceful in his manners, kind and obliging in his disposition, attentive to his studies, quick to learn, obedient to the rules of the school. Another is deformed in person, dirty and ragged in his apparel, uncouth and awkward in his manners, ugly and crabbed in his disposition, lazy and indolent in his studies, slow to learn, regardless of the school regulations. Such is the diversity of the dispositions and habits which the teacher is called upon to regulate and control. And this is not all: in a school of fifty scholars, some twenty families will be represented. Each parent has whims and notions and prejudices peculiar to himself; and if his ideas of government are not fully recognized and carried out by the teacher, his children are excited to rebellion. This point is most forcibly set forth in the report of the directors of the village schools in Augusta. "The prolific source of the disobedience and disorder in school, the idleness and inattention of scholars is a neglect of initiation into habits

of industry, obedience, reverence and respect for superiors, in the nursery.

"The frank avowal of many fathers and mothers, is familiar to the directors, of their inability to govern and control their children—of their impotence to enforce obedience and to exercise authority—that their sceptre of power is like a broken reed, and their persuasion like the idle winds that pass unheeded.

"Inconsistent and incongruous as it may appear, some of these very persons, who acknowledge their inability to govern a unit, require the teacher to govern an aggregate of such discordant materials—to bring them into harmony with obedience, goodness, truth and virtue—to root out briers and thorns, and to plant roses, in a soil unfitted for their reception—to inspire love for learning in minds where love of idleness and mischief predominates—to supply capacity when deficient, and to correct and reform manners and morals, where depraved.

"If merited punishment be meted out for faults which milder means have failed to correct, the culprit hastens to his parent with a complaint loud and long, of partiality, of cruelty, of tyranny, of unjust and undeserved punishment. Without investigation or inquiry, the parent gives full credence to the artfully fabricated tale, bestows sympathy on the injured sufferer, heals his grief with invectives against the teacher, and invokes the whole vocabulary of epithets expressive of contempt, derision, incapacity and scorn, to aid in the annihilation of the teacher, to justify the faults of the child, and to conceal the folly of the parent. Extravagant as this delineation may appear, it is no fancy sketch, introduced for embellishment, but a plain narrative of facts that have occurred, a picture from real life, taken from observation, not from imagination."

Another consideration, in this connection, is, that nearly two thousand of our teachers annually are beginners in the business; and varying in age from fifteen to twenty-one years. Is it strange, that one in every forty-four of these inexperienced youth should break down under a task so weighty.

Besides, public opinion, in some sections of the State, is very different now from what it was five years ago, in regard to what constitutes a tolerable school. In many instances, a school which was then considered passable, would not now be tolerated a single day.

In view of the preceding considerations, I think it an encouraging omen, that so small a per centage of our teachers have been obliged to leave their schools.

Let towns furnish the means sufficient to secure skill and experience; let district agents make judicious selections; let parents do their duty in sustaining the teacher; and our schools will soon be very different from what they now are.

COMMITTEES AND SCHOOL CONVENTIONS.

A county convention of school committees was held in each county, during the past autumn. I had the pleasure of being present in every instance, and endeavored to add something to the interest and profit of the occasion.

The committees assembled at each of these conventions, in addition to the discharge of their official duty in electing a member of the Board of Education, usually consulted together in reference to the proper discharge of the various and responsible duties required of them by the laws of the State. And whenever a difference of opinion prevailed in reference to any of the topics presented for discussion, there was a manifest disposition to compare views, for the sole purpose of eliciting truth. An increasing interest in behalf of public instruction is every year becoming more apparent among school committees in various parts of the State. I regard these conventions as a prominent motive power in producing so desirable a result.

Quite a number of towns cause the annual report of their superintending school committees to be printed, and a copy furnished to each family. It is very desirable that this practice should become general. When such reports are faithfully drawn up, they prove an efficient agency in awakening an interest

among parents and children. They also serve as an incentive to committees to discharge their whole duty, and to towns to elect men who will prepare a report worthy of the name.

There is one other suggestion to be made in this connection, which ought to arouse certain towns to a sense of their present delinquency, and stimulate them to guard the interests of their own children. The remark applies to those towns that choose incompetent or inefficient committees. Such towns are now pretty generally known throughout the county in which they are located. Teachers who cannot get approbated by competent committees, still have sagacity enough to flock to such towns for patronage. The consequence is, that the school money is frequently worse than lost. I know of but one remedy for this evil. The towns must elect their best men for committees; and instruct them to do their whole duty; instead of instructing them to do nothing, as has sometimes been the case.

TEACHERS' INSTITUTES.

During the past year, a Teachers' Institute has been held in each county. The Institutes commenced the twenty-seventh of August, and closed the first part of December. Each continued ten days; and in Aroostook county, the time was prolonged one additional week.

I had the pleasure of being present in every county, and with one exception, remained several days in each. I did what I could to promote the interest and profit of those present, by by counsel, by lectures, and by instruction.

The men employed to take charge, rank among the ablest teachers in the country. They labored faithfully and earnestly; and their services were appreciated by those who listened to their instruction.

The course of instruction pursued, has been substantially the same as in previous years. The leading object of our Institutes has always been to improve the teachers attending, in the theory and practice of teaching; and not to acquire a knowledge of

the branches of learning taught in the public schools farther than such acquisition might be incidental to the leading object. It has been the usual practice to commence with the elements of each branch of study peculiar to the common school, and proceed step by step, in logical order, exhibiting each process in the same manner in which it should be presented to a class of children. The various topics connected with the government, discipline and classification of schools have been fully discussed; so that the young and inexperienced teacher has been able to avail himself of the accumulated wisdom of many years of labor. The evenings have usually been occupied by public lectures designed for the mutual benefit of teachers and of the community where the Institute is held.

Whilst my confidence in the utility of our Institutes continues unabated, I must refer the Board to the suggestions made in my last report, in reference to some additional means of qualifying teachers; and re-express my earnest conviction that some advance steps must soon be taken, or our progress will be too slow to meet public expectation.

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

Counties.	Where.	When.	Instructors.	Members.		
				Male.	Female.	Total.
York,	Alfred,	Aug. 27,	Wm. B. Fowle, Esq.; D. A. Hawkins, A. M.; H. Piper, A. M.; E. M. Thurston.	84	74	158
Lincoln,	Warren,	Sept. 3,	Wm. H. Seavey, A. M.; J. G. Eveleth, A. M.; J. T. Huston, A. M.; G. S. Newcombe, A. B.	28	56	84
Cumberland,	Gray,	Sept. 3,	Wm. B. Fowle, Esq.; Benjamin C. Fernald; L. B. Hannaford.	61	54	115
Washington,	Eastport,	Sept. 10,	Wm. H. Seavey, A. M.; Fred. Vinton, A. M.; Mark Bailey, A. B.	30	78	108
Oxford,	Paris Hill,	Sept. 17,	D. A. Hawkins, A. B.; Thomas H. Talbot, A. M.	34	39	73
Franklin,	Farmington,	Oct. 1,	Wm. H. Seavey, A. M.; J. Burnham, A. M.; J. G. Eveleth, A. M.; L. B. Hannaford.	79	87	166
Hancock,	Ellsworth,	Oct. 8,	Dexter A. Hawkins, A. M.; Wm. B. Fowle, Esq.; J. C. Pickard, A. M.	40	100	140
Waldo,	Belfast,	Oct. 22,	D. A. Hawkins, A. M.; Wm. H. Seavey, A. M.; L. B. Hannaford.	43	52	95
Somerset,	Canaan,	Oct. 22,	D. G. Eaton, A. M.; J. G. Eveleth, A. M.; Rev. J. B. Weston; J. M. Waters, A. M.	118	98	216
Kennebec,	Winthrop,	Nov. 5,	D. A. Hawkins, A. M.; William H. Seavey, A. M.; Dr. Geo. S. Rawson; J. M. Waters, A. M.	128	108	236
Penobscot,	E. Corinth,	Nov. 11,	William H. Seavey, A. M.; J. G. Eveleth, A. M.; E. M. Thurston.	82	87	169
Piscataquis,	Dover,	Nov. 18,	D. A. Hawkins, A. M.; Samuel F. Humphrey, A. B.; J. M. Waters, A. M.; Dr. George S. Rawson.	55	80	135
Aroostook,	Houlton,	Nov. 19,	Milton Welch, A. M.; Wm. H. Seavey, A. M.; Geo. C. Swallow, A. M.	19	18	37
				801	931	1732

The following Table exhibits the number of Teachers attending the Institutes, in each county, for four years.

Counties.	1847.			1848.			1849.			1850.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
York, . .	51	39	90	81	65	146	96	90	186	84	74	158
Lincoln, . .	23	39	62	47	91	138	86	136	222	28	56	84
Cumberland, . .	61	49	110	54	56	110	55	63	118	61	54	115
Washington, . .	40	67	107	52	101	153	39	90	129	30	78	108
Oxford, . .	84	81	165	119	136	255	106	71	177	34	39	73
Franklin, . .	106	78	184	143	123	266	86	87	173	79	87	166
Hancock, . .	30	57	87	55	106	161	42	60	102	40	100	140
Waldo, . .	77	86	163	76	109	185	33	62	95	43	52	95
Somerset, . .	89	82	171	93	101	194	66	86	152	118	98	216
Kennebec, . .	95	113	208	103	127	230	110	131	241	128	108	236
Penobscot, . .	97	96	193	108	139	247	68	87	155	82	87	169
Piscataquis, . .	58	55	113	103	103	206	62	66	128	55	80	135
Aroostook, . .	9	15	24	17	31	48	20	24	43	19	18	37
	839	857	1677	1051	1288	2339	834	1088	1922	891	931	1732

DESTITUTE PORTIONS OF THE STATE.

There are three hundred and seventy-seven towns and eighty-four plantations in the State. Eleven of the plantations are organized for municipal purposes, and seventy-three for election purposes only. There are seventeen thousand four hundred and twenty-six inhabitants residing without the limits of incorporated towns. Of these, two thousand five hundred and fifty-one are residents of the eleven plantations organized for municipal purposes. About ten thousand are included in the seventy-three plantations organized for election purposes only—leaving four thousand eight hundred and seventy-five, who compose the isolated families in our frontier settlements—extending from New Hampshire on the west, to the British Provinces on the east.

In the plantations organized for municipal purposes, public schools are generally sustained. In about one half of the plantations organized for election purposes only, schools of some

sort are kept during some part of the year. Whilst, as nearly as can be ascertained, in the other half and in the isolated settlements not included within the plantations, no schools are taught. This estimate would leave nearly ten thousand inhabitants entirely destitute of any means of public instruction. The hardships and privations of these pioneers of the forest, appeal most earnestly to the sympathy of the more wealthy and more densely settled parts of the State.

The new law authorizes districts in plantations organized for election purposes only, to build school houses and support public schools by taxation. This law can, and doubtless will, be applied in a few instances. But in most cases the population are too sparse and too poor to do anything of the kind.

If the benevolent individuals in this State, who are giving money to educate and send teachers to the valley of the Mississippi, would change the field of their operations and concentrate all their efforts on the destitute portions of our own State, it seems to us that twice the good might be accomplished with the same outlay.

INCORPORATE SCHOOLS.*

The Legislature of 1850, passed the following resolve:

Resolved, That the Secretary of the Board of Education be directed to collect and submit in tabular form, in his next annual report, statistics in reference to each College and incorporated Academy in this State, the statistics to embrace the following particulars touching each institution: where located; when incorporated; how much land and how much money received from the State, specifying whether from this State or from Massachusetts; what proportion of the land so received has been sold and the amount realized from the sale of the same; the present value of the property owned by the corporation over and above the outstanding debts, specifying what proportion is real estate, and what proportion is personal property; the number of weeks instruction is given in each institu-

* This part of the report has been prepared since the meeting of the Board of Education.

tion during the year; the average number of pupils attending and the average price of tuition.

[*Approved August* 12, 1850.]

In complying with the instructions of the Legislature, I prepared the following circular containg blank columns to be filled with the several items specified in the resolve:

To the Secretary or Treasurer of the Board of Trustees of—

SIR:—You will perceive by the annexed Resolve, that the Legislature has made it my duty to collect certain statistics pertaining to the Colleges and Academies in this State. If you will have the kindness to fill up the blank form herewith submitted, you will enable me to discharge the duty designated in the Resolve.

If it should not be in your power to give a definite reply to any one or more of the specifications, please make an estimate according to the best of your knowledge and belief, and mark such items as estimated.

Yours respectfully,

E. M. THURSTON.

CHARLESTON, October 15, 1850.

A copy was directed to each incorporated school in the State. About one-half of the circulars were returned with the blanks fully or partially filled by the proper officers of the institutions to which they were directed.

To obtain the desired information from the other half, I have been obliged to apply to post masters, school committees and various other individuals living in the immediate vicinity of the schools. Where these means have failed to accomplish the desired object, which has been the case in several instances, I have visited the places and made personal application to such persons, as appeared to be most familiar with the subject matter of my inquiries.

I have found it a much more difficult and laborious task to comply with the demand of the Legislature, than had been anticipated. I think, however, that most of the items submit-

ted in the tabular view, may be relied on as substantially correct. The few errors that may exist, have resulted from the impossibility of obtaining any accurate information in certain cases.

Where the State has granted land by half townships, I have invariably, in the schedule, used eleven thousand five hundred and twenty acres as an equivalent term.

Ninety-seven acts of incorporation have been granted for schools in this State—embracing two Colleges, two Theological Seminaries, one Medical establishment and ninety-two Academies. Of the ninety-two corporations chartered for academical purposes, sixty-four sustain schools during a greater or less part of the year. Calais Academy, incorporated 1850, has not yet been opened; the building is in process of erection, the present season. Union Academy at Corinna, and Camden Academy, were incorporated at the May session of 1851. Leaving twenty five corporations dead or inoperative.

A list of the academical corporations which do not sustain schools during any part of the year, is given below, arranged in chronological order.

Bath Academy, was incorporated March the sixteenth, 1805, by the Legislature of Massachusetts; and at the same time received a grant of one-half township of land which was afterwards sold for $6,300. The Institution no longer exists as a private establishment, but is united with the public high school of the city of Bath.

Bath Female Academy, was incorporated by the Legislature of Massachusetts, March eleventh, 1808. The corporation is extinct and the Academy building is owned by the city of Bath, and used for one of the public schools.

According to Greenleaf's statistical survey of Maine, page 367, one-half township of land was granted to this Institution. It appears, however, that the author alluded to was mistaken. No funds were ever received from the State.

Wiscasset Academy, was incorporated March the twelfth,

1808, by the Legislature of Massachusetts. The Trustees have ceased to sustain a school and the building is under mortgage.

Young Ladies' Academy, at Bangor, was incorporated January twenty-seventh, 1818, by the Legislature of Massachusetts. It has long since ceased to be. The corporation never received any funds from the State, though it is stated in Greenleaf's statistical survey that this Institution received the grant of a half township of land.

Brunswick Academy, was incorporated January twenty-third, 1823. It is extinct.

Oxford Female Academy, at Paris, was incorporated February seventh, 1827. It never went into operation.

Dearborn Academy, at Buxton, was incorporated February twenty-third, 1828. The trustees retained their organization but a short time.

Eastport Academy, was incorporated January thirty-first, 1832. The corporation still keeps up its organization but has not sustained an academical school for several years. The trustees own a building and rent the school rooms to the town.

Lee Meadows Academy and Benvennue Female High School, at Weld, was incorporated February thirteenth, 1833. The corporation never organized.

Union Academy, at Kennebunk, was incorporated January twenty-first, 1834. It has received $500 from the State. The trustees were authorized by the Legislature of 1850, to sell the real estate and personal property belonging to the incorporation, and after paying the outstanding debts, to make a pro rata distribution among the original contributors to the funds.

Falmouth Academy, was incorporated January thirty-first, 1834. It never accomplished anything.

Sanford Academy, was incorporated February the twelfth, 1834. The trustees never established a school.

Augusta High School, was incorporated February ninth, 1835. The institution received $500 from the State. The

Village District in Augusta has purchased the property belonging to the corporation, and the building is now used for the public High School.

Brunswick High School, was incorporated March twenty-fourth, 1835. It exists only in name.

Athens Academy, was incorporated February twenty-third, 1836. The corporation has long since lost its organization and a new corporation by the name of the Trustees of Somerset Academy, has taken its place.

Livingston Academy, at Richmond, was incorporated March the fifteenth, 1836. The trustees have received $150 from the State, and own real estate, consisting of house and lot, worth $800; but there has been no school in operation for some years past.

Calais Academy, was incorporated March the nineteenth, 1836. The trustees never organized, and a new corporation by the same name, was chartered in 1850.

Pittston High School, was incorporated March seventeenth, 1837. It has lost its existence, and a corporation by the name of East Pittston Academy, chartered in 1850, has taken its place.

Houlton Academy, was incorporated March twenty-ninth, 1837. No school was established, and a new corporation by the same name, was chartered in 1847.

Thomaston Theological Institution, was incorporated February the twentieth, 1839. The trustees organized and sustained a theological school some three or four years, when the school stopped and the corporation dissolved.

Buckfield High School and Lyceum, was incorporated March the third, 1842. A school was sustained for a short time, but the corporation is now dead.

Monroe Academy, was incorporated February twenty-first, 1845. The act of incorporation constituted the beginning and the end.

Brunswick Seminary, was incorporated February twentieth, 1845. Its present existence is merely nominal.

BREWER ACADEMY, was incorporated March the fourteenth, 1845. The trustees are still waiting for a favorable opportunity to commence operations.

ST. GEORGE ACADEMY, was incorporated April eighth, 1845; and a half township of land granted on certain conditions. The conditions were not complied with; and no action has been had under the act of incorporation.

PHIPSBURG ACADEMY, was incorporated August seventh, 1846. The institution has not yet been established.

Exhibit of the Academies in the State which are in operation during any part of the year— arranged in chronological order.

Name of the Institution.	Where located.	When incorporated.	Acres of land received.		Money received from Maine.	Acres of land disposed of.	Amount received for sale.	Present value of property over and above outstanding debts.		Number of weeks instruction is given per annum.	Average number of pupils.	Av. price of tuition per week, in cents.	Whole amount of tuition per annum.
			From Mass.	From Maine.				Real estate.	Personal property				
Hallowell Academy,	Hallowell,	Mar. 5, 1791.	24,980			21,780	$5,000	$3,300	$5,900	44	60	36	$950 40
Berwick Academy,	South Berwick,	Mar. 11, 1791,	23,000			23,000	4,416	2,500	7,800	44	50	36	792 00
Fryeburg Academy,	Fryeburg,	Feb. 9, 1792,	12,000	10,500		12,000	6,500	4,000	3,000	42	40	30	504 00
Washington Academy,	East Machias,	Mar. 7, 1792,	23,415			23,415	*a* 4,000	2,500	18,500	44	33	25	363 00
Portland Academy,	Portland,	Feb. 24, 1794.	11,520			11 520	unkno'n	5,000	5,500	44	30	54	712 80
Lincoln Academy,	Newcastle,	Feb. 23, 1801,	11,520			11,526	9 000	2,000	400	41	50	25	550 00
Maine Female Seminary, *b*	Gorham,	Mar. 5, 1803,	11,520	46,000		57,520	*c* 9,000	10,000	7,500	42	125	38	1,995 00
Hampden Academy,	Hampden,	Mar. 7, 1803,	11,520	11,520		23,040	4,800	3,000	4,937	44	77	27	914 76
Bluehill Academy,	Bluehill,	Mar. 8, 1803,	11,520			11,520	6,252	2,500	4,450	40	45	20	360 00
Hebron Academy,	Hebron,	Feb. 10, 1804,	11,520			11,520	4,600	2,195	5,291	39	60	25	585 00
Farmington Academy,	Farmington,	Feb. 13, 1807,	11,520	11,520		23,040	3,500	800	3,225	34	52	27	477 36
Bloomfield Academy,	Bloomfield,	Feb. 13, 1807,	11,520			11 520	2,400	2,500	3,750	40	100	30	1,200 00
Warren Academy,	Warren,	Feb. 25, 1808,	11,520			11,520	2,500	800	2,700	40	32	25	320 00
Belfast Academy,	Belfast,	Feb. 29, 1808,	11,520			3,000	2,000	1,000		44	35	32	492 80
Bridgton Academy,	Bridgton,	Mar. 8, 1808,	11,520			1,300	2,000	6,176	4.800	41	60	32	844 80
Monmouth Academy,	Monmouth,	Mar. 19, 1808,	11,520			11,520	6,000	1,000	5,500	36	50	25	450 00
Limerick Academy,	Limerick,	Nov. 17, 1808,	11,520			11,520	2,200	500	1,700	44	50	32	704 00
North Yarmouth Academy,	Yarmouth,	Feb. 4, 1811,		11,520		11,520	9 000	7,500	3,500	44	80	32	1,126 40
Thornton Academy,	Saco,	Feb. 16, 1811,	11,520			11 520	2,500	200	6,800	47	40	25	470 00
Cony Female Academy,	Augusta,	Feb. 10, 1818,		11,520		11,520	6,000	6,000	5,100	22	40	45	396 00
China Academy,	China,	June 12, 1818,		11,520		11,520	2,000	800	500	44	32	32	450 56
Maine Wesleyan Seminary,	Kent's Hill,	July 28, 1821,		11,520	2,600	11,520		4 000	200	30	150	26	1,170 00
Gardiner Lyceum,	Gardiner,	Jan. 30, 1822,			7,000			2.000	250	44	25	41	451 00
Foxcroft Academy,	Foxcroft,	Jan. 31, 1823,		11,520		11,520	3,170	1,500	3,550	46	77	27	956 34
Anson Academy,	North Anson,	Feb. 8, 1823,		11,520	300	11,520	3,000	1,000	3,000	26	70	21	382 20
Cherryfield Academy,	Cherryfield,	Feb. 18, 1829,		11,520	300			6,500		44	67	30	884 40
Alfred Academy,	Alfred,	Mar. 23, 1829,			300			800		40	40	35	560 00
Westbrook Seminary,	Westbrook,	Mar. 4, 1831,		11,520	2,000			5,700	75	33	100	32	1,056 00
Titcomb Academy,	North Belgrade,	Mar. 30, 1831,			500			2,000		40	70	25	700 00
St. Albans Academy,	Hartland,	Feb. 11, 1832,		11,520	800	11,520	2,500	650	2,950	24	50	25	300 00
Parsonsfield Seminary,	North Parsonsfield,	Feb. 6, 1833,			2,000			5,000	2,500	44	100	32	1,408 00
Lewiston Falls Academy,	Danville,	Feb. 25, 1834,			500			1,000	7,000	44	83	35	1,278 20

Vassalborough Academy,	Vassalboro' Corner	Feb. 28, 1835,			500			700		22	33	30	217 80
Waterville Liberal Institute,	Waterville,	Feb. 28, 1835,			500			3,000		44	80	36	1,267 20
Gould's Academy,	Bethel,	Jan. 27, 1836,		11,520	400			3,200	500	33	48	25	396 00
Freedom Academy,	Freedom,	Feb. 18, 1836,			600			300		20	60	25	300 00
Waldoborough Academy and Female High School,	Waldoborough,	Mar. 18, 1836,						500		39	40	20	312 00
Norridgewock Female Acad.,	Norridgewock,	Mar. 20, 1836,			300			1,000	50	22	25	25	137 50
Charleston Academy,	Charleston,	Feb. 13, 1837,			500			1,000	50	22	40	25	220 00
Exeter High School,	Exeter,	Mar. 15 1838,			600				303	20	70	25	350 00
Clinton Academy,	Benton,	Feb. 25, 1839,			300				800	24	60	21	302 40
Elliot Academy,	Elliot,	Feb. 26, 1840,								20	30	32	192 00
Waterville Academy,	Waterville,	Feb. 12, 1842,						2,000		44	75	27	891 00
Litchfield Academy,	Litchfield Corner,	Feb. 5, 1844,		11,520		11,520	5,659	2,000	4,320	44	42	25	462 00
Dennysville Academy,	Dennysville,	Feb. 20, 1845,			500			1,300	200	44	30	35	462 00
Newport Academy,	Newport,	Mar. 17, 1845,						1,000		24	60	25	360 00
Lee Normal Academy,	Lee,	Mar. 17, 1845,		11,520		11,520	4,000	1,000	3,000	36	50	25	450 00
Thomaston Academy,	Thomaston,	April 7, 1845,		11,520		11,520	4,900	4,200	1,405	44	48	41	865 92
Somerset Academy,	Athens,	June 22, 1846,		11,520		11,520	4,150	2,000	3,325	21	45	23	248 40
Mattanawcook Academy,	Lincoln,	July 29, 1846,		11,520		11,520	3,000	1,200	2,900	36	54	27	524 88
East Corinth Academy,	E. Corinth,	July 30, 1846.		11,520		11,520	3,500	1,500	3,500	44	70	27	831 60
Houlton Academy,	Houlton,	June 14, 1847,		11,520		11,520	6,061	2,300	4,400	42	50	23	483 00
Patten Academy,	Patten,	June 18, 1847,		11,520		11,520	4,400	1,200	4,000	24	60	25	360 00
Monson Academy,	Monson,	July 26, 1847,		11,520		11,520	3,500	1,000	3,200	36	60	27	583 20
Litchfield Liberal Institute,	Litchfield,	July 26, 1847,			300			1,200	300	44	55	26	643 50
Union Academy,	Oldtown,	Aug. 8, 1848.		11,520		11,520	4,000	3,000	1,000	44	66	40	1,161 60
Limington Academy,	Limington,	Aug. 8 1848,							945	44	40	25	440 00
Standish Academy,	Standish,	Aug. 8, 1848,		11,520		11,520	4,340	500	3,500	44	50	33	726 00
Bucksport Seminary,	Bucksport,	June 8, 1849,							3,800	44	40	33	580 80
Norway Liberal Institute,	Norway,	June 25, 1849,						2,000	50	44	100	31	1,364 00
Oxford Normal Institute,	South Paris,	July 24, 1849,								44	50	31	682 00
East Pittston Academy,	East Pittston,	May 29, 1850,								40	25	27	270 00
Lebanon Academy,	Lebanon,	Aug. 24, 1850,						1,000		24	69	27	447 12
Calais Academy, *d*	Calais,	Aug. 28, 1850,		11,520									
Yarmouth Institute,	Yarmouth,	May 30, 1851,						3,000	500	44	80	33	1,161 60
			243,975	332,980	$20,800	499,135	$149,839	$129,021	$162,426	*e* 37.5	3,678	30	$41,498 54

a Money kept on interest till 1823, before the school commenced operation.

b Formerly Gorham Academy—name changed in 1850.

c This sum accrued from the two townships received from Maine. The amount received from the sale of the half township granted by Massachusetts, not known.

d Calais Academy has not yet commenced operations:—the building is in process of erection the present season.

e Average 37.5 weeks.

From the preceding analysis, it appears that there are sixty-four academies in the State sustaining schools during some part of the year; that the average length of time instruction is given, is 37.5 weeks per annum; that the aggregate number of scholars attending the academies, is three thousand six hundred and seventy-eight; that the average price of tuition is thirty cents per week; and the whole amount of tuition money for the year is $41,498 54.

It also appears that five hundred seventy-six thousand nine hundred and fifty-five acres of land and $20,800 in money, have been granted to these academies—two hundred forty-three thousand nine hundred and seventy-five acres by Massachusetts before the separation, and three hundred thirty-two thousand nine hundred and eighty acres by Maine, since she became a State. The money has all been given by this State.

Four hundred ninety-nine thousand one hundred and thirty-five acres of the land have been disposed of, and seventy-seven thousand eight hundred and twenty acres are still in the hands of the trustees. $149,839 have been received for the land sold, besides an indefinite amount received from the sale of the early grants of which no definite record can now be found. It would be within bounds to call the whole receipts of sale $170,000. And if we estimate what remains unsold at $20,000, the sum total for lands granted is $190,000.

The real estate owned by the sixty-four incorporated schools, is valued at $129,021. This includes the academy lots and buildings, together with such wild land as has not yet been disposed of. The personal property belonging to the same institutions, is estimated at $162,426. This sum consists of money at interest, with the exception of a small fraction of it invested in apparatus. It seems then, that the trustees have under their control, in real estate and personal property, the sum of $291,447; and that $210,800 of it has been contributed by the State, and $80,647 by individuals. Six per cent. interest on the sum furnished by the State, amounts to $12,648, and

on the sum furnished by individuals, to $4,838 82. This interest divided by the aggregate number of weeks' instruction, gives twelve cents and seven mills to each student per week. This added to the tuition paid by the pupil, makes forty-two cents and seven mills; of which thirty cents come from the scholar, nine cents and two mills from the State, and three cents and five mills from private munificence.

It may be well to notice in this connection, that the school fund having accrued from the proceeds of land granted to academies by the State, is nearly twice as large as that having arisen from land set apart for public schools. In the former case the money is applied to the education of three thousand six hundred and seventy-eight scholars; in the latter, to the education of two hundred and forty thousand.

COLLEGES.

Waterville College, located at Waterville, was chartered June nineteenth, 1820. It had been incorporated as a Theological School for seven years previous. The institution has received from the State two thousand three hundred and forty acres of land, and $14,500 in money. The larger part of the land has been disposed of and $25,000 received from the sale of the same. The estimated value of the college grounds, buildings, library, cabinet and apparatus, is $40,000; and the personal property, not including library, apparatus, &c., $20,000. The real estate owned by the corporation aside from the college lot and buildings, is valued at $8,000. Making the whole amount of property under the control of the trustees, $68,000. Of this sum $39,500 have been received from the State, and $28,500 from individual contributions. Instruction is given thirty-nine weeks per annum. The average number of students returned, is eighty, and the rate of tuition $24 00 per year. The average annual number of graduates from 1840 to 1850 inclusive, has been twelve. Eighty multiplied by twenty-four, gives $1,920 for the whole amount of tuition paid yearly. Eighty multiplied

by thirty-nine gives three thousand one hundred and twenty for the aggregate number of weeks tuition. $1,920 divided by three thousand one hundred and twenty, gives sixty-one cents and five mills tuition paid by each student per week. Six per cent. interest on $68,000, (the whole property of the college,) amounts to $4,080. This sum divided by the aggregate number of weeks' tuition, gives $1 30.7 per week to each student. This last sum added to the tuition paid by the student, gives $1 92.2 for the cost of instruction per week for each scholar. Of this sum, the State pays seventy-six cents per week; the pupil sixty-one cents and five mills; and private munificence, fifty-four cents and seven mills.

Bowdoin College, located at Brunswick, was incorporated June twenty-seven, 1794. The Medical Department connected with the college, was legalized March eighth, 1821.

The college has received from the State, eight townships of land and $33,000 in money. The Medical School has received from the same source, $15,510 95 in money. I find the following remark in a State document in reference to the land granted to this institution: Whole number of acres one hundred eighty-one thousand nine hundred and sixty-eight—"of this amount, five townships, containing one hundred twelve thousand eight hundred and forty-eight acres, were granted in 1794. One other township of twenty-three thousand and forty acres, was granted March eleventh, 1806. Two others of twenty-three thousand and forty acres each, was granted March three, 1808—all of which were subject to the usual reservations for public uses, making a deduction in the whole of seven thousand six hundred and eighty acres. There was also granted March eight, 1804, a quantity of land in the town of Sullivan, the number of acres unknown, which sold for $2,000."

The land has all been disposed of, but I have not been able to ascertain how much was received from the sale.

The real estate belonging to the corporation, including college buildings and site, is valued at $45,000; and the personal

property, including money at interest, library, apparatus, minerals, &c., at $93,500; making the total value of the property under the control of the trustees, $138,500.

Instruction is given during thirty-nine weeks in the year. The average number of students returned, is one hundred and thirty; and the rate of tuition $24 per annum. The average annual number of graduates from 1840 to 1850 inclusive, was thirty-four. The average number of medical graduates during the same time, was seventeen per annum.

The tuition paid by the pupils, at the rate of $24 for thirty-nine weeks, would be sixty-one cents and five mills per week, for each one. Six per cent. interest on $138,500, amounts to $8,310. This sum would give $1 63.7 per week to each scholar. Add to this the weekly tuition paid by the student, and the cost of instruction is $2 25.2 per week. If we knew how much was received from the sale of the eight townships of land, it would be easy to determine what part of the expense of instruction is borne by the State.

THEOLOGICAL SCHOOL.

The Maine Charity School, located at Bangor, is a Theological Seminary, under the direction of the Congregationalists. It was incorporated by the Legislature of Massachusetts, February twenty-fourth, 1814, and is the only Divinity school in the State. The funds belonging to the Institution, consist of real estate valued at $32,945, and personal property amounting to $8,300. The funds have been contributed by individual munificence. Forty weeks per annum is the length of term time. The number of students is about forty. The tuition is free.

SCHOOL HOUSES.

Ever since the commencement of the school reform in this State, the great desideratum has been information, facts, correct statistics and logical deductions therefrom. Five years ago, there was no definite information accessible to the public, by means of which the condition of our schools could be deter-

mined. The community were entirely ignorant in reference to many of the principal data on which a system of public instruction is based: such as the whole amount of money raised for the support of schools; what towns raised more and what less than the minimum required by law; the number and condition of our school houses; the length of time the schools are kept; the number of teachers employed; the wages paid to each; the percentage of irregular attendance, and many other facts equally important.

It soon became apparent, to every reflecting mind, that facts, accurate statistics, must be had as the true basis of legislative or popular action; and as fast as such information has been obtained, analyzed and exhibited in connection with the legitimate inferences, the intelligent portion of the community has perceived what ought to be done and has commenced doing it.

The public mind is now thoroughly convinced that a large proportion of our old school houses are not fit places in which to educate children. In many towns the people begin to think in earnest about remodeling or building anew. In all such cases, one of the first inquiries is for the best plan, the best model. Many applications for information on this point have been made to me during the past year from different parts of the State. To answer some of the communications has required ten or twelve closely written pages.

Two years ago, there was a general expression of the friends of education, that the Legislature should supply the demand for information on this subject, by presenting to each town in the State one copy of a recent work on "School House Architecture," by Henry Barnard, Esq., but the request was not granted. It was much to be regretted that the State refused to grant the request. As a partial and temporary remedy in the case, I have been requested, during the past year, by several county conventions of school committees, as well as by numerous individuals interested in the matter, to prepare an article on school houses and insert it in my report for the present year.

In view of all the facts presented, I have deemed it advisable

so to do. It may be proper to remark in this connection, that in preparing a plan for a particular school or district a great many contingencies peculiar to that school or district must be considered; and hence no one plan would answer equally well for different schools and different districts. The most, then, we can hope to accomplish in this article is to present certain general principles, to be modified when applied to practice, as the peculiar circumstances of each school or district may require.

In our cities and large villages, schools are, or soon will be, well graded. This portion of the community, therefore, require school houses somewhat peculiar to themselves. What I have to say on the subject will not have particular reference to these localities. In such places men will always be found who thoroughly understand the subject and have constant access to all necessary information. It would be, therefore, superfluous on my part, to discuss this topic in a manner specifically applicable to this class of the community.

In every country village containing as many as one hundred and twenty-five scholars within one mile from the centre, the schools should be divided into two grades at least, and we need school houses adapted to such localities. In all the small back districts in our farming towns, the schools cannot be graded, at least for years to come; and such schools want houses peculiar to themselves. My remarks and illustrations will have reference, principally, to these two classes of houses.

There have been many improvements in New England, within a few years, in the construction of school houses. Merely to state the fact and give illustrations of these improvements, is all that would be necessary for a part of the community, whilst there is a certain class, and a somewhat numerous class too, who appear to be satisfied with the old order of things and are unwilling to make any change, unless they see the reason and even the necessity for it. Hence it has been deemed advisable, especially on some points, to assign a reason for the course recommended.

LOCATION.

In settling this question, reference should be had to the centre of the district; not to the centre of the territory, but to the centre of travel for the scholars, having due regard to the prospective increase. But this is not the only point to be considered. This central position might fall upon an inaccessible cliff or a quagmire swamp; hence other elements must enter the question of location. The place should be healthy: the land should be dry: the soil should be fertile, easily fitted for a yard, play ground, shrubbery and ornamental trees: the site should overlook a delightful scenery: it should be protected from the prevailing winds by some hill or forest: a southern declivity is better than a northern one: it should be near to a good well or spring of water: it should not be in proximity to places of resort for the idle and vicious: it should not be in the midst of the business mart, nor so far removed from human habitations as to appear lonely and desolate: it should not be so near the main road as to have the attention of the scholars attracted by those passing by.

It is not presumed that all these advantages will be available in every district; still they should all be taken into the account and the place combining the greatest number of them should be selected. If there is any one building in the neighborhood, whose location and surrounding scenery are more pleasant and delightful than those of any other, it should be the school house.

In rural districts where land is cheap, one acre is the smallest quantity that should be appropriated for the school house lot. This should be suitably fenced and planted with shrubbery and ornamental trees. It should be the park of the district, combining so many lovely associations that a severe punishment would scarcely be sufficient to make a scholar play truant.

I am fully aware that the mere location of a school house appears to many a thing of trivial moment; but to me it seems far otherwise; since it is an admitted fact, that the human character, to a certain extent, is moulded and fashioned by the

external circumstances that surround the child. Climate and temperature are active elements in this forming process. A comparison of the inhabitants of the different zones of the earth will always exhibit traits of character referable to no other cause. Even the soil and face of the country are not dormant agents in this work. Certain national peculiarities can be accounted for on no other supposition. So deep are the impressions made by physical localities that neither the poet of the mountain nor the poet of the valley can so divest himself of those peculiar traits produced by external nature, that posterity cannot decipher from his writings the physical geography of his native land. If then, size and form, sound and color, heat and cold, variety and monotony, as exhibited in nature, produce impressions that are developed into traits of character, similar results may be produced by artificial means.

The school house with the surrounding objects does much in producing such impressions. Some parents suppose when they send their child to school, the master or mistress is to be his only teacher for the day. But there are many teachers imparting instruction to the child every hour and every minute. Among these the school house is one. Yes! the school house is a teacher; and it may teach lessons of health or lessons of disease, lessons of pleasure or lessons of pain, lessons of purity or lessons of pollution.

The mere location of a school house with its external appendages does much in generating those tastes and feelings and sentiments that are afterwards to be developed into public institutions and customs and laws. Who would wish to have an unhealthy, repulsive and unseemly location leave its own impress on the plastic nature of his child? As many as possible of the sweet influences of nature and of art should be collected around that place, where the earliest and deepest and most enduring impressions are formed.

SIZE.

In deciding this point reference should be had to the health and convenience of the school. Both of these objects cannot well be secured, without very much increasing the dimensions of our country school houses as they are now constructed. The minimum of space that should be allowed for each occupant is one hundred and fifty cubic feet: two hundred would be better. A room twenty feet by thirty, and twelve feet high in the clear, would suffice for forty-eight persons, allowing one hundred and fifty cubic feet to each. This amount of room is essential not only for the health of the scholars, but also for the convenient arrangement of the seats, desks, stoves, black boards, recitation classes and the like.

Many of our old school rooms are so contracted in size, that not more than sixty-four cubic feet are allowed to each child, and no arrangement for ventilation: as far as space is concerned, it is equivalent to putting each scholar into a cubic box four feet in diameter, and keeping him there for hours in succession without any means of changing the atmosphere.

In our modern improved prisons, each cell usually contains not less than two hundred cubic feet of air, and proper arrangements are made for changing this as soon as it becomes vitiated. The Pentonville prison near London, is regarded by many as the model prison of the world. In this, each cell contains eight hundred and twenty cubic feet. It seems no more than reasonable that we should exercise as much regard for the health and comfort of our children in this respect, as we do for our State convicts. In several houses recently erected in this State, the minimum size for a school room has been attained, and in some instances exceeded. In the plans submitted, I have not gone below the minimum size, as I regard this amount of space absolutely essential for the healthy condition of any school.

ARCHITECTURE.

Though this is an important topic, it is not necessary to go into a lengthy discussion of it. Any person of common observation in passing through our country towns, will perceive at once that our churches, our private dwellings, our barns and even, in some cases, our carriage houses and piggeries, exhibit more taste in this respect, than do our school houses. Neither do I deem it essentially important to present drawings illustrating different styles of building. In every section of the State, there will always be found the talent and skill requisite to construct private dwellings, combining beauty, convenience and symmetry of parts. Let the same skill and talent be employed in constructing the school house and the object will be attained. And why should not this be done? Why should our country school houses in their external appearance, continue to be a reproach and a by-word? It is not for want of means. In most of the districts in the State, dwelling houses can be afforded exhibiting infinitely more taste than the school house. And still the one is only the domicil of an individual, built at his own expense, whilst the other is a public edifice for the use and benefit of the whole community, built at the expense of the whole district. And as the district school house is the only public edifice in the State in which the entire community have a direct and personal interest, as it is the temple consecrated to the physical, mental and moral development of every child in the neighborhood, it should be associated in the mind of every parent with deep and strong impressions of justice, patriotism and religion, and should be so constructed in reference to durability, convenience, elegance and taste, that every citizen will feel an honest pride in pointing it out to the stranger and the traveler, as our temple of freedom, the cradle of our liberties.

LIGHT.

The eye is an optical instrument, in perfection far surpassing all human skill. It has the power of adjusting itself, within

certain limits, to long and short distances, and to different degrees of light. Its axis can be directed to the zenith or the nadir, as well as to any point of the horizon. The picture formed on the retina, is exceedingly small, yet so delicate and sensitive is the nervous texture of this membrane, that a forest of a hundred oaks can be imaged there and the outline of each tree distinctly recognized. The eye, in its physical constitution, is exactly adapted to the light which the Deity has provided as its stimulant. It can be improved and strengthened by use, if it is used in obedience to the laws which God has established; but if those laws are violated, impaired or defective sight is the result.

It is of some consequence then, that the school room should be lighted with reference to the laws of vision. It is acknowledged by our best oculists, that no small proportion of defective eyesight, has its origin in the school room. It is not strange that it should be so. The wonder is, that more eyes are not destroyed. In many of our school houses the windows are inserted on four sides of the room, without blinds or curtains. Not unfrequently some of the scholars are required to sit with the sun shining directly in the face. The most delicate organ of the human body cannot be thus exposed during childhood, without receiving more or less injury.

The best position for a scholar, when studying, is to sit with his back to the window and receive the light over his shoulders. It is not always convenient however, to arrange a school room in this way, as it would allow windows only on one side. The next best arrangement is, to insert the windows on two sides, to the right and left of the scholars.

Large windows distribute light better than small ones. They should always be sufficient in number to admit light enough in a dark cloudy day, and should be furnished with curtains or blinds to exclude the excess of light in a clear day. The teacher should always attend to the adjustment of the shutters, so as to admit a medium quantity. The windows should not

be so high from the floor as to give the room the appearance of a prison, nor so low down that every passing object will intercept the light or attract the attention of the scholars.

SEATS AND DESKS.

No one but a practical teacher has any conception of the inconvenience and perplexities arising from a badly constructed school room. He only who understands the laws of human physiology has any definite idea of the tortures inflicted on the child, by requiring him to sit day after day on seats entirely unfitted to his size and strength of muscle.

I need not describe the internal arrangement, as we now find it in three-fourths of our old school houses. It will long remain a sad memento of physical deformity to many a luckless youth. Often will its recollections be associated with many unpleasant reflections. We must needs sympathize with that little prisoner of knowledge who is compelled to sit hour after hour like a statue, on a seat entirely unfit for the purpose, with his legs dangling in the air, in a school room overcharged with gaseous poisons, exposed to a frequent change of temperature from hot to cold and from cold to hot, writhing with an indescribable restlessness, with no alternative left him but to suffer the penalties of nature if he sit still, or the penalties of the school master, if he stir. There are a few fundamental principles which should always be substantially observed in every well arranged school room.

The floor should be horizontal. The scholars should sit facing the teacher. There should be a broad aisle next to the walls of the room, and a narrow aisle between the successive tiers of seats and desks, so arranged that each pupil can go to and from his own seat, be seen and approached by the teacher, without discommoding any other one.

The seats and desks should be adapted to each other and to the size of the children who are to occupy them. For a school composed of scholars of all ages from four to twenty-one years,

the seats should vary in height from ten to seventeen inches, and in width from nine and a half to thirteen inches. Scholar properly arranged on seats thus graded can place their feet square upon the floor—the upper and lower part of the leg forming a right angle at the knee. The desks to correspond should vary in height from sixteen to thirty inches, and in width from eleven to eighteen inches. The back of the seat should recline to correspond to an easy position of the spine and shoulders. The length of desk allowed to each pupil should not be less than two feet and the width should vary to correspond to the size of the occupant. The upper surface of the desk should form a plane a little inclined towards the scholar, making an elevation of about one inch in a foot. Three or four inches of the desk, farthest from the scholar, should be horizontal, and along the line of the level part a groove should be made for pens and pencils. The end pieces of the desk should be so constructed as to interfere as little as possible in taking and leaving the seat. In most of our old school houses the distance from the edge of the desk to a vertical line passing through the front edge of the seat is from six to ten inches. A child cannot occupy a seat and desk thus arranged without leaning forward and bringing his head and neck into an unhealthy position. The front edge of the seat should be in a vertical line beneath the edge of the desk, and the desk should be elevated above the seat just the distance requisite to prevent any awkward or inconvenient position of the limbs, chest or spine. A proper adjustment of the seat and desk to the physical condition of the person who is to occupy it, is of the utmost importance. This rule cannot be violated with impunity. Every violation will be followed by a corresponding penalty. And there is not the slightest reason in the world, why this arrangement should not be carried out. Seats and desks fitted for convenient and healthy postures, and graded for scholars of different ages, cost no more than those made without reference to these conditions.

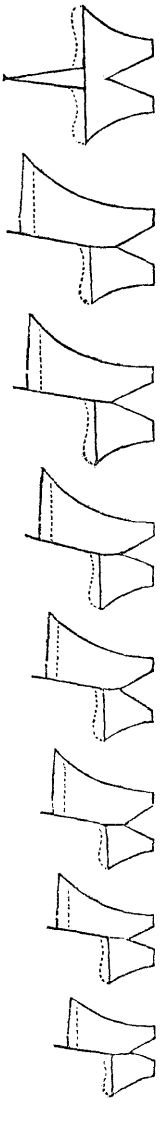
I have spared no pains to ascertain from actual observation and experiment the proper dimensions of seats and desks for children of different ages. The following is the result of my investigations on this point:

No.	Age of children.	Height of seat.	Width of seat.	Height of desk.	Width of desk.
1,	4 and 5 years,	10 inches,	9½ inches,	16 inches,	11 inches.
2,	6 and 7 "	11 "	10 "	18 "	12 "
3,	8 and 9 "	12 "	10½ "	20 "	13 "
4,	10 and 11 "	13 "	11 "	22 "	14 "
5,	12 and 13 "	14 "	11½ "	24 "	15 "
6,	14 and 15 "	15 "	12 "	26 "	16 "
7,	16 and 17 "	16 "	12½ "	28 "	17 "
8,	18 and upwards,	17 "	13 "	30 "	18 "

I have given above the dimensions of seats embracing eight different sizes and the dimensions of desks corresponding to each size. In practice, however, desks for the smaller sizes will not usually be required. Children under seven years of age do not need them.

In most of our common school houses the seats and desks are made of pine and spruce lumber, fastened together with common nails, and without paint. Such furniture makes an excellent material for jack-knife carving, and so faithfully has this operation been applied in some of our school houses, that the desks are not more than half their original width, whilst the remaining part is completely covered with figures of all sorts and kinds. As far as the experiment has been tried hard wood furniture is preferable in every point of view. Whether cherry, black walnut or birch lumber is used, it should be thoroughly seasoned, firmly fastened together with screws, and stained and varnished. Seats and desks thus constructed are firm, neat and durable, and entirely unfit for experimental carving.

A number of different patterns for seats and desks have been contrived within a few years. Some of the best samples now in use are manufactured in Boston. They are made of hard wood, neatly finished and supported on cast iron standards.



This furniture has already been introduced into several of our best school rooms in this State. The desks are made for two scholars, or for one, to suit the convenience of purchasers. A separate seat and desk for each pupil is very much preferable, whenever a school room can be afforded sufficiently large for this purpose. The first cost of the Boston furniture may be considered an objection with most of our country districts at present, though in the end I think it would prove about as cheap as any that can be made. A more definite idea of these seats and desks, than I could otherwise give, will be obtained from the description and drawings furnished by Mr. Wales, one of the manufacturers.

For a common cheap article, one of the best patterns I have seen in the State, has been recently introduced into the new school house at Kirkland. A new house at Milo village has also been furnished with the same. Each seat and desk is four feet long and designed to accommodate two scholars. The accompanying plate gives an end view of a seat and desk for eight different sizes. The whole except the seat is made of birch boards and all the exposed surface stained and varnished. The seat is made of two inch bass wood plank, and hollowed out in the form of a settee, as represented in the figure. Each seat and desk is fastened to the floor of the school room by four iron castings. The castings are made at right angles: one arm of the casting is screwed on to

the inner side of the upright part of the desk, and the other arm of the casting is screwed to the floor.

Blackboards, recitation seats, apparatus rooms, entries and clothes rooms, are all necessary appendages to a good school room; and due consideration should always be given to each of these items in preparing a plan.

There should be a sufficient amount of blackboard surface in every school room to allow the largest class, all to work at the board at the same time. There should also be a sufficient number of recitation seats to accommodate the class; and the relative position of recitation seats and blackboards should be properly adjusted. It is convenient even in our small country school houses, to have a room for apparatus and books, or at least a closet which would answer as a substitute. In poor districts, where large houses cannot be built, the entries will have to be used as clothes rooms. In every school house, however limited in size, there should always be two entries, one for the boys and the other for the girls. Each entry should be furnished with a scraper and mat for cleaning the feet, with a wash bowl and towel for cleansing the hands, and with shelves and hooks for hats, cloaks, bonnets and shawls. There should be as many hooks as there are scholars: each hook should be numbered; each scholar should have his number and always place his overclothes on the same one. Such an arrangement systematically carried out would tend very much to promote habits of neatness, order and propriety and at the same time prevent much noise, confusion and unruly conduct.

WARMING.

There has been much investigation, and many experiments have been tried, within a few years, to determine the cheapest, the most convenient, and the healthiest mode of warming school rooms. Although this investigation and these experiments have elicited much truth, still I am inclined to think, that for a small country district, where the means are necessarily limited, the

cast iron box stove, with certain modifications and improvements recently made, is as good an arrangement as any thing that has yet been devised. It is certainly as cheap a method as any and as convenient. The only objection is, that it is not so healthy. But if the room is well ventilated, the heat kept at a medium temperature, and a basin of pure water constantly on the stove for evaporation, little or no inconvenience will be felt.

One modification in the common stove for school rooms, consists in enclosing the stove in a sheet iron case, leaving a space of about four inches between the plates. A tube extends down from the under surface and connects with an air duct which is placed beneath the floor. Aperatures are made in the upper part of the casing for admitting the warm air into the room. By this arrangement pure air from the outside of the building enters the hot air chamber under the stove, is warmed in passing round and comes out at the top; the casing will never become very hot, children will not be burned in falling against it, and those sitting near will not suffer from too great heat.

Another improvement in the cast iron box stove, is exhibited in "Miller's Patent Ventilating School House Stove." In this the air is conducted from without, into a chamber below the fire plate, passes through the stove in cast iron pipes, and, well warmed, enters the room from the top. A few of these stoves have been recently introduced into this State. There is one in each room of the new school house at Augusta, erected the past season. Considered as a warming and ventilating stove combined, it works admirably. It is not so expensive but any district might procure one. It is perfectly simple in its construction, and requires no more skill in tending, than the common stove.

"But whatever method is adopted, the district must furnish the right kind of fuel, in a right condition, in a suitable quantity and in due season;" and the teacher must see to it that the room is kept at the right temperature. It will not answer to

let any scholar at random fill the stove full of dry wood, and perhaps raise the temperature of the room fifty degrees in the space of ten minutes. The teacher must have the oversight of this matter himself; and in order to manage it properly, he must have some regulator besides his own feelings. It is utterly impossible for any teacher, after he has been in the school room two or three hours, to tell by his feelings whether the warmth of the room is adapted to the condition of the scholars. He is generally on his feet moving about, frequently near the fire, whilst his pupils may be seated and montionless, in the back part of the room, with little or no blood circulating through their lower extremities. At one time the teacher may feel fresh and vigorous, and require but little heat to keep him comfortable, at another time his system may be in a different state, and it may require much more caloric to drive off his cold chills. But the health and convenience of the school should not be exposed by these unavoidable changes in the teacher's feelings. The teacher then should be furnished with a thermometer. A cheap article costing $1, or $1 25, would answer every purpose. It should be suspended in the room, and never, during school hours, be allowed to go below 65° or above 70° Fahrenheit.

VENTILATION

Is one of the essentials of a good school room, since upon it depend the vigor and activity of all the functions of the animal economy. The air we breathe is as essential to life, as is the food we eat. If the air we breathe is impure and diluted, the consequence is equally fatal as if our food were deficient in quantity, or poisonous in quality. It is the object of ventilation to furnish a constant and sufficient quantity of pure air properly regulated in regard to heat, moisture, and velocity; and to remove the impure air as fast as it becomes vitiated by respiration, perspiration and the burning of fires and lights.

Ventilation is to be effected by producing movements and changes in the atmosphere; hence some knowledge of certain

properties and conditions of this element, especially those properties and states more immediately connected with this subject, is absolutely necessary in applying any rational and efficient system.

The air we breathe, is a perfectly elastic fluid, void of taste, color or smell, extending upwards from the surface of the earth a very great but an undetermined distance. In common with other fluids, when confined, it presses equally in all directions. Its elasticity varies inversely with the distance of the particles from each other. It is most dense in the lower strata, and the density decreases in ascending. The atmospheric pressure on every square inch of the earth's surface is 14.6 pounds. 13.06 cubic feet of air weigh one pound avoirdupois. A volume of air increases in bulk equally for equal increase of heat, as measured by the thermometer. One hundred cubic feet of air at 32° being raised in temperature to 212° will increase to 136.6 cubic feet, hence for every degree of heat, air expands $\frac{1}{491}$ of its bulk at 32°. In heating the air of a room, there is a constant interchange of particles. The particles in contact with the warming apparatus, become heated and then change position with the colder particles. It is supposed that one particle of air never communicates its heat to another particle less heated.

From the properties enumerated, it might be inferred that the atmosphere is a simple substance; this, however, is not the fact. It is composed principally of two ingredients technically callen oxygen and nitrogen. The proportions by weight are, oxygen 23.02 parts, and nitrogen 76.98 parts; or by volume, 20.8 parts of the former, and 79.2 parts of the latter. This proportion, is invariably the same in all climates at the level of the sea, and at the highest point to which man has ascended.

The oxygen is the life-giving and fire-sustaining element, and so exactly adapted is this proportion to the wants of nature, that should the per centage be changed to any considerable extent, the most fatal consequences would ensue. Should the oxygen be much increased, fuel would burn with such brilliancy

that the flame could scarcely be endured; and all animal life would be so excited to overaction, that the most vigorous constitution would be exhausted in a few days. Should the oxygen be withdrawn, fuel would cease to burn, and man and beast would faint and droop and die.

The nitrogen of the air has generally been regarded, as entirely neutral in its effects on the human system, used merely to dilute the oxygen, as the Homœopathist uses the extract of whey to dilute his medicines. It is possible, however, that it performs some more important, but as yet unknown, agency in the animal economy.

In addition to these two principal ingredients, there is always found in the air a small but variable quantity of carbonic acid gas. This does not usually exceed the tenth of one per cent.

Some other matter in minute quantities, is usually floating in the surrounding medium: such as impalpable dust and the various effluvia emanating from the vegetable, mineral, and animal kingdoms.

The atmosphere at all temperatures contains more or less aqueous vapor. In clear weather, this vapor is in an invisible state. When the air contains the greatest amount of which it is capable, it is said to be saturated. It is found that the higher the temperature of the air, the greater is its capacity for moisture. At 32° it is capable of holding the 160th part of its own weight; at 59° the 80th part, and at 86° the 40th part.

A due degree of moisture in the air we breathe is of the utmost consequence to the healthy condition of the physical system. Expired air is uniformly saturated, or nearly so, with aqueous vapor; if then, the inspired air is very dry, too much moisture is absorbed from the lining membrane of the mouth, throat and lungs, causing extreme thirst, and sometimes inflammation of the parts affected; if, on the other hand, the inspired air is saturated with vapor, the organs of respiration have no medium for throwing off that amount of moisture essential to their healthy condition.

Insensible perspiration is also equally affected by this condition of the atmosphere. If the surrounding medium is completely saturated, insensible perspiration nearly ceases; but if the air is perfectly dry, moisture is absorbed from the external surface so rapidly, that the skin becomes dry and parched. The Sirocco and the Harmattan illustrate the injurious effects of extremes in the moisture or dryness of the atmosphere.

It is a common practice in our winter schools, by means of a close stove, to raise the temperature of the air in the room from a point sometimes as low as zero, up to 70° or 80° Fahrenheit, without furnishing any additional moisture except the filthy vapor exhaled from the lungs. If no other regulation is provided, at least every school room should be supplied with a large evaporating dish, with a movable cover. The dish should be well cleansed every morning, filled with pure water and placed on the stove.

It is difficult to determine by experiment, the exact amount of air inspired and expired in a given time. Experiments have obtained different results. We shall take the smallest quantity, as the nearest approximation to the truth. By inspiring eighteen times per minute, taking in twenty cubic inches of air at each inspiration, an individual would breathe over three hundred and sixty cubic inches per minute, and twelve and one half cubic feet per hour.

It is found by chemical analysis, that the air thrown from the lungs is a very different article from that taken in. The former contains about the same quantity of nitrogen as the latter, but considerably less oxygen, more aqueous vapor, more corbonic acid, and not unfrequently some minute particles of animal matter. The expired air is entirely unfit to be taken into the lungs the second time. Besides other impurities, it contains at least four per cent. of carbonic acid gas. It is so far deprived of the vital principle that it will not support combustion: a burning taper immersed in it is instantly extinguished.

But respiration is not the only cause of deterioration in the atmosphere of the crowded school room. By the insensible perspiration of the scholars a foul effluvia is constantly emitted, and the air in contact with the surface of the body is rapidly receiving an admixture of carbonic acid; besides, the burning of the fuel, in the cold season, consumes a large quantity of oxygen from the air. The burning of a pound of oil in a common lamp consumes the oxygen in 36.26 cubic feet of air; the oxygen uniting with the carbon of the oil and forming carbonic acid.

When an attempt is made to inhale pure carbonic acid, violent spasms of the glottis take place; inspiration is completely prevented; convulsions of the whole body ensue, followed by insensibility and death. Hence when persons enter beer vats, deep pits and long closed wells, filled with this gas, they perish by suffocation before aid can be rendered. When this gas is sufficiently diluted to be admitted into the lungs, it acts as a narcotic poison: the violence of its effects depending on the degree of dilution. When but slightly diluted it produces giddiness, a sickening sensation at the stomach, muscular prostration, agonizing headache, bloated countenance, stupor and death. Such is the process when life is extinguished by placing burning charcoal in the sleeping apartment. As we find it in our unventilated school room, the symptoms are less violent, still perfectly obvious to the senses, and too destructive to the mental and physical energies of our children to be tolerated for a single day.

Take a school room twenty feet square, seven feet high in the clear, heated by means of a sheet iron stove, with no means of ventilation; occupied by sixty persons of all ages from four to twenty-one years,—scholars not remarkable for habits of personal cleanliness. Let an accurate observer spend one day in that room and carefully note down such phenomena as result chiefly from the effects of vitiated air; and how reads his note book? In the morning, the scholars are vigorous in body and

bouyant in spirits; full of life and activity; a healthy glow beams from every eye; those inclined to study, enter upon the duties of the day with the same animation in which they would engage in their sports; the teacher partakes of the common life and joy; he is pleasant and affable in his intercourse with his pupils; mild and perhaps lax in his discipline; to any reasonable request he answers "yes" with a smile. But time passes; and by an invisible process the vital principle of the air is rapidly changed to a deadly poison. At every inspiration each scholar destroys five or six per cent. of the oxygen, and generates at least four per cent. of the carbonic acid. Exhalations from the external surface of the body are vitiating the air with nearly equal rapidity; and the heated stove is performing a similar work. The animal spirits soon sink under the pressure of this gaseous poison. But the much desired recess comes, and by a shout, a bound and a snuff of the fresh air, the spirits revive; but only to be repressed again by "durance vile." An hour's intermission gives temporary relief. But behold! the contrast between the first and last part of the day. As the afternoon wears slowly away, the sparkling eye and roseate cheek no longer appear; the freshness and vigor of the morning you see not; instead of the elasticity of mind enjoyed in the free air, there is a disinclination to all mental exertion; the muscular system is relaxed; stupor has taken the place of animation; there is a sickening sensation at the stomach; the mind is confused and the head aches; a thousand excuses are framed to go out or to be dismissed. The teacher as well as the scholars becomes nervous and irritable; the same requests that in the morning he granted with a smile, he now denies with a frown. And all this is for the want of a pure invigorating atmosphere. It is utterly impossible that our children should be thus caged six hours per day during their school age, without a vast sacrifice of life and health, of physical and mental vigor, to the next generation.

Scholars thus situated cannot make much progress in their

studies, even if they had a disposition so to do. And not only this, but it renders the school obnoxious to their better feelings. Not understanding the cause of their indescribable sensations, they are accustomed to associate them with their teacher or their lessons, and thus often, from this cause alone, truancy and punishment are preferred to the school room and its duties. But even admitting that this process did not seriously injure the health; that the child could learn as fast in this condition as in any other; that it did not tend to disaffect him with his studies: still a child educated in such a school room as we have described would come out a very different specimen of humanity from one educated in obedience to the laws of nature. The character to be moulded and formed does not depend entirely on the kind or quantity of instruction given, or on the mode of imparting it. The result may be very materially affected by the physical and mental state of the child during the time that the forming process is going on.

The smith may hammer his steel at such a temperature as to render the edge tool worthless. The potter may construct his ware with mortar so tempered that his vessels will be rough, uncouth and brittle. And this principle holds true in a ten fold higher degree, in moulding and forming the human mind.

The practical question how the foul air can be removed from the school room and the pure introduced in its stead, is one of great importance; and the greatest practical difficulty to overcome, is the idea prevalent in the community, that no necessity exists for any such arrangement. Whenever the subject is introduced, we are almost invariably referred to our forefathers, who enjoyed health and vigor to a good old age, and never knew the meaning of the term, ventilation. The fact seems to be entirely overlooked, that the huge open fire place of our ancestors has disappeared from our houses, and the close stove substituted in its stead. The former furnished ample means of ventilation for all ordinary purposes. Even the high settle became necessary to protect the back from the current of air as

it moved swiftly from the doors and windows and every crevice to the heated flue. But now we close the flues, stop the crevices, tighten the doors and windows, and take the oxygen in the room to supply the fire. This change of custom imperatively demands the introduction of some appropriate means for changing the air of the school room.

Another obstacle is found in the idea entertained, even by those who admit the necessity of ventilation, that the doors and windows furnish ample means for accomplishing this object. But it should be remembered that the windows are for the introduction of light; that the door is a passage way for the ingress and egress of beings having the power of locomotion—that the atmosphere is an inert substance—that it will not move into, or out of, any aperture, except under certain conditions; and that a case might exist, where a poisonous air would remain stagnant when the doors and windows were all open. Besides, the school room needs ventilation, especially, at those seasons of the year when open doors and windows would prove destructive to the health of the scholars and prevent the proper warming of the room.

Another practical difficulty in effecting a reform on this subject, is the fact, that it cannot be thoroughly accomplished without considerable expense; and the true principles of ventilation are so vaguely understood by the community, and its importance so little appreciated, that districts are seldom willing to make any appropriations for the purpose.

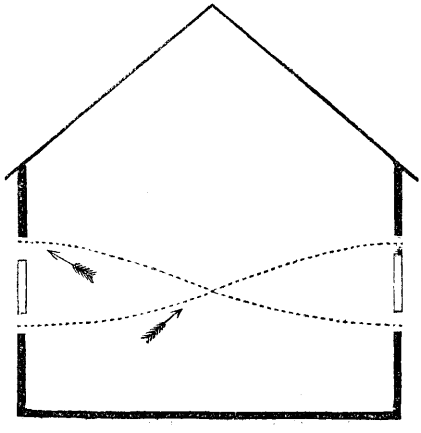
In view of such practical difficulties as we have suggested, it is not deemed necessary or advisable, to submit plans for securing a perfect ventilation. I shall only present such modes of partially accomplishing the object, as can be applied and carried out in every district able to build a decent school house.

In the first place, every school room should have an opening in the highest part of the ceiling, at least two feet in diameter. The cover to this aperture, should be hung on hinges, and so arranged with a pulley, or otherwise, as to render it convenient

to open or shut it. There should also be a lattice in the gable for the impure air to pass out, as it comes up into the attic from the school room. This method is available at all seasons of the year; and in certain states of the air, it is of considerable service in a partial system of ventilation.

We have already suggested that the windows are designed for the introduction of light. Still they may be made to render essential service in ventilation, especially in that season of the year when the scholars require no artificial heat. In order to be most serviceable for this purpose, both sashes should be made to move, the one up and the other down. It is sometimes more convenient to have an opening at the top of the window; at another time, at the bottom. But more frequently a better movement of the air can be secured by having both open at the same time. The reason of this is obvious: when the internal air is warmer than the external, it will come in at the bottom of the windows and pass out at the top; but if the external air is warmer than the internal, a reversed action takes place. In some states of the atmosphere, a very good ventilation may be secured in this way. Let it be regarded then as a necessary condition in the arrangement of the windows, that both sashes should be capable of being easily moved and conveniently fastened at any required distance.

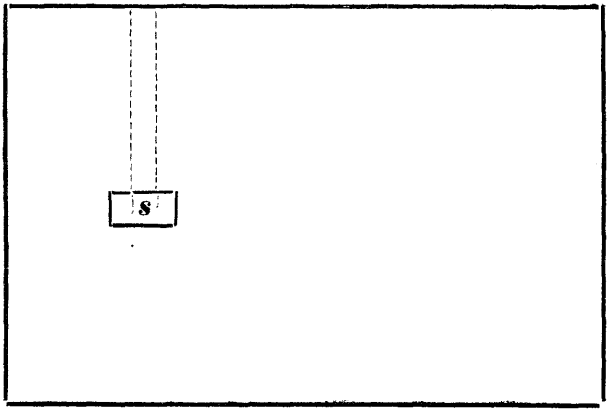
The movement of the air thus induced, is illustrated by the following figures. The diagram is a vertical section of a school house. The dotted lines indicate the course of the current as it comes in at the bottom of the window on one side, passes through the room and goes out at the top of the window on the opposite side.



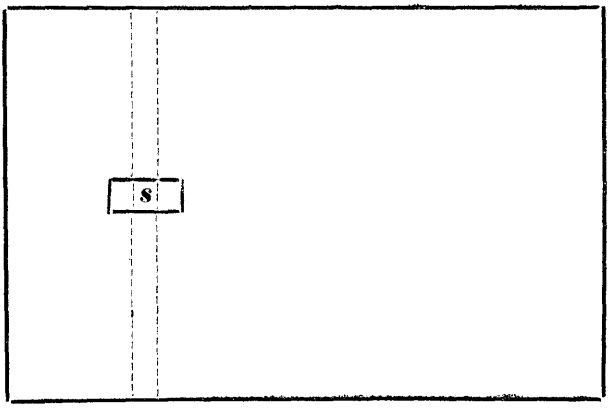
But as this mode of ventilation is seldom, if ever, available in cold weather, and not always in warm, it becomes necessary to have additional means of introducing the pure air, and of drawing off the impure. A very cheap and convenient way of bringing in fresh air, consists in placing an air duct under the floor extending from the outside of the under pinning to a point directly under the stove; the outer end should be covered with wire netting work; the other end should communicate, by means of an upright tube, with the air chamber of the stove. For a school of fifty scholars, the air duct should not be less than fourteen inches in diameter. It should be made of well seasoned pine boards, the inside planed smooth and the joints made tight. In speaking of the air chamber of the stove, I have supposed a stove involving substantially the principles of those described on page 60. But even if the common box stove is used, an aperture can be made in the floor, directly under it, connecting with the air duct. An iron register should be placed on the opening. When the stove becomes heated the cold air will rush up rapidly against the bottom of the stove, and become somewhat warmed, before it spreads out into the room.

Let the following plan represent the ground floor of the school room. One of "Miller's Patent Ventilating Stoves" is

placed at *S*. The dotted lines represent the air duct under the floor. The cold air passes through the air duct, enters the air chamber of the stove, is heated in passing through the pipes, comes out at the top of the stove, and diffuses itself over the room.

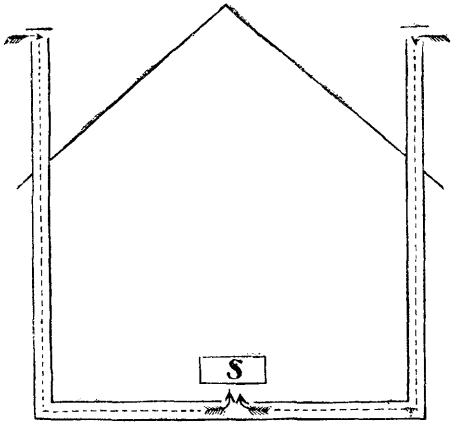


The air duct, instead of extending from one side of the building to the stove, may be extended entirely across the building; and be open at both ends, as represented below.

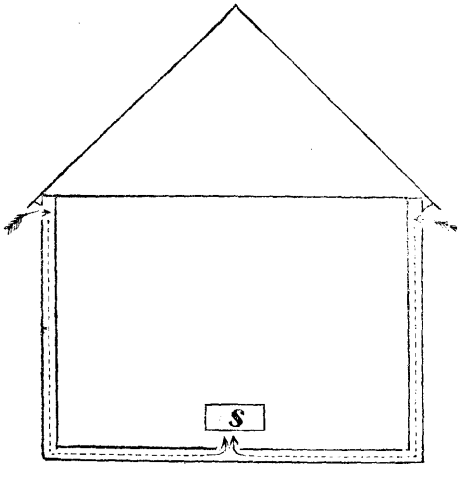


In some localities air cannot be obtained at the surface of the ground free from dust and various other impurities. In such

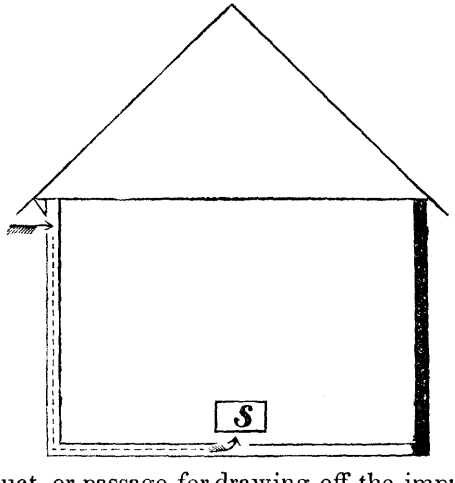
cases it may be necessary to take it from an elevation. This can be done by placing a vertical air duct in the wall of the building, turning a right angle at the bottom and extending it under the floor. The following diagram represents a vertical section of a house with an upright air duct in each side connecting with a horizontal duct under the floor. The horizontal part should extend directly beneath the stove, and by means of a short upright duct, open into the air chamber; or if the common stove is used, so arranged as to let the cold air come in contact with the bottom of it.



It is not deemed necessary to carry the air ducts above the roof; they can terminate directly under the eaves, as represented in the following diagram.



In small sized rooms, one air duct would be sufficient, as represented in the figure below.

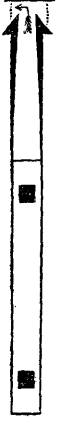


A ventiduct, or passage for drawing off the impure air, should extend in one continuous tube from the floor of the school room to a point some feet above the roof of the building. The top should be mounted with "Emerson's Ejecting Ventilator," or with a cowl of some kind. If, however, this is not conven-

ient, a wood finish may be made that will answer a similar purpose. The top should be a little contracted in size, in order to quicken the velocity of the fluid in the ventiduct, as it enters the external air. A finish in the form of a frustum of a cone with a cover elevated on standards six or eight inches, will prevent gusts of wind from blowing down into the room; and what is still more important, by this arrangement, the wind from any possible point of the compass, will facilitate the upward draught.

The ventiduct for a room designed for fifty scholars, should be at least one foot in diameter, or a horizontal section should contain one hundred and forty-four square inches. An aperture should be made near the floor of the room, and another near the top; each aperture should be about two-thirds as large as a horizontal section of the tube, and be made to close with a swivel valve, or a slide blind.

The following diagram represents a section of such a ventiduct. When the room is too warm, the upper valve should be opened and the lower one closed; when it is too cold, the lower valve should be opened and the upper one closed.



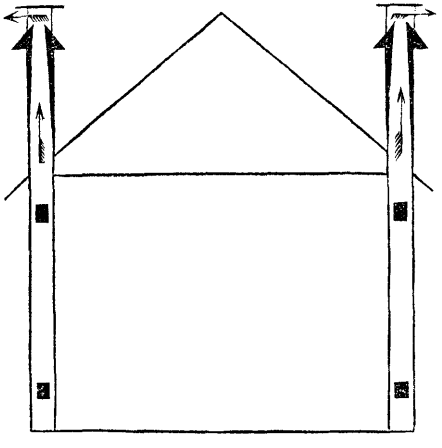
The importance of having openings into the ventiducts at different elevations in the room, is obvious from the fact that the impure air is very nearly equally distributed. The prevalent opinion that the impure air of the school room always rises to the top, is not correct. It is true, that the hottest air ascends; but this may be the purest or most vitiated, depending on circumstances. It is found, however, by analyzing the air taken from different parts of the room, that after the room has been occupied some time, generally the impurities are distributed about equally in every part. The expired air contains four or five per cent. of carbonic acid. This acid is about once and a half as heavy as pure air, from which fact alone it would seem that this gas must descend to the floor; but it is a property

common to æriform bodies, to diffuse themselves through each other's masses. If a quantity of carbonic acid be placed in the bottom of a vessel, and a quantity of hydrogen gas, which is more than twenty times as light, be placed in the top, in a short time the two gases will be equally and uniformly mixed. This diffusion in the school room is facilitated by certain other conditions. A large quantity of aqueous vapor is exhaled at every breath. This is considerably lighter than the atmosphere, so that the mixture of carbonic acid, oxygen, nitrogen, and vapor at the temperature at which it comes from the lungs, usually has a specific gravity less than the air; it consequently floats in the surrounding mass and is carried to every part by the various currents in the room.

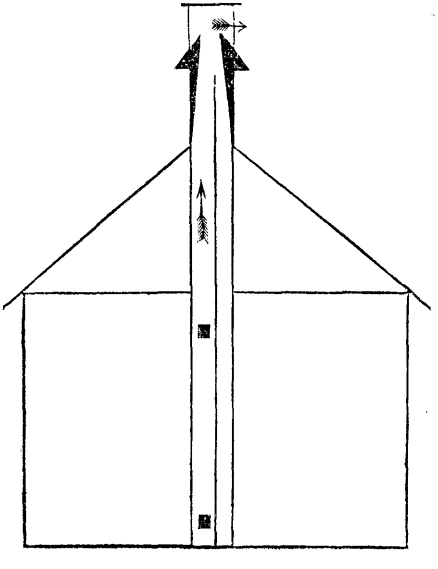
Carbonic acid is sometimes generated in deep pits, wells, mines and caves; and is so slowly diffused that a quantity constantly remains at the bottom. This apparent exception to the law of diffusion, is also found to exist in the school room under certain conditions. For instance, in cold weather, when the air has been thoroughly carbonized during the day, and the room tightly closed at night; the next morning it is found that a large proportion of the carbonic acid is in the lower strata. This fact, however, does not invalidate the general statement, that the vitiated air is usually diffused about equally in every part of the room.

The ventiduct should be placed in the part of the room most distant from the warming apparatus. When two stoves are used, it does very well to place a ventiduct in each of the corners opposite to them. Sometimes a space sufficient may be partitioned off in the wall; or if this cannot be done, the tube can be placed half its thickness in the wall, and the projecting part, by means of simple mouldings, may be made to assume the form of a pilaster; but it is much the best way to have it go up in immediate proximity to the smoke flue, in order that the ventiduct may be warmed whenever a fire is kept in the room.

The following diagram, represents the end elevation of a house with a ventiduct in each corner.

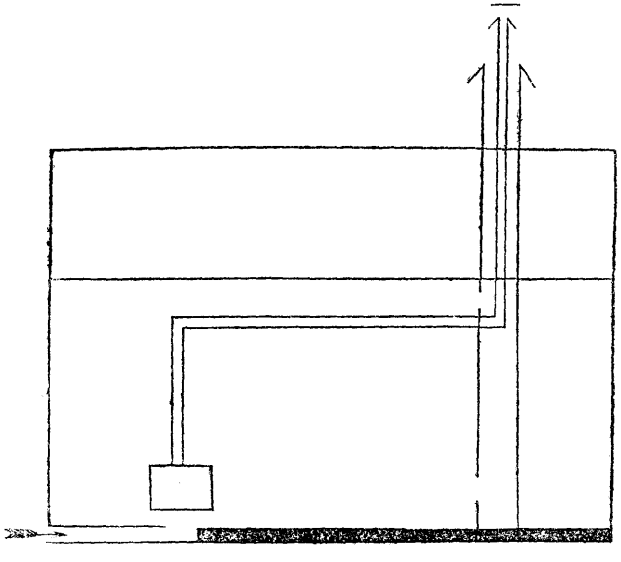


The following diagram represents an end elevation with the ventiduct and smoke flue passing up together, being separated only by a partition.



The power of the ventiduct may be very much increased by letting the smoke pipe, from the stove, pass up in the centre of it. In cold weather, when considerable fire is required, this arrangement will produce an upward current in the ventiduct sufficient to secure a thorough ventilation.

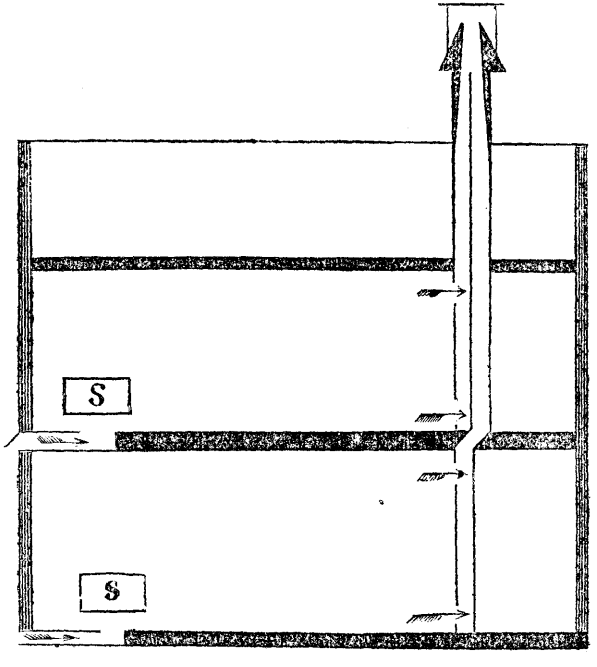
The following figure represents a vertical section of a school room. The stove is placed at one end of the room, the funnel passes along near the ceiling to the opposite side of the room, enters the ventiduct, forms a right angle and passes up in the centre of it. One aperture in the ventiduct is near the lower floor, the other is just above where the stove pipe enters it.



When a school house is more than one story high, the ventilating arrangement of each room should be entirely distinct from that of the other.

This point may be illustrated by the following section of a two story building. The lower part is ventilated the same as a one story house, by admitting the fresh air through an air duct placed under the floor, and extending the ventiduct in one

continuous tube up through the roof. The fresh air is admitted into the upper room, by an air duct passing between the floors; the ventiduct is placed by the side of the ventiduct of the lower room, but does not communicate with it.



The upward movement of a current of air in a ventiduct, depends on its expansion by heat. To determine the velocity of the movement in any given case, we use as elements in the calculation, the height of the ventiduct, the difference in temperature betwen the air in the ventiduct and the external air, and the increment of expansion produced by one degree of heat. The rule may be thus stated: multiply the height of the ventiduct in feet by the difference in degrees between the internal and external air; and this product by the expansive increment of one degree; eight times the square root of the last product, will be the velocity per second in feet. Example: the venti-

duct is 30 feet high, the air in the tube is 100°, the external air is 32°, the increment of expansion is always the same ($\frac{1}{491}$ of the volume at 32°); thus: 30 (100° — 32°) = 2040, then 2040 X $\frac{1}{491}$ = 4.15478615, taking the square root of the last number gives 2.0383, and this multiplied by 8 gives 16.3 feet per second for the velocity of the air in the ventiduct.

In this calculation, it is assumed that the air in the tube is the same as the external air, with the exception of an increase of temperature: this, however, would not be strictly true in practice. There would always be more or less carbonic acid and other impurities which would increase the specific gravity, and consequently lessen the velocity.

It would also be necessary, in practice, to make an allowance for friction, which is not done in the example given.

Another correction still would be necessary for different temperatures of the atmosphere; and the fraction $\frac{1}{491}$ is the increase of the volume at 32° and not that fractional part, at any other temperature.

Formulas might be given for an approximate correction in each of these cases; but they would be too complicated for common use. It would be sufficiently correct for all practical purposes to multiply the square root named in the last part of the rule, by six instead of eight. This would give, in the example used, 12.2 feet for the velocity per second, instead of 16.3 feet, making an allowance of 4.1 feet for the correction.

From the principles above stated, it will readily be perceived that the whole philosophy of withdrawing the impure air from the school room by means of a ventiduct, is founded on the difference of temperature between the external air and that within the tube; and that the amount withdrawn may be increased *ad libitum* by prolonging the shaft, and increasing the temperature within it. For example: make the ventiduct 50 feet high; raise the temperature within it to 500°, while the external air is 32°; by the rule given we shall have 50 (500° — 32°) = 23400: and 23400 X $\frac{1}{491}$ = 47.65: taking the square

root of the last number, gives 6.9, and multiplying by 8 we have 6.9 X 8 = 55.2 feet per second for the velocity. Making the estimated allowance for corrections, we have 6.9 X 6 = 41.4 feet per second. If in the case supposed, the ventiduct should be one foot in diameter, it would discharge 41.4 cubic feet of air in one second of time, 2484 feet per minute, and in about three minutes, a quantity equal to the volume in a room large enough for fifty scholars, would be discharged. Hence it is evident that by applying artificial heat to the ventiduct, a perfect ventilation may be kept up at all seasons of the year. But such application of heat would require additional expense; and it is not expected at present that school districts will make the outlay. Without such an arrangement, the amount of ventilation produced, must depend on the temperature of the atmosphere. In cold weather, by letting a large tube pass up by the side of the smoke flue, or what would be better, within it, a good degree of ventilation will be secured; but in hot weather, when the internal and external air are about the same in temperature, this method cannot be relied on: the doors and windows must then answer as a substitute.

APPENDAGES.

In connection with every well arranged and well furnished school room, there are several appurtenances, in addition to what we have already described.

As a part of the furniture, there should be a clock and a thermometer; shovel, tongs, broom and ash pail; water bucket and dipper.

A library and apparatus, selected with special reference to the school in which it is to be used, may be of immense value to the scholars and parents in the district.

Perhaps it might be deemed appropriate in this connection, to describe somewhat in detail, the kind of apparatus and library, that would be most useful to schools of different grades; and also to point out the specific advantages which might be ex-

pected to result from the possession and use of these articles. But a large proportion of our old school houses are so badly contrived, and so wretchedly dilapidated, that to place in them a good library and a valuable apparatus, would be as doubtful policy as it would to put "new wine into old bottles."

When suitable places are provided for keeping and preserving libraries and apparatus, it will be in time then to discuss their importance. Good houses and competent teachers are first in order.

Before closing this subject, I feel in duty bound to call attention to one class of *external* appendages, attached to a portion of our school houses: I refer to the privies. Most of them, as they now are, ought to be indicted as public nuisances. They are besmeared with dirt and filth; the covering is half torn off; the inside is exposed equally to the beating of the elements and to the gaze of the observer; in every part they are marked and carved with various kinds of gross and vulgar images. Too great vigilance cannot be exercised in removing these sources of pollution.

It is an alarming evil in our school and domestic education, that the lower animal passions are excited too soon and too strongly. The true philosophy is, to let these propensities lie dormant as far as possible, till the moral nature and the intellect can be developed. No action should be allowed in the presence of children, no sound should be heard, no word or picture, or image, should be seen, that would tend directly or indirectly to excite impure emotions.

The public school house erected in Portland the past year, has the best arrangement for the common offices of nature, of any school house in this State. Similar arrangements, however, could not be carried out in small country districts. The expense could not be afforded.

But every school house should be furnished with two suitable privies—one for each sex. Each should be placed in the corner of a back yard; and be completely secured from all intrusion.

The drawing in plan No. 2, represents such an arrangement; the doors open from the clothes rooms into the yards. Each yard should be surrounded by a high, tight fence. The only passage leading into it, should be the door from the clothes room. One sex should never be allowed to go into the yard of the other. The teacher should exercise the most rigid scrutiny in reference to improper marks or figures on the out-buildings.

NEW SCHOOL HOUSES.

There is no feature in our school operations more encouraging than the increasing interest manifested in favor of having good school houses. During the past year, one hundred and twenty new school houses have been erected in the State. Many of them are edifices worthy the name. By consulting table A, of the appendix, the locality of the new houses can be ascertained. One other consideration would seem to be appropriate in this connection.

It is no less the duty of the district to take care of the school house, to keep it neat and in order, than it is to erect it. This duty has been most sadly neglected by many districts. We have about three thousand school houses in the State; and out of the whole number, there are not twenty that have been erected five years, which are in a neat and decent condition. The seats and desks are cut and mutilated. The walls and out buildings are marked and defaced with vulgar and obscene pictures. In many instances this vandalism is carried so far, that the school house is a disgrace to the district—an eye-sore to the community: a moral leaven generating a constant fermentation in the animal passions of all the children in the neighborhood.

It is the mutual duty of the teacher and the district, to prevent this desecration of the school house. Neither party can do it effectually without the co-operation of the other. There should be a public sentiment created against it. This sentiment should reach the teacher, the parents and the scholars, and

should become so strong that every scholar would feel and expect that if he committed a depredation on the school house, he would be exposed and disgraced for so doing.

PLANS.

I shall submit twelve different plans for school houses. The first seven are for houses having but one school room; the next three are for houses having two school rooms on the same floor; and the last two for two story houses. The tenth, eleventh and twelfth, are taken by permission from Mr. Barnard's Report, without any change. They represent school houses already built and in use; some of the others are plans of houses already constructed, whilst the remainder do not represent any particular school houses, but are submitted as models to be imitated in building new ones.

In the twelve plans taken together, are combined nearly all the latest improvements in the internal arrangement of the school room.

In building, the district will determine the size of the house by the number of the scholars. Any one plan can be taken as a pattern, or some of the leading features in two or more plans can be combined in one.

PLAN No. 1,

represents the ground floor of a school house 28 by 36 feet on the outside. The school room, after taking off the clothes rooms, is 26.5 feet square, inside. The plan is drawn on a scale of one tenth of an inch to the foot. A building of this size should be twelve feet high in the clear. There are seven windows; three on each side, and one which should be shaded with a blind, in the end, at the back of the teacher's platform. There are three doors—one in the centre of the front end and two in the back end: each back door leads from the clothes room to the yard. The teacher's platform is at the end of the

room opposite the front door. At each end of the platform, is a clothes room, eight feet square. The cases for the library and apparatus are placed on each side of the window in the rear of the platform. The stoves are placed in the corners of the room near the front door—the cold air duct passing under the floor, as represented by the dotted lines. The ventiducts and smoke flues pass up in the partition wall, near the front part of the teacher's platform. There are single seats and desks for forty-two scholars: each desk is to be two feet long, and to vary in width according to the rule given on a preceding page. The side aisles are three and a half feet wide—the others are eighteen inches each. Black boards can be placed on both sides of the room, and also on the partition at the right and left of the teacher's stand. There are two yards in the rear of the building, each fourteen feet square—both to be enclosed by a high, tight fence; there should be no entrance to either, except by the door of the clothes room. The play ground for the scholars should be in front of the building and on the sides, extending as far as the rear end of the house.

The whole arrangement is such, that the teacher, when he stands at his desk, can direct his eye to any part of the school room, to both clothes rooms and to both yards. In a school, with the arrangements, here described, fully carried out, it would be perfectly appropriate to have the recess for both sexes at the same time.

PLAN No. 2,

differs from No. 1, in five points. The seats are double, instead of single, designed for two scholars, instead of one; the cases for the library and apparatus are at the ends of the teacher's platform, instead of in the rear; the room will accommodate fifty-six scholars instead of forty-two; the side aisles are three feet wide, instead of three and a half; the privies are in the outer corners of the yard, instead of being placed in juxtaposition.

PLAN No. 3,

differs from No. 2, in four points. The front door opens into a small entry, instead of opening directly into the main room; there is a small room at the left of the front entry, for the library and apparatus, instead of cases, at the ends of the the teacher's platform; instead of two stoves and two ventiducts, there is one stove placed in the corner of the room at the right of the front entry, and the smoke flue and ventiduct are in the opposite corner of the room; the seats and desks are single instead of double; each desk is two feet long, and each seat fourteen inches, allowing a space of ten inches for convenience in standing.

PLAN No. 4,

has two doors in the front end. The entries are used for clothes rooms. The stove is placed in front of the teacher's desk. The smoke flue and ventiduct are in the centre of the opposite end of the room. The seats, desks and aisles are the same as in No. 1.

PLAN No. 5,

like No. 4, has two doors in the front end, and entries, used for clothes rooms. There is a wood room between the entries. The platform is between the inside doors. The recitation seat is in front of the platform. The stoves are at the ends of the platform. The smoke flue and ventiduct are in the centre of the opposite end. Seats, desks and aisles are the same as in plan No. 1.

PLAN No. 6,

has doors, entries, wood room, teacher's platform and stoves the same as in No. 5. The smoke flues and ventiducts are placed in the corners of the room opposite the stoves. The seats and desks are the same as in No. 2. The recitation seats are on

the sides of the room, the blackboard in the rear of the teacher's desk, and also on the opposite end of the room.

PLAN No. 7.

The doors, entries and wood room are the same in this plan as in No. 5. The stove extends through the partition and opens in the wood room. The teacher's platform is in the end of the building opposite the stove, and extends the whole width of the room. Seats and desks are the same in this as in No. 2.

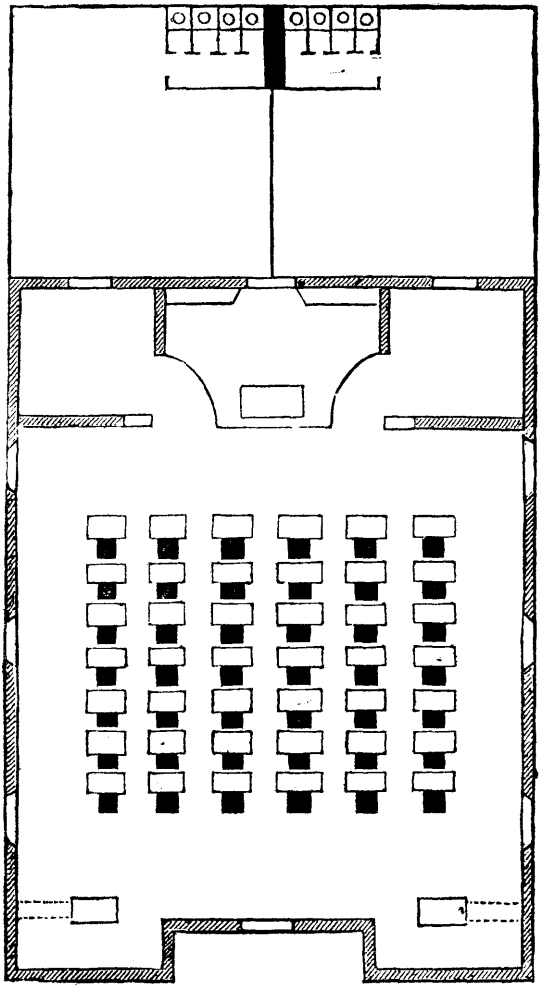
PLAN No. 8,

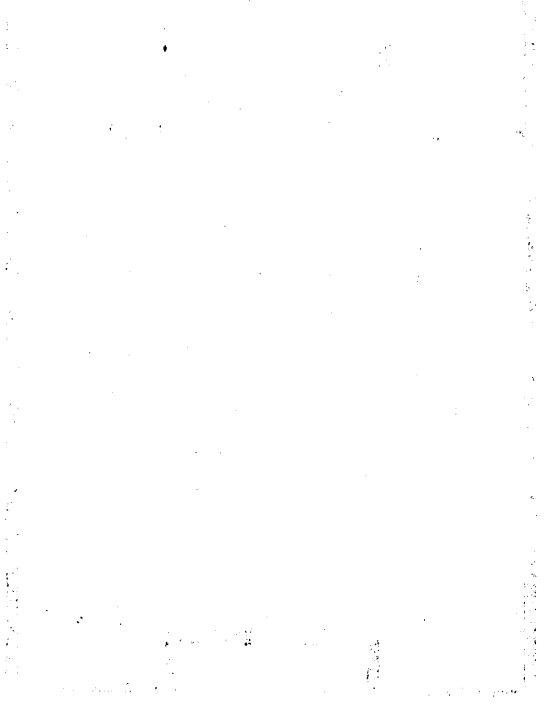
represents a house designed for two schools on the same floor. It is drawn, like the others, on a scale of one tenth of an inch to the foot. The building is 46 feet by 31½, outside. There are two doors in the front end opening into the entries. The room for the small scholars is between the entries. The seats and desks in the large room are designed for two scholars, and are sufficient in number to accommodate seventy. The teacher's platform is in the back part of the room extending the whole width. The smoke flue and ventiduct are placed in the rear of the platform, and the stove is at the opposite end of the room.

PLAN No. 9,

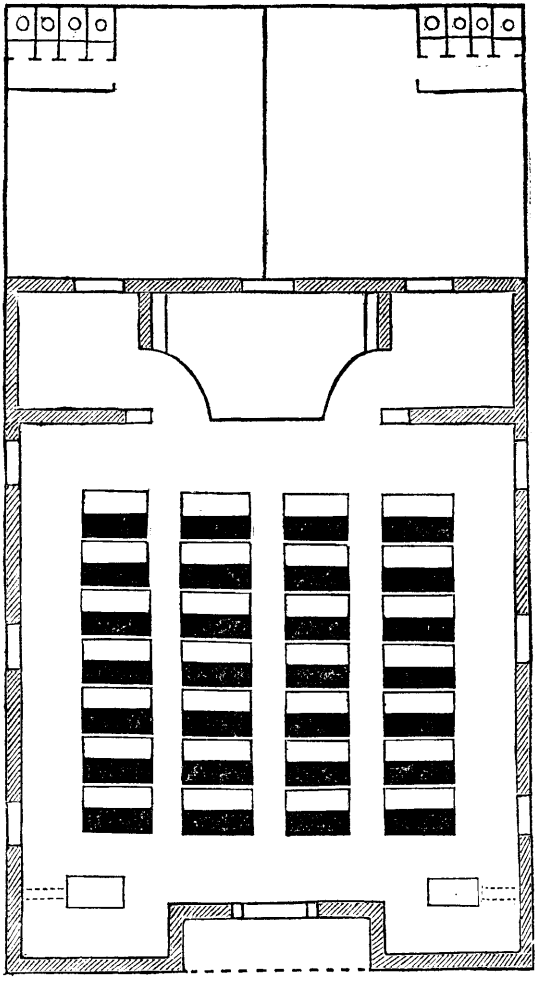
represents two school rooms on the same floor. The building is 50 feet by 30. The doors are in the sides of the house. The entries are between the school rooms. Both rooms are to be warmed by a furnace, placed in the cellar. The smoke flue goes up between the entries and the ventiduct in the middle of it. The internal arrangements of the large room are similar to those in plan No. 6.

Plan No. 1.

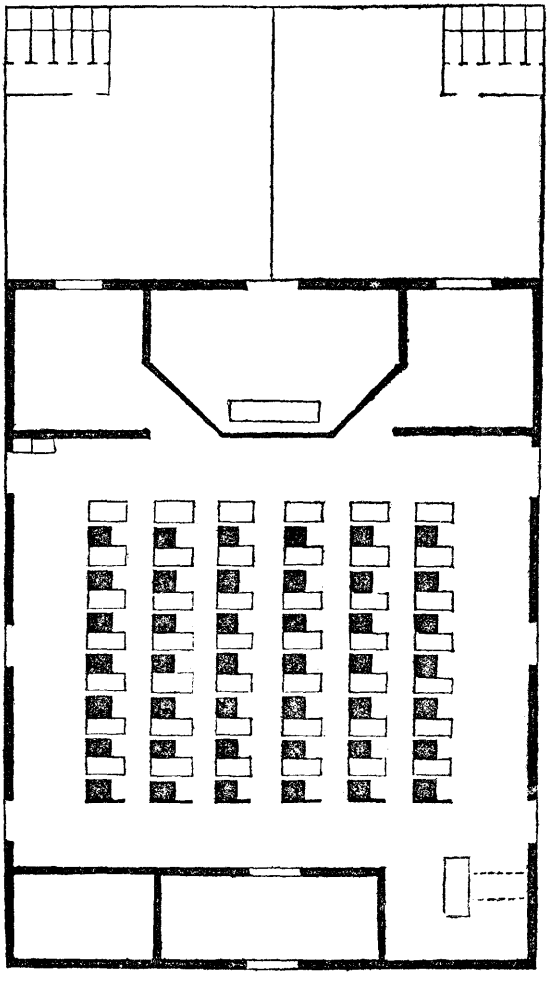




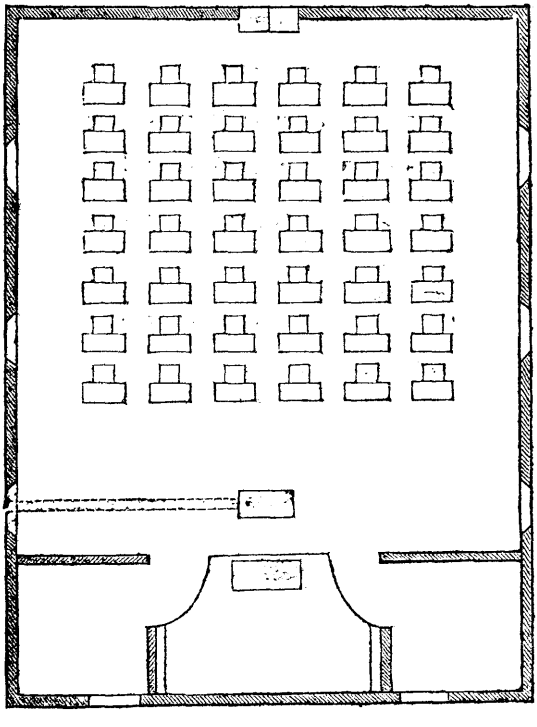
Plan No. 2.



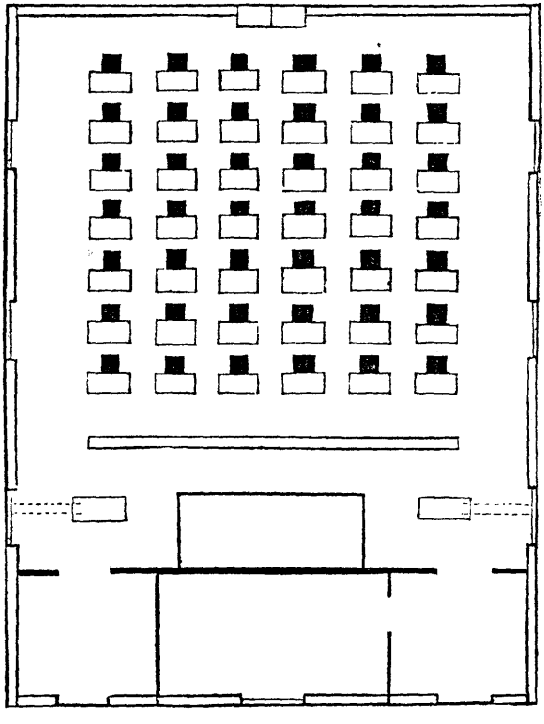
Plan No. 3.



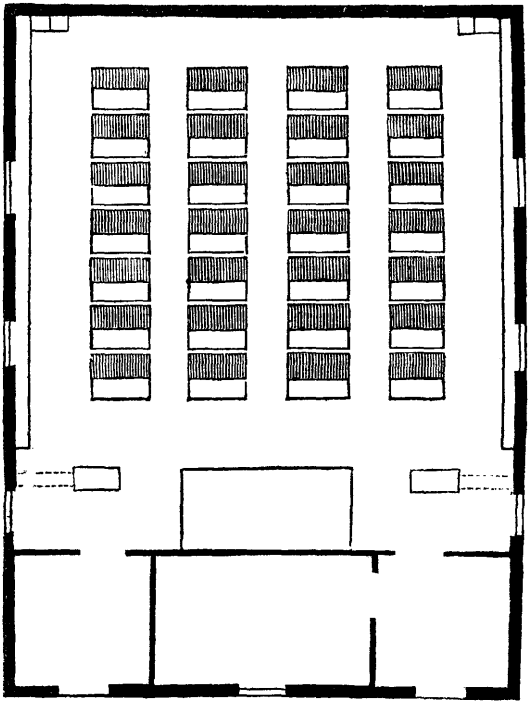
Plan No. 4.



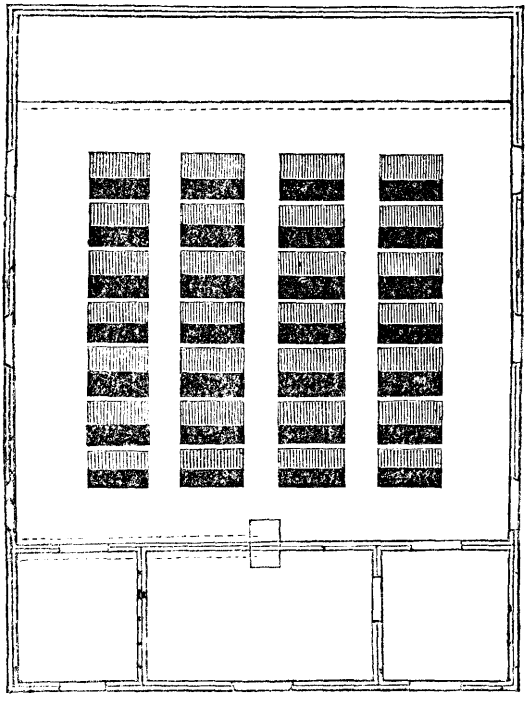
Plan No. 5.



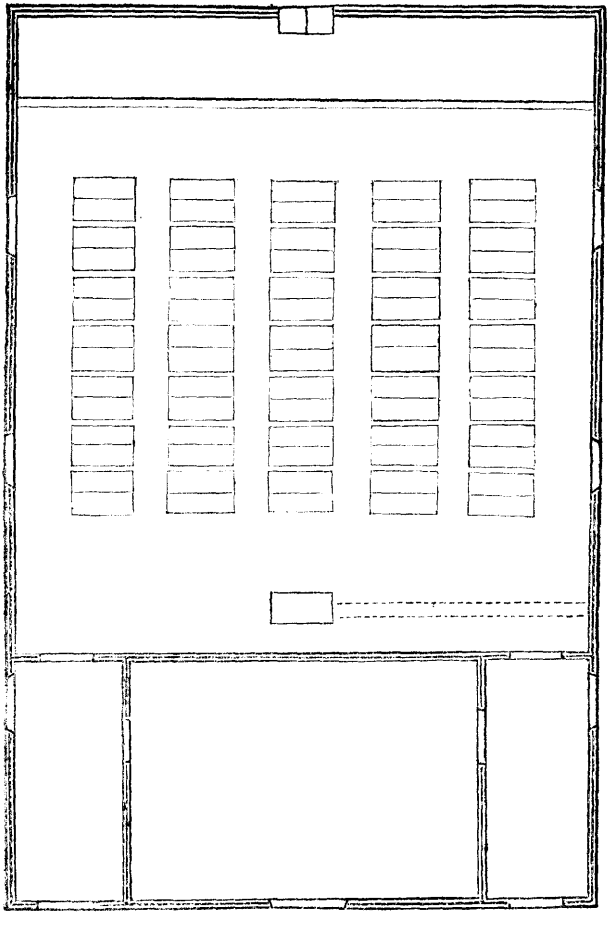
Plan No. 6.



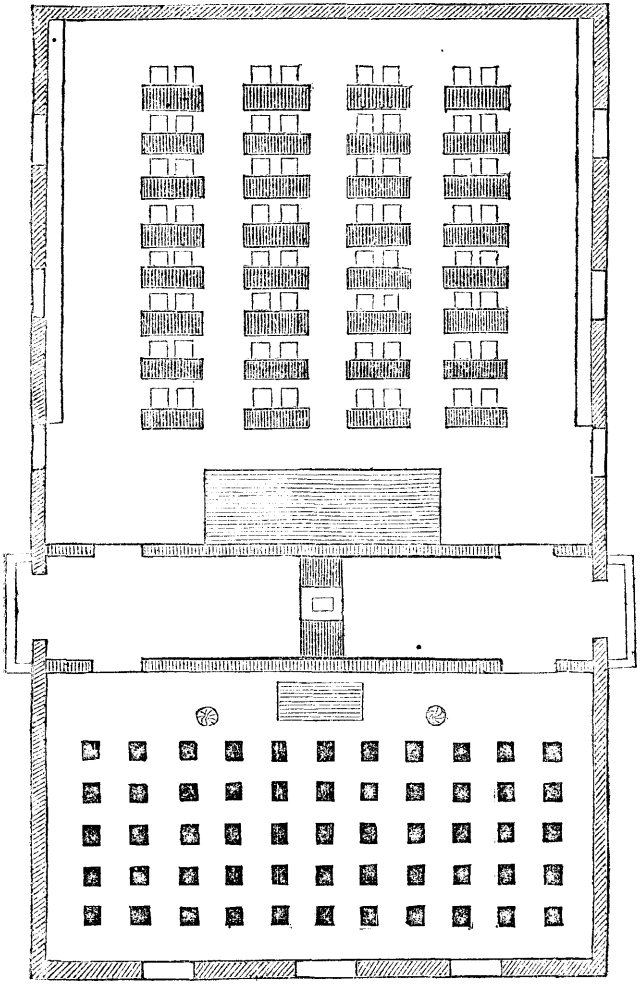
Plan No. 7.



Plan No. 8.



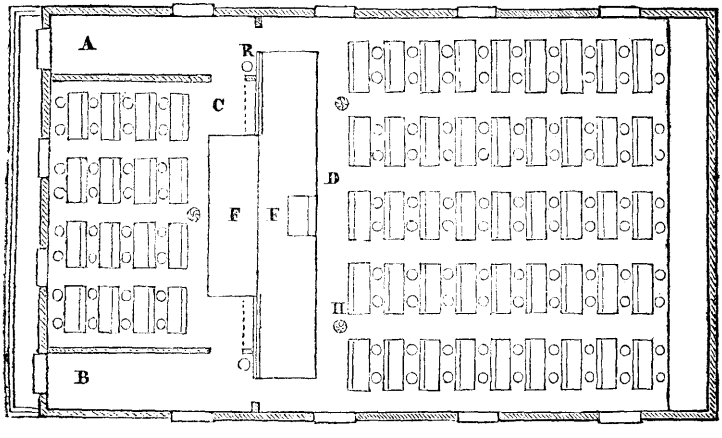
Plan No. 9.



Plan No. 10.

Taken from Mr. Barnard's Report.

The following cut presents the ground plan of the new school house in the village of Washington, in the town of Coventry, R. I.

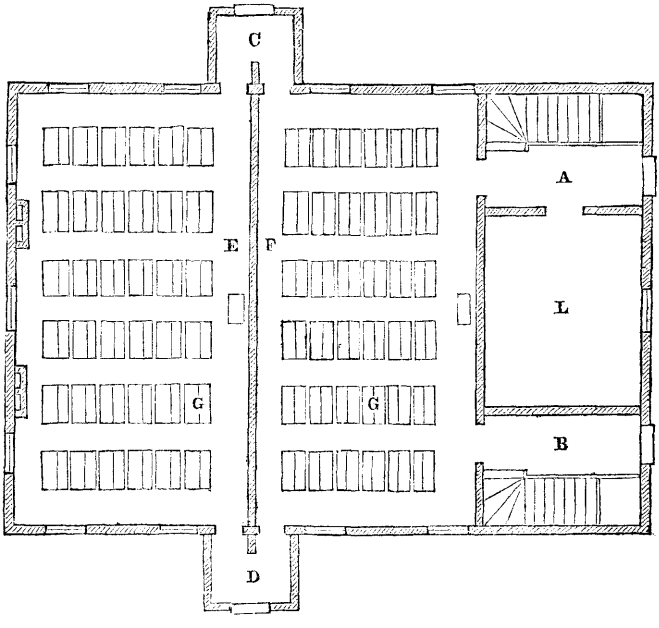


A—Boys' entrance.
B—Girls' entrance.
C—Primary school room.
D—Secondary, or Grammar Department.
E—Teacher's platform.
F—Desks for two, with iron end-piece.
G—Chairs supported on iron pedestal.
H—Register for hot air.
R—Flue for ventilation, within which is carried up the smoke-pipe.

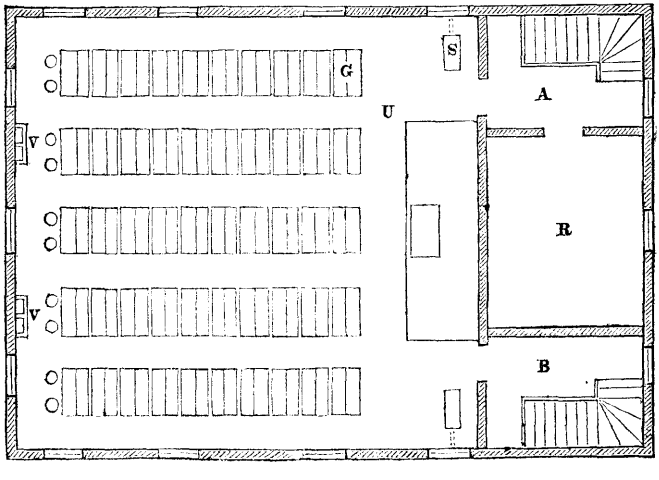
Plan No. 11.

Taken from Mr. Barnard's Report.

PLAN OF FIRST FLOOR.



PLAN OF SECOND FLOOR.

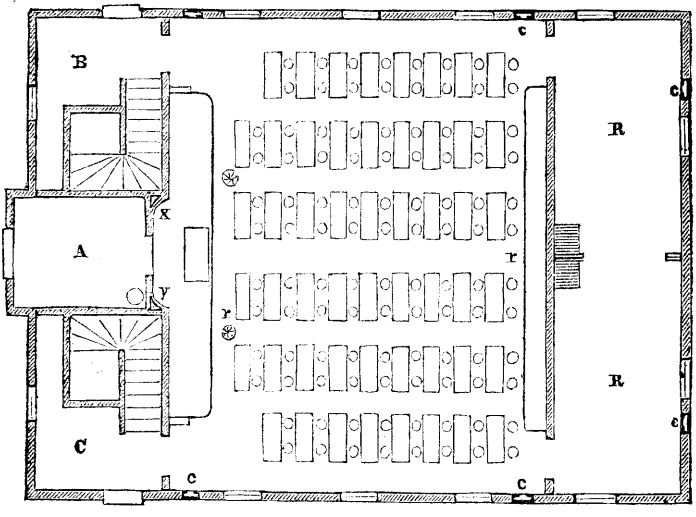


A—Entrance for Girls to Secondary School, U. B—Entrance for Boys to Secondary School, U. C—Ent. for Girls to Primary, E, and Intermediate School, F. D—Entrance for Boys to Primary, E, and Intermediate School, F. E—Primary School Room. F—Intermediate School Room. U—Secondary School Room. R—Recitation Room. G—Seat and desk attached, for two pupils, with iron ends. L—Manton Gloucester Library of 900 vols. S—Stove. V—Flue for ventilation.

Plan No. 12.

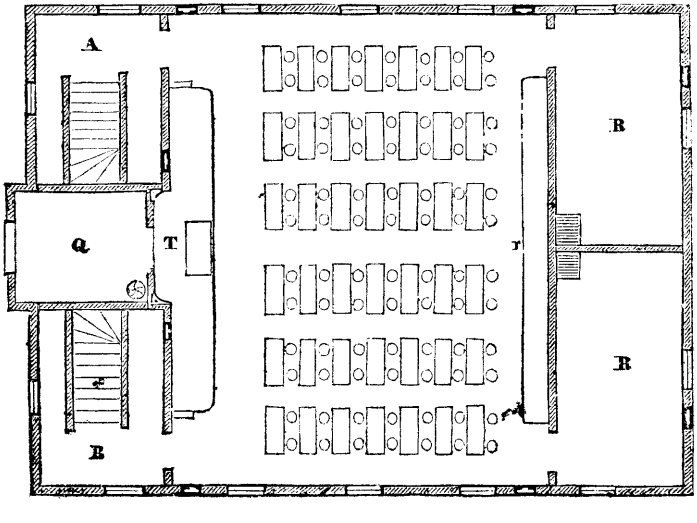
Taken from Mr. Barnard's Report. — The building is 62 feet by 44.

FIRST FLOOR.



A—Front entrance.
B—Girls' entrance, with mats, scrapers, hooks for clothes; sink, pump, basin, &c.
C—Boys' entrance do.
R—Recitation rooms, connected by sliding doors.
R, P—Platform for recitation, with a blackboard in the rear.
T—Teacher's platform.
S—Seats and desks, see page 53.
Q—Library and apparatus.
w—Windows, with inside Venition blinds.
c—Flues for ventilation in the outer wall.
x—Flue for ventilation, lined with smooth, well seasoned boards.
y—Bell rope, accessible to the teacher by an opening in the wall.
r—Hot air Registers.

SECOND FLOOR.



HON. E. M. THURSTON, *Secretary of the Board of Education.*

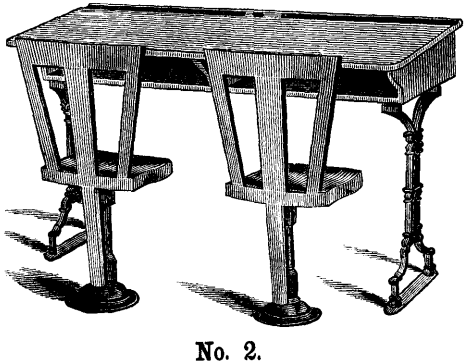
Dear Sir: In compliance with your request, I herewith forward accurate engravings of several favorite kinds of my improved School Furniture. The supports to the Desks and Chairs are iron. Each Desk is grooved for pens, pencils, &c., and furnished with a glass inkstand and metal cover. The back of each chair passes down from the top, intersecting the seat into the foot of the iron support, forming a *back stay* of great strength. Some variety of form will be noticed in the styles presented, but the principle relied upon for strength and durability, is fully retained in all. The Basket Primary Chairs are of a different form. Designed to be used without desks by juveniles, great attention has been paid to their convenience and comfort, it is believed successfully. The supports and the basket for books are iron. All these articles are to be screwed permanently to the floor of the school-room.

It is my intention to manufacture School Furniture of the best character, at such reasonable prices, that no one will be justified in purchasing an inferior article. If any citizen of your State should address me by mail or otherwise, for information, I will promptly communicate full particulars, prices, &c.

Yours with great respect,

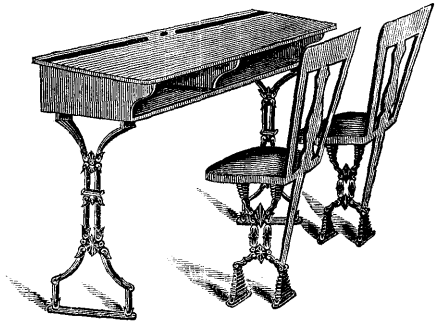
S. WALES, JUN.,
No. 14 Bromfield Street.

Boston, April 15, 1851.



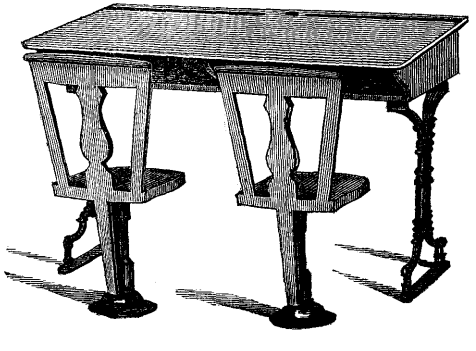
No. 2.

WALES'S AMERICAN SCHOOL CHAIRS AND DOUBLE DESK.



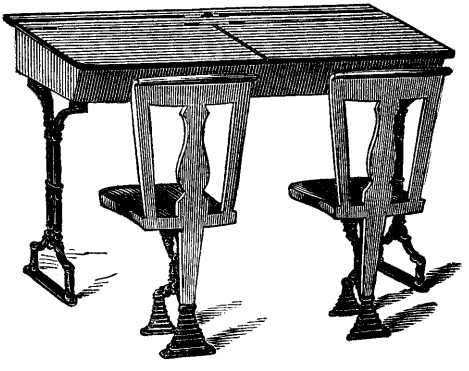
No. 5.

WALES'S NEW ENGLAND SCHOOL CHAIRS AND DOUBLE DESK.



No. 8.

WALES'S BOWDOIN SCHOOL CHAIRS AND DOUBLE DESK.



No. 13.

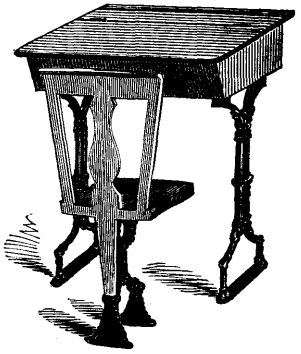
WALES'S NORMAL SCHOOL DOUBLE DESK AND CHAIRS.

No. 12.

WALES'S WASHINGTON SCHOOL CHAIR AND SINGLE DESK.

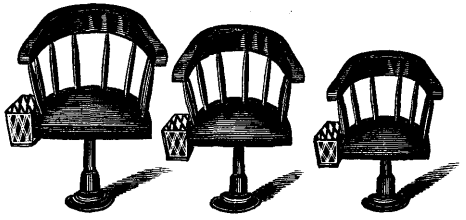
No. 9.

WALES'S BOWDOIN SCHOOL CHAIR AND SINGLE DESK.



No. 14.

WALES'S NORMAL SCHOOL SINGLE DESK AND CHAIR.



No. 17.

WALES'S BASKET PRIMARY SCHOOL CHAIRS.

APPENDIX.

Table A.

COUNTY OF AROOSTOOK.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Amity,	3		2	2	11 00	1 25	19.0				
Hodgdon,	8	1	2	6	13 75	1 78	27.3		3	3	
Houlton,	8		3	8	18 67	1 76	24.2		1	7	
Linneus,	5		3	3	16 33	1 75	18.2		2	2	
Masardis,	3									1	
Monticello,	6		1	3	15 00	1 50	10.2			1	
New Limerick,	3			1		1 62	10.5		1		
Smyrna,	4		1	2							
Weston,	4		1	2	19 55	1 87	11.5		1	2	1
Bancroft,											
Belfast Academy Grant,	3		1	1	17 00	1 00	24.0			1	
Benedicta,	1	1		1		1 00	16.0			1	
Bridgewater,	5		1	1	13 20	1 33	17.0		1	1	
Chrystal,	3			3		1 75	18.0		1	1	1
Dayton pl., or No. 5, R. 5,											
Golden Ridge,	5			4		1 50	18.1		1	1	
Hancock plantation,	7		1	2	12 00	1 75	24.0				
Haynesville,											
Leavitt plantation,											
Letter D,											
Letter H,	6			2		1 22	6.6				
Madawaska pl.,											
Molunkus,	3			4		1 81	23.0		1		1
Orient plantation,	2			1		1 37	9.1			2	1
Presque Isle,											
Salmon Brook,											
Van Buren plantation,	5		2	3	12 30	1 75	39.7		2		
Williams College Grant,											
Nos. 1, and 2, Reed pl.,	2			1		1 00	12.0				
No. 9, Range 6,											
No. 11, Range 5,											
Portage Lake plantation,	1			1		1 50	20.0				
	87	2	18	51	$14 88	$1 50	18.3		14	23	4

COUNTY OF CUMBERLAND.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Auburn,	15	2	14	14	16 00	1 47	21.1	1	4	11	
Baldwin,	12	1	6	7	16 17	1 60	16.5			8	
Bridgton,	22	1	16	25	15 75	1 75	19.6		5	16	1
Brunswick,	23		18	33	16 13	1 27	20.3		17	8	3
Cape Elizabeth,	10		8	9	19 75	1 82	22.9	1	3	7	2
Casco,	10		9	12	17 55	1 44	17.8	1	5	4	
Cumberland,	11	3	11	9	17 89	1 43	20.8	1	3	7	
Danville,	8	3	9	6	14 55	1 33	19 8		3	6	
Durham,	14	1	12	11	14 75	1 28	19.2		9	4	2
Falmouth,	13	2	10	14	19 20	1 92	21.0		8	5	
Freeport,	18		13	23	17 58	1 37	19.4		10	8	
Gorham,	25		13	23	16 53	1 82	24.6		6	13	
Gray,	11		9	3	18 00	1 67	17.2		5	6	1
Harpswell,	16		7	12	16 19	1 20	18 6		11		
Harrison,	14	1	4	13	14 75	1 47	19.0			15	
Minot,	10	2	6	14	15 00	1 28	18.0		1	9	
Naples,	11	2	5	9	14 60	1 68	19.6	1	7	4	1
North Yarmouth,	7	3	5	8	17 60	1 71	22.1		6	1	
New Gloucester,	15		11	15	16 72	1 31	21.0	2	4	8	
Otisfield,	12	1	7	10	14 18	1 33	19.5		10	2	
Poland,	24	3	11	15	15 37	1 37	19.0		11	11	
Portland city,			9	40	*	*	†		11	6	2
Pownal,	12	3	5	11	15 00	1 39	19.7		5	7	
Raymond,	10		10	11	14 45	1 25	18.4	1	4	5	
Scarborough,	13		11	11	17 25	1 75	22.3		5	8	1
Sebago,	10	1	5	11	12 50	1 29	14.2	1	5	3	
Standish,	16		13	15	15 21	1 66	18.9		6	10	1
Westbrook,	16		13	19	19 50	2 25	24.4		7	9	
Windham,	18		16	14	18 24	1 73	21.2	3	12	6	
Yarmouth,	6	3	6	6	21 50	2 20	20.2		2	7	
	402	32	292	423	$16 47	$1 55	19.9	12	185	214	14

COUNTY OF FRANKLIN.

Avon,	14	1	3	4	12 33	1 08	17.3		4	4	
Carthage,	7		5	4	12 50	1 13	16.8	1	3	2	
Chesterville,	14	1	5	10	14 00	1 40	18.0		6	7	
Farmington,	22	3	15	28	16 52	1 47	17.7			23	1
Freeman,	9	1	8	9	13 25	1 09	18.0	2	3	4	
Industry,	13	2	6	10	14 21	1 52	16.2		4	6	
Jay,	22	3	14	20	13 85	1 16	17.7	1	16	1	
Kingfield,	9		8	5	13 75	1 00	20.7		3	3	

* "The teachers are paid various annual salaries, except those on the Islands."

† "The schools, except on two Islands, are continued through the year with vacations."

COUNTY OF FRANKLIN, *(Continued.)*

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Madrid,	6		4	6	9 42	1 12	18.2		3	2	1
New Sharon,	18	2	12	16	13 00	1 36	17.8		15	2	
New Vineyard,	8	2	5	6	11 00	1 10	19.0		5		
Phillips,	23	1	13	13	13 25	1 17	16.9		5	9	
Salem,	8		5	5	13 00	1 08	19.6	2	4		
Strong,	11	2	14	10	15 00	1 08	19.0		3	7	
Temple,	9	1	6	7	12 91	1 32	18.0		3	5	
Weld,	14		10	9	13 86	1 15	15.7		4	8	2
Wilton,	15	4	13	18	15 31	1 27	16.5	1	9	8	1
Dallas plantation,	10		1	2	8 00	1 50	14.3		2		
Jackson plantation,	6		1	2	10 00	1 25	18.0			1	
Letter E,	3										
No. 1, Range 4,											
No. 6,											
	241	23	148	184	$12 90	$1 22	17.7	7	92	92	5

COUNTY OF HANCOCK.

Aurora,	3		1	3	22 00	1 62	22.2	1		3	
Amherst,	4			4		1 75	30.0		3		
Bluehill,	19		10	14	18 78	1 59	18.6		5	14	1
Brooklin,	9		4	8	18 50	1 75	16.9		4	5	1
Brooksville,	13		6	14	18 71	1 47	17.0		10	2	
Bucksport,	17		12	17	23 23	1 76	19.0		7	10	
Castine,	4		5	5	25 36	1 68	33.5		2	3	
Cranberry Isles,	5		1	5	11 00	1 63	26.2		2	2	
Deer Isle,	28		16	17	16 50	1 50	16.0	1	10	10	
Dedham,	7		4	6	19 50	1 73	15.4	1	3	2	
Eastbrook,	3		3	2	15 00	1 62	14.0		1	1	
Eden,	14		8	7	19 11	1 37	14.3	1	4	5	
Ellsworth,	18		12	18	22 25	2 42	18.7	1	12	8	4
Franklin,	8		6	7	15 83	1 68	21.6			6	
Gouldsborough,	16		8	16	16 87	1 46	14.7		1	12	
Greenfield,											
Hancock,	7		3	6	18 37	1 83	15.3		2	4	
Mariaville,	5		2	4	20 67	1 56	20.7		2	2	
Mount Desert,	10		6	7	20 00	1 66	20.2	1	3	5	1
Orland,	13	1	10	12	20 90	1 45	18.1		6	5	1
Otis,	2		1	1	12 00	1 00	18.0				
Penobscot,	14	1	8	11	18 83	1 52	16.3		4	8	1
Seaville,	3		1	3	14 00	1 36	11.3			1	
Sedgwick,	10		9	10	20 37	1 67	20.5		3	7	2
Sullivan,	7	1	6	7	18 40	1 53	16.9	1		7	
Surry,	7		4	6	20 86	1 75	16.8		2	4	
Tilden, (new town,)											
Trenton,	11		8	10	20 25	1 72	16.8		10		1

COUNTY OF HANCOCK, *(Continued.)*

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Tremont,	13	1	7	10	19 36	1 48	14.1	1	5	4	1
Waltham,	4		3	5	20 00	1 49	19.8		3	1	
Swan Island,	4		2	3	20 50	1 25	13.2			4	
Wetmore Isle,	4		3	4	19 83	1 41	20.7		3	1	
No. 1, North Division,											
No. 2, Grand Falls,	1			1							
No. 7,	1			1		2 00	8.6			1	
No. 21, Middle Division,											
No. 33, Middle Division,											
	284	4	169	244	$18 86	$1 60	18.2	8	107	137	13

COUNTY OF KENNEBEC.

Albion,	12		9	15	15 40	1 32	16.9		8	4	
Augusta,	24		21	42	19 89	1 99	26.3		23	11	3
Belgrade,	17		15	12	14 34	1 31	15.9		6	10	1
Benton,	14		7	11	15 14	1 35	18.8	1	2	8	
Chelsea, (new town,)											
China,	24		9	25	17 68	1 67	17.9		6	16	
Clinton,	12		9	15	15 10	1 32	19.3		4	7	
East Livermore,	6	3	6	7	18 21	1 64	18.3	1	2	16	
Fayette,	10	2	7	11	15 57	1 28	15.9		4	4	
Gardiner,	9	2	11	17	26 93	2 14	29.6		11	3	
Greene,	12	3	7	9	16 06	1 21	20.5	1	10	1	
Hallowell,	18		20	33	21 09	1 63	26.6	3	17	8	
Kennebec, (new town,)											
Leeds,	13	1	12	12	15 37	1 06	18.2		8	5	
Litchfield,	16		15	16	15 50	1 18	18.7	1	6	10	
Monmouth,	15	1	12	16	14 75	1 46	21.5	1	6	9	
Mt. Vernon,	13		8	13	14 78	1 50	19.0		2	11	
Pittston,	19		15	24	18 92	1 44	18.0	2	7	12	
Readfield,	14		9	9	16 22	1 57	21.3		3	11	
Rome,	8		6	6	14 83	1 35	20.0		2	6	
Sidney,	19		14	20	17 78	1 50	17.7	1	5	14	
Vassalborough,	23		21	26	18 42	1 54	20.2		12	10	1
Vienna,	9		3	10	13 16	1 62	17.2	1	2	4	1
Wales,	6	1	6	6	14 50	1 12	17.1		6		
Waterville,	17	2	15	20	19 60	1 79	20.8		10	8	
Wayne,	12	2	10	13	16 00	1 15	16.2			12	
West Gardiner,	9		9	9	20 05	1 57	22.7		5	4	
Windsor,	13		13	15	17 72	1 79	16.5	1	8	5	1
Winthrop,	9	3	8	13	17 00	1 73	20.2		7	4	
Winslow,	16		12	18	14 62	1 30	16.3	1	8	4	
Clinton Gore,	2		2	1	12 00	1 00	12.0			1	
Unity plantation,	2		1	2	17 00	1 33	18.0			1	
	393	20	312	446	$16 79	$1 46	19.3	14	190	219	7

COUNTY OF LINCOLN.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Alna,	6		6	7	19 40	1 57	19.5	2	1	4	
Arrowsic,	2		2	2	18 00	1 50	17.3			2	
Bath city,	2	1	6	24	45 59	2 75	40.0		5	5	1
Boothbay,	17		14	15	17 75	1 46	17.8		13	3	3
Bowdoinham,	17		15	17	17 75	1 26	19.0	2	11	6	
Bowdoin,	18	1	20	23	16 50	1 20	19.0		6	12	
Bremen,	7	3	7	7	19 67	1 42	20.4		1	6	
Bristol,	20	3	15	15	19 37	1 51	20.0		4	15	1
Cushing,	6		7	5	16 83	1 30	21.6		6		
Damariscotta,	5	1	5	5	19 20	1 73	20.0		1	3	
Dresden,	9		8	7	18 11	1 57	18.5	1	1	8	
Edgecomb,	8		6	9	18 00	1 47	20.2			8	
Friendship,	6		6	6	17 00	1 22	16.4		2	4	
Georgetown,	9		9	5	17 22	1 60	22.4		2	3	
Jefferson,	23		17	19	16 62	1 41	14.3	2	6	13	
Lewiston,	12	3	14	17	17 14	1 33	17.6		5	8	1
Lisbon,	11	3	6	8	16 22	1 16	20.3	1	5	6	
Newcastle,	14	1	8	12	17 75	1 70	19.4		8	5	
Nobleborough,	12		12	11	17 17	1 40	17.4	2	6	6	
Perkins,	1		1	1	18 00	1 67	17.0		1		
Phipsburg,	14	1	12	11	18 00	1 80	20.6	1	5	8	
Richmond,	10		8	11	17 64	1 36	16.8		6	5	
Rockland,	10	3	14	22	24 87	2 31	30.9	1	7	8	1
St. George,	17	10	12	13	17 39	1 36	17.8		8	8	
Southport,											
South Thomaston,	9	3	8	5	18 22	1 46	20.1	1	7	2	
Thomaston,	11	3	9	12	24 12	2 22	23.5	1	7	4	1
Topsham,	10		9	17	16 69	1 70	21.9		7	5	
Union,	14		10	14	17 53	1 37	17.3	3	6	8	
Waldoborough,	25	2	21	35	18 31	1 68	21.4		1	30	
Warren,	20	1	14	23	18 57	1 67	20.7		18	2	2
Washington,	15	1	12	14	16 12	1 20	18.3	3	1	10	
Webster,	12	4	9	12	15 92	1 19	19.1	1	4	7	2
West Bath,	5		4	6	17 87	1 50	23.4	1	1	4	
Westport,	6		6	5	17 91	1 45	20.5		6		
Whitefield,	17		14	17	17 63	1 45	16.6	3	1	16	
Wiscasset,	6		6	5	23 14	1 65	33.0			6	
Woolwich,	9		7	10	23 21	1 44	17.2		8		
Patricktown plantation,	7		2	4	11 50	1 25	12.2		5	1	
Matinicus Isle,	1		1	1	20 00	1 25	24.0		1		
Monhegan Isle,	1		1	1	18 00	1 25	26.0				
Muscle Ridge plantation,											
	424	44	363	450	$18 90	$1 52	20.5	25	183	241	12

COUNTY OF OXFORD.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Albany,	8		5	10	13 00	1 47	16.0		6	1	2
Andover,	6		3	5	18 87	1 40	14.7			5	
Bethel,	25	1	13	22	13 12	1 57	17.1		12	11	1
Brownfield,	17	2	8	15	12 59	1 34	16.8		1	13	
Buckfield,	13	2	10	15	14 02	1 26	20.7		6	8	
Byron,	7		2	2	12 00	1 25	12.7		1	2	
Canton,	10		9	10	14 75	1 11	18.8	1	4	5	1
Denmark,	12	1	10	12	14 00	1 62	18.5		5	7	
Dixfield,	10	1	9	13	12 66	1 22	17.2	1	9	1	
Fryeburg,	15		7	15	16 40	1 75	21.8		10	4	1
Gilead,	6		1	3	13 00	1 23	12.0			5	
Greenwood,											
Hanover,	4	1	2	6	10 00	1 40	17.0		2	2	
Hartford,	16	2	14	13	14 57	1 00	18.8	1	6	9	
Hebron,	8	2	8	10	16 00	1 20	21.6			8	
Hiram,	18	2	7	16	12 14	1 39	14.7	1	8	7	
Livermore,	18	1	13	17	14 70	1 17	19.2		6	10	
Lovell,	15		11	12	14 86	1 48	18.0	2	9	4	
Mason,	1		1	1	12 00	1 12	20.0			1	
Mexico,	6		4	5	14 70	1 10	16.8	1	3	3	
Newry,	6	1	5	7	12 00	1 10	16.6			5	1
Norway,	14		11	17	16 09	1 46	14.2			14	
Oxford,	11	1	9	12	14 16	1 12	18.1	2	3	10	1
Paris,	18		12	15	14 40	1 10	19.8	2	9	9	1
Peru,	13		10	10	14 54	1 06	17.5	1	5	6	
Porter,	12	4	8	10	11 45	1 24	18.6	2	6	4	
Roxbury,	5	1	1	4	11 00	1 25	11.2	1	2		
Rumford,	13		12	15	15 08	1 26	21.3	2	4	8	
Stow,	10		3	6	15 67	1 46	19.4	1	5		
Stoneham,	6		2	7	12 96	1 40	16.1		3	2	1
Sumner,	10	1	8	10	13 42	1 25	19.1		4	7	
Sweden,	7	1	6	9	15 33	1 60	23.0			8	
Turner,	19		13	14	14 87	1 48	19.0		12	7	2
Waterford,	13	1	9	12	15 70	1 44	19.3		5	8	
Woodstock,	12		11	5	12 50	1 28	16.4			9	
Andover, N. Surplus,											
Franklin plantation,	3	1	1	1	10 00	86	17.0		2		
Fryeburg Academy Grant,	1			2		1 25	15.0				
Hamlin's Grant,	1		1	1	12 00	1 25	14.5			1	
Letter A, No. 2,	3								1		
Letter B,	4		1		10 00		8.0		1	3	
Milton plantation,	3	2	2	4	15 00	1 34	16.0		1	1	1
No. 5, Ranges 1 and 2,	2			1		1 50	8.0		1		1
Riley,											
	401	28	262	364	$13 67	$1 30	17.0	18	152	208	13

COUNTY OF PENOBSCOT.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Alton,	6			3		1 56	10.3	1	1	1	
Argyle,	4			3		1 68	13.2		2	1	
Bangor,	4		15	43	32 93	2 11	35.7	1	27	5	3
Bradford,	12		5	19	17 60	1 61	18.1	3	6	6	
Bradley,											
Brewer,	16		14	32	22 27	1 35	21.8		15	2	1
Burlington,	5	2	2	5		1 56			1	2	
Carmel,	11		7	10	15 57	1 62	16.6		6	3	
Carroll,	6	1	4	6	14 66	1 46	16.0		2	2	
Corinna,	13	3	10	12	16 58	1 42	18.4			11	
Corinth,	13	1	7	17	17 59	1 65	20.2	1	1	13	1
Charleston,	11		7	10	18 00	1 75	19.2			10	
Chester,	6		4	2			18.0		1	1	
Clifton,	4			5		1 52	13.7			1	
Dexter,	10	3	10	17	19 70	1 62	20.5	1	6	6	1
Dixmont,	12	2	12	13	18 00	1 24	20.3		8	4	
Edinburg,											
Eddington,	7		5	6	16 35	1 75	20.3			7	
Enfield,	5			5		1 55	16.0		1	4	
Etna,	7		5	6	17 20	1 59	17.4		1	6	1
Exeter,	13	2	13	16	18 50	1 66	19.5		5	9	1
Garland,	9	4	9	11	17 70	1 44	16.6	1	2	8	
Glenburn,	9		7	11	18 52	1 54	23.5		6	3	
Greenbush,	7		2	5	15 00	1 30	18.0		4		
Hampden,	17	1	15	22	19 71	1 68	18.5	2	13	4	
Hermon,	12	2	5	10	16 00	1 45	21.8		3	6	
Howland,											
Kirkland,	6		3	9	18 33	1 93	17.9		3	2	1
Lagrange,	3		2	3	18 50	1 67	25.5		3		1
Lee,	8	1	4	9	16 25	1 54	17.0		2	7	
Levant,	15		6	12	17 00	1 61	18.9		5	7	
Lincoln,	13		4	12	19 00	1 72	21.2			9	
Lowell,	7	1		7		1 38	16.4		3		
Maxfield,	4		1	3	15 00	1 37	14.4	1	3		
Milford,	3		3	4	22 33	2 59	24.3		1	2	
Newburg,											
Newport,	8	1	7	3	15 75	1 36	17.5		8		1
Oldtown,	7		5	16	26 80	2 08	21.9	2	7	1	1
Orono,	9		6	10	28 00	1 84	22.0		4	4	
Orrington,	11		9	11	21 33	1 78	22.4	1	9	2	
Patten,	5		2	6	20 00	1 59	21.2		3		
Passadumkeag,	4		1	3	16 00	1 66	22.0		1	2	1
Plymouth,	7		5	8	18 20	1 40	18.0	1		7	
Springfield,	5	3	1	5	12 67	1 48	18.6		7		
Stetson,	6		4	6	19 25	1 58	18.8	1	3	2	1
Mattawamkeag,											
Nickertow,											

COUNTY OF PENOBSCOT, *(Continued.)*

Towns.	No. Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
No. 3, Range 6,											
No. 4, Range 1,	2			1		1 00				1	
No. 5,	1			1		1 50	12.0		1		
No. 7, Range 3,	2			1		1 00	10.0		1	1	
Mattamiscontis,											
	345	27	221	419	$18 71	$1 58	18.9	16	175	162	14

COUNTY OF PISCATAQUIS.

Abbot,	10	1	6	6	13 00	1 50	16.2		2	8	
Atkinson,	9	1	8	9	16 62	1 42	18.0		4	4	1
Barnard, (no school.)	3										
Bowerbank,	1		1	1	14 00	1 50	14.0				
Blanchard,	1		1	1	19 00	1 42	35.0		1		
Brownville,	7		2	8	19 50	1 61	19.6	2		5	
Dover,	15		6	20	17 66	1 64	17.1		6	9	3
Elliotsville,	4			4		1 25	19.0		1		
Foxcroft,	10		6	9	15 91	1 65	16.8	1	5	5	
Guilford,	10	1	7	9	15 00	1 50	17.4	1	2	7	
Greenville,	4		3	5	14 00	1 35	16.3	2	3		
Kilmarnock,	5	2	2	3	11 00	1 93	15.2		2	2	
Kingsbery,	4		1	3	10 00	1 41	15.5		1	1	
Monson,	7	2	3	8	14 00	1 34	16.8		5	1	
Milo,	7		4	5	18 33	1 60	13.6		1	5	1
Orneville,	8	1	3	8	14 33	1 27	17.0	1	2	3	
Parkman,	8		7	15	14 12	1 36	15.5		2	10	
Sangerville,	13	2	7	17	17 71	1 50	17.6	1	5	8	
Sebec,	10	1	6	7	17 69	1 42	16.2		4	3	2
Shirley,											
Wellington,	9	1	6	8	15 60	1 23	16.9		3	2	
Williamsburg,	3		1	3	14 00	1 75	16.0		2		
Greeley, or No. 8, R. 8,											
	148	12	80	149	$15 34	$1 48	17.5	8	51	73	7

COUNTY OF SOMERSET.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Anson,	10	3	3	10	12 90	1 60	17.3	1	5	5	1
Athens,	13		8	17	17 00	1 68	19.2	4	5	6	1
Bingham,	13	1	3	11	19 00	1 29	16.8		3	2	
Bloomfield,	10	1	9	11	15 88	1 30	20.4		7	2	
Brighton,	8	3	1	6	13 00	1 87	15.0		4	3	
Canaan,	14		11	16	17 11	1 28	17.6	2	2	11	
Cambridge,	5		3	8	15 66	1 56	14.6	1	3	2	
Concord,	10		2	7	10 50	1 43	18.4		4	3	1
Cornville,	15	2	12	15	14 23	1 39	16.7	2	4	6	
Detroit,	4	1	3	3	15 25	1 41	16.2		3		
Embden,	24	3	5	19	15 00	1 30	15.2		4	5	
Fairfield,	19	4	13	21	17 86	1 50	22.1		9	7	1
Harmony,	12	1	6	12	16 33	1 70	16.0		4	3	
Hartland,	10	2	4	15	17 75	1 45	15.9	1		9	
Lexington,											
Madison,	19		13	17	18 23	1 30	17.9		6	12	
Mayfield,	2			2		1 25	8.0			2	
Mercer,	8	1	11	10	15 55	1 25	15.3	4	4	5	
Moscow,	12		3	9	17 33	1 28	16.6		4	2	
New Portland,	17		10	15	14 00	1 34	19.9		1	11	
Norridgewock,	16	7	10	18	16 20	1 41	17.6		8	7	
North Anson,	13	3	10	11	13 06	1 76	16.8		6	6	
Palmyra,	12	1	7	13	16 50	1 17	16.2	1	11	2	
Pittsfield,	10	4	6	10	14 56	1 33	15.4			7	
Ripley,	5		5	5	17 90	1 58	20.9		1	4	
Solon,	14	1	5	14	15 10	1 32	18.7		5	5	
St. Albans,	16		9	18	15 50	1 60	16.3	2	2	11	
Starks,	18	1	11	17	15 00	1 42	17.6		6	10	
Skowhegan,	11	1	4	22	18 00	1 98	17.6	2	7	2	
Smithfield,	7		6	4	16 28	1 21	17.1		2	5	
No. 1, R. 3, west of Kennebec river,											
No. 1, R. 2, west of Kennebec river,	3			2		92	10.0		1		
No. 1, R. 3, east of Kennebec river,	5			5		1 33	21.0		4		
No. 1, R. 4, east, & No. 1, R. 5. W. K. R. or Forks,											
No. 2, Range 2d,	4			2		1 00	14.0				
Flag Staff,											
	359	40	193	365	$15 74	$1 41	16.8	20	125	155	4

COUNTY OF WALDO.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Appleton,	12	1	10	12	18 86	1 33	19.6		6	5	
Belfast,	16	1	12	21	24 75	2 19	22.2		2	14	
Belmont,	12	1	3	5	15 90	1 14	14.6		7	5	1
Brooks,											
Burnham,	6	1	5	5	16 60	1 27	16.3		5		
Camden,	19		18	25	19 28	1 23	19.5			19	1
Frankfort,	25	2	24	34	19 25	1 45	19.8	2	16	10	
Freedom,	10	1	8	9	15 77	1 19	15.9		5	4	1
Hope,	7		9	7	19 00	1 28	23.2	2	3	4	
Islesborough,	8		8	6	16 37	1 27	22.6			8	
Jackson,	9		6	9	17 25	1 31	20.0		3	6	
Knox,	10		7	8	15 60	1 25	17.0		6	2	
Liberty,	6	1	5	7	14 50	1 43	19.3		6		1
Lincolnville,	16		14	16	16 37	1 03	17.7	1		16	
Monroe,	12	1	12	15	16 56	1 19	17.4	2	5	7	
Montville,	16	4	10	15	16 75	1 40	20.7		5	10	
North Haven,	5		5	5	18 20	1 15	19.0	2	3	2	
Northport,	9	1	7	8	18 71	1 28	20.0			9	1
Palermo,	14	2	8	15	14 74	1 52	20.4		5	9	
Prospect,	17	2	15	14	22 13	1 44	20.2		3	13	
Searsmont,	11	2	6	16	17 82	1 31	19.6	1	5	6	
Searsport,	9	1	9	13	24 49	1 54	24.7		3	7	
Swanville,	7	2	10	9	15 00	1 50	17.1		2	7	
Thorndike,											
Troy,	12	2	12	14	14 88	1 23	17.5		8	4	
Unity,	13		12	12	17 83	1 31	18.7		4	7	
Vinalhaven,	10		7	10	17 77	1 07	16.1		8	2	
Waldo,	7		5	8	17 60	1 37	16.7			7	
	298	25	247	318	$17 76	$1 33	19.1	10	110	183	5

COUNTY OF WASHINGTON.

Addison,	13	1	6	7	19 88	1 67	17.8		3	6	
Alexander,	4	1	1	4	20 00	1 85	17.5		2	1	
Baileyville,	4	1	3	4	18 50	1 58	22.0		1	3	
Baring,	1		1	2	25 00	1 37	24.0		1		
Beddington,	2		1	2	20 00	1 75	22.0		1		
Calais,	7		11	17	25 59	1 93	25.4	1	2	9	
Centerville,											
Columbia,	9		4	8	21 25	1 70	24.1		7		
Cooper,	6		4	7	16 00	1 58	19.0		1	5	
Charlotte,	6		2	2	17 33	1 54	23.0			5	1
Cherryfield,	8		6	4	20 50	1 77	20.3	1	1	6	1
Crawford,	3			2					1	2	

COUNTY OF WASHINGTON, (*Continued.*)

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Cutler,											
Dennysville,	2		4	2	21 00	2 00	25.5		2		
East Machias,	11		7	10	24 00	1 89	21.7	1	3	6	
Eastport,	1		3	11	45 30	2 11	38.3		2	5	
Edmunds,	6		2	2	18 50	1 48	10.7		1	1	
Harrington,	11		4	8	21 25	1 65	22.5		4	3	1
Jonesborough,	7			6		1 53	12.4		3	1	
Jonesport,	12		3	12	14 00	1 08	12.2	1	3	2	2
Lubec,	14		9	14	20 00	1 66	22.4		4	6	
Machias,	1	1	4	8	23 91	2 27	32.2		3	4	2
Machiasport,	10		5	7	20 50	1 89	19.2	1	1	6	1
Marion,	3	1	1	2	20 00	1 12	11.7			2	
Marshfield,	2		2	2	20 00	1 75	16.6		1	1	
Medybemps,											
Milbridge,	11	4	5	13	20 00	1 50	20.5			8	
Northfield,	3		3	3	17 50	1 75	14.3		1	2	
Pembroke,											
Perry,	11		7	9	22 46	1 97	20.0		1	10	
Princeton,	4		1	4	18 00	1 62	34.0		3	1	
Robbinston,	7	1	4	5	20 33	1 93	20.4		5	2	1
Steuben,	10		3	7	18 00	1 75	17.2		6	3	
Topsfield,	3		3	3	17 00	1 41	24.0	1		3	
Trescott,	9	1	1	7	18 00	1 82	15.0		3	2	1
Wesley,	3		2	3	19 00	1 75	21.7			3	
Whiting,	6		4	3	17 00	1 91	21.6		2	1	
Whitneyville,	1		1	2	33 33	2 25	34.0		1		
Annsburg,	1		1		18 00		12.0			1	
Big Lake,	1			2		1 12	16.0				
Codyville plantation,											
Danforth plantation,	1		1	1							
Jackson Brook,	2										
Lambert's Lake plant.,	1		1		10 00		8.0			1	
Tallmadge,	2										
Waite plantation,	1		1	1	18 00	1 50	18.0		1		
No. 7, Range 2,											
No. 9, Range 4,											
No. 14,											
No. 19,											
	220	11	121	206	$20 55	$1 70	20.4	6	70	111	10

COUNTY OF YORK.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Acton,	13		10	8	15 06	1 38	16.3		5	7	
Alfred,	11		5	7	15 50	1 73	18.5		4	7	
Berwick,	18		11	12	16 00	1 75	19.4		5	11	2
Biddeford,	11	2	15	22	22 00	1 80	35.1	2	7	8	3
Buxton,	17		15	17	15 45	1 65	22.7		5	12	1
Cornish,	13		6	10	12 33	1 16	17.3		6	6	
Eliot,	8		8	3	18 37	1 58	22.0		4	4	
Hollis,	23	2	14	18	15 16	1 32	19.8		11	9	
Kennebunk,	12		10	14	19 00	1 53	24.0		10	3	1
Kennebunkport,	12	1	12	12	18 94	1 72	23.0			13	
Kittery,	12		10	13	19 55	1 65	22.8		6	6	
Lebanon,	20		13	14	13 76	1 63	18.0	1	8	8	
Limerick,	8		9	8	14 62	1 50	19.5	1	3	5	
Limington,	19	1	16	15	13 09	1 30	18.3	1	4	14	
Lyman,	13		8	8	13 90	1 52	18.7		6	7	
Newfield,	11	1	8	15	13 25	1 40	18.2		2	9	
North Berwick,											
Parsonsfield,	18	2	19	14	12 52	1 27	19.4		12	6	2
Saco,	9		15	19	19 97	2 23	37.0		12	3	
Shapleigh,	15		11	6	14 73	1 71	19.4	1		12	
Sanford,	18		11	13	16 35	1 70	19.3		2	13	
South Berwick,	15	2	11	13	18 00	2 09	24.0		8	4	2
Waterborough,	16		17	9	13 00	1 20	15.0		8	8	
Wells,	19		14	16	16 35	1 44	21.3	2	9	10	1
York,	15		12	16	16 66	1 75	24.4		5	9	
	346	11	280	302	$15 98	$1 58	21.4	8	142	194	12

RECAPITULATION — (TABLE A.)

Counties.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools, in weeks.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.
Aroostook, . . .	87	2	18	51	14 88	1 50	18.3		14	23	4
Cumberland, . . .	402	32	292	423	16 47	1 55	19.9	12	185	214	14
Franklin, ...	241	23	148	184	12 90	1 22	17.7	7	92	92	5
Hancock, ...	284	4	169	244	18 86	1 69	18.2	8	107	137	13
Kennebec, . . .	393	20	312	446	16 79	1 46	19.3	14	190	219	7
Lincoln, ...	424	44	363	450	18 90	1 52	20.5	25	183	241	12
Oxford, ...	401	28	262	364	13 67	1 30	17.0	18	152	208	13
Penobscot, ...	345	27	221	419	18 71	1 58	18.9	16	175	162	14
Piscataquis, . . .	148	12	80	149	15 34	1 48	17.5	8	51	73	7
Somerset, ...	359	40	193	365	15 74	1 41	16.8	20	125	155	4
Waldo, ...	298	25	247	318	17 76	1 33	19.1	10	110	183	5
Washington, . . .	220	11	121	206	20 55	1 70	20.4	6	70	111	10
York, ...	346	11	280	302	15 98	1 58	21.4	8	142	194	12
	3,948	279	2,706	3,921	$16 66	$1 48	18.8	152	1,596	2,012	120

Table B.

COUNTY OF AROOSTOOK.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
11	Amity,	118	73	50	50	28	39	.33
13	Hodgdon,	398	258	149	124	66	107	.27
12	Houlton,	616	370	242	212	133	187	.30
9	Linneus,	261	141	85	114	97	91	.35
	Masardis,	48						
2	Monticello,	92			79	57	57	.62
4	New Limerick,	75			47	39	39	.52
1	Smyrna,	55			50	41	41	.75
15	Weston,	139	39	25	61	43	34	.24
	Bancroft,							
16	Belfast Academy Grant,	121	40	27	40	28	27	.23
10	Benedicta,	167	68	58			58	.35
14	Bridgewater,	154	56	38			38	.25
8	Chrystal,	59	30	28	20	14	21	.36
	Dayton pl., or No. 5, R. 5,							
3	Golden Ridge,	96	70	54	74	47	50	.53
19	Hancock plantation,	324	48	32			32	.10
	Haynesville,							
	Leavitt plantation,							
	Letter D,							
20	Letter H,	160	13	13			13	.08
	Madawaska pl.,							
5	Molunkus,	92	68	59	35	31	45	.49
7	Orient plantation,	108	69	46			46	.43
	Presque Isle,							
	Salmon Brook,							
18	Van Buren plantation,	425	152	81	52	28	54	.13
	Williams College Grant,							
17	Nos. 1, and 2, Reed pl.,	23			4	4	4	.17
	No. 9, Range 6,							
	No. 11, Range 5,							
6	Portage Lake plantation,	35	20	16			16	.46
		3,566	1,515	1,003	962	656	829	.23

COUNTY OF CUMBERLAND.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
21	Auburn,	1,015	455	347	683	523	435	.43
4	Baldwin,	471	278	208	350	282	245	.52
10	Bridgton,	1,089	603	507	700	566	536	.49
26	Brunswick,	1,874	801	603	1,213	904	753	.40
24	Cape Elizabeth,	762	367	262	506	362	312	.41
8	Casco,	444	233	164	358	283	223	.50
19	Cumberland,	704	346	251	500	365	308	.44
18	Danville,	665	250	214	528	398	306	.46
7	Durham,	787	421	322	591	475	398	.51
2	Falmouth,	744	411	324	625	532	428	.58
17	Freeport,	1,066	566	420	720	565	492	.46
28	Gorham,	1,312	586	390	699	508	449	.34
9	Gray,	741	386	300	566	443	371	.50
16	Harpswell,	592	319	222	406	326	274	.46
3	Harrison,	487	296	223	424	312	267	.55
25	Minot,	770	320	249	472	375	312	.41
22	Naples,	436	256	183	247	191	187	.43
6	North Yarmouth,	452	235	178	341	286	232	.51
20	New Gloucester,	696	328	230	456	374	302	.43
5	Otisfield,	478	273	218	345	275	246	.52
29	Poland,	1,181	411	305	514	457	381	.32
	Portland city,	7,361	not	return	ed.			
14	Pownal,	449	175	119	388	309	214	.48
1	Raymond,	466	310	229	404	328	278	.60
13	Scarborough,	756	453	361	486	372	366	.48
23	Sebago,	337	223	165	169	121	143	.42
11	Standish,	841	427	311	658	510	410	.49
15	Westbrook,	1,679	921	700	1,093	897	798	.48
12	Windham,	935	494	364	717	547	455	.49
27	Yarmouth,	713	346	236	419	319	277	.39
		30,302	11,490	8,695	15,578	12,205	10,405	.45

COUNTY OF FRANKLIN.

17	Avon,	336	149	120	228	177	148	.44
3	Carthage,	180	98	84	155	129	106	.59
14	Chesterville,	499	247	181	334	316	248	.59
11	Farmington,	1,099	597	471	801	651	561	.51
2	Freeman,	322	198	148	309	250	199	.62
10	Industry,	455	285	184	344	285	234	.52
9	Jay,	738	385	291	589	479	385	.52
7	Kingfield,	316	166	145	257	193	169	.53

COUNTY OF FRANKLIN, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
12	Madrid,	186	96	68	155	120	94	.51
5	New Sharon,	679	397	317	566	453	385	.57
16	New Vineyard,	288	148	111	214	158	134	.47
15	Phillips,	751	484	286	620	429	357	.48
13	Salem,	197	88	70	157	127	98	.50
1	Strong,	374	226	179	361	315	247	.66
8	Temple,	310	151	131	250	198	164	.53
4	Weld,	436	256	188	403	313	250	.57
6	Wilton,	815	528	374	686	519	446	.55
19	Dallas plantation,	224	37	25	70	50	37	.17
18	Jackson plantation,	129	12	10	52	40	25	.19
	Letter E,	64						
	No. 1, Range 4,							
	No. 6,							
		8,398	4,546	3,383	6,601	5,202	4,292	.51

COUNTY OF HANCOCK.

23	Aurora,	81	62	46	40	27	36	.45
19	Amherst,	126	97	66	69	51	58	.46
9	Bluehill,	906	553	414	634	499	456	.50
20	Brooklin,	428	303	246	201	151	198	.46
24	Brooksville,	625	360	265	355	292	278	.45
11	Bucksport,	1,476	881	645	1,055	818	731	.50
10	Castine,	504	320	274	321	229	251	.50
2	Cranberry Isles,	120	84	76	90	79	77	.65
28	Deer Isle,	1,419	653	503	713	586	544	.38
16	Dedham,	276	124	99	202	155	127	.47
1	Eastbrook,	84	72	60	67	54	57	.68
17	Eden,	515	274	224	333	260	242	.47
29	Ellsworth,	1,648	891	651	830	605	628	.38
18	Franklin,	286	185	155	137	113	134	.47
22	Gouldsborough,	618	441	313	357	245	279	.45
	Greenfield,							
15	Hancock,	445	271	208	297	214	211	.47
4	Mariaville,	152	120	98	105	85	91	.60
21	Mount Desert,	365	164	133	271	203	168	.46
14	Orland,	656	390	291	459	331	311	.47
32	Otis,	54	16	12	23	19	15	.29
12	Penobscot,	749	452	357	490	383	370	.49
26	Seaville,	60	14	10	50	41	25	.42
6	Sedgwick,	561	362	275	425	330	302	.54
27	Sullivan,	269	137	89	177	131	110	.41
13	Surry,	514	339	232	361	265	248	.48
	Tilden, (new town,)							
5	Trenton,	531	374	262	469	335	298	.56

COUNTY OF HANCOCK, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
7	Tremont,	623	422	345	420	323	334	.54
3	Waltham,	128	98	74	125	99	82	.64
30	Swan Island,	194	117	88	70	59	60	.36
8	Wetmore Isle,	181	120	99	119	88	93	.52
	No. 1, North Division,							
25	No. 2, Grand Falls,	18	10	8			8	.44
31	No. 7,	43	25	15			15	.35
	No. 21, Middle Division,							
	No. 33, Middle Division,	21						
		14,670	8,731	6,633	9,256	7,052	6,842	.47

COUNTY OF KENNEBEC.

3	Albion,	623	439	350	515	379	364	.58
28	Augusta city,	3,388	1,690	1,199	1,913	1,406	1,302	.33
18	Belgrade,	775	392	218	612	524	371	.48
24	Benton,	514	245	176	352	268	222	.43
	Chelsea, (new town,)							
14	China,	1,240	708	576	835	679	627	.51
11	Clinton,	778	473	353	579	445	399	.51
1	East Livermore,	342	210	167	343	285	226	.66
12	Fayette,	427	204	161	353	276	218	.51
27	Gardiner,	2,076	1,074	732	1,209	930	831	.40
20	Greene,	546	264	199	423	325	262	.48
23	Hallowell,	2,012	1,193	812	1,189	935	873	.43
	Kennebec, (new town,)							
15	Leeds,	651	372	284	480	367	325	.50
6	Litchfield,	889	516	406	691	558	482	.54
4	Monmouth,	625	374	292	500	400	346	.55
7	Mt. Vernon,	524	296	167	467	381	274	.52
16	Pittston,	1,219	793	592	828	614	603	.49
29	Readfield,	682	299	208	423	315	261	.38
30	Rome,	472	207	158	278	191	174	.37
9	Sidney,	812	435	327	633	515	421	.52
5	Vassalborough,	1,296	747	539	971	772	655	.54
17	Vienna,	379	154	124	316	259	187	.49
8	Wales,	242	131	99	195	153	126	.52
26	Waterville,	1,493	807	562	911	678	620	.42
2	Wayne,	542	347	257	476	376	316	.58
25	West Gardiner,	615	391	201	429	328	264	.43
10	Windsor,	729	429	326	534	429	377	.52
21	Winthrop,	739	385	286	595	491	343	.47
13	Winslow,	785	454	329	578	467	398	.51
19	Clinton Gore,	77	33	25	66	50	37	.48
22	Unity plantation,	59	32	31	28	23	27	.46
		25,452	13,824	10,156	17,632	13,720	11,[illegible]	.47

COUNTY OF LINCOLN.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
16	Alna,	358	224	176	267	185	180	.59
3	Arrowsic,	95	71	47	80	65	56	.59
32	Bath city,	2,787	1,363	1,075	1,363	1,075	1,075	.39
21	Boothbay,	1,144	603	447	840	643	545	.48
24	Bowdoinham,	961	521	360	755	538	449	.47
1	Bowdoin,	816	660	589	649	591	590	.72
17	Bremen,	349	207	161	247	190	175	.50
35	Bristol,	1,245	568	408	699	503	455	.37
33	Cushing,	321	153	106	213	141	123	.39
38	Damariscotta,	472	218	123	282	191	157	.33
20	Dresden,	591	302	227	425	344	285	.49
27	Edgecomb,	554	300	214	385	284	249	.45
19	Friendship,	292	149	113	221	172	142	.49
34	Georgetown,	476	190	124	320	236	180	.38
22	Jefferson,	895	551	395	605	449	422	.47
11	Lewiston,	965	583	432	760	588	510	.53
18	Lisbon,	589	323	231	445	350	290	.49
31	Newcastle,	844	359	281	510	380	330	.39
7	Nobleborough,	576	367	289	410	335	312	.54
2	Perkins,	26	18	10	26	22	16	.62
36	Phipsburg,	822	351	227	524	358	292	.36
23	Richmond,	856	499	336	613	469	402	.47
15	Rockland,	1,973	1,299	926	1,489	1,069	997	.51
30	St. George,	969	500	346	646	468	407	.42
	Southport,							
25	South Thomaston,	616	305	229	433	336	282	.46
26	Thomaston,	980	565	397	651	500	448	.46
6	Topsham,	688	418	392	466	365	378	.55
13	Union,	808	535	361	677	485	423	.52
28	Waldoborough,	1,733	1,050	810	976	720	765	.44
9	Warren,	985	552	437	761	613	525	.53
8	Washington,	733	444	394	491	400	397	.54
4	Webster,	446	254	183	410	338	260	.58
14	West Bath,	275	172	118	196	160	139	.51
29	Westport,	346	194	141	224	164	152	.44
10	Whitefield,	902	533	387	704	572	479	.53
40	Wiscasset,	931	531	277	571	289	283	.30
12	Woolwich,	549	309	240	399	336	288	.52
37	Patricktown plantation,	246	150	126	55	40	83	.34
39	Matinicus Isle,	99	39	28	46	33	30	.31
5	Monhegan Isle,	47	25	20	40	35	27	.58
	Muscle Ridge plantation,							
		29,360	16,455	12,183	19,880	15,032	13,608	.46

COUNTY OF OXFORD.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
23	Albany,	320	196	128	237	177	152	.48
20	Andover,	290	190	138	177	151	144	.50
22	Bethel,	867	536	406	716	528	467	.48
16	Brownfield,	539	291	218	437	339	278	.52
15	Buckfield,	653	381	315	464	370	342	.52
36	Byron,	123	49	39	57	53	46	.37
19	Canton,	425	220	163	340	263	213	.50
17	Denmark,	511	325	246	386	279	262	.51
7	Dixfield,	459	297	211	435	327	269	.59
30	Fryeburg,	648	356	264	361	273	268	.41
6	Gilead,	129	96	77	96	75	76	.59
	Greenwood,							
2	Hanover,	125	86	62	119	98	80	.64
21	Hartford,	538	316	237	395	297	267	.50
5	Hebron,	342	219	178	288	225	201	.59
29	Hiram,	567	361	255	314	223	239	.42
3	Livermore,	672	404	325	642	523	424	.63
8	Lovell,	496	322	255	408	317	286	.58
27	Mason,	33	18	13	23	16	14	.42
18	Mexico,	199	138	99	132	102	100	.51
11	Newry,	200	115	83	173	133	108	.54
13	Norway,	716	446	338	566	421	379	.53
25	Oxford,	570	271	197	380	296	246	.43
37	Paris,	1,021	431	321	597	438	379	.37
12	Peru,	490	308	230	392	294	262	.53
28	Porter,	497	242	180	329	239	209	.42
31	Roxbury,	105	68	52	43	34	43	.41
4	Rumford,	566	382	267	544	426	346	.61
34	Stow,	229	84	65	138	118	91	.40
38	Stoneham,	219	110	80	99	67	73	.34
26	Sumner,	509	242	175	340	265	220	.43
10	Sweden,	292	168	127	241	192	159	.55
24	Turner,	980	529	408	721	445	426	.44
11	Waterford,	600	353	271	487	377	324	.54
9	Woodstock,	391	254	177	337	260	218	.56
	Andover, N. Surplus,							
35	Franklin plantation,	96	57	48	43	27	37	.39
1	Fryeburg Academy Grant,	21	15	12	18	17	14	.69
14	Hamlin's Grant,	55	34	28	51	30	29	.53
	Letter A, No. 2,	45						
39	Letter B,	82			26	22	22	.27
33	Milton plantation,	80	43	25	64	39	32	.40
32	No. 5, Ranges 1 and 2,	49			25	20	20	.41
	Riley,							
		15,749	8,953	6,713	11,641	8,796	7,754	.49

COUNTY OF PENOBSCOT.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
38	Alton,	120	61	44			44	.37
35	Argyle,	158	83	62			62	.39
20	Bangor city,	4,893	3,322	2,331	3,742	2,632	2,481	.51
14	Bradford,	593	413	309	449	341	325	.55
	Bradley,							
10	Brewer,	1,132	731	571	847	684	627	.55
43	Burlington	204	68	40			40	.19
15	Carmel,	502	345	257	363	291	274	.55
22	Carroll,	185	109	73	150	111	92	.50
2	Corinna,	685	454	357	602	485	421	.61
11	Corinth,	716	453	355	556	433	394	.55
12	Charleston,	587	381	301	445	345	323	.55
41	Chester,	165	120	84	48	35	59	.36
37	Clifton,	151	85	59	67	55	57	.37
18	Dexter,	795	536	396	607	463	529	.54
6	Dixmont,	738	456	347	624	493	420	.57
	Edinburg,							
7	Eddington,	308	161	125	266	219	172	.56
34	Enfield,	191	106	75	101	79	77	.40
5	Etna,	379	269	205	286	235	220	.58
9	Exeter,	847	511	412	755	529	470	.56
13	Garland,	549	344	259	432	342	300	.55
8	Glenburn,	397	288	211	309	231	221	.56
42	Greenbush,	198	122	91	61	37	64	.32
27	Hampden,	1,333	727	508	924	724	616	.46
26	Hermon,	600	312	224	488	349	286	.48
	Howland,							
25	Kirkland,	370	235	156	278	202	179	.48
31	Lagrange,	191	124	89	117	81	85	.45
29	Lee,	367	283	208	172	122	165	.45
21	Levant,	855	490	380	617	487	433	.51
30	Lincoln,	550	296	218	358	275	246	.45
39	Lowell,	168	61	49	99	76	62	.37
36	Maxfield,	74	55	42	22	16	29	.39
3	Milford,	200	165	113	171	123	118	.59
	Newburg,							
23	Newport,	491	276	230	299	251	240	.49
28	Oldtown,	1,130	666	503	664	522	512	.45
33	Orono,	878	452	352	502	416	384	.44
16	Orrington,	781	477	342	620	509	425	.54
17	Patten,	161	121	85	113	89	87	.54
40	Passadumkeag,	147	76	60	59	46	53	.36
24	Plymouth,	441	265	183	324	246	214	.48
19	Springfield,	271	227	173	146	105	139	.51
1	Stetson,	347	240	207	316	275	241	.69
	Mattawamkeag,							
	Nickertow,							

COUNTY OF PENOBSCOT, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
	No. 3, Range 6,							
4	No. 4, Range 1,	63	42	40			40	.59
32	No. 5, Range 6,	45	27	20			20	.44
	No. 7, Range 3,	69						
	Mattamiscontis,							
		24,025	15,035	11,146	16,999	12,954	12,050	.50

COUNTY OF PISCATAQUIS.

11	Abbot,	328	133	101	275	231	166	.51
6	Atkinson,	497	253	190	328	261	225	.55
	Barnard,	71						
20	Bowerbank,	82	18	15	23	18	16	.20
5	Blanchard,	74	45	34	53	48	41	.55
15	Brownville,	321	138	105	213	161	133	.41
7	Dover,	843	499	389	670	539	464	.55
19	Elliotsville,	32	18	15	7	6	10	.33
12	Foxcroft,	461	273	213	303	244	228	.50
2	Guilford,	377	177	150	329	283	216	.57
10	Greenville,	120	98	61	78	62	61	.51
16	Kilmarnock,	151	68	57	81	67	62	.41
18	Kingsbery,	93	24	17	63	45	31	.33
13	Monson,	250	106	80	199	154	117	.47
8	Milo,	404	281	209	305	227	218	.54
14	Orneville,	201	121	88	113	88	88	.44
3	Parkman,	556	354	256	487	367	311	.56
4	Sangerville,	592	333	263	464	397	330	.56
9	Sebec,	488	269	205	384	310	257	.53
	Shirley,							
17	Wellington,	261	100	65	184	145	105	.40
1	Williamsburg,	55	44	34	40	34	34	.62
	Greeley, or No. 8, R. 8,							
		6,167	3,352	2,547	4,590	3,687	3,117	.51

COUNTY OF SOMERSET.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
4	Anson,	394	265	202	341	270	236	.60
13	Athens,	624	421	335	401	318	326	.52
23	Bingham,	359	206	147	249	201	174	.48
10	Bloomfield,	554	348	261	500	346	303	.55
30	Brighton,	372	156	108	160	139	123	.33
16	Canaan,	803	450	350	622	483	416	.52
6	Cambridge,	200	140	107	156	123	115	.57
28	Concord,	229	57	43	199	151	97	.42
9	Cornville,	525	302	233	448	345	289	.55
25	Detroit,	224	107	79	164	133	106	.47
26	Embden,	428	132	103	350	290	196	.46
12	Fairfield,	1,010	617	456	745	607	531	.53
22	Harmony,	456	247	201	300	246	223	.49
19	Hartland,	445	286	202	361	250	226	.51
	Lexington,							
2	Madison,	637	450	327	603	461	394	.62
1	Mayfield,	36	36	29			29	.81
15	Mercer,	475	283	206	375	290	248	.52
17	Moscow,	266	147	109	220	163	136	.51
8	New Portland,	644	323	246	587	470	358	.56
18	Norridgewock,	755	428	303	606	464	383	.51
11	North Anson,	532	303	216	457	363	289	.54
7	Palmyra,	726	502	391	556	431	411	.57
24	Pittsfield,	511	283	222	373	266	244	.48
3	Ripley,	298	196	150	286	209	179	.60
5	Solon,	564	371	270	507	371	320	.59
14	St. Albans,	818	494	394	658	462	428	.52
20	Starks,	616	282	201	525	413	307	.50
27	Skowhegan,	709	408	268	465	348	308	.43
21	Smithfield,	397	181	141	324	252	196	.49
	No. 1, R. 3, west of Kennebec river,							
31	No. 1, R. 2, west of Kennebec river,	52	16	13	19	16	14	.28
29	No. 1, R. 3, east of Kennebec river,	98	67	54	27	24	39	.40
	No. 1, R. 4, east, & No. 1, R. 5. W. K. R. or Forks,							
75	No. 2, Range 2d, Flag Staff,	75	25	20	8	8	14	.19
		14,832	8,529	6,387	11,592	8,913	7,650	.52

COUNTY OF WALDO.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
6	Appleton,	781	481	357	609	478	417	.53
23	Belfast,	2,230	1,310	801	1,490	1,156	978	.44
7	Belmont,	626	396	279	474	375	327	.52
	Brooks,							
17	Burnham,	347	198	147	257	198	172	.50
25	Camden,	1,703	792	558	882	731	644	.38
3	Frankfort,	1,859	1,203	912	1,437	1,153	1,032	.56
10	Freedom,	431	247	187	335	260	223	.52
2	Hope,	500	284	226	417	340	283	.57
22	Islesborough,	407	217	145	334	217	181	.44
1	Jackson,	376	235	190	375	315	252	.67
26	Knox,	450	212	153	185	138	145	.32
8	Liberty,	403	249	181	312	242	211	.52
14	Lincolnville,	914	548	373	718	546	459	.50
5	Monroe,	750	446	338	582	466	402	.54
20	Montville,	817	440	341	619	453	397	.49
16	North Haven,	378	194	147	288	228	187	.50
9	Northport,	544	331	253	389	311	282	.52
21	Palermo,	725	369	275	483	381	328	.45
15	Prospect,	1,146	656	481	872	676	578	.50
24	Searsmont,	718	397	290	478	308	299	.42
4	Searsport,	1,011	627	437	723	663	550	.54
18	Swanville,	417	262	198	258	215	206	.50
	Thorndike,							
19	Troy,	697	409	289	520	402	345	.50
11	Unity,	651	343	240	540	424	332	.51
13	Vinalhaven,	547	279	219	421	331	275	.50
12	Waldo,	360	203	140	298	226	183	.51
		19,788	11,328	8,157	14,296	11,233	9,695	49

COUNTY OF WASHINGTON.

6	Addison,	520	255	218	424	338	278	.53
30	Alexander,	256	114	91	130	95	93	.36
9	Baileyville,	174	132	95	128	85	90	.52
11	Baring,	131	66	50	103	80	65	.50
26	Beddington,	58	33	19	35	27	23	.40
19	Calais,	2,005	1,253	856	1,296	858	857	.43
	Centerville,							
29	Columbia,	446	275	197	294	154	175	.39
17	Cooper,	262	182	147	109	84	115	.44
36	Charlotte,	301	94	56	127	97	76	.25
15	Cherryfield,	610	341	247	405	300	273	.45
	Crawford,	160						

COUNTY OF WASHINGTON, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
	Cutler,							
16	Dennysville,	195	130	83	123	90	86	.44
35	East Machias,	870	470	342	287	234	288	.33
27	Eastport,	1,449	830	590	820	557	573	.40
24	Edmunds,	190	103	76			76	.40
28	Harrington,	425	193	152	247	183	167	.39
14	Jonesborough,	191	123	88			88	.46
4	Jonesport,	320	266	224	166	140	182	.57
34	Lubec,	1,254	587	389	649	472	430	.34
22	Machias,	607	459	335	198	161	248	.41
32	Machiasport,	523	340	251	226	120	185	.35
5	Marion,	95	70	51			51	.54
20	Marshfield,	128	71	58	67	50	54	.42
	Medybemps,							
12	Milbridge,	464	354	254	260	180	217	.47
2	Northfield,	99	75	66			66	.67
	Pembroke,							
21	Perry,	584	310	238	343	242	240	.41
13	Princeton,	128	91	72	91	48	60	.47
25	Robbinston,	471	244	153	297	224	188	.40
18	Steuben,	424	237	177	250	196	186	.44
10	Topsfield,	106	69	52	67	56	54	.51
37	Trescott,	359	231	123	26	18	70	.20
23	Wesley,	169	139	88	79	48	68	.40
33	Whiting,	228	151	105	78	56	80	.35
8	Whitneyville,	218	164	105	173	126	115	.53
1	Annsburg,	55	48	40			40	.73
3	Big Lake,	23	18	14			14	.61
	Codyville plantation,							
	Danforth plantation,	52						
	Jackson Brook,	40						
31	Lambert's Lake plant.,	42			15	15	15	.36
	Tallmadge,	20						
7	Waite plantation,	33	26	18	25	17	17	.53
	No. 7, Range 2,							
	No. 9, Range 4,	30						
	No. 14,							
	No. 19,							
		14,199	8,190	5,866	7,197	5,171	5,518	.39

COUNTY OF YORK.

Relative rank of each town expressed in numerals.	Towns.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
2	Acton,	483	189	150	436	342	246	.51
23	Alfred,	600	279	187	289	174	180	.30
1	Berwick,	1,021	567	457	693	588	522	.51
9	Biddeford,	2,325	1,260	1,053	1,364	1,168	1,110	.48
8	Buxton,	1,194	667	483	866	658	570	.48
15	Cornish,	463	184	144	317	237	190	.41
24	Eliot,	702	129	80	495	338	209	.30
19	Hollis,	1,084	466	313	607	505	409	.37
22	Kennebunk,	1,117	521	349	544	397	373	.33
16	Kennebunkport,	1,120	569	393	672	510	451	.40
13	Kittery,	1,141	651	447	714	516	481	.42
20	Lebanon,	1,051	473	372	564	401	386	.37
4	Limerick,	565	327	253	410	315	284	.50
7	Limington,	888	491	348	692	524	436	.48
10	Lyman,	590	340	233	434	329	281	.48
5	Newfield,	572	365	267	400	298	282	.49
	North Berwick,							
3	Parsonsfield,	932	495	375	727	565	470	.50
18	Saco,	2,047	1,127	786	1,089	745	765	.37
17	Shapleigh,	608	202	144	413	336	240	.39
14	Sanford,	1,017	496	359	607	478	418	.41
21	South Berwick,	1,076	503	327	636	424	375	.35
6	Waterborough,	872	467	335	641	517	426	.49
12	Wells,	1,145	595	407	819	564	485	.42
11	York,	1,152	567	478	707	519	498	.43
		23,765	11,930	8,740	15,136	11,448	10,094	.42

RECAPITULATION—(TABLE B.)

Relative rank of each county expressed in numerals.	Counties.	Whole No. 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.	Ratio of the mean average attendance to whole No. of children between 4 and 21 years of age.
13	Aroostook,	3,566	1,515	1,003	962	656	829	.23
10	Cumberland,	30,303	11,490	8,605	15,578	12,205	10,405	.45
2	Franklin,	8,398	4,546	3,383	6,601	5,202	4,292	.51
8	Hancock,	14,670	8,731	6,633	9,256	7,052	6,842	.47
7	Kennebec,	25,452	13,824	10,156	17,632	13,720	11,938	.47
9	Lincoln,	29,360	16,455	12,183	19,880	15,032	13,608	.46
5	Oxford,	15,749	8,953	6,713	11,641	8,796	7,754	.49
4	Penobscot,	24,025	15,035	11,146	16,999	12,954	12,050	.50
3	Piscataquis,	6,167	3,352	2,547	4,590	3,687	3,117	.51
1	Somerset,	14,832	8,529	6,387	11,592	8,913	7,650	.52
6	Waldo,	19,788	11,328	8,157	14,296	11,233	9,695	49
12	Washington,	14,199	8,190	5,866	7,197	5,171	5,518	.39
11	York,	23,765	11,930	8,740	15,136	11,448	10,094	.42
		230,274	123,878	91,519	151,360	116,069	103,794	.45

Table C.

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 money required by law—the deficit being denoted by the figures placed after the sign.

The money raised the past year was not legally based on the census of 1850, but I have so indicated it in the tables for the convenience of comparison in coming years. About every town raised the minimum required by the census of 1840.

COUNTY OF AROOSTOOK.

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
7	Amity,	98	116 00	102 40	13 60	16 59	16 59	
9	Hodgdon,	88	350 00	344 80	5 20	49 33		
8	Houlton,	97	600 00	581 20	18 80	84 50	60 00	50 00
14	Linneus,	57	150 00	224 40	—74 40	34 46	46 99	20 00
11	Masardis,	83	40 00	48 80	—8 80	5 86		
5	Monticello,	1 01	100 00	90 80	9 20	13 58		
6	New Limerick,	1 00	75 00	64 00	11 00	10 58		
1	Smyrna,	1 45	80 00	68 80	11 20	11 44		
2	Weston,	1 44	200 00	117 20	82 80	16 30	23 50	32 00
	Bancroft,			62 80		5 00		
	Belfast Academy Grant,			103 60		18 59		70 00
	Benedicta,			130 00		20 16		9 00

COUNTY OF AROOSTOOK, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
12	Bridgewater,	68	105 00	57 20	47 80	16 87		
13	Chrystal,	59	35 00	70 00	—35 00	7 29		7 00
	Dayton pl., or No. 5, R. 5,			19 60		3 43		
4	Golden Ridge,	1 04	100 00	77 60	22 40	14 00	5 00	
15	Hancock plantation,	41	133 00	236 80	—103 80			52 00
	Haynesville,			38 40		5 86		
	Leavitt plantation,					2 29		
	Letter D,			160 40		38 69		
17	Letter H,	11	18 00	81 20	—63 20	22 59		
	Madawaska pl.,			511 20		1 86		
3	Molunkus,	1 09	100 00	79 60	20 40	7 86		
	Orient plantation,			82 80		15 16		18 00
	Presque Isle,					31 00		
	Salmon Brook,			70 40		8 58		
16	Van Buren plantation,	32	136 86	420 00	283 14	60 76		
	Williams College Grant,			89 60		14 00		
	Nos. 1, and 2, Reed pl.,			30 40		3 57		12 00
	No. 9, Range 6,					4 86		
	No. 11, Range 5,			141 60		15 16		
16	Portage Lake plantation,	86	30 00	67 20	—37 20			
	Fort Kent,					38 00		
	Fort Fairfield,					5 43		
		$0 66	$2,368 86	$4,172 80	—$363 14	$603 56	$152 08	$270 00

COUNTY OF CUMBERLAND.

19	Auburn,	99	1,000 00	1,136 00	—136 00	139 84		40 00
21	Baldwin,	96	453 69	449 00	13 60	63 77	64 00	250 00
23	Bridgton,	92	1,000 00	1,084 00	—84 00	144 28	62 00	400 00
4	Brunswick,	1 33	2,550 00	1,990 40	559 60	268 68		290 00
9	Cape Elizabeth,	1 18	900 00	832 80	67 20	101 09		65 00
27	Casco,	90	400 00	418 00	—18 00	59 43	103 00	75 00
25	Cumberland,	90	646 40	662 40	—16 00	94 94	72 50	111 00
26	Danville,	90	600 00	654 40	—54 40	86 36		
16	Durham,	1 02	800 00	757 60	42 40	117 96		190 00
6	Falmouth,	1 28	950 00	865 60	84 40	108 53		
18	Freeport,	1 00	1,670 00	1,051 60	18 40	151 00		200 00
3	Gorham,	1 53	2,000 00	1,235 20	764 80	186 89		
22	Gray,	94	700 00	715 20	—15 20	105 24		150 00
17	Harpswell,	1 01	600 00	614 00	—14 00	82 21	145 50	32 50
15	Harrison,	1 03	500 00	566 40	—66 40	73 63	44 00	
24	Minot,	91	700 00	693 60	6 40	106 38		50 00
10	Naples,	1 15	500 00	410 00	90 00	60 62		
14	North Yarmouth,	1 06	480 00	488 40	—8 40	70 77	173 62	
11	New Gloucester,	1 12	780 00	739 20	40 80	97 51	135 00	50 00
12	Otisfield,	1 19	525 00	468 40	56 60	68 20	233 00	75 00
30	Poland,	85	1,000 00	1,064 00	—64 00	157 00		
1	Portland city,	1 78	13,067 22	8,327 60	4,739 62	1,047 69		4,000 00
13	Pownal,	1 08	484 00	429 60	54 40	63 34		30 00
29	Raymond,	86	409 00	456 80	—47 80	71 49	130 48	
2	Scarborough,	1 59	1,200 00	734 80	465 20	105 67		
28	Sebago,	89	300 00	340 00	—40 00	48 76		45 00
8	Standish,	1 19	1,000 00	916 00	84 00	118 74	93 60	
7	Westbrook,	1 19	2,000 00	1,940 80	59 20	236 64	120 00	390 00
5	Windham,	1 28	1,200 00	952 00	248 00	140 17	146 40	150 00
20	Yarmouth,	98	700 00	857 60	—157 60	107 24		670 00
		$1 27	$38,465 22	$31,842 40	$6,622 82	$4,284 12	$1,523 10	$6,993 50

COUNTY OF FRANKLIN.

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
8	Avon,	98	330 00	311 20	18 80	48 90		
3	Carthage,	1 17	210 00	168 00	42 00	34 32	24 71	186 30
14	Chesterville,	88	439 20	456 80	—17 60	75 21	36 64	
11	Farmington,	96	1,050 00	1,090 00	—40 00	145 28	68 57	100 00
7	Freeman,	1 09	350 00	304 80	45 20	51 76	76 50	12 00
6	Industry,	1 10	500 00	416 40	83 60	65 91		40 00
12	Jay,	95	700 00	693 20	6 80	109 96	78 28	50 00
15	Kingfield,	87	275 00	264 80	10 20	44 33	46 16	50 00
16	Madrid,	81	150 00	161 60	—11 60	29 60	26 39	
4	New Sharon,	1 14	776 17	692 80	83 37	100 66	50 00	
9	New Vineyard,	97	278 00	254 00	24 00	41 18	12 00	40 00
13	Phillips,	91	680 00	669 20	10 80	102 95	70 00	200 00
2	Salem,	1 17	230 00	181 60	48 40	31 32		12 00
	Strong,			493 20		59 94		100 00
1	Temple,	1 23	382 00	314 00	68 00	42 47	15 00	20 00
10	Weld,	96	420 00	398 00	22 00	62 19		40 00
5	Wilton,	1 10	900 00	763 60	136 40	115 25	130 04	200 00
	Dallas plantation,					32 89		70 00
	Jackson plantation,					17 73		46 00
	Letter E,					10 58		
	No. 1, Range 4,					13 15		
	No. 6,					6 43		
	Nos. 2, 3, R. 1, and 2, 3, R. 2,					28 03		
		$0 96	$7,670 37	$7,543 20	$530 37	$1,270 04	$634 29	$1,166 30

COUNTY OF HANCOCK.

17	Aurora,	93	75 00	86 80	—11 80	13 73	110 00	
6	Amherst,	1 38	175 00	129 20	45 80	16 44	75 00	
19	Bluehill,	84	760 00	775 60	—15 60	123 68	225 00	40 00
16	Brooklin,	93	400 00	400 80	— 80	59 33	29 10	
25	Brooksville,	80	590 00	533 20	—33 20	90 79	21 90	
10	Bucksport,	1 02	1,500 00	1,352 40	147 60	211 48	75 00	80 00
1	Castine,	1 98	1,000 00	504 00	496 00	75 35	54 00	75 00
22	Cranberry Isles,	82	98 00	113 20	—15 20	17 30		
23	Deer Isle,	80	1,140 00	1,214 80	—74 80	187 46		100 00
5	Dedham,	1 48	400 00	218 40	181 60	33 32	69 17	
14	Eastbrook,	95	80 00	84 80	—4 80	10 72		
20	Eden,	83	425 00	450 80	—25 80	69 20	28 00	10 00
8	Ellsworth,	1 09	1,800 00	1,603 60	196 40	210 05		5 50
7	Franklin,	1 14	325 00	294 40	30 60	38 89	60 00	9 00
27	Gouldsborough,	78	480 00	560 00	—80 00	86 65	20 00	15 00
	Greenfield,			122 00		18 59		
29	Hancock,	70	312 00	384 00	—72 00	59 62		12 00
4	Mariaville,	1 58	240 00	149 60	90 40	21 16	74 88	
26	Mount Desert,	79	288 00	310 80	—22 80	49 05		60 00
9	Orland,	1 07	700 00	632 00	68 00	91 37	129 04	
3	Otis,	1 85	100 00	49 60	50 40	7 58	30 00	
24	Penobscot,	89	600 00	622 40	—22 40	107 24	43 16	5 33
18	Seaville,	86	51 60	55 60	—4 00	9 72		16 00
11	Sedgwick,	1 00	560 00	493 60	66 40	84 96	53 77	50 00
13	Sullivan,	97	260 00	324 00	—64 00	36 46	80 00	
28	Surry,	73	375 00	475 60	—100 60	75 06	105 37	78 00
	Tilden, (new town,)							
15	Trenton,	94	500 00	482 00	18 00	72 78		
30	Tremont,	67	420 00	570 00	—150 00	90 56		30 00
9	Waltham,	98	125 00	121 60	3 40	18 59		
21	Swan Island,	82	160 00	169 20	—9 20	26 88		
2	Wetmore Isle,	1 93	350 00	162 00	188 00	23 88		
	No. 1, North Division,					8 15		
31	No. 2, Grand Falls,	67	12 00			2 29	14 00	
32	No. 7,	47	20 00	43 60	—23 60			
	No. 21, Middle Division,					2 43		
	No. 33, Middle Division,					1 86		
		$0 97	$14,231 60	$13,489 60	$864 00	$2,052 62	$1,288 39	$585 83

COUNTY OF KENNEBEC.

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
13	Albion,	1 10	686 00	641 60	44 40	91 37		
5	Augusta city,	1 36	4,600 00	3,290 80	1,309 20	466 72		600 00
17	Belgrade,	1 03	800 00	688 80	111 20	102 09		
25	Benton,	96	500 00	475 60	24 40	71 49		
	Chelsea, (new town,)							
24	China,	97	1,200 00	1,107 60	92 40	178 37		200 00
28	Clinton,	90	700 00	697 20	2 80	109 96		120 00
10	East Livermore,	1 20	410 00	356 80	53 20	45 04	60 06	95 00
16	Fayette,	1 05	450 00	434 00	16 00	56 48		85 00
3	Gardiner,	1 49	3,085 99	2,091 20	994 79	361 04	85 00	300 00
18	Greene,	1 03	562 40	538 80	23 60	78 64		94 00
1	Hallowell,	1 74	3,500 00	1,907 60	1,592 40	283 12	25 00	200 00
	Kennebec, (new town,)							
15	Leeds,	1 08	700 00	660 80	39 20	96 08		
21	Litchfield,	1 01	900 00	840 00	60 00	131 41		
4	Monmouth,	1 44	900 41	770 00	130 41	87 36		20 00
11	Mt. Vernon,	1 15	600 00	591 60	8 40	79 21	35 00	20 00
22	Pittston,	98	1,200 00	1,129 20	70 80	170 73		75 00
7	Readfield,	1 25	850 00	794 00	56 00	101 52		50 00
29	Rome,	85	400 00	332 00	68 00	52 91		
8	Sidney,	1 23	1,000 00	782 00	218 00	114 82	89 00	72 00
6	Vassalborough,	1 33	1,600 00	1,239 60	360 40	171 59		150 00
26	Vienna,	94	356 40	340 40	16 00	51 76		25 00
12	Wales,	1 14	275 00	244 80	30 20	34 32		27 00
9	Waterville,	1 21	1,800 00	1,586 00	214 00	210 19		415 00

27	Wayne,	92	500 00	546 80	—46 80	78 64		100 00
2	West Gardiner,	1 49	914 18	504 00	410 18			
23	Windsor,	98	716 00	717 20	—1 20	103 23		25 00
14	Winthrop,	1 10	800 00	861 60	—61 60	100 66	180 00	159 00
19	Winslow,	1 02	800 00	718 40	81 60	107 38		173 00
30	Clinton gore,	52	40 00	78 00	—38 00	9 72	9 00	12 00
20	Unity plantation,	1 02	69 00	44 00	16 00	8 15		
		$1 21	$30,906 38	$25,010 40	$5,895 98	$3,554 00	$483 06	$3,008 00

COUNTY OF LINCOLN.

7	Alna,	1 49	500 00	366 40	133 60	50 05		140 00
6	Arrowsic,	1 42	135 00	124 40	10 60	23 45		
3	Bath city,	1 79	5,000 00	3,208 00	1,792 00	309 86	200 00	300 00
39	Boothbay,	75	873 60	1,001 60	—128 00	157 65		
20	Bowdoinham,	1 04	1,000 00	952 40	47 60	140 13		150 00
21	Bowdoin,	1 02	829 20	742 80	80 40	114 10		
12	Bremen,	1 15	400 00	356 40	43 60	50 48		100 00
31	Bristol,	88	1,100 00	1,164 00	—64 00	173 45		50 00
25	Cushing,	98	316 17	322 00	—5 83	47 05		
11	Damariscotta,	1 23	580 80	531 20	49 60	56 63		180 00
18	Dresden,	1 05	625 00	567 60	57 40	85 22		35 00
30	Edgecomb,	89	495 20	492 40	2 80	78 35		
35	Friendship,	85	250 00	260 80	—10 80	41 75		29 09
10	Georgetown,	1 26	600 00	448 40	151 60	69 29		
24	Jefferson,	99	885 60	889 20	—3 60	128 12		80 00
37	Lewiston,	78	750 00	1,433 60	—683 60	134 55		200 00
17	Lisbon,	1 06	625 00	598 00	27 00	84 07		100 00
36	Newcastle,	83	700 00	804 80	—104 80	105 25		200 00
19	Nobleborough,	1 04	600 00	563 20	36 80	85 93		35 00
1	Perkins,	2 12	55 00	33 60	19 40	4 57		18 00

COUNTY OF LINCOLN, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
15	Phipsburg,	1 09	900 00	722 00	178 00	117 31		20 00
38	Richmond,	76	650 00	822 40	—172 40	108 67		200 00
2	Rockland,	2 03	4,000 00	2,020 80	1,979 20	268 25		750 00
34	St. George,	86	837 60	886 80	—49 20	132 98		
	Southport,			217 20		33 03		
13	South Thomaston,	1 14	700 00	568 00	132 00	80 07	20 00	145 00
4	Thomaston,	1 53	1,500 00	1,089 20	410 80	135 27		125 00
14	Topsham,	1 10	760 00	804 00	—44 00	92 80	39 87	800 00
32	Union,	88	713 60	789 60	—76 00	116 10		75 00
28	Waldoborough,	92	1,600 00	1,679 60	—79 60	233 93		100 00
29	Warren,	91	900 00	971 20	—71 20	139 84	200 00	50 00
33	Washington,	87	640 00	702 40	—62 40	108 53		40 00
23	Webster,	1 01	450 00	444 00	6 00	61 34		75 00
9	West Bath,	1 27	350 00	224 00	126 00	34 32		
22	Westport,	1 01	350 00	304 40	45 60	50 33		5 00
26	Whitefield,	96	866 09	864 00	2 09	126 11		
5	Wiscasset,	1 50	1,400 00	937 20	462 80	133 12		240 00
16	Woolwich,	1 09	600 00	568 00	32 00	80 78		50 00
27	Patricktown plantation,	93	230 00	220 80	9 20	33 46		
	Matinicus Isle,			88 00		14 44		1 10
8	Monhegan Isle,	1 28	60 00	41 20	18 80	6 58		
	Muscle Ridge plantation,			22 40				
		$1 15	$33,827 86	$29,848 00	$4,307 46	$4,047 12	$459 87	$4,393 00

COUNTY OF OXFORD.

23	Albany,	94	300 00	298 80	1 20	41 61	32 33	
37	Andover,	78	225 00	284 00	—59 00	44 90	15 00	60 00
32	Bethel,	87	750 80	901 20	—150 40	124 68	36 04	
7	Brownfield,	1 10	591 00	528 00	63 00	78 50		100 00
19	Buckfield,	1 00	652 00	662 80	—10 80	92 94	131 00	30 00
34	Byron,	81	100 00	118 40	—18 40	20 73		18 00
33	Canton,	87	368 00	370 40	—2 40	42 04	61 27	25 00
20	Denmark,	98	500 00	481 20	18 80	69 63	32 88	15 00
15	Dixfield,	1 02	466 40	472 00	—5 60	67 77	59 00	35 00
9	Fryeburg,	1 08	700 00	609 60	90 40	88 22	86 74	60 00
21	Gilead,	97	125 00	143 60	—18 60	20 02	15 00	25 00
	Greenwood,			447 20		56 63		
36	Hanover,	79	98 80	146 40	—47 60	16 59		
8	Hartford,	1 09	588 65	517 20	71 45	80 35	23 84	
6	Hebron,	1 11	379 00	335 60	43 40	47 33		10 00
28	Hiram,	88	500 00	484 00	16 00	85 36		150 00
12	Livermore,	1 03	690 00	705 60	—15 60	96 94	108 59	250 00
35	Lovell,	81	400 00	478 40	—78 40	68 63	201 20	150 00
1	Mason,	1 52	50 00	37 20	12 80	5 00		
16	Mexico,	1 01	200 00	192 40	7 60	32 60	39 34	
24	Newry,	93	186 00	183 60	2 40	27 60	45 00	
11	Norway,	1 05	750 00	784 80	—34 80	106 24	13 70	50 00
10	Oxford,	1 05	600 00	493 20	106 80	86 22		
29	Paris,	88	900 00	1,153 20	—253 20	146 42		
25	Peru,	92	450 00	443 60	6 40	67 34	33 78	
27	Porter,	91	453 20	483 20	—30 00	68 91	91 00	100 00
31	Roxbury,	87	91 00	98 40	—7 40	10 72		
14	Rumford,	1 02	577 60	550 00	27 60	81 78	190 00	
3	Stow,	1 31	300 00	188 40	111 60	31 03		
26	Stoneham,	91	200 00	193 20	6 80	30 74		3 50
5	Sumner,	1 14	578 00	460 40	117 60	68 77		
2	Sweden,	1 37	400 00	278 40	121 60	42 47	107 95	
4	Turner,	1 22	1,200 00	1,014 80	185 20	145 85		4 00
17	Waterford,	1 00	600 00	579 20	20 80	85 50	72 00	25 00
13	Woodstock,	1 02	400 00	404 80	—4 80	58 62	17 00	
	Andover, N. Surplus,					5 00		
30	Franklin plantation,	87	84 00	75 20	8 80	13 15		
18	Fryeburg Academy Grant,	1 00	21 00	25 60	—4 60	3 57		

COUNTY OF OXFORD, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
38	Hamlin's Grant,	64	35 00	43 20	—8 20	8 72		
	Letter A, No. 2,					6 43		6 00
	Letter B,					11 72		
22	Milton plantation,	94	75 00	66 40	8 60	12 15		
39	No. 5, Ranges 1 and 2,	41	20 00	42 00	—22 00	6 72		
	Riley,					3 29		
		$0 99	$15,605 45	$15,775 60	$277 05	$2,309 43	1,342 66	$1,116 50

COUNTY OF PENOBSCOT.

40	Alton,	63	76 00	100 80	—24 80	15 16		50 00
24	Argyle,	95	150 00	135 20	14 80	22 45	28 80	
1	Bangor city,	2 41	11,800 00	5,772 80	6,027 20	733 11		1,100 00
34	Bradford,	84	500 00	518 40	—18 40	83 79	179 95	
	Bradley,			318 40		38 47		
6	Brewer,	1 41	1,600 00	1,051 20	548 80	154 71	72 00	200 00
39	Burlington	78	160 00	192 40	—32 40	27 00	243 00	10 00
31	Carmel,	90	450 00	491 20	—41 20	65 48	88 54	100 00
18	Carroll,	1 08	200 00	160 40	39 60	26 88	12 14	
23	Corinna,	99	680 80	620 00	60 80	93 94	73 31	25 00

14	Corinth,	1 12	800 00	640 00	160 00	99 09	37 68	65 00
19	Charleston,	1 02	600 00	513 20	86 80	82 50	119 04	
13	Chester,	1 21	200 00	135 60	64 40	21 88		
11	Clifton,	1 23	185 00	122 40	62 60	19 45	7 00	7 00
20	Dexter,	1 01	800 00	779 20	20 80	106 95	146 80	100 00
17	Dixmont,	1 08	800 00	642 00	158 00	106 38	155 92	30 00
	Edinburg,			37 20		6 86		
3	Eddington,	1 62	500 00	278 40	221 60	40 18		
38	Enfield,	78	150 00	158 40	—8 40	29 31	28 03	
27	Etna,	92	350 00	320 80	29 20	58 90	38 32	8 00
21	Exeter,	1 00	850 00	741 20	108 80	117 11	160 79	50 00
15	Garland,	1 09	600 00	498 80	101 20	72 60	90 00	210 00
4	Glenburn,	1 51	600 00	362 00	238 00	57 90	200 00	20 00
32	Greenbush,	88	175 00	182 80	—7 80	40 47	18 00	
30	Hampden,	90	1,200 00	1,278 00	—78 00	176 88		86 00
22	Hermon,	1 00	600 00	549 60	—50 40	82 36		34 00
	Howland,			85 60		12 73		
25	Kirkland,	95	350 00	286 80	63 20	46 47	20 63	
9	Lagrange,	1 31	250 00	192 80	57 20	27 31	21 60	
35	Lee,	82	300 00	366 80	—66 80	52 77	51 23	
41	Levant,	50	424 00	736 80	—312 80	103 66	131 40	50 00
36	Lincoln,	82	448 40	543 20	—94 80	75 92	140 22	
29	Lowell,	90	152 00	151 20	80	26 45	40 56	
12	Maxfield,	1 22	90 00	74 40	15 60	10 72		
5	Milford,	1 50	300 00	274 80	25 20	27 03	60 00	
	Newburg,			559 60		90 79		
26	Newport,	94	460 00	484 80	—24 80	76 64	146 30	
8	Oldtown,	1 33	1,500 00	1,234 80	265 20	171 30		150 00
7	Orono,	1 37	1,200 00	1,114 00	86 00	122 11		400 00
16	Orrington,	1 09	850 00	740 40	109 60	112 82	69 42	50 00
10	Patten,	1 24	200 00	188 00	12 00	19 16	51 00	
2	Passadumkeag,	1 70	250 00	117 60	132 40	16 73		35 00
28	Plymouth,	91	400 00	379 00	30 00	61 91	40 00	
37	Springfield,	81	220 00	233 20	—13 20	36 18	38 45	165 00
33	Stetson,	86	300 00	354 00	—54 00	40 90	150 00	50 00
	Mattawamkeag,					20 16		
	Nickertow,					11 01		
	No. 3, Range 6,			16 00				
	No. 4, Range 1,			63 60		11 44		14 00
	No. 5,					6 72	11 33	

COUNTY OF PENOBSCOT, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
	No. 7, Range 3, Mattamiscontis,			64 40 21 60		8 15 4 72		
		$1 32	$31,721 20	$24,874 80	$8,012 80	$3,573 61	$2,671 46	$3,009 00

COUNTY OF PISCATAQUIS.

14	Abbot,	96	316 00	298 80	17 20	46 62	70 42	12 00
13	Atkinson,	98	400 00	358 00	42 00	57 33	107 74	
21	Barnard,	70	50 00	72 40	—22 40	10 29		
19	Bowerbank,	81	66 40	69 20	—2 80	12 58		
4	Blanchard,	1 46	108 00	76 80	31 20	11 44	36 00	
5	Brownville,	1 25	400 00	314 80	85 20	44 60	10 00	
18	Dover,	83	700 00	770 80	—70 80	125 97	78 03	150 00
3	Elliotsville,	1 56	50 00	40 80	9 20	4 29	12 60	12 00
7	Foxcroft,	1 08	500 00	418 00	82 00	69 06	65 00	20 00
15	Guilford,	95	358 00	333 60	14 40	53 29	47 00	25 00
2	Greenville,	1 67	200 00	130 40	69 60	16 30	52 00	
12	Kilmarnock,	99	150 00	128 80	21 20	21 45		
8	Kingsbery,	1 08	100 00	72 40	27 60	13 25		
11	Monson,	1 00	250 00	261 60	—11 60	35 03	51 24	5 00

20	Milo,	75	303 00	372 80	—69 80	59 62	74 45	5 00
16	Orneville,	93	187 60	169 60	18 00	29 05	68 24	
17	Parkman,	90	500 00	497 20	2 80	77 35		
10	Sangerville,	1 01	600 00	506 80	93 20	80 07	52 74	150 00
9	Sebec,	1 02	500 00	489 20	10 80	70 77	100 00	91 00
	Shirley,			100 00		16 59		
6	Wellington,	1 15	300 00	240 00	60 00	36 60		
1	Williamsburg,	1 82	100 00	49 60	50 40	7 43		
	Greeley, or No. 8, R. 8,					2 29		
		$1 00	$6,139 00	$5,771 60	$467 40	$901 27	$825 46	$470 00

COUNTY OF SOMERSET.

29	Anson,	76	300 00	339 20	—39 20	56 48	160 00	20 00
17	Athens,	92	575 00	586 40	—11 40	82 79	120 00	75 00
23	Bingham,	84	300 40	300 80	—40	55 48	70 00	
12	Bloomfield,	99	550 00	520 40	29 60	69 06		40 00
21	Brighton,	87	325 00	299 20	25 80	47 62		
15	Canaan,	93	750 00	678 40	71 60	115 25	47 60	75 00
14	Cambridge,	94	187 40	194 80	—7 40	32 46	30 12	
11	Concord,	1 01	230 40	220 00	10 40	34 89		
13	Cornville,	95	500 00	504 00	—4 00	74 30	82 38	
26	Detroit,	80	180 00	206 80	—26 80	31 89	41 76	
16	Embden,	93	397 20	388 40	8 80	63 48	50 00	
2	Fairfield,	1 49	1,500 76	980 80	519 96	145 56		75 00
20	Harmony,	89	406 40	442 80	—36 40	64 77	78 00	
19	Hartland,	90	400 00	384 00	16 00	60 05	61 69	20 00
	Lexington,			215 20		35 46		
6	Madison,	1 10	700 00	707 20	—7 20	92 94		
1	Mayfield,	1 67	60 00	53 20	6 80	7 15		
7	Mercer,	1 07	507 00	474 40	32 60	69 20	25 00	
5	Moscow,	1 13	300 00	230 80	69 20	39 75	9 96	
9	New Portland,	1 01	650 00	584 00	66 00	99 37	44 82	
3	Norridgewock,	1 19	900 00	739 20	160 80	112 82		390 00

COUNTY OF SOMERSET, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
4	North Anson,	1 13	600 00	467 20	132 80	76 06		20 00
24	Palmyra,	83	600 00	650 00	—50 00	106 24	70 00	25 00
27	Pittsfield,	78	400 00	466 40	—66 40	72 63		26 00
10	Ripley,	1 01	300 00	256 40	43 60	47 19	43 78	6 00
18	Solon,	91	513 60	567 60	—54 00	76 35	55 18	100 00
28	St. Albans,	77	626 00	716 80	—90 80	112 67	71 43	200 00
8	Starks,	1 01	624 40	578 40	46 00	97 80		15 00
22	Skowhegan,	85	600 00	702 40	—102 40	93 22		100 00
25	Smithfield,	81	320 00	349 20	—29 20	55 77		10 00
	No. 1, R. 3, west of Kennebec river,					9 44		
	No. 1, R. 2, west of Kennebec river,					8 00		18 33
	No. 1, R. 3, east of Kennebec river,					15 16	110 18	
	No. 1, R. 4, east, & No. 1, R. 5. W. K. R. or Forks,					13 58		
	No. 2, Range 2d,					10 44	14 00	
	Flag Staff,					13 15		
		$0 96	$14,303 56	$13,804 40	$714 36	$2,198 47	$1,185 90	$1,215 33

COUNTY OF WALDO.

8	Appleton,	1 02	800 00	690 80	119 20	110 81		75 00
3	Belfast,	1 12	2,500 00	2,020 80	479 20	301 28		30 00
15	Belmont,	88	551 20	594 40	—43 20	89 22		30 00
	Brooks,			408 40		56 48		
19	Burnham,	86	300 00	313 60	—13 60	50 33		
13	Camden,	90	1,530 00	1,602 00	—72 00	234 07	15 00	500 00
5	Frankfort,	1 08	2,000 00	1,693 20	306 80	263 10		800 00
6	Freedom,	1 07	462 00	379 20	82 80	62 05		20 00
4	Hope,	1 10	550 00	442 80	107 20	74 06		110 00
9	Islesborough,	1 01	410 80	393 60	17 20	57 62		
2	Jackson,	1 20	450 00	333 20	116 80	53 48		50 00
24	Knox,	80	360 00	440 80	—80 80	69 92		
20	Liberty,	86	348 40	446 40	—98 40	60 91		
17	Lincolnville,	88	800 00	869 60	—69 60	139 84		150 00
10	Monroe,	1 00	750 00	642 40	107 60	111 39		100 00
7	Montville,	1 05	861 00	751 20	109 80	118 54		
23	North Haven,	80	304 00	322 40	—18 40	51 76		16 00
14	Northport,	89	484 16	504 00	—19 84	76 92		24 00
16	Palermo,	88	638 00	663 60	—25 60	105 67		
18	Prospect,	87	1,000 00	986 80	13 20	162 00		160 00
26	Searsmont,	77	549 60	678 40	—128 80	95 60		230 00
1	Searsport,	1 58	1,600 00	882 80	717 20	138 27		50 00
12	Swanville,	96	400 00	377 60	22 40	61 05		75 00
	Thorndike,			411 60		65 20		
25	Troy,	79	551 00	593 60	—42 60	98 09	49 00	29 00
11	Unity,	1 00	650 00	622 80	27 20	97 94		237 00
21	Vinalhaven,	86	470 00	500 80	—30 80	77 78		
22	Waldo,	84	300 00	324 80	—24 80	56 20		15 00
		$0 99	$19,629 16	$18,891 60	$1,548 56	$2,939 58	$64 00	$2,692 00

COUNTY OF WASHINGTON.

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1860.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
10	Addison,	1 54	800 00	460 80	339 20	78 07		20 00
23	Alexander,	98	250 00	217 60	32 40	33 03	87 20	
8	Baileyville,	1 72	300 00	172 40	127 60	26 31		
6	Baring,	1 91	250 00	152 00	98 00	17 16	57 00	
30	Beddington,	86	50 00	58 80	—8 80	8 29	138 00	
19	Calais,	1 25	2,500 00	1,900 00	600 00	287 41		150 00
	Centerville,			71 20		12 30		
21	Columbia,	1 12	500 00	456 00	44 00	58 33	120 00	50 00
20	Cooper,	1 15	300 00	224 80	75 20	46 62		
28	Charlotte,	89	266 40	287 20	—20 80	46 19	50 00	50 00
36	Cherryfield,	66	401 20	659 20	—258 00	80 27	13 50	300 00
18	Crawford,	1 25	200 00	129 60	70 40	23 59		
	Cutler,			328 00		51 91		
9	Dennysville,	1 54	300 00	183 20	116 80	28 31	25 20	80 00
25	East Machias,	92	800 00	761 60	38 40	125 97		100 00
5	Eastport,	1 93	2,800 00	1,650 00	1,150 00	226 92		720 00
37	Edmunds,	55	103 60	178 40	—74 80	27 17	132 96	
14	Harrington,	1 41	600 00	385 20	214 80	56 20		
31	Jonesborough,	84	160 00	186 40	—26 40	26 60	10 00	33 00
35	Jonesport,	75	240 00	330 40	—90 40	46 62	12 00	12 00
33	Lubec,	80	1,000 00	1,125 60	—125 60	186 89	46 00	126 00
4	Machias,	1 96	1,190 00	636 00	554 00	83 21		200 00
34	Machiasport,	76	400 00	506 40	—106 40	71 77		24 00
3	Marion,	2 11	200 00	82 80	117 20	16 30	57 00	
24	Marshfield,	94	120 00	117 60	2 40	16 73		34 00

	Medybemps,			74 80		18 30		
12	Milbridge,	1 51	700 00	468 00	232 00	63 77		
11	Northfield,	1 52	150 00	98 40	51 60	18 02	19 93	
	Pembroke,			684 80		95 37		
16	Perry,	1 37	800 00	529 60	270 40	88 08	113 00	
1	Princeton,	2 34	300 00	112 00	188 00	18 87		15 00
17	Robbinston,	1 27	600 00	411 20	188 80	65 91	100 00	25 00
32	Steuben,	83	353 60	448 80	—95 20	54 48	67 07	
13	Topsfield,	1 42	150 00	107 20	42 80	16 30	92 53	
29	Trescott,	88	317 00	312 80	4 20	49 33	77 00	
27	Wesley,	89	150 00	131 60	18 40	25 02	69 68	
22	Whiting,	1 10	250 00	188 00	62 00	32 17	79 80	
15	Whitneyville,	1 38	300 00	217 60	92 40	30 60		12 00
26	Annsburg,	91	50 00	50 40	—40	6 29	24 00	
7	Big Lake,	1 74	40 00			2 86		
	Codyville plantation,			18 80		2 86		
	Danforth plantation,			67 20		9 44		
	Jackson Brook,					4 43		
	Lambert's Lake plant.,					5 86		
	Tallmadge,			19 20		4 29		
2	Waite plantation,	2 27	75 00	32 40	42 60	4 86	25 00	
	No. 7, Range 2,			24 40		4 15		
	No. 9, Range 4,			23 60		4 29		
	No. 14,			66 80		13 87		
	No. 19,			8 00				
		$1 27	$17,966 80	$15,356 80	$3,996 80	$2,321 59	$1,416 87	$1,951 00

COUNTY OF YORK.

6	Acton,	1 16	560 40	543 60	16 80	75 21	30 07	20 00
16	Alfred,	1 00	600 00	527 60	72 40	63 91		
24	Berwick,	78	800 00	848 40	—48 40	144 28		50 00
1	Biddeford,	2 58	6,000 00	2,438 00	3,562 00	283 98		100 00
5	Buxton,	1 26	1,500 00	1,198 00	302 00	183 17		26 00

COUNTY OF YORK, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
10	Cornish,	1 09	504 00	457 60	46 40	61 50		60 00
14	Eliot,	1 03	721 20	721 20		106 81		45 00
20	Hollis,	92	1,000 00	1,073 20	—73 20	144 60		147 00
11	Kennebunk,	1 07	1,200 00	1,060 00	140 00	155 14		450 00
19	Kennebunkport,	98	1,200 00	1,082 40	117 60	162 87		450 00
21	Kittery,	88	1,000 00	1,082 40	—82 40	168 59		300 00
23	Lebanon,	86	909 20	883 20	26 00	134 27		8 00
13	Limerick,	1 07	602 41	589 20	13 21	83 07		50 00
8	Limington,	1 13	1,000 00	846 40	153 60	126 83		250 00
15	Lyman,	1 01	600 00	550 40	49 60	84 50		
17	Newfield,	99	568 68	567 20	1 48	80 36		90 00
	North Berwick,			637 20		94 23		
12	Parsonsfield,	1 07	1,000 00	928 88	71 20	136 98	82 00	100 00
2	Saco,	2 49	5,000 00	2,317 60	2,682 40	293 84		400 00
18	Shapleigh,	99	604 00	539 20	64 80	87 36	52 96	
22	Sanford,	87	882 82	932 00	49 18	147 00		
3	South Berwick,	1 39	1,500 00	1,036 80	463 20	151 00		100 00
9	Waterborough,	1 11	972 00	795 60	176 40	122 54		
4	Wells,	1 31	1,500 00	1,178 00	322 00	172 30		150 00
7	York,	1 13	1,300 00	1,192 00	108 00	166 30		255 00
		$1 33	$31,524 71	$24,026 00	$8,135 91	$3,430 19	$165 03	$3,051 00

RECAPITULATION—(TABLE C.)

Relative rank of each county expressed in numerals.	Counties.	Amount 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, according to the census of 1850.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
13	Aroostook,	66	2,368 86	4,172 89	—363 14	603 56	152 08	270 00
3	Cumberland,	1 27	38,465 22	31,842 40	6,622 82	4,284 12	1,523 10	6,993 50
12	Franklin,	96	7,670 37	7,543 20	530 37	1,270 04	634 29	1,166 30
10	Hancock,	97	14,231 60	13,489 60	864 00	2,052 62	1,288 39	585 83
5	Kennebec,	1 21	30,906 38	25,010 40	5,895 98	3,554 00	483 06	3,008 00
6	Lincoln,	1 15	33,827 86	29,848 00	4,307 46	4,047 12	459 87	4,393 00
9	Oxford,	99	15,605 45	15,775 60	277 05	2,309 43	1,342 60	1,116 50
2	Penobscot,	1 32	31,721 20	24,874 80	8,012 80	3,573 61	2,671 46	3,009 00
7	Piscataquis,	1 00	6,139 00	5,771 60	467 40	901 27	825 46	470 00
11	Somerset,	96	14,303 56	13,804 40	714 36	2,198 47	1,185 90	1,215 33
8	Waldo,	99	19,620 16	18,891 60	1,548 56	2,939 58	64 00	2,692 00
4	Washington,	1 27	17,966 80	15,356 80	3,996 80	2,321 59	1,416 87	1,951 00
1	York,	1 33	31,524 71	24,026 00	8,135 91	3,430 19	165 03	3,051 00
		$1 15	$264,351 17	$230,407 20	$41,010 37	$33,485 60	$12,212 11	$29,921 46

Table D.

COUNTY OF AROOSTOOK.

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
2	Amity,	256	45	14,349	8.1
6	Hodgdon,	862	159	61,734	5.7
8	Houlton,	1,453	257	141,599	4.2
5	Linneus,	561	91	25,199	6.0
9	Masardis,	122	23	10,209	3.9
4	Monticello,	227	40	16,518	6.1
7	New Limerick,	160	29	13,383	5.6
1	Smyrna,	172	31	8,121	9.9
3	Weston,	293	68	28,140	7.1
	Belfast Academy Grant,	259			
	Benedicta,	325			
	Bridgewater,	143			
	Madawaska plantation,	1.278			
	Orient plantation,	207			
	Williams College Grant,	224			
	No. 6, R. 5,	39			
	No. 7, R. 5,	10			
	No. 9, R. 5,	25			
	Framingham Academy Grant,	31			
	Plymouth Grant,	252			
	Eaton Grant,	188			
	G, R. 2,	361			
	No. 5, R. 3,	34			
	A, R. 2,	4			
	Letter D, (Fort Fairfield,)	401			
	Golden Ridge, No. 3, R. 5,	194			
	No. 11, R. 1,	106			
	No. 11, R. 5,	354			
	No. 3, R. 2,	37			
	Bancroft,	157			
	Chrystal,	175			
	Dayton,	49			
	Hancock,	592			
	Haynesville,	96			

COUNTY OF AROOSTOOK, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
	Molunkus,	199			
	Salmon Brook,	176			
	Van Buren,	1,050			
	Reed,	76			
	Letter B, R. 1,	141			
	No. 8, R. 5,	33			
	No. 6, R. 4,	37			
	Letter B, R. 2,	5			
	Portland Academy Grant,	78			
	No. 9, R. 6,	59			
	E, R. 1,	46			
	H, R. 2,	203			
	12, R. 3,	66			
	F, R. 2,	288			
	Mars Hill,	29			
	Portage Lake,	168			
	Deerfield Academy Grant,	12			
	No. 12, R. 5,	11			
	No. 17, R. 9,	299			
		12,533	743	319,252	5.4
	Wild lands,			218,186	
				$537,438	

COUNTY OF CUMBERLAND.

13	Auburn,	2,840	527	400,605	2.5
11	Baldwin,	1,100	244	156,238	2.9
0	Bridgton,	2,710	484	472,161	2.1
17	Brunswick,	4,976	774	1,107,822	2.3
3	Cape Elizabeth,	2,082	356	256,287	3.5
12	Casco,	1,045	186	152,314	2.6
22	Cumberland,	1,656	293	326,815	2.0
24	Danville,	1,636	283	308,715	1.9
19	Durham,	1,894	352	376,358	2.1
15	Falmouth,	2,164	416	401,273	2.4
26	Freeport,	2,629	547	563,146	1.9
10	Gorham,	3,088	539	684,732	2.9
9	Gray,	1,788	283	238,092	2.9
25	Harpswell,	1,535	327	314,941	1.9
18	Harrison,	1,416	272	229,816	2.2
16	Minot,	1,734	351	297,184	2.4
2	Naples,	1,025	221	135,975	3.6
29	North Yarmouth,	1,221	233	327,670	1.5

COUNTY OF CUMBERLAND, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
23	New Gloucester,	1,848	356	395,501	2.0
14	Otisfield,	1,171	212	211,185	2.5
7	Poland,	2,660	375	333,168	3.0
27	Portland city,	20,819	2,753	7,311,561	1.8
21	Pownal,	1,074	223	241,550	2.0
4	Raymond,	1,142	215	126,901	3.2
5	Scarborough,	1,837	342	386,549	3.1
1	Sebago,	850	164	70,162	4.3
6	Standish,	2,290	416	329,206	3.0
28	Westbrook,	4,852	1,045	1,201,922	1.7
8	Windham,	2,380	420	407,708	2.9
30	Yarmouth,	2,144	437	727,527	1.0
	Raymond Cape,	50			
		79,656	13,646	$18,493,084	2.1

COUNTY OF FRANKLIN.

7	Avon,	778	142	80,677	4.1
3	Carthage,	420	96	42,142	5.0
13	Chesterville,	1,142	211	140,612	3.1
16	Farmington,	2,725	535	597,064	1.8
4	Freeman,	762	159	73,637	4.8
10	Industry,	1,041	190	147,545	3.4
12	Jay,	1,733	301	220,551	3.2
9	Kingfield,	662	116	73,273	3.8
1	Madrid,	404	72	23,964	6.3
15	New Sharon,	1,732	343	293,526	2.6
6	New Vineyard,	635	121	65,538	4.2
11	Phillips,	1,673	308	208,745	3.3
8	Salem,	454	91	60,029	3.8
	Strong,	1,008	184	169,091	
2	Temple,	785	142	72,550	5.3
5	Weld,	995	200	92,232	4.6
14	Wilton,	1,909	394	320,566	2.8
	Letter E,	126			
	No. 3, 2d, Range, B. P.,	43			
	No. 4, R. 2, B. P.,	8			
	Dallas. No. 2, 1st Range,	106			
	Dallas. No. 2, 2d Range,	102			
	Dallas. No. 3, 1st Range,	35			
	Dallas. No. 3, R. 2, E. from W. L. S.,	215			

COUNTY OF FRANKLIN, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
	Jackson pl 1-2 Township No. 4, R. 3, B. Purchase,	34			
	" No. 1, R. 4, B. P.,	200			
	" No. 1, R. 3, B. P.,	62			
	" No. 2, R. 3, B. P.,	25			
	No. 6,	74			
	No. 4,	139			
		20,027	3,607	2,681,742	3.1
	Wild lands,			131,420	
				$2,813,162	

COUNTY OF HANCOCK.

27	Aurora,	217	55	33,672	2.2
13	Amherst,	323	84	43,962	4.0
28	Bluehill,	1,939	395	350,221	2.2
6	Brooklin,	1,002	190	77,832	5.1
8	Brooksville,	1,333	224	105,901	4.7
26	Bucksport,	3,381	719	626,338	2.4
29	Castine,	1,260	257	597,360	1.7
22	Cranberry Isles,	283	61	38,759	2.5
7	Deer Isle,	3,037	511	227,042	5.0
2	Dedham,	546	101	55,094	7.3
24	Eastbrook,	212	47	32,811	2.4
12	Eden,	1,127	200	103,809	4.1
21	Ellsworth,	4,009	680	675,945	2.7
10	Franklin,	736	172	78,461	4.1
14	Gouldsborough,	1,400	285	125,931	3.8
	Greenfield,	305	65	37,456	
15	Hancock,	960	176	83,070	3.8
3	Mariaville,	374	75	36,847	6.5
17	Mount Desert,	777	152	79,181	3.6
23	Orland,	1,580	325	277,433	2.5
5	Otis,	124	35	19,341	5.2
16	Penobscot,	1,556	252	160,286	3.7
30	Seaville,	139	29	32,126	1.6
9	Sedgwick,	1,234	232	119,748	4.7
25	Sullivan,	810	191	107,255	2.4
20	Surry,	1,189	222	125,104	2.9
18	Trenton,	1,205	235	148,720	3.4
11	Tremont,	1,425	252	102,505	4.1
19	Waltham,	304	63	41,881	3.0
1	Swan Island,	423	79	17,898	8.9

COUNTY OF HANCOCK, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
4	Wetmore Isle,	405	83	56,595	6.2
	No. 1, North Division,		24	16,652	
31	No. 7,	109	15	13,132	1.5
	No. 1 and 2,	142			
	No. 21,	26			
	No. 33,	51			
	Long Island,	152			
	No. 8,	17			
	No. 9,	22			
	No. 10,	20			
	Pond Island,	10			
	Calf do.	7			
	Placentia Island,	13			
	Black do.	25			
	Duck do.	12			
	Marshall's do.	5			
	Old Harbor do.	11			
	Conway's do.	12			
	Pickering's do.	13			
	Beech do.	9			
	Great Spruce Head Island,	19			
	Bear do.	7			
	Butter do.	6			
	Eagle do.	32			
	Hacketash, do.	12			
	Matinicus Light do.	11			
	Wooden Ball Rock do.	9			
		34,372	6,487	4,648,368	3.1
	Wild lands,			253,800	
				$4,902,168	

COUNTY OF KENNEBEC.

8	Albion,	1,604	269	228,597	3.0
25	Augusta city,	8,154	1,281	2,105,451	2.2
15	Belgrade,	1,722	382	304,943	2.6
6	Benton,	1,189	225	155,992	3.2
	Chelsea,	1,096	220	146,869	
14	China,	2,769	443	456,635	2.6
5	Clinton,	1,743	290	188,606	3.7
12	East Livermore,	892	170	150,035	2.7

COUNTY OF KENNEBEC, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
16	Fayette,	1,085	191	174,777	2.6
23	Gardiner,	5,226	857	1,385,298	2.2
17	Greene,	1,347	251	220,984	2.5
9	Hallowell,	3,201	572	967,042	2.8
	Kennebec,	825	167	214,763	
7	Leeds,	1,652	233	225,330	3.1
13	Litchfield,	2,044	384	330,308	2.7
22	Monmouth,	1,925	374	356,882	2.2
18	Mt. Vernon,	1,479	288	239,054	2.5
27	Pittston,	2,823	546	593,319	2.0
28	Readfield,	1,817	301	387,034	1.9
3	Rome,	830	166	79,097	5.1
24	Sidney,	1,955	411	458,556	2.2
19	Vassalborough,	3,099	564	641,288	2.5
10	Vienna,	851	171	126,125	2.8
20	Wales,	612	113	111,632	2.5
29	Waterville,	3,965	660	1,018,362	1.8
26	Wayne,	1,367	274	233,339	2.1
4	West Gardiner,	1,260	254	223,610	4.1
11	Windsor,	1,793	293	260,427	2.7
30	Winthrop,	2,098	431	490,151	1.6
21	Winslow,	1,796	316	342,552	2.3
2	Clinton gore,	195	25	6,722	6.0
1	Unity plantation,	110	22	8,181	7.3
		62,524	11,144	$12,851,961	2.4

COUNTY OF LINCOLN.

18	Alna,	916	221	182,679	2.7
30	Arrowsic,	311	69	72,875	1.9
31	Bath city,	8,020	1,475	2,777,778	1.8
9	Boothbay,	2,504	426	239,067	3.7
29	Bowdoinham,	2,381	407	529,794	1.9
14	Bowdoin,	1,857	315	247,813	3.3
8	Bremen,	891	196	107,595	3.7
4	Bristol,	2,910	560	251,075	4.4
12	Cushing,	805	159	90,688	3.5
36	Damariscotta,	1,328	271	377,242	1.5
25	Dresden,	1,419	283	270,613	2.3
17	Edgecomb,	1,231	255	167,730	3.0
11	Friendship,	652	154	70,181	3.5
6	Georgetown,	1,121	293	155,390	3.9
16	Jefferson,	2,223	445	298,677	3.0
38	Lewiston,	3,584	495	580,420	1.3

COUNTY OF LINCOLN, (*Continued.*)

Relative rank of each town expressed in numerals.	Towns.	Population of 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
22	Lisbon,	1,495	287	263,167	2.4
32	Newcastle,	2,012	403	392,503	1.8
19	Nobleborough,	1,408	278	234,312	2.6
27	Perkins,	84	19	26,721	2.1
20	Phipsburg,	1,805	384	365,622	2.5
35	Richmond,	2,056	422	405,475	1.6
7	Rockland,	5,052	982	1,039,599	3.8
10	St. George,	2,217	429	233,820	3.6
	Southport,	543	107	37,126	
21	South Thomaston,	1,420	250	285,003	2.5
28	Thomaston,	2,723	466	737,511	2.0
37	Topsham,	2,010	377	581,232	1.3
26	Union,	1,974	409	341,621	2.1
34	Waldoborough,	4,199	837	941,088	1.7
39	Warren,	2,428	494	707,730	1.3
3	Washington,	1,756	295	143,560	4.5
23	Webster,	1,110	209	194,439	2.3
5	West Bath,	560	94	88,645	3.9
13	Westport,	761	145	101,511	3.4
15	Whitefield,	2,160	395	278,160	3.1
24	Wiscasset,	2,343	448	605,096	2.3
33	Woolwich,	1,420	309	346,365	1.7
2	Patricktown plantation,	552	94	33,504	6.9
	Matinicus do.	220	25	20,000	
1	Monhegan do.	103	15	3,506	17.1
	Muscle Ridge do.	56			
	Muscongus Island,	97			
	Marsh, do.	20			
	Hay do.	8			
	Johns do.	5			
	Pond do.	1			
	Otter do.	12			
	Harbor do.	8			
	Cranberry do.	32			
		74,803	14,117	$14,826,933	2.3

COUNTY OF OXFORD.

10	Albany,	747	150	71,843	4.2
23	Andover,	710	138	75,390	3.0
26	Bethel,	2,253	347	266,498	2.8
13	Brownfield,	1,320	269	159,636	3.7
32	Buckfield,	1,657	307	259,924	2.5
7	Byron,	296	54	19,968	5.0

COUNTY OF OXFORD, (*Continued.*)

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
30	Canton,	926	200	142,735	2.6
24	Denmark,	1,203	236	170,710	2.9
22	Dixfield,	1,180	225	153,729	3.0
33	Fryeburg,	1,524	338	279,088	2.5
28	Gilead,	359	55	47,622	2.6
	Greenwood,	1,118	164	53,000	
29	Hanover,	366	45	38,212	2.6
15	Hartford,	1,293	234	169,665	3.5
19	Hebron,	839	157	118,567	3.2
21	Hiram,	1,210	260	160,713	3.1
31	Livermore,	1,764	295	271,633	2.5
34	Lovell,	1,196	238	163,722	2.4
11	Mason,	93	23	12,022	4.2
14	Mexico,	481	106	57,480	3.5
12	Newry,	459	83	48,564	3.8
35	Norway,	1,962	369	326,473	2.3
17	Oxford,	1,233	231	183,800	3.3
37	Paris,	2,883	479	418,259	2.2
9	Peru,	1,109	183	103,798	4.3
27	Porter,	1,208	263	165,198	2.7
6	Roxbury,	246	39	15,929	5.7
20	Rumford,	1,375	240	184,692	3.1
5	Stow,	471	92	47,881	6.3
2	Stoneham,	483	106	25,390	7.9
16	Sumner,	1,151	224	168,070	3.4
18	Sweden,	696	145	124,268	3.2
25	Turner,	2,537	506	418,832	2.9
36	Waterford,	1,448	314	263,096	2.3
8	Woodstock,	1,012	139	80,524	5.0
1	Franklin plantation,	188	38	6,584	12.8
4	Hamlin's Grant,	108	21	5,560	6.3
3	Milton plantation,	166	34	10,220	7.3
	Riley plantation,		13	3,027	
	Andover, N. Surplus,	81			
	Fryeburg Academy Grant,	64			
	Letter A, No. 2,	108			
	Letter B,	174			
	A, No. 1,	60			
	No. 4, R. 1,	4			
	No. 5, R. 1,	50			
	No. 5, R. 2,	55			
		39,866	7,361	5,292,322	3.0
	Wild lands,			57,018	
				$5,349,340	

COUNTY OF PENOBSCOT.

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
15	Alton,	252	52	13,346	5.7
12	Argyle,	338	82	22,573	6.6
35	Bangor,	14,432	3,190	3,899,218	3.3
14	Bradford,	1,296	252	85,488	5.8
	Bradley,	796	168	99,974	
28	Brewer,	2,628	594	383,261	4.2
16	Burlington,	481	106	28,500	5.6
26	Carmel,	1,228	253	107,228	4.2
5	Carroll,	401	85	21,229	9.4
4	Clifton,	306	51	19,295	9.6
29	Corinna,	1,550	295	165,292	4.1
30	Corinth,	1,600	302	199,964	4.0
27	Charleston,	1,283	272	142,977	4.2
1	Chester,	339	53	12,793	15.6
37	Dexter,	1,948	362	267,561	3.0
31	Dixmont,	1,605	284	209,621	3.8
	Edinburg,	93	15	11,307	
19	Eddington,	696	114	101,283	4.9
17	Enfield,	396	85	27,163	5.5
11	Etna,	802	151	50,975	6.9
34	Exeter,	1,853	343	242,197	3.5
22	Garland,	1,247	227	132,004	4.5
10	Glenburn,	905	192	86,821	6.9
7	Greenbush,	457	114	22,096	7.9
38	Hampden,	3,195	611	423,441	2.8
20	Hermon,	1,374	266	129,069	4.6
	Howland,	214	50	24,114	
6	Kirkland,	717	131	41,296	8.5
13	Lagrange,	482	113	38,300	6.5
24	Lee,	917	170	68,151	4.4
39	Levant,	1,842	366	169,397	2.5
33	Lincoln,	1,358	304	127,663	3.5
8	Lowell,	378	93	19,602	7.7
3	Maxfield,	186	44	8,784	10.2
41	Milford,	687	141	128,876	2.3
	Newburg,	1,399	244	115,354	
40	Newport,	1,212	247	195,203	2.4
23	Oldtown,	3,087	637	336,995	4.5
21	Orono,	2,785	545	259,930	4.6
36	Orrington,	1,851	389	268,300	3.2
25	Patten,	470	112	46,447	4.3
2	Passadumkeag,	294	58	20,066	12.5
18	Plymouth,	925	173	80,272	5.0
9	Springfield,	583	126	29,422	7.5
32	Stetson,	885	162	78,987	3.8
	Mattamiscontis,	54			
	Indian Township, No. 2,	12			
	No. 3, R. 8,	15			
	No. 7, R. 4,	39			

COUNTY OF PENOBSCOT, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
	No. 6, R. 3,	29			
	No. 7, R. 3,	161			
	No. 4, R. 3,	111			
	East Indian Township,	193			
	West do.	107			
	No. 5, R. 6,	102			
	No. 5, R. 7,	6			
	No. 3, R. 6,	40			
	No. 3, R. 7,	16			
	Pattagumpus or Z,	50			
	Letter A, R. 6,	163			
	Letter A, R. 7,	27			
	No. 8, R. 8,	8			
	No. 2, R. 8,	6			
	No. 3, R. 1, N. B. P.,	23			
	No. 4, R. 1, do.	159			
		63,094	12,624	8,964,835	3.6
	Wild lands,			145,835	
				$9,110,679	

COUNTY OF PISCATAQUIS.

7	Abbot,	747	168	65,351	4.8
13	Atkinson,	895	176	101,181	4.0
19	Barnard,	181	34	14,844	3.4
15	Bowerbank,	173	30	17,376	3.8
3	Blanchard,	192	47	17,130	6.3
5	Brownville,	787	162	78,987	5.1
21	Dover,	1,927	346	243,118	2.9
9	Elliotsville,	102	22	10,884	4.6
17	Foxcroft,	1,045	200	142,708	3.5
14	Guilford,	834	172	94,714	3.8
4	Greenville,	326	77	36,150	5.5
6	Kilmarnock,	322	68	30,378	4.9
11	Kingsbery,	181	39	22,639	4.4
16	Monson,	654	138	66,733	3.7
18	Milo,	932	174	89,416	3.4
2	Orneville,	424	83	28,926	6.5
12	Parkman,	1,243	252	117,194	4.3
20	Sangerville,	1,267	245	192,300	3.1
8	Sebec,	1,223	208	104,786	4.8
	Shirley,	250	63	38,012	

COUNTY OF PISCATAQUIS, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
1	Wellington,	600	107	42,042	7.1
10	Williamsburg,	124	33	22,014	4.5
	Letter B, R. 10,	4			
	No. 3, R. 5,	44			
	Kineo, Day's Academy Grant,	5			
	Deer Isle, Moosehead Lake,	5			
	No. 2, R. 13,	1			
	No. 5, R. 13,	10			
	No. 8, R. 8,	68			
	Katahdin Iron Works,	158			
	No. 7, R. 12,	5			
	No. 9, R. 12,	4			
	No. 5, R. 9,	2			
		14,735	2,844	1,576,883	4.0
	Wild lands,			329,000	
				$1,905,883	

COUNTY OF SOMERSET.

23	Anson,	848	141	108,137	2.8
26	Athens,	1,466	254	245,687	2.3
13	Bingham,	752	150	86,322	3.5
28	Bloomfield,	1,301	256	256,690	2.1
3	Brighton,	748	127	46,919	6.9
14	Canaan,	1,696	277	216,363	3.5
5	Cambridge,	487	95	30,526	6.1
2	Concord,	550	103	30,376	7.6
29	Cornville,	1,260	227	219,526	2.3
12	Detroit,	517	113	50,685	3.6
20	Embden,	971	184	139,075	2.9
11	Fairfield,	2,452	479	418,074	3.6
17	Harmony,	1,107	187	139,286	3.1
7	Hartland,	960	173	83,166	4.8
	Lexington,	538	100	43,288	
25	Madison,	1,768	334	281,045	2.5
1	Mayfield,	133	26	3,435	17.4
15	Mercer,	1,186	195	146,504	3.5
4	Moscow,	577	124	48,616	6.2
22	New Portland,	1,469	270	230,631	2.8
24	Norridgewock,	1,848	342	344,406	2.6
18	North Anson,	1,168	232	202,254	3.0
10	Palmyra,	1,625	328	162,897	3.7
16	Pittsfield,	1,166	226	119,684	3.3

COUNTY OF SOMERSET, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
6	Ripley,	641	115	57,648	5.2
21	Solon,	1,419	274	179,706	2.9
9	St. Albans,	1,792	320	168,540	3.7
19	Starks,	1,446	308	211,276	3.0
29	Skowhegan,	1,756	354	331,370	1.8
8	Smithfield,	873	140	77,058	4.2
	No. 1, R. 3, West of Ken. river,	59			
	No. 1, R. 2, West of Ken. river,	143			
	No. 1, R. 3, East of Ken. river,	47			
	No. 2, R. 2, West of Ken. river,	144			
	No. 3, R. 2, West of Ken. river,	90			
	No. 4, R. 4,	98			
	No. 5, R. 3, Canada line,	11			
	No. 5, R. 2, Canada road,	20			
	Holden plantation, Moose river,	83			
	Long Pond plantation,	31			
	Jackman Township,	12			
	Parlin Pond plantation,	13			
	Attean Township,	9			
	No. 1, R. 5, Forks,	210			
	No. 1, R. 4, E. K. R.,	98			
	No. 1, R. 4, W. K. R.,	11			
		35,591	6,454	4,670,190	3.1
	Wild lands,			265,507	
				$4,935,697	

COUNTY OF WALDO.

6	Appleton,	1,727	373	206,691	3.9
26	Belfast,	5,052	932	1,323,979	1.9
2	Belmont,	1,486	241	125,215	4.4
	Brooks,	1,021	174	102,343	
10	Burnham,	784	148	82,284	3.6
25	Camden,	4,005	711	602,804	2.5
17	Frankfort,	4,233	832	608,242	3.3
20	Freedom,	948	174	146,537	3.2
13	Hope,	1,107	218	159,342	3.5
3	Islesborough,	984	161	95,104	4.3
7	Jackson,	833	163	117,782	3.8
24	Knox,	1,102	217	133,194	2.7
12	Liberty,	1,116	188	99,715	3.5
18	Lincolnville,	2,174	333	248,890	3.2

COUNTY OF WALDO, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
4	Monroe,	1,606	331	184,206	4.1
15	Montville,	1,878	341	258,037	3.3
8	North Haven,	806	148	82,550	3.7
16	Northport,	1,260	246	146,735	3.3
11	Palermo,	1,659	257	177,886	3.6
22	Prospect,	2,467	477	363,267	2.7
23	Searsmont,	1,696	330	201,760	2.7
19	Searsport,	2,207	406	502,819	3.2
5	Swanville,	944	176	102,999	3.9
	Thorndike,	1,029	184	142,604	
14	Troy,	1,484	280	164,444	3.4
21	Unity,	1,557	306	236,034	2.8
1	Vinalhaven,	1,252	239	103,921	4.5
9	Waldo,	812	153	81,597	3.7
		47,229	8,789	$6,800,981	3.0

COUNTY OF WASHINGTON.

21	Addison,	1,152	305	206,931	3.9
7	Alexander,	544	112	36,722	6.8
2	Baileyville,	431	73	24,700	12.1
20	Baring,	380	76	63,632	3.9
32	Beddington,	147	35	21,028	2.4
25	Calais,	4,750	964	735,442	3.4
	Centerville,	178	40	22,801	
29	Columbia,	1,140	242	169,931	2.9
5	Cooper,	562	111	36,332	8.3
9	Charlotte,	718	119	45,405	5.9
33	Cherryfield,	1,648	305	199,992	2.0
3	Crawford,	324	64	20,994	9.5
	Cutler,	820	173	76,870	
26	Dennysville,	458	90	99,853	3.0
31	East Machias,	1,904	361	313,894	2.5
16	Eastport,	4,125	681	660,519	4.2
34	Edmunds,	446	80	57,385	1.8
12	Harrington,	963	212	109,315	5.5
23	Jonesborough,	466	108	45,754	3.5
15	Jonesport,	826	169	54,602	4.4
17	Lubec,	2,814	548	240,153	4.2
28	Machias,	1,590	339	403,903	2.9
22	Machiasport,	1,266	171	106,405	3.8
4	Marion,	207	34	21,369	9.4
30	Marshfield,	294	67	41,354	2.9

COUNTY OF WASHINGTON, *(Continued.)*

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
	Medybemps,	187	57	19,739	
10	Milbridge,	1,170	243	121,925	5.7
8	Northfield,	246	52	24,950	6.0
	Pembroke,	1,712	244	158,994	
6	Perry,	1,324	237	115,374	6.9
1	Princeton,	280	65	24,314	12.3
19	Robbinston,	1,028	193	152,767	3.9
27	Steuben,	1,122	234	119,136	3.0
11	Topsfield,	268	57	26,642	5.6
13	Trescott,	782	138	62,349	5.1
14	Wesley,	329	71	29,743	5.0
18	Whiting,	470	85	61,260	4.1
24	Whitneyville,	519	122	86,052	3.5
	Annsburg,	126			
	Codyville plantation, 9, R. 2,	47			
	Danforth, 4th range,	168			
	Tallmadge, 3, range 2,	48			
	Waite plantation, 2, range 2,	81			
	No. 14,	167			
	No. 1, range 2,	9			
	No. 1, range 1,	10			
	No. 9, range 3,	87			
	No. 9, range 4,	59			
	No. 3, range 1,	5			
	No. 18, E. Division,	29			
	No. 19, do.	29			
	No. 21,	53			
	No. 11, range 3,	42			
	No. 1, range 4,	14			
	No. 1, range 3,	23			
	No. 7, range 2,	61			
	No. 26, E. Division,	8			
	No. 29,	18			
	No. 31,	46			
		38,711	7,214	4,818,531	4.0
	Wild lands,			425,900	
				$5,244,431	

COUNTY OF YORK.

Relative rank of each town expressed in numerals.	Towns.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
13	Acton,	1,359	243	213,825	2.6
23	Alfred,	1,319	243	271,600	2.2
2	Berwick,	2,121	324	219,101	3.7
9	Biddeford,	6,095	1,169	2,176,728	2.8
3	Buxton,	2,995	478	424,397	3.5
16	Cornish,	1,144	215	198,622	2.5
21	Eliot,	1,803	394	320,658	2.2
10	Hollis,	2,683	498	368,444	2.7
24	Kennebunk,	2,650	482	732,996	1.6
19	Kennebunkport,	2,706	460	512,135	2.3
5	Kittery,	2,706	464	290,492	3.4
14	Lebanon,	2,208	361	354,809	2.6
15	Limerick,	1,473	234	235,780	2.6
8	Limington,	2,116	398	346,786	2.9
7	Lyman,	1,376	238	202,753	3.0
11	Newfield,	1,418	266	212,832	2.7
	North Berwick,	1,593	267	331,148	
20	Parsonsfield,	2,322	425	435,995	2.3
22	Saco,	5,794	951	2,239,831	2.2
6	Shapleigh,	1,348	262	291,771	3.0
12	Sanford,	2,330	423	334,654	2.6
18	South Berwick,	2,592	436	619,409	2.4
1	Waterborough,	1,989	264	200,332	4.9
4	Wells,	2,945	459	428,628	3.5
17	York,	2,980	566	516,609	2.5
	Isle of Shoals,	29			
		60,094	10,509	$12,390,335	

RECAPITULATION — (TABLE D.)

Relative rank of each county expressed in numerals.	Counties.	Population in 1850.	Number of polls.	Valuation.	Percentage of school money raised by tax on the valuation of 1850, expressed in mills and tenths of mills.
1	Aroostook,	12,533	743	537,438	5.4
13	Cumberland,	79,656	13,646	18,493,084	2.1
7	Franklin,	20,027	3,607	2,813,162	3.1
5	Hancock,	34,372	6,487	4,902,168	3.1
11	Kennebec,	62,524	11,144	12,851,961	2.4
12	Lincoln,	74,803	14,177	14,826,933	2.3
9	Oxford,	39,866	7,361	5,349,340	3.0
4	Penobscot,	63,094	12,624	9,110,670	3.6
2	Piscataquis,	14,735	2,844	1,905,883	4.0
6	Somerset,	35,591	6,454	4,935,697	3.1
8	Waldo,	47,229	8,789	6,800,981	3.0
3	Washington,	38,711	7,214	5,244,431	4 0
10	York,	60,094	10,509	12,390,335	2.6
		583,235	105,539	$100,162,083	2.7

E. M. THURSTON,

Secretary of the Board of Education.

CHARLESTON, April 30, 1851.

BOARD OF EDUCATION FOR 1851-2.

HANCOCK,	ARTHUR F. DRINKWATER, *of Bluehill.*
PISCATAQUIS,	WOOSTER PARKER, *of Dover.*
WASHINGTON,	KENDALL BROOKS, JR., *of Eastport.*
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CUMBERLAND,	JAMES O'DONNELL, *of Portland.*
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5. *Education in New Settlements:*
   MADIGAN, CASWELL, FREEMAN.
6. *Legal Duties and Liabilities of Teachers and Pupils:*
   O'DONNELL, WYMAN, BARTLETT.
7. *Social and Intellectual Culture:*
   PARKER, FREEMAN, SWALLOW.
8. *Institutes and Normal Schools:*
   HUSTON, O'DONNELL, DRINKWATER.
9. *Text Books:*
   BARTLETT, SWALLOW, MADIGAN.
10. *Physical Education:*
    DRINKWATER, CHAPMAN, WYMAN.
11. *Vocal Music:*
    CASWELL, BROOKS, PARKER.
12. *School Laws and School Districts:*
    WYMAN, BARTLETT, O'DONNELL.
13. *Duties and Liabilities of School Officers:*
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