MAINE STATE LEGISLATURE

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THE LEGISLATURE

OF THE

STATE OF MAINE,

DURING ITS SESSION

A. D. 1853.

SIXTH REPORT

OF THE

BOARD OF EDUCATION

OF THE

STATE OF MAINE.

1852.

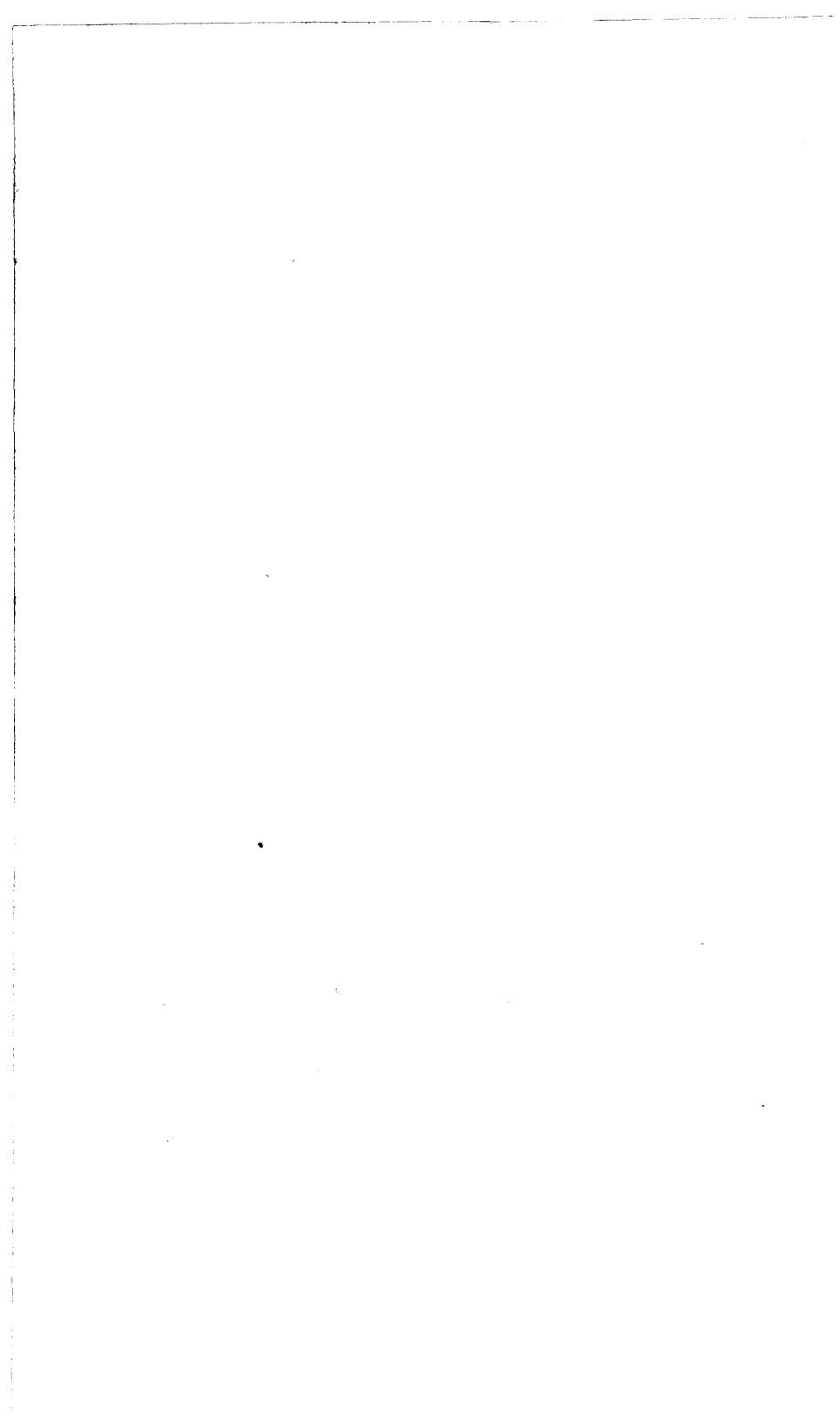Published agreeably to Resolve of March 22, 1836.

ANNUAL REPORT
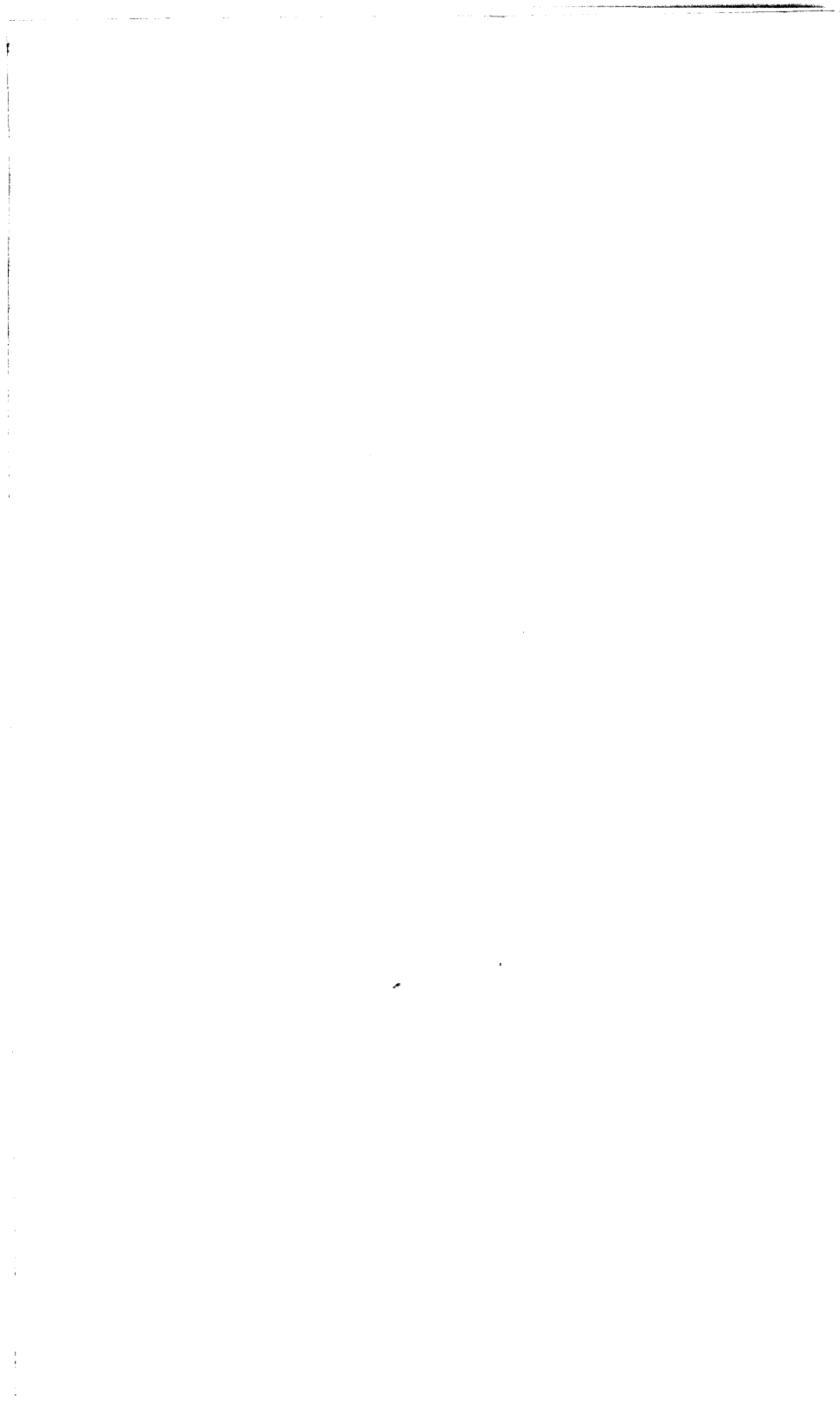
OF THE

BOARD OF EDUCATION.

1852.

REPORT.

To the Governor of the State of Maine:

As required by law, the Board of Education present to you their SIXTH ANNUAL REPORT.

During the past year, the Board has pursued the same plan of operation as heretofore. At its first session, Hon. E. M. THURSTON was re-elected Secretary, and he has devoted himself to the duties of the office, as in previous years, with diligence and earnestness. As the "act establishing a Commissioner of Common Schools in each county," provides for the abolition of this Board some days previous to the expiration of its year, and as the Secretary has been performing the duties of his office under the direction of the Governor and Council until the present time, he has not completed his Report, and will present it directly to the Governor.

In each county, a Teachers' Institute was held during the last autumn, according to the provisions of the law; and these Institutes were attended in the aggregate by 1561 persons. In most of the counties, the members of the Institutes separated with new courage and better preparation for the performance of their duties, with increased professional enthusiasm, and with expressions of gratitude to the State for the establishment and support of such means for improving our common schools. The Secretary attended each of these Institutes, and by his personal efforts and instructions, and by lectures addressed to the public as well as to the teachers, added to their value.

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In several of the counties, the members of the Board have spent some time in visiting schools, and lecturing on the subject of education in different towns. But this labor has not been extensive, simply because no provision has been made by law for defraying its expenses, and the labor thus performed has therefore been gratuitous.

The fifth annual report of the Board, recommended that provision be made by the Legislature, for securing the services of suitable persons to visit each of the towns in the several counties, and so far as practicable, each school district, and to confer with parents and school officers. We believe that such provision, if additional to the law then existing, would have greatly increased the efficiency of the system. That suggestion, we observe, was adopted by the Legislature, not, however, as additional to the other provisions, but as a substitute.

As this action of the Legislature abolished the Board of Education, and the presenting of this report is therefore the last duty required of us, we would briefly review the history of the Board during the six years of its existence.

The interest of the people of this State in the public education of their children has been increasing for many years. In 1846, it was thought by the Legislature that the time had come for the establishment of a Board whose duty should be to collect and disseminate information in regard to schools and school houses, to awaken zeal among teachers and encourage them to a better preparation for their work, and to increase generally the facilities offered by the several towns of the State for the education of youth. The Board of Education was therefore instituted. The duties of the members were of a general nature, and no provision was made for their compensation, except that during their sessions they were to receive one dollar a day. Their labor has been chiefly performed through their Secretary, who by the bill creating the Board was constituted their Executive officer.

The whole time of the Secretary has been given to the duties of the office. He has collected and published statistics

respecting the condition of school houses, the number of schoo children, the attendance on public schools, the amount of money expended for purposes of education, the wages of teachers, and the length of schools. The publication of these statistics has made the people of each town and county acquainted with the condition of schools in every other town and county, and has greatly stimulated many of them to increased efforts in this important work. Undoubtedly the enlarged appropriations of money for support of schools, and the growing interest in every thing pertaining to them, has been, in part, the result of the publication of these statistics.

The Secretary has also lectured and written extensively on the construction of school houses, showing the defects which are common in these buildings, furnishing plans, and giving information concerning the best mode of constructing school houses, the necessity for ventilation and the means of securing it, and the furniture which ought now to be considered indispensable in every school district. As the result of this labor, in a very large number of towns, school houses have been built such as were not found before. The school has thus been made attractive ; the children have found a comfortable, convenient and pleasant place for study, where before everything was unattractive and uncomfortable, if not filthy. The health of the scholars in such districts, no longer suffers from impure air, or from desks and seats which weary and distort the body. The influence of the well-constructed and well-furnished house is seen in the increased cheerfulness and diligence of the scholars. We speak what we know, when we assert that in a very large number of towns, the public schools have been greatly improved in every respect by the erection of better school houses, and that the results mentioned above, have followed from the diffusion of information respecting the best plans for building, ventilating, and furnishing school houses,—results the benefits of which cannot be estimated, affecting, as they do, the health, the cheerfulness, the habits of study, and the moral feelings of our children at the season of life when their natures.

physical, mental and moral, are most impressible. We indulge the hope that the influence thus begun will be more widely felt in years to come, until every school district in the State shall be provided with a suitable school house.

Another result of the Secretary's labors has been to increase the faithfulness of school agents and superintending committees. There are still some towns in the State, in which these officers seem to be quite ignorant of their duties, and indifferent to the welfare of the schools. But the number of such has greatly diminished. In general, there is more effort than formerly to procure competent teachers, a greater interest in having the school house always in order, and a disposition to visit the schools more frequently. This faithfulness on the part of those intrusted with the oversight of the schools, exerts an evident influence on the scholars. Where these officers have fulfilled their duty, not only regarding the letter of the law, but observing its spirit, seeking for the best teachers, introducing the best books, securing uniformity of books, making the school house neat and comfortable, aiming at the highest mutual advantage of teacher and pupils, visiting the schools, noting their progress, and always ready to make any effort which shall promise good to the cause,—there the schools have prospered, and the community have seen the result of such labor in a well-disciplined and intelligent company of youth growing up among them.

The last five years, a Teachers' Institute has been held annually in each county of the State. These Institutes have brought together the teachers of the county, not only to consult with each other on their different modes of discipline and instruction, and to stimulate each other by the mutual statement of their experience and success, but also to receive instruction and counsel from the most eminent and successful teachers whose services could be procured. There are but few teachers in the State who have not attended one or more of these Institutes; and very few who have attended them would relinquish for a small consideration the benefits derived therefrom. They have been unanimous in declaring their con-

viction of the value of such gatherings. Each Institute, con-
tinuing two weeks, has cost the State $200 ; and in several
instances the individual members of the Board have added to
this sum from their private resources. We believe that the
money thus expended has been productive of immense good.

We congratulate ourselves, as we review the history of the
Board of Education, with the conviction that during the last
six years many new school houses have been built on improved
models,—that fewer districts than before now furnish for their
children a place for study unsuitable, unhealthy and dreary,—
that the amount of money appropriated to schools has consid-
erably advanced,—that teachers have been encouraged to prepare
themselves more fully for their office,—that the number has
increased, of teachers who have chosen this as a permanent
employment,—that many families accustomed hitherto to pat-
ronize private schools, are now giving a preference to the free
schools,—that the general interest of the people in the educa-
tion of children has been gradually growing,—and that better
facilities than ever before are now offered to our children, for
obtaining such an education as will fit them for the duties of
life. Such results cannot be measured by money. They are
not, however, less valuable on that account. They will be
more fully developed hereafter, in the intelligence and physical
vigor, in the patriotism and virtue of the future citizens of the
State.

Much yet remains to be done. It is not for us to suggest
what plans of action ought to be adopted by the State ; but
we hope and believe that measures will be taken by which
statistical information may be disseminated as hitherto, and the
favorable changes already introduced in many towns may be-
come universal. When we remember that the education of the
young is the most important of all the duties assumed by the
State, and that the education received by each child will affect
his future position in society,—his happiness and his moral
character,—when we remember that the control of the State in
years to come will be in the hands of those who are now chil-

dren,—and that their performance of the duties of citizens will be advantageous or disadvantageous to the State, according to the influences now exerted on them and the instruction and culture they now receive,—nay, more, that the teacher of a boy, and the school house where he studies, and the books he uses, and everything connected with his school days, are affecting his character and welfare not only for this life, but in all the future of his existence,—we are impressed with the conviction that the people of the State will not allow the interests of popular education to suffer, or their schools to remain in the condition to which they have already attained.

ARTHUR F. DRINKWATER,
WOOSTER PARKER,
KENDALL BROOKS, Jr.,
HENRY K. BAKER,
JOSEPH T. HUSTON,
MOSES B. BARTLETT,
ALANSON B. CASWELL,
RICHARD M. CHAPMAN,
JAMES O'DONNELL,
HENRY A. WYMAN,
JAMES C. MADIGAN.

Augusta, April 30, 1852.

The member from Waldo county was not present when this report was adopted. The member from Penobscot county has removed from the State.

ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.
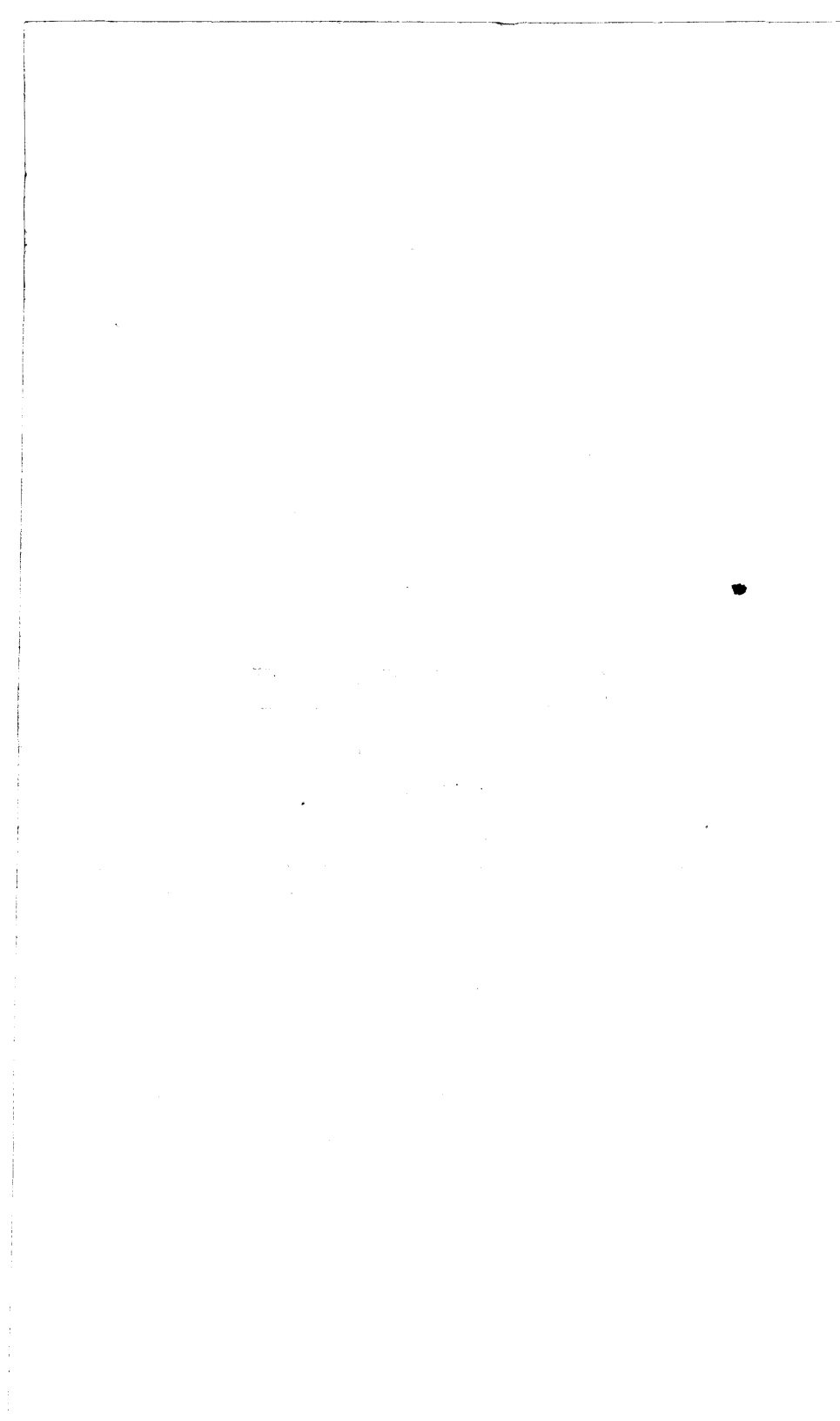
1852.

REPORT.

To the Board of Education:

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

The statistics for the year ending April 1st, 1852, exhibit our school operations in a more encouraging condition than at any previous time. Though we, as a community, are yet far from discharging our whole duty to the rising generation, still it must be gratifying to every friend of human progress to know that some advance is made from year to year. There are many unmistakable indications that the tendency of our public free schools is onward and upward. And we have now so far completed our system of collecting school statistics, that we shall be prepared at each successive stage to measure the increment gained.

SCHOOL RETURNS.

There are seven cities, three hundred and seventy-two towns, and eighty-four plantations in the State; eleven of the plantations are organized for municipal purposes, and seventy-three for election purposes only. To obtain, annually, the actual condition of the public schools, in a territory so large and in many parts so sparsely settled, is by no means an easy task. From my earliest connection with the educational reform in this State, I have regarded this as one of the first points to be

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secured, since nothing short of this can form a correct basis of intelligent legislative action. If legislation is a science, it is only the experience of ages that can elaborate it—the minutest statistical details that can perfect it. Every new act is an experiment. The suffering or prosperity of some or all of the community must test its expediency. Hence correct, authentic statistics, are the only safe foundation of a rational legislation. Without such data, laws are made at random—without such knowledge, legislators must act in the dark. They may do good, but they can never be sure of it, and the accurate results of their acts can never be exhibited. It would seem, then, that an interest so vital to the welfare of the State, and the permanency of our free institutions, as are the public schools, should not be tampered with, either by legislative or popular action, without the most full and reliable information in the premises. Let this policy be adopted in reference to the great department of education, and we should have a record of the good or ill effects of every law that goes into operation—every successful or unsuccessful experiment would serve as a land mark in future action.

That commendable progress has been made in the statistical department of our school operations, will be seen by the following statement: At the time the Board of Education was organized, in 1846, teachers had never been required to keep school registers. Blank forms had to be furnished and the initiatory steps taken. For the first annual report, returns were furnished from only about one half of the State. Teachers and school committees have repeatedly had the importance of this subject urged upon their attention, and they have become more and more faithful in the discharge of their duty in this respect; till now, we have returns from all the towns in the State, except five. The delinquent towns are small, and the statistics from them would have but little effect in the aggregate for the State. But, that the tables might be full, I have inserted the returns of the previous year against the towns referred to.

I have arranged the information contained in the returns in four separate tables, marked A, B, C and D. Each table contains a distinct class of facts. Table A exhibits for each town in the State, the number of districts, parts of districts, number of male teachers, number of female teachers, average wages of male teachers per month, average wages of female teachers per week, average length of schools in weeks, number of schools suspended by incompetency of teachers, number of good school houses, number of poor school houses, and number of school houses built within the past year. Table B exhibits for each town in the State, the whole number of children between four and twenty-one years of age, whole number attending summer term, average number attending summer term, whole number attending winter term, average number attending winter term, mean average of summer and winter terms, ratio of the mean average attendance to the whole number of children between four and twenty-one years of age, and the relative rank of each town expressed in numerals—marking the town having the greatest average attendance, No. 1, the town having the next greatest average attendance, No. 2, and so on. Table C exhibits for each town in the State, the amount of school money raised by tax for each child between four and twenty-one years of age, whole amount of school money raised by tax, minimum school tax required by law according to the census of 1850, excess raised above the minimum, amount apportioned from the State School Funds, miscellaneous funds, amount expended for private schools, and the relative rank of each town expressed in numerals—making the rank depend on the amount of money raised per scholar. Table D exhibits the population of each town in 1850, number of polls, valuation, percentage of school money raised by tax on the valuation of 1850 expressed in mills and tenths of a mill, and the relative rank of each town expressed in numerals—ranking the town No. 1, which raised the largest percentage of school tax on the valuation.

It is not to be presumed that these tables are entirely accurate in every particular. They may be relied upon, however,

as an approximation to truth in every essential feature ; and they can be made more complete and accurate, each successive year, if teachers and school officers discharge their duties faithfully, and the Legislature is disposed to continue and perfect a system of school supervision which has accomplished so much in its incipient state. If, on the other hand, the recent action of the Legislature, on this subject, is the deliberate expression of the community, hereafter, no general report embracing the school operations of the State, is to be made ; and the labor of years in systematizing our school statistics, is to be discarded just at the point of time when the analysis has become sufficiently full and accurate to form some reliable basis of action.

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,-363 63. Six per cent. interest on this sum, amounting to $6,261 81, has been apportioned among the public schools the past year.

The banking corporations in the State are required to pay into the State treasury, one half of one per cent., semi-annually, on their capital stock. This tax for 1851, amounted to $33,376 69. This, added to the income of the school fund, makes $39,638 50, which has been distributed to the public schools, for the year ending April 1st, 1852. No town can legally receive its proportion from the State treasury, unless the returns required by law are received at the office of Secretary of State, by the tenth of April, in each year.

The Legislature of 1851, 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.

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 any town can vote to raise a sum exceeding this minimum to the extent they choose. The money raised as above stated, must be expended for teachers' wages and board; and for fuel and incidental repairs. The money required for building new school houses and remodeling old ones, must be raised by a specific tax assessed on the district for that purpose.

For the school year ending April 1st, 1852, the several towns in the State, raised $284,704 74 school tax. This is an excess over the minimum required by law, of $51,410 74—a gain of over $10,000 on the previous year. The sum raised by tax amounts to about forty-nine cents for each inhabitant, or $1 20 for each child between four and twenty-one years of age. The minimum school tax—forty cents for each inhabitant—is about ninety-seven cents for each child of the school age.

In addition to the money raised by tax, the proceeds of the State school funds amounted to $39,638 50, and the income of the local school funds to $13,378 19; making from both sources $53,016 69; equal to about nine cents to each inhabitant, or twenty-two cents to each scholar.

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

The amount of money paid for private instruction, not including incorporated Academies, during the past year, is $28,994 42—about $1,000 less than the previous year. The towns,

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where private schools are most patronized, are exhibited in table C of the appendix.

The whole amount of money disbursed, in the State, for instruction in the public free schools, during the year ending April 1st, 1852, was $337,072 43—an excess of about $17,000 over the previous year.

SCHOOL DISTRICTS.

There are four thousand and ninety-two districts, and two hundred and seventy-five parts of districts, in the State. The erroneous opinion formerly prevailed, and still obtains to some extent, that school districts should be as small as possible, and the school house not far remote from each man's door. This doctrine with its legitimate results—short schools and cheap teachers—has been and still is one among the many causes tending to retard the progressive movement of our free schools. Public opinion on this subject has undergone quite a change within a few years; but the material obstacles to right action, which have grown up under the old dispensation, are so formidable, that reform in this direction, can be effected only by degrees.

THE NUMBER OF SCHOOL TEACHERS

who gave instruction during any part of the year, in the public schools, was seven thousand and fifteen ; of these, two thousand seven hundred and sixty-seven were males, and four thousand two hundred and forty-eight were females. By a comparison of former reports, it will be seen that the relative proportion of female teachers is constantly increasing from year to year ; and this increase will continue to a very considerable extent beyond its present limit, just in proportion as the services of female teachers are correctly appreciated, and our schools are graded and classed as they should be. In a system of instruction, where the schools are all completely graded, and the scholars all classed in the best manner, not more than one male teacher in seven would be needed.

TEACHERS' WAGES.

The average wages of female teachers, exclusive of board, during the past year, has been $1 54 per week; being an advance on the previous year of six cents per week. The average wages of male teachers per month, exclusive of board, has been $17 33; being an advance on the wages of the previous year of sixty-seven cents per month.

This advance on teachers' wages, though not very considerable when applied to individuals, amounts to quite a sum to the seven thousand teachers in the State; and is a sure indication that the community begin to appreciate the services of competent teachers, and that teachers in return, are disposed to take extra pains to qualify themselves for their high vocation. It holds true in education, as well as in every other department of life, that it is the best economy to employ the individual who possesses the greatest amount of skill and experience in the particular business for which he is engaged. And it is important that parents should realize the truth of this remark, as much when they employ a teacher to instruct and develop the immortal mind of the child, as they do when they engage a person to train their colts or their steers.

LENGTH OF SCHOOLS.

The average length of the public schools for the year ending April 1st, 1852, was eighteen weeks and three-tenths of a week; being five-tenths of a week less than the previous year. In this estimate, five and a half days are reckoned one week. It is found by comparing Maine with other States, in regard to the length of her schools, that our place is nearly at the foot of the list. That, however, is not of so much consequence, if what is wanting in quantity is made up in quality.

ATTENDANCE AND NUMBER OF SCHOLARS.

The entire number of children in the State between four and twenty-one years of age, is about two hundred and forty thousand; from two to three thousand in the border settlements are not within the limits of any organized municipality.

In the towns and plantations making returns, the whole number of persons of the school age is	237,773
Whole number attending summer school,	133,062
Number not attending summer school,	104,711
Average number attending summer school,	99,248
Whole number of scholars, as above,	237,773
Whole number attending winter school,	154,968
Number not attending winter school,	82,805
Average number attending winter school,	118,746
Mean average attendance of summer and winter schools,	108,997
Ratio of the mean average attendance, expressed in decimals, to the whole number of children between four and twenty-one years of age,	.46

being one per cent. better then the previous year.

By referring to table B, in the appendix, the average attendance of each town may be found, and by reference to previous reports, one year can be compared with another, in this respect.

SCHOOLS DISCONTINUED.

During the year, one hundred and sixty schools have been broken up or suspended. One teacher out of every forty-two has failed to complete the term of service for which he was engaged. The returns indicate, that most of these failures were in consequence of the incompetency of teachers. This statement is doubtless true, if we understand by the term incompetency, an inability on the part of the teacher to overcome all the evils arising from badly constructed and badly ventilated school

rooms, from feuds and dissensions in districts, from a looseness in home government, from a want of that uniformity in text books necessary to the proper classification of the scholars, and from numberless other causes incident to many districts in the State.

COMMITTEES AND SCHOOL CONVENTIONS.

A convention of superintending school committees has been held, according to the provisions of law, during the year, in each county in the State. I have, as usual, been present at all of these meetings, and have done what I could to promote the legitimate objects for which they were assembled. Every year's experience gives new proof of the utility and expediency of these conventions. It is here that the committees who have charge of the local administration of our school system in every part of the State, can consult in reference to the various and often perplexing questions that come within their jurisdiction, in the discharge of their official duties. From my personal observation, in every county in the State, for several years past, I feel confidence, that the school committees, as a whole, discharge their duties with much more uniformity and efficiency now than they formerly did; and this improvement is to be attributed, almost entirely, to these gatherings, where there is a mutual consultation between the committees, the Secretary of the Board of Education, and the county member.

DESTITUTE PORTIONS OF THE STATE.

I have spent much more time than usual, the past year, in visiting the frontier setttlements, where there are several thousand children enjoying little or no advantage of a common school education. My object has been to make a personal inspection of the real condition of those localities, and satisfy myself whether anything could justly and reasonably be done for those children growing up in ignorance. After a careful examination of this question, I had decided, if my office had been continued, to make a special report to the Legislature on this subject, recommending specific action.

TEACHERS' INSTITUTES.

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 individuals constituting the Board of Instruction, and the number of teachers attending.

Counties.	Where.	When.	Instructors.	Male.	Female.	Total.
					MEMBERS.	
Lincoln,	Topsham,	Aug. 19,	B. F. Rowe; N. A. West; A. P. Oakes.	28	56	84
York,	Biddeford,	Aug. 26,	Wm. B. Fowle; Cyrus Pierce; C. Cutter, M. D.; Benj. F. Rowe; Miss Emily Shaw.	61	68	129
Somerset,	Solon,	Sept. 2,	S. T. Bowen; C. Cutter; B. F. Kendall.	54	87	141
Cumberland,	Windham,	Sept. 2,	Wm. B. Fowle; Miss E. Shaw; E. M. Thurston.	70	79	149
Washington,	Cherryfield,	Sept. 16,	Wm. B. Fowle; C. Cutter; Miss E. Shaw.	32	69	101
Oxford,	Fryeburg,	Sept. 23,	Samuel W. Bates; Daniel Leach; Calvin Cutter; Wm. D. Swan.	62	104	166
Franklin,	Farmington,	Oct. 7,	Jonas Burnham; J. H. Drummond; H. P. Torsey; C. Cutter.	79	62	141
Hancock,	Orland,	Oct. 14,	Wm. B. Fowle; C. Cutter; Joseph C. Pickard; Miss E. Shaw.*	33	52	85
Waldo,	Camden,	Oct. 21,	E. Freeman; E. M. Thurston; B. F. Rowe; Wm. H. Codman; C. Cutter; J. C. Pickard.	44	42	86
Kennebec,	Waterville,	Nov. 4,	Dexter A. Hawkins; James H. Hanson; James P. Weston; C. Cutter.	127	150	277
Piscataquis,	Monson,	Nov. 11,	Wm. B. Fowle; B. F. Rowe; A. P. Oakes.	12	28	40
Penobscot,	Oldtown,	Nov. 18,	G. C. Swallow; B. F. Rowe; J. M. True; Thomas Tash; A. J. Burbank; T. B. Buck; Ora Oakman.	88	62	150
Aroostook,	Houlton,	Nov. 18,	T. C. Abbot; William H. Seavey; L. P. Record; E. M. Thurston.	18	21	39
				708	880	1588

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

Counties.	1847.			1848.			1849.			1850.			1851.		
	Males.	Females.	Total.	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	61	68	129
Lincoln, .	23	39	62	47	91	138	86	136	222	28	56	84	28	56	84
Cumberland,	61	49	110	54	56	110	55	63	118	61	54	115	70	79	147
Washington,	40	67	107	52	101	153	39	90	129	30	78	108	22	69	101
Oxford, .	84	81	165	119	136	255	103	71	177	34	39	73	62	104	166
Franklin, .	106	78	184	143	123	266	86	87	173	79	87	166	79	62	141
Hancock, .	30	57	87	55	106	161	42	60	102	40	100	140	33	52	85
Waldo, .	77	86	163	76	109	185	33	62	95	43	52	95	44	42	86
Somerset, .	89	82	171	93	101	194	66	86	152	118	98	216	54	87	141
Kennebec,	95	113	208	103	127	230	110	131	241	128	108	236	127	150	277
Penobscot,	97	96	193	108	139	247	68	87	155	82	87	169	88	62	150
Piscataquis,	58	55	113	103	103	206	62	66	128	55	80	135	12	28	40
Aroostook,	9	15	24	17	31	48	20	24	48	19	18	37	18	21	39
	820	857	1677	1051	1288	2339	834	1088	1922	801	931	1732	708	880	1588

My opinion in reference to the utility of Teachers' Institutes has been fully expressed in previous reports ; and the experience of the past year has furnished no occasion for changing that opinion.

APPARATUS AND SCHOOL LIBRARIES.

There is a gradual advancement in the department of school apparatus of the simpler forms ; but the progress is very slow, in comparison with the work that remains to be done, to supply the schools in the State with the more common means of illustrating the studies pursued. A careful examination of the returns, shows that in some towns there are yet a large number of schools which have not even a blackboard. The exact number cannot be ascertained in the present state of the returns. But several interior towns have returned a majority of their schools without blackboards. When it is considered, that in a great proportion of those supplied with this important auxiliary to the teacher, the supply is wholly inadequate to the wants of

the school, it will be seen that a wide field for effort is yet open, in this direction, for those interested in the improvement of our common schools.

According to the returns made, 136 schools are furnished with globes, and 179 with outline maps. This indicates an increase of between 30 and 40 of each since the last annual statement. At this rate of increase, it will be many years ere the schools will be fully supplied. The only schools supplied with philosophical and chemical apparatus, as returned, are the high school in Hallowell, two schools in Waterville, one in Biddeford, and one in Eastport. Probably there are a few others, accidentally not returned. One school in Alna has a telurean, and several schools in different parts of the State have cubical blocks. The returns are probably defective, and the number of schools supplied must be somewhat greater than appears. In Somerset county, eight schools are returned as supplied with sets of Cutter's physiological charts.

There has been an increase of school libraries, according to the returns. Thirteen cities, towns and plantations, return one or more school libraries the present year. Three towns, which returned libraries the preceding year, have omitted to return them this year, probably by accident or neglect of the committee. The following are the libraries returned : In Albion, one, with 25 volumes ; Brooks, one, 150 ; Bath high school, one, 500 ; Dallas plantation, one, 300 ; Fryeburg, one, 14 ; Hallowell, one, 20 (now set off into Farmingdale ;) Kennebunk, one, 46 ; La Grange, one, 50 ; Paris, one, perhaps 50 ; South Thomaston, one, number of volumes not mentioned ; Turner, one, about 50 ; Union, one, 60 ; York, one, 32. Those returned last year, and omitted this, are the following : In Athens, one, 46 volumes ; Kennebunkport, four, in all 72 volumes ; Winthrop, one, number of volumes not given.

EDUCATIONAL ASSOCIATIONS.

Amongst the questions required by the blank returns forwarded to the respective school committees, to be answered, was one, inquiring whether any Teachers', common school or other educational association existed in their respective towns. From most of the towns, the answer is brief and emphatic— "None." In each of the following towns some association of this character exists : China, Eastport, Harrington, Limington, Newport, South Berwick, Westbrook and Whitefield. It is perfectly safe to venture the assertion, that where such an institution is in successful operation, the schools in the town will feel its beneficial influence, and will soon manifest an improvement in their condition. It is hoped that not only these will be sustained, but their number will be greatly increased. In several of the counties there are also County Teachers' Associations.

NUMBER AND VALUE OF PUBLIC SCHOOL HOUSES.

The whole number of school houses in the State, owned by towns and districts, is three thousand seven hundred and sixty-six. The aggregate value of the same, is $693,445 ; and the average value of each, is $184 13. There have been built, during the past year, one hundred and seventy-four new school houses, at an aggregate cost of $67,683 46—making the average cost of each $388 93. During the previous year, ending April 1st, 1851, one hundred and twenty new houses were built ; and this was a great advance on previous years. In fact, there is no one department in our educational operations, that has received a more decided impulse, than has that of school house architecture. Public opinion is just beginning to be aroused to the importance of this subject. A majority of the new houses are well constructed, and well arranged, and some of them are on the very best models.

So great has been the demand for that portion of my last report devoted to the construction of school houses, and so urgent have been the requests that the same article might be

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republished the present year, that I have concluded to append it as a part of this report.

HISTORICAL SKETCH OF SCHOOL LEGISLATION IN MAINE.

I have deemed it important, as a partial guide in future movements, to give a brief historical sketch of legislative action in Maine, in reference to public free schools.

From this outline, it will be perceived, that there has been a constantly progressive movement from the organization of our State government till the present time. It also appears by this abstract, that the additional legislation from time to time, has, for the most part, been such only as the defects and deficiencies of previous enactments rendered necessary. And it is especially worthy of note in this connection, that there has been no retrograde movement in school legislation, in any essential particular, till the act of April 26, 1852.

The act of separation between Maine and Massachusetts was passed by the Massachusetts legislature, in June, 1819. The convention of delegates to form a constitution for Maine, met in October of the same year. The constitution was adopted, and the first legislature assembled on the 31st day of May, 1820.

At this time, the school system of Maine was the same as that of the parent State. The legislature, at its first session, took no action on the subject. During the second session, a general school law was enacted, approved March 21, 1821. The essential feature, in which the school law of the new State differed from that of the old, was this: In Maine, the inhabitants of each town were required to raise and expend annually, for public schools, a certain amount of money, instead of being required, as in Massachusetts, to sustain public schools a given length of time.

In the act referred to, it was made the duty of each town in the State, to raise by tax on the polls and estates of the citizens, a sum of money, which in the aggregate would amount to not

less than forty cents for each inhabitant. This money was to be apportioned among the several districts in town, and annually expended for public schools; the schools to be equally free and accessible to all the children in the district between four and twenty-one years of age. The inhabitants of the several districts were invested with corporate powers to build and repair school houses, and for some other purposes of minor importance. The towns, at their annual meetings, were required to elect an agent for each district, and a superintending committee for the town—to consist of not less than three nor more than seven persons. It was made the duty of the agent to employ the teacher, and generally to oversee the prudential affairs of the district. The school committee were required to examine teachers, to certify to their qualifications, to decide what text books should be used, and in every way possible to promote the welfare of the schools.

By the statute above named, the district agents were to be chosen by the towns at the annual meeting. During the year, some dissatisfaction was manifested, because the agents thus chosen, did not comply with the wishes of the district. At the third session of the Legislature, the law was so far changed, as to permit the districts to choose their own agents; provided the town should pass a vote to that effect. At the same time, Feb. 26, 1822, the city of Portland, then a town, was authorized to elect a school committee of any number desired—said committee to have the powers and discharge the duties properly belonging under the general law, to the school committee and district agents.

The next school act was approved Feb. 25, 1825. During the three years intervening, experience pointed out several contingencies in our school operations, not provided for in the general law of 1821. In the last named act, it was provided, that the towns should elect school committees; but no penalty was provided for a neglect of that duty. The law also required the school committee to visit all the schools in town, but it was not stated how often, nor at what particular times. Neither

did the law give the committee authority to expel unruly schol-
ars.   The practical working of that portion of the law, relating
to the choice and duties of superintending school committees,
was by no means satisfactory.   Some towns did not choose a
committee ; some committees visited the schools too often to
suit the parents ; some not often enough ; others not at all.   In
some instances, the schools were seriously injured by disobe-
dient scholars, but the committee had no power to remedy
the evil.   To obviate these difficulties, the act of 1825 made
any town neglecting to choose a superintending school com-
mittee, liable to a fine of not less than thirty nor more than two
hundred dollars.   It gave the committee authority to dispose
of unruly scholars.   By this law, the district agent was required
to notify the committee of the time when the school would
commence, and how long it would continue.   It was made the
duty of the committee to visit the schools, at least twice during
the term ; once within three weeks of the beginning, and once
within two weeks of the close.

In the act of 1821, it was provided, that the school money
raised by the town, should be apportioned among the several
districts, according to the number of scholars between four and
twenty-one years of age ; but the statute did not state at what
particular time in the year the enumeration should be made.
In practice, the different districts would frequently number their
scholars at different times.   To avoid this difficulty, the law of
1825 fixed the first day of May, in each year, as the time for
the performance of that duty.

Under the operation of the law of 1821, disputes arose in
reference to the right of the district to use any part of the money
received from the town, for fuel and incidental repairs on the
school house.   The act of 1825 authorized the district to use
ten per cent. of the money received from the town, for the pur-
pose above named.

In the statute of 1821, it was provided that any district
receiving less than thirty-five dollars of school money for the
year, might expend the whole of it for a school taught by a

female; but if more than that sum should be received, no more than one third of it could be so applied. By the act of 1825 it was left discretionary with the district and school committee to determine what part of the money should be used for a school taught by a mistress.

By the law of 1821 no provision was made for collecting school statistics. It soon became evident that some basis must be fixed, on which to apportion among the several towns any school funds that might accrue for that purpose. By the statute of 1825 the selectmen of the several towns were required to make a return to the Secretary of State, once in three years,—the return to exhibit the number of districts, the number of scholars in each, the number usually attending school, the length of the schools and the amount of money expended for the same. By the same act, the Secretary of State was directed to furnish blanks for making said returns.

The next law touching public schools was approved February 16, 1827. Prior to this time no provision had been made for forming districts out of two or more towns. This act gave authority for that purpose. It was also provided in the same act, that inhabitants residing on islands, or in remote parts of a town, though not within the limits of any organized district, might receive the amount of school money assessed on them and expend it under the direction of the superintending school committee. In the same act, districts were authorized to instruct their agents in regard to the time that the schools should commence. It was further provided in this act, that where a school should be kept a part of the year by a master and a part by a mistress, the district might, by themselves, by a committee of their own appointment or by the superintending school committee of the town, determine what description of scholars should attend each school. This last provision was the first legislation in the State tending to the gradation of schools, except the special act applicable to Portland, passed in 1822.

An act approved January 30, 1828, extended to the city of
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Bath, then a town, the same power for school organization as was granted to Portland by the act of 1822. Authority was also given to school committees to fill vacancies in their own board. At the same session of the Legislature, an act approved February 23, 1828, directed the Land Agent to set apart twenty townships of the public land, the money received from the sales of which to constitute a permanent school fund. By the same act, provision was made, that certain moneys due this State from the United States should, when received, be reserved for a school fund.

There was no legislation on the subject of public instruction from 1828 till 1832, except an act approved in 1830 determining the manner in which school district meetings should be called.

In 1832 the same power was extended to Bangor in reference to school organization, as had been granted to Portland in 1822, and to Bath in 1828. In the same act it was provided, that Bangor might pay the school committee for services such sum as might be deemed proper. This was the first legal provision made in this State for paying school committees for their services; and this was only in a specific case.

An act was approved March 4, 1833, providing that the bank tax* should be apportioned among the several towns in the State, for the benefit of the public schools. The distribution to be based on the number of children between four and twenty-one years of age. Some difficulty was found in distributing this money, for the want of proper data in reference to the number of scholars in each town: as the law of 1825, requiring return of school statistics to be made to the Secretary of State once in three years, had been but very imperfectly complied with. To remedy this defect, the act of 1833 required district agents, under oath, to make a correct list of all the children in their respective districts between four and twenty-one years of age, and return the same to the selectmen,

* The banking corporations in the State are required to pay into the State Treasury, semi-annually, one half of one per cent. on the capital stock invested.

in the month of December annually. And the selectmen were required, under oath, to make the returns specified in the act of 1825, to the Secretary of State annually, instead of once in three years, as was provided in the original act. It was further enacted in the law of 1833, that the school money furnished by the State should not relieve the towns from raising the school tax previously required by law; namely, forty cents for each inhabitant.

In 1834, all the previous school laws were collected, re-written, and enacted in one statute. In this revision, a few slight changes were made. By previous acts, the superintending school committee were to consist of not less than three nor more than seven; by the new code, the number was fixed at not less than three nor more than five. By the new law, the committee were required to act under oath, and to make out a written report of the state of the schools, to be presented to the inhabitants of the town at the annual town meeting. It was further provided, in the revised act, that the inhabitants of a district, by vote at a district meeting, might admit scholars from other districts and other towns. Also, that any town in the State might, if the inhabitants at their annual meeting, by vote, chose so to do, effect a school organization under the special law enacted for Portland in 1822, for Bath in 1828, and for Bangor in 1832.

An act was approved March 11, 1835, repealing a section in the act passed Feb. 23, 1828. The clause repealed, provided that certain moneys due this State from the United States, should be reserved for a permanent school fund.

There was no legislation on the subject of public schools from 1835 till 1839, except an act approved Feb. 13, 1837, in reference to school returns; and this was merely explanatory of previous laws on the same subject.

At the legislative session of 1839, the feeling was pretty general, that our system of public instruction was defective, and our school operations very inefficient; but no one seemed prepared to propose a remedy. In fact there were no definite

data on which to predicate action. Everybody knew that something was wanting, but none could say exactly what. The school returns which had been made from year to year, remained on file, in the State department. No use had been made of them, except the whole number of children between four and twenty-one years of age, had formed the basis for distributing the bank tax among the several towns in the State. As a preliminary to some intelligent action, a resolve was approved March 20, 1839, directing the Secretary of State to make an abstract of the returns of common schools, with such comparisons and deductions as might be useful, and as could be conveniently made, and transmit a copy to each school district in the State.

An act approved March 16, 1840, provided penalties for disturbing schools.

In 1841, the school laws were all compiled in one act, and some changes made ; the principal of which were the following : The superintending school committee were required to return the school statistics to the selectmen fourteen days prior to town meeting. By this revised code each member of the school committee was entitled to one dollar per day for his services. No legal provision had been previously made, for paying the school committee for services rendered, except in the specific case of Bangor in 1832. Up to this time, the language of the statute, in reference to the qualification of teachers, had been, for a master, "Well qualified to instruct youth in reading, in writing the English language grammatically, and in arithmetic and other branches of learning usually taught in public schools." For a mistress, the language of the law was, "Suitably qualified to teach the English language grammatically and the rudiments of arithmetic." In this revision the same language was retained in reference to the qualifications of a master; but for a mistress, the term, writing, was added to the qualifications specified in the former laws.

An act approved March 14, 1842, prescribed more definitely the duties of school officers in districts made from two or more

towns. In the same act, power was given to districts having a number of scholars sufficient to require two or more schools, to be in operation at the same time, to classify the scholars and grade the schools, either by direct vote of the district, by a committee appointed by the district, or by the superintending school committee of the town. The provision was substantially the same as the one in the statute of 1827. In the revision of 1841, this point was omitted, or rather it was not fully and specifically stated.

A resolve approved March 20, 1839, directing the Secretary of State to publish and distribute an abstract of the school returns, was repealed by a resolve approved Jan. 20, 1842. The abstract was published for the years 1839, 1840, and 1841. It was supposed, when the school statistics were ordered to be published, that they would furnish sufficient and reliable data on which to predicate legislative action; but a trial of three years, proved most conclusively, that they were too defective and incomplete to be of any practical value.

In 1843 no act in relation to public schools was passed; but the general subject of school reform was fully discussed in the House of Representatives, and a vigorous effort made by the friends of popular education to secure the passage of a law aiming at a State supervision of the public schools. As a preliminary to this step, E. M. Thurston, chairman of the committee on Education, introduced the following bill in the House of Representatives:

" AN ACT to promote the usefulness of common schools.

" *Be it enacted by the Senate and House of Representatives in Legislature assembled*, as follows :

" SECTION 1. The Governor and Council are hereby authorized to appoint thirteen school commissioners, one from each county in the State.

" SECT. 2. It shall be the duty of each commissioner, during the year, to visit every town and city in the county for which he is appointed, and as many of the districts in each town while the schools are in

actual operation, as he can consistently with the provisions of this act: to address the people in each town by public lectures or otherwise, upon subjects directly connected with common school education: to collect and disseminate information with regard to the location, construction, ventilating and warming of school houses: to consult with school committees and other friends of education, upon the best and cheapest method of introducing and preserving a good and uniform system of text books: to consider the practicability and expediency of school district libraries: to obtain and diffuse facts in reference to normal schools or seminaries, for the special purpose of qualifying teachers for their duties: to inquire into the expediency of having school teaching become a permanent occupation, instead of a mere incidental employment: to investigate the utility of organizing a high school in each town for the more advanced scholars of the several districts: to collect and inculcate information upon the most humane and efficient method of governing and disciplining schools: to encourage the most successful and improved methods of imparting instruction: to confer with committees and teachers, upon the probable tendencies of the various motives presented to scholars as incentives to action: to procure and impart information in reference to the improvement now being made in the common school system in this and other countries: to discuss the utility of patronizing and disseminating periodicals and other books, devoted to general education: to call the attention of teachers and others to the benefits that might result from county conventions and associations: to recommend such other means as will be most likely to awaken the public mind to the best interests of our common schools: and to make a full and specific report to the Secretary of State during the month of January annually.

" Sect. 3. It shall be the duty of the Secretary of State to make an abstract of such statistical information, and such extracts from the commissioners' reports, as the Governor and Council may deem advisable, to cause the same to be printed, and a copy to be sent to each school district in the State.

" Sect. 4. Each commissioner shall be paid for his services out of the money accruing from the bank tax, a sum not exceeding two dollars per day for his services and one dollar for his expenses: *Provided however*, that no commissioner shall be paid for a greater number of days than the number of towns which he actually visits in the discharge of the duties of his commission. " [*House doc., No.* 34—1843.]

In discussing this bill, it was admitted on all sides that our school operations in the State were far from satisfactory; that the money expended did not produce more than one half the benefit that might reasonably be expected; that there were no means of securing reliable statistics; that the system had in itself no recuperative power, its tendency being downward instead of upward.

The bill was opposed, on the ground that the appointment of the commissioners by the executive would be a political measure, and hence the best men would not be selected for the place; that the expense would be great and the results anticipated would not warrant the outlay.

On the other hand it was contended, that one of the leading defects in our school system resulted from its isolated condition; that there were more than four thousand districts in the State; that each district was a distinct and separate community, for school purposes entirely independent of every other; that whatever was noble and praiseworthy in the action of one district was unknown except in its own neighborhood, and of course without its moral influence on other localities; that there were more than five hundred towns and plantations, each as independent of the other, in school matters, as were the districts; that whilst the school committee in each town constituted a distinct tribunal, from whose decision on many points there was no appeal; that there was no concert of action, no harmony of opinion among the committees from different towns in the various parts of the State; that there were nearly seven thousand persons in the State engaged in teaching during some part of the year; that many of them were young and inexperienced, each operating on his own account, influenced by motives and prejudices peculiar to himself; that the inevitable result of this loose and detached arrangement was, that upon all matters of government, discipline, classification and modes of instruction, there were theories infinite and practices infinite, whilst many proceeded without either theory or practice; that the few skillful and experienced teachers scattered

about the State had no means of making their influence felt beyond their own limited circle of operations; that when a teacher left the vocation, the result of his experience was lost to the common cause; that each set of instructors had to commence anew and learn over again by experience what had been learned a hundred times before—making the whole business of developing and guiding the immortal mind a matter of rude empiricism; that this policy was as fatal to success in education, as it would be in agriculture for the farmer to cultivate the soil without any knowledge derived from the practice of his fathers or cotemporaries, experimenting with the growth of every plant—as it would be in navigation, for the seaman to attempt to encompass the globe with no aid from chart or compass, buoy or lighthouse—as it would be in medicine for the physician, deprived of that storehouse of facts which the experience of two thousand years has collected, to experiment with the life and health of every patient.   It was further argued, that success could not be expected till some instrumentality, some means, should be employed by which the materials of this chaos could be gathered up and constructed into a system having form and comeliness; that some central organization was essential to obviate the evils arising from this unsocial and fragmentary character of the school system—an organization which should join together the individual parts, and serve as a channel of communication between the several schools—an organization which would become a common reservoir for the information possessed by the whole, whereby the youngest and most inexperienced teacher could have access to the great stock of knowledge possessed by the ablest and most experienced—an organization which would furnish means of comparing state with state, county with county, town with town, school with school, teacher with teacher, holding up for disapproval every thing wrong, and for approval and emulation every thing worthy to be imitated.

Such were the leading points presented on both sides of the question.   The measure was thoroughly discussed in the House

of Representatives and approved by a majority of that body. The bill was sent to the Senate and the whole subject matter indefinitely postponed without examination. This discussion was pretty generally published by the newspaper press and gave the first efficient impulse to educational reform in the State.

In 1844, four acts were passed touching public instruction. The first, approved February 29, provided certain regulations for plantations organized for election purposes only. The second, approved March 6th, gave school districts authority to erect such a number of school houses as the want of the scholars might require. The third, approved March 19, provided that any district, if the voters should so decide, might expend five per cent. annually of the school money for a school district library; this was the first legislation in the State on that subject. The fourth, approved March 21, directed, that where the town required a district to raise money for certain purposes, the selectmen of the town should appoint a committee consisting of three inhabitants of the district, to see that the money was properly expended. These several statutes, though general in their nature, had special reference to certain localities where disputes and difficulties had arisen on points contained in the above named acts; in fact, they had no general bearing on our school system. During this session of the Legislature, the general question of school reform by means of State supervision, was incidentally discussed, but assumed no very definite form.

At the session of 1845, no change was made in the school laws; but the general question, so fully discussed in 1843, came up for consideration, and received a pretty thorough examination. The course of argument, on the point at issue, took nearly the same range as it did two years previous, when the the subject was first introduced. S. Henry Chase, Chairman of the committee on education, on the part of the Senate, made an able report, and introduced, for the consideration of the Legislature, the following bill:

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"*Be it enacted by the Senate and House of Representatives in Legislature assembled*, as follows :

" SECTION 1.　The Governor, with advice of Council, is hereby authorized to appoint not less than three nor more than five suitable persons who shall constitute and be denominated a board of commissioners of common schools; said board to exist one year from and after the first day of May next.

" SECT. 2.　It shall be the duty of the board to devote themselves diligently during the time for which they are appointed, or so much of said time as may be necessary, to the collection of all such statistics and information as may be made to further the improvement of common schools.　And it shall be the duty of the board to examine thoroughly into the condition of the common schools in this State—the diversity of text books—the expediency of establishing school district libraries and Normal schools, and to examine into all other matters pertaining to or connected with the common school, and to make a full and specific report after a thorough investigation of the whole subject matter of such plan for the better organization and improvement of common schools as may be deemed advisable, and upon the expediency of constituting a permanent board of education and the mode and manner of constituting it, and the powers and duties thereof; such report to be made to the Governor previously to the meeting of the Legislature of 1846.

" SECT. 3.　It shall be the duty of the Secretary of State to cause so many copies of such report to be printed and for such purposes as the Governor and Council may deem advisable—reserving for the Legislature of 1846 not a less number than three hundred and fifty.

" SECT. 4.　It shall be the duty of the Secretary of State to transmit to the selectmen of the several towns and the assessors of plantations of the State such blanks to be filled up in such manner as said board may prescribe; and it is hereby made the duty of said selectmen and assessors to make returns of the condition of said schools in conformity with the said forms so prescribed, to the Secretary of State, and within such time as he may prescribe.

" SECT. 5.　A sum not exceeding two thousand five hundred dollars is hereby appropriated for the foregoing purposes, to be paid out of the money accruing from the bank tax, to be expended under the direction of the Governor and Council."

The bill was finally rejected, and there the subject rested for that session.

During the winter of 1846 the friends of educational reform held a State convention at Augusta. At that meeting Amos Brown, Philip Eastman, Alpheus S. Packard and Samuel P. Benson were appointed a committee to prepare a memorial to the Legislature praying that a Board of Education might be established. At the May session of the same year the memorial was presented, which, in connection with that part of the Governor's message relating to the same subject, was referred to the committee on education ; and the committee made the following report :

"IN SENATE, June 24, 1846.

"The joint standing committee on education, to whom was referred so much of the Governor's Message as relates to the subject of education ; also the memorial of Amos Brown, Philip Eastman, Alpheus S. Packard and Samuel P. Benson, a committee appointed by a State convention of the friends of education praying that a Board of Education may be established by the Legislature, have had these subjects under consideration and ask leave to report :

"The emphatic language of the Governor's Message on the subject of public education and the recommendation of improvements suggested by him, are fully in accordance with the tenor of many other executive communications to the Legislature. In repeated instances under former administrations, the executive has proposed and recommended a comprehensive and systematic method of increasing the usefulness of common schools by the establishment of a Board of Education.

"These repeated executive recommendations must be supposed to rest, in a very considerable degree, upon a general and popular conviction, that the school system as now established by the constitution and laws of the State is susceptible of higher practical development and fitness for the wants of the people, than have yet been attained.

"The memorial before the committee proceeded from a very responsible assemblage of the friends of education, and expresses with great clearness and urgency, the judgment of the convention and of the memorialists themselves, upon the necessity and advantage of establishing a Board of Education at the present time.

"A majority of the States of New England have already established some general supervisory system for the great department and interest of public instruction. The State of New York has long been distinguished for her wise and enlightened central administration of her public school affairs. There may be reason to apprehend, that unless the State of Maine shall speedily adopt the example thus placed before her, she may be the last of the northern States, in entering upon a policy of improvement, in respect to this great interest, where the genius of her constitution and the absolute necessity of her people might well have placed her among the foremost.

" It is not only the force of example and of authorized recommendation, that has induced the committee to advise the establishment of a Board of Education in this State, but a deliberate survey of the actual condition of things among ourselves, has brought them to a unanimous conviction of its propriety, its necessity and its practicability.

" The state of public sentiment is so far propitious for the attempt that at least, it may be very difficult to predict a more favorable opportunity than the present session, for an undertaking so worthy, so long expected, and so certain to create and increase new confidence and new hope.

" The duties of a Board of Education are simple in theory and practice. The conclusions of the committee upon that head are succinctly stated in the draft of a bill which they have unanimously agreed to report. The committee have carefully abstained from entrusting to the board any legislative or executive power over the subjects or persons within the scope of their action. The existing common school system will continue subject only to the control of the Legislature, under the constitution, and its local administration will be in the hands of the local authorities. The duties of the board will be to investigate, to reflect, to devise and to recommend ; to impart information, to exhibit models and means of improvement, to encourage parents and teachers, to unfold and quicken and satisfy the capacities and the aspirations of the young, and to enliven the whole existing system with new energy and spirit.

" In regard to the method of electing the Board of Education, the committee suggest a plan, which they are satisfied is both practical and highly appropriate. Considerations which might otherwise be embarrassing, are removed by placing the election, as strictly as possible, within the popular control, and by requiring all the sections of

the State to co-operate in the choice. Deriving their powers thus directly from the people, the members of the board will be in the closest communication with those persons to whom the inhabitants of the several towns entrust their local school interests, and the labors of the board will immediately react upon the several parts of the State which they represent.

" With these explanations, the committee present the bill which is submitted with this report.

<div align="center">"E. M. THURSTON, Chairman."</div>

The committee, in preparing the bill which was submitted with the foregoing report, very judiciously guarded against the serious and weighty objections that had been urged in previous years to the appointment of school commissioners by the executive, by providing that the members of the Board of Education should be elected by the superintending school committees of the several towns; and that the board should elect its own secretary : thus removing the whole organization as far as possible from executive patronage or political bias. The strong objections previously urged against a general system of State supervision being thus removed, the bill after a full discussion, passed both branches of the Legislature by large majorities, and became the law of the State.

One other act passed at this session, approved August 8, 1846, authorized school districts to borrow money in certain cases.

During the autumn and winter of 1846 the Board of Education was organized and the first annual report made to the May session of the Legislature, 1847. In accordance with the recommendation of the board, the Legislature at this session made several essential modifications in the school laws—embraced in three distinct acts. The first, approved June 21, provided for Teachers' Institutes. The second, July 31, contained several provisions in advance of any previous acts. More specific regulations were made for collecting school statistics. Teachers were required, for the first time, to keep school registers, and return the same properly filled out to the school committee. The superintending school committee, in-

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stead of the selectmen, were required to return the school sta-
tistics to the State department.   Higher qualifications for
teaching in the public schools were enjoined.   By previous
laws, the essential qualifications for a master were different
from those of a mistress.   By this act they were the same.
Under the new code teachers must be examined, not only as to
their moral and literary standing, but also in reference to their
capacity to govern and discipline a school.   The language of
the law touching their literary qualifications was, to instruct
youth in orthography, reading, writing, English grammar,
geography and arithmetic and other branches of learning usually
taught in public schools and particularly in the school for
which such person is examined.

The other school act of this session specified the conditions
on which scholars between twelve and fifteen years of age
could be employed in factories.

In 1848 three acts relating to schools were passed.   The first,
approved June 27, regulated the time of choosing the members
of the Board of Education in the several counties ; the second,
approved July 14, had reference to apportioning the school fund
among unorganized plantations; and the third, approved Au-
gust 7, provided that certain conditions should be observed in
case of disagreement in locating a school house.   None of
these acts had any general bearing on the school system.

Four acts touching public schools were passed during the
session of 1849.   The first, approved July 17, provided for the
establishment of schools in plantations organized for election
purposes only; the second, approved August 11, directed the
distribution of the income of the permanent school fund among
the several towns and plantations in the State ; the third, ap-
proved August 14, defined the mode of collecting district taxes
in certain cases; the fourth, approved August 15, required that
the expense of Teachers' Institutes should be paid from the
common resources of the State, instead of from the school fund,
as hitherto provided.   The only one of these acts having any
essential bearing on the school operations, was that authorizing

the distribution of the interest on the school fund. At this time the fund accrued from the sale of lands set apart for the public schools, by an act of 1828, amounted to about one hundred thousand dollars ; but up to this time, no disbursement had been made of the income, to the public schools.

In 1850 all the school laws were revised, re-written and put in one act. This is substantially our present code.

SYNOPSIS OF THE SCHOOL SYSTEM AND SCHOOL OPERATIONS IN MAINE, AS EXISTING ON THE 30TH OF APRIL, 1852.

POPULATION. The whole number of inhabitants in the State is 583,235. All persons between four and twenty-one years of age are legal scholars. Of this class there are 240,000.

GEOGRAPHICAL DIVISIONS. The State is divided into 13 counties—composed of 7 cities, 370 towns and 84 plantations; these are divided into about 4,500 school districts; besides, about 5,000 inhabitants are scattered along the border settlements, not within the limits of any incorporated town or organized plantation. The powers and duties of cities, towns and plantations in reference to schools are similar; with this exception, that it is optional with plantations to raise a school tax or not, as the voters may elect; cities and towns are obliged to do it.

SCHOOL OFFICERS. Each school district has one officer, called the district agent. Each city and town has a superintending school committee, composed of not less than three persons. Any town having as many as 2,000 inhabitants may choose one school officer instead of a committee of three. This officer is called the town supervisor ; and his powers and duties are the same as those of the committee. Each county has one school officer, called the member of the Board of Education. The thirteen county officers constitute the Board of Education. There is one officer for the State, called the Secretary of the Board of Education.

ELECTION OF SCHOOL OFFICERS. The district agents are elected annually by the voters in open town meeting; or by the districts in their separate capacities, when the town so determines. The town supervisor, when it is determined to have such an officer instead of a committee of three, is elected annually by the legal voters of the town. Each member of the superintending school committee holds his office for three years: one goes out of office each year·and another is elected in his stead. The members of the Board of Education are elected annually by the superintending school committees, who assemble in their respective counties for that purpose. The Secretary of the Board of Education is elected each year by the Board at its annual meeting.

DUTIES OF SCHOOL OFFICERS. It is the duty of district agents to call district meetings; to see that the school house is kept in repair; to furnish fuel and utensils for the school; to employ teachers; to return, annually, to the assessors of the town, a list of the scholars in the district; and, generally, to look after the prudential affairs of the school. It is the duty of the superintending school committee to fill vacancies in their own board; to examine teachers and give certificates of qualification; to inspect the schools; to direct the general course of instruction; to determine what text-books shall be used; to furnish destitute scholars with books at the expense of the town; to discharge incompetent teachers; to expel unruly scholars; to make a written report to the annual town meeting of the condition of the schools; and to return, at the close of the year, the school statistics to the office of the Secretary of State. The committees are required to meet annually in county convention to elect a member of the Board of Education. It is the duty of the member of the Board of Education to make the necessary arrangements for the Teachers' Institute in his county and to take charge of the same; to discharge such general duties as will best promote the cause of education; to attend the annual meeting of the board and make a report to that body. It is the duty of the board in its associate capacity

to elect their Secretary, and to make an annual report to the Governor and Council. It is the duty of the Secretary of the Board of Education to attend all the county conventions of school committees; to visit all the Teachers' Institutes; to give public lectures; to collect and disseminate information on topics pertaining to education; to make out a report of the school operations for the year; and to discharge such other general and specific duties as the Legislature may direct. The town may at its annual meeting invest the superintending school committee with the duties and powers belonging to school agents, and dispense with district agents.

COMPENSATION OF SCHOOL OFFICERS. The school agent receives from the funds of the district a reasonable compensation for his services. Each member of the superintending school committee receives from the town treasury one dollar per day for his services. Each member of the Board of Education receives from the State treasury one dollar per day for services and ten cents per mile for travel; the time spent in the discharge of his duties not to exceed thirty days in the year. The Secretary of the Board of Education receives from the State treasury one thousand dollars per annum; out of which he has to pay his traveling expenses, postage, stationery and clerk hire—leaving a salary for services of about $300 per year.

SCHOOL MONEYS. Each town in the State is required to raise, by an assessment on the property of the town, a school tax equal to forty cents for each inhabitant. The citizens, by vote, can exceed this minimum to any extent they choose. The minimum school tax—forty cents on each inhabitant—is ninety-seven cents for each scholar of the school age. For the year ending April 1st, 1852, the school tax raised considerably exceeded the minimum. The whole amount raised was $284,-704, equal to forty-nine cents for each inhabitant, or $1.20 for each scholar. The whole amount of school tax raised in the State averages two mills and nine tenths of a mill on each

dollar of the State valuation.* The school tax raised by each town must be divided among the several districts in proportion to the number of scholars between four and twenty-one years of age, provided the excess raised above the minimum can be apportioned as the town may determine.

SCHOOL FUNDS. The permanent school fund of the State is $104,363. It has accrued from the sale of public lands appropriated for school purposes. This fund is constantly increasing and will probably amount to more than $200,000, when the land is all disposed of.

The banking corporations in the State are required to pay into the State treasury one half of one per cent., semi-annually, on their capital stock. This amounts to about $30,000 per annum. Six per cent. interest on the permanent State school fund, together with the bank tax, is distributed annually among the cities, towns and plantations, in proportion to the number of scholars between four and twenty-one years of age.

In addition to the permanent school fund and bank tax, there are some local school funds† belonging to the several towns.

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* The State valuation is intended to be a fair cash value of all the property, real and personal, in the State. The per centage of school tax on each dollar of the State valuation, is higher in Maine than in any other State in the Union.

† The Commonwealth of Massachusetts, by a resolve approved July 9, 1784, directed the committee for the sale of Eastern lands, in the conveyance of each township, to appropriate two hundred acres for the use of the ministry; two hundred acres for the first settled minister; two hundred and eighty acres for the use of the grammar schools; and two hundred acres for the future distribution of the General Court. By a resolve approved March 26, 1788, the provisions of the previous resolves were modified so as to require a reservation, in every township six miles square thereafter conveyed, of four lots of 320 acres each; one for the first settled minister; one for the use of the ministry; one for the use of schools; and one for the future appropriation of the General Court.

This resolve continued in force till the separation of Maine from the parent State, when its provisions, except the reservation of a lot for the future appropriation of the State, were incorporated in the articles of separation, and became applicable to all future grants and sales of land made by Massachusetts and Maine. The practice for some time past in this State has been to reserve 1000 acres in each township sold, for educational purposes; from this source have originated our school funds. They exist in about one half of the towns in the State—embracing all those townships which have been conveyed since 1784.

The annual income of these funds in the aggregate amounts to about $13,000. The income of the school funds, both general and local, when added to the school tax, amounts to fifty-eight cents for each inhabitant, or to $1.41 for each scholar. This applies to the public free schools for the year ending April 1st, 1852.

The money raised and apportioned, as above stated, is expended for teachers' wages and board, and for fuel and incidental repairs—the repairs not to exceed one tenth part of the money apportioned to the district. The money expended for building new school houses, and remodeling old ones, is raised by a specific tax assessed on the property of the district for that purpose.

A school district may raise any amount of money the voters may elect, for building or repairing school houses, or for purchasing a library and apparatus; but a district cannot assess a tax for supporting a school, without a special grant from the Legislature for that purpose.

In case a disagreement occurs in a district, respecting the amount of money to be raised for any given object, or in reference to the location of a school house, an appeal to the town can be taken.

QUALIFICATION OF TEACHERS. The public school teacher must sustain a good moral character; must possess a temper and disposition suitable for a teacher of youth; must have a capacity for the government and discipline of a school; must be qualified to instruct in reading, spelling, writing, English grammar, geography, history and arithmetic, and such other branches of learning as are usually taught in the public schools, and particularly in those branches required in the school for which application is made. The teacher is required to keep a register embracing all the essential statistics of the school, and return it to the superintending school committee, before he is entitled to pay for his services.

PENALTIES AND FORFEITURES. Should any town neglect to raise and expend for schools the amount of money required by

law, such town forfeits a sum, not less than twice nor more than four times the sum of such deficiency. Should any town neglect to choose a superintending school committee, such town forfeits not less than $30 nor more than $200. Should the superintending school committee of any town neglect to make the school report and returns, as required by law, such committee forfeits all claims for services, and the town receives no part of the State school fund. Should a teacher instruct a public school without having the legal credentials, he forfeits all claims for services, and is liable for each day he teaches to pay a fine equal to his stipulated daily wages. Should scholars persist in disobedience, they can be expelled by order of the superintending school committee. Should they play truant they can be sent to the State Reform School.

TEACHERS' INSTITUTE. For the last five years a Teachers' Institute has been held annually in each county for a period of ten days. The sum of $200 for each institute is paid from the State Treasury to defray the expense of instructors and incidental charges. Sixty-five institutes have been held in the State. The aggregate number of teachers who have received instruction at the institutes is nine thousand two hundred and fifty-eight. The average number at each, one hundred and forty-two.

NUMBER OF TEACHERS. The whole number of teachers engaged in teaching public schools during any part of the year was 7,015. Of these, 2,767 were males, and 4,248 females.

TEACHERS' WAGES. The average price paid to male teachers per month, not including board, was $17 33; and to females $1 54 per week.

LENGTH OF SCHOOLS. The average length of schools for the year was eighteen weeks and three tenths of a week—allowing five and a half days to the week.

ATTENDANCE. The whole number of scholars attending the summer schools, was 133,062

The average number of scholars attending the summer schools, was 99,248

The whole number of scholars attending the winter schools, was 154,968

The average number of scholars attending the winter schools, was 118,746

The mean average attendance on the summer and winter schools, was 108,997

The ratio of the mean average attendance to the whole number of children between 4 and 21 years of age, was forty-six hundredths, ... .46

SCHOOL DISTRICT LIBRARIES. Nothing to any considerable amount has yet been done in this department of education. There are in the State about two dozen small district libraries containing in the aggregate about ten hundred volumes.

GRADED SCHOOLS. In the cities and large villages the schools are more or less thoroughly graded, and the tendency of public opinion now is to carry out the graded system as fast as the existing obstacles can be overcome.

PUBLIC SCHOOL HOUSES. There are of these edifices in the State, belonging to towns and districts three thousand seven hundred and sixty-six. The aggregate value of the same is $693,445, making the average value of each house $184 13. There have been one hundred and seventy-four new school houses built in the State during the past year. Aggregate cost of the same $67,683 46—making the average cost of each house $388 93.

PRIVATE SCHOOLS, ACADEMIES AND COLLEGES. What has been said thus far, appertains to the public free schools. A large amount of money is annually expended for another class of instruction, such as is given in select schools, academies and colleges. About $30,000 are paid for select schools, or as they are sometimes called, private schools. About 3,000 scholars are in attendance a greater or less part of the time. These

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schools are supported by a per capita tax on the pupils. For
the most part they are temporary organizations—having no
permanent fixtures. They are frequently taught during the
spring and fall when the public schools are not in operation.

There are 64 incorporated academies in the State. The
average length of term time is 37.5 weeks per annum. The
average price of tuition paid by each pupil is thirty cents per
week. The whole number in attendance is 3,678. The ag-
gregate amount of tuition is $41,498. Most of these schools
have been endowed in part by the State and in part by private
munificence. More than half a million of acres of land and
$20,800 in money, have been granted 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 private subscription, to $4,838. This interest
divided by the aggregate number of weeks that instruction is
given, would allow twelve cents and seven mills to each stu-
dent per week. This, added to the tuition paid by the pupil,
makes forty-two cents and seven mills, as the expense of in-
struction per week. Of this sum thirty cents comes from the
scholar, nine cents and two mills from the State, and three
cents and five mills from private munificence.

There are two colleges in the State. The average number
of students attending both is 210. Instruction is given during
39 weeks in the year. The average number of graduates for
the last ten years has been 46 per annum. The colleges have
received nine townships of land and $47,500 in money from
the State. The present value of property belonging to the
college corporations is $206,500. The interest on college prop-
erty added to the tuition paid by the students, amounts to
$17,430 per annum. The expense for instruction is about
$2,00 per week for each pupil. About one third of this comes
from the pupil, one third from the State, and one third from
private munificence.

There is one medical school. It has received from the State
$15,510. The students pay the tuition usually required at

similar institutions. The average number of graduates for the last ten years has been 17 per annum.

There is one theological school in the State, under the direction of the Congregationalists. 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 individuals. Forty weeks per annum is the length of term time. The number of students is about 40. The tuition is free.

PERSONAL REMARKS.

I deem it no more than justice to myself, before closing this report, to make a simple statement of facts, in reference to my personal services and compensation. I have held the office of Secretary of the Board of Education for two years eight months and sixteen days. During that period I have devoted myself exclusively and assiduously to the duties of the office. I have had no other occupation : I have attended to no other business. The whole amount which I have received for my services, exclusive of traveling expenses, postage, stationery and clerk hire, is $809 67—making an annual salary of $298 65.

I have deemed it important, in the discharge of my official duties, to use every means in my power to acquaint myself minutely with the practical working of the common school system, in this and in other States : and also, as far as practicable, to examine into the statistics of disease, pauperism, insanity and crime ; and to determine, if possible, to what extent these several conditions are the offshoots of a bad education. In pursuance of this object, I have visited twenty-six of the States and three of the British Provinces. I might have very much narrowed my field of investigation, if I had visited those States only which are in advance of ours in educational improvement. But it seemed to me that the well defined evils arising from the absence of free schools, or from a defective and imperfect system of public instruction, in other States, might be urged as the strongest possible reason for perfecting

our own educational appliances. I have traveled, during the past year, by steamboat 3,643 miles, by railroad 3,664 miles, by stage 1,598 miles, by private conveyance 829 miles, and by canal-boat 250 miles—making the whole distance 9,984 miles.

CONCLUSION.

Whatever differences of opinion may obtain in reference to the details of a system of public instruction, it seems perfectly evident to my mind that the whole rising generation have an inalienable right to an education—a right as indefeasible as that which they have to the air or the sunshine; that it should be regarded as a postulate in our halls of legislation and in our courts of justice, in the pulpit and by the fireside, that every child born into the world is entitled, by virtue of his own existence, to his just share of that vast estate of knowledge and thought, liberty, religion and happiness which the Creator has vouchsafed to the human family; that it is the duty and for the interest of the State, not only to acknowledge the truth of the principle, but also to see that all her children practically enjoy its benefits.

In view of the blessings, great and innumerable, handed down to us by our fathers, we are placed under the most solemn and binding obligations to fit and prepare our children by their education to transmit the same heaven-born blessings untarnished to future generations. The elements of physical, mental and moral wealth now in our possession are exciting the anxious solicitude of every philanthropist in christendom : for it requires no prophetic eye to foresee the momentous consequences depending on the solution that we shall give to the great problem of self-government. Nor does it take any unusual discernment to perceive the connection between the solution of this problem and our system of public instruction. Hence it is that one of the great leading ideas of the age, at least as far as our country is concerned, is the idea of a universal education— an education not partial, not superficial, but thorough—embracing the full development of the whole man, body, mind and

soul—an education which is the result of all those influences that surround the human being from infancy to mature age, whether these influences originate with the parent or the teacher, the school house or the church, the living voice or the written page, whether they act on the physical, mental or moral nature, or on those mysterious sympathies and connections existing between the body and the mind—an education that is good or bad, perfect or imperfect, complete or defective, just in proportion as it directs and developes all the powers and faculties in obedience to the laws which God has established. It is this idea of an education around which cluster all the experience of the past, the varied phenomena of the present and the most cherished anticipations for the future: and if we as a State, as a component part of the Union, falter in the least, in urging forward the realization of these cherished anticipations, we shall prove false to the memory of the great and the good who have transmitted to us our rich inheritance—false to every dictate of enlightened humanity—false to ourselves and recreant to our God.

Besides, an education of some kind every one will have. It is not at the option of the community to decide whether an individual shall be educated or not. Every child that grows up in society, must and will be educated. Neither his own volition, nor the neglect of the parent or the State, can in anywise prevent it. If he is not educated in the public school, by the private teacher, at the domestic fireside, by the thousand genial influences that ought to surround every child, he will be educated in the streets, in the tippling shops, in the gambling house, in the brothel, the jail or the prison. It is the *kind* of education only that is at the option of the parent, the community, the State. And of the different kinds, there is almost an infinite gradation—from that which makes a brute, to that which makes a man; from that which makes an idiot, to that which makes a sage; from that which makes a demon, to that which makes an angel. Yes! that embryo being, that bundle of fibres almost without mental phenomena or moral condition, that

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bundle of fibres which constitutes the raw material in education is fearfully and wonderfully made—having tendencies and capacities pointing to the farthest verge of good or evil, capacities of unlimited virtue or vice, of unbounded happiness or misery —its animated soul has a pinion, by which it may soar to the loftiest height or descend to the lowest depth, a voice that may join in the sweet symphonies of angels or grate harsh discord in the blasphemies of demons. To develop these powers and capacities, to direct this soul in its upward or downward flight, to tune this voice to harmony or discord, is the province of education.

And whilst it is true, that every child has tendencies and capacities capable of development to an unlimited extent— whilst it is true, that these powers and capacities must and will be developed for good or for evil, as they should be or as they should not be ; it is equally true, that the kind of development will always precisely correspond to the means used to secure the object. Man, the whole man, body, mind and soul, as far as any human agencies are concerned, is the resultant of certain forces, the effect of a chain of causes ; and the character of the result produced will always correspond to the elements and processes used in the production. This we regard as an axiom, requiring no proof, needing no argument, admitting of no doubt : illustration could not make it more clear, reasoning could not enforce it : all the analogies of nature corroborate it : the history of the human race confirms it and Divine revelation sanctions it.

" Train up a child in the way he should go and when he is old he will not depart from it." The declaration is positive. There is no doubt or contingency expressed or implied. It is equally certain, that the causes which determine human character, are, to a very great extent, within human control : not that any one man being himself an effect, could have controlled the causes that produced himself : nor that any class or community of men could have given direction to the forces which predestinated their own condition ; but that each successive

generation which comes upon the stage of action, has the control of the causes, the mingling of the elements, the directing of the forces which are to fix the character of the next generation. And I wish that every parent in the State could feel that the physical, mental and moral destiny of his child depends on a certain train of antecedents; that these antecedents may be so arranged and directed as to produce in that child physical health, mental power and moral purity; or that they may be so arranged and directed as to produce bodily disease, mental imbecility and moral turpitude; and that those who have the jurisdiction of these propelling forces are responsible for the result.

If we go back, in imagination, a few years, we behold the millions of human beings who are now on the stage of action just entering into existence—so ignorant, so speechless, so helpless, that we might almost persuade ourselves that a mistake had been made and they had been ushered into the wrong world. So similar in body, in mind and in moral condition, that the difference could scarcely be discerned. But where are they now? Some are expiating their crimes in cells and dungeons; others are moral luminaries shedding light and truth from horizon to horizon: some are beating and bruising themselves against the bars of a maniac's cage; others, with an intellect as keen as that of an angel, are tracing out the laws of the solar system: some are enveloped in ignorance and superstition; others are solving the mightiest problems that science presents: some are groveling in the most servile conditions; others are holding high converse in the nation's hall where the destiny of millions is arbitrated. But whence this mighty change? Whence this wonderful transformation in these ignorant, speechless, helpless beings? Whence this strong contrast in the condition of those, once so similar, once so nearly equal? The change, the transformation, the contrast has been produced by the agency of laws, as certain in their operation and as infallible in their results, as the laws that govern the relation of cause and effect in chemistry, in agriculture, in the mechanic arts or in any

of the departments of life. These are truths that can neither be controverted nor denied. Is it not of some consequence, then, that the Legislature, the parent, the teacher, should understand the laws and conditions in obedience to which these good or these bad results are to be produced?

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E. M. THURSTON,

Secretary of the Board of Education.

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CHARLESTON, April 30, 1852.

APPENDIX.

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 determined. 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 the question, reference should be had to the centre of the district ; not to the centre of the territory, but 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, not 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, blackboards, 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.

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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 healty 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 portion 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. Scholars 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

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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
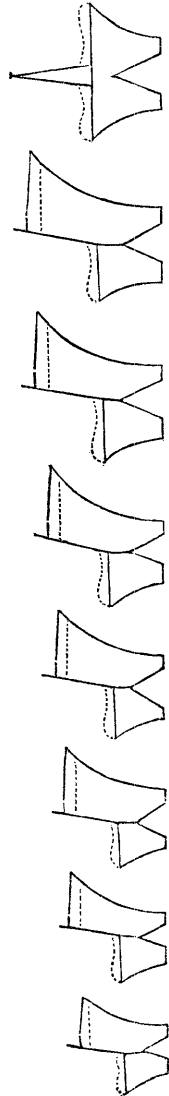
different sizes. The whole except the seat is made of birch boards and all the exposed surface stained and varnished. The seat is made of two inch bass wood plank, and hollowed out in the form of a settee, as represented in the figure. Each seat and desk is fastened to the floor of the school room by 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 inclosing 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. Apertures 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 motionless, 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 ventila-

tion 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 prop-
erties 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 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 $32°$ be-
ing raised in temperature to $212°$ will increase to 136.6 cubic
feet, hence for every degree of heat, air expands $\frac{1}{451}$ of its bulk
at $32°$. In heating the air of a room, there is a constant inter-
change of particles. The particles in contact with the warm-
ing 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
called 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 percentage 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 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 inflam-

mation 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 carbonic 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

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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 the 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 buoyant 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 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 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 exits 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. The 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.
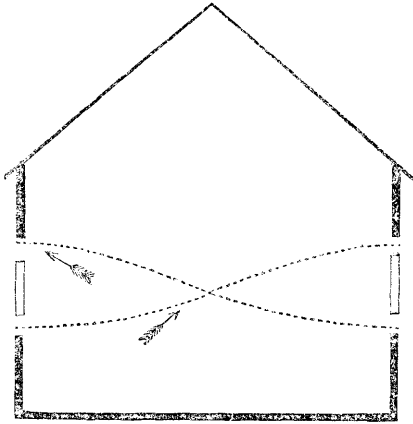
But as this mode of ventilation is seldom, if ever, available in cold weather, and not always in warm, it becomes necessary to have additional means of introducing the pure air, and of drawing off the impure. A very cheap and convenient way of bringing in fresh air, consists in placing an air duct under the floor extending from the outside of the underpinning 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 69. 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.
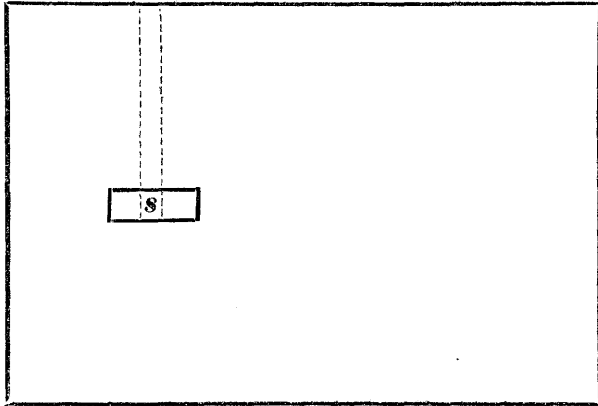
The air duct, instead of extending from one side of the building to the stove, may be extended entirely across the building; and be open at both ends, as represented below.
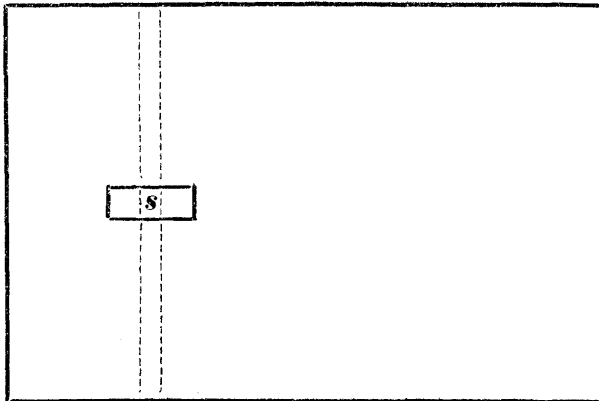
In some localities air cannot be obtained at the surface of the ground free from dust and various other impurities. In such cases it may be necessary to take it from an elevation. This

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.
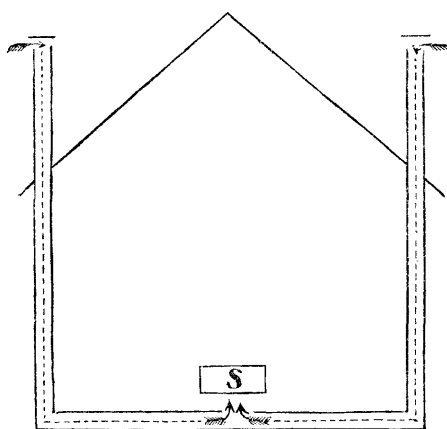
It is not deemed necessary to carry the air ducts above the roof; they can terminate directly under the eaves, as represented in the following diagram.
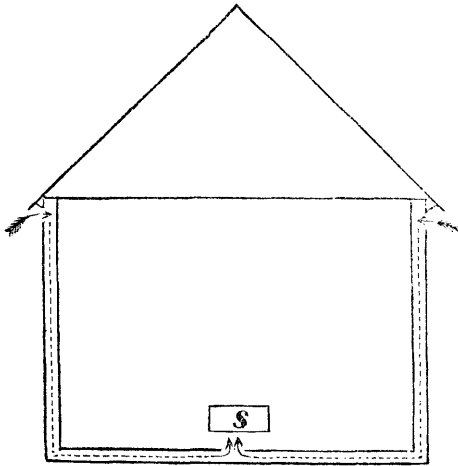
In small sized rooms, one air duct would be sufficient, as represented in the figure below.
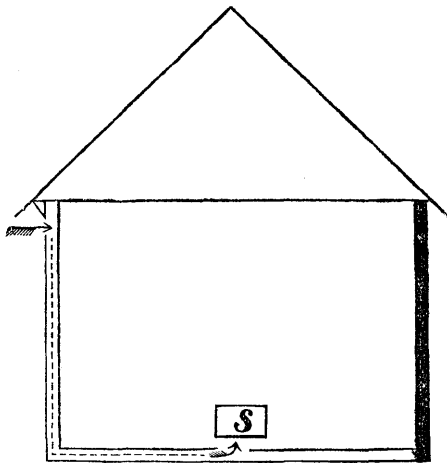
A ventiduct, or passage for drawing off the impure air, should extend in one continuous tube from the floor of the school room to a point some feet above the roof of the building. The top should be mounted with "Emerson's Ejecting Ventilator," or with a cowl of some kind. If, however, this is not conven-

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.
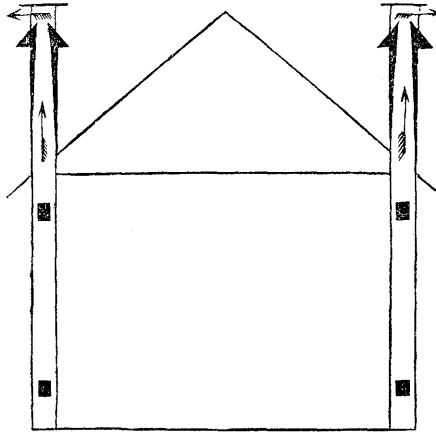
The following diagram represents an end elevation with the ventiduct and smoke flue passing up together, being separated only by a partition.
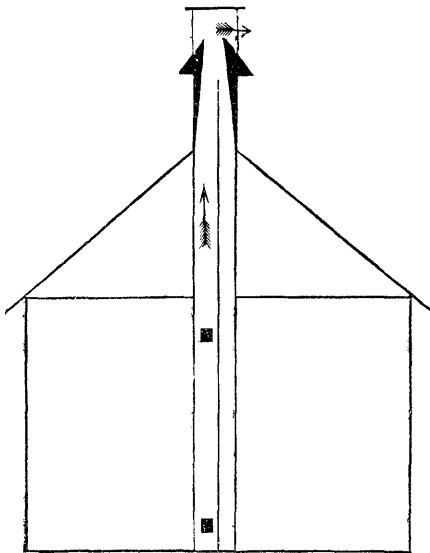
The power of the ventiduct may be very much increased by letting the smoke pipe, from the stove, pass up in the centre of it. In cold weather, when considerable fire is required, this arrangement will produce an upward current in the ventiduct sufficient to secure a thorough ventilation.

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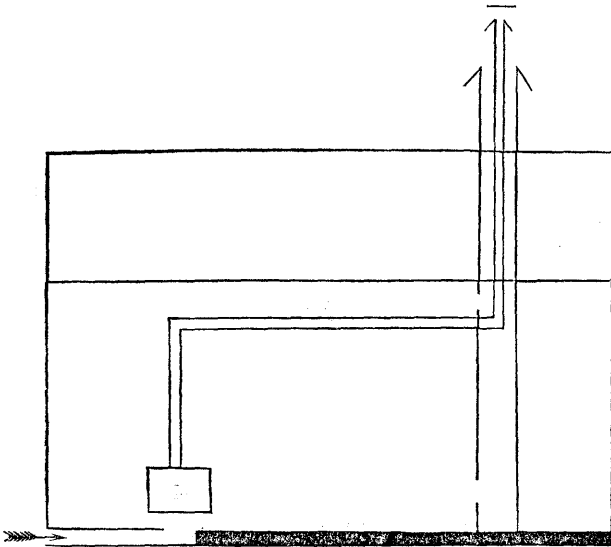
When a school house is more than one story high, the ventilating arrangement of each room should be entirely distinct from that of the other.

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 admit-

ted 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.
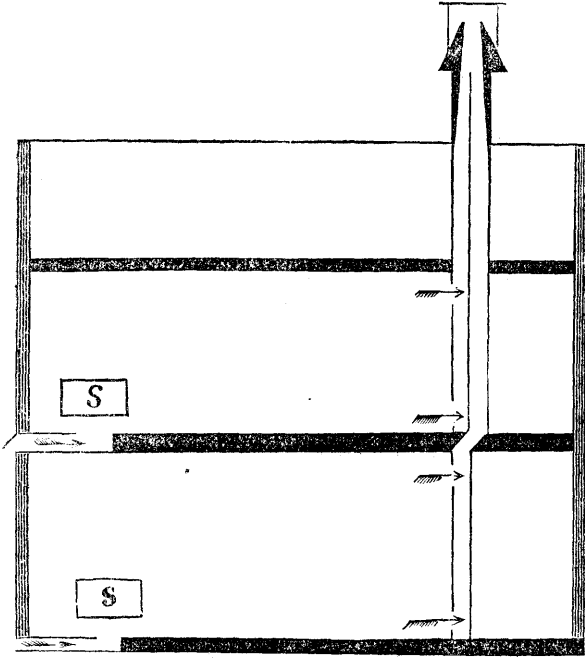
The upward movement of a current of air in a ventiduct, depends on its expansion by heat. To determine the velocity of the movement in any given case, we use as elements in the calculation, the height of the ventiduct, the difference in temperature between the air in the ventiduct and the external air, 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 ventiduct 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 $\times \frac{1}{491}$ = 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 tem-
peratures 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 ex-
ample 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 in-
creased *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 $\times \frac{1}{491}$=47.65: taking the square
root out of the last number, gives 6.9, and multiplying by 8 we
have 6.9 $\times$ 8=55.2 feet per second for the velocity. Making
the estimated allowance for corrections, we have 6.9 $\times$ 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 expected 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

8*

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 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. Blackboards can be placed on both sides of the room, and also on the partition to 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 inclosed 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 of 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 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 $31\frac{1}{2}$, 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.
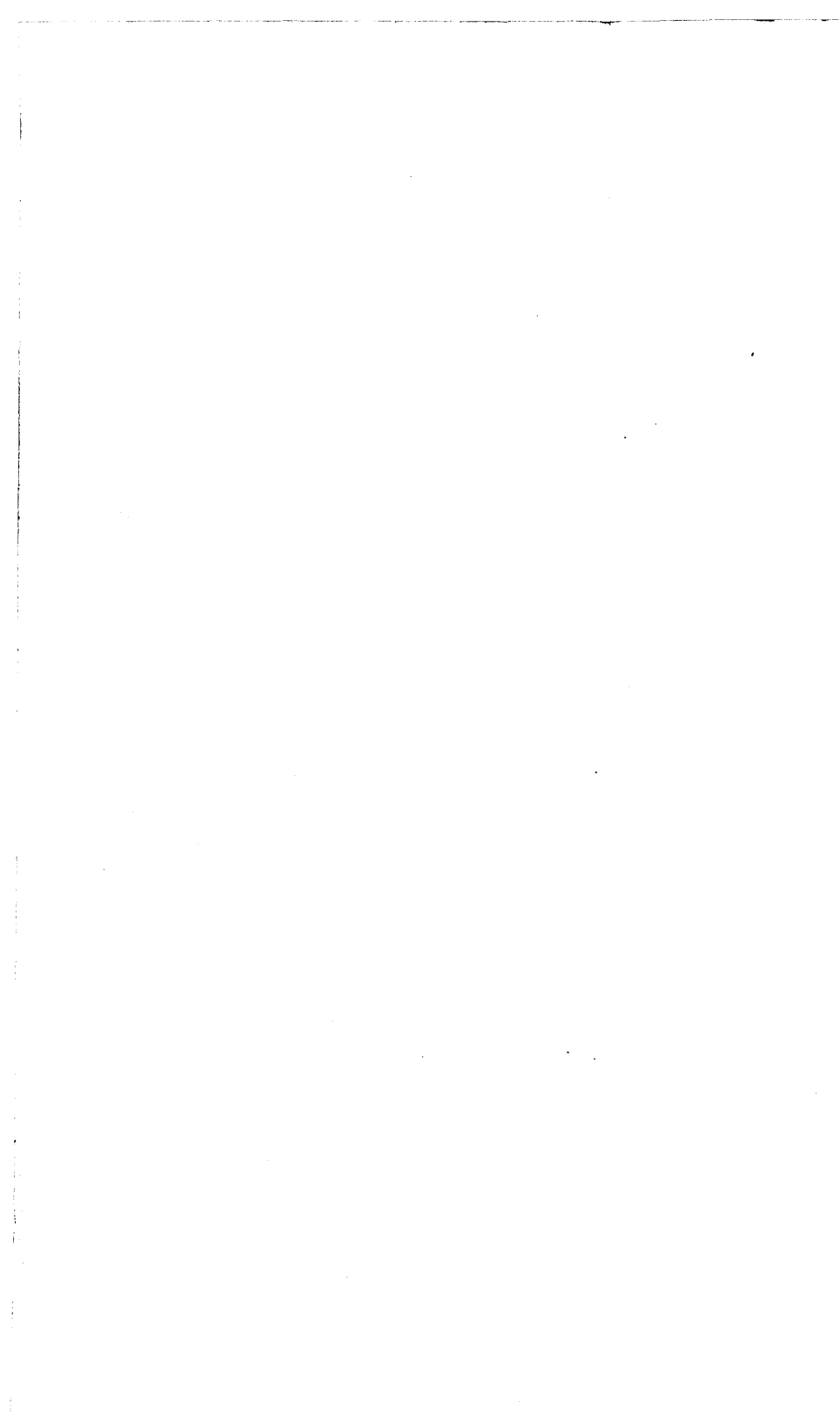
Plan No. 1.
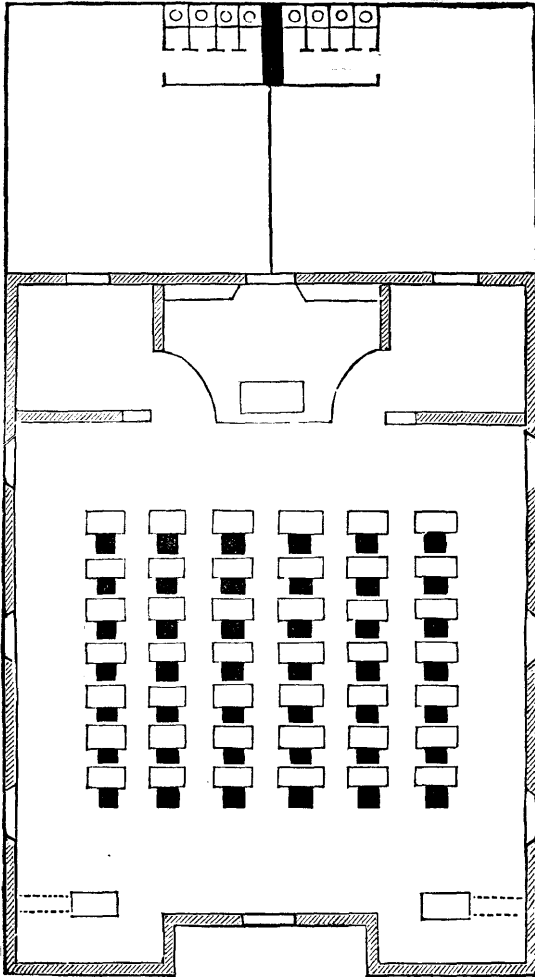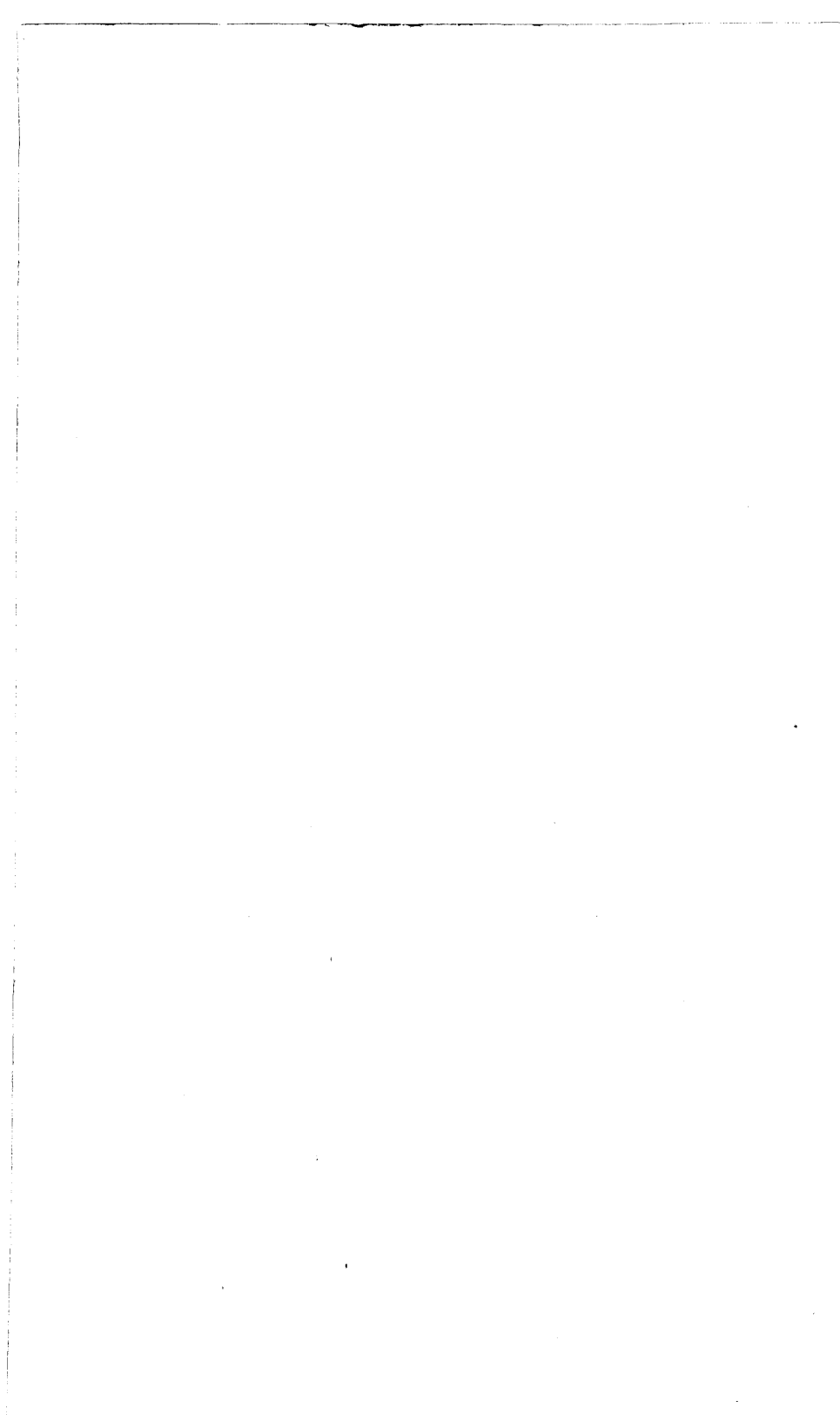
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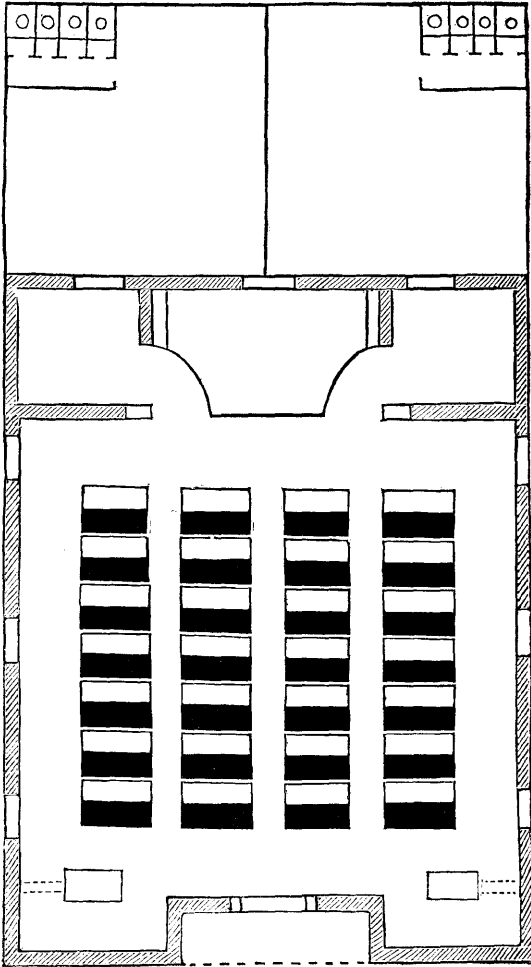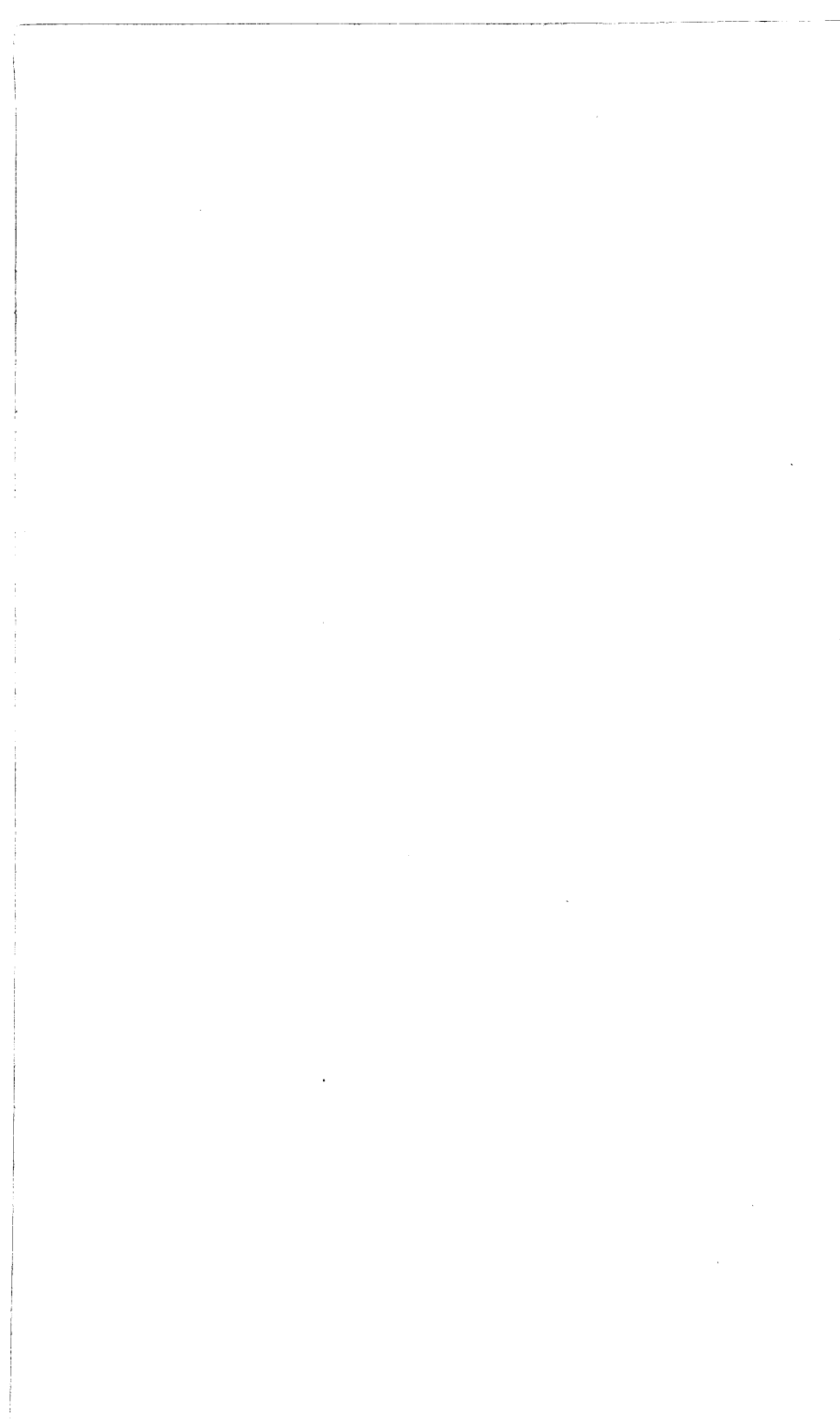
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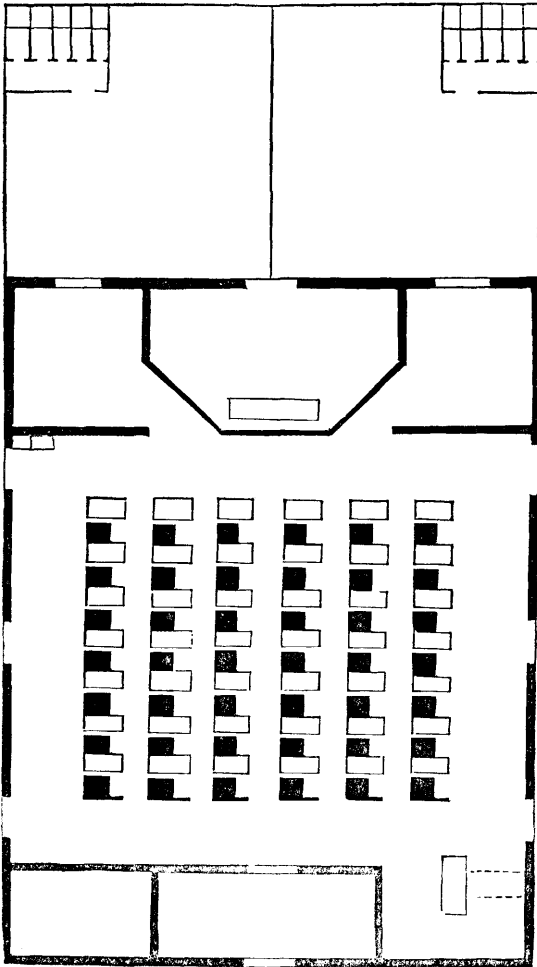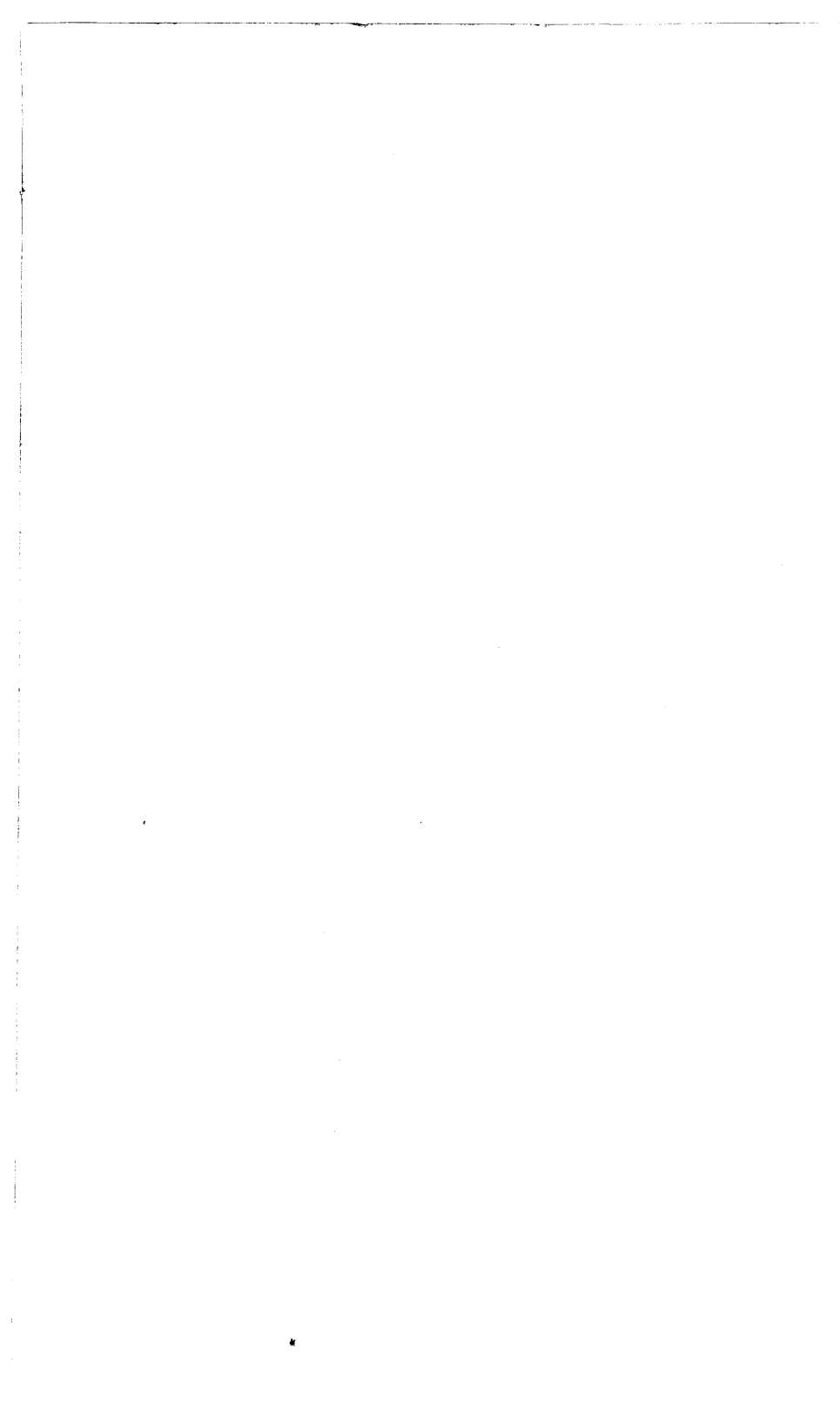
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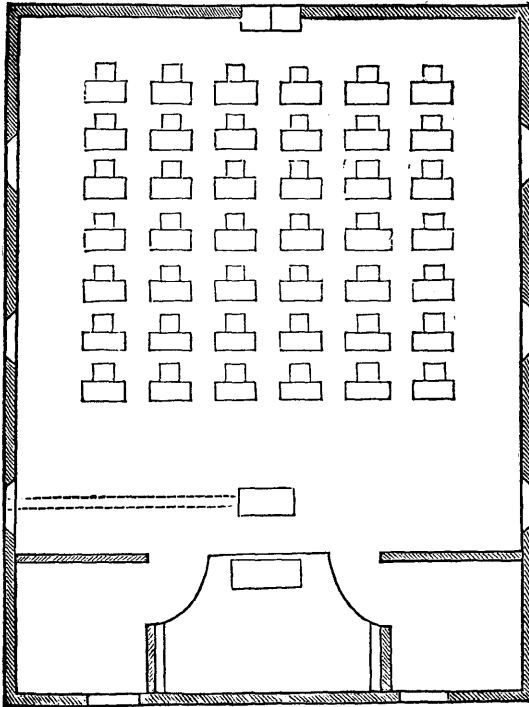
Plan No. 5.
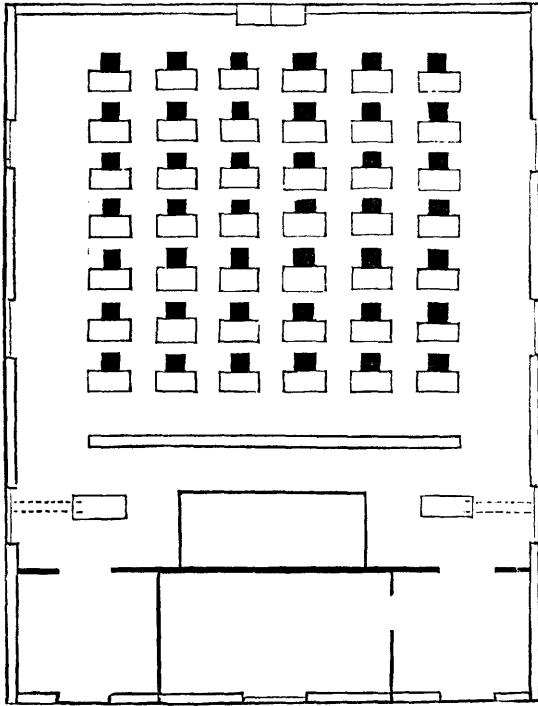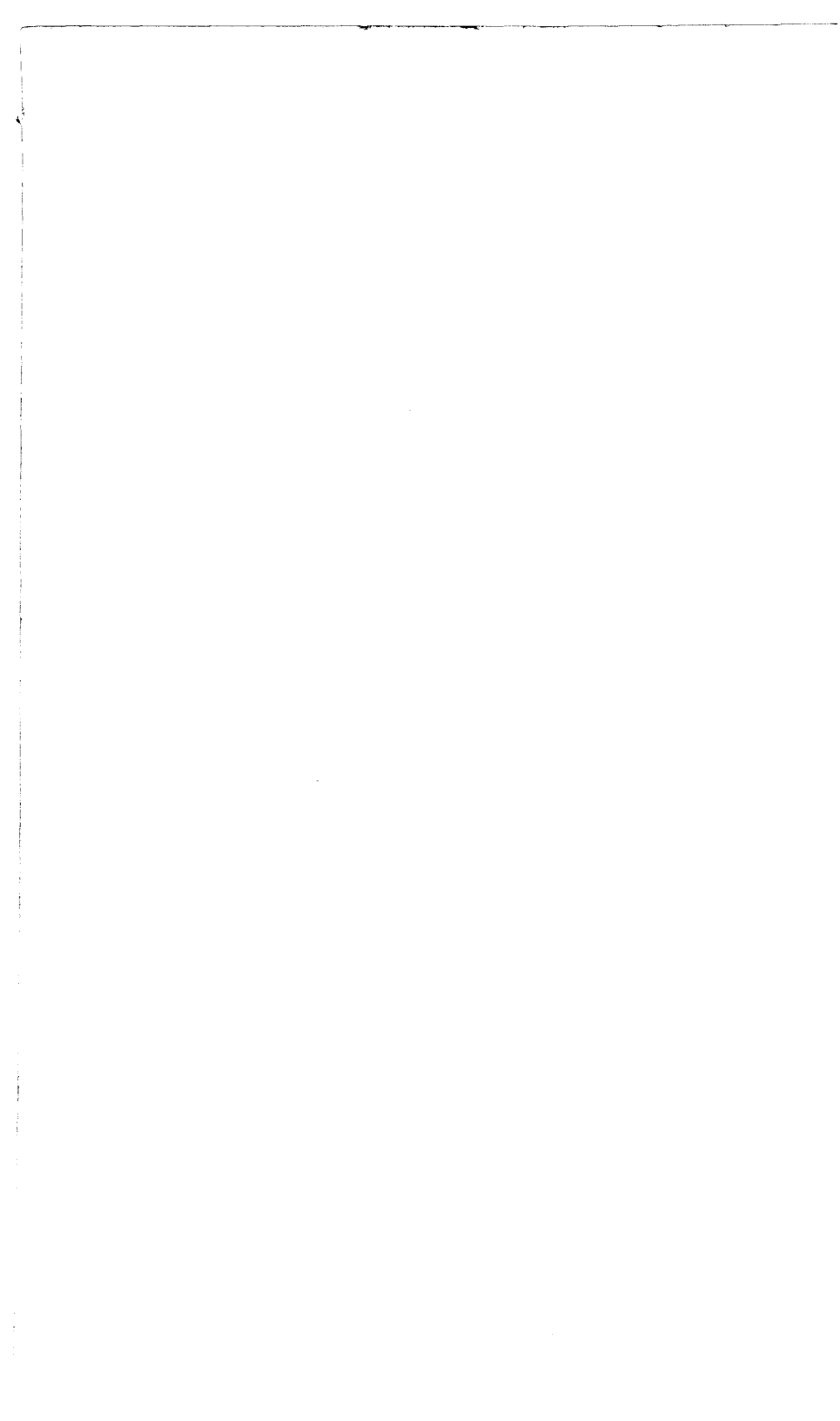
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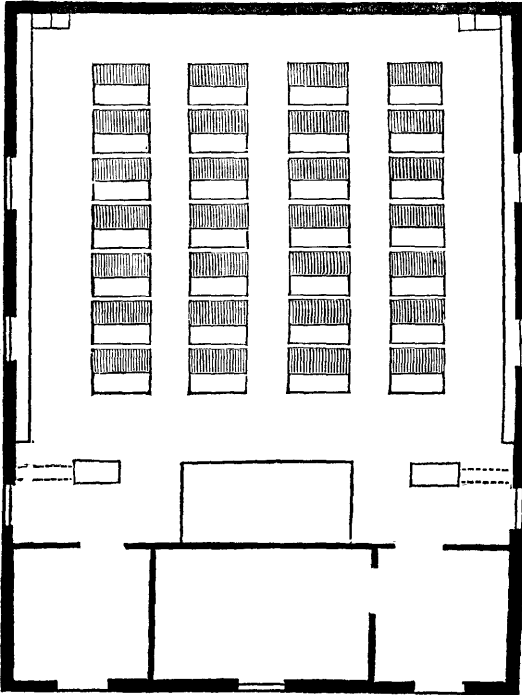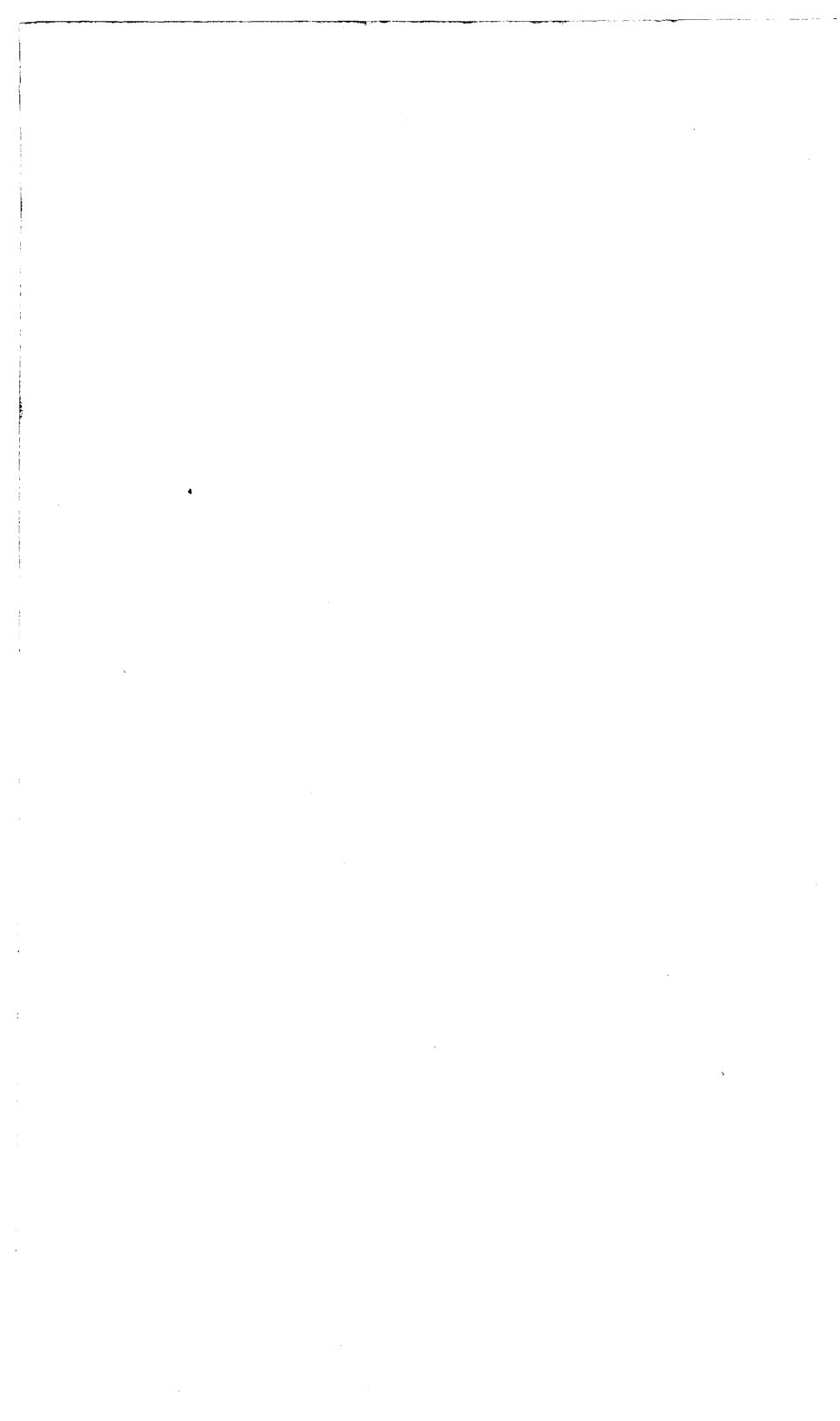
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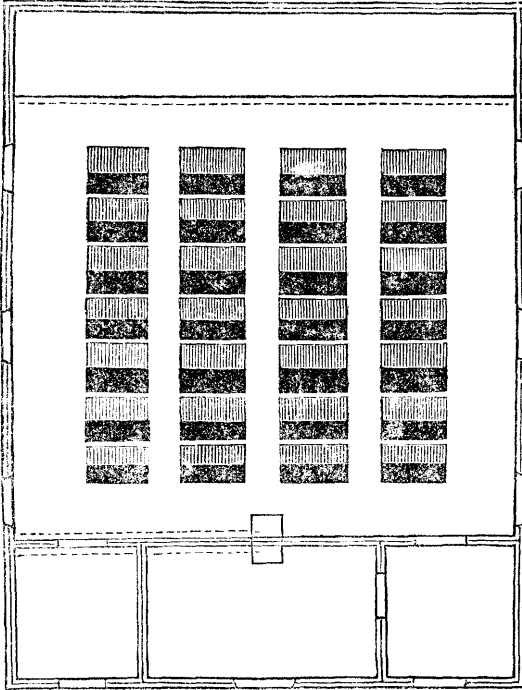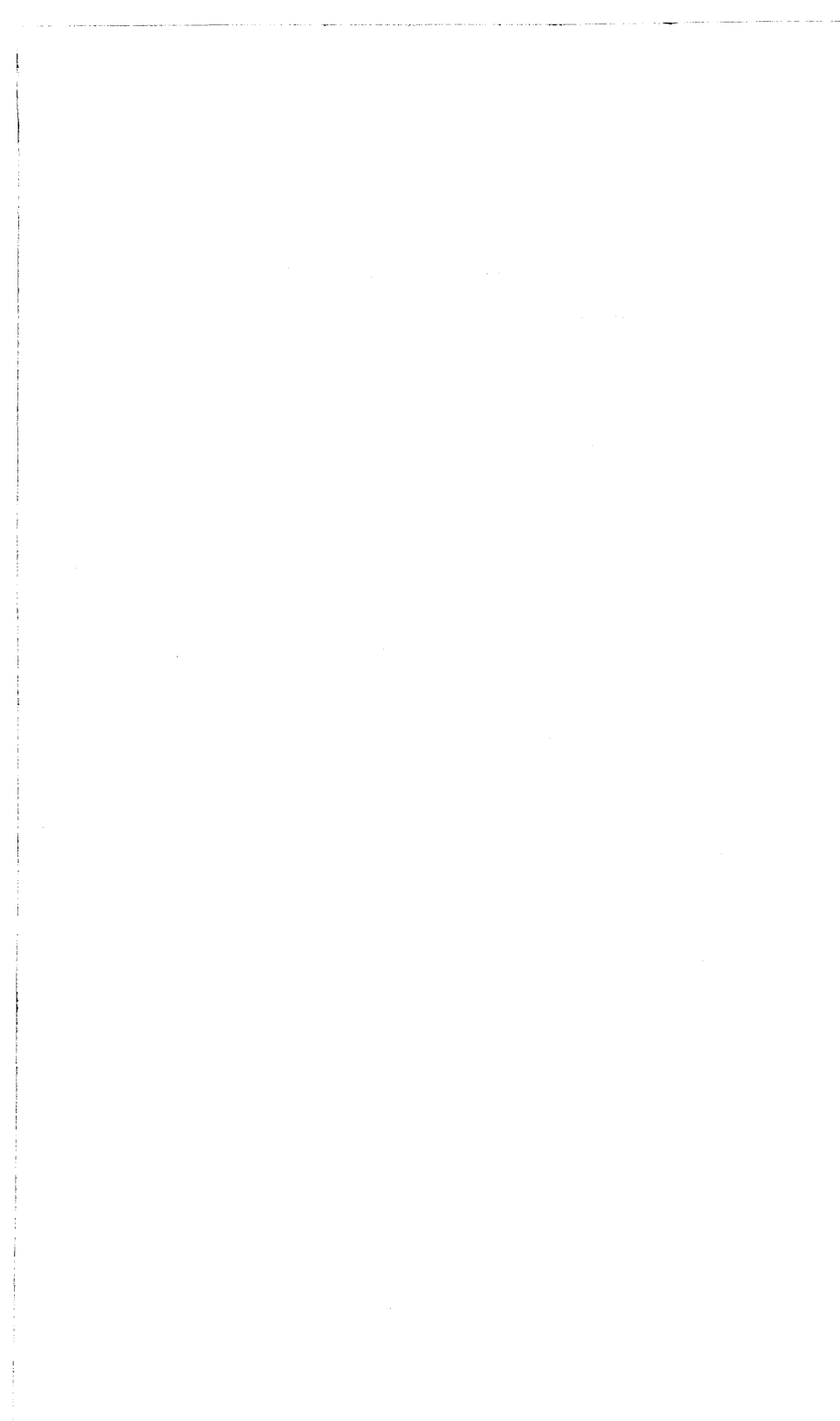
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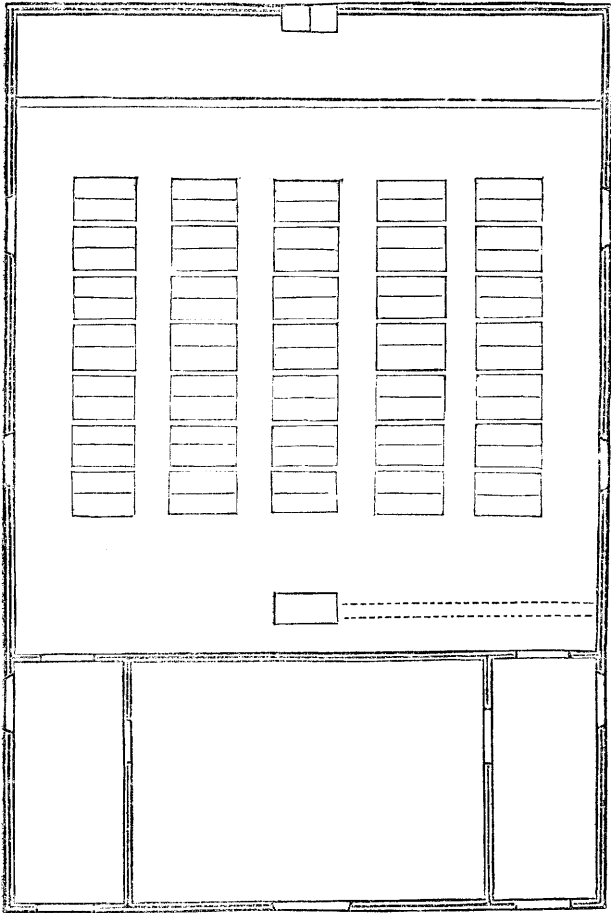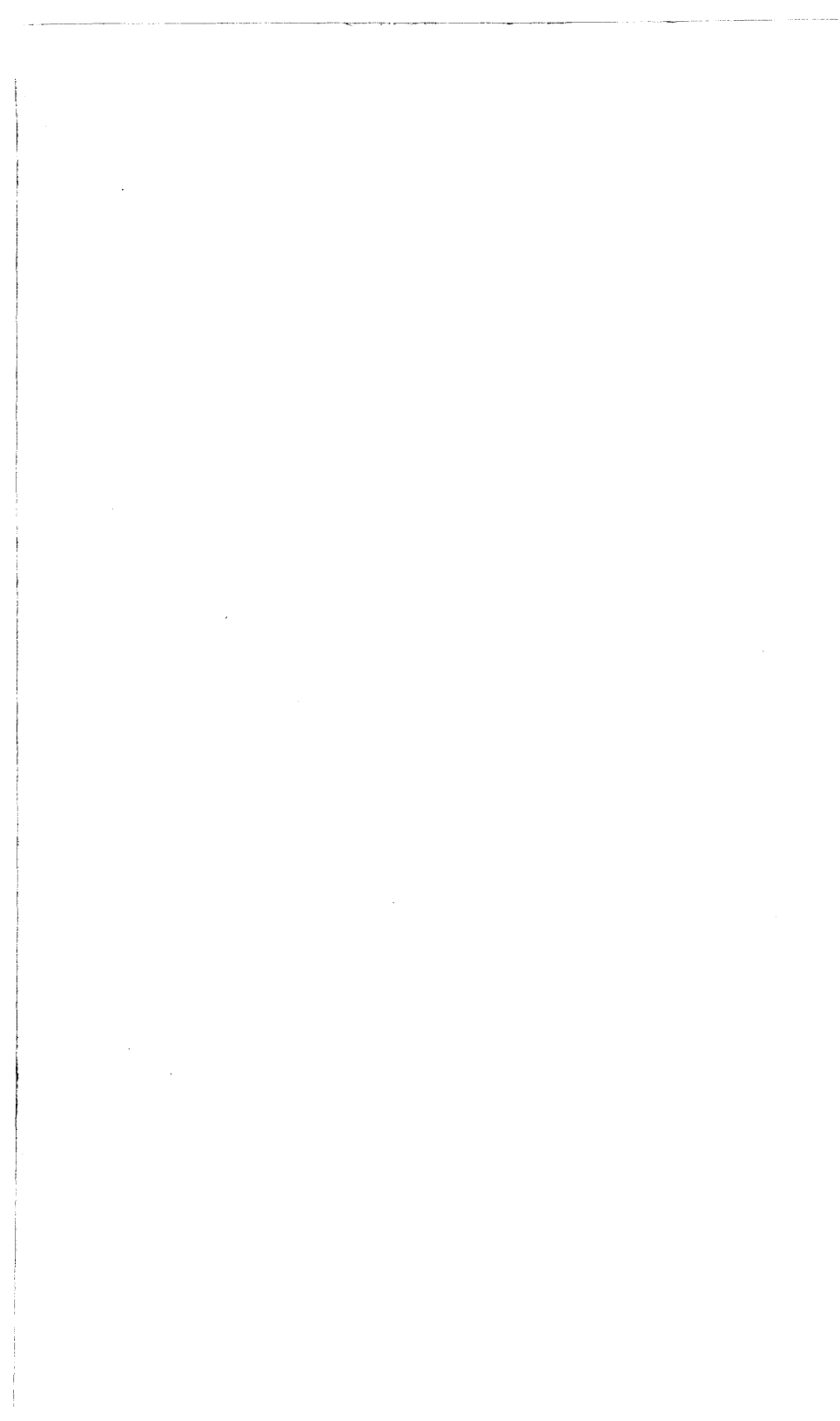
Plan No. 9.
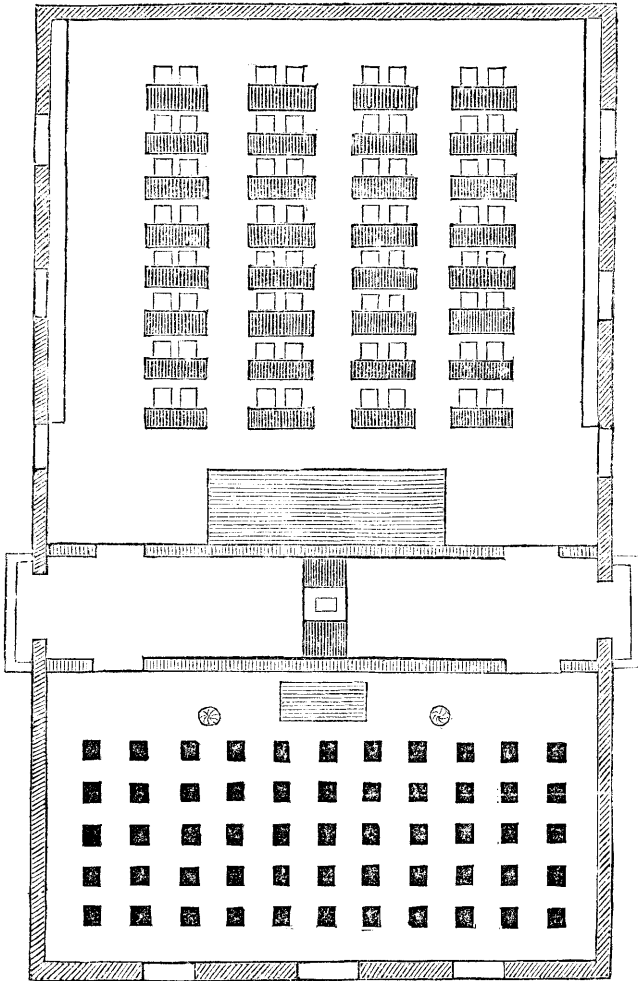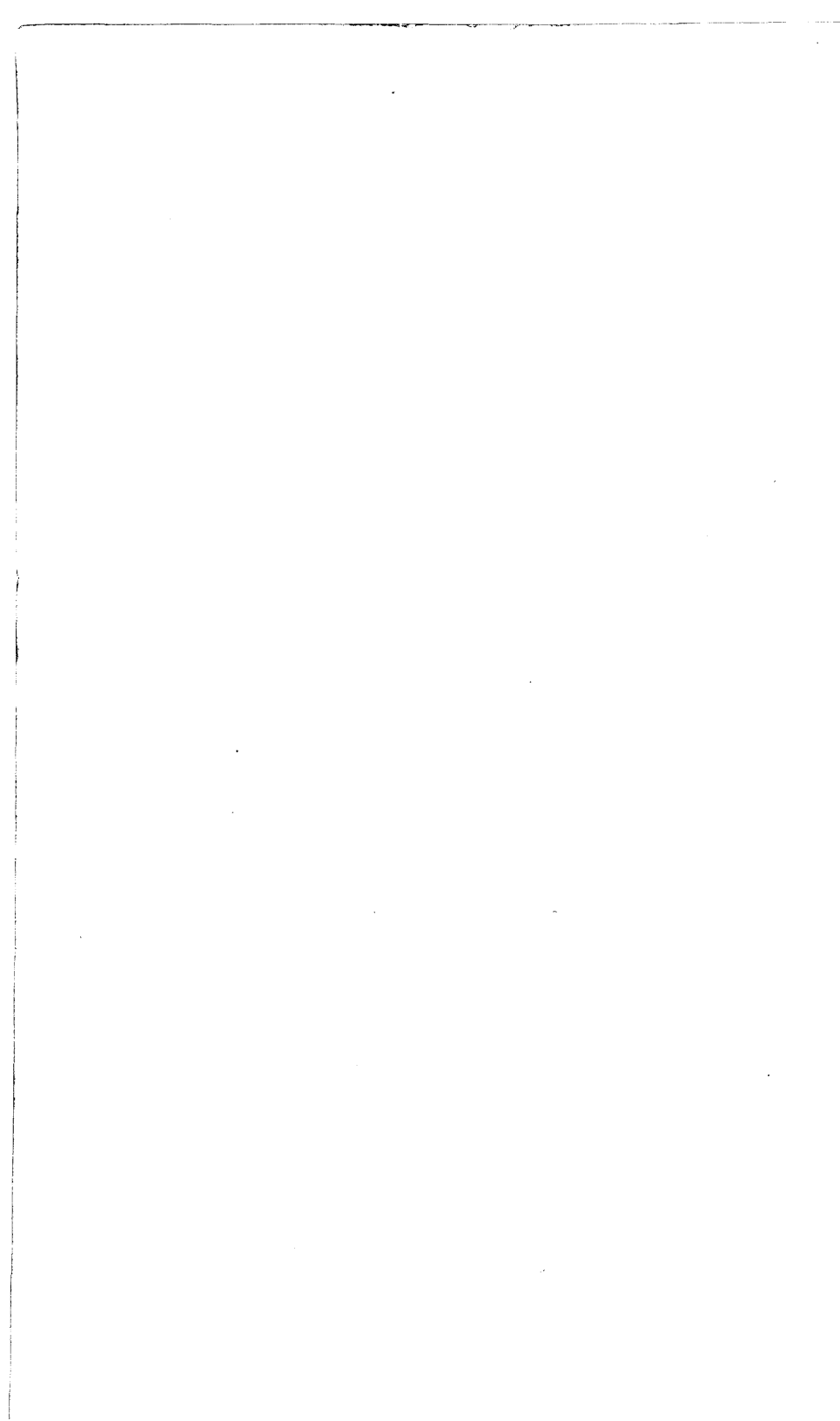
Plan No. 10.

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.
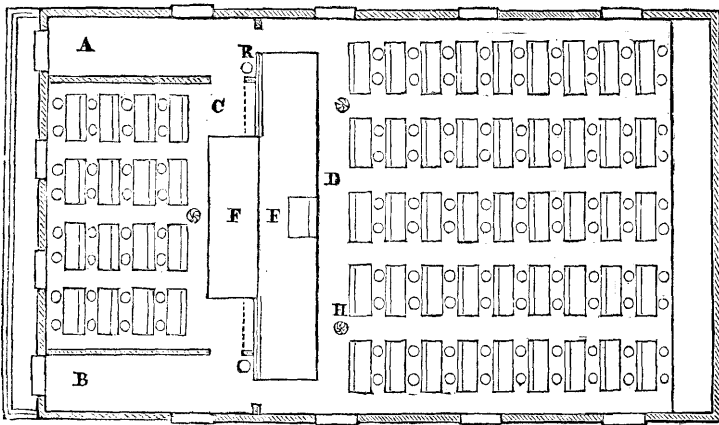
A—Boys' entrance.
B—Girls' entrance.
C—Primary school room.
D—Secondary, or Grammar Department.
E—Teacher's platform.

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.
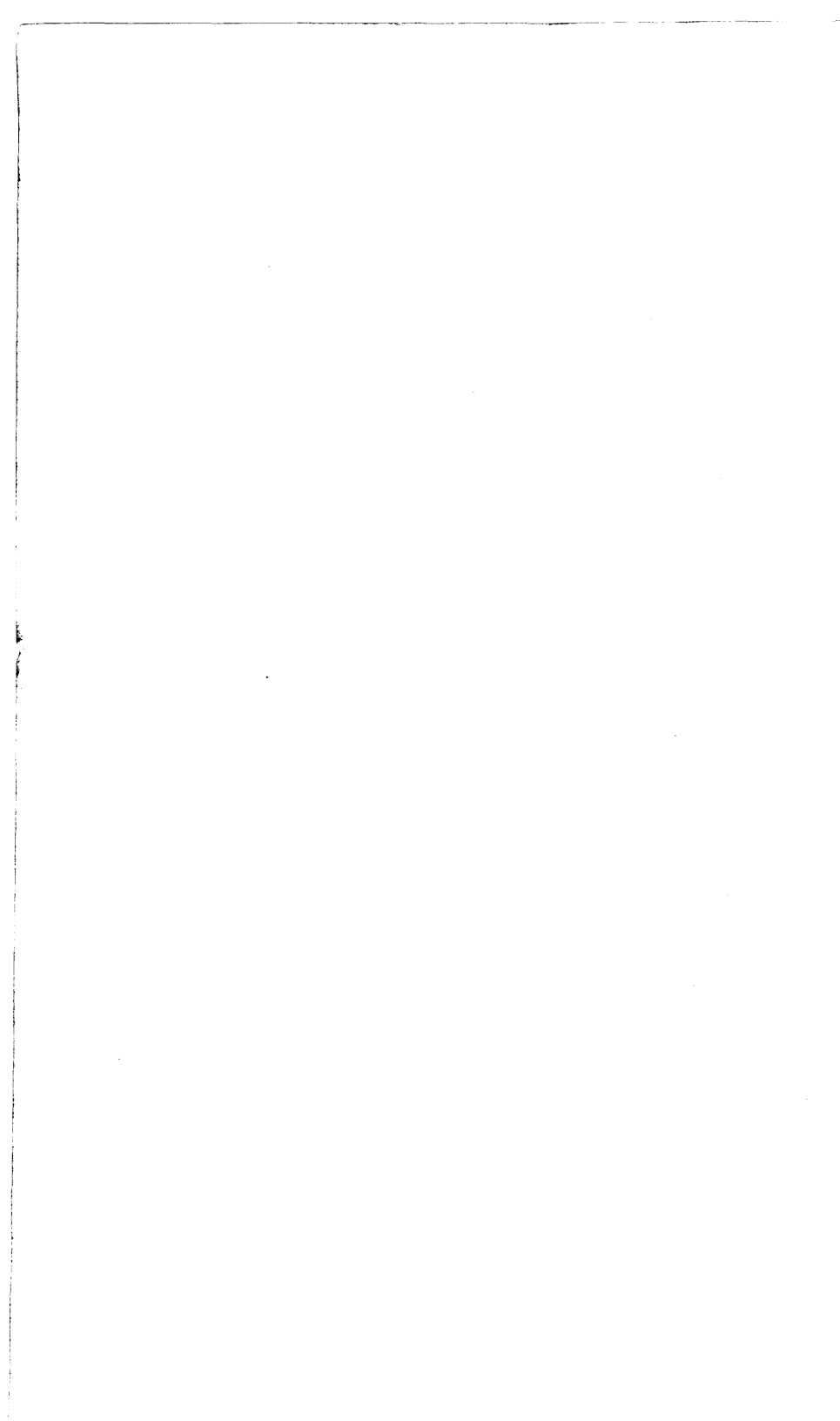
Plan No. 11.

Taken from Mr. Barnard's Report.

PLAN OF FIRST FLOOR.
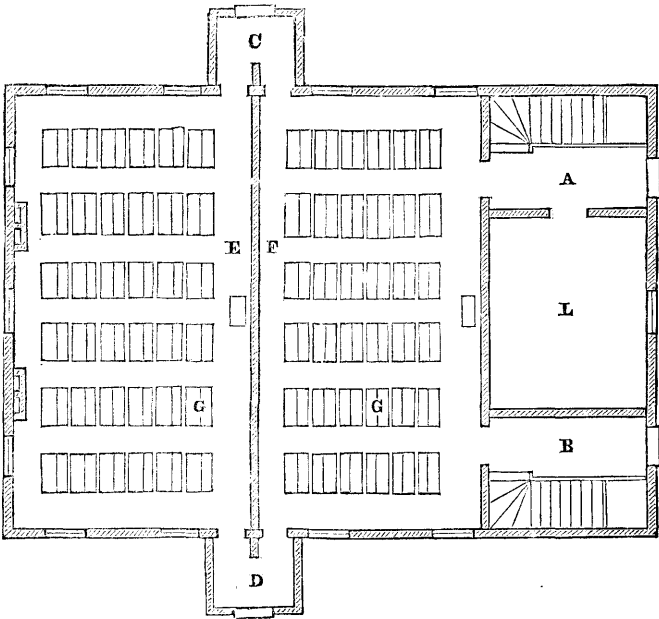
PLAN OF SECOND FLOOR.
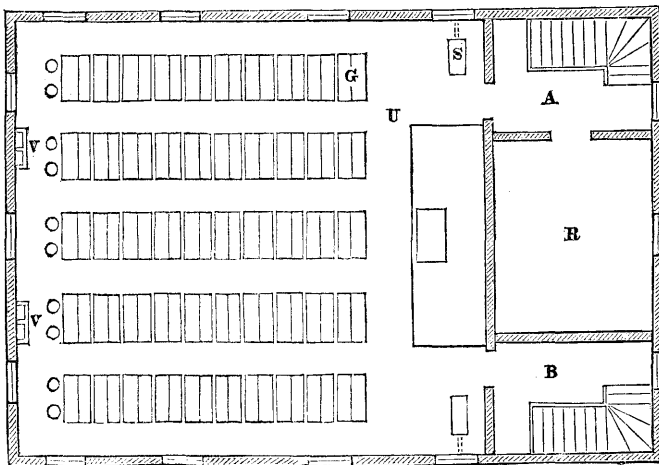
A—Entrance for Girls to Secondary School, U. B—Entrance for Boys to Secondary School, U. C—Ent. for Girls to Primary, E, and Intermediate School F. D—Entrance for Boys to Primary E, and Intermediate School, F. E—Primary School Room. F—Intermediate School Room. U—Secondary School Room. R—Recitation Room. G—Seat and desk attached, for two pupils, with iron ends. L—Manton Gloucester Library of 900 vols. S—Stove. V—Flue for ventilation.
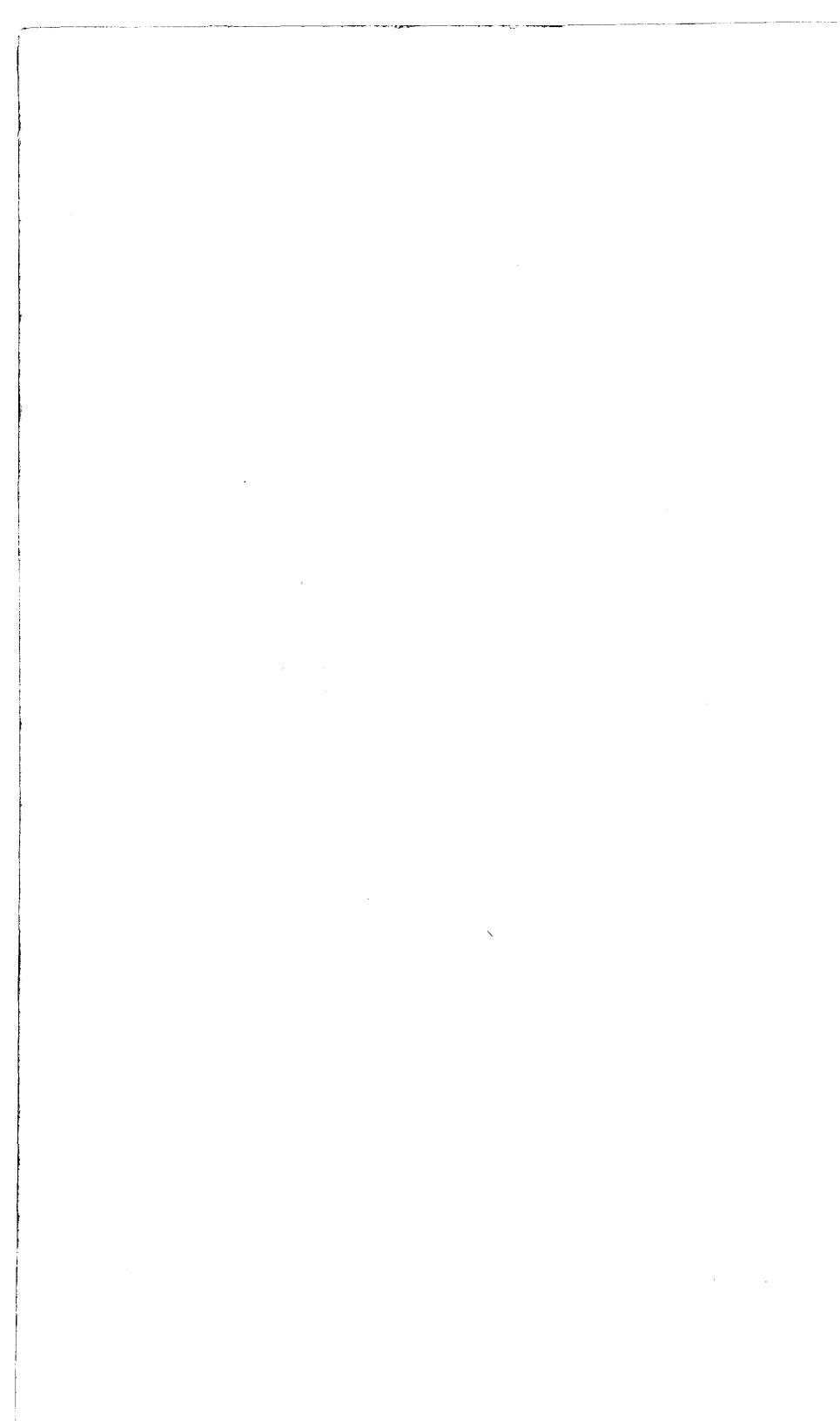
Plan No. 12.

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 67.
Q—Library and apparatus.
w—Windows, with inside Venitian 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.

<div align="center">Yours with great respect,
S. WALES, Jun.,
No. 14 Bromfield Street.</div>

Boston, April 15, 1851.
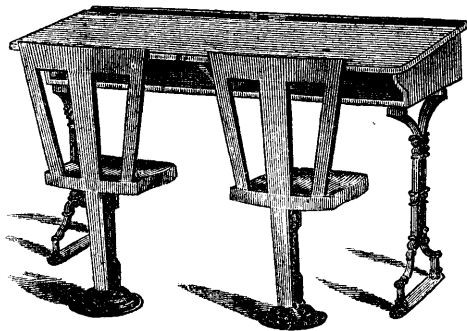
No. 2.

WALES'S AMERICAN SCHOOL CHAIRS AND DOUBLE DESK.

No. 5.
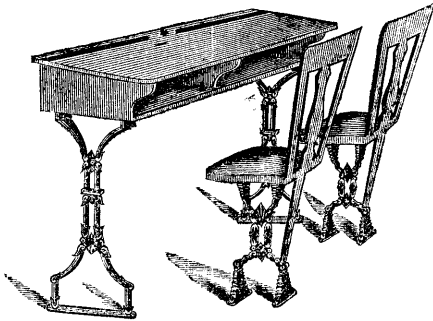
WALES'S NEW ENGLAND SCHOOL CHAIRS AND DOUBLE DESK.

No. 8.
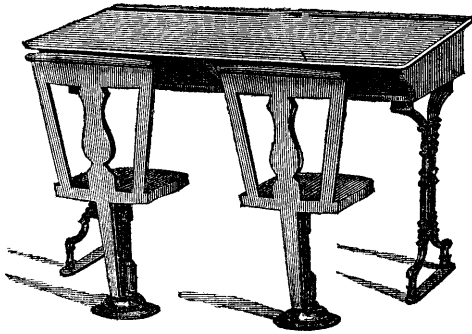
WALES'S BOWDOIN SCHOOL CHAIRS AND DOUBLE DESK.
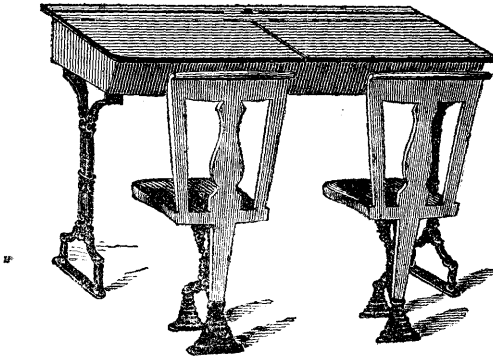
No. 13.

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.
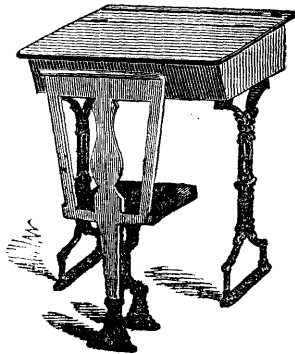
No. 14.

WALES'S NORMAL SCHOOL SINGLE DESK AND CHAIR.
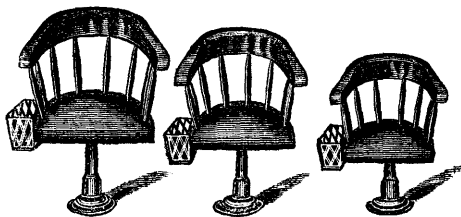
No. 17.

WALES'S BASKET PRIMARY SCHOOL CHAIRS.

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of new School Houses.
Amity,	3		1	2	12 50	2 00	24.0			2		
Hodgdon,	8		4	6	14 62	1 78	21.1		4	4	2	200 00
Houlton,	8		3	9	19 33	1 86	23.5		2	6		
Linneus,	5		3	4	18 67	1 44	15.1		2	2		
Masardis,	3									1		
Monticello,	6	1	1	5	16 00	1 00	9.8					
New Limerick,	3			3		1 62	10.6		1			
Smyrna,	5	1		4		1 35	9.2		3			
Weston,	5		2	2	19 50	1 50	5.6		2			
Bancroft,	2		2			1 50	12.0					
Belfast Acad. Gt.,												
Benedicta,	1		1	1	13 00	2 00	24.0		1			
Bridgewater,	4		1	4	16 00	1 65	22.0		3		1	100 00
Crystal,	3			3		1 63	12.0		1	1		
Dayton pl., or No. 5, R. 5,												
Golden Ridge,	5			5		1 75	11.0		1			
Hancock pl.,												
Haynesville,	1			1		1 50	12.0		1			
Levitt pl.,												
Letter D,												
Letter H,	7			1		1 50	12.0		1		1	250 00
Madawaska pl.,	10		2		4 44		5.0					
Molunkus,												
Orient pl.,	2			2		1 12	10.5		1			
Presque Isle,	12		3					1	3			
Salmon Brook,	2											
Van Buren pl.,	5			1		2 50	4.0		2			
Williams Col. gt.,	3			1		1 50	12.0					
Nos. 1 and 2, Reed pl.,	.											
No. 9, Range 6,	1			1		1 50	12.0		1			
No. 11, Range 5,	4		1	3	20 00	1 67	22.0		1			
	108	2	24	58	$15 41	$1 62	13.8	1	21	25	4	$550 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Auburn,	15	1	13	17	18 10	1 48	19.0		5	10		
Baldwin,	12	1	6	11	15 25	1 45	17.2			9		
Bridgton,	21	1	11	34	16 95	1 70	22.6		5	16		
Brunswick,	23		19	27	18 50	1 67	22.0		20	7	3	6,400 00
Cape Elizabeth,	10		11	9	19 11	2 06	23.3	2	3	7		
Casco,	10		9	11	16 30	1 77	22.6		6	3	1	150 00
Cumberland,	12	2	10	12	18 94	1 66	19.0	1	5	5	1	300 00
Danville,	9	3	9	7	17 25	1 17	17.0	1	3	6		
Durham,	14	1	13	14	15 77	1 18	18.0		10	3		
Falmouth,	13		7	16	18 87	1 99	17.7	2	4	9		
Freeport,	18		15	21	18 40	1 30	18.3		1	17		
Gorham,	24		14	20	18 89	1 73	22.7		6	13		
Gray,	11	2	8	13	17 75	1 70	21.2		4	7		
Harpswell,	16		8	12	17 90	1 30	19.3		8	4	1	150 00
Harrison,	15	1	5	16	12 66	1 50	20.1			15		
Minot,	12	2	8	13	16 67	1 42	20.6		1	9		
Naples,	11	2	4	12	16 50	1 61	18.4		6	5	1	100 00
North Yarmouth,	7	2	6	7	17 00	1 65	21.7		5	2		
New Gloucester,	15		8	17	18 75	1 42	19.9		8	3	1	350 00
Otisfield,	12	1	7	13	13 75	1 50	19.9		4	8		
Poland,	24	3	7	11	12 43	1 38	8.7		12	12		
Portland city,	3		9	44	51 33	4 45	40.0		18	6	1	1,078 00
Pownal,	9	3	7	7	13 71	1 50	18.6		5	7		
Raymond,	9	1	7	9	14 44	1 59	18.7		6	3		
Scarborough,	13	1	12	10	17 83	1 92	24.0	1	4	9		
Sebago,	10	1	4	14	12 54	1 50	19.1	1	3	5		
Standish,	16		13	14	16 90	1 53	19.5		9	7	2	494 48
Westbrook,	17		15	20	20 25	2 50	24.2		8	9	2	3,500 00
Windham,	18		16	17	19 15	1 72	19.5	1	9	9		
Yarmouth,	7	2	6	7	23 00	2 00	21.6	1	2	7		
	406	30	287	455	$18 16	$1 71	20.5	10	180	232	13	$12,522 48

COUNTY OF FRANKLIN.

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Avon,	14	1	6	10	13 00	1 22	16.4	1	4	3		
Carthage,	7		5	5	13 75	1 48	18.5	1	3	2		
Chesterville,	14	1	7	16	15 67	1 34	18.0	1	8	6	1	175 00
Farmington,	24	4	17	26	19 00	1 42	19.3		2	22		
Freeman,	9	1	8	8	13 21	1 17	19.9	2	5	2	1	167 00
Industry,	15		10	11	14 93	1 37	14.0	2	5	7	1	140 00
Jay,	23	4	11	19	12 00	1 14	17.2		18	1	1	350 00
Kingfield,	7		5	6	14 60	1 20	20.7		3	3		
Madrid,	6	1	4	6	9 92	1 11	17.0		4	1		
New Sharon,	18	2	11	19	14 45	1 41	17.5	2	7	11	1	175 00
New Vineyard,	10		5	6	14 00	1 25	17.8		3	2		

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Phillips,	23	1	14	17	12 42	1 22	17.4		3	10		
Salem,	8	1	3	6	11 00	1 67	18.7		5		1	107 00
Strong,	11	3	7	11	15 78	1 24	21.1		5	5		
Temple,	9		6	8	13 08	1 18	16.4		3	5		
Weld,	13		11	9	13 90	1 12	11.7		4	8		
Wilton,	15	4	11	24	15 73	1 49	19.7		9	8		
Dallas plantation,	10		1	2	12 00	1 25	21.0		3		1	175 00
Jackson plantation,	6			2		1 50	17.8			2	1	100 00
Letter E,	3			2		1 17	4.6		1			
No. 1, Range 4, No. 6,	1			1		1 00	12.0					
	246	23	142	214	$13 75	$1 23	17.0	9	95	98	8	$1,389 00

COUNTY OF HANCOCK.

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Aurora,	3		1	3	24 00	1 91	17.2		1	2		
Amherst,	4		1	5	21 00	1 75	27.8	1	3			
Bluehill,	19		7	16	17 83	1 55	18.2		6	8		
Brooklin,	9		5	13	19 60	1 70	18.0		2	7	1	500 00
Brooksville,	13		6	13	15 96	1 49	19.8		10	2		
Bucksport,	18		13	26	23 69	1 57	21.9	2	8	10	1	100 00
Castine,	4		5	6	34 15	1 80	24.3		3	3		
Cranberry Isles,	5			5		1 96	10.2			4		
Deer Isle,	29		18	18	17 67	1 58	17.0		10	7		
Dedham,	7	1	3	7	18 33	1 52	13.8		3	2		
Eastbrook,	3		2	1	15 00	2 00	7.3		1	1		
Eden,	14		9	6	18 80	1 48	15.7	2	4	5		
Ellsworth,	18		10	16	25 50	2 32	23.9		7	11	2	700 00
Franklin,	8		4	6	20 25	1 75	18.1			7		
Gouldsborough,	16		4	14	18 41	1 60	18.5	1	1	12		
Greenfield,	4		2	3	16 50	1 59	13.0			2		
Hancock,	7		6	7	19 14	1 76	18.6	1	1	6		
Mariaville,	5		2	2	20 67	1 56	20.7		2	2		
Mount Desert,	11		4	6	18 50	1 55	19.0			8		
Orland,	13	2	10	13	23 00	1 60	20.9		8	2	1	300 00
Otis,	2		1	1	12 00	1 00	18.0					
Penobscot,	14	1	10	11	18 82	1 42	16.9		8	4	1	225 00
Seaville,	3	1		5		1 59	12.0			2		
Sedgwick,	10		7	10	20 50	1 59	17.3		4	6		
Sullivan,	7		4	8	19 00	1 60	19.0			7		
Surry,	7		4	8	22 33	2 00	16.1		3	2	1	400 00
Tilden,	2		2	2	22 00	2 00	22.6		1	1		
Trenton,	11		10	11	22 05	1 64	19.0		10	1		
Tremont,	13		12	12	20 17	1 60	15.5		5	4		
Waltham,	4		1	4	22 00	1 75	23.7		3			
Swan Island,	4		3	3	21 33	1 31	13.2		2	2		

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Wetmore Isle,	4		3	3	21 50	1 75	20.0		3	1		
No. 1, North Div.												
No. 2, Grand Falls,												
No. 7,	1	3		1		2 00	6.0			1		
Nos. 9 and 10,		2										
No. 21, Middle Div.	1			1		1 25	5.4	•				
No. 33, Middle Div.	1			1		2 00	20.0			1		
	294	10	169	269	$20 32	$1 67	17.4		7	109	133	7	$2,225 00

COUNTY OF KENNEBEC.

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Albion,	13		9	16	19 00	1 53	19.0		3	9		
Augusta city,	23		18	47	21 47	2 06	24.7		29	5	3	3,150 00
Belgrade,	17		9	16	14 23	1 28	22.3	3	5	11	1	
Benton,	13		5	15	16 60	1 39	15.7		5	5		
Chelsea,	9		8	10	17 12	1 61	16.1	2	4	5	1	220 00
China,	24		15	27	17 00	1 75	19.1		11	11	1	370 00
Clinton,	12		10	13	16 89	1 43	19.5		6	6	2	550 00
East Livermore,	6	3	5	9	17 00	1 83	17.5		3	5		
Fayette,	11	3	5	10	12 29	1 25	16.2		5	4	1	150 00
Gardiner city,	9	1	14	22	27 73	2 00	27.0	1	12	3	1	950 00
Greene,	14		14	13	15 70	1 19	17.4		3	8		
Hallowell city,	5		7	13	26 00	1 71	30.9		12	1		
Kennebec,	7	1	5	7	16 40	1 47	26.6		2	6	1	500 00
Leeds,	13	1	12	13	15 75	1 18	19.3		5	8		
Litchfield,	16	2	18	14	16 56	1 18	17.6	3	10	6	2	650 00
Monmouth,	15	1	15	15	14 77	1 37	20.6		6	9	1	204 00
Mt. Vernon,	13		10	12	15 85	1 33	17.9	1	2	11		
Pittston,	19		15	25	18 03	1 64	20.6	2	4	15		
Readfield,	12		12	13	14 91	1 32	16.3	1	3	9		
Rome,	8		5	9	14 60	1 49	16.2		5	2		
Sidney,	19		14	22	17 92	1 87	19.3		4	15		
Vassalborough,	23		18	27	17 72	1 65	20.0		10	13	3	825 00
Vienna,	9		7	6	14 00	1 33	16.4		2	5	1	50 00
Wales,	6	1	5	4	13 03	1 01	17.7		6			
Waterville,	15	2	18	26	20 75	1 92	20.3	3	10	7		
Wayne,	10	2	9	15	15 22	1 29	18.8		2	10		
West Gardiner,	9		9	8	19 77	1 47	20.3	1	6	3	1	390 00
Windsor,	13		9	14	17 70	1 76	17.6	1	5	8		
Winthrop,	9	2	7	13	18 90	1 95	21.7	1	4	7		
Winslow,	17		9	19	15 28	1 75	18.3		9	3		
Clinton Gore,	2		1	1	12 00	1 50	18.4		1			
Unity plantation,	2		1	2	12 50	1 12	13.5	1		1		
	393	19	318	476	$16 96	$1 52	19.4	20	194	211	19	$7,919 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Alna,	6		5	7	19 38	1 52	18.6		1	4		
Arrowsic,	2		2	2	18 00	1 60	29.0			1		
Bath city,	2		6	22	37 50	2 62	40.0		7	7		
Boothbay,	17		14	16	17 85	1 55	16.8	2	14	2		
Bowdoinham,	17		15	17	17 47	1 31	19.6		8	10		
Bowdoin,	18	1	15	21	15 87	1 30	17.3	1	12	6		
Bremen,	7	2	8	7	19 33	1 51	19.4		1	6		
Bristol,	19	3	20	20	19 66	1 51	17.0		4	14		
Cushing,	6		5	6	16 75	1 47	26.4	1	6			
Damariscotta,	6	1	6	4	18 50	1 73	22.8		2	3	1	450 00
Dresden,	9		7	9	18 55	1 36	17.9	1	1	8		
Edgecomb,	8		7	8	17 43	1 41	20.2			8		
Friendship,	6		5	7	18 40	1 24	18.9	1	4	2		
Georgetown,	9		9	5	17 00	1 58	19.6		6		1	230 00
Jefferson,	23		17	23	17 68	1 38	17.4	2	5	15		
Lewiston,	13	2	14	14	17 45	1 47	21.0		5	8	1	200 00
Lisbon,	11	3	5	10	15 18	1 24	18.7	2	2	9		
Newcastle,	14	1	11	14	17 71	1 58	17.9		7	6		
Nobleborough,	12		12	12	15 66	1 38	18.6		2	8		
Perkins,	1		1	1	20 00	1 25	19.7		1			
Phipsburg,	14	1	11	14	19 00	1 59	19.0		9	4		
Richmond,	10		10	11	17 30	1 48	18.1	2	6	4		
Rockland,	9	4	15	21	25 75	2 16	25.6	2	6	9		
St. George,	17	11	15	19	19 71	1 29	17.0		14	3	2	625 00
Southport,	6		4	3	18 75	1 67	18.5		1	4		
South Thomaston,	12		9	9	18 69	1 36	20.3		5	4	2	1,200 00
Thomaston,	11	3	9	10	21 29	2 39	24.0		7	4		
Topsham,	10		8	14	17 81	1 51	22.8		7	5		
Union,	14		13	16	18 50	1 50	19.9	4	6	8	1	400 00
Waldoborough,	26	2	20	25	18 25	1 66	21.0	2		31		
Warren,	20	1	14	24	18 35	1 75	23.5	2	14	6		
Washington,	15		8	16	16 00	1 74	16.3		5	7		
Webster,	12	3	3	8	13 14	1 28	20.8	2	3	8		
West Bath,	5		5	5	17 90	1 30	23.7		1	4		
Westport,	6		6	6	19 60	1 43	18.6	1	3	3		
Whitefield,	18		15	15	17 76	1 41	17.5		4	14	2	1,250 00
Wiscasset,	6		8	8	23 67	1 69	29.2			6		
Woolwich,	9		9	8	23 25	1 64	19.7	1	4	4		
Patricktown pl.,	7		4	6	14 00	1 26	11.2	1	2	4		
Matinicus Isle,	1		1	1	17 00	1 33	24.0		1			
Monhegan Isle,	1		1	1	19 00	1 25	24.0		1			
Muscle Ridge pl.,												
	435	38	372	465	$18 78	$1 53	20.5	27	187	250	10	$4,355 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Albany,	8	2	4	10	14 00	1 40	22.0			5	3	
Andover,	6		4	7	18 87	1 47	15.7		1	3	1	632 00
Bethel,	24	1	15	27	13 65	1 58	18.2			23		
Brownfield,	17		8	18	13 50	1 52	15.1		1	14		
Buckfield,	14	2	10	10	14 57	1 18	20.9		3	10	1	1,500 00
Byron,	6		3	4	11 33	1 12	16.2		1	2		
Canton,	10		7	12	16 50	1 33	20.0	1	2	7	1	135 00
Denmark,	13	1	9	17	12 70	1 48	17.6	1	5	8		
Dixfield,	10	1	9	9	16 00	1 25	16.3		8			
Fryeburg,	15		7	18	14 80	1 74	21.8		6	8		
Gilead,	6		1	8	12 00	1 75	12.0		5	1	1	150 00
Greenwood,	12		11	9	12 67	1 12	14.0			10	1	125 00
Hanover,	4	1	2	6	13 50	1 55	13.0		1	3		
Hartford,	15	2	11	16	15 46	1 06	18.5		6	9		
Hebron,	7	3	6	7	13 84	1 17	20.0			8		
Hiram,	15	2	6	13	14 60	1 41	16.3		4	13		
Livermore,	18	2	10	23	15 27	1 38	18.6	3	7	11	3	600 00
Lovell,	15		7	14	15 35	1 65	17.2		4	9	1	100 00
Mason,	1		1	1	13 00	1 17	17.0			1		
Mexico,	6		2	6	14 50	1 27	17.9		3	3		
Newry,	6	1	5	7	11 80	1 21	18.2		3	3	2	375 00
Norway,	14		10	15	16 20	1 56	20.7		6	8	1	250 00
Oxford,	12	1	3	7	17 00	1 40	19.7	1	6	3	1	345 00
Paris,	18		14	17	15 67	1 43	17.2		4	14	1	600 00
Peru,	11		10	12	11 05	1 29	17.9			11		
Porter,	13	2	8	10	12 13	1 32	19.7		4	7	1	
Roxbury,	5	1	2	1	10 75	1 25	9.8		2			
Rumford,	13		15	11	15 56	1 38	21.6		4	8		
Stow,	8		2	6	13 00	1 52	18.8			4		
Stoneham,	6		2	9	11 00	1 54	17.1		3	2		
Sumner,	13	1	8	13	12 50	1 30	19.9	1	6	6	2	402 00
Sweden,	7	1	6	10	18 33	1 57	23.6			7	1	140 00
Turner,	19	1	16	19	16 21	1 31	19.5	2	8	11	1	225 00
Waterford,	13		11	12	15 36	1 50	19.0	1	6	7		
Woodstock,	12		13	6	11 10	1 21	18.0			9		
Andover, N. Surp., Franklin pl.,	3	1	2	4	13 00	1 19	15.0		2			
Fryeburg Academy Grant,	1	1		1		1 25	8.0			1		
Hamlin's Grant,	1		1	1	10 00	1 00	19.0			1		
Letter A, No. 2,	3	1		2		1 50	16.0		1		1	165 00
Letter B,	4		1	3	10 00	1 00	20.0			2	1	75 00
Milton plantation,	3	1	2	4	13 00	1 19	13.1		1	1		
	407	29	264	405	$13 84	$1 35	17.6	10	118	251	21	$5,819 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Alton,	6		1	7	17 00	1 64	19.5	1	1	1		
Argyle,	4		1	4	18 00	1 64	21.0		3	1	1	250 00
Bangor,	4		16	61	32 73	2 18	36.0		30	5	6	6,324 98
Bradford,	12		6	18	17 58	1 64	17.0		2	10		
Bradley,	3	1	2	5	23 00	1 34	22.0		2	1		
Brewer,	17		15	20	21 13	1 87	18.9	2	15	2		
Burlington,	6	2	*3	7	12 00	1 95	26.4		1	3	2	450 00
Carmel,	11		5	15	16 20	1 57	17.2		4	7		
Carroll,	5	1	1	7	15 00	1 50	20.3		2	2		
Clifton,	4			4		1 82	21.2	1		3	2	292 00
Corinna,	11	3	11	11	17 17	1 51	18.2			10		
Corinth,	15	1	6	21	17 42	1 67	14.2		5	10	4	1,725 00
Charleston,	11		7	11	17 37	1 70	20.5			10		
Chester,	5		3	2	17 33	1 50	17.7		3		1	225 00
Dexter,	10	2	8	21	21 25	1 70	19.4		7	5	4	1,900 00
Dixmont,	12	2	14	8	17 83	1 33	20.7		8	4		
Edinburg,	2	1		3		1 39	33.0		1			
Eddington,	7		6	8	20 75	1 88	18.1	1		7		
Enfield,	5			5		1 60	16.3	1	2	3		
Etna,	8		6	9	15 11	1 50	17.9		1	7	1	220 00
Exeter,	15	3	13	16	18 64	1 40	19.1		6	8		
Garland,	9	4	9	11	18 64	1 47	16.3		1	9		
Glenburn,	9		6	14	18 57	1 71	25.0	1	6	3		
Greenbush,	7		1	7	14 00	1 42	17.1			5		
Hampden,	18	1	14	19	19 78	1 90	19.3	5	14		2	
Hermon,	13		7	11	17 14	1 32	18.6		6	4	2	500 00
Howland,	4			5		1 72	17.0		4			
Kirkland,	6		2	9	19 00	1 86	19.0		4	4	1	300 00
Lagrange,	3		3	3	18 67	1 67	24.2		3			
Lee,	9		2	9	19 00	1 87	19.6	3	3	5	1	525 00
Levant,	14	1	5	21	21 80	1 75	15.5		4	9		
Lincoln,	12	1	5	13	17 00	1 65	20.0			9		
Lowell,	7	1		6		1 65	19.2		4		1	275 00
Maxfield,	4		1	3	16 00	1 50	33.5		3			
Milford,	3		5	4	20 66	2 00	26.0		1	2		
Newburg,	10	1	6	10	19 00	1 51	19.5	1	.	6	2	
Newport,	8	1	6	11	17 00	1 63	18.2		5	3		
Oldtown,	7		5	12	27 94	2 17	27.0		7	1		
Orono,	1		2	13	32 67	1 70	2.53		6	4	2	2,800 00
Orrington,	12		10	9	22 50	1 83	20.6	1	11	1	2	800 00
Patten,	5		2	4	23 00	1 53	20.2		3			
Passadumkeag,	4		2	2	16 75	1 75	20.8	1	2	1		
Plymouth,	6	1	5	7	18 87	1 53	20.0	1		7		
Springfield,	5	3	2	2	18 00	1 33	22.0		3	2		
Stetson,	7		3	7	22 33	1 62	20.8		1	5		
Mattawamkeag,	3			3		2 00	18.0		1			
Nickatow,												
No. 3, Range 6,												
No. 4, Range 1,	3			2		1 12	17.0		1	1	1	100 00
No. 5, Range 4,	1	1		1		1 67	10.0			1		
No. 7, Range 3,	2			1		1 00	20.0				2	
	365	31	227	482	$19 35	$1 64	20.5	19	192	179	35	$16,686 98

COUNTY OF PISCATAQUIS.

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Abbot,	9		6	8	14 64	1 45	15.2		2	7	1	250 00
Atkinson,	9	1	9	6	17 12	1 26	17.0	1	2	6		
Barnard,	3		1	2	18 00	1 00	11.0		2		2	350 00
Bowerbank,	3		1	3	12 00	1 48	13.5			3		
Blanchard,	1	1	1	1	18 00	1 17	28.0			1		
Brownville,	8		4	9	17 75	1 48	22.0			5		
Dover,	16		8	18	18 66	1 73	18.0		4	12	1	400 00
Elliotsville,	4			4		1 00	19.0		1			
Foxcroft,	10		7	12	15 15	1 59	18.0		4	6		
Guilford,	9	1	5	9	17 00	1 64	18.2	1	2	7		
Greenville,	4		3	5	14 00	1 35	16.3	2	3			
Kilmarnock,	5	1	1	4	13 00	1 37	18.0			5		
Kingsbery,	4			5		1 30	14.2		1	1		
Monson,	10		4	8	16 25	1 34	16.0		5	1		
Milo,	7	1	4	9	18 00	1 55	16.3		1	5		
Orneville,	9		3	9	14 00	1 27	16.0		2	5	1	35 00
Parkman,	14		8	12	15 75	1 32	14.8		2	10	1	150 00
Sangerville,	13		6	14	18 50	1 49	18.0		4	9		
Sebec,	9	1	5	8	19 17	1 62	21.0		4	3		
Shirley,	3		1	5	20 00	1 49	17.2			2		
Wellington,	10	1	3	8	10 67	1 62	15.5		1	5		
Williamsburg,	3			2		2 00	15.0		1	1		
No. 2, Range 5, Greeley, or No. 8, R. 8,	1			1		75	12.0					
	164	7	80	162	$16 19	$1 40	17.0	5	41	94	6	$1,185 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Anson,	12		6	12	16 29	1 63	16.7		3	8		
Athens,	13		6	19	20 24	1 67	19.0		5	6		
Bingham,	13		3	10	17 00	1 38	16.2		3	2		
Bloomfield,	8	2	8	12	14 31	1 78	23.4	1	7	2		
Brighton,	8	3	4	10	15 25	1 45	12.1		3	3		
Canaan,	13		8	12	16 72	1 42	17.4		5	8		
Cambridge,	5		5	4	11 20	1 38	19.0		3	2	1	118 00
Concord,	11		3	11	13 00	1 25	14.8		4	2		
Cornville,	12	3	11	10	14 79	1 69	18.0	2	5	5	1	290 00
Detroit,	5		2	4	19 33	1 44	15.2			3		
Embden,	18	3	5	19	14 38	1 38	15.3	3	4	3		
Fairfield,	19	4	14	17	16 85	1 60	23.0	2	8	7		
Harmony,	12	1	2	11	20 00	1 75	19.8		2	5		
Hartland,	11	3	4	13	15 66	1 69	16.2		2	6		
Lexington,	9		3	9	15 16	1 25	16.0		4	2		
Madison,	19		12	18	17 83	1 41	18.6		7	12	1	125 00
Mayfield,	2			1		1 00	8.0			2		

COUNTY OF SOMERSET, *(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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Mercer,	8	1	7	10	17 43	1 53	16.0		5	4		
Moscow,	12		3	10	17 67	1 25	14.7		3	3		
New Portland,	18		12	12	13 87	1 25	20.0		1	11		
Norridgewock,	16		9	13	17 66	2 08	15.8		6	7		
North Anson,	12	3	8	10	17 31	1 60	16.0		4	9	1	722 00
Palmyra,	12	2	8	16	16 12	1 61	16.6	2	14		1	200 00
Pittsfield,	9	4	5	10	14 60	1 79	18.0		4	4	2	
Ripley,	5		5	5	17 25	1 65	21.0	1	1	4		
Solon,	12	1	8	18	15 43	1 45	16.6		4	7	2	575 00
St. Albans,	15	1	9	19	16 44	1 71	17.4	1	4	10	1	235 00
Starks,	17	2	8	20	14 62	1 54	17.5	1	4	12	1	138 00
Skowhegan,	11	1	3	19	18 66	1 60	18.3	2	3	7		
Smithfield,	7		6	7	15 25	1 32	16.1		2	5		
No. 1, R. 3, west of Kennebec river,	3			2		1 00	8.8		1			
No. 1, R. 2, west of Kennebec river,												
No. 1, R. 3, east of Kennebec river,												
No. 1, R. 4, east, & No. 1, R. 5, west K. R., or Forks,												
No. 2, Range 2d,	4			1		1 50	2.0					
	351	34	187	364	$16 21	$1 50	16.4	15	121	161	11	$2,403 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Appleton,	12	1	9	13	20 00	1 43	19.5	1	5	6		
Belfast city,	16		15	22	23 74	2 48	20.2	1	4	13	2	
Belmont,	11		6	11	15 50	1 32	16.0	1	11			
Brooks,	8		8	6	18 33	1 40	19.4		4	4		
Burnham,	7		5	7	18 60	1 35	17.6		5	1	1	175 00
Camden,	18		18	27	17 00	1 29	18.2			19		
Frankfort,	26	2	19	33	20 30	1 60	18.2	2	12	14	1	400 00
Freedom,	9	1	8	9	16 37	1 39	19.5	1	8	2	1	200 00
Hope,	7		8	9	20 17	1 48	22.2	3		7		
Islesborough,	8		7	7	17 25	1 24	19.0			8		
Jackson,	9	1	7	11	16 43	1 41	18.7	1	2	7		
Knox,	10	1	4	11	17 00	1 41	16.8		6	2		
Liberty,	6	1	5	7	14 50	1 43	19.3		6			
Lincolnville,	17		16	17	15 17	1 22	17.0		1	15	1	500 00
Monroe,	12	1	10	13	17 50	1 35	19.3	1	5	7		
Montville,	16	4	13	16	16 71	1 31	18.9			15		
North Haven,	5	1	6	5	18 17	1 20	21.6		3	2		
Northport,	9	1	6	8	18 10	1 30	19.0			8		
Palermo,	16	2	9	16	15 40	1 42	19.8	1	7	7	2	350 00
Prospect,	17	2	15	16	21 62	1 39	19.0	2	3	14		

COUNTY OF WALDO, *(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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Searsmont,	12	2	8	12	18 50	1 30	19.0	2	2	10	1	500 00
Searsport,	9	1	9	16	24 23	1 69	23.5	3	2	8		
Swanville,	6	2	7	7	18 40	1 24	20.2	1	2	5		
Thorndike,	10		11	10	18 36	1 32	17.0	1	3	6	1	150 00
Troy,	12	2	12	13	16 08	1 13	18.5	1	10	2		
Unity,	13		12	13	17 58	1 26	18.8		5	7	2	540 00
Vinalhaven,	10		9	10	17 75	1 10	16.3		7	3		
Waldo,	7		6	8	19 11	1 42	17.0		1	5		
	318	25	268	353	$18 14	$1 39	18.9	22	114	197	12	$2,815 00

COUNTY OF WASHINGTON.

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Addison,	13		7	12	20 00	1 75	18.0	1	5	4	1	165 00
Alexander,	5		2	5	18 50	2 06	18.0	1	2	1		
Baileyville,	5		2	3	21 00	1 75	21.0		1	4		
Baring,	1		1	2	25 00	1 50	15.0		1			
Beddington,	1		1	1	23 00	1 75	28.0		1			
Calais city,	8		9	16	27 55	2 00	33.0		6	6		
Centerville,	2	1	1	2	19 50	2 00	25.5	1		1		
Columbia,	9		5	9	22 90	2 00	26.2		6	1		
Cooper,	6	1	5	6	18 00	1 91	17.1	2	1	4		
Charlotte,	6		4	2	18 66	2 10	23.1		2	3	1	650 00
Cherryfield,	8		6	7	20 50	2 29	21.3			8	1	200 00
Crawford,	3		3	2	20 00	1 75	17.3		1	1		
Cutler,	7		5	4	18 34	1 80	20.1		1	6	1	412 00
Dennysville,	2		2	2	24 00	2 00	24.0		2			
East Machias,	9		5	7	24 71	2 00	21.9		3	6		
Eastport,	1		5	13	44 40	1 94	37.2		5	3	1	1,850 00
Edmunds,	6		2	2	18 50	1 48	10.7		1	1		
Harrington,	11		7	9	20 93	1 70	21.6		5	3		
Jonesborough,	6		2	11	20 00	1 75	20.3		2	2		
Jonesport,	12		1	7	17 00	1 36	17.0	1	4	1		
Lubec,	11	1	9	13	23 00	1 82	22.8		4	6		
Machias,	1		6	7	24 17	2 32	33.6		4	3	1	300 00
Machiasport,	9	1	5	7	22 80	2 00	18.0	1		9		
Marion,	3	1	1	2	20 00	1 50	20.0			2		
Marshfield,	2		2	2	19 00	2 00	14.0		2			
Medybemps,	3		1	2	20 00	2 00	17.5					
Milbridge,	11	3	4	11	23 00	1 56	17.0			9	1	125 00
Northfield,	3		2	2	18 33	1 62	11.5		1	2		
Pembroke,	11		9	8	19 75	1 97	23.9		2	8		
Perry,	13		10	3	20 77	2 06	25.6	2		12		
Princeton,	3	1	1	5	20 00	1 87	19.0		3	1		
Robbinston,	8		5	8	22 80	1 92	25.9		4	3		
Steuben,	10	2	4	9	19 30	1 60	16.4	1		9		
Topsfield,	3		2	3	20 00	1 17	19.0			3		
Trescott,	8		3	3	18 75	1 66	17.2		3	1	1	250 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Wesley,	4		3	1	18 80	1 50	19.8		1	2		
Whiting,	6		3	4	19 00	1 81	20.4		3	1	1	250 00
Whitneyville,	1		1	4	32 00	2 25	32.0		1			
Annsburg,	1		1		22 00		14.0			1		
Big Lake,	1			1		1 50	8.0					
Codyville pl.,	1			1		1 25	12.0					
Danforth pl.,	1			1		1 50	12.0		1		1	200 00
Jackson Brook,												
Lambert's Lake pl.,	1			1		1 00	13.0			1		
Tallmadge,	2			2		1 07	10.0					
Waite pl.,	1		1	1	20 00	1 50	14.0		1			
No. 7, Range 2,		2		1		1 20	30.0					
No. 9, Range 4,												
No. 14,	3			2		1 50	9.5					
No. 19,												
	242	13	148	226	$21 65	$1 74	19.8	10	78	129	11	$4,402 00

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 and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Acton,	13		11	9	15 18	1 56	14.0	1	5	7	1	150 00
Alfred,	11		8	8	15 57	1 76	20.3		6	5		
Berwick,	17		9	14	18 23	1 82	17.3		7	10	2	1,000 00
Biddeford,	11	2	13	18	23 50	2 50	30.0		9	7	2	700 00
Buxton,	17		16	18	17 45	1 70	21.9		4	13		
Cornish,	13		4	12	12 00	1 60	15.3			11		
Eliot,	8		8	3	19 50	2 41	10.9		6	2	1	362 00
Hollis,	21	2	15	16	15 80	1 50	19.1		12	7	1	
Kennebunk,	12		10	15	20 00	1 77	26.5		7	6		
Kennebunkport,	12	1	12	13	17 75	1 77	19.7		1	12		
Kittery,	12		12	13	17 72	1 97	20.9		2	10		
Lebanon,	20		17	13	14 50	1 65	17.0		8	10	1	500 00
Limerick,	10		9	9	14 95	1 65	19.5		4	6	2	400 00
Limington,	18	1	16	18	13 68	1 40	18.0	1	9	9	1	150 00
Lyman,	13	1	7	9	17 00	1 56	16.8		6	7		
Newfield,	12	1	4	10	14 21	1 41	16.0		1	8		
North Berwick,	20	1	9	11	12 50	1 65	17.3		5	13	1	500 00
Parsonsfield,	18	2	15	13	13 40	1 31	18.8		8	9		
Saco,	9		13	18	23 42	2 35	36.6		10	4	1	600 00
Shapleigh,	15		9	8	16 42	1 82	15.8			13		
Sanford,	18		13	13	15 05	1 77	17.7	1	2	12	1	200 00
South Berwick,	13	2	14	13	17 30	1 88	22.5	1	10	3	1	200 00
Waterborough,	16	1	15	13	12 50	1 25	15.7		4	11		
Wells,	19		11	17	18 50	1 57	20.7	1	7	12	1	300 00
York,	15		11	15	17 73	1 93	24.3		5	10	1	350 00
	363	14	281	319	$16 55	$1 74	19.7	5	138	217	17	$5,412 00

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 month.	Average length of Schools in weeks and tenths.	Schools suspended by incompetency of Teachers.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Aroostook,	108	2	24	58	15 41	1 62	13.8	1	21	25	4	550 00
Cumberland,	406	30	287	455	18 16	1 71	20.5	10	187	226	13	12,522 48
Franklin,	246	23	142	214	13 75	1 23	17.0	9	95	98	8	1,389 00
Hancock,	294	10	169	269	20 32	1 67	17.4	7	109	133	7	2,225 00
Kennebec,	393	19	318	476	16 96	1 52	19.4	20	194	211	19	7,919 00
Lincoln,	435	38	372	465	18 78	1 53	20.5	27	187	250	10	4,355 00
Oxford,	407	29	264	405	13 84	1 35	17.6	10	118	251	21	5,819 00
Penobscot,	365	31	227	482	19 35	1 64	20.5	19	192	179	35	16,686 98
Piscataquis,	164	7	80	162	16 19	1 40	17.0	5	41	94	6	1,185 00
Somerset,	351	34	187	364	16 21	1 50	16.4	15	121	161	11	2,403 00
Waldo,	318	25	268	353	18 14	1 39	18.9	22	114	197	12	2,815 00
Washington,	242	13	148	226	21 65	1 74	19.8	10	78	129	11	4,402 00
York,	363	14	281	319	16 55	1 74	19.7	5	138	217	17	5,412 00
	4,092	275	2,767	4,248	$17 33	$1 54	18.3	160	1,595	2,171	174	$67,683 46

Table B.

COUNTY OF AROOSTOOK.

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
15	Amity,	129	56	42	45	35	38.5	.30
14	Hodgdon,	409	247	141	189	127	134	.33
9	Houlton,	688	434	277	312	238	257.5	.38
6	Linneus,	261	152	98	167	126	112	.43
	Masardis,	48						
1	Monticello,	88			66	54	54	.61
17	New Limerick,	80	17	16	18	15	15.5	.19
16	Smyrna,	78	35	26	23	18	22	.28
2	Weston,	141	100	80	98	82	81	.57
11	Bancroft,	57	22	20			20	.35
	Belfast Acad. Gt.,							
13	Benedicta,	167	91	57	86	56	56.5	.34
12	Bridgewater,	185	121	88	55	38	63	.34
5	Crystal,	61	50	37	26	19	28	.46
	Dayton pl., or No. 5, R. 5,							
7	Golden Ridge,	104	48	34	72	55	44.5	.43
	Hancock pl.,							
8	Haynesville,	45	24	18			18	.40
	Leavitt pl.,							
	Letter D,							
19	Letter H,	185			26	17	17	.09
21	Madawaska pl.,	501	39	30	18	15	22.5	.04
	Molunkus,							
3	Orient pl.,	59	46	32			32	.54
	Presque Isle,	310						
	Salmon Brook,	88						
20	Van Buren pl.,	455	39	22			22	.05
18	Williams Col. gt.,	112			28	11	11	.10
	Nos. 1 and 2, Reed pl.,							
4	No. 9, Range 6,	34	24	17			17	.50
10	No. 11, Range 5,	130	79	60	42	32	46	.35
		4,415	1,624	1,095	1,271	938	1,016.5	.23

COUNTY OF CUMBERLAND.

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
10	Auburn,	1,061	476	446	731	599	522.5	.49
20	Baldwin,	468	303	207	281	226	216.5	.46
14	Bridgton,	1,122	578	527	768	566	546.5	.49
26	Brunswick,	1,786	882	680	883	721	700.5	.39
25	Cape Elizabeth,	838	447	337	519	360	348.5	.42
3	Casco,	452	281	215	361	265	240	.53
22	Cumberland,	719	385	270	502	389	329.5	.46
27	Danville,	690	250	182	340	289	235.5	.34
19	Durham,	783	395	319	512	407	363	.46
1	Falmouth,	754	455	341	596	477	409	.54
18	Freeport,	1,062	586	427	710	566	496.5	.47
29	Gorham,	1,349	541	385	647	474	429.5	.32
8	Gray,	722	439	307	523	420	363.5	.50
15	Harpswell,	597	338	259	395	319	289	.48
5	Harrison,	446	293	209	336	258	233.5	.52
2	Minot,	649	365	284	522	410	347	.53
7	Naples,	442	295	221	292	234	227.5	.51
17	North Yarmouth,	439	232	164	330	248	206	.47
23	New Gloucester,	709	372	278	434	337	307.5	.43
13	Otisfield,	455	264	191	394	256	223.5	.49
30	Poland,	1,176	358	268	253	204	236	.20
28	Portland city,	7,782	3,557	2,585	3,557	2,585	2,585	.33
12	Pownal,	460	184	132	383	320	226	.49
6	Raymond,	482	272	208	362	290	249	.52
9	Scarborough,	764	474	374	539	393	383.5	.50
16	Sebago,	362	272	201	205	142	171.5	.47
11	Standish,	853	493	366	607	473	419.5	.49
24	Westbrook,	1,625	937	721	1,072	853	787	.42
4	Windham,	929	522	409	725	575	492	.53
21	Yarmouth,	714	268	178	413	329	253.5	.46
		30,690	15,514	11,691	18,192	13,985	12,838	.42

COUNTY OF FRANKLIN.

14	Avon,	322	144	108	265	207	157.5	.49
7	Carthage,	159	91	63	137	110	86.5	.54
12	Chesterville,	476	276	207	383	278	242.5	.51
16	Farmington,	1,136	564	421	815	649	535	.47
3	Freeman,	276	188	139	259	216	172.5	.62
11	Industry,	447	276	197	351	269	233	.52
9	Jay,	718	378	308	545	461	384.5	.54
15	Kingfield,	309	168	126	207	166	146	.47
18	Madrid,	180	75	57	141	103	80	.44
5	New Sharon,	649	368	282	553	440	361	.56
19	New Vineyard,	275	153	115	176	127	121	.44

COUNTY OF FRANKLIN, *(Continued.)*

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
10	Phillips,	721	361	287	570	455	371	.53
17	Salem,	181	55	44	149	121	82.5	.45
2	Strong,	381	242	187	346	283	235	.62
6	Temple,	314	177	136	254	209	172.5	.55
13	Weld,	433	217	160	346	265	212.5	.49
8	Wilton,	807	492	367	647	501	434	.54
1	Dallas plantation,	217	205	195	200	190	192.5	.89
21	Jackson plantation,	129	26	13	23	16	14.5	.11
4	Letter E,	60			49	35	35	.58
20	No. 1, Range 4, No. 6,	39			20	16	16	.41
		8,229	4,456	3,412	6,436	5,117	4,264.5	.52

COUNTY OF HANCOCK.

34	Aurora,	90	40	28	35	29	28.5	.32
9	Amherst,	136	85	73	110	76	74.5	.55
22	Bluehill,	894	520	395	550	429	412	.46
13	Brooklin,	403	244	178	324	251	214.5	.53
32	Brooksville,	650	383	274	300	239	256.5	.39
19	Bucksport,	1,489	909	660	1,024	761	710.5	.48
30	Castine,	511	311	198	308	214	206	.40
23	Cranberry Isles,	119	64	56	57	52	54	.45
31	Deer Isle,	1,467	713	545	893	637	591	.40
18	Dedham,	278	140	118	184	149	133.5	.48
7	Eastbrook,	80	67	60	35	32	46	.57
17	Eden,	507	273	217	340	277	247	.48
25	Ellsworth,	1,656	951	750	957	677	713.5	.43
33	Franklin,	284	195	110	125	86	98	.35
24	Gouldsborough,	632	434	307	315	244	275.5	.44
29	Greenfield,	122	73	55	68	50	52.5	.41
8	Hancock,	421	310	243	306	240	241.5	.57
4	Mariaville,	152	120	98	105	85	91.5	.60
26	Mount Desert,	344	165	133	195	163	148	.43
20	Orland,	700	443	313	468	351	332	.47
35	Otis,	54	16	12	23	19	15.5	.29
21	Penobscot,	731	427	310	499	368	339	.46
12	Seaville,	71	66	51	37	25	38	.54
11	Sedgwick,	559	375	288	426	314	301	.54
15	Sullivan,	267	169	135	196	145	140	.52
10	Surry,	539	345	264	407	317	290.5	.54
3	Tilden,	105	89	75	82	63	69	.66
5	Trenton,	549	378	297	436	343	320	.58
14	Tremont,	664	426	338	519	362	350	.53
28	Waltham,	136	108	81	55	35	58	.43
27	Swan Island,	184	128	95	79	63	79	.43

COUNTY OF HANCOCK, (*Continued.*)

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
16	Wetmore Isle,	169	125	103	105	71	87	.51
	No. 1, North Div.							
	No. 2, Grand Falls,							
6	No. 7,	43	31	25			25	.58
	Nos. 9 and 10,	26						
2	No. 21, Middle Div.	14	14	10			10	.71
1	No. 33, Middle Div.	22	24	17			17	.77
		15,068	9,161	6,912	9,563	7,167	7,039.5	.47

COUNTY OF KENNEBEC.

4	Albion,	631	393	304	515	402	353	.56
30	Augusta city,	3,412	1,687	1,244	1,802	1,430	1,337	.39
18	Belgrade,	720	361	248	564	450	349	.48
10	Benton,	438	304	238	316	218	228	.52
23	Chelsea,	457	246	192	304	231	211.5	.46
8	China,	1,222	791	628	821	656	642	.53
22	Clinton,	795	440	315	588	433	374	.47
1	East Livermore,	342	245	181	305	238	209.5	.61
19	Fayette,	433	197	162	317	254	208	.48
31	Gardiner city,	2,181	1,104	758	1,244	903	830.5	.38
28	Greene,	556	232	195	358	274	234.5	.42
27	Hallowell city,	1,260	730	545	688	539	542	.43
14	Kennebec,	308	138	105	246	204	154.5	.50
16	Leeds,	610	343	259	433	351	305	.50
7	Litchfield,	866	447	362	647	552	457	.53
5	Monmouth,	625	402	299	502	396	347.5	.56
9	Mt. Vernon,	534	264	197	445	362	279.5	.52
15	Pittston,	1,177	757	542	833	637	589.5	.50
6	Readfield,	583	370	268	466	350	309	.53
12	Rome,	365	213	160	314	215	187.5	.51
2	Sidney,	771	472	368	631	524	446	.58
11	Vassalborough,	1,243	723	572	929	711	641.5	.52
17	Vienna,	386	171	138	310	241	189.5	.49
24	Wales,	251	107	91	168	137	114	.45
25	Waterville,	1,510	725	550	1,023	787	668.5	.44
3	Wayne,	554	404	306	513	315	310.5	.56
29	West Gardiner,	601	256	175	430	331	253	.42
13	Windsor,	708	419	321	497	393	357	.50
26	Winthrop,	726	396	281	458	346	313.5	.43
21	Winslow,	773	449	343	508	391	367	.47
32	Clinton Gore,	79	40	27	34	19	23	.29
20	Unity plantation,	59	41	36	30	21	28.5	.48
		25,175	13,867	10,410	17,239	13,311	11,860.5	.47

COUNTY OF LINCOLN.

Rank of towns as to average attendance.	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 mean average to whole No. of Scholars.
5	Alna,	353	232	174	273	206	190	.54
19	Arrowsic,	146	83	65	88	53	59	.47
29	Bath city,	2,787	1,532	1,205	1,536	1,208	1,296.5	.43
23	Boothbay,	1,121	613	437	816	605	521	.46
25	Bowdoinham.	1,013	675	542	590	397	469.5	.46
8	Bowdoin,	786	408	338	532	476	407	.52
15	Bremen,	345	212	166	242	170	168	.49
36	Bristol,	1,267	644	473	650	464	468.5	.37
31	Cushing,	328	185	130	213	147	138.5	.42
41	Damariscotta,	515	226	156	257	162	159	.31
14	Dresden,	579	336	244	430	326	285	.49
30	Edgecomb.	538	283	219	348	245	232	.43
1	Friendship,	211	158	112	204	152	132	.63
40	Georgetown.	471	225	135	246	181	158	.34
6	Jefferson,	918	621	455	673	520	487.5	.53
7	Lewiston,	1,152	717	569	809	636	602.5	.52
2	Lisbon,	592,	379	288	485	401	344.5	.58
27	Newcastle,	812	336	307	542	427	367	.45
10	Nobleborough.	591	359	273	400	319	296	.50
3	Perkins,	27	11	9	24	21	15	.56
34	Phipsburg,	820	400	294	504	374	334	.41
18	Richmond.	868	567	366	625	455	410.5	.47
17	Rockland.	2,161	1,334	894	1,575	1,165	1,029.5	.48
33	St. George,	989,	576,	407	529	406	406.5	.41
35	Southport,	253	80	51	193	151	101	.40
16	South Thomaston,	589	300	225	443	346	285.5	.48
24	Thomaston.	1,071	616	461	652	533	497	.46
21	Topsham,	642	336	247	434	354	300.5	.47
9	Union,	779	447	343	615	442	392.5	.50
39	Waldoborough,	1,743	1,111	614	811	623	618.5	.35
11	Warren,	937	584	434	659	500	467	.50
28	Washington,	739	378	275	534	385	330	.45
4	Webster,	423	314	206	321	257	231.5	.55
22	West Bath,	265	144	112	173	135	123.5	.47
26	Westport,	356	231	172	188	153	162.5	.46
13	Whitefield,	891	503	356	639	524	440	.49
37	Wiscasset.	953	460	331	522	374	352.5	.37
12	Woolwich,	562	313	225	420	330	277.5	.50
32	Patricktown pl.,	240	134	81	159	121	101	.42
38	Matinicus Isle,	99	46	34	55	39	36.5	.37
20	Monhegan Isle,	49	22	20	30	26	23	.47
	Muscle Ridge pl.,							
		29,981	17,131	12,445	19,439	14,809	13,627	.45

COUNTY OF OXFORD.

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
15	Albany,	300	200	153	216	170	161.5	.54
10	Andover,	285	197	153	216	168	160.5	.56
19	Bethel,	900	541	397	672	521	459	.51
24	Brownfield,	546	301	239	365	282	260.5	.48
38	Buckfield,	600	327	263	261	217	240	.40
34	Byron,	140	71	59	87	62	60.5	.43
25	Canton,	373	186	146	292	208	177	.47
22	Denmark,	497	325	239	328	251	245	.49
8	Dixfield,	466	284	234	380	309	271.5	.58
27	Fryeburg,	655	355	272	419	340	306	.47
4	Gilead,	152	103	88	126	100	94	.62
21	Greenwood,	431	202	163	324	263	213	.49
2	Hanover,	129	98	77	113	98	87.5	.68
18	Hartford,	516	292	214	407	314	264	.51
17	Hebron,	353	213	167	260	202	184.5	.52
29	Hiram,	541	294	216	353	278	247	.46
9	Livermore,	705	399	318	590	479	398.5	.57
5	Lovell,	500	347	285	384	312	298.5	.60
31	Mason,	40	21	18	26	18	18	.45
32	Mexico,	191	169	127	74	43	85	.45
3	Newry,	194	131	111	175	139	125	.64
23	Norway,	833	469	332	569	468	400	.48
7	Oxford,	539	332	308	380	324	316	.59
39	Paris,	1,146	500	385	715	510	447.5	.39
14	Peru,	492	311	242	392	293	267.5	.54
33	Porter,	498	251	196	309	241	218.5	.44
41	Roxbury,	113	32	23	49	41	32	.28
20	Rumford,	588	382	272	457	312	292	.50
36	Stow,	230	147	118	103	80	99	.43
28	Stoneham,	204	154	108	111	80	94	.46
26	Sumner,	479	217	165	390	287	226	.47
12	Sweden,	298	196	145	226	180	162.5	.55
16	Turner,	980	563	447	729	585	516	.53
6	Waterford,	591	342	245	458	349	297	.59
13	Woodstock,	388	250	193	313	233	213	.55
35	Andover, N. Surp., Franklin pl.,	96	64	44	52	39	41.5	.43
1	Fryeburg Academy Grant,	24			18	17	17	.71
11	Hamlin's Grant,	54	37	27	44	32	29.5	.55
30	Letter A, No. 2,	46	20	17	29	25	21	.46
40	Letter B,	82	36	25	27	23	24	.29
37	Milton plantation,	76	35	28	47	35	31.5	.41
		16,271	9,394	7,259	11,486	8,928	8,093.5	.50

COUNTY OF PENOBSCOT.

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
43	Alton,	157	114	92	30	22	57	.36
42	Argyle,	157	125	86	35	30	58	.37
18	Bangor,	5,130	3,519	2,501	3,984	2,925	2,713	.53
6	Bradford,	587	406	313	453	373	343	.58
38	Bradley,	279	104	95	140	130	112.5	.40
26	Brewer,	1,160	706	540	755	594	567	.49
10	Burlington,	209	141	135	126	103	119	.57
17	Carmel,	527	330	267	358	296	281.5	.53
36	Carroll,	199	98	64	132	103	83.5	.42
44	Clifton,	150	82	65	56	43	54	.36
4	Corinna,	605	457	371	515	400	385.5	.64
7	Corinth,	668	443	359	500	419	389	.58
12	Charleston,	598	382	293	453	369	331	.55
47	Chester,	165	54	32	106	67	49.5	.30
5	Dexter,	790	556	437	662	529	483	.61
19	Dixmont,	721	417	317	562	443	380	.53
3	Edinburg,	31	18	15	31	25	20	.64
9	Eddington,	311	200	161	233	194	177.5	.57
35	Enfield,	177	123	91	86	58	74.5	.42
8	Etna,	364	241	183	306	234	208.5	.57
15	Exeter,	847	512	398	716	528	463	.55
14	Garland,	557	356	280	447	336	308	.55
13	Glenburn,	404	298	220	311	227	223.5	.55
34	Greenbush,	203	148	111	80	62	86.5	.43
31	Hampden,	1,301	696	527	924	664	595.5	.46
16	Hermon,	577	262	192	490	427	309.5	.54
40	Howland,	101	69	47	39	32	39.5	.39
30	Kirkland,	355	207	143	247	185	164	.46
29	Lagrange,	228	142	99	161	114	106.5	.47
33	Lee,	369	222	174	198	147	160.5	.43
27	Levant,	908	585	456	489	416	436	.48
22	Lincoln,	508	356	255	335	261	258	.51
45	Lowell,	178	118	74	62	49	61.5	.35
46	Maxfield,	77	48	35	15	12	23.5	.31
2	Milford,	198	170	117	177	148	132.5	.67
20	Newburg,	632	372	278	488	384	331	.52
25	Newport,	462	248	202	355	254	228	.49
37	Oldtown,	1,227	665	456	705	550	503	.41
24	Orono,	842	567	398	588	439	418.5	.50
21	Orrington,	816	491	360	594	475	417.5	.51
11	Patten,	173	123	93	134	102	97.5	.56
23	Passadumkeag,	109	55	42	83	66	54	.50
28	Plymouth,	426	228	178	304	224	201	.47
32	Springfield,	289	190	127	147	125	126	.44
1	Stetson,	314	224	184	288	245	214.5	.68
39	Mattawamkeag,	208	176	143	24	21	82	.39
	Nickatow,							
	No. 3, Range 6,							
48	No. 4, Range 1,	65	15	12	23	20	16	.25
41	No. 5, Range 4,	57	32	22			22	.39
49	No. 7, Range 3,	95	6	6			6	.06
		25,511	16,097	12,046	17,947	13,870	12,958	.51

COUNTY OF PISCATAQUIS.

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
9	Abbot,	321	177	127	267	210	168.5	.52
10	Atkinson,	384	252	177	293	220	198.5	.52
22	Barnard,	75	32	22	37	22	22	.29
15	Bowerbank,	72	40	26	50	39	32.5	.45
19	Blanchard,	76	48	35	51	42	38.5	.37
17	Brownville,	307	189	113	193	151	132	.43
4	Dover,	854	540	429	682	532	480.5	.56
20	Elliotsville,	40	29	18	10	8	13	.32
5	Foxcroft,	441	246	208	347	280	244	.55
8	Guilford,	397	179	151	325	270	210.5	.53
11	Greenville,	120	98	61	78	62	61.5	.51
21	Kilmarnock,	136	33	28	69	58	43	.32
6	Kingsbery,	79	65	45	51	41	43	.54
18	Monson,	277	155	115	144	97	106	.38
12	Milo,	432	270	209	310	224	216.5	.50
7	Orneville,	206	132	113	134	110	111.5	.54
1	Parkman,	551	334	275	449	364	319.5	.58
3	Sangerville,	577	359	276	438	376	326	.56
14	Sebec,	490	263	187	348	264	225.5	.46
13	Shirley,	108	63	48	76	59	53.5	.50
16	Wellington,	279	155	119	161	129	124	.44
23	Williamsburg,	52	23	19	17	11	15	.29
2	No. 2, Range 5, Greeley, or No. 8, R. 8,	21	13	12			12	.57
		6,295	3,695	2,813	4,530	3,569	3,191	.51

COUNTY OF SOMERSET.

2	Anson,	366	209	161	323	264	212.5	.58
9	Athens,	620	438	280	531	393	336.5	.54
29	Bingham,	358	197	144	229	164	154	.43
8	Bloomfield,	536	354	251	460	332	291.5	.54
23	Brighton,	355	200	150	275	175	162.5	.46
13	Canaan,	777	498	367	566	450	408.5	.53
17	Cambridge,	191	160	80	162	115	97.5	.51
12	Concord,	246	140	100	210	160	130	.53
15	Cornville,	544	305	246	420	313	279.5	.51
30	Detroit,	222	111	79	141	108	93.5	.42
18	Embden,	405	222	174	307	238	206	.51
20	Fairfield,	990	591	412	728	583	497.5	.50
27	Harmony,	443	286	187	305	200	193.5	.43
1	Hartland,	409	287	223	338	261	242	.59
22	Lexington,	260	131	101	188	139	120	.46
3	Madison,	664	469	358	515	399	378.5	.57
32	Mayfield,	51	14	10			10	.19

COUNTY OF SOMERSET, *(Continued.)*

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
4	Mercer,	473	280	224	387	317	270.5	.57
11	Moscow,	255	155	117	197	154	135.5	.53
6	New Portland,	628	338	253	537	445	349	.56
25	Norridgewock,	784	401	284	536	416	350	.45
21	North Anson,	519	192	133	474	379	256	.49
16	Palmyra,	726	373	286	675	457	371.5	.51
14	Pittsfield,	520	295	231	417	313	272	.52
10	Ripley,	292	193	147	215	167	157	.54
5	Solon,	573	355	276	476	370	323	.56
7	St. Albans,	759	492	379	608	453	416	.55
24	Starks,	632	266	200	497	371	285.5	.45
28	Skowhegan,	749	416	301	456	349	325	.43
19	Smithfield,	880	217	162	290	221	191.5	.50
	No. 1, R. 3, west of Kennebec river,							
26	No. 1, R. 2, west of Kennebec river,	62	28	22	37	32	27	.44
	No. 1, R. 3, east of Kennebec river,							
	No. 1, R. 4, east, & No. 1, R. 5, west K. R., or Forks,	84						
31	No. 2, Range 2d,	57			17	16	16	.28
		14,930	8,613	6,338	11,517	8,754	7,546	.51

COUNTY OF WALDO.

9	Appleton,	780	471	355	557	436	395.5	.51
28	Belfast city,	2,077	1,037	806	1,252	951	878.5	.42
8	Belmont,	626	388	298	455	359	328.5	.52
2	Brooks,	425	290	216	316	249	232.5	.55
11	Burnham,	307	219	141	214	166	153.5	.50
26	Camden,	1,722	1,106	828	932	708	768	.45
15	Frankfort,	2,079	1,217	914	1,179	1,106	1,010	.49
16	Freedom,	426	165	138	338	275	206.5	.48
12	Hope,	489	297	235	323	253	244	.50
17	Islesborough,	422	249	178	314	227	202.5	.48
1	Jackson,	378	230	183	326	266	224.5	.59
24	Knox,	481	285	212	306	237	224.5	.47
7	Liberty,	403	249	181	312	242	211.5	.52
22	Lincolnville,	944	460	364	627	523	443.5	.47
10	Monroe,	744	450	324	550	429	376.5	.51
6	Montville,	761	429	317	625	484	400.5	.53
19	North Haven,	380	204	144	276	214	179	.47
27	Northport,	587	334	245	328	278	261.5	.45
13	Palermo,	717	400	311	498	402	356.5	.50
3	Prospect,	1,113	679	523	827	690	606.5	.54

COUNTY OF WALDO, *(Continued.)*

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
23	Searsmont,	716	400	306	489	364	335	.47
18	Searsport,	1,029	578	430	690	536	483	.47
20	Swanville,	427	252	184	264	198	191	.47
14	Thorndike,	486	257	208	332	271	239.5	.49
4	Troy,	703	440	329	545	434	381.5	.54
25	Unity,	665	326	237	477	367	302	.45
21	Vinalhaven,	558	275	195	441	330	262.5	.47
5	Waldo,	370	244	188	282	211	199.5	.54
		20,806	11,931	8,990	14,075	11,206	10,098	.49

COUNTY OF WASHINGTON.

42	Addison,	503	172	137	250	204	170.5	.34
47	Alexander,	360	150	100	130	100	100	.27
7	Baileyville,	191	123	100	150	129	110	.58
20	Baring,	168	70	60	112	89	74.5	.44
12	Beddington,	42	32	20	38	23	21.5	.51
30	Calais city,	2,027	1,087	759	1,176	814	786.5	.39
10	Centerville,	91	73	57	48	38	47.5	.52
23	Columbia,	430	302	228	175	142	185	.43
17	Cooper,	213	119	95	141	105	100	.47
24	Charlotte,	319	189	128	203	140	132	.41
14	Cherryfield,	631	431	326	390	285	305.5	.48
6	Crawford,	134	116	90	126	76	83	.62
33	Cutler,	385	209	166	235	127	146.5	.38
39	Dennysville,	182	99	62	92	67	64.5	.35
46	East Machias,	900	450	331	333	247	289	.32
36	Eastport,	1,606	897	616	689	567	591.5	.37
27	Edmunds,	188	103	76			76	.40
19	Harrington,	407	311	193	247	172	182.5	.45
8	Jonesborough,	200	151	121	122	96	108.5	.54
13	Jonesport,	331	237	182	187	139	160.5	.48
45	Lubec,	1,215	568	400	519	392	396	.33
34	Machias,	596	397	294	205	155	224.5	.38
31	Machiasport,	532	235	206	208	161	183.5	.38
38	Marion,	84	45	31	38	30	30.5	.36
44	Marshfield,	129	65	54	40	30	42	.33
25	Medybemps,	118	94	66	42	31	48.5	.41
18	Milbridge,	498	336	247	293	213	230	.46
5	Northfield,	128	87	81			81	.63
28	Pembroke,	815	444	320	447	336	328	.40
37	Perry,	565	181	135	355	281	208	.37
9	Princeton,	133	120	85	78	57	71	.53
29	Robbinston,	484	280	174	321	215	194.5	.40
21	Steuben,	447	259	206	257	190	198	.44
11	Topsfield,	129	82	60	87	74	67	.52
43	Trescott,	266	189	132	66	45	88.5	.33

COUNTY OF WASHINGTON, *(Continued.)*

Rank of towns as to average attendance.	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 mean average to whole No. of scholars.
22	Wesley,	175	113	71	111	83	77	.44
32	Whiting,	217	140	115	60	51	83	.38
16	Whitneyville,	209	145	95	148	105	100	.48
2	Annsburg,	60	48	41			41	.68
40	Big Lake,	26	9	9			9	.35
3	Codyville pl.,	21	17	14			14	.67
26	Danforth pl.,	74	53	30			30	.41
	Jackson Brook,							
41	Lambert's Lake pl.,	53	20	18			18	.34
1	Tallmadge,	20	18	16			16	.80
4	Waite pl.,	33	20	18	30	25	21.5	.65
15	No. 7, Range 2,	29	18	14			14	.48
	No. 9, Range 4,							
35	No. 14,	80	40	30			30	.37
	No. 19,							
		16,444	9,344	6,809	8,149	6,025	6,579.5	.40

COUNTY OF YORK.

2	Acton,	503	258	214	416	313	263.5	.52
23	Alfred,	594	267	201	274	203	202	.34
17	Berwick,	1,010	456	332	603	446	389	.39
4	Biddeford,	2,212	1,318	1,125	1,376	1,150	1,137.5	.51
6	Buxton,	1,200	672	497	830	636	566.5	.47
9	Cornish,	472	250	188	306	239	213.5	.45
25	Eliot,	727	131	91	444	323	207	.28
15	Hollis,	942	424	312	618	425	368.5	.39
12	Kennebunk,	1,004	588	427	576	401	414	.41
22	Kennebunkport,	1,142	557	401	608	436	418.5	.37
16	Kittery,	1,180	628	468	657	449	458.5	.39
18	Lebanon,	955	410	312	603	410	361	.38
1	Limerick,	570	333	248	459	363	305.5	.54
3	Limington,	887	507	375	701	538	456.5	.51
10	Lyman,	583	297	203	430	298	250.5	.43
8	Newfield,	558	324	259	353	265	262	.47
21	North Berwick,	658	219	164	430	319	241.5	.37
7	Parsonsfield,	977	508	368	703	554	461	.47
14	Saco,	1,837	1,086	727	1,159	747	737	.40
11	Shapleigh,	583	251	194	375	301	247.5	.42
19	Sanford,	997	502	379	524	374	376.5	.38
24	South Berwick,	1,072	529	328	565	359	343.5	.32
5	Waterborough,	912	448	368	640	516	442	.48
13	Wells,	1,195	597	413	792	551	482	.40
20	York,	1,188	675	434	682	451	442.5	.37
		23,958	12,235	9,028	15,124	11,067	10,047.5	.42

RECAPITULATION — (TABLE B.)

Rank of counties as to average attendance.	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 mean average to whole No. of scholars.
13	Aroostook,	4,415	1,624	1,095	1,271	938	1,016.5	.23
11	Cumberland,	30,690	15,514	11,691	18,192	13,985	12,838	.42
1	Franklin,	8,229	4,456	3,412	6,436	5,117	4,264.5	.52
8	Hancock,	15,068	9,161	6,912	9,563	7,167	7,039.5	.47
7	Kennebec,	25,175	13,867	10,410	17,239	13,311	11,860.5	.47
9	Lincoln,	29,981	17,131	12,445	19,439	14,809	13,627	.45
5	Oxford,	16,271	9,394	7,259	11,486	8,928	8,093.5	.50
2	Penobscot,	25,511	16,097	12,046	17,947	13,870	12,958	.51
3	Piscataquis,	6,295	3,695	2,813	4,530	3,569	3,191	.51
4	Somerset,	14,930	8,613	6,338	11,517	8,754	7,546	.51
6	Waldo,	20,806	11,931	8,990	14,075	11,206	10,098	.49
12	Washington,	16,444	9,344	6,809	8,149	6,025	6,579.5	.40
10	York,	23,958	12,235	9,028	15,124	11,067	10,047.5	.42
		237,773	133,062	99,248	154,968	118,746	108,997	.46

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.

COUNTY OF AROOSTOOK.

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
6	Amity,	1 12	145 00	102 40	42 60	16 93	80 50	
13	Hodgdon,	73	300 00	344 80	—44 80	58 11	64 63	
11	Houlton,	87	600 00	581 20	18 80	89 93	110 52	100 00
8	Linneus,	96	250 00	224 40	25 60	38 10	176 52	
12	Masardis,	83	40 00	48 80	—8 80	7 01		
5	Monticello,	1 14	100 00	90 80	9 20	13 42		20 00
9	New Limerick,	94	75 00	64 00	11 00	10 95	6 72	
10	Smyrna,	88	68 80	68 80		8 03		
3	Weston,	1 21	170 00	117 20	52 80	20 28	31 00	
14	Bancroft,	70	40 00	62 80	—22 80	5 11		

COUNTY OF AROOSTOOK, *(Continued.)*

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
	Belfast Acad. Gt.,			103 60		17 66		
18	Benedicta,	38	63 00	130 00	—67 00	24 38		
2	Bridgewater,	1 44	266 00	57 20	208 80	22 46		
1	Crystal,	1 92	117 00	70 00	47 00	8 62		
	Dayton pl., or No.5, R.5,			19 60		3 48		
15	Golden Ridge,	67	70 00	77 60	—7 60	14 18		
	Hancock pl.,			236 80		47 28		
16	Haynesville,	44	20 00	38 40	—18 40	5 84		
	Leavitt pl.,					2 33		
	Letter D,			160 40		39 42		
21	Letter H,	9	17 10	81 20	—64 10	23 36		
20	Madawaska pl.,	12	59 75	511 20	—451 45	3 06		
	Molunkus,			79 60		13 42		
17	Orient pl.,	41	24 00	82 80	—58 80	15 77		
	Presque Isle,					32 12		
	Salmon Brook,			70 40		8 76		
22	Van Buren pl.,	2	11 20	420 00	—408 80	62 05		
19	Williams Col. Gt.,	24	27 00	89 60	—62 60	14 31		
	Nos. 1 and 2, Reed pl.,			30 40		3 36		
4	No. 9, Range 6,	1 17	40 00	141 60	—101 60	4 94		
7	No. 11, Range 5,	96	125 00			15 47		
	Portage Lake pl.,			67 20		5 11		
	Fort Fairfield,					4 52		
		$0 60	$2,628 85	$4,172 80	—$900 95	$659 77	$469 89	$120 00

COUNTY OF CUMBERLAND.

28	Auburn,	94	1,000 00	1,136 00	—136 00	148 18		150 00
29	Baldwin,	94	440 00	440 00		68 75	71 57	250 00
5	Bridgton,	1 34	1,500 00	1,084 00	416 00	158 48	58 68	300 00
4	Brunswick,	1 40	2,500 00	1,990 40	509 60	273 10		450 00
8	Cape Elizabeth,	1 29	1,080 00	832 80	247 20	112 24		20 00
6	Casco,	1 33	600 00	418 00	182 00	64 80	119 82	25 00
25	Cumberland,	97	700 00	662 40	37 60	102 76	59 50	200 00
27	Danville,	96	660 00	654 40	5 60	97 06		6 00
26	Durham,	96	750 00	757 60	—7 60	114 88		105 50
10	Falmouth,	1 15	866 00	865 60	40	108 60		100 00
22	Freeport,	1 01	1,070 00	1,051 60	18 40	155 11		271 00
12	Gorham,	1 11	1,500 00	1,235 20	264 80	191 73		550 00
23	Gray,	99	714 00	715 20	—1 20	108 18		85 00
15	Harpswell,	1 09	650 00	614 00	36 00	86 17	178 00	14 40
11	Harrison,	1 12	500 00	566 40	—66 40	71 08	44 00	8 00
16	Minot,	1 08	700 00	693 60	6 40	112 40		40 00
21	Naples,	1 02	450 00	410 00	40 00	63 65		35 00
19	North Yarmouth,	1 03	450 00	488 40	—38 40	65 93		40 00
14	New Gloucester,	1 10	780 00	739 20	40 80	101 59	228 00	100 00
18	Otisfield,	1 04	475 00	468 40	6 60	69 77	141 67	50 00
20	Poland,	1 02	1,200 00	1,064 00	136 00	171 82		
1	Portland city,	1 99	15,546 00	8,327 60	7,218 40	1,075 40		4,000 00
17	Pownal,	1 05	483 00	429 60	53 40	65 54		
30	Raymond,	85	409 00	456 80	—47 80	68 03	123 24	
2	Scarborough,	1 57	1,200 00	734 80	465 20	110 37		
13	Sebago,	1 10	400 00	340 00	60 00	48 90		28 00
9	Standish,	1 17	1,000 00	916 00	84 00	122 78	93 60	50 00
3	Westbrook,	1 54	2,500 00	1,940 80	559 20	245 34	120 00	100 00
7	Windham,	1 29	1,200 00	952 00	248 00	136 51	146 40	
24	Yarmouth,	98	700 00	857 60	—157 60	104 09		150 00
		$1 37	$42,023 00	$31,842 40	$10,180 60	$4,423 24	$1,384 48	$7,127 90

COUNTY OF FRANKLIN.

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
9	Avon,	1 01	326 40	311 20	15 20	49 05		
2	Carthage,	1 32	210 00	168 00	42 00	26 28	25 26	
14	Chesterville,	96	456 80	456 80		72 86	36 64	50 00
16	Farmington,	92	1,050 00	1,090 00	—40 00	160 60	86 95	200 00
6	Freeman,	1 09	300 00	304 80	—4 80	47 06	44 68	
4	Industry,	1 12	500 00	416 40	83 60	66 43		105 00
11	Jay,	97	700 00	693 20	6 80	107 76	78 28	50 00
12	Kingfield,	97	300 00	264 80	35 20	46 13	56 14	30 00
17	Madrid,	83	150 00	161 60	—11 60	27 15	36 80	
8	New Sharon,	1 07	692 80	692 80		99 11	52 00	75 00
10	New Vineyard,	1 01	278 00	254 00	24 00	42 05		
15	Phillips,	93	670 00	669 20	80	109 64	70 00	200 00
1	Salem,	1 38	250 00	181 60	68 40	28 75		25 00
7	Strong,	1 08	410 00	403 20	6 80	54 56	44 39	100 00
3	Temple,	1 22	382 00	314 00	68 00	45 26	15 00	
13	Weld,	97	420 00	398 00	22 00	63 65		60 00
5	Wilton,	1 12	900 00	763 60	136 40	118 99	131 04	
18	Dallas plantation,	21	45 00			32 68		
	Jackson plantation,					18 81		
	Letter E,					9 32		
	No. 1, Range 4,					13 42		
19	No. 6,	18	7 00			5 68		
	No.2 & 3, R.1, & 2 & 3, R.2,					28 61		
		$0 98	$8,048 00	$7,543 20	$452 80	$1,273 85	$677 18	$895 00

COUNTY OF HANCOCK.

No.	Town							
13	Aurora,	1 11	100 00	86 80	13 20	11 82	115 00	
4	Amherst,	1 65	225 00	129 20	95 80	18 29	75 00	
25	Bluehill,	89	800 00	775 60	24 40	132 27	200 00	25 00
9	Brooklin,	1 24	500 00	400 80	99 20	43 94	36 73	12 09
20	Brooksville,	92	600 00	533 20	66 80	91 25	21 90	
8	Bucksport,	1 34	2,000 00	1,352 40	647 60	215 49	75 00	75 00
1	Castine,	2 45	1,250 00	504 00	746 00	73 56	60 00	120 00
19	Cranberry Isles,	95	113 20	113 20		17 42		
29	Deer Isle,	83	1,214 80	1,214 80		207 15		
31	Dedham,	81	225 00	218 40	6 60	39 20		46 00
16	Eastbrook,	1 00	89 00	84 80	—4 80	12 24		
28	Eden,	84	425 00	450 80	—25 80	75 69	74 56	43 00
12	Ellsworth,	1 21	2,000 00	1,603 60	396 40	240 65		250 00
10	Franklin,	1 23	350 00	294 40	55 60	41 55	60 00	
32	Gouldsborough,	79	500 00	560 00	—60 00	90 23	20 00	
18	Greenfield,	99	120 77	122 00	—1 23	19 89	100 00	
22	Hancock,	91	384 00	384 00		64 94		
5	Mariaville,	1 58	240 00	149 60	90 40	22 68	74 88	
23	Mount Desert,	91	310 80	310 80		53 29		70 00
17	Orland,	1 00	700 00	632 00	68 00	95 77	95 67	300 30
2	Otis,	1 85	100 00	49 60	50 40	3 36	30 00	
27	Penobscot,	88	640 00	622 40	17 60	109 36	42 44	14 00
21	Seaville,	92	65 00	55 60	9 40	9 93	56 00	34 00
24	Sedgwick,	90	500 00	493 60	6 40	81 89	53 77	25 00
11	Sullivan,	1 22	325 00	324 00	1 00	39 25	80 00	75 00
26	Surry,	89	480 00	475 60	4 40	75 60		48 00
6	Tilden,*	1 57	165 00	100 00	65 00		42 00	
14	Trenton,	1 09	600 00	482 00	118 00	77 52		
33	Tremont,	67	420 00	470 00	—50 00	90 96		100 00
7	Waltham,	1 49	203 28	121 60	81 68	18 59	14 00	
30	Swan Island,	81	150 00	169 20	—19 20	28 29		16 00
3	Wetmore Isle,	1 78	300 00	162 00	138 00	26 32		
	No. 1, North Div.,					8 27		
	No. 2, Grand Falls,					2 63		
15	No. 7,	1 05	45 00	43 60	1 40	6 28		20 00
	Nos. 9 and 10,			16 80		3 65		
	No. 21, Middle Div.,			10 40		2 19		
34	No. 33, Middle Div.,	45	10 00	20 40	—10 40	1 89		
	* Set off from Mariaville, and now re-annexed.	$1 07	$16,141 85	$13,537 20	$2,604 65	$2,153 21	$1,326 95	$1,273 30

COUNTY OF KENNEBEC.

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
20	Albion,	1 09	686 00	641 60	44 40	90 96		25 00
6	Augusta city,	1 41	4,800 00	3,261 60	1,538 40	494 65		220 00
12	Belgrade,	1 25	900 00	688 80	211 29	113 15		
15	Benton,	1 14	500 00	475 60	24 40	75 00		
9	Chelsea,	1 31	600 00	438 40	161 60	51 10		
29	China,	98	1,200 00	1,107 60	92 40	181 04		
32	Clinton,	88	700 00	697 20	2 80	113 59		65 00
22	East Livermore,	1 04	356 80	356 80		49 92	60 00	40 00
23	Fayette,	1 04	450 00	434 00	16 00	62 33		65 00
5	Gardiner city,	1 47	3,200 00	2,091 20	1,108 80	303 09	125 00	275 00
30	Greene,	97	538 80	538 80		79 71	192 50	65 00
1	Hallowell city,	1 98	2,500 00	1,280 40	1,219 60	194 46	21 00	25 00
2	Kennebec,	1 95	600 00	330 00	270 00	46 25		100 00
14	Leeds,	1 15	700 00	660 80	39 20	95 04		50 00
24	Litchfield,	1 04	900 00	817 60	82 40	129 77		
3	Monmouth,	1 51	941 00	770 00	171 00	91 25		
16	Mt. Vernon,	1 12	600 00	591 60	8 40	76 48		150 00
11	Pittston,	1 27	1,500 00	1,129 20	370 80	177 95		15 00
7	Readfield,	1 37	800 00	726 80	73 20	99 56		
19	Rome,	1 10	400 00	332 00	68 00	68 88		
4	Sidney,	1 49	1,150 00	782 00	368 00	118 54		162 00
10	Vassalborough,	1 29	1,600 00	1,239 60	360 40	176 07		175 00
31	Vienna,	88	340 40	340 40		55 31		10 00
18	Wales,	1 10	275 00	244 80	30 20	35 32		
13	Waterville,	1 19	1,800 00	1,586 00	214 00	217 98		700 00

21	Wayne,	1 08	600 00	546 80	58 20	79 12		200 00
8	West Gardiner,	1 33	800 00	504 00	296 00	89 79		
27	Windsor,	1 01	716 00	717 20	—1 20	106 41		10 00
17	Winthrop,	1 10	800 00	839 20	—39 20	106 58	180 00	250 00
25	Winslow,	1 03	800 00	718 40	81 60	114 67		225 00
28	Clinton Gore,	99	78 00	78 00		11 23		5 00
26	Unity plantation,	1 02	60 00	44 00	16 00	8 59		
		$1 27	$31,892 00	$25,010 40	$6,881 60	$3,713 79	$578 50	$2,832 00

COUNTY OF LINCOLN.

17	Alna,	1 13	400 00	366 40	33 60	52 92		180 00
37	Arrowsic,	92	135 00	124 40	10 60	13 87		20 00
2	Bath city,	1 79	5,000 00	3,208 00	1,792 00	406 89	22 00	
40	Boothbay,	78	876 08	1,001 60	—125 52	166 45		
26.	Bowdoinham,	1 00	1,000 00	952 40	47 60	140 43		200 00
34	Bowdoin,	95	743 61	742 80	81	119 13		20 00
16	Bremen,	1 16	400 00	356 40	43 60	50 96		80 00
31	Bristol,	96	1,200 00	1,164 00	36 00	182 07		60 00
28	Cushing,	98	321 60	322 00	—40	46 56		
3	Damariscotta,	1 55	796 80	531 20	265 60	68 90		
23	Dresden,	1 04	600 00	567 60	32 40	86 03		20 00
36	Edgecomb,	93	500 00	492 40	7 60	80 56		36 00
15	Friendship,	1 18	250 00	260 80	—10 80	42 42		
13	Georgetown,	1 27	600 00	448 40	151 60	69 47		25 00
30	Jefferson,	96	885 60	889 20	—3 60	130 67		50 00
14	Lewiston,	1 22	1,400 00	1,433 60	—33 60	140 89		350 00
22	Lisbon,	1 06	625 00	598 00	27 00	85 73		100 00
25	Newcastle,	1 01	820 00	804 80	15 20	123 20		200 00
35	Nobleborough,	93	551 15	563 20	—12 05	83 84		20 00

COUNTY OF LINCOLN, (*Continued.*)

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
1	Perkins,	2 41	65 00	33 60	31 40	3 79		10 00
19	Phipsburg,	1 10	900 00	722 00	178 00	120 00		100 00
32	Richmond,	95	825 00	822 40	2 60	124 97		175 00
9	Rockland,	1 39	3,000 00	2,020 80	979 20	288 54		800 00
38	St. George,	90	886 80	886 80		142 45		72 00
39	Southport,	79	200 00	217 20	—17 20	34 39		
10	South Thomaston,	1 36	800 00	568 00	232 00	89 92		46 00
8	Thomaston,	1 40	1,500 00	1,089 20	410 80	143 08		250 00
11	Topsham,	1 32	850 00	894 00	46 00	100 45	39 87	700 00
24	Union,	1 01	790 00	789 60	40	117 97		150 00
29	Waldoborough,	98	1,700 00	1,679 60	20 40	252 52		
12	Warren,	1 28	1,200 00	971 20	228 80	143 81	200 00	60 00
33	Washington,	95	700 00	702 40	—2 40	107 02		50 00
21	Webster,	1 06	450 00	444 00	6 00	65 11		20 00
4	West Bath,	1 51	400 00	224 00	176 00	39 95		25 00
27	Westport,	99	350 00	304 40	45 60	50 22		20 00
18	Whitefield,	1 12	1,000 00	864 00	136 00	131 68		
5	Wiscasset,	1 47	1,400 00	937 20	462 80	135 92		
7	Woolwich,	1 42	800 00	568 00	232 00	80 46		20 00
41	Patricktown pl.,	45	108 00	220 80	—112 80	35 71		
20	Matinicus Isle,	1 09	108 00	88 00	20 00	14 36		
6	Monhegan Isle,	1 43	70 00	41 20	28 80	6 85		
	Muscle Ridge pl.,			22 40				
		$1 17	$35,207 64	$29,848 00	$5,359 64	$4,320 16	$261 87	$3,859 00

19	Albany,	1 00	300 00	298 80	1 20	46 72	21 00	
12	Andover,	1 05	300 00	284 00	16 00	42 34	18 00	
18	Bethel,	1 00	901 20	901 20		126 56	36 04	100 00
20	Brownfield,	1 00	546 00	528 00	18 00	78 67		50 00
1	Buckfield,	1 67	1,003 00	662 80	340 20	95 34	130 31	
34	Byron,	84	118 00	118 40	—40	18 96		
10	Canton,	1 09	406 00	370 40	35 60	61 33	61 33	50 00
17	Denmark,	1 01	500 00	481 20	18 80	74 60	32 86	125 00
16	Dixfield,	1 01	472 00	472 00		67 00	54 00	
6	Fryeburg,	1 22	800 00	609 60	190 40	94 62	82 23	10 00
28	Gilead,	96	145 20	143 60	1 60	18 81	15 00	14 00
39	Greenwood,	78	334 40	447 20	—112 80	61 46	100 00	
30	Hanover,	92	118 40	146 40	—28 00	17 35	82 00	20 00
11	Hartford,	1 09	560 00	517 20	42 80	78 55	23 84	
21	Hebron,	99	350 00	335 60	14 40	49 92		
29	Hiram,	92	500 00	484 00	16 00	82 77		150 00
14	Livermore,	1 03	725 00	705 60	19 40	98 10	108 59	215 00
36	Lovell,	80	400 00	478 40	—78 40	72 41	201 20	25 00
3	Mason,	1 37	55 00	37 20	17 80	4 82		
13	Mexico,	1 05	200 00	192 40	7 60	29 06	39 77	
27	Newry,	96	186 00	183 60	2 40	29 20	47 00	
8	Norway,	1 14	950 00	784 80	165 20	108 48	13 70	
9	Oxford,	1 11	600 00	493 20	106 80	88 04		100 00
37	Paris,	79	900 00	1,153 20	—253 20	149 06	200 00	
32	Peru,	91	450 00	443 60	6 40	71 54		30 00
25	Porter,	97	483 60	483 20	40	72 55	91 00	
24	Roxbury,	97	110 00	98 40	11 60	15 30		
22	Rumford,	98	576 50	550 00	26 60	82 63		20 00
4	Stow,	1 30	300 00	188 40	111 60	33 41		70 00
23	Stoneham,	98	200 00	193 20	6 80	31 95		
26	Sumner,	96	460 40	460 40		74 30	10 32	20 00
2	Sweden,	1 51	450 00	278 40	171 60	42 62	107 95	100 00
5	Turner,	1 22	1,200 00	1,014 80	85 20	143 08	200 00	
15	Waterford,	1 02	600 00	579 20	20 80	87 60	72 00	100 00
7	Woodstock,	1 16	450 00	404 80	45 20	57 08	17 25	
	Andover, N. Surplus,					5 11		
38	Franklin pl.,	78	75 00	75 20	—20	13 00		
31	Fryeburg Academy Gt.,	92	22 00	25 60	—3 60	3 06		

COUNTY OF OXFORD, *(Continued.)*

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
35	Hamlin's Grant,	83	45 00	43 20	1 80	8 03		
40	Letter A, No. 2,	60	27 64	43 20	—15 56	6 57		
41	Letter B,	15	12 00	69 60	—57 60	11 96	12 00	12 00
33	Milton plantation,	88	67 00	66 40	60	11 68		
	Riley,					3 36		
	No. 5, R. 1 and 2,					7 00		
		$1 04	$16,899 44	$15,846 40	$1,053 04	$2,376 00	$1,777 39	$1,211 00

COUNTY OF PENOBSCOT.

15	Alton,	1 27	200 00	100 80	99 20	17 52	30 00	
21	Argyle,	1 11	175 00	135 20	39 80	23 07	28 80	
1	Bangor city,	2 46	12,600 00	5,772 80	6,827 20	714 38		1,100 00
29	Bradford,	1 02	600 00	518 40	81 60	86 58	43 27	
19	Bradley,	1 16	325 00	318 40	6 60	40 43	50 96	
10	Brewer,	1 38	1,600 00	1,051 20	548 80	165 26	72 00	75 00
38	Burlington,	93	195 00	192 40	2 60	29 76	260 34	40 00
36	Carmel,	95	500 00	491 20	8 80	73 28	90 00	40 00
30	Carroll,	1 01	200 00	160 40	39 60	27 01	13 80	
32	Clifton,	1 00	150 00	122 40	27 60	22 04		

28	Corinna,	1 02	619 20	620 00	—80	100 00	71 76	25 00
42	Corinth,	81	538 55	640 00	—101 45	104 53	63 00	100 00
31	Charleston,	1 00	600 00	513 20	86 80	85 69	119 04	
39	Chester,	91	150 00	135 60	14 40	24 09	20 00	
18	Dexter,	1 20	950 00	779 20	170 80	116 07	262 87	250 00
22	Dixmont,	1 11	800 00	642 00	158 00	107 75	155 92	50 00
2	Edinburg,	2 42	75 00	37 20	37 80	6 85	96 00	
6	Eddington,	1 77	550 00	278 40	271 60	44 97	9 00	
40	Enfield,	90	160 00	158 40	1 60	27 88	16 78	16 00
35	Etna,	96	350 00	320 80	29 20	55 31	42 00	
26	Exeter,	1 06	900 00	741 20	158 80	123 65	160 79	75 00
24	Garland,	1 08	600 00	498 80	101 20	80 13	90 00	120 00
9	Glenburn,	1 49	600 00	362 00	238 00	57 95	200 00	10 00
41	Greenbush,	89	180 00	182 80	—2 80	28 91	30 00	
20	Hampden,	1 15	1,500 00	1,278 00	222 00	194 62		100 00
44	Hermon,	78	450 00	549 60	—99 60	87 60		25 00
4	Howland,	1 98	200 00	85 60	114 40	16 61		
34	Kirkland,	99	350 00	286 80	63 20	54 00	62 69	30 00
12	Lagrange,	1 32	300 00	192 80	107 20	27 88		
23	Lee,	1 08	400 00	366 80	33 20	53 57		
46	Levant,	47	424 00	736 80	—312 80	124 83	137 93	50 00
25	Lincoln,	1 07	542 92	543 20	—28	80 30	107 00	
11	Lowell,	1 36	241 80	151 20	90 60	24 09	26 70	12 00
13	Maxfield,	1 30	100 00	74 40	25 60	10 76		9 00
8	Milford,	1 52	300 00	274 80	25 20	29 20	180 00	
27	Newburg,	1 03	650 00	559 60	90 40	92 71		50 00
33	Newport,	1 00	460 00	484 80	—24 80	71 68	146 30	30 00
17	Oldtown,	1 22	1,500 00	1,234 80	265 20	164 98		600 00
5	Orono,	1 78	1,500 00	1,114 00	386 00	128 19		150 00
16	Orrington,	1 23	1,000 00	740 40	259 60	114 52	69 42	25 00
7	Patten,	1 73	300 00	188 00	112 00	23 59	50 00	
3	Passadumkeag,	2 29	250 00	117 60	132 40	21 45		8 00
37	Plymouth,	94	400 00	370 00	30 00	64 38	42 00	20 00
43	Springfield,	80	230 00	233 20	—3 20	39 54	16 06	100 00
14	Stetson,	1 27	400 00	354 00	46 00	50 65	22 00	75 00
47	Mattawamkeag,	29	60 00			20 58		
	Nickatow,					12 97		
	No. 3, Range 6,			16 00				
	No. 4, Range 1,			63 60		9 20		
48	No. 5, Range 4,	18	10 10			6 57		16 67

COUNTY OF PENOBSCOT, (Continued.)

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
45	No. 7, Range 3, / Mattamiscontis, / No. 4, South of Springfield,	65	62 00	64 40 / 21 60	—2 40	10 06 / 4 82 / 11 68		
		$1 38	$35,248 57	$24,874 80	$10,373 77	$3,714 14	$2,786 43	$3,201 67

COUNTY OF PISCATAQUIS.

9	Abbot,	1 09	350 00	298 80	51 20	47 89	62 00	60 00
11	Atkinson,	1 04	400 00	358 00	42 00	59 42	109 28	
15	Barnard,	1 00	75 00	72 40	2 60	10 35		
20	Bowerbank,	92	66 40	69 20	—2 80	11 96		
13	Blanchard,	1 01	77 00	76 80	20	10 76	30 00	
3	Brownville,	1 63	500 00	314 80	185 20	46 86		50 00
6	Dover,	1 17	1,000 00	770 80	229 20	123 08	72 00	75 00
4	Elliotsville,	1 25	50 00	40 80	9 20	4 66	12 60	
7	Foxcroft,	1 13	500 00	418 00	82 00	67 30	70 26	
14	Guilford,	1 01	400 00	333 60	66 40	55 03	47 10	

2	Greenville,	1 67	200 00	130 40	69 60	17 52	52 00	
8	Kilmarnock,	1 10	150 00	128 80	21 20	22 04	7 20	
10	Kingsbery,	1 07	100 00	72 40	27 60	13 58		
17	Monson,	99	275 00	261 60	13 40	36 50	41 24	
18	Milo,	93	400 00	372 80	27 20	58 96	41 04	5 00
21	Orneville,	91	187 00	169 60	17 40	29 34	36 70	
16	Parkman,	1 00	550 00	497 20	52 80	81 27	27 00	100 00
12	Sangerville,	1 04	600 00	506 80	93 20	86 42		90 00
5	Sebec,	1 22	600 00	489 20	110 80	71 25	100 00	
19	Shirley,	93	100 00	100 00		16 33	149 73	
22	Wellington,	86	240 00	240 00		38 19		
1	Williamsburg,	2 88	150 00	49 60	100 40	8 03		
23	No. 3, Range 5,	86	18 00	17 60	40			
	Greeley, or No. 8, R. 8,					2 33		
		$1 11	$6,988 40	$5,789 20	$1,199 20	$919 07	$858 15	$389 00

COUNTY OF SOMERSET.

29	Anson,	82	300 00	339 20	—39 20	57 50	145 00	40 00
21	Athens,	93	575 00	586 40	—11 40	91 08	120 00	
27	Bingham,	84	300 80	300 80		52 39	57 00	20 00
6	Bloomfield,	1 12	600 00	520 40	79 60	80 86		27 00
26	Brighton,	85	300 00	299 20	80	54 22	39 63	12 00
24	Canaan,	90	700 00	678 40	21 60	117 24	50 00	100 00
10	Cambridge,	1 02	195 00	194 80	20	29 20	30 12	9 55
25	Concord,	90	220 00	220 00		33 41		
7	Cornville,	1 10	600 00	504 00	96 00	76 65	56 00	
30	Detroit,	81	180 00	206 80	—26 80	32 68	41 76	10 00
18	Embden,	96	388 40	388 40		62 49	53 00	
1	Fairfield,	1 52	1,500 00	980 80	519 20	147 45		100 00
13	Harmony,	1 00	442 80	442 80		66 57	97 38	
17	Hartland,	98	400 00	384 00	16 00	64 97	61 28	
8	Lexington,	1 06	275 00	215 20	59 80	34 31		
2	Madison,	1 20	800 00	707 20	92 80	93 00	71 00	
3	Mayfield,	1 18	60 00	53 20	6 80	5 98		

COUNTY OF SOMERSET, *(Continued.)*

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
11	Mercer,	1 00	474 40	474 40		69 35		40 00
16	Moscow,	98	250 00	230 80	19 20	38 83	22 00	
19	New Portland,	96	600 00	584 00	16 00	94 00	44 00	
5	Norridgewock,	1 15	900 00	739 20	160 80	110 23		200 00
4	North Anson,	1 16	600 00	467 20	132 80	77 66		20 00
28	Palmyra,	83	600 00	650 00	—50 00	106 00	70 00	
23	Pittsfield,	91	475 00	466 40	8 60	74 59		20 00
9	Ripley,	1 03	300 00	256 40	43 60	43 50	32 43	
14	Solon,	99	567 60	567 60		82 00	55 18	150 00
20	St. Albans,	95	720 00	716 80	3 20	119 43	71 43	150 00
15	Starks,	99	624 40	578 40	46 00	89 93		16 00
12	Skowhegan,	1 00	750 00	702 40	47 60	103 59		20 00
22	Smithfield,	92	350 00	349 20	80	57 95		
	No. 1, R. 3, west of Kennebec river,					9 63		
	No. 1, R. 2, west of Kennebec river,					7 58		50 00
	No. 1, R. 3, east of Kennebec river,					14 31		
	No. 1, R. 4, east, & No. 1, R. 5, W.K.R., or Forks,					12 97		
	No. 2, Range 2d,					10 95		
	Flag Staff,					13 58		
		$1 01	$15,048 40	$13,804 40	$1,244 00	$2,235 99	$1,117 21	$984 55

COUNTY OF WALDO.

12	Appleton,	1 03	800 00	690 80	109 20	114 02		15 00
1	Belfast city,	1 20	2,500 00	2,020 80	479 20	325 58		300 00
22	Belmont,	88	551 20	594 40	—43 20	91 39		25 00
4	Brooks,	1 18	500 00	408 40	91 60	57 67		50 00
6	Burnham,	1 14	350 00	313 60	36 40	50 66		
20	Camden,	93	1,600 00	1,602 00	—2 00	248 64		200 00
16	Frankfort,	96	2,000 00	1,693 20	306 80	271 40		550 00
5	Freedom,	1 17	500 00	379 20	120 80	62 92		
7	Hope,	1 12	550 00	442 80	107 20	73 16		50 00
14	Islesborough,	97	410 80	393 60	17 20	59 42		
2	Jackson,	1 19	450 00	333 20	116 80	54 89		20 00
28	Knox,	75	360 75	440 80	—80 05	65 70		
23	Liberty,	86	348 40	446 40	—98 00	58 84		
10	Lincolnville,	1 06	1,000 54	869 60	130 94	133 41		100 00
17	Monroe,	94	700 00	642 40	57 60	109 50		75 00
13	Montville,	99	752 00	751 20	80	119 27		25 00
24	North Haven,	86	325 00	322 40	2 60	55 19		
27	Northport,	85	500 60	504 00	—3 40	79 40		25 00
19	Palermo,	93	670 00	663 60	6 40	105 85		
9	Prospect,	1 08	1,200 00	986 80	213 20	167 31		150 00
25	Searsmont,	85	611 17	678 40	—67 23	104 83		
3	Searsport,	1 18	1,200 00	882 80	317 20	147 60		150 00
18	Swanville,	94	400 00	377 60	22 40	60 87		20 00
15	Thorndike,	97	470 00	411 60	58 40	66 57	30 00	
26	Troy,	85	600 00	593 60	6 40	101 75	49 00	100 00
11	Unity,	1 05	700 00	622 80	77 20	95 04		100 00
21	Vinalhaven,	90	501 00	500 80	20	79 85		
8	Waldo,	1 08	400 00	324 80	75 20	52 56		20 00
		$1 01	$20,951 46	$18,891 60	$2,059 86	$3,013 29	$79 00	$1,975 00

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
36	Addison,	85	425 00	460 80	—35 80	75 92		50 00
39	Alexander,	69	250 00	217 60	32 40	36 45	72 00	
12	Baileyville,	1 57	300 00	172 40	127 60	25 36		
14	Baring,	1 49	250 00	152 00	98 00	19 12	57 00	10 00
16	Beddington,	1 43	60 00	58 80	1 20	8 42	138 00	
20	Calais city,	1 23	2,500 00	1,900 00	600 00	292 70	100 00	600 00
38	Centerville,	82	75 00	71 20	3 80	12 24	52 03	
18	Columbia,	1 40	600 00	456 00	144 00	65 61	120 00	
17	Cooper,	1 41	300 00	224 80	75 20	38 23		8 00
34	Charlotte,	90	287 20	287 20		43 94	50 00	
9	Cherryfield,	1 69	1,064 00	659 20	404 80	89 05	13 30	
4	Crawford,	2 24	300 00	129 60	170 40	23 86		
33	Cutler,	91	350 00	328 00	22 00	54 30	144 00	
25	Dennysville,	1 10	200 00	183 20	16 80	28 47	25 20	70 00
35	East Machias,	89	800 00	761 60	38 40	127 44		250 00
5	Eastport,	1 87	3,000 00	1,650 00	1,350 00	211 53	400 00	700 00
40	Edmunds,	55	103 60	178 40	—74 80	27 74		
15	Harrington,	1 47	600 00	385 20	214 80	62 05		58 00
29	Jonesborough,	1 00	200 00	186 40	13 60	27 88	12 00	15 00
26	Jonesport,	1 09	360 79	330 40	30 39	46 72		
30	Lubec,	98	1,200 00	1,125 60	74 40	183 06		150 00
2	Machias,	2 35	1,400 00	636 00	764 00	88 62		80 00
31	Machiasport,	95	505 00	506 40	—1 40	73 28		50 00
1	Marion,	2 38	200 00	82 80	117 20	13 87	28 50	
32	Marshfield,	93	120 00	117 60	2 40	18 69		

11	Medybemps,	1 59	125 00	74 89	50 20	16 93		
21	Milbridge,	1 20	600 00	468 00	132 00	67 71		15 00
13	Northfield,	1 56	200 00	98 49	101 60	14 46	39 00	
27	Pembroke,	1 05	856 00	684 80	171 20	97 37	165 00	
6	Perry,	1 77	1,000 00	529 60	470 40	85 24		10 00
3	Princeton,	2 26	300 00	112 00	188 00	18 69		
10	Robbinston,	1 65	800 00	411 20	388 80	68 76	100 00	25 00
28	Steuben,	1 00	448 80	448 80		61 88	21 00	
23	Topsfield,	1 16	150 00	107 20	42 80	15 47	87 00	
22	Trescott,	1 19	317 00	312 80	4 20	52 40	77 00	
8	Wesley,	1 71	300 00	131 60	168 40	24 66	69 63	10 00
24	Whiting,	1 15	250 00	188 00	62 00	22 00	80 00	30 00
7	Whitneyville,	1 72	360 00	217 60	142 40	31 83		
37	Annsburg,	83	50 00	50 40	—40	8 03	10 02	14 00
41	Big Lake,	46	12 00			3 36		
	Codyville pl.,			18 80		2 92	12 00	
42	Danforth pl.,	46	34 00	67 20	—33 20	7 58		
	Jackson Brook,					5 83		
	Lambert's Lake pl.,					6 12	15 00	
19	Tallmadge,	1 25	25 00	19 20	5 80	2 92		
	Waite pl.,			32 40	—32 40	4 82	30 00	
	No. 7, Range 2,			24 40		3 36		
	No. 9, Range 4,			23 60		4 38		
	No. 14,			66 80		14 15		
	No. 19,			8 00				
		$1 29	$21,278 39	$15,356 80	$5,921 59	$2,377 42	$1,908 68	$2,145 00

COUNTY OF YORK.

9	Acton,	1 11	569 40	543 60	16 80	70 53	19 10	
17	Alfred,	1 01	600 00	527 60	72 40	87 69		
20	Berwick,	99	999 90	848 40	151 50	150 07		
2	Biddeford,	2 71	6,000 00	2,438 00	3,562 00	349 45		
6	Buxton,	1 25	1,500 00	1,198 00	302 00	174 32		150 00
22	Cornish,	97	457 84	457 60	24	67 61		50 00

COUNTY OF YORK, *(Continued.)*

Rank of towns as to school money raised per scholar.	Towns.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Am't apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
19	Eliot,	99	721 20	721 20		102 49		37 00
4	Hollis,	1 27	1,200 00	1,073 20	126 80	159 26		200 00
7	Kennebunk,	1 20	1,200 00	1,060 00	140 00	163 08		375 00
12	Kennebunkport,	1 05	1,200 00	1,082 40	117 60	163 53		372 60
25	Kittery,	85	1,000 00	1,082 40	—82 40	167 59		375 00
23	Lebanon,	95	909 20	883 20	26 00	153 45		50 00
11	Limerick,	1 06	604 20	589 20	15 00	82 49		
8	Limington,	1 13	1,000 00	846 40	153 60	129 65		250 00
14	Lyman,	1 03	600 00	550 40	49 60	86 14		
16	Newfield,	1 01	564 40	567 20	—2 80	83 50		26 00
21	North Berwick,	99	650 00	637 20	12 80	95 18		100 00
15	Parsonsfield,	1 02	1,000 00	928 80	71 20	136 06	80 89	175 00
1	Saco,	2 72	5,000 00	2,317 60	2,682 40	299 82		200 00
13	Shapleigh,	1 03	604 00	539 20	64 80	88 77	52 47	
18	Sanford,	1 00	1,000 00	932 00	68 00	148 47		110 00
3	South Berwick,	1 31	1,400 00	1,036 80	363 20	157 37		50 00
24	Waterborough,	85	777 60	795 60	—18 00	128 35		120 00
5	Wells,	1 26	1,500 00	1,178 00	322 00	160 70		300 00
10	York,	1 09	1,300 00	1,192 00	108 00	167 40		50 00
		$1 35	$32,348 74	$24,026 00	$8,322 74	$3,563 88	$152 46	$2,990 00

RECAPITULATION — (TABLE C.)

Rank of Counties as to school money raised per scholar.	Counties.	Amount of school money raised by tax per scholar.	Whole amount of school money raised by tax.	Minimum school tax required by law.	Excess.	Amount apportioned from State school fund.	Miscellaneous funds.	Amount expended for private schools.
13	Aroostook,	60	2,628 85	4,172 80	—900 95	659 77	469 89	120 00
2	Cumberland,	1 37	42,023 00	31,842 40	10,180 60	4,423 24	1,384 48	7,127 90
12	Franklin,	98	8,048 00	7,543 20	452 80	1,273 85	677 18	895 00
8	Hancock,	1 07	16,141 85	13,537 20	2,604 65	2,153 21	1,326 95	1,273 30
5	Kennebec,	1 27	31,892 00	25,010 40	6,881 60	3,713 79	578 50	2,832 00
6	Lincoln,	1 17	35,207 64	29,848 00	5,359 64	4,320 16	261 87	3,859 00
9	Oxford,	1 04	16,899 44	15,846 40	1,053 04	2,376 00	1,777 39	1,211 00
1	Penobscot,	1 38	35,248 57	24,874 80	10,373 77	3,714 14	2,786 43	3,201 67
7	Piscataquis,	1 11	6,988 40	5,789 20	1,199 20	919 07	858 15	380 00
10	Somerset,	1 01	15,048 40	13,804 40	1,244 00	2,235 99	1,117 21	984 55
11	Waldo,	1 01	20,951 46	18,891 60	2,059 86	3,013 29	79 00	1,975 00
4	Washington,	1 29	21,278 39	15,356 80	5,921 59	2,377 42	1,908 68	2,145 00
3	York,	1 35	32,348 74	24,026 00	8,322 74	3,563 88	152 46	2,990 00
		$1 20	$284,704 74	$230,543 20	$56,554 44	$34,701 81	$13,378 19	$28,994 42

Table D.

COUNTY OF AROOSTOOK.

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
1	Amity,	256	45	14,349	10.1
7	Hodgdon,	862	159	61,734	4.9
8	Houlton,	1,453	257	141,599	4.2
2	Linneus,	561	91	25,199	9.9
9	Masardis,	122	23	10,209	3.9
4	Monticello,	227	49	16,518	6.1
6	New Limerick,	160	29	13,383	5.6
3	Smyrna,	172	31	8,121	8.5
5	Weston,	293	68	28,140	6.0
	Belfast Acad. Gt.,	259			
	Benedicta,	325			
	Bridgewater,	143			
	Madawaska pl.,	1,278			
	Orient pl.,	207			
	Williams Col. Gt.,	224			✤
	No. 6, R. 5,	39			
	No. 7, R. 5,	10			
	No. 9, R. 5,	25			
	Framingham Acad. Gt.,	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, Range 5,	354			
	No. 3, R. 2,	37			
	Bancroft,	157			
	Crystal,	175			
	Dayton,	49			
	Hancock,	592			
	Haynesville,	96			
	Molunkus,	199			

COUNTY OF AROOSTOOK, *(Continued.)*

Rank of towns as to school money raised, or valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
	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,	209			
		12,533	743	319,252	
	Wild lands,			218,186	
				$537,438	

COUNTY OF CUMBERLAND.

13	Auburn,	2,840	527	400,605	2.5
12	Baldwin,	1,100	244	156,238	2.8
7	Bridgton,	2,710	484	472,161	3.2
15	Brunswick,	4,976	774	1,107,822	2.3
2	Cape Elizabeth,	2,082	356	256,287	4.2
5	Casco,	1,045	186	152,314	3.3
20	Cumberland,	1,656	293	326,815	2.1
21	Danville,	1,636	283	308,715	2.1
27	Durham,	1,894	352	376,358	1.9
19	Falmouth,	2,164	416	401,273	2.2
28	Freeport,	2,629	547	563,146	1.9
17	Gorham,	3,088	539	684,732	2.2
10	Gray,	1,788	283	238,092	2.9
24	Harpswell,	1,535	327	314,941	2.1
18	Harrison,	1,416	272	229,816	2.2
14	Minot,	1,734	351	297,184	2.4
4	Naples,	1,025	221	135,975	3.3
29	North Yarmouth,	1,221	233	327,670	1.4
26	New Gloucester,	1,848	356	395,501	2.0

COUNTY OF CUMBERLAND, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
16	Otisfield,	1,171	212	211,185	2.3
3	Poland,	2,660	375	333,168	3.6
22	Portland city,	20,819	2,753	7,311,561	2.1
25	Pownal,	1,074	223	241,550	2.0
6	Raymond,	1,142	215	126,901	3.2
8	Scarborough,	1,837	342	386,549	3.1
1	Sebago,	850	164	70,162	5.7
9	Standish,	2,290	416	329,206	3.0
23	Westbrook,	4,852	1,045	1,201,922	2.1
11	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	2.3

COUNTY OF FRANKLIN.

9	Avon,	778	142	80,677	4.0
3	Carthage,	420	96	42,142	5.0
12	Chesterville,	1,142	211	140,612	3.2
17	Farmington,	2,725	535	597,064	1.8
8	Freeman,	762	159	73,637	4.1
10	Industry,	1,041	190	147,545	3.4
13	Jay,	1,733	301	220,551	3.2
7	Kingfield,	662	116	73,273	4.1
1	Madrid,	404	72	23,964	6.3
16	New Sharon,	1,732	343	293,526	2.4
5	New Vineyard,	635	121	65,538	4.2
11	Phillips,	1,673	308	208,745	3.2
6	Salem,	454	91	60,029	4.2
15	Strong,	1,008	184	169,091	2.4
2	Temple,	785	142	72,550	5.3
4	Weld,	995	200	92,232	4.6
14	Wilton,	1,909	394	320,566	2.8
	Letter E,	126			
	No. 3, 2d Range, Bing. Purchase,	43			
	No. 4, R. 2, B. P.,	8			
	Dallas. { No. 2, 1st Range,	106			
	No. 2, 2d Range,	102			
	No. 3, 1st Range,	35			
	No. 3, R. 2, E. from W. L. S.,	215			

COUNTY OF FRANKLIN, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
Jackson pl	½ 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	3.0
	Wild lands,			131,420	
				$2,813,162	

COUNTY OF HANCOCK.

26	Aurora,	217	55	33,672	3.0
8	Amherst,	323	84	43,962	5.1
30	Bluehill,	1,939	395	350,221	2.3
3	Brooklin,	1,002	190	77,832	6.4
4	Brooksville,	1,333	224	105,961	5.7
23	Bucksport,	3,381	719	626,338	3.2
31	Castine,	1,260	257	597,360	2.1
27	Cranberry Isles,	283	61	38,759	2.9
5	Deer Isle,	3,037	511	227,042	5.4
15	Dedham,	546	101	55,094	4.1
29	Eastbrook,	212	47	32,817	2.4
14	Eden,	1,127	290	103,800	4.1
25	Ellsworth,	4,009	680	675,945	3.0
11	Franklin,	736	172	78,461	4.5
18	Gouldsborough,	1,400	285	125,931	4.0
22	Greenfield,	305	65	37,456	3.2
10	Hancock,	960	176	83,079	4.6
2	Mariaville,	374	75	36,847	6.5
19	Mount Desert,	777	152	79,131	3.9
28	Orland,	1,580	325	277,435	2.5
7	Otis,	124	35	19,341	5.2
17	Penobscot,	1,556	252	160,286	4.0
32	Seaville,	139	29	32,126	2.0
12	Sedgwick,	1,234	232	119,748	4.2
24	Sullivan,	810	191	107,255	3.0
20	Surry,	1,189	222	125,104	3.8
	Tilden,*				
16	Trenton,	1,295	235	148,720	4.0
13	Tremont,	1,425	252	102,505	4.1
9	Waltham,	304	63	41,881	4.9
1	Swan Island,	423	79	17,898	8.4

* Set off from Mariaville, and now re-annexed.

COUNTY OF HANCOCK, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
6	Wetmore Isle,	405	83	56,595	5.3
	No. 1, North Division,		24	16,652	
21	No. 7,	109	15	13,132	3.4
	Nos. 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 Island,	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	3.5
	Wild lands,			253 800	
				$4,902,168	

COUNTY OF KENNEBEC.

9	Albion,	1,604	269	228,597	3.0
29	Augusta city,	8,154	1,281	2,105,451	2.3
10	Belgrade,	1,722	382	304,943	3.0
7	Benton,	1,189	225	155,992	3.2
4	Chelsea,	1,096	220	146,869	4.1
16	China,	2,769	443	456,635	2.6
5	Clinton,	1,743	290	188,606	3.7
25	East Livermore,	892	170	150,035	2.4

COUNTY OF KENNEBEC, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
	Farmingdale, (new town,)				
26	Fayette,	1,085	191	194,777	2.3
27	Gardiner city,	5,226	857	1,385,298	2.3
24	Greene,	1,347	251	220,984	2.4
17	Hallowell city,	3,201	572	967,042	2.6
11	Kennebec,	825	167	214,763	2.8
8	Leeds,	1,652	233	225,330	3.1
13	Litchfield,	2,044	384	330,308	2.7
15	Monmouth,	1,925	374	356,882	2.6
20	Mt. Vernon,	1,479	288	239,054	2.5
19	Pittston,	2,823	546	593,319	2.5
30	Readfield,	1,817	301	387,034	2.1
3	Rome,	830	166	79,097	5.1
21	Sidney,	1,955	411	458,556	2.5
22	Vassalborough,	3,099	564	641,288	2.5
14	Vienna,	851	171	126,125	2.7
23	Wales,	612	113	111,632	2.5
31	Waterville,	3,965	660	1,018,362	1.8
18	Wayne,	1,367	274	233,339	2.6
6	West Gardiner,	1,260	254	223,610	3.6
12	Windsor,	1,793	293	260,427	2.7
32	Winthrop,	2,098	431	490,151	1.6
28	Winslow,	1,796	316	342,552	2.3
1	Clinton Gore,	195	25	6,722	11.6
2	Unity plantation,	110	22	8,181	7.3
		62,524	11,144	12,851,961	2.5

COUNTY OF LINCOLN.

30	Alna,	916	221	182,679	2.2
37	Arrowsic,	311	69	72,875	1.9
38	Bath city,	8,020	1,475	2,777,778	1.8
10	Boothbay,	2,504	426	239,067	3.7
36	Bowdoinham,	2,381	407	529,794	1.9
16	Bowdoin,	1,857	315	247,813	3.0
9	Bremen,	891	196	107,595	3.7
5	Bristol,	2,910	560	251,075	4.8
13	Cushing,	805	159	90,688	3.5
31	Damariscotta,	1,328	271	377,242	2.1
29	Dresden,	1,419	283	270,613	2.2
18	Edgecomb,	1,231	255	167,730	3.0
12	Friendship,	652	154	70,181	3.6
7	Georgetown,	1,121	203	155,390	3.9
17	Jefferson,	2,223	445	298,677	3.0
23	Lewiston,	3,584	495	580,490	2.4

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COUNTY OF LINCOLN, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
24	Lisbon,	1,495	287	263,167	2.4
32	Newcastle,	2,012	403	392,503	2.1
25	Nobleborough,	1,408	278	234,312	2.4
22	Perkins,	84	19	26,721	2.4
21	Phipsburg,	1,805	384	365,622	2.5
33	Richmond,	2,056	422	405,475	2.0
19	Rockland,	5,052	982	1,639,599	2.9
8	St. George,	2,217	429	233,820	3.8
3	Southport,	543	107	37,126	5.4
20	South Thomaston,	1,420	250	285,003	2.8
34	Thomaston,	2,723	466	737,511	2.0
41	Topsham,	2,010	377	581,232	1.5
35	Union,	1,974	409	341,621	2.0
39	Waldoborough,	4,199	837	941,088	1.8
40	Warren,	2,428	494	707,730	1.7
4	Washington,	1,756	295	143,560	4.9
26	Webster,	1,110	209	194,439	2.3
6	West Bath,	560	94	88,645	4.5
14	Westport,	761	145	101,511	3.4
11	Whitefield,	2,160	395	278,160	3.6
27	Wiscasset,	2,343	448	605,096	2.3
28	Woolwich,	1,420	309	346,365	2.3
15	Patricktown plantation,	552	94	33,504	3.2
2	Matinicus Isle,	220	25	20,000	5.4
1	Monhegan Isle,	103	15	3,506	20.0
	Muscle Ridge plantation,	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	2.4

COUNTY OF OXFORD.

12	Albany,	747	150	71,843	4.2
13	Andover,	710	138	75,390	4.0
19	Bethel,	2,253	347	266,498	3.4
18	Brownfield,	1,320	260	159,636	3.4
14	Buckfield,	1,657	307	259,924	3.9
8	Byron,	296	54	19,968	5.9

COUNTY OF OXFORD, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
33	Canton,	926	200	142,735	2.8
30	Denmark,	1,203	236	170,710	2.9
25	Dixfield,	1,189	225	153,729	3.1
32	Fryeburg,	1,524	338	279,088	2.9
26	Gilead,	359	55	47,622	3.0
7	Greenwood,	1,118	164	53,000	6.3
24	Hanover,	366	45	38,212	3.1
21	Hartford,	1,293	234	169,665	3.3
27	Hebron,	839	157	118,567	3.0
23	Hiram,	1,210	260	160,713	3.1
36	Livermore,	1,764	295	271,633	2.3
35	Lovell,	1,196	238	163,722	2.4
10	Mason,	93	23	12,022	4.6
17	Mexico,	481	106	57,480	3.5
15	Newry,	459	83	48,564	3.8
28	Norway,	1,962	369	326,473	2.9
20	Oxford,	1,233	231	183,800	3.3
38	Paris,	2,883	479	418,259	2.2
11	Peru,	1,109	183	103,798	4.3
29	Porter,	1,208	263	165,198	2.9
4	Roxbury,	246	39	15,929	7.0
22	Rumford,	1,375	240	184,692	3.1
6	Stow,	471	92	47,881	6.3
3	Stoneham,	483	106	25,390	7.9
34	Sumner,	1,151	224	168,070	2.7
16	Sweden,	696	145	124,268	3.6
31	Turner,	2,537	506	418,832	2.9
37	Waterford,	1,448	314	263,096	2.3
9	Woodstock,	1,012	139	80,524	5.6
1	Franklin plantation,	188	38	6,584	11.4
2	Hamlin's Grant,	108	21	5,560	8.1
5	Milton plantation,	166	34	10,220	6.6
	Riley plantation,		13	3,027	
	Andover, North 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	3.2
	Wild lands,			57,018	
				$5,349,340	

COUNTY OF PENOBSCOT.

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
1	Alton,	252	52	13,346	15.0
13	Argyle,	338	82	22,573	7.8
41	Bangor city,	14,432	3,190	3,899,218	3.2
14	Bradford,	1,296	252	85,488	7.0
40	Bradley,	796	168	99,974	3.3
32	Brewer,	2,628	594	383,261	4.2
17	Burlington,	481	106	28,500	6.8
27	Carmel,	1,228	253	107,228	4.7
6	Carroll,	401	85	21,229	9.4
12	Clifton,	306	51	19,295	7.8
34	Corinna,	1,550	295	165,292	3.8
42	Corinth,	1,600	302	199,964	2.7
31	Charleston,	1,283	272	142,977	4.2
4	Chester,	339	53	12,793	11.7
37	Dexter,	1,948	362	267,561	3.6
33	Dixmont,	1,605	284	209,621	3.8
18	Edinburg,	93	15	11,307	6.6
24	Eddington,	696	114	101,283	5.4
20	Enfield,	396	85	27,163	5.9
16	Etna,	802	151	50,975	6.9
36	Exeter,	1,853	343	242,197	3.7
28	Garland,	1,247	227	132,004	4.5
15	Glenburn,	905	192	86,821	6.9
9	Greenbush,	457	114	22,096	8.1
38	Hampden,	3,195	611	423,441	3.5
39	Hermon,	1,374	266	129,069	3.5
8	Howland,	214	50	24,114	8.3
7	Kirkland,	717	131	41,296	8.5
10	Lagrange,	482	113	38,300	7.8
21	Lee,	917	170	68,151	5.9
43	Levant,	1,842	366	169,397	2.5
30	Lincoln,	1,358	304	127,663	4.3
3	Lowell,	378	93	19,602	12.3
5	Maxfield,	186	44	8,784	11.4
45	Milford,	687	141	128,876	2.3
23	Newburg,	1,399	244	115,354	5.6
44	Newport,	1,212	247	195,203	2.4
29	Oldtown,	3,087	637	336,995	4.5
22	Orono,	2,785	545	259,930	5.8
35	Orrington,	1,851	389	268,300	3.7
19	Patten,	470	112	46,447	6.5
2	Passadumkeag,	294	58	20,066	12.5
26	Plymouth,	925	173	80,272	5.0
11	Springfield,	583	126	29,422	7.8
25	Stetson,	885	162	78,987	5.1
	Mattamiscontis,	54			
	Indian Township, No. 2,	12			
	No. 3, Range 8,	15			
	No. 7, Range 4,	39			
	No. 6, Range 3,	29			
	No. 7, Range 3,	161			

COUNTY OF PENOBSCOT, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
.	No. 4, R. 3,	111			
	East Indian Township,	193			
	West do 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	3.9
	Wild lands,			145,835	
				$9,110,670	

COUNTY OF PISCATAQUIS.

7	Abbot,	747	168	65,351	5.4
18	Atkinson,	895	176	101,181	4.0
8	Barnard,	181	34	14,844	5.1
19	Bowerbank,	173	30	17,376	3.8
12	Blanchard,	192	47	17,130	4.5
2	Brownville,	787	162	78,987	6.3
17	Dover,	1,927	346	243,118	4.1
11	Elliotsville,	102	22	10,884	4.6
20	Foxcroft,	1,045	290	142,708	3.5
15	Guilford,	834	172	94,714	4.2
6	Greenville,	326	77	36,150	5.5
9	Kilmarnock.	322	68	30,378	4.9
14	Kingsbery,	181	39	22,639	4.4
16	Monson,	654	138	66,733	4.1
13	Milo,	932	174	89,416	4.5
1	Orneville,	424	83	28,926	6.5
10	Parkman,	1,243	252	117,194	4.7
21	Sangerville.	1,267	245	192,300	3.1
4	Sebec,	1,223	208	104,786	5.7
22	Shirley,	250	63	38,012	2.6
5	Wellington,	600	107	42,042	5.7
3	Williamsburg,	124	33	24,014	6.2
	Letter B, Range 10.	4			
	No. 3, Range 5,	44			

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COUNTY OF PISCATAQUIS, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
	Kineo, Day's Acad. Gt.,	5			
	Deer Isle, Moosehead L.,	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, Range 9,	2			
		14,735	2,844	1,576,883	4.4
	Wild lands,			329,000	
				$1,905,883	

COUNTY OF SOMERSET.

24	Anson,	848	141	108,137	2.8
28	Athens,	1,466	254	245,687	2.3
15	Bingham,	752	150	86,322	3.5
29	Bloomfield,	1,301	256	256,690	2.3
3	Brighton,	748	127	46,919	6.4
17	Canaan,	1,696	277	216,363	3.2
4	Cambridge,	487	95	30,526	6.4
2	Concord,	550	103	30,376	7.2
25	Cornville,	1,260	227	219,526	2.7
14	Detroit,	517	113	50,685	3.6
23	Embden,	971	184	139,075	2.8
13	Fairfield,	2,452	479	418,074	3.6
16	Harmony,	1,107	187	130,286	3.4
8	Hartland,	960	173	83,166	4.8
5	Lexington,	538	100	43,288	6.4
22	Madison,	1,768	334	241,045	2.8
1	Mayfield,	133	26	3,435	17.4
18	Mercer,	1,186	195	146,504	3.2
7	Moscow,	577	124	48,616	5.1
27	New Portland,	1,460	270	230,631	2.6
26	Norridgewock,	1,848	342	344,406	2.6
20	North Anson,	1,168	232	202,254	3.0
12	Palmyra,	1,625	328	162,897	3.7
11	Pittsfield,	1,166	226	119,684	4.0
6	Ripley,	641	115	57,648	5.2
19	Solon,	1,419	274	179,706	3.2
10	St. Albans,	1,792	320	158,540	4.3
21	Starks,	1,446	308	211,276	3.0
30	Skowhegan,	1,756	354	331,370	2.3
9	Smithfield,	873	140	77,058	4.5

COUNTY OF SOMERSET, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
	No. 1, R. 3, west of Kennebec river,	59			
	No. 1, R. 2, west of Kennebec river,	143			
	No. 1, R. 3, east of Kennebec river,	47			
	No. 2, R. 2, west of Kennebec river,	144			
	No. 3, R. 2, west of K. R.,	90			
	No. 4, R. 4,	98			
	No. 5, R. 3, Canada line,	11			
	No. 5, R. 2, Canada road,	20			
	Holden pl., 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	3.2
	Wild lands,			265,507	
				$4,935,697	

COUNTY OF WALDO.

10	Appleton,	1,727	373	206,691	3.9
28	Belfast city,	5,052	932	1,323,979	1.9
4	Belmont,	1,486	241	125,215	4.4
2	Brooks,	1,021	174	102,343	4.9
6	Burnham,	784	148	82,284	4.3
26	Camden,	4,005	711	602,804	2.7
21	Frankfort,	4,233	832	608,242	3.3
17	Freedom,	948	174	146,537	3.4
16	Hope,	1,107	218	159,342	3.5
5	Islesborough,	984	161	95,104	4.3
11	Jackson,	833	163	117,782	3.8
25	Knox,	1,102	217	133,194	2.7
15	Liberty,	1,116	188	99,715	3.5
7	Lincolnville,	2,174	333	248,890	4.0
12	Monroe,	1,606	331	184,206	3.8
24	Montville,	1,878	341	258,037	2.9
8	North Haven,	806	148	82,550	3.9
18	Northport,	1,260	246	146,735	3.4

COUNTY OF WALDO, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
13	Palermo,	1,659	257	177,886	3.8
19	Prospect,	2,467	477	363,267	3.3
22	Searsmont,	1,696	330	201,760	3.0
27	Searsport,	2,207	406	502,819	2.4
9	Swanville,	944	176	102,999	3.9
20	Thorndike,	1,029	184	142,604	3.3
14	Troy,	1,484	280	164,444	3.6
23	Unity,	1,557	306	236,034	3.0
3	Vinalhaven,	1,252	239	103,921	4.8
1	Waldo,	812	153	81,597	4.9
		47,229	8,789	$6,800,981	3.1

COUNTY OF WASHINGTON.

36	Addison,	1,152	305	206,931	2.1
9	Alexander,	544	112	36,722	6.8
3	Baileyville,	431	73	24,700	12.1
27	Baring,	380	76	63,632	3.9
34	Beddington,	147	35	21,028	2.9
31	Calais city,	4,750	964	735,442	3.4
32	Centerville,	178	40	22,801	3.3
29	Columbia,	1,140	242	169,931	3.5
7	Cooper,	562	111	36,332	8.3
12	Charlotte,	718	119	45,405	6.3
16	Cherryfield,	1,648	305	199,992	5.3
1	Crawford,	324	64	20,994	14.3
22	Cutler,	820	173	76,870	4.6
37	Dennysville,	458	90	99,853	2.0
35	East Machias,	1,904	361	313,894	2.5
23	Eastport,	4,125	681	660,519	4.5
38	Edmunds,	446	80	57,385	1.8
14	Harrington,	963	212	109,315	5.5
24	Jonesborough,	466	108	45,754	4.4
10	Jonesport,	826	169	54,602	6.6
19	Lubec,	2,814	548	240,153	5.0
30	Machias,	1,590	339	403,903	3.5
21	Machiasport,	1,266	171	106,405	4.7
5	Marion,	207	34	21,369	9.4
33	Marshfield,	294	67	41,354	2.9
11	Medybemps,	187	57	19,739	6.3
20	Milbridge,	1,170	243	121,925	4.9
8	Northfield,	246	52	24,950	8.0
15	Pembroke,	1,712	244	158,994	5.4
6	Perry,	1,324	237	115,374	8.7
2	Princeton,	280	65	24,314	12.3

COUNTY OF WASHINGTON, *(Continued.)*

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
17	Robbinston,	1,028	193	152,767	5.2
28	Steuben,	1,122	234	119,136	3.8
13	Topsfield,	268	57	26,642	5.6
18	Trescott,	782	138	62,349	5.1
4	Wesley,	329	71	29,743	10.1
26	Whiting,	470	85	61,260	4.1
25	Whitneyville,	519	122	86,052	4.2
	Annsburg,	126			
	Codyville pl., 9, R. 2,	47			
	Danforth, 4th range,	168			
	Tallmadge, 3, range 2,	48			
	Waite pl., 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.	20			
	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	4.4
	Wild lands,			425,900	
				$5,244,431	

COUNTY OF YORK.

Rank of towns as to school money raised, on valuation.	Towns.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
13	Acton,	1,359	243	213,825	2.6
23	Alfred,	1,319	243	271,600	2.2
1	Berwick,	2,121	324	219,101	4.6
11	Biddeford,	6,095	1,169	2,176,728	2.8
3	Buxton,	2,995	478	424,397	3.5
18	Cornish,	1,144	215	198,622	2.3
21	Eliot,	1,803	394	320,658	2.2
6	Hollis,	2,683	498	368,444	3.3
25	Kennebunk,	2,650	482	732,996	1.6
17	Kennebunkport,	2,706	460	512,135	2.3
5	Kittery,	2,706	464	290,492	3.4
14	Lebanon,	2,208	361	254,809	2.6
15	Limerick,	1,473	234	235,780	2.6
10	Limington,	2,116	398	346,786	2.9
9	Lyman,	1,376	238	202,753	3.0
12	Newfield,	1,418	266	212,832	2.7
24	North Berwick,	1,593	267	331,148	2.0
19	Parsonsfield,	2,322	425	435,995	2.3
22	Saco,	5,794	951	2,239,831	2.2
7	Shapleigh,	1,348	262	201,771	3.0
8	Sanford,	2,330	423	334,654	3.0
20	South Berwick,	2,592	436	619,409	2.3
2	Waterborough,	1,989	264	200,332	3.9
4	Wells,	2,945	450	428,628	3.5
16	York,	2,980	566	576,609	2.5
	Isle of Shoals,	29			
		60,094	10,509	$12,390,335	2.6

RECAPITULATION — (Table D.)

Rank of counties as to school money raised, on valuation.	Counties.	Population in 1850.	Number of polls.	Valuation.	Ratio of school money raised by tax, to valuation, in mills and tenths.
1	Aroostook, ...	12,533	743	537,438	8.2
13	Cumberland, ...	79,656	13,646	18,493,084	2.3
9	Franklin, ...	20,027	3,607	2,813,162	3.0
5	Hancock, ...	34,372	6,487	4,902,168	3.5
11	Kennebec, ...	62,524	11,144	12,851,961	2.5
12	Lincoln, ...	74,803	14,117	14,826,933	2.4
7	Oxford, ...	39,866	7,361	5,349,340	3.2
4	Penobscot, ...	63,094	12,624	9,110,670	3.9
2	Piscataquis, ...	14,735	2,844	1,905,883	4.4
6	Somerset, ...	35,591	6,454	4,935,697	3.2
8	Waldo, ...	47,229	8,789	6,800,981	3.1
3	Washington, ...	38,711	7,214	5,244,431	4.4
10	York, ...	60,094	10,509	12,390,335	2.6
		583,235	105,539	$100,162,083	2.9

Table E.

A GRADUATED TABLE, showing the amount of school money raised by each town in the State per scholar, and the relative rank of the respective towns.

Rank.	Towns.	Amount.	Rank.	Towns.	Amount.
1	Williamsburg,	$2 88	46	Glenburn,	$1 49
2	Saco,	2 72	47	Sidney,	1 49
3	Biddeford,	2 71	48	Waltham,	1 49
4	Bangor city,	2 46	49	Gardiner city,	1 47
5	Castine,	2 45	50	Harrington,	1 47
6	Edinburg,	2 42	51	Wiscasset,	1 47
7	Perkins,	2 41	52	Beddington,	1 43
8	Marion,	2 38	53	Woolwich,	1 42
9	Machias,	2 35	54	Augusta city,	1 41
10	Passadumkeag,	2 29	55	Cooper,	1 41
11	Princeton,	2 26	56	Brunswick,	1 40
12	Crawford,	2 24	57	Columbia,	1 40
13	Portland city,	1 99	58	Thomaston,	1 40
14	Howland,	1 98	59	Rockland,	1 39
15	Hallowell city,	1 98	60	Brewer,	1 38
16	Kennebec,	1 95	61	Salem,	1 38
17	Eastport,	1 87	62	Mason,	1 37
18	Otis,	1 85	63	Readfield,	1 37
19	Bath city,	1 79	64	Lowell,	1 36
20	Orono,	1 78	65	South Thomaston,	1 36
21	Eddington,	1 77	66	Bridgton,	1 34
22	Perry,	1 77	67	Bucksport,	1 34
23	Patten,	1 73	68	Casco,	1 33
24	Whitneyville,	1 72	69	West Gardiner,	1 33
25	Wesley,	1 71	70	Carthage,	1 32
26	Cherryfield,	1 69	71	Lagrange,	1 32
27	Buckfield,	1 67	72	Topsham,	1 32
28	Greenville,	1 67	73	Chelsea,	1 31
29	Amherst,	1 65	74	South Berwick,	1 31
30	Robbinston,	1 65	75	Maxfield,	1 30
31	Brownville,	1 63	76	Stow,	1 30
32	Medybemps,	1 59	77	Cape Elizabeth,	1 29
33	Mariaville,	1 58	78	Vassalborough,	1 29
34	Baileyville,	1 57	79	Windham,	1 29
35	Scarborough,	1 57	80	Warren,	1 28
36	Tilden,	1 57	81	Alton,	1 27
37	Northfield,	1 56	82	Georgetown,	1 27
38	Damariscotta,	1 55	83	Hollis,	1 27
39	Westbrook,	1 54	84	Pittston,	1 27
40	Fairfield,	1 52	85	Stetson,	1 27
41	Milford,	1 52	86	Wells,	1 26
42	Monmouth,	1 51	87	Belgrade,	1 25
43	Sweden,	1 51	88	Buxton,	1 25
44	West Bath,	1 51	89	Elliotsville,	1 25
45	Baring,	1 49	90	Brooklin,	1 24

A Graduated Table, showing the amount of school money raised, &c.,
(Continued.)

Rank.	Towns.	Amount.	Rank.	Towns.	Amount.
91	Calais city,	$1 23	149	Cornville,	$1 10
92	Franklin,	1 23	150	Dennysville,	1 10
93	Orrington,	1 23	151	Kilmarnock,	1 10
94	Fryeburg,	1 22	152	New Gloucester,	1 10
95	Lewiston,	1 22	153	Phipsburg,	1 10
96	Oldtown,	1 22	154	Rome,	1 10
97	Sebec,	1 22	155	Sebago,	1 10
98	Sullivan,	1 22	156	Wales,	1 10
99	Temple,	1 22	157	Winthrop,	1 10
100	Turner,	1 22	158	Abbot,	1 09
101	Ellsworth,	1 21	159	Albion,	1 09
102	Weston,	1 21	160	Canton,	1 09
103	Belfast city,	1 20	161	Freeman,	1 09
104	Dexter,	1 20	162	Harpswell,	1 09
105	Kennebunk,	1 20	163	Hartford,	1 09
106	Madison,	1 20	164	Jonesport,	1 09
107	Milbridge,	1 20	165	Trenton,	1 09
108	Jackson,	1 19	166	York,	1 09
109	Trescott,	1 19	167	Garland,	1 08
110	Waterville,	1 19	168	Lee,	1 08
111	Brooks,	1 18	169	Minot,	1 08
112	Friendship,	1 18	170	Prospect,	1 08
113	Mayfield,	1 18	171	Strong,	1 08
114	Searsport,	1 18	172	Waldo,	1 08
115	Dover,	1 17	173	Wayne,	1 08
116	Freedom,	1 17	174	Kingsbery,	1 07
117	Standish,	1 17	175	Lincoln,	1 07
118	Bradley,	1 16	176	New Sharon,	1 07
119	Bremen,	1 16	177	Exeter,	1 06
120	North Anson,	1 16	178	Lexington,	1 06
121	Topsfield,	1 16	179	Limerick,	1 06
122	Woodstock,	1 16	180	Lincolnville,	1 06
123	Falmouth,	1 15	181	Lisbon,	1 06
124	Hampden,	1 15	182	Webster,	1 06
125	Leeds,	1 15	183	Andover,	1 05
126	Norridgewock,	1 15	184	Kennebunkport,	1 05
127	Whiting,	1 15	185	Mexico,	1 05
128	Benton,	1 14	186	Pembroke,	1 05
129	Burnham,	1 14	187	Pownal,	1 05
130	Monticello,	1 14	188	Unity,	1 05
131	Norway,	1 14	189	Atkinson,	1 04
132	Alna,	1 13	190	Dresden,	1 04
133	Foxcroft,	1 13	191	East Livermore,	1 04
134	Limington,	1 13	192	Fayette,	1 04
135	Amity,	1 12	193	Litchfield,	1 04
136	Bloomfield,	1 12	194	Otisfield,	1 04
137	Harrison,	1 12	195	Sangerville,	1 04
138	Hope,	1 12	196	Appleton,	1 03
139	Industry,	1 12	197	Livermore,	1 03
140	Mount Vernon,	1 12	198	Lyman,	1 03
141	Whitefield,	1 12	199	Newburg,	1 03
142	Wilton,	1 12	200	North Yarmouth,	1 03
143	Acton,	1 11	201	Ripley,	1 03
144	Argyle,	1 11	202	Shapleigh,	1 03
145	Aurora,	1 11	203	Winslow,	1 03
146	Dixmont,	1 11	204	Bradford,	1 02
147	Gorham,	1 11	205	Cambridge,	1 02
148	Oxford,	1 11	206	Corinna	1 02

A Graduated Table, showing the amount of school money raised, &c.,
(Continued.)

Rank.	Towns.	Amount.	Rank.	Towns.	Amount.
207	Naples,	$1 02	265	Islesborough,	97
208	Parsonsfield,	1 02	266	Jay,	97
209	Poland,	1 02	267	Kingfield,	97
210	Waterford,	1 02	268	Porter,	97
211	Alfred,	1 01	269	Roxbury,	97
212	Avon,	1 01	270	Thorndike,	97
213	Blanchard,	1 01	271	Weld,	97
214	Carroll,	1 01	272	Bristol,	96
215	Denmark,	1 01	273	Chesterville,	96
216	Dixfield,	1 01	274	Danville,	96
217	Freeport,	1 01	275	Durham,	96
218	Guilford,	1 01	276	Embden,	96
219	Newcastle,	1 01	277	Etna,	96
220	Newfield,	1 01	278	Frankfort,	96
121	New Vineyard,	1 01	279	Gilead,	96
222	Union,	1 01	280	Jefferson,	96
223	Windsor,	1 01	281	Linneus,	96
224	Albany,	1 00	282	New Portland,	96
225	Barnard,	1 00	283	Newry,	96
226	Bethel,	1 00	284	Sumner,	96
227	Bowdoinham,	1 00	285	Bowdoin,	95
228	Brownfield,	1 00	286	Carmel,	95
229	Charleston,	1 00	287	Cranberry Isles,	95
230	Clifton,	1 00	288	Lebanon,	95
231	Eastbrook,	1 00	289	Machiasport,	95
232	Harmony,	1 00	290	Richmond,	95
233	Jonesport,	1 00	291	St. Albans,	95
234	Mercer,	1 00	292	Washington,	95
235	Newport,	1 00	293	Auburn,	94
236	Orland,	1 00	294	Baldwin,	94
237	Parkman,	1 00	295	Monroe,	94
238	Sanford,	1 00	296	New Limerick,	94
239	Skowhegan,	1 00	297	Plymouth,	94
240	Steuben,	1 00	298	Swanville,	94
241	Berwick,	99	299	Athens,	93
242	Eliot,	99	300	Burlington,	93
243	Gray,	99	301	Camden,	93
244	Greenfield,	99	302	Edgecomb,	93
245	Hebron,	99	303	Marshfield,	93
246	Kirkland,	99	304	Milo,	93
247	Monson,	99	305	Nobleborough,	93
248	Montville,	99	306	Palermo,	93
249	North Berwick,	99	307	Phillips,	93
250	Solon,	99	308	Shirley,	93
251	Starks,	99	309	Arrowsic,	92
252	Westport,	99	310	Bowerbank,	92
253	China,	98	311	Brooksville,	92
254	Cushing,	98	312	Farmington,	92
255	Hartland,	98	313	Hanover,	92
256	Lubec,	98	314	Hiram,	92
257	Moscow,	98	315	Seaville,	92
258	Rumford,	98	316	Smithfield,	92
259	Stoneham,	98	317	Chester,	91
260	Waldoborough,	98	318	Cutler,	91
261	Yarmouth,	98	319	Hancock,	91
262	Cornish,	97	320	Mount Desert,	91
263	Cumberland,	97	321	Orneville,	91
264	Greene,	97	322	Peru,	91

**A Graduated Table, showing the amount of school money raised, &c.,
(Continued.)**

Rank.	Towns.	Amount.	Rank.	Towns.	Amount.
323	Pittsfield,	91	351	Waterborough,	85
324	Canaan,	90	352	Bingham,	84
325	Charlotte,	90	353	Byron,	84
326	Concord,	90	354	Eden,	84
327	Enfield,	90	355	Deer Isle,	83
328	Sedgwick,	90	356	Madrid,	83
329	St. George,	90	357	Masardis,	83
330	Vinalhaven,	90	358	Palmyra,	83
331	Bluehill,	89	359	Anson,	82
332	East Machias,	89	360	Centerville,	82
333	Greenbush,	89	361	Corinth,	81
334	Surry,	89	362	Dedham,	81
335	Belmont,	88	363	Detroit,	81
336	Clinton,	88	364	Lovell,	80
337	Penobscot,	88	365	Springfield,	80
338	Smyrna,	88	366	Gouldsborough,	79
339	Vienna,	88	367	Paris,	79
340	Houlton,	87	368	Southport,	79
341	Liberty,	86	369	Boothbay,	78
342	North Haven,	86	370	Greenwood,	78
343	Wellington,	86	371	Hermon,	78
344	Addison,	85	372	Knox,	75
345	Brighton,	85	373	Hodgdon,	73
346	Kittery,	85	374	Alexander,	69
347	Northport,	85	375	Tremont,	67
348	Raymond,	85	376	Edmunds,	55
349	Searsmont,	85	377	Levant,	47
350	Troy,	85			

Table F.

A GRADUATED TABLE, showing the per cent. of school money raised by each town in the State, in proportion to its valuation, in mills and tenths, and the relative rank of the respective towns.

Rank.	Towns.	Per cent.	Rank.	Towns.	Per cent.
1	Mayfield,	17.4	46	Madrid,	6.3
2	Alton,	15.0	47	Medybemps,	6.3
3	Crawford,	14.3	48	Stow,	6.3
4	Passadumkeag,	12.5	49	Williamsburg,	6.2
5	Lowell,	12.3	50	Monticello,	6.1
6	Princeton,	12.3	51	Weston,	6.0
7	Baileyville,	12.1	52	Byron,	5.9
8	Chester,	11.7	53	Enfield,	5.9
9	Maxfield,	11.4	54	Lee,	5.9
10	Amity,	10.1	55	Orono,	5.8
11	Wesley,	10.1	56	Brooksville,	5.7
12	Linneus,	9.9	57	Sebago,	5.7
13	Carroll,	9.4	58	Sebec,	5.7
14	Marion,	9.4	59	Wellington,	5.7
15	Perry,	8.7	60	Newburg,	5.6
16	Kirkland,	8.5	61	New Limerick,	5.6
17	Smyrna,	8.5	62	Topsfield,	5.6
18	Cooper,	8.3	63	Woodstock,	5.6
19	Howland,	8.3	64	Greenville,	5.5
20	Greenbush,	8.1	65	Harrington,	5.5
21	Northfield,	8.0	66	Abbot,	5.4
22	Stoneham,	7.9	67	Deer Isle,	5.4
23	Argyle,	7.8	68	Eddington,	5.4
24	Clifton,	7.8	69	Pembroke,	5.4
25	Lagrange,	7.8	70	Southport,	5.4
26	Springfield, .	7.8	71	Cherryfield,	5.3
27	Concord,	7.2	72	Temple,	5.3
28	Bradford,	7.0	73	Otis,	5.2
29	Roxbury,	7.0	74	Ripley,	5.2
30	Etna,	6.9	75	Robbinston,	5.2
31	Glenburn,	6.9	76	Amherst,	5.1
32	Alexander,	6.8	77	Barnard,	5.1
33	Burlington,	6.8	78	Moscow,	5.1
34	Edinburg,	6.6	79	Rome,	5.1
35	Jonesport,	6.6	80	Stetson,	5.1
36	Mariaville,	6.5	81	Trescott,	5.1
37	Orneville,	6.5	82	Carthage,	5.0
38	Patten,	6.5	83	Lubec,	5.0
39	Cambridge,	6.4	84	Plymouth,	5.0
40	Brighton,	6.4	85	Brooks,	4.9
41	Brooklin,	6.4	86	Hodgdon,	4.9
42	Lexington,	6.4	87	Kilmarnock,	4.9
43	Brownville,	6.3	88	Milbridge,	4.9
44	Charlotte,	6.3	89	Waldo,	4.9
45	Greenwood,	6.3	90	Waltham,	4.9

A Graduated Table, showing the per cent. of school money raised, &c., (Continued.)

Rank.	Towns.	Per cent.	Rank.	Towns.	Per cent.
91	Washington,	4.9	149	Buckfield,	3.9
92	Bristol,	4.8	150	Georgetown,	3.9
93	Hartland,	4.8	151	Masardis,	3.9
94	Vinalhaven,	4.8	152	Mount Desert,	3.9
95	Carmel,	4.7	153	North Haven,	3.9
96	Machiasport,	4.7	154	Swanville,	3.9
97	Parkman,	4.7	155	Waterborough,	3.9
98	Berwick,	4.6	156	Bowerbank,	3.8
99	Cutler,	4.6	157	Corinna,	3.8
100	Elliotsville,	4.6	158	Dixmont,	3.8
101	Hancock,	4.6	159	Jackson,	3.8
102	Mason,	4.6	160	Monroe,	3.8
103	Weld,	4.6	161	Newry,	3.8
104	Blanchard,	4.5	162	Palermo,	3.8
105	Eastport,	4.5	163	St. George,	3.8
106	Franklin,	4.5	164	Steuben,	3.8
107	Garland,	4.5	165	Surry,	3.8
108	Milo,	4.5	166	Bremen,	3.7
109	Oldtown,	4.5	167	Boothbay,	3.7
110	Smithfield,	4.5	168	Clinton,	3.7
111	West Bath,	4.5	169	Exeter,	3.7
112	Belmont,	4.4	170	Orrington,	3.7
113	Jonesborough,	4.4	171	Palmyra,	3.7
114	Kingsbery,	4.4	172	Detroit,	3.6
115	Burnham,	4.3	173	Dexter,	3.6
116	Islesborough,	4.3	174	Fairfield,	3.6
117	Lincoln,	4.3	175	Friendship,	3.6
118	Peru,	4.3	176	Poland,	3.6
119	St. Albans,	4.3	177	Sweden,	3.6
120	Albany,	4.2	178	Troy,	3.6
121	Brewer,	4.2	179	West Gardiner,	3.6
122	Cape Elizabeth,	4.2	180	Whitefield,	3.6
123	Charleston,	4.2	181	Bingham,	3.5
124	Guilford,	4.2	182	Buxton,	3.5
125	Houlton,	4.2	183	Columbia,	3.5
126	New Vineyard,	4.2	184	Cushing,	3.5
127	Salem,	4.2	185	Foxcroft,	3.5
128	Sedgwick,	4.2	186	Hampden,	3.5
129	Whitneyville,	4.2	187	Hermon,	3.5
130	Chelsea,	4.1	188	Hope,	3.5
131	Dedham,	4.1	189	Liberty,	3.5
132	Dover,	4.1	190	Machias,	3.5
133	Eden,	4.1	191	Mexico,	3.5
134	Freeman,	4.1	192	Wells,	3.5
135	Kingfield,	4.1	193	Bethel,	3.4
136	Monson,	4.1	194	Brownfield,	3.4
137	Tremont,	4.1	195	Calais city,	3.4
138	Whiting,	4.1	196	Freedom,	3.4
139	Andover,	4.0	197	Harmony,	3.4
140	Atkinson,	4.0	198	Industry,	3.4
141	Avon,	4.0	199	Kittery,	3.4
142	Gouldsborough,	4.0	200	Northport,	3.4
143	Lincolnville,	4.0	201	Westport,	3.4
144	Penobscot,	4.0	202	Bradley,	3.3
145	Pittsfield,	4.0	203	Casco,	3.3
146	Trenton,	4.0	204	Centerville,	3.3
147	Appleton,	3.9	205	Frankfort,	3.3
148	Baring,	3.9	206	Hartford,	3.3

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**A Graduated Table, showing the per cent. of school money raised, &c.,
(Continued.)**

Rank.	Towns.	Per cent.	Rank.	Towns.	Per cent.
207	Hollis,	3.3	265	Canton,	2.8
208	Naples,	3.3	266	Embden,	2.8
209	Oxford,	3.3	267	Kennebec,	2.8
210	Prospect,	3.3	268	Madison,	2.8
211	Thorndike,	3.3	269	South Thomaston,	2.8
212	Bangor city,	3.2	270	Wilton,	2.8
213	Benton,	3.2	271	Camden,	2.7
214	Bridgton,	3.2	272	Corinth,	2.7
215	Bucksport,	3.2	273	Cornville,	2.7
216	Canaan,	3.2	274	Knox,	2.7
217	Chesterville,	3.2	275	Litchfield,	2.7
218	Greenfield,	3.2	276	Newfield,	2.7
219	Jay,	3.2	277	Sumner,	2.7
220	Mercer,	3.2	278	Vienna,	2.7
221	Phillips,	3.2	279	Windsor,	2.7
222	Raymond,	3.2	280	Acton,	2.6
223	Solon,	3.2	281	China,	2.6
224	Dixfield,	3.1	282	Hallowell city,	2.6
225	Hanover,	3.1	283	Lebanon,	2.6
226	Hiram,	3.1	284	Limerick,	2.6
227	Leeds,	3.1	285	Monmouth,	2.6
228	Rumford,	3.1	286	New Portland,	2.6
229	Sangerville,	3.1	287	Norridgewock,	2.6
230	Scarborough,	3.1	288	Shirley,	2.6
231	Albion,	3.0	289	Wayne,	2.6
232	Aurora,	3.0	290	Auburn,	2.5
233	Belgrade,	3.0	291	East Machias,	2.5
234	Bowdoin,	3.0	292	Levant,	2.5
235	Edgecomb,	3.0	293	Mount Vernon,	2.5
236	Ellsworth,	3.0	294	Orland,	2.5
237	Gilead,	3.0	295	Phipsburg,	2.5
238	Hebron,	3.0	296	Pittston,	2.5
239	Jefferson,	3.0	297	Sidney,	2.5
240	Lyman,	3.0	298	Vassalborough,	2.5
241	North Anson,	3.0	299	Wales,	2.5
242	Sanford,	3.0	300	York,	2.5
243	Searsmont,	3.0	301	Eastbrook,	2.4
244	Shapleigh,	3.0	302	East Livermore,	2.4
245	Standish,	3.0	303	Greene,	2.4
246	Starks,	3.0	304	Lewiston,	2.4
247	Sullivan,	3.0	305	Lisbon,	2.4
248	Unity,	3.0	306	Lovell,	2.4
249	Beddington,	2.9	307	Minot,	2.4
250	Cranberry Isles,	2.9	308	Newport,	2.4
251	Denmark,	2.9	309	New Sharon,	2.4
252	Fryeburg,	2.9	310	Nobleborough,	2.4
253	Gray,	2.9	311	Perkins,	2.4
254	Limington,	2.9	312	Searsport,	2.4
255	Marshfield,	2.9	313	Strong,	2.4
256	Montville,	2.9	314	Athens,	2.3
257	Norway,	2.9	315	Augusta city,	2.3
258	Porter,	2.9	316	Bloomfield,	2.3
259	Rockland,	2.9	317	Bluehill,	2.3
260	Turner,	2.9	318	Brunswick,	2.3
261	Windham,	2.9	319	Cornish,	2.3
262	Anson,	2.8	320	Fayette,	2.3
263	Baldwin,	2.8	321	Gardiner city,	2.3
264	Biddeford,	2.8	322	Kennebunkport,	2.3

A Graduated Table, showing the per cent. of school money raised, &c., (Continued.)

Rank.	Towns.	Per cent.	Rank.	Towns.	Per cent.
323	Livermore,	2.3	350	Portland city,	2.1
324	Milford,	2.3	351	Readfield,	2.1
325	Otisfield,	2.3	352	Westbrook,	2.1
326	Parsonsfield,	2.3	353	Dennysville,	2.0
327	Skowhegan,	2.3	354	New Gloucester,	2.0
328	South Berwick,	2.3	355	North Berwick,	2.0
329	Waterford,	2.3	356	Pownal,	2.0
330	Webster,	2.3	357	Richmond,	2.0
331	Winslow,	2.3	358	Seaville,	2.0
332	Wiscasset,	2.3	359	Thomaston,	2.0
333	Woolwich,	2.3	360	Union,	2.0
334	Alfred,	2.2	361	Arrowsic,	1.9
335	Alna,	2.2	362	Belfast city,	1.9
336	Dresden,	2.2	363	Bowdoinham,	1.9
337	Eliot,	2.2	364	Durham,	1.9
338	Falmouth,	2.2	365	Freeport,	1.9
339	Gorham,	2.2	366	Bath city,	1.8
340	Harrison,	2.2	367	Edmunds,	1.8
341	Paris,	2.2	368	Farmington,	1.8
342	Saco,	2.2	369	Waldoborough,	1.8
343	Addison,	2.1	370	Waterville,	1.8
344	Castine,	2.1	371	Warren,	1.7
345	Cumberland,	2.1	372	Kennebunk,	1.6
346	Damariscotta,	2.1	373	Winthrop,	1.6
347	Danville,	2.1	374	Topsham,	1.5
348	Harpswell,	2.1	375	North Yarmouth,	1.4
349	Newcastle,	2.1	376	Yarmouth,	1.0

NOTE.—The town of Tilden is not included in the above Table, its valuation not having been established. This town is now reannexed to Mariaville.

The towns of Farmingdale in Kennebec county, Grafton in Oxford county, Holden and Kenduskeag in Penobscot county, and Deblois in Washington county, were incorporated last session, and consequently do not appear in the foregoing Tables. Belfast has adopted a city charter, but has not organized its city government as yet.
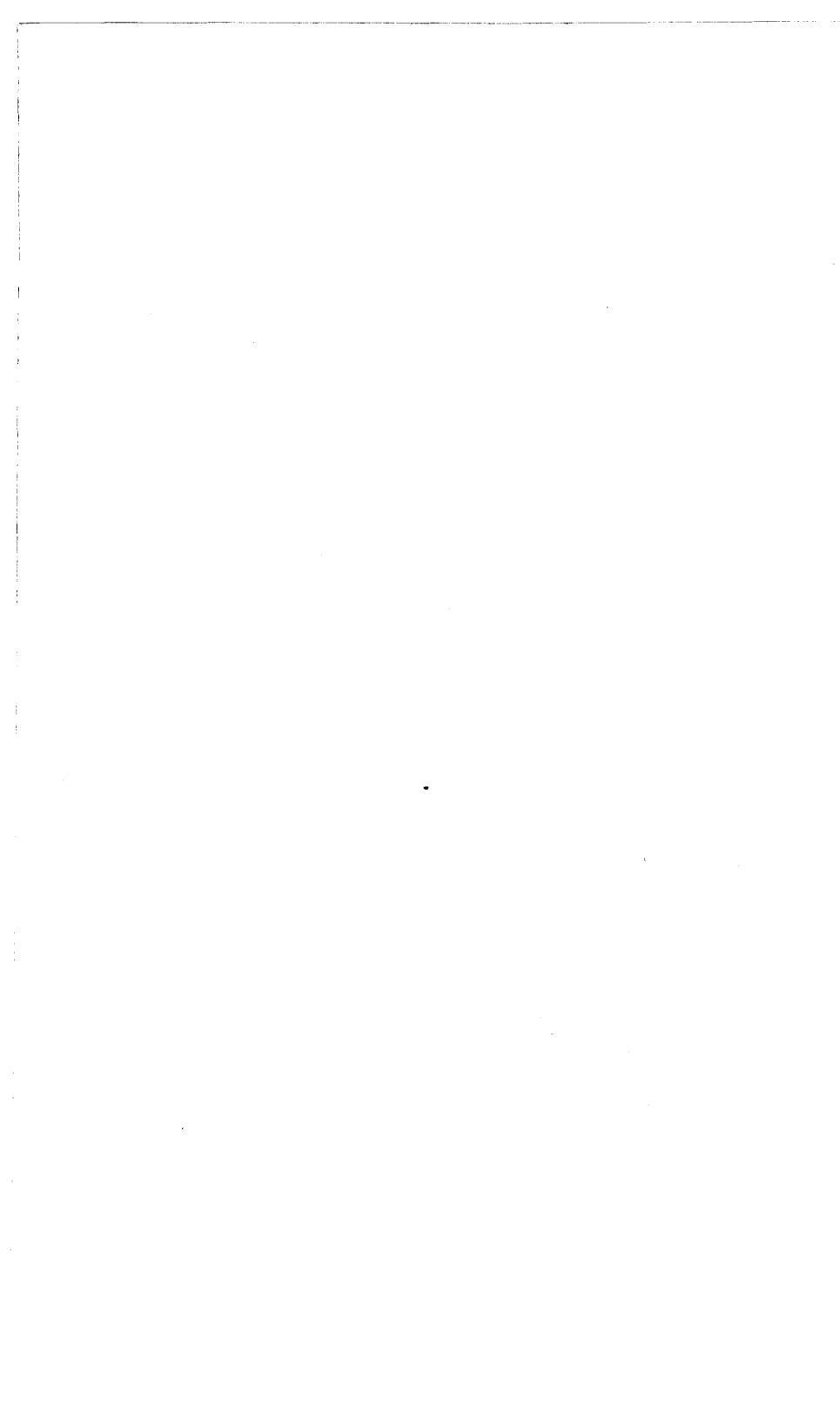
STATE OF MAINE.

An act establishing a commissioner of common schools in each county in the state.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

SECT. 1. The governor and council shall annually appoint a commissioner of common schools in each county of the state, who shall severally hold their offices for the term of one year commencing on the first day of May, annually.

SECT. 2. It shall be the duty of each school commissioner to spend at least fifty days (during the term of the winter schools) in visiting the towns in his county, for the purpose of promoting by addresses, inquiries and other means, the cause of common school education, and annually to make a report to the legislature, of his doings under this act, of the character of teachers, and of the order and condition of the schools and school houses in his county, together with all such other information and suggestions as his experience and observation may enable him to offer, calculated to advance the cause of popular education.

SECT. 3. The power of recommending and determining upon the proper school books to be used in the public schools, being vested in the superintending school committees, any interest in, or agency from any publishing house either directly or indirectly by any of said school commissioners shall be deemed inconsistent with the duties of said office, and if any

commissioner shall be found so interested or engaged, he shall forfeit his said office and be deemed ineligible to reappointment.

SECT. 4. The compensation of the school commissioners shall be fixed at the sum of two hundred dollars each, to be paid at the expiration of their said term of office, such sum to be in full for all services rendered and expenses incurred, and the governor is hereby authorized to draw his warrant on the treasury for the same.

SECT. 5. The school commissioners shall severally be sworn to the faithful performance of their respective duties before any magistrate authorized to qualify civil officers.

SECT. 6. All the sections of an act approved August twenty-seventh, in the year of our Lord one thousand eight hundred and fifty, establishing teachers' institutes, a board of education and secretary, and also all other acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

SECT. 7. This act shall take effect from and after April thirtieth, eighteen hundred and fifty-two.

[*Approved April* 26, 1852.]

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