

MAINE STATE LEGISLATURE

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PRINTED BY ORDER OF

THE LEGISLATURE

OF THE

STATE OF MAINE,

DURING ITS SESSION

A. D. 1856.

PART FIRST.

Augusta:

FULLER & FULLER, PRINTERS TO THE STATE.

1856.

SECOND

ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

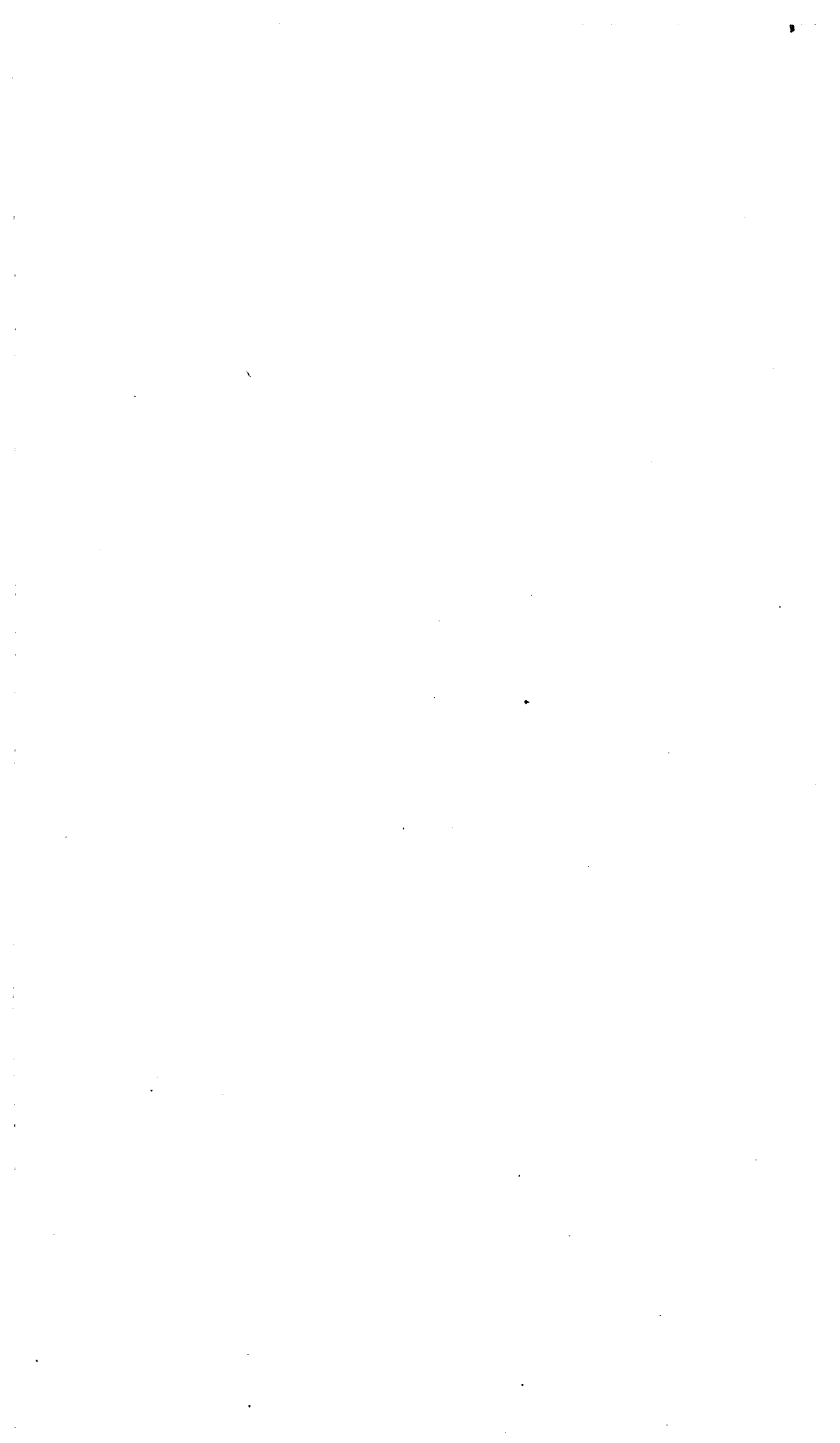
1855.

Published agreeably to a Resolve approved March 16, 1855.

AUGUSTA:

STEVENS & BLAINE, PRINTERS TO THE STATE.

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SUPERINTENDENT'S REPORT.

TO THE HONORABLE GOVERNOR AND COUNCIL
OF THE STATE OF MAINE.

Gentlemen:—In compliance with a provision of law, I have the honor herewith to submit the following document, as the SECOND ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS.

Very respectfully,

Your obedient servant,

MARK H. DUNNELL.

NORWAY, December 20, 1855.

REPORT.

Before proceeding to the subjects presented in this report, your Superintendent may be allowed to state, that, immediately on his appointment, near the close of March last, a circular was issued to the Superintending School Committees of the several cities, towns and plantations in the State, inviting their co-operation in the general objects of the office, and their special assistance in making the preliminary arrangements for the execution of that part of the

system of State Superintendency, which provides for Teachers' Conventions.

Although a very cordial response was given to the objects of this circular, yet it seemed desirable to visit as many sections of the State as time would allow, and secure such preparations for the Conventions, as in my judgment would conduce to their general attendance and success. In accordance with this view, eleven counties were visited, prior to the first of June, and those inquiries instituted which proved of great service in the subsequent execution of my plans.

The month of June and a portion of July were spent at Augusta, in the preparation of certain blank forms, of which mention will be made in another place, and the examination of the annual returns made to the office of the Secretary of State, from which were collected the materials for the statistical tables which constitute a part of this report.

Subsequently to this, able and distinguished gentlemen were employed, as instructors in the Teachers' Conventions; the first session of which, after due notice had been given through the agency of circulars and the public press, commenced at Alfred on the thirteenth of August. The closing session ended at Auburn on the twenty-first of November. As required by law, I was present at the session in every county, with the exception of the one in the county of Hancock.

The documentary portion of this report, embracing the statistical tables, plans for school houses, common school apparatus, and the extracts from School Committees' Reports, was not completed until the first of the present month, leaving only the few days which have since elapsed for the preparation of the preceding part.

The duties which have thus been devolved upon your Superintendent and the time occupied in their discharge, have not allowed to many of the subjects herein presented, that thoroughness in discussion which their importance has demanded, or which, under more favorable circumstances, he would have gladly attempted.

I am happy to report that our school operations, the past year, have given many results worthy of much congratulation and en-

couragement. Our public schools have received a generous support at the hands of the people. Fifty-four thousand dollars, over the amount required by law, have been raised by tax for their support. The State has distributed, for the same purpose, sixteen thousand dollars more than on any preceding year. The public mind has given other premises of much future good to the schools of our State. Many new and elegant school houses have taken the place of the old and dilapidated; a large number of villages have discovered the superior efficiency and economy of a system of union and graded schools; many of the improvements in school architecture and school furniture have received a ready adoption, and in every part of the State, loud and urgent demands are made for better teachers. The services of such teachers have been more fully appreciated and generously rewarded than in former years. The people have hailed with gladness the agencies which have been used to increase the qualifications of those who are to mould and give character to the minds and future life of their children; while the many acts of hospitality and of friendly assistance which I have received at their hands, while in the discharge of my duties, have given the fullest proofs that they will readily sustain any agency which has for its object the higher efficiency and truer development of the Common Schools of the State. I shall refer, in subsequent parts of this report, to these and other signs of progress in our public schools, as well as their wants and the hindrances to their greater usefulness.

ANNUAL RETURNS.

The annual returns, required to be made to the office of the Secretary of State, on the first day of April in each year, are the only means of ascertaining the whole number of scholars in the State; their attendance upon the summer and winter schools; the average of their attendance; the number of weeks, during which schools are taught in each town; the price of wages paid to teachers; the amount of school money raised by each town; the amount received from local funds; the amount expended for the support of private schools, and also furnish the basis for the distribution of the State School funds.

These returns furnish other facts none the less important or interesting; for they present the internal working of our Common School system. Without them and their diligent study, any legislative action looking towards a change in our school laws or system, can be neither intelligent nor safe. Strongly convinced of the correctness of this view, and amply supported by the testimony of the most intelligent educators in this and other States, I have thought it proper that statistical tables formed from the returns made on the first day of April last, should constitute a part of this report. A description of each of these tables will be given under a distinct heading.

A summary of Statistics relating to the Common Schools of the State, for the school-year ending April 1, 1855.

Number of towns in the State,	384
Number of towns that have made returns,	379
Number of towns that have made no returns,	5
Number of organized plantations,	99
Number that have made returns,	62
Number that have made no returns,	37
Number of School Districts in the State,	3,965
Number of parts of Districts,	277
Number of children in the State between the ages of four and twenty-one years,	238,248
Number of Scholars in the Summer Schools,	123,641
Average number in the Summer Schools,	91.894
Number of Scholars in the Winter Schools,	142,220
Average number in the Winter Schools,	100.560
Mean average in Summer and Winter Schools,	96.227
Ratio of the mean average attendance in Summer and Winter Schools to the whole number of Scholars be- tween four and twenty-one, expressed in hundredths,	.44
Number of Male Teachers,	2,559
Number of Female Teachers,	4,137
Average wages of Male Teachers per month, exclusive of board,	\$20.57

Average wages of Female Teachers per week, exclusive of board,	\$1.90
Average length of all the Schools for the year in weeks and tenths of a week,	18.9
Amount of money raised by taxes for the support of Schools, in 1854,	\$333.019 76
Amount required by law,	\$281.148 00
Excess over the amount required by law,	\$51.871 76
Amount of money received from the State,	\$54.398 96
Amount received from local funds,	\$16.990 57
Amount expended for private Schools,	\$23.843 00
Number of School Houses built the past year,	128
Cost of the same,	\$62.808 00
Aggregate amount expended for School purposes the past year,	\$491.060 29
Number of good School Houses in the State,	1.752
Number of poor School Houses,	2.088
Estimated value of all the School Houses in the State,	\$870.005 00
Average amount of School money raised per Scholar,	\$1 36
Amount received from the State per Scholar,	\$0 30
Number of towns that have raised, as required in 1854, 50 cents per inhabitant,	292
Number of towns that have raised less than 50 cents per inhabitant,	75
Percentage of the valuation of 1850 appropriated to Common Schools, in mills and tenths,	3.4
Number of towns that have raised \$3 or more per Scholar,	3
Number of towns that have raised \$2 and less than \$3,	23
Number that have raised \$1 and less than \$2,	334
Number that have raised less than \$1,	22

The above summary will give, at a glance, the general condition and cost of all the public Schools in the State. By the annual presentation of such a summary, the increase or decrease for the year in any particular, can be easily shown. Great labor and care

have been taken, that it be as correct as the returns would permit, and, although it cannot be regarded as absolutely true, yet it is believed to be approximately so.

No duty, imposed by law upon Superintending School Committees, should be performed with more fidelity than that of furnishing to the Secretary of State a full answer to all the inquiries embraced in the blank forms.

BLANK FORMS.

It is provided that the Superintendent of Common Schools "shall prepare blank forms for all returns which are required by law, or which he may deem necessary to be made by school officers and teachers; and such blank forms shall be printed and distributed by the Secretary of State."

Two different blank forms are required by law; a register, to be kept by the teacher, and returned to the School Committee at the close of the term; and the annual return, to be filled up by the Committee from the facts given in the registers, and returned to the Secretary of State. As the former of these blanks had already been forwarded to the Committees, for the school-year ending April 1st, 1856, your Superintendent has not deemed it advisable to recommend any change the present year, but has purposed, before the commencement of the next school-year, to prepare such blanks for registers as in his judgment shall better meet the wants of our public schools.

Those now in use are not well adapted to our High or Graded Schools, nor do they provide for the full amount of information which each district should furnish to the Committee. In the blank form for the annual return, very material changes have been made, both in the order and number of the inquiries to be answered. Their order in the blank formerly in use, rendered the compilation of statistical tables a matter of extreme labor and perplexity. Many of the inquiries had answered their original purpose, and could better find a place in a more special circular, or one issued at longer intervals.

The inquiries, constituting a part of the new blank and their order, are given below.

1. Whole number of children in town between four and twenty-one years of age.
2. Whole number in Summer Schools.
3. Average number in Summer Schools.
4. Whole number in Winter Schools.
5. Average number in Winter Schools.
6. Average length of Summer Schools in weeks and tenths of a week.
7. Average length of Winter Schools in weeks and tenths of a week.
8. Average length of Schools for the year in weeks and tenths of a week.
9. Average wages of Male Teachers per month, exclusive of board.
10. Average wages of Male Teachers per month, including board.
11. Average wages of Female Teachers per week, exclusive of board.
12. Average wages of Female Teachers per week, including board.
13. Amount of money raised by the town in 1855 for support of Schools for the School Year 1855-6.
14. Amount of money received from the State for the same purpose and for the same School Year.
15. Amount of money received from any local fund or funds.
16. Amount of money contributed for support of Private Schools, or prolonging any Public School.
17. Amount of voluntary contributions, in money, board or fuel, for the support of Private, or prolonging any Public School.
18. Amount paid the Superintending School Committee for services.
19. Whole number of Public Schools in town.
20. Whole number of School Districts.
21. Whole number of parts of Districts.
22. Whole number of different Male Teachers who have taught in town during the School Year 1855-6.

23. Whole number of different Female Teachers for the same time.
24. Whole number of School Houses in town.
25. Number of School Houses well constructed, commodious, and in good repair.
26. Number which are not in good repair.
27. Value of all the School Houses in Town.
28. Number of new School Houses which have been built the past year.
29. Estimated cost of the same.

Full answers to all the above inquiries will furnish the most satisfactory and reliable data in respect to the public schools of the State. As these blanks have been prepared in a form convenient for binding, the returns, as they come from the Committees, should be bound in a volume each year, and preserved in the archives of the State. As a summary of the most essential facts, and presenting a continuous school history of every town, they would become of inestimable value. Their importance in coming years, as sources of history, cannot now be fully appreciated. It will be seen by a reference to the inquiries numbered 13 and 22, that the dates are there given which will be suited to the return due on the first of April next. This insertion of the proper dates characterizes the entire blank.

In the one formerly used, blank spaces were left for the insertion of the required dates by the Committees, and from the manner in which they were very frequently filled, such discrepancies would be found as wholly to destroy the value of the return.

It will also be seen that the inquiries 10, 12, 16, 17 and 18, seek a nearer approximation to the actual cost of all our public schools. It may not be convenient or possible for the Committees, in making their next returns, to answer all the inquiries just mentioned, but when the teachers shall be furnished with the registers, before referred to, and suited to the entire blank, no difficulty will exist.

The first section of the Act regulating the school returns, and approved February 22, 1853, reads as follows: "The Superintending School Committees of the several cities, towns and plantations, shall make the returns required by law to be made by them, to the

office of the Secretary of State, on or before the first day of April in each year."

I would most respectfully recommend that the above section be so amended that instead of reading, *on or before the first day* of April, it shall read, *on the first Monday* of April.

Such an amendment, it is believed, would take from the section much of the indefiniteness which it now has, and secure a more prompt compliance with its provisions.

THE NUMBER OF SCHOLARS AND THEIR ATTENDANCE.

The whole number of scholars returned is 238,248; the number in the Summer Schools was 123,640, leaving 114,808 who did not attend any Summer School. The number in the Winter Schools was 142,220, leaving 96,028 not connected with any Winter School. The average in the former was 91.894, and in the latter, 100.560. By adding these two sums together and dividing their amount by two, we have, as a mean average attendance in the Summer and Winter Schools, 96.227. The ratio of this mean average to the whole number of scholars is as forty-four to one hundred. Were the returns complete, the whole number of scholars in the State would not be far from 241,000.

The attendance upon the privileges of our public Schools is far too small. It is believed, moreover, that this want of attendance, in a great measure, exists among that class of scholars where it should the least prevail. The number in our Schools, between the ages of sixteen and twenty-one, is much less than in former years. This is a great evil and wholly subversive of the legitimate objects of our system of free Schools. These Schools are a part of the government itself, and were established as a means for its own preservation. Here the children of the State are to be educated, and thus fitted for the duties which shall devolve upon them in future years as citizens. They are to be made intelligent, virtuous and patriotic citizens. Parents should reflect, that their children, by habits of irregularity or non-attendance at School, are wholly failing to fit themselves for intelligent and successful action in any vocation of life.

The attendance of the scholars in any town, can be seen by a reference to Table III, and its relative rank in this respect by Table V. This subject is ably discussed in many of the accompanying reports of Superintending School Committees. It is a matter of congratulation, that it is receiving the attention of these officers, for they can know the extent of the evil in their respective localities, and apply such special remedies as the case may demand.

It is true, however, that general remedies must be used. Our school houses must be made attractive, and our teachers must be well qualified for their business; able to infuse into the mind of the scholar a love of learning; able so to hold up to the sun, the diamond of truth, that the pupil may catch its luster.

Such a teacher will secure the pleasure, the success and the consequent attendance of the scholar.

NUMBER OF TEACHERS AND THEIR WAGES.

The number of those who gave instruction in the public schools during any part of the past year, was 6,696; of these, 2,559 were males, and 4,137 were females. By a reference to the Report of the Secretary of the Board of Education in 1852, I find that the whole number of male teachers was 2,767; and of female, 4,248. The whole number of teachers for that year was 7,015. By a comparison of the two years, it will be seen there has been a decrease in the number of teachers of 319; of these 208 are males, and 111 are females.

The average wages, exclusive of board, paid to male teachers the past year, has been \$20.57 per month; and to female teachers, \$1.90 per week. In 1852, the wages of the former was \$17.33, and of the latter, \$1.54, showing an increase of \$3.24 in the one case, and \$0.33 in the other.

It would be interesting to investigate into some of the probable causes which have contributed to this decrease in the number of teachers in our public schools. The low price of wages at which they are compelled to labor is undoubtedly the principal cause.

Many more inviting fields of labor present themselves, than that of teaching. The mechanic or the clerk often receives double

the salary paid to the teacher. An increase in the compensation of the teacher, as well as of every other laborer, is made necessary from the greatly increased expense of living.

There would be no cause of alarm in a certain reduction in the number of our public school teachers, did we not have reason to fear that this reduction takes place among those whom we can the least afford to lose. This subject is worthy of serious reflection.

SCHOOL MONEY.

Prior to March 30, 1853, each city and town was required by law to raise by tax for the support of schools, at least forty cents for every inhabitant, taking the last census as the basis. At the above date another law was passed, requiring fifty cents for every inhabitant. The school money for the year ending April 1st, 1855, was raised in compliance with this last provision. The whole amount raised was \$333,019.76, while that required by law was \$281,148.00, showing an excess of \$51,871.76.

This result furnishes an encouraging indication. The amount received from the State the past year was \$54,398.96; from local funds, \$16,990.57; and that expended for private schools, \$23,843.00; making in the aggregate \$428,252.29, as the sum expended for school purposes. The amount raised by law gives to each scholar on the average, \$1.36; that received from the State, \$0.30; and from local funds, with the sum expended in the support of private schools, \$0.12; making an average sum to each scholar in the State of \$1.78.

There has also been expended the past year, in the erection of new school houses, the sum of \$62,808.00. The estimated value of all the school houses in the State is \$870,005.00. This exhibit shows how important an interest is that of our public schools.

A law was passed April 20, 1854, which was to take effect January 1st, 1855, requiring that sixty cents for every inhabitant shall hereafter be raised for the support of schools. The returns of April 1st, 1856, will show the practical operation of this law.

SCHOOL FUND.

It may be important in the future legislation of the State on the subject of Primary Schools, that the present condition of the School

fund, and the provisions which have been made for its future increase, should be set forth in this report. The first act which formed a basis for this aid to the public Schools, was passed January 23, 1821, imposing a semi-annual tax of one-half of one per cent. upon all the banks within the State. The monies received into the treasury by virtue of this act, from the time of its passage to March 4, 1833, were taken to defray the expenses of the State.

The following table shows the amount received into the treasury, from the bank tax, from 1821 to 1833.

Years.	Amount.
1821	\$15,000 00
1822	14,625 00
1823	13,000 00
1824	14,420 81
1825	15,972 45
1826	17,871 97
1827	19,967 97
1828	21,075 00
1829	17,750 00
1830	13,581 00
1831	16,750 00
1832	14,795 40
Whole amount,	\$194,809 60

The act of March 4, 1833, provided that the Treasurer of State distribute to the several towns and plantations, according to their number of scholars, the monies subsequently received by him from the bank tax, and in compliance with this act, the following sums were distributed, from the year 1833 to 1849 inclusive.

Years.	Scholars.	Amount.
1833	175,513	\$18,389 31
1834	176,218	23,609 28
1835	183,597	26,390 49
1836	186,693	35,830 88
1837	193,189	49,415 26
1838	201,632	48,146 24
1839	203,290	44,570 22
1840	205,193	40,965 00

Years.	Scholars.	Amount.
1841 . . .	209,087 . . .	\$33,537 06
1842 . . .	211,483 . . .	29,590 00
1843 . . .	214,353 . . .	27,823 56
1844 . . .	217,691 . . .	26,131 88
1845 . . .	220,890 . . .	26,090 00
1846 . . .	220,700 . . .	26,215 00
1847-8 . . .	223,649 . . .	24,850 56
1848-9 . . .	230,562 . . .	25,909 02
		\$508,463 76

An act "providing for the promotion of education" was passed Feb. 23, 1828, authorizing the Land Agent, under the advice and direction of the Governor and Council, to sell any number of townships of land already surveyed and not otherwise appropriated, not exceeding twenty. The Land Agent was required to pay to the Treasurer of the State all sums so received, and the Treasurer to keep a separate account of all moneys received from the sales, and all notes, and the same were to constitute a permanent fund to be reserved for the benefit of the Primary Schools. No moneys were received into the Treasury by virtue of this act until 1838. The following table will show the amount of the Permanent School Fund on the different years given below:

Years.	Amount.
1838	\$2,813 66
1842	20,782 92
1846	57,629 51
1848	104,648 90
1853	116,074 24
1854	116,946 96
1855	125,281 01

In 1849 an act was passed "to appropriate the interest upon the Permanent School Fund to the support of primary schools." This law provided that a sum of money equal to six per centum upon the whole amount of the Permanent School Fund should be distributed annually to the several cities, towns and plantations, in the same manner and upon the same basis as the tax on banks was then distributed.

Below is given the amount of money, and from what sources derived, which has been distributed for school purposes since 1850, and also the whole number of scholars. It will be seen that the income is chiefly from the Bank Tax, and that the whole amount distributed the present year, is \$15,784.25 more than on any preceding year.

Years.	No. Scholars.	Int. on Sch. Fund.	Bank Tax.	Whole amount.
1850	234,187		\$33,485 60	\$33,485 60
1851	237,708	\$6,255 33	27,446 48	34,701 81
1852	238,700	6,261 81	32,376 69	39,638 50
1853	238,736	6,964 45	38,011 08	44,011 08
1854	241,689	7,016 81	48,843 72	55,860 53
1855	238,239	7,516 81	64,127 97	71,644 78

The sources of income, therefore, to our public schools, are the Bank Tax, and the interest on the Permanent School Fund. It becomes a question of interest to ascertain what measures the Legislature has taken to increase this Fund. It should first be stated that the lands set apart for school purposes in 1828, and which remain unsold, are estimated to be worth \$40,000.

In addition to this prospective increase, the Legislature of 1850 passed the following resolve :

Resolved—That the land agent, under the advice and direction of the Governor and Council, be and he hereby is authorized to set apart and reserve twenty-four half townships of the undivided land of the State, and make a record of such reservation ; and that he be directed to sell not more than one township of said reserved lands during each year, unless otherwise ordered by the Legislature, and to pay over the proceeds of such sale, when made, to the Treasurer of State. And that said proceeds be and hereby are appropriated as a permanent fund for the benefit of Common Schools, and the interest of which fund to be paid over annually for their use in the same manner as the interest on the school fund is now paid.—Approved August 24, 1850.

The passage of this resolve was an act worthy of all praise, but your Superintendent regrets the necessity of reporting that no steps have ever been taken to carry out its wise provisions. He would earnestly recommend, that such action be taken, as shall secure to the School fund the yearly increase intended by the passage of this resolve. It would tend greatly to increase the interest,

which should be taken in this important feature in our School system, were the land agent requested to furnish a statement of the precise location of the townships, half-townships, lots or parts of lots, as the case may be, of the lands set apart for school purposes by the act of February 23, 1828, and remaining unsold; also that of the twenty-four half-townships, should the above resolve be put into execution. On the revision of the School laws in 1850, the time of distributing the School funds was changed from the fifteenth of February to the month of May, and in 1853, the time was again changed to the first of June.

The law, regulating the distribution of the State School Funds, is of so much importance to those School officers, whose duty it is to make the required returns to the Secretary of State, I have deemed it proper to insert it in this place.

AN ACT FURTHER REGULATING SCHOOL RETURNS, AND THE DISTRIBUTION OF THE STATE SCHOOL FUNDS.

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

SECTION 1. The Superintending School Committees of the several cities, towns and plantations, shall make the returns required by law to be made by them to the office of Secretary of State on or before the first day of April in each year.

SECT. 2. In any plantation where no Superintending School Committee has been elected, the assessors or clerk may make the required returns.

SECT. 3. In case the returns from any city, town or plantation shall not be received at the office of the Secretary of State in the month of April, he shall on the first day of May notify the committees of the delinquent cities, towns and plantations of the deficiency on their part.

SECT. 4. The Secretary of State shall ascertain annually, on the first day of June, from the returns of the several school committees, the number of children between the ages of four and twenty-one years, in the several cities, towns and plantations, from which returns have been received, and furnish a list thereof to the State Treasurer.

SECT. 5. The Treasurer shall, immediately after the first day of June, apportion to the several cities, towns and plantations, the State School Funds for the year, from whatever source derived, according to the list furnished to him by the Secretary of State, subject, however, to the provisions of the following section.

SECT. 6. In case any city, town or plantation, shall not have made the returns required by law in season to be embraced in the list returned by the Secretary of State to the Treasurer, the number of scholars belonging to said

city, town or plantation, assumed as the basis of the next preceding apportionment, deducting so many as may have been set off to any other town or incorporated into any new town within the year, and also deducting one-tenth part of the remainder, shall be the basis of the new apportionment, so far as regards said city, town or plantation.

SECT. 7. The State Treasurer, immediately after making the apportionment, shall notify each city, town and plantation, of the amount of its proportion.

SECT. 8. The proportion assigned to any city, town or plantation, which has failed to make returns for the year, shall not be paid to said city, town or plantation, until said returns are made to the Secretary of State.

SECT. 9. All acts and parts of acts inconsistent with this act, are hereby repealed.

SECT. 10. This act shall be in force from and after its approval by the Governor.—Approved February 22, 1853.

TEXT BOOKS.

The law has conferred upon Superintending School Committees the duty and power to prescribe the books to be used in the public schools, and upon the Superintendent the duty to “consult and advise” with these officers in the discharge of this delicate and responsible trust.

I have held to the opinion that the Legislature did not intend to confer upon the Superintendent any power or duty in relation to text books, which could, in any degree, interfere with that already conferred upon the School Committees, and that he could not properly consult or advise in this respect till they, in the exercise of their judgment, had decided that the interests of the schools in their respective localities demanded a change in the books then in use.

I have, therefore, regulated my action in accordance with this opinion. School Committees should approach their duty in relation to text books with a most conscientious regard to the wants of the schools under their supervision. Books should be selected which are found to possess superior merits. I am happy to report a more healthy public sentiment on this subject. Committees are more careful how they commit themselves to any new series of text books, and rely more upon their own judgment, and less upon the words of book-agents. These officers have only to act independently of any other consideration than a faithful discharge of duty, and acting thus, the multiplicity of school books will become a good instead of

an evil, and parents will not be so unwilling to supply their children with the books recommended. When a change is needed, let it be made, after a most critical examination into the character of all the recently published works of the class in which a change is proposed.

Another important branch of this subject is uniformity. It needs no argument to show that just twice the attention and instruction can be given to a school supplied with a uniform series of books on the same subject, than when supplied with two. If one half hour is set apart for instruction in reading to those scholars able to read in the first class, and one half of them be supplied with one reading book, and the other half with one wholly different, it is quite clear that but fifteen minutes can be given to each division, and equal justice be done to the remaining classes. Here is an absolute loss. Too many of our schools are sadly suffering from this evil, and Committees cannot do a better work than to labor for its speedy removal. There is a very great uniformity in the use of readers in our schools, a general uniformity in arithmetics and grammars, but a great lack of it in geographies.

SCHOOL HOUSES.

My predecessors in this department gave much valuable information in their reports, upon this important subject, yet there still exists a necessity for its further and continued consideration. Very decided improvements have been made in the location and internal arrangements of many of the School Houses, which have been built during the past few years.

These improvements, to a very great extent, may be traced to the influence of the discussions upon this subject and the plans which have accompanied the reports. In the rural districts, especially, these plans have been eagerly sought, and greatly aided in the formation of such plans as their peculiar circumstances demanded. The great and leading principles in school architecture should be kept before the public, and every School district be made thoroughly acquainted with them. In this way we may hope for the advancement which we so much need.

The larger portion of our School Houses are too small, badly seated, badly located, without the means of ventilation, destitute of playground and outbuildings. The location or site of a School

House is of primary importance. It should be quiet, retired, accessible, attractive, and in all respects healthy. It is too often the case that a site is selected with no reference to its fitness, but because it may be precisely in the territorial center of the district, although it be beside some unhealthy marsh, on some bleak hill, or where nature has refused to the spot a single beauty. There will generally be no difficulty, especially in the country and small villages, in procuring a spacious lot, attractive by its natural surroundings and commanding, in one or more directions, "the cheap and priceless educating influences of fine scenery." The lot should be sufficiently large to admit of a yard in front for a playground. This yard should be adorned with trees, with walks and plats for shrubbery. Why should the school-yard be less attractive in its greensward, its trees, walks and flowers than that of home? In and about the school-room the child spends half its waking hours.

The soul's innate love for the beautiful should here find the means of its gratification. Besides a playground in front, there should be a rear yard, and furnished with separate privies. Such conveniences no civilized people will neglect.

If the School House has but one front door, it should have two inside doors, one for each sex. Each entry should be fitted up with hooks and shelves for hats, bonnets, overclothes, umbrellas and dinner pails; with a sink, waterpail or pump, with brooms, and all the means and appliances necessary to secure habits of order and neatness.

There should be in each room a sufficient number of seats to accommodate all the scholars who may be entitled to attend. The outside ranges of seats, as is often done, should not be attached to the wall, but have an aisle at least two feet wide. These aisles can be used for the spelling and other classes, and will afford an easy access to the black boards. No seat should be made to accommodate more than two scholars. Between each range of seats, there should be an aisle at least twenty inches. The seat should be hollowed like an ordinary chair, and vary in height from ten to seventeen inches from the outer edge to the floor without the muscles of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back rising above the shoulder blades.

By far the largest number of our Schools will not be able, for many years, to adopt any other than the district system. They will need but one school-room, made to meet the wants of all the scholars in the district, by varying the size of the seats.

In small villages and populous country districts, at least two rooms should be provided. This can be done, by having both on the same floor, as represented in some of the accompanying plans. In large villages and cities, a better classification of the schools can be adopted, and, of course, more completeness can be given to the buildings and rooms appropriated to each grade of schools.

The subject of school architecture is too comprehensive to admit a satisfactory presentation in a report of this kind; but should be discussed in a separate document, including the general principles to be observed in the location, warming, ventilation, arrangement of desks, seats and aisles of the school-room; plans for School Houses suited to the different grades; school apparatus and furniture.

Such information, with its distribution provided for by the Legislature, would be productive of great good to the Common School interests of the State, and repay the expenditure a thousand fold.

The invaluable work on *School Architecture*, by the Hon. Henry Barnard, LL.D., should be made the property of every district, or at least of every town in the State. It is a fund of the most reliable knowledge upon every branch of this important subject. It has been furnished to every town in the State of New York, and by legislative appropriations, to the several towns in the State of Massachusetts, Connecticut, Rhode Island, Vermont and New Hampshire, and the province of Upper Canada; and to every district and library in the State of Ohio, and to every town library in the State of Indiana. An edition of five thousand copies of an abridgment of the work has been circulated among the promoters of schools in England, Scotland and Ireland.

Shall Maine be behind her sister States, in securing the means of improvement upon a subject so intimately connected with the prosperity of her Common Schools?

The volume, containing 464 pages, will be found on examination to contain—

1. An exposition, from official documents, of common errors in the location, construction and furniture of School Houses as they

have been heretofore almost universally built, even in States where the subject of education has received the most attention.

2. A discussion of the purposes to be answered, and the principles to be observed, in structures of this kind.

3. Descriptions of a variety of plans, adapted to schools of every grade, from the Infant School to the Normal School, in a variety of styles, having a Gothic, Elizabethan or classic character, and on a large or small scale of expense; either recommended by experienced educators, or followed in buildings recently erected in this country or in Europe.

4. Numerous illustrations of the most approved modes of constructing and arranging seats and desks, and of all recent improvements in apparatus for warming and ventilating school rooms and public halls generally.

5. A catalogue of maps, globes and other means of visible illustration, with which each grade of school should be furnished, with the price, and place where the several articles can be purchased.

6. A list of books, with an index or table of contents to the most important volumes on education, schools, school systems and methods of teaching, suitable for school libraries, with reference to catalogues from which village libraries may be selected.

7. Rules and regulations for the care and preservation of School Houses, grounds and furniture.

8. Examples of exercises suitable to the dedication of School Houses to the sacred purposes of education.

9. A variety of hints respecting the classification of schools.

SMALL DISTRICTS.

We not only need good School Houses in every town, but such a division of its territory, as will secure for each school, whenever practicable, a sufficient number of scholars to arouse and call forth the active energies of the teacher, and the enthusiasm of the pupils themselves. The Legislature has conferred upon towns the authority to determine and define the limits of their School districts, and in the exercise of this authority, they have shown so strong a tendency to divide and subdivide these districts, that many of them have become wholly unable to maintain a really useful school. This

is one of the greatest evils attending the practical operation of our school system, and one which should command the serious reflection of the people.

It will be well to consider some of the injurious influences, produced by this kind of municipal action. In the first place, the schools in such small districts must be of short continuance, for the money to be expended, will be in proportion to its number of scholars. As soon, therefore, as the pupils have recovered what they had lost during the vacation; as soon they begin to advance and the school becomes of actual value, the money fails and the term is brought to a sudden and early termination. This is the most obvious effect, and arises from the actual inability of the district to maintain a longer school. The Hon. Wm. G. Crosby, as Secretary, in 1848, thus spoke in illustration of this evil. "Suppose the amount of money which a district has to expend in employing a teacher or teachers, to be \$100. At a compensation of twenty-five dollars per month, a male teacher could be employed for three months, for the winter school, and at eight dollars per month, a female teacher could be employed the same length of time for the summer school, and thus a school could be sustained in the district, for six months in the year. Suppose this district to be divided; the proportion of the school money which would fall to each, would be fifty dollars, and at the same rate of compensation, the winter and summer schools would each be reduced one-half, in length, or in other words, each would continue but one month and a-half, affording in all, three months, instead of six months, schooling in the year. But the foregoing illustration does not exhibit the full extent of the loss sustained by such an operation. I believe it to be a well settled fact that under the tuition of a competent teacher, the last half of a three months' school is far more profitable to the pupils than the first. The curtailment of every day in the length of a school, is a diminution of its value in a two-fold proportion, at least." Again such districts are unable to secure the services of able and experienced teachers. They must put up with those who would not venture into a large school, or even harbor the thought of teaching at all, were there not such subjects upon which to experiment. It is a common saying among

such candidates for the profession of teaching, "I will get some small school, this winter, and so *break in*." *They* may *break in*, but the *school*, in all probability, will *break down*. These small schools, then, have more than their share in educating teachers for the larger schools, and to such inexperienced and wholly unqualified teachers, they become the inevitable prey, for those of an opposite character will not submit to the dullness, necessarily incident to a school composed of so few members. There is not enough to quicken and call forth their energies. There is but little action of mind upon mind, no exhilaration, no enthusiasm, no healthy emulation. The more advanced scholars, not finding a competent teacher, become dissatisfied and abandon the school. On the other hand, in schools composed of a requisite number of pupils, it is often the case, that there will spring up an emulation among the larger scholars, especially among those in about the same stage of advancement, which will give a life and zest to the whole school. The Secretary of the New Hampshire Board of Education in 1854, in discussing this subject, thus speaks upon this point: "So long as we maintain a large number of small schools we cannot expect to find, to any great extent, the most interesting class of pupils connected with the Public Schools; for they will resort to the academies and private schools, where they think they can receive better advantages for improvement. The best scholars in the State should be induced, if possible, to attend the district School, for their influence is almost as important as that of the teacher in awakening and sustaining an interest in the minds of the other pupils. It is frequently the case that a few high-minded and ambitious students will change the character of the whole school."

It may be well to consider some of the causes which have contributed to this multiplication of school districts. Sparseness of population is one cause. In the newly settled portions of the State, and isolated neighborhoods, large schools cannot be expected. No complaint is made at the effects of this cause. An increased population, also, not unfrequently leads to the same results. The schools become large, and, instead of adopting the system of graded schools, are unwisely divided, each forming two distinct schools, when before there was but one. Another and prominent cause is a desire

indulged in by parents less wise than fond, to have the privileges of the school brought to their very doors. Many parents seem to regard it a great blessing to have the school near by, so that their children will not be obliged to walk a great distance. A more fallacious view could not be entertained; for it might almost be said that the school diminishes in value just in proportion as it is brought near. An experienced teacher has said: "So uniform has been our experience upon this subject, that we have always found our most punctual and attentive students those who live remotely from the school room; and we believe that an examination of our school records will add weight and importance to the testimony here given. The scholars would be much stiller in the schools, and would prosecute their studies with a great deal more of success, were they all required to take active and brisk exercise in the open air, at least one hour before each session. A two miles' walk is none too much for a person who is to be confined three hours to hard study. He will accomplish more with than without it, and will not be exposed to one half the mental fatigue and exhaustion that he otherwise would be."

If a child has not sufficient strength to walk one or two miles to school, it has not enough to remain in school and pursue its studies with success. Children, these days, are brought up too tenderly. They are not taught, as formerly, that life is a battle, that what is worth having must be fought for, and that life is full of its stern conflicts. Parents should seriously reflect upon this whole subject, and seek to imbue the minds of their children with correct views of life and its solemn responsibilities. Another prominent cause is the dissensions which frequently arise in the management of the financial affairs of the district, the location of a school house, or some question of government in the school. Sides are taken, and the contest results in the dismemberment of the old school, and the establishment of two in its stead. A law was passed by the Legislature of 1854, providing that the inhabitants of a town shall not divide or discontinue any district, "until the Selectmen and Superintending School Committee of such town, who are hereby constituted a committee for that purpose, shall have submitted to the town a written statement of facts, with their decision thereon, that such

division, discontinuance or annexation, is necessary and proper." It will be seen that the Selectmen and School Committee have the power to prevent the formation of any new school district. This is a delicate trust, and should be performed with a strict regard to the actual wants and interest of the inhabitants praying for such division or discontinuance. I propose to issue a circular to these officers in the several towns of the State, before their next annual election, and state the circumstances which should influence them in the formation of a right decision. Another law was passed by the last Legislature, which has a bearing upon this subject. It provides that the Selectmen and Superintending School Committee shall so divide ten per cent. of the school money among the different districts as "shall give to the smaller districts a more equal opportunity of enjoying the benefits of common school education with the larger districts."

I would respectfully suggest, whether the practical operation of this law will not tend to the formation and continuance of small districts, and whether it should not be repealed or so amended as to apply only to those necessarily small, either from sparseness of population or isolation of position.

GRADED SCHOOLS.

A graded school is a classified school, consisting of two, three or four departments, to each of which the pupils are distributed, according to their ages and attainments, and placed under teachers adapted to each grade. These departments are generally denominated the Primary, the Intermediate, the Grammar, and the High School. The larger cities have very generally adopted the four departments. In some of the smaller cities, and larger villages, the system embraces but three, the Intermediate being omitted; and in the smaller villages, and populous rural districts, but two, the Primary and Grammar. In the cities, two or more classes of school-houses are provided; while in the villages, and populous districts, which have adopted the graded system, one commodious edifice is usually erected for the accommodation of all the departments. Inasmuch as very many villages and neighborhoods have not yet attended to a proper gradation of their schools, although the number

of their scholars renders it not only practicable, but highly necessary to their success, I wish to state some of the difficulties attending the instruction and discipline of a mixed school, and some of the advantages in the classification of pupils according to their ages and attainments. The one school system brings into the same room all the pupils of the district, however different in ages and attainments, and so divides the labors of the teacher that his services become of but little value. It necessarily multiplies the number of classes, and affords but little opportunity for explanation and illustration, and for pointing out the practical bearing and utility of the subjects taught. It allows to the teacher very little time for awakening and disciplining the minds of his pupils by a searching and skillful examination into the amount of their knowledge and the process by which they obtained it. "The work of education going on in such schools, cannot be appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils; a series of processes, each adapted to certain periods in the development of the mind and character, the first intended to be followed by a second, and the second by a third, the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made." Such a system must embrace the lower and higher branches of an English education, and different methods of instruction are called for, which can never be pursued with success in the same school-room. The elementary principles can be made intelligible to the young only by a large use of oral methods. The higher branches, especially the mathematical, require patient application and habits of abstraction, which cannot be secured amid a multiplicity of distracting exercises, movements and sounds.

Many important subjects of study must be excluded, for the teacher has no time to attend to them, and no regular and suitable course of study can be introduced, owing to the shortness of the schools, and the transient character of the teachers. It is hardly possible to overrate the evils which result from a frequent change of teachers; "for scarcely any two have the same methods; and the one who follows has no opportunity of becoming acquainted, by

actual observation, with the condition of the school, or the methods of his predecessor. The one has departed before the other arrives. He enters the school, a stranger to the children and parents; unacquainted with the relative propensity and aptitude, the disposition and habits of the different scholars; ignorant of the course of discipline and instruction pursued by former teachers, and with the prospect of retiring himself at the end of two or three months." It would be easy to enumerate many other evils resulting from a frequent change of teachers.

The following may be regarded as among the peculiar advantages of the graded system: It greatly increases the ability to erect convenient and attractive buildings for the accommodation of the schools. At the same time, it increases the ability to secure the services of well qualified instructors. "A judicious course of study can be introduced and adhered to, with far greater facility in a graded than in a mixed school. Text books are selected with more care and judgment, and less frequently changed; and hence the progress of the scholar is less retarded, and parents are subject to a less expense. The facilities for procuring libraries and articles of apparatus, are also greatly increased."

By this gradation of schools, a few large classes are formed, and the teacher is allowed more time for their instruction. Great advantage is derived from the excitement, the exhilaration and the enthusiasm which always arise from a companionship in study. "Every one who has taught in a graded school, will acknowledge the stimulating effect which a large class exerts upon every member of it, not only when reciting, but also when studying, by reminding him constantly that many besides himself are engaged at the same time on the same lesson, and that he will soon be required to appear in their presence, and be measured by as well as with them." The teacher has a fixed amount to accomplish. He has a less number of subjects to teach, and has more time to prepare for the different recitations. In a mixed school, composed of a large number of classes, pursuing as many different studies, the teacher has no time to study the condition and wants of his classes, but is driven by the multiplicity and urgency of his duties from class to class, until he necessarily produces in their minds the same confusion which he

feels in his own, and his own mind is so quickly taken off from one exercise and directed to another, that there is not time for exciting any high degree of ardor or enthusiasm, and instead of kindling up a fire in other minds, it imparts a chill by its contact. In every point of view, the establishment of a graded school, with teachers adapted to each grade, is an object greatly to be desired.

HIGH SCHOOLS.

The highest department in a system of graded schools is usually denominated the High School. Wherever this school has been established, whether in the city as a part of a complete system, or in towns, sustained by the union of all, or even two or three contiguous districts, it has never failed, when properly constituted and conducted, to receive universal favor and approbation. It greatly increases the advantages to be derived from our common schools. It furnishes to all, to the poor as well as the rich, the means of securing a complete English education. The High School exerts a most salutary influence upon the lower schools; stimulates the efforts of teachers; increases the exertions of scholars by the hope of promotion; economizes labor by enabling the teacher to give thorough and systematic instruction to a much larger number of pupils; furnishes in due time, well-qualified teachers for all the schools of lower grade; affords an opportunity for thousands to obtain an education of a higher order, who without such aid, would be doomed to pass through life with the mere rudiments; evokes genius, develops talent, and draws out those intellectual and moral resources, which the spirit of the age, and the highest interests of the State demand; it supercedes the necessity of private schools, and thus relieves the community of sustaining a two-fold system of education.

I propose to fortify these positions by extracts from reports made in our own and other States, where the value of a High School has been fully tested. Most of these extracts are taken from the report of the School Commissioner in Ohio, collected by him from the New England and other States, to sustain the like positions.

“The privileges of a High School are not only brought within reach of each district, but of all classes of the community; and are actually enjoyed by the children of the same age, from families of

the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart and hand in the same sports, pressing up together to the same attainments in knowledge and character, are found the children of the rich and the poor—the more and the less favored in outward circumstances, without knowing or caring for the arbitrary distinctions which classify and distract society.”

“But for the existence of the High School, full three-fourths of those who have been its pupils, would, most probably, never have enjoyed the opportunity of receiving more than the lowest rudiments of knowledge. These are the results which should surely commend the High School to the calm judgment and decided support of the great mass of the community, and indeed of every philanthropist.”

“The influence exerted by the establishment of the High School has been very marked and beneficial. It has caused a generous emulation, and elevated the standard of education. It has produced a greater degree of thoroughness, and a better attendance in the common schools. It opens to the poorest child an avenue by which he can be admitted to the realm of knowledge, not as a *charity*, but as a *right*. It opens to all those advantages which heretofore money alone, or humiliating dependence could obtain.”

“Our public High School has been in operation about ten years, and has during the whole of this time, been highly useful in many ways. It has been a stimulus to exertion to the scholars of the lower schools, and has furnished us with well educated teachers in our common schools.”

“The influence of the High School is decidedly manifest in elevating public sentiment in reference to the advantages of common schools, and the value of general education. It presents also a powerful and abiding stimulus to the scholars in the lower schools, to greater diligence and effort to qualify themselves to gain admission, so that even our grammar schools now, are far better than our best schools, public or private, before this system was introduced. The effect is also visible in removing the necessity of private schools; and the children of all classes now vie with each other on a common level for elevation, and the only ground of distinction is good scholarship and correct deportment. Nor can the benevolent mind con-

template without high satisfaction, its results in imparting a gratuitous education of an elevated character to hundreds of children, whose pecuniary means are totally inadequate to secure it in private schools."

"It takes the children of the people, and sends them out into life endowed with such eminent advantages of education, that they will be a blessing to society, adorning their varied pursuits with intelligence, enriching them with their discoveries, elevating and equalizing the rank and respectability of their widely different occupations, making industry honorable, and securing to labor its proper dignity. It will bring out genius that otherwise might be lost forever. It will pick up, perhaps out of the kennels of society, many a gem of priceless value, and will polish it, and set it on high, that it may shed its lustre upon the world."

Dr. Sears, in his last report as Secretary of the Massachusetts Board of Education, says:

"High schools have sprung up rapidly in all parts of the Commonwealth, within the last six years, making the number about eighty.

Nor is that which is gained in the wider distribution of the privileges of a higher education counterpoised by any deterioration of its quality. We have the testimony of gentlemen connected with the colleges, that from the time they began to receive students from these recently established high schools, the classes coming under their care have been actually improved; that the young men brought forward in these schools have generally manifested superior energy of mind and of will; and that even in those cases where their knowledge of Latin and Greek was found less accurate than that of other students, the reverse of which was generally true, they still possessed a greater amount of general knowledge and various culture, and constituted, on the whole, a better class of students.

The effect of this order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; make young men of superior minds conscious of their powers;

bring those, who are by nature destined to public service, to institutions suited to foster their talents; give a new impulse to the colleges not only by swelling the number of their students, but by raising the standard of excellence in them; and, finally, give to the public with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part, struggling with embarrassments and difficulties.

Another effect of this liberal policy in regard to the public schools, is, that it gives the schools themselves a place in the estimation of the people which they never held before. We need not go back many years to find a prejudice against the public schools, and in favor of academies and private schools. The latter were regarded as more respectable; and many families gave their money, and sent their children to them, as being designed for a more select class. Now the case is reversed. There are no better schools in the Commonwealth than some of our public high schools, and to these families of the highest character now prefer to send their children. This makes our schools common in the best sense of the word, common to all classes, nurseries for a truly republican feeling, public sanctuaries, where the children of the Commonwealth fraternally meet, and where the spirit of caste and of party can find no admittance.”

SCHOOL SUPERVISION.

All will readily admit that a thorough and faithful supervision of our public schools is eminently essential to their proper management, and wholly indispensable to their improvement. The duties imposed upon Superintending School Committees freely recognize the principle of supervision. These duties may be said to commence when a teacher applies to the Committee for an examination of his qualifications to teach, and a certificate, if they are found sufficient. In the discharge of this duty, they are to ascertain whether the candidate has so mastered and comprehended in his own mind the elements of the studies in which he is expected to give instruction, and has so completely familiarized them to his own mind, that he can clearly present them to the minds of his pupils; whether he has a sufficient knowledge of the mind, its faculties, the law of their development and their comparative strength, the mental processes of the child in

arriving at a full conception of any truth, to enable him to teach understandingly, and whether he has a knowledge of the order to be observed in presenting the elements of any study. He should also be required to exhibit his modes of illustrating some of the more common yet important principles which he will be called upon frequently to present. Although a candidate might be found qualified in the above respects, yet it is equally important to ascertain his views upon school government, and if found to be wrong, to correct them; to know how he would meet any difficulties which might arise in his school; how he would win the affections and elicit the interest of his pupils, and how secure the co-operation of parents. Such an examination will show whether the teacher has any shrewdness or tact, and a knowledge of human nature as well as science. The age demands well educated, efficient and intelligent teachers, and Committees should be up to this demand in their examination. Poor teachers will not submit to the ordeal, and their places will be taken by such as the age does demand. Just in proportion as the teachers in our public schools are competent to impart instruction in the mode best calculated to develop the various faculties of the expanding mind, will these schools become the fitting temples of science, the pride and boast of the State.

When the teacher has been allowed to enter the school, under the sanction of the Committee, then it becomes their duty, at an early day, to visit the school, not simply to ascertain whether he is putting into successful practice the knowledge which he exhibited at the examination, but to give him such counsel and assistance as he may seem to need. There is too much formality in the manner in which Committees visit schools. They do not do their whole duty. If the classification or order of the school is defective, it is their duty to give the teacher some friendly advice in the matter. Many of our teachers are immature in years and consequently in experience, and they therefore greatly need this assistance from the Committee. These officers should inform the teacher concerning the characteristics of the people among whom he is to labor, and, in fine, should assiduously labor for the complete success of the school. They should also urge upon the inhabitants of districts the importance of providing convenient and healthy school-rooms for their children; and

make them acquainted with all the information, which they can gather, upon each and every subject connected with the proper management of school affairs.

These are but a part of the required and implied duties of Superintending School Committees. Men should be elected to this office who are thoroughly qualified for its duties, and who, at the same time, are not afraid to work, but are willing to work hard; and men, who are able to determine whether a teacher is really qualified for his work. In the election of no municipal officers should voters so seek for absolute fitness, as in the election of those who are to superintend so important an interest as that of their common schools.

SCHOOL COMMITTEES' REPORTS.

It is, also, made a duty of the Superintending School Committee, to make a written report, annually, to the town, "of the standing of, and progress made in, the several schools, and the success which may have attended the mode of instruction and government of their respective teachers."

This provision of the law is one of vital importance to the welfare and progress of our common schools. A faithful and intelligent compliance with it, would work in them a complete revolution. At the close of the year the Committee are in possession of all the facts necessary for a full and complete report. If they have attended to their duty, they have thoroughly examined all the teachers before entering the schools; have visited the schools at their commencement, observing the modes of instruction and government adopted by each teacher, giving them such advise and counsel as they might seem to have demanded; have visited the same schools, near the close, thereby becoming acquainted with the results which have been attained; have prescribed the books to be used; are acquainted with all the excellencies and defects of the different school-houses, and the deficiencies of maps, globes and black boards. They know whether parents have co-operated with teachers, visited the schools, and have inculcated in their children the spirit of obedience, or have thwarted the efforts of teachers, and disheartened them by their coldness and indifference. The registers will also furnish many

facts of importance; whether the means of education have been enjoyed by all the scholars in the town, and whether parents have fully realized the value of these means of improvement to their children. They know what ideas prevail upon the various subjects connected with common schools, and the support which they have received.

With all these, and other facts, the Committee should be able to make a full report of all the schools. They can have no excuse. They should give, at the close of the report, "their views of what the schools should be, the principles of teaching as they understand them, and set forth the value and importance of a good system of common schools, showing the bearing they have on the property, morals and happiness of a community."

PRINTED REPORTS.

When the Committee have submitted their report to the inhabitants of the town, it should be printed and a copy sent to every family, to be read by parents, teachers and scholars. Unless printed, however faithfully this document may have been prepared, and however valuable in statistics or suggestions, it will fail to produce much positive good; for it is usually read near the close of the town meeting, when most of the voters have gone to their homes, or their minds are occupied with some matters of business. Many arguments could be adduced in favor of printing these reports and their distribution. The Committees would be encouraged in their responsible and often arduous labors; and would seek a greater acquaintance with the general duties of their office. Teachers would seek to deserve the approbation of the Committee and the community, were their character as teachers to be set forth on the printed page, and read by every family in town. It would encourage *good* teachers, and drive *poor* ones from the field. It would tend to create a healthy emulation among the parents and scholars of the different districts, as well as increase the amount of reading matter on the subject of schools. It is respectfully submitted to the consideration of towns, whether it would not be wise to expend the sum of ten dollars to secure a printed report of the School Committee, for every family in town, that, if no other good were to re-

sult, every inhabitant might know how the five, ten or fifteen hundred dollars, raised for the support of schools, had been expended, and with what results. Committees are recommended to bring this subject to the consideration of their respective towns, in their next annual report. It is made a duty of the Superintending School Committee to forward a copy of their report, when printed, to the Superintendent of Common Schools. Twenty-four such have been received, from which were taken the accompanying extracts. The one received from the town of Dedham did not contain any general remarks from which an abstract could be made. Those from New Gloucester and Brownfield were written. Many of these documents are model reports, reflecting much credit upon their authors as well as the towns which are so fortunate as to have the services of such officers. All of them are practical, and clearly present the existing condition and wants of our public schools. Your Superintendent has deemed it desirable herewith to submit such extracts from these reports as furnish the views of different minds upon the various questions connected with the prosperity of the schools. The influence of thus sending forth to each town in the State such information, thus furnished by different committees, cannot fail to result in much good. Experience has shown in other States that the reports of those officers have greatly increased in value since they have been thus published. The Committee of each town not only learn the views entertained by their co-laborers in other towns, but may improve the manner of preparing their own reports. The last annual report of the Massachusetts Board of Education contains one hundred and thirty-seven pages of abstracts from the reports of one hundred and seven towns. The proportion of towns thus reported to the whole number, is even larger in New Hampshire than in Massachusetts. The number of towns which print the report of their School Committee in our own State, do not, probably, exceed forty. Two hundred and twenty towns receive over one hundred dollars each from the State School Fund, and it is suggested whether they should not be required to furnish to every family in town a printed copy of the School Committee's report, as a condition of receiving their proportion of this money.

SCHOOL LAWS.

Different school officers, in various parts of the State, have called my attention to the importance of a new compilation and publication of our school laws, and have expressed the wish that I should bring the subject to the consideration of the Legislature.

Many reasons could easily be adduced in favor of such action. Quite a number of years have now elapsed since these laws were distributed among the different school officers; and during this time very many and important changes have been made. Some acts have been repealed; others have been passed, also numerous amendatory acts, materially changing the force of many of those which still remain unrepealed. No provision is made by which Superintending School Committees, district agents or clerks, come in possession of these yearly enactments. Since the revision of the school laws in 1850, new and very delicate trusts have been committed to some of these officers, upon the correct discharge of which rest the prosperity of the schools, and the peace of neighborhoods. These officers, moreover, are constantly changing, and hence the greater necessity of frequently supplying them with the laws which are to govern them in their official conduct. The isolated position of many towns and districts, renders it quite certain, that they will continue ignorant of the laws unless they are furnished by the State. Should they be printed in a pamphlet, it should contain the more important judicial decisions in relation to the public schools, as also a few blank forms, such as those for calling a district meeting, of notifying the selectmen in case the district shall be unable to locate a school-house, and such other forms as districts need in the management of their affairs, the want of which very often leads to much trouble and expense. To this subject I would respectfully call the attention of the Legislature.

TEACHERS' CONVENTIONS.

A Teachers' Convention, as provided for by law, has been held in each county of the State the present year. The first session was held at Alfred, in York, commencing August 13; the last at Auburn, in Androscoggin county, closing November 21st. The

regular Board of Instruction consisted of Professor Charles G. Burnham of Haverhill, Mass., and Walter Wells, A. M., of Portland.

Professor Burnham's long experience as a practical teacher, and as an Instructor for a series of years in the Teachers' Institutes in New Hampshire and Vermont, gave to his connection with the Conventions the highest success and value. His instructions were eminently adapted to the wants of the teachers composing the different Conventions, and did not fail to secure their fullest commendation. His method of teaching was elementary, and well calculated to impress upon the mind of the teacher the importance of commencing in his instructions where the mind of the child begins, and of adapting his subsequent teaching to the successive intellectual steps of the child.* Such a method unfolded to the classes the true theory of teaching; a theory founded upon the constitution of the mind itself. In addition to his lectures in arithmetic and reading, he also addressed the teachers upon the subject of school government, the importance of thoroughness in their teaching, the duty of seeking the physical and moral, as well as mental education of their scholars, and the means to be used in securing the co-operation and interest of districts and parents. All his instructions and suggestions bore a decidedly practical and useful character.

Mr. Wells was connected with every Convention in the State, with the exception of the one in the county of Aroostook, and gave instruction in geography and grammar. His lectures on the former study, more particularly pertained to physical geography, yet his method of presenting the subject was alike applicable to its other departments. This method was, first, a statement of the facts contained in the book; then, the reasons for the facts, and finally their influence. The peculiarly pleasing and eloquent manner in which the lectures of Mr. Wells were prepared and delivered, upon this and the subject of grammar, gained for him personally, much deserved praise and respect; and for the Conventions a corresponding interest and usefulness. ●

In the organization of the Conventions, I deemed it important to confine the instruction given at the day sessions, to the elements of arithmetic, geography, grammar, reading and spelling. I am happy to report that the members of the Conventions exhibited a strong

desire for improvement, and cheerfully received the instructions afforded them, and am also gratified to state that they readily complied with the request, to avoid the discussion of any subject which did not enter into the organization of the Conventions, or comport with their legitimate purposes.

The Conventions, in twelve counties, was held five days and evenings, each; in one, Aroostook, but three, owing to its remoteness from the places of holding in the adjoining counties; and in two, four days each, in consequence of the lateness of the season. The hospitality displayed in the towns where the Conventions were held, was exceedingly gratifying. Ample accommodations were provided for all the teachers, and every arrangement which could conduce to the pleasure and comfort of all. At Farmington, the Rev. Jonas Burnham, Preceptor of the Academy, rendered most valuable aid by his able lectures on reading, and his constant endeavors to make the session profitable and pleasant. At Houlton, Milton Welch, A. M., Preceptor of the Academy, did much to render our meeting profitable and acceptable to the hospitable people of that village. At Machias, James H. Hanson, A. M., Teacher in the Eastport High School, had charge of the department of reading, and made his lessons exceedingly valuable to the members of the Convention.

LECTURES.

Sixty-nine public lectures were delivered at the evening sessions of these Conventions, and I am happy to report that they were very generally of a practical character, well calculated to instruct and improve the members of the Conventions in their duties as teachers; to awaken within them as students a livelier enthusiasm; and to arouse in the minds of citizens a deeper interest in the cause of common schools. Large and attentive audiences, and in some instances, filling the house to overflowing, characterized these evening sessions. The interest in each County was an increasing one, and not unfrequently towards the close of the week, brought in large numbers from the adjoining towns. At some of these meetings, gentlemen, who for years had stood aloof from the public school, came forward, admitting their former want of interest, and pledging to their fellow citizens there assembled with them, a

warmer co-operation in future. This feature of the Conventions should not be lost sight of by our legislators or our citizens generally.

It is this interest, intense and all-pervading, which must lead the way to improvement. Parents can be brought out at these evening meetings, and can there be told, in no doubtful language, that they have duties to perform, duties for the right discharge of which, the character which their children shall sustain, when placed on the stage of life, loudly calls. Parents can here be told, that they must visit their schools, must furnish school-rooms so constructed and provided as to secure a physical as well as a mental development of their children, must extend to their teacher a cordial hand, and must make him feel that all around him are hearts warm with interest in him and his success.

The Lectures given were upon the following, and other equally practical subjects: Physical, Intellectual and Moral Culture; the Duties of Parents; the Duties of Towns; the Duties of Superintending School Committees; the Examination of Teachers; the best Education for the Masses; what constitutes a good School; School Discipline; and Incidental Teaching.

LECTURERS.

Of these Lectures, Prof. Burnham gave thirty; your Superintendent, ten; Prof. J. T. Champlin, D. D., of Waterville College, four; Rev. Samuel Souther, Jr., of Fryeburg, three; Rev. Jonas Burnham, Principal of Farmington Academy, two; George M. Staples, M. D., of Farmington, two; Rev. W. A. P. Dillingham, of Augusta, two; Rev. L. L. Knox, of Bucksport Seminary, two; and the following gentlemen, one each: Moses Lyford, A. M., Principal of Boys' Hill School, Portland; Rev. James P. Weston, A. M., Principal of Westbrook Seminary; Henry Dunlap, A. B., Principal of Standish Academy; Alvin Boody, A. M., Principal of Fryeburg Academy; Eben. P. Hinds, A. M., Principal of Oxford Normal Institute; John B. Wilson, A. B., Principal of East Corinth Academy; Walter Wells, A. M., of Portland; James H. Hanson, A. M., Principal of High School, Eastport; Rev. David

Thurston, of Searsport; Rev. David Cushman, of Newcastle; Rev. E. G. Carpenter, of Newcastle; Melville W. Fuller, Esq., of Augusta; George Woods, A. M., Principal of Lewiston Falls Academy; and A. B. Wiggin, A. M., Principal of North Yarmouth Academy.

THE NUMBER IN ATTENDANCE.

The whole number of teachers in attendance at all of the Conventions was sixteen hundred and ninety-one. Twenty-three were present at the second Convention, so that the whole number of different members was sixteen hundred and sixty-eight. This number makes an average at each Convention of one hundred and thirteen. There was found to exist in the minds of many teachers an uncertainty, whether or not the Convention would assume the character of an Institute, and I was assured by them, that many of their fellow-teachers had remained away because of this doubt. It is believed that the number in attendance will be greatly increased another year. In a few of the counties, where the teachers were nearly of equal age with those of the other counties, it was ascertained, that the average number of weeks taught by each member, was from thirty-eight to forty-three.

The table below exhibits the time and place of each session, and the number of teachers attending.

Counties.	Where held.	When.	Members.		
			Male.	Female.	Total.
York,	Alfred,	Aug. 13,	43	33	76
Cumberland,	Windham,	Aug. 20,	50	71	121
Oxford,	Norway,	Aug. 27,	78	62	140
Franklin,	Farmington,	Sept. 3,	87	79	166
Somerset,	Skowhegan,	Sept. 10,	45	71	116
Piscataquis,	Dover,	Sept. 17,	41	70	111
Penobscot,	East Corinth,	Sept. 24,	51	69	120
Aroostook,	Houlton,	Oct. 2,	20	43	63
Washington,	Machias,	Oct. 8,	23	53	76
Hancock,	Ellsworth,	Oct. 15,	28	104	132
Waldo,	Searsport,	Oct. 22,	40	41	81
Lincoln,	Newcastle,	Oct. 29,	37	40	77
Kennebec,	Waterville,	Nov. 5,	115	115	230
Sagadahoc,	Richmond,	Nov. 12,	27	42	69
Androscoggin,	Auburn,	Nov. 16,	54	59	113
			739	952	1691

THE CONTINUANCE OF THESE CONVENTIONS.

This heading would imply that a doubt might exist whether the State would continue this means of qualifying the teachers of its public schools for a more efficient discharge of their duties. I do not introduce this subject because any doubt exists in my own mind, for the welcome that has been extended to the Convention in every county in the State the past year, has fully convinced me, that the Institute or Convention system is a popular one with the people. This welcome has come from every class, and indeed from no quarter, has there come the slightest opposition.

The Press has generously and unitedly sustained the movement. Resolutions were passed at all of the Conventions expressive of their pleasure at the return of such means of improvement in the science and art of teaching; also acknowledging their obligations to the State. Some of these resolutions are given below. Those not given, expressed a similar sentiment.

York County.

Resolved, That in view of what has been accomplished during the Convention, we entertain a renewed sense of the importance of such Conventions for furthering the interests of education, for training teachers, for disseminating intelligence and awakening the zeal of the friends of general culture.

Resolved, That we heartily approve and desire the continuance of the legislative policy which established these Conventions.

Cumberland County.

Resolved, That in our opinion, the establishment of Teachers' Conventions was wise and judicious legislation, eminently calculated to promote the cause of education, and that we feel deeply gratified for the same.

Washington County.

Resolved, That we give it as our settled conviction, that Teachers' Conventions, similar to the one we now have the pleasure of attending, are among the most efficient means of promoting the cause of popular education, giving as they do, instruction to teachers in the various branches of education, in the modes of teaching, and the principles of school discipline; and by public lectures, exciting in the minds of parents and children generally, a deeper interest in our public schools.

Sagadahoc County.

Resolved, That the interests of Common School Education in our State demand a continuance of these Conventions from year to year.

Lincoln County.

Resolved, That our thanks are due to the State for supplying us with the instruction we so much need, and we recognize and feel the corresponding obligations resting upon us to discharge our duties to those under our charge with renewed energy and zeal.

Resolved, That it affords us great pleasure to express to those who have lectured to us and instructed us, during the Convention, our sincere and cordial thanks, for the able, faithful and kind manner in which they have pointed out our errors, informed our understanding, and elevated our opinion of the teacher's calling.

Kennebec County.

Resolved, That we heartily rejoice that the State has returned to the policy of holding Conventions of Teachers in the several counties, and we believe experience fully justifies it as a wise policy in its effects in improving the character, standing and usefulness of our Common Schools, and that we, as Teachers, will labor assiduously to accomplish the end for which these Conventions were established.

To give to these Conventions their highest efficiency, they should have the same acknowledgment of public utility, and the same permanency, which the same or similar institutions have acquired in other States.

The Hon. H. H. Barney, State Commissioner of Common Schools of Ohio, in his Report in 1854, thus speaks of Teachers' Institutes: "These institutions are prominently mentioned, because our school legislation seems to award to them a preference, even over Normal Schools, as the best and most available agency for the preparation of teachers. Their history is a striking illustration of a great want finding its own remedy. Of late years all quarters of the State, and especially those where the schools were in the best condition, have sent forth a loud demand for teachers possessing not only the requisite learning, but also the practical skill for teaching others. In the absence of Normal Schools, those who proposed to qualify themselves to teach, invoked the voluntary principle. Associations were formed, and the services of gentlemen long engaged in the art of instruction, were secured; classes organized; drills as regularly pursued as at a military school; the best methods of teaching the different branches tested by discussion and experiment; a generous enthusiasm in all the details of mental and moral development cul-

tivated; in short, Teacher's Institutes sprung into existence, and have continued during the last ten years to increase in numbers and influence. As soon as the general assembly became satisfied of the beneficial influence of such sessions, a law was passed for their encouragement, at first in a few northern counties, but now made general."

In New York, the Superintendent of Public Instruction, Hon. V. M. Rice, reports that the main reliance for teachers must be on the Teachers' Institutes, and further says: "These organizations are of short duration, but when properly conducted they awaken an intense professional interest.

"Instruction in the sciences is properly regarded as of secondary importance, yet from the principles of classification and habits of study inculcated, even this becomes quite valuable. One great difficulty in the way of improving the profession has been in the isolation of the individuals making up that profession. But in these gatherings, teachers from different parts of the same county, or even of different counties, meet and mingle their views, thus opening a large field of comparison, and stimulating to far more extensive and successful efforts for improvement.

"The *teachers' spirit* is here awakened. There is a certain sentiment, almost indescribable, that should pervade the breast of every teacher. An appreciation of the responsibility resting upon him, a love for his occupation, and a lively zeal in its prosecution, are indispensable to successful instruction. With this sentiment teachers will generally succeed even with limited scientific attainments, for this same spirit will cause them to prepare themselves, by close study and thought, to meet any difficulties which they may encounter."

The Secretary of the Board of Education in New Hampshire, for 1854, reports under this head as follows: "Our Teachers' Institutes have been more numerous attended and more successful the past year than ever. They have been held in each county in the State, and in the opinion of those who have seen their practical workings, they have rendered an important service to teachers and the community at large. We have conversed with good judges in this matter, from about all the towns where these meetings have

been held, and a most favorable opinion has been uniformly expressed in relation to their character and influence. Our Institutes are receiving more and more favor every year from the people, and they should be regarded as the most efficient auxiliary we have at our command in meeting the general wants of teachers. The law providing for their support is one of the most useful enactments ever spread out upon our statutes." The Reports from Massachusetts, Rhode Island and Connecticut, give to the Institute system, in those States, the same character of usefulness.

Your Superintendent has felt it his duty to report thus at length upon this subject, and has sought to present such facts, supported by testimony, as would lead to the formation of a right public sentiment in regard to the real objects and influences of a Teachers' Convention. To support this Institution in Massachusetts \$4,500 are annually expended, and in New Hampshire, \$5,200.

The \$2,000 appropriated for its support in this State will meet all the expenses only by the use of the most rigid economy. These expenses consist of the salaries of instructors, their board and traveling expenses, the sums paid to lecturers, for the use of halls, circulars, advertising, postage, &c. We have about 241,000 scholars, so that the \$2,000 expended to increase the qualifications of their teachers, will be but twelve mills to a scholar, and when compared to the whole cost of all our public schools, will be as four mills to one dollar. This exhibit shows how trifling is the expense of the Conventions, when compared with the large sums annually expended for the support of the schools.

I would respectfully suggest that the Conventions be supported from the income of the Bank tax, instead of the Treasury, as now provided.

RIGHT VIEWS OF EDUCATION.

Although the district, the town, school officers and the State, faithfully discharge their respective duties, we cannot expect our schools to achieve their highest good, unless teachers and parents entertain right views upon the subject of education, and the means to be used for the elevation of the school. Many parents seem to entertain the idea that the attainment of knowledge is the first and

chief thing to be aimed at in school; and the training of the faculties is regarded by them as a matter of secondary importance. The power of repeating what has been crowded into the memory, is looked upon as the highest and surest evidence of scholarship. The quantity, rather than the quality, of attainment, is with them the true test of improvement. The great work of education is reduced to a mere exercise of the memory. Instead of seeking to discipline and develop the faculties of the pupil, his mind is treated as a mere receptacle, which must be filled, it matters to them but a little how. It is by no means strange, that when such views as these prevail, a method of instruction should be adopted which does not aim to train the mind and awaken thought and reflection. We should not be surprised at the legitimate results of such a system, when we see pupils pass along in their studies, with little control over their minds, utterly deficient in the power of application, with little interest in study, and with no purpose or prospect of future improvement. However great the acquisitions may be, they become almost wholly unavailing, because there is no power to use them, to arrange and classify them, and form new combinations. In the power of using the faculties and resources of the mind, lies the secret of success. The pupil may have acquired the elements, the leading facts and principles of the sciences, but be unable to give a single inference from the stores which he has thus gained by memory. He has not learned to think for himself, or even dreamed that the great object of all study is to draw out and exercise the reflective faculties. This habit of learning words and propositions, without understanding them, is much too prevalent in our schools. Such superficial attainments lead the pupil to imagine that he has the substance, when he has only the mere semblance, of knowledge. Such a system of instruction leads pupils to over-estimate their attainments, fosters conceit, and removes the true incentives to study. Many teachers seem to regard their chief duty to secure a rapid rehearsal of lessons and text-books, as if it were an evidence of the acquirement and comprehension of the thoughts. "But it is doing violence to the soul, to its innate love of truth, and of growth by the nutriment of truth, to feed it thus with the mere husks of knowledge, rather than knowledge itself."

Our pupils, as a general thing, pursue too many studies at a time, and are encouraged to enter upon the more advanced studies before they fully understand the simple rudiments. They forget that true progress depends less on the number of branches taught than on the thoroughness with which a few are mastered. These evils result from erroneous views as to the primary objects of education. Parents and teachers should thoroughly investigate this subject, and acquire definite and settled rules upon it, that they may act in harmony. A want of concurrent views on this subject occasions many serious embarrassments to teachers. Parents complain because their children are put back, and thus encourage them in their habits of superficial study. All the teacher's plans and methods of instruction should be modified by the paramount consideration that the prescribed studies are to be pursued, not as ends, but as means to the higher end of drilling and developing the mental powers, and parents should not complain at any course adopted by the teacher which is consonant with this end.

Knowledge is indeed essential to education, but does not constitute it. If right habits of mental activity and self-reliance are formed, knowledge will come in due time, as a matter of course. "It is the discipline of the intellectual and moral faculties that constitutes the man, and gives him his individual character and power. It is by the means of this discipline that he will be able to excel in any pursuit or profession. Boys or girls educated on this system will have clear ideas, and know what they are talking about when they talk at all. If they undertake to write, they will be capable of concentrating all their powers upon a given subject, and will write sensibly and to the point. The wide field of knowledge is no longer a labyrinth to them, for they hold a clue to it in a thoroughly disciplined mind." Now the object of the common school is to lay the foundation of future and higher attainments, to teach the pupil how to study, and to inspire him with a love of learning. When this is successfully achieved, the pupil will be sure to educate himself. To complete his education will be the end and pleasure of his life. No matter what may be his position or calling in life, he will seek leisure for study and self-improvement, and will occupy

the intervals of labor and business engagements in the cherished work of mental culture. This great end of study should determine the methods of instruction. It is secured by a thorough mental discipline; a discipline which the closest application and the most searching understanding of every branch pursued can secure. The teacher should make every effort to awaken and sustain, in the minds of his pupils, a spirit of self-reliance. He should throw the pupil upon his own resources, and make him feel that he must train himself by his own efforts. "In the heart of such pupil are the germs of plastic faculties which he can mould and shape as he will, and which, if rightly trained, will secure his usefulness and happiness. They are always the best taught who, in the highest sense or term, are self-taught, who make use of the lessons of their teachers as guides in the work of self-training." Parents and teachers should alike seek to entertain such views of the true end of education, and especially of that to be secured in our common schools, as shall result in the adoption of a mode of instruction best calculated to lead their children and pupils in the path to its attainment.

Parents should encourage their children to dwell long and patiently upon the elements, the fundamental principles of the studies pursued, instead of wishing them to be hurried along, for such a course must always be at the risk of that clear and comprehensive view which the nature of the mind absolutely demands. Unless the mind of the pupil can find delight in study, it will refuse to apply itself. It is the duty of parents to seek for correct views of the end and aim of study, and should seek to acquaint themselves with such information upon the general subject of education as shall give them the ability to discover the true signs of improvement in their children. When pupils are unwilling to review their studies at school, it is strong evidence that their parents do not rightly instruct them at home. There must be a harmony of views between the teacher and the parent. Let our teachers, then, aim at greater thoroughness, and in their efforts to secure it, let them receive the earnest support and encouragement of parents.

WELL QUALIFIED TEACHERS.

The want of well qualified teachers for our public schools, is undoubtedly one of the greatest obstacles to their success. It is, however, a hopeful sign that the people are becoming more and more convinced, that however much they may do for their schools, in providing convenient and attractive school-houses, and in raising money for their support, yet without competent and skillful teachers, these schools cannot perform their true mission. This conviction manifests itself in loud demands for this class of instructors, and in an increasing willingness to remunerate them according to this more reasonable estimate, in which their services are beginning to be regarded. It is proper that this tendency of the public mind in the right direction should be encouraged and strengthened by arguments and facts confirming its correctness. Let the once too prevalent idea be forever discarded, that any person, if tolerably qualified, may teach a good school; let it become a fixed principle of action with parents and school officers, that the profession of teaching does not form an exception to all others, but that the teacher, the educator of the mind, must himself be thoroughly educated and thoroughly fitted for his work, and then shall we see our public schools assume a character inviting our admiration. The office of the teacher, in forming the hearts and minds of the young, and in training up those who are to take our places in life, is all important. This office is made the more important from the closeness of the intercourse between the teacher and the scholar, and the length of time it is kept up. Upon this point the Hon. Edward Everett thus eloquently spoke: "As soon as the child is old enough to be sent to school, the teacher is relied upon to furnish occupation for the opening faculties of the expanding mind, to direct its efforts in the acquisition of the elements of knowledge, and to suggest the first distinct ideas on some of the most important questions in conduct and morals. The child is committed to the teacher's hands in the very morning of life, when the character, still more than young limbs, is, so to say, still in the gristle. They have, both limbs and character, acquired some of their proper consistency and power of resistance; but to how much of the intellectual and moral frame are not the first impress and shaping to be given at school? Is this a light

matter? If the teacher was to fashion your child's personal proportions, or to remold his features, with what jealousy would you inquire after his qualification for that task? Is it of less importance how he fashions and molds the features of the mind? Is it of small account, whether your child's germinating faculties—to use a proverbial expression, to which no rhetoric can add force—shall be “nipped in the bud,” a bud in which seeds of immortal life and heavenly intelligence have been curiously wrapped by the Creator? The husbandman can tell us if it is a matter of little or no consequence whether you employ a skillful or an unskillful person to raise a crop of corn, the growth of a few months, under a simple process of culture. And yet so much depends on proper management, that from the same seed you may see, in one field, the corn towering up, vigorous, swelling with life and strength, its broad, healthy leaves crackling till the farmer thinks he can both hear it and see it grow, the graceful tassel dancing on the summit of the stalk, and dropping its fertilizing powder on the silken filaments, which force their way from the top of the husk to receive the vital principle, and convey it to the ripening ear; and perhaps on the other side of the way, in a corner of the sluggard's garden, struggling with rank weeds for the joint possession of the unenriched soil, you will see, from the same seed, a scanty, blighted, sickly crop, yellow as saffron when it ought to be green, and black when it ought to be yellow, and scarce promising a few meager stalks for the barn-yard. Whenever I witness such a contrast in the natural world, I ask myself, with trembling, whether the mind is a principle so much less delicate than a blade of grass,—whether the proper care and culture of the intellect, the raising up and the training up of that unspeakable mystery on earth, a thinking, reasoning, discoursing, immortal creature,—are so inferior in importance, in difficulty, and in the amount of the consequences involved, that while we would trust the tillage of our field, the sowing of our corn, and the gathering of the harvest, only to an expert and a judicious hand, any one may be trusted to keep our schools and cultivate the minds of our children?

These inquiries scarcely need an answer. Every man's reflection who is able to reason on the subject,—every one's observation who

has turned his attention to it,—every one's experience who has had children of his own confided to a succession of teachers, and still more, who, at any time, has himself been engaged in the business of instruction, will satisfy himself that the teacher's duty is important, complicated, and arduous. It is not a mere piece of job-work, to which any one may turn his hand, but a professional calling, which requires knowledge, judgment and experience."

Although the number is much less than in former years, still there are very many who seem to think that any one, with a moderate share of common sense and a general knowledge of the subjects to be taught, is sufficiently fitted to act the part of a teacher. Such can have no intelligent idea of the nature of the mind, its different faculties or the natural order of their development. They think that the teacher's work is nothing more than to secure a proper classification and government of the school, and listen to the recitations of its pupils. Beyond this they do not go. They will, however, admit that some have a tact for teaching which others do not have, and will seek the instructions of such for their children. It might be said that many persons have been found to possess a peculiar talent for some one of the mechanic or fine arts, and be under no necessity of submitting to an apprenticeship, yet no one would argue from this that those not gifted with this peculiar talent should not learn, by however slow degrees, the elementary principles of the art. The majority of those who become proficient in any art or distinguished in any profession, are obliged to submit to a special course of preparation, and indeed, those who do not lay the foundation of their calling, are received with distrust.

No one who has spent many years as a teacher, cannot in a review of his labors, discover many instances in which they would have been much easier to himself, and incomparably more useful to his pupils had he been able to make the same preparation which the physician, the lawyer, or the theologian make for theirs. It is the great object of education to draw out and discipline the faculties; but to do this successfully, the teacher must know what these faculties are, the natural order of their development. He should know the best discipline for each faculty; how to use the sciences to secure this end, and so to present these sciences that an appetite

for knowledge, and a strong desire for improvement, may be created. "He ought to know what motives are to be addressed in forming habits of study, and training the powers to the greatest energy and intensity of action, and the best mode of awakening and elevating the moral faculties so that the attainments made by the mind, instead of being made at the expense of the higher nature, shall be in subserviency to its best condition and advancement." The teacher should also be prepared to aid the scholar in securing another object of education, to store the mind with useful knowledge; such knowledge as shall fit it for life. To do this he should know all the sciences, the order to be observed in their study, the precise influence of each upon the mind as a whole or any particular faculty.

It is wholly impossible, in the space allotted to this topic, to do more than allude to a few of the many arguments which could be adduced in support of the proposition, that the teacher should receive a special training, corresponding to the nature and importance of his work. Two agencies have been adopted to secure this object; the one more general in its character, but the other more specific and thorough. The first agency is that of *Teachers' Conventions*, or *Institutes*, as they are called in a majority of the States, where established. A Teachers' Convention or Institute, is an assemblage of teachers for a period extending from one to four weeks, for the purpose of reviewing the studies they are to teach, and to witness, and to some extent practice, the best methods of arranging and conducting the classes of a school, as well as of obtaining the material ideas of experienced teachers on topics of educational improvement. The instruction is designed to be of such a character as shall furnish a model for common school exercises, although the former will naturally partake more of the oral method than the latter. Owing to the shortness of the time during which they are usually held, they only aim at giving some practical skill, some knowledge of the art of teaching. The evening sessions are generally occupied by lecturers, who discuss some of the more important topics embraced within the range of common school interests. Mention has already been made in that part of this report, upon the Teachers' Conventions which have been held the present year, of the influence of these meetings upon the teachers

and the community, as well as the justly high estimation in which they are held in those States where they have been established.

The more prominent agency for training teachers, is the *Normal School*. It has been incorporated into the school systems of all the leading powers of Europe, and a number of the States of our own country. The Normal School aims to give the true science of teaching. Its history is a triumphant vindication of its usefulness. I purpose briefly to give the success which has attended it in some of the States. The Superintendent of Public Instruction in New York, reports that the Normal School in that State has been in operation ten years, and during that period there have been in attendance 2,263 pupils. The influence of these teachers has been highly beneficial. They have attracted attention to the improved modes of instruction and discipline which have been introduced into many of the schools. They have prosecuted their mission under the conviction that activity, enthusiasm, and devotion to the interests of the young, are more potential in controlling them and in developing their minds than all the modes of physical torture to which ignorance is accustomed to resort. In this particular, especially, have their labors been crowned with success. They have co-operated with others who are eminent as instructors, in holding school celebrations, in establishing associations and institutes, by which the public mind has been led to appreciate more fully the importance of a thorough education. Many who have left the profession are still acting as school officers. Even of the under graduates, there is a large number who are known to be acting no insignificant part in establishing a higher order of common schools. A fair estimate of the number of efficient teachers who have been qualified for their duties through the influence of this institution, would include hundreds, if not thousands, who have never entered its halls, but who have been under the instruction of its pupils in the several counties of the State. Their skill and knowledge have thus been more generally diffused.

From the last annual report of the Superintendent of Common Schools of Connecticut, the following account is given of the working of the Normal School in that State:

The Normal School of this State has tended, more than any other

single cause, to advance the standard of common school education in Connecticut. It is a school for the instruction of teachers; and its influence, in giving correct views on this whole subject, as well as in furnishing the best of instructors, is of incalculable benefit to the State. Many teachers, of considerable experience and pretension, who have gone to that school reluctantly, or in the belief that it could afford them but little benefit, have come away convinced that, without the knowledge there obtained of the art of teaching, they would have forever labored under extreme disadvantage.

The impulse which the Normal School has given to improved methods of teaching, and to improvements in the schools in different parts of the State, is fully attested by the communications received at this office, and especially by the constant and increasing demands for its accredited teachers, which are far more numerous than the supply.

The Secretary of the Massachusetts Board of Education, in reviewing the history of the Normal Schools in that State, says that the graduates soon attracted the attention of school committees, who sought their services, and generally mentioned them with commendation in their reports.

All these pupils from the Normal Schools, scattered over a wide territory, carried with them a spirit of improvement. There is now no part of the State where the teachers, whether they have attended the Normal Schools or not, are beyond the sphere of their influence. Not a few, by means of intercourse with graduates from the Normal Schools, by reading the best books on education, and by continual efforts to improve in their own practice by the suggestions they may receive, have become well versed in their art, and are valuable auxiliaries to those who lead in the work of introducing improved methods of instruction.

This fact suggests a view of the public utility of Normal Schools that is too often overlooked. Men are apt to estimate their importance solely according to the number of teachers educated in them, as compared with the number of those employed in the schools, without such preparation. It is not duly considered that they introduce a new standard of professional excellence, and

that the influence of such a standard has a potency which affects the character of every school in the Commonwealth.

The Normal School of Rhode Island, established in 1854, has already commended itself to the citizens of that State, and disarmed all opposition. Earnest endeavors are now being made in New Hampshire to secure to the teachers of its public schools, the privileges of the same institution.

In addition to the above information, collected from various sources, I have received very valuable letters from several distinguished gentlemen in different States, upon this interesting subject. The Hon. Isaac Davis, a member of the Massachusetts Board of Education, says—"The true object of the Normal School is to instruct the art of teaching. This art is a profession so honorable and so responsible as to command the best energies of the most accomplished minds.

The Normal School receives those whose acquirements of learning are sufficient to teach, and tests their capacity to communicate knowledge to others; many persons are found deficient, and are dismissed as incompetent to make accomplished teachers; others, who manifest an adaptation of mind to acquire the art of teaching, are instructed in a thorough system of didactics; thus a corps of teachers are furnished for our common schools, greatly superior to those who are educated in our high schools or academies. The experience of more than ten years, has shown to the citizens of this State the good effects of Normal Schools upon our common schools. In almost all cases where Normal School teachers have been employed, the schools under their charge have exhibited a great superiority over those where they have not been employed." Ex-Governor Boutwell, the present Secretary of the Board of Education in Massachusetts, writes that: "Their influence is not limited to graduates, but many teachers who have never been in a Normal School, are working in the profession under the influence of the system. But our faith is not based entirely, or even chiefly, upon what has been accomplished, though the experience of the State has, upon the whole, been satisfactory; but we look at the principle on which the Normal system rests. If there is any art or skill in teaching, which a young man or woman would not in the ordinary course of things acquire, it

may and ought to be communicated. And if it is to be communicated, some agency must be employed. The Normal School is at present, with us, an agent, and we know of none better."

Letters have also been received from the Hon. Henry Barnard, LL. D., of Conn., and the Rev. Robert Allyn, Commissioner of Public Schools in Rhode Island. They each bear testimony to the efficient working of the Normal School system in their respective states. The distinguished work of Dr. Barnard on Normal Schools in Europe and America, gives them, wherever established, the same character of eminent usefulness.

It now becomes a question of interest whether this second agency for training the teachers of our common schools should become a part of our educational system. It is a question that should be answered, after a searching examination has been made into the actual condition of our schools, the means best calculated to secure their higher usefulness, the important relation of the teacher, the results obtained from the Normal School in other States, and the means necessary for its incorporation into the school system of our own State. I have sought to present in the preceding pages the facts necessary for such an examination. It has been my wish to furnish upon this subject, not simply my own, but the views of those who have witnessed the practical operation of this school.

This inquiry should be made with candor, and a spirit of true liberality. Facts should be duly weighed. The question involves an interest truly momentous. It is one in which is involved the interest of multitudes. The great majority of the children of the State are to have no other school education than what they get at the common schools. Thousands are to receive there all the mental discipline, all the moral influences, all the supplies of knowledge which they are to receive at all, in the forming periods of their lives. A teacher who has rich stores of knowledge, will be able to sow many a seed which shall grow up afterwards into precious fruits in purpose, character and action.

In my judgment, the time has come, and the condition of our schools imperiously demand, that measures should be adopted for the establishment of a State Normal School. I regard it, therefore, my duty respectfully to recommend such a measure. This recommend-

ation has not been made without much reflection, and as thorough an examination into the whole subject as other duties have allowed. I cannot think that wisdom would dictate the establishment of more than a single school, for it is believed that one school, well conducted and sustained by the united interest of all sections of the State, would be productive of more good than two or more receiving the support of only a section of the State. This view is entertained in those States which have but a single school, and by many intelligent men in the States which have a larger number. The sum necessary to support a single school would not exceed \$3,000 per annum. Should this amount be taken from the income of the bank tax, it would withdraw from each scholar in the State only the small sum of twelve and a half mills. How trifling indeed is this amount, when compared with the good coming back to them in better qualified teachers. It will be seen by a reference to the sixteenth page of this report, that the whole amount distributed to the schools on the first of June last, was \$71,644 78. Should \$2,000 for the Teachers' Conventions, and \$3,000 for a State Normal School, be taken from the amount to be distributed on the first of June next, which cannot be less than on this year, there would still be left the sum of \$66,644 78, or over \$10,000 more than was ever distributed on any preceding year.

There has been no time when the common schools of the State could receive so much from the hands of any Legislature, as from that which is soon to assemble. The largely increased income of the bank tax will enable it to continue the present liberal policy of providing for Teachers' Conventions, and to establish a Normal School, still allowing the schools to receive much more than on any preceding year. Such a measure would receive the highest approbation of the people, for, as has already been said, they are becoming fully sensible to the value of well qualified teachers. Such an Institution would give a completeness to our school system; it would become a rallying point for the friends of popular education. It would open a fountain at which many a young man and woman could drink in the true spirit of the teacher's vocation, and from which they would go forth to the various sections of the State, becoming pioneers in the work of infusing a new life and vigor into

the common schools. It should also be recollected that the whole cost of all our public schools is not less than half a million of dollars. It is, therefore, a question of great moment, how this large amount, annually expended, can be made to yield the greatest good to the children of the State.

SUGGESTIONS AND RECOMMENDATIONS.

The suggestions and recommendations contained in this report, and most respectfully submitted to the consideration of the Legislature, are:

1. Whether the law passed by the last Legislature, making it the duty of Selectmen and Superintending School Committees to divide ten per cent. of the school money among the different districts, so as to give the smaller districts a more equal opportunity of enjoying the benefits of a common school education, should not be repealed or so amended as to apply only to those districts necessarily small, either from sparseness of population or isolation of position.

2. Whether those towns which receive a certain amount from the State School Fund should not be required, as a condition of receiving this money, to furnish every family in town a printed copy of the School Committee's Report.

3. Whether the Teachers' Conventions should not be supported from the income of the Bank tax, instead of the treasury, as now provided.

1. That the Superintending School Committees be required to make their annual returns to the Secretary of State, on the first Monday of April, instead of the time now provided.

2. That such action be taken as shall tend to carry into execution a Resolve, passed by the Legislature of 1850, setting apart and providing for the sale of twenty-four half townships of the public lands, for the benefit of the Permanent School Fund of the State.

3. That the school laws now in force be printed in a pamphlet form, and a copy be furnished to the clerk of every school district in the State, and to the Superintending School Committee and clerk of every town and plantation.

4. That the sum of \$3,000 be appropriated, from the income of the Bank tax, for the support of a State Normal School.

GENERAL REMARKS.

It has been my aim in the preceding pages, distinctly to state the present and actual condition of our common schools, the signs of their prosperity, and the hindrances which are found to exist, to their greater usefulness, with such suggestions and recommendations as in my judgment would give them a higher efficiency. It has also been my wish to furnish as much reliable information as practicable upon the leading subjects herein presented.

While the experience of each year may suggest its amendments in some of the details of our system of free schools, yet it, by no means, shakes our faith in its wonderful adaptedness, both to the genius of our government and the intellectual wants of the individuals composing it. A Republic must rest, if it rest at all, upon the intelligence and virtue of the people. This intelligence must not remain the possession of a few, and the great mass be without it. In a democratic form of Government, there can be no aristocracy of talent, and the many be allowed to drink in the light, only as it comes down to them from the higher portions of the social fabric.

This intelligence must be universally diffused, and only in its omnipresence can we hope for a complete triumph in art or in science, for the God of nature has not given to a few only, the keys wherewith to find out her hidden mysteries. Knowledge is the birthright of all, and our common school system acknowledges this truth, for it brings the same means of intellectual culture to the children of the poor as well as the rich. Here all can come, and each receive the intellectual armor fitting him for the conflicts of life. It is a duty which we owe our age, our State, and country, to seek a thorough education of all classes, for only as they are thus educated, can we reasonably expect that they will discover the true laws of individual and social progress, and the necessities of a government of law. That part of our civil constitution which provides for the maintenance of our common schools, is a perpetual monument to the intelligence of its framers. Let, then, our common schools be cherished for their peculiar fitness for the part assigned them in our social system. Let districts study their true interest in regard to territorial limits, and the classification of their scholars;

let the school-house be made pleasant and attractive; let the teachers employed, be intelligent, conscientious and patriotic; let towns, in their corporate capacity, make provision for the education of every child within their limits, and let them elect men who will faithfully and energetically superintend their school interests. Let parents, too, unite in this work. Let them visit the school; extend to the teacher an approving word; seek for information upon each and every subject connected with the proper management of schools, and keep constantly in view the primary objects of a school education. Let the State not forget to cherish and develop the elements which are soon to shape her destinies; let her bring to this work all the agencies which experience has pronounced effective, and let her secure their faithful execution. Through the agencies already in use, let information be scattered among the people; let the people be addressed; and let the teachers be brought together in convention, and there instructed into the responsible nature of their profession. Let experience and sound wisdom decide in the selection of other agencies. Let the Press lend its powerful voice in the defense of all proper measures for the improvement and efficient working of our school system.

Let our common schools be sustained and improved by these various agencies, and they will become a source of prosperity and wealth to the State. Then, for their support, will our citizens and legislators devise wise and liberal measures.

STATISTICAL TABLES.

STATISTICAL TABLES.

The materials composing these tables were collected from the annual returns made to the office of the Secretary of State. The labor of collecting the information which they were designed to afford, is greatly increased by the defective manner in which too many of them are made. While a return, in some instances, may give a part of the items sought, it will wholly omit the remainder. For illustration: it will give the whole number of scholars, but not the number in the summer or winter schools; while in others, the reverse will be true. The returns of China and Gorham will illustrate these two defects. Table III exhibits the defective returns better than any other. The want of completeness in Waldoborough results from a destruction of the registers in the disastrous fire in that town. I regret to report that a single town in the State has failed to furnish their returns. In some instances, without doubt, they were duly deposited in the post office, but failed to reach their destination; and in others, no such charitable construction is called for. Full returns from every organized town in the State cannot be secured till they are made the condition of receiving its share of the school funds. It is not a matter of surprise that returns are not received from many of the plantations, when we consider the defective character of their organization and the sparseness of the population. They should be visited and made acquainted with their duties and privileges, as well as their recently enlarged powers. It is highly probable that many of them do not receive their blanks from the Secretary's office. I propose to ascertain from the members of the coming Legislature, the post office address of each plantation in the State, and before the first of April, issue to them a circular, calculated to aid them in a right understanding of their duties and powers, and accompany it with the blank for a return. The value of statistical information in relation to our common schools, has been spoken of in another place. Its influence upon different towns has often been seen to be very great. The inhabitants of any town are generally unwilling to be published to the world as wanting in liberality in their school matters, or in their attention to the interests of the young. Neighboring towns will catch the spirit of emulation and rivalry. Instances could be mentioned of such, caused by the valuable statistics furnished in the reports of the secretaries of the late board of education.

COMMON SCHOOLS.

TABLE I.

This table gives the population and valuation of each city, town and plantation; the amount of school money raised in each per scholar; the amount raised by tax and required by law; the excess or deficit in each case; the sums received from the State, from local funds, and expended for private schools. A part of these items could not be given in the case of those towns which have been incorporated since 1850. The exact valuation, in every case, may not be given to the new towns or to those from which they were formed. No population could be given to many of the towns incorporated since 1850. A few typographical errors are discovered in this table. *Bangor* raised by tax \$9,334 more than required by law, instead of \$93 34 as appears from the table.

TABLE II.

In this table are given the whole number of districts, and parts of districts; the number of male and female teachers, with their average monthly and weekly wages, respectively; the average length of schools in weeks and tenths; the number of good and poor school-houses; the number built the past year, and the cost of the same.

TABLE III.

This table embraces the whole number of scholars; the whole and average number in the summer and winter schools; the mean average in the same; and the ratio of the mean average attendance to the whole number of scholars, expressed in mills and tenths.

TABLE IV.

This is a graduated table, showing the comparative amount of money appropriated by the different counties in the State for the education of each child, between the ages of four and twenty-one years; the sum total of the amount raised by tax, the income of the State school and other funds and the amount expended for the support of private schools; the value of all the school-houses in the county, and number of children in the same.

TABLE V.

This is also a graduated table, in which each town and a few plantations are numerically arranged according to the amount of school money raised per scholar, on a scale running from 1 to 114. Howland ranks 1, and Bingham 114. Towns raising the same amount of school money per scholar have the same rank. Also the same town is ranked on a scale from 1 to 51, according to the ratio of the mean average attendance to the whole number of scholars. Porter ranks 1, and Smyrna 51. The percentage of school money raised in proportion to the whole valuation expressed in mills and tenths, is indicated on a scale from 1 to 92. Alton ranks 1, and Bingham 92.

TABLES.

Table I.

ANDROSCOGGIN COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.	Miscellaneous funds.	Amount expended for private schools.
Auburn, . . .	2,840	\$400,605	\$1.24	\$1,500.00	\$1,420.00	\$80.00	\$288.83	—	\$125.00
Danville, . . .	1,656	322,715	1.72	1,200.00	818.00	382.00	165.00	—	100.00
Durham, . . .	1,394	376,358	1.57	1,200.00	947.00	253.00	169.86	—	75.00
East Livermore, . .	892	150,035	1.59	481.38	446.00	35.36	81.00	57.00	40.00
Greene, . . .	1,347	220,908	1.31	675.00	673.50	1.50	119.52	86.00	10.00
Leeds, . . .	1,352	225,330	1.48	825.00	826.00	—1.00	108.44	—	100.00
Lewiston, . . .	3,534	580,420	1.84	2,500.00	1,792.00	708.00	—	—	—
Lisbon, . . .	1,495	263,167	1.41	750.00	747.50	250.00	131.08	—	30.00
Livermore, . . .	1,764	271,633	1.44	882.00	882.00	—	147.06	105.00	160.00
Minot, . . .	1,734	297,184	1.46	1,000.00	867.00	133.00	146.00	—	80.00
Poland, . . .	2,660	318,168	1.12	1,200.00	1,330.00	—130.00	254.00	—	—
Turner, . . .	2,537	418,832	1.54	1,500.00	1,268.50	231.50	216.03	200.00	15.00
Wales, . . .	612	111,632	1.43	300.00	306.00	—6.00	56.62	—	—
Webster, . . .	1,119	194,439	1.48	656.00	656.00	—	90.84	—	160.00

AROOSTOOK COUNTY.

Amity, . . .	356	14,349	1.59	200.00	182.50	17.50	29.30	21.00	—
Hodgdon, . . .	862	61,344	1.24	500.00	431.00	69.00	80.00	70.07	—
Houlton, . . .	1,452	141,599	.96	727.00	726.00	1.00	163.39	—	—
Linneus, . . .	1,561	25,199	.98	300.00	280.50	19.50	69.79	—	—
Masardis, . . .	122	10,209	1.50	90.00	61.00	29.00	13.87	—	—
Monticello, . . .	227	16,518	1.37	150.00	113.50	36.50	24.95	—	—
New Limerick, . . .	160	13,383	.89	80.00	80.00	—	18.49	—	—
Smyrna, . . .	172	8,121	1.19	86.00	86.00	—	16.41	—	—
Weston, . . .	293	28,140	1.35	250.00	146.50	3.50	34.00	30.00	15.00
Bancroft, . . .	157	—	—	—	78.50	—	16.00	—	—
Belfast Academy Gt.	259	—	—	—	129.50	—	25.18	—	—
Benedicta, . . .	325	—	.18	30.00	162.50	—132.50	20.00	—	—
Bridgewater, . . .	143	—	.86	231.00	71.50	159.50	50.13	—	—
Crystal, . . .	175	—	.82	65.00	87.50	—22.50	14.00	—	—
Dayton plantation, .	49	—	—	—	24.50	—	8.54	—	—
Golden Ridge, . . .	194	—	1.75	225.00	97.00	128.00	22.56	—	—
Hancock plantation, .	592	—	—	—	296.00	—	76.02	—	—
Haynesville, . . .	96	—	—	—	48.00	—	13.87	—	—
Leavitt, . . .	—	—	—	—	—	—	3.23	—	—
Letter D, . . .	401	—	.73	165.00	200.50	—35.50	44.00	—	—
Letter H, . . .	—	—	.19	80.00	—	—	30.00	—	—
Limestone Riv. plan.	—	—	—	—	—	—	5.08	—	—
Macwaho, . . .	—	—	.30	24.00	—	—	10.00	—	—
Mudawaska plan, . .	1,278	—	.39	230.00	639.00	—409.00	165.70	—	—
Moluncus, . . .	199	—	—	—	99.50	—	15.00	—	24.00
Orient plantation, . .	207	—	—	—	103.50	—	34.81	—	—
Portage Lake, . . .	163	—	—	—	84.00	—	7.09	—	—
Presque Isle, . . .	—	—	—	—	—	—	38.36	—	—
Reed plantation, . . .	76	—	—	—	38.00	—	4.85	—	—
Rockabema, . . .	—	—	—	—	—	—	7.16	—	—
Salmon Brook, . . .	176	—	—	—	88.00	—	20.33	—	—
Van Buren plan, . . .	1,050	—	—	—	525.00	—	114.45	—	—
Williams' College Gt.	224	—	—	—	112.00	—	16.28	35.12	52.00
No. 1, R. 5, . . .	—	—	—	—	—	—	—	—	—
No. 9, R. 6, . . .	59	—	—	—	29.50	—	7.39	—	—

COMMON SCHOOLS.

ARROSTOOK COUNTY, (Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole amt. of same raised by tax.	Am't required by law.	Excess; a deficit incurred by --.	Am't appropriated from school fund.	Miscellaneous funds.	Amount expended for private schools.
No. 11,	106	-	-	-	53.00	-	-	-	-
No. 11, R. 5,	354	-	-	-	177.00	-	7.85	-	-
Letter G,	-	-	.59	104.00	-	-	-	-	-
Framingham,	31	-	-	-	15.50	-	4.38	-	-
Eaton Grant,	188	-	-	-	94.00	-	-	-	-
Moro,	-	-	-	-	-	-	-	-	-
Orient Gore,	-	-	-	-	-	-	13.87	-	-
Barker plantation,	-	-	-	-	-	-	-	-	-
Moose River plan.,	-	-	-	-	-	-	-	-	-

CUMBERLAND COUNTY.

Baldwin,	1,100	156,238	1.11	600.00	550.00	56.00	108.10	71.57	150.09
Bridgton,	2,710	472,161	1.43	1500.00	1,355.00	145.00	261.93	62.20	300.00
Brunswick,	4,976	1,107,822	1.64	3000.00	2,488.00	512.00	429.88	-	625.00
Cape Elizabeth,	2,082	256,287	1.68	1,500.00	1,041.00	459.00	203.84	-	-
Casco,	1,045	152,344	1.19	525.00	522.50	2.50	107.82	110.00	75.00
Cumberland,	1,656	326,815	1.17	828.00	828.00	-	172.63	51.46	200.00
Falmouth,	2,164	401,273	1.82	1,082.00	1,082.00	-	162.24	-	-
Freeport,	2,629	593,146	1.27	1,300.00	1,314.50	-4.50	246.14	-	500.00
Gorham,	3,088	684,732	-	1,500.00	1,544.00	-44.00	294.57	-	-
Gray,	1,788	238,092	1.19	900.00	894.00	6.00	172.63	68.07	130.00
Harpswell,	1,535	314,941	1.31	775.00	767.50	7.50	144.44	75.00	12.00
Harrison,	1,416	229,816	1.52	700.00	708.00	-8.00	74.00	44.00	10.00
Naples,	1,025	135,975	1.25	600.00	512.50	87.50	100.32	-	200.00
North Yarmouth,	1,221	327,676	1.28	562.00	610.50	-48.50	104.24	214.00	50.00
New Gloucester,	1,848	395,501	1.44	1,000.00	924.00	76.00	162.93	248.00	200.00
Otisfield,	1,171	211,185	1.34	600.00	585.50	14.50	102.00	141.67	50.00
Portland,	20,819	7,311,561	2.47	20,740.00	10,409.50	10,330.50	1,817.06	-	-
Pownal,	1,074	241,560	1.23	537.00	537.00	-	102.02	-	25.00
Raymond,	1,142	126,901	1.13	87.00	571.00	-	110.56	150.47	175.00
Scarborough,	1,837	386,549	1.84	1,200.00	918.50	281.50	65.93	-	60.00
Sebago,	850	70,162	1.19	420.00	425.00	-5.00	77.64	-	-
Standish,	2,290	329,206	1.39	1,150.00	1,145.00	5.00	189.74	-	-
Westbrook,	4,852	1,201,922	1.46	2,500.00	2,426.00	74.00	381.31	-	40.00
Windham,	2,380	407,708	1.26	1,200.00	1,190.00	10.00	205.09	146.40	100.00
Yarmouth,	2,144	727,527	1.58	1,072.00	1,072.00	-	154.85	-	125.00

FRANKLIN COUNTY.

Avon,	778	80,677	1.43	400.00	389.00	11.00	71.00	-	5.00
Carthage,	420	42,142	.69	112.00	210.00	-98.00	29.31	25.00	60.00
Chesterville,	1,142	140,612	1.27	571.00	571.00	-	104.24	36.64	12.00
Farmington,	2,725	597,064	1.40	1,400.00	1,362.50	37.50	240.12	86.95	100.00
Freeman,	762	73,637	1.47	400.00	381.00	19.00	49.00	8.99	-
Industry,	1,041	130,845	1.32	475.00	520.50	-45.50	85.04	-	-
Jay,	1,733	220,551	1.34	870.00	866.50	3.50	13.00	78.27	-
Kingfield,	662	73,273	1.32	376.00	331.00	45.00	67.02	21.50	-
Madrid,	404	23,964	.82	160.00	202.00	-42.00	33.00	45.62	-
New Sharon,	1,700	310,226	1.47	920.00	866.00	54.00	150.02	50.00	200.00
New Vineyard,	635	65,538	1.49	380.00	317.50	62.50	62.40	12.00	-
Phillips,	1,673	208,745	1.05	750.00	836.50	-86.50	164.32	70.00	200.00
Salmon,	454	60,029	1.39	227.00	227.00	-	34.92	9.60	25.00
Strong,	1,008	169,091	1.55	550.00	504.00	46.00	87.80	77.86	175.00
Temple,	785	72,550	1.31	392.50	337.50	55.00	65.00	-	-
Weld,	995	92,232	1.26	500.00	497.50	2.50	93.14	50.00	38.86
Wilton,	1,909	320,566	1.30	900.00	954.50	-54.50	122.93	131.04	200.00
Bloomfield plan.,	-	-	-	-	-	-	33.00	-	40.00
Jackson plan.,	319	15,000	-	-	-	-	19.00	-	10.14
Letter E,	126	6,000	-	-	63.00	-	14.00	-	-
Rangely,	-	-	-	-	-	-	-	-	50.00
No. 4,	139	3,920	-	-	69.50	-	-	-	-
No. 6,	74	2,000	-	-	37.00	-	10.16	-	-

SUPERINTENDENT'S REPORT.

HANCOCK COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.	Miscellaneous funds.	Amount expended for private schools.
Amherst,	323	43,962	1.86	225.00	161.50	63.50	28.05	83.00	36.00
Aurora,	217	33,672	2.44	20.00	108.80	91.50	19.64	101.38	-
Bluehill,	1,939	350,231	1.16	975.00	969.50	5.50	133.00	200.00	50.00
Brooklin,	1,002	77,832	1.29	600.00	501.00	99.00	119.27	-	-
Brooksville,	1,333	105,901	1.02	600.00	666.50	-66.50	135.93	21.90	-
Bucksport,	3,381	626,338	1.36	2,000.00	1,690.50	309.50	354.34	76.76	400.00
Castine,	1,260	597,360	2.39	1,500.00	630.00	870.00	120.00	60.00	48.00
Cranberry Isle,	283	38,759	-	-	141.50	-	23.88	-	-
Deer Isle,	3,037	227,042	86	1,525.00	1,518.50	6.50	346.03	17.94	-
Dedham,	646	55,094	1.14	300.00	273.00	27.00	59.16	6.10	20.00
Eastbrook,	2.2	32,811	1.33	100.00	106.00	-6.00	14.00	11.00	-
Eden,	1,127	103,800	1.15	565.00	563.50	1.50	117.44	42.00	-
Ellsworth,	4,009	675,945	-	-	2,004.50	-	434.90	-	-
Franklin,	736	78,461	1.11	374.69	368.00	6.69	68.60	66.02	-
Gouldsborough,	1,400	125,931	1.05	700.00	700.00	-	149.20	-	-
Greenfield,	305	37,486	2.40	300.00	152.50	147.50	30.50	-	-
Hancock,	960	83,070	1.15	480.00	480.00	-	44.00	-	-
Mariaville,	374	36,847	1.35	250.00	187.00	63.00	42.20	50.00	-
Mount Desert,	777	79,181	95	323.50	388.50	-60.00	84.12	-	-
Orland,	1,880	277,433	1.35	1,000.00	790.00	210.00	127.20	289.76	80.00
Otis,	124	19,341	2.94	200.00	62.00	138.00	88.00	-	-
Penobscot,	1,556	160,286	1.08	800.00	778.00	22.00	173.00	28.59	-
Seaville,	139	17,090	1.04	75.00	69.50	5.50	15.70	33.00	-
Sedgewick,	1,234	119,748	1.07	617.00	617.00	-	135.47	-	75.00
Sullivan,	810	107,255	1.39	408.00	405.00	3.00	68.00	59.28	-
Surry,	1,189	125,104	1.12	629.00	594.50	34.50	186.60	80.00	20.00
Tremont,	1,425	102,505	1.14	712.50	712.50	-	146.43	-	-
Trenton,	1,205	148,720	1.37	800.00	602.50	197.50	125.00	-	50.00
Waltham,	304	41,881	1.25	160.00	152.00	8.00	22.60	78.24	24.00
Eagle Island,	32	1,000	-	-	16.00	-	-	-	-
Hog " "	-	40	-	-	-	-	-	-	-
Long " "	152	3,500	-	-	76.00	-	-	-	-
Swan " "	423	17,898	-	-	211.50	-	41.98	-	-
Wetmore,	405	56,595	1.72	300.00	202.50	97.50	38.82	-	-
No. 1, N. Division,	142	16,652	-	-	71.00	-	-	-	-
No. 2, " "	-	10,000	-	-	-	-	-	-	-
No. 7, " "	-	13,132	65	30.00	-	-	17.00	26.16	-
No. 10, " "	20	8,000	20	25.00	10.00	15.00	50.00	-	-
No. 21, Middle Division,	-	8,000	-	25.00	-	-	-	56.00	-
No. 33, " "	-	26,000	1.78	50.00	-	-	-	-	-

KENNEBEC COUNTY.

Albion,	1,604	229,597	1.57	1,000.00	802.00	198.00	148.83	-	-
Augusta,	8,227	2,030,712	1.29	4,500.00	4,113.50	386.50	804.76	2797.80	250.00
Belgrade,	1,722	304,943	1.16	900.00	861.00	39.00	152.56	-	20.00
Benton,	1,189	155,992	1.36	700.00	594.50	105.50	115.60	-	-
Chelsea,	1,098	146,869	1.13	550.00	543.00	7.00	117.71	-	20.00
China,	2,769	456,635	1.19	1,500.00	1,384.50	115.50	263.93	-	-
Clinton,	1,743	188,606	1.04	*800.00	871.50	-71.50	185.35	-	16.00
Farmingdale,	-	283,927	1.84	750.00	-	-	77.30	-	-
Fayette,	1,085	194,777	1.56	800.00	542.50	257.50	*90.10	-	16.00
Gardiner,	5,226	1,385,298	1.81	3,450.00	2,613.00	837.00	227.80	-	375.00
Hallowell,	3,201	967,042	2.34	2,500.00	1,600.50	899.50	246.30	-	75.00
Litchfield,	2,100	334,924	1.26	1,000.00	1,050.00	-50.00	184.20	-	-
Manchester,	825	250,501	1.92	600.00	412.50	187.50	73.20	-	100.00
Monmouth,	1,925	356,832	1.79	1,058.70	962.50	96.25	140.90	-	-
Mount Vernon,	1,479	239,054	1.60	780.00	739.50	40.50	117.90	-	-
Pittsford,	2,323	593,319	1.37	1,500.00	1,411.50	88.50	287.90	-	300.00
Readfield,	1,817	439,723	1.71	1,000.00	903.50	91.50	134.30	-	50.00
Rome,	830	79,097	1.38	450.00	415.00	35.00	84.30	-	-
Sidney,	1,955	453,556	1.60	1,200.00	977.50	222.50	137.00	-	-
Vassalborough,	3,999	611,288	1.64	2,100.00	1,549.50	550.50	234.00	-	-

COMMON SCHOOLS.

KENNEBEC COUNTY, (Continued.)

Towns.	Population in 1850.	Valuation in 1856.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't appropriated from school fund.	Miscellaneous funds.	Amount expended for private schools.
Vienna, . . .	851	126,125	1.18	425.50	425.50	—	84.35	—	20.00
Waterville, . . .	3,965	1,018,362	1.21	2,000.00	1,982.50	17.50	403.29	—	2.00
Wayne, . . .	1,367	233,339	1.24	660.00	683.50	—23.50	124.14	—	100.00
West Gardiner, . . .	1,260	262,080	1.26	650.00	630.00	20.00	122.53	—	20.00
Windsor, . . .	1,733	260,427	1.33	900.00	896.50	3.50	160.07	—	30.00
Winslow, . . .	1,796	342,552	1.21	900.00	898.00	2.00	177.26	—	50.00
Winthrop, . . .	2,038	500,757	1.50	1,077.00	1,049.00	28.00	161.55	175.00	100.00
Clinton Gore, . . .	195	6,722	94	80.00	97.00	—17.00	17.00	—	—
Unity plantation, . . .	111	8,181	1.13	36.00	55.00	—	9.47	—	—

LINCOLN COUNTY.

Alna, . . .	916	182,679	1.47	500.00	458.00	42.00	77.84	—	125.00
Boothbay, . . .	2,504	239,067	1.14	1,252.00	1,252.00	—	258.08	—	—
Bremen, . . .	891	107,595	1.31	444.70	445.50	—80.00	78.33	—	—
Bristol, . . .	2,910	261,075	1.18	1,500.00	1,455.00	45.00	304.00	—	325.00
Cushing, . . .	815	90,688	1.16	402.00	407.50	—5.50	72.56	—	—
Damariscotta, . . .	1,328	377,242	1.68	996.00	664.00	332.00	129.00	—	250.00
Dresden, . . .	1,419	270,613	1.19	790.00	709.50	—9.50	135.70	—	175.00
Edgecomb, . . .	1,231	167,730	1.13	600.00	6.50	—15.50	122.56	—	—
Friendship, . . .	652	70,181	1.12	325.86	326.00	—1.86	54.78	—	—
Jefferson, . . .	2,223	298,677	1.24	1,111.50	1,111.50	—	213.77	—	92.00
Newcastle, . . .	2,012	392,503	1.84	1,500.00	1,006.00	496.00	186.00	—	175.00
Nobleborough, . . .	1,408	234,302	1.17	700.00	704.00	—4.00	114.00	—	20.00
Rockland, . . .	5,052	1,036,599	1.66	5,000.00	2,526.00	2,474.00	617.00	—	1,300.00
St. George, . . .	2,217	233,820	1.09	1,108.50	1,108.50	—	128.80	—	75.00
Southport, . . .	543	37,126	1.08	271.50	271.50	—	55.69	—	40.00
South Thomaston, . . .	1,420	285,300	1.46	900.00	710.00	190.00	136.16	—	250.00
Thomaston, . . .	2,723	740,576	1.72	2,000.00	1,361.50	638.50	195.67	—	75.00
Union, . . .	1,974	341,621	1.71	1,255.00	987.00	368.00	182.39	—	—
Waldoborough, . . .	4,199	941,088	1.22	2,100.00	2,099.50	—80	409.08	—	—
Warren, . . .	2,428	777,730	1.30	1,214.00	1,214.00	—	220.25	209.00	—
Washington, . . .	1,756	143,560	1.24	875.00	878.00	—3.00	164.32	—	70.00
Westport, . . .	761	101,511	1.12	375.00	380.50	—5.50	81.75	—	—
Whitefield, . . .	4,160	278,160	1.34	1,100.00	1,080.00	20.00	192.55	—	100.00
Wiscasset, . . .	2,343	605,096	1.24	1,100.00	1,171.50	—71.50	206.38	—	200.00
Matinicus Isle, . . .	220	20,000	—	—	110.00	—	24.72	—	113.00
Monhegan, . . .	103	3,506	1.05	45.00	51.50	—6.50	10.39	—	—
Muscle Ridge plan., . . .	56	—	1.36	60.00	28.00	22.00	4.85	—	—
Patricktown, . . .	552	33,504	92	225.00	276.00	—51.00	56.85	2.84	—

OXFORD COUNTY.

Albany, . . .	747	71,843	1.32	450.00	373.50	76.50	93.00	30.00	—
Andover, . . .	710	75,390	1.31	360.00	355.00	6.00	50.70	20.28	400.00
Bethel, . . .	2,253	266,498	1.29	1,126.50	1,126.50	—	204.25	36.00	50.00
Brownfield, . . .	1,320	159,606	1.22	660.00	660.00	—	104.00	115.00	150.00
Buckfield, . . .	1,657	259,924	2.63	1,800.00	828.50	931.50	135.00	150.00	—
Byron, . . .	296	19,968	1.08	150.00	148.00	2.00	33.00	—	11.00
Canton, . . .	926	142,735	1.18	463.00	463.00	—	92.55	60.28	55.00
Denmark, . . .	1,203	170,710	1.56	700.00	601.50	98.50	112.58	32.88	100.00
Dixfield, . . .	1,180	153,729	1.34	500.00	590.00	—	180.00	—	140.00
Fryeburg, . . .	1,524	279,088	1.11	799.00	762.00	37.00	187.62	79.65	—
Gilead, . . .	359	47,622	1.25	179.50	179.50	—	26.50	15.00	100.00
Grafton, . . .	108	7,000	2.59	80.00	54.00	—	7.84	—	—
Greenwood, . . .	1,118	53,000	1.36	556.82	559.00	—2.12	76.15	20.00	—
Hanover, . . .	366	38,212	1.11	136.45	133.00	3.45	25.66	15.00	—
Hartford, . . .	1,293	169,665	1.30	600.00	646.50	—46.50	114.40	23.84	—
Hebron, . . .	839	118,567	1.16	400.00	419.50	—19.50	93.50	—	—
Hiram, . . .	1,210	160,713	1.36	700.00	605.00	95.00	120.91	—	—

SUPERINTENDENT'S REPORT.

OXFORD COUNTY, (Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't appropriated from school fund.	Miscellaneous funds.	Am't expended for private schools.
Lovell,	1,196	163,722	1.14	650.00	598.00	—48.00	127.62	202.00	75.00
Mason,	93	12,022	1.11	50.00	46.50	3.50	924.00	—	—
Mexico,	481	57,484	1.23	2 0 00	240.50	9 50	50.12	38.70	—
Newry,	459	48,564	1.05	185 00	229.50	—44.50	41.36	43 94	—
Norway,	1,962	326,473	1.39	1,000 00	981.00	19 00	184.89	13 70	60 00
Oxford,	1,233	183,800	1.02	600 00	616.50	—16.50	140.00	—	60 00
Paris,	2,883	481,259	1.50	1,500.00	1,441.50	58.50	223.94	—	150.00
Peru,	1,109	103,798	1.23	554.50	554.50	—	82.98	34.28	—
Porter,	1,208	165, 98	1.23	604.56	604.00	56	110.70	91.00	100.00
Roxbury,	246	15,929	1.45	125 00	123.00	2 00	28.50	—	—
Rumford,	1,375	184,692	1.25	689 00	687.50	1.50	134.00	180.16	—
Stow,	407	47,881	1.28	275.00	203.00	71 50	51 00	—	40.00
Stoneham,	483	25,39	1.47	2 0 00	241.50	8.50	47 00	—	—
Summer,	1,151	168,079	1.24	576 00	575.50	50	108.39	—	60.00
Sweden,	698	124,268	1.20	350 00	348.00	2 00	60.62	107.97	—
Waterford,	1,448	263,096	1.30	724 00	724.00	—	129 23	69.73	100 00
Woodstock,	1,012	80,524	1.27	510.00	506.00	4 00	92.91	17.25	40.00
Andover N. Surplus,	81	3,100	—	—	40.50	—	7.60	—	—
Franklin plantation,	188	6,584	87	100.00	94.00	6.00	27.28	—	15.00
Fryeburg Academy Gt.,	64	3,000	—	—	32 00	—	3 92	—	—
Hamlens Gt.,	108	5,569	1.50	60.00	54.00	4.00	12.76	—	—
Letter B,	174	5,000	—	—	87.00	—	22 18	—	—
Milton plantation,	166	10,220	1.16	100.00	87.00	17.00	12.90	—	—
No. 5, R. 1 and 2,	105	5,000	—	22.00	52.50	— 50	8 05	—	—
Riley,	60	3,027	—	—	30.00	—	4.38	—	—

PENOBSCOT COUNTY.

Alton,	252	13,346	1.45	250 00	126 00	124 00	36.28	32.30	—
Argyle,	338	22,573	1.38	200 00	169.00	31.00	33 75	28.80	—
Bangor,	14,432	3,893,218	3.00	16,550 00	7,216.00	93.34	1347.65	—	500.00
Bradford,	1,296	85,488	1.01	650 00	648 00	2 00	146.52	93.81	100.00
Bradley,	796	99,974	1.33	480.00	398.00	82.00	66 55	—	—
Brewer,	628	363,316	1.30	1,200.00	1,314.00	—114.00	207.77	53.16	300 00
Burlington,	481	28,500	1.30	300 00	240.50	59.50	53.61	229.00	20.00
Carmel,	1,228	107,228	1.39	750 00	614.00	136.00	101.06	88.54	125.00
Carroll,	401	21,229	1.38	275 00	200.50	74 50	34 66	4 50	—
Charleston,	1,283	142,977	1.18	655.00	641.50	43.50	138.24	—	—
Chester,	339	12,793	1.27	200 00	169.50	30 50	35.40	—	—
Clifton,	306	19,295	2.27	300 00	153 00	147.00	33.27	—	—
Corinna,	1,550	165,292	1.05	780.00	775.00	5 00	159.93	80.00	100.00
Corinth,	1,600	199,964	1.2	800.00	800 00	—	153.23	63.00	28.00
Dexter,	1,948	267,561	1.34	1,150.00	974.00	176.00	193.43	146.80	200.00
Dixmont,	1,605	219,621	1.41	1,000.00	802.50	197.50	160.60	154.42	25.00
Eddington,	696	101,283	1.92	600.00	348 00	252.00	75.79	40.00	—
Edenburg,	93	11,307	1.66	50 00	46.70	3.50	7 00	123.00	—
Enfield,	396	27,163	1.13	200.00	198.00	2 00	33.00	48.65	—
Etna,	802	50,975	1.33	450 00	401.00	49.00	77.85	33.57	—
Exeter,	1,853	242,197	1.25	1,000.00	926.50	73.50	203.84	—	—
Garland,	1,247	132,004	1.25	700.00	623.50	76 50	138.70	126.41	120.00
Glenburn,	905	86,821	1.21	425 00	452.50	—27.50	84 00	175.00	—
Greenbush,	457	22,096	1.10	250.00	228.50	21.50	47 00	30.00	—
Hampden,	3,195	423,441	1.43	2,000 00	1,597.50	402 50	308.76	—	—
Heron,	1,374	129, 69	1.21	800 00	687.00	113.00	148 60	—	—
Holden,	—	119,943	1.93	600.00	—	—	69.83	5 00	—
Holland,	214	24,114	4.69	250 00	107.00	143.00	21.03	—	—
Hudson,	717	41,296	82	300 00	353.50	—58.50	63.07	184.83	25.00
Kenduskeag,	—	—	1.04	420.00	—	—	90.86	51.91	100.00
Lagrange,	482	38,300	1.11	250.00	241.00	9 00	53 15	41.98	—
Lee,	917	68,151	1.05	370 00	458.50	—88.50	62.00	100 00	—
Levant,	1,842	169,397	1.11	590.00	921.00	—331.00	130.16	82.49	—

COMMON SCHOOLS.

PENOBSCOT COUNTY, (Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't appor'tioned from school fund.	Miscellaneous funds.	Am't expended for private schools.
Lincoln,	1,358	126,663	1.17	680 00	679 00	1.00	126 66	246.08	75.00
Lowell,	378	19,609	1.04	189.00	189 00	-	43.91	30.34	-
Mattamiscontis,	54	6,000	-	-	27 00	-	-	-	-
Maxfield,	186	8,784	1.85	100 00	93 00	7.00	16.41	-	-
Milford,	687	128,876	1.57	450 00	343.50	106 50	46.20	-	-
Newburg,	1,399	115,354	1.48	700 00	699.50	50	139.08	-	-
Newport,	1,212	195,203	1.32	6 0 00	606.00	4 00	104 00	142.22	50.00
Oldtown,	3,087	336,995	1.77	2,500 00	1,543.50	956.50	243.43	-	-
Orono,	2,785	259,930	1.62	1,500 00	1,392.50	107.50	197.37	-	100.00
Orrington,	1,851	256,655	1.44	1,200.00	92.50	274 50	191.00	69.42	100.00
Passadumkeag,	294	20,066	2.65	300 00	147.00	153.00	30 73	-	-
Patten,	479	46,447	1.48	300.00	235.00	65.00	42.06	31.00	-
Plymouth,	925	84,272	1.13	475.00	462.50	12 50	97 07	40.00	150.00
Springfield,	583	29,422	-	-	291 50	-	75 33	-	-
Stetson,	855	78,987	1.33	450.00	442.50	7.50	86 69	-	50.00
Mattawamkeag,	-	-	-	-	-	-	55.22	-	-
Nickertow,	-	-	-	-	-	-	22.26	-	-
Veazie,	-	-	2.41	800.00	-	-	73.88	-	-
Woodville,	-	-	-	-	-	-	-	-	-
Pattagampus,	50	-	2.50	70.00	25 00	45.00	-	-	78.00
Five Islands,	-	-	-	-	-	-	-	-	-
No. 3, R. 6,	40	3,070	-	-	20 00	-	-	-	-
No. 4, R. 1,	159	7,000	-	-	79 50	-	11.56	-	-
No. 5,	102	4,000	99	55.00	51 00	4 00	14 3	-	-
No. 6, R. 3,	29	8,000	-	-	14 50	-	-	-	-
No. 7, R. 3,	161	5,625	-	-	80.50	-	64.14	-	88.00

PISCATAQUIS COUNTY.

Abbot,	747	65,351	1.24	375 00	373.50	1.50	53.55	59.07	-
Atkinson,	895	111,181	1.24	450 00	447.50	2.50	78.00	110.00	-
Barnard,	881	14,844	1.39	75 00	440.50	-365.50	12.02	-	-
Blanchard,	192	17,130	67	60 00	96 00	-36.00	40 00	-	-
Bowerbank,	173	17,376	1.07	73.04	86.50	-13.46	14.00	-	-
Brownville,	787	78,987	1.74	500 00	393.50	106.50	68.40	30.00	-
Dover,	1,927	243,118	1.28	1,000.00	963.50	34.50	178.00	77.00	25.00
Elliotsville,	102	10,884	-	-	54 00	-	7.85	-	-
Foxcroft,	1,045	142,707	1.26	500 00	522.50	-22 50	81.00	-	12.00
Guilford,	834	94,714	1.09	420 00	417 00	3.00	86.20	47.10	-
Greenville,	326	36,150	2.25	200 00	163.00	37.00	30.04	40.00	-
Kilmanock,	322	34,378	97	150 00	161 50	-11 50	34 19	-	-
Kingsbury,	181	22,639	91	75 00	90 50	-20 50	17 79	-	-
Monson,	654	66,733	1.26	3 0 00	327 00	23.00	48.69	51.24	-
Milo,	932	89,916	91	400.00	466.00	-66 00	99.00	43.00	-
Orneville,	424	28,926	1.20	212 00	212 00	-	40 00	92 00	-
Parkman,	1,243	117,194	1.28	618 00	621.50	-3.50	115.83	9.00	-
Sangerville,	1,267	192,300	1.11	650 00	633.50	16 50	101.31	52.74	-
Sebec,	1,223	14,786	1.28	612.00	611 50	50	107.70	100.00	120.00
Shirley,	250	38,012	1.04	100.00	125 00	-25.00	17.71	142.39	-
Wellington,	600	22,042	1.21	300 00	300.00	-	64.24	-	-
Williamsburg,	134	22,018	1.56	100.00	67 00	33.00	13.17	-	-
No. 2, R. 5,	-	-	1.87	30.00	-	-	3.60	-	-

SUPERINTENDENT'S REPORT.

SAGADAHOC COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.	Miscellaneous funds.	Am't expended for private schools.
Arrowsic,	311	72,875	88	135.00	155.50	-20.50	60.05	-	12.50
Bath,	8,020	2,777,775	2.22	7,987.00	4,010.00	3977.00	723.86	50.00	280.00
Bowdoin,	1,857	247,813	1.29	92.80	928.50	-50	168.50	-	150.00
Bowdoinham,	2,381	529,794	1.18	1,200.00	1,190.50	9.50	230.43	-	150.00
Georgetown,	1,121	155,390	1.29	700.00	560.50	139.50	110.00	-	40.00
Perkins,	84	26,721	2.21	42.00	42.00	-	5.00	-	-
Phippsburg,	1,805	365,622	1.11	910.00	902.00	8.00	-	-	20.00
Richmond,	2,056	405,475	1.36	1,200.00	1,066.00	174.00	216.03	-	150.00
Topsham,	2,010	581,232	1.79	1,100.00	1,005.00	96.00	143.52	39.87	200.00
West Bath,	560	83,645	1.79	475.00	280.00	195.00	51.70	-	-
Woolwich,	1,420	346,365	1.57	800.00	710.00	90.00	120.22	-	125.00

SOMERSET COUNTY.

Anson,	2,016	310,391	1.29	1,188.00	1,008.00	180.00	171.61	145.00	80.00
Athens,	1,468	244,657	-	-	734.00	-	140.51	-	-
Bingham,	752	86,322	19	76.00	376.00	-300.00	78.80	57.00	-
Bloomfield,	1,301	255,690	1.19	65.00	650.50	-50	113.20	-	-
Brighton,	748	45,919	1.15	375.00	374.00	1.00	74.68	28.17	-
Cambridge,	487	30,526	1.36	244.00	243.50	50	33.74	29.84	-
Canaan,	1,696	116,363	96	800.00	848.00	-48.00	189.54	-	125.00
Concord,	550	30,376	-	-	275.00	-	57.78	-	-
Cornville,	1,260	219,526	1.32	625.00	630.00	-5.00	118.20	80.00	-
Detroit,	517	50,685	1.24	300.00	288.50	41.50	56.84	41.76	-
Embden,	971	139,075	1.20	455.30	455.50	-20	70.00	54.00	-
Fairfield,	2,452	418,074	1.23	1,200.00	1,226.00	-26.00	164.34	-	100.00
Harmony,	1,107	130,286	1.32	553.00	553.50	-50	81.35	100.00	-
Hartland,	960	83,166	1.18	500.00	480.00	20.00	90.00	60.00	12.00
Lexington,	538	43,288	1.25	330.00	269.00	61.00	63.78	-	-
Madison,	1,768	281,045	1.73	1,100.00	884.00	216.00	161.20	81.00	-
Mayfield,	133	3,435	1.54	60.00	66.50	-6.50	9.00	-	-
Mercer,	1,186	146,504	1.42	589.30	593.00	-3.70	102.46	-	-
Moscow,	577	48,616	95	20.00	288.50	-38.50	62.63	25.92	40.00
New Portland,	1,460	230,631	95	600.00	730.00	-130.00	161.84	44.64	100.00
Norridgewock,	1,848	344,406	1.29	924.00	924.00	-	171.48	-	125.00
Palmyra,	1,625	162,897	92	650.00	812.50	37.50	163.16	59.96	-
Pittsfield,	1,166	119,684	1.11	600.00	583.00	17.00	123.68	-	-
Ripley,	641	57,648	1.25	350.00	320.50	29.50	46.63	32.43	-
St. Albans,	1,792	163,640	1.16	890.00	896.00	-6.00	185.53	71.43	-
Skowhegan,	1,756	331,370	1.05	825.00	878.00	-53.00	167.52	-	-
Smithfield,	373	77,053	1.37	440.00	426.50	13.50	88.00	-	-
Solor,	1,419	179,706	1.32	769.50	709.50	-	136.64	50.00	100.00
Starks,	1,446	211,276	1.23	723.00	723.00	5.00	166.40	20.00	-
Flag Staff,	-	4,000	-	-	-	-	15.00	78.00	-
No. 1, R. 2, W. K. R.,	143	6,000	-	-	71.50	-	12.02	28.00	-
No. 1, R. 3, E. K. R.,	47	3,000	-	-	23.50	-	21.39	-	49.00
No. 1, R. 3, W. K. R.,	59	1,000	-	-	29.50	-	13.87	-	-
Forks,	210	5,000	-	-	105.00	-	18.72	-	-
No. 2, R. 2,	144	3,000	-	-	72.00	-	12.43	-	-
Moose River,	83	3,300	-	-	41.50	-	12.48	-	-
No. 4,	93	2,000	-	-	49.00	-	-	-	-

COMMON SCHOOLS.

WALDO COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess: a deficit indicated by --.	Am't appor't'ned from school fund.	Miscellaneous funds.	Amount exp'nd'ed for private schools.
Appleton,	1,127	208,691	1.22	864.00	868.50	-4.50	159.29	-	10 00
Belfast,	5,052	1,323,979	1.91	4,200.00	2,526.00	1674 00	439 14	-	500 00
Belmont,	1,486	125,215	1.88	723 00	743.00	-20.00	132.00	-	-
Brooks,	1,022	102,343	1.30	600 00	511.00	89 00	99.19	-	35.00
Burnham,	784	82,284	1.08	325 00	392 00	-33.00	72 79	-	-
Camden,	4,005	602,804	88	1,604.00	2,002.50	-418.50	426 63	-	500 00
Frankfort,	4,233	608,242	1.24	2,500.00	2,116.50	383.50	445.81	-	350 00
Freedom,	948	146,537	1.29	474 00	474 00	-	92 22	12 00	-
Hope,	1,110	169,342	1.22	575 00	555 00	20 00	110.70	-	25.00
Islesborough,	984	95,104	1.07	493 46	492 00	1.46	79 84	-	-
Jackson,	833	117,782	1.43	500.00	416.50	83.50	87.83	-	-
Knox,	1,102	133,194	1.26	51.00	551.00	-	107.93	-	-
Liberty,	1,116	99,715	1.23	558 00	558 00	-	103.96	-	150 00
Lincolnton,	2,174	248,890	1.29	1,087.00	1,087.00	-	199.00	-	200 00
Monroe,	1,606	184,206	1 09	803 00	803 00	-	170.00	-	-
Montville,	1,878	258,037	1.40	1,000.00	939.00	61.00	177.46	-	-
Morrill,	-	-	1.33	366 00	-	-	-	-	-
North Haven,	806	82,550	1.18	450 00	403.00	47 00	20.82	-	200 00
Northport,	1,260	146,733	1.29	650 00	630.00	20.00	125 00	-	20.00
Palermo,	1,659	177,886	1.17	742 00	829 50	-87.50	152.07	149.00	20 00
Prospect,	2,467	363,267	1.27	1,600.00	1,233.50	366.50	200 00	-	250 00
Searsmont,	1,696	201,760	1.36	826 00	848.00	-22 00	148.14	-	-
Searsport,	2,207	502,819	1.29	1,400.00	1,103 50	237.50	237.81	-	500 00
Swanville,	944	102,999	1.14	472 00	472 00	-	96 00	60 00	-
Thorndike,	1,029	142,604	1.17	520 00	514 50	5 50	108.85	30 00	-
Troy,	1,484	164,444	1.11	742.00	742.00	-	152 07	49.00	20 00
Unity,	1,587	236,034	1.52	750 00	778.50	-28.50	135 00	-	75.00
Vinalhaven,	1,252	103,921	1.03	626.34	626.00	34	136 16	-	-
Waldo,	812	81,597	1.29	408.00	406.00	2.00	78 10	-	-

WASHINGTON COUNTY.

Addison,	1,152	206,931	1.40	750 00	576 00	-26.00	116.00	-	-
Alexander,	544	36,722	1.06	272 00	272.00	-	48 00	43.00	-
Baileyville,	431	24,700	1.77	300 00	215 50	84 50	42.16	-	-
Baring,	380	63,632	2 12	350.00	190 00	160.00	62 00	57.00	20.00
Beddington,	147	21,023	3.00	120.00	73.50	46.50	8.54	75 00	-
Calais,	4,750	735,422	1.34	3,000 00	2,375.00	625.00	525.75	925.00	-
Centerville,	178	22,801	1.07	95 00	89 00	6 00	26.92	47.06	-
Charlotte,	798	45,405	1.18	359.00	349 00	10 00	72.10	50.00	-
Cherryfield,	1,648	199,992	1.40	1,000.00	824 00	176.00	166 00	9 00	-
Columbia,	1,140	169,931	1.14	600 00	570.00	30 00	111.91	120 00	80.00
Cooper,	562	36,332	1.97	400 00	281.00	119.00	47 0	153.00	-
Crawford,	324	20,994	2.34	300 00	162 00	138 00	28 06	96.43	-
Cutler,	820	76,870	1.04	400 00	410 00	-10.00	61.76	114.00	-
Deblois,	126	-	1.00	66 00	63 00	3 00	13.40	26.62	-
Dennysville,	458	99,853	1.45	300.00	229 00	71.00	36.84	25.20	65 00
East Machias,	1,904	313,894	1.20	1,000.00	952 00	48 00	127.41	-	-
Eastport,	4,125	690,519	2.14	3,800.00	2,062.50	1737.50	438.42	10.00	300 00
Edmunds,	446	57,385	1.38	222 00	223 00	-1.00	37.96	132.96	-
Harrington,	963	109,315	1.25	500 00	481.50	18 50	76.00	-	50 00
Jonesborough,	466	45,754	1.47	250.00	233.00	17.00	36.88	35.84	-
Jonesport,	826	54,602	1 06	413.00	413 00	-	65.08	-	-
Lubec,	2,814	240,153	1 24	1,475 00	1,407 00	68 00	279.00	-	100 00
Machias,	1,590	403,903	1 84	1, 77 00	795 00	382 00	146.16	60.46	20 00
Machiasport,	1,266	106,405	1.47	800 00	633 00	167.00	122.27	-	12 00
Marion,	271	21,369	2.63	200 00	135.50	64.50	18.08	27.50	-
Marshfield,	294	41,354	1.15	150.00	147 00	3 00	23.88	-	40 00
Medybemps,	187	19,739	1.26	143 00	93 50	49.50	25.08	-	-
Milbridge,	1,170	121,925	1.15	600.00	575.00	25.00	120.00	-	150 00

SUPERINTENDENT'S REPORT.

WASHINGTON COUNTY, (Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.	Miscellaneous funds.	Amount expended for private schools.
Northfield,	236	24,950	1.54	200.00	123.00	77.00	40.00	35.00	-
Pembroke,	1,712	153,994	1.01	907.20	856.00	51.20	149.74	160.00	50.00
Perry,	1,324	115,374	1.38	800.00	662.00	138.00	111.39	184.91	-
Princeton,	280	24,314	2.70	400.00	140.00	260.00	31.42	35.92	-
Robbinston,	1,023	152,767	1.73	1,000.00	514.00	486.00	129.00	100.00	30.00
Steuben,	1,122	119,136	1.18	561.00	561.00	-	108.63	-	-
Topsfield,	263	26,642	1.25	150.00	234.00	-84.00	28.63	112.16	-
Trescott,	72	62,349	2.22	817.00	391.00	426.00	65.00	30.00	-
Wesley,	329	29,743	1.47	200.00	161.50	38.50	49.00	78.00	-
Whitney,	470	61,210	1.19	270.00	255.00	15.00	35.00	85.00	30.00
Whitneyville,	519	86,052	1.66	350.00	259.50	-9.50	47.60	-	65.00
Big Lake,	126	-	-	-	63.00	-	7.39	-	-
Codyville plan.,	47	-	-	-	23.50	-	3.92	26.00	-
Danforth plan.,	168	5,000	1.09	70.00	84.00	-14.00	4.11	-	-
Jackson Brook,	-	-	-	-	-	-	10.16	-	-
Lambert's Lake plan., . . .	-	-	1.87	60.00	-	-	19.71	-	-
Tallmadge,	48	11,000	-	-	-	-	6.19	-	-
Waite plan.,	31	9,000	-	-	40.50	-	48.36	50.00	-
No. 7, R. 2,	61	3,500	-	-	30.50	-	8.31	-	-
No. 9, R. 4,	50	11,000	-	-	29.50	-	12.46	6.00	-
No. 14,	42	3,700	3.17	200.00	21.00	179.00	16.64	51.41	-
No. 18,	20	3,500	-	-	10.00	-	3.69	-	-

YORK COUNTY.

Acton,	1,359	213,825	1.62	815.40	679.50	135.90	140.74	30.88	-
Alfred,	1,319	271,600	1.31	800.00	659.50	140.50	98.66	-	200.00
Berwick,	2,121	219,101	.94	1,100.00	1,060.50	39.50	214.52	-	65.00
Biddeford,	6,095	2,176,728	2.37	6,000.00	3,017.50	2,982.50	569.48	-	-
Buxton,	2,995	424,397	1.26	1,500.00	1,497.50	2.50	273.64	-	-
Cornish,	1,144	198,622	1.53	681.00	-	139.00	100.76	-	-
Dayton,	-	130,650	2.27	750.00	-	-	119.48	-	-
Elliot,	1,803	320,658	1.47	1,000.00	901.50	98.50	161.09	-	50.00
Hollis,	2,603	247,894	1.18	750.00	-	-	119.49	20.00	-
Kennebunk,	2,660	372,996	1.39	1,350.00	1,325.00	25.00	218.85	-	450.00
Kennebunkport,	2,706	512,135	1.44	1,500.00	1,353.00	147.00	210.00	-	310.00
Kittery,	2,706	290,492	1.16	1,353.00	1,353.00	-	281.16	-	150.00
Lebanon,	2,203	354,809	1.09	1,134.00	1,104.00	30.00	235.27	-	75.00
Limerick,	1,473	325,780	1.41	800.00	736.50	63.50	132.93	-	25.00
Limington,	2,116	346,776	1.33	1,100.00	1,058.00	42.00	194.00	-	30.00
Lyman,	1,376	402,753	1.39	739.00	688.00	51.00	129.70	-	-
Newfield,	1,418	212,892	1.28	709.00	709.00	-	103.65	-	30.00
North Berwick,	1,593	331,148	1.56	1,000.00	796.50	203.50	148.68	-	125.00
Parsonsfield,	2,322	436,995	1.37	1,200.00	1,161.00	39.00	212.15	75.20	150.00
Saco,	5,794	2,239,831	2.82	5,500.00	2,897.00	2,603.00	477.03	-	-
Sanford,	2,320	334,654	1.47	1,300.00	1,165.00	135.00	209.57	-	65.00
Shapleigh,	1,348	201,771	1.66	808.80	674.00	134.80	127.39	45.00	-
South Berwick,	2,592	619,409	1.43	1,500.00	1,296.00	204.00	185.00	-	-
Waterborough,	1,982	200,332	1.13	1,000.00	996.00	4.00	201.00	-	-
Wells,	2,946	428,623	1.40	1,500.00	1,472.50	27.50	213.76	-	100.00
York,	2,960	516,609	1.30	1,500.00	1,490.00	10.00	266.02	-	120.00

RECAPITULATION.—(TABLE I.)

Counties.	Population in 1850.	Valuation in 1850.	Am't of School Money raised per Scholar.	Whole am't of School Money raised by tax.	The amount required by law.	Excess; a deficit indicated by --.	Amount apportioned from School Fund.	Miscellaneous Funds.	Amount expended for private Schools.
Androscoggin,	25,757	\$4,151,426	\$1 42	\$14,568 36	\$12,898 50	\$1,689 86	\$1,944 28	\$442 00	\$895
Aroostook,	11,321	319,252	94	3,539 00	6,120 50	— 137 00	1,248 35	156 19	91
Cumberland,	68,842	16,777,054	1 41	46,372 00	34,363 00	12,009 00	5,961 62	1,382 84	3,027
Franklin,	19,197	2,700,662	1 29	9,385 00	9,543 50	— 158 50	1,688 42	702 48	1,116
Hancock,	33,958	4,621,567	1 38	16,854 69	16,880 50	— 25 81	3,315 50	1,393 13	800
Kennebec,	58,021	12,145,888	1 43	34,567 25	29,360 50	5,206 75	5,134 08	2,972 80	2,402
Lincoln,	46,806	8,227,888	1 30	23,161 00	23,408 00	— 247 00	4,433 56	484 00	3,285
Oxford,	35,561	4,619,857	1 33	14,179 38	17,615 34	— 3,445 12	4,289 27	1,396 76	1,706
Penobscot,	62,368	8,964,835	1 49	45,204 00	31,184 00	14,020 00	6,228 02	2,578 23	2,334
Piscataquis,	14,429	1,576,883	1 26	7,350 04	7,572 00	— 221 96	1,372 29	853 54	157
Sagadahoc,	21,625	5,597,710	1 52	15,477 00	10,810 00	4,667 00	1,829 36	89 87	1,127
Somerset,	35,296	4,670,190	1 22	16,043 10	17,638 50	174 40	3,301 45	1,067 15	751
Waldo,	47,229	6,800,981	1 24	24,648 54	23,614 50	1,034 04	4,594 43	300 00	2,855
Washington,	38,193	4,838,531	1 57	25,007 20	19,209 00	5,558 20	3,844 51	3,001 10	1,352
York,	60,065	12,390,335	1 54	37,390 20	28,691 00	7,199 20	5,213 82	170 48	1,945
Total,	577,502	\$98,389,231	\$1 36	\$333,019 76	\$281,148 00	\$51,871 76	\$54,398 96	\$16,990 57	\$23,843

SCHOOLISTS

Table II.

ANDROSCOGGIN COUNTY.

Towns.	No. 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.	No. of School Houses			Cost of New School Houses.
	Parts of Districts.							of good School Houses.	of poor School Houses.	of School Houses built the past year.	
Auburn,	16	1	12	16	\$21.00	\$1.85	19.9	5	11	2	\$3,500
Danville,	11	2	10	10	20.05	1.87	20.3	6	5		
Durham,	17	1	13	14	18.50	1.50	20.5	5	5		
East Livermore,	8	2	9	8	20.12	1.49	13.1	3	5	1	600
Greene,	12	3	10	11	19.00	1.37	19.5		11		
Lewiston,	14	3	8	22	25.37	2.25	25.5	6	7	3	3,800
Leeds,	13	2	12	10	16.20	1.35	18.0	5	8		
Lisbon,	11	3	11	11	18.64	1.48	17.3	2	9		
Livermore,	18	1	10	21	17.72	1.50	20.0	10	8	1	300
Minot,	8	3	9	10	20.33	1.79	21.9	3	8		
Poland,	23	3	8	20	20.12	1.80	20.0	8	12		
Turner,	19		11	22	21.09	2.00	19.3	11	8		
Wales,	7	1	4	8	17.00	1.73	18.6	2	5		
Webster,	11	3	6	9	22.00	1.95	20.8	7	4	1	125
Total,	188	28	133	192	\$19.80	\$1.71	19.6	73	109	8	\$8,325

AROOSTOOK COUNTY.

Amity,	3		1	1	\$19.00	\$2.50	9.0		2		
Hodgdon,	8		5	9	15.80	1.93	19.7	2	6		
Houlton,	8		5	8	19.60	2.36	21.0	3	5		
Linneus,	8	1	2	5	20.00	1.89	22.7	1	4		
Masardis,	3			3		1.75	10.5		2		
Monticello,	7			4		1.95	12.0	1	2		
New Limerick,	3	1	1	3	18.00	1.50	18.7	1			
Smyrna,	6		1	5	15.00	1.50	7.1		2		
Weston,	4	2	2	6	21.00	1.60	2.4		3		
Bancroft,	3			2		1.50	16.0				
Belfast Academy Grant,	4							1			
Benedicta,	1	1	1	1	14.00	3.00	21.0			1	\$205
Bridgewater,	4			1		2.22	15.0	3	1		
Crystal,	3			3		2.00	21.0	2			
Dayton plantation,											
Golden Ridge,	6			2		2.25	26.0		1		
Hancock plantation,	6										
Haynesville,											
Leavitt,											
Letter D,	4		4	2	22.00	2.00	21.7	4		1	250
Letter H,	7		1	1	20.00	2.00	24.0	2		1	200
Limestone River plantation,											
Macwaho,	2			1		2.00	24.0		1		

COMMON SCHOOLS.

AROOSTOOK COUNTY, (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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Madawaska,	11	.	3	1	\$12.40	\$1.50	21.0	.	.	.	.
Molunecus, . . . . .	.	.	.	.	.	.	.	.	.	.	.
Orient plantation,	3	.	.	.	.	1.50	12.0	.	1	.	.
Portage Lake, . . . . .	.	.	.	.	.	.	.	.	.	.	.
Presque Isle,	8	.	.	.	20.00	2.00	26.0	.	.	.	.
Reed plantation, . . . . .	.	.	.	.	.	.	.	.	.	.	.
Salmon Brook,	2	.	.	.	.	1.12	.	1	.	.	.
Williams College Grant,	3	.	.	1	.	2.00	13.0	1	1	.	.
No. 11,	4	.	1	2	18.00	2.25	17.0	1	.	1	\$200
Letter G,	8	.	2	2	16.00	2.00	5.3	1	.	.	.
Total,	129	5	29	63	\$17.91	\$1.93	17.1	24	31	4	\$855

CUMBERLAND COUNTY.

Baldwin,	11	1	3	11	\$17.67	\$2.25	20.4	1	8	.	.
Bridgton,	19	3	16	25	18.87	1.67	19.8	8	11	.	.
Brunswick,	24	.	14	40	22.33	2.25	19.5	13	13	.	.
Cape Elizabeth,	11	.	10	10	23.33	1.85	30.1	8	3	2	\$1,225
Casco,	10	.	6	10	17.00	1.70	18.1	1	8	.	.
Cumberland,	12	2	9	9	23.00	1.97	17.2	6	5	1	770
Falmouth,	13	.	10	12	22.30	2.28	18.0	5	8	.	.
Freeport,	17	2	12	20	21.71	2.14	19.0	5	11	.	.
Gorham,	18	7	15	19	18.00	1.87	20.6	6	13	.	.
Gray,	11	3	8	14	20.00	1.81	17.9	4	6	.	.
Harpwell,	15	1	10	11	21.16	1.64	18.3	2	9	.	.
Harrison,	13	1	6	14	17.66	1.94	21.2	2	12	.	.
Naples,	12	1	.	.	.	.	.	5	7	.	.
North Yarmouth,	7	2	5	2	24.20	2.41	23.5	5	2	.	.
New Gloucester,	15	.	9	15	20.00	2.00	19.4	5	6	.	.
Otisfield,	12	1	12	12	15.00	1.86	19.6	4	8	.	.
Portland,	19	.	9	53	65.10	4.59	42.0	13	5	.	.
Pownal,	10	3	5	14	21.50	2.16	16.8	7	5	1	400
Raymond,	10	.	7	10	22.43	1.95	19.7	5	5	.	.
Scarborough,	13	.	12	13	20.00	1.96	20.5	5	8	.	.
Sebago,	9	1	4	11	15.50	1.83	20.7	4	4	1	130
Standish,	16	.	14	12	19.00	1.78	18.6	11	5	.	.
Westbrook,	17	.	9	10	29.57	2.70	24.1	5	12	.	.
Windham,	18	.	13	16	18.50	2.03	18.9	10	8	.	.
Yarmouth,	8	1	6	8	31.17	2.83	29.3	4	5	.	.
Total,	340	29	224	371	\$22.71	\$2.72	21.3	139	187	5	\$2,525

SUPERINTENDENT'S REPORT.

FRANKLIN COUNTY.

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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Avon,	13	2	2	2	\$11.10	\$1.26	16.5	6	1		
Carthage,	6	1	3	5	16.33	1.65	15.3	4	1		
Chesterville,	10	1	9	9	16.43	1.71	19.0	5	6		
Farmington,	25	2	18	26	18.63	1.81	18.3	8	16		
Freeman,	9	1	6	9	15.00	1.40	20.0	4	3		
Industry,	13	1	7	10	18.50	2.09	17.0	3	8		
Jay,	19	4	14	23	14.00	1.23	18.3	7	10		
Kingfield,	5	4	4	5	22.50	1.59	18.1	3	2		
Madrid,	7	1	3	8	12.66	1.37	17.0	2	4		
New Sharon,	9	2	20	20	21.22	2.01	18.5	8	10		
New Vineyard,	11	4	8	8	19.25	1.65	20.0	3	2	1	\$400
Phillips,	22	1	8	16	14.87	1.32	17.3	6	7		
Salem,	8	1	3	7	13.00	1.45	15.0	2	3		
Strong,	11	4	10	13	15.80	1.26	20.4	5	5		
Temple,	8	1	7	6	14.35	1.20	15.7	3	5		
Weld,	12	1	11	11	12.68	1.32	19.1	9	2		
Wilton,	15	4	14	17	17.71	1.39	18.0	6	11		
Bloomfield plantation,	6			3		2.50	16.5	1	1		
Jackson plantation,	3			2		1.33	16.0		1		
Letter B,											
Rangely,	6	1	1	3		2.00	19.0	1	2	2	200
No. 4,											
No. 6,											
Total,	218	23	144	203	\$16.12	\$1.58	17.7	86	100	3	\$600

HANCOCK COUNTY.

Amherst,	4	1	4	4	\$20.00	\$2.62	20.3	3			
Aurora,	3	3	3	3	30.00	2.25	20.7	3			
Bluehill,	18	12	20	22	22.25	1.82	17.2	12	4		
Brooklin,	10	7	12	12	24.75	1.75	16.2	4	5		
Brooksville,	13	12	13	13	23.75	1.81	18.0	5	6		
Bucksport,	18	8	21	28	21.20	2.20	21.0	13	7		
Castine,	4	3	5	3	30.33	3.56	26.7	5	1		
Deer Isle,	30	14	25	23	23.60	1.41	18.4	14	10	1	\$500
Dezham,	7	2	4	5	23.00	2.23	14.6	4	1		
Eastbrook,	3	2	1	2	20.00	1.25	30.0	2			
Eden,	14	8	8	8	24.64	1.91	15.4	5	5		
Ellsworth,											
Franklin,	11		6	10					7		
Gouldsboro',	6	1	8	12	20.30	1.90	19.0	3	11	1	150
Greenfield,	4	1	3	3	20.00	1.87	18.0	1	1		
Hancock,	8	7	7	7	30.00	2.00	16.0	5	1		
Mariaville,	5	3	5	5	22.67	2.00	16.4	2	3	1	209
Mount Desert,	11	5	6	6	20.80	2.00	14.7	1	7		
Orland,	16	1	10	15	26.30	1.97	18.2	6	3		
Otis,	3	1	3	3	25.00	1.62	17.5	2			
Penobscot,	14	1	6	11	23.00	1.90	15.1	9	3		

COMMON SCHOOLS.

HANCOCK COUNTY, (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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Seaville,	4		1	2	\$22.00	16.0		2			
Sedgwick,	10		8	9	24.33	\$1.91 17.9		3	7		
Sullivan,	7		10	12	22.17	2.25 17.2			5		
Surry,	8		5	7	32.40	2.19 21.8		3	7		
Tremont,	13		9	10	18.00	1.75 16.0		8	4		
Trenton,	12		11	11	24.88	1.82 17.8		6	5	1	\$ 300
Waltham,	4		1	1	22.50	1.62 32.0		2	2		
Swan Island,	4		3	5	24.66	1.41 16.8		2	2		
Wetmore Isle,	4		2	5	26.00	2.31 15.7		2	2		
No. 7,	1	3		1		2.35 5.0			1		
No. 10,	1			1		1.75 14.0					
No. 21,	1			1		1.75 14.0		1			
No. 33,				1		1.75 13.0				1	100
Total,	271	8	171	248	\$24.14	\$1.96 17.8		123	115	5	\$1,250

KENNEBEC COUNTY.

Albion,	14		10	16	\$28.00			11	3	1	\$ 200
Augusta,	23		20	43	23.16	\$2.06 25.4		27	5		
Belgrade,	18		15	13	17.80	1.74 15.0		8	9		
Benton,	13		5	12	19.80	1.93 18.4		4	6		
Chelsea,	9	2	3	13	23.00	2.00 15.6		4	5		
China,	22										
Clinton,	12		2	8	20.37	1.90 18.0		7	4	1	375
Farmingdale,	3	1	3	8	23.33	2.03 28.2		4	2		
Fayette,	10	2	6	13	19.75	1.70 17.8		5	5		
Gardiner,	8	1	9	19	33.00	2.39 28.6		12	2	1	600
Hallowell,			4	16	39.67	2.18 34.0		10			
Litchfield,	16		18	20	18.07	1.63 18.3		10	6		
Manchester,	7		2	11	22.50	2.07 19.0		3	5		
Monmouth,	16	1	11	15	17.50	2.18 19.4		7	8		
Mount Vernon,	13		6	14	20.33	2.14 17.4		5	7		
Pittston,	19		12	25	22.00	2.09 15.9		4	15		
Readfield,	12		11	13	20.22	2.00 19.4		2	10		
Rome,	8		7	5	18.00	1.60 15.5		2	6		
Sidney,	20		4	28	20.81	2.33 18.3		17	3	1	275
Vassalboro',	23		18	31	20.77	2.28 18.3		15	8		
Vienna,	19		3	8	20.00	2.10 17.7		4	4		
Waterville,	14	3	13	28	20.88	2.24 21.8		12	8		
Wayne,	11		5	12	18.33	1.87 23.6		5	8	1	300
West Gardiner,	8		7	9	20.37	1.68 19.7		6	2		
Windsor,	13		9	14	22.72	1.97 20.0		9	4		
Winslow,	16		10	20	20.20	1.98 16.7		10	2		
Winthrop,	10	2	8	15	23.35	1.95 23.8		5	5		
Clinton Gore,	2		1	2	17.00	1.75 13.4		1	1	1	300
Unity plantation,	1			1		2.62 7.0		1			
Total,	360	12	222	429	\$20.39	\$1.86 19.5		210	143	6	\$2,050

SUPERINTENDENT'S REPORT.

LINCOLN COUNTY.

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.	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		6	7	\$24.00	\$1.82	18.5	2	3		
Boothbay,	17		14	13	23.31	2.00	17.2	14	2		
Bremen,	7	2	6	7	23.33	1.96	19.0	2	5		
Bristol,	20	3	16	23	20.02	1.88	20.3	7	12		
Cushing,	6		5	6	19.83	1.82	22.1	4	2		
Damariscotta,	6		5	7	19.58	2.00	22.4	4	2		
Dresden,	9	1	6	7	22.75	1.80	16.1	2	7		
Edgecomb,	8		7	8	21.00	1.57	20.0		8		
Friendship,	6	1	4	6	22.00	1.45	19.2	2	4		
Jefferson,	15		16	9	21.43	2.09	18.7	5	10		
Newcastle,	14	1	12	16	22.33	2.04	21.0	12	2		
Nobleborough,	13		9	11	20.20	1.96	18.5	3	9	1	\$400
Rockland,	8		18	20	23.35	2.03	21.0	3	12		
St. George,	17	7	15	18	20.16	1.33	18.7	3	14		
Southport,	5		5	2	21.60	1.75	17.2	2	3		
South Thomaston,	12		8	8	23.87	2.45	17.0	4	7	1	1,063
Thomaston,	11	3	12	13	30.33	3.11	25.8	7	3		
Union,	15		11	10	23.60	1.88	18.8	8	7	1	400
Waldoborough,	28				22.00	2.00			24		
Warren,	21	1	11	22	24.30	1.77	20.4	3	8	1	1,000
Washington,	12		11	14	21.68	1.73	18.5	5	6		
Westport,	6		6	6	21.67	1.68	18.4	3	3		
Whitefield,	18		14	16	20.25	1.71	17.0	10	8	3	800
Wiscasset,	6		8	8	23.50	2.00	24.0	1	5		
Matinicus Isle,	1		1	1	25.00	1.25	24.0	1			
Monhegan Isle,	1		1	1	22.00	1.75	24.0	1			
Muscle Ridge plantation,	3		3		.00	2.00	9.0		1	1	228
Patricktown plantation,	7		6	1	18.00	1.00	15.0	4	2		
Total,	297	19	236	260	\$22.26	\$1.85	19.3	112	169	8	\$3,888

OXFORD COUNTY.

Albany,	8		9	8	\$15.00	\$1.50	14.4	4	4		
Andover,	7		3	8	19.00	1.87	17.5	2	3	1	\$480
Bethel,	24	3	17	28	16.00	1.77	18.0	8	17		
Brownfield,	17		8	16	15.50	1.30	21.4	2	11	1	350
Buckfield,	13	2	9	3	18.22	1.37	19.3	7	6		
Byron,	5	1	3	4	16.33	1.37	17.0	3	3		
Canton,	9	1	7	12	17.64	1.38	17.4	4	4		
Denmark,	14		7	12	17.08	1.95	21.0	5	9		
Dixfield,	12	2	11	14	17.50	1.30	17.9	9	1		
Fryeburg,	17		9	16	15.77	2.05	19.6	6	10	2	725
Gilead,	6		2	7	15.00	1.68	14.5	2	4		
Grafton,	3	1	2	2	9.50	2.50	16.1	1			
Greenwood,	12		4	10	17.50	1.40	15.3	4	6		
Hanover,	4	1	5	4	13.33	1.62	17.6	1	3		
Hartford,	15	2	7	10	17.75	1.35	17.8	4	11		
Hebron,	6	3	6	10	17.20	1.53	19.2	4	4	1	300
Hiram,	15	3	7	11	13.54	1.80	16.7	2	10	1	209

COMMON SCHOOLS,

OXFORD COUNTY, (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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Lovell,	14	6	16	16	\$17.83	\$1.93	20.5	8	5	1	\$ 900
Mason,	1		2	2		2.25	18.0	1		1	150
Mexico,	6	2	8	8	15.00	1.43	18.6		6		
Newry,	6	5	7	7	14.00	1.42	16.1	3	3		
Norway,	14	10	16	16	19.73	1.63	18.7	4	11	1	900
Oxford,	11	1	9	8	16.90	1.58	16.7	2	9		
Paris,	18	16	20	17.61	1.94	21.5	12	2			
Peru,	11	7	11	11	16.00	1.57	18.6		11		
Porter,	13	1	9	13	15.00	1.57	20.2	3	10	1	100
Roxbury,	5	1			10.72	1.83	13.0	2			
Rumford,	13	14	14	14	13.42	1.76	19.2	9	4		
Stow,	8	2	8	8	33.00	1.57	18.1	4	4		
Stoneham,	6	2	9	9	14.50	1.50	14.0	3	2		
Summer,	16	9	16	16	33.06	1.44	18.7	9	5	2	300
Sweden,	8	8	10	10	18.00	1.85	21.9	1	6	1	500
Waterford,	13	10	11	11	17.55	1.66	17.9	5	8		
Woodstock,	12	7	6	6	17.80	1.55	18.5	1	8		
Andover N. Surplus, Franklin plantation, Fryeburg Academy Grant, Hamlin's Grant, Letter B, Milton plantation, No. 5, R. 1 and 2, Riley,	1 4 1 1 2 2 2	1 1 1 1 2 2 2	2 5 1 1 4 2 1	5 5 1 1 2 2 1	13.00 13.00 13.00 13.00 15.75 14.00	1.45 1.45 1.45 1.45 1.25 1.25 1.00	15.0 15.0 15.0 15.0 19.0 20.0	4 4 1 1 1 1 1			
Total,	372	25	239	360	\$15.53	\$1.61	17.6	142	201	13	\$4,905

PENOBSCOT COUNTY.

Alton,	6	2	5	5	\$19.00	\$1.83	16.7	1	2	1	\$ 450
Argyle,	4	1	4	4	18.00	2.00	16.5	3	1		
Bangor,	1	16	69	37	37.00	2.89	34.8	27	7		
Bradford,	11	8	12	12	22.00	2.14	17.0	3	8	2	1,200
Bradley,	4										
Brewer,	10	8	18	18	24.00	2.28	20.3	4	6		
Burlington,	6	1	2	8	16.00	2.43	20.2	2	2		
Carmel,	10	10	10	10	32.32	2.13	16.8	7	3		
Carroll,	5	2	2	4	20.33	1.66	18.6	2	1		
Charleston,	11	1	9	11	20.00	1.75	19.0	3	7		
Chester,	6	1	1	1	19.00	1.80	19.5	3	1		
Clifton,	4	1	7	7	15.00	1.93	20.3	3	1		
Corinna,	14	3	5	19	20.20	2.25	16.6	2	11	1	175
Corinth,	15	1	8	23	22.25	1.84	16.3	6	10		
Dexter,	10	3	4	25	31.00	1.15	18.8	3	10		
Dixmont,	11	3	9	13	21.61	1.95	19.9	7	5		
Eddington,	7	7	8	8	23.14	1.85	17.8	3	4	1	550
Elmberg,	2	1	2	2		2.25	20.0	1			
Enfield,	5		4	4		2.43	22.1	2	3		
Etaa,	8	5	10	10	19.80	1.75	13.7	4	4		

SUPERINTENDENT'S REPORT.

PENOBSCOT COUNTY, (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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Exeter,	15		13	2	\$15.00	\$1.80	15.0	11	4	1	\$300
Garland,	9	4	9	8	19.50	1.53	19.7	3	7	1	529
Glenburn,	7		2	11	20.50	1.95	17.4	4	3		
Greenbush,	7		1	3	26.00	1.94	22.1	3	2		
Hampden,	18	1	16	22	23.00	2.00	21.0	1	17		
Hermon,	13		12	11	19.40	1.65	18.8	5	5	1	350
Holden,	9		5	8	22.00	1.91	20.0	5	2		
Howland,	5			4		1.71	14.0	2	2		
Hudson,	6		3	7	14.00	2.16	13.9	3	2		
Kenduskeag,	5	2	2	11	24.00	2.22	16.5	6			
Lagrange,	4		3	3	20.33	2.00	21.3	2	1		
Lee,	7	2	5	7	20.60	1.82	18.3	2	6		
Levant,	11	2	2	2	24.00	2.09	14.4	6	3	1	400
Lincoln,	11	2	4	15	22.75	2.23	24.6	1	10	1	300
Lowell,	7			5		1.87	24.5	3	2	1	500
Mattamiscotis,											
Maxfield,	4			4		1.63	10.7	7			
Milford,	4		2	4	30.00	2.37	18.5	2	2	2	2,200
Newburg,	9		7	10	21.45	1.90	18.2	6	3		
Newport,	8	1	4	13	18.75	2.50	17.9	2	5		
Oldtown,	7		8	17	32.00	2.70	19.4	5	4		
Orono,	1		2	19	42.50	2.37	20.6	9	1		
Orrington,	12		9	13	25.55	2.13	17.8	8	4		
Passadumkeag,	4		1	5	20.00	3.05	20.6	2	1		
Patten,	5		1	6	25.00	2.00	22.8	2	2	2	1,275
Plymouth,	6	1	4	11	19.00	1.75	16.4	1	6		
Springfield,	9	2		2							
Stetson,	7	1	3	10	18.00	2.39	12.2	1	5		
Mattawamkeag,	5					2.50	12.0				
Nickertow,											
Veazie,	1		2	7	40.00	2.96	32.9	2	1		
Woodville,											
Pattagampus,	1		1		16.00		12.0		1	1	100
Five Islands,											
No. 3, R. 6,											
No. 4, R. 1,											
No. 5,	4			2		2.25	12.0		1		
No. 6, R. 3,											
No. 7, R. 3,	4		1	3	20.00	1.37	12.5		1		
Total,	375	33	210	498	\$20.58	\$2.08	18.5	191	190	16	\$8,329

PISCATAQUIS COUNTY.

Abbott,	9	4	7	\$20.00	\$1.88	16.5	2	6	1	\$228
Atkinson,	9	4	12	19.66	1.85	16.3	2	7		
Barnard,	3		3		1.58	9.0		2		
Blanchard,	2		1	20.00	2.50	15.0		1		
Bowerbank,	3	1	2	15.00	2.00	19.4		2		

COMMON SCHOOLS.

PISCATAQUIS COUNTY, (Continued.)

Towns.	No. 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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
	No. of Districts.	Parts of Districts.									
Brownville,	9	.	4	8	\$21.00	\$1.80	17.7	.	4	.	.
Dover,	11	.	8	19	20.50	1.87	17.6	6	10	.	.
Elliottsville,	4	.	.	2	.	\$1.62	.	12	.	.	.
Foxcroft,	11	.	5	11	20.50	1.74	16.5	2	8	.	.
Guildford,	9	.	4	3	23.50	1.71	16.6	6	3	1	\$125
Greenville,	3	.	1	4	25.00	1.92	34.0	.	3	.	.
Kilmarnock,	6	.	.	7	.	1.87	13.0	.	5	.	.
Kingsbury,	3	.	1	3	14.00	1.50	36.4	1	1	.	.
Monson,	9	.	3	9	20.66	1.55	17.8	.	6	.	.
Milo,	7	.	4	11	13.00	1.81	23.8	4	3	.	.
Orneville,	9	.	4	9	15.67	1.77	13.6	3	3	.	.
Parkman,	15	.	4	12	16.75	1.90	17.6	6	7	1	150
Sangerville, . . . . .	.	.	.	.	.	.	.	.	.	.	.
Sebec,	10	2	6	11	24.00	1.92	21.5	4	3	.	.
Shirley,	3	1	1	4	18.00	1.75	19.3	.	2	.	.
Wellington,	10	1	5	9	16.23	1.70	14.9	2	5	.	.
Williamsburg,	3	.	1	3	17.00	2.33	14.6	2	1	J	178
No. 2, R. 5,	1	.	.	1	.	1.50	10.0	.	.	.	.
Total,	149	4	60	151	\$18.91	\$1.37	18.1	52	82	4	\$675

SAGADAHOC COUNTY.

Arrowsic,	3	.	.	3	\$2.10	11.3	3	.	2	\$300
Bath,	2	.	10	23	\$44.57	2.00	32.0	7	6	1 4,000
Bowdoin,	18	1	11	19	18.00	1.50	19.0	8	10	.
Bowdoinham,	17	.	14	17	21.54	1.85	20.8	8	9	1 400
Georgetown,	9	.	4	9	20.00	2.64	22.0	7	.	.
Perkins,	1	.	.	1	.	1.75	20.2	1	.	1 400
Phippsburg,	14	.	14	12	.	.	.	6	7	.
Richmond,	11	.	8	17	21.34	1.86	17.2	12	2	1 300
Topsham,	10	.	8	4	20.12	1.70	22.7	7	6	.
West Bath,	5	.	5	6	21.10	1.90	20.8	2	3	.
Woolwich,	8	.	8	7	28.00	2.30	20.0	4	4	.
Total,	98	1	82	118	\$24.33	\$1.96	20.6	65	47	6 \$5,400

SOMERSET COUNTY.

Anson,	22	3	14	21	\$17.25	\$1.85	15.5	12	10	.	.
Athens,	13	.	6	15	19.00	2.52	20.8	10	2	.	.
Bingham,	13	.	3	7	20.67	2.23	17.7	3	4	2 \$800	
Bloomfield,	9	.	6	13	18.48	1.94	20.7	9	2	2 2,000	
Brighton,	8	2	3	4	15.00	1.92	15.1	5	2	.	
Cambridge,	5	.	2	6	17.50	2.20	16.5	1	4	.	
Canaan,	12	.	9	14	20.00	2.00	16.3	1	11	1 2,500	
Concord, . . . . .	.	.	.	.	.	.	.	.	.	.
Cornville,	15	2	9	11	19.22	1.86	16.9	7	5	2 500	

SUPERINTENDENT'S REPORT.

SOMERSET COUNTY, (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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Detroit,	5		3	4	\$16.75	\$2.56	18.4	2	3		
Embden,	12	1	4	16	15.75	1.84	15.6	4	5		
Fairfield,	20	4	7	25	19.57	1.65	19.9	6	12	1	\$150
Harmony,	11	1	4	7	23.66	2.00	13.7	2	5		
Hartland,	10		4	9	21.50	2.25	18.4	3	6		
Lexington,	9		4	9	20.00	1.25	16.0	3	1	2	325
Madison,	19	2			22.00	1.72	18.0	5	11	1	750
Mayfield,	2			3		1.75	16.0		2		
Mercer,	8	1	6	11	21.50	2.14	18.6	4	5		
Moscow,	10		2	6	19.33	1.63	16.6		6		
New Portland,	18		10	12	17.70	1.80	19.0	3	9		
Norridgewock,	14	8	7	17	16.98	2.00	21.6	8	7	2	700
Palmyra,	13	2	5	15	18.00	1.93	13.7		15		
Pittsfield,	8	6	5	12	19.50	2.23	16.5	5	3		
Ripley,	5		5	5	20.00	1.95	18.8	1	4		
St. Albans,	14	1	13	7	21.70	1.75	16.0	6	7		
Skowhegan,	11	1	5	18	21.60	2.13	17.0	5	5		
Smithfield,	7		6	6	19.15	1.91	16.0	2	5		
Solon,	13	1	7	18	22.43	1.99	18.3	5	6	1	635
Starks,	18	2	12	10	16.75	1.84	17.0	4	10	2	400
Flagstaff,	1		1	1	26.00	1.50	16.0	1	-		
No. 1, R. 2, W. K. R.,	3			3		1.33	8.0	1	-		
No. 1, R. 3, E. K. R.,	5			4		1.41	22.0	2	2		
No. 1, R. 3, W. K. R.,											
Forks,						2.00	24.0				
No. 2, R. 2,	3			1		1.00	12.0				
Moose River p.,											
No. 4,											
Total,	236	37	162	310	\$19.53	\$1.91	17.3	122	169	16	\$8,760

WALDO COUNTY.

Appleton,	12	1	11	13	\$21.16	\$2.02	17.5		11		
Belfast,	16		17	25	31.27	2.07	23.5	10	7	2	\$1,800
Belmont,	13		7	7	22.40	1.83	18.3	5	1		
Brooks,	8		5	10	26.80	1.87	19.0	3	5		
Burnham,	7		3	8	17.00	1.85	17.2	4	2		
Camden,	20		19	24	22.50	1.84	21.6	1	19	1	4
Frankfort,	26	1	20	38	13.50	1.60	17.5		3		
Freedom,	10	1	8	10	20.00	1.30	16.1	6	3	1	2
Hope,	7		6	8	25.17	1.94	21.4		7		
Hesborough,	8		7	8	22.25	1.65	23.0		8		
Jackson,	9		5	12	20.20	1.85	17.0	2	7		
Knox,	10	1	7	9	24.80	1.59	18.0	5	3		
Liberty,	9	1	6	11	21.91	1.80	22.7	5	2	1	300
Lincolnton,	17		16	16	23.87	1.42	16.3	12	5		
Monroe,	12		10	9	19.08	1.54	17.0	6	6		
Montville,	15	2	13	13	22.15	1.58	18.8	5	10		

SUPERINTENDENT'S REPORT.

WASHINGTON COUNTY, (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.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Princeton,	4		3	4	\$22.66	\$2.10	22.0	3	1		
Robbinston,	9		4	7	25.00	2.53	28.8	5	2		
Steuben,	11			14	23.75	1.89	21.7	3	1		\$800
Topsfield,	3		2	4	17.00	2.75	23.1				
Trescott,	8		2	6	21.33	1.85	17.5	1	2		
Wesley,	4		2	2	23.50	2.75	22.4	1	2		
Whitney,	5		1	4	27.00	2.15	26.0	1	3		
Whitneyville,	1		2	3	22.50	1.08	22.0	1			
Big Lake,	1			1		2.50		1		1	200
Codyville plantation,	1			1		2.12	16.0	1			
Danforth plantation,	1			1		2.00	11.0	1			
Jackson Brook,	2			2		1.75		2			
Lambert's Lake plantation,	1			1		2.00	24.0		1		
Tallmadge,	2			1		1.50	26.0	1			
Waite plantation,	1		1		20.00		12.0	1			
No. 7, R. 2,											
No. 9, R. 4,	2			2		1.50	10.0		1		
No. 11,	3			2		2.00	11.0				
No. 18,	1		1	1	18.00	2.50	12.0				
Total,	246	13	117	239	\$25.27	\$2.21	20,1	106	122	10	\$3,595

YORK COUNTY.

Acton,	14		9	9	\$18.00	\$2.25	20.2	6	6		
Alfred,	11		7	10	17.80	2.05	27.4	4	6		
Berwick,	18		10	13	19.30	2.29	21.6	9	8	1	\$750
Biddeford,	11		13	19	23.00	2.28	19.5	12	4	1	1,000
Buxton,	17		16	15	18.94	2.03	21.9	6	11		
Cornish,	12				14.17	1.65	19.7	5	7		
Dayton,	5	2	5	8	20.80	1.75	19.6	1	4		
Elliot,	8		3	6	21.25	1.79	26.5	6	2	1	375
Hollis,	13	3	9	11	15.41	1.70	16.5	9	5		
Kennebunk,	12	1	9	15	20.50	1.86	21.8	7	6		
Kennebunkport,	12		11	9	20.73	2.02	25.5	3	9		
Kittery,	13		10	18	20.60	2.14	20.1	2	11		
Lebanon,	21		11	16	18.00	2.00	16.6	16	3	2	800
Limerick,	10		10	7	16.10	1.64	21.4	6	4	1	500
Limington,	18		13	22	12.50	1.67	17.7	12	16		
Lyman,	11	1	4	7	18.90	1.83	18.9	4	7	3	1,050
Newfield,	10		7	13	18.64	2.00	18.0	3	7	2	1,100
North Berwick,	19	2	4	15	16.00	2.20	22.2	5	12		
Parsonsfield,	18	2	16	18	16.75	1.50	18.0	8	10		
Saco,	9		12	17	28.10	2.76	36.9	13	2		
Sanford,	18		13	15	15.70	2.09	19.0	8	10	2	500
Shapleigh,	15		8	8	16.55	1.87	18.3	3	10		
South Berwick,	15	2	10	13	19.00	2.60	22.3	3	10		
Waterborough,	14	1	11	13	16.31	1.73	19.8	3	11	1	600
Wells,	17		16	14	20.96	1.94	21.2	10	9	2	620
York,	15		14	17	20.35	2.17	20.8	9	6		
Total,	356	14	251	326	\$19.09	\$1.99	21.2	172	196	16	\$7,295

RECAPITULATION.—(TABLE II.)

Counties.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month.	Average wages of Female Teachers per week.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of School Houses built the past year.
Androscoggin,	188	28	133	192	\$19.80	\$1.71	19.6	73	109	8	\$8,325
Aroostook,	129	5	29	63	17.91	1.93	17.1	24	31	4	858
Cumberland,	340	29	224	371	22.71	2.72	21.3	139	187	5	2,525
Franklin,	218	23	144	203	16.12	1.58	17.7	86	100	3	600
Hancock,	271	8	171	248	24.14	1.96	17.8	123	115	5	1,250
Kennebec,	360	12	222	429	20.39	1.86	19.5	210	143	6	2,050
Lincoln,	297	19	236	260	22.26	1.85	19.3	112	169	8	3,888
Oxford,	372	25	239	360	15.53	1.61	17.6	142	201	13	4,905
Penobscot,	375	33	210	498	20.58	2.08	18.5	191	190	16	8,329
Piscataquis,	149	4	60	151	18.91	1.37	18.1	52	82	4	678
Sagadahoc,	98	1	82	118	24.33	1.96	20.6	65	47	6	5,400
Somerset,	236	37	162	310	19.53	1.91	17.3	122	169	16	8,760
Waldo,	336	26	279	369	22.01	1.76	18.5	135	147	8	4,350
Washington,	246	13	117	239	25.27	2.21	20.1	106	122	10	3,595
York,	350	14	251	326	19.09	1.99	21.2	172	196	16	7,295
Total,	3,965	277	2,559	4,137	\$20.57	\$1.90	18.9	1,752	2,088	128	\$62,808

*STATISTICS NOVEMBER

Table III.

ANDROSCOGGIN COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Auburn,	1,207	506	463	747	593	528.0	.44
Danville,	695	363	272	437	378	325.0	.48
Durham,	758	386	270	547	712	341.0	.45
East Livermore,	301	209	144	314	211	177.5	.58
Greene,	513	276	200	343	272	236.0	.46
Leeds,	558	286	229	349	297	263.0	.47
Lewiston,	1,359	698	536	670	514	525.0	.39
Lisbon,	528	311	252	369	323	287.5	.54
Livermore,	603	397	311	531	406	358.5	.59
Minot,	684	359	293	432	351	322.0	.47
Poland,	1,074	414	327	401	321	324.0	.30
Turner,	975	552	435	694	528	481.5	.49
Wales,	210	104	77	142	114	95.5	.45
Webster,	376	266	183	253	284	338.5	.63
Total,	9,841	5,127	3,992	6,229	5,304	4603.0	.48

AROOSTOOK COUNTY.

Amity,	126	88	44	63	54	49.0	.38
Hodgdon,	402	274	179	188	141	160.0	.39
Houlton,	757	363	284	407	327	305.0	.39
Linneus,	306	122	103	151	110	101.5	.33
Masardis,	60	25	20			20.0	.33
Monticello,	109			72	53	53.0	.48
New Limerick,	89	53	41	25	22	31.5	.37
Smyrna,	72	35	11	2	2	6.5	.08
Weston,	185	123	81	85	62	71.5	.38
Bancroft,	74	29	21			21.0	.28
Belfast Academy Grant,	134						
Benedicta,	170	86	52	102	70	61.0	.35
Bridgewater,	266	189	114			114.0	.42
Crystal,	79	53	43	26	20	31.5	.37
Dayton plantation,							
Golden Ridge,	130	36	22	39	30	26.0	.20
Hancock plantation,	295						
Haynesville,							
Leavitt,							
Letter D,	226	72	59	115	98	78.5	.34
Letter H,	256	30	26	36	30	28.0	.11
Macwaho,	80	44	36	44	35	35.5	.44
Madawaska,	580	121	87	85	63	75.0	.12

COMMON SCHOOLS.

AROOSTOOK COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Molunus,	14	.	.	.	.	.	.
Orient plantation,	60	18	12	.	.	12.0	.20
Portage Lake,	45	.	.	.	.	.	.
Presque Isle,	171	32	26	79	66	46.0	.26
Reed plantation, . . . . .	.	.	.	.	.	.	.
Salmon Brook,	94	49	29	.	.	29.0	.30
Williams College Grant,	131	24	21	.	.	21.0	.16
No. 11,	174	79	56	60	38	47.0	.27
Letter G,	176	.	.	60	50	50.0	.28
Total,	5,241	1,945	1,367	1,639	1,271	1473.5	.30

CUMBERLAND COUNTY.

Baldwin,	449	253	192	261	209	200.5	.40
Bridgton,	1,048	551	423	631	501	462.0	.44
Brunswick,	1,826	1,036	773	1,115	890	831.5	.44
Cape Elizabeth,	895	398	305	554	431	368.0	.41
Casco,	440	260	198	234	184	191.0	.44
Cumberland,	706	332	253	465	374	313.5	.44
Falmouth,	712	366	286	497	433	359.5	.50
Freeport,	1,028	525	382	654	496	439.0	.43
Gorham, . . . . .	.	574	389	665	519	454.0	.
Gray,	752	378	287	462	339	313.0	.42
Harpswell,	594	308	227	442	321	274.0	.46
Harrison,	462	322	253	354	279	266.0	.57
Naples,	483	.	.	.	.	.	.
North Yarmouth,	440	210	150	321	245	197.5	.45
New Gloucester,	694	322	232	498	385	308.5	.44
Otisfield,	447	223	185	305	247	216.0	.48
Portland,	8,348	3,557	2,585	3,390	2,554	2569.5	.31
Pownal,	437	216	173	395	330	251.5	.57
Raymond,	504	285	208	306	243	225.5	.44
Scarborough,	707	421	318	552	445	381.5	.54
Sebago,	352	236	179	204	148	163.5	.52
Standish,	825	469	347	536	403	375.0	.45
Westbrook,	1,710	851	651	936	740	695.5	.41
Windham,	950	534	404	641	510	457.0	.48
Yarmouth,	677	288	202	368	291	246.5	.36
Total,	25,486	12,945	9,602	14,784	11,517	10,560	.45

FRANKLIN COUNTY.

Avon,	279	119	88	239	167	143.0	.51
Carthage,	163	79	50	127	97	88.0	.54
Chesterville,	448	195	154	324	272	213.0	.47
Farmington,	999	541	440	776	617	528.5	.53

SUPERINTENDENT'S REPORT.

FRANKLIN COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Freeman,	272	135	110	249	187	148.5	.54
Industry,	360	175	130	278	240	185.0	.51
Jay,	652	368	269	464	366	317.5	.48
Kingfield,	284	145	128	207	179	153.5	.54
Madrid,	194	99	71	174	135	103.0	.53
New Sharon,	626	319	242	507	395	318.5	.50
New Vineyard,	257	110	88	195	138	113.0	.43
Phillips,	711	297	203	594	392	297.5	.41
Salem,	163	94	75	130	94	84.5	.51
Strong,	354	182	133	317	246	189.5	.53
Temple,	300	150	118	181	146	127.0	.42
Weld,	396	229	156	326	253	204.5	.51
Wilton,	691	434	353	668	524	438.5	.63
Bloomfield plantation,	138	41	33	20	18	25.5	.18
Jackson plantation,	69	10	8	.	.	8.0	.11
Letter E,	31	.	.	.	.	.	.
Rangely,	153	55	51	43	40	45.5	.23
No. 4, . . . . .	.	.	.	.	.	.	.
No. 6, . . . . .	.	.	.	.	.	.	.
Total,	7,540	3,777	2,900	5,819	4,506	3732.0	.46

HANCOCK COUNTY.

Amherst,	122	85	68	114	86	77.0	.63
Aurora,	82	55	36	20	17	26.5	.32
Bluehill,	839	499	377	574	456	416.5	.50
Brookline,	466	303	248	343	377	312.5	.67
Brooksville,	588	341	242	387	292	267.0	.45
Bucksport,	1,480	845	595	647	495	545.0	.36
Castine,	519	366	237	426	320	278.5	.53
Deer Isle,	1,774	1,123	742	1,039	878	810.0	.45
Dedham,	262	112	105	175	148	126.5	.48
Eastbrook,	75	65	62	75	70	66.0	.88
Eden,	509	269	213	412	325	219.0	.43
Ellsworth,	1,905	.	.	.	.	.	.
Franklin,	337	.	.	.	.	.	.
Gouldsborough,	670	404	307	330	263	285.0	.42
Greenfield,	125	95	75	74	50	62.5	.50
Hancock,	417	247	200	247	187	193.5	.46
Mariaville,	189	135	114	128	94	79.0	.41
Mount Desert,	346	122	105	264	216	160.5	.46
Orland,	741	468	293	427	420	356.5	.48
Otis,	68	38	28	19	14	21.0	.30
Penobscot,	743	415	299	511	585	442.0	.59
Seaville,	72	42	35	54	43	39.0	.54
Sedgwick,	578	368	287	392	312	299.5	.51
Sullivan,	292	202	169	209	180	174.5	.59
Surry,	561	337	219	364	231	225.0	.34

COMMON SCHOOLS.

HANCOCK COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Tremont,	626	344	312	282	250	281.0	.44
Trenton,	581	351	295	400	307	302.0	.51
Waltham,	129	80	60	125	84	72.0	.55
Swan Island,	186	127	89	124	101	95.0	.51
Wetmore Isle,	174	128	110	132	117	113.5	.65
No. 7,	46	30	25	.	.	25.0	.54
No. 10,	127	17	12	.	.	12.0	.09
No. 33,	28	28	20	.	.	20.0	.71
Total,	16,317	8,238	3,979	7,814	6,750	6383.0	.49

KENNEBEC COUNTY.

Albion,	637	.	.	.	.	.	.
Augusta,	3,477	1,428	1,043	1,730	1,210	1126.5	.32
Belgrade,	778	300	243	496	409	376.0	.48
Benton,	513	325	245	271	291	268.0	.52
Chelsea,	485	263	210	253	207	208.5	.41
China,	1,175	.	.	.	.	.	.
Clinton,	766	403	305	532	393	349.0	.45
Farmingdale,	408	209	138	238	200	169.0	.41
Fayette,	385	178	144	299	246	195.0	.51
Gardiner,	1,849	942	705	1,099	859	782.0	.42
Hallowell,	1,066	568	455	563	450	452.5	.42
Litchfield,	790	454	353	570	450	401.5	.51
Manchester,	312	116	90	189	158	124.0	.39
Monmouth,	593	341	277	375	311	294.0	.49
Mount Vernon,	487	214	179	369	293	236.0	.49
Pittston,	1,090	605	454	731	594	524.0	.48
Readfield,	583	254	198	430	349	278.5	.47
Rome,	327	173	123	261	185	154.0	.47
Sidney,	748	422	340	548	457	398.5	.53
Vassalboro',	1,284	733	537	943	660	598.5	.46
Vienna,	360	125	93	286	222	157.5	.43
Waterville,	1,645	779	578	873	698	638.0	.39
Wayne,	533	287	209	424	346	277.5	.52
West Gardiner,	513	257	181	327	268	224.5	.44
Windsor,	674	361	287	504	395	341.0	.51
Winslow,	746	439	338	477	400	369.0	.49
Winthrop,	716	424	333	495	379	356.0	.49
Clinton Gore,	85	33	30	61	50	40.0	.47
Unity plantation,	32	.	.	26	20	20.0	.62
Total,	23,057	10,633	8,988	13,370	10,700	9854.0	.46

SUPERINTENDENT'S REPORT.

LINCOLN COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Alna,	341	200	170	235	192	186.0	.53
Boothbay,	1,093	652	497	756	606	542.5	.49
Bremen,	338	211	180	223	187	183.5	.54
Bristol,	1,271	675	513	820	601	557.0	.43
Cushing,	350	162	129	212	151	140.0	.43
Damariscotta,	588	353	. . .	. . .	. . .	. . .	. . .
Dresden,	589	230	160	390	285	222.5	.38
Edgecomb,	532	233	157	320	230	193.5	.36
Friendship,	291	161	119	169	128	123.5	.43
Jefferson,	898	510	349	589	423	386.0	.43
Newcastle,	821	407	291	503	391	341.0	.41
Nobleborough,	600	361	308	374	312	310.0	.51
Rockland,	2,996	. . .	. . .	. . .	. . .	. . .	. . .
St. George,	1,014	580	440	698	527	483.5	.47
Southport,	251	88	65	181	158	111.5	.44
South Thomaston,	614	266	189	357	285	237.0	.38
Thomaston,	1,162	596	431	676	527	479.0	.41
Union,	734	266	177	477	395	286.0	.39
Waldoborough,	1,712	. . .	. . .	. . .	. . .	. . .	. . .
Warren,	932	546	421	674	527	474.0	.51
Washington,	705	359	265	480	346	300.5	.43
Westport,	334	179	152	269	222	187.0	.56
Whitefield,	820	512	371	581	450	410.5	.50
Wiscasset,	883	420	251	410	277	264.0	.30
Matinicus Isle,	110	36	26	60	46	36.0	.33
Monhegan Isle,	43	23	20	40	30	25.0	.59
Muscle Ridge plantation,	44	44	33	. . .	. . .	33.0	.75
Patriktown plantation,	244	40	32	196	143	87.5	.36
Total,	20,210	8,910	5,746	9,690	7,439	6609.0	.45

OXFORD COUNTY.

Albany,	34	25	20	25	18	19.0	.59
Andover,	274	187	134	234	171	152.5	.54
Bethel,	871	439	346	692	549	447.5	.51
Brownfield,	538	288	195	344	255	271.5	.50
Buckfield,	684	351	269	446	355	312.0	.46
Byron,	138	98	79	102	85	82.0	.59
Canton,	390	249	188	314	244	216.0	.55
Denmark,	446	331	247	348	264	255.5	.57
Dixfield,	440	257	200	273	252	226.0	.51
Fryeburg,	719	351	271	268	283	274.0	.38
Gilead,	143	86	21	139	107	64.0	.45
Grafton,	31	17	15	26	21	18.0	.58
Greenwood,	408	199	149	273	203	176.0	.43
Hanover,	122	65	49	92	76	62.5	.50
Hartford,	456	261	202	385	298	250.0	.55
Hebron,	345	187	144	235	190	167.0	.48

COMMON SCHOOLS.

OXFORD COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Hiram,	511	273	199	300	240	219.5	.43
Lovell,	569	365	282	389	302	341.0	.59
Mason,	45	31	25	32	26	25.5	.56
Mexico,	203	131	92	146	103	97.5	.48
Newry,	171	150	111	174	136	123.5	.72
Norway,	716	291	220	570	428	324.0	.45
Oxford,	585	292	226	370	293	259.5	.44
Paris,	1,002	633	497	722	554	525.5	.52
Peru,	450	254	188	339	257	222.5	.49
Porter,	491	282	205	314	232	437.5	.89
Roxbury,	86	33	25	63	52	38.5	.44
Rumford,	553	311	292	408	335	313.5	.57
Stow,	215	149	125	192	166	145.5	.67
Stoneham,	170	82	59	124	81	70.0	.41
Sumner,	465	230	182	383	290	236.0	.51
Sweden,	291	155	123	205	160	141.5	.48
Waterford,	556	252	193	362	292	242.5	.43
Woodstock,	400	237	189	297	230	209.5	.52
Andover North Surplus,	38	.	.	26	13	13.0	.34
Franklin plantation,	115	76	54	58	40	47.0	.41
Fryeburg Academy Grant, . . . . .	.	.	.	.	.	.	.
Hamlin's Grant,	40	30	18	40	29	23.5	.59
Letter B,	101	30	25	62	50	37.5	.37
Milton plantation,	86	40	25	65	56	40.5	.47
No. 5, R. 1 and 2,	35	12	10	17	12	11.0	.31
Riley, . . . . .	.	.	.	.	.	.	.
Total,	13,933	7,730	5,889	7,748	9,874	6825.0	.51

PENOBSCOT COUNTY.

Alton,	172	124	103	66	53	78.0	.45
Argyle,	144	109	92	40	33	62.5	.43
Bangor,	5,510	3,560	2,696	4,112	3,048	2872.0	.52
Bradford,	642	435	310	514	365	337.5	.53
Bradley,	359	.	.	.	.	.	.
Brewer,	927	476	362	608	484	423.0	.45
Burlington,	230	170	126	127	99	112.5	.49
Carmel,	543	272	196	320	263	229.5	.42
Carroll,	199	119	83	106	77	80.0	.40
Charleston,	578	321	253	432	375	314.0	.54
Chester,	157	103	58	53	48	53.0	.34
Clifton,	132	87	80	98	70	75.0	.56
Corinna,	742	390	307	491	406	365.5	.49
Corinth,	660	446	353	545	458	405.5	.61
Dexter,	861	553	440	612	512	476.0	.55
Dixmont,	710	374	277	478	384	330.5	.46
Eddington,	313	192	149	277	231	190.0	.61
Edinburg,	30	23	21	17	15	18.0	.60
Enfield,	177	90	66	92	73	69.5	.39
Etna,	337	207	154	232	184	169.0	.50

SUPERINTENDENT'S REPORT.

PENOBSCOT COUNTY, (Continued.)

Towns.	Whole No. of Sch'lars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Exeter,	800	350	290	630	580	435.0	.54
Garland,	575	291	228	401	335	281.5	.49
Glenburn,	364	209	160	220	169	164.5	.45
Greenbush,	227	134	93	52	42	67.5	.29
Hampden,	1,391	724	524	923	718	621.0	.45
Hermon,	660	316	220	388	313	266.5	.40
Holden,	311	165	120	201	148	134.0	.43
Howland,	61	61	47	.	.	47.0	.77
Hudson,	365	143	152	190	149	150.5	.41
Kenduskeag,	402	281	204	324	274	239.0	.59
Lagrange,	225	144	111	186	140	125.5	.56
Lee,	352	197	145	260	188	166.5	.47
Levant,	530	318	237	353	284	265.5	.50
Lincoln,	581	396	289	341	258	273.5	.47
Lowell,	182	121	72	60	47	59.5	.33
Mattamiscontis, . . . . .	.	.	.	.	.	.	.
Maxfield,	54	54	39	.	.	39.0	.72
Milford,	286	128	93	186	144	118.5	.42
Newburg,	593	343	279	444	347	363.0	.61
Newport,	438	253	179	370	291	235.0	.53
Oldtown,	1,412	739	530	1,224	972	701.0	.49
Orono,	925	587	456	574	466	461.0	.49
Orrington,	830	487	371	557	460	415.5	.50
Passadumkeag,	113	88	73	113	89	81.0	.71
Patten,	202	144	113	100	79	96.0	.47
Plymouth,	408	236	176	273	214	195.0	.48
Springfield,	312	124	60	125	60	60.0	.19
Stetson,	337	241	206	286	262	234.0	.69
Mattawamkeag,	108	40	33	.	.	33.0	.31
Nickertow, . . . . .	.	.	.	.	.	.	.
Woodville, . . . . .	.	.	.	.	.	.	.
Yeazie,	335	167	124	259	196	160.0	.47
Pattagumpus,	28	.	.	34	24	24.0	.85
Five Islands, . . . . .	.	.	.	.	.	.	.
No. 3, R. 6, . . . . .	.	.	.	.	.	.	.
No. 4, R. 1, . . . . .	.	.	.	.	.	.	.
No. 5,	56	28	25	30	25	25.6	.44
No. 6, R. 3, . . . . .	.	.	.	.	.	.	.
No. 7, R. 3,	96	69	47	.	.	47.0	.49
Total,	27,554	15,620	12,622	18,326	14,452	13632.	.50

PISCATAQUIS COUNTY.

Abbott,	301	163	131	236	184	157.5	.52
Atkinson,	363	220	167	274	231	199.0	.55
Barnard,	54	45	35	.	.	35.0	.65
Blanchard,	89	45	53	51	42	47.5	.53
Bowerbank,	68	23	14	52	42	28.0	.41
Brownville,	287	154	120	176	139	129.5	.45

COMMON SCHOOLS.

PISCATAQUIS COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Dover,	779	407	289	625	463	376.0	.48
Elliotsville,	36	15	12	4	4	8.0	.22
Foxcroft,	397	194	152	277	225	188.5	.47
Guildford,	382	174	122	280	226	174.0	.45
Greenville,	89	89	66	59	55	60.5	.68
Kilmanock,	155	78	68	79	70	69.0	.45
Kingsbury,	82	47	36	64	53	44.5	.55
Monson,	276	177	123	112	95	109.0	.39
Milo,	439	219	176	289	233	204.5	.47
Orneville,	176	97	77	123	103	90.0	.51
Parkman,	484	213	173	382	306	239.5	.49
Sangerville,	578						
Sebec,	478	269	152	342	290	221.0	.46
Shirley,	96	67	51	75	63	57.0	.59
Wellington,	249	171	126	164	133	129.5	.53
Williamsburg,	64	65	53	25	23	38.0	.59
No. 2, R. 5,	16	16	12			12.0	.75
Total,	5,938	2,948	2,218	3,688	2,980	2617.5	.51

SAGADAHOC COUNTY.

Arrowsic,	150	88	62	122	93	77.5	.52
Bath,	3600	817	628	817	628	1256.0	.30
Bowdoin,	717	413	311	555	437	374.0	.52
Bowdoinham,	1013	548	355	606	475	415.0	.40
Georgetown,	541	202	162	307	246	204.0	.36
Perkins,	19	15	14	15	12	13.0	.68
Phipsburg,	820						
Richmond,	884	575	414	705	496	405.0	.45
Topsham,	619	337	238	431	339	288.5	.46
West Bath,	264	142	112	179	137	124.5	.47
Woolwich,	509	268	193	372	310	251.5	.49
Total,	9,236	3,380	2,470	4,074	3,154	2762.0	.41

SOMERSET COUNTY.

Anson,	855	441	352	649	543	447.5	.52
Athens,	625	417	344	380	322	233.0	.53
Bingham,	346	133	90	247	202	146.0	.42
Bloomfield,	546	304	206	407	359	282.5	.51
Brighton,	325	168	135	213	143	139.0	.43
Cambridge,	179	78	62	153	108	85.0	.47
Canaan,	834	439	355	634	503	429.0	.51
Concord,							
Cornville,	472	257	194	315	247	220.5	.46
Detroit,	242	101	72	206	169	120.5	.49
Embden,	405	210	154	302	228	191.0	.47

SUPERINTENDENT'S REPORT.

SOMERSET COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to Whole No. of Scholars.
Fairfield,	977	610	476	694	568	522.0	.53
Harmony,	418	183	130	248	177	153.5	.39
Hartland,	425	274	212	341	268	240.0	.56
Lexington,	265	188	149	234	205	177.0	.67
Madison,	634	507	401	489	378	389.5	.61
Mayfield,	39	24	20	18	10	18.0	.48
Mercer,	415	225	184	321	262	224.0	.54
Moscow,	262	122	99	140	121	110.0	.42
New Portland,	627	265	206	477	386	293.0	.47
Norridgewock,	716	357	271	461	365	318.0	.44
Palmyra,	707	418	320	455	371	348.5	.49
Pittsfield,	541	359	267	343	273	270.0	.50
Ripley,	280	202	144	205	174	159.0	.56
St. Albans,	764	506	337	579	470	403.5	.54
Skowhegan,	787	419	318	488	355	336.5	.43
Smithfield,	322	151	120	261	206	163.0	.51
Solon,	538	332	258	453	369	313.5	.59
Starks,	590	179	149	511	477	313.0	.53
Flag Staff,	47	40	33	58	45	39.0	.81
No. 1, R. 2, W. K. R.,	63	39	32	40	32	32.0	.51
No. 1, R. 3, E. K. R.,	94	58	47	28	21	34.0	.37
No. 1, R. 3, W. K. R.,	65	61	60	10	10	38.0	.58
Forks,	63	39	32	40	32	32.0	.51
No. 2, R. 2,	56	39	32	40	32	32.0	.51
Moose River plantation,	51	39	32	40	32	32.0	.51
No. 4,	51	39	32	40	32	32.0	.51
Total,	14,867	8,071	6,907	10,269	8,375	7185.0	.51

WALDO COUNTY.

Appleton,	700	411	322	536	430	376.0	.54
Belfast,	2198	1184	857	1399	1069	963.0	.43
Belmont,	380	245	187	260	201	194.0	.50
Brooks,	460	316	241	357	289	265.0	.58
Burnham,	309	192	142	223	163	152.5	.58
Camden,	1798	1370	1100	940	751	925.5	.51
Frankfort,	2015	1216	968	1427	1103	1035.5	.51
Freedom,	368	200	155	300	238	196.5	.53
Hope,	471	291	234	346	289	261.5	.55
Islesborough,	462	238	178	345	267	222.5	.48
Jackson,	349	256	187	288	206	196.5	.56
Knox,	437	248	181	366	255	218.0	.49
Liberty,	452	247	176	345	278	227.0	.50
Lincolntonville,	844	486	401	750	624	512.5	.61
Monroe,	740	429	342	563	442	392.0	.53
Montville,	715	475	303	500	405	354.0	.49
Morrill,	274	184	157	230	205	181.0	.66
North Haven,	381	216	162	301	269	215.5	.56

COMMON SCHOOLS.

WALDO COUNTY, (*Continued.*)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools,	Ratio of mean average to whole No. of Scholars.
Northport,	502	250	200	320	250	225.0	.45
Palermo,	632	299	238	462	406	322.0	.51
Prospect,	1,252	838	664	953	757	710.5	.56
Searsmont,	604	392	315	443	363	339.0	.56
Searsport,	1,084	683	501	743	622	566.5	.52
Swanville,	411	258	197	319	264	230.5	.56
Thorndike,	445	355	285	404	317	301.0	.67
Troy,	667	409	312	608	466	389.0	.58
Unity,	492	354	251	431	364	307.5	.62
Vinalhaven,	610	240	169	479	341	255.0	.42
Waldo,	317	205	160	260	197	178.5	.56
Total,	19,792	12,587	9,585	14,800	11,730	10713,	.54

WASHINGTON COUNTY.

Addison,	534	265	217	288	246	232.5	.43
Alexander,	256	157	125	97	78	101.5	.39
Baileyville,	170			42	37	37.0	.22
Baring,	165	133	84	118	102	93.0	.56
Beddington,	40	24	19	32	23	21.0	.52
Calais,	2,335	1,194	916	1,185	906	911.0	.38
Centerville,	89	50	46	34	32	39.0	.44
Charlotte,	304	185	138	143	112	225.0	.74
Cherryfield,	713	413	337	328	257	297.0	.42
Columbia,	526	332	248	238	169	208.5	.39
Cooper,	203	144	102	167	113	107.5	.53
Crawford,	128	105	79	108	72	75.5	.59
Cutler,	382	260	166	194	126	146.0	.38
Deblois,	66	45	31			31.0	.47
Dennysville,	207	108	80	90	64	72.0	.34
East Machias,	832	452	324	338	232	278.0	.33
Eastport,	1,778	813	504	806	549	526.5	.29
Edmunds,	146	120	77			77.0	.53
Harrington,	399	216	167	265	202	184.5	.46
Jonesborough,	169	164	114			114.0	.67
Jonesport,	390	322	289	159	126	207.5	.53
Lubec,	1,190	607	454	562	496	475.0	.39
Machias,	640	349	285	242	182	283.5	.44
Machiasport,	543	365	279	368	266	272.5	.50
Marion,	76	43	29	25	13	21.0	.27
Marshfield,	130	82	68	53	43	55.5	.43
Medybemps,	121	60	30	53	46	38.0	.31
Milbridge,	520	342	260	204	168	214.0	.41
Northfield,	130	103	97			97.0	.74
Pembroke,	896	439	317	428	337	327.0	.36
Perry,	577	245	185	319	230	207.5	.36
Princeton,	148	116	86	110	83	84.5	.57
Robbinston,	572	248	162	339	252	207.0	.36

SUPERINTENDENT'S REPORT.

WASHINGTON COUNTY, (Continued.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Steuben,	476	368	268	191	155	211.5	.44
Topsfield,	120	82	21	69	20	20.5	.17
Trescott,	368	235	157	82	45	101.0	.28
Wesley,	136	30	20	87	58	39.0	.28
Whitney,	209	150	108	87	65	86.5	.41
Whitneyville,	210	116	80	158	118	99.0	.57
Big Lake,	31	.	.	16	12	12.0	.32
Codyville plantation,	22	22	17	.	.	17.0	.77
Danforth plantation,	64	46	22	.	.	22.0	.34
Jackson Brook plantation,	31	.	.	.	.	.	.
Lambert's Lake plantation,	32	32	27	.	.	27.0	.84
Tallmadge,	27	22	18	.	.	18.0	.66
Waite plantation,	31	.	.	25	20	20.0	.65
No. 7, R. 2,	40	.	.	.	.	.	.
No. 9, R. 4,	32	16	13	.	.	13.0	.41
No. 14,	63	49	47	.	.	47.0	.74
No. 14, E. D.,	63	40	30	.	.	30.0	.47
No. 18,	15	15	10	15	10	10.0	.66
Total,	15,245	10,124	7,113	8,655	6,765	6851.0	.46

YORK COUNTY.

Acton,	503	263	210	385	298	254.0	.50
Alfred,	607	285	214	273	189	201.5	.33
Berwick,	1,166	486	399	557	402	400.5	.48
Biddeford,	2,523	1,068	802	997	728	765.0	.30
Buxton,	1,186	568	442	741	587	514.5	.44
Cornish,	446	290	214	273	215	214.5	.48
Dayton,	330	139	108	189	153	130.5	.39
Elliot,	682	291	216	462	332	274.0	.40
Hollis,	636	314	231	446	323	277.0	.43
Kennebunk,	965	487	347	534	369	358.0	.37
Kennebunkport,	1,045	551	376	317	234	305.0	.29
Kittery,	1,168	616	417	725	523	470.0	.40
Lebanon,	1,028	429	340	490	360	350.0	.32
Limerick,	565	158	129	455	365	247.0	.43
Limington,	825	473	395	560	451	423.0	.51
Lyman,	532	285	218	388	279	248.5	.47
Newfield,	551	278	208	376	288	248.0	.45
North Berwick,	641	240	172	280	196	184.0	.28
Parsonfield,	876	399	307	584	482	399.5	.44
Saco,	1,947	1,053	670	890	627	648.5	.33
Sanford,	884	456	323	557	411	367.0	.41
Shapleigh,	528	243	189	301	236	212.5	.40
South Berwick,	1,051	493	380	571	485	432.5	.41
Waterborough,	885	440	333	507	417	375.0	.42
Wells,	1,067	551	374	723	499	436.5	.41
York,	1,154	741	504	628	420	462.0	.41
Total,	23,891	11,597	8,518	13,209	9,869	9198.5	.40

RECAPITULATION.—(TABLE III.)

Counties.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Androscoggin,	9,841	5,127	3,992	6,229	5,304	4,603.0	.48
Aroostook,	5,241	1,945	1,367	1,639	1,271	1,473.5	.30
Cumberland,	25,486	12,945	9,602	14,784	11,517	10,560.0	.45
Franklin,	7,540	3,777	2,900	5,819	4,506	3,732.0	.46
Hancock,	16,317	8,238	3,977	7,814	6,750	6,583.0	.67
Kennebec,	23,057	10,633	8,988	13,370	10,700	9,854.0	.46
Lincoln,	20,210	8,910	5,746	9,690	7,439	6,609.0	.45
Oxford,	13,933	7,730	5,889	9,854	7,748	6,825.0	.51
Penobscot,	27,554	15,629	12,622	18,326	14,452	13,632.0	.50
Piscataquis,	5,938	2,948	2,218	3,688	2,980	2,617.5	.51
Sagadahoc,	9,236	3,380	2,470	4,074	3,154	2,762.0	.45
Somerset,	14,867	8,071	6,907	10,269	6,375	7,185.0	.51
Waldo,	19,792	12,587	9,585	14,800	11,730	10,713.0	.54
Washington,	15,245	10,124	7,113	8,655	6,765	6,851.0	.46
York,	23,891	11,597	8,518	13,209	9,869	9,198.5	.40
Total,	238,248	123,641	91,894	142,220	100,560	92,198.5	.44

COMMON SCHOOLS.

Table IV.

A GRADUATED TABLE, showing the comparative amount of moneys appropriated by the different Counties in the State for the education of each child, between the ages of four and twenty-one years.

Rank.	Counties.	Amount raised for each Scholar between four and twenty-one years.	Amount raised by each County for the support of Schools.	Income of State School and other local funds.	Amount expended for the support of private Schools.	Total.	Value of all the School Houses in the County.	No. of children between four and twenty-one years of age.
1	Washington,	\$1 57	\$23,007 20	\$6,845 61	\$1,352	\$33,204 81	\$62,830	15,245
2	York,	1 54	37,390 20	5,384 30	1,945	44,719 50	76,110	23,891
3	Sagadahoc,	1 52	15,477 00	1,919 23	1,127	18,523 23	47,875	9,236
4	Penobscot,	1 49	45,204 00	8,806 25	2,334	56,344 25	140,335	27,554
5	Kennebec,	1 43	34,567 25	8,106 88	2,402	45,076 13	95,340	23,057
6	Androscoggin,	1 42	14,568 36	2,386 28	895	17,849 64	32,220	9,841
7	Cumberland,	1 41	46,372 00	7,344 46	3,027	56,743 46	139,690	25,486
8	Hancock,	1 38	16,854 69	4,708 63	800	22,363 32	29,620	16,317
9	Oxford,	1 33	14,179 38	5,686 03	1,706	21,571 41	46,200	13,933
10	Lincoln,	1 30	23,161 00	4,917 56	3,285	31,363 56	55,525	20,210
11	Franklin,	1 29	9,385 00	2,390 90	1,116	12,891 90	20,020	7,540
12	Piscataquis,	1 26	7,350 04	2,225 83	157	9,732 87	12,815	5,938
13	Waldo,	1 24	24,648 54	4,894 43	2,855	32,397 97	45,100	19,892
14	Somerset,	1 22	16,043 10	4,368 60	751	21,162 70	46,140	14,767
15	Aroostook,	94	2,812 00	1,404 54	91	4,307 54	10,185	5,241
	Total for the State,	\$1 36	\$333,019 76	\$71,389 53	\$23,843	\$428,252 29	\$870,005	238,248

Table V.

A GRADUATED TABLE, showing the amount of school money raised in each town in the State, per scholar; the ratio of the mean average attendance to the whole No. of scholars; the per cent. of school money raised in each town in proportion to its valuation, expressed in mills and tenths, and the relative ranks of the respective towns.

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
1	Howland,	4.09	4	.77	21	10.4
2	Bangor,	3.00	24	.52	66	4.2
2	Beddington,	3.00	25	.52	51	5.7
3	Otis,	2.98	45	.30	21	10.4
4	Castine,	2.89	23	.53	83	2.5
5	Saco,	2.82	43	.33	83	2.5
6	Princeton,	2.70	19	.57	4	16.4
7	Passadumkeag,	2.65	7	.71	36	7.3
8	Buckfield,	2.63	30	.46	39	6.9
8	Marion,	2.63	48	.27	24	9.3
9	Grafton,	2.59	18	.58	16	11.4
10	Pattagumpus,	2.50	3	.85	00	00.0
11	Portland,	2.47	44	.31	80	2.8
12	Aurora,	2.44	44	.32	50	5.8
13	Greenfield,	2.40	26	.50	29	8.0
13	Veazie,	2.40	29	.47	00	00.0
14	Biddeford,	2.37	24	.30	81	2.7
15	Crawford,	2.34	17	.59	7	14.3
15	Hallowell,	2.34	34	.42	82	2.6
16	Dayton,	2.27	37	.39	51	5.7
17	Greenville,	2.25	9	.68	53	5.5
18	Bath,	2.22	24	.30	83	2.5
18	Trescott,	2.22	47	.28	10	13.1
19	Perkins,	2.21	9	.68	90	1.6
20	Eastport,	2.14	46	.29	52	5.6
21	Baring,	2.12	20	.56	53	5.5
22	Cooper,	1.97	23	.53	18	11.0
23	Holden,	1.93	33	.43	58	5.0
24	Eddington,	1.92	15	.61	49	5.9
25	Manchester,	1.92	37	.39	83	2.5
26	Belfast,	1.91	32	.44	76	3.2
27	Belmont,	1.88	26	.50	51	5.7
27	Amherst,	1.85	13	.63	57	5.1
27	Maxfield,	1.85	6	.72	17	11.2
28	Farmingdale,	1.84	35	.41	79	2.9
28	Lewiston,	1.84	37	.39	65	4.3
28	Machias,	1.84	32	.44	80	2.8
28	Newcastle,	1.84	34	.41	70	3.8
28	Scarborough,	1.84	22	.54	77	3.1
29	Gardiner,	1.81	34	.42	80	2.8

SUPERINTENDENT'S REPORT.

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole Valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
30	Monmouth,	1.79	27	.49	79	2.9
30	Topsham,	1.79	30	.46	88	1.9
30	West Bath,	1.79	29	.47	54	5.4
31	Baileyville,	1.77	49	.22	13	12.1
31	Oldtown,	1.77	27	.49	35	7.4
32	Brownville,	1.74	31	.45	45	6.3
33	Madison,	1.73	15	.61	70	3.8
33	Robbinston,	1.73	40	.36	43	6.5
34	Danville,	1.72	28	.48	64	4.4
34	Thomaston,	1.72	35	.41	81	2.7
34	Wetmore,	1.72	12	.65	55	5.3
35	Readfield,	1.71	29	.47	85	2.3
35	Union,	1.71	37	.39	71	3.7
36	Cape Elizabeth,	1.68	35	.41	57	5.1
36	Damariscotta,	1.68	-	-	60	4.8
37	Edinburg,	1.66	16	.60	64	4.4
37	Rockland,	1.66	-	-	60	4.8
37	Shapleigh,	1.66	36	.40	67	4.1
37	Whitneyville,	1.66	29	.47	67	4.1
38	Brunswick,	1.64	32	.44	81	2.7
38	Vassalboro',	1.64	30	.46	75	3.3
39	Acton,	1.62	26	.50	70	3.8
39	Orono,	1.62	27	.49	51	5.7
40	Mount Vernon,	1.60	27	.49	75	3.3
40	Sidney,	1.60	23	.53	82	2.6
41	Amity,	1.59	38	.38	9	13.9
41	East Livermore,	1.59	18	.58	76	3.2
42	Yarmouth,	1.58	40	.36	91	1.5
43	Albion,	1.57	-	-	64	4.4
43	Durham,	1.57	31	.45	76	3.2
43	Milford,	1.57	34	.42	73	3.5
43	Woolwich,	1.57	27	.49	85	2.3
44	Denmark,	1.56	19	.57	67	4.1
44	Fayette,	1.56	25	.51	77	3.1
44	North Berwick,	1.56	47	.28	78	3.0
44	Williamsburg,	1.56	17	.59	63	4.5
45	Strong,	1.55	23	.53	75	3.3
46	Mayfield,	1.54	28	.48	2	17.4
46	Northfield,	1.54	5	.74	29	8.0
46	Turner,	1.54	27	.49	73	3.5
47	Cornish,	1.53	28	.48	74	3.4
48	Falmouth,	1.52	26	.50	82	2.6
48	Harrison,	1.52	19	.57	73	3.5
48	Unity,	1.52	14	.62	76	3.2
49	Hamlin's Grant,	1.50	17	.59	19	10.8
49	Masardis,	1.50	43	.33	92	0.9
49	Paris,	1.50	24	.52	77	3.1
49	Winthrop,	1.50	27	.49	87	2.1
50	New Vineyard,	1.49	33	.43	50	5.8
51	Leeds,	1.48	29	.47	72	3.6
51	Patten,	1.48	29	.47	44	6.4
51	Webster,	1.48	13	.63	80	2.8
52	Alna,	1.47	23	.53	81	2.7

COMMON SCHOOLS.

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
52	Elliot,	1.47	36	.40	77	3.1
52	Freeman,	1.47	22	.54	19	10.8
52	Jonesborough,	1.47	10	.67	53	5.5
52	Machiasport,	1.47	26	.50	34	7.5
52	New Sharon,	1.47	26	.50	79	2.9
52	Sanford,	1.47	35	.41	71	3.7
52	Stoneham,	1.47	35	.41	22	9.9
52	Wesley,	1.47	47	.28	41	6.7
53	Minot,	1.46	29	.47	75	3.3
53	South Thomaston,	1.46	38	.38	76	3.2
53	Westbrook,	1.46	35	.41	87	2.1
54	Alton,	1.45	31	.45	1	18.7
54	Dennysville,	1.45	42	.34	78	3.0
54	Roxbury,	1.45	32	.44	31	7.8
55	Kennebunkport,	1.44	46	.29	79	2.9
55	Livermore,	1.44	17	.59	76	3.2
55	New Gloucester,	1.44	32	.44	83	2.5
55	Orrington,	1.44	26	.50	74	3.4
56	Avon,	1.43	25	.51	59	4.9
56	Bridgton,	1.43	32	.44	76	3.2
56	Hampden,	1.43	31	.45	61	4.7
56	Jackson,	1.43	20	.56	66	4.2
56	South Berwick,	1.43	35	.41	84	2.4
56	Wales,	1.43	31	.45	81	2.7
57	Mercer,	1.42	22	.54	68	4.0
58	Dixmont,	1.41	30	.46	63	4.5
58	Lisbon,	1.41	22	.54	83	2.5
58	Limerick,	1.41	33	.43	84	2.4
59	Addison,	1.40	33	.43	72	3.6
59	Cherryfield,	1.40	35	.42	58	5.0
59	Farmington,	1.40	23	.53	85	2.3
59	Montville,	1.40	27	.49	70	3.8
59	Wells,	1.40	35	.41	73	3.5
60	Barnard,	1.39	12	.65	58	5.0
60	Carmel,	1.39	34	.42	39	6.9
60	Kennebunk,	1.39	39	.37	72	3.6
60	Lyman,	1.39	29	.47	82	2.6
60	Norway,	1.39	31	.45	77	3.1
60	Salem,	1.39	25	.51	72	3.6
60	Standish,	1.39	31	.45	73	3.5
60	Sullivan,	1.39	17	.59	71	3.7
61	Argyle,	1.38	33	.43	27	8.8
61	Carroll,	1.38	36	.40	11	12.9
61	Edmunds,	1.38	23	.53	70	3.8
61	Perry,	1.38	40	.36	39	6.9
61	Rome,	1.38	29	.47	52	5.6
62	Monticello,	1.37	28	.48	26	9.1
62	Parsonsfield,	1.37	32	.44	81	2.7
62	Pittston,	1.37	28	.48	83	2.5
62	Smithfield,	1.37	25	.51	51	5.7
62	Trenton,	1.37	25	.51	64	4.4
63	Benton,	1.36	24	.52	63	4.5
63	Bucksport,	1.36	40	.36	76	3.2

SUPERINTENDENT'S REPORT.

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
63	Cambridge,	1.36	29	.47	30	7.9
63	Greenwood,	1.36	33	.43	20	10.5
63	Hiram,	1.36	33	.43	68	4.0
63	Richmond,	1.36	31	.45	79	2.9
63	Searsmont,	1.36	20	.56	67	4.1
64	Mariaville,	1.35	35	.41	40	6.8
64	Orland,	1.35	28	.48	72	3.6
64	Weston,	1.35	33	.38	27	8.8
65	Calais,	1.34	38	.38	67	4.1
65	Dexter,	1.34	21	.55	65	4.3
65	Dixfield,	1.34	25	.51	70	3.8
65	Hartford,	1.34	21	.55	73	3.5
65	Jay,	1.34	28	.48	69	3.9
65	Otisfield,	1.34	28	.48	80	2.8
65	Whitefield,	1.34	26	.50	69	3.9
66	Bradley,	1.33	00	.00	60	4.8
66	Eastbrook,	1.33	2	.88	78	3.0
66	Etna,	1.33	26	.50	27	8.8
66	Limington,	1.33	25	.51	77	3.1
66	Morrill,	1.33	11	.66	00	0.0
66	Stetson,	1.33	8	.69	51	5.7
66	Windsor,	1.33	25	.51	74	3.4
67	Albany,	1.32	17	.59	46	6.2
67	Cornville,	1.32	30	.46	79	2.9
67	Harmony,	1.32	37	.39	66	4.2
67	Industry,	1.32	25	.51	72	3.6
67	Kingfield,	1.32	22	.54	57	5.1
67	Newport,	1.32	23	.53	77	3.1
67	Solon,	1.32	17	.59	69	3.9
68	Alfred,	1.31	43	.33	79	2.9
68	Andover,	1.31	22	.54	61	4.7
68	Bremen,	1.31	22	.54	67	4.1
68	Greene,	1.31	30	.46	78	3.0
68	Harpsswell,	1.31	30	.46	84	2.4
68	Temple,	1.31	34	.42	54	5.4
69	Brewer,	1.30	31	.45	77	3.1
69	Brooks,	1.30	18	.58	70	3.8
69	Burlington,	1.30	27	.49	20	10.5
69	Warren,	1.30	25	.51	91	1.5
69	Waterford,	1.30	33	.43	80	2.8
69	Wilton,	1.30	13	.63	80	2.8
69	York,	1.30	35	.41	79	2.9
70	Anson,	1.29	24	.52	70	3.8
70	Augusta,	1.29	28	.48	86	2.2
70	Bethel,	1.29	25	.51	66	4.2
70	Bowdoin,	1.29	24	.52	71	3.7
70	Brooklin,	1.29	10	.67	32	7.7
70	Freedom,	1.29	23	.53	76	3.2
70	Georgetown,	1.29	40	.36	63	4.5
70	Lincolntonville,	1.29	15	.61	64	4.4
70	Northport,	1.29	23	.53	64	4.4
70	Norridgewock,	1.29	32	.44	81	2.7
70	Scarsport,	1.29	24	.52	81	2.7

COMMON SCHOOLS.

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
70	Waldo,	1.29	20	.56	58	5.0
71	Dover,	1.28	28	.48	67	4.1
71	Newfield,	1.28	31	.45	75	3.3
71	North Yarmouth,	1.28	31	.45	3	17.1
71	Parkman,	1.28	27	.49	56	5.2
71	Sebec,	1.28	30	.46	51	5.7
71	Stow,	1.28	10	.67	51	5.7
72	Chester,	1.27	42	.34	5	15.6
72	Chesterville,	1.27	29	.47	67	4.1
72	Freeport,	1.27	33	.43	85	2.3
72	Prospect,	1.27	20	.56	64	4.4
72	Woodstock,	1.27	24	.52	45	6.3
73	Buxton,	1.26	32	.44	73	3.5
73	Foxcroft,	1.26	29	.47	73	3.5
73	Knox,	1.26	27	.49	67	4.1
73	Litchfield,	1.26	25	.51	79	2.9
73	Medybemps,	1.26	44	.31	38	7.1
73	Monson,	1.26	37	.39	56	5.2
73	Weld,	1.26	25	.51	54	5.4
73	West Gardiner,	1.26	32	.44	76	3.2
73	Windham,	1.26	28	.48	79	2.9
74	Exeter,	1.25	22	.54	67	4.1
74	Garland,	1.25	27	.49	55	5.3
74	Gilead,	1.25	31	.45	71	3.7
74	Harrington,	1.25	30	.46	63	4.5
74	Lexington,	1.25	10	.67	33	7.6
74	Naples,	1.25	00	—	64	4.4
74	Ripley,	1.25	20	.56	47	6.1
74	Rumford,	1.25	19	.57	71	3.7
74	Topsfield,	1.25	50	.17	52	5.6
74	Waltham,	1.25	21	.55	70	3.8
75	Abbott,	1.24	24	.52	51	5.7
75	Atkinson,	1.24	21	.55	64	4.4
75	Auburn,	1.24	32	.44	71	3.7
75	Detroit,	1.24	27	.49	49	5.9
75	Frankfort,	1.24	25	.51	67	4.1
75	Hodgdon,	1.24	37	.39	28	8.1
75	Jefferson,	1.24	33	.43	71	3.7
75	Lubee,	1.24	37	.39	47	6.1
75	Sumner,	1.24	25	.51	74	3.4
75	Washington,	1.24	33	.43	47	6.1
75	Wayne,	1.24	24	.52	80	2.8
75	Wiscasset,	1.24	45	.30	89	1.8
76	Fairfield,	1.23	23	.53	79	2.9
76	Liberty,	1.23	26	.50	62	4.6
76	Mexico,	1.23	28	.48	65	4.3
76	Peru,	1.23	27	.49	55	5.3
76	Porter,	1.23	1	.89	72	3.6
76	Pownal,	1.23	19	.57	86	2.2
76	Starks,	1.23	23	.53	67	4.1
77	Appleton,	1.22	23	.53	66	4.2
77	Brownfield,	1.22	26	.50	67	4.1
77	Hope,	1.22	21	.55	72	3.6

SUPERINTENDENT'S REPORT.

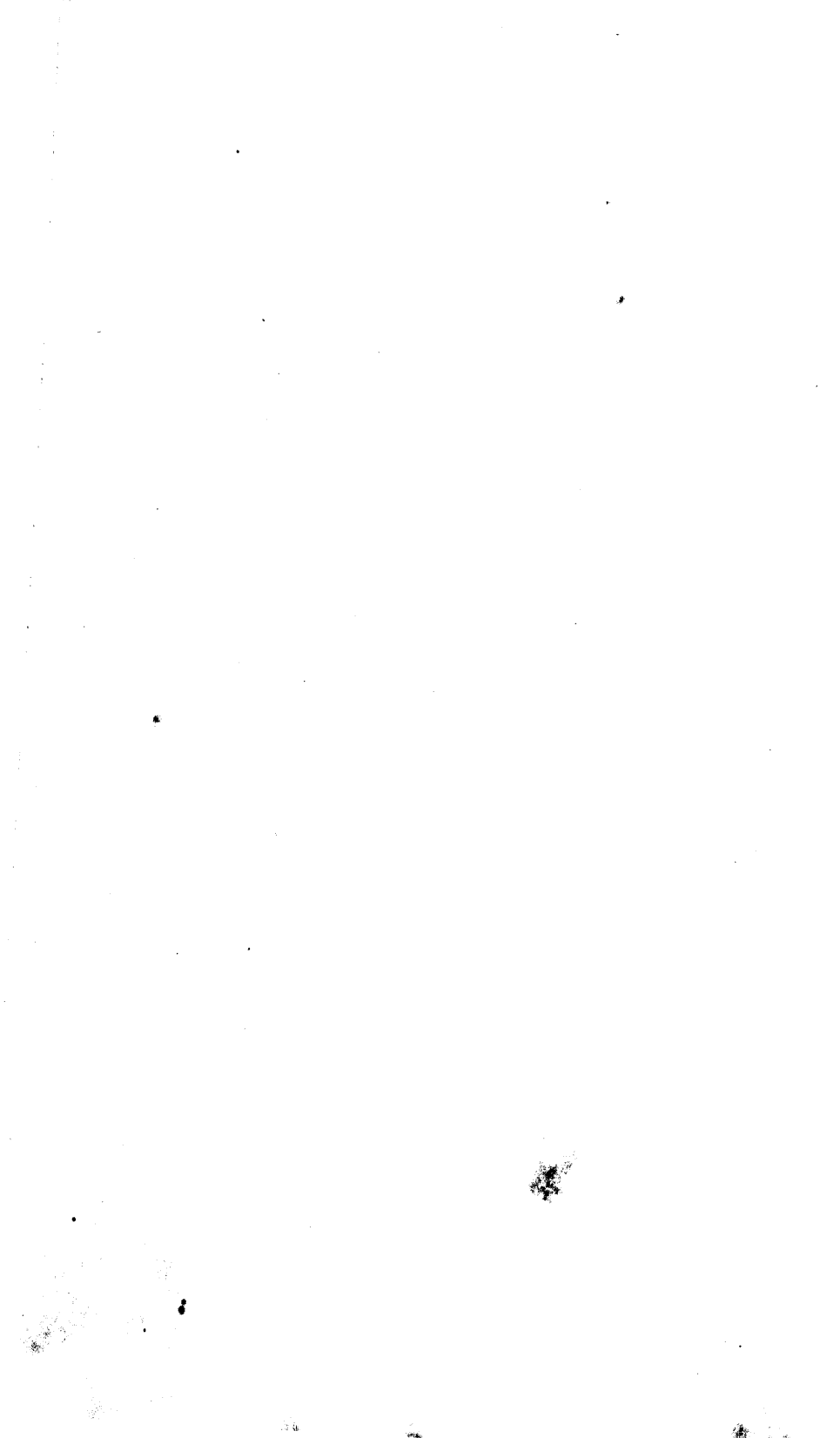
Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
77	Waldoboro'	1.22	00	-	86	2.2
78	Corinth,	1.21	15	.61	68	4.0
78	Glenbarn,	1.21	31	.45	59	4.9
78	Hermon,	1.21	36	.40	46	6.2
78	Waterville,	1.21	37	.39	88	1.9
78	Wellington,	1.21	23	.53	39	6.9
78	Winslow,	1.21	27	.49	82	2.6
79	East Machias,	1.20	43	.33	77	3.1
79	Embden,	1.20	29	.47	73	3.5
79	Orneville,	1.20	25	.51	36	7.3
79	Sweden,	1.20	23	.48	80	2.8
80	Bloomfield,	1.19	25	.51	82	2.6
80	Casco,	1.19	32	.44	74	3.4
80	China,	1.19	00	-	77	3.1
80	Dresden,	1.19	38	.38	75	3.3
80	Gray,	1.19	34	.42	70	3.8
80	Sebago,	1.19	24	.52	49	5.9
80	Smyrna,	1.19	51	.08	20	10.5
80	Whitney,	1.19	35	.41	67	4.1
81	Bowdoinham,	1.18	36	.40	86	2.2
81	Bristol,	1.18	33	.43	49	5.9
81	Canton,	1.18	21	.55	76	3.2
81	Charlotte,	1.18	5	.74	30	7.9
81	Charleston,	1.18	22	.54	60	4.8
81	Hartland,	1.18	20	.56	48	6.0
81	Hollis,	1.18	33	.43	81	2.7
81	Newburg,	1.18	15	.61	47	6.1
81	North Haven,	1.18	20	.56	54	5.4
81	Steuben,	1.18	32	.44	61	4.7
81	Vienna,	1.18	33	.43	74	3.4
82	Cumberland,	1.17	32	.44	86	2.2
82	Lincoln,	1.17	29	.47	54	5.4
82	Nobleborough,	1.17	25	.51	79	2.9
82	Palermo,	1.17	25	.51	45	6.3
82	Thorndike,	1.17	10	.67	72	3.6
83	Belgrade,	1.16	28	.48	79	2.9
83	Bluehill,	1.16	26	.50	80	2.8
83	Hebron,	1.16	28	.48	74	3.4
83	Kittery,	1.16	36	.40	76	3.2
83	Milton,	1.16	29	.47	23	9.8
83	Saint Albans,	1.16	22	.54	55	5.3
84	Brighton,	1.15	33	.43	30	7.9
84	Cushing,	1.15	33	.43	64	4.4
84	Eden,	1.15	33	.43	54	5.4
84	Hancock,	1.15	30	.46	50	5.8
84	Marshfield,	1.15	33	.43	72	3.6
84	Milbridge,	1.15	35	.41	59	4.9
85	Boothbay,	1.14	27	.49	56	5.2
85	Columbia,	1.14	37	.39	73	3.5
85	Dedham,	1.14	28	.48	54	5.4
85	Lovell,	1.14	17	.59	69	3.9
85	Swanville,	1.14	20	.56	63	4.5
85	Tremont,	1.14	32	.44	39	6.9

COMMON SCHOOLS.

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
86	Chelsea,	1.13	35	.41	71	3.7
86	Edgecomb,	1.13	40	.36	72	3.6
86	Enfield,	1.13	37	.39	36	7.3
86	Plymouth,	1.13	28	.48	49	5.9
86	Raymond,	1.13	32	.44	63	4.5
86	Unity plantation,	1.13	14	.62	64	4.4
86	Waterborough,	1.13	00	—	61	4.7
87	Friendship,	1.12	33	.43	62	4.6
87	Poland,	1.12	45	.30	67	4.1
87	Surry,	1.12	42	.34	58	5.0
87	Westport,	1.12	20	.56	71	3.7
88	Baldwin,	1.11	36	.40	70	3.8
88	Franklin,	1.11	35	.41	61	4.7
88	Fryeburg,	1.11	38	.38	83	2.5
88	Hanover,	1.11	26	.50	72	3.6
88	Lagrange,	1.11	20	.56	42	6.6
88	Levant,	1.11	26	.50	74	3.4
88	Mason,	1.11	20	.56	66	4.2
88	Phippsburg,	1.11	00	—	84	2.4
88	Pittsfield,	1.11	26	.50	58	5.0
88	Troy,	1.11	18	.58	64	4.4
88	Sangerville,	1.11	00	—	62	4.6
89	Greenbush,	1.10	46	.29	32	7.7
90	Danforth,	1.09	42	.34	8	14.0
90	Guildford,	1.09	31	.45	64	4.4
90	Lebanon,	1.09	44	.32	76	3.2
90	Monroe,	1.09	00	.53	65	4.3
90	St. George,	1.09	29	.47	61	4.7
91	Burnham,	1.08	18	.58	69	3.9
91	Byron,	1.08	17	.59	33	7.6
91	Penobscot,	1.08	17	.59	59	4.9
91	Southport,	1.08	32	.44	36	7.3
92	Bowerbank,	1.07	35	.41	66	4.2
92	Centerville,	1.07	32	.44	67	4.1
92	Islesboro',	1.07	28	.48	56	5.2
92	Sedgwick,	1.07	25	.51	57	5.1
93	Alexander,	1.06	37	.39	36	7.3
93	Jonesport,	1.06	23	.53	33	7.6
94	Corinna,	1.05	27	.49	61	4.7
94	Gouldsboro',	1.05	34	.42	53	5.5
94	Lee,	1.05	29	.47	63	4.5
94	Monhegan,	1.05	17	.59	12	12.8
94	Newry,	1.05	6	.72	70	3.8
94	Phillips,	1.05	35	.41	72	3.6
94	Skowhegan,	1.05	33	.43	83	2.5
94	Clinton,	1.04	31	.45	66	4.2
94	Cutler,	1.04	38	.38	57	5.1
94	Kenduskeag,	1.04	17	.59	00	0.0
94	Lowell,	1.04	43	.33	25	9.2
94	Seaville,	1.04	22	.54	64	4.4
94	Shirley,	4.04	17	.59	82	2.6
95	Vinalhaven,	1.03	34	.42	48	6.0
96	Brooksville,	1.02	31	.45	52	5.6

SUPERINTENDENT'S REPORT.

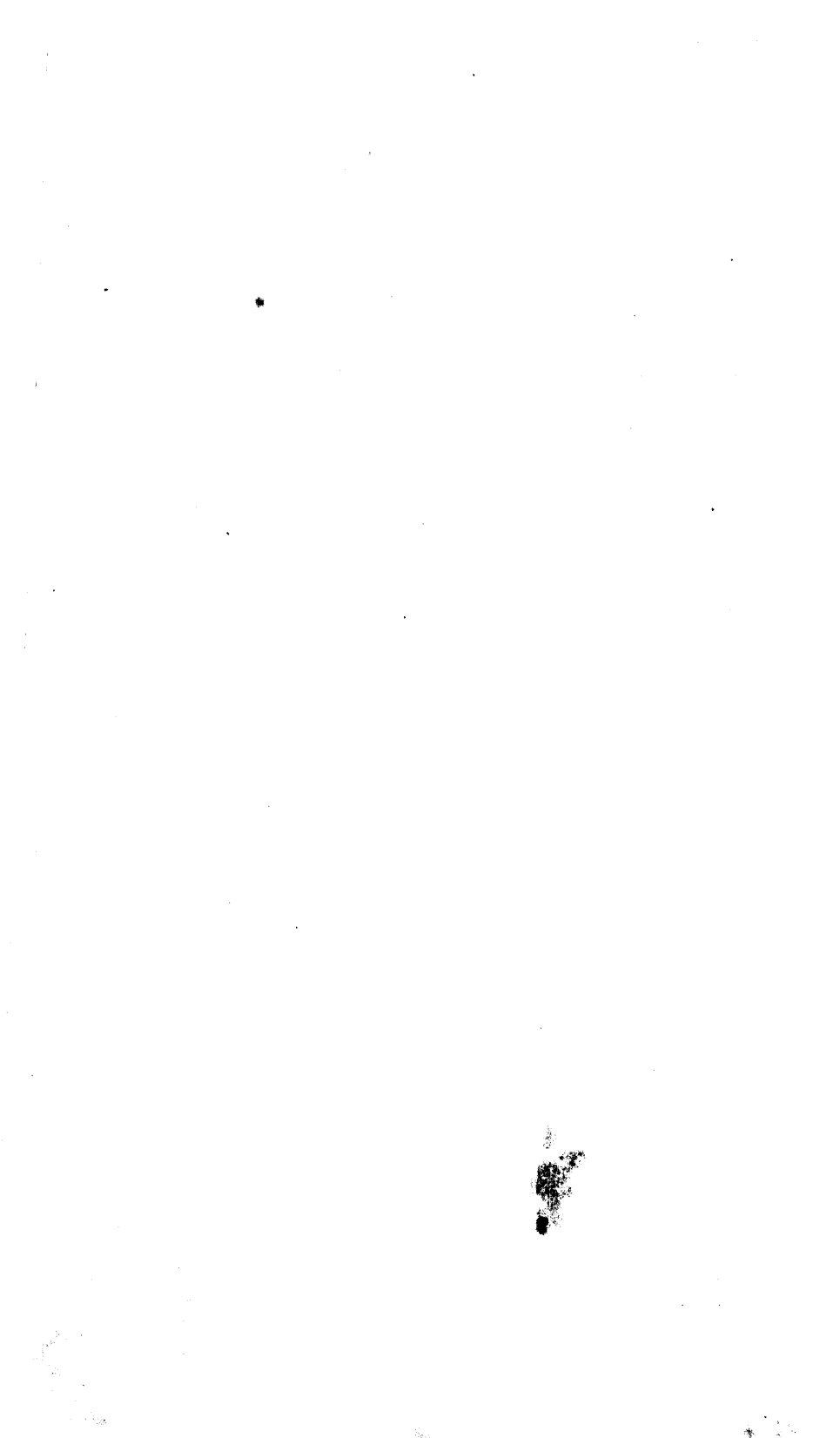
Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
96	Oxford,	1.02	32	.44	76	3.2
97	Bradford,	1.01	24	.52	33	7.6
97	Pembroke,	1.01	40	.36	52	5.6
98	Deblois,	1.00	29	.47	78	3.0
99	Houlton, . . . . .	.98	37	.39	57	5.1
99	Linneus, . . . . .	.98	43	.33	14	11.9
100	Kilmarnock, . . . . .	.97	31	.45	60	4.8
101	Canaan, . . . . .	.96	25	.51	40	6.8
102	Moscow, . . . . .	.95	34	.42	57	5.1
102	Mount Desert, . . . . .	.95	30	.46	67	4.1
102	New Portland, . . . . .	.95	29	.47	83	2.5
103	Berwick, . . . . .	.94	28	.48	58	5.0
103	Clinton Gore, . . . . .	.94	29	.47	15	11.8
104	Palmyra, . . . . .	.92	27	.49	69	3.9
104	Patricktown, . . . . .	.92	40	.36	42	6.6
105	Kingsbury, . . . . .	.91	22	.54	75	3.3
105	Milo, . . . . .	.91	29	.47	64	4.4
106	New Limerick, . . . . .	.89	39	.37	49	5.9
107	Arrowsic, . . . . .	.88	24	.52	88	1.9
107	Camden, . . . . .	.88	25	.51	82	2.6
108	Franklin plantation, . . . . .	.87	35	.41	6	15.2
109	Bridgewater, . . . . .	.86	34	.42	00	0.0
109	Deer Isle, . . . . .	.86	31	.45	41	6.7
110	Crystal, . . . . .	.82	39	.37	00	0.0
110	Hudson, . . . . .	.82	35	.41	37	7.2
110	Madrid, . . . . .	.82	23	.53	42	6.6
111	Carthage, . . . . .	.69	22	.54	80	2.8
112	Blanchard, . . . . .	.67	23	.53	73	3.5
113	Bingham, . . . . .	.19	34	.42	92	0.9
114	Benedicta, . . . . .	.18	41	.35	00	0.0



PLANS FOR SCHOOL HOUSES,

AND

COMMON SCHOOL APPARATUS.



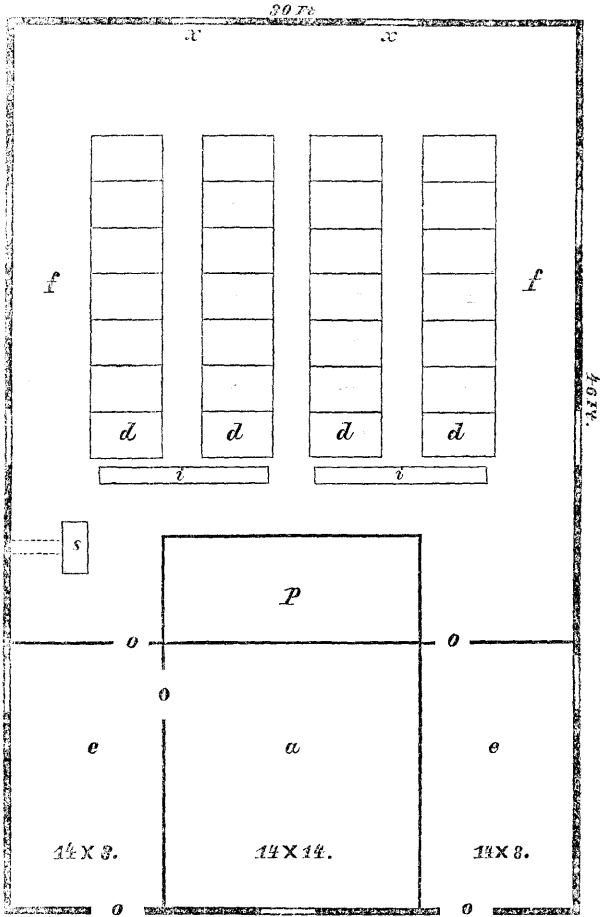
PLANS FOR SCHOOL HOUSES.

I herewith submit five different plans for school-houses. As much care has been taken in their selection as time would allow. The first four were taken, by permission, from the work on School Architecture, by Barnard. In a part of them slight changes were made. Plans No. 2 and 4, will meet the wants of the smaller schools, while Nos. 1, 3 and 5, will be adapted to schools consisting of two departments. Plan No. 5, was taken from the report of the Superintendent of Common Schools in Connecticut. In a further description of the house built according to this plan, the Superintendent says: "The building cost about \$3,000. It is an honor and an ornament to the city where it is located. The plan of this house has been procured for insertion here, because it is considered a good model for imitation. It is probably the best primary school-house in the State. Indeed, it is one of the best to be found anywhere."

It was my wish and purpose to present the plans of some of the best arranged school-houses which have been built in our State the past year; but the nature of other duties, and the difficulty of securing sufficiently accurate drawings without a personal examination, prevented me from so doing. I had the pleasure of visiting a school-house erected the present year in the village of South Prospect. The building is two stories high. There is a cellar under the entire building to be used for a wood-house, and provided with a furnace by which the whole house is warmed. It has three rooms, one each for the Primary, the Intermediate, and the High School department. It is truly a model house. All the rooms are furnished with the Boston furniture, and well ventilated. The house is elegant in its external and internal appearance, made in a work-

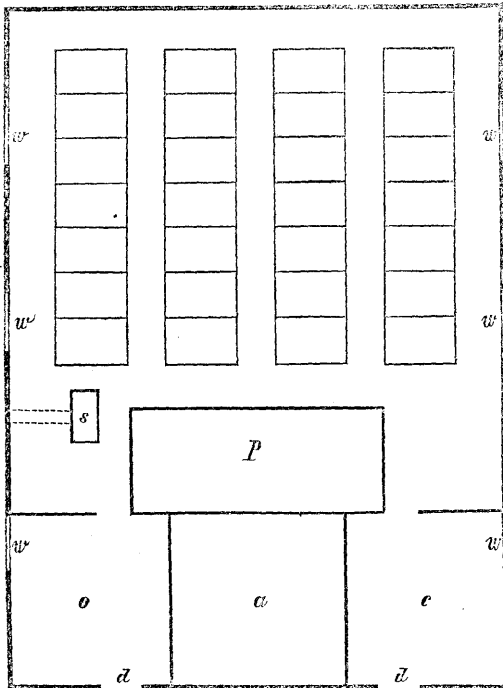
manlike manner, and with the choicest lumber. It is an honor and ornament to the place, and proclaims the intelligence and enterprise of its citizens. It cost about \$4,000, and at that sum is much cheaper than to have built two or three different houses, although much smaller. How much wiser, also, thus to associate and educate at the same school the children, who, in after years, as men and women, and very generally as members of the same community, will be brought together in all the various relations of life. Another elegant house has been built in the thriving village of Dexter, the present autumn, and was set apart to the sacred purposes of education, by appropriate services, near the close of last month. It has a beautiful location, overlooking all the business portions of the place, typical of the relation which the *School* must ever sustain to any other secular interest. The interest necessary to secure the erection of such buildings as these is a sure pledge that the schools will find a cordial support. A victory is achieved, when one such school house is erected in a town, or even within the circuit of a number of towns; for it becomes a model for others. Its excellencies and conveniencies will become known and imitated. Neighboring districts and towns will catch the spirit of emulation. Old and dilapidated houses will give way to the new and elegant. In process of time, the principle becomes settled, that it is vastly cheaper to build a new house, than to keep in repair an old and falling one. When the inhabitants of a district become interested in this particular, there is reason to hope that they will be so influenced by a sense of fitness as to secure for their children better teachers, a more faithful supervision of their schools, and give them the good influence of frequent visits. Those, then, who would aid in the improvement of our schools, are encouraged to labor in this direction, for the information which they may scatter upon this important subject, will not fail to result in a glorious harvest.

Plan No. 1.



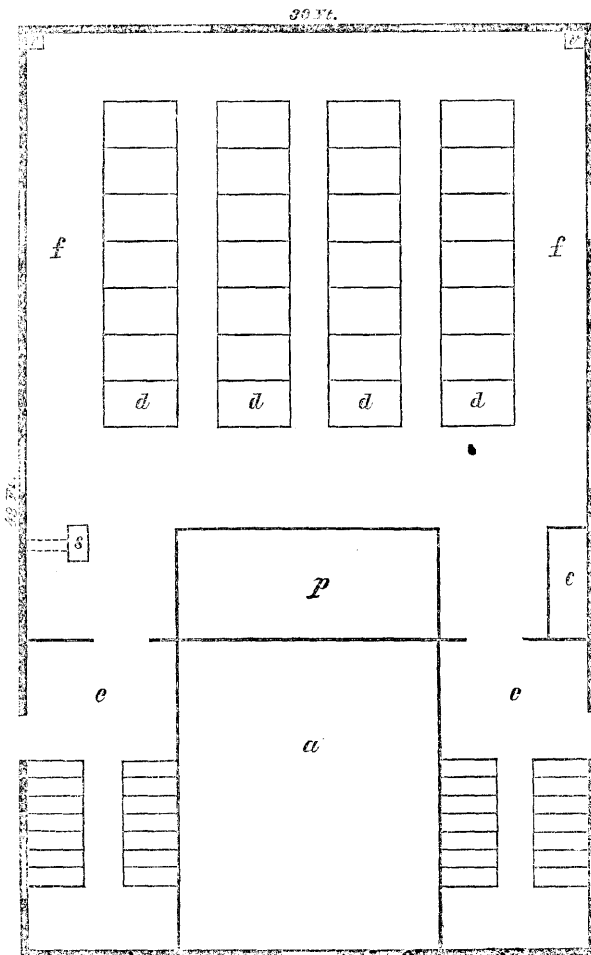
This plan represents the ground floor of a school-house one story high, 46 by 30 feet on the inside. It is adapted for a rural or village district. *ee*—Entries, one for each sex, 14 by 8 feet. *a*—Anteroom, 14 by 14 feet. This room may be used as a recitation room, or be fitted with seats for a primary department. *p*—Teacher's platform, 14 feet long and 6 wide. Behind this there should be a black-board, the whole length of the platform, from 4 to 5 feet wide. *ff*—Aisles. *ddd*—Seats for two pupils each. The desks should be from 40 to 48 inches long; and the desks and seats should be from 30 to 36 inches wide, and adapted in height to the age of the pupils. *s*—Stove. The dotted lines, an air-box 10 inches square, to admit pure air. The ventilating tubes should be represented by *vv*, as in Plan No. 3. These tubes should be placed within the room, and made of thin boards, perfectly tight, and smooth on the inside. They should be united in the attic, and lead through the roof. *ii*—Settees for recitations. *oooo*—Doors. *xx*—Windows. This and the following plans are drawn on a scale of ten feet to an inch.

Plan No. 2.



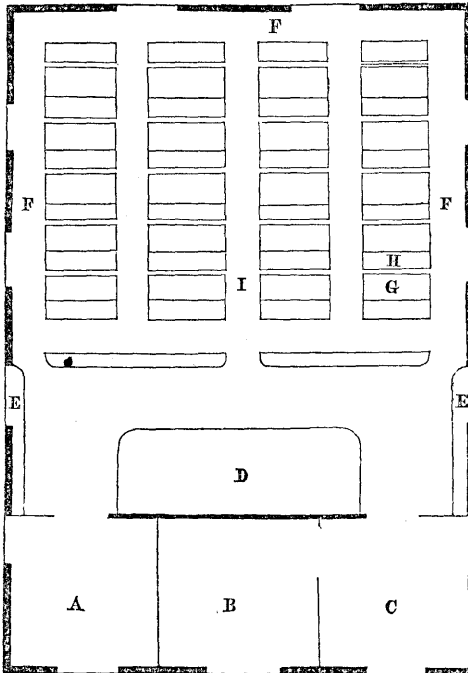
This plan is essentially the same as the preceding one, excepting in size. It is 36 by 26 feet inside. It will be well adapted to a large number of districts. *dd*—Doors. *oc*—Entries. *a*—Anteroom. *p*—Platform for teacher's desk. *s*—Stove. *w w w w w w*—Windows. Black-boards should be placed entirely round the room, except in the narrow spaces between the windows. Single desks are generally to be preferred to double ones. The whole expense for room and desks is about twenty per cent. more. When practicable, the house should be so placed, that the pupils as they sit, may face the north. There should be outside or inside blinds to the windows.

Plan No. 3.



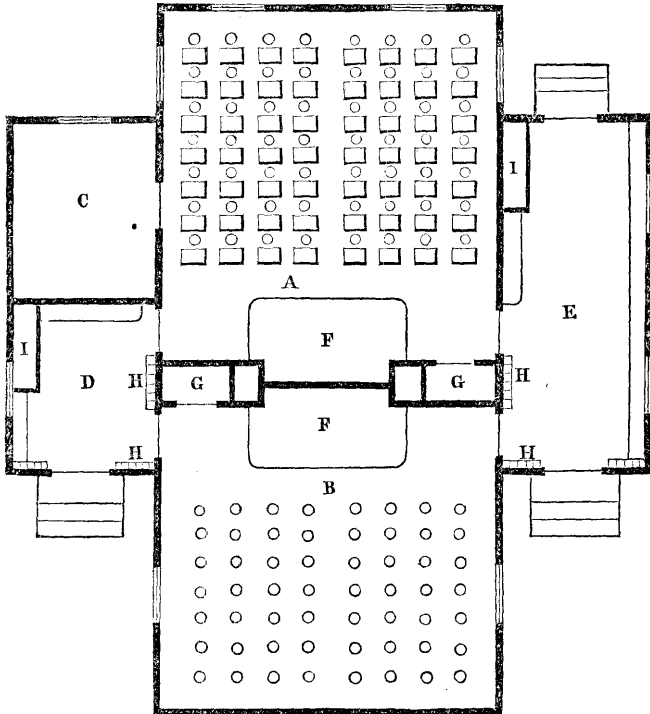
This represents the ground floor of a building two stories high. It is 48 by 30 feet inside. The description of Plan No. 1 will apply to this, with the exception of the entries. *ee*—Entries, one for each sex, 16 by 8 feet. *vv*—Ventilating tubes. *c*—Closet. *a*—Anteroom. The one on the lower floor communicating with the boys' entry, the upper one communicating with the girls' entry. There never should be winding stairs in a school-house. They should be made as represented on the plan, or in some form with broad steps. The landing-place should never be directly opposite the door. The rooms should be from 11 to 13 feet in height. In large schools, the outside door should swing outward, to enable the pupils to rush out easily in case of an alarm.

Plan No. 4.



The building here presented should be 26 by 36 feet on the ground, or, at least, 25 by 35 feet inside. A C—Entries 8 feet square, one for each sex. B—Library and apparatus room, 8 by 9 feet, which may be used for a recitation room for small sized classes. D—Teacher's platform, behind which, on the wall, should be a black-board 13 feet long by 5 feet wide. E E—Recitation seats. Those on the sides are placed against the wall; those in front of the teacher's platform have backs and are movable. F F F—Free space, at least two feet wide, next the wall on three sides of the room. G—Desk, for two pupils, 4 feet long by 18 inches wide. H—Seat, for two pupils, 4 feet long by 18 inches wide. I—Centre aisle two feet wide; the aisles on either side of this should be from 18 to 24 inches wide. The area on either side and in front of the teacher's platform is intended for reading and spelling classes, and any other class exercises in which the pupils stand; and the space next the wall may be used to arrange the greater part of the school as one class in any general exercises requiring it.

Plan No. 5.



A—School-room. B—School-room. C—Class-room. D—Boys' entry and clothes room. E—Girls' entry and clothes room. F F—Platforms. G G—Closets. H H—Umbrella racks. I I—Sinks with pumps. The above is the plan of a primary school-house in Norwich, Conn. The material of this building is wood. It is one story high. The main building is 50 feet in length by 25 feet in width. Each wing is 25 feet by 11 feet. The smaller school-room (B) is designed for the lowest department; it is 24 feet by 21 feet and 6 inches. The walls are wainscoted to window sill, and above this, for the space of three feet, they are lined with composition black-boards. The platform is carpeted. The larger room, (A,) which is designed for a grade above the lowest, is finished in a similar manner. It is 24 feet by 24 feet and 6 inches, and has a class-room (C) attached. Both rooms are furnished with the Boston furniture, each pupil being provided with a separate chair.

COMMON SCHOOL APPARATUS.

Through the kindness of the Holbrook School Apparatus Manufacturing Company, of Hartford, Conn., I am enabled to lay before you Stereotype plates of Holbrook Common School Apparatus. A full set comprises a Numeral Frame, for the instruction of beginners in arithmetic; Geometrical Solids, for the use of pupils more advanced in arithmetic and mensuration, to give them clearer ideas of cubes, cones, prisms, pyramids, spheres, &c., than can be conveyed by verbal descriptions, or drawings; the Sectional Block, for the illustration of cube root; a Globe, which should find a place in every school room; a Hemisphere Globe, which opens through the center, showing on the plane section the natural divisions of the earth, and thus explaining how the convex surface of a sphere is represented on the flat surface of a map; the Tellurian, furnishing an illustration of the various phenomena resulting from the relations of the Sun, Moon, and Earth, to each other; and a Planetarium, illustrating the entire solar system, an indispensable aid in the attainment of a correct understanding of the relative situations and motions of the planetary spheres.

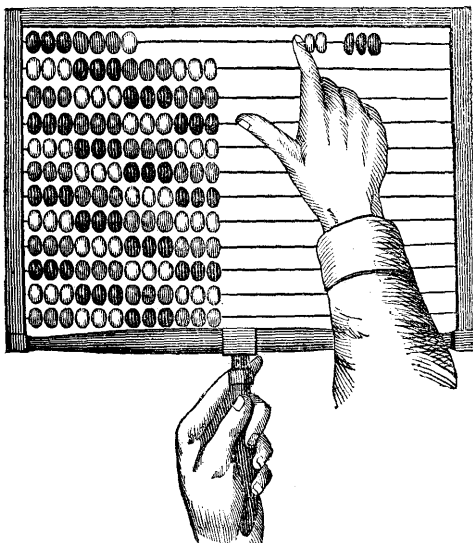
The importance of an Apparatus for the illustration of many of the studies pursued in our schools cannot be over-estimated.

By this means of instruction in the hands of a skillful teacher, the pupil will receive a much more definite idea of what is meant to be conveyed by the words of a rule, and a far more satisfactory conviction of the truthfulness of the principles sought to be demonstrated, than can be received in any other way.

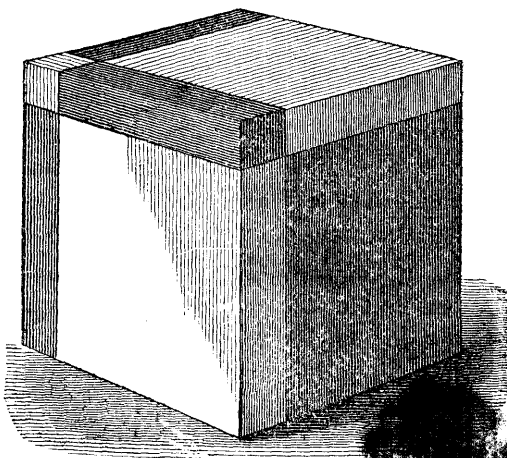
The value of these results upon the pupil's mind should not be disregarded; for any mode of instruction which fails to secure so

desirable ends is far worse than no instruction at all. Very many of the teachers in our schools are unable to explain the rules of square and cube root. Indeed, it is a matter of extreme difficulty, even for the most skillful and experienced teacher, to render intelligible all the principles involved in the above rules, unless they are presented clearly and in some tangible shape, to the *eye* of the pupil. By the use of the Sectional Block this difficulty is obviated; the pupil detects at once the *reason* of the operation, which had always before seemed arbitrary and unintelligible; thus his interest is easily enlisted, and the task of the teacher thereby rendered more pleasant and his services more valuable.

It will be observed that the first three of the above articles of Apparatus are designed to aid in the study of arithmetic, and the remaining ones in the study of geography. Superintending School Committees should thoroughly investigate this interesting subject, and bring its consideration before other school officers, school districts and teachers. The entire set of Apparatus is manufactured and sold by the above company, at Hartford, Conn., securely packed for transportation, with a manual, or text book for the use of teachers, for \$20.00. The *Numeral Frame*, represented in the annexed cut, is a most useful instrument. In an oblong, open frame, twelve rows of wooden balls, alternately black and white, and of the size of a nutmeg or small walnut, and twelve in each row, are strung like beads on strong wires. The instrument, when fixed to a stand, is about four feet high. It may be made much smaller, as in the cut. When it is used to exercise the children in arithmetic, the teacher stands behind and slides the balls along the wires from his left to his right, calling out the number he shifts, as, twice two are four, thrice two are six, shifting first four balls, and then two more, and so on.



NUMERAL FRAME.

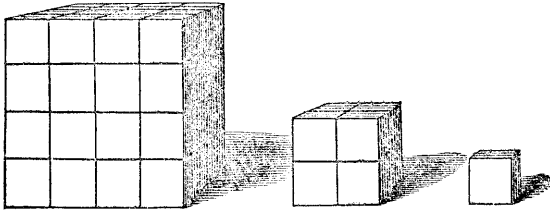


Cube Root Block.

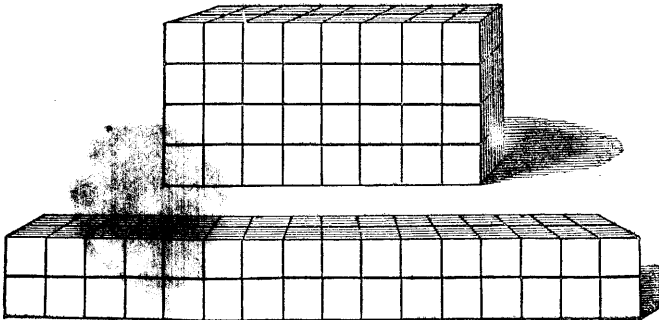
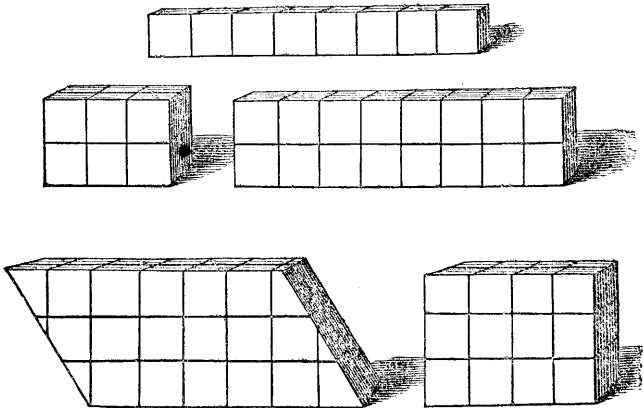
For illustrating Square and Cube Roots, but especially the latter, this sectional block is admirably adapted, and for convenience is unsurpassed. What teacher will be without one when he can buy it for TWENTY-FIVE CENTS? But DISTRICTS should provide this and all other apparatus needed. Price, 25; Extra, 50; Double, 75.

A set of Geometrical Solids, for \$1.25 to \$1.75.

These will give pupils definite ideas of the shape of solids, far better than pages of description, and much more clearly than any drawings can. We know nothing better. For explaining the Rules for Mensuration or Solid Measurement, they afford the only proper means.

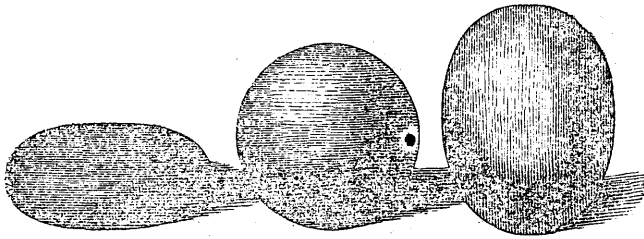


CUBES.



PARALLELOPIPEDS.

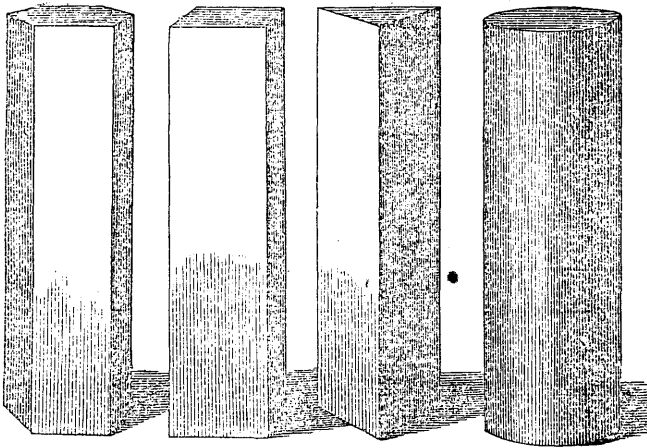
Geometrical Solids---continued.



OBULATE SPHEROID.

SPHERE.

PROLATE SPHEROID.

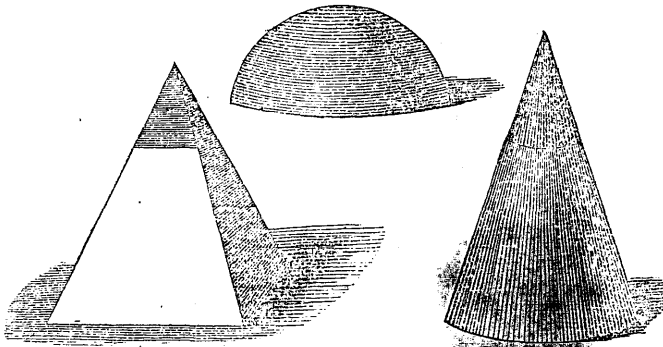


HEXAGONAL PRISM.

PRISM.

TRIANGULAR PRISM.

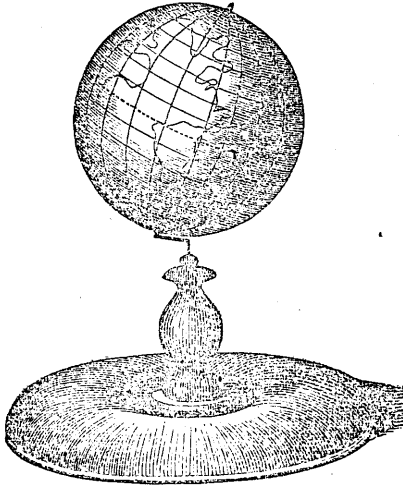
CYLINDER.



PYRAMID AND FRUSTUM.

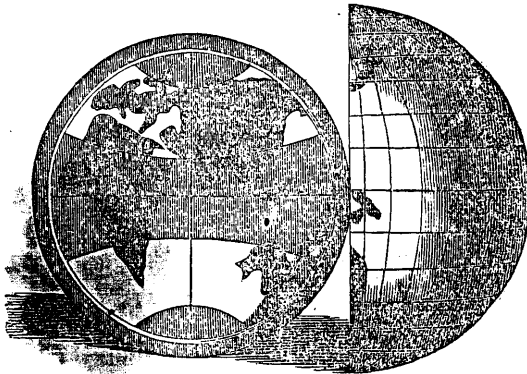
CONE AND FRUSTUM.

A TERRESTRIAL GLOBE, strongly made, of firm material, and so mounted on a simple pedestal that it can be readily removed and suspended by a cord, and thus be displayed conveniently for familiar illustrations to a class. It is of a convenient size for common use in the school-room, as it can be easily held in the hand, or passed round the class, and yet answers all the main ends of the larger sized globes. It is the prettiest and cheapest globe known in the market. Price, \$1.00, Extra, \$1.25.



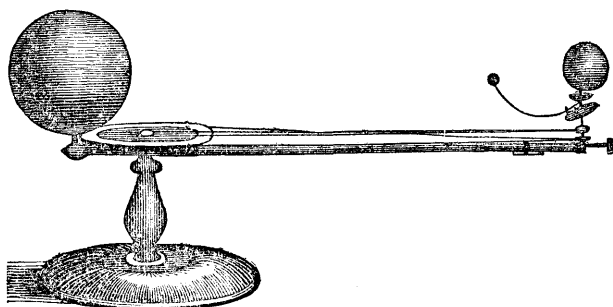
TERRESTRIAL GLOBE.

A HEMISPHERE GLOBE supplies a want long felt, viz., an illustration which any child can understand, of the reason of the curved lines on a map, and shows how the flat surface is a proper representation of a globe. It is the result of a suggestion from a practical teacher. Two hemispheres are united by a hinge, and when closed, a neat little globe is presented; when opened, two maps are seen, showing the continents, as if through transparent hemispheres. Price, 75 cents.

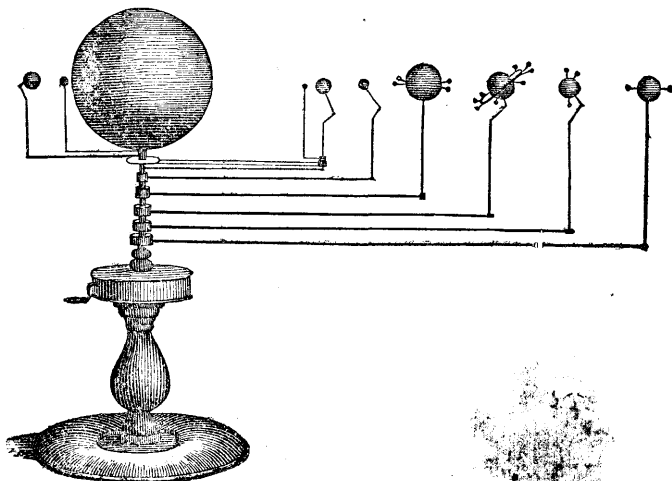


HEMISPHERE GLOBE.

The TELLURIAN is designed to illustrate the various phenomena resulting from the relations of the Sun, Moon and Earth to each other; the succession of day and night, the change of the seasons, the change of the Sun's declination, the different lengths of day and night, the changes of the moon, the harvest moon, the precession of the equinoxes, the differences of a solar and sidereal year, &c., &c. The Moon revolves around the Earth, and both together around the Sun, while Sun, Earth and Moon revolve around a common centre of gravity. Price, \$6.00.



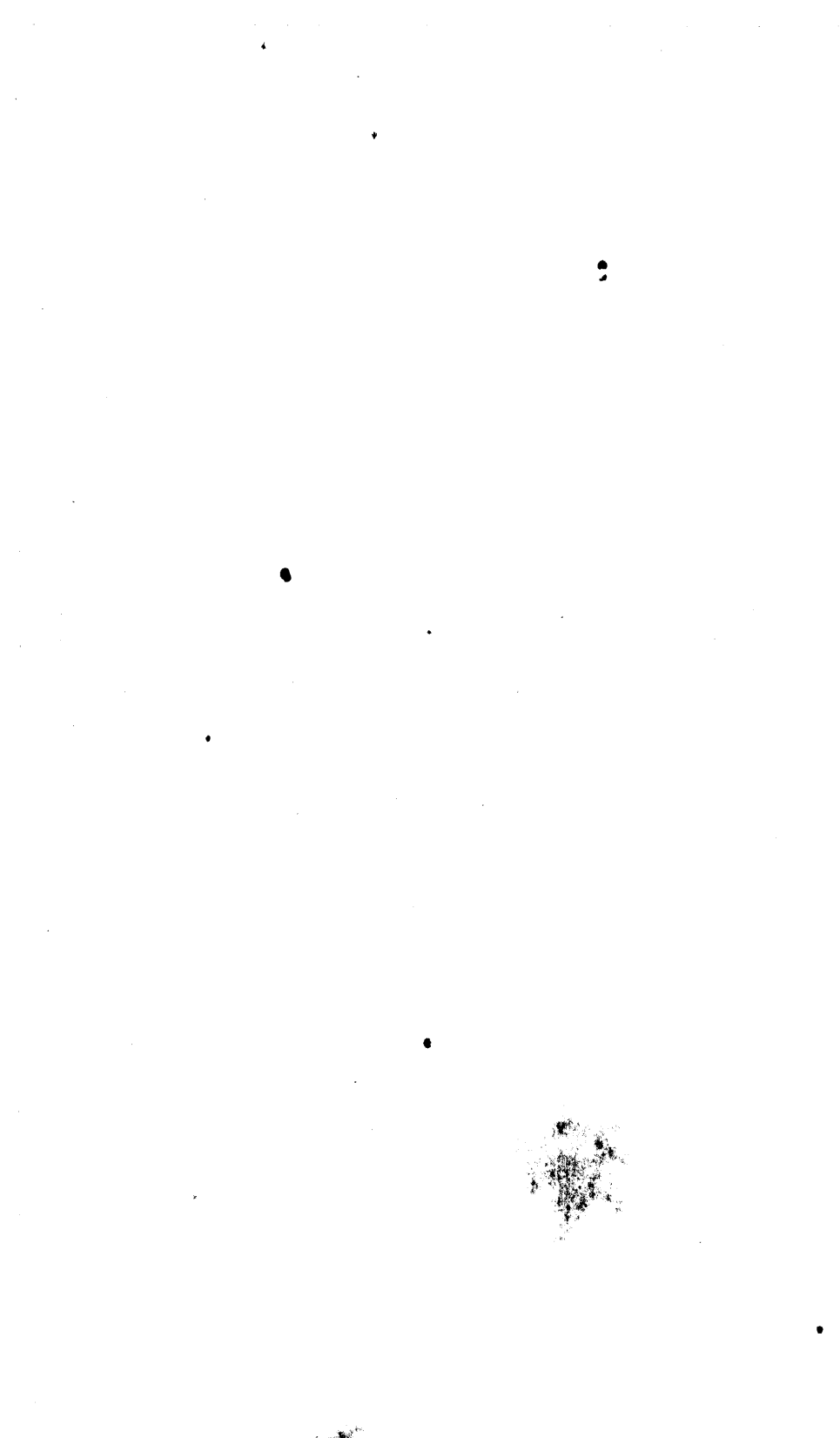
The PLANETARIUM or ORRERY, represents the proportional size and relative position of the Planets composing the Solar System, except the asteroids, and shows their annual revolutions. A correct idea of the Solar System is seldom received, except by such aid. With it, we see the Planets and their Moons circling round their common centre, each in its separate orbit, and occupying its own place in the Ecliptic; and system is developed from the seeming chaos of the stars. Price, \$10.00. Brass Orrery, \$15.00.



EXTRACTS FROM THE REPORTS

OF

SUPERINTENDING SCHOOL COMMITTEES.



CONDITION OF THE COMMON SCHOOLS, AND SUGGESTIONS FOR THEIR IMPROVEMENT.

AUGUSTA.

Reviewing the schools which have been under our supervision during the year, the Committee feel compelled to say that while some have been favored with long and prosperous terms, the scholars making good proficiency, others have not been, by any means, what was desirable. Many difficulties are encountered. One is, that scholars as soon as they have arrived at an age when they begin fully to comprehend and appreciate the advantages of the school, are withdrawn, and thus the school is kept in a backward and depressed condition. Another difficulty is a want of interest on the part of parents, allowing, in numerous instances, a whole term to pass away without knowing what their children are studying; whether they are regular or irregular in their attendance; obedient or disobedient; applying themselves studiously, or indifferent to study. And what is worse than this, some, through prejudice or jealousy, withdraw their children from that wholesome discipline of a good school, to which they are strangers at home—thereby encouraging a spirit of lawlessness and ignorance, training up children to be a grief and a disgrace to themselves, and a pest to society. And still another difficulty is the paucity of good teachers. Of the whole number of those who presented themselves, we rejected, after examination, about one-third, and after all, were obliged to accept some of small ability or leave the schools untaught.

What we need **in order** to give our schools a higher standing, and to secure to every scholar a **thorough** education, is suggested by the obstacles just named.

In addition to **providing** convenient and roomy school houses, parents must take a deeper interest in the education of their children. Let them visit the schools often; become acquainted with the teacher, his wants and his trials, and instead of listening to that mischievous gossip, and those frivolous excuses, which result in destroying the harmony of the school, and depriving

the children of its advantages, judge for themselves, from personal observation, of all that is reported, and of all that is actually going on. While the school is in session no trivial excuse should be allowed to justify a child's absence. Parents should secure the most approved books, and aid and encourage, to the extent of their ability, their children in the proper and prosperous use of them.

The teachers, also, have a work to do if our schools are to become what we desire to see them. It should be a matter of forecast with agents to secure the best teachers, to whom they should cheerfully pay high wages. A poor teacher is not worth having at any price. There are many facilities afforded at this day for the improvement of those who teach. But few, as we think, avail themselves of these helps. The teacher should be a man of progress, with a quick, elastic mind, a penetrating eye and a ready tongue. A teacher with only a dead, book experience, bed-ridden ideas, and dormant energies, is not fit to enter a school room, or associate with scholars. The teacher should be full of bright, living thoughts, full of sympathy for the child, and of enthusiasm in his work.

The school room is the last place for the imbecile and the inefficient. Upon such we have no money to waste, and we desire that their habits and influence, instead of being propagated, should die with them. Persons in other callings spend years to qualify themselves for their work. Even the mechanic or the architect, must be acquainted with the best models, and know how to bring the materials furnished into the form of use or beauty desired. And should not our teachers, to whom are committed the plastic minds of the young, comprehend the nature of the materials entrusted to their hands, and so thoroughly understand the methods by which they are best wrought, as to return them to us like cut and polished jewels?

For the welfare of the individual, for the improvement of home, for the good of society, for the perpetuity of our free institutions, and for the future prosperity of the Republic, we need a higher standard of education, more interest on the part of parents, and more ability on the part of teachers. To teach a child merely to read, write and cipher, is to do very little towards educating him. He must be taught to respect himself as a physical and a spiritual, an intellectual and moral being, sustaining many and momentous relations to the present and the future, and to live accordingly.

NEW-SHARON.

When we compare our schools with those of other towns, we are confident that they occupy a rank, high and honorable; and it is particularly gratifying that the people are becoming more sensible of the importance of rendering them more efficient. Much improvement has been made in some of our school-houses within a few years; and we have better school books, and a much better system of instruction than were common a few years ago. But, not-

withstanding these advantages, and the increased liberality in the appropriations for schools, they fall far below that position which our interests, moral, social and political, most urgently demand. Our schools, during the past year, have generally been satisfactory; and in some of them, very great advancement has been made. But there have been instances in which a deficiency of government, irregularity of attendance, and other causes have prevented, to a great degree, the advancement of the school. It is very much to be regretted that there are those who allow their children to be irregular in their attendance at school, and to indulge in disrespectful, vicious and indolent habits, but expect their teachers to control these propensities in school, by some magical influence, which they seem to suppose a school-teacher always to possess. And a single act of imprudence, on the part of the teacher, is sufficient to excite all the animosity and hatred of their natures; and to cause them to set an example before their children, as fearful in its consequences, as it is dishonorable to themselves. We are happy to say, however, that a very different disposition from this, is manifested by some who have thought that they have good reason for being dissatisfied with their teacher; but who are willing to sacrifice personal considerations for the good of their school; and show that they have the power and a disposition to enforce obedience on the part of their children.

There are to be found, in many districts, those who, upon the slightest pretence, are ready to circulate a report against the school and its teacher. And, what is much to be lamented is, that this spirit of fault-finding, and the destructive insinuations against the school, on the part of parents, have no better foundation than the idle gossip and bitter spleen of ill disposed and turbulent school boys; and which would never have been noticed, unless the disposition existed to seize upon the most trifling and shadowy circumstance, and magnify it into the most enormous reality. In this way, well disposed persons are led to believe what does not exist—a false public opinion is formed against the school—the teacher's influence for good is lost, the money of the district is expended for naught; and all for the simple reason that parents will not take the pains to go to the school-room and there learn the real facts of the case. Where perhaps a slight indiscretion has been committed, proper and friendly advice, would prevent its continuance or repetition; and thus preserve the harmony of the neighborhood, the usefulness of the teacher, and the interest of the school.

We think agents are not so careful as they should be in employing *teachers*. They should bear *in mind* that something more than mere book knowledge is necessary to make a good school-teacher. They should employ teachers who have a good share of common sense, who have energy of character, self-reliance, and a knowledge of human nature, and who can adapt themselves to the different dispositions and capacities of their pupils. To be sure, the services of such teachers cannot be obtained without an adequate compensation. But will not the interest of our schools be best promoted by securing them? It is

time that the value of our schools was estimated by something besides their length.

It is well known that teachers are generally much more deficient in the capacity to govern and control a school properly, than in the requisite literary qualifications. No school can be profitable where there is a lack of system and good order. The work must not only be regularly laid out, but it must be firmly and energetically carried forward. Teachers should be active, vigilant and persevering. They should be kind and affable in their deportment, and, at the same time, maintain a becoming dignity and self-respect. And while the timid and retiring scholar is to be encouraged and led forward carefully, by gentle words and mild measures, the obstinately disobedient are to be controlled with a firm hand; and, if need be, made to *feel* the necessity of obedient submission. Good order and discipline in our schools, are of primary importance; especially for their influence on the character and habits of scholars. A mere knowledge of books is of vastly less importance than that discipline of mind which will prompt to the acquisition of knowledge, from whatever source it is available; and will render that knowledge practical and useful.

We have already alluded to the irregularity of *attendance* in our schools. By referring to the table, annexed to this report, it will be seen that the disparity between the whole number of scholars, and the average number attending school, is very great.

An allowance must be made in some cases where scholars from other districts attend school for a short time only. This makes the difference between the whole number of scholars, and the average number in attendance, greater than it would otherwise be. Circumstances may render it impossible for some scholars to attend school constantly; but it is too much the case that children are allowed to be absent from school, upon slight and trivial pretences; and we would urge upon parents the importance of their not allowing their children to absent themselves from school unless it is *positively* unavoidable.

In some few of our schools, a portion of the scholars are in the habit of leaving at the examination; on which account some of the classes appear small as to numbers. Those who remain, however, are generally able to show that they need not the help of their classmates. They can usually exhibit the strength of the class, and perhaps such scholars, in leaving, may hide some of its defects.

When we consider that our public schools are the only places of instruction which many children are permitted to enjoy, and that, just as they leave school, they must take their places as members of society, we can but regret that so many are permitted to allow the time of school to pass without receiving its benefits.

The necessity of a new classification of school districts is becoming apparent, and it is time this subject was taken into active consideration. In several

instances the uniting of districts would be attended with little inconvenience or expense to the inhabitants. A large portion of District No. 12, might be annexed to District No. 13, and the remainder to District No. 11, without greatly increasing the distance to be traveled by any individuals, and in several instances, the distance to be traveled would be lessened.

Several other districts might be differently arranged with as great benefit, and probably with as little inconvenience, as in the above instance; and we would not encourage expending any great amount of money in repairing school-houses, when it is practicable to unite with other districts. We have thus suggested some of the causes which prevent the greater prosperity of our common schools, and we earnestly appeal to the justice, integrity and generosity of the people for aid in overcoming these difficulties; and in trying to elevate our schools to a position worthy of an enlightened and christian community.

BROWNFIELD.

This town is very destitute of good *school-houses*, and until of late, there has been very little interest in the subject; but, by reason of having two good houses built within the past two years, and the superior advantages to the scholars, the town has become awakened to their true interests. There has been a marked improvement in our schools and in the methods of teaching, the past year, and although the wages of teachers are much higher and consequently schools of less length, yet we think that they have been more profitable than during any previous year.

BRUNSWICK.

The Committee hope, that our schools, during the past year have, on the whole, held their own.

They would impress on all parents and friends of the young that they would give an impulse to the cause of education among us, by visiting the schools, thus encouraging the teachers and animating the pupils. Especially if they have fears, that a school is not well managed, it is much better to gain satisfaction by personal inspection, than by listening to the complaints of children, which are always suspicious and to be distrusted.

In the fall the Committee recommended a change of Reading Books. It is advisable on general principles to make such changes every few years. The Committee had long resisted a strong pressure and have been charged with being unnecessarily conservative in this respect. They thought the time had come for such a change, and so far as the recommendation was adopted, it worked well. Some parents, however, refused to supply their children with new books, even where a large majority of the district had approved of the change. In such cases the law provides a remedy.

It has been reported, that school teachers have been advised not to apply to the Superintending School Committee for the regular certificates. The Com-

mittee do not covet the labor and perplexity of examining candidates for the office of teachers. Their duty is imposed upon them by the State, and they are bound by their oath to perform it; and the duty of being examined by the Committee is laid on such applicants by the law of the State; and if one undertakes to teach without such certificate, he is held liable, and cannot receive his pay except in violation of law, for which there is responsibility somewhere.

The Committee have declined to give certificates in a few cases. If they have erred, it has been on the side of lenity. The interests of our schools demand that the standard of attainment in teachers should be raised rather than lowered.

K E N N E B U N K .

In making a few suggestions for the improvement of our schools, we shall, perhaps, but reiterate the recommendations contained in former reports, made to this town, and shall, therefore, be brief, and confine ourselves to such points as we deem of the greatest importance and afford the strongest hope for improvement.

A greater degree of attention to the important and fundamental branches, and more *thoroughness* in these branches, appears to be desirable. There is a disposition in most scholars to hurry over their studies, to get through one book and into a new one, to make a superficial and partial, rather than an intimate and thorough, acquaintance with the subjects of their lessons, which is, unfortunately, too much encouraged by teachers and parents. No more fatal course than this can be adopted in the education of youth. Aside from the superficial habits which are thus encouraged, it really frustrates the design which is sought to be accomplished. No one is prepared for the second step until the first has been completed. A thorough acquaintance with the elementary studies is the only preparation for the higher branches of an education. In some schools, the time employed in reading, spelling and writing, bears no comparison with the importance of these elementary acquirements. The number of really good readers, in our schools, is far below what it should be. The remedy is mainly with the teacher. No sentence in reading should be passed over, until it has been correctly read. A whole day, if necessary, spent in accomplishing that object, would be profitably employed, and would be more beneficial than a week occupied in reading in a careless and incorrect, and therefore worse than useless, manner. No lesson should be considered as ended, until the subject matter has been mastered. When this is done, the pupil is then ready for a step in advance, and it will be made with the more ease and facility, from the very labor bestowed on the former one.

The great need of our schools is a *corps of teachers* thoroughly prepared for their work. Some such we have; but there are many of a different class, some of whom are sufficiently well acquainted with the studies taught in our schools, but who possess no capacity to impart instruction to others, and have

no faculty in drawing out the mental powers of their pupils, or of interesting them in their studies. These qualifications are as truly essential, and require as much study and attention, on the part of the teacher, as the necessary literary acquirements. It is to be regretted that the inducements held out to the teacher are not such as to warrant him in making the large outlay of time, money and study, necessary to fit him for his vocation. The wages paid to teachers, in many cases, are barely more than the most common laborer can command. It can hardly, therefore, be expected that many will make an investment that promises so little return. The improvement in the qualification, and in the compensation, of teachers must necessarily keep pace with each other. An increase in the rate of wages will have a tendency to procure better qualified teachers, and more thoroughly prepared teachers, on the other hand, will command an increased compensation.

Such teachers as are competent, are not always employed, when they can be obtained, from motives of economy, as is supposed. The economy, however, of hiring poor teachers, because they are cheap, is more than doubtful—it is a waste of money. What should we think of the man who would employ an ignorant and unskillful physician, merely because his charges were small? And is the training of youth for the destinies of life a less important occupation?

It should be the endeavor of the agent, first of all, to ascertain, if possible, that the teacher he proposes to engage is thoroughly qualified, and when satisfied on that point, other considerations may be allowed to have their weight. It may be said, that it is the business of the Superintending Committee to see that the teacher is duly qualified. True, it is their duty to see to it that no incompetent person receives a certificate; but theirs is only a negative duty;—in rejecting one, they have no power to substitute a better. Your Committee, however, are not disposed to shield themselves from all blame, in this particular. They have sometimes granted certificates, when the examinations were far below their ideas of what is required. If it were not so, some of the schools would perhaps fail to be supplied with teachers. They are fully of the opinion, however, that the standard of requirements should be raised; and it will be the endeavor of those of the Committee who remain in office, to exercise a greater degree of care in the examination of teachers, and to approximate more nearly to the requirements of the law, in this particular. In this endeavor, they ask the co-operation of agents and parents, as well as of the teachers themselves.

In conclusion, we most urgently commend to the parents and guardians of youth, a more deep personal interest in the condition of the schools in their several districts. The teacher, the agent and the School Committee may all be faithful, but their efforts will be attended with only partial success, unless the parents, by visits to the school, by examinations of their children and enquiries after their progress, testify to their interest in the education and welfare of those whose destinies are in their immediate keeping.

W A Y N E .

The Superintending School Committee, having attended to the duties of their office, the past year, as best they could under existing circumstances, and thereby having been made acquainted with the wants and necessities of the schools in town, would respectfully call the attention of the inhabitants to the consideration of the elements of a good school. This subject is presented because it is feared that, in too many instances, these things are lost sight of, and because they hope thereby to promote the interest of the schools of which they have the charge.

The elements essential to a good school are *three*: a competent teacher, dutiful scholars, and parents *ready to co-operate* with the teacher and pupils to obtain the desired result. A teacher, to deserve the epithet, *good*, must, by nature, have the necessary qualifications of head and heart, together with a large share of that sterling article, common sense, to fit him for the important station he occupies. Further, he must have an amount of mental and moral training that will enable him to understand thoroughly all the branches of learning he is required to teach, with their collateral subjects, and that will prepare him to polish the manners and form aright the character of the young committed to his care. He must also be apt to teach and love his employment.

In theory all are agreed on this subject; but in practice there is some discrepancy. Some teachers fix their standard of attainments far too low. And some agents about to employ a teacher, think more of the amount of money in the treasury, than of the qualifications of the candidate. Valuable as are the services of a good teacher, other ingredients are necessary to a good school. The pupils, whose minds and hearts are to be moulded and formed, must be dutiful. The teacher must have plastic materials out of which to form his model scholar.

The vocation of the teacher is to impart knowledge, and it is the duty of the pupil to receive and retain the knowledge imparted. The teacher *must teach*, the scholar must learn. The fidelity of both is essential to the success of the school; and no scholar comes up to the full measure of his duty unless he puts forth unceasing efforts to make every valuable attainment presented to his consideration. Obedience to every wholesome requirement is also necessary to the order and quiet of the school-room, so that it may be a place of study and improvement. The school-room must, therefore, have dutiful occupants.

Further, in the great work of education, the teachers and pupils may be greatly assisted by the co-operative influence of the parents and guardians of the scholars. The school-room and family circles are connected by channels of communication. The influence of the one affects, to a greater or less extent, the other; and if healthful agencies are in operation in the school-room, they may be disturbed and counteracted, at least in part, by agencies

from without. To reach the highest attainments of the school-room, therefore, the influence without must be in harmony with that within. Parents must co-operate and assist both teachers and scholars. Parents should contribute their part to maintain proper authority and wholesome discipline. They should imbue the minds of their children, to as great an extent as possible, with the love of knowledge and a love of right. Under proper regulations at home the children should be trained for the school-room. Good counsels and corresponding actions in the family circle will fit them, in a great degree, for the school. Nor can the responsibilities of parents be wholly met by doing their duty at home. They should visit the school, and *there*, by their presence, encourage and aid forward the great work of mental and moral culture. Twice, at least, during each term, should the presence of the parents make glad the inmates of the school. When these three elements, properly combined, meet together in the school room, the result cannot be doubtful—*there will be a good school.*

To develope, however, these agencies, in all their power, it should be added, that the school-room should, in all respects, be adapted to the purposes for which it is designed. The inhabitants of North Wayne have nobly resolved to supply the deficiencies of the past by erecting a suitable house. It is hoped that some other portions of the town will be provoked to do a like good deed. The school-house in this village might be dispensed with in consequence of its past services, and a *good new house* erected.

In reporting the state of the schools the past year, we cannot speak of so much progress as is desirable; still, on the whole, we think the cause of education advancing. The order has somewhat improved, and whispering has diminished, though it is now too often the pest of the school-room. We speak thus of this bad habit from the full conviction that it ought to be wholly banished from places of study. The attendance has not been so regular as is desirable. More "tardy" marks deface the register than good scholars would be glad to see. In all these respects we hope to see great improvement the coming year.

We cannot close this report without referring to some other subjects closely identified with the interests of our schools. We would call the attention of the town to the large number of absences reported in the registers, and also to the fact that a great many scholars are unnecessarily tardy; thus injuring themselves and disturbing the whole school. The average attendance of several schools is only about three-fourths of the whole number. Consequently one-fourth of the school is lost. Add to this the loss of time occasioned by being half an hour or an hour too late in the morning, and more or less of absence near the close of the day, and we shall see that the time of study is comparatively short. We hope these evils, so far as is possible, may speedily be remedied. These habits are highly detrimental in every point of view. Parents can, by suitable co-operation with the teachers, remove these evils, and confer lasting good on the rising generation. Will you see that your

children are never absent from school except in cases of necessity, and also use your utmost endeavors to have them in the school-room when the school begins? We would also urge upon parents the duty of visiting their schools, especially upon days of examination. The presence of the parent is needed in the school-room; there, as well as elsewhere, they should have an oversight of their children. The young should feel that their conduct and attainments, while connected with the school, are open to the inspection of all interested.

To facilitate the last mentioned object, we would suggest the propriety of having the time of the final examination appointed several days beforehand, so that all may have due notice and be ready to add to the interest of the occasion by their presence.

CALAIS.

The Committee would report the state of the schools as not different materially from the past year. They have visited them regularly twice each term, at the commencement and the close, and some of them they have visited oftener. *The teachers*, with a few exceptions, have devoted themselves to the interests of their several schools with a degree of diligence to which the Committee cheerfully award their commendation. The exceptions to which we allude refer to a want of proper government in the teachers, and a lack of enthusiasm, both of which produced a corresponding laxity and want of order among the pupils.

The Committee would suggest that most of the teachers would doubtless be more efficient and successful in their vocation, could they enjoy the benefit annually of a well conducted Teachers' Institute.

Our teachers generally need to understand more perfectly the important art of drawing out the minds of their pupils, and teaching them *how* to study and *how* to govern themselves. And both parents and teachers need to have a higher estimate of the position which a teacher occupies as the educator of the *mind*—of mind, too, at a period when it is most easily and permanently influenced, and when the importance therefore of giving it a right direction is vital with reference to all after life. There cannot well be a more mistaken idea than that *any* teacher will do for the children in our Primary schools. If anywhere the very best teachers are needed here.

The Committee would recommend, also, the employment as far as possible of only such as purpose to make teaching a permanent occupation. It may not always be practicable, but other things being equal, the preference should always be given to such teachers, if they can be obtained.

Some of the teachers have failed to hand in their registers, thus embarrassing the Committee very much, in making out their annual Report of Statistics.

The Committee would remind the school agents that no teacher is legally entitled to his or her compensation, until the register for the term is regularly made out and handed either to the agent or the Superintending Committee.

If each teacher was made to understand this, the failure alluded to would doubtless cease to occur.

The Committee regard it as indispensable that each pupil should be furnished with such books as are used in the class to which he belongs; and we would remind parents that the law makes it necessary that they should provide such books if able to do so, and in case of failure, that the Committee should provide them and charge them to the parents of the pupil. If any parents are unable to provide books they are to be provided by the Committee at the expense of the city, gratuitously.

It is important also that each pupil be regular and punctual in his attendance at school. The Committee are gratified that there has been some improvement in this matter, and yet there is room for still greater improvement. The evils of irregular attendance both upon the pupil and the school generally, are not thought of as they should be. No pupil can be benefitted who is suffered or compelled to pursue such a course. Being unable to keep up with his class, he becomes discouraged: study becomes difficult and disgusting, and he finally hates the school and everything connected with it. The late comer, too, acquires habits of irregularity which follow him through life. The Committee trust that parents will do what they can to have the attendance of the children regular and punctual.

There is need of more effort also on the part of parents to have all their children of suitable age attend school as much of the year as possible. For in comparing the whole number of children and youth in the city, with the actual attendance at school, it appears that a large number do not attend at all—nearly one-half of those between four and twenty-one years of age.

In order to awaken more interest both in teachers and pupils, the Committee would earnestly request parents and others, who have influence in the various districts, to visit the schools as often as once at least every term; and as far they can to examine their children at home to ascertain what improvement they are making. We are persuaded that it is impossible for our schools to confer all the benefit which they might, until all in the community shall co-operate in giving to them interest and efficiency.

As another important part of education, the Committee would respectfully enquire also whether something more does not *need* to be done, and whether something more *cannot* be done by the united efforts of parents and teachers to bring back the good old days when there used to be *children* in the community. We have "Young Americas" in abundance, and a plenty of young gentlemen and ladies; but as for *children*—children in respect for superiors, reverence for age, and a willingness to be regarded as children, until they are really men and women, are they not too rare at this day? And is there not here a department of education which needs serious attention and reform?

NEW GLOUCESTER.

There have been no schools this year in Districts Nos. 10 and 13. Besides these, there are thirteen districts in town. In each of these, there have been taught, the past year, both a summer and a winter term, with the exception of Nos. 3 and 14, in which there has been only a winter term. Nine of the winter schools have been taught by male teachers: the other four by females. Respecting the summer schools we have nothing special to remark. It is, however, the opinion of your Committee, that most of them were attended with some degree of success. The school in No. 9 amounted to but little, if any thing. The school in No 6, in the judgment of the Committee, was decidedly the best among the summer schools, in point of order, general proficiency and interest in studies, and general satisfaction both to parents and scholars. We think that the winter schools, with the exception of Nos. 7, 8 and 9, have been, as a whole, attended with more than ordinary success. Reading and spelling are deemed of the highest importance; and it is a source of regret, that, in the multiplicity of studies in our schools generally, these fundamental branches are so superficially pursued. Scholars should be thoroughly taught in these studies, and drilled and questioned on what they read and spell; and to do this in our largest schools, in connection with such a variety of other recitations, is a work indeed, and requires a teacher of Herculean strength of body and mind. Inasmuch as there are in town but four or five good and comfortable school-houses, we would earnestly invite the attention of the town to the fact that something ought to be done, and that immediately, to have more suitable rooms for the education of the young. We would in the spirit of kindness respectfully invite districts to act immediately, faithfully and harmoniously for the building of some new school-houses, where young men and ladies can repair with feelings of delight, and find themselves somewhat pleasantly situated while pursuing their studies from day to day.

RICHMOND.

Such, in brief, has been for the year past the state of the several schools in town, as nearly as the opportunities afforded would allow the Superintending Committee to judge of them. In comparison with former years, in some instances, there have been improvements, and in many more improvements are needed. Yet more liberal things should be devised for our schools, if we would see them of that high character and yielding all those benefits of which they are capable.

While in most of the districts there are now comfortable and convenient *school-houses*, there are in some, still, wants in this regard. A few need yet some repairs and conveniences added to their school-houses, while a few others need new buildings. This latter is particularly true in the village district. It will be seen by the Table that the whole number of scholars as reported in this district the year past has been 487—for which we have had but four

school rooms—giving an average of upwards of 120 scholars to a room; or if we consider only the 386 that were in actual attendance the winter term, it will give an average of more than 96 to a room—a number, we need not say, by far too large for any school-room of ordinary capacity. The pressing into these schools of an overplus number after the rooms have already been filled, and well filled, has been a serious evil—an evil that no faithfulness, ability or tact on the part of the teachers could remedy—not even were the scholars in every case cautious and well-disposed, which is hardly to be expected. If the profitableness of a school depends mainly on the personal interest and application of the scholars, and these depend very much on their comfort, convenience and freedom from temptation, then must we expect to have unprofitable schools so long as we neglect to provide a sufficient number of convenient school-rooms to meet their wants. Could a sufficient number of such school-rooms be provided in our village, it would be an inducement not only for many to attend our own schools who now go out of town or go *nowhere* to school, but an inducement for many to continue on in their attendance who now only attend a short time at the opening of the schools. Their leaving, under the circumstances, is not to be wondered at or complained of. We could not expect it to be otherwise.

Another matter seriously affecting the interest and success of our schools, is a want in some cases, of *the co-operation of parents*—their co-operation in getting their children to school, and getting them there, if possible, *every day* throughout the school, and *in season* every day to remain throughout school hours. And their co-operation then in securing their conscientious respect and obedience to all the rules and regulations of the school-room. All this must be done or our schools must suffer. And even should there be reason to suspect that all is not right in the school-room, that all its rules and regulations are not the most proper and just, it is not for parents to encourage the spirit of resistance, rebellion, or of fault-finding. Nor should such matters be allowed to be discussed and decided against in the family, or elsewhere in the presence of children. It is not wise—not best. 'Tis true, parents, and scholars also, have a right to speak, and a right to complain in regard to these things, if there is ground for it. Scholars have rights and claims in the school-room, and these should be regarded. But there is a *proper way* for it, and an *improper way* for it. There is a way tending to ruin both school and scholars in doing it, and a way in which it may be done, and *thoroughly* done, with safety and justice to all the parties. Were it oftener taken for granted at the outset of schools, and were the idea oftener inculcated and impressed in the family, that teachers are the *friends* of their scholars—not their enemies; their helpers and well-wishers—not those who must be assiduously watched with a jealous eye and reported—who must be distrusted, checked and defeated in as many of their plans and efforts as possible; how much oftener might teachers have the happiness of proving themselves the friends indeed of their scholars, as well as satisfactory to the parents and guardians whose servants

they are. Teachers should have in their favor, *to start with* and go with them, the confidence and co-operation of parents, agents and committees, as well as scholars. Were it so, they would not so often find themselves in the uncomfortable position of those laboring and "bearing burdens," "with *one* of their hands" only "in the work," "with the other hand holding a weapon," but casting away all weapons they would be able to engage with all the heart and *both* hands in the great work of teaching and benefitting their scholars.

We regret that we have not had the materials to make a full report of some of the schools, owing, except in one or two cases, to a failure on the part of the agents to notify us as to the time of their closing. While several agents have most commendably performed their duty in this respect, others have entirely neglected it. It is next to impossible for the Committee to charge themselves with the time of commencement and close of schools. Our law therefore wisely makes it one of the duties of agents "to give notice to a member or members of the Superintending School Committee of the town of the time when the school is to commence and for how long a term the instructor is engaged." As this is an item of the law which agents are solemnly bound by their oath of office to sustain and carry out, we hope it will not be forgotten. We are always sorry to fail of visiting a school, especially at its close, when we collect mainly the materials for reporting it.

H A L L O W E L L .

The increasing numbers attending the High and Intermediate Schools, show the increased value and importance of these schools to the inhabitants of the city. They have ceased to be district schools. The whole city is interested in their success and improvement. The inquiry is becoming more and more urgent, "what can be done to promote the interests and enhance the usefulness of these schools." The principal obstacle in the way of our schools appears to be the difficulty of obtaining such teachers as it is desirable to employ, and of retaining them for at least a number of years. In the High School, particularly, this difficulty has been felt for some time. The compensation paid is not so high as in the neighboring cities; and this is undoubtedly one cause of the difficulty referred to. This may be obviated by a gradual increase of compensation, as the school rises in importance and in public estimation. We recommend this subject to the consideration of the next city government.

Another obstacle to which frequent reference has been made in the reports of the Committee, is the *irregularity of attendance* of many of the scholars. Not only are the scholars kept at home by their parents, and often for reasons which ought not to be deemed sufficient; but many are indulged in every whim and caprice, which may arise in the minds of heedless and spoiled children, leading them to crave for frequent holidays for mere purposes of idleness or amusement.

In both cases, the scholars by losing important lessons and recitations, soon fall behind their classes, their interest in study flags, and the school becomes

a tiresome place to them. Thus many youth with abundant capacity, fail to obtain a good education, in the midst of all the advantages afforded by their superior privileges. Should the time arrive, (and it seems to be approaching,) when the High School shall be crowded, regulations must necessarily be adopted, excluding these irregular scholars.

With regard to the Intermediate School, which is attended by so large a number of scholars, and is becoming of so much value as a means of education, the inquiry forces itself upon us, whether the rooms now occupied are to be permanently used for that school. The rooms are needed for the accommodation of the City Council and Municipal Court, and for other important public purposes. They are not in themselves suited for the use of so large a school; and at present the seats are not sufficient to supply the school, besides being quite out of repair. If to be used for any length of time, they must be repaired at considerable expense. But after all practicable repairs are made, the objection still remains, and cannot be surmounted, that the school room is nearly surrounded by a public street, where there is abundance of dust and mud, and the noise and confusion of continual passing. It appears to us, that the time must soon arrive, when the city will provide a more suitable place and more convenient accommodations for this large and important school.

The compensation of the teachers of primary schools was increased last spring by an addition of half a dollar a week. Notwithstanding this advance of wages, the same difficulty was realized as heretofore, and even to a greater extent, in obtaining acceptable teachers who would remain through the year. Should a further advance take place in the amount of compensation, it would be well to make it in such a manner, as to increase in each school from term to term, with a view of inducing acceptable teachers to remain during the year.

Another change would in our view have much influence in securing a greater degree of permanency. Teachers should be treated with more consideration by parents. Instead of seizing upon the first rumor of erroneous management, and becoming excited without hearing the teacher's explanation, a more judicious course would be, first, to see and converse calmly and candidly with the teacher, allow due weight to his or her statements, and not condemn without sufficient cause. A teacher who comes here a stranger in the community, and has hardly had time to become acquainted with the pupils, much less the parents, connected with the school, may be pardoned for some mistakes of judgment, as to the best mode of controlling refractory pupils. It would seem wise, for all interested in the welfare and success of a school, to endeavor to aid the teacher in its government and discipline, in establishing a wholesome moral influence over the pupils, and in securing as high a degree of success and usefulness as practicable. Instead of this, a course has sometimes been pursued, tending directly to the reverse.

During the past year, the outside and inside of the school-house at Loudon Hill, the inside of the Vaughan school-house, and the wood work outside of

the Laughton school house, have been painted, besides whitewashing and other repairs. A strip of land south of the Vaughan school-house, running from street to street, and three rods wide, has been purchased and added to the lot. A set of Pelton's large and valuable outline maps has been procured for the Intermediate School, and the chemical apparatus at the High School has been put in repair.

We close this report by renewing the expression of our deep conviction of the importance of a strict and careful supervision of our schools, and frequent visits to each of them, on the part of the Superintending Committee, and by parents whenever practicable. The duty of superintending the public schools where so many youthful minds are receiving their impress and direction for life, is one of no ordinary importance. We have felt it to be so, however much we may have failed in its full discharge. May future committees be more faithful and more successful than we have been, and under their supervision may our schools rise higher in excellence, and extend their influence wider, than in any former period of their history.

B A N G O R .

It affords me great pleasure to state that the year just closing has been a period of almost unmingled prosperity to the public schools of this city.

Eighty-five different teachers have been employed, who have performed the duties of a difficult and trying avocation with a zeal and fidelity meriting high commendation. Another year has deepened the impression in the public mind that our school system is well adapted to the purpose for which it is designed. Our schools have long been the ornament and pride of our city. Distinguished persons from abroad who visit them, are accustomed to accord to them this high honor.

The increasing attendance of parents and friends at the annual public examinations, the crowded state of nearly all the school-rooms on those occasions, indicate the interest our fellow citizens take in the education of the young, and the confidence they repose in those to whose care they are committed. The fact that our fellow citizens provide so liberally from year to year for their support, and the fact that in a city embracing 5510 persons between the ages of four and twenty-one years, with an attendance of 4170 pupils during a single term, not more than one hundred scholars attend private schools, constitute a test of the excellence and success of our public schools.

They are so well graded, watched over with so much care, the text books so judiciously selected, the teachers so faithful and efficient, and the results so gratifying, that private schools find it difficult to maintain an existence. It is the chief excellence of our schools that their advantages are enjoyed by children of all classes. Like the pure and wholesome water we drink—like the air we breathe, they are designed for the common benefit, are open to all

—are the right of all, without any distinction of race, nation or religion. Republican in their *character*, their *tendency* is also republican.

The number of persons between the ages of four and twenty-one years residing in the city, on the first day of May last, as reported by the assistant assessors, was 5510, on the first day of May previous the number reported was 5831. There was during the last municipal year, a decrease of 321 persons entitled to attend the public schools, probably in consequence of setting off the town of Veazie from the city.

The whole number of pupils registered during the summer term was 3590; average attendance, 2696; whole number registered during the winter term, 4170; average attendance, 3048.

The whole number of scholars attending school during the summer term of last year, was 3664; average attendance, 2670. Whole number registered during the winter term, 3753; average attendance, 2903. The percentage of pupils registered last year, summer term, was .62; this year, .65.

Percentage of average attendance last year, summer term, was .45; this year, .49. Percentage of pupils in the city, registered last year, winter term, was .68; this year, .75. Percentage of average attendance, last year, winter term, was .52; this year, .55. By these facts we learn that there has been an increase of percentage of registered, and of average attendance, during both the summer and winter terms of this year over last. There are in the city fifty-six schools, viz.: two High Schools, three Select, five Grammar, twelve Intermediate, seventeen Primary, fifteen Suburban, two Apprentice, and one Evening School.

The amount of money appropriated for the support of the public schools for the municipal year, was,	\$16,550 00
Bank tax received from the State,	1,347 65
Total,	\$17,897 65
The whole amount expended,	17,381 98
Balance unexpended,	\$515 67

The average number of scholars attending all the schools for the summer and winter terms, was 2872.

This gives as the cost of educating one scholar for forty weeks, \$6 05.

Cost per quarter of ten weeks, \$1 51.

Cost per week, .15.

P O R T L A N D .

The amount of money appropriated to school purposes, in this city, may to some persons, seem large, and in these days of retrenchment, it may be supposed that a smaller sum would meet our wants. With such views, however, your Committee, with full knowledge of those wants, have not the slightest sympathy. On the contrary, they are prepared to urge upon the authorities of the city, the indispensable necessity of making still larger grants for the

year to come. There are certain claims in this department which have too long been disregarded and which will ere long become so imperative that they cannot be passed unheeded.

Amongst these claims, we notice that of certain of our teachers for a compensation in some just measure corresponding with the increased expenses of living. Let any thoughtful man consider this matter—estimate those expenses which are incident to life, and then compare his estimate with another made six or eight years ago, and the injustice of requiring our teachers to live upon salaries, in a few instances slightly increased, but in the majority of cases no larger than they then received, must immediately become apparent.

Your Committee believe that, as a matter of simple justice, these salaries should be increased, and they have therefore made, during the past year, an earnest effort in this direction, though to a large extent the effort unhappily failed.

There is still another view to be taken of this matter. It is a simple statement of fact, that some of our best female teachers are cherishing a feeling of dissatisfaction, and a desire to find more remunerative situations abroad. Nor can any man who listens to their statements wonder that they should complain. When he learns that their expenses have *nearly doubled* while their salaries remain the same, or nearly the same, he will admit that they have cause for complaint. This subject will soon force itself upon the attention of the citizens, as well as of the School Committee, and demand immediate remedial action.

Still another claim requiring increased appropriations for the ensuing year, is that for the better accommodation of several of our schools.

It is a mistaken policy which doles out grudgingly its appropriations for the aid and comfort of our public schools! We ask for no extravagance; we would not have a single dollar expended for mere ornament and parade; but we would have a policy both just and generous. We would have our citizens take a long look ahead and foresee the fruits of a liberal and also of an illiberal support of that system by which our children are to be prepared to act well their part when we are gone. Let a straitened economy be shown in any other department of our interests rather than here.

Turning from these considerations the Committee desire to express their gratification with the evident improvement of the schools as manifested at the recent examinations. The reports, with scarcely an exception, showed that on the part of both teachers and scholars, there had been a just appreciation of responsibilities and advantages, and an earnest effort to meet the one and improve the other.

One exception to this commendation must be made. There are still complaints of the frequent absence of some of our scholars. Classes are thus hindered in their progress, and individuals are losing, in very large measure, the benefits to be derived from punctuality and diligence.

In very many instances this may arise from truancy, while the parents suppose their children in school; but we are satisfied that in a vastly larger number of instances it arises from the carelessness of parents, who allow their children to remain at home upon utterly vain or frivolous pretences.

Let there be an earnest determination upon the part of all parents and guardians, that the days of youth shall be given to the acquisition of the best education our system affords, and the improvement in all our schools would, at once, become apparent.

B A T H .

During the year now closed, the public schools of this city have been continued in successful operation, and probably in no former year have they done more to promote the public good. Through some scenes of excitement and disturbance, the Committee have succeeded in maintaining good order, and they have the satisfaction of knowing that their course has been sustained by judicial decisions, and approved by almost every intelligent citizen. The various, numerous, and sometimes perplexing duties connected with the management of our sixteen schools, have been discharged by the Committee to the best of their ability. They have employed the best teachers whom their means could command. They have made such repairs and improvements in the school buildings as they were able. They have visited the schools often, carefully examined the different classes, especially at the period of their advancement from lower to higher grades, and have addressed the pupils on topics connected with learning and morality. They have endeavored to adjust all matters of discipline and difficulty with fairness and impartiality.

It can be easily seen that the office of the School Committee is one whose chief reward is useful labor. Such labor every good citizen will cheerfully perform, so long as it does not seriously interfere with the duties of his own calling. But our public school system has now become so extended, that it is hardly possible that it should be well administered without consuming more time than any one can afford to gratuitously devote to it. The Committee were, therefore, very happy to have it in their power, through the action of the City Council last April, to establish the office of Superintendent of Public Schools. They adopted, without delay, a series of articles defining the duties of the office, and elected Rev. S. F. DIXE to fill it for the remainder of the school year. He has entered upon his labors with zeal, and from his Report, of which we here present a copy, the present condition of our schools can be correctly learned.

The Superintendent closes his Report as follows :

In closing this report, I take pleasure in saying that the condition of our public schools is on the whole good. But all must remember that even their present condition, still more their continued improvement, depend upon the care and labor bestowed upon them, and the constant and faithful discharge of duties, on the part of all connected with them. Teachers must be faithfu

men and women. Members of the Committee must discharge their duties solely with reference to the public good; and all good citizens should feel the responsibility that rests upon them to do all they can, directly or indirectly, to promote the interests of our public schools. This city has no dearer interests at stake than the education of its children; not merely their intellectual education, but also their moral and religious education; for true education includes the intellectual, the moral, and the religious. We do not mean to say that sectarian views should be imparted in our schools, but we do mean to say that the great principles of the Bible, of its religion, and of morality and virtue, should be inculcated in all our schools; for upon these all good men are united. In the progress and promotion of these, together with universal education, the hopes and well being of our city, our State, and our common country centre.

STANDISH.

I would speak of the importance of a regular attendance at school, by the scholars, during its session. It is a serious evil to a scholar to be interrupted in his course of studies, by frequent detention from school; by such interruptions he cannot attain to a close, successful habit of study; and consequently he must fall in the arrear of his class, and become somewhat of a dead weight to them.

A good sledding-day, a good planting-day, a good hay-day and a good harvest-day, oftentimes present strong inducements to the parent for detaining his son from school. And if he yields to these inducements, he may attempt a justification of his course, by saying: That his children enjoy far greater advantages for acquiring an education, than it was his privilege to enjoy; and furthermore he may ask: What is the use of spending more time now, than formerly, in the pursuit of knowledge?

In reply to such inquiry, I would remark, that the amount of education, which might have answered the purpose of man, who moved in a small circle, fifty years ago, will not meet the necessities of men of common business in these days. The business world is much larger now than it was half a century ago. In former days man was truly a home being; in some instances, perhaps not passing the boundaries of his own town, or if such a feat was effected, the boundary line of his own State would compel him to cast anchor.

Formerly many a son was born to the sad inheritance of their fathers, to live and die on the homestead. If to know the boundary lines of the farm, was all the practical knowledge of geography that was then needed; and if the like limitation of knowledge in other branches of education, was sufficient, in former times, yet such small attainments will not answer even for a common man in these days. For who is now born for a single town, State, or country? The ends of the earth are now knit together. Visit our seaboard cities, and there you will meet your neighbors the English, the French, the Russian, the Turk, and the Chinese, all of whom left their native countries only a few

days before; can you greet these neighbors intelligibly with some half of a dozen local phrases, which in some instances, years ago, may have been the whole vocabulary of ideas of not a few who moved in the narrow walks of life.

The child now, needs be in education what the man was formerly; and when he becomes a man in stature, his mind and heart must be well stored with those branches of knowledge, which may qualify him to be a citizen of the world.

This is a day of improvements. Towns are linked to cities by the iron rail. Distances are not measured by the chain, but by the speed of the engine. The products of the farms in the interior, go without measure or hindrance to the city market. But there is not only a tract for the product of man's hands, but a track for the thoughts of his mind. Man may go in the rail-car from twenty to sixty miles in an hour, and he may send his thoughts upon the wire-track faster than the movement of time. Such are some of the improvements of the day.

But we have no such facilities, no such rapid ways of storing the mind with knowledge. No discovery has yet been made, by which great attainments in knowledge can be secured in a few days, months, or even years. There is no labor-saving machine to assist the child in acquiring a knowledge of the various branches of education. The successful aspirant must pursue the one common pathway to literary fame, which is, *Study, Study, and hard Study*. All interruptions to an every day's attendance of school, during its session, should be avoided if possible. The parent should educate his children not merely for the house and the farm, but to be worthy citizens of the world.

NEWCASTLE.

As respects the schools for the last year, as a whole, they have done well, very well; as much so as on any previous year. It is true there was difficulty in No. 2, both in the summer and winter schools; but this is the only district where my services have been required to deal with refractory scholars. In every other district the schools have gone on as pleasantly and profitably as usual. It is also true that in District No. 13, there was a *breakdown*, owing to the fault, either of the teacher or scholars, or both; but this school has recovered itself and appears to be doing well. And there have been less failures than in some preceding years.

But in all branches of business there are some failures: and if they sometimes occur in schools, it is no more than is to be expected in this imperfect world. But failures have occurred less frequently of late than in former years. Teachers used to come in town, teach our schools, and go away, without perhaps any one to look after and report them. The consequence was, poor teachers, poor schools, and a frequent waste of money. It is not so now. Before they can be admitted to the school-room, they must be subjected to a somewhat rigid examination, have their schools visited, and be reported in the

end. This process has kept out a great many poor teachers whom we might otherwise have had in our schools. It is well known that they cannot slip through quite so easily as formerly. It also serves as a stimulus to teachers. Any young lady or gentleman of ambition is unwilling to have it go abroad that he or she has kept an ordinary school. And I have always told the teachers that impartial justice should be done them :—they should have full credit for all their labors.

I have now watched over these schools for the nine past years : six years as chairman of a Superintending School Committee, and three years as Supervisor. And I take this opportunity to express my acknowledgements to the town, for the confidence they have reposed in me, and the unanimity with which they have elected me from year to year. And I have retired from the office, not because I have lost any interest in the public schools, but because of the pressure of other duties. Nor was the compensation adequate to the service required. But my sympathies and my prayers are still with the youth of the town ; and wherever God in his providence shall place me, I shall ever rejoice to hear of their prosperity and know of their welfare.

My acquaintance with these schools has convinced me that there has been progress in them. Some have evinced more than others, yet all have moved onward. We have a better class of teachers than formerly ; longer schools ; higher branches taught in them ; the school tax has been more than doubled ; and the interest in our schools has greatly increased among the inhabitants of the town. Some of our schools compare favorably with many High Schools. The higher branches of study, such as algebra, composition, philosophy, astronomy, &c., are getting to be common in them, and that, too, without injury, but with manifest advantage to lower and more common studies. These things did not use to be so. The older class of teachers, unless they have studied to keep up with the times, find themselves unfitted to keep a school in these days. While they have slept the world has moved onward ; they have remained stationary while the schools have greatly advanced.

The town has only to preserve a judicious and uniform system of measures, and they will find their schools constantly rising in importance and influence ; the youth will be advancing in the principles of science, morality and religion ; and they will be prepared to assume the solemn responsibilities which society is soon to throw upon them.

And to this end, let there be a watchful supervision of these schools, and a faithful report of them, at the end of every year. It injures no man, not even the teacher, to know that he is responsible to others : and that his reputation and gains are to stand or fall upon his own merits and doings. Choose such men for Agents as understand their business, and will not fail to do it. Employ none but approved teachers, and suffer them not to commence their schools, until they have passed the examination, and obtained the certificate that the law requires. Furnish the schools with all needed apparatus, such as blackboards, outline maps, globes, cubical blocks, &c., and raise a suffi-

cient amount of money for the important end to be obtained. Then, when the Arbiter of human destinies shall call you hence to be here no more, you may bequeath your rich inheritance to your children without fear; for it will be committed to safe hands. Your posterity will cherish your memories with pleasure; and generations yet to arise, will render grateful acknowledgements to those that have gone before them, because you sowed the seed where they are permitted to gather the fruit.

ROCKLAND.

It is found necessary for your Committee to make their report before the close of the winter term. Consequently the registers are not before the Committee, and they are not able to give the usual statistics with respect to "attendance and average attendance of scholars." Still, in the judgment of the Committee, made up from the appearance of the schools when officially visited, and the opinion of the teachers assisted by their registers, the condition of our schools both as to the number of pupils and the average attendance, is in advance of what it was in 1853; and 1853 was in advance of 1852.

It was reasonably suggested that this would be the case, especially in the "Grade District," if "the System" had the effect in Rockland, which it was found to have in other places.

The stimulus of "promotion according to improvement and qualification," is well employed in our colleges and schools, as elsewhere—if it is regulated on equitable principles. That system of conducting a school, which does not make use of this stimulus, *must be* a failure; but on the other hand, any *favoritism* of scholars or parents, on the part of teacher or Committee *must be* avoided or the word "failure" merely, will not begin to express the evils which will result. Hence the absolute necessity of the co-operation of citizens, especially parents, with teachers and the S. S. Committee, in order that our schools may meet our reasonable expectations. What is asked for, is, that the children be sent to the school to which the Committee, in the exercise of their best judgment, would have them go; and that they be provided with such books as the teacher and the Committee decide it is best for them to have; that they be punctual and habitual in their attendance, and comply with the rules of the school; that they diligently attend to their studies while in school; (and this is the chief of rules,) and that at the close of the school, they be rewarded according to merit. Is there any thing unreasonable in all this? But since many parents, although they admit the necessity and reasonableness of these requirements and principles, do not afford the assistance which they should render, to carry out "this system," our schools are far from being as successful and useful as they might and ought to be in a community so readily admitting their necessity, and so ready to raise money for their support.

Your Committee are of the opinion that what is most needful in this city, at the present time, for the sake of our public schools is, that interest in them

and in the children of this city, which will lead its citizens as one, to resolve that no efforts *in the right* direction, shall be lacking on their part, to give us the best of schools.

Your Committee have before them the reports of S. S. Committees of several towns, some within and some without the limits of our State, and from these documents, they learn that not a few are the places in which, with less money annually raised for schools, than is raised annually in this city, their schools have really become "model schools"—with respect to which it is literally true, "they are *in the best condition.*" And how has this been done? The reports tell the story. The subject of deepest interest in these towns is still, and has been for years—the Public Schools; it calls together the largest and most spirited meetings.

Their wisest heads were set to work on the subject. A Committee on school books, a committee on school regulations, another on school houses, and district committees—to visit in their respective districts—these committees to co-operate with the Superintending School Committee. Such were the measures taken, and the best of school-houses and schools they now have as their ample reward.

In our sphere, and according to our ability, if we would come at once to *the standard*—our motto should be the noble sentiment of the Prussian, Dintner, who, with what result is now known world-wide, infused his spirit into the hearts of his countrymen: "I promised God that I would look upon every Prussian child as a being who would complain of me before Him, if I did not use my utmost endeavors to provide for him the best education, as a man and a Christian, which it was possible for me to provide."

It would be interesting to speak in detail, of the condition of our twenty-three schools; to have every summer and winter school, brought particularly to your notice, in the improvement made—in what branches—in attendance—in order—or by such remarks as would show that your Committee have not failed to see in what schools there was unmistakable evidence of delinquency on the part of some scholars, and on the part of teachers. There is an aspect in which this part of the report of a Superintending School Committee is of much importance.

And we trust the day is not far distant, when such will be the interest in this city, in our Public Schools, that the special notice of each school by the Committee, will be required, though it will materially lengthen their report.

This, the Committee have no hesitation in saying: that the district agents have for the most part, been fortunate during the past season in their selections as to teachers.

It is true, serious difficulty has occurred in two or three districts. In one school, the master was compelled to leave in consequence of his inability to retain order. In another, threats of violence and intrusion, "to break up the school," led the teacher to leave his post. And in still another, the punish-

ment of scholars, at sundry times inflicted, was such as to keep up an excitement, "in school and out," very detrimental to its usefulness.

It is bad for a school to have the *bad reputation* which a few notoriously bad boys may and do give to it. This was the evil at the outset, in the two schools of which your Committee have had frequent complaints.

The teacher entered the school "looking for trouble;" and large disorderly boys were there, who—true to their antecedents—gave him trouble. In the opinion of your Committee, such would have been the department of the scholars and the popularity of the teachers in these schools—had it not been for this drawback—as to have brought them into line, in order and general improvement, with their sister schools.

With the general condition of the schools, as shown at their stated visits and annual examinations, the Committee are well satisfied; because they have seen evidence of praiseworthy efforts by teachers and scholars to carry out the design with which the schools have been established, and can therefore assure their fellow citizens, that, notwithstanding "imperfections still," nevertheless, there is a good reason for believing that the time and money and labor already expended on our schools—over much in the eyes of some as it is—has been productive of much which should occasion thankfulness, and hope and perseverance.

The S. S. Committee in preceding reports, have made suggestions covering those wants of our public schools, which must inevitably remain, to impede their progress until citizens whose duty it is, shall see them supplied.

To dwell on these points would be, as it seems to the Committee, inexpedient repetition.

Is there not a sense of duty in the breast of every intelligent, well-meaning citizen, by the aid of which, on a little reflection, he can discover what is right and needful for him to do in support of the schools?

To your "Committee on Schools," the S. S. Committee will make such statements in due time, as your Committee will deem of sufficient consequence to bring before this honorable body for early attention; and for this reason other suggestions of immediate interest are withheld.

That the office of S. S. Committee in this city is one of much labor and responsibility, and must continue to be so, is perfectly apparent. No more important question is decided than, to whom shall be committed this trust?

Personally, the Committee have to say, that they were not "in the dark," as to what was expected of them.

And while they have endeavored to perform the duties of the office—though entire satisfaction has not been given to their fellow citizens, and much less to themselves—still, they cherish the thought, that time will show that their services have at least done something to prepare the way for such schools within our limits, as we hope there will one day be—schools of the first order, in every thing desirable and attainable.

W H I T E F I E L D .

In conclusion, we would recommend to teachers to meet each other from time to time to compare their modes of instruction and government, and endeavor to learn and profit by each other's experience; and so far as practicable, resort to every other means of perfecting themselves in their vocation. And to teachers, parents and all connected with schools, we would say once more, let us be assiduous and do what lies in our power to teach the young unformed minds, whose preparation for life, its duties, its dangers and its destinies are committed to us in one capacity or another, so that they may fulfil their future course with honor to themselves and advantage to society.

E L L S W O R T H .

Among the negative or adverse influences which attaches to your public schools, and to a very considerable extent in District No. 3, is a manifest want of interest by parents for their success.

In this District, being the best to grow boys and girls, the schools show, with one exception, the least average attendance in town, being no more than one-third part of the scholars in the district.

Gentlemen seem to think their duty to the schools closes with raising a generous supply of money for their support, and if they do not afterwards actually embarrass the school discipline, they rarely ever co-operate with teachers.

Gentlemen are wont always to visit their ship yards, their saw mills and other business operations—ladies are constantly seeking objects of charity, but never visit their schools to mark their progress, or inquire into the culture of their children.

Another evil attending the schools is the superficial instruction given to scholars.

It is not uncommon to find scholars in Town's Fourth Reader, who are not so good readers as those in the Third Reader.

Many are found hurrying over the simple rules of arithmetic for the higher branches of mathematics.

Others again are found studying the classics, when they are unable to construct an English sentence.

No one should marvel, then, that so many of the young men and girls on entering the daily business of life, should find themselves unable to write an intelligible letter or even spell correctly their own names.

Another evil, and one which is the bane of all schools, is the vacillating attendance of the scholars.

Both parents and children seem to act in this matter, on the principle that alternate attendance in their judgment is sufficient; and hence the remark often made by teachers at the commencement of the terms, "that these scholars have been sadly neglected in their previous studies."

Moreover the teachers get no credit for their efforts, nor the town for the expenditure.

With these remarks on the evils of the schools, it may not be out of place to refer to the remedy.

The importance of the subject need hardly be discussed.

It commends itself to the serious consideration of the town.

On this point the Committee will not seek to disguise their ambition that a vigorous effort be made to raise the standard of your public schools, and taking hold of the subject with a strong hand, adopt such measures as shall tend to bring the young to a love of books, "the chosen repositories of the thoughts and the opinions of the intelligent and the virtuous."

SCHOOL HOUSES.

SCARBOROUGH.

A few more words upon a single subject, and we close our report. Are our school-houses good enough? We cannot, we must not gloss over the answer for the sake of a smooth report. But with a very few exceptions, we must answer you with an unmistakable, No.

They are generally ill-contrived, cold, poorly ventilated, back-breaking, disease-producing places; and it is a burning shame, a living disgrace for parents to send their children to such school-houses as a large majority of them are. And we believe that a large amount of the irregular attendance might be attributed to the unattractiveness of the school-room, for it is useless to disguise the fact that if the school-house is commodious, comfortable and pleasant, the teacher amiable and competent, and the studies suitable and so presented as to catch the mind of the pupil, the pupil will be disposed to attend school, and will generally remove any obstacle for that purpose which may be presented.

But, fellow citizens, we will not do you the injustice of even seeming to think you insensible to this important matter, for we believe that many of you are willing and ready to act upon this matter. And allow us to say in behalf of your children, that the present season will not be too soon.

WATERBOROUGH.

Your Committee have cause, from what they have seen during the past year, to congratulate the town upon increased interest manifested in some of the districts relative to school houses. The idea that pupils should be furnished with pleasant, convenient and comfortable school-rooms, as conducive to enjoyment and improvement, is fast gaining ground, and we are happy to observe that in some districts, new, commodious and comfortable houses, well ventilated and furnished, have taken the place of small, illy-contrived and unhealthy ones, and that in others measures are on foot to build or repair in such manner as shall ensure attractiveness and comfort, as well as safety to the forms and general health of the scholars. It is sincerely to be hoped that in every district there will soon be seen ample and attractive apartments for your children during their pupilage.

Children, though not good judges of what is necessary to a well constructed house, nevertheless feel the effect of bad arrangement; and we confidently assert that if the parents of the pupils of some of our districts were compelled to sit six hours a day in their school-rooms, as their children do, their ripened judgment would awaken them to a proper sense of their duty to their children, and quicken their recollection of the discomforts of their childhood's school days, and lead them to take measures at once for improving the comfort of the houses, and adding consequently to the interest and advancement of their children in learning.

Without airy and commodious rooms, the health of children must be endangered; when, crowded as they are in some houses, they are made to breathe the contaminated air exhaled during six hours of each day. If made to sit on seats hardly wide enough for them to sit on, or so high from the floor that their feet dangle in the air, and if, in addition to these tortures, they are forced to sit without any or only a partial support to their backs, it cannot but be expected that their situation must be painful. Frequent movements to acquire ease are made, the mind is diverted from their books, and small advance is made in study, to say nothing of noise and confusion, and crooked backs and contracted chests, as the consequence.

We would confidently suggest that if the inhabitants of some of our school districts would take this matter into serious and practical consideration, the results for the next ten years would be highly gratifying to them. The well regulated condition of a school depends upon so many circumstances that we shall not attempt to enumerate them all here, but glance only at the leading influences, and among them is that above named, a well arranged house.

Parents :—It has been observed that, generally, where an interest is manifested by parents, for good school rooms, they are likewise watchful in other matters relative to schools. A much greater degree of interest is shown by communities, in general, in our state, for common schools, than formerly, owing to the munificence of late Legislatures, spurring parents and teachers

to greater efforts for their improvement. But, as was remarked by our late Chief Magistrate, "there exists yet a lamentable indifference among parents, to the best interests of schools; and permit us to remark here, that in the action of parents lies the main-spring to the character of all schools. If the people of a district are unanimous for a good school, care in the selection of teachers of moral worth, good education and fitness for instructing and disciplining a school will be manifested. Care will be shown that the school commence at the proper season of the year, that their children are ready to attend at the commencement of the term, and that they not only go every day when convenient, but that they be punctual morning and afternoon when the school begins, to have the benefit of all the exercises for the day.

Teachers:—The notion is too prevalent that our small schools may be confided to the care of persons of small attainments, who may be hired for small wages, in order to extend the term of school. Now we think it evident to the mind of every rational thinker, that if a school is backward, as small ones are apt to be, extra effort should be made to bring them up to a higher standard. If there are pupils in such schools who by extra personal effort have risen above the rest, such need as good instruction as those of the same class in larger schools, while the less advanced and duller ones certainly require expert and zealous teachers to push them forward, else they drag along in the same hum-drum way year after year.

Third-rate teachers are much like third-rate articles of feed for animals: they will carry the schools through the winter, but the spring slows them in bad condition.

Better is it for one good teacher of energy and fitness to teach two short schools in a winter, than to have the same schools kept by poor teachers twice as long. Good instruction consists no more in the actual amount learned during term from books, than in the discipline of mind and method of self-instruction imparted by the teacher, which shall serve as land-marks for the pupil to follow in self-education.

It is highly desirable that greater interest should be manifested in the early selection of teachers competent to instruct, and possessed of tact, energy and zeal, without which persons are no more fitted for teachers, than cowards for the leadership of armies.

In concluding this report, we would express our hope that new and greater watchfulness be manifested by all towards the interests of our Common Schools.

Let every school-room be furnished with black boards and outline maps, for the better illustration of the subjects studied. It would be for the interest of every school to be furnished with an artificial globe for the illustration of geography and astronomy.

We would likewise suggest the propriety of every district contributing at their district meetings a sum to be expended by the teacher in procuring rewards of merit, in the shape of juvenile books, &c., for the purpose of stim-

ulating the pupils to good behavior and industry at school. It would be money well spent.

Let all members of the community awaken to a just consideration of the importance of a better condition of our schools: the nurseries of that early education which shall be the foundation of good morals and intellectual experience, or be only the posts of slothful waste of time, and the promoters of evil habits and vice. Let us merit our share of New England's justly proud pre-eminence as the land of the best schools and the most intelligent communities.

Give your children to understand that to them belong now the privilege and the duty of laying that basis of character as scholars, that shall fit them to fill the posts of honor, trust and usefulness, which every social and political community offers.

GRADED AND UNION SCHOOLS.

DEXTER.

We have learned that a plan is to be submitted at this meeting to abolish the present school district system, and establish a system of graded schools.

It is certainly desirable that the schools be made as good as possible in every part of the town. Hence it is necessary to adopt some system which shall embrace the whole, and which will be best adapted to every part. Every plan which looks only to some portions of our territory, and disregards the rest, must be partial and unsatisfactory in its operation.

Several of the districts are composed in part of two towns, and as they cannot be altered or discontinued, without the concurrent vote of the two towns of which they are composed; the Committee would suggest a plan for your consideration, which perhaps would obviate this difficulty, and produce the desired result.

That all the districts avail themselves of the following provision of the school law:

“To join with one or more school districts for the purpose of uniting the more advanced scholars of each district in one school.”

Under this arrangement each district would retain its corporate capacity, manage its own affairs, build its houses and support its schools; in which each could have a primary school for the smaller scholars, in summer, and a higher grade for the larger and more advanced scholars in the winter seasons, which is all they could have if the districts were abolished.

By uniting all the advanced scholars; a High School would be established upon a firm and permanent basis, which would be of incalculable value to the town.

Each district would pay in proportion to the number of scholars attending such Union School.

A house should be built by the town, in such a situation as will best accommodate the whole population.

A teacher should always be employed who is competent to instruct in all the branches usually taught in our Academies and private Seminaries.

This school should at all times be open to scholars of advanced standing in all parts of the town.

The standard required for admission should be made to vary somewhat according to the number of applications for admission at a time. In this manner the school would always be kept nearly or quite full.

Here an aspiring child could come and receive the treasures of knowledge and virtue without money and without price; and here the poorest boy of the town could see opened before him a way to the highest walks of usefulness and fame.

This school would be of immense value to the town, in training and qualifying our teachers for their responsible work; for how can we expect our schools to be of a high order unless our teachers are properly educated and trained.

And in a pecuniary point of view, it would save the large amount of money now paid by individuals in sending their children to private schools and academies.

It is for the town to decide what plan is the most practicable and will produce the desired result—The establishment of a system of graded Schools, with a permanent High School, which shall be free to all parts of the town.

By adopting either plan proposed, you will establish a system of graded schools, which have been proved by ample experience to be absolutely necessary to the permanent success of schools in any town.

Each scholar would have a school exactly adapted to the exigencies of his case; there would be few studies pursued in each school, and the energies of both teacher and pupil would be concentrated on comparatively few objects. Strict discipline could be much more easily maintained than where all ages are mingled together.

The Committee sincerely and urgently make these suggestions for your consideration.

It must be evident to every one, that no profitable, or liberal, or enlight-

ened system of improvement will ever be carried out by the districts as at present constituted.

It can certainly be done more economically by the town, and the expense would be more equally borne by all the people, according to each one's ability. The Committee would not advise rash or hasty action, but they honestly recommend that the town do speedily and in good faith adopt a system of improvement which shall embrace all the schools. It is believed that every son and daughter of Dexter, fondly cherishes the hope, that our town is destined at no distant day, to take a high rank among the towns of the state.

Her intellectual growth depends essentially on the character of her schools.

The action of this meeting and of this day will probably influence, for good or for evil, the destinies of multitudes of our future townsmen and fellow-citizens.

Let the town adopt some plan and commence the work in good faith; it matters not very much whether it be finished in one, two, three or five years. If we will only commence with the zeal and energy the cause demands, there is no danger that it would ever be abandoned.

Caution.—In some cases petty jealousies, personal and local interests, have been allowed to enter our district arrangements, producing disorder and confusion in the schools.

The Committee cannot condemn in too strong terms, the habits of some persons, which allow them to express their likes and dislikes of the proper authorities of our schools before their children, and allowing them to carry the prejudices of their parents into school, and thus rendering futile all the efforts of the teacher. A word to the wise is sufficient.

Suggestion.—The Committee, in bringing their report to a close, feel it their duty to urge upon the people, and more especially the parents of our scholars, the vast importance of a more interested personal feeling in the success of our schools—without the hearty and cordial co-operation of all concerned, it is impossible that any system of schools can accomplish the object for which it is instituted.

We have much reason to fear that our people do not fully appreciate their advantages—this fear is founded on the fact, that by far too few of the parents were present during the past year, at the several examinations, of our schools—some of the examinations, however, have been very respectably represented by the presence of many of the parents of the pupils.

For this virtue, the meed of praise must be awarded to districts No. 2, 6 and 7.

Will, then, the citizens of Dexter, as a part of the great whole, see to it, that a more lively interest in, and a more active exertion for our schools be exercised, that they may be what they ought to be, nurseries of intelligence, virtue and piety—on them, chiefly, rest all our hopes of future success as a people and government.

M A C H I A S .

Upon the importance of education, we need not here enlarge; the judicious and liberal school system of Machias attests her citizens' estimate of its value. Our Common Schools are to furnish the means and determine the measure of culture for the majority of our children, and those children will be subject to the heaviest drafts ever made upon the mental resources of a generation of men.

Education will soon be in a higher sense than ever before, a condition of wealth, distinction and usefulness; hence *progressive* liberality in school appropriations is the price of preservation from poverty, obscurity and vice. We first invite your attention to the primary departments.

The average attendance at these schools was fifty-two. Most of those children are capable of entering upon a career of rapid improvement, if put under judicious and energetic training.

If they do not enjoy this training, their loss cannot be made up, for the period of their connexion with this grade is the spring time of their intellectual life. One fact (an extreme one) will give some idea of the progress in this department. Geography scholars, of two and even three years standing, could not pass the simplest examination in this study. Nor should severe censure be visited upon the teachers. We think, indeed, that "review" has been substituted for *progress*, but the obscurity of the text-book, and the want of maps and globes, have much to do with this mortifying circumstance. But the main cause is found in the fact that the teacher can devote to these children (many of them in their alphabet) upon an average only *six minutes per day*. Young children confined five hours with little employment, must learn idleness and mischief; these habits matured by age, account for much of that aversion to study so painfully visible in the higher departments. We recommend four primary schools, to be furnished with such helps as those intrusted with the school interests shall think necessary. This reform is dictated by rigid economy, no less than imperative duty. Some changes in the summer intermediate schools are needed, but cannot now be made. We employed a female teacher in the boys' department with fair results; the repeating this experiment might be left optional with the future Committee.

The winter intermediate school was provided for those who are fast graduating to manhood, but cannot attend other schools, nor at other seasons—a class in whose training the town has a deep interest. As the privileges of this school determine the measure of attainment to most who attend it, and are of a high order, it is important that its length should be increased and its influence extended. Those who enjoy but twelve weeks school in a year, will *add* but little to their early acquirements before the term closes and they leave, *again* to forget during nine months of labor most they have learned. To lengthen this school six weeks would double its usefulness, and the only valid objection is the small number who attend. It is a pity that a school sustained by the town, should be closed against the children of the town,

while itself languishing for want of scholars. We urgently recommend that this school be lengthened to eighteen weeks, and advise, as a partial but at present the only remedy, the admission of tuition scholars. We renew the recommendation of last year, for the division of the High School and the advancing of the grade.

The plan we propose is, a grammar school of eighteen weeks, and a High school of the same length, the terms of admission for the *first* year to be prescribed by the Supervisor or Committee, and the studies to be chosen by the scholars, subject to the approval of the Board. Some advantages of the above plan may be specified. First—It will afford the advanced scholars a higher course of study, obviate the necessity for sending them away to procure an academic education, and furnish a supply of competent teachers without importing them from abroad. Second—The change proposed would divide the scholars according to their attainments instead of their sex, an arrangement which assumes in face of the highest authority that it *is* good for man to be alone. Heaven designed that the sexes should associate together, and so constituted them that they should mutually supply salutary checks and inducements for each other, making their intercourse a condition of healthy, social and intellectual life. Why we should violate this divine economy by an arbitrary and useless school policy, your Committee are at a loss to determine. But this division is as alien to our interests as it is repugnant to our feelings.

An attempt has been made to grade the schools according to the capacities and attainments of the scholars. For obvious reasons the highest department will contain the greatest diversity of scholarship, and of course most need division and classification, but it is precisely here, where it is most needed, that the grading terminates, and males are sent to the right, females to the left, forming two promiscuous companies, each including all shades of attainment, from those who could only “pass” to those who would have long since graduated, had there been a higher department. Third—Such an arrangement would, by reducing the number of classes, save twenty-five per cent. of a teacher’s time; which, apportioned to the reduced number, would insure greater efficiency. An effort has been made to gain this object by requiring the parallel classes in each room to recite together; but why take an indirect route to partially secure a result that may be fully realized by a direct one? Besides, “common recitations” imply “common” recesses, or a loss of thirty minutes per day by one fraction of the school, who must wait for their absent classmates. Again, many of the scholars are averse to the practice, and yield only a forced and profitless compliance. Under this system, questions of jurisdiction arise fruitful of disturbance and disaffection. But the main objection to this substitute for a thorough grading, is, that the teacher must be profoundly ignorant how one-half his school acquit themselves at recitation, and of course cannot adapt his discipline to delinquents, nor his instructions to those who most need them. In fact, studying in one school and reciting in another, affords impunity to idleness, and is subversive of the design for which

teachers are intrusted with the care of youth. These considerations should terminate the practice, and substitute a better scheme.

GARDINER.

There has been no considerable interruption of the general prosperity of the schools during the past year, and no instance of signal failure. The influence of the High School upon the pupils of other schools has been increasingly happy, in inciting them to look forward to a longer continuance and wider extension of their studies, and in promoting a greater accuracy of attainment with a view to their preparatory examination. There can be no doubt, also, that this refining and elevating process has had for its effect to lighten the labor of all the teachers in maintaining order and good discipline. It is from pupils who have reached an age at which the influence of the High School is felt, that the only serious obstructions to the preservation of school order can ever arise; and that influence has very strongly tended to suppress all inclination towards such misconduct.

The Committee cannot but regret that, while the schools in the more compact portions of the city have every advantage of instruction throughout the year, several of those which are more remote should be so situated as to enjoy but a very short term in winter and not even a long one in summer. No other remedy for this great evil, an evil which must have its fruits in the deficient education of some of our youth, can be suggested, except the union of all the schools under one system, so that children need not be confined to a district so narrow, and have only the benefit of funds so inconsiderable. Other advantages would flow from such an union; such as the better gradation of the schools, the better selection of teachers, and the avoidance of little, local difficulties.

The Committee will not close, without respectfully suggesting, that, as with the exception of some schools for young children, our citizens have now no other resource within their own borders, but the public schools, no effort should be wanting, and no expenditure should be deemed unnecessary, which may help to place these at the utmost elevation, and to extend their benefits most widely. Already, it is believed, the city is conscious of advantages derived from the recent improvements in its schools; and a wise policy will assure us that a good education, universally diffused, repays to the commonwealth a thousand times more than it can ever cost.

LEWISTON.

Some obstacles to our educational prosperity which formerly existed, have been removed. A greater uniformity of text books, and a better classification have been secured. But still there are impediments. These are mainly connected with our present districting system. The several *districts* build their school-houses at their own cost, while the *town* raises the money for the sup-

port of schools. The agents of the several districts employ the teachers, but the teachers must be approved by a town committee before they are authorized to teach. Now this system of checks and balances looks well; but how does it work? What are the facts? Why has Lewiston, in years past, refused to raise any more money for schools than the law actually demanded? Solely because the districts have failed to furnish suitable houses, and the agents to procure good teachers. And in town meeting the schools were pronounced utterly worthless, and the teachers' wages were said to be thrown away. While the town was disposed to be generous, the districts did not fulfil their duty. Again: the districts have seemed to say, "A good teacher can keep a good school, even in a poor school-house; and why do the Committee accept of poor teachers?" We reply, in the first place, good teachers will not occupy poor accommodations, when they can have at once, better accommodations and better pay elsewhere; and in the second place, the committee or supervisor have no election of teachers. They must accept such as the agents send to them. Late in the season the agent of a district succeeds in striking a bargain with a teacher. The day before his school is to commence, or perhaps the same day, he comes to the committee or supervisor for examination. If he is barely passable, he must be allowed to teach, lest the school should be entirely suspended, or a person should be employed whose qualifications might be still more defective. It has been in vain that your Supervisor has appointed days for examination during the past year, and consequently your schools have run the hazard of being as worthless as in any previous year.

Now the remedy which lies in the mind of your supervisor may, at the first impression, be thought arbitrary and impracticable. It is this:—the town should take the whole control of the schools, instead of sharing it, as at present, with the districts. Let the town build the school-houses—as many, and in such locations as are needed—have a single agent for all the schools, and let the committee in connexion with him employ as well as examine all the teachers, and let no teacher be employed until he has been examined, and his qualifications fully determined. Further, every pupil in town should be entitled to an equal amount of schooling; and the high school should be free to every pupil in town qualified to enter it. To carry out this plan a special act of legislation would be necessary.

We are aware there are serious objections to such a plan; but the supervisor would earnestly commend it to the deliberate consideration of his fellow-citizens.