

MAINE STATE LEGISLATURE

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DOCUMENTS

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THE LEGISLATURE

OF THE

STATE OF MAINE,

DURING ITS SESSION

A. D. 1857.

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**PART FIRST.**  
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AUGUSTA:
STEVENS & BLAINE, PRINTERS TO THE STATE.
1857.

THIRD
ANNUAL REPORT
OF THE
Superintendent of Common Schools
OF THE
STATE OF MAINE,
FOR THE YEAR 1856,
WITH AN APPENDIX.

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Published agreeably to a Resolve approved March 16, 1855.  
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Augusta:
FULLER & FULLER, PRINTERS TO THE STATE
1857.

READFIELD, December 29, 1856.

The Honorable CALEB R. AYER,

Secretary of State:

SIR:—I have the honor to transmit herewith, to be laid before the Honorable Governor and Council, my Report of the Condition of the Common Schools, including a historical sketch of the Normal Schools, and several letters respecting the principles and working of the institution. To this Report, I have annexed an Appendix, which contains several statistical tables, copious extracts from Town Reports, Specimens of School Architecture and Apparatus, and a copy of the School Laws.

Very respectfully,

Your obedient servant,

J. P. CRAIG.

ANNUAL REPORT
OF THE
SUPERINTENDENT OF COMMON SCHOOLS.

*To the Honorable Governor and Council
of the State of Maine:*

The Superintendence of Public Instruction is indeed a high and important trust. Doubtless it has been committed to abler minds, but never, it is hoped, to a heart more gravely impressed with the magnitude of the cause, or more deeply interested in a proper discharge of its many arduous duties.

In the fulfillment and final adjustment of them, (so far as in me lies the power,) and in compliance with the requirements of the law, I respectfully submit herewith, my Report of the condition of the Public Schools, for the year 1856.

I have the honor to be,
Your obedient servant,

J. P. CRAIG.

READFIELD, December 29, 1856.

REPORT.

This Report is not so full of practical and useful information as I desire, and as your Superintendent will be able to give hereafter. From the nature of the inquiries embodied in the annual returns, it is utterly impossible to instruct you with fullness or clearness, as to the internal arrangement of the Public Schools.

No facts minute or extensive enough to show any improvements in attendance, deportment or scholarship, have been recorded by Teachers, or returned by Committees.

The few but copious extracts (Appendix C,) from the Reports of Superintending School Committees, must be regarded as the best, if not the only means of reliable information now in possession of your Superintendent, which throw any light upon the excellences or defects,—the successes or failures, of the various plans of government and instruction generally adopted in our Common Schools.

The statistical tables, contained in Appendix A, though not so full or nicely exact as would be desirable, will furnish you with much desirable information respecting the external arrangement for the improvement and elevation of our Public Schools throughout the State.

Those fine specimens of school architecture, presented in Appendix B, are designed, not only to instruct liberal and intelligent minds as to the best models, but to enable the mean and parsimonious of one State to measure the liberal expenditures and magnitude of the cause as supported and regarded in another.

The few specimens of school apparatus, which I have also given in Appendix B, should receive the special attention and careful consideration of every friend of education and lover of practical knowledge, not because they illustrate great truths to

little minds, but because they demonstrate that the true philosophy of education when thoroughly understood, becomes a real, practicable, tangible thing.

In publishing the laws relating to Public Schools, (Appendix D,) it is not designed so much to instruct the people in what they are, as to call their attention to the constant and frequent changes in them, which are productive of nothing but evil continuously.

SCHOOL RETURNS.

This is an important subject, and should receive a word of comment. There are three hundred and eighty-three towns in the State, of which number three hundred and seventy-six have made their annual School Returns. Five towns, only, namely, West Bath, Athens, Stoneham, Monticello and Eastbrook, have failed to make any return.

These Annual Returns should be considered as constituting the basis of inquiry and information on the part of the government. Receiving them from all but five towns in the State, is not only a proof of the feasibility of the plan, but a fact significant of an appreciation of their importance in the minds of our school officers.

It must be admitted that these returns filled with any information your Superintendent may deem essential, even with the minutest details exhibiting with fullness the internal as well as external condition of our Common Schools, may be obtained from every town and plantation in the State.

The fullness of returns on the part of the towns, you will doubtless regard as an increment of improvement; and much credit is certainly due to those Superintending School Committees who have so faithfully discharged in their respective towns, their duties in this particular.

By a provision of law, it is made the duty of the acting school officers of any city, town or plantation, to forward their school returns to the State department on or before the first day of April, of each year. If they are not received at the office of State Secretary, before the first day of May, it becomes the duty of the Secretary to notify the school officers of such delinquent cities, towns and plantations, of the deficiency.

Upon examination, it appears that the following towns were duly notified, and also informed, that if their returns were not made before the first day of June, the time appointed for the apportionment of the school funds, one tenth of the sum to which the law entitled them would be forfeited.

Auburn, West Bath, Athens, Corinth, Dixfield, Eastbrook, Cutler, Friendship, Machiasport, Mayfield, Mattawamkeag, Marion, Manchester, Medford, Masardis, Monticello, Houlton, Hodsdon, Paris, Passadumkeag, Brooks, Lincolnville, Howland, Otis, Oxford, Stoneham, Smyrna, Kittery.

The Assistant Treasurer informs me that in every instance of forfeiture by the above named towns, the sum forfeited has been withheld.

Though it is to be deeply regretted that the people of any town should be deprived of their full proportion of the school funds on account of the remissness of their school officers, yet if we consider the many inconveniences and hindrances arising out of their frequent negligence in this particular, no expedient which is only effectual, can be regarded as too severe.

But were these returns full and duly made, they would still be objectionable in other respects. They are incomplete, and often erroneous in their general facts, and cannot be regarded as strictly reliable in their details.

BLANK FORM.

The blank forms upon which returns have been made, are to some extent imperfect. They have never been fixed upon a basis of information broad enough to unfold fully their subject. The Common School field which they propose to explore is wide and ever expanding, while their objects of inquiry are neither extensive, various or minute. They seek information too exclusively outside of the school room. They leave the scholar at the threshold. They never enter the school room to inquire about him there.

They describe with great fullness and considerable accuracy the condition of the public school house; but the standard of the school, the qualification of the teacher, and the improvement of the scholar, are objects of inquiry which they do not embrace.

The average number of scholars in attendance for the year is studiously given; but the inquiries how many or why so many poor, ignorant and reckless children are found in our cities and large towns, who never attend any school, are not made. They can seek information and instruct the government how much the property of the State should be taxed for the education of the poor, but how much the poor do readily avail themselves of the educational advantages already provided, is a grave subject of inquiry which they do not comprehend.

Thus have our school returns been limited in their objects of information.

Special inquiries, concerning affairs exclusively outside of the school room have been repeated year after year for a period of ten years, and facts the same or similar have been returned and reported to little, if of any, practical purpose.

Now the plan which I propose to adopt in preparing blanks and which I respectfully suggest may be followed, is briefly this: That every object of information, even the minutest statistical details, which can throw any light upon the internal and external condition of our public schools, be embraced in one class. Upon these objects as a basis, let three distinct classes of inquiries be formed, and let each class be alternately embodied in the blank form, so that a different class of inquiries may be presented, and a different class of facts obtained in the returns of each year for three years.

By the adoption of this plan we should not only avoid the too frequent repetition of the same class of inquiries, but obtain information sufficiently extensive to form a complete history of the progress and working of the Common School system.

The Annual Returns for the school year 1857-8 embrace the following inquiries:

Whole number of new School Registers kept in Public Schools.

Whole number of new Schools Registers examined by Committee.

Whole number of new School Registers or returns thereof duly filled and completed, that have been deposited with Committee.

Whole number of new School Registers that exhibit a continuous account of each scholar's attendance, deportment and scholarship.

Whole number of children in town between four and twenty-one years of age.

Whole number of Scholars registered in Summer Schools.

Whole number of Scholars constant and regular in attendance during Summer Terms.

Whole number of Scholars registered in Winter Schools.

Whole number of Scholars constant and regular in attendance during Winter Terms.

Average number of Scholars constant and regular in attendance during Summer and Winter Terms.

Whole number of Scholars registered in Winter that were not registered in Summer Term.

Whole number of Summer Schools.

Whole number of Winter Schools.

Average length of Summer Terms.

Average length of Winter Terms.

Average length of Schools for the year.

Whole number of Female Teachers employed in Summer Schools.

Whole number of Male Teachers employed in Winter Schools.

Average wages of Female Teachers per week exclusive of board.

Average wages of Male Teachers per month exclusive of board.

Amount of money raised by the town for the support of Public Schools for the school year 1856-7.

Amount of money received from the State for the same purpose and time.

Amount of money received from any local fund or funds.

Amount paid Superintending School Committees for services.

Whole number of Private Schools in town.

Whole amount of money expended in support of them.

Whole number of Scholars that attend Private Schools or Academies in or out of town.

Whole number of School Districts in town.

Whole number of parts of districts.

Whole number of School Houses in town.

Whole number of School Houses conveniently constructed.

Whole number of School Houses in good repair.

Whole number of School Houses built the past year.

Estimated cost of the same.

Value of all the School Houses in town.

Whose series of Reading Books is most approved.

Whose series of Dictionaries is most approved.

Whose series of Arithmetics is most approved.

Whose plan of Geography is most approved.

Whose series of Grammar is most approved.

Whole number of Scholars who study the History of the United States.

Since among so many teachers, some, as a matter of course, will be employed, who are incompetent or unwilling to perform all the arduous duties imposed upon them by their responsible situation, the law provides an efficient committee to supervise them; to inspect from time to time, their registers, to acquaint themselves with their mode of keeping them, to know, so far as in them lies the power, the facts they contain.

In order that it may be known how far teachers fulfill the requirements of the law, and to what extent the facts returned by them may be relied on, questions one, two, three and four, are embodied in the blank, and committees are requested to answer them with special care and precision.

Great improvement has of late been made in the mode of preparing Text Books. These works are now prepared in series, forming a system which embraces one entire branch of education—as Webster's series of Dictionaries, Sargent's series of Readers, Bullion's series of Grammars.

This mode of preparing Text Books, renders the adoption of any class of the different series which shall be made permanent and uniform throughout the State, not only practical, but convenient.

Questions thirty-six, thirty-seven, thirty-eight, thirty-nine and forty, are embraced, in order to obtain more reliable and special information on the subject.

If committees will answer them according to their judgment and the best information which they can obtain, greater uniformity and permanency in the use of Text Books may be easily attained throughout the State.

SCHOOL REGISTERS.

Another reason why government has not received complete and reliable returns, lies in the fact that our school officers have not hitherto provided teachers with suitable record books, and urged on them sufficiently the importance of keeping faithful records of their schools.

For a period of nearly ten years, during which time the government has constantly sought information respecting the principles and workings of its school system, the law has made it the duty of every teacher of a public school to keep a School Register in which he should enter a full and accurate account of his school affairs, and submit the same at the close of school to the Superintending School Committee for further examination and inspection.

But it is now ascertained, that in the entire State, which contains more than four thousand districts, not five hundred registers have been kept as the law contemplates. Therefore, instead of facts, we have generally received the opinions and estimates of young and inexperienced teachers who do not know or feel the importance of the information required.

A new School Register has been prepared in accordance with a recent provision of law, authorizing the Superintendent of Public Instruction to prepare for the school year 1856-7, a register which would enable teachers to keep full and continuous records of their schools. It contains a Record Book, in which teachers are required to enter the names and ages of their scholars, and keep an accurate and exact account of each scholar's attendance, deportment and scholarship.

The utility of such a record must be manifest, not only in obtaining reliable information respecting the progress of our public schools, but in its efficiency to arouse the dormant powers of the indolent to more vigorous and continuous mental efforts; to awaken a deeper and keener interest in the hearts of parents, and to relieve the teacher from the drudgery of continual speaking, which tends so much to weaken him in the minds of his scholars, and to lessen his influence over them.

Among the chief virtues of a good schoolmaster, next after gravity, De la Salle places silence. "By gravity he would understand such a quality as produces seriousness of manner, mild

and modest, but always even. And by silence, he understands a wise discretion in the use of speech, which, indeed, is the formation of a good school. A venerable clergyman, (than whom as I imagine, no one would have greater weight in pronouncing as to the qualifications of a good schoolmaster,) said to me in reference to a teacher whom he was commending, his voice is never heard in school, and his influence is fully felt out of it."

Notwithstanding the teacher may be relieved from the necessity of frequent speech, and thereby spared much agitation and fatigue, he must necessarily from time to time, in a brief address given at the opening of the school, state generally the results of his records; and make each individual member of the school feel that the high and respectable character of the school depends upon his energy, industry and goodness. That the poor scholar as well as the good, by his punctual and constant attendance, vigorous moral efforts, and proper deportment, may elevate the standing of the entire school. The address should be given in the fewest words possible, and uttered in the mildest tones. A glance of kindness will often be more effectual than many words.

Notwithstanding much valuable information has been obtained from the registers hitherto in use, they are deficient in many respects. They give in respect to each scholar no information relative to his instruction or deportment. The time of entering and leaving is noted, but the improvement made in deportment and scholarship is never recorded. They contain no record of the advancement of the scholar from a lower to a higher class, to be examined by himself and friends. They preserve after the scholar has left school no evidence of the benefit he has derived from attending it.

The superiority of the new register is manifest in another respect,—they are more complete and will be better kept.

In many of the Summer Schools visited by your Superintendent, the teachers presented a neat and carefully written record of the names, ages, hourly and daily attendance, deportment and scholarship. The teachers, while speaking of the registers, remarked that they imposed some additional labor upon them, but its effects upon the scholars and parents were marked and strong.

But upon this point higher authority. The Inspector of the Royal Naval Schools at Greenwich, in speaking of the effects of a systematic registration of attendance, deportment and scholarship, says: "I speak in the matter from experience. I received once a year returns of the results of full and accurate records kept by the teachers of those schools. Very important results have followed from the attention which masters have been induced to give the records of their schools. A class of boys who were formerly suffered to remain unheeded in the lowest classes, are now absorbed into general circulation, and find their way to the highest. And if asked to assign a cause which more than any other had contributed to the high standard of instruction attained in those schools, I should fix upon the record."

The effects of such a record must be felt by parents and children in many ways. It shows them at least what importance is attached to their childrens' progress by the government. It is to the scholar what the milestone is to the traveler. It informs him with what speed and how far he has advanced.

It enables the teacher to point the scholar to a written record which he cannot dispute, of his late hours, absent days, deficient lessons, and bad conduct, and reason with him earnestly on the impropriety of such a course.

Place it in the hands of a committee appointed to examine the schools, it enables them to single out readily the first class scholars, and by a series of appropriate questions, to ascertain what progress they have made, and whether they are really entitled to the first rank of scholarship as indicated by the record.

By it the committee can readily distinguish that class of scholars whose tendency is to gravitate, and who are permitted to do so, and to hang like dead weights upon the progress of the school. To move them to decency of deportment and to mental efforts, appears to be a work requiring so much of the teacher's patience and industry, that it is regarded as altogether beyond his ability. They attend school, but not constantly or punctually. They make from year to year no progress, but remain deficient. They represent for the most part the reckless and ignorant of the entire district, whose parents

hold education in the lowest estimation, and have made a similar impression on the minds of their children.

It is to this class that I wish to direct the attention of the friends of education, school officers and teachers, by those columns of my register, in which I propose that their attendance, deportment and scholarship should be recorded. For I am fully convinced that the education and elevation of the scholars who compose this class are the most important of any function in our schools, and that committees and teachers should closely attend to it, even if other minor objects should be neglected.

The Record Book must not only be open at all times to the inspection of the committee, but to the anxious relatives and interested friends of the scholar, that they may know what progress he is making. How little, how very little do parents know of the diligence and obedience of their children at school. How few of them ever realize the great truth, that constant and punctual attendance enforced upon the scholar will mould the habits of the business man. If a faithful and exact record were kept, there could be no deception and no escape. Parents could know the scholarship, behavior and attendance of their children by visiting the school at any time and making the proper reference to the register.

Parents may fear that such a record would mortify them and put their children to shame. It may be so, and thus it should be, rather than inconstant, idle and dissolute habits be fixed upon them for life. If the pupil understands at the opening of the school, the plan to be pursued; if he knows that a record of his whole character will be made as far as it is manifest; that it will be open to the inspection of his parents and friends and all those who may visit the school, instances of mortification and shame will be far less than they now are. Let the pupil know at once the fate of the indolent and idle; let him be frequently reminded of it as he advances; it will touch the pride and quicken the slumbering energies of the most stupid.

TEACHERS.

The greatest barrier which impedes the progress of popular education in this State is the want of well qualified teachers. Unless this obstruction can be removed, it is utterly impossible to elevate the character or improve the condition of our Common Schools. Every effort and expenditure may be made for objects more remote, but until this obstacle be surmounted, the utility and efficiency of public instruction can never be extended or increased.

Knowing that it is utterly hopeless to attempt to raise the standard of public instruction in a country without first raising the standard of qualifications for its teachers, Switzerland established and now supports thirteen Normal Schools, the sole purpose of which is the thorough and efficient qualification of teachers.

The Prussians, says an English writer, who have examined this subject more critically perhaps than any people in Europe, would ridicule the idea of confiding the education of their children to uneducated teachers, as is the case with our schools in this country. They cannot conceive how a parent could be willing to commit his child to the care of a person who had not been thoroughly and carefully educated in that most difficult of all arts, the art of teaching. They think that a teacher must either improve and elevate the mind of his pupils, or else injure and debase them. They believe there is no such thing as coming into daily contact with a child, without doing him good or harm. The Prussians know that the master makes the school, and hence the extraordinary expenditures they have made for the establishment of training schools for their teachers.

Good teachers are everywhere the essential requisites of good schools. For school houses, splendid and costly edifices, may be erected, with all the surroundings and appliances which money can furnish—still the master makes the school.

Committees efficient and prompt may discharge their duties,—parents ever watchful and anxious for the progress of their children may do their duties,—scholars well-behaved, studious, punctual, and constant in their attendance, may, as far as they know, do their duties,—still the teacher must be master of his

business, and worthy of the high profession he has chosen, or these auxiliaries will avail nothing.

That French word *Master*, used in the sense of teacher, is not appropriate according to the best American usage; but it embraces in its broadest signification the essential qualities of a good teacher, for he must surely be master of himself, his subject, his art, and the minds of his scholars.

In relation to the professional training of teachers, M. Guizot thus eloquently discourses:—"All the provisions hitherto described would be of non-effect if we took no pains to procure for the public school thus constituted an able master, and one worthy of the high vocation of instructing the people. It cannot be too often repeated that it is the master [teacher] that makes the school. And indeed what a well assorted union of qualities is required to constitute a good schoolmaster! A good schoolmaster ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in an humble sphere, and yet to have a noble and elevated mind, that he may preserve that dignity of sentiment and deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness, for inferior though he be in station to many individuals in the commune, he ought to be the obsequious servant of none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counselor; not given to change his condition, but satisfied with his situation because it gives him the power of good; and who has made up his mind to live and die in the service of primary instruction, which to him, is the service of God and his fellow creatures. To rear masters approaching to such a model is a difficult task; and yet we must succeed in it or else we have done nothing for elementary instruction. A bad schoolmaster, like a bad parish priest, is a scourge to a commune; and although we are often obliged to be contented with indifferent ones, we must do our best to improve the average quality. We have therefore availed ourselves of a bright thought, struck out in the heat of the revolution, by a decree of the National Convention, in 1794, and afterwards applied by Napoleon in his decree in 1808, for

the organization of the University, to the establishment of his Central Normal School at Paris."

We carry the application still lower than he did in the social scale, when we propose that no schoolmaster be appointed who has not himself been a pupil of the school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed.

Our teachers are young men of energy and enterprise, but of limited means, and therefore unable to make the necessary expenditures to qualify themselves thoroughly for the business of teaching. They feel and frankly acknowledge themselves to be deficient in deep culture and thorough discipline. They strongly urge on the government the necessity of providing Training Schools, or the adoption of some plan which would enable them to secure those requisites so indispensable to the good teacher. They suggest the Normal School plan as the only machinery which has been tried and pronounced effectual in perfecting the qualifications of teachers.

As the subject is now attracting attention, and eliciting considerable private discussion, and may come up for investigation in the present Legislature, it occurred to me that the following sketch of its history, with several letters touching the practical working of the institution, taken from a recent report of the Trustees of the New Jersey State Normal School, would be particularly interesting and instructive to those members whose special duty it might be made to consider the subject of education.

HISTORICAL SKETCH OF THE NORMAL SCHOOL.

The original signification of the word *Normal*, as applied to schools, was that of *Model* or *Pattern*. A Normal School was therefore a *Pattern* or *Model* School. It was an elementary institution, in which the best methods of instruction and discipline were practiced, and to which the candidate for the office of teacher resorted, for the purpose of learning by observation, the most approved modes of conducting the education of youth. Of this class, were the schools of Neander, established at Ile-field, Germany, as far back as the year 1570, as also those of the Abbe de Lasalle, at Rheims, France, in 1681. These estab-

lishments, with numerous others of a similar character, successively established prior to the beginning of the eighteenth century, were not simply schools for the education of children, but were so conducted as to test and exemplify principles and methods of instruction, which were perpetuated and disseminated by means of books, in which they were embodied, or of pupils and disciples who transplanted them to other places. These schools served as a kind of forerunner, to prepare the way for the more efficient and perfect institutions of the same designation at a later day.

According to the present acceptance of the term *Normal School*, as used in many of the European countries, it denotes an establishment composed of young men and women who have passed through an elementary or even superior school, and who are preparing to be teachers by making additional attainments, and acquiring a knowledge of the human mind, and the principles of education as a science, and its methods as an art. The Normal School of the present day includes also the Model or Pattern School of earlier times. It thus combines theory with practice, there being "Model Schools," "Experimental Schools" or "Schools for Practice," as they are variously called, established in connection with them, to afford an opportunity of testing practically, the modes of instruction which they inculcate. The first regularly organized Teachers' Seminary, or Normal School, as at present understood, was established at Halle, in a part of Hanover, about one hundred and fifty years ago. A similar institution was opened at Rheims, in France, in 1794, by ordinance of the National Assembly, to furnish Professors for Colleges and Higher Seminaries. But the first Normal School for the training of Elementary Teachers in France, was organized at Strasbourg, in 1810. Now each department of the Empire is obliged, either alone or in conjunction with other departments, to support one Normal School for the education of its schoolmasters. In 1849, there were ninety-three of these schools in France, and ten thousand five hundred and forty-five of their graduates were actually employed in the primary schools of the Empire.

Says M. Guizot, in a report to the King, in 1833, on the state of primary education in the departments constituting the Acad-

emy of Strasbourg:—"In all respects the superiority of the popular schools is striking, and the conviction of the people is as general, that this superiority is mainly due to the existence of the Normal School."

In a powerful speech before the Chamber of Deputies in 1832, on the occasion of the introduction by him of a bill providing for a great and comprehensive system of elementary education for France, this great statesman and profound philosopher remarks: "All of you are aware that primary instruction depends altogether on the corresponding Normal Schools. The prosperity of these establishments is the measure of its progress. The Imperial Government which first pronounced with effect the words Normal School, left us a legacy of one. The restoration added five or six. Those, of which some were in their infancy, we have greatly improved within the last two years, and have at the same time established thirty new ones, twenty of which are in full operation, forming in each department a vast focus of light, scattering its rays in all directions among the people."

The bill introduced by M. Guizot provided for two degrees of primary instruction, viz: Elementary and Superior. In speaking of which he remarks: "The first degree of instruction should be common to the country and the towns; it should be met with in the humblest borough, as well as in the largest city, wherever a human being is to be found within our land of France. By the teaching of reading, writing and accounts, it provides for the most essential wants of life. By that of the legal system of weights and measures, and of the French language, it implants, enlarges, and spreads everywhere the spirit and unity of the French nationality; finally, by moral and religious instruction, it provides for another class of wants, quite as real as the others, and which Providence has placed in the hearts of the poorest, as well as the richest in this world, for upholding the dignity of human life, and the protection of social order. The first degree of instruction is enough to make a *man* of him who will receive it, and is at the same time sufficiently limited to be everywhere realized. It is the strict debt of the country towards all its children."

Normal Schools were first organized in England about the year 1805. Lord Brougham, ever an able and eloquent advo-

cate of popular education, in a speech in the House of Lords, on the education of the people in 1835, thus remarks: "Place Normal Schools—Seminaries for training teachers—in a few such places as London, York, Liverpool, Durham and Exeter, and you will yearly qualify five hundred persons fitted for diffusing a perfect system of instruction all over the country. These Training Seminaries will not only teach the masters the branches of learning and science in which they are now deficient, but will teach them what they know far less—the Didactic Art—the mode of imparting the knowledge they have or may acquire,—the best method of training and dealing with children in all that regards temper, capacity and habits, and the means of stirring them to exertion and controlling their aberrations." This able champion of popular education has lived long enough to see thirty-six Normal Schools or Training Colleges in England and Wales, four in Scotland, and one in Ireland, in successful operation.

Prussia, in 1846, had in active and successful operation, forty-six Normal Schools, including five for female teachers. In forty-one schools for males, there were at the above date, over twenty-five hundred pupil teachers.

In reference to Switzerland, Mr. Kay says: "This small country, beautiful but impoverished by its Alpine ranges, containing a population less than half of Middlesex, and with less than one-half its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is utterly hopeless to attempt to raise the character of the education of a country, without first raising the character and position of its schoolmasters, Switzerland has established, and at the present moment supports thirteen Normal Schools, for the instruction of her schoolmasters and schoolmistresses, while England and Wales rest satisfied with six."

This statement was made, however, anterior to the year 1846, and before the English government had awakened to the importance of providing a better education for the people. As before noted, Normal Schools have been multiplied there greatly within the past few years.

There is scarcely a government, either great or small, among

the dynasties of Europe, that does not recognize this class of institutions as an indispensable part of its educational machinery. They are *there* no experiment. As we have seen, their ages are counted by centuries. From the unpretending model or pattern school of Neander, in 1570, and of the Abbe de Lasalle, in 1681, they have grown to the full stature of the nobly endowed, and liberally supported Normal Colleges of the Prussian government, whose system of popular education stands unrivaled on the face of the earth. Her teachers are said to be men respected for their talents, their attainments, and their characters, by the whole community, and men in whose welfare, good character and high respectability, not only the government, but the people themselves feel the deepest interest. In birth, early recollections and associations, they are often peasants; but in education, in character and social position, they are gentlemen, in every sense of the term, and acknowledged officers of the county governments. In Prussia, there are twenty-eight thousand such teachers, the legitimate fruits of her Normal Colleges. The Prussians have a wise maxim, that whatever you would have appear in a nation's life, you must put into her schools. This maxim, practically applied, renders the highest degree of mental culture in the subject, perfectly reconcilable with the most rigorous despotism in the government. In pursuance of its teaching, obedience to the sovereign and laws, however despotic, and the doctrine of the divine right of kings, are thoroughly instilled into the mind of every child in the kingdom; for be it understood, that in Prussia, *every* child is required by law to attend school until fourteen years be attained, except in special cases which are otherwise provided for. It is thus, that the best conceived, and most efficiently executed system of public education in the world, is made the strong arm of a monarchial government.

Less than fifty years ago, the condition of the Prussian schools, was, according to the testimony of Dr. Julius, before a committee of the British House of Commons, anything but flattering. In reply to the inquiry—"do you know from your own knowledge what the character and attainments of the schoolmasters were, previous to the year 1819?" he says: "I do not recollect; but I know they were very badly composed

of non-commissioned officers, organists and half drunken people. Since 1770, there has been much done in Prussia, and throughout Germany, for promoting a proper education of teachers, and by them of children."

This signifies that the present efficiency and perfection of their elementary schools are mainly due to the energizing and life-giving power of their unequaled Normal Schools. The kingdom of Saxony had nine Normal Schools in operation in 1848, with three hundred and sixty-two pupil teachers. The annual graduates of these institutions are now sufficient to supply all vacancies which occur in the schools. The prescribed course of instruction occupies four years, and no one can now receive a certificate of qualification as a teacher, without having gone through this course, or shown on examination, an amount of attainment and practical skill which shall be deemed its full equivalent.

The Royal Seminary for teachers at Dresden, was established in 1785. In 1842, it had graduated six hundred and fifty-five teachers, who had pursued a four years course of study and practice—a course which Mr. Kay, a graduate of Oxford, before quoted, pronounces more liberal than nine-tenths of the under graduates of either Oxford or Cambridge receive. In 1842, there was one thoroughly educated and trained teacher for every five hundred and eighty-eight inhabitants. In consequence of their thorough, liberal and practical education, the common school teachers of Saxony, enjoy a social position which is not accorded to the profession in any other country.

The Electorate of Hesse Cassel, with a population of seven hundred and fifty thousand inhabitants, has three Seminaries for teachers. The course of instruction in them embraces three years.

The Dutchy of Nassau, with a population of four hundred and twenty thousand, supports one Normal School, which, in 1846, had one hundred and fifty-four pupils. The course of study and practice continues five years, four of which are devoted to study, including a thorough review of the branches pursued in the elementary schools, and the acquisition of such others as facilitate the illustration and teaching of the former. The remaining year is devoted exclusively to the Principles of Education and the Art of Teaching.

Hanover, with a population of one million seven hundred and ninety thousand, supports seven Normal Schools. The course of study extends through three years.

In Bavaria, there are nine in operation, with nearly seven hundred pupils. The oldest is at Bamberg, and was founded in 1777, as a model school of the old type. It was raised to a Seminary, composed of pupil teachers in 1791. In many of the Normal Seminaries of the German States, in addition to the liberal course of studies before alluded to, vocal as well as instrumental music is cultivated to the highest degree. Their graduates are proficient in the use of the violin, the piano-forte, and the organ, and have thus made the Germans proverbially a nation of musicians.

Numerous other examples of the establishment and support of these Training Schools, might be adduced, but this is not necessary. The more important cases have been enumerated to an extent sufficient to demonstrate the stronghold which they have secured upon the government and the people of the Old World. That the elementary schools of these countries have attained to an extraordinary degree of efficiency and perfection, is undeniable. That this efficiency and perfection are mainly due to the operation of the Normal Schools and Colleges, is equally true. If it be objected, however, to the systems of these States, that they tend to produce a blind acquiescence to arbitrary power,—to enslave and not enfranchise the human mind,—it is replied that the evils imputed to them, are no necessary part of, and may easily be separated from them. Says Horace Mann: "If the Prussian schoolmaster has better methods of teaching, reading, writing, grammar, geography, arithmetic, &c., so that, in half the time, he produces greater and better results, surely we may copy his modes of teaching these elements, without adopting his notion of passive obedience to government, or blind adherence to the articles of a church. By the ordinances of nature, the human faculties are substantially the same all over the world, and hence the best means for their development and growth in one place, must be substantially the best for their development and growth everywhere." Again he says: "If Prussia can pervert the benign influences of education to the support of arbitrary power, we,

surely, can employ them for the support and perpetuation of republican institutions. A national spirit of liberty can be cultivated more easily than a national spirit of bondage; and if it may be made one of the great prerogatives of education to perform the unnatural and unholy work of making slaves, then, surely, it must be one of the noblest instrumentalities for rearing a nation of freemen. If a moral power over the affections and understandings of the people may be turned to evil, may it not also be employed for the highest good?

A generous and impartial mind does not ask whence a thing comes, but what it is. Those who, at the present day, would reject an improvement, because of the place of its origin, belong to the same school of bigotry, with those who inquired if any good could come out of Nazareth; and what infinite blessings would the world have lost had that party been punished by success?"

For many of the interesting facts which have been enumerated, the undersigned is indebted to the reports of Professor A. D. Bache, now of the United States Coast Survey; Professor E. C. Stowe, of Lane Seminary, Ohio; the Hon. Horace Mann, and the Hon. Henry Barnard, on the Educational Systems of Europe. Could these details be continued, they would undoubtedly prove useful for dissemination among the people. They would serve to exhibit the extraordinary efforts which are put forth for the elevation of the public schools of these countries, whose experience is far greater than our own, and whose well-directed efforts to promote this paramount interest of humanity, have been crowned by a noble success. They would the more deeply impress us with the truth of the maxim of M. Guizot: "It cannot be too often repeated, that it is the master that makes the school;" while we might also be the more strongly confirmed in the belief that it is the *careful, special training* that makes the *master*. It would be useful, too, to exhibit the guards and securities that are made to environ the sacred calling of the teacher in some of these countries, where none who have failed in other pursuits, are encouraged to look upon school-teaching as an ultimate resource; but the limits of this communication will not permit a more extended discussion of this branch of our subject, and the undersigned leaves it with

an earnest commendation of the documents before named, to a perusal of all who feel an interest in the education of the people.

The Normal Schools of the United States comprehend, firstly, the Model, or Pattern School of earlier times; secondly, the professional characteristics of the European establishments of the present day, as far as circumstances will allow; and thirdly, the academical features of the ordinary school. That is to say, the Normal Schools of this country are compelled by reason of the deficient character of too many of the elementary and other schools, to assume the work of the latter. They are compelled to exhaust much of their strength in imparting a knowledge even of the lower elementary studies. In the Prussian Normal Schools a high standard of literary qualifications is required of a candidate as a condition of admission to them. Nor is this all. There are Preparatory Schools in which not only are the requisite amount and quality of scholarship imparted to the candidate, but in which, also, his peculiar fitness and adaptation to the calling of a teacher are thoroughly tested, before he can become a candidate for the Normal Seminary. This enables the latter to give a much stronger professional cast to their systems of training, and to dwell more extensively upon the Science of Education and the Art of Teaching, which constitutes their true field of labor.

The disadvantages under which the American Normal Schools now labor, will, however, gradually disappear. They will themselves correct the evil by elevating the standard of instruction in the lower schools. They are rapidly multiplying, and are introducing improved modes of teaching in the public schools, through the graduates who become the teachers of them. And thus the public schools will reciprocate by sending to the Normal School candidates of higher attainments and more elevated aims.

The first Normal School for the training of teachers in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are at the present time about three hundred and fifty pupils, qualifying for the responsible office of

teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to bear the expenses of their own education. In addition to the above amount, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source.

The State of New York established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for its support, is now twelve thousand dollars. The total cost of buildings and fixtures to this time is more than thirty thousand dollars. The total number of pupils instructed for a longer or shorter period, up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty, of which three hundred and ninety-two were females, and three hundred and eighty-nine males. So successful has this institution been, that, according to the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State." The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be supplied, and a movement is already on foot for the establishment of a similar institution in the western part of the State.

The State of Connecticut has a Normal School in a very flourishing condition at New Britain. It was opened in May, 1850. The total cost of buildings, was about twenty-five thousand dollars; the present number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that the applications for normal pupils as teachers in the public schools of the State, has continued to multiply far beyond the ability of supply; a fact which demonstrates both the utility of the institution, and its advancement in the just appreciation of a discerning people." From the report of the Honorable John D. Philbrick, State Superintendent for the past year, it also

appears that "the opposition from ignorance and prejudice which it had to encounter in the first stages of its history, has gradually given place to public confidence, and earnest, cordial cooperation from all classes of the community." Mr. Philbrick further remarks, that "wherever public opinion has become enlightened on the subject of education, it is admitted that teaching is an art to be learned by an apprenticeship, like any other art, and that special training for the business of teaching is as indispensable, as for any other pursuit, or profession; and the time, it is believed, is not very distant, when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained to the principles and methods of instruction, than to employ a surgeon who had never made himself acquainted with the science of human anatomy."

Rhode Island provides for the special training of her teachers, by the endowment of a Normal Department in Brown University. The undersigned has not had access to the reports and other documents of this establishment, but it is represented as being in a very flourishing condition.

The States of Wisconsin and Iowa have recognized the necessity of providing for the special training of their teachers, by endowing a department similar to that just named, in their State Universities. This plan has not succeeded so well in the Old World,—indeed it is believed to have proved a failure there. Whether success will attend the experiment here remains to be seen.

The State Normal School of Michigan, was established by an act of the Legislature, passed March 28th, 1849, and was opened in March, 1853. The school was established for "*all time*," and not as an experiment. The cost of buildings, &c., was twenty-seven thousand dollars. It is partly supported from the income of a fund derived from the sale of certain salt-spring lands, and partly by direct appropriations from the State Treasury. The fund is now about sixty thousand dollars. It will eventually reach, as is estimated, one hundred and fifty thousand dollars. The whole number of pupils instructed, to the present time, is about six hundred; the number now in the school two hundred.

The Provincial Normal School, at Toronto, Canada West, is one of the most liberally endowed and successful on this continent. It was established by an act of Parliament in 1846, and was opened in the old government house in 1847. In 1852, buildings were erected for the school and for the offices of the Department of Public Instruction, at a cost, including grounds, furniture, and apparatus, of one hundred thousand dollars.

Copies of letters received by WILLIAM F. PHELPS, ESQ., in reply to letters of inquiry addressed to the Principals of several Normal Schools.

From S. B. Woolworth, LL. D., Principal N. Y. State Normal School, Albany.

NEW YORK STATE NORMAL SCHOOL, }
December 12th, 1855. }

William F. Phelps, Esq. :

MY DEAR SIR:—I take the first moment at my command to answer your inquiries, *seriatim*.

1. The New York school has been in operation since the 18th of December, 1844.

2. For five years.

3. The original appropriation for the support of the school was \$10,000. The sum now appropriated is \$12,000 per annum.

4. The total cost is upwards of \$30,000.

5. The whole number of pupils instructed for a longer or shorter period, up to September, 1854, is 2,262.

6. The number who have received the honors of the institution up to July 13, 1854, is 780; of these, 391 are females, and 389 males.

7. The school is limited to 256, and there are 240 now in attendance.

8. The pupils on entering the school are required to sign the following declaration:—"We, the subscribers, hereby declare, that it is our intention to devote ourselves to the business of teaching the schools of the State, and that our sole object in resorting to this Normal School is the better to prepare ourselves for this important work."

9. Tuition and books, free. Mileage, three cents per mile, on distances from the school, twice a year.

10. I have no doubt that, with few exceptions, the graduates teach. Many of those who were in the first classes have been continuously teaching to the present time.

11. It is not to be expected, in the nature of things, that all should do so. There is scarcely a large village, or city, in the State, in which are not in actual service, some of the graduates of the school. It is confidently believed that the influence of the school on the character of education has been very decided. In many cases the graduates, when they have ceased to teach, have become local school officers, and by their enlarged and liberal views, and their acquaintance with the best methods of instruction, have done much to give character to the schools which have been under their care.

12. No objection has lately been made to the expense of the school. It is almost universally regarded as a necessity, and as an established part of the school system of the State.

13. None. Other things should be done, but this cannot be omitted.

14. The most serious difficulties against which the school has to contend, is in the mode of appointment of its pupils. Many of the local school officers do not truly appreciate the character and importance of the school, and do little to direct to it the best class of pupils. The consequence of this is that some counties are not fully represented, and others send pupils of little maturity of mind, and who have no fixed purpose of action in the high duties of the teacher's profession. It is proposed that a thorough visitation of the Academies should be made by the Secretary of the Board of Regents, and especially of those in which are established departments for the education of teachers. It is hoped that by this means an entire harmony will be established between the Normal School and the Academies, and that these will, in their Teacher's Departments, become nurseries to the Normal School.

It is expected, that in this way, the difficulty of securing the best class of pupils to the school, will be in a very great degree removed.

The Secretary of the Regents, who has been the Principal of

the Normal School, will, it is thought, thus be able to exert a more decided influence in its favor than he has before done.

With every good wish for the highest success of the enterprise in which you are engaged,

I am very truly yours, &c.,

S. B. WOOLWORTH, *Prin. N. Y. S. N. S.*

From Professor W. Ormiston, Assistant Master of the Provincial Normal School,
Toronto, C. W.

PROVINCIAL NORMAL SCHOOL, }
Toronto, Dec. 17, 1855. }

Mr. W. F. Phelps, Principal of New Jersey State Normal School, &c., &c., &c.

DEAR SIR:—I have the honor to acknowledge the receipt of your letter of the 10th instant, containing several questions in reference to our *Normal and Model School*, and most cordially do I comply with your request, to furnish you all the information in my power. I shall answer your questions in order:

1. The Normal and Model Schools for Upper Canada—established by an Act of Parliament in 1846—were opened on the 1st of November, 1847, in the old Government House, (city of Toronto.)

2. In 1852, premises were erected for the institution, and for the offices of the Department of Public Instruction, at a cost of \$100,000, including the grounds, which are beautifully laid out, and all the expense of furnishing apparatus, &c.

3 and 4. The number of students who have received instruction in the institution for a longer or shorter period, very few for less than five months, is 1,777, of whom 1,095 are males and 682 females; and there are besides, in attendance at present, 130.

5. From the opening of the school until the close of the eighth session in October, 1852, 430 students, of whom 320 were males, received certificates of qualification from the master, and went forth as teachers. Since that time until the present, 346 students, of whom 180 are males, have received Provincial Certificates, signed by the Chief Superintendent. These certificates are of two classes—*first* and *second*—and many who obtain only a second class, afterwards return, attend another session, and get a *first* class.

6. The annual cost of supporting the institution is not far from \$10,000, over \$2,000 of which is received as fees from the four hundred children who attend the model school. But for particulars on this head, I refer you to the annual report of 1854, lately published, which contains a full statement both of income and expenditure.

Besides this, the Legislature grant the sum of \$4,000 to facilitate the attendance of teachers at the institution, by assisting to defray the expense of board; tuition and the use of books being free.

7. Nearly all the students trained in the institution, devote themselves for a longer or shorter time to the duties of the profession, and I think a very large proportion of the males continue in it. Not a few of them prosecute their studies farther, and qualify themselves for teaching in the grammar or central schools. Some of the young men attend college and ultimately enter some other profession; while many—it is to be hoped most—of the females, after a few years, assume other, holier, and more private duties.

The means employed to ascertain whether our students devote themselves to the business of teaching, are two-fold, official and private. Every local superintendent of common schools is required to state, in his annual report to the chief superintendent, how many of the teachers, employed in his town or district, have been trained, and where. In addition to this, the masters in the Normal School maintain a frequent correspondence with the teachers after they leave the institution, and during their visits to different parts of the Province, are careful to inquire into this matter; and although, owing to the superior pecuniary prospects which are presented by merchandise, medicine and law, as also on account of health, and want of fitness for the work, a considerable number abandon teaching for some other vocation, still, I think I am fully warranted in making the statement that a large proportion of our pupils are engaged in the business of teaching.

8. In my opinion, the influence of this institution, direct and indirect, by elevating the character and position of the teacher—by improving the arrangement and management of the schools, and by advancing the interests of the cause of education gen-

erally, more than amply compensates all the outlay; and unless I greatly err, such is the opinion of nine-tenths of the inhabitants of our country. Indeed, notwithstanding the fact, that the establishment of such an institution, necessarily, superinduces many changes, and requires a considerable time fully to approve itself, so convinced are the community of its high utility, that it has ever received at the hands of our Legislature the most generous support. Indeed, with reference to an enlightened and liberal support of common schools and general education, our government will compare most favorably with that of any other land.

9. The best evidence that the teachers trained in the Normal School generally excel, is found in the constant and increasing demand for them—far more than we can supply, and the fact that higher salaries are offered to them than to others, with few exceptions—even although, owing to the urgency of the demand, many leave before they have completed the course of study, and are consequently the less qualified creditably to discharge their duties. But all who have obtained a first class certificate, rank foremost in the profession.

10. The teachers in training at the Normal School spend at least one half day each week in the Model School, either in teaching themselves, or in witnessing those who are so engaged. In addition to which they are not unfrequently required to give lessons to their fellow students in the presence of the masters.

11. The course of study in the Normal School, embraces all the branches of an English education required to be taught in our best common schools; especially, the science and art of teaching English grammar, history and geography, and the use of globes; arithmetic, algebra as far as quadratics and progression; plane geometry, with lectures on natural philosophy, physiology and chemistry; writing, drawing, book keeping and vocal music; with occasional lectures on other subjects—such as English literature, mental science, &c.

In the management of the schools, the two sexes meet only in the lecture room, and are not allowed to board at the same houses, or to maintain any familiar intercourse. The spirit of the government is decidedly parental, and we have not the least difficulty in the way of discipline.

I have shown this letter to Mr. Robertson, head master, and he concurs heartily in it.

I shall be pleased to hear from you at any time, and will most readily furnish any further information you may require in reference to our common school system in Canada.

I remain, very sincerely, yours,

WILLIAM ORMISTON.

From W. H. Wells, A. M., Principal State Normal School, Westfield, Mass.

STATE NORMAL SCHOOL, WESTFIELD MASS., }
December 17, 1855.

William F. Phelps, Esq., Principal N. J. State Normal School:

MY DEAR SIR:—I take pleasure in answering your inquiries respecting the Normal Schools of Massachusetts, as fully as an unusual pressure of other engagements will permit.

There are four Normal Schools now in operation in the State, one at Framingham, for females only; one at Westfield, for both sexes; one at Bridgewater, for both sexes; and one at Salem, for females only.

The first Normal School of the State was opened at Lexington, July 3, 1839. This school was removed to West Newton, in September, 1844; and in December, 1853, it was again removed to Framingham, where it is now permanently located.

The second Normal School was opened September 4, 1839, at Barre, and continued till November, 1841. It was then suspended about three years. In September, 1844, it was reopened at Westfield, where it is now permanently established.

The third Normal School was opened at Bridgewater, September 9, 1840, and is permanently located at that place.

The fourth Normal School was opened at Salem, September 14, 1854.

In 1838, Edmund Dwight, Esq., of Boston, placed the sum of \$10,000 at the disposal of the Board of Education, to be expended in qualifying teachers of common schools, on condition that the Legislature would place an equal sum in the hands of the board for the same purpose. This proposition was promptly met by the Legislature, and the board thus found themselves in possession of \$20,000.

In 1842, the Legislature appropriated the sum of \$6,000, annually, for the support of Normal Schools. In 1849, this appropriation was increased to \$7,000 annually; and in 1851, to \$8,200, annually. In 1853, the Legislature made provision for the establishment of the fourth Normal School, and at the same time added \$3,000, annually, to the appropriation for the support of Normal Schools. The Legislature of the present year has raised the appropriation for the four Normal Schools to \$13,000 annually.

The Normal Schools have also the benefit of a fund established by the late Henry Todd, Esq., which adds about \$500, annually, to the appropriation of the State. Besides the sums already named, the State appropriates \$1,000 annually, for each of the four Normal Schools, to aid those students who find it difficult to meet the expense of attending a Normal School without assistance.

In providing buildings and grounds for the Normal Schools, the State has furnished about half the funds required, and about half has been received from other sources.

The whole number of pupils attending the four Normal Schools at the present time is about three hundred and fifty. There have been connected with the schools since their organization, a little over three thousand pupils.

The whole number of instructors employed in the four Normal Schools at the present time is fourteen or fifteen.

Pledges to teach are required as a condition of admission, but no exact period has yet been established during which the pledge shall be binding.

Tuition is free in all our Normal Schools, and most of the common text books are furnished without charge; but each pupil pays about three dollars a year to meet incidental expenses.

The Model Schools connected with our Normal Schools, have not in all cases proved the most successful part of our system; but this has probably resulted from untoward circumstances, rather than from any inherent tendency in the relation.

With very few exceptions, the pupils instructed in our Normal Schools, devote themselves faithfully to teaching in the public schools of the State.

The best evidence that our Normal Schools have the confidence of the State, is perhaps found in the frequent additions that have been made to the appropriations for their support. As the appropriation for the next three years is larger than any previous grant, I think it may be safely assumed, that the results of normal instruction are regarded by the State as justifying the expenses incurred.

I believe I have now attempted an answer to each of the questions you propose.

The friends of education in Massachusetts, look with much interest upon the efforts of New Jersey to provide a school in which the teachers of the State may have the benefit of thorough professional training.

Yours, very truly,

W. H. WELLS.

From Hon. John D. Philbrick, Superintendent Common Schools, Connecticut.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
State of Connecticut, New Britain, Jan. 4th, 1856. }

William F. Phelps, Esq.:

DEAR SIR:—Your favor of the 10th ultimo was duly received, but absence from home and pressing engagements have prevented me from answering your interrogatories until this time, and even at this late day I must be brief.

1. Our Normal School has been in operation since May 15th, 1850.

2. The whole cost of the building and fixtures, up to the present time, is about \$25,000.

3. When the school was established, it was supposed that the sum of \$10,000, or, at most, \$12,000, would be amply sufficient to erect a suitable building for its accommodation, and it was located in this village on condition that the building should be furnished by the inhabitants of the place. For this purpose, a joint stock company was formed, and stock to the amount of \$16,000 was paid in. But when the building was completed, its cost was found to be upwards of \$23,000. Of this the State paid about \$7,500. In addition to these sums, the State has since expended, in alterations and repairs, about \$1,500. This building is designed to accommodate, not only the pupils of the

Normal Schools, but also the Model School, consisting of four departments, and about four hundred pupils. When the building ceases to be used for the accommodation of the State Normal School, it reverts to the possession of the company by which it was erected.

4. The cost of supporting the school is \$4,000 annually, which is drawn from the State treasury. When it was established, the sum of \$10,000 was appropriated, to which \$1,000 was added, to support it for four years, that is, \$2,750 per year. At the expiration of four years, the Legislature made a new grant to the school of \$4,000 per year for five years. This sum is found to be insufficient for the school with its full complement of pupils.

5. The number of pupils is limited to one from each school society, or two hundred and twenty-one in all. Until the number reaches this limit, a society may send pupils without restriction. From some societies we have received six or eight, while others are unrepresented.

6. The number now in attendance is one hundred and eighty-one.

7. As a condition for admission, candidates are required to make a written declaration, as on page sixteen of the catalogue, which I send with this.

8. Text books are furnished for the use of pupils, and a tax of twenty-five cents per term is required to keep the books in repair. Pupils are allowed to use the library of reference books, and also the general library.

9. I have already alluded to the Model School, or school of practice. This is what may be described as a union graded school, consisting of a high school, with about 120 pupils; a grammar school, with about 120 pupils; an intermediate school, with about 75 pupils, and a primary school, with from 80 to 100 pupils. Most of these pupils belong to the village, and the permanent teachers are employed and paid by the district. The principal of the high school has the immediate supervision of all the departments. He has one permanent assistant in his department, and there is one female teacher permanently employed in each of the three other departments, who exercise a

control and superintendence over their respective departments, though subordinate to the principal. These schools are in the Normal building, and the principal of the Normal School exercises a general supervision over the whole. The actual instruction in the three lower departments, and a portion of that in the highest, is given by the pupils of the Normal School.

In the Normal School there are three classes, and the exercises and recitations are so arranged, that for each hour of the day, except the first hour in the afternoon, one of the classes, or a portion of it, is occupied in teaching in the different departments of the model; the senior class being so engaged during the first hour, the middle class, the second hour, and so on.

At the beginning of each term, a pupil from the Normal School, is assigned, by the principal, for each recitation in the Model School, in which assistance is needed, the Normal pupil having only one class to teach in each branch during the term, or for half a term. In the grammar department of the Model School there are four classes, each class having four recitations daily, besides exercises in writing, singing and drawing; consequently, about thirty Normal pupils would assist in that department at different hours during the day, not more than four being engaged there at the same time.

The principal and professors attend and direct these recitations as much as possible. On one day of each week classes from the Model School are taught by Normal pupils, in presence of the Normal School, and these performances are afterward criticised by professors and Normal pupils. The pupils of the Normal Schools are also instructed, each term, by lectures in the theory and practice of teaching, and oral and written essays are required on topics relating to school teaching, especially from members of the upper classes.

10. Nearly all the pupils teach in the schools of the State for a longer or shorter period. We have not attempted to obtain any exact statistics to prove this, though we have evidence quite as satisfactory to our minds, as any statement in numbers could be.

11. I hear but one opinion with regard to the utility of the

Normal School, and that is, that it is not only to be continued in existence, but that it must be extended, and that more liberal provision must be made for its support.

For further information on this point I beg leave to refer you to the remarks relating to the institution, in the last annual report of the Superintendent of Common Schools to the Legislature (which I send with this) and also to the reports of the Trustees of the school.

12. We have in this State, as there are elsewhere, excellent teachers who never enjoyed the advantages of a Normal School; but between teachers who have attended the Normal School, and those who have not, though having the same amount of experience, and the same degree of natural talent, there is, usually, a marked difference in favor of those who have attended the Normal School.

13. The accompanying documents contain such further information as I am now able to forward.

With my earnest wishes for your entire success in the important enterprise in which you are engaged,

I remain, very truly yours,

JOHN D. PHILBRICK, *Supt. Common Schools.*

A SUMMARY OF STATISTICS, SHOWING THE CONDITION OF THE
PUBLIC SCHOOLS FOR THE YEAR 1856.

Whole number of children between four and twenty-one years of age,	241,097
Whole number attending Summer Schools,	120,781
Average number attending Summer Schools,	96,366
Whole number attending Winter Schools,	153,832
Average number attending Winter Schools,	116,442
Average length of Summer Schools in weeks and tenths of a week,	10.9
Average length of Winter Schools in weeks and tenths of a week,	9.8
Average length of Schools for the year in weeks and tenths of a week,	19.8
Average wages of Male Teachers per month, exclusive of board,	\$21 96

Average wages of Male Teachers per month, including board,	\$27 30
Average wages of Female Teachers per week, exclusive of board,	2 11
Average wages of Female Teachers per week, including board,	3 26
Mean average attendance in Summer and Winter Schools,	107,226
Ratio of attendance to the whole number of Scholars,44
Whole number of Public Schools,	4,855
Whole number of School Districts,	4,061
Whole number of parts of Districts,	340
Whole number of different Male Teachers who have taught during the School year 1855-6,	2,659
Whole number of different Female Teachers for the same time,	4,240
Whole number of School Houses,	3,862
Number of School Houses well constructed, commodious and in good repair,	1,781
Number which are not in good repair,	2,013
Value of all the School Houses,	\$895,987
Number of new School Houses which have been built the past year,	127
Estimated cost of the same,	\$129,248
Population in 1850,	578,668
Valuation in 1850,	\$98,403,059
Amount required by law,	347,200 80
Amount of money raised by tax in 1855, for support of Schools in 1855-6,	386,438 53
Excess of the sum raised over amount required by law,	39,237 73
Amount raised per Scholar,	1,495 00
Amount of money received from the State for the same purpose and for the same school year,	66,616 11
Amount of money raised from any local fund or funds,	17,735 28
Amount of money contributed for support of Private Schools or prolonging Public Schools,	28,631 64

Amount of voluntary contributions in money, board or fuel, for support of Private, or prolonging any Public School,	\$448 10
Amount paid Superintending School Committees for services,	11,072 15

A COMPARISON WITH THE YEAR 1850.

1856. Whole number of towns in the State,	383
1850. " " " " "	376
	<hr/>
Increase,	7
1856. Whole number of towns that made returns,	378
1850. " " " " "	321
	<hr/>
Increase,	57
1856. Whole number of plantations in the State,	103
1850. " " " " "	74
	<hr/>
Increase,	29
1856. Whole number of plantations that have made returns,	85
1850. Whole number of plantations that have made returns,	16
	<hr/>
Increase,	69
1856. Whole number of Districts,	4,061
1850. " " " " "	3,350
	<hr/>
Increase,	711
1856. Whole number of children between four and twenty-one years of age,	241,097
1850. Whole of number children between four and twenty-one years of age,	194,095
	<hr/>
Increase,	47,002
1856. Whole number attending Summer School,	120,781
1850. " " " " "	110,609
	<hr/>
Increase,	10,072

1856.	Whole number attending Winter School,	153,832
1850.	“ “ “ “ “	133,413
	Increase,	<u>20,419</u>
1856.	Mean average attendance of Summer and Winter terms,	106,404
1850.	Mean average attendance of Summer and Winter terms,	91,798
	Increase,	<u>14,606</u>
1856.	Whole number Male Teachers,	2,659
1850.	“ “ “ “	2,454
	Increase,	<u>205</u>
1856.	Whole number Female Teachers,	4,240
1850.	“ “ “ “	3,535
	Increase,	<u>705</u>
1856.	Average wages of Male Teachers per month, \$21 96	
1850	“ “ “ “ “ 16 66	
	Increase,	<u>\$5 30</u>
1856.	Average wages of Female Teachers per week, \$2 11	
1850.	“ “ “ “ “ 1 46	
	Increase,	<u>65</u>
1856.	Average length of Schools for the year in weeks, 19.89	
1850.	“ “ “ “ “ “ 19.25	
	Increase,	<u>.64</u>
1856.	Whole number School Houses in good repair, 1,781	
1850.	“ “ “ “ “ “ 1,391	
	Increase,	<u>390</u>
1856.	Whole number School Houses not in good repair, 2,013	
1850.	“ “ “ “ “ “ 1,571	
	Increase,	<u>442</u>

1856.	Whole am't raised for support of schools,	\$386,438	53
1850.	“ “ “ “ “	221,925	55
	Increase,	\$64,512	89
1856.	Amount required by law, . . .	\$347,200	80
1850.	“ “ “ . . .	169,541	32
	Increase,	\$177,659	48
1856.	Excess over amount required by law,	\$39,237	73
1850.	“ “ “ “ “	52,384	23
1856.	Amount of money received from State,	\$66,619	11
1850.	“ “ “ “ “	21,365	22
	Increase,	\$45,253	89
1856.	Amount received from local funds, .	\$17,735	28
1850.	“ “ “ “ “ .	10,425	55
	Increase,	\$7,309	73
1856.	State aggregate expenditures for Schools,	\$499,424	56
1850.	“ “ “ “	253,716	32
	Increase,	\$245,708	24

IMPROVEMENT.

It appears from the foregoing comparison that some progress has been made in many of the essential requisites of good schools. Within a period of six years there has been an increase of 7 towns, 29 plantations, 711 districts, and 47,002 scholars. It exhibits an increase of 10,072 in the number attending summer schools; 20,419 in the number attending winter schools; 15,606 in the number attending summer and winter schools; 205 in the number of male teachers employed; 705 in the number of female teachers employed; an increase of \$5.30 per month in the average wages of male teachers; 65 cents per week in the average wages of female teachers; .64 of a week in the average length of schools for the year; an increase of 309 in the number of school houses in good repair; 442 in the number of school houses not in good repair. The number of poor school houses in 1850, exceed the good, by 180; the

number of poor school houses in 1856 exceeded the good by 232; relative decrease of 52 in the one of school houses in good repair.

The comparison exhibits also an increase of \$64,512.28 in the amount of money raised for the support of public schools; \$177,659.48 in the amount required by law; \$45,253.89 in the amount received from the State; \$7,309.73 in the amount received from local funds, and \$245,708.24 in the State, aggregate expenditures for public schools.

CLASSICS IN THE HIGH SCHOOLS.

Very different opinions are entertained as to the propriety of teaching the classics in our high schools. Some exclude them entirely; others would admit them by way of appendage to the minor and subordinate branches. A third class contend that they form the most substantial basis of a thorough education, and that prominence should be given to them in the high schools which they have attained in all civilized communities since the revival of letters.

It appears that one great cause, perhaps the fundamental cause of the difference of opinion respecting classic attainments, lies in the general want of a full and perfect understanding of their importance and the use which may be made of them in the various pursuits of life.

Dr. Frederick Edward Bencke, in his work on the "Theory of Education," debates this question with great fairness, fullness and clearness. The arguments contained in the few extracts given below, are close to the point—skillfully arranged, and to my mind conclusive upon the subject. He starts upon the premise that the future vocation of the student should direct the course and decide the quantum of his education. He shows conclusively that it is the duty of the government to make provisions as ample for the chemist, engineer, architect or linguist, as for the mechanic, merchant or farmer.

It will be borne in mind that in Germany, there are three grades of schools. The "Bolkshulen," schools for the people; the "Burgerschulen," schools for the commercial and manufacturing districts, and the "Gymnasia" or High Schools, for those who desire deeper culture and more thorough discipline.

Extracts against teaching the Ancient Languages in the Commercial or Burgher Schools.

“Those who advocate the claim of the learned languages are wont to bring this forward in the first place, that our modern intellectual culture is historically so intimately connected with antiquity that into any thorough course of education, going beyond the claims of mere necessity, at least one of the ancient languages ought to be admitted. But the answer to this is evident. Our intellectual culture in modern times has made itself gradually more and more free from the influence of ancient literature, in such a manner that it is now able to stand on its own merits, and in a position altogether independent. Those, indeed, whose position in the social system calls upon them to know and to teach, not only what the world now is and ought to be, but also how it came to be what it is, and through what strange mutations and metamorphoses it has passed, may,—nay, must,—go back to the original germs and far-withdrawn beginnings of things; but, for such as mean only to work on the prepared foundation of modern society, and whose activity is principally directed to the external relations of life, such laborious pilgrimages into the remote past are neither necessary nor expedient. It is to be particularly observed, also, that the ancients however high they stand in literature and philosophy, are in those branches of science which are most useful to the class we now speak of, particularly defective in mathematics and natural history, and physics, the staple of a good Burgher education. We can learn little from the ancients that will repay the trouble of studying them, and the little that may be learned is to be learned by him only who is at once a man of profound science, a philosopher, and a scholar; not, certainly, by a merchant, an agriculturist, or an engineer.

But the Latin language we are told is the only proper basis of all knowledge. To this I answer directly—name the branch of knowledge to the attainment of which Latin is now essential—to which Latin is to such an extent the key that the profit to be obtained will stand in an intelligible relation to the labor expended? That many technical phrases in the different sciences are derived from the Latin, is an argument that can scarcely be advanced seriously. These phrases can be explained

etymologically as they occur; and besides, this reason, if it were any reason at all, would be a much stronger plea for the introduction of Greek than of Latin into the education of a German merchant or engineer. As for what is said commonly that the Latin is the root of most modern languages, and must therefore be studied, if not for its own sake, at least for the sake of these, there is a practical fallacy in this, too obvious to demand any labored refutation. The time spent in the Latin preparation is sufficient for learning the languages themselves. The bulk of the language, that is to say, the vocables, can be taken up as readily in an English or a Spanish, as in a Roman shape. And what would we say of the man who, when building a house, first threw away all his money on a magnificent threshold, and then finds that he has been laboriously constructing an entry to nothing? Such is the wisdom of those who learn Latin that they may with the greater ease learn French, Spanish and Italian."

Extracts in defense of teaching the Classics in the Gymnasia or High Schools.

"As to what they urge against the ancient languages, in the first place, that they are too far removed from our modern habits of thought, too strange to interest or edify us, I must be allowed to say, without meaning to say anything paradoxical, that this very strangeness is precisely the thing that ought to invite our familiarity. For while the classical student works himself sympathetically into the sentiments and manner of expression of the ancient world, he by this very act necessarily receives a mental expansion and breadth of view that the study of no modern languages could have conferred, for in these last both the modes of thought and the matter coincide so much with our own, that for the purpose of supplementing our intellectual deficiencies, they must ever be comparatively feeble. Besides, this greater contrast between the ancient habits of thought and the modern has a strong virtue to stir the interest and to fix the attention. An ancient author, even where he is only second or third rate, is infinitely more suggestive than a modern, merely because he is ancient. It is by the strong power of contrast that we most readily learn to compare, and

in the habits of extended comparison and faithful deduction the art of philosophising consists.

In the second place, if it be a more difficult task to attain an available knowledge of the ancient languages than of the modern, this difficulty also is an advantage. It has been and is the most perverse of all methods of proceeding in education to think only how we may make all instruction as easy as possible for the learner. Knowledge of any kind can be easily taken up and appropriated only in proportion as it is superficial. When the time for instruction commences the time for play is over; the time for intellectual exertion is come, and it is the business of the teacher so to select and apportion the objects of teaching, that they may afford a course of gymnastics to the learner. Instead, therefore, of inventing methods to make study easy, some talk might be expected to be made of the best art of inventing difficulties. Now, there are few studies that present such a complete course of intellectual gymnastics as the study of ancient literature. We do not speak here of the mere external elements of ancient literature,—the lexicographical and grammatical frame-work, all this we most willingly give up to the objector as by no means peculiarly fitted either to expand or strengthen the mind, and the more such merely mechanical processes can be facilitated and accelerated the better. But the sacrifice which we make in mastering the mere externals of ancient learning is more than compensated by the developing power which they possess in so eminent a degree when duly followed out. Those compositions which can be had without any great demands on our intellectual activity, flit across our minds superficially, leaving scarce a trace behind. Take for example any historical or poetical work in our mother tongue, or in any modern language. Spurred on by an interest in the subject, we drive rapidly forward from one point of prominence to another; but this very celerity of progress which is so pleasant prevents us from thoroughly grasping and detaining the characters and events as they pass before us. At the end of our movement there remains but an imperfect shadowy outline of what we have read, and in a short time even this shadowy outline vanishes. The same thing happens with the mere style and manner of expression. We may pause perhaps over this

and the other passage, peculiarly pointed and impressive, but in general we are in too great a hurry to receive any distinct impression from the beauties of style, or will not dwell on a pleasing passage long enough to know in what its rhetorical excellence consists. And if this be so with grown up men, how much more must it be the case with young persons whose minds are so disposed to triviality and dissipation. It is the duty of the teacher, therefore, rather to put a drag on the light and rattling spirits of youth, than to pioneer the road too smoothly before them. Now, this salutary drag on the precipitancy of youthful minds, is exactly what the ancient languages are so well calculated to supply. While the scholar is laboriously employed in constructing by piece-meal a historical, poetical, or rhetorical whole from the biographies of a Plutarch, the tragedies of a Sophocles, or the orations of a Demosthenes, he is forced to spend as much intellectual strength on a single elementary trait as he does on a whole work in the mother tongue, or on a whole comparison in any modern tongue; and in this way both the matter and the manner of the thing read are appropriated and assimilated in a way most conducive to a healthy reproduction on the part of the receiver, and to a free development of the higher powers of reflection on the phenomena of the intellectual world.

But it is not only that ancient literature by the power of contrast is more suggestive to us moderns; there is at the same time a simplicity of character, both in the thoughts and in the manner of expression of the ancients, that is more readily appreciable by the youthful mind than the more complex relations of our modern development. The works of the ancients are a mirror of the childhood and boyhood of humanity. Our children and boys understand these works by a natural sympathy better than our men. There is too much reflection and philosophising of all kinds in modern literature for the juvenile taste; there is something more elementary and immediate, more fresh, and as it were, transparent among the ancients. The ancient world also presents something more self-contained, less straggling and involved, than the modern. If the approach to the view be, as we have admitted, more laborious, the objects, when they fairly start out from the mist, are more tangible and

more comprehensible. * * * * Whatever truth there may be in these representations, it will be observed of any mere external elegance and polish that may belong to the remains of ancient literature handed down to us. The advantages of which we have been talking result from the essential character of ancient works, in thought and emotion and expression; these advantages belong to them as products of the ancient mind, not as models of what is finished and satisfying in works of art. But when we consider further, that in addition to the simplicity and tangibility of their contents, and their less complex character generally, the works of the ancients stand unrivaled as models of chasteness and truth in art, we find ourselves provided with another and a most salutary check against that looseness, ill regulated luxuriance and extravagance by which the compositions of modern literature have too frequently been characterized. * * *

We conclude, therefore, on a view of the whole matter, that for him who wishes to plant himself upon the highest position of intellectual cultivation, an initiation into ancient literature is absolutely indispensable. Only when so initiated is he in a condition to survey comprehensively, to contemplate clearly, and to see profoundly into what human nature, under its various aspects, can achieve by the aid of ancient learning alone—is the educator enabled to extend his view beyond the narrow horizon of the view which encompasses him, and to distinguish between that which is merely local or temporary, and that which is of universal significancy. And this extent of vision alone it unquestionably is that entitles him to say that he is *educated* in the highest and complete sense of that word.”

TEACHERS' INSTITUTES.

In compliance with the requirements of a law, making it the duty of the Superintendent of Common Schools, to hold annually, in each county, a Teachers' Convention, fifteen Teachers' Institutes were held in the several counties throughout the State. The board of instruction which the limited appropriation enabled your Superintendent to secure, comprised the following able scholars and experienced teachers:—Rev. B. G. Northrop, Mr. L. W. Russell, Mr. Sanborn Tenney, and Mr. A.

R. Dunton, of Massachusetts. Respecting these gentlemen, duty compels me to add a word of commendation. In my opinion, they are truly more than experienced and accomplished teachers. They are men of rare genius and capacity for teaching; they are practical and skillful educators, who have made themselves masters of method, in every thing they know, and who know much more than the subjects they teach. They of course did not fail to give to the institutes, that dignity and character which drew into them, not only a large number of teachers, but many intelligent friends of education, notwithstanding the political strife which then agitated the entire community, and so absorbed the popular mind for the time as seemingly to leave no room for the claims of education. Nearly twelve hundred teachers attended these institutes, and expressed the deepest interest in the proceedings. The course of instruction embraced the studies usually taught in our public schools. As it was impossible, from the brief time allowed, to go through in regular order, the contents of any single branch of instruction, teachers confined their recitations chiefly to the elements of the several branches. The enthusiasm manifested by the teachers in these recitations, discovered not only the importance which they attached to thorough elementary instruction, but a strong desire to qualify themselves for the business of elementary teaching.

I believe it is not as it is generally alleged, a want of energy or capacity, but a want of the proper means which prevents our young men and women from becoming teachers worthy of the confidence and patronage of an intelligent community.

Notwithstanding the impression has been made upon the minds of some very intelligent men, that Teachers' Institutes have never attained the objects for which they were established, and the funds appropriated for the support of them, is a useless and unprofitable expenditure, I still believe if they could be established on a permanent and proper basis, that next to the Normal School, they would accomplish more in perfecting the qualifications of teachers than any other plan yet devised. From what I have been able to learn, opposition to them has arisen, not from any defects in the system itself, but from the manner in which these institutes have been conducted.

It should be borne in mind, that some individual exertion and sacrifice must be made in order to sustain them. I doubt very much whether they can be successfully and profitably continued, without more assistance from the able and intelligent citizens of those towns in which they are held. If teachers, at the present low wages, are willing to give their time, it is all that should be required of them. The same liberal policy that has prevailed in other States should be adopted in this. The same kind and generous reception that was given the past year by the citizens of Eastport, Cherryfield, Ellsworth, Auburn and Yarmouth, to the teachers of their respective counties, should be extended to teachers of other counties. Could this liberal arrangement be made, the utility and efficiency of our Institutes would be greatly increased, and the whole number in attendance throughout the State would doubtless exceed two thousand.

GENERAL REMARKS.

In reading the history of the human mind, as it is written in the life of those increasing millions, which have peopled the vast regions of Asia, from age to age, we find no change in its intellectual and moral capacities, for a period of more than twelve hundred years. With the exception of the slight change effected by the principles and opinions of Mahomet, its political and religious opinions and prejudices, its power and habits of thought have remained the same for more than two thousand years. Such facts, when considered apart from the history of other countries, lead the student of history and philosophy to the conviction that the human mind possesses no inherent and independent main-springs of action, that it must be under the control and direction of external causes, and may be made the slave of physical necessities, from which there is no escape.

But when we turn our attention to the history of the human mind as written in the infant life of America, what a mass of proof have we of its inherent and independent capacities. In the ice-bound regions of the North and on the burning plains of the South, it has wrestled with wild and inhospitable America until it has overcome many of the greatest barriers which impede the progress of man. Sweeping away the primeval

forests, removing hills and mountains, extending commerce and manufactories, in spite of the obstructions of the material world, it has achieved victory after victory, until earth, air and water have been made obedient to the energy and efficiency of that will, which has pushed and still continues to push into the remotest recesses of the forest, those hardy pioneers, who found our cities and build our States.

Such were the first struggles of the American mind, and such were its achievements over the material world. The next great barrier which stayed for a brief period its progress, and threatened to overthrow its social and political institutions was British aggression. This was its fiercest struggle and noblest victory. Liberty and equality were the purposes of the American mind, and as its aims were high and noble, so its struggles were ardent and determined that English power should not enslave American principle. For seven long years the struggle continues, with varying fortunes, and while defeat and despair darken the American horizon in one quarter, success and hope dawn upon it in another, until at last, the inherent courage, cunning and energy of the American mind triumphs over English oppression and removes the second barrier to the future progress, prosperity and happiness of a great people. And all praise be to those great minds and noble hearts for the Declaration of Independence, the American Revolution, and the government of seventeen hundred and seventy-six. A government which proudly declares to the world that it will have no kings, no nobles, no aristocracy, and no standing armies, but that the people shall be educated and prepared to make their own laws and choose their own rulers. That it will have no established priesthood and no creeds of human invention, but that the people shall be educated and permitted to worship God in sincerity and truth and according to the dictates of their own consciences. A government that declares before God that it will feed the hungry and clothe the naked,—that it will educate and elevate every American child, whatever may have been the birthplace of his parents,—a principle too noble and too pure to spring from any but the true American heart. Out of these three fundamental principles of the American polity, great and new social questions have arisen, which are

so appalling in their magnitude, so baffling in their subtlety, so perplexing in their combinations, as to demand insight and judgment, far more than purity of purpose or energy of will.

The severest struggles of American mind are yet to be made in the social field. The hardest problems are yet to be solved, and no true patriot will pass them by or push them off upon another.

Of these social problems, the one most pressing and most perplexing, is the education and elevation of American labor to an equality, not of wealth, nor of mind, nor of inherent power, but of social conditions and individual rights. This conflict in behalf of the political and social rights of the laboring classes had its origin in the American Revolution, and has been increasing in intensity until now it has reached a point of interest so deep, an importance so great, that it surpasses in interest all other questions. Elaborate essays have been written, lectures have been read, and the press has uttered its voice upon this high and noble purpose. Religion and humanity have sent forth from the pulpit frequent and stirring appeals in behalf of the cause. Much has been and much still continues to be written and spoken concerning the intimate connection between the social elevation of the laboring classes and the permanency of our civil and religious institutions. To ascertain what the social position of the laborer ought to be, and to make it what it should be, is the great social problem which engages the attention of all classes and orders of men. The student in his study, the statesman in his cabinet, the merchant at his counter, the artizan at his loom, the farmer at his plow, are all intent upon the same problem. Many, very many, strange though it may seem, think to solve this great social question by the force of arms. To them bristling bayonets and glistening swords have a greater efficiency in the cause of virtue than those absolute and eternal principles of truth and justice before which so many public and private wrongs have fallen,—before which the sternest and mightiest despotisms of the world are trembling and crumbling,—and before which all oppressions and wrongs must fall, be they national or individual. They do not perceive or will not wait for the slow, silent, but certain progress of principle, in the American mind, and its influence over the national heart.

They forget that brute force and physical strength have ever been the instruments of the most relentless and cruel despotisms, and while they may aid us in defense, to advance by means of them would be un-American, un-Christian, and un-Republican—that the development of man's intellectual and moral nature is the true principle of American progress,—that public schools are the pillars of our social, governmental, and religious systems.

To elevate the popular mind,—to develop its intellectual and moral powers,—to warm its social feelings and direct aright its energies, many public schools have been established; but these advocates of force still think to make Americans more virtuous upon the same plan the great English philosopher proposed to make Ireland more industrious.

“Vagrant Lackalls! foolish most of you, criminal many of you, miserable all; the sight of you fills me with astonishment and despair. What to do with you I know not; long have I been meditating, and it is hard to tell. . . . Vagrant Lackalls, I at last perceive all this that has been sung and spoken for a long while about enfranchisement, emancipation, freedom, suffrage, civil and religious liberty over the world, is little other than sad, temporary jargon, brought upon us by a stern necessity, but now ordered by a sterner to take itself away. Sad temporary jargon, I say; made up of sense and nonsense,—sense in small quantities, and nonsense in very large; and if taken for the whole or permanent truth of human things, it is not better than fatal infinite nonsense, eternally untrue. . . . As for you, my indigent incompetent friends, I have to repeat with sorrow, but with perfect clearness, what is plainly undeniable, and is even clamorous to get itself admitted, that you are of the nature of slaves. . . . Emancipation! foolish souls. I say the whole world cannot emancipate you. Fealty to ignorant unsulliness, to gluttonous sluggish improvidence, to the beer pot and the devil, who is there that can emancipate a man in that predicament? Not a whole reform bill, a French revolution executed for his behoof alone; nothing but God the Creator can emancipate him, by making him anew. To forward which glorious consummation, will it not be well, O indigent friends, that you, fallen flat there, shall henceforth learn to take advice of others, as to the methods of

standing? Plainly I let you know, that all the world and worlds know, that I, for my part, mean it so. Not as glorious unfortunate sons of freedom, but as recognized captives, as unfortunate fallen brothers requiring that I should command, and, if need were, control and compel you, can there henceforth be a relation between us? . . . Arise, enlist in my Irish, my Scotch and my English regiments of the new era! Enlist there ye poor wandering banditti; obey, work, suffer, abstain, as all of us have had to do; so shall you be useful in God's creation, so shall you be helped to gain a manful living for yourselves; not otherwise than so. . . . Here is work for you; refuse to strike into it; shirk the heavy labor; disobey the rules; I will admonish you and endeavor to incite you; if in vain, I will flog you; if still in vain, I will at last shoot you—and make God's earth, and the forlorn hope in God's battle, free of you! Understand it. I advise you!"

The narrow and selfish minded, whose hearts are so full of vain philosophy that charity finds no place, may really think to whip industry and shoot virtue into man, but I apprehend great minds and noble hearts will still conclude, that minds educated and hearts cultivated will shoot out such virtues as will best determine the physical and social condition of a people. It is by drawing out, that virtue may be put into the heart. Let the intelligent and independent powers of the popular mind be drawn out; let its main-springs of action, the intellectual and moral sense be quickened by the light of reason, and the love of truth, and the social elevation of the American laborer, amid all vicissitudes, and in despite of all reactions, will be irresistible. "It is not necessary that God himself should speak, in order to disclose to us the unquestionable signs of his will. We can discover them in the habitual course of nature and in the invariable tendency of events. I know, without a special revelation, that the planets move in their orbits, traced by the Creator's finger. I know that his hand is in this great social struggle, and victory will come, not by the force of arms, but by the acknowledgment of truth." Arms can avail nothing in such a contest. Schools, Free Schools must do this final work, and solve this last and hardest problem of American civilization, by bringing into action that mass of mind which capital enslaves

and poverty buries, giving to labor, as to capital, understanding, and ability to assert its own rights, and plead its own cause, in the halls of legislation, and in the councils of the nation. This social struggle has just begun,—the great trial is yet to come. It belongs chiefly to the laborer. Little can be done by others until he takes the field. And the time has now come when he should be led by attentive observation and sincere reflection to see how much the issue of the present contest, and the improved condition of his children as to society and property, depend on the utility and efficiency of our public schools.

Could the laborers of our own State be made to see the uniform, ceaseless, and pervading tendency of our public schools,—not towards this or that form of republicanism,—not towards these or those political institutions,—not towards this or that special social system,—but towards an abolition of partial privileges,—a paring down of inessential differences towards a substantial equality of social power and property, it would touch a cord in their bosoms which would continue to vibrate until provisions most ample were made, and plans most liberal adopted, for the education and moral elevation of the masses.

It may appear unnecessary at the present time to speak of the education and social elevation of the masses; but there are many intelligent persons among us who still doubt the practicability and expediency of the plan. Recently I heard a learned lawyer,—a man of taste and talent, himself formerly a reputable judge,—speak of the danger of educating the working classes too well for their appropriate pursuits in life. In his opinion the idea of educating and elevating the masses was quite impracticable, and even if attainable, it would only tend to make them discontented with their inevitable conditions.

But respecting the education of the American laborer there is another more simple and practical point which I wish to present, as it may have greater weight upon the minds of business men. It is whether the productive industry of a State is greatly increased by the education of its working classes. This is the great practical point of the subject under consideration, and demands the special attention and careful consideration of all our merchants, mechanics, manufacturers and farmers. In presenting it, I would especially call the attention of those ship-

builders and merchants in our large commercial towns, who contribute so reluctantly and sparingly for the support of public schools, to a few facts recently presented to the English House of Commons, contained in a brief extract from the writings of Hon. Edward Twisleton :

“ Now, when reference is made, at the present day, to the excellent elementary instruction which is given in schools in Germany, it has become the fashion to speak contemptuously of the result, on account of the superiority which we derive from our free press, our free institutions, and our habits of self-government; and we are required to believe that, in this way, an Englishman who can neither read nor write is superior to the German peasant who can cheer his leisure hours with music, and enjoy the imperishable productions of genius which are embalmed in his own expressive and powerful language. But whatever portion of truth there may be in this view of this subject, in respect to Germany, it is evident that we cannot pretend to maintain the same supercilious tone concerning elementary instruction in the United States, wherein every advantage which can possibly accrue from free institutions and habits of self-government exist in at least as great a degree as in England, and where, perhaps, a larger field is opened for individual energy and enterprise. In regard to the United States, it is plain that every advance in the education of their people, unaccompanied by a similar advance among ourselves, distinctly adds to their relative power. For this reason, when it is known that, in the year 1852, an overwhelming majority of the citizens of New York decided in favor of a system of free schools in that city, the merchants, shopkeepers, and artisans of Liverpool and London, if they consulted their own interests, would never rest until they had induced the Legislature to let them introduce a similar system among themselves. And in like manner, when an English statesman who looks far into the future is told that this very system has within the few years been adopted, or is likely soon to be adopted, by all the other free States of the Union, such a fact combined with the continuance of our own imperfect educational arrangements, ought to suggest to him matter for reflection, less pressing, but not less profoundly important than if he heard that Congress had passed resolutions

for trebling the American army, or for increasing their navy, by twenty large screw steamers of the line.

“ These principles, when fully stated, are so self-evident, that a prudent statesman would act on them with perfect confidence, although he did not distinctly discern the precise mode in which, at any time they were operating to the disadvantage of his own country. But even among legislators there are some who view with distaste all general reasonings, and who, in matters of this kind, require something more specific to convince their understandings or stimulate them to action. And, unfortunately, there is ample evidence, in this case, of the specific manner in which the English people, in a point intimately connected with their national power, are exposed to detriment, in consequence of defective education.

“ I do not allude to the great progress made by New Englanders in mechanical and manufacturing skill, manifestly as this has been promoted by their generally cultivated intelligence, and valuable as that skill must be in adding to the resources of the Union. Important information on this head is contained in the Special Reports of Mr. Wallis and Mr. Whitworth, two of the Commissioners appointed to attend the Exhibition of Industry in the city of New York, which were printed among the Parliamentary papers of last session, and which, at the time of their publication, attracted much attention and occasioned some uneasiness. There is, however, such a vast fund of inventive ingenuity in the manufacturing districts of Great Britain that there does not seem to be any real danger to the empire on this side; and every new development of constructive powers in New England or any other country should rather be cordially welcomed, as adding to the common stock of human inventions. But what I would press on the serious notice of all Englishmen is the effect which the superior education of the Americans now has, in giving an advantage to the commercial marine of the United States over our own. On this point, most painful evidence was given to the world in papers relating to the commercial marine of Great Britain, which were presented to both Houses of Parliament in 1848. It is there proved, by communications from various British Consuls, that American captains and seamen are now, on the

whole, superior to our own, and this superiority is mainly attributed to the better education of the captains, and to the better education and stricter sobriety of the seamen. Nay, moreover, it actually appears that, at the time to which these communications refer, American ships, in consequence of that superiority, *not only maintained, almost invariably, a decided preference over British ships, but generally a higher rate of freight.* Now, when we reflect that, hitherto, enlarged experience has shown that the naval supremacy of a nation rests, eventually, on the superiority of its commercial marine, and when we further know that the tonnage of the American shipping now very nearly equals that of our own, it becomes unpleasantly plain to the meanest capacity that the neglect of the legislature to provide a superior education for the mass of the people, is putting in jeopardy the naval supremacy of Great Britain.

“The facts contained in these parliamentary papers on the commercial marine did not escape the notice of those departments of government which received the information. The unrivalled excellence, in speed and internal accommodations, of the American liners plying from Liverpool to Boston and New York, had long been known, as well as the circumstance that they had almost entirely driven British vessels out of competition with them; but the explanation of this result remained a mystery to all but a few observers, until a light was thrown upon it by the British Consuls in America. It is now one of the most remarkable instances on record how a nation may be directly punished, through its material interests, for the neglect of its moral duties. * * * * * But the really essential point is this, that, owing to judicious laws, there has sprung up on the other side of the Atlantic, in another nation, of the same blood, and speaking the same language as our own, a race of sailors who are equally skillful in their vocation, and who are, at the same time, somewhat more generally intelligent and sober than English sailors. And it is found by experience that this difference, together with a somewhat similar difference in the captains of the two nations respectively, tends to give a distinct advantage to their commercial marine. Now for this inferiority in the English sailors there seems to be only one

adequate remedy—and this is to take care that our own system of elementary instruction shall universally, and in every respect be just as good as in any one of the United States.”

Thus it appears from facts presented to the English House of Commons, that American labor is more productive in ship-building and commerce, because it is better educated. That education not only gives vigor and energy to the mind of the laborer, but efficiency and capacity to the body; ship builders are made more expert, and seamen more temperate, faithful and trustworthy. Hence it must be inferred that in those commercial towns, where liberal expenditures are made for the support of public schools, and where great prominence is given to the study of mechanic arts, ship builders will be able to secure able architects, skillful workmen with reliable and efficient seamen. And with these auxiliaries, the merchant can obtain a better ship for less money, and secure better freights and more of them. Labor and education are the substantial resources of the State. The State is indebted to them for all it possesses of improvement, wealth and power. They not only constitute the vital interest of its civil and social institutions, but form a basis upon which the development of other resources, and the success of its great branches of industry mainly depend. They have effected all the great improvements in agriculture, mechanic arts and manufactures. They have built our cities, improved our farms, and constructed our ships, railroads and canals. And the time is not far distant, if party strife could have an end, and sufficient encouragement be given, by the adoption of a more liberal policy, towards our public schools and manufacturing interests, when another class of facts will be presented to the English House of Commons, and the same reason will be assigned for the superiority of American labor over English, in spinning cotton and woolen.

As to the effect of popular education upon cotton and woolen manufactories, the Hon. Horace Mann thus speaks:

“Why is it that, so far as this Union is concerned, four-fifths of all the improvements, inventions and discoveries, in regard to machinery, to agricultural implements, to superior models in ship-building, and to the manufacture of those refined instruments on which accuracy in scientific observations depends,

have originated in New England? I believe no adequate reason can be assigned, but the early awakening and training power of thought in our children. The suggestion is not made invidiously, but in this connection it has too important a bearing to be omitted; but let any one who has resided or traveled in those States where there are no common schools, compare the condition of the people at large, as to thrift, order, neatness, and all the external signs of comfort and competence, with the same characteristics of civilization in the farm houses and villages of New England. These contrasts exist, notwithstanding the fertility of the soil and the abundance of mineral resources, in the former States, as compared with the sterile surface and granite substratum of the latter. Never was a problem more clearly demonstrated, than that even a moderate degree of intelligence, diffused through the mass of the people, is more than an equivalent for all the prodigality of nature. It is said, indeed, in regard to those States where there are no provisions for general education, that the want of energy and forecast, the absence of labor-saving contrivances and an obtuseness in adapting means to ends, are the consequences of a system of involuntary servitude; but what is this, so far as productiveness is concerned, but a want of knowledge?—what is it but the existence of that mental imbecility and torpor, which arises from personal and hereditary neglect? In conversing with a gentleman, who had possessed most extensive opportunities for acquaintance with men of different countries and of all degrees of intellectual development, he observed, that he could employ a common emigrant or a slave, and if he chose, could direct him to shovel a heap of sand from one spot to another, and then back into its former place, and so to and fro, through the day; and that with the same food or the same pay, the laborer would perform this tread-mill operation without inquiry or complaint; but, added he, neither love nor money would prevail on a New Englander to prosecute a piece of work of which he did not see the utility. There is scarcely any kind of labor, however simple or automatic, which can be so well performed without knowledge in the workman, as with it. It is impossible for an overseer or employer, at all times, to supply mind to the laborer. In giving directions for the shortest series or train of opera-

tions, something will be omitted or misunderstood; and without intelligence in the workman, the omission or the mistake will be repeated in the execution.

“It is a fact of universal notoriety, that the manufacturing population of England, as a class, work for half, or less than half the wages of our own. The cost of machinery there, also, is about half as much as the cost of the same article with us; while our capital when loaned produces nearly double the rate of English interest. Yet, against these grand adverse circumstances, our manufacturers, with a small per centage of tariff, successfully compete with English capitalists, in many branches of manufacturing business. No explanation can be given of this extraordinary fact, which does not take into the account the difference of education between the operatives of the two countries. Yet where in all our Congressional debates upon this subject, or in the discussions and addresses of National Conventions, has this fundamental principle been brought out; and one, at least, of its most important and legitimate inferences displayed, namely, that it is our wisest policy as citizens, —if indeed it be not a duty of self-preservation as men,—to improve the education of our whole people, both in its quantity and quality.

“I have been told by one of our most careful and successful manufacturers, that, on substituting, in one of his cotton mills, a better for a poorer educated class of operatives, he was enabled to add twelve or fifteen per cent. to the speed of his machinery, without any increase of damage or danger from the acceleration. How direct and demonstrative the bearing, which facts like these have upon the wisdom of our laws respecting the education of children in manufacturing establishments! What prominence and cogency do they give to the argument for obeying it, if not from motives of humanity, at least from those of policy and self interest! I am sorry to say, that this benignant and parental law is still, in some cases, openly disregarded; and that there are employers among us, who say, that if their hands come punctually to their work, and continue at it during the regular hours, it is immaterial to them what private character they sustain, and whether they attend the evening schools

or the lyceum lecture on the week day, or go to church on the Sabbath.

“The number of females in this State, engaged in the various manufactures of cotton, straw-plaiting, &c., has been estimated at forty thousand; and the annual value of their labor, at one hundred dollars each, on an average, or four millions of dollars for the whole. Now suppose the whole forty thousand females engaged in the various kinds of manufactures in this Commonwealth be degraded to the level of the lowest class, it would follow that their aggregate earnings would fall at once to two millions of dollars. But, on the other hand, suppose them all to be elevated by mental cultivation to the rank of the highest, and their earnings would rise to the sum of six millions of dollars annually.

“I institute no comparison in regard to the company imported from England, who, though accustomed to work in the mills of Manchester, could not earn their living here.

“These remarks, in regard to other States or countries, emanate from no boastful or vain-glorious spirit. They come from a very different mood of mind, for I have the profoundest conviction,—and could fill much space with the facts that would justify it,—that other communities do not fall short of our own, so much as we fall short of what we might easily become.”

But lest it should be said that these are the impractical views of literary men, I would especially call the attention of the inhabitants of our manufacturing towns to a few facts, stated by reliable business men who have been engaged in these pursuits, and who have carefully estimated the value of educated and uneducated labor.

Respecting the subject under consideration, M. M. Mills of Boston, says :

“The house with which I am connected in business, has had for the last ten years the principal direction of cotton mills, machine shops, and calico printing works, in which are constantly employed about three thousand persons. The opinions I have formed of the effects of a common school education upon our manufacturing population, are the result of personal observation and inquiries, and are confirmed by the testimony of the

overseers and agents, who are brought into immediate contact with the operatives. They are as follows:

" 1. That the rudiments of a common school education are essential to the attainments of skill and expertness as laborers, or to consideration and respect in the civil and social relations of life.

" 2. That very few, who have not enjoyed the advantages of a common school education, ever rise above the lowest class of operatives; and that the labor of this class, when it is employed in manufacturing operations, which require even a very moderate degree of manual or mental dexterity, is unproductive.

" 3. That a large majority of the overseers, and others employed in situations which require a high degree of skill, in particular branches; which, oftentimes, require a good general knowledge of business, and, *always*, an unexceptionable moral character, have made their way up from the condition of common laborers, with no other advantage over a large proportion of those they have left behind, than that derived from a better education.

" A statement made from the books of one of the manufacturing companies under our direction, will show the relative number of the two classes, and the earnings of each. This will may be taken as a fair index of all the others.

" The average number of operatives employed the last three years is twelve hundred. Of this number there are forty-five unable to write their names, or about three and three-fourths per cent.

" The average of women's wages, in the departments requiring the most skill, is \$2.50 per week, exclusive of board. The average of wages in the lowest departments is \$1.25 per week.

" Of the forty-five who are unable to write, twenty-nine, or about two-thirds, are employed in the lowest department. The difference between the wages earned by the forty-five, and the average wages of an equal number of the better educated class, is about twenty-seven per cent. in favor of the latter.

" The difference between the wages earned by twenty-nine of the lowest class, and the same number in the higher, is sixty-six per cent.

" Of seventeen persons filling the most responsible situations

in the mills, ten have grown up in the establishment from common laborers or apprentices.

“This statement does not include an importation of sixty-three persons from Manchester, in England, in 1839. Among these persons, there was scarcely one who could read or write, and although a part of them had been accustomed to work in cotton mills, yet, either from incapacity or idleness, they were unable to earn sufficient to pay their subsistence, and at the expiration of a few weeks, not more than a half a dozen remained in our employment.

“In some of the print works, a large proportion of the operatives are foreigners. Those who are employed in the branches which require a considerable degree of skill, are as well educated as our people in similar situations. But the common laborers, as a class, are without any education, and their average earnings are about two-thirds only of those of our lowest classes, although the prices paid to each are the same, for the amount of work.

“Among the men and boys employed in our machine shops, want of education is quite rare; indeed, I do not know an instance of a person who is unable to read and write, and many have had a good common school education. To this may be attributed the fact, that a large proportion of persons who fill the higher and more responsible situations, came from this class of workmen.

“From these statements, you will be able to form some estimate, in dollars and cents, at least, of the advantages even of a little education to the operative; and there is not the least doubt that the employer is equally benefited. He has the security for his property that intelligence, good morals, and a just appreciation of the regulations of his establishment always afford. His machinery and mills, which constitute a large part of his capital, are in the hands of persons, who by their skill, are enabled to use them to their utmost capacity, and to prevent any unnecessary depreciation.

“Each operative in a cotton mill may be supposed to represent four thousand to twelve thousand dollars of the capital invested in the mill and its machinery. It is only from the most diligent and economical use of this capital that the pro-

prietor can expect a profit. A fraction less than one-half of the cost of manufacturing common cotton goods, when a mill is in full operation, is made up of charges which are permanent. If the product is reduced in the ratio of the capacity of the two classes of operatives mentioned in this establishment, it will be seen that the cost will be increased in a compound ratio.

“My belief is, that the best cotton mill in New England, with such operatives only as the forty-five mentioned above, who are able to write their names, would never yield the proprietor a profit; that the machinery would soon be worn out, and he would be left in a short time, with a population no better than that which is represented, as I suppose, very fairly, by the importation from England.”

Mr. Clark, Superintendent of the Merrimac Mill, Lowell, in reply to a letter addressed to him for information upon this subject, states:

“During the last eight years, I have had under my superintendence, upon an average, about fifteen hundred persons of both sexes. I have found, with very few exceptions, the best educated among my hands to be the most capable, intelligent, energetic, industrious, economical and moral; that they produce the best work, and the most of it, with the least injury to the machinery. They are, in all respects, the most useful, profitable and the safest of our operatives; and as a class they are more thrifty and more apt to accumulate property for themselves.

“I have recently instituted some inquiries into the comparative wages of our different classes of operatives; and among other results, I find the following applicable to our present purpose. On our pay-roll for the last month, are borne the names of twelve thousand and twenty-nine female operatives, forty of whom receipted for their pay by ‘making their mark.’ Twenty-six of these have been employed in job work, that is, they were paid according to the quantity of work turned off from their machines. The average pay of these twenty-six falls eighteen and a half per cent. below the general average of those engaged in the same departments.

“Again, we have in our mills about one hundred and fifty females who have at some time been engaged in *teaching schools*. Many of them teach during the summer months and

work in the mills in winter. The average wages of these ex-teachers I find to be seventeen and three-fourths per cent. *above the general average of our mills, and about forty per cent. above the wages of the twenty-six who cannot write their names.* It may be said that they are generally employed in the higher departments, where the pay is better. This is true, but this again may be, in most cases fairly attributed to their education, which brings us to the same result. If I had included in my calculation, the remaining fourteen of the forty, who are mostly sweepers and scrubbers, and who are paid by the day, the contrasts would have been still more striking; but having no well educated females engaged in this department with whom to compare them, I have omitted them altogether. In arriving at the results, I have considered the net wages merely, the price of board being in all cases the same. I do not consider these results as either extraordinary or surprising, but as a part only of the legitimate and proper fruits of a better cultivation and fuller development of the intellectual and moral powers."

Were it possible for the people of Maine to be always engaged in lumbering, fishing and grazing, the establishment of schools for any particular course of instruction which would qualify the laboring classes for the prosecution of refinements in art, and skill in manufactures, would doubtless be regarded as chimerical. The establishment of a school of mechanic arts for shepherds, or an academy of science for fishermen, or a classic institute for lumbermen would be useless and ridiculous. But these primitive resources are gradually passing away, and the government of Maine, if it means to superintend the education of its people, must now ascertain what are the resources of the State, next in order of development. It may then be prepared to superintend aright, the education and energies of the people. If the resources of the State be chiefly mechanical, manufactural and commercial, let a more liberal policy be adopted towards these branches of industry, and let the study of mechanic arts on which success in them so much depends, have a greater prominence in our public schools; for it is an American as well as a Prussian maxim, that what we would have the people to be, must be put into the public schools.

CENTRAL SCHOOLS.

Nearly one-twentieth of the whole number of the public schools provided for and supported by the State, are located in the cities and large towns. They are, with few exceptions, graded and accommodated in elegant buildings erected for the purpose. These buildings are internally fitted up with the latest style of modern school furniture, and various useful diagrams, charts and apparatus. They will compare favorably with the school houses of like cities and towns in New England. These schools are now and have long been in a vigorous and prosperous state. They are gradually becoming what they ought to be; and it is hoped that some expedient will soon be devised which will bring the entire school population of the cities and towns under their beneficial influence. But as the great mass of our school population is in the country, beyond the limits of these cities and towns, the prosperous condition of the graded schools furnishes no evidence respecting the state of those in the country. That they are greatly inferior, no one can fail to perceive. They need better school houses and better internal arrangements for the convenience and health of the scholars. A few of these houses are neat and comfortable, but the majority are miserable hovels, unprovided with suitable school furniture or apparatus. They want better teachers; those generally employed are young men of energy and enterprise, who seek more to improve their own imperfect qualifications, than to promote the interest of their schools. They may know something of the branches usually taught in them, but of skillful teaching very little.

It is not surprising that good teachers should abandon their schools; there is some difference between two months employment annually at forty dollars per month, and two months at twenty; shortness of the term, and low wages, render it impossible to retain young men of talent and energy in these schools.

Many other things might be mentioned which have conspired to make our schools in the country what they now are,—to present them in detail is needless. The fundamental cause of them all lies in the frenzy of the people, who, in spite of reason, appear determined to compute their educational advantages not

from the high and efficient character of their schools, but from the proximity of the school house. By this strange arithmetic nine-tenths of the community have been compelled to submit to poor schools, lest the remaining one-tenth should be subjected to some little inconvenience in attending good schools at a greater distance. These notions have hitherto prevailed to such an extent that districts have been divided again and again until two-thirds are now really unable to provide competent teachers, suitable houses, or the necessary school furniture and apparatus. These feeble districts being unable to furnish adequate means form the only barrier which has impeded the progress of the country schools, and could this single obstruction be removed by the adoption of the central school plan, more than one-half of the country schools might be fixed upon a basis similar to that of the graded schools, and become equal to them in interest, energy and efficiency.

A central school for scholars between twelve and twenty-one years of age could be established in every country village throughout the State. These central schools could be supported by union districts formed by uniting with the central village districts several of the adjacent districts. These adjacent districts might remain as they now are and provide schools for scholars between four and twelve years of age. Female teachers could then be employed both winter and summer terms for about one-half of the present expenditures. By this arrangement the number of male teachers would be so greatly reduced that little additional expenditure would be required to enable the union districts to support a highly respectable central school from the first of September to the first of April. They would be abundantly able not only to provide convenient and comfortable houses and supply them with all the necessary school furniture and apparatus, but to proffer the inducements of longer schools, higher wages and more permanent employment to first class teachers. They could elevate the standard of public instruction, and so increase the efficiency of the country schools, that parents would manifest a deeper interest and scholars would become more ambitious to attain a high position in them. The only sacrifice which the central school system requires to be made, is that one-tenth of the scholars be subjected to some little inconvenience in attending.

PLAN PROPOSED BY HORACE MANN.

It seems not unconnected with this subject to inquire, whether in many places out of our cities, a plan may not be adopted to give greater efficiency to the means now devoted to common school education. The population of many towns is so situated as conveniently to allow a gradation of the schools. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition, one house as centrally located as circumstances will permit, would accommodate the population on a territory of about four square miles, or which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons whose experience attests that they never enjoyed better health or made greater progress, than when they went two miles and a half or three miles daily to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of sixteen square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of four miles square, i. e., sixteen square miles, for the younger children, there would be one central school for the older. Suppose there is \$600 to be divided amongst the inhabitants of this territory of sixteen square miles, or \$150 for each of the four districts:—suppose farther that the average wages for the male teachers is \$25, and for females \$12.50 per month. If according to the present system, four male teachers are employed for the winter term and four females for the summer, each of the summer and winter schools may be kept four months. The money would then be exhausted; i. e., four months summer, at \$12.50=\$50; and four months winter at \$25=\$100; both equal to \$150. But according to the plan suggested, the same money would pay for six months summer school instead of four, in each of the four districts, and for a male teacher's school eight months at \$35 a month instead of \$25 a month, and would then leave \$20 in the treasury. By this plan the great superiority of female over male training for children under eight, ten or twelve years of age would be secured; the larger scholars

would then be separated from the smaller, and thus the great diversity of classes and of studies, in the same school, which now crumbles the teacher's time into dust, would be avoided; the female schools would be lengthened one-half; and the length of male schools would be doubled, and for the increased compensation a teacher of fourfold qualifications could be employed.

Undoubtedly in many towns upon the Cape or among the mountains, the course of the roads and the face of the territory would present insuperable obstacles to the full reduction of this scheme of practice. But it is as unquestionable that in many others no physical impediment exists to its immediate adoption; especially if we consider the legal power of different towns to unite portions of their territory for the joint maintenance of schools. We have not yet brought the power of united action to bear with half its force upon the end or the means of education. I think it will yet be found more emphatically true in this department of human action than in any other, that adding individual means multiplies social power.

PLAN PROPOSED BY HENRY BARNARD.

To remedy in all, or in part, the evils thus summarily presented, it is proposed that so far as practicable, the younger children with the primary studies, be assigned to female teachers, and the older children and more advanced, to male teachers, and that both classes of teachers be well qualified for their appropriate grade of schools. This it is thought can be done in one of the following modes:

1. By employing in every district, numbering over fifty children in school, two or more teachers, as is now done in more than eighty districts. There are several hundred districts that could adopt this course.

2. By the union of two or more adjoining districts, for the purpose of maintaining a union school, for the older children of such associating districts, while the younger children of each are left in the district schools. There is scarcely a school society in the State, where at least one such union district cannot be formed.

3. By the establishment of a central school, where the circumstances of the society will admit of its being done, for the older children of all the districts.

By the establishment, in each society of one central school, or one or more union schools, for the older children and more advanced studies, the district school will be relieved of at least one-half the number of classes and studies, and the objections to the employment of female teachers in the winter, on account of their alleged inability to govern and instruct the older boys, will be removed.

As the compensation of female teachers is less than one-half that paid to males, every instance of the employment of a female teacher in place of a male teacher in the district school will save one-half the wages paid to the latter, which can be expended in increasing, partly the wages of the former, and partly the wages of the male in the union or central school. It will be found that the same amount of money now expended in three districts on three female teachers in summer, and three male teachers in winter, will employ three female teachers for the whole length of the summer and winter schools, and one male teacher for the winter, at an advance of one-third or one-half the average wages paid to each. This arrangement will thus lead to more permanent employment of a larger number of female teachers at an advanced compensation, thus holding out an additional inducement to females of the right character and qualifications to teach in the district school. It will also reduce the demand for male teachers except of the highest orders of qualifications, and increase the wages of those who are employed. In both ways it will diminish the expense, the loss of time, and other evils of a constant change of teachers in the same school, and give permanence and character to the profession of teacher. It will enable the teachers of the several schools to introduce studies, discipline and instruction appropriate to each. In the district primary school the younger children need no longer be subjected to the discomforts and neglects which they now experience, or primary studies be crowded one side, to make room for the higher branches. In the union or central school, the scholars, coming as they would from the primary school, well grounded in the fundamental branches, will be prepared to

enter profitably, upon studies which are now pursued to advantage, only in academies and other private schools of a similar grade. Thus all that is now accomplished in the district school will be better done, the course of study very much extended, and the advantages of a more thorough and complete education be more widely diffused.

SUGGESTIONS.

That one Normal School for the training and accommodation of four hundred teachers, male and female, be established at some point near the centre of the State.

That Teachers' Institutes, as an essential part of a complete system, should be continued in conjunction with the Normal School; and sufficient means should be provided to enable your Superintendent to procure the ablest lecturers and teachers.

That our committees be required by a special provision of law to dismiss their schools during the session of their respective county Institutes, and insist on the attendance of their teachers.

That each central village district containing a population of two hundred, be required to unite with a sufficient number of adjacent districts to form one central district, not exceeding four miles in length or breadth.

That such central district be required to support a school for the instruction of scholars between twelve and twenty-one years of age, from the first Monday in September to the first of April.

That Superintending School Committees be required to effect in their respective towns a perfect uniformity in the use of text books.

That the Superintendent be required to recommend in his annual report such changes in the use of text books as will secure a more perfect uniformity in the towns throughout the State.

That the money received from the State for the support of public schools should be apportioned among the *several* towns throughout the State according to the number of children between four and twenty-one years of age that attend the public schools.

CLOSING REMARKS.

Before closing this report I feel it my duty, and I do not know where better, than here to acknowledge the kindness and hospitality of those gentlemen with whom my official duty has made it my business and pleasure to become acquainted. Their courtesy and readiness to render me every assistance in their power, is fully appreciated; and I acknowledge my indebtedness to those school officers and other gentlemen who have received me so kindly and aided me so much in the discharge of my official duties.

In this connection, duty constrains me to add that I am greatly indebted to F. C. Brownell, Secretary of the Holbrook School Apparatus Manufacturing Company, of Hartford, Conn., for his willing assistance. The same acknowledgments are due to Messrs. Ide and Dutton of Boston. These gentlemen have enabled me to lay before you those various cuts of useful school apparatus upon the practical utility and necessity of which, in teaching children, I designed to speak specially, but my feeble health, which has already caused too much delay, would not permit.

For any omission or improper discharge of those duties attached to the high trust committed to me, I claim that indulgence so generally and cheerfully accorded by the intelligent, disinterested, and public spirited, to the young and inexperienced, however responsible the stations they hold.

The common school system, grand in its structure, noble in its aim, in whatever light regarded, is of vital importance to the interests of Maine. In its commercial, manufacturing and mechanical effects, in its social, political and moral tendencies, and in its power to impart usefulness, goodness, and happiness to the poorest and lowest of mankind, it has the highest claims to the best efforts of all our citizens to cherish, sustain and strengthen it for its own sake, and free from foreign and injurious influences, but I fear that it is in greater danger of dissolution from political prejudices than from all other causes combined.



APPENDIX TO THE ANNUAL REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS,

IN THE

STATE OF MAINE,

FOR THE YEAR 1856:

CONTAINING

STATISTICAL TABLES,

STEREOTYPE PLATES OF SCHOOL ARCHITECTURE AND APPARATUS,

EXTRACTS FROM THE

Reports of Superintending School Committees,

AND

LAWS RELATING TO PUBLIC SCHOOLS.

APPENDIX A.

APPENDIX A.

STATISTICAL TABLES, showing the whole number of Scholars and average attendance—the whole number and average length of Schools—the amount of money expended—the wages of Teachers—and the condition of School Houses.

TABLE I.
ANDROSCOGGIN COUNTY.

COMMON SCHOOLS.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Auburn,	2108	720	577	753	609	10.1	11.4	21.5	\$19 90	\$21 50	\$2 06	\$3 50	598	.49
Danville,	703	323	254	389	325	8	8.5	16.5	-	22 11	1 73	-	289	.41
Durham,	739	384	303	536	434	9.5	8.8	8.9	18 69	26 69	1 91	3 41	368	.49
East Livermore,	350	224	175	287	212	9.9	10.4	20.3	19 59	26 59	1 61	3 11	193	.55
Greene,	545	270	203	329	246	9.8	9.1	19.4	21 50	23 50	1 50	3 00	224.5	.41
Lewiston,	1416	764	554	881	631	11.7	11.7	23.5	25 00	33 00	2 37	3 87	592.5	.41
Leeds,	523	299	231	383	317	8.5	17.8	26.5	17 69	-	1 45	-	274	.52
Lisbon,	516	325	246	343	291	9.5	10.7	20.2	19 34	25 12	1 50	2 75	268.5	.52
Livermore,	613	411	310	514	421	8.9	10.9	19.8	19 10	25 70	1 87	3 12	363.5	.59
Minot,	644	402	392	457	399	10	10.1	20.1	22 73	39 73	2 04	3 54	395.5	.61
Poland,	1091	433	330	803	665	9.1	9.3	18.4	18 19	26 10	1 75	3 50	497.5	.77
Turner,	988	554	440	675	572	9.5	9.5	19	20 14	28 14	2 10	4 00	506	.50
Wales,	226	117	89	159	134	9.2	11.5	20.7	19 00	25 00	1 73	2 97	111.5	.49
Webster,	375	257	190	323	266	11.3	9.4	20.7	23 00	29 00	1 79	3 12	228	.69

AROOSTOOK COUNTY.

Amity,	126	91	60	32	22	13	14	27	-	-	2 13	3 50	41	.53
Hodgdon,	407	244	172	249	156	9.3	9.2	18.5	18 50	24 00	1 91	2 91	161	.40
Houlton,	757	389	269	410	298	11	9.1	29.1	20 00	28 00	2 25	3 75	279	.37
Linneus,	329	175	119	148	113	10.3	19.7	39	22 00	-	2 06	-	116	.36
Masardis,	56	34	29	.18	16	8	8	16	15 00	23 00	1 50	3 00	22.5	.49
Monticello,														
New Limerick,	92	62	36	30	21	10.5	8	9 $\frac{3}{4}$	-	-	2 00	-	28.5	.31
Smyrna,														
Weston,	183	119	99	70	57	11	17	9.6	23 00	31 00	2 08	3 58	67	.31
Bancroft,	73	61	49	-	-	13.1	-	13.3	-	-	1 67	3 17	49	.67
Belfast Academy Grant,	155	80	58	38	28	12.3	10.9	11 $\frac{1}{4}$	-	-	-	2 25	43	.39
Benedicta,	172	71	40	192	65	13	11	24	-	22 00	-	4 17	52.5	.27
Bridgewater,	398	156	103	-	-	14.3	-	-	-	-	2 12	3 12	103	.32
Crystal,	89	-	-	-	-	10	-	15	-	-	1 87	-	-	-
Dayton plantation,	39	-	-	1	1	-	6	6	-	22 00	-	-	-	-
Eaton Grant plantation,	164													
No. 9, Range 6,	36	33	27	-	-	-	24	-	-	-	2 00	-	27	.75
Golden Ridge,	130	45	37	88	69	14	10.3	24.3	-	-	2 15	3 65	53	.40
Hancock plantation,	584	87	73	35	27	-	-	-	-	-	-	-	50	.08
Haynesville,	49	39	26	-	-	12	-	-	12 00	-	2 00	-	26	.65
Leavitt,	36													
Letter D,	313	142	106	125	102	9	8.6	17.6	20 00	28 00	2 22	3 72	104	.30
Letter H,	153	75	69	37	30	12	11.8	25.5	18 00	26 00	2 00	3 50	45	.29
Limestone River pl.,	30	-	-	27	20	-	12	12	-	-	2 00	4 00	29	.67
Macwahoc,	67	31	25	29	-	12	12	24	18 00	-	2 00	-	25	.37
Madawaska,	731	71	51	40	37	18	15	33	19 35	38 75	-	-	44	.06
Molunkus,	12													
Orient plantation,	89	60	50	-	-	14	-	14	-	-	2 00	3 00	50	.56
Portage Lake,	331													
Presque Isle,	171	46	30	158	129	10	11	22	20 00	-	2 66	-	75	.43
Reed plantation,														
Salmon Brook,	57	57	31	48	30	24	19	43	-	-	1 87	-	30	.53
Williams' College Grant,	146													
No. 11,	191	-	-	85	67	-	10.1	10.1	16 00	20 00	1 50	2 00	43	.22
Letter G,														
Van Buren pl.,	535													

TABLE I.
CUMBERLAND COUNTY.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Baldwin,	414	267	189	288	223	10	11.1	21.1	\$22 25	\$29 25	\$2 03	\$3 28	206	.50
Bridgton,	1042	493	367	595	486	9.7	12.7	22.4	19 75	-	1 92	-	426	.40
Brunswick,	1828	1059	837	1201	925	9.1	11.5	20.6	25 00	34 00	2 75	3 50	881	.48
Cape Elizabeth,	1052	567	369	723	532	14.2	14.3	28.5	25 00	35 00	2 00	3 75	450.5	.42
Casco,	441	365	247	215	165	11	11	20	20 00	26 00	2 67	4 00	206	.46
Cumberland,	692	328	247	450	348	10.3	10.6	20.9	24 65	33 55	1 94	3 70	297	.65
Falmouth,	742	372	318	594	518	9.6	9.8	19.4	29 00	38 00	3 00	4 50	487.5	.65
Freeport,	1025	603	451	684	518	8.2	10	18.2	21 82	24 57	2 21	3 71	484.5	.47
Gorham,	1294	549	398	618	484	10.6	11.3	21.9	19 91	-	2 25	-	441	.33
Gray,	733	451	339	511	504	10.4	9.7	20.1	19 96	26 46	1 83	3 08	421.5	.57
Harpswell,	587	319	235	409	331	10.5	8.4	18.9	21 25	23 75	1 60	3 10	283	.48
Harrison,	461	274	212	358	274	10.8	12.5	23.4	21 25	29 25	2 00	3 50	243	.50
Naples,	466	299	226	359	264	7	9	16	18 00	25 00	1 77	3 00	245	.52
North Yarmouth,	453	214	162	302	230	12.3	12	24.3	25 00	35 00	2 12	3 66½	196	.43
New Gloucester,	677	330	255	435	351	9.6	11	20.6	22 00	29 00	2 26	3 51	303	.44
Otisfield,	441	268	205	315	250	10	11	21	18 00	24 00	1 31	2 75	227.5	.51
Portland,	8564	3778	2654	3844	2835	-	-	-	-	63 08	-	16 77	2744 5	.32
Pownal,	442	249	201	400	346	7.3	9.8	17.1	21 50	-	3 00	-	273.5	.62
Raymond,	476	278	222	340	260½	9.4	11.2	20.6	23 70	31 70	2 16	3 16	241	.50
Scarborough,	693	368	261	524	399	9.9	10.2	20.1	22 00	30 00	2 21	3 46	330	.47
Sebago,	351	227	181	218	168	9.7	10	19.7	14 84	21 34	1 85	2 75	174.5	.49
Standish,	799	445	383	535	437	11.7	8.9	20.6	17 50	23 50	2 19	3 44	410	.51
Westbrook,	1505	869	645	993	792	14.3	12	26.3	28 00	-	2 75	-	718.5	.47
Windnam,	974	539	493	629	497	11.4	10.6	22	20 75	28 75	2 22	3 72	450	.84
Yarmouth,	692	325	298	351	250	9.3	13.4	22.7	26 43	35 00	2 72	4 73	229	.33

COMMON SCHOOLS.

FRANKLIN COUNTY.

Avon,	286	133	102	250	194	8	9.5	8.7	13 89	19 13	1 22	2 47	480	.52
Carthage,	153	100	78	142	109	7.3	10.1	17.4	16 67	21 67	1 40	2 40	93.5	.61
Chesterville,	429	243	202	318	268	9.3	10.5	19.7	20 60	26 09	2 00	3 00	235	.54
Farmington,	959	615	470	714	611	9.8	10.3	9.9	17 45	23 45	1 58	2 83	540.5	.56
Freeman,	290	143	107	226	199	10	10	23	16 00	22 00	1 65	2 65	153	.52
Industry,	351	167	127	259	198	7	9.1	8.1	20 33	25 00	1 61 $\frac{3}{4}$	3 00	162.5	.46
Jay,	652	395	310	492	410	8.8	10.2	19	17 00	25 00	1 38	2 63	360	.55
Kingfield,	233	130	109	213	176	9.2	11.8	21	22 09	25 00	1 50	2 50	142.5	.56
Madrid,	189	109	79	155	120	8.8	9	17.8	14 00	20 00	1 43	2 68	99.5	.52
New Sharon,	642	352	274	517	457	9	9.3	18.9	21 71	28 71	2 25	3 75	365.5	.56
New Vineyard,	238	150	112	199	148	7.1	9	8	17 20	23 20	1 81	2 81	130	.54
Phillips,	798	383	271	533	499	8	9.8	17.5	16 23	22 23	1 71	2 96	340	.48
Salem,	155	61	6	162	29	7	9	16	13 00	14 00	1 25	2 59	17.5	.11
Strong,	376	197	176	352	273	9	11	20	19 93	23 93	1 59	2 84	224.5	.60
Temple,	294	163	107	211	166	8	8	16	14 80	19 48	1 25	2 42	136.5	.46
Weld,	411	210	151	361	272	8.2	9.5	17.7	14 10	15 43	1 30	2 55	211.5	.51
Wilton,	734	418	323	643	527	9.9	12.9	22.8	18 27	19 77	1 91	3 25	425	.58
Bloomfield plantation, } Jackson plantation, }	132													
Letter E,	42	13	9	11	7	6	6	12	-	-	1 00	2 09	8	.19
Rangely,	94	50	40	85	75	8	8	16	12 50	18 00	2 25	3 50	-	-
No. 4,	63	25	20	22	18	8	8	8	-	-	1 18	2 18	19	.30
No. 6,	43	28	20	35	25	12	12	24	-	-	1 25	-	-	-
Rangely plantation,	173	34	23	61	46	6	16	21	12 00	20 00	1 75	3 25	47.5	.27

HANCOCK COUNTY.

Amherst,	135	99	75	197	84	12	9.1	21.1	21 50	29 50	2 81	4 00	79.5	.58
Aurora,	71	61	43	27	16	22	10	19	26 00	34 00	2 08	3 08	29.5	.41
Bluehill,	865	545	397	557	472	9.9	8	17.9	23 52	31 52	2 00	3 00	434.5	.50
Brookline,	435	300	235	302	223	9.6	7.5	17.4	24 43	31 40	1 98	3 23	229	.52
Bucksville,	588	385	290	394	298	8.3	7.2	15.5	20 15	-	1 94	-	294	.50
Bucksport,	1447	829	560	986	724	13	12.2	25.2	30 25	38 25	2 48	3 98	642	.44
Castine,	538	351	246	381	273	13	11	24	19 40	29 40	11 57	17 50	299.5	.48
Deer Isle,	1480	850	742	1066	825	10	8.4	18.4	22 00	30 00	1 67	3 17	784	.53
Dedham,	244	125	106	136	111	8	8	8	23 25	25 53	8 75	10 04	168.5	.44

TABLE I.
HANCOCK COUNTY—(Continued.)

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Eastbrook,	82	37	-	32	-	8	8	-	-	\$25 00	\$1 75	-	-	-
Eden,	518	322	258	333	279	9.8	7.7	16.5	\$22 33	-	2 07	-	268.5	.51
Ellsworth,	2209	1152	820	992	754	11.8	9	20.8	30 00	41 00	2 44	\$4 24	787	.35
Franklin,	367	261	199	153	118	11.8	7.4	9.4	24 75	-	2 37	-	158.5	.43
Gouldsborough,	686	423	333	342	230	11	9.4	20.4	23 60	-	1 92	-	366.5	.44
Greenfield,	129	25	75	72	58	8.4	6	17.4	20 00	23 00	1 50	3 00	66.5	.51
Hancock,	410	274	197	279	228	11.3	9.9	21.2	24 50	-	1 13	-	212.5	.51
Mariaville,	199	104	79	177	137	12.9	6.8	19.4	21 75	29 75	2 08	3 08	108	.54
Mt. Desert,	350	178	130	232	189	8.2	6.4	14.6	26 49	34 40	2 29	3 79	199.5	.57
Orland,	759	378	257	461	338	8.9	10.3	19.2	25 09	35 00	2 26	3 75	297.5	.39
Otis,	66	50	34	27	21	5 6	8.1	13.7	25 09	35 00	2 00	3 37	27.5	.41
Penobscot,	717	429	286	521	409	10	8	18	24 00	32 00	2 00	3 50	347.5	.47
Seaville,	61	56	48	41	34	24	21	45	23 00	31 00	3 00	4 50	43	.70
Sedgwick,	552	323	239	409	310	11.3	8.6	19.9	24 45	26 07	1 88	2 83	289	.50
Sullivan,	291	184	175	200	187	14.1	9.3	23.4	26 67	34 67	2 20	3 45	181	.62
Surry,	574	357	238	315	222	11	7.8	18.8	28 33	37 33	2 17	3 67	239	.40
Tremont,	670	314	235	400	310	9	8.2	8.6	25 49	27 99	2 05	3 55	272.5	.40
Trenton,	531	348	299	491	345	9.1	8	17.1	24 30	-	2 08	-	367	.69
Waltham,	123	94	70	92	58	19	8	18	21 00	28 33	1 62	2 75	64	.52
Swan Island,	184	101	89	139	113	6.9	7.8	15.7	29 50	31 50	1 50	3 00	102	.55
Wetmore Isle,	180	117	99	82	65	7.5	9.9	16.5	26 00	36 00	2 75	3 75	77.5	.42
No. 7,	46	2	18	-	-	12	-	-	25 00	-	2 09	-	18	.39
No. 10,	19	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 21,	19	10	10	-	-	4	-	4	-	-	2 00	-	10	.52

COMMON SCHOOLS.

No. 33,	31	26	26	25	23	16	12	28	16 00	24 00	1 50	3 00	24.5	.79
Long Island,	75	43	35	50	42	8	12	20	20 00	28 00	2 00	3 00	-	-
Cranberry Isle,	142	85	73	101	89	8.5	7.4	15.9	-	24 50	1 78	-	-	-
Harbor Island,	8	8	8	8	8	8	12	20	-	-	1 00	3 00	-	-
Grand Falls plantation,	23													

KENNEBEC COUNTY.

Albion,	605	368	294	413	367	8.4	9.1	17.5	21 10	27 78	1 89	3 14	330	.53
Augusta,	3000	1470	1191	1432	1209	12.6	13.5	26.1	25 28	32 28	2 25	4 00	1200	.40
Belgrade,	510	346	270	516	423	8	9.1	17.1	17 35	24 25	1 84	3 17	431	.84
Benton,	495	294	232	344	278	9.3	9.6	18.9	20 00	28 00	2 21	3 71	319	.62
China,	1191	780	704	850	710	12.5	10.5	22	20 08	25 08	2 09	3 34	707	.59
Chelsea,	466	264	201	262	211	9.4	9.3	18.7	20 80	27 80	1 93	2 31	296	.44
Clinton,	784	391	313	559	449	9.3	10.2	19.5	21 33	30 00	2 50	4 25	386	.49
Farmingdale,	401	234	173	239	198	12.8	12.7	25.5	27 66	-	2 35	-	185.5	.46
Fayette,	368	150	121	279	246	5.5	11.2	19.7	22 33	24 83	1 89	2 85	188.5	.51
Gardiner,	1821	990	769	1121	858	12.4	11.3	23.4	30 60	41 15	2 54	4 15	813.5	.44
Hallowell,	1102	559	433	547	473	23	12	35	41 55	55 55	2 10	3 85	453	.41
Litchfield,	796	445	325	480	477	9	10.3	19.9	20 46	24 55	1 60	2 58	401	.50
Manchester,	395	131	109	215	177	10.4	11.5	21.5	21 67	29 67	2 25	3 75	143	.46
Monmouth,	616	355	296	509	424	9.3	10.1	19.4	19 10	-	1 96	-	360	.58
Mt. Vernon,	484	290	150	404	329	8.4	14.6	23	20 72	28 72	2 27	3 77	239.5	.49
Fittston,	1100	701	561	997	710	10.7	11.3	22	16 71	23 07	2 05	3 55	635.5	.57
Readfield,	571	284	199	459	355	9.8	9.9	19.7	20 35	26 35	2 14	3 64	277	.48
Rome,	337	235	139	280	207	8	9	17	17 09	23 00	1 75	3 00	163.5	.48
Sidney,	751	563	391	611	501	8.3	8.5	16.8	22 50	28 50	2 17	3 42	446	.59
Vassalborough,	1266	745	510	934	797	8.6	9.5	18.1	23 22	-	1 92	-	668.5	.52
Vienna,	374	176	139	253	218	8	8.2	16.2	18 75	24 75	2 11	3 36	173.5	.46
Waterville,	1673	894	628	934	723	11.3	12.6	23.3	23 50	-	2 21	-	675.5	.40
Wayne,	492	321	235	393	313	10.2	11.4	21.6	21 00	26 37	1 70	2 87	274	.55
West Gardiner,	599	272	199	355	286	9.4	9.6	19.3	23 00	31 00	1 87	3 17	242.5	.47
Windsor,	655	-	-	-	-	-	-	-	-	-	-	-	-	-
Winslow,	750	412	296	500	395	8.2	8.7	16.9	21 10	23 10	1 92	2 92	345	.46
Winthrop,	777	446	327	507	394	14.1	12.6	26.6	22 62	24 59	2 25	3 75	369	.46
Clinton Gore,	89	64	92	38	32	9.5	5	14.5	15 00	-	3 00	-	62	.69
Unity plantation,	23	25	12	30	24	8	8	16	13 00	18 16	75	1 25	18	.47

TABLE I.
LINCOLN COUNTY.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Alna,	350	208	160	267	190	11	9.6	20.6	\$23 00	\$32 00	\$1 99	\$3 50	175	.50
Boothbay,	1088	624	481	848	634	10.2	9.5	19.7	24 43	-	3 18	-	557.5	.51
Bremen,	337	244	35	227	38	9.2	8.2	18.1	22 33	33 00	1 95	3 45	-	-
Bristol,	1274	699	518	839	632	10.1	9.1	19.2	24 75	34 75	1 98	3 38	625	.49
Cushing,	318	174	120	206	159	10.9	10.8	21.7	20 66	-	1 81	-	135	.42
Damariscotta,	641	323	257	362	261	11	10	21	23 21	38 21	2 68	4 18	259	.40
Dresden,	596	338	251	398	267	10	10.5	20.5	23 66	31 34	2 00	3 34	259	.43
Edgecomb,	517	270	220	360	281	9	8.2	17.2	21 85	36 85	1 58	2 53	259.5	.48
Friendship,	562	125	120	296	132	10	9	19	21 00	31 00	1 66	3 66	126	.47
Jefferson,	907	503	362	611	480	10.5	9	19.5	22 00	28 00	2 09	3 59	421	.46
Newcastle,	846	417	321	531	419	12	10	22	24 04	34 04	2 00	4 00	365	.43
Nobleborough,	583	350	300	382	310	13.7	10.3	24	19 36	27 00	2 00	3 75	305	.50
Rockland,	2931	2005	1386	1842	1368	11.2	13.1	24.3	37 39	47 54	3 13	4 60	1377	.46
St. George,	1028	565	419	705	501	10.6	8.6	19.2	23 00	25 75	1 73	3 23	460	.44
Southport,	246	105	60	194	164	6	8	14	25 00	-	2 12	-	112	.45
South Thomaston,	628	276	39	489	373	11.4	8.3	19.7	25 25	34 56	1 78	3 82	296	.32
Thomaston,	1295	634	458	663	481	12.5	10.8	23.3	31 85	33 85	4 58	6 08	469.5	.39
Union,	717	394	347	590	478	11.5	10	21.5	23 76	31 76	1 85	3 35	417	.58
Waldoborough,	1920	898	776	679	535	-	-	-	24 00	-	2 00	-	655.5	.34
Warren,	928	585	459	661	550	11	9.6	20.6	25 75	27 75	2 11	3 61	590	.54
Washington,	700	372	287	426	315	9.8	10	19.8	20 58	-	1 61	-	301	.43
Westport,	331	197	165	249	194	11.4	8.1	19.5	24 60	33 66	2 00	4 09	179.5	.54
Whitefield,	778	515	382	637	535	8.7	9.3	18	22 15	28 15	1 93	3 26	460	.50
Wiscasset,	875	293	227	465	381	11.4	13	24.4	27 40	39 80	2 00	3 50	304	.34

Matinecus Isle,	103	44	36	56	47	12	12.5	24	22 00	-	1 75	-	41.5	.40
Monhegan Isle,	50	39	26	50	43	8	7	15	-	-	3 80	-	34.5	.69
Muscle Ridge plantation,	52	19	15	-	-	24	-	24	-	-	2 00	4 00	15	.30
Patricktown plantation,	212	110	88	170	152	8	9	17	21 00	28 00	1 50	2 83	120	.56

OXFORD COUNTY.

Albany,	321	171	121	135	133	9.5	8.2	17.7	12 00	-	1 50	-	127	.40
Andover,	296	214	26	242	34	9.4	8.4	17.8	20 00	22 00	1 71	3 21	-	-
Bethel,	870	480	381	701	586	9.8	9.1	18.9	18 33	26 33	1 96	3 46	483.5	.55
Brownfield,	524	258	209	356	234	9.6	9.4	19	18 08	-	2 00	-	221.5	.42
Buckfield,	-	346	252	460	325	9.8	9.6	19.4	15 60	-	1 48	-	-	-
Byron,	133	89	64	126	104	9	10.2	19.2	13 89	-	1 56	-	84	.63
Canton,	368	229	183	312	234	9.1	10.4	19.5	16 85	21 85	1 42	2 42	208.5	.56
Denmark,	489	331	345	349	260	10.4	11	21.4	16 25	22 25	1 24	3 00	252.5	.51
Dixfield,	410	-	-	-	-	-	-	-	-	-	-	-	-	-
Fryeburg,	732	363	203	431	344	12.3	10.6	22.9	15 55	21 63	2 28	3 36	318.5	.43
Gilead,	144	84	68	124	107	5	7.4	12.3	18 00	25 00	2 00	3 50	87.5	.60
Grafton,	31	14	11	22	17	9	10	19	13 00	16 00	-	1 25	14	.45
Greenwood,	340	210	189	269	210	6	7.2	13.2	15 00	21 09	1 25	2 25	195	.57
Hanover,	113	70	56	96	89	10.3	9.3	19.6	15 25	17 00	1 55	2 75	72.5	.64
Hartford,	454	280	210	400	310	9.7	12	21.7	16 00	-	1 56	-	255	.56
Hebron,	344	178	147	262	227	10.5	11	21.5	19 36	25 36	1 44	2 44	187	.54
Hiram,	521	288	26	346	25	8.1	10.8	18.9	16 66	-	1 87	-	-	-
Lovell,	594	388	325	470	359	12.5	9.3	21.8	18 00	25 00	2 62	4 12	392	.66
Mason,	47	40	31	39	28	9	14.5	23.5	12 00	18 00	2 25	3 87	29.5	.62
Mexico,	204	145	109	133	101	9.4	7.6	17	14 66	20 66	1 75	2 75	105	.51
Newry,	167	144	127	152	128	10	9	19	18 00	-	2 00	-	127.5	.75
Norway,	796	321	237	612	450	11.2	9	20.2	21 00	27 00	1 75	3 25	368.5	.46
Oxford,	485	313	242	359	274	10.5	10.3	20.8	18 10	25 00	1 83	3 08	258	.51
Paris,	990	-	-	-	-	-	-	-	-	-	-	-	-	-
Peru,	454	267	214	349	238	10.1	10.6	20.7	15 80	-	1 49	-	226	.49
Porter,	490	281	204	328	241	9.7	11.4	21.1	14 30	19 30	2 08	3 25	222.5	.45
Roxbury,	91	30	25	40	35	7.2	8.5	15.7	15 59	21 00	1 42	3 00	30	.33
Rumford,	571	310	233	398	322	9.9	9.3	19.2	16 75	18 25	1 51	2 51	277.5	.48

TABLE I.

OXFORD COUNTY—(Continued.)

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Stow,	216	163	131	146	116	7.8	4.2	12	\$15 64	\$16 70	\$1 77	\$2 16	123	.57
Stoneham,	170	145	88	145	103	9	7	16	12 00	-	1 75	-	-	-
Summer,	461	242	185	354	232	9.1	10.3	29	15 00	21 00	2 88	2 88	233.5	.50
Sweden,	239	189	162	219	178	10.2	19.5	21.7	17 25	20 00	1 93	2 75	173.5	.62
Waterford,	529	233	26	398	36	9.8	19.4	21.2	20 20	25 29	1 79	2 70	-	-
Woodstock,	492	271	181	335	246	7.3	9.3	16.6	18 25	21 25	1 65	2 65	213.5	.53
Andover North Surplus, Franklin plantation,	39	-	-	22	19	-	6	6	11 00	18 00	-	-	19	.50
Fryeburg Academy Grant,	103	51	37	91	59	7	7	14	12 00	-	1 63	-	43.5	.41
Hamlin's Grant,	21	-	-	19	19	-	8	8	-	-	2 00	2 84	19	.90
Letter B,	54	26	18	40	23	9	11	23	10 00	16 00	1 12 $\frac{1}{2}$	2 37 $\frac{1}{2}$	29.5	.38
Milton plantation,	92	39	39	56	45	24	32	56	13 00	-	1 50	-	42	.45
No. 5, R. 1 and 2,	89	61	42	73	56	9	8.2	17.2	15 00	-	1 65	-	49	.55
Riley,	41	2	2	1	1	7.5	8	15.5	-	-	2 00	3 25	-	-

PENOBSCOT COUNTY.

Alton,	175	158	196	103	80	9.6	7.7	17.3	21 33	-	2 04	-	93	.53
Argyle,	138	160	25	41	40	11.5	8	19.5	23 00	31 00	3 56	3 00	32.5	.23
Bangor,	5587	3514	2833	3829	3004	14.4	20.3	34.7	35 00	51 75	2 57	4 51	2973.5	.53
Bradford,	641	418	329	502	419	8.3	9.8	18.1	24 43	31 43	2 27	3 60	374	.58
Bradley,	359	217	157	229	176	10.5	12.7	23.2	25 00	33 00	2 63	4 81	166.5	.46

Brewer,	889	610	427	620	398	11.7	11	22.7	30 17	40 68	2 33	3 37	412.5	.46
Burlington,	243	159	122	127	105	11.6	12.6	24.2	18 09	23 00	2 39	4 39	113.5	.46
Carmel,	518	309	208	389	314	9.5	7.8	17.3	22 22	28 56	1 94	3 20	261	.50
Carroll,	192	139	94	135	102	8.8	9.3	18.1	18 00	26 00	1 55	3 59	98	.51
Charleston,	544	349	311	426	394	11.5	10.5	22	22 00	26 00	2 25	3 50	352.5	.66
Chester,	165	135	95	57	42	9	9	18	16 40	24 00	1 93	3 18	68.5	.41
Clifton,	134	69	44	103	82	10	11	21	30 00	40 00	2 04	2 04	63	.47
Corinna,	664	386	316	558	421	8.3	8.7	17	21 50	23 50	2 28	3 78	370	.55
Corinth,	645	469	389	537	445	9.4	8.3	17.7	29 11	31 00	2 04	3 50	414.5	.64
Dexter,	884	541	360	683	567	10.1	10.7	21.8	27 00	36 00	2 33	3 71	463.5	.52
Dixmont,	671	362	253	520	404	10	9.3	19.3	25 41	32 00	1 87	3 12	328.5	.47
Eddington,	333	210	155	199	165	8.7	8	16.7	23 25	31 00	2 06	3 09	149	.42
Edinburg,	32	23	16	-	-	16	16	16	-	-	2 00	3 25	16	.59
Enfield,	187	108	74	81	59	11.2	11	22.2	-	-	2 68	4 43	66.5	.35
Etna,	331	146	108	279	218	9.5	10	19.5	21 25	22 75	2 21	3 46	163	.50
Exeter,	706	-	-	-	-	-	-	-	-	-	-	-	-	-
Garland,	579	386	334	442	382	9	10.1	19.1	23 25	30 50	1 96	3 21	358	.61
Glenburn,	338	217	165	250	198	11.5	9	20.5	21 89	29 80	2 34	3 84	182	.53
Greenbush,	240	198	155	53	35	11.1	12	23.1	22 00	30 00	1 98	3 48	95	.40
Hampden,	1361	777	567	901	656	10.9	10.7	21.6	26 88	34 88	2 17	4 04	611.5	.44
Heron,	632	363	267	477	402	8.5	9.1	17.6	27 10	27 10	1 95	3 19	334.5	.53
Holden,	298	170	124	237	188	10	9.7	19.7	20 68	28 18	1 25	3 45	156	.52
Howland,	53	42	50	39	41	10.2	9.9	20.1	20 00	-	2 05	-	45.5	.85
Hudson,	342	225	178	234	200	11	10	21	30 50	39 00	2 33	3 59	189	.55
Kenduskeag,	400	220	172	310	228	10.7	12.7	22.4	24 50	32 50	2 50	3 50	290	.50
Lagrange,	224	152	108	188	145	10	9.3	19.3	23 00	25 00	1 94	3 44	126.5	.52
Lee,	435	314	234	290	227	9.4	9.2	18.6	19 20	27 20	2 14	3 89	230.5	.52
Levant,	540	365	243	397	306	10.4	8.8	19.2	25 00	32 00	2 23	3 53	274.5	.50
Lincoln,	598	394	317	363	278	11.7	9.5	21.2	25 50	36 00	2 36	4 11	297.5	.49
Lowell,	189	125	88	-	-	11.3	-	11.3	-	-	2 04	3 04	88	.46
Mattamiscontis,	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maxfield,	63	35	26	-	-	14.5	-	14.5	-	-	1 62	-	26	.40
Milford,	275	183	139	292	164	11.2	9.8	21	31 00	42 00	2 83	4 83	147	.53
Newburg,	621	358	259	439	339	9.8	9	18.8	26 50	34 50	2 23	3 93	349	.56
Newport,	483	242	184	298	247	11.1	9.1	21.2	23 50	30 25	3 00	4 59	215.5	.44
Oldtown,	1587	842	646	836	699	12.9	12.7	25.6	36 50	48 50	2 79	5 01	672.5	.42
Orono,	1127	-	-	-	-	-	-	-	40 00	55 00	2 50	4 50	-	-
Orrington,	874	505	372	636	502	10.2	10.2	20.4	24 75	34 75	2 14	4 00	437	.50

TABLE I.

PENOBSCOT COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Passadumkeag,	131	108	78	108	96	12	10.7	22.7	-	-	\$3 00	-	87	.66
Patten,	204	164	122	158	134	11.5	10.6	22.1	\$24 00	\$35 60	2 04	\$3 54	128	.62
Plymouth,	425	249	210	299	288	9.6	9.3	18.9	29 50	27 50	1 90	3 40	249	.58
Springfield,	329	160	85	189	94	12	14	26	18 00	-	2 00	-	89.5	.28
Stetson,	330	180	143	176	161	9	6	15	20 00	28 00	3 00	5 00	152	.46
Mattawamkeag,														
Nickatow,														
Veazie,	330	188	121	212	141	12.4	14.7	27.1	33 00	42 00	2 75	4 25	131	.40
Woodville,														
Pattagumpus,	33													
Five Islands,	65	65	50	60	45	12	10	22	-	-	2 00	3 50	47.5	.73
No. 3, R. 6,														
No. 4, R. 1,	43	-	-	34	21	-	9	9	16 00	24 00	2 00	3 00	21	.50
No. 5,														
No. 6, R. 3,														
No. 7, R. 3,	98	51	35	30	28	8	10	18	15 00	23 00	1 00	2 50	31.5	.32

PISCATAQUIS COUNTY.

Abbot,	300	182	137	259	219	8.2	8.2	16.4	22 66	29 66	1 83	3 00	178	.59
Atkinson,	377	299	187	324	269	7.2	9.5	16.7	23 86	25 14	1 99	3 12	223.5	.59
Barnard,	86	62	36	27	14	9.1	6.1	15.2	-	-	1 71	-	50	.53

Blanchard,	79	31	24	51	45	11.2	11.7	22.9	22 00	-	2 50	-	34.5	.44
Bowerbank,	51	15	12	64	53	6	10	16	-	-	1 92	-	33	.64
Brownville,	308	187	139	223	173	9.1	6.9	16	28 00	36 50	2 04	3 35	156	.50
Dover,	814	467	352	640	500	10.5	11	21.5	21 00	29 50	2 07	3 57	426	.52
Elliotsville,	31	16	11	12	10	12	7.3	19.3	-	-	1 50	2 62	10.5	.34
Foxcroft,	392	160	119	280	211	9.6	9.8	19.4	20 20	-	2 18	-	160	.40
Guilford,	326	184	147	255	199	9.5	9.1	18.6	22 60	28 40	2 00	3 25	173	.53
Greenville,	111	-	-	-	-	-	-	-	-	-	-	-	-	-
Medford,	145	68	48	107	93	10.2	7.6	17.8	22 00	-	2 17	-	70.5	.48
Kingsbery,	75	39	23	78	56	6	8.4	14.4	15 00	22 80	1 44	2 58	39.5	.52
Monson,	261	196	131	102	81	9.5	8	17.5	21 20	29 20	1 61	2 11	106	.40
Milo,	403	229	163	311	251	9.5	9.5	19	23 75	-	1 87	-	207	.51
Orneville,	154	104	67	122	107	7.6	6	13.6	18 00	24 00	1 64	3 00	87	.56
Parkman,	466	263	225	422	326	8.1	10	18.1	20 00	21 50	2 00	3 00	275.5	.59
Sangerville,	557	320	243	380	325	7.3	8.6	15.9	21 75	27 12	2 18	3 29	284	.50
Sebec,	488	275	185	335	241	7.1	8.2	15.3	22 70	24 45	1 78	3 10	213	.43
Shirley,	125	74	52	92	78	8.5	7.8	11.3	25 00	31 00	1 87	3 12	65	.52
Wellington,	276	117	86	127	101	5.7	6.3	12	18 00	22 00	1 95	3 11	187	.67
Williamsburg,	71	44	37	-	-	14	-	14	-	-	2 12	-	37	.52
No. 2, R. 5,	19	-	-	5	5	4	4	8	-	-	1 00	-	5	.25
Barker plantation,	10	-	-	-	-	12	-	12	-	-	-	-	-	-

APPENDIX A.

SAGADAHOC COUNTY.

Arrowsic,	137	122	61	34	-	10	11	21	20 00	30 00	2 50	4 50	61	.44
Bath,	3542	1950	1567	-	-	-	-	-	39 19	51 19	2 12	4 12	1567	.44
Bowdoin,	710	433	316	577	405	11	9.8	29.8	18 76	-	1 60	-	360.5	.50
Bowdoinham,	962	502	367	686	556	11	10.3	21.3	23 85	25 00	1 95	3 00	461.5	.48
Georgetown,	453	190	153	291	218	11.8	10.1	21.9	22 50	34 50	2 08	4 08	185.5	.41
Perkins,	19	11	6	14	8	11	10	21	-	-	2 06	-	7	.37
Phippsburg,	817	431	320	550	410	10	10.3	29.3	22 50	25 25	1 84	3 59	365	.44
Richmond,	889	633	442	702	520	10.2	10.2	20.4	21 34	31 00	1 86	3 86	481	.54
Topsham,	659	384	258	440	357	12.2	11.4	23.6	21 17	29 17	2 13	3 62	307.5	.43
West Bath,	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Woolwich,	519	286	218	357	283	11.9	12	23.9	25 66	33 66	2 48	3 73	250.5	.48

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TABLE I.
SOMERSET COUNTY.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Anson,	827	345	267	716	562	7.6	10.3	17.9	\$19 43	\$26 50	\$2 40	\$3 65	404.5	.48
Athens,	340	163	125	211	169	6.6	9.1	15.7	21 67	27 19	1 76	2 62	294	.86
Bingham,	519	337	252	513	419	10.1	10.5	21.6	22 75	30 75	2 14	3 64	333.5	.64
Bloomfield,	342	172	136	231	182	8	6.7	14.7	17 25	-	1 89	-	159	.46
Brighton,	173	74	57	126	89	9	11	20	20 00	26 00	1 91	2 91	73	.42
Cambridge,	840	464	358	615	469	9	8.8	17.8	22 25	23 25	1 94	3 19	413.5	.49
Canaan,	240	157	17	126	25	7.3	8.1	15.4	16 00	22 00	1 95	3 50	-	-
Concord,	457	305	229	391	306	8.8	8.5	17.3	20 29	-	1 74	-	267.5	.58
Cornville,	223	109	74	207	145	8.3	11.6	19.9	19 50	27 50	2 75	4 59	109.5	.49
Detroit,	388	233	171	242	184	7.1	9	16.1	19 70	25 70	1 62	2 62	177.5	.45
Embden,	1025	576	442	674	539	8.2	9.6	17.8	19 12	-	1 77	-	490.5	.47
Fairfield,	426	240	184	332	245	9.4	10.8	20.2	22 75	28 75	2 23	3 48	214.5	.50
Harmony,	410	284	263	233	171	7.5	11.5	19	21 62	27 15	2 09	3 00	227	.50
Hartland,	254	86	76	206	159	7	8.2	15.2	13 00	20 00	1 88	3 12	117.5	.46
Lexington,	645	424	300	545	450	8.7	9	17.7	21 69	25 69	1 58	2 33	375	.58
Madison,														
Mayfield,														
Mercer,	410	289	185	322	257	8.6	9	17.6	25 50	32 50	2 11	3 61	221	.53
Moscow,	236	142	100	152	124	8.4	8.5	16.9	21 66	-	1 97	-	112	.47
New Portland,	606	311	194	470	374	8.4	9.6	18	19 27	25 73	1 92	3 35	284	.46
Norridgewock,	724	297	223	487	401	11.1	9.3	29.4	22 50	-	2 50	-	312	.43
Palmyra,	704	417	312	567	462	8.3	9.7	18	21 37	27 37 1/2	2 00	3 37	387	.54
Pittsfield,	579	375	389	384	298	6.7	6.9	13.6	25 00	-	2 43	-	343.5	.59
Tiptley,	283	195	142	275	171	10.4	11	21.4	22 50	26 33	2 47	3 53	156.5	.55

St. Albans, . . .	817	377	358	625	430	9	9.8	18.8	20 70	26 70	2 05	2 89	394	.48
Skowhegan, . . .	778	422	283	477	348	9.8	10.7	20.5	21 80	29 50	2 25	4 25	315.5	.40
Smithfield, . . .	347	191	151	274	223	8.3	8.8	17.1	17 85	-	1 72	-	187	.53
Solon, . . .	555	365	293	488	383	9.4	7.7	17.1	20 65	25 00	1 82	2 75	338	.60
Starks, . . .	597	214	169	512	399	9.5	8.7	18.2	19 00	24 00	2 36	3 36	284	.47
Flagstaff, . . .	51	43	39	49	40	8	10	18	26 00	32 00	3 00	4 00	39.5	.77
No. 1, R. 2, W. K. R.,	68	56	49	25	23	11.1	8	19.1	-	-	1 91	-	36	.53
No. 1, R. 3, E. K. R.,	101	63	45	40	32	10.4	10	20.4	-	-	1 44	2 44	38.5	.38
No. 1, R. 3, W. K. R.,														
Forks, . . .	82	55	39	29	22	12	16	28	-	-	2 00	-	30.5	.37
No. 2, R. 2, . . .	67	-	-	47	28	-	7.7	7.7	-	-	1 80	3 05	28	.41
Moose River pl.,	54	22	22	10	10	12	8	20	-	-	2 00	3 00	16	.30
No. 4, . . .														

WALDO COUNTY.

Appleton, . . .	686	497	397	518	428	10.2	8.7	18.9	23 70	-	1 80	-	412.5	.60
Belfast, . . .	2245	1192	918	1392	1175	14.2	11.7	25.9	34 00	46 00	2 15	3 50	1040	.50
Belmont, . . .	264	194	118	133	100	10.1	12	22.1	22 50	27 70	1 83	2 78	109	.41
Brooks, . . .	451	284	222	380	314	7 3	6.8	14.1	25 50	-	2 25	-	268	.59
Burnham, . . .	316	224	169	201	159	9	8.3	17.3	21 80	23 55	1 81	2 98	164	.51
Camden, . . .	1929	820	679	896	693	9.4	9.7	19.1	25 62	34 62	1 79	3 29	686	.35
Frankfort, . . .	2054	958	789	1462	1073	11.8	14.5	26.3	25 50	-	1 99	-	941	.45
Freedom, . . .	351	195	156	232	212	10	9	19	20 00	26 00	1 33	2 83	184	.52
Hope, . . .	483	285	220	300	230	12	11.2	23.2	25 00	31 00	2 00	3 25	235	.48
Ilsworth, . . .	452	277	209	269	195	11.3	8.5	19.8	23 71	-	1 94	-	202	.44
Jackson, . . .	375	218	175	289	209	6	7.1	13.1	18 62	24 25	1 97	2 05	192	.51
Knox, . . .	416	270	210	332	268	9.5	9.5	19	21 64	-	1 90	-	239	.57
Liberty, . . .	535	288	210	382	298	10.1	10	20.1	20 00	25 43	1 93	2 98	254	.47
Lincolnville, . . .	859	532	402	707	530	10	9.8	19.8	23 42	30 00	1 35	2 35	416	.47
Monroe, . . .	670	437	339	541	430	8.5	8.2	16.7	22 00	28 00	1 50	3 00	369.5	.55
Montville, . . .	705	346	279	490	397	8.5	8.2	16.7	19 26	-	1 75	-	338	.46
Morrill, . . .	274	181	137	212	170	8.2	9.3	17.5	22 50	25 50	1 78	2 78	153.5	.56
North Haven, . . .	371	175	134	295	295	11.4	9.7	21.1	26 00	34 00	1 50	2 50	214.5	.57
Northport, . . .	495	298	220	314	251	9.8	9.4	19.2	23 50	31 00	1 81	3 00	235.5	.47

TABLE I.

WALDO COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Palermo,	577	296	262	434	375	8.2	10.1	18.3	\$20 00	\$21 50	\$2 00	\$3 00	318.5	.55
Prospect,	1213	651	467	875	650	10.3	9.9	20.3	26 77	37 00	1 81	3 06	558.5	.46
Searsmont,	645	428	328	476	383	10	9	19	23 55	30 35	1 80	3 20	355.5	.55
Searsport,	1102	646	476	748	605	10.5	9.4	19.9	29 50	31 75	2 90	4 25	540.5	.49
Swanville,	418	277	220	257	256	8.7	7.5	16.2	19 50	-	1 78	-	238	.56
Thorndike,	447	279	211	376	306	9.5	8.2	17.7	20 40	26 40	1 64	2 64	258.5	.57
Troy,	638	401	289	526	396	11	10.5	21.5	18 00	-	1 75	-	342.5	.53
Unity,	506	308	221	461	380	9.8	9.6	19.4	21 00	27 00	1 71	2 96	300.5	.59
Vinalhaven,	591	272	187	433	323	8.7	8.6	17.3	22 60	31 60	1 53	2 78	250	.43
Waldo,	312	209	156	255	189	6.2	5.8	12	22 67	24 17	1 70	2 70	172.5	.55

WASHINGTON COUNTY.

Addison,	525	300	234	359	293	11.5	8.1	19.6	25 75	33 75	2 72	4 32	263.5	.50
Alexander,	226	200	170	125	85	16	10	26	23 00	35 00	3 00	5 00	127.5	.56
Baileyville,	174	166	116	147	147	18.2	8.2	27.1	20 00	28 00	-	4 50	131.5	.75
Baring,	170	127	103	140	102	14.3	15	14.6	30 00	42 00	2 00	3 70	102.5	.60
Beddington,	46	30	25	40	26	11.8	9.4	21.8	27 00	-	2 50	-	25.5	.55
Calais,	2286	1164	820	1221	913	16.4	15.1	31.5	29 50	-	-	-	866.5	.37

Centerville,	79	55	40	32	28	14	13	27	30 00	-	2 37	-	79	.43	
Charlotte,	283	178	134	166	120	5.6	3.4	9.2	21 00	31 00	2 25	3 75	127	.44	
Cherryfield,	695	496	297	307	256	9	7	16	24 60	-	2 50	-	276.5	.40	
Columbia,	500	267	206	295	261	12.8	8.7	21.5	30 43	40 43	2 64	4 14	233.5	.46	
Cooper,	203	254	101	158	107	10.5	10.2	20.1	22 67	26 00	2 19	3 06	104	.51	
Crawford,	130	75	65	67	170	2.4	2.6	5	25 00	35 00	2 75	4 25	67.5	.52	
Cutler,	393	239	172	166	122	11.5	11.1	22.6	21 67	31 67	2 45	3 95	147	.38	
Deblois,	62	43	36	-	-	11.2	-	11.2	27 00	35 00	-	-	36	.58	
Dennysville,	196	83	41	107	53	12.9	14.5	27.4	25 00	36 24	2 50	4 00	47	.24	
East Machias,	844	496	365	322	252	14.3	10.1	24.4	34 40	44 40	2 62	4 25	358.5	.42	
Eastport,	1934	762	525	812	579	19.5	19.5	39	51 50	63 50	2 57	4 09	552	.28	
Edmunds,	165	130	103	92	71	14	9	23	21 00	28 75	2 36	-	87	.52	
Harrington,	425	216	175	293	228	10.6	9	19.6	26 30	28 30	2 26	3 76	201.5	.47	
Jonesborough,	200	200	97	-	-	10.2	-	10.2	20 83	29 83	2 18	3 68	97	.48	
Jonesport,	414	298	240	250	290	12.7	14	26.3	30 00	42 00	2 75	4 75	220	.53	
Lubec,	1155	770	589	727	550	12.5	10.8	23.3	28 00	-	2 40	-	564.5	.49	
Machias,	648	271	209	126	103	15.6	16	31.6	34 00	43 00	2 00	4 00	156	.24	
Machiasport,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marion,	90	49	15	-	-	15	-	-	-	-	1 83	-	-	-	-
Marshfield,	133	91	78	94	75	8.8	6	14.8	35 00	27 00	2 25	3 75	76.5	.57	
Medybemps,	118	90	75	110	86	8.5	9	17.5	26 00	-	2 25	-	80.5	.68	
Milbridge,	527	341	247	323	250	11	10	19	28 00	38 00	1 92	2 42	248.5	.47	
Northfield,	114	83	65	-	-	12	-	12	20 00	30 00	2 00	4 10	65	.57	
Pembroke,	922	443	312	491	381	11.8	10.7	22.5	27 25	37 50	2 50	4 00	331.5	.36	
Perry,	578	250	174	384	300	9.8	9.9	19.7	25 00	35 00	2 00	3 50	237	.41	
Princeton,	162	144	106	88	63	13.7	15.3	29	21 33	31 11	2 16	3 66	84.5	.52	
Robbinston,	590	393	278	306	238	13.5	12.9	27.4	27 75	-	2 55	-	258	.43	
Steuben,	468	305	261	294	226	9	8	17	22 00	25 00	1 93	2 28	243.5	.52	
Topsfield,	128	90	55	88	64	12	11.5	23.5	22 00	29 46	18 75	3 20	59.5	.46	
Trescott,	352	270	174	72	55	10.1	7.7	17.8	21 50	30 50	2 09	3 46	127	.33	
Wesley,	116	82	56	63	38	10.9	7	17.7	20 00	28 00	2 00	2 50	47	.40	
Whitneyville,	224	163	112	153	114	12	14	26	38 00	48 00	3 00	5 00	226	.50	
Big Lake,	30	16	11	-	-	8	-	-	20 00	-	-	-	11	.36	
Codyville plantation,	25	25	20	-	-	16	-	16	-	-	2 25	-	25	.80	
Danforth plantation,	68	26	26	-	26	-	9	-	26 00	-	2 50	-	26	.38	
Lambert's Lake plantation,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tallmadge plantation,	28	18	12	-	-	12	-	12	-	-	1 50	-	12	.43	
Waite plantation,	34	25	20	30	22	12	12	24	25 00	-	2 00	-	21	.60	

TABLE I.
RECAPITULATION.

Counties.	Whole No. of children between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Androscoggin,	9,937	5,484	4,294	6,832	5,522	9.2	10.7	19.9	\$18 61	\$24 50	\$1 82	\$2 13	4,908	.499
Aroostook,	6,615	2,150	1,581	2,230	1,339	9.5	8.8	13.4	18 40	26 27	2 00	3 13	1,460	.22
Cumberland,	26,844	13,808	10,280	15,792	12,387	9.8	10.5	19.9	26 10	26 93	2 20	3 13	13,036	.485
Franklin,	7,624	4,019	3,116	6,926	4,712	8	9.4	17.4	16 71	21 79	1 57	2 77	3,941	.513
Hancock,	15,808	9,249	6,926	9,834	7,647	13.3	8.8	22.1	23 76	29 06	2 66	4 06	7,286	.46
Kennebec,	22,136	11,965	9,330	14,202	11,792	10.1	10.5	20.6	21 92	23 16	2 02	3 30	10,531	.472
Lincoln,	20,413	11,307	8,306	13,043	9,909	10.5	9.6	20.2	24 18	32 85	2 17	3 70	9,107	.446
Oxford,	13,309	7,181	5,098	9,219	6,477	8.4	9.6	18	15 41	21 35	1 70	2 83	5,787	.434
Penobscot,	27,270	15,780	11,901	17,218	13,903	10.6	10.2	20.8	24 32	31 65	2 19	3 69	12,902	.473
Piscataquis,	5,836	3,332	2,424	4,216	3,354	8.7	8.3	17.8	21 45	27 02	1 87	3 01	2,884	.494
Sagadahoc,	8,707	4,945	3,708	3,651	2,767	11	10.6	21.6	23 80	32 47	2 06	3 81	3,237	.371
Somerset,	14,168	7,803	5,964	10,471	8,119	8.8	9.4	18.3	20 74	27 00	2 04	3 22	7,041	.497
Waldo,	20,380	11,438	8,805	14,186	11,110	9.6	9	18.6	26 50	28 07	1 82	2 95	9,957	.488
Washington,	18,286	9,766	5,132	8,503	6,515	12.5	9.6	22.1	27 58	31 28	3 34	3 73	5,823	.317
York,	23,764	12,560	9,501	14,509	10,889	10.8	11.8	22.6	20 00	26 06	2 17	3 50	10,196	.43
Total,	241,097	120,781	96,366	153,832	116,442	10.9	9.8	19.8	\$21 96	\$27 30	\$2 11	\$3 26	107,226	.44

APPENDIX A.

TABLE II.

APPENDIX A.

TABLE II. ANDROSCOGGIN COUNTY.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Auburn,	16	16	2	13	12	16	6	10	\$6000	-	-
Danville,	11	11	1	10	13	11	7	4	3385	-	-
Durham,	33	17	3	12	16	14	8	6	1575	1	\$200
East Livermore,	8	8	1	9	8	8	2	6	1800	1	425
Greene,	23	13	3	10	14	11	1	10	880	-	-
Lewiston,	17	14	2	14	18	14	3	11	4500	-	-
Leeds,	-	13	1	1	-	13	8	5	-	-	-
Lisbon,	11	11	2	8	11	10	2	8	1000	-	-
Livermore,	36	18	-	10	21	18	11	7	5400	-	-
Minot,	11	8	3	9	9	10	3	7	2500	-	-
Poland,	25	23	3	15	23	29	3	17	3000	1	700
Turner,	40	19	-	13	21	19	13	6	5700	1	400
Wales,	7	7 $\frac{1}{2}$	1	4	7	7	-	7	700	-	-
Webster,	29	11	3	7	11	11	7	4	2075	-	-

Centerville,	79	55	40	32	28	14	13	27	30 00	-	2 37	-	79	.43	
Charlotte,	283	178	134	166	120	5.6	3.4	9.2	21 00	31 00	2 25	3 75	127	.44	
Cherryfield,	695	406	297	307	256	9	7	16	24 60	-	2 50	-	276.5	.40	
Columbia,	500	267	206	295	261	12.8	8.7	21.5	30 43	40 43	2 64	4 14	233.5	.46	
Cooper,	203	254	101	158	107	10.5	10.2	20.1	22 67	26 00	2 19	3 06	104	.51	
Crawford,	130	75	65	67	170	2.4	2.6	5	25 00	35 00	2 75	4 25	67.5	.52	
Cutler,	393	239	172	166	122	11.5	11.1	22.6	21 67	31 67	2 45	3 95	147	.38	
Deblois,	62	49	36	-	-	11.2	-	11.2	27 00	35 00	-	-	36	.58	
Dennysville,	196	83	41	107	53	12.9	14.5	27.4	25 00	36 24	2 50	4 00	47	.24	
East Machias,	844	496	365	322	252	14.3	10.1	24.4	34 40	44 40	2 62	4 25	358.5	.42	
Eastport,	1934	762	525	812	579	19.5	19.5	39	51 50	63 50	2 57	4 09	552	.28	
Edmunds,	165	130	103	92	71	14	9	23	21 00	28 75	2 36	-	87	.52	
Harrington,	425	216	175	293	228	10.6	9	19.6	26 30	28 30	2 26	3 76	201.5	.47	
Jonesborough,	200	200	97	-	-	10.2	-	10.2	20 83	29 83	2 18	3 68	97	.48	
Jonesport,	414	298	240	250	200	12.7	14	26.3	30 00	42 00	2 75	4 75	220	.53	
Lubec,	1155	770	589	727	550	12.5	10.8	23.3	28 00	-	2 40	-	564.5	.49	
Machias,	648	271	209	126	103	15.6	16	31.6	34 00	43 00	2 00	4 00	156	.24	
Machiasport,															
Marion,	90	49	15	-	-	15	-	-	-	-	1 83	-	-	-	-
Marshfield,	133	91	78	94	75	8.8	6	14.8	35 00	27 00	2 25	3 75	76.5	.57	
Medybemps,	118	90	75	110	86	8.5	9	17.5	26 00	-	2 25	-	80.5	.63	
Milbridge,	527	341	247	323	250	11	10	19	28 00	38 00	1 92	2 42	248.5	.47	
Northfield,	114	83	65	-	-	12	-	12	20 00	30 00	2 00	4 10	65	.57	
Pembroke,	922	443	312	491	381	11.8	10.7	22.5	27 25	37 50	2 50	4 00	331.5	.36	
Perry,	578	250	174	384	390	9.8	9.9	19.7	25 00	35 00	2 00	3 50	237	.41	
Princeton,	162	144	106	88	63	13.7	15.3	29	21 33	31 11	2 16	3 66	84.5	.52	
Robbinston,	590	393	278	306	238	13.5	12.9	27.4	27 75	-	2 55	-	258	.43	
Steuben,	468	305	261	294	226	9	8	17	22 00	25 00	1 93	2 28	243.5	.52	
Topsfield,	128	90	55	88	64	12	11.5	23.5	22 00	29 46	18 75	3 20	59.5	.46	
Trescott,	352	270	174	72	55	10.1	7.7	17.8	21 50	30 50	2 09	3 46	127	.33	
Wesley,	116	82	56	63	38	10.9	7	17.7	20 00	28 00	2 00	2 50	47	.40	
Whitneyville,	224	163	112	153	114	12	14	26	38 00	48 00	3 00	5 00	226	.50	
Big Lake,	30	16	11	-	-	8	-	-	20 00	-	-	-	11	.36	
Codyville plantation,	25	25	20	-	-	16	-	16	-	-	2 25	-	25	.80	
Danforth plantation,	68	-	26	-	26	-	9	-	26 00	-	2 50	-	26	.38	
Lambert's Lake plantation,															
Tallmadge plantation,	28	18	12	-	-	12	-	12	-	-	1 50	-	12	.43	
Waite plantation,	34	25	20	30	22	12	12	24	25 00	-	2 00	-	21	.60	

TABLE I.

WASHINGTON COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of children in town between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
No. 7, R. 2,	22	-	19	-	-	9	-	-	-	-	-	\$1 50	19	.86
No. 9, R. 4,	32	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 14,	63	-	64	-	-	-	-	-	-	-	-	-	-	-
No. 18,	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Whiting,	207	158	121	50	41	11.5	11.4	22.9	\$ 30 00	\$39 00	\$2 26	3 76	81	.38

YORK COUNTY.

Acton,	484	197	151	377	299	7.5	10.5	18	\$19 00	\$26 00	\$2 10	\$3 60	225	.46
Alfred,	674	279	290	291	299	10.1	12.8	22.9	19 00	28 00	2 16	3 66	204.5	.33
Be'wick,	1081	600	412	594	432	12.4	12.7	25.1	23 00	27 79	2 04	3 18	422	.39
Biddeford,	2692	1345	1061	1420	1079	16.5	17.9	34.4	29 97	37 97	2 55	4 50	1075	.49
Buxton,	1145	600	454	726	554	10.5	13.2	23.7	19 21	27 21	2 10	3 35	504	.44
Cornish,	460	297	223	285	236	10	9.4	19.4	14 62	16 37	1 66	3 16	229.5	.49
Dayton,	294	128	97	177	135	8.5	9.6	18.1	21 20	28 20	1 73	3 15	116	.39
Elliot,	682	260	187	587	313	11	15	26	22 00	28 00	2 25	3 75	250	.36
Hollis,	674	392	268	368	278	11	11.3	23.3	17 29	24 29	1 83	3 08	272	.40
Kennebunk,	1041	598	444	694	431	11.1	14.1	25.2	22 00	-	2 28	-	473.5	.44
Kennebunkport,	1019	670	459	464	333	13.7	10.3	24	22 88	-	2 38	-	360	.38
Hittery,	1147	619	440	633	432	13.9	13.5	27.4	22 66	-	2 56	-	436	.38
Lebanon,	1028	641	524	762	603	7.3	9.4	16.7	18 00	26 00	1 75	2 25	563.5	.55

Limerick,	530	321	244	307	344	9	11.8	20.8	14 00	21 00	1 75	3 25	294	.53
Limington,	744	401	305	550	408	10.1	11.7	21.8	15 50	17 25	1 94	3 44	356	.47
Lyman,	517	377	295	355	277	8.4	9.4	17.8	18 50	26 55	2 02	3 35	286	.55
Newfield,	537	315	237	375	286	10.4	9.5	19.9	20 37	-	1 98	-	261.5	.48
North Berwick,	635	292	207	457	323	9.9	9.4	19.3	18 83	25 50	2 32	3 57	265	.41
Parsonsfield,	856	458	363	612	468	9.0	11	20.6	16 00	22 00	1 90	3 15	415	.48
Saco,	2090	1133	832	1154	889	18.9	19.8	38.7	23 00	35 00	2 55	4 55	860.5	.41
Sanford,	914	320	233	580	461	9.1	9.7	18.8	19 00	26 27	2 15	3 68	345.5	.37
Shapleigh,	532	303	222	370	296	9	10	19	16 25	23 75	2 00	3 25	259	.46
South Berwick,	1050	456	390	504	381	10.6	10.5	21.1	22 62	24 00	2 96	3 87	385	.37
Waterborough,	821	449	347	522	398	9.1	11.3	20.4	18 09	24 59	1 93	3 43	372.5	.45
Wells,	1059	621	448	656	472	11.1	11.2	22.3	18 60	26 60	3 20	4 20	410	.39
York,	1128	579	458	709	555	12.6	11.3	23.9	22 15	31 00	2 45	3 67	506.5	.44

TABLE I.
RECAPITULATION.

COMMON SCHOOLS.

Counties.	Whole No. of children between 4 and 21 years of age.	Whole No. in Summer Schools.	Average No. in Summer Schools.	Whole No. in Winter Schools.	Average No. in Winter Schools.	Average length of Summer Schools in weeks and tenths of a week.	Average length of Winter Schools in weeks and tenths of a week.	Average length of schools for the year in weeks and tenths of a week.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Male Teachers per month, including board.	Average wages of Female Teachers per week, exclusive of board.	Average wages of Female Teachers per week, including board.	Mean average attendance in Summer and Winter Schools.	Ratio of attendance to the whole number of scholars.
Androscoggin,	9,937	5,484	4,294	6,832	5,522	9.2	10.7	19.9	\$18 61	\$24 50	\$1 82	\$2 13	4,908	.499
Aroostook,	6,615	2,150	1,581	2,230	1,339	9.5	8.8	18.4	18 40	26 27	2 00	3 13	1,460	.22
Cumberland,	26,844	13,808	10,280	15,792	12,387	9.8	10.5	19.9	26 10	26 93	2 20	3 13	13,036	.485
Franklin,	7,624	4,019	3,116	6,925	4,712	8	9.4	17.4	16 71	21 79	1 57	2 77	3,941	.513
Hancock,	15,808	9,249	6,926	9,834	7,647	13.3	8.8	22.1	23 76	29 06	2 66	4 06	7,286	.46
Kennebec,	22,136	11,965	9,330	14,202	11,792	10.1	10.5	20.6	21 92	23 16	2 02	3 30	10,531	.472
Lincoln,	20,413	11,307	8,306	13,043	9,909	10.5	9.6	20.2	24 18	32 85	2 17	3 70	9,107	.446
Oxford,	13,309	7,181	5,098	9,219	6,477	8.4	9.6	18	15 41	21 35	1 70	2 83	5,787	.434
Penobscot,	27,270	15,780	11,901	17,218	13,903	10.6	10.2	20.8	24 32	31 65	2 19	3 69	12,902	.473
Piscataquis,	5,836	3,332	2,424	4,216	3,354	8.7	8.3	17.8	21 45	27 02	1 87	3 01	2,884	.494
Sagadahoc,	8,707	4,945	3,708	3,651	2,767	11	10.6	21.6	23 80	32 47	2 06	3 81	3,237	.371
Somerset,	14,168	7,803	5,964	10,471	8,119	8.8	9.4	18.3	20 74	27 00	2 04	3 22	7,041	.497
Waldo,	20,830	11,438	8,805	14,186	11,110	9.6	9	18.6	26 50	28 07	1 82	2 95	9,957	.488
Washington,	18,286	9,766	5,132	8,503	6,515	12.5	9.6	22.1	27 58	31 28	3 34	3 73	5,823	.317
York,	23,764	12,560	9,501	14,509	10,889	10.8	11.8	22.6	20 00	26 06	2 17	3 50	10,196	.43
Total,	241,097	120,781	96,366	153,832	116,442	10.9	9.8	19.8	\$21 96	\$27 30	\$2 11	\$3 26	107,226	.44

APPENDIX A.

TABLE II.

APPENDIX A.

TABLE II. ANDROSCOGGIN COUNTY.

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Auburn,	16	16	2	13	12	16	6	10	\$6000	-	-
Danville,	-	11	1	10	13	11	7	4	3385	-	-
Durham,	33	17	3	12	16	14	3	6	1575	1	\$200
East Livermore,	8	8	1	9	8	3	2	6	1800	1	425
Greene,	23	13	3	10	14	11	1	10	880	-	-
Lewiston,	17	14	2	14	18	14	3	11	4500	-	-
Leeds,	-	13	1	1	-	13	3	5	-	-	-
Lisbon,	11	11	2	8	11	10	2	8	1000	-	-
Livermore,	36	18	-	10	21	18	11	7	5400	-	-
Minot,	11	8	3	9	9	10	3	7	2500	-	-
Poland,	25	23	3	15	23	29	3	17	3000	1	700
Turner,	40	19	-	13	21	19	13	6	5700	1	400
Wales,	7	7 $\frac{1}{2}$	1	4	7	7	-	7	700	-	-
Webster,	29	11	3	7	11	11	7	4	2075	-	-

AROOSTOOK COUNTY.

Amity,	3	3	-	-	3	2	-	2	111	-	-
Hodgdon,	14	8	1	5	7	7	1	6	400	-	-
Houlton,	8	9	-	5	6	8	2	6	2000	-	-
Linneus,	-	8	1	2	6	5	2	3	660	-	-
Masardis,	-	3	-	1	2	2	2	2	2750	-	-
Monticello,	-	-	-	-	-	-	-	-	-	-	-
New Limerick,	-	4	-	-	2	1	1	-	200	-	-
Smyrna,	-	-	-	-	-	-	-	-	-	-	-
Weston,	6	6	1	2	3	3	1	2	500	-	-
Bancroft,	3	3	-	-	4	-	-	-	-	-	-
Belfast Academy Grant,	4	4	-	-	4	2	1	1	275	-	-
Benedicta,	1	1	-	1	1	1	1	-	-	-	-
Bridgewater,	4	4	-	-	4	4	3	1	300	-	-
Crystal,	-	3	-	-	-	2	2	-	350	-	-
Dayton plantation,	1	1	-	1	-	1	-	1	100	-	-
Eaton Grant plantation,	-	-	-	-	-	-	-	-	-	-	-
No. 9, Range 6,	-	1	-	-	-	2	1	1	-	-	-
Golden Ridge,	5	6	-	-	5	1	-	1	100	2	700
Hancock plantation,	-	6	-	-	-	5	-	-	-	2	-
Haynesville,	-	2	-	-	-	-	-	-	-	-	-
Leavitt,	-	-	-	-	-	-	-	-	-	-	-
Letter D,	9	9	-	2	7	5	5	-	1250	1	250
Letter H,	3	5	-	1	2	2	1	1	450	1	200
Limestone River pl.,	1	1	-	-	1	1	1	-	50	-	-
Macwahoc,	-	2	-	-	-	2	-	-	-	-	-
Madawaska,	2	11	-	3	-	-	-	-	-	-	-
Molunkus,	1	1	-	-	-	-	-	-	-	-	-
Orient plantation,	-	3	-	-	2	2	-	2	150	-	-
Portage Lake,	-	-	-	-	-	-	-	-	-	-	-
Presque Isle,	6	8	-	3	5	4	2	2	500	-	-
Reed plantation,	-	-	-	-	-	-	-	-	-	-	-
Salmon Brook,	-	2	-	-	-	1	-	-	390	-	-
Williams' College Grant,	-	-	-	-	-	-	-	-	-	-	-
No. 11,	-	-	-	-	-	-	-	-	-	-	-
Letter G,	5	8	-	1	4	1	-	1	150	-	-
Van Buren pl.,	-	-	-	-	-	-	-	-	-	-	-

TABLE II.
CUMBERLAND COUNTY.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Baldwin,	17	10	2	4	12	9	1	8	\$2000	-	-
Bridgton,	-	22	2	23	25	22	6	16	5400	-	-
Brunswick,	29	24	-	11	37	26	14	12	10150	1	\$100
Cape Elizabeth,	11	11	-	10	14	11	4	7	5000	-	-
Casco,	10	11	-	3	4	10	4	6	1750	-	-
Cumberland,	18	11	2	11	10	10	6	4	4645	1	870
Falmouth,	13	13	-	11	8	13	6	7	3750	-	-
Freeport,	34	17	2	14	15	17	5	12	3497	2	1750
Gorham,	-	18	7	14	20	18	7	11	-	-	-
Gray,	12	11	3	9	13	11	6	5	1700	1	300
Harpwell,	24	15	1	12	12	11	3	8	1100	-	-
Harrison,	24	13	1	4	17	14	4	10	1000	-	-
Naples,	20	12	1	6	10	12	4	8	2000	-	-
North Yarmouth,	7	7	2	5	6	7	1	6	1200	-	-
New Gloucester,	22	14	1	11	13	12	7	5	2500	1	800
Otisfield,	24	12	1	8	11	12	4	8	1200	-	-
Portland,	25	25	-	10	56	19	19	-	115	1	25000
Pownal,	-	12	2	5	11	12	5	7	1650	-	-
Raymond,	18	10	-	7	9	10	3	7	1000	-	-
Scarborough,	21	11	-	11	8	11	7	4	3600	2	1500
Sebago,	18	10	-	6	10	8	4	4	1500	-	-
Standish,	16	16	-	12	14	16	8	8	1500	1	550
Westbrook,	-	17	-	16	23	17	12	5	9500	-	-
Windham,	34	18	-	16	17	18	11	7	3500	-	-
Yarmouth,	16	9	9	9	7	9	4	5	2800	1	500

COMMON SCHOOLS.

FRANKLIN COUNTY.

Avon,	18	12	1	10	8	6	3	3	-	-	-
Carthage,	5	5	1	3	8	5	3	2	600	-	-
Chesterville,	21	11	-	5	12	11	5	6	2500	-	-
Farmington,	26	27	3	16	30	24	7	14	1000	1	300
Freeman,	9	9	-	10	5	8	6	2	740	1	165
Industry,	13	14	1	4	10	10	8	2	1500	-	-
Jay,	22	19	4	12	22	17	10	7	2000	-	-
Kingfield,	5	5	-	5	5	5	3	2	700	-	-
Madrid,	12	7	1	2	7	6	2	4	300	-	-
New Sharon,	19	19	2	8	23	13	7	11	2000	-	-
New Vineyard,	12	10	1	5	7	5	3	2	800	-	-
Phillips,	17	27	1	10	20	14	7	7	3000	-	-
Salem,	5	9	1	3	5	5	4	1	400	-	-
Strong,	14	11	4	10	8	9	3	6	1000	-	-
Temple,	-	9	-	6	8	8	1	7	500	-	-
Weld,	12	12	2	10	11	11	4	4	1500	-	-
Wilton,	39	20	4	15	20	17	8	9	2500	1	200
Bloomfield plantation, }	-	-	-	-	-	-	-	-	-	-	-
Jackson plantation, }	-	-	-	-	-	2	1	1	200	-	-
Letter E,	2	3	-	-	1	1	-	1	40	-	-
Rangely,	4	4	-	2	4	3	-	3	250	-	-
No. 4,	3	3	-	-	3	-	-	-	-	-	-
No. 6,	-	2	-	-	1	-	-	-	-	-	-
Rangely plantation, .	3	6	-	1	2	3	2	-	375	-	-

HANCOCK COUNTY.

Amherst,	3	4	-	1	4	3	3	-	900	-	-
Aurora,	4	3	-	1	4	3	-	-	600	-	-
Bluehill,	38	18	1	14	16	17	11	6	4800	1	650
Brookline,	19	10	-	6	9	9	5	4	1400	-	-
Brooksville,	26	13	-	7	10	11	5	6	2000	-	-
Bucksport,	22	18	-	8	30	20	14	6	7300	-	-
Castine,	8	4	-	5	7	6	4	2	6500	-	-
Deer Isle,	-	30	-	25	30	27	8	19	-	1	600
Dedham,	10	6	2	3	6	5	4	1	1050	-	-

TABLE II.

HANCOCK COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1895-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Eastbrook,	-	-	-	-	-	-	-	-	-	-	-
Eden,	21	14	-	6	10	8	-	6	-	-	-
Ellsworth,	23	19	-	12	20	20	8	11	\$5000	1	\$8000
Franklin,	14	11	-	3	9	7	1	6	550	1	500
Gouldsborough,	16	16	1	6	18	13	4	9	3700	1	1200
Greenfield,	7	5	-	1	5	5	-	2	100	-	-
Hancock,	-	8	-	5	8	7	4	3	1575	-	-
Mariaville,	8	5	-	4	4	5	3	2	800	-	-
Mt. Desert,	17	11	-	7	9	8	1	7	800	1	200
Orland,	22	18	-	6	13	15	3	10	6200	3	2200
Otis,	3	3	-	1	3	2	2	-	600	-	-
Penobscot,	14	14	1	9	12	13	8	5	2500	-	-
Seaville,	4	4	-	1	2	1	-	1	50	-	-
Sedgwick,	10	10	-	8	10	10	2	8	1500	-	-
Sullivan,	7	7	-	5	6	7	2	5	1400	1	700
Surry,	17	8	1	5	9	8	6	2	1300	2	425
Tremont,	13	13	-	10	10	12	9	3	3200	1	500
Trenton,	-	12	-	10	10	11	9	2	3900	1	275
Waltham,	6	4	-	2	4	4	3	1	600	-	-
Swan Island,	8	4	-	2	3	4	1	4	400	-	-
Wetmore Isle,	7	4	1	3	4	4	2	2	600	-	-
No. 7,	2	1	3	1	1	1	-	1	100	-	-
No. 10,	-	-	-	-	-	-	-	-	-	-	-
No. 21,	-	1	-	-	1	1	-	-	100	-	-

No. 33,	1	1	-	-	-	-	-	1	50	-	-
Long Island,	2	-	2	1	1	1	-	1	400	-	-
Cranberry Isle,	-	6	-	-	8	4	1	3	900	-	-
Harbor Island,	-	-	-	-	2	-	-	-	-	-	-
Grand Falls plantation,	-	-	-	-	-	-	-	-	-	-	-

KENNEBEC COUNTY.

Albion,	26	14	-	11	10	14	12	2	3750	1	450
Augusta,	34	22	-	17	43	34	24	10	28400	1	3015
Belgrade,	19	18	-	12	11	19	10	9	2900	1	1250
Benton,	10	10	2	6	12	10	6	4	1500	-	-
China,	22	22	-	14	21	21	12	9	3000	-	-
Chelsea,	9	9	2	6	9	9	2	7	500	-	-
Clinton,	-	12	-	7	12	12	7	5	2000	1	500
Farmingdale,	-	3	1	4	7	6	4	2	1600	-	-
Fayette,	10	11	3	6	11	10	5	5	2000	-	-
Gardiner,	15	8	-	12	22	15	13	2	7000	-	-
Hallowell,	10	3	-	5	15	11	11	-	8000	-	-
Litchfield,	16	14	2	13	18	16	11	5	4000	1	375
Manchester,	7	7	1	2	9	8	4	4	3000	-	-
Monmouth,	-	14	2	-	-	14	5	9	3500	-	-
Mt. Vernon,	19	13	-	8	12	13	7	6	3900	1	417
Pittston,	36	19	1	16	13	19	-	16	2000	-	-
Readfield,	23	12	1	9	16	11	7	4	2500	1	350
Rome,	8	8	-	7	7	8	4	4	900	-	-
Sidney,	38	20	-	12	20	20	16	4	4000	-	-
Vassalborough,	-	23	-	18	37	23	13	10	5700	1	300
Vienna,	15	9	-	4	10	7	3	4	2000	-	-
Waterville,	-	14	3	15	26	21	13	8	12350	1	2850
Wayne,	22	11	-	4	16	10	3	7	2200	1	1300
West Gardiner,	16	8	-	9	7	8	4	4	2300	-	-
Windsor,	13	13	-	11	10	13	6	7	-	1	-
Winslow,	29	16	-	11	16	12	6	6	1800	-	-
Winthrop,	24	10	2	8	15	10	6	4	2500	-	-
Clinton Gore,	-	2	-	-	2	2	1	1	350	-	-
Unity plantation,	1	1	-	1	1	1	-	1	75	-	-

TABLE II.
LINCOLN COUNTY.

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Alna,	12	6	-	5	6	5	2	3	\$1500	-	-
Boothbay,	-	17	-	14	16	16	14	2	4800	1	\$300
Bremen,	7	7	3	6	7	6	2	4	700	-	-
Bristol,	20	19	1	17	23	18	7	11	4700	1	400
Cushing,	6	6	-	7	6	6	4	2	1025	-	-
Damariscotta,	7	6	1	6	5	6	2	4	-	-	-
Dresden,	17	9	1	7	8	9	-	9	800	-	-
Edgecomb,	15	8	-	6	7	8	-	8	1200	-	-
Friendship,	6	6	-	5	6	6	3	3	1000	1	500
Jefferson,	27	15	-	12	12	15	8	7	2000	-	-
Newcastle,	26	14	1	12	13	14	-	14	2800	-	-
Nobleborough,	12	12	1	10	11	12	3	9	3000	-	-
Rockland,	23	8	3	14	21	15	5	10	13000	-	-
St. George,	34	18	9	15	17	17	3	14	4000	-	-
Southport,	-	5	-	5	2	5	4	1	1200	-	-
South Thomaston,	18	12	-	19	12	11	4	7	4400	-	-
Thomaston,	10	10	4	7	10	10	7	3	9500	-	-
Union,	14	14	-	12	14	15	11	4	3000	-	4500
Waldoborough,	32	29	1	22	26	29	7	6	2500	2	700
Warren,	19	20	1	17	21	23	3	10	4150	-	-
Washington,	-	12	2	5	12	11	8	4	-	-	-
Westport,	6	6	-	4	5	6	-	6	900	-	-
Whitefield,	35	18	-	12	16	18	12	6	4500	1	500
Wiscasset,	8	6	-	5	7	7	2	5	2900	-	-

Matinicus Isle,	-	1	-	1	1	-	-	-	-	-	-	-
Monhegan Isle,	1	1	-	-	1	1	1	-	-	500	-	-
Muscle Ridge plantation,	1	3	-	-	1	1	1	-	-	300	-	-
Patricktown plantation,	6	6	2	4	4	6	3	3	-	600	-	-

OXFORD COUNTY.

Albany,	-	8	2	-	-	8	6	2	-	-	-	-
Andover,	16	7	-	5	7	5	2	3	1186	-	-	-
Bethel,	46	24	3	14	23	23	1	22	1400	-	-	-
Brownfield,	-	17	-	-	-	14	2	12	2000	-	-	-
Buckfield,	-	13	2	9	12	13	7	6	3600	-	-	-
Byron,	-	6	1	-	2	4	3	1	625	-	-	-
Canton,	9	10	-	7	13	8	3	5	620	-	-	-
Denmark,	14	14	1	10	14	13	4	9	1000	1	150	-
Dixfield,	-	11	1	9	14	11	9	2	1500	-	-	-
Fryeburg,	16	16	-	11	18	16	8	8	3800	-	-	-
Gilead,	11	6	-	3	8	6	2	4	445	-	-	-
Grafton,	2	3	1	1	2	1	1	-	100	-	-	-
Greenwood,	12	12	-	-	4	9	3	6	1200	-	-	-
Hanover,	7	4	1	5	3	4	2	2	500	-	-	-
Hartford,	26	16	1	9	14	15	4	11	-	-	-	-
Hebron,	9	8	1	7	8	8	4	4	1275	-	-	-
Hiram,	25	15	1	12	12	12	2	10	800	-	-	-
Lovell,	25	13	1	9	16	13	9	4	3125	-	-	-
Mason,	2	1	-	1	2	1	1	-	290	-	-	-
Mexico,	6	6	-	3	6	6	-	6	600	-	-	-
Newry,	6	6	1	3	1	6	4	2	725	-	-	-
Norway,	15	13	-	11	15	15	4	11	5000	2	400	-
Oxford,	10	10	2	9	10	11	6	5	1875	-	-	-
Paris,	-	18	-	15	-	18	4	14	-	1	600	-
Peru,	22	11	-	10	12	11	1	10	1000	1	350	-
Porter,	13	13	3	8	14	13	3	10	900	-	-	-
Roxbury,	5	5	1	2	2	2	2	-	300	-	-	-
Rumford,	26	13	-	12	15	13	4	0	1525	-	-	-

TABLE II.
OXFORD COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Stow,	13	8	-	3	9	7	3	4	\$600	-	-
Stoneham,	6	6	1	1	11	5	4	1	700	-	-
Sumner,	26	14	2	9	14	14	5	6	1400	-	-
Sweden,	8	8	-	4	12	8	2	6	1500	1	\$450
Waterford,	24	15	-	11	10	13	4	9	2000	1	700
Woodstock,	20	11	1	8	9	9	1	8	350	-	-
Andover North Surplus,	1	1	1	1	-	1	-	1	50	-	-
Franklin plantation,	-	4	1	-	-	4	4	-	600	-	-
Fryeburg Academy Grant,	1	1	-	-	1	1	-	1	30	-	-
Hamlin's Grant,	1	1	-	-	2	1	-	1	75	-	-
Letter B,	4	4	-	1	4	2	-	2	200	-	-
Milton plantation,	-	3	1	-	-	2	-	2	120	-	-
No. 5, R. 1 and 2,	3	2	-	-	2	1	1	-	240	-	-
Riley,	-	-	-	-	-	-	-	-	-	-	-

PENOBSCOT COUNTY.

Alton,	9	6	-	3	6	3	2	1	800	-	-
Argyle,	5	4	-	1	4	4	2	2	500	-	-
Bangor,	59	4	-	14	74	35	29	6	58000	5	7947
Bradford,	21	11	-	6	9	11	3	8	2300	-	-
Bradley,	5	4	-	3	6	4	2	2	700	-	-

Brewer,	26	1	-	6	17	9	3	6	-	-	-
Burlington,	10	6	1	1	8	2	2	-	800	1	-
Carmel,	10	10	-	8	9	10	9	1	2400	1	350
Carroll,	5	5	1	4	6	5	2	3	925	2	400
Charleston,	10	10	1	10	11	10	1	9	2000	-	-
Chester,	8	6	1	5	4	4	3	1	600	-	-
Clifton,	7	4	-	1	5	4	2	2	1200	-	-
Corinna,	25	14	3	6	17	12	5	7	1500	1	267
Corinth,	31	15	1	7	25	10	9	7	3500	1	500
Dexter,	18	10	3	8	23	15	6	6	6300	3	2475
Dixmont,	21	12	2	9	12	12	6	6	1711	1	-
Eddington,	14	7	-	4	10	8	3	5	1500	-	-
Edinburg,	2	2	1	-	2	1	1	-	200	-	-
Enfield,	7	5	-	-	6	5	1	4	750	-	-
Etna,	8	8	-	4	9	8	2	6	1250	1	450
Exeter,	-	13	2	-	-	13	8	5	4000	1	300
Garland,	11	9	4	9	13	11	4	7	2800	1	400
Glenburn,	7	7	1	5	9	7	4	3	800	-	-
Greenbush,	7	7	-	1	7	6	-	6	500	1	120
Hampden,	20	18	1	15	22	18	7	11	7225	-	-
Hermon,	12	14	-	10	11	11	6	5	1665	1	265
Holden,	8	8	-	7	9	7	6	1	1500	-	-
Howland,	-	5	-	1	5	4	1	3	-	-	-
Hudson,	7	7	2	2	8	6	3	3	1700	-	-
Kenduskeag,	6	5	-	2	8	6	3	3	2500	-	-
Lagrange,	7	4	-	3	4	4	2	2	850	1	125
Lee,	9	8	1	5	9	9	2	7	2000	-	-
Levant,	10	9	3	4	15	8	3	5	1600	-	-
Lincoln,	12	12	-	3	15	9	1	8	500	1	250
Lowell,	-	6	7	1	6	4	4	-	1150	-	-
Mattamiscontis,	-	-	-	-	-	-	-	-	-	-	-
Maxfield,	2	2	-	-	2	2	1	1	100	-	-
Milford,	5	4	-	2	6	3	2	1	3250	-	-
Newburg,	9	9	2	5	10	9	5	4	1800	-	-
Newport,	16	10	3	4	12	8	4	4	2500	1	250
Oldtown,	16	8	-	7	18	9	6	9	6200	-	-
Orono,	12	1	-	2	12	10	10	-	-	-	-
Orrington,	13	12	-	12	12	13	9	4	4025	1	400

TABLE II.
PENOBSCOT COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Passadumkeag,	4	4	—	1	6	6	3	1	\$1000	1	\$250
Patten,	6	5	—	2	9	4	3	1	1400	—	—
Plymouth,	7	6	1	4	8	7	2	5	813	—	—
Springfield,	—	8	3	—	—	5	—	5	250	—	—
Stetson,	7	8	1	4	7	—	—	7	—	1	250
Mattawamkeag,	—	—	—	—	—	—	—	—	—	—	—
Nickatow,	—	—	—	—	—	—	—	—	—	—	—
Veazie,	4	1	—	2	6	3	3	—	2000	1	410
Woodville,	—	—	—	—	—	—	—	—	—	—	—
Pattagumpus,	—	—	—	—	—	—	—	—	—	—	—
Five Islands,	2	2	—	—	4	1	—	1	100	—	—
No. 3, R. 6,	—	—	—	—	—	—	—	—	—	—	—
No. 4, R. 1,	2	3	—	1	1	2	2	—	250	1	—
No. 5,	—	—	—	—	—	—	—	—	—	—	—
No. 6, R. 3,	—	—	—	—	—	—	—	—	—	—	—
No. 7, R. 3,	7	6	—	1	5	3	1	2	100	1	75

PISCATAQUIS COUNTY.

Abbot,	16	9	1	4	10	8	2	5	700	—	—
Atkinson,	9	9	—	5	11	9	4	4	1500	—	—
Barnard,	—	4	—	—	4	2	—	2	250	—	—

Blanchard,	1	1	1	1	1	1	1	1	1	150	1	1
Bowerbank,	3	3	3	3	3	3	3	3	3	150	1	1
Brownville,	16	9	2	14	5	2	2	1	5	400	1	1
Dover,	18	17	8	21	16	5	11	1	1	2500	1	300
Elliotsville,	3	3	3	3	1	1	1	1	1	100	1	1
Foxcroft,	6	11	5	10	10	3	4	4	4	760	1	200
Guilford,	15	9	5	7	9	2	4	4	4	600	1	1
Greenville,	3	3	1	3	3	3	3	3	3	400	1	1
Medford,	3	3	2	3	2	1	1	1	1	150	1	1
Kingsbery,	11	8	3	10	6	4	2	2	2	2000	1	1
Monson,	7	7	5	7	7	4	3	3	3	1600	1	1
Milo,	8	8	1	10	5	2	3	3	3	600	1	1
Orneville,	24	14	6	12	13	6	7	7	7	900	1	1
Parkman,	13	13	4	15	13	2	11	11	11	1300	1	1
Sangerville,	16	10	1	5	8	4	4	4	4	1155	1	1
Sebec,	3	3	1	1	6	2	2	2	2	50	1	1
Shirley,	11	10	1	3	6	2	5	5	5	900	1	1
Wellington,	3	3	2	3	3	2	2	2	2	1	1	1
Williamsburg,	1	1	1	1	1	1	1	1	1	1	1	1
No. 2, R. 5,	1	1	1	1	1	1	1	1	1	1	1	1
Barker plantation,	1	1	1	1	1	1	1	1	1	1	1	1

SAGADAHOC COUNTY.

Arrowsic,	3	2	1	3	2	1	1	1	1	500	1	330
Bath,	18	3	1	7	34	15	7	8	8	35000	1	6000
Bowdoin,	18	18	1	15	16	18	13	5	5	2500	1	1
Bowdoinham,	19	17	1	13	16	17	9	8	8	4000	1	1
Georgetown,	13	9	6	7	7	6	1	1	1	2500	1	1
Perkins,	1	1	2	2	1	1	1	1	1	400	1	1
Phipsburg,	14	12	13	13	13	9	4	4	4	3000	1	1
Richmond,	34	11	11	16	14	10	4	4	4	3500	1	1
Topsham,	13	10	9	16	13	5	8	8	8	2000	1	1
West Bath,	1	1	1	1	1	1	1	1	1	1	1	1
Woolwich,	8	8	7	8	8	2	6	6	6	2600	1	1

TABLE II.
SOMERSET COUNTY.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Anson,	36	24	-	7	26	23	10	13	\$5350	1	\$224
Athens,	-	-	-	-	-	-	-	-	-	-	-
Bingham,	17	13	-	3	12	7	3	4	1475	-	-
Bloomfield,	12	9	-	6	15	11	7	4	4600	1	1025
Brighton,	-	8	-	4	13	7	-	2	1000	-	-
Cambridge,	5	5	-	2	6	5	5	-	1000	-	-
Canaan,	26	12	-	7	15	12	3	9	3050	-	-
Concord,	14	12	-	2	11	7	4	3	1000	-	-
Cornville,	-	12	2	9	12	12	7	5	1845	1	7500
Detroit,	8	5	-	2	5	5	3	2	400	-	-
Emden,	13	13	1	6	10	9	6	3	1500	2	500
Fairfield,	16	20	4	2	29	15	10	5	-	-	-
Harmony,	16	10	1	4	12	8	7	1	1100	1	125
Hartland,	11	10	3	5	10	10	1	9	1600	1	260
Lexington,	10	9	-	3	5	7	5	2	1000	-	-
Madison,	32	17	2	13	17	17	3	14	1500	1	350
Mayfield,	-	-	-	-	-	-	-	-	-	-	-
Mercer,	18	8	1	3	11	9	2	7	1200	1	300
Moscow,	-	11	-	3	8	6	-	6	775	-	-
New Portland,	25	18	-	10	15	12	3	9	1500	-	-
Norridgewock,	15	16	3	4	12	15	9	6	3500	1	300
Palmyra,	15	15	3	8	17	15	8	7	800	-	-
Pittsfield,	-	10	4	4	11	9	4	5	550	-	-
Ripley,	10	5	-	3	7	5	3	3	800	-	-

COMMON SCHOOLS.

St. Albans,	15	14	1	13	16	14	4	10	2500	-	-
Skowhegan,	-	-	-	-	-	-	-	-	-	-	-
Smithfield,	21	11	1	5	13	10	6	4	3900	-	-
Solon,	13	7	-	7	7	7	2	5	700	-	-
Starks,	24	13	-	11	16	12	4	8	2400	-	-
Flagstaff,	25	17	1	11	10	15	3	12	600	-	-
No. 1, R. 2, W. K. R.,	2	1	-	1	1	1	1	-	200	-	-
No. 1, R. 3, E. K. R.,	-	3	-	3	3	1	1	-	150	-	-
No. 1, R. 3, W. K. R.,	6	5	-	1	6	4	-	4	-	-	-
Forks,	-	-	-	-	-	-	-	-	-	-	-
No. 2, R. 2,	-	4	-	-	3	2	1	1	300	-	-
Moose River pl.,	3	3	-	-	3	-	-	-	-	-	-
No. 4,	2	3	-	-	2	-	-	-	-	-	-

WALDO COUNTY.

Appleton,	24	12	1	12	13	11	-	4	1500	-	-
Belfast,	21	16	-	14	13	18	12	6	1500	1	750
Belmont,	5	5	1	4	5	5	-	3	400	-	-
Brooks,	-	7	-	6	8	7	4	3	1500	-	-
Burnham,	7	7	1	4	7	6	3	3	1200	-	-
Camden,	49	20	-	15	22	21	2	19	5000	-	-
Frankfort,	26	24	2	16	21	28	24	4	12100	1	3300
Freedom,	9	10	1	8	9	9	6	3	2200	1	200
Hope,	14	7	-	6	8	7	-	7	1009	-	-
Islesborough,	8	8	1	6	8	8	3	5	1800	1	350
Jackson,	9	9	-	8	9	9	2	7	1000	-	-
Knox,	-	9	2	7	11	8	5	3	1200	-	-
Liberty,	9	9	4	8	8	7	3	4	975	-	-
Lincolntonville,	33	17	-	41	17	16	6	10	2300	-	-
Monroe,	23	12	-	9	12	12	8	4	2550	-	-
Montville,	-	16	3	15	20	15	2	13	1177	-	-
Morrill,	6	6	4	4	8	6	2	4	600	-	-
North Haven,	11	6	-	5	5	6	6	-	2100	-	-
Northport,	10	10	-	6	8	9	-	9	900	-	-

TABLE II.

WALDO COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Palermo,	13	15	2	7	14	13	11	2	\$2500	1	\$180
Prospect,	34	16	2	16	17	17	8	9	9000	2	4500
Searsmont,	12	12	4	10	11	12	4	8	1400	-	-
Searsport,	14	11	4	11	12	10	4	3	5000	1	600
Swanville,	-	6	2	7	8	8	7	1	1600	-	-
Thorndike,	10	10	-	11	12	10	4	6	1310	-	-
Troy,	-	12	3	8	13	12	11	1	2000	-	-
Unity,	13	13	1	9	11	11	6	5	1850	1	200
Vinalhaven,	19	10	-	11	11	10	2	8	850	-	-
Waldo,	14	7	-	5	9	7	4	3	435	-	-

WASHINGTON COUNTY.

Addison,	26	14	-	4	19	12	3	9	1600	-	-
Alexander,	3	3	5	2	4	4	3	1	1000	-	-
Baileyville,	4	4	2	1	5	4	2	2	600	1	200
Baring,	9	1	-	1	9	2	2	-	800	-	-
Beddington,	-	1	-	2	1	1	-	1	100	-	-
Calais,	-	8	-	4	13	14	7	7	8000	-	-

Centerville,	-	2	-	-	2	1	-	-	150	-	-
Charlotte,	9	6	-	-	5	6	-	-	1625	-	-
Cherryfield,	-	8	-	-	4	8	-	8	1500	-	-
Columbia,	14	9	-	-	6	8	-	7	1500	-	-
Cooper,	11	6	-	-	3	6	-	-	250	-	-
Crawford,	2	2	-	-	1	2	-	-	250	-	-
Cutler,	10	7	-	-	2	7	-	1	700	-	-
Deblois,	1	1	-	-	1	1	-	-	100	-	-
Dennysville,	4	2	-	-	2	2	-	-	300	-	-
East Machias,	15	2	-	-	5	10	-	5	-	-	-
Eastport,	8	1	-	-	4	7	-	6	12400	1	1500
Edmunds,	6	6	-	-	2	7	-	3	425	-	-
Harrington,	9	10	-	-	6	9	-	4	-	-	-
Jonesborough,	6	6	-	1	2	4	-	2	400	-	-
Jonesport,	11	11	-	-	1	8	-	8	1200	-	-
Lubec,	-	14	-	-	9	13	-	8	3200	-	-
Machias,	11	1	-	-	5	10	-	2	5000	1	1400
Machiasport,	-	-	-	-	-	-	-	-	-	-	-
Marion,	-	3	-	1	-	3	-	-	200	-	-
Marshfield,	2	2	-	-	-	2	-	1	400	-	-
Medybemps,	-	3	-	-	2	2	-	1	400	-	-
Milbridge,	11	11	-	3	4	15	-	-	-	-	-
Northfield,	4	3	-	-	3	1	-	-	450	-	-
Pembroke,	11	11	-	-	17	8	-	5	4000	-	-
Perry,	12	13	-	-	9	7	-	4	2000	-	-
Princeton,	4	4	-	-	2	3	-	3	1000	-	-
Robbinston,	-	8	-	-	4	8	-	7	3000	1	450
Steuben,	18	11	-	-	7	8	-	3	2020	-	-
Topsfield,	4	4	-	-	2	6	-	-	375	-	-
Trescott,	10	8	-	1	2	5	-	1	700	-	-
Wesley,	4	4	-	-	2	3	-	-	250	-	-
Whitneyville,	4	1	-	-	1	2	-	1	400	-	-
Big Lake,	-	-	-	-	-	-	-	-	-	-	-
Codyville plantation,	1	1	-	-	1	1	-	-	50	-	-
Danforth plantation,	2	1	-	-	-	-	-	1	-	-	-
Lambert's Lake plantation,	-	-	-	-	-	-	-	-	-	-	-
Tallmadge plantation,	-	2	-	-	-	1	-	-	150	-	-
Waite plantation,	-	1	-	-	1	1	-	1	300	-	-

TABLE II.

WASHINGTON COUNTY—(Continued.)

COMMON SCHOOLS.

Towns.	Whole No. of Public Schools in town.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught in town during the school year 1895-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses in town.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses in town.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
No. 7, R. 2,	1	2	1	1	1	1	1	1	-	-	-
No. 9, R. 4,	1	1	1	1	1	1	1	1	-	-	-
No. 14,	1	3	1	1	1	1	1	1	\$100	1	1
No. 18,	1	1	1	1	1	1	1	1	-	1	1
Whiting,	6	6	1	1	6	4	1	4	250	1	1

YORK COUNTY.

Acton,	12	14	-	11	8	12	4	8	1500	1	\$330
Alfred,	10	11	-	7	10	10	2	8	800	-	-
Berwick,	30	18	-	15	16	17	7	10	3510	-	-
Biddeford,	21	11	2	14	22	16	9	7	19600	-	-
Buxton,	17	17	-	19	14	17	10	7	5000	3	1403
Cornish,	12	12	-	8	9	11	8	3	3500	-	-
Dayton,	5	7	2	4	5	5	3	5	700	-	-
Elliot,	8	8	-	8	6	8	3	5	2500	-	-
Hollis,	23	15	-	11	11	14	8	6	2500	-	-
Kennebunk,	14	12	1	9	13	13	6	5	3500	1	500
Kennebunkport,	1	13	-	11	12	14	5	9	3900	1	1600
Kittery,	1	13	-	9	15	13	2	11	400	-	-
Lebanon,	9	21	-	10	13	18	15	3	4500	-	-

Limerick,	11	10	3	11	8	10	5	5	3000	-	-
Limington,	31	17	2	15	16	17	8	9	2500	-	-
Lyman,	22	12	-	8	12	11	4	7	2000	-	-
Newfield,	-	10	-	-	11	10	3	7	2000	-	-
North Berwick,	26	19	2	5	13	15	7	8	1400	-	-
Parsonsfield,	34	17	2	15	17	17	9	8	2000	-	-
Saco,	23	9	-	16	25	15	13	2	1700	2	1500
Sanford,	17	16	3	11	15	17	10	7	4800	3	2800
Shapleigh,	23	15	-	12	10	12	3	9	1500	-	-
South Berwick,	14	13	2	12	15	12	3	9	3500	-	-
Waterborough,	15	14	1	12	15	14	5	9	3000	1	400
Wells,	16	16	-	13	18	17	11	6	4800	-	-
York,	30	14	-	12	14	15	13	2	1750	-	-

TABLE II.
RECAPITULATION.

Counties.	Whole No. of Public Schools.	Whole No. of School Districts.	Whole No. of parts of Districts.	Whole No. of different Male Teachers who have taught during the school year 1855-6.	Whole No. of different Female Teachers for the same time.	Whole No. of School Houses.	No. of School Houses well constructed, commodious, and in good repair.	No. which are not in good repair.	Value of all the School Houses.	No. of new School Houses which have been built the past year.	Estimated cost of the same.
Androscoggin, . . .	247	189	25	134	124	182	74	108	\$38,515	4	\$1,725
Aroostook, . . .	76	122	3	27	68	64	30	34	8,121	6	1,150
Cumberland, . . .	413	349	36	254	332	335	155	180	72,057	11	49,820
Franklin, . . .	261	242	26	137	219	188	87	94	21,965	3	665
Harcock, . . .	352	305	12	178	287	272	122	139	59,925	14	6,920
Kennebec, . . .	422	346	20	259	407	377	215	159	113,725	10	12,807
Lincoln, . . .	362	294	30	240	290	293	116	154	74,075	6	6,900
Oxford, . . .	424	371	29	222	315	347	128	219	41,446	7	2,650
Penobscot, . . .	529	355	45	214	525	385	198	196	139,294	28	15,489
Piscataquis, . . .	172	159	12	60	167	132	46	80	16,165	3	500
Sagadahoc, . . .	125	91	3	82	131	108	63	48	56,500	2	6,339
Somerset, . . .	410	342	28	173	352	292	130	162	46,304	8	2,159
Waldo, . . .	393	322	38	282	330	318	149	157	66,940	9	10,080
Washington, . . .	246	221	13	119	210	219	95	108	57,045	4	3,550
York, . . .	423	353	20	278	343	350	173	175	83,910	12	8,503
Total, . . .	4,855	4,061	340	2,659	4,240	3,862	1,781	2,013	\$895,987	127	\$129,248

APPENDIX A.

TABLE III. .

APPENDIX A.

TABLE III. ANDROSCOGGIN COUNTY.

Towns.	Population in 1855.	Valuation in 1855.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by -	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintending School Committee for services.
Auburn,	2,840	\$400,605	\$1,704 00	\$1,704 00	-	\$1 41	\$362 96	-	\$100 00	\$100 00	\$50 00
Danville,	1,636	322,715	981 60	1,050 00	\$68 40	1 438	209 00	-	20 00	-	-
Durham,	1,894	376,358	1,136 40	1,136 40	-	1 537	227 94	-	62 00	64 00	45 45
East Livermore,	892	150,035	535 20	535 20	-	1 529	90 54	\$60 05	-	-	37 00
Greene,	1,347	220,908	808 20	810 00	1 80	1 486	154 30	-	63 00	-	33 50
Lewiston,	3,884	580,420	2,150 40	2,500 00	349 60	1 765	408 90	-	-	-	100 00
Leeds,	1,652	225,330	991 20	1,000 00	8 80	1 912	167 80	-	100 00	-	-
Lisbon,	1,495	263,167	897 00	900 00	3 00	1 742	158 00	-	25 00	-	27 00
Livermore,	1,764	271,633	1,058 40	1,060 00	1 60	1 727	181 33	108 10	200 00	82 00	40 50
Minot,	1,734	297,184	1,040 40	1,100 00	59 60	1 708	295 00	-	100 00	50 09	47 00
Poland,	2,660	318,168	1,596 00	1,200 00	-396 00	1 10	322 96	-	-	56 00	29 50
Turner,	2,538	418,832	1,522 80	1,500 00	-22 80	1 518	293 19	200 00	-	53 00	75 00
Wales,	612	111,632	367 20	350 00	-17 20	1 576	63 14	-	18 00	175 00	14 00
Webster,	1,110	194,439	666 00	666 00	-	1 776	105 13	-	165 00	90 00	30 25

COMMON SCHOOLS.

AROOSTOOK COUNTY.

Amity,	356	14,349	213 60	221 00	7 40	1 754	30 00	-	-	-	6 00
Hodgdon,	862	61,734	517 20	600 00	82 80	1 474	50 00	44 72	-	-	-
Houlton,	1,452	141,599	871 20	750 00	-121 20	99	191 50	120 00	-	-	30 00
Linneus,	1,561	25,119	936 60	300 00	-636 60	94	92 00	-	-	-	-
Masardis,	122	10,209	73 20	84 00	10 80	1 50	16 24	-	-	25 00	3 00
Monticello,	227	16,518	136 20	-	-	-	-	-	-	-	-
New Limerick,	160	12,383	96 00	120 00	24 00	1 304	26 75	-	-	-	-
Smyrna,	172	8,121	103 20	-	-	-	-	-	-	-	-
Weston,	293	28,140	175 80	250 00	74 20	1 372	-	40 00	-	-	9 50
Bancroft,	157	-	94 20	100 00	5 00	1 37	22 24	-	-	-	3 00
Belfast Academy Grant,	259	-	155 40	75 00	-80 40	555	40 30	-	6 00	-	10 00
Benedicta,	325	-	195 00	90 00	-125 00	364	51 11	-	-	-	-
Bridgewater,	143	-	85 80	168 00	82 80	545	80 00	-	-	-	2 50
Crystal,	175	-	105 00	150 00	45 00	1 875	23 74	-	-	-	-
Dayton plantation,	49	-	29 40	-	-	-	10 25	-	-	-	-
Eaton Grant plantation,	-	-	-	-	-	-	-	-	-	-	-
No. 9, Range 6,	59	-	35 40	50 00	14 60	1 40	23 00	-	-	-	-
Golden Ridge,	194	-	116 40	-	-	-	33 09	-	197 17	-	-
Hancock plantation,	592	-	355 20	-	-	-	-	-	-	-	-
Haynesville,	96	-	57 60	60 00	2 40	1 50	-	-	-	-	-
Leavitt,	-	-	-	-	-	-	-	-	-	-	-
Letter D,	401	-	240 60	400 00	159 40	1 278	77 73	-	131 00	143 00	-
Letter H,	-	-	-	208 80	-	1 364	77 00	-	-	72 00	-
Limestone River pl.,	-	-	-	50 00	-	1 666	5 00	-	-	20 00	-
Macwahoc,	-	-	-	-	-	-	-	-	102 00	-	-
Madawaska,	1,278	-	766 80	-	-	786	174 41	225 00	-	207 40	4 00
Molunkus,	199	-	119 40	-	-	-	6 38	-	-	-	-
Orient plantation,	207	-	124 20	70 00	-54 20	-	-	-	30 00	-	-
Portage Lake,	168	-	100 80	-	-	-	-	-	36 00	-	-
Presque Isle,	-	-	-	315 00	-	1 848	-	-	-	-	4 00
Reed plantation,	76	-	45 60	-	-	-	-	-	-	-	-
Salmon Brook,	176	-	105 60	-	-	-	28 26	-	36 00	-	-
Williams' College Grant,	224	-	134 40	-	-	-	-	-	-	-	-
No. 11,	106	-	63 60	-	-	-	-	-	-	-	-
Letter G,	-	-	-	-	-	-	-	-	-	-	-
Van Buren pl.,	1,050	-	630 00	250 00	-380 60	427	52 91	-	18 00	28 00	9 50

APPENDIX A.

TABLE III.
CUMBERLAND COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by -	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintendent, School Committee for services.
Baldwin,	1,100	\$156,238	\$660 00	\$660 00	-	\$1 326	\$135 03	\$71 57	\$40 00	\$10 00	\$11 50
Bridgton,	2,710	472,161	1,626 00	1,700 00	\$74 00	1 631	315 15	62 20	250 00	-	-
Brunswick,	4,976	1,107,822	2,985 60	3,000 00	16 40	1 641	594 11	500 00	300 00	-	60 00
Cape Elizabeth,	2,082	256,287	1,249 20	2,000 00	950 00	1 90	260 16	-	-	-	42 00
Casco,	1,045	152,314	627 00	628 04	1 04	1 424	131 80	126 58	-	-	25 00
Cumberland,	1,656	326,815	993 60	993 60	-	1 434	212 30	88 06	-	-	23 50
Falmouth,	1,164	401,273	1,298 40	1,298 40	-	1 75	190 05	-	100 00	390 00	46 00
Freeport,	2,629	563,143	1,577 40	1,570 00	-7 40	1 53	309 13	-	326 00	112 00	80 00
Gorham,	3,088	684,732	1,832 80	1,900 00	47 20	1 468	172 62	-	-	-	-
Gray,	1,788	238,092	1,042 80	900 00	-166 80	1 227	226 00	60 00	130 00	-	33 44
Harpswell,	1,535	314,941	911 00	925 00	4 00	1 575	178 63	-	20 00	60 00	33 00
Harrison,	1,416	229,816	840 60	700 00	-149 60	1 52	138 93	44 00	85 00	300 00	27 50
Naples,	1,025	155,975	621 00	600 00	-215 00	858	145 25	-	125 00	-	22 00
North Yarmouth,	1,221	327,676	732 60	673 00	-59 60	1 485	132 22	217 66	20 00	-	22 50
New Gloucester,	1,848	395,501	1,108 80	1,110 00	1 20	1 639	432 71	247 25	-	300 00	30 00
Otisfield,	1,171	211,185	702 60	720 00	17 40	1 61	134 42	141 67	15 00	-	30 00
Portland,	29,819	7,311,561	12,491 40	22,740 00	10,248 60	2 655	2,510 40	-	-	-	250 00
Pownall,	1,074	241,550	644 40	644 40	-	1 457	131 46	-	113 00	-	-
Raymond,	1,142	126,991	685 20	685 26	6	1 439	151 56	130 47	300 00	300 00	16 50
Scarborough,	1,837	386,549	1,102 20	1,200 00	98 80	1 731	212 60	-	-	-	60 00
Sebago,	850	70,162	510 00	525 00	5 00	1 495	105 85	-	95 00	125 00	10 00
Standish,	2,290	329,206	1,374 00	1,374 00	-	1 719	138 48	93 60	-	-	35 75
Westbrook,	4,852	1,201,922	2,911 20	3,000 00	88 80	2 000	514 72	120 00	50 00	-	-
Windnam,	2,380	407,768	1,428 00	1,450 00	22 00	1 49	285 69	146 40	179 00	-	68 00
Yarmouth,	2,144	727,627	1,284 00	1,286 40	-	1 86	203 57	-	1,476 00	-	41 75

COMMON SCHOOLS.

FRANKLIN COUNTY.

Avon,	778	80,677	466 80	400 00	-66 80	1 388	83 00	-	-	174 63	15 00
Carthage,	420	42,142	252 00	254 32	2 34	1 662	38 13	25 00	-	25 00	14 50
Chesterville,	1,142	140,612	685 20	685 20	-	1 597	134 72	36 64	7 50	-	33 50
Farmington,	2,725	597,064	1,635 00	1,650 00	15 00	1 72	300 42	86 95	15 00	50 00	40 00
Freeman,	762	73,637	457 20	457 20	-	1 576	81 57	41 06	77 50	28 00	36 00
Industry,	1,941	131,845	624 60	540 00	84 60	1 51	108 25	6 12	-	65 00	25 00
Jay,	1,733	220,551	1,039 89	1,049 00	9 29	1 595	196 40	77 88	105 00	430 00	40 00
Kingfield,	662	73,273	397 20	400 00	2 80	1 66	85 40	53 11	-	-	6 00
Madrid,	404	23,964	242 40	242 00	-40	1 28	58 00	20 00	-	42 00	12 50
New Sharon,	1,732	310,226	1,039 20	1,104 60	65 40	1 72	182 00	50 00	150 00	-	38 00
New Vineyard,	635	65,538	381 00	378 00	-3 00	1 546	77 00	12 00	85 00	30 00	10 00
Phillips,	1,673	208,745	1,003 80	1,000 00	-3 80	1 411	286 00	-	-	-	52 00
Salem,	454	69,029	272 40	227 00	-45 40	1 464	49 04	-	51 00	-	17 00
Strong,	1,008	169,991	604 80	605 00	20	1 609	105 28	75 00	125 00	25 00	20 00
Temple,	785	72,550	471 00	392 50	-78 50	1 335	90 27	-	-	-	15 00
Weld,	995	92,232	597 00	567 00	-30 00	1 379	119 07	20 00	-	100 00	25 50
Wilton,	1,909	329,566	1,145 40	1,145 40	-	1 56	207 80	154 70	230 00	-	69 25
Bloomfield plantation, }	-	-	-	-	-	-	-	-	-	-	-
Jackson plantation, }	319	15,000	191 40	-	-	-	41 50	-	45 00	25 00	-
Letter E,	126	6,000	75 60	-	-	-	9 39	-	2 70	13 00	-
Rangely,	-	-	-	125 00	-	1 33	16 00	25 00	-	50 00	-
No. 4,	139	3,920	83 40	46 00	-37 40	746	-	-	-	-	-
No. 6,	74	2,000	44 40	50 00	-	-	-	-	-	-	-
Rangely plantation,	-	-	-	-	-	-	27 30	40 00	19 54	43 58	-

APPENDIX A.

HANCOCK COUNTY.

Amherst,	323	43,962	193 80	2 25	10 20	1 666	29 11	82 70	15 00	-	8 00
Aurora,	217	33,672	130 20	2 00	67 80	2 817	24 65	100 00	-	-	4 50
Bluehill,	1,939	350,221	1,163 49	1,165 00	1 60	1 378	252 00	200 00	25 00	260 00	66
Brooklin,	1,002	77,832	691 20	700 00	98 80	1 471	140 00	40 00	20 00	-	23
Brooksville,	1,333	105,901	799 80	800 00	20	1 36	176 50	21 90	-	-	34 65
Bucksport,	3,381	626,338	2,028 60	2,500 00	471 43	1 727	445 16	-	120 00	-	98 89
Castine,	1,260	38,759	756 00	1,700 00	944 00	3 16	156 06	68 00	40 00	-	-
Deer Isle,	3,037	227,042	1,822 20	1,525 00	297 00	1 03	443 25	-	-	80 00	54 00
Dedham,	546	55,094	327 60	350 00	22 40	1 024	78 80	68 90	-	-	17 76

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TABLE III.

HANCOCK COUNTY—(Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by—	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintending School Committee for services.
Eastbrook,	212	\$32,811	\$127 20	\$110 00	-	-	-	-	-	-	-
Eden,	1,127	103,809	676 20	682 00	\$5 80	\$1 316	\$153 06	\$75 81	-	-	\$11 00
Ellsworth,	4,009	676,945	2,405 40	3,500 00	1,094 60	1 59	509 41	-	\$11 50	-	124 75
Franklin,	736	78,461	451 60	500 00	68 40	1 362	101 33	60 00	-	-	30 00
Gouldsborough,	1,400	125,931	840 00	840 00	-	1 226	201 47	15 00	34 00	-	11 00
Greenfield,	305	37,486	183 00	350 00	167 00	2 713	37 58	96 00	-	-	4 00
Hancock,	960	83,070	576 00	564 00	-12 00	1 375	125 40	-	10 50	-	-
Mariaville,	374	36,847	226 40	250 00	25 60	1 256	56 85	55 00	10 00	\$40 00	8 00
Mt. Desert,	770	79,181	462 00	466 20	4 20	1 332	104 04	-	105 00	164 50	18 33
Orland,	1,580	217,433	948 00	800 00	-148 00	1 066	222 00	-	-	-	52 75
Otis,	124	19,341	74 40	40 20	-34 20	609	9 00	33 00	-	-	5 50
Penobscot,	1,556	160,286	933 60	934 00	40	1 302	223 43	43 00	50 00	-	14 00
Seaville,	139	17,000	83 40	73 00	-10 40	1 196	18 00	-	36 00	-	-
Sedgwick,	1,234	119,748	740 40	700 00	-40 40	1 266	173 80	59 28	75 00	125 00	24 50
Sullivan,	810	107,255	486 00	486 00	-	1 67	87 89	80 00	20 00	-	5 00
Surry,	1,189	125,104	713 40	754 80	41 40	1 315	129 70	45 26	-	-	53 00
Tremont,	1,425	102,505	855 00	855 00	-	1 276	187 40	-	-	150 00	22 00
Trenton,	1,205	148,720	723 00	756 00	33 00	1 423	125 00	-	-	-	-
Waltham,	304	41,881	182 40	175 00	-7 40	1 43	38 80	78 28	-	46 00	4 00
Swan Island,	423	17,897	253 80	225 00	-28 80	1 222	55 92	-	-	-	6 00
Wetmore Isle,	405	56,595	243 00	300 00	57 00	1 666	52 31	-	-	-	-
No. 7,	-	13,132	-	45 00	-	978	10 66	9 75	-	-	4 00
No. 10,	20	8,000	12 00	-	-	-	-	-	-	-	-
No. 21,	-	8,000	-	25 00	-	1 315	8 76	-	-	-	-

COMMON SCHOOLS.

No. 33,	-	26,000	-	50 00	-	1 613	10 00	-	-	-	-
Long Island,	152	3,500	-	55 90	-	-	-	-	-	-	-
Cranberry Isle,	283	38,759	-	90 00	-	-	-	10 00	8 00	-	4 00
Harbor Island,	-	-	-	169 80	-	-	34 10	-	-	-	-
Grand Falls plantation,	-	-	-	20 00	-	-	-	-	-	10 00	-

KENNEBEC COUNTY.

Albion,	1,604	229,597	962 40	1,000 00	37 60	1 626	191 55	-	62 00	-	44 85
Augusta,	8,227	2,080,712	4,936 20	4,900 00	-36 20	1 633	1,045 60	-	950 00	-	213 00
Belgrade,	1,722	304,943	1,033 20	1,034 00	80	2 02	233 92	-	25 00	5 00	41 90
Benton,	1,189	155,992	713 40	700 00	-13 40	1 416	154 26	-	-	-	18 00
China,	2,769	456,635	1,661 40	2,000 00	338 60	1 679	353 33	-	200 00	-	65 00
Chelsea,	1,096	146,869	657 60	700 00	42 40	1 50	145 84	-	-	30 00	35 00
Clinton,	1,743	188,606	1,045 80	1,046 00	20	1 334	230 34	-	240 00	-	20 00
Farmingdale,	-	253,927	-	800 00	-	1 995	122 69	-	-	-	-
Fayette,	1,085	194,777	651 00	651 24	-24	1 769	115 76	-	40 00	-	22 50
Gardiner,	5,223	1,385,298	3,135 60	3,550 00	414 40	1 954	556 00	-	-	-	100 00
Hallowell,	3,201	967,942	1,920 60	2,500 00	575 20	2 272	320 56	-	100 00	-	85 00
Litchfield,	2,100	334,924	1,260 00	1,237 20	-22 80	1 554	237 56	-	-	-	74 16
Manchester,	825	239,501	495 00	600 00	405 00	1 859	93 81	-	20 00	25 00	25 00
Monmouth,	1,925	356,882	1,155 00	1,155 00	-	1 81	178 32	-	25 00	-	-
Mt. Vernon,	1,470	239,054	887 40	900 00	12 62	1 859	146 48	-	-	60 00	34 00
Pittston,	2,823	593,319	1,693 80	2,000 00	306 20	1 818	327 78	-	20 00	-	72 41
Readfield,	1,817	429,723	1,090 20	1,100 00	9 80	1 926	175 30	-	-	42 00	44 50
Rome,	830	79,097	498 00	450 00	-48 00	1 335	98 00	-	-	20 00	6 00
Sidney,	1,955	458,586	1,173 00	1,200 00	27 00	1 597	175 00	-	125 00	-	59 76
Vassalborough,	3,099	641,288	1,859 40	1,900 00	40 60	1 508	386 11	200 00	50 00	-	-
Vienna,	851	126,125	510 60	510 60	-	1 336	108 55	-	20 00	20 00	21 00
Waterville,	3,965	1,018,362	2,079 00	2,400 00	21 00	1 494	494 80	-	260 00	-	-
Wayne,	1,367	233,339	820 20	825 00	4 80	1 676	160 28	-	125 00	170 00	33 00
West Gardiner,	1,260	202,080	756 00	800 00	44 00	1 571	154 26	-	50 00	50 00	25 00
Windsor,	1,793	260,427	1,075 80	1,080 00	4 20	1 648	202 67	-	-	-	30 00
Winslow,	1,796	342,552	1,077 60	1,200 00	122 40	1 60	224 33	-	20 00	100 00	60 00
Winthrop,	2,098	500,757	1,258 80	1,292 40	33 60	1 533	275 00	175 00	300 00	400 00	50 00
Clinton Gore,	195	6,722	117 00	88 00	-29 00	988	25 60	-	8 00	-	-
Unity plantation,	110	8,181	66 00	46 00	-20 00	1 21	11 12	-	-	5 00	2 00

APPENDIX A.

TABLE III.
LINCOLN COUNTY.

COMMON SCHOOLS.

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1850, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by -	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintending School Committee for services.
Alna,	916	\$182,679	\$549 60	\$550 00	\$0 40	\$1 57	\$102 52	-	\$150 00	\$28 00	\$24 50
Boothbay,	2,504	239,067	1,502 40	1,502 40	-	1 58	328 00	-	-	-	-
Bremen,	891	107,595	534 60	534 40	-20	1 58	191 63	-	-	-	15 00
Bristol,	2,910	251,075	1,746 00	1,500 00	-246 00	1 177	382 20	-	300 00	-	55 00
Cushing,	815	90,688	489 00	483 00	-6 00	1 518	105 25	-	-	-	10 00
Damariscotta,	1,328	377,242	796 80	1,000 00	203 20	1 560	140 00	-	50 00	-	28 00
Dresden,	1,419	270,613	851 40	840 00	-11 40	1 40	177 11	-	-	37 00	16 75
Edgecomb,	1,231	167,730	738 60	740 40	1 80	1 432	159 98	-	-	36 00	18 00
Friendship,	652	70,181	391 20	326 00	-65 20	1 244	87 50	-	-	120 00	3 50
Jefferson,	2,223	298,677	1,333 80	1,333 80	-	1 47	270 04	-	80 00	150 00	60 00
Newcastle,	2,012	392,503	1,207 20	1,500 00	292 80	1 773	246 89	-	106 00	225 00	81 00
Nobleborough,	1,408	234,312	844 80	1,296 11	362 11	2 068	189 43	-	200 00	-	15 00
Rockland,	5,052	1,036,599	3,031 20	5,000 00	1,968 80	1 705	900 95	-	700 00	-	102 50
St. George,	2,217	233,820	1,330 20	1,330 20	-	1 293	394 92	-	25 00	100 00	33 75
Southport,	543	37,126	324 80	321 00	-4 80	1 304	75 32	-	-	-	-
South Thomaston,	1,420	285,300	852 00	1,000 00	148 00	1 598	184 63	-	181 00	32 00	28 00
Thomaston,	2,723	749,576	1,633 80	2,000 00	366 20	1 659	349 40	-	-	25 00	25 00
Union,	1,974	341,621	1,184 40	1,184 40	-	1 65	229 70	-	-	-	47 00
Waldoborough,	4,199	941,088	2,515 40	2,500 00	-19 14	1 302	-	-	800 00	-	122 00
Warren,	2,428	777,730	1,456 80	1,460 00	3 20	1 573	280 27	\$200 00	150 00	450 00	52 25
Washington,	1,756	143,560	1,053 60	1,053 60	-	1 505	212 05	-	75 00	-	-
Westport,	761	101,511	456 60	466 00	9 40	1 407	100 00	-	-	18 00	12 00
Whitefield,	2,160	278,160	1,296 00	1,399 00	4 00	1 65	246 63	-	100 00	100 00	60 00
Wiscasset,	2,343	605,096	1,494 80	1,300 00	-195 80	1 485	265 53	-	-	-	36 00

Matinecus Isle,	220	29,000	132 00	-	-	-	33 07	-	117 93	-	-
Monhegan Isle,	103	3,506	61 80	55 00	-6 80	1 10	16 23	-	-	-	-
Muscle Ridge plantation,	56	-	33 00	34 00	40	654	10 69	-	29 00	-	-
Patricktown plantation,	552	33,504	331 20	330 72	-48	1 56	71 12	-	-	-	16 29

OXFORD COUNTY.

Albany,	747	77,843	448 20	450 00	-18 20	1 40	-	37 00	-	-	-
Andover,	710	75,390	426 00	426 00	-	1 439	82 40	21 03	12 00	18 00	27 00
Bethel,	2,253	266,498	1,351 80	1,351 80	-	1 553	260 00	36 00	55 00	325 00	60 00
Brownfield,	1,320	159,636	792 00	997 00	115 00	1 73	131 00	100 00	-	-	-
Buckfield,	1,657	259,924	984 20	1,000 00	5 80	-	-	-	140 00	-	-
Byron,	296	19,968	177 60	180 00	2 40	1 353	40 46	-	-	-	-
Canton,	926	142,735	555 60	560 00	4 40	1 521	117 27	60 00	-	-	47 24
Denmark,	1,203	170,710	721 80	800 00	78 20	1 636	140 13	32 88	100 00	-	26 00
Dixfield,	1,180	153,729	708 00	590 00	-118 00	1 439	102 00	57 00	-	-	-
Fryeburg,	1,524	279,088	914 40	1,000 00	85 60	1 366	213 00	87 00	-	150 00	33 50
Gilead,	359	47,622	215 40	215 40	-	1 495	43 00	15 00	16 00	30 00	9 00
Grafton,	108	7,000	64 80	80 00	15 20	2 58	9 32	-	-	-	2 00
Greenwood,	1,118	53,000	670 80	759 00	-11 80	1 644	95 00	-	-	-	8 67
Hanover,	366	38,212	219 60	159 60	-60 00	1 412	36 70	-	52 00	94 00	6 00
Hartford,	1,293	169,665	775 80	730 80	-45 00	1 60	137 23	23 84	-	-	26 50
Hebron,	839	118,567	503 40	550 00	46 60	1 60	103 74	-	-	-	29 84
Hiram,	1,210	160,713	726 00	1,000 00	274 00	1 919	154 16	-	125 00	-	28 50
Lovell,	1,196	163,722	717 60	725 00	38 40	1 22	171 00	192 00	279 00	-	46 00
Mason,	93	12,022	55 80	60 00	4 20	1 276	12 53	-	12 00	6 50	3 00
Mexico,	481	57,480	288 60	250 00	-38 60	1 225	61 04	38 02	-	-	20 00
Newry,	459	48,564	275 40	232 50	42 90	1 39	51 41	45 00	-	50 00	10 50
Norway,	1,962	326,473	1,177 20	1,178 40	17 20	1 48	215 30	13 70	-	-	-
Oxford,	1,233	183,800	739 80	800 00	60 20	1 649	158 00	-	20 00	80 00	43 50
Paris,	2,883	481,259	1,729 80	1,788 40	58 60	1 806	262 92	-	150 00	-	-
Peru,	1,109	103,798	665 40	665 40	-	1 465	135 33	34 38	-	-	19 50
Porter,	1,208	165,198	724 80	725 40	60	1 48	147 65	96 00	100 00	-	22 00
Roxbury,	246	15,929	147 60	148 00	40	1 626	27 88	-	-	9 00	1 00
Rumford,	1,375	184,692	825 00	825 00	-	1 269	130 00	150 00	100 00	35 60	30 00

APPENDIX A.

TABLE III.

OXFORD COUNTY—(Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by—	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board, or fuel for support of Private, or prolonging any Public School.	Amount paid the Superintendent School Committee for services.
Stow,	407	\$48,881	\$244 20	\$350 00	\$140 00	\$1 62	\$50 00	\$400 00	\$70 00	-	\$25 00
Stoneham,	483	25,396	289 80	250 00	-	-	5 00	-	-	-	-
Sumner,	1,151	168,070	690 60	690 60	-18 00	1 498	139 83	10 35	100 00	\$200 00	37 00
Sweden,	698	124,268	418 80	450 00	41 20	1 607	70 06	107 00	-	20 00	30 00
Waterford,	1,448	263,096	868 80	875 00	6 20	1 654	167 00	72 31	300 00	-	34 38
Woodstock,	1,012	80,524	607 20	608 00	80	1 512	189 29	17 25	-	9 00	14 70
Andover North Surplus,	81	3,000	48 60	-	-	-	11 42	-	450 00	-	-
Franklin plantation, . .	188	6,584	112 80	113 00	20	1 66	34 00	-	-	-	-
Fryeburg Academy Grant,	64	3,000	38 40	16 00	-22 40	76	-	-	-	-	-
Hamlin's Grant,	108	5,560	64 80	65 00	20	1 20	12 03	-	-	-	-
Letter B,	174	5,000	104 40	100 00	-4 40	1 87	26 50	-	13 00	50 00	-
Milton plantation, . . .	166	10,220	99 60	100 00	40	1 123	16 87	-	-	-	-
No. 5, R. 1 and 2,	105	5,000	63 00	89 00	26 00	2 17	10 38	-	-	34 50	-
Biley,	60	3,027	36 00	-	-	-	-	-	-	-	-

COMMON SCHOOLS.

PENOBSCOT COUNTY.

Alton,	252	13,346	151 20	310 00	158 80	1 771	51 71	32 31	-	-	17 23
Argyle,	338	22,573	202 80	175 00	-27 80	1 263	43 30	28 00	-	10 00	1 50
Bangor,	14,432	3,899,218	8,659 20	18,000 00	9,340 80	3 221	16 57	-	1,500 00	24 00	900 00
Bradford,	1,296	85,488	777 60	800 00	22 40	1 246	193 00	60 00	150 00	-	31 00
Bradley,	796	99,974	477 60	480 00	3 40	1 337	78 50	49 00	-	-	25 00

Brewer,	2,628	363,316	1,576 80	1,500 00	-76 80	1 704	278 76	52 50	-	-	86 00
Burlington,	481	28,500	288 60	300 00	11 40	1 234	69 16	259 05	-	-	13 00
Carmel,	1,228	107,228	736 80	750 00	13 20	1 447	120 37	95 95	170 00	11 00	34 75
Carroll,	401	21,229	240 60	275 00	34 40	1 432	42 52	4 80	-	45 00	10 53
Charleston,	1,284	142,977	770 40	770 00	-40	1 415	162 40	119 04	-	-	40 75
Chester,	339	12,793	203 40	300 00	96 60	1 818	46 00	-	-	-	25 83
Clifton,	306	19,295	183 60	150 00	-33 60	1 119	39 70	115 20	-	-	7 50
Corinna,	1,550	165,292	930 00	775 00	-155 00	1 167	223 13	70 56	100 00	50 00	52 00
Corinth,	1,600	199,964	960 00	960 00	-	1 487	198 50	63 00	40 00	-	36 00
Dexter,	1,948	267,561	1,168 80	1,500 00	331 20	1 685	258 92	146 80	60 00	25 00	90 75
Dixmont,	1,605	219,621	963 00	1,000 00	37 00	1 49	160 60	156 00	30 00	-	26 75
Eddington,	696	101,283	41 76	650 00	233 00	1 95	94 11	-	123 00	5 00	10 00
Edinburg,	93	11,307	55 80	75 00	19 20	2 343	6 46	97 00	-	-	-
Enfield,	396	27,163	237 60	300 00	78 60	1 604	53 21	-	-	7 50	19 00
Etna,	802	50,975	481 20	500 00	18 80	1 51	101 23	41 30	6 00	-	17 25
Exeter,	1,853	242,197	1,111 80	1,200 00	88 20	1 698	238 76	100 76	-	-	-
Garland,	1,247	132,004	748 20	800 00	51 80	1 380	172 90	91 72	120 00	16 00	32 75
Glenburn,	905	86,821	573 00	480 00	-63 00	1 42	109 45	150 00	25 00	25 00	20 28
Greenbush,	457	22,096	274 20	221 60	-52 60	1 919	68 25	30 00	-	42 00	3 00
Hampden,	3,195	423,441	1,917 00	2,000 00	83 00	1 498	418 20	-	35 00	105 00	103 00
Hermon,	1,374	129,069	824 40	825 00	60	1 304	198 70	-	55 00	-	42 00
Holden,	-	119,943	-	600 00	-	2 000	93 51	-	-	160 00	28 00
Howland,	214	24,114	128 40	300 00	211 60	-	-	-	-	-	-
Hudson,	717	41,296	430 20	500 00	69 80	1 462	88 00	156 00	-	-	30 00
Kenduskeag,	-	-	-	510 00	-	1 275	120 89	51 91	125 00	-	20 84
Lagrange,	482	38,300	289 20	300 00	10 80	1 34	67 65	54 00	-	-	2 00
Lee,	917	68,151	550 20	575 00	-25 00	1 322	145 31	-	-	-	26 50
Levant,	1,842	169,397	1,105 20	680 00	-425 20	1 259	244 12	-	184 00	-	35 00
Lincoln,	1,358	126,663	814 80	680 00	-134 80	1 154	174 71	147 16	96 00	-	43 75
Lowell,	378	19,609	226 80	226 80	1 80	1 20	54 72	30 94	37 50	10 00	4 50
Mattamiscontis,	54	6,000	32 40	-	-	-	-	-	-	-	-
Maxfield,	186	8,784	111 60	100 00	-12 60	1 587	-	-	-	-	1 60
Milford,	687	128,876	412 20	500 00	87 80	1 818	86 00	194 62	-	-	15 00
Newburg,	1,399	115,354	839 40	850 00	10 60	1 368	163 00	-	15 00	15 00	14 50
Newport,	1,212	195,203	727 20	730 00	2 80	1 51	131 71	144 45	-	-	-
Oldtown,	3,087	336,995	1,852 20	2,500 00	649 80	1 574	422 29	-	200 00	200 00	94 00
Orono,	2,785	259,930	1,671 00	1,700 00	29 00	1 508	278 16	-	75 00	-	70 00
Orrington,	1,851	256,605	1,110 60	1,200 00	89 00	1 373	249 60	69 42	75 00	-	36 44

TABLE III.

PENOBSCOT COUNTY—(Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by—	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintendent School Committee for services.
Passadumkeag,	294	\$20,066	\$176 40	-	\$123 60	\$2 29	\$34 00	-	-	-	\$12 00
Patten,	470	46,447	282 00	\$500 00	218 00	2 45	60 74	\$73 00	-	\$155 00	16 00
Plymouth,	925	80,272	555 00	475 00	180 00	1 117	122 69	42 00	-	-	30 20
Springfield,	583	29,422	349 80	350 00	20	1 09	130 00	-	\$50 00	-	-
Stetson,	885	78,987	531 00	550 00	19 00	1 666	100 33	120 00	-	-	30 00
Mattawamkeag,	-	-	-	-	-	-	-	-	-	-	-
Nickatow,	-	-	-	-	-	-	-	-	-	-	-
Veazie,	-	-	-	700 00	-	2 12	100 00	-	-	-	17 00
Woodville,	-	-	-	-	-	-	-	-	-	-	-
Pattagumpus,	50	-	30 00	-	-	-	-	-	-	-	-
Five Islands,	-	-	-	75 00	-	1 153	14 00	-	-	10 00	-
No. 3, R. 6,	40	3,000	24 00	-	-	-	-	-	-	-	-
No. 4, R. 1,	159	7,000	95 40	-	-	-	24 40	-	14 00	14 00	-
No. 5,	102	4,000	61 20	-	-	-	-	-	-	-	-
No. 6, R. 3,	29	8,000	17 40	-	-	-	-	-	-	-	-
No. 7, R. 3,	161	5,625	96 60	-	-	-	23 11	-	74 00	-	-

PISCATAQUIS COUNTY.

Abbot,	747	65,351	448 20	449 71	1 50	1 499	67 98	53 02	18 00	13 50	17 50
Atkinson,	895	111,181	537 00	550 00	13 00	1 458	109 00	115 68	-	-	20 00
Barnard,	881	14,844	538 60	110 00	418 60	1 279	13 45	10 50	-	-	-

COMMON SCHOOLS.

Blanchard,	192	17,130	115 20	100 00	-15 20	1 265	-	30 00	9 00	-	-
Bowerbank,	173	17,376	103 80	22 00	-31 80	1 411	20 43	-	-	-	-
Brownville,	737	73,987	472 20	500 00	27 80	1 655	86 29	-	107 00	-	34 50
Dover,	1,927	243,118	1,156 20	1,200 00	43 80	1 474	234 00	77 00	58 00	50 00	50 00
Elliotsville,	102	10,384	61 20	50 00	-11 20	1 612	10 82	12 69	-	-	20 00
Foxcroft,	1,045	142,707	627 00	600 00	-27 00	1 53	95 91	88 09	15 00	10 00	29 00
Guilford,	834	94,714	500 40	500 00	9 60	1 533	114 86	47 10	40 00	-	17 00
Greenville,	326	36,150	195 60	-	-	-	-	-	-	-	-
Medford,	-	-	-	200 00	-	1 378	40 29	7 20	-	-	-
Kingsbery,	181	22,639	108 60	110 00	1 40	1 466	24 65	-	-	34 00	1 00
Monson,	654	66,733	392 40	400 00	7 60	1 532	60 09	51 24	56 00	14 00	14 23
Milo,	932	89,916	559 20	563 00	3 80	1 394	132 11	106 00	25 00	-	-
Orneville,	424	28,926	254 40	254 40	-	1 651	41 69	40 00	-	-	12 30
Parkman,	1,243	117,194	745 80	625 00	-120 89	1 341	145 54	9 00	25 00	-	30 50
Sangerville,	1,267	192,300	760 20	650 00	-110 20	1 167	153 96	52 74	-	-	26 00
Sebec,	1,223	104,786	733 80	700 00	-33 80	1 434	143 73	78 00	70 00	15 00	45 00
Shirley,	250	38,012	150 00	100 00	-50 00	80	28 16	149 00	-	600 50	6 00
Wellington,	600	42,042	360 00	300 00	-60 00	1 09	74 87	-	-	12 00	11 33
Williamsburg,	134	22,018	80 40	100 00	19 60	1 40	15 00	-	-	-	-
No. 2, R. 5,	-	-	-	5 40	-	234	8 00	-	-	-	-
Barker plantation,	-	-	-	34 00	-	3 40	-	-	-	-	-

APPENDIX A.

SAGADAHOC COUNTY.

Arrowsic,	311	72,875	186 60	190 00	3 40	1 386	40 00	-	-	40 00	5 00
Bath,	8,020	2,777,778	4,812 00	9,000 00	4,188 00	2 54	1,032 00	75 00	500 00	-	562 00
Bowdoin,	1,857	247,813	1,114 20	1,089 60	-24 60	1 534	203 60	300 00	-	-	-
Bowdoinham,	2,381	529,794	1,428 60	1,500 00	71 40	1 559	303 62	-	300 00	500 00	30 00
Georgetown,	1,121	155,390	672 60	700 00	27 40	1 545	162 47	-	120 00	30 00	35 50
Perkins,	84	26,721	50 40	50 40	-	2 653	5 00	-	-	-	-
Phippsburg,	1,805	365,622	1,083 00	1,000 00	-83 00	1 224	246 60	-	150 00	-	32 50
Richmond,	2,056	405,475	1,233 60	1,600 00	366 40	1 80	265 83	-	335 00	-	75 00
Topsham,	2,010	581,232	1,206 00	1,100 00	-106 00	1 669	186 18	39 87	285 00	339 00	51 41
West Bath,	560	88,645	336 00	-	-	-	-	-	-	-	-
Woolwich,	1,420	346,365	852 00	1,200 00	368 00	2 31	153 06	-	12 00	-	35 00

TABLE III.
SOMERSET COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1856, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by—	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintending School Committee for services.
Anson,	2,016	\$310,391	\$1,209 60	\$1,210 00	\$0 40	\$1 463	\$257 15	\$145 00	\$17 30	\$25 00	\$67 56
Athens,	1,468	244,687	880 80	-	-	-	-	-	-	-	-
Bingham,	752	86,322	451 20	452 00	80	1 412	104 04	60 00	100 00	15 00	17 00
Bloomfield,	1,301	256,690	780 60	780 60	-	1 504	164 19	-	-	109 50	34 19
Brighton,	748	46,916	448 80	300 00	-148 80	877	97 72	-	-	-	-
Cambridge,	487	30,526	292 20	292 89	60	1 692	53 84	30 12	-	-	15 00
Canaan,	1,696	116,363	1,017 60	800 00	-217 60	952	250 80	42 00	100 00	25 00	39 36
Concord,	550	30,376	330 00	220 00	-110 00	916	57 78	60 00	-	-	14 50
Cornville,	1,260	219,526	756 00	600 00	-156 00	1 31	79 00	75 00	25 00	-	-
Detroit,	517	50,685	310 20	300 00	-10 20	1 345	72 77	42 12	-	-	12 75
Emden,	971	139,075	582 60	609 69	27 09	1 571	98 00	55 97	26 00	26 00	17 50
Fairfield,	2,452	418,074	1,471 20	1,500 00	28 80	1 463	225 79	-	200 00	-	40 00
Harmony,	1,107	130,286	664 20	668 40	4 20	1 569	82 00	100 00	-	25 00	29 60
Hartland,	960	83,166	576 00	600 00	24 00	1 463	127 80	61 80	-	-	34 00
Lexington,	538	43,288	322 80	350 00	27 20	1 338	64 23	50 00	-	-	-
Madison,	1,768	281,015	969 80	1,100 00	39 20	1 705	190 70	102 00	-	-	46 00
Mayfield,	133	3,435	79 80	-	-	-	-	-	-	-	-
Mercer,	1,186	146,504	711 60	711 60	-	1 735	124 96	-	100 00	-	26 00
Moscow,	577	48,616	346 20	343 00	-3 20	1 453	78 80	28 36	30 00	-	-
New Portland,	1,460	230,631	876 00	900 00	24 00	1 485	188 54	44 88	180 00	60 00	31 00
Norridgewock,	1,848	341,406	1,108 80	924 00	-184 80	1 276	215 30	-	-	-	43 50
Palmyra,	1,625	162,897	975 00	975 00	-	1 384	212 60	65 52	40 00	-	40 00
Pittsfield,	1,166	119,684	699 60	600 00	-99 60	1 036	162 70	-	15 00	-	-
Ripley,	641	57,648	384 60	400 00	15 40	1 413	84 19	32 43	28 50	-	11 75

COMMON SCHOOLS.

St. Albans,	1,792	168,540	1,075 20	1,075 20	-	1 193	232 74	71 43	-	-	47 00
Skowhegan,	1,726	331,370	1,053 60	1,053 60	-	1 354	236 65	-	-	-	-
Smithfield,	873	77,058	523 80	520 00	-3 80	1 786	82 94	-	-	-	18 58
Solon,	1,419	179,706	851 40	851 40	-	1 534	161 78	50 00	100 00	-	30 73
Starks,	1,446	211,276	867 60	866 75	-85	1 451	94 42	-	-	50 00	35 50
Flagstaff,	-	4,000	-	-	-	-	90 83	-	-	23 00	-
No. 1, R. 2, W. K. R.,	143	6,000	85 80	86 00	-	20	18 95	-	150 00	-	-
No. 1, R. 3, E. K. R.,	47	3,000	28 20	-	-	-	31 60	-	-	-	-
No. 1, R. 3, W. K. R.,	59	1,000	35 40	-	-	-	-	-	-	148 40	-
Forks,	210	6,000	126 00	-	-	-	-	-	-	-	-
No. 2, R. 2,	144	3,000	86 40	84 00	-2 40	1 253	19 54	32 34	-	-	-
Moose River pl.,	83	3,300	49 80	-	-	-	18 95	-	-	8 50	1 00
No. 4,	98	2,000	58 80	-	-	-	14 73	-	72 00	10 00	-

WALDO COUNTY.

Appleton,	1,127	296,691	676 20	864 00	187 80	1 250	-	-	75 00	-	26 00
Belfast,	5,052	1,323,979	3,031 20	4,500 00	468 80	2 00	660 40	-	-	-	96 00
Belmont,	1,486	125,215	391 60	486 00	-405 60	1 837	99 00	-	-	-	7 50
Brooks,	1,022	192,343	613 20	700 00	86 80	1 53	135 50	-	-	-	-
Burnham,	781	82,281	470 40	350 00	-120 40	1 107	90 20	-	-	16 00	15 00
Camden,	4,005	692,894	2,493 00	2,403 00	-	1 245	499 80	-	840 00	150 00	50 00
Frankfort,	4,233	698,242	2,539 80	3,000 00	460 00	1 481	695 94	-	350 00	400 00	65 00
Freedom,	943	146,537	568 80	568 80	-	1 62	110 65	-	122 00	50 00	16 50
Hope,	1,110	159,342	666 00	665 00	-1 00	1 376	110 70	-	-	-	12 80
Islesborough,	984	95,194	590 40	588 91	-1 49	1 081	103 00	-	-	252 00	16 00
Jackson,	833	117,782	499 80	500 00	20	1 333	104 94	-	-	-	30 00
Knox,	1,192	133,194	661 20	663 00	-1 20	1 586	131 01	-	-	-	-
Liberty,	1,106	99,715	663 60	670 00	6 40	1 252	131 05	-	-	754 00	25 38
Lincolnton,	2,174	248,890	1,396 40	1,394 57	17	1 513	253 80	-	230 00	50 00	32 50
Monroe,	1,696	184,206	963 60	893 00	-160 60	1 29	200 00	-	100 00	-	31 50
Montville,	1,878	285,037	1,126 80	1,000 00	-126 80	1 418	215 00	-	140 00	-	-
Morrill,	-	-	-	366 00	-	1 335	99 00	-	-	-	6
North Haven,	806	82,555	483 60	490 00	6 40	1 32	114 56	-	30 00	-	18 00
Northport,	1,260	146,735	756 00	756 00	-	1 527	159 90	-	-	50 00	36 00

TABLE III.

WALDO COUNTY—(Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by—	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintending School Committee for services.
Palermo,	1,659	\$177,886	\$995 40	\$700 00	—295 40	\$1 213	\$190 05	-	-	\$75 00	\$18 00
Prospect,	2,467	363,267	1,480 20	1,600 00	119 80	1 293	376 50	-	\$250 00	200 00	42 00
Searsmont,	1,696	201,760	1,017 60	905 10	112 50	1 403	181 60	-	-	350 00	25 75
Searsport,	2,207	592,819	1,324 20	1,400 00	75 80	1 27	325 00	-	300 00	25 00	27 51
Swanville,	944	102,999	566 40	566 00	—40	1 354	113 28	-	10 00	-	-
Thorndike,	1,029	142,604	617 40	620 00	2 60	1 387	133 82	\$30 00	-	-	-
Troy,	1,484	164,444	890 40	700 00	—190 40	1 097	79 22	49 00	20 00	-	-
Unity,	1,557	236,034	934 20	935 00	80	1 847	147 95	-	60 00	50 00	40 00
Vinalhaven,	1,252	103,921	751 20	752 00	80	1 103	183 40	-	-	83 50	13 00
Waldo,	812	81,597	487 20	500 00	12 80	1 602	95 30	-	-	-	11 00

COMMON SCHOOLS.

WASHINGTON COUNTY.

Addison,	1,152	206,931	691 20	1,000 00	308 80	1 90	160 00	-	-	20 00	4 00
Alexander,	544	36,722	326 40	326 00	—40	1 442	50 37	96 43	-	-	13 00
Baileyville,	431	24,700	258 60	300 00	41 40	1 724	51 21	-	-	-	9 00
Baring,	380	63,632	228 00	350 00	122 00	2 058	49 61	59 00	-	-	-
Beddington,	147	21,028	88 20	120 00	31 80	2 60	12 05	70 00	-	-	-
Calais,	4,750	735,422	2,850 00	3,000 00	150 00	1 312	702 17	-	200 00	-	-

Centerville,	178	22,801	108 80	107 00	20	1 354	-	61 00	-	-	-
Charlotte,	798	45,405	478 80	394 90	-83 90	1 395	91 41	51 00	-	5 00	20 00
Cherryfield,	1,648	119,992	988 80	1,000 00	11 20	1 438	215 00	13 50	-	-	-
Columbia,	1,140	169,931	684 00	1,700 00	16 00	1 40	114 91	125 00	-	-	8 00
Cooper,	562	36,332	337 20	400 00	62 80	1 90	61 14	41 00	-	40 00	20 00
Crawford,	324	20,994	194 40	275 00	80 60	2 115	28 00	23 00	20 00	-	3 50
Cutler,	820	76,870	492 00	350 00	-112 00	967	101 33	144 00	-	-	12 00
Deblois,	126	-	75 60	100 60	25 00	1 622	19 84	290 00	-	-	-
Dennysville,	458	99,853	274 80	350 00	75 20	1 785	62 25	79 83	125 00	-	-
East Machias,	1,904	313,894	1,142 40	1,200 00	57 60	1 422	127 40	-	-	-	-
Eastport,	4,025	660,519	2,475 00	4,000 00	1,525 00	2 068	534 67	-	-	-	25 00
Edmunds,	446	57,385	267 60	467 66	290 66	2 834	43 99	132 96	-	-	7 97
Harrington,	963	109,315	577 80	600 09	22 20	1 411	99 00	-	-	90 00	11 00
Jonesborough,	466	45,754	279 60	400 00	124 40	2 00	45 29	-	-	-	-
Jonesport,	826	54,602	495 60	500 00	-4 40	1 207	88 28	-	-	10 00	-
Lubec,	2,814	240,153	1,688 40	1,688 40	-	1 463	357 85	-	45 00	-	-
Machias,	1,590	403,903	954 00	1,400 00	446 00	2 16	194 86	-	-	-	-
Machiasport,	1,266	106,405	759 60	-	-	-	-	-	-	-	-
Marion,	271	21,360	162 60	124 00	-83 60	-	22 84	30 32	-	-	-
Marshfield,	294	41,354	176 40	176 40	-	1 326	38 38	-	16 00	19 50	4 50
Medybemps,	187	19,739	112 20	150 00	37 80	1 272	36 38	-	-	-	-
Milbridge,	1,170	121,925	702 00	702 00	-	1 332	158 77	-	20 00	-	12 00
Northfield,	246	24,950	147 60	150 00	2 40	1 315	39 00	20 00	31 00	39 00	175 00
Pembroke,	1,712	158,994	1,027 29	1,027 29	-	1 114	269 44	157 15	300 00	-	45 11
Perry,	1,324	115,374	794 40	800 00	5 60	1 384	173 00	113 00	-	45 00	35 50
Princeton,	280	24,314	168 00	500 00	332 00	3 086	44 54	35 85	-	-	19 00
Robbinston,	1,028	152,767	616 80	1,000 00	383 20	1 694	129 00	100 00	60 00	-	-
Steuben,	1,112	119,136	673 20	673 20	-	1 438	140 13	-	-	-	13 00
Topsfield,	268	26,642	160 80	250 00	89 20	1 935	36 08	130 90	-	-	10 00
Trescott,	782	62,349	469 20	475 50	6 30	1 35	110 65	30 00	-	10 00	13 00
Wesley,	326	29,743	195 60	200 00	4 40	1 694	-	78 00	-	-	-
Whitneyville,	519	86,052	311 40	350 00	38 60	1 562	63 14	-	35 00	-	2 00
Big Lake,	126	-	77 60	33 00	-42 60	1 10	9 35	-	-	-	-
Codyville plantation,	47	-	28 20	57 00	28 80	2 20	-	29 62	-	-	-
Danforth plantation,	168	5,000	100 80	100 00	-80	1 47	-	-	-	-	-
Lambert's Lake plantation,	-	-	-	-	-	-	-	-	-	-	-
Tallmadge plantation,	48	4,000	28 80	62 60	33 20	1 52	8 11	63 71	-	-	-
Waite plantation,	81	9,000	48 60	80 00	31 40	2 352	9 33	36 00	-	-	-

TABLE III.
WASHINGTON COUNTY—(Continued.)

Towns.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by the town in 1855, for support of schools for the school year 1855-6.	Excess or deficit. Deficit indicated by -	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions, in money, board or fuel, for support of Private or prolonging any Public School.	Amount paid the Superintendent School Committee for services.
No. 7, R. 2,	61	\$3,500	\$38 60	-	-	-	-	-	-	-	-
No. 9, R. 4,	59	11,000	35 40	-	-	-	-	-	-	-	-
No. 14,	-	3,700	-	\$100 00	-	-	\$16 64	\$44 00	-	-	-
No. 18,	-	3,500	-	-	-	-	-	-	-	-	-
Whiting,	470	61,200	282 00	300 00	\$18 00	\$1 449	36 04	79 98	\$50 00	-	-

YORK COUNTY.

Acton,	1,359	213,825	815 40	815 40	-	1 70	151 26	30 08	-	-	\$20 00
Alfred,	1,319	271,600	791 40	845 00	24 00	1 40	182 63	-	-	-	44 00
Berwick,	2,121	219,101	1,272 60	1,700 00	427 40	1 57	320 56	-	18 00	\$123 00	43 00
Biddeford,	6,095	2,176,728	3,657 00	6,000 00	2,343 00	2 265	758 42	-	-	-	155 00
Buxton,	2,995	424,397	1,797 00	2,000 00	203 00	1 745	356 54	200 00	-	-	67 39
Cornish,	1,144	198,622	686 40	686 00	-40	1 498	-	-	-	-	10 00
Dayton,	-	130,650	-	500 00	-	1 70	99 23	-	-	-	6 50
Elliot,	1,803	320,658	1,081 80	1,081 80	-	1 587	205 48	-	-	60 00	30 00
Hollis,	2,683	247,894	1,609 80	1,200 00	-409 80	1 78	191 25	-	-	10 00	30 00
Kennebunk,	2,650	372,996	1,590 00	1,600 00	10 00	1 566	290 19	500 00	-	-	-
Kennebunkport,	2,706	512,135	1,623 60	1,658 00	24 40	1 52	314 25	275 00	-	-	-
Kittery,	2,706	290,492	1,623 60	1,680 00	56 40	1 463	254 55	150 00	-	-	-
Lebanon,	2,208	254,809	1,324 80	1,320 70	-4 10	1 284	303 00	100 00	50 00	-	75 00

Limerick,	1,473	325,780	883 80	900 00	16 29	1 698	155 76	-	-	-	30 00
Limington,	2,116	346,786	1,269 60	1,275 00	5 40	1 70	248 09	-	-	50 00	53 25
Lyman,	1,376	202,753	825 60	825 60	-	1 596	159 98	-	42 00	-	35 66
Newfield,	1,418	212,832	850 80	850 80	-	1 584	121 83	-	120 00	-	-
North Berwick,	1,593	331,148	955 80	1,000 00	44 20	1 574	192 76	-	100 00	-	65 50
Parsonsfield,	2,322	435,995	1,393 20	1,400 00	6 89	1 635	263 42	80 00	250 00	-	68 00
Saco,	5,794	2,239,831	3,476 40	6,000 00	2,523 60	2 889	582 50	-	500 00	-	-
Sanford,	2,330	334,654	1,398 00	1,300 00	-98 00	1 422	265 83	-	50 00	-	67 00
Shapleigh,	1,308	201,771	808 80	808 80	-	1 426	158 75	79 77	84 00	-	22 00
South Berwick,	2,592	619,409	1,555 20	1,500 00	-55 20	1 429	-	-	-	-	101 25
Waterborough,	1,982	200,352	1,189 20	1,193 00	3 80	1 453	266 20	-	-	-	40 00
Wells,	2,945	428,628	1,767 00	1,800 00	33 00	1 70	500 00	-	50 00	-	50 00
York,	2,980	516,609	1,788 00	1,800 00	12 00	1 595	347 03	-	-	-	63 62

TABLE III.
RECAPITULATION.

Counties.	Population in 1850.	Valuation in 1850.	Amount required by law.	Amount of money raised by tax in 1855, for the support of schools in 1855-6.	Excess or deficit. Deficit indicated by —	Amount raised per Scholar.	Amount of money received from the State for the same purpose and for the same school year.	Amount of money raised from any local fund or funds.	Am't of money contributed for support of Private Schools or prolonging any Public School.	Am't of voluntary contributions in money, board or fuel, for support of Private, or prolonging any Public School.	Amount paid the Superintending School Committees for services.
Androscoggin,	25,757	\$1,151,420	\$15,454 20	\$15,511 60	\$57 40	\$1 56	\$2,959 19	\$368 15	\$853 00	\$670 00	\$529 20
Aroostook,	11,321	319,252	6,792 69	4,381 80	—2,410 89	1 679	1,071 91	429 72	556 17	495 40	81 59
Cumberland,	68,842	16,777,051	41,305 20	52,083 10	10,777 99	1 91	7,971 81	2,058 39	3,624 00	1,532 00	968 41
Franklin,	19,197	2,700,662	11,518 20	11,289 20	—229 00	1 012	2,296 45	719 38	913 24	1,101 26	472 25
Hancock,	33,958	4,621,567	20,374 80	22,821 00	\$ 446 20	1 454	4,413 35	1,132 88	1,710 50	865 50	705 81
Kennebec,	58,021	12,145,888	34,812 60	37,665 44	2,852 84	1 697	7,943 82	375 00	3,540 00	952 00	1,092 08
Lincoln,	46,896	8,227,888	28,083 60	29,911 19	1,827 59	1 47	5,691 90	200 00	2,991 93	1,321 00	854 45
Oxford,	35,561	4,619,857	21,336 60	29,824 31	—8,487 71	1 564	3,645 37	1,645 76	2,094 00	1,182 50	424 00
Penobscot,	62,368	8,964,835	37,429 80	50,029 49	12,608 69	1 834	8,020 74	2,897 09	3,349 50	929 50	2,152 62
Piscataquis,	14,429	1,576,883	8,657 40	8,173 51	—483 89	1 40	1,629 74	972 17	423 00	748 50	334 41
Sagadahoc,	21,625	5,597,710	12,975 00	17,430 00	4,455 00	2 00	2,048 36	414 87	1,792 00	909 00	816 41
Somerset,	35,296	4,670,199	21,177 69	19,184 04	—1,993 66	1 354	3,996 03	1,148 97	1,035 30	521 40	652 52
Waldo,	47,229	6,800,981	28,337 40	29,353 38	1,015 98	1 44	5,643 97	79 00	2,497 00	1,659 04	661 44
Washington,	38,193	4,838,531	22,915 80	26,040 46	3,124 66	1 25	4,615 93	2,204 15	902 00	267 00	289 85
York,	60,095	12,390,335	36,039 00	41,740 10	5,701 10	1 76	6,687 51	189 85	2,440 00	294 00	1,037 17
Total,	578,668	\$98,403,059	\$347,200 80	\$386,438 53	\$39,237 73	\$1 495	\$66,619 11	\$17,735 28	\$28,631 64	\$448 10	\$11,072 15

APPENDIX B.



APPENDIX B.

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*Front Elevation and Ground Plans of the New Jersey State Normal School House; Perspective View and Plans of the Collinsville Country Village School House—and Holbrook School Apparatus.*

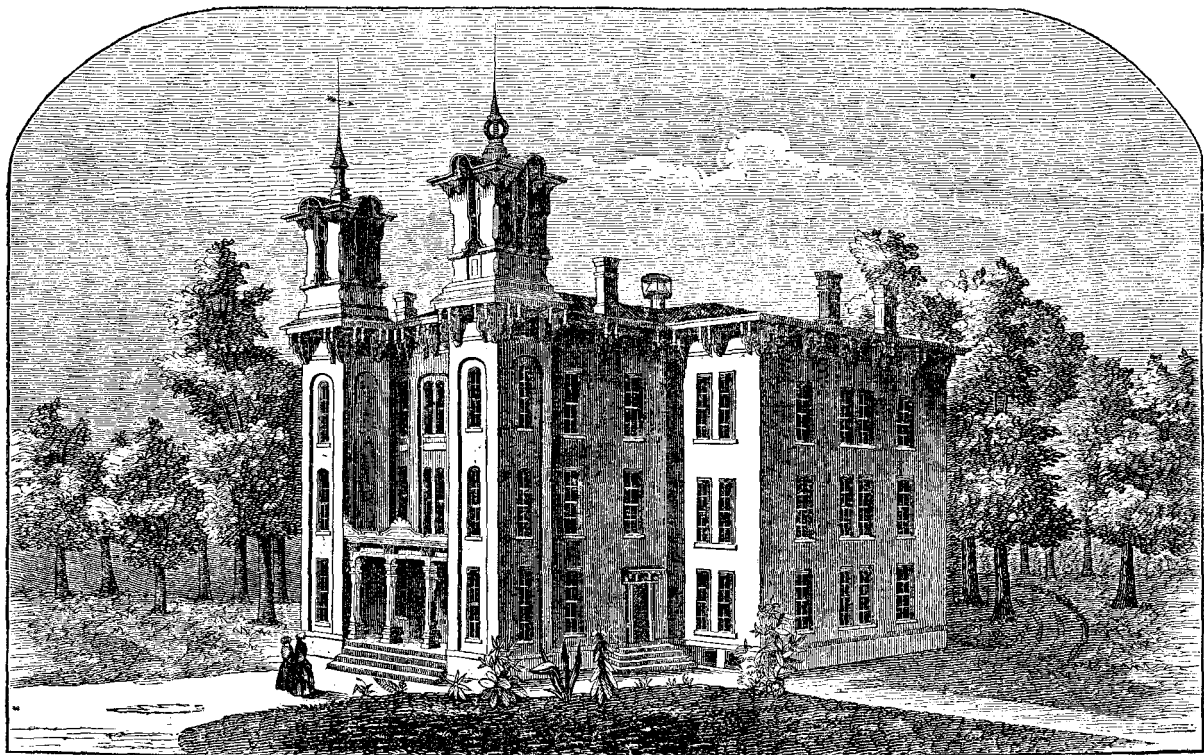
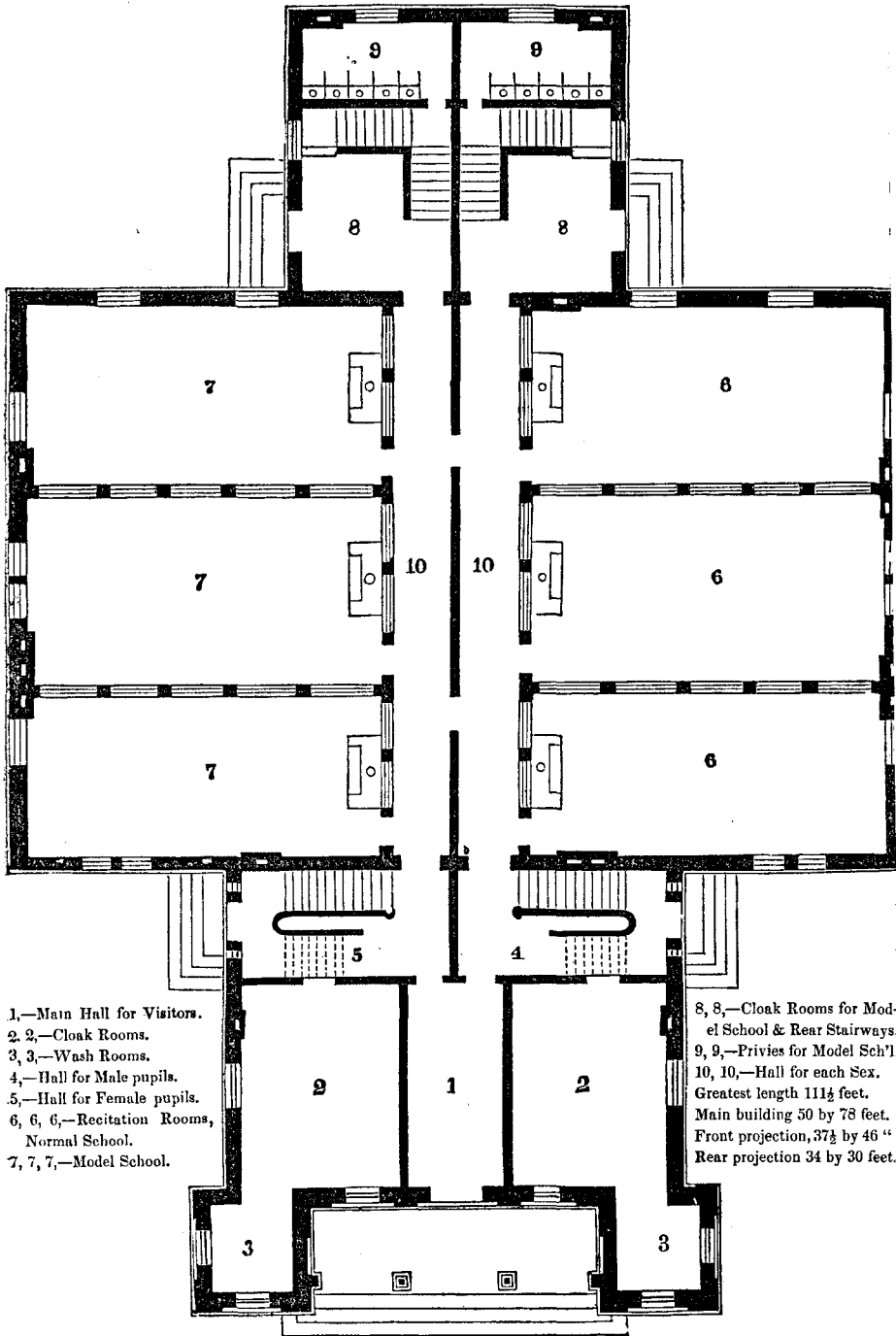


Fig. 1.—STATE NORMAL SCHOOL.—NEW JERSEY.

STATE NORMAL SCHOOL—NEW JERSEY.

Fig. 2.—FIRST FLOOR.



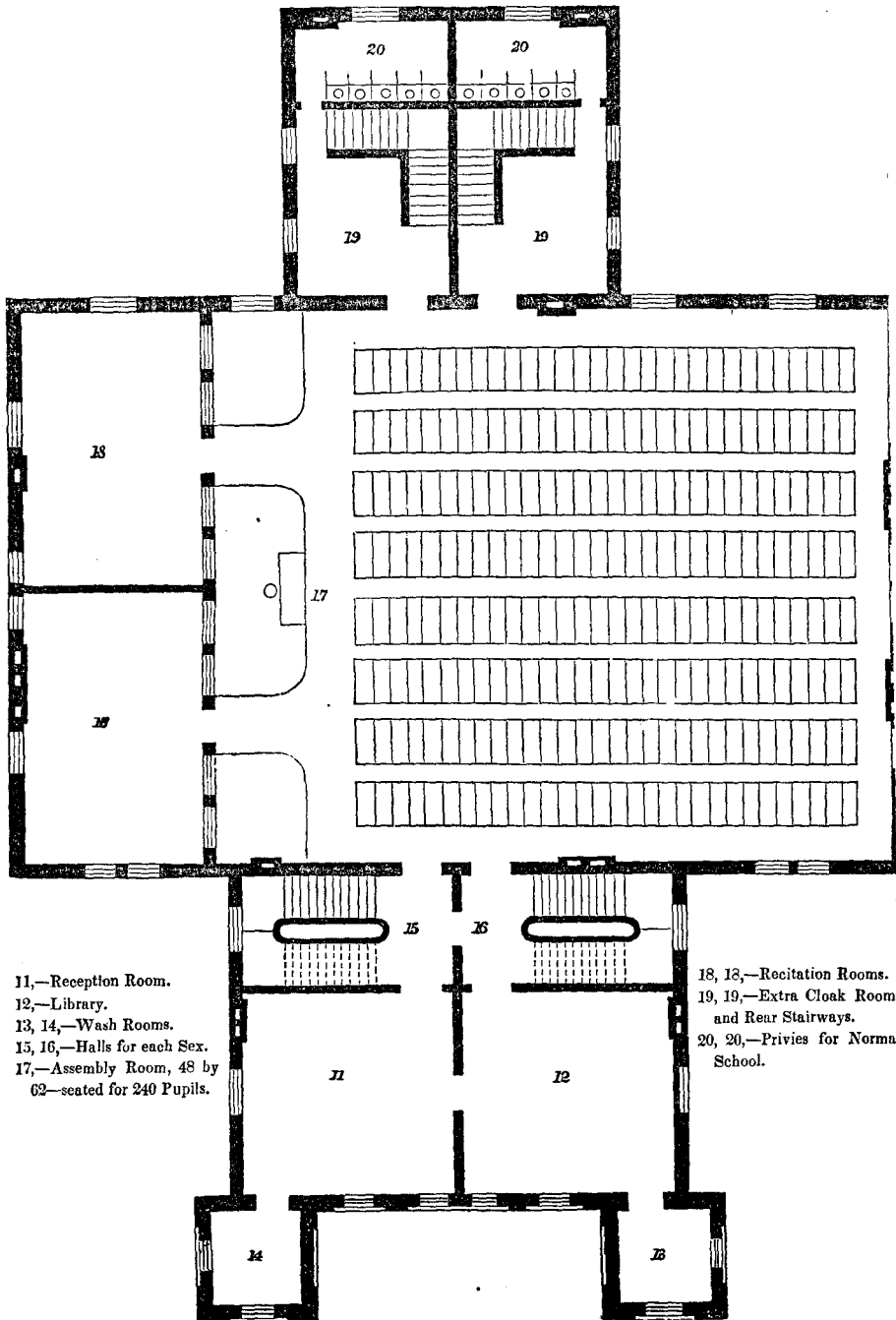
- 1,—Main Hall for Visitors.
- 2, 2,—Cloak Rooms.
- 3, 3,—Wash Rooms.
- 4,—Hall for Male pupils.
- 5,—Hall for Female pupils.
- 6, 6, 6,—Recitation Rooms,  
Normal School.
- 7, 7, 7,—Model School.

- 8, 8,—Cloak Rooms for Model  
School & Rear Stairways.
  - 9, 9,—Privies for Model Sch'l
  - 10, 10,—Hall for each Sex.
- Greatest length 111½ feet.  
Main building 50 by 78 feet.  
Front projection, 37½ by 46 "  
Rear projection 34 by 30 feet.



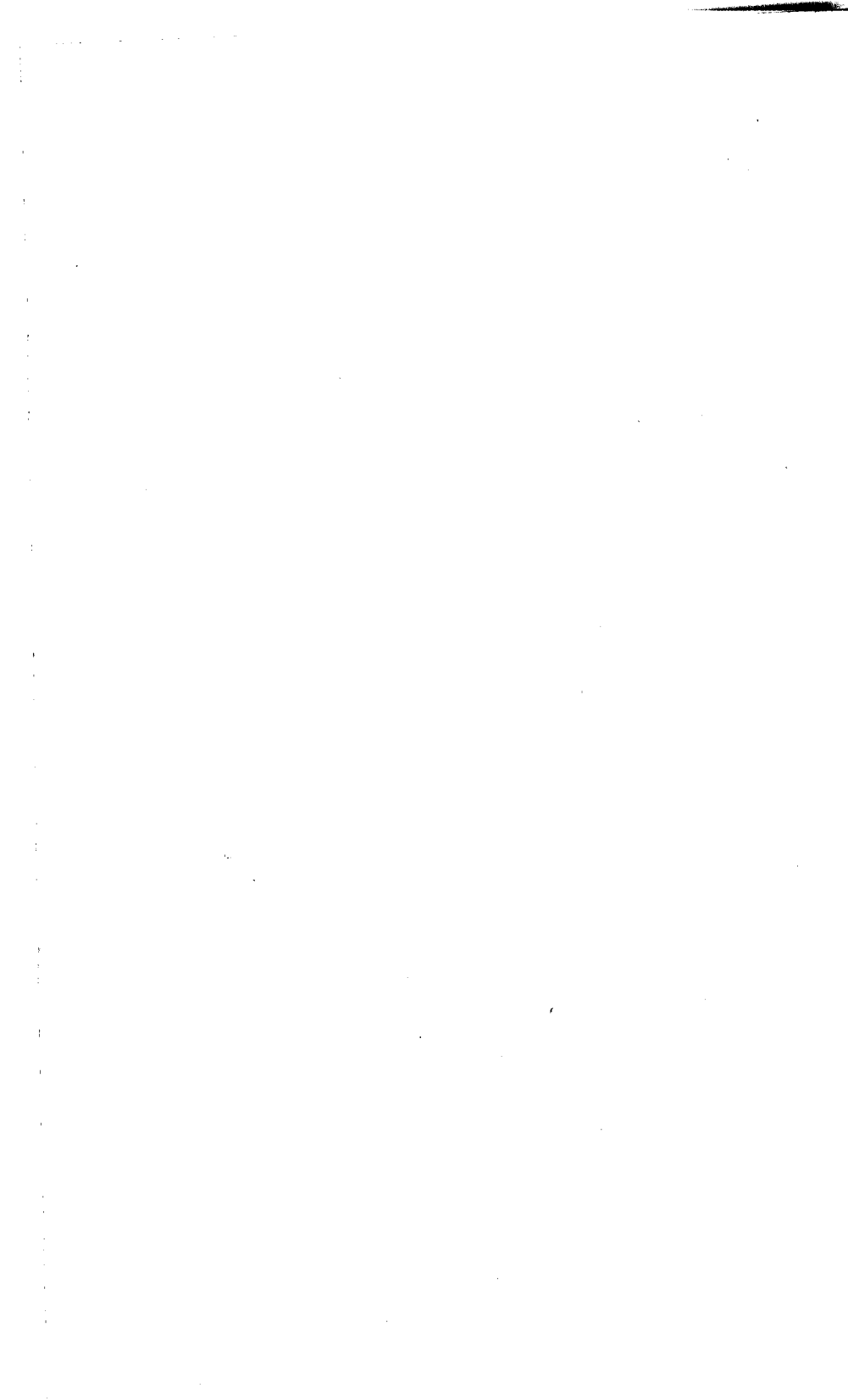
STATE NORMAL SCHOOL—NEW JERSEY.

Fig. 3.—SECOND FLOOR.



- 11.—Reception Room.
- 12.—Library.
- 13, 14.—Wash Rooms.
- 15, 16.—Halls for each Sex.
- 17.—Assembly Room, 48 by 62—seated for 240 Pupils.

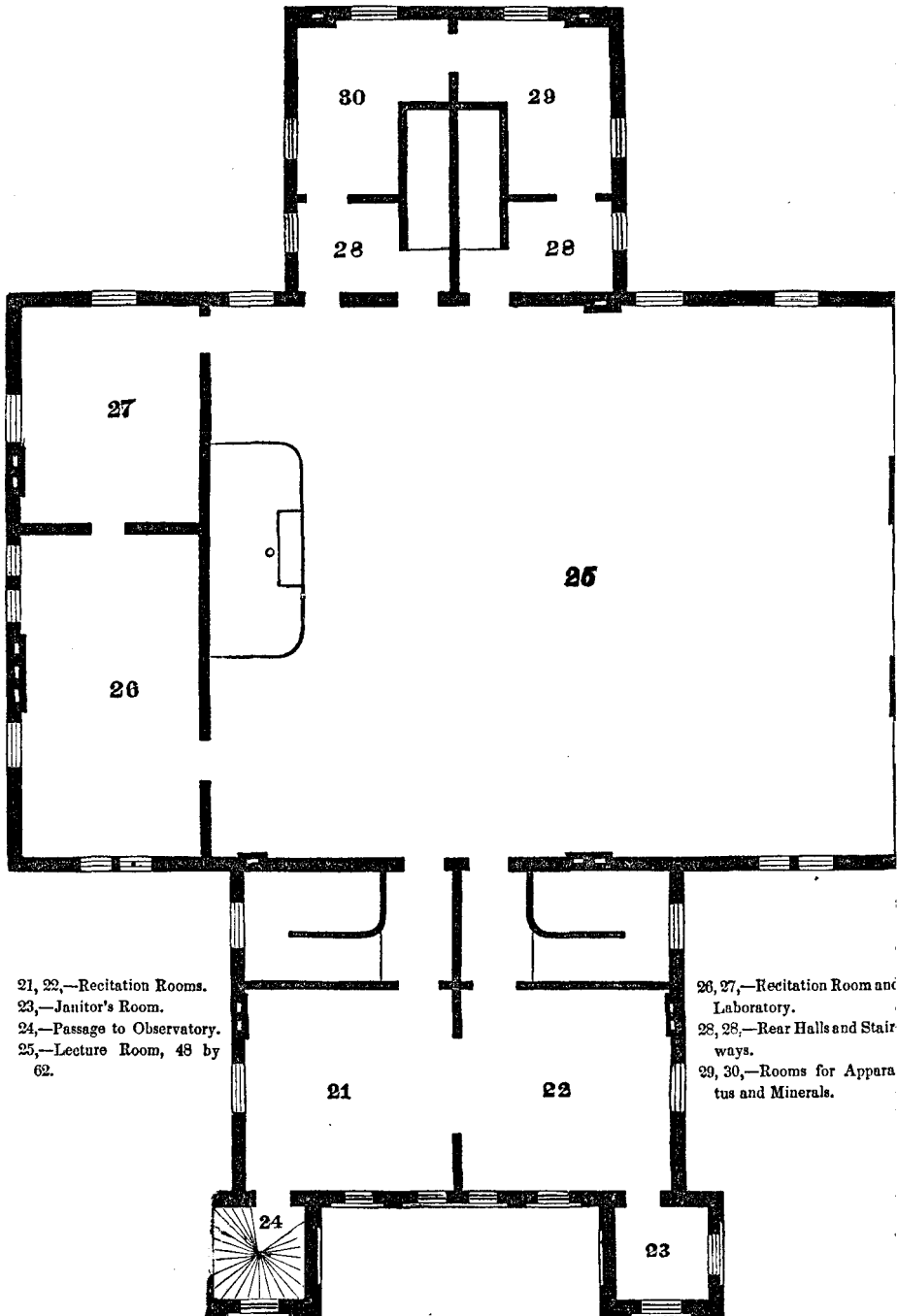
- 18, 19.—Recitation Rooms.
- 19, 19.—Extra Cloak Rooms and Rear Stairways.
- 20, 20.—Privies for Normal School.





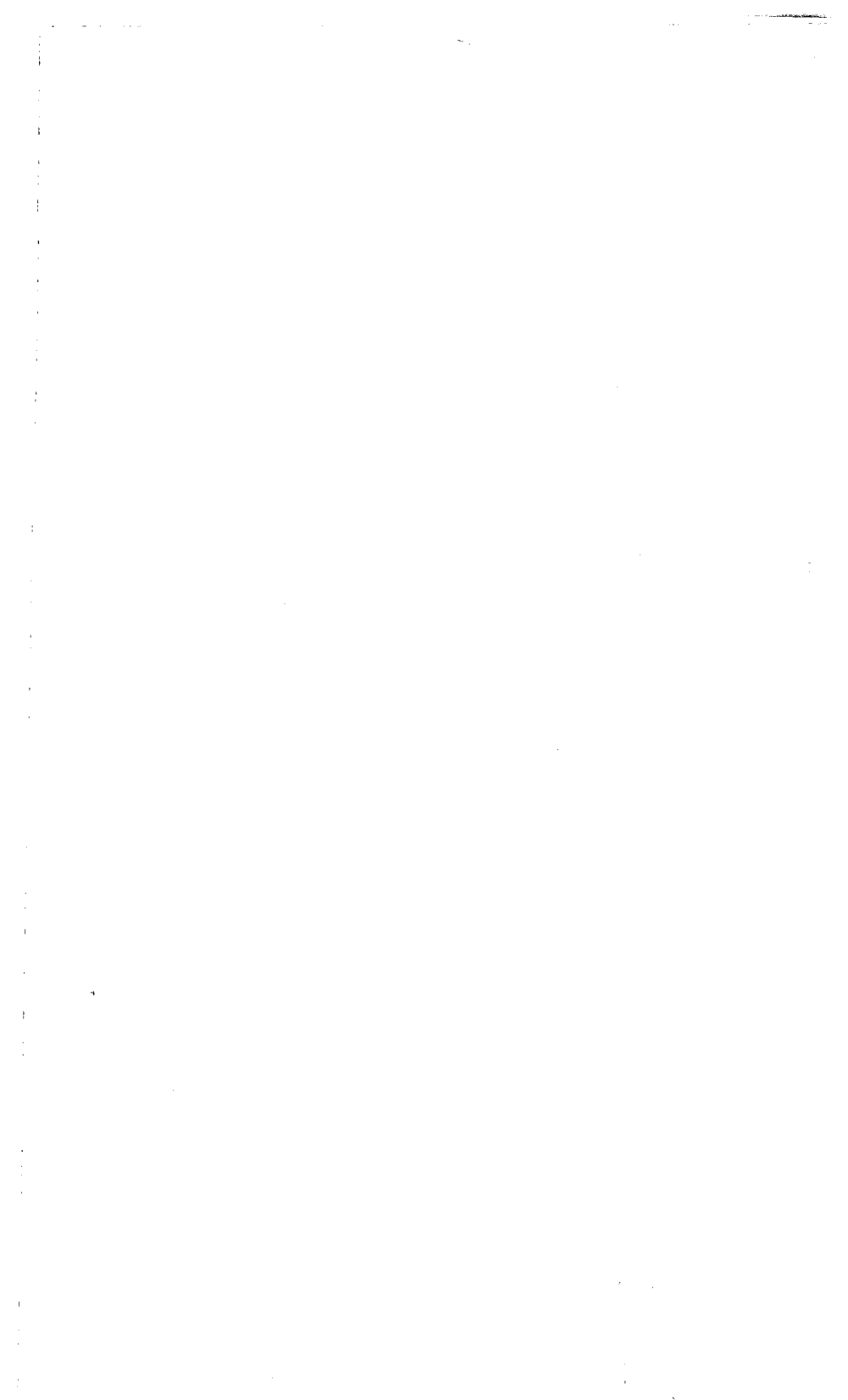
STATE NORMAL SCHOOL—NEW JERSEY.

Fig. 4.—THIRD FLOOR.



21, 22,—Recitation Rooms.  
 23,—Janitor's Room.  
 24,—Passage to Observatory.  
 25,—Lecture Room, 48 by  
 62.

26, 27,—Recitation Room and  
 Laboratory.  
 28, 28,—Rear Halls and Stair  
 ways.  
 29, 30,—Rooms for Appara  
 tus and Minerals.



It will be observed, on an inspection of the plans herewith presented, that the prominent features of the apartments comprised in the building, are:

1. *Symmetry of form, location, arrangement and dimensions.* On the first floor, every room has its counterpart in all these respects; and the same principle was carried out in each of the three stories, so far as the nature of the case would admit. It was necessary to provide for each sex separately, except when under the direct supervision of an officer of the school. This object, it will be seen, has been fully attained, without departing in any case, from the fundamental ideas of simplicity and unity. The building, in its internal design and arrangement, is thus made a perpetual illustration of the great law of order, so indispensable to success in every department of human endeavor, and in none more so than in that of the education of the young.

2. *Every apartment is in its proper place. Its location, form and dimensions, were determined by the particular uses to which it was to be applied.* For example—the four clothes and wash rooms are on the first floor, immediately adjoining the respective entrances of the four classes of pupils to be accommodated thereby. The rooms for the model school are also on the first floor, to avoid the disorder and inconvenience attendant upon the ascent and descent of flights of stairs by large numbers of children. The class or recitation rooms of the Normal School, are systematically arranged and apportioned among the three several stories of the building, in order to avoid crowds, and the inconvenience of frequently concentrating a large number of persons in the same story. The assembly room, is on the second or middle floor; and thus no class is required to ascend or descend more than one flight of stairs. The reception room and library are on the same floor, near at hand, and easy of access, while the recitation rooms of the principal and vice principal, are immediately adjacent to, and separated from the assembly room, by a glass partition. The lecture room, corresponding in form and size to the assembly room, is in the third story, directly over the latter, because less used, and when used, it requires to be well ventilated, and well removed from the annoyances of the street.

3. *The various class, lecture, and other rooms, are large, airy, well lighted, and in every respect commodious. They are very uniform as to shape and size, and are to be well provided with the most approved black boards or slates.*

4. *The means of ingress and egress are ample; there being four entrances for the pupils besides one for visitors, and four flights of stairs corresponding thereto, each separate from and independent of the others, leading to every story of the building. There are also four doors from the two principal rooms connecting directly with these stairways. By means of this arrangement, the largest audience which these rooms can contain, may, if needful, be safely discharged in from three to four minutes; also the general movements of the school, such as the passage to and from recitations and lectures, the assemblage and dismissal of the pupils, &c., can be effected with ease, promptitude, order and precision.*

5. *The apartments are well heated and well ventilated. The furnaces, four in number, and of the first class, are located at the ends and sides of the main building, thus securing an equable distribution of heat to every part. These furnaces are now in operation and have already demonstrated their capacity for supplying an abundance of warmth to every apartment. In general the ventiducts pass upward from each apartment, opposite the hot air flues, and all of them terminate in an air chamber in the attic. This air chamber is, when necessary, to be supplied with heat from a small furnace for that purpose in the basement, by a single flue. The contained air is thus rarefied, passing upward and outward through the ventilator in the roof. A partial vacuum is thus formed in the air chamber, and a current is at once established from each apartment through the ventiducts to it, insuring, it is believed, an effective ventilation, and a full supply of pure and healthy atmosphere for respiration.*

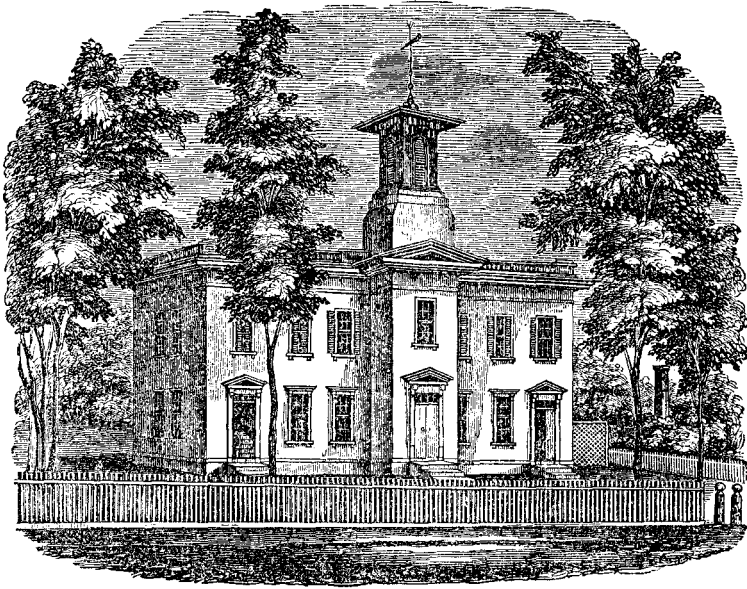
6. *Each story is supplied with an abundance of water in both front and rear, either for purposes of cleanliness, or for the extinguishment of fires should any occur. The halls and stairways, the library and trustees' or reception room, the laboratory and lecture rooms, are all furnished with gas, which renders them eligible for evening use should such be required.*

7. *For the uses to which it is to be applied, the building is*

*of unsurpassed strength and durability.* The main timbers are of the best kind and thoroughly seasoned; and the workmanship throughout, reflects the greatest credit upon the skillful mechanics who have it in charge. In short, it is believed that in all its appointments, this building leaves little to be desired in respect to simplicity, convenience, and adaptation to the purposes for which it was designed.

## COLLINSVILLE SCHOOL-HOUSE.

PERSPECTIVE.



For a village containing from one to two thousand inhabitants, this is a model building.

The lower story is 12 feet high, upper story 13 feet.

The entire building is 62 feet long, by 42 feet wide.

The Primary room, (the largest room on the first floor,) is 40 feet by 27 feet.

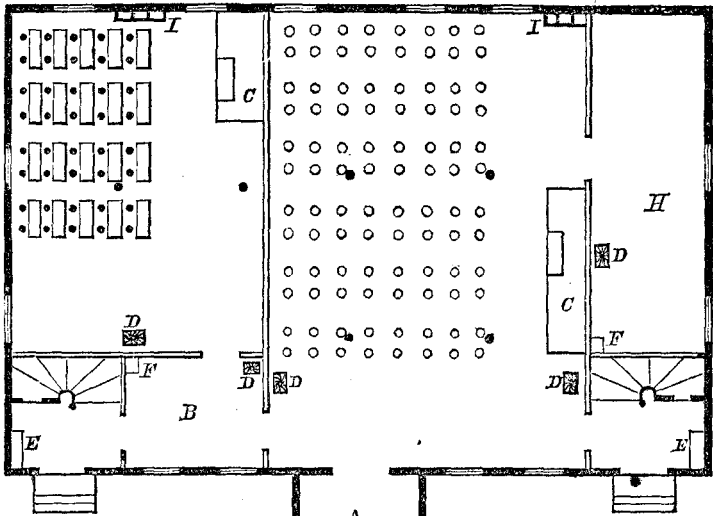
The Intermediate room, (also on the first floor,) is 27 feet by 23 feet.

The High School room on the second floor, is 40 feet square.

The two Recitation rooms marked H, (one on each floor,) are each 27 feet by 10 feet; the one marked E, on the second floor, is 19 feet by 10 feet.

The three school-rooms contain ample space for 300 pupils.

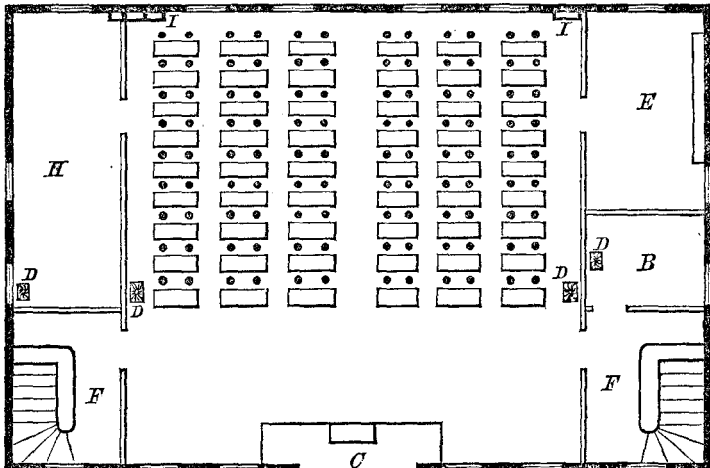
FIRST FLOOR.



- A.—Front Hall.  
 B.—Girls' Clothing room.  
 C. C.—Platforms.  
 D. D. D. D. D.—Registers.

- E. E.—Sinks for washing.  
 F. F.—Hot Air flues.  
 I. I.—Ventilators.  
 H.—Recitation room.

SECOND FLOOR.



- A.—Belfry room.  
 B.—Girls' clothes room.  
 C.—Platform.  
 D. D. D. D.—Registers

- E.—Library room.  
 F. F.—Halls and stairways.  
 H.—Recitation room.  
 I. I.—Ventilators.

For a village containing from one thousand to two thousand inhabitants it is in our judgment a model building. We have never seen one built for the same money which pleased us so well. There is scarcely one point wherein we could suggest an improvement. If we should mention one it would be the furnishing of the *largest* room on the first floor for the secondary rather than for the primary department. But it may be best as it is for the *present* wants of the village. Experience will determine whether a change will be needed. Although the rooms are now seated for only 244 scholars, they contain ample space for 300.

The site combines every desirable requisite. It is central, elevated, well graded, spacious, (containing an acre,) sufficiently removed from the dusty thoroughfares, adorned with a variety of fine shade trees, and supplied with the purest water from a copious, gushing spring.

The material of the building is wood. Its proportions are symmetrical and tasteful. Its internal arrangements are commodious and elegant. Nothing about it is stinted, and nothing extravagant.

The warming and ventilating apparatus was put up by Chilson & Co., Boston, and is of the most approved description.

The furniture is from the manufactory of S. Wales, of Boston, and in respect to comfort, durability and elegance, is unsurpassed.

The primary room, the largest on the first floor, is furnished with the arm chair; a room occupied by a primary school in the Webster school house in New Haven goes one step beyond this, inasmuch as it has a small desk in front of each arm chair.

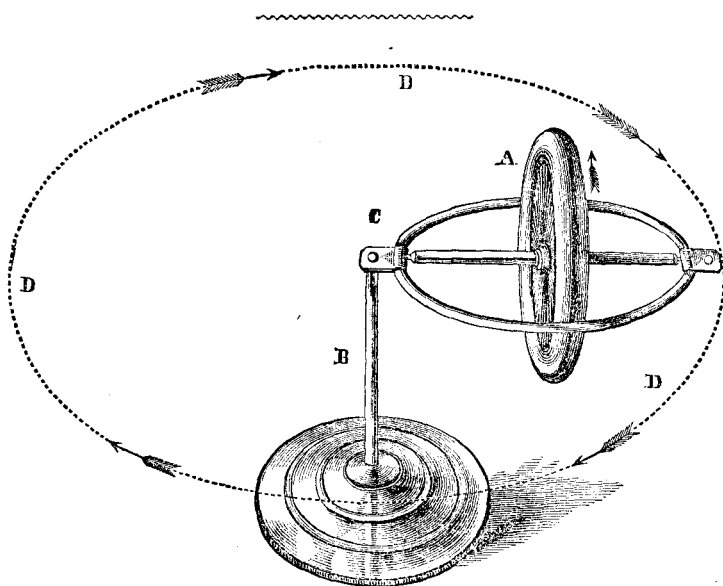
The second room in size on the first floor, is intended for the middle grade. This room is furnished with Wales' scroll back chair supported by an iron pedestal, and the double desk made of cherry wood. The main hall on the second floor is occupied by the highest department of the school. The furniture in that room differs from that in the room last described, only in size.

The lower story is 12 feet in the clear. The upper story is 13 feet in the clear. The length of the building is 62 feet; the



width 42 feet. The primary room is 40 feet by 27 feet. The secondary room is 27 feet by 23 feet. The high school room on the second floor is 40 feet by 40 feet. The recitation rooms are 10 feet wide, and two of them are 27 feet and one 19 feet in length.

## SCHOOL APPARATUS.



THE GYROSCOPE, OR MECHANICAL PARADOX.

The simple apparatus represented in this figure consists of the wheel A, which has a heavy rim, and is suspended in a brass ring, upon steel points, which enter the ends of the axis. The two ears attached to this ring, at the ends of the axis, are indented, to receive the point of the standard, B.

If a rapid rotation is given the wheel A, by winding a cord on the brass spool placed on the axis, and pulling it vigorously, as a boy would spin a top, (the ring being firmly held,) the wheel seems to become endowed with a new power, which, apparently, puts at defiance the laws of gravity. When one of the ears is placed on the point of the standard, B, and the other ear allowed to rest on the finger, supporting the axis in a horizontal position, nothing singular is observed. If the finger is slowly lowered, the end of the axis will fall with it; but, if the finger be drawn away *horizontally*, leaving the end

unsupported, the instrument, with marvelous independence, will proceed to take care of itself, and will not only maintain its horizontal position, but at once, commence revolving around the standard on which it rests. The entire machine, which weighs over a pound, remains suspended *almost* on nothing, and a half pound weight may be hung on the *unsupported end* without changing its inclination.

If the outer end is elevated or depressed by the hand, the axis *retains the inclination* last given it, except that, if above a horizontal plane, it will gradually *rise* while the force of the rotation continues sufficient, or, if below, it will slowly fall.

The same phenomena will occur if the Paradox is suspended by a cord fastened to the universal joint on one of the ears. This mode of use is safest, as the delicate mechanism will be materially injured by falling; there is less friction, however, when the ear rests on the iron point.

It will be observed that, when the wheel rotates in one direction, the machine revolves in the *opposite* direction, as indicated by arrows in the figure. If the horizontal revolution is stopped, the Paradox instantly falls.

If the ring is held in the hands by the ears, and one end *suddenly* raised or lowered, an unexpected resistance is encountered, and a strong tendency to revolve is manifested; or, if held firmly by one ear, and the hand containing it allowed to fall from a horizontal position, the same tendency to revolve will be felt. If suspended by a cord, fastened to the joint on one ear, and swung like a pendulum, it will be found to describe an ellipse; in fact, it will be impossible to swing it in a straight line.

A socket, with branching arms, forming a semi-circle, accompanies each instrument, (though not shown in the cut.) If this socket is placed on the standard, and the Paradox suspended between the arms, by pivots placed in the ring at right angles to the axis, other singular phenomena may be observed.

1. When the Paradox is accurately balanced on the pivots, and the wheel set in rapid motion, the axis will continue to point in one direction, even though the *standard* be turned entirely round. A more striking illustration of this is seen by placing the socket on a wire at the end of a lever. If the lever

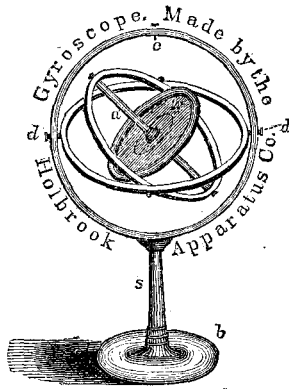
be made to describe a horizontal circle, the axis of the wheel will be found to point in the *same direction* in every part of the circle. Is not this precisely analogous to the parallelism of the earth's axis, in her revolution round the sun?

2. If, when the Paradox is suspended as in the preceding experiment, a weight is hung on one ear, the paradox *does not lose its balance*, but immediately begins to revolve horizontally, always stopping the instant the weight is removed. If the weight is hung on the other ear, the revolution is in an opposite direction.

3. If a slight horizontal motion is given to the arms, thus changing the plane of the wheel's rotation, the axis of the wheel will change vertically, and by a few movements of the arms *backwards and forwards a vertical revolution* of the Paradox will be produced.

This curious instrument is attracting much attention from scientific men; but the causes of its action are not yet fully explained. Whoever shall account for them satisfactorily to himself, or shall discover new phenomena, will confer a favor by informing the undersigned. The originator of the Mechanical Paradox represented in the above cut, is Mr. Abner Lane, of Killingworth, who has arranged with the Holbrook School Apparatus Company, of Hartford, Connecticut, for its manufacture and sale. It will be sent, by express, to any person remitting the price, \$5.00, 3.50 or 2.50, according to style, to

F. C. BROWNELL, *Sec'y, Hartford, Conn.*



Hartford, Conn.

The Gyroscope, in the form here represented, (Fig. 2,) is essentially the same, on a smaller scale, as the Rotascope of Professor W. R. Johnson, a description of which was given in Silliman's Journal, January, 1832. And the Rotascope was an improvement on Bohnenberger's instrument for illustrating the precession of the equinoxes. The experiments of the gyroscope are not new, nor inexplicable, as many seem to suppose; for they were all performed by the rotascope at least twenty-five years ago; and the *theory* of compound rotations, which these experiments illustrate, has been known for a century and a half, and applied to the explanation of the precession of the equinoxes, the retrograde motion of the moon's nodes, and the nodal movements generally in the solar system.

It is a direct result of the inertia of matter, that a body revolving freely on an axis, preserves that axis parallel to itself, wherever in space the body may be transported.

EXP. 1. The disk of the gyroscope, being accurately balanced in rings whose axes are at right angles, is free to take any position whatever. If now it be rapidly whirled, the whole instrument may be carried anywhere, and turned round or turned over in any manner, without disturbing the rotation of the disk; its axis will point in one and the same direction.

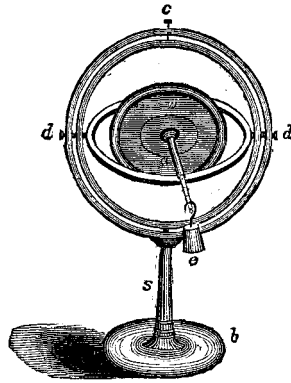
To understand the explanation of the following experiments, it must be borne in mind, that when a particle or mass of matter is impelled by two forces at once acting in different direc-

tions, it takes a direction *between* them, in a line nearest to that of the greater force. If, then, the disk is already revolving on its axis, and a force is applied to turn it on some other axis, the particles are subject to two forces at once, and will move in a direction *between* them, compelling the first axis to change its position *toward* that of the second axis. Every instance, in which the axis of the disk is seen changing its direction, is an example of the action of at least two forces, one of which is the inertia of the disk tending to revolve parallel to itself.

EXP. 2. Let the middle ring be so suspended in the outer one, that when all the rings are brought into one plane, the axis of the disk is horizontal. Place the axis north and south, with the top of the disk moving east, while the middle ring is vertically east and west. Now gently press the bottom of the middle ring northward; the north end of the axis begins to turn eastward, and will do so, (if the outer ring is held still,) till it points east. If the pressure is southward, the axis goes the other way. Consider the particles in the upper half of the disk; they are going swiftly eastward, and by the force on the ring, they are pressed gently southward; they will, therefore, go between these two directions, and revolve to the south-east; in other words, the north end of the axis moves to the east. The particles in the lower half conspire to produce the same effect; for they are revolving westward, and at the same time are pressed northward; hence they move N. W. The plane of the disk is now a little inclined to N. W. and S. E., and will become more so, if the pressure is continued.

EXP. 3. Again, place the disk as in (Exp. 2,) revolving also in the same direction, and while the outer ring is held in the east and west plane, with the finger-nail or the smooth end of a wire, gently press the north side of the inner ring westward; instead of moving in the direction it is pushed, the ring will *slide up* along the nail or wire, till the axis become vertical, when the ring for the first time seems to yield to the pressure. The reverse happens, if the pressure is the opposite way. In the first case, the east half is *descending*, and pressed *northward*; it goes *between* these two directions, which of necessity

elevates the north pole of the axis. The western half con-  
spires; for it is *ascending*, and pressed *southward*, and there-  
fore moves *up obliquely to the south*, thus elevating the north  
pole.



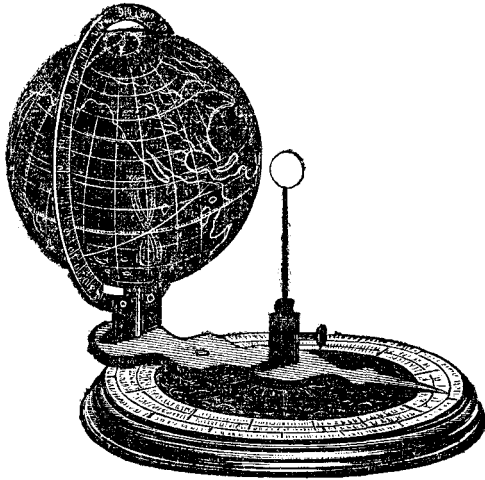
EXP. 4. Next remove the middle ring, (Fig. 2,) from the  
outer and turn it one-fourth round till the screws, *d, d*, enter  
sockets in the heads of the screws which connect the middle  
and inner rings, as shown in (Fig. 3.) Having revolved the  
disk, and placed its axis nearly horizontal, hang the brass  
weight on the inner ring, near one end of the axis, as in (Fig.  
3.) The whole system now commences revolving horizontally;  
and if free from all obstruction, would thus revolve perpetually.  
This result differs from the preceding in this, that the motion  
*continues*; the disk does not, after a time, reach a position in  
which the two forces act in the same direction. The reason is  
quite apparent. The weight itself is carried along as fast as  
the disk is, and thus always acts at right angles to the rotation  
of the disk. If, for example, the top of the disk is revolving  
west, and the weight is on the north end of the axis, it urges  
the top to the north. Hence the disk takes a motion a little  
to the north of west; but the weight does not *now* press the  
top towards the *north*, but towards a point a little to the *east  
of north*; when the disk turns a little farther, and so on, con-  
tinually.

It is not difficult to determine what effect *friction* will pro-  
duce in this experiment. In the position of the axis mentioned

above, the friction of the socket on the standard opposes, in a slight degree, the motion of the north pole toward the east. It must, therefore, be regarded as another force, pressing the eastern half of the disk towards the *north*, while by its rotation it is *ascending* vertically. It must, by this joint action, *ascend inclining* northward, i. e. the north end of the axis will *descend* slightly under the weight. This is always noticeable, especially after the disk loses some of its velocity; for then the friction becomes relatively a greater force. The effect of friction can be readily neutralized from time to time by a slight pressure against the ring in the direction of its motion; the weight is instantly elevated to its place, and even to any height, by more pressure.

The foregoing experiment is the one which illustrates the precession of equinoxes. The disk represents the equatorial ring of the earth; a horizontal plane through the centre represents the ecliptic, into which the weight tends to tip the disk, as the earth and moon do the earth's equator; the side-screws are the places of equinoxes, or intersection of the ecliptic and equator, which, as the experiment shows, revolve in a direction opposite to that of the earth. In the solar system, there is *no friction*, operating to diminish the inclination of the planes; hence, except the minute oscillations which it undergoes from a higher order of disturbing influences, it remains perpetually the same.





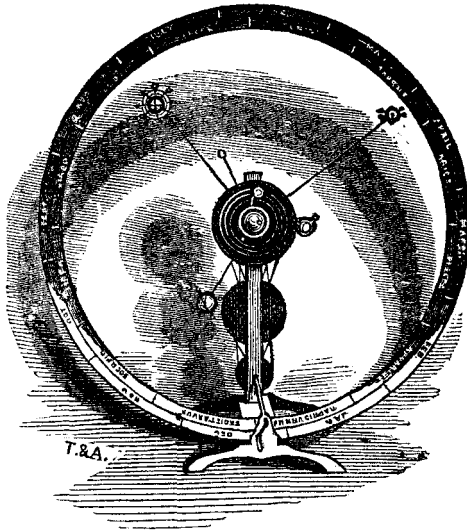
THE NEW SOLAR TELLURIC GLOBE.

This new article of apparatus is a six-inch Terrestrial Globe, of the best manufacture, mounted on an axis inclined twenty-three and one-half degrees from a vertical, which axis is attached to one arm of an index, which turns in the centre upon a metallic base, on which are represented the signs of the Zodiac, the days of the month, &c. In this centre is a perpendicular wire, upon the top of which is a small gilt ball, representing the point occupied by the sun. By moving the index, the earth is made to revolve about the sun, while the index points out the different signs through which the earth passes in the different months of the year, and also the time when the Equinoxes occur.

The reasons for the changes of the seasons, the length of days and nights, causes of eclipses, the latitude and longitude of different places, and all other phenomena which are usually taught from globes, may readily be explained by this.

We place this near the head of our list, because we think it better adapted for general use than any other globe of the same size, and it ought to be in every school in the country.

Each globe is accompanied with a little manual, explaining its use, and giving quite a number of problems for amusement and instruction. Price of globe and book, \$7.

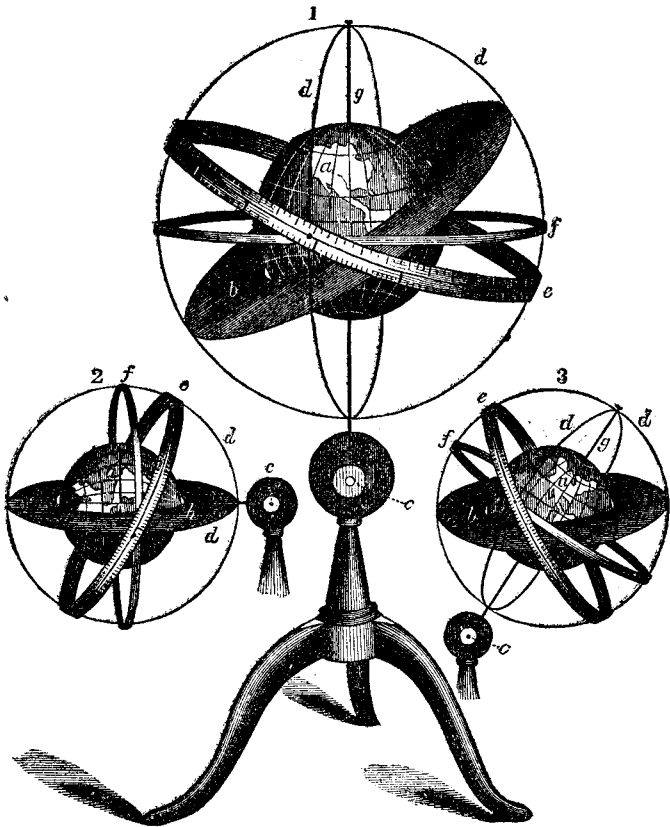


#### SWAIN'S NEW PLANETARIUM.

Swain's New Planetarium for Common Schools, . . . . . \$15 00  
 Swain's Large Planetarium, for Colleges; showing the motions of all the  
 Planets, and all other Phenomena connected with the science of Astronomy, 50 00

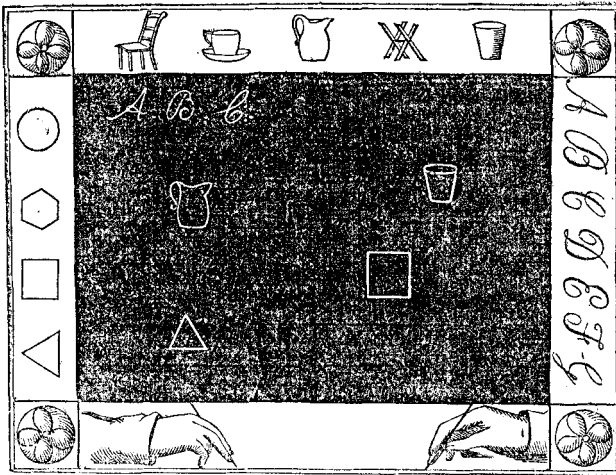
The instruments for exhibiting the planetary motions, to be found in our highest institutions, are often quite expensive, but seldom in working order. The expensiveness and complexity of these instruments hitherto have doubtless prevented their general adoption. Mr. Benjamin O. Swain, of Gloucester, Massachusetts, it is believed, has constructed an apparatus so simple and manageable, and so happily adapted to its purpose, that it will become an inmate of all schools, and enable the teacher to communicate to the youngest and the least acute a correct idea of the heavenly motions.

An inspection of other instruments would, we think, justify this assertion.



CELESTIAL SPHERE.

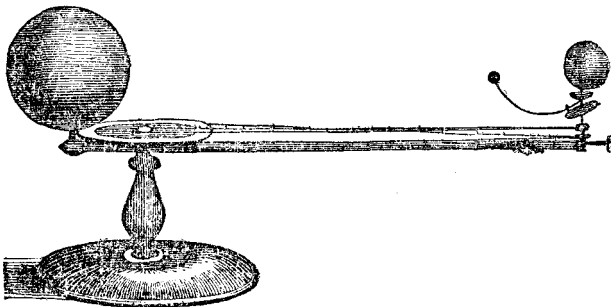
The Celestial Sphere represents the earth (*a*) surrounded by the great circles of the heavens; the meridians (*d*) equator (*f*) and ecliptic (*e*). The ecliptic is divided into twelve equal parts showing the twelve signs of the zodiac; and its northern edge is marked with the days of the year. The axis (*g*) may be inclined at any angle desired, by loosening the thumb screw (*c*) (see 2 and 3.) A horizon plane (*b*) is attached, by which the real horizon of any place on the globe may be shown, also the comparative lengths of day and night on any part of the earth, and at any season; the rising and setting of the sun; the sun's appearance at the north pole, and its place in the ecliptic on any day in the year. Price \$6.



THE PRIMARY DRAWING SLATE,

Teaches the right manner of holding the pen; gives copies of writing letters, both small and capitals; furnishes a variety of drawing copies, which may be much extended by purchasing the drawing book, prepared to accompany the slate; answers every purpose of the ordinary slate; *and* is NOISELESS. Prices according to size. Also, double slates covered with leather, for older pupils, and convenient for business men.

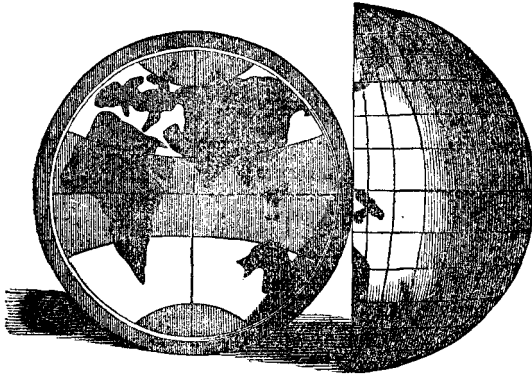
The above, with a general assortment of school apparatus, furniture, maps, charts, &c., &c., can be procured at the Teacher's Home, Hartford, Connecticut.



TELLURIAN.

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.

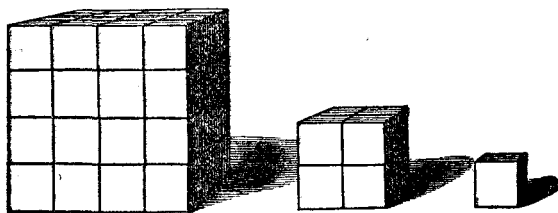


HEMISPHERE GLOBE.

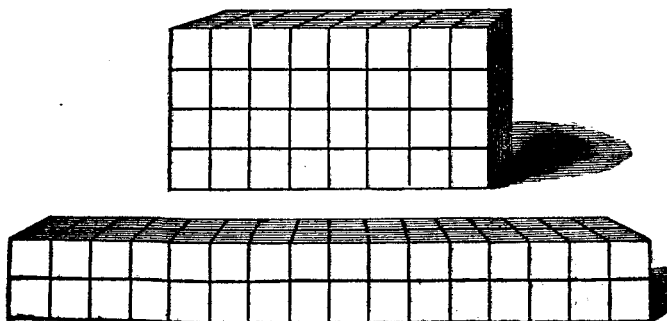
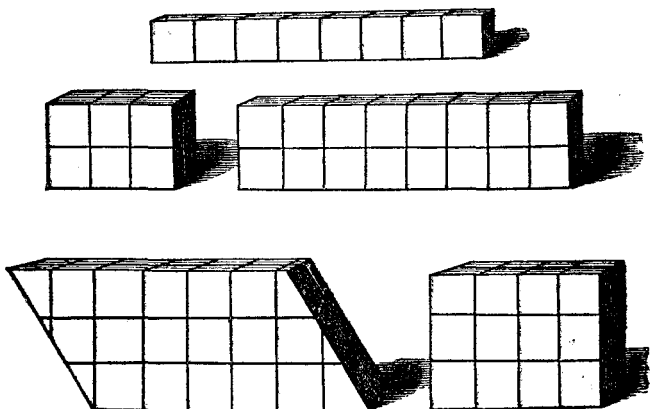
A Hemisphere Globe supplies a want long felt, viz: an illustration, which any child can understand, of the reason of the curved lines on a map, and shows how the flat surface is a proper representation of a globe. It is the result of a suggestion from a practical teacher. Two hemispheres are united by 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.

## A SET OF GEOMETRICAL SOLIDS.

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 of mensuration or solid measurement, they afford the only proper means. Price \$1.25 to \$1.50.

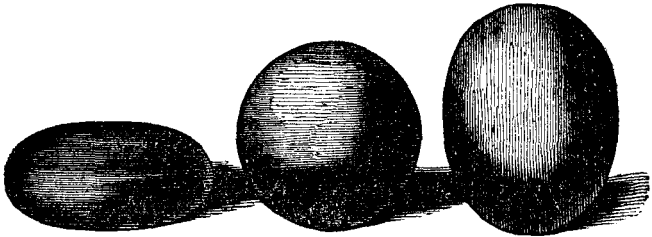


CUBES.



PARALLELOPIPEDS.

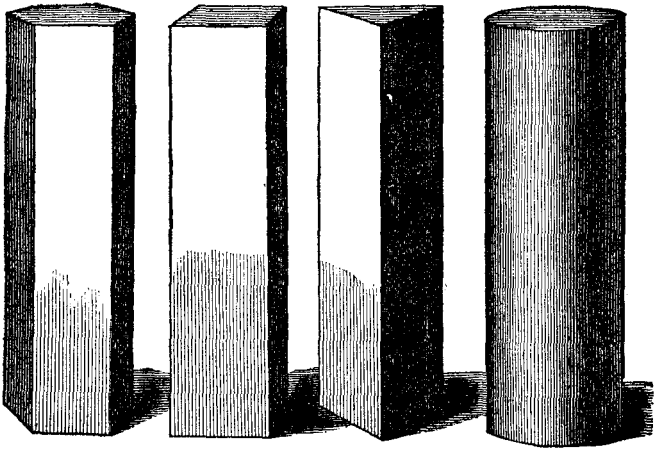
GEOMETRICAL SOLIDS, (CONTINUED.)



OBULATE SPHEROID.

SPHERE.

PROLATE SPHEROID.

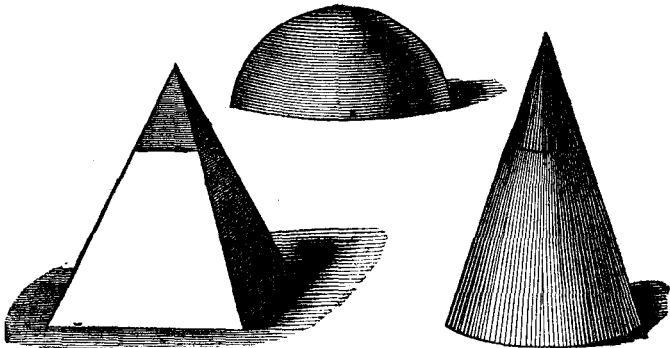


HEXAGONAL PRISM.

PRISM.

TRIANGULAR PRISM.

CYLINDER.



PYRAMID AND FRUSTUM.

CONE AND FRUSTUM.





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APPENDIX C.

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## APPENDIX C.

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*Extracts from the reports of Superintending School Committees relative to the condition of the Public Schools in their respective cities and towns for the year 1856.*

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### CITY OF AUGUSTA.

HENRY V. DEXTER, *Chairman.*

In reviewing the labors of the past year, your committee can only say, that they have sought to promote the best interest of the schools, and, under all the circumstances, have done what they could. Nearly all the schools, under our supervision, are in the rural and sparsely settled portions of the town, where the grading system cannot be introduced, and where instruction is continued only a small portion of the year; consequently few of the modern improvements are enjoyed. Under the present arrangement too, we are compelled in most instances to appropriate, and do the best we can with such teachers as are employed by the respective agents. These facts, together with all the irregularity and inattention on the part of scholars, and the general indifference on the part of parents, render it impossible to give anything like perfection to our common schools. Still, we are deeply impressed with their importance to the welfare of the community, and believe that too much attention cannot be paid to them. Without the possibility of reaching the high standard which we could desire, we must come as near to it as practicable. Your committee can accomplish but little towards this object, without the cheerful co-operation of all concerned. The respective districts should see that their school houses are properly warmed and ventilated, and that they afford, both externally and internally, those conveniences and attractions which will render them an agreeable resort for

the young. The agents should exercise due precaution in the employment of teachers; always, so far as practicable, preferring those who make teaching their profession, and who have gained a reputation for success. The parents must be careful to provide their children with such books as are prescribed by the proper authorities, and labor to secure their punctual attendance and implicit obedience; and the teachers must feel the responsibilities resting upon them, to teach faithfully and guide wisely, those committed to their charge.

Your committee are fully convinced that while many of the obstacles to the success of our schools are inherent in society and must always be encountered, vastly more of them are the result of criminal ignorance and neglect. And as citizens of a free country and an enlightened community, we should spare no pains to give increasing usefulness and success to our common schools.

Your committee would earnestly recommend that districts No. 1, No. 20, and No. 26, be united for the purpose of introducing the grading system, now so generally adopted in all our cities and large towns. It will be seen that the whole number of scholars within their limits is more than 450, and the whole attendance nearly 250. With a high school, at a central point, and intermediate and primary schools in convenient localities, the scholars might be so graded and classified, as to nearly double the amount of instruction they would receive, without any additional expense. In all cases in which the grading system has been adopted, the prejudices against it, however strong at first, have gradually yielded before its obvious advantages, and all have at length rejoiced in the change. It needs only to be tried to be universally approved.

Your committee would also recommend such a connection with the Village District, which is now a separate and independent organization, that the reports of all the schools in the city may be published together. Under the present arrangement, our report, which goes forth to the world as the report of the Augusta schools, exhibits something less than half of the educational interests of our city. The change contemplated would furnish a report creditable to the city, and just to all concerned.

## CITY OF BANGOR.

ALBERT G. WAKEFIELD, *Chairman.*

We have no time to go into particulars in relation to each school. Including the evening school, there are established in the city sixty public schools. Perhaps it would be too much to expect, that where there are so many schools, all should be of the highest degree of excellence. It would be less surprising that some should fail to give satisfaction.

In the city proper, there has been no disturbance in the schools, excepting in that on Grove street. The pupils have been obedient and studious. The teachers have labored with much zeal in the discharge of their duties. Parents have manifested much more interest in the schools of the lower grades than they have in former years. The school room is visited much more frequently by them. Many of the primary examinations were crowded with the parents and friends of the scholars. It gives us pleasure to notice this increased attention to the primary schools. Though lowest in rank they are of the *highest* importance. The little child that is successfully conducted through a primary school, seldom becomes a bad scholar as he goes up to the higher grades of schools.

On the whole the school year has been a prosperous one. The schools are in a flourishing condition. They were never more so. Our citizens tax themselves heavily, and pay cheerfully for their support, and there is great responsibility on those in charge of the school department, to select suitable teachers, and to see that the schools are well managed.

The duties of the superintendent have been performed by Mr. Elliot Valentine. In the discharge of them he has been indefatigable. In term time and in vacation, he has been in active employment. The new school houses were erected under his direction. To the repairs of the old houses he has given great attention. The schools generally have been under his supervision and he has manifested great prudence and judgment in his suggestions to teachers, and we regard him as an excellent officer. We deem it unnecessary to say one word in favor of the continuance of the office. Economically considered, the city is too poor to dispense with it. It saves more money to

the treasury than it takes from it. Its importance in an educational view is obvious to all who have examined the subject.

### CITY OF BATH.

SAMUEL F. DIKE, *Superintendent.*

#### *Primary Schools.*

The primary schools, though the amount of knowledge there communicated is not large, ought still to be regarded as a very important portion of our public schools. They demand more of our time and attention than we at first thought may feel disposed to give them. From much experience, I am satisfied that very much can be done in them, to improve the condition of the higher schools. In them the child lays the basis of his future education. He forms habits which are very apt to continue with him for a long time, if indeed he ever throws them entirely off. It is very important, therefore, that he should there form correct habits; important that the teacher of the primary school should be a faithful and good, as well as accurate teacher. She is not required to teach much, but to teach well what she teaches. She should always be careful to exercise a good religious and moral influence over her pupils; she should be careful about her language and the expressions she uses before her pupils; she should see that the few simple lessons which are learned by her pupils, be accurately and thoroughly learned; see that they form habits of using proper grammatical language and pronounce accurately all their words in reading, spelling and conversation.

#### *Attendance.*

There is one other point which I wish to suggest to the city council, viz: that they be requested to consider whether some means cannot be used to bring the truant children of the city into the schools, and to keep them at least a reasonable portion of the year in those schools. The man of wealth is compelled to pay his annual tax for the support of good schools; is it not as proper that the children of his poor neighbor, when found either on the wharves, in shops or in the streets, should be compelled to go and enjoy the advantages of the school? I

have never yet been able to see why the law in the latter case is any more arbitrary than in the former. And yet, while the law in the former case is in full execution, while the tax must be paid, the law in the latter case, the law concerning truants, has never been executed, except to a very limited extent, and long since has fallen into entire neglect, and truant boys now roam over our city with the utmost freedom.\*

*Rules and Regulations relating to the Public Schools of the city of Bath.*

1. The school year shall begin on the last Monday of August or first Monday in September, at the discretion of the committee, and shall be divided into three terms. The first two together shall consist of twenty-six weeks, and shall be divided by a vacation of one week, at the time of the Annual Thanksgiving. The other vacation shall be in March; three weeks. The next vacation shall be in the summer, commencing about the fourth of July; eight weeks. Christmas day and New Year's day, and the first day of May, shall be holidays for all the schools.

There shall be three examinations in all the schools of the city, at the close of each of the terms, viz: the last of November, the first of March, and the last of June. The examination in June shall be the annual examination. These examinations shall be entirely under the direction of the Superintending School Committee, and shall be conducted either by themselves or by the teachers, at their discretion, in such a manner as to exhibit fairly the progress and attainments of the different classes in their respective studies.

It is to be understood to be the general wish of the school committee that no text books shall be used either by the pupils or teachers in the ordinary recitations of the school room, or at the examinations, except so far as may be absolutely necessary.

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\* It is stated that, in Prussia, after trying various modes of preventing truancy in the public schools, they have adopted that of fining the parents or guardian a half a dollar for every half day's absence, and this proves to be entirely effectual in preventing all truancy and all unnecessary absence.

2. The school hours for all the schools shall be from 9 A. M. till 12 M., and from 2 till 5 P. M.; except Wednesdays and Saturdays, when the schools shall be in session only till noon. In the short days of the winter, from the first day of December to the first day of February, the session in the afternoon shall begin at half past one and close at half past four. In all the schools, there shall be a recess at each session, of half an hour.

3. Three minutes at the high school, and five minutes in the grammar schools, shall be allowed for the pupils to get their seats, after the bell has been rung. At the expiration of this time, the doors shall be closed and no pupil shall enter the school room during the opening exercises. In cases of tardiness, satisfactory excuses from the parent or guardian shall be required.

4. Every teacher shall be present in the school room, morning and afternoon, at least fifteen minutes before the hour of commencing school.

5. The opening exercises of all the schools, in the morning, shall commence with the reading of the Sacred Scriptures by the teacher and pupils, or by the teacher alone, and the use of the Lord's prayer, or some other written prayer, or an extempore prayer, at the option of the teacher.

6. The teachers shall exercise a careful supervision over the conduct of their pupils in school hours, and about the school house, and at the recess. They shall make rules to be observed about the school house, and be held responsible for any want of neatness in or about the building.

7. The teachers are especially requested to give very careful attention to the ventilation and temperature of the school room, to the position of the pupils while sitting or standing, and to all things that pertain to the physical health and comfort of the pupils.

8. It shall be the duty of the teachers to maintain a firm, yet kind and parental discipline. They are not expected to administer corporeal punishment, except in cases of real necessity.

9. Every teacher shall keep a register of the name, age and date of admission of every pupil, and also the time of leaving; also, of all absences and tardiness; also, of all classes formed



In the school, the name of each member of the class, the date of commencing each study, an account of the progress of each pupil and such other items of information as may be useful and interesting.

10. Any pupil absent more than twelve half days, shall not be readmitted to school without a written order from the superintendent, or a member of the school committee. In all cases of tardiness, a satisfactory excuse from the parent or guardian shall be required by teachers. No pupil shall be dismissed before the close of the session, except in case of sickness, or urgent necessity; and no permanent excuse shall be granted for dismissal, except by a special vote of the school committee.

11. The principal of any school may suspend a scholar for any case of flagrant misconduct, in conformity to the laws of the State, but shall within twenty-four hours report the case to the superintendent, or some member of the school committee, and also to the parent or guardian of the pupil.

12. Any pupil who shall accidentally, or otherwise, injure any school property, as fences, trees, buildings, or deface furniture, &c., shall be punished in proportion to the nature and extent of the offense, and be liable to the action of the civil law.

#### CITY OF GARDINER.

N. WOODS, W. Z. HYDE, J. C. ASPINWALL, *Committee.*

In general, the condition of our schools is as good as in any former year. There has been some progress made in the classification of the schools in districts number one and two; particularly in number one. Further progress in this matter will be necessary as the number of scholars increases. Whenever these districts, with number four, are merged into one, it will be advantageous to take the most advanced pupils from the various grammar schools, and form an intermediate school between that and the high school; in this way the grade of the grammar schools can be slightly lowered so as to relieve the primary schools of the great numbers gathered into them, and those pupils, nearly ready to enter the high school, can be

gathered into a school by themselves, and more thoroughly trained upon the class of studies, to be pursued before entering on the higher course. This, however, which is important to the perfection of our graded system, will come up for consideration at some future time.

There is a want which ought to be immediately supplied. We have in the city quite a large number of youth, who are, during the summer, employed in various kinds of industrial labor, and during the winter many of them attended school. There is, at present, no suitable school for such. They are crowded into our grammar schools already too full, and seriously disturb the order of the classes. Coming as they do into competition with younger but more advanced pupils, the sensitive among them are mortified and discouraged; and others make up for the lack of intellectual energy in the abundance of their mischief. Many, we fear, attend the winter school solely for the purpose of having, as they call it, "a time." Besides, it is impossible for any teacher to devote the requisite attention to such without almost entirely neglecting the interests of the great body of scholars. Such need the patient, constant drilling of a teacher upon matters which the rest of the school has been pursuing the whole year.

In other places experience has proved the necessity and the advantage of what are called apprentices' schools, to be kept twelve weeks of the winter season for the class of pupils already mentioned. The expense of such a school need be only the wages of a teacher, the hire of a room and fuel, certainly within two hundred dollars, a sum very trifling in comparison with the great benefits of it. We most earnestly commend this subject to the early attention of the city council.

#### CITY OF HALLOWELL.

HENRY K. BAKER, *Chairman.*

The committee took occasion in their last report, to speak at some length of the growing evil of irregularity of attendance at school. It is with regret, we feel called upon to say that during the first and second terms of the past year, this evil increased rather than diminished. In the high school, second

term, with seventy-one scholars, the average attendance was only forty-eight, showing an amount of time lost by absences equal to over *thirty-two* per cent. of the whole time, or nearly *one-third*. It is no more than justice to the teachers to say, that this was not owing to any lack of ability, effort or interest on their part; but must be attributed to causes existing outside of the school. So greatly was this evil felt by Mr. Dunton, the principal teacher, that it was one of the chief reasons why he left the school at the close of the term.

With a view of remedying this evil, an experiment was tried, in the winter term, by the adoption of a regulation similar to that in force in many other places, providing that any scholar absent four half days should thereby lose his standing in the school, and must apply to the committee for readmission. Owing to some other difficulties during the term, it was not the most favorable time for giving this regulation a fair test. Yet the result proved, that out of eighty scholars, seventy-six was the average attendance, showing a loss by absences of only *five* per cent., instead of over thirty-two. Making every allowance for the operation of other causes, a large part of this change for the better must be attributed to the adoption of this regulation. If it was felt by some parents to be rather stringent, we trust that its favorable operation will command the approval of the community for some regulation similar in character, if not equally severe. The result shows, at least, that there is no absolute necessity for the extraordinary irregularity of attendance previously existing.

The city council having, during the past year, directed the committee to report whether the schools could not be so arranged as to provide rooms for the accommodation of the government in the city hall, the committee suggested a new arrangement of the schools, by which that object could be accomplished. They proposed that the high and intermediate schools should each be divided, and a high school, grammar school and intermediate schools be established, the latter only to be under the tuition of female teachers, and with but one teacher to each school. The plan was favorably received by the council, and an appropriation made towards defraying the expense of fitting up the rooms.

Since the change made three years since, by which the two grammar schools were united, and the high school enlarged, it has been found that whilst some features of the system were worthy of approbation, others operated unfavorably. The union of both sexes in the same school, has proved beneficial, and no reason has been discovered to regret it. But it has been found that where two teachers had charge of scholars belonging to the same school in different rooms, it was seldom the case that their modes of discipline and management would coincide, so as to make the school operate harmoniously. A little more laxness in some particulars in one room than in the other led to difficulties. If perfect and imperfect recitations were marked, the mode of marking would frequently conflict. Questions of prerogative and privilege would arise, where differences of opinion existed, and sometimes led to jealousy of each other. And sometimes, the subordinate teacher would feel little or no responsibility as to conducting the school successfully and creditably, and rest satisfied with hearing the recitations assigned to that department.

Scholars who had been under the instruction and government of a master at the city hall, frequently showed great unwillingness to obey or be taught by a female teacher in the high school, as they must be when first admitted.

The standard of qualifications for admission to the high school having been necessarily reduced when the school was enlarged, it was found that the standing and character of the school was lowered and affected injuriously by the change.

For these reasons, combined with a desire to accommodate the city government with rooms as they desired, the committee recommended a change in the school system to be adopted at the commencement of the coming year, by which the high school should be reduced in numbers and elevated in grade; a grammar school be established under a male teacher, to rank next to the high school; and two intermediate schools, under capable and efficient female teachers, to take charge of scholars coming from the primary schools, and fit them for the grammar school.

It is believed that a system like this, if fairly tried, will prove more satisfactory and efficient than any previous arrange-

ment of our schools. Each teacher will have the whole responsibility of one school, and be entitled to all the credit or discredit of success or failure. Neither of the schools will be too large to be easily managed; and the classification of studies and scholars may be such as to give to each teacher a fair share of labor, without imposing a task too onerous to be well performed.

The village of Hallowell was one of the pioneers in school improvement in the State. When our system of graded schools was established in 1840, there was scarcely a precedent in Maine for such an enterprise. Improvements have been made in the years that have followed; school houses have been built and fitted up; and the incorporation of three new towns having reduced our territorial limits, the privileges of our graded schools have been extended to the whole city. We trust that those who come after us will continue to cherish and perfect this most important and vital interest of our municipality.

## CITY OF PORTLAND.

ALEXANDER BURGESS, *Chairman of Committee.*

### *High Schools.*

The examinations of both high schools were fully attended by parents of the pupils and by others. They were strict and thorough, yet were more than satisfactory. Unexpected questions of the committee were met by prompt answers, displaying a full and accurate knowledge of the subjects which had been studied. This, together with the graceful language of the compositions, the maturity of thought in them, and the earnestness of declamation by the boys, changed the examinations into brilliant exhibitions of the schools.

### *Grammar Schools.*

The committee report the grammar schools as successful. Reading is perhaps the only branch in which the progress has not been in most respects satisfactory. Yet some classes are distinct exceptions to this remark. Geography, taught by outline maps, has presented gratifying results. Classes in gram-

mar, one of the most difficult branches of common school education, have made very creditable progress. Their analyses of sentences have been skillful and have shown a knowledge, clearly beyond that of bare rules. Whatever may fail, both teachers and scholars take care of figures. So the committee have found arithmetic generally well taught and well learned, from long division up through compound interest. The principles of fractions, both vulgar and decimal, were plainly understood by all the higher classes. A class of girls deserves particular mention, who readily solved the hardest problems of Colburn's Mental Arithmetic, without the use of book or slate. The fact speaks favorably for teachers and pupils, for faithfulness and diligence, that twenty-six girls who made application at the late examination of candidates for the high school, under the advanced standard of qualifications, were all admitted, and that of forty-three boys applying to enter the high school, but six were found deficient. The committee are aware of deficiencies in the grammar schools, and have taken cognizance of their relative merit. But they think a more particular report to be inexpedient.

In the intermediate school, formed of boys too old to continue in the primary schools, and not sufficiently advanced in their scholarship to enter the grammar schools, there are many obstacles to be overcome. It has proved very useful and has met with gratifying success, as shown by the progress of individual scholars. It may be enlarged, to the relief of the primary schools, as soon as it is located in the Centre street school house.

#### *Primary Schools.*

To each of the primary schools, thirteen in all, the board will not undertake to give its proper measure of commendation or of blame. Their discipline has generally been good. Instruction in them is confined to reading, spelling and the beginning of arithmetic and geography. The improvement, in several of them, has been as great as in the schools of the next higher grade. As a whole, their progress has been less, and the teaching in them has proved less successful. There is more in them, which needs to be corrected and improved. The

special attention of the next committee and of parents is asked, on their behalf. Higher grades of school present so many points of attraction, that they commonly receive more visits of the committee, and of citizens interested in education, than the primary schools. Yet while children are in the latter, the foundation of most that is right or faulty in scholarship, is laid. Pupils go from them to the higher schools, with a distinct love for study or for idleness.

Notwithstanding such occasions for disapprobation, the committee report the condition of the schools in all grades with pleasure and hope. Its testimony is distinct, that most of the teachers are well qualified, faithful and efficient and not unsuccessful in kindling in their scholars that ambition for improvement, which assures progress. Instances can be pointed out, not only in the higher grades of schools, but in the primary schools, of peculiar skill in securing the cooperation of the pupils, in all the interests of the school. The committee have had occasion to commend that judicious treatment, by which the teacher renders to the scholar the best assistance, while convincing him that his unaided talents can do without assistance.

The discipline of the schools has been, with a few exceptions, excellent. Resort to corporal punishment has been seldom necessary. This fact reflects great credit upon the teachers, especially when the discipline at some homes is considered, the stripes by which it is sustained, and the fact that it is often neglected or lost. We repose great confidence in the capability of a teacher, who retains command of his school, without the aid of bodily punishment.

#### *Teachers.*

Again: Teachers, to retain their position, must keep up with the improvements of our times. This is especially necessary in the higher grades of schools. They must continue students. Their intellectual vigor must be increased. Even those, who have been long in office, may lose all of their earlier enthusiasm, or fall into modes of instruction, which shall fail to kindle any interest. Earnestness, to be sustained, must be accompanied by earnestness. None expects to discover in the school

an energy, which cannot be found in its leader. The law has made quiet provision for obtaining the best of teachers. If the committee make use of it, fault should not be found with them. Nor need it be inferred that they find, with those whom they decline to engage as teachers, any very serious fault.

### CITY OF ROCKLAND.

T. K. OSGOOD, J. O. SKINNER, *Committee.*

We feel compelled, therefore, earnestly to recommend to the city council the immediate erection of at least one school house, in some central position, to contain three rooms, one for the high school, (which greatly needs a larger and better room,) and two others for an additional grammar and intermediate school. And with these rooms, all the schools in the grade district will, of course, be immediately relieved of their excess of numbers, so small is the distance from the centre to the most remote school houses in the district. Such a school house should obviously be a permanent building; not too cheap, to be an eyesore to our citizens, like so many of our present school houses. It should obviously be of brick, both for security against fire, and durability, as well as actual economy; and it should be located in such a central position as will accommodate pupils who wish to attend the high school from every portion of the district, east, west, north and south. The building of at least one new school house, (and one good one is preferable to two poor ones,) we think is demanded by the absolute necessities of the city, and cannot be delayed for another year, without damage to the schools at large through the district, and discredit and dishonor to the city. All the motives of public policy, economy in the long run, as well as patriotism, and regard to the highest interests of the young, who are now undergoing the formative process as to intelligence, character, habits, manners and morals, combine to show the importance and necessity of increased accommodations for the scholars whose numbers so far exceed the stinted and narrow limits of our school edifices.

We designed to add statements of the whole number attending the summer and winter schools, and of the per centage of



the whole number of children in the city, of the school age, who have actually attended school and enjoyed the benefits of instruction; but many registers of the summer and winter schools have not come into our possession, and the table of statistics is necessarily imperfect. We are happy to report that the public schools in this city during the past year have been, on the whole, in a prosperous condition, as it respects progress in study, order and discipline. One of your committee has visited all the winter schools at least once, and the most of them more than once, and he can truly say, after a somewhat extended acquaintance with schools and teachers, that he has never seen so large a body of teachers together who were so highly accomplished and successful in their responsible and arduous calling.

#### BOWDOINHAM.

J. RAYMOND, *Supervisor.*

I cannot consent to close this report without calling your attention to some points in which our schools still need improvement. And I would here remark, that inconstancy of attendance is a great and increasing annoyance to a very large portion of the schools in this town. While our schools are improving in many respects, and are affording increasing facilities for acquiring useful knowledge, many appear to attach less importance to a constant attendance. Should parents adopt the method of visiting their schools, at least twice in each term, I entertain no doubt but it would do much to remedy that evil, as well as many others. Suffer me here to request of parents especially, that they would look personally to the condition and progress of their schools for time to come.

Another evil is that of a multiplicity of different text books in the same branches of instruction. I found in one school of thirty-two scholars, no less than six classes in geography. I am of the opinion, that some changes should be made in books the ensuing year. Our series of reading books have been in use so long, that they have become stale; and a *judicious* change would be of great service, while it would create but a trifling additional outlay. I would not be understood, that when

a change shall be recommended, it should go into full operation at once, to the exclusion of all other books; but when *new* books are needed, let such *only* be purchased as are found upon the catalogues recommended by the Supervisor. It has been said by some, that a superintending school committee, or a supervisor of schools is of no practical benefit. Should this, in *any* case be true, it derives its truthfulness from one or two causes; it is either because those who fill the office are incompetent, or because their recommendations and advice are unheeded, or their efforts for the benefit of the schools, suppressed and defeated by those on whom it devolves to carry them into successful operation.

#### BUXTON.

We find that most of the districts in town are behind the times in regard to furnishing their school rooms with necessary apparatus, such as outline maps, cube root blocks, cubes, terrestrial and hemisphere globes. Such things are needful, and every district should see that their school rooms are supplied with them. Instruction imparted with the aid of such apparatus makes a more lasting impression on the pupil's mind than in any other way. In this mode of instruction his theory is practically illustrated to his mind, and he understands it readily. We find a difficulty in the way, and it is not a trifling one—one to which your attention has been directed in previous reports, yet it has not been remedied—it is this: parents do not sufficiently co-operate with the teachers of their children. But few parents ever visit the school room. They will watch with unceasing care their business, however trifling, but the places where their children are fitting to meet the stern responsibilities of life and to smooth down its rugged pathway—to *these* they are strangers. Then again, parents are too apt to magnify the teacher's failings in the presence of their children, in this way they do an irreparable injury to their children, often exciting in them a spirit of insubordination.

We find by the registers that there are not so many scholars attending the winter schools as should attend them. Many who do go are irregular in their attendance. These are not *only* injured by it themselves, but are an injury to the classes to

which they belong—retard their progress, and are dead weights about the school room.

We take pleasure in saying that the condition of our schools in town is, on the whole, good. But all must remember that even their present condition, still more their continued improvement, depends 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 faithful men and women. Members of the committee must discharge their duties solely in 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 schools.

### CARMEL.

JOHN J. BELL, I. W. JOHNSON, *Committee.*

*School Books.* The extension of the common school system has created a great market for school books, which has stimulated publishers to produce a legion of new school books, each of which is claimed by its friends to possess qualifications greatly superior to the old. In most cases, however, we think it will be found to be more change than improvement. We were led to examine the list of books, in use in our schools, and, after examination, changed Smith's arithmetic, which had been in use, for Greenleaf's common school and national arithmetic; Smith's geographies, for Parley's and Mitchell's. We deemed any other change inexpedient.

*Regularity of Attendance.* The whole number of scholars attending summer schools was three hundred and nine (309); the average attendance, two hundred and eight (208); a fraction over two-thirds only. That so large a number were necessarily absent, is incredible. While some schools have an average attendance but one or two short of the whole number, others have hardly half of their scholars present. We feel that we cannot too deeply deprecate the evil caused by such irregularity. Absence necessarily, to a greater or less degree, implies the loss of the lesson for that day; upon the scholar's knowledge of that lesson, depends his comprehension of all that follow,

and that loss embarrasses him perpetually, until in some way the substance of that lesson has been learned. But the evil does not stop here; not only is the absent scholar embarrassed, but stopping on the road, he detains the remainder of the class, and the efficiency of the school is seriously impaired.

*To Parents.* Much of the success and efficiency of our schools depends upon the interest and efforts of parents. The duty of the parent is not performed when the money is voted and the scholar sent to school with his books. There is still a duty and a responsibility. You should exhibit to your children, at all times, an interest in their studies, encourage them by occasional inquiry into their progress, and by such assistance as you may readily afford. If parents would occasionally visit the school, it would encourage both teacher and scholars, and produce a good effect. The committee, of course, in rare cases only, are able to visit the schools oftener than the twice, which the law requires; if the parents would do so, no doubt the good effects of such additional supervision would be very apparent.

*Undue Advancement.* There is an evil in all our schools which we feel constrained to mention, and that is the too rapid advancement of scholars. The idea seems to be, that to go over the ground, is all that is required. Not so. The scholar who goes further than he understands, or is fitted for, loses more than he gains. Progress is to be measured, not by the number of pages skimmed over, but by the number of ideas fixed. We hazard nothing in asserting that, with few exceptions, all our scholars are reading in books one grade above where they should. A scholar who should read in the third reader, is put in the fourth; his progress is necessarily slower than it would be in the class where he belongs. We would, therefore, earnestly caution parents against putting their scholars too far along. This evil is a great and growing one, and unless soon corrected, will require an unpleasant interference of the committee, to put them back where they belong.

## CHESTERVILLE.

D. H. CHANDLER, E. R. FRENCH, S. P. MORRILL, *Committee.*

Having noticed the various schools in detail, we would remark in general terms: that we have the satisfaction of believing that our schools during the past year, have been attended with marked success. No teacher has been dismissed, no scholar expelled, and no difficulty of any note has occurred in any of the schools. Parents have been disposed, generally to drop all bickerings and party strife, where any such have existed, which has too often been the case, and have, we have reason to believe, lent their influence to aid the teacher in his arduous work. Agents have displayed, in general, that discrimination and judgment in the selection of teachers, so desirable in such important stations. Much credit is due them, for their efforts to cooperate with the committee, as well as with the teachers in their respective districts, in a common effort for a common good. But with all our improvements, advantages, and increased facilities for education, our common schools are far from what they should be. And as a consequence they must fall far short of meeting the wants of the community.

## DEXTER.

C. M. HERRING, G. BAILEY, J. SANBORN, *Committee.*

Five schools stand at medium; thirty-one above medium, and twenty-five rank as excellent, without any qualification.

The registers, as returned by the several teachers, indicate a great disparity between the different schools, in the matter of attendance. In some instances there has been a most gratifying regularity: in others the irregularity has been great. Especially is this the case in some of the village schools. Thus, in the grammar school, while the whole attendance was sixty-one, the average attendance was but forty-eight. In the high school, the whole attendance was sixty-five; the average fifty. We cannot but think that this evil has its origin mostly with the parents. If they would require their children always to be at school at the appointed hour, teachers and committees would have but little trouble from this source. The committee are

sorry to say that, in a few instances, it has come to their knowledge, that scholars have absented themselves from school with the full approval of their parents and guardians, for no other reason than an unwillingness to comply with the regulations of the schools. We are sorry to know that there are parents and guardians so thoughtless of the best interests of their children. We fear they are preparing trouble for themselves. They are sowing to the wind, and will one day reap the whirlwind.

The committee have taken much satisfaction in visiting the several schools during the past year. While they have had much to perplex them and try their patience; while they have had many a thankless task to perform, and incurred some censure, and while they have often been oppressed with a feeling that they were not making the schools what they ought to be, in many respects, they have yet had the pleasure of seeing a great deal to encourage them. Their intercourse with teachers and agents has been uniformly pleasant; with parents and scholars it has been so, for the most part. And then, they have spent a great many happy hours in several most excellent schools—*live* schools, with *wide-awake* teachers and *wide awake* scholars. They have come in contact with a great many intelligent and active young minds, and have felt that in the common schools of Dexter, there were young people of both sexes preparing to occupy honorable stations in society, and to make their mark upon the world in which they live.

#### FREEPORT.

E. S. FISH, WM. GREGG, M. STOCKBRIDGE, *Committee*.

On the whole, we believe our schools have fully held their own; but that is not enough; they should make a perceptible advance. Merely to follow in the footsteps of those who have gone before is not sufficient. We live in an age of improvement, and such should be exhibited by us every year. Every lover of humanity is called upon at this day to make a decided effort for the *improvement* of our public schools. And we would suggest, as one means of doing it, to quell the spirit of insubordination which has found its way into so many of them. It is not universal, but far too prevalent; and scholars are not the

only ones in fault; *parents* have a responsibility in the matter. When a child is guilty of a misdemeanor at school, he should be corrected at home, as well as by the teacher, and made to feel that school regulations must be observed.

We need a higher standard of attainment on the part of teachers. What we mean by this is, that every teacher should have such a clear and comprehensive knowledge of the branches taught, that he can understandingly impart the same to the comprehension of the pupil. We have many good teachers in the field, who have been, and are doing, a noble work. But still were these individuals better prepared, how much more good they might do.

It is not enough to tell a pupil *how* to do a thing; they should be taught also the "whys" and "wherefores." And the more knowledge a teacher possesses, the easier and better can he do his work. Then let our teachers themselves also become diligent students.

## LEWISTON.

ALEXANDER BURBANK, *Supervisor.*

*Teachers and Scholars—how encouraged.* This is a question that demands more than a passing consideration. The teacher's task is a hard one, at least, and it is often a work of extreme difficulty, for even the most sanguine, to preserve the requisite ardor mid difficulties which often attend him. Scholars, also, with some exceptions, require encouragement. Not seeing, it is very difficult for him to understand the use of so much irksome drudgery. What, then, shall be the effective incentive? We unhesitatingly answer,—parents visit your school, look after your teacher; observe his school in all its phases; give your children to understand that you regard their mental discipline as of prime importance; and go, too, without form or ceremony; enter your school room, not as a guest, to be received with the best dress and entertained with the choicest of all things. But go as you would go to your work shop, your field, or your kitchen to see things as they are, and if not right, to co-operate with your supervisor in setting them right.

Discipline should be secured in different measures of perfec-

tion. It is true it would be absurd to ask the same strict deportment in our juveniles, as in our advanced students; but still, order is a *prime essential* to rapid progress. To prescribe strict rules for securing fair school discipline, would be to impose unnecessary clogs on different minds. There are many first class teachers in our State, in whose schools the critic would find little to discriminate between, as regards deportment, and yet no two have followed *precisely* the same course. A mild but decisive course of school regulations, it is believed, is most effective, enforced, except in extreme cases, without corporeal inflictions.

### LEE.

J. H. PERKINS, *Supervisor.*

It gives me pleasure to acknowledge the aid which I have received from most of the agents, and from the teachers. Most of the agents have taken especial pains to ensure good schools, and nearly all the teachers have devoted themselves to their work with a fidelity which is worthy of all praise. I commend them to your continued confidence and generous support.

When I entered upon my duties at the commencement of the year, there was a great variety of text books. During the year, most of Mandevill's Readers have given place to Town's. There is still a want of uniformity in other text books; and I commend the subject to the careful consideration of my successor, and of parents.

But the *great evil* connected with our schools is the want of a *constant attendance*; and I see not where the fault in this can lie, except at the door of the parent. At least one-third of all the money expended for the support of our schools is lost to the community on this account. And this is by no means the worst view of the case. Children who grow up in idleness and ignorance will, as a general rule, grow up in vice, also. No man has a right to withhold from his children the means of an education; and no man has a right to permit them to neglect those means when provided. It is laid down as a principle of natural law that "a parent who sends his son into the world uneducated, and without skill in any art or science, does a great



injury to mankind, as well as to his own family, for he defrauds the community of a useful citizen, and bequeaths to it a nuisance."

Solon excused the children of ancient Athens, who had not thus been trained, from supporting their parents in after life.

Nearly two centuries ago, Frederic II. of Prussia, established schools in every village, to be supported by taxation; and those parents who neglected to send their children, without good cause, were obliged to pay double tax.

In Connecticut, it was long ago provided that if parents neglected the education of their children, the selectmen were enjoined to take such children from their parents, and bind them out to proper masters, who should attend to that duty. To this provision, Chief Justice Reese attributed the universal knowledge of reading and writing in that State. During an extensive practice at the bar for twenty-seven years, he found but one person who could not write.

There should be some remedy with us for this great evil. It is true there ought not to be any resort to law, for every parent, it should seem, ought to have a sufficient regard for his offspring and the welfare of community, to lead him to the discharge of a duty at once so obvious and important. This evil prevails to the greatest extent in the village district. One reason of this is, that the school house is too near. The best attendance and the best scholars are generally found where school houses are most remote from the scholars.

But the greatest difficulty lies in the *attractions* of village life. When boys, young in years, are permitted to loaf about our stores and bar rooms, day and evening, listening with itching ears to profane and vulgar conversation, without even the rest or hallowed influences of the Sabbath, or to enter the arena and excitements of the game, can it be expected that they will give up the chase of these prurient desires for the calm and sober business of studying books? And when children assume the reins of government, and only permit their parents to live with them on certain well understood conditions, can it be expected that they will go to the school room and submit to the authority of the teacher?

I cannot close without directing your attention to the con-

dition of some of your school houses. It is a dictate of wisdom to do what we can to make our school houses places of comfort and attraction. In some districts new houses are much needed.

Gentlemen, my official connection with your schools is now closed. But I shall ever cherish a lively interest in their prosperity, and in the welfare of the children who are preparing in them for the active duties and stern conflicts of life.

And I commend these schools to your increasing solicitude and your wise and abundant efforts, remembering that in them lie the germ of freedom,—the guaranty of republicanism and religion,—the glory of our land, and the perpetuity of its free institutions.

#### KITTERY.

M. F. WENTWORTH, A. W. FISKE, *Committee.*

There are three essential elements in a good school, viz: a competent teacher, dutiful scholars, and parents ready to cooperate with the teacher and the pupils. Parents should guard against becoming excited against a teacher by reports of an unfavorable character, inasmuch as a great proportion of them have no better foundation than the idle gossip and the bitter spleen of ill-disposed and turbulent school boys; and which would pass unnoticed were there not sometimes a disposition to seize upon some trifling matters and magnify them into prejudice against the teacher, to the great injury of the school. In this way well disposed persons are sometimes led into erroneous opinions, and the good influence of the teacher destroyed and money wasted. And all this, because parents do not take pains to go to the school room or to the teacher and learn the facts in the case. Where some indiscretion is found on the part of the teacher, a word of friendly advice might prevent its repetition, and thus preserve the harmony of the neighborhood, promote the usefulness of the teacher and the interests of the school. Great care is required in making a proper selection of teachers, in order to secure those whose services will be most efficient and salutary.

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 quality, "*common sense*," to fit him for the important station he occupies. In order to maintain suitable school government he must attain to habitual self government. It is also necessary that he should have a thorough mental and moral training; be apt to teach, and love his employment. These constitute a necessary basis for the maintenance of proper discipline and accurate teaching, and for begetting in pupils a love for their school. It is important that the entrance to the portals of knowledge and mental discipline should be made attractive and pleasant by the teacher's kindness towards his pupils, and by the exercise of good judgment in all his duties. These qualities have been manifested to a commendable extent in many of our schools in the town, and should be reached in all.

New England has ever taken a just pride in her public schools, as having an important influence in forming the character of each successive generation. To render them prosperous, among other things care should be taken to keep them free from political party spirit and religious sectarianism. These suggestions, we trust, will be appreciated by all who hold right views of the proper objects of society and of the great utility of our schools.

To aid in accomplishing these desirable ends, let men be selected for district agents who understand and will faithfully do their duty. Teachers should be engaged early in the season, that choice may be made of the best; and none should be employed whose qualifications come short of what the laws of the State require. Let there be also a vigilant supervision of the schools, and a faithful report of them annually prepared and published, so that teachers, parents and pupils may read the record of their own doings, and be reminded of the responsibilities which devolve upon them in regard to the important interests of education.

#### MINOT.

O. H. BROWN, S. W. SHAW, E. G. HAWKE, *Committee.*

In reviewing the labors of the past year, a few suggestions present themselves. It has been our aim, as far as possible, to raise the standard of our schools one step higher each year.

The result has, in part, at least, answered our expectations, and we are gratified to see an awakening interest, on the part of all concerned, in regard to the welfare of our public schools. A brighter day will dawn upon the rising generation, when parents and guardians feel the high responsibility resting upon them in the education of their children. Our school system, imperfect though it may be, stands out both as an ornament and a defense. It speaks of the wisdom of those stern patriots who, in their poverty and amid perils, founded it. It calls forth the gratitude of us, and of those who will come after us; and anything that tends to beautify, strengthen and perpetuate it, should be received as a precursor of good.

#### SACO.

T. M. HAYES, *Chairman.*

We think the High School has never occupied its legitimate position, nor fully performed its legal and appropriate functions, as the head of our system of *Public Schools*. It seems to us, that, at some times, a misapprehension as to its true office has existed in the minds of those who have been connected with its supervision, and that the practical application of a false theory as to the primary purpose of the school, has hitherto limited the benefits, which, as a public school, it was intended to confer upon the whole community, and has restricted its operation, almost, if not quite, within the circle of a private academy.

It is not the primary, nor the most desirable purpose of this school, to fit young men for college, or to secure to the pupils a knowledge of the ancient classics or modern languages. Comparatively but few of our young men enter college or the learned professions. For the great majority this school is the only place remaining where they will be able to pursue a course of literary and scientific study. It is to them in the place of a college. From it they will step out into active life, and it should be its highest aim, to furnish to all, without distinction, not a preparation for college, but a preparation for life. We do not believe that a knowledge of Greek and Latin roots, or of French pronunciation, or even of the abstruser intricacies of the exact sciences, is the only, or the best mode of supplying

this preparation. We would not undervalue these studies. We cheerfully accord to them their relative place in this school; but we believe that place should be incidental and subordinate, not primary, and to the exclusion of studies of more general interest and importance.

In this school, if anywhere, the most of our youth must learn all that they can acquire in schools of universal history, natural history, physical geography, physiology, mechanics, rhetoric, intellectual and moral philosophy, political economy, trigonometry, surveying, navigation, and the other manifold branches of science and literature, ever multiplying and expanding, in these days when knowledge is increasing with such wonderful rapidity.

If any of our youth are desirous of fitting for college, or of studying any foreign language, as auxiliary to a thorough English education, they may, perhaps, be entitled to their fair proportionate share of the time of the school for the accomplishment of these objects; but we entertain grave doubts, whether even this concession to foreign languages, as a branch of study in any of our public schools, is not made in deference to the fashionable and *ad captandum* clamor against academies, and somewhat in contravention of the obvious purposes of our public schools, as declared by the constitution and laws of this State.

## STANDISH.

J. B. HADLEY, *Supervisor.*

The past year's efforts in behalf of the young, I trust will result in much good. The lectures that were given in most of the school houses in town were fully attended with but two or three exceptions. Parents and children thus coming together, for the purpose of having their attention directed to the many items which contribute to the development of the intellectual and moral powers of the young, will, it is hoped, tend to awaken more zeal in promoting the cause of education. And this has been the result already, in many instances. The schools have been more frequently visited the past year, by the parents, and the subject of education has been more talked about; these things are favorable omens. May such signs of good increase

till the importance of educating the young intellectually and morally, be fully appreciated. That this may be accomplished, I would ask that the several topics now to be mentioned may be considered attentively.

*Absences.* I will here condense what has already been stated in regard to the number of days lost by the irregular attendance of the scholars at school.

The whole amount of days lost by absences, 7,015, reduced to years, will make *nineteen years* and eighty days. What a startling fact—consider it well—this town has sustained the loss of nineteen years of education during the past year by the detention, and in most instances, unnecessary detention, of the young from school. Is there a justifiable reason for such a waste? May those who have the power to prevent to a great degree, such a leakage in our common schools, make a special effort to prevent such an evil in time to come.

## WOOLWICH.

SAMUEL FARNHAM, *Supervisor.*

The Supervisor takes pleasure in saying that the condition of the schools under his care, during the past year, affords reason for congratulation and encouragement.

It is true there have been partial failures in some districts; but failures occur in other departments of business, as well as in the management of schools. Not every patient, under the care of a competent physician, is restored to health. Not every adventure of the sagacious merchant yields the expected profit. Not every portion of soil, carefully cultivated by the skillful farmer, returns the desired harvest. Absolute perfection and complete success are not to be expected in human efforts.

The report of the Superintendent of Common Schools for the State, shows that the wages paid to teachers in this town are considerably higher than the wages generally given in the towns of the State. It is believed that teachers of higher qualifications are generally secured for our schools than the schools in other towns can secure at a lower rate of wages. Yet among

us the demand for well qualified teachers is greater than the supply.

The interest felt in our public schools is believed to be increasing. If it was manifested by extending suitable sympathy and encouragement to teachers and scholars, and was not, in so many instances, a mere fault-finding interest, it would give greater efficiency to our schools.

Of the whole number of scholars, about four in ten regularly attend the summer schools, and six in ten the winter schools.

Parents should reflect that by allowing habits of irregularity in school attendance, they are failing to qualify their children for an intelligent and successful prosecution of the duties of life.

The law provides that the voters of any district may "determine at what age the youth, within such district, may be admitted into the schools taught by a master or mistress respectively." It is believed that it would greatly promote the interests of the schools, especially in the larger districts, if the voters in each district would determine that children under ten years of age should not be admitted into schools kept by a master.

The order and usefulness of the winter schools in all the larger districts are seriously hindered by the unavoidable restlessness of small children. But the advantage to be gained by the larger scholars is not the most weighty reason for a change. The best interests of the smaller children demand it. Women are, by nature, better qualified to manage and instruct young children than men. They will do it at less expense.

The smaller children, in the winter schools, sit near the stoves, often on uncomfortable seats, sometimes in crowded rooms. The painful confinement to which they are subjected, the over-heated, impure air which they are compelled to breathe, and the imprudent exposures to which they are submitted, often lay the foundation of diseases that are subsequently developed.

## YORK.

J. S. PUTNAM, M. HOLMAN, C. C. BARRELL, *Committee.*

The results of the past year seem calculated, if possible, to increase the confidence of our citizens in the system of public

instruction adopted by our fathers. Not that our system is perfect; but there is among the people a universal interest, which has been manifested in increased appropriations for the support of schools, in the erection of improved school houses, and in the demand for well qualified teachers. This progress, so essential to a system of instruction eminently popular, and so satisfactory to the friends of education, is evidence that the judgment of the people harmonizes with the policy which the Legislature has seen fit to pursue.

In the year 1851-2 the mean average attendance of the summer and winter schools was four hundred and forty-two, and the ratio of mean average attendance to the whole number of scholars returned (1188) was only thirty-seven. Three towns only in the county of York whose ratio of attendance was less than York, namely: Alfred, Elliot and South Berwick. The ratio of mean average attendance in the county of York was in 1851-2, forty-two, and in the State, forty-six.

The whole number of scholars returned the present year is eleven hundred and twenty-eight, of whom have attended school in summer six hundred and sixty-four, and of these constantly four hundred and eighty-seven; and there have attended our winter schools seven hundred and nine, and the average attendance was five hundred and fifty-five. The mean average attendance, therefore, of our summer and winter schools, is five hundred and twenty-one, and the ratio to the whole number, forty-six.

The average length of our schools the past year has been a fraction less than twenty-four weeks, and less than the year 1851 by four-tenths of a week. Thus, it is apparent, that notwithstanding our largely increased appropriations for schools, yet, in consequence of the increased wages paid to our teachers, (who, we will say here, that with two or three exceptions only, have richly earned them by their efficiency and fidelity,) our schools are not of greater length, than when the principle was popular that "cheap teachers make long schools."

For the past year the weekly wages of our female teachers have been two dollars and forty-five cents, not including board, and three dollars and sixty-seven cents including board; and the monthly wages of our male teachers, twenty-two dollars and



fifteen cents, with the average addition of nine dollars per month for board.

Thus it will be perceived, that we have paid our male teachers eight dollars and sixty-five cents per month more than was paid them in 1851; and that our female teachers have received the past year one dollar and seventeen cents more per week than was paid them in the year 1851.



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APPENDIX D.

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## APPENDIX D.

### LAW RELATING TO PUBLIC SCHOOLS.

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#### EDUCATION OF YOUTH.

##### ARTICLE I. *General Duties of Towns.*

SECT. 1. The school districts shall remain as now established until altered or discontinued.

SECT. 2. The inhabitants of every town at their annual meeting may determine the number and limits of the school districts within such town; and if necessary may divide or discontinue any district, or they may annex it to any other district in such town with such reservations and conditions as may be proper to preserve the individual rights and obligations of the inhabitants thereof; *provided, however*, that no such action shall be had, 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.

SECT. 3. Any town at its annual meeting for the choice of town officers may vote to choose, and in such case shall choose an agent for each school district in such town.

SECT. 4. In any town containing but one district all business relating to schools and school houses may be transacted at any regular town meeting.

SECT. 5. Every town shall annually raise and expend for the maintenance of schools therein a sum of money, exclusive of the income of any corporate school fund, or of any grant from the revenue or funds from the state, or of any voluntary donation, devise, or bequest, or of any forfeitures accruing to the use of schools, not less than sixty cents for each inhabitant; the number to be computed according to the last census of the

state, under which the representation thereof in the legislature shall have been apportioned.

SECT. 6. The assessors of every town shall assign to each school district within the same a proportion of the money raised in each year for the support of schools, or derived from any corporate school fund, bank tax, grant from the state, interest of the permanent school fund, or any other fund at the disposal of such town for the general benefit of schools therein; such apportionment to be made according to the number of children between the ages of four and twenty-one years residing in such districts respectively on the first Monday of May annually exclusive of such as may have come from other places, where they belong, to attend any college or academy, or to labor in any factory in any such district.

SECT. 7. If any town shall fail to raise and expend annually for the support of schools the amount of money required by law, such town shall forfeit a sum not less than twice, nor more than four times, the amount of such deficiency.

SECT. 8. Every town at its annual meeting shall choose by ballot, except in cases where it is already done, a superintending school committee consisting of three persons, who at their first meeting shall designate by lot one member of their board to remain in office three years; also another member to remain in office two years, and the remaining member shall hold his office one year.

As soon as said committee have so determined the time of service of the several members, they shall deliver to the town clerk a certificate thereof, which he shall record on the town books. Every town at each annual meeting after the choice of such committee shall choose by ballot one person to supply the place of that member of the committee, whose term of service has expired, which office he shall hold for the term of three years. The town shall also at such meeting supply any vacancy that may then exist in said committee. The committee appointed as above, any two of whom shall constitute a quorum shall be duly sworn, and paid for their services one dollar per day and all necessary traveling expenses and no more, unless otherwise ordered by the town; but no superintending school committee shall be entitled to receive any compensation for

their services, until they shall have furnished to the selectmen satisfactory evidence, that they have made the full and complete returns required by law to the secretary of state.

SECT. 9. Instead of such committee an inhabitant of the town may be chosen annually as supervisor of public schools, who shall be duly sworn, and have all the power and be subject to all the duties and liabilities of such committee, and his election shall terminate the office of any existing member thereof. When such committee is again chosen, the term, during which they are to continue in office, shall be determined as provided in the preceding section.

SECT. 10. Every town that shall in any year neglect to choose such superintending committee or supervisor shall forfeit and pay not less than thirty, nor more than two hundred dollars.

SECT. 11. Any town, which shall by a standing vote provide for the purpose, may instead of a superintending committee and school agents, as hereinbefore provided, elect their superintending committee annually of such number not less than three, as they shall think proper, and may invest such committee with the rights, powers, and obligations, pertaining to school agents, as well as to a superintending committee, including the power and duty of determining the age at which scholars may be admitted into the respective schools, of transferring scholars from one school to another, and of laying out the money raised for supporting schools and defraying the contingent expenses thereof, and such others of said powers as may be useful and necessary in managing the business committed to them.

SECT. 12. And any town, which shall determine to elect a superintending committee with the powers of school agents and superintending school committee, may elect said committee annually, or may elect one-third of said committee each year in the same manner that towns elect their superintending school committees, as provided in the eighth section hereof. And any school district, which may determine to elect a district committee, as provided in the twenty-sixth section of this chapter, may elect the same annually, or one-third of the same each year.

SECT. 13. Any portion of a town not containing inhabitants enough for a convenient separate organization as a district, and

too remote for annexation to any district already formed, may be omitted in districting the town to which it belongs; and in such case the assessors of such town shall appropriate their proportion of school money according to the number of children of the ages specified in section six, to be expended by such inhabitants for the purpose of instruction in such manner, as the superintending committee shall order or approve in writing under their hands. Persons of the required age in the service of the United States and resident upon territory, the jurisdiction of which has been ceded, included in or surrounded by a school district, shall be permitted to attend school in such district, subject to the right of the superintending school committee to require of each such person payment for the use of the district of such sum of money as may be deemed reasonable. When such territory adjoins two or more school districts said committee shall designate the district, where they may attend.

SECT. 14. Whenever any town shall raise a sum of money exceeding the amount required by section fifth of this article, the excess may, if the town so vote, be apportioned among the several school districts, in such manner as the selectmen and superintending school committee may determine.

SECT. 15. All towns are hereby authorized and required to make all needful provisions and arrangements concerning habitual truants, and children between the ages of six and fifteen years not attending school, without any regular and lawful occupation and growing up in ignorance, and may also make such ordinances and by-laws respecting such children, as shall be most conducive to their welfare and the good order of such town, and there shall be annexed to such ordinances suitable penalties, not exceeding for any one breach a fine of twenty dollars; *provided*, that said ordinances and by-laws shall be approved by any justice of the supreme court, and shall not be repugnant to the laws of the state.

SECT. 16. The several towns availing themselves of the provisions of the preceding section shall appoint at their usual meeting three or more persons who alone shall be authorized to make the complaints in every case of violation of said ordinances or by-laws to the justice of the peace or other judicial officer, who by said ordinances shall have the jurisdiction in the



matter, which person thus appointed shall alone have authority to carry into execution the judgments of said justices of the peace, or other judicial officers.

SECT. 17. The said justices of the peace or other judicial officers at their discretion, in place of the fine aforesaid, shall be authorized to order children proved before them to be growing up in truancy and without the benefit of the education provided for them by law to be placed for such periods of time, as they may judge expedient, in such institution of instruction, or house of reformation, or other suitable situation, as may be assigned or provided for the purpose under the authority conferred by the fifteenth section of this chapter.

## ARTICLE II. *Powers and obligations of school districts.*

SECT. 18. Every school district established whether being a part of one or more towns shall be a body corporate with power to sue and be sued, and to hold any estate real or personal for the purpose of supporting a school or schools therein; and to apply the same to such object agreeably to the provisions of this chapter independently of the money raised by the town for that purpose.

SECT. 19. In all transactions by or with school districts, they may be described by their numbers in the order of their creation under the votes of the town, or by any descriptive name which they may assume, or by such general description as may be applicable, if they have no certain name.

SECT. 20. Every school district shall be presumed to have been legally organized, when it shall have exercised the franchise and privileges of a district for the term of one year.

SECT. 21. Any person qualified to vote in town affairs shall be a legal voter in the school district in which he resides.

SECT. 22. School district meetings, on the written application of any three or more of the legal voters in such districts respectively, stating the reasons and objects of the proposed meetings, may be called by the school district agent. When there is no agent, or when he neglects or refuses, a meeting on such application may be called by the selectmen of the town.

SECT. 23. On receiving any such application the selectmen

of the town, or the district agent, as the case may be, shall cause notices specifying the time, place and purposes, of the meeting seven days previous to the time appointed, to be posted up in two or more public places within the district, one of which must be on the school house, if there be any in the district; or to be published in a newspaper printed in the town, where such district is situated, if there be any. The certificate of such selectmen or agent, or of any person required by their warrant to give such notice, returned at the time and place of meeting, shall be evidence of the notice stated in such certificate to have been given.

SECT. 24. Every school district at any legal meeting thereof, may determine the manner in which notice of its future meetings shall be given.

SECT. 25. At every such meeting a moderator shall be chosen, who shall have the same powers and duties as a moderator of a town meeting, but need not be sworn; and at the first meeting every year a clerk shall be chosen, and shall be duly sworn by the moderator, or a justice of the peace. It shall be the duty of the clerk to make a fair record of all votes passed at any meeting of the district during the year, and until another shall be chosen in his place and sworn; and he may certify copies from the records of such district. He may correct any errors as provided in section eight of chapter three.

SECT. 26. Such district may at any legal meeting choose a committee to superintend the laying out and expending of the moneys raised by such district agreeably to their votes for any purposes, for which such district may legally raise money; and to examine and allow such accounts as they may find correct; and to draw orders on the town treasurer for the amount of the moneys raised.

SECT. 27. Every school district at its annual meeting shall choose by ballot a school agent, unless such agent shall be chosen by the town as provided in section third of this chapter, and may at any meeting called for that purpose supply any vacancy that may occur in the office of agent, and such agent whether chosen by the town or by the district shall be sworn by the moderator or clerk of the meeting or by some justice of the peace.

SECT. 28. The inhabitants of any school district, qualified to vote in town affairs, at any legal meeting called for the purpose, shall have power :

*First*—To raise money for the purpose of erecting, repairing, purchasing, and removing, a school house, and for the purpose of erecting, repairing, renting, purchasing, and removing such a number of school houses, as the wants of such district may require, where more than one school house is necessary to accommodate the scholars in such district; and also for the purpose of erecting or removing out-buildings connected with such house or houses,—of purchasing or renting land upon which the same may stand, and for yards and play grounds, and for purchasing a library, utensils, black boards, globes, maps, and other useful apparatus; providing water for the school house or houses by means of wells and aqueducts, with necessary conveniences for the health and comfort of teachers and pupils, and for the purpose of enclosing the grounds and appurtenances of the school houses, with power to sell and dispose of any such property, whenever it becomes necessary and proper to do so.

*Second*—To determine where the school house or houses shall be located in said district.

*Third*—To determine at what age the youth within such district may be admitted into the schools kept by a master or mistress respectively, and whether, and upon what terms, scholars may be admitted into such school from other school districts, or from other towns or places.

*Fourth*—If they think proper, to instruct the agent at what time their schools shall commence; with which directions the agent shall comply so far as practicable.

*Fifth*—To join with one or more other school districts for the purpose of uniting the more advanced scholars of each district in one school. And when any districts shall so determine, they may appropriate such a proportion of the school money of each district, as they deem proper, provided that if one-fourth of the voters present and voting at any meeting called for the purpose, shall dissent from the decision of the majority, no more than the per capita share of the scholars attending such

union school shall be so appropriated without the written assent of the superintending school committee.

SECT. 29. Any two or more school districts may unite for the purpose of establishing and maintaining a system of graded free schools, whenever a majority of legal voters present and voting at a meeting of the inhabitants of each district legally called for the purpose shall so determine.

SECT. 30. Whenever two or more school districts have voted to unite for the purpose and in the manner named in the preceding section, the clerk of each of said districts shall forthwith furnish the town clerk of the town, in which said districts are situated, with a certified copy of such votes, and the town clerk shall enter said votes upon the records of such town, and from and after such record such districts shall constitute one district to be known by such name or title as the inhabitants thereof shall adopt, and shall have all the rights and powers and be subject to all the liabilities of other school districts.

SECT. 31. After two or more school districts have united as provided for in the two foregoing sections, the town in which such districts are situated, shall not have power to alter or divide the same without the consent of a majority of the voters of such district.

SECT. 32. The inhabitants of any district organized under section twenty-nine of this chapter are hereby authorized, at their annual district meeting, to raise such sum of money in addition to their proportion of the school money raised by the town, as may be necessary for the support of the public free schools within said district; but the additional amount so raised by such district in any year shall not exceed three-fifths of the amount apportioned to said district from the school money raised by the town for the same year.

SECT. 33. Whenever at any meeting of a school district legally called for raising money for any particular purpose, a majority of the legal voters present shall be opposed to the raising of any sum of money deemed by the minority sufficient for that purpose, the selectmen of the town on application in writing of any five or more voters in such district, made within thirty days after such meeting, shall insert in their warrant for

calling the next town meeting on town affairs an article requiring the opinion of the town on the subject of disagreement; and if the town at such meeting shall think it necessary or expedient, they may require a sum sufficient for the purpose aforesaid, if exceeding what said district were willing to raise, to be assessed on the polls and estates in said district; and the same shall be assessed, collected, and paid over, in the same manner as if originally raised by such district; and thereupon it shall be the duty of the selectmen of the town to appoint in writing three suitable inhabitants of said district to be a committee to superintend the expenditure of the money so assessed and raised for the purpose required, who shall have all the powers of a committee chosen by the district in pursuance of the provisions of this chapter.

SECT. 34. At any district meeting called for the purpose of erecting or locating a school house in any district where none exist, or of removing or erecting any such school house in a different place from that previously occupied for that purpose, if a disagreement shall arise, and the voters in favor of the object in either case shall be less than two-thirds of the legal voters present at such meeting and voting, the clerk at the meeting shall make a record of the fact; and the selectmen of the town on application in writing from any three or more of the voters in such district, or of any committee of such district made within thirty days thereafterwards, shall as soon as may be appoint a time and place within the district to hear the inhabitants thereof on the subject matter of such disagreement, and give such notice as is required for a legal meeting of the inhabitants of said district; and after such hearing may decide where such school house shall be placed, and shall within ten days give a certificate of their determination to the clerk of the district, who shall forthwith enter the same upon his records; and the district shall proceed to erect, or remove, the school house in the same manner as if determined by a sufficient majority of the legal voters present at said meeting; *provided*, that no selectman residing in such district shall be allowed to have any voice in the determination; and whenever a majority of the selectmen of any town shall reside in one school district, in which it becomes necessary to locate a school house, or shall

not be able to agree, the superintending school committee of said town shall be required to do all the duties in relation to locating said house, which by this section are required of the selectmen.

SECT. 35. If the district shall refuse, or for the space of sixty days neglect, to carry into effect the order of the selectmen or superintending school committee as aforesaid, the selectmen or superintending school committee either personally or by agents appointed for that purpose at the expense of the district shall if need be purchase a situation for said house, and shall cause the same to be erected or removed, as the case may be, upon the place so appointed.

SECT. 36. And when a suitable place shall have been designated, which shall be at least ten rods from any any dwelling house by any town or school district, or in the manner aforesaid, for the erection or removal of a school house and necessary buildings agreeably to the provisions of law; and the owner of the land shall refuse to sell the same, or shall demand therefor an unreasonable price in the opinion of the municipal officers, the said officers may proceed to select a school house lot and lay out the same not exceeding forty square rods, and appraise the damages to the owner of such land,—in the same manner as is provided for laying out town ways and appraising damages sustained thereby, and upon payment or tender of payment of the amount of such damages by the town or district designating such lot to the owner thereof the said land shall be taken held and used for the purpose aforesaid.

SECT. 37. Whenever the owner of such land shall feel aggrieved by the selection and location of such lot and the damages awarded, he shall be entitled to have the matter of complaint tried by a jury, which may be applied for within one year after the location of such lot, and shall be ordered accordingly by the county commissioners; and the jury shall have power to change the location and assess the damages, and the proceedings shall in all respects be conducted in the manner provided in cases of damages by laying out highways; and if the damages shall be increased, or the location be changed by the jury, the damages and all charges shall be paid by the town or district, for whose benefit the lot is selected; otherwise the

charges which may arise on such application shall be paid by such applicant. And the land so taken shall be held and used for no other purpose than that contemplated in this chapter, and shall revert to the owner, his heirs, or assigns, upon the discontinuance thereon for two years of such school, as is required of the town or district.

SECT. 38. Whenever any school district shall vote to erect or reconstruct a school house, the plan of the same shall first be submitted to the superintending school committee of the town for their approval.

SECT. 39. Any school district at a legal meeting may determine, whether all, or what proportion of their school money, shall be expended for the support of a school to be taught by a female; and their agent shall expend the same accordingly. But in case one-fourth part of the voters present and voting at said meeting dissent from the decision of the majority, not more than one-third part of such money shall be expended for a school taught by a female without the written assent of the superintending school committee.

SECT. 40. Whenever the school in any district shall be kept in part by a mistress, and in part by a master, the inhabitants of such district at a legal meeting may determine by vote or may authorize the superintending school committee to determine from time to time, what description of scholars shall attend each school respectively.

SECT. 41. Each school district, where the number of scholars attending school is such as to require more than one school to be kept at the same time, shall have the power of choosing a committee to determine, what description of scholars shall attend each school, to classify said scholars and to transfer them from school to school in said district, and when no such committee shall be chosen by any school district, the superintending school committee of the town shall have all the powers and perform all the duties above mentioned.

SECT. 42. Any school district is hereby authorized to purchase, with any money that may be appropriated to said district for school purposes, a school library and apparatus, or either, for the use of the school: *provided*, a majority of the district shall so vote. But there shall not be expended in one year

more than ten per centum of the whole amount appropriated to any district in the year.

SECT. 43. If any two adjacent districts shall severally vote to unite for the purchase of a library and apparatus, or either, they are hereby authorized so to do.

SECT. 44. Every district, that purchases a library and apparatus or either as aforesaid, shall make such rules and regulations for the preservation and management of the same, as they may deem proper.

ARTICLE III. *Assessment and collection of money raised or borrowed by school districts.*

SECT. 45. When any money shall be voted to be raised by any district pursuant to the first specification of section twenty-eight, the clerk shall forthwith, or within such time as the district may prescribe, certify to the assessors of the town the amount voted to be raised for any or all the purposes aforesaid.

SECT. 46. Within thirty days after receiving the certificate of the clerk, the assessors of such town shall assess in the same manner as town taxes are assessed on the polls and estates of the inhabitants composing such school district, whether it be wholly within their town or not, and on lands lying within the same belonging to persons not living therein, whether improved or unimproved, all moneys voted to be raised by the inhabitants of such district for the purposes aforesaid: *provided*, that no inhabitant shall be taxed for any real estate not lying within such district.

SECT. 47. Said assessors shall make their warrant in due form of law directed to any one of the collectors of their town, or of said district, or a constable if there be no collector, requiring and empowering said collector or constable to levy and collect the tax so assessed and pay the same within the time limited by the warrant to the treasurer of the same town; to whom the assessors shall give a certificate of the assessment as in the case of town taxes.

SECT. 48. Such collector or constable, in collecting all district taxes, shall have the same powers and be held to proceed in the same manner, as in the collection of town taxes.



SECT. 49. The treasurer of the town, who shall receive from the assessors a certificate of the assessment of a district tax, as provided in section forty-seven, shall have the same authority to enforce the collection and payment thereof, or sue for the same, as of town taxes; and if such treasurer be also the collector of such towns, he may collect the same in the same manner, as far as applicable to the case.

SECT. 50. The said assessors shall have the like power to abate any district tax, as they have to abate a town tax.

SECT. 51. The money so raised, collected, and paid, shall be at the disposal of the committee of the district chosen and authorized pursuant to the provision of the twenty-sixth section.

SECT. 52. The assessors, collector and treasurer, shall be allowed by the school district for assessing, collecting, and receiving and paying any district tax, or tax to pay installments of borrowed money as herein provided, a compensation proportionate to what they receive for similar service for town taxes.

SECT. 53. Any School district by a vote of two-thirds of the legal voters present and voting at a legal meeting called for that purpose shall have power to borrow money for the purpose of erecting a school house, and of purchasing land on which the same may stand.

SECT. 54. Every such loan shall be made for a term of time not exceeding ten years, and shall be payable in equal annual installments.

SECT. 55. When any school district shall vote to borrow money for such purpose, the clerk shall forthwith certify such vote to the assessors and treasurer of the town.

SECT. 56. The district may appoint an agent or agents to contract a loan as aforesaid, who are authorized to bind the district therefor, and to give the necessary evidences of debt therefor, and a copy of such evidence of debt or security shall be by such agent or agents filed with the town clerk of the town, and the clerk shall enter the same on the town records. The money procured on such loan shall be received by the treasurer of the town and shall be applied and paid out for the purposes aforesaid in the same manner as is provided in case of money raised for the same purpose by taxation.

SECT. 57. At each annual assessment of town taxes after the receipt of such money by the treasurer of the town, the assessors of the town shall assess the amount of the installment and interest payable in that year upon the polls and estates of the inhabitants of such district, in the same manner as is herein provided for the assessment of moneys voted to be raised by any school district by taxation. And such annual installments assessed as aforesaid shall in like manner be collected and paid to the treasurer of the town aforesaid. And the treasurer shall pay the amount of each installment and interest as the same becomes payable, on demand of the person to whom the same may be lawfully due.

SECT. 58. No school district shall be authorized to borrow money, except for the purposes and under the regulations herein prescribed.

SECT. 59. Whenever any money shall be voted to be raised by any school district in accordance with the provisions herein contained, the legal voters of said district at any legal meeting called for that purpose may elect by written ballot a collector, who shall be required to give bonds to the inhabitant of such district, with sufficient sureties to be approved by the selectmen, and shall have the same powers, and be held to proceed in the same manner in collecting the taxes assessed upon said district, as in the collection of town taxes by a town collector.

SECT. 60. Such collector shall be allowed such compensation for allowing and paying over to the town treasurer said taxes, as shall be determined upon by the inhabitants of said district at the meeting at which said collector is chosen.

SECT. 61. Whenever the inhabitants of any school district shall elect a collector in pursuance of the provisions of this chapter, it shall be the duty of the clerk of said district to deposit with the clerk of the town in which the district is situated, a certified copy of the record of the election of said collector by said district.

SECT. 62. The provisions of the three preceding sections for the choice of collectors by school districts shall not apply to any school district where the sum voted to be raised and assessed shall not exceed the sum of three hundred dollars.

ARTICLE IV. *School districts formed from two or more towns.*

SECT. 63. When it shall be found convenient to form a school district from parts of adjoining towns, such towns respectively concurring therein may establish such district and determine the limits thereof; and such towns by their concurrent votes may alter and discontinue the same; and they and their officers, except as otherwise herein provided, may exercise all the powers and duties in reference to such districts as may be exercised by any town in reference to school districts within its own limits: *provided*, that where such district formed from two or more towns has existed for the term of fifteen years, either town may disconnect its own inhabitants from such district without the concurrence of the other town or towns—*provided, further*, that all district property shall be left within the limits of and belong to the original district.

SECT. 64. Every district established by two or more towns shall choose its own agent annually, and his contracts shall be binding upon such towns respectively in proportion to and not exceeding the amount, which each town is required to pay to such agent under the provisions of this article.

SECT. 65. The assessors of each town, from which any part of such district shall have been formed, shall assign to such district a proportion of the money by law to be distributed among the districts in such town according to the number of children belonging to such town within the limits of said school district. And when any district is so formed, the powers specified in sections thirty-four and thirty-five to be exercised by any town, or selectmen, or superintending school committee, may be exercised by the concurrent vote of said towns, or the joint acts of the selectmen or superintending school committees of such towns, and application shall be made to each of them accordingly. And the provisions of sections thirty-six and thirty-seven shall also apply to such district.

SECT. 66. When any school district shall be formed from parts of two or more towns as aforesaid, the superintending school committee, selectmen, assessors, treasurer, collector and constable of the town, in which the school house of such district is situated or has been located, or in which the school of such

district is kept, or if there be no such school house or school, the aforesaid officers of the oldest towns, from which any part of such district shall have been taken, shall in respect of such district have all the powers and perform all the duties, and be deemed to all intents to stand in the place of such officers in respect to school districts situated wholly in any one town; and the assessors aforesaid shall assess all taxes voted by said district according to a valuation made by themselves for that purpose, which shall be uniform throughout said district.

SECT. 67. All agents and other officers of districts formed as aforesaid shall have the same powers and privileges, and shall perform the same duties as agents and other officers of districts situate wholly in any one town.

ARTICLE V. *Powers and duties of superintending school committees.*

SECT. 68. All superintending school committees shall perform the following duties, to wit:

*First*—To appoint a person to supply any vacancy occurring in their board until the next annual town meeting; and when by reason of resignation, removal, or death, there shall be but one member of the committee in office, he shall have power and it shall be his duty to fill said vacancy.

*Second*—To appoint suitable times and places for the purpose of examining all candidates proposing to teach in town; said candidates shall produce satisfactory evidence, that they sustain a good moral character and possess a temper and disposition suitable to be instructors of youth.

*Third*—To examine such candidates in reading, spelling, writing, English grammar, geography, history, arithmetic, and other branches usually taught in public schools, and particularly in the school for which such persons are examined; and also as to capacity for the government and discipline of said school. And if on such examination such persons are found competent, said committee shall grant a certificate, that such persons are qualified to govern said school, and to instruct in the branches above named and such other branches as are necessary to be taught in said school.

*Fourth*—To direct the general course of instruction, and what books shall be used in the respective schools.

*Fifth*—To visit and inspect the several schools, and inquire into the regulations and discipline thereof, and of the proficiency of the scholars therein; and to use their influence and best endeavors, that the youth in the several districts regularly attend the schools; and particularly to provide, that one or more of the board shall visit each school within the town at least twice during the term, for which it is kept.

*Sixth*—After due notice and a candid investigation of the facts to dismiss any schoolmaster or mistress, who shall be found in their opinion incapable or unfit to teach, or whose services are believed by them to be unprofitable to such school, notwithstanding their having procured the requisite certificate; *provided*, that such dismissal shall not operate to deprive such master or mistress of their right to compensation for services previous to such dismissal; and said committee shall immediately give notice thereof in writing to the agent of the district, and shall also deliver or cause to be delivered to such teacher, a certificate of dismissal under their hands stating the reasons of such dismissal, a copy of which they shall preserve.

*Seventh*—To expel from any school any obstinately disobedient and disorderly scholar after a proper investigation of his behavior, if found necessary for the peace and usefulness of the school; also to restore him to the school on satisfactory evidence of his repentance and amendment.

*Eighth*—To exclude, if they deem expedient, from the public schools of the several towns all those persons entitled by law to admission thereto, who shall not have been vaccinated.

*Ninth*—To make a written report at the annual meeting next after their appointment of the standing of, and progress made in, the several schools in the various branches of learning therein taught, and the success which may have attended the mode of instruction and government of their respective teachers.

SECT. 69. The superintending school committee of the several towns shall annually make out a statement containing the following particulars :

*First*—The amount of money raised and expended for the support of schools designating what part is raised by taxes,

and what part from other funds, and how such funds have accrued.

*Second*—The number of school districts, and parts of districts, in their towns respectively.

*Third*—The number of children belonging to such town in each district between the ages of four and twenty-one years, as the same existed on the first day of May preceding.

*Fourth*—The number of children between the ages above specified, who reside upon islands or in any other part of the town, not classed with any district.

*Fifth*—The whole number of scholars attending the summer schools,—the average number of scholars attending the summer schools,—the whole number of scholars attending the winter schools,—the average number of scholars attending the winter schools.

*Sixth*—The average length of the summer schools in weeks,—the average length of the winter schools in weeks,—the average length of the schools for the year.

*Seventh*—The number of male teachers, who have been employed in the public schools during any part of the year,—the number of female teachers, who have been so employed.

*Eighth*—The wages of male teachers per month exclusive of board,—the wages of female teachers per week exclusive of board.

*Ninth*—And said committee in said returns shall give full and complete answers to the inquiries contained in the blank forms, which shall be furnished to them under the provisions of law; and they shall certify, that such statement is true and correct according to their best knowledge and belief, and shall transmit the same to the office of the secretary of state on or before the first day of April in each year; and when by reason of removal, resignation, or death, there shall be but one member of the committee left, it shall be his duty to make said returns. And in any plantation where no superintending school committee has been elected, the assessors or clerk may make the required returns.

SECT. 70. If any parent, master, or guardian, after notice given him by the master or mistress of any district school, that any child under his care is deficient of the necessary school

books, refuse or neglect to furnish such child with the books required, the superintending school committee of the town on being notified by said master or mistress of such refusal or neglect, shall furnish the same at the expense of the town; which expense may be added to the next town tax of such delinquent parent, master, or guardian.

ARTICLE VI. *Powers and duties of school agents.*

SECT. 71. School agents whether elected by the town or by their respective districts shall be duly sworn; and shall continue in office one year, and until others are chosen and qualified in their stead; their duties and powers shall be as follows:

*First*—In the month of March or April annually to call district meetings for the choice of agents and for other business, by causing notice so to be given, as provided in the twenty-second and twenty-third sections of article second of this chapter.

*Second*—To hire the school masters or mistresses for their respective districts from the money assigned to them by the assessors of their towns and from any other funds placed at their disposal for the purpose.

*Third*—From the same means to provide fuel and utensils necessary for the schools, and to make incidental repairs upon the school houses and outbuildings, and insurance if the district so direct: *provided*, that no more than one-tenth part of the moneys received from the town shall in any one year be expended for such repairs, exclusive of fuel and insurance.

*Fourth*—Before the commencement of any term of such schools 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; whether to be kept by a master or mistress; and for how long a time such instructor is engaged.

*Fifth*—To return to the selectmen of the town prior to the expiration of his term of service an account of his expenditures by virtue of the authority herein granted accompanied with the necessary vouchers therefor.

*Sixth*—To return to the assessors of their respective towns in the month of May annually a list by them certified to be true

of the children in their districts of the age of four years and upwards and under the age of twenty-one years, as they existed on the first day of said month, exclusive of such as may have come from other places where they belong to attend any college or academy or to labor in any factory in any such district; and in case said agents fail to make the returns aforesaid, the assessors as soon as may be thereafter, shall make or cause to be made an enumeration of the persons aforesaid in such districts.

SECT. 72. It shall be the duty of each school agent to expend the money apportioned to his district for the support of schools taught by instructors duly qualified in said district within the year for which such agent may have been chosen; and if any such agent shall refuse or neglect so to expend said money, so far as may be practicable, the municipal officers of the town, in which such district is situated, may on complaint by any inhabitant of said district, and after due notice and investigation, appoint a special agent to expend the money as aforesaid. The special agent so appointed shall be sworn in the same manner as school agents are required to be sworn, and shall have all the powers and perform all the duties of school agent for said district. Any money received by any school agent for the use of the district, and not appropriated by him to the use of said district during his term of office, or before the appointment of such special agent, may be recovered from him in an action of the case commenced since April twentieth, eighteen hundred and fifty-four. Any action brought to recover money received by any school agent for the use of the district may be maintained in the name of the town or district.

SECT. 73. If any school agent shall neglect to give notice in writing to the school committee of the time, when the school in his district is to commence, whether the same is to be kept by a master or mistress, and how long it is expected to continue in operation, he shall forfeit one dollar for each day the school shall continue without such notice having been given.

ARTICLE VII. *Duties and qualifications of instructors.*

SECT. 74. It shall be the duty of every teacher of a public school to keep a school register containing the names of all



the scholars who enter the school, their ages, the date of each scholar's entering and leaving school, the number of days of each scholar's attendance, the length of the school, the teacher's wages, a list of text books used, and such other facts as may be required by the blank form furnished under the provisions of law; which register shall at all times be open to the inspection of the school committee, and a return of the same be made to said committee at the close of the school. And no teacher shall be entitled to pay for his or her services, until the register for his or her school properly filled up, completed and signed, shall be deposited with the school committee, or with such person as they may designate to receive it.

SECT. 75. It shall be the duty of the presidents, professors, and tutors of colleges, and of the preceptors and teachers of academies, and all other instructors of youth, whether in public or private institutions, to take diligent care and exert their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard to truth; love to their country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues, which are the ornaments of human society. And it shall be the duty of such instructors to endeavor to lead those under their care, as their ages and capacities will admit, into a particular understanding of the tendency of the before-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; and the tendency of the opposite vices to slavery, degradation, and ruin.

SECT. 76. Any person, who shall teach any district school without first obtaining from the superintending school committee of the town the certificate referred to in the sixty-eighth section of article five, shall forfeit and pay a sum not exceeding the sum contracted for his or her daily wages for each day he or she shall so teach such school, and shall be barred from receiving any pay for teaching the same: *provided*, that no certificate shall be valid for more than one year without the approval of the superintending school committee annually endorsed thereon.

ARTICLE VIII. *Relating to schools in certain plantations.*

SECT. 77. All plantations within this state organized for election purposes only are hereby vested with the same powers, and shall be subject to the same duties of other plantations within the state, so far as the same relate to the erection of school districts and the apportionment and expenditure of any moneys, which they now are or may hereafter be entitled to receive as their proportion of any bank tax, or which may arise from any act of bounty on the part of the state, or the interest of the permanent school fund.

SECT. 78. Such plantations shall have the same powers and be subject to the same liabilities as towns for the purpose of erecting school districts, raising, assessing, and collecting school money, and for electing officers for schools.

SECT. 79. The amount so raised shall not exceed one dollar for each inhabitant.

SECT. 80. The assessors of said plantation shall issue their warrant for the calling of district meetings in their respective plantations in the same manner, that selectmen of towns are authorized to issue their warrants for the calling of district meetings in their respective towns; and the said plantation school districts shall have power to choose all district officers, which school districts in towns have; and said officers shall have the same powers and be subject to the same duties of school district officers in towns.

SECT. 81. The assessors of said plantations shall have power to commence and prosecute to final judgment in their official capacity a suit at law on any bond given them or their predecessors in office, whenever any condition in said bond shall be broken.

SECT. 82. All school districts in such plantations shall have power to raise money to hire, buy, or build, a suitable school house for the benefit of the district.

SECT. 83. All school district meetings shall be called by the assessors of the plantation on the written application of three or more legal voters of such district stating the reason and objects of their proposed meeting; and at such meeting the inhabitants of said district shall have power to raise money for the purposes stated in the eighty-second section.

SECT. 84. Whenever such school district shall vote to raise any sum or sums of money, the assessors shall make out a valuation of the property real and personal, that is liable to be taxed, except wild lands, including improved real estate whether owned by a resident in the district or not together with all the polls in said district.

SECT. 85. The assessors shall assess the tax and commit the same to the collector, who shall collect it and pay it over to the treasurer.

ARTICLE IX. *Superintendent of common schools, and county conventions of teachers.*

SECT. 86. There shall be appointed by the governor and council a superintendent of common schools, who shall be duly sworn, and whose term of office shall continue for three years or during the pleasure of the executive; and on the occurrence of a vacancy in said office a new appointment shall be made for a like term.

SECT. 87. It shall be the duty of the superintendent to devote his time to the improvement of common schools and the promotion of the general interests of education in this state. He shall carefully investigate the operation of our school laws; collect information in regard to the arrangement of school districts, the location and construction of school houses and the use of the best school apparatus; consult and advise with superintending school committees on the selection of text books adapted to wants of schools, and on the methods of ascertaining the qualifications of teachers, and of visiting and examining schools, inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties; examine the returns made by superintending school committees to the office of the secretary of state, and obtain from them such facts and statistics as may be useful, and in general procure information from every available source for the improvement of common schools.

SECT. 88. It shall be the duty of the superintendent by correspondence with teachers, school officers, and others, and by public addresses from time to time in different parts of the

state, to disseminate the information he may have acquired, and endeavor to awaken a more general interest in public education.

SECT. 89. The superintendent shall annually prior to the session of the legislature make a report to the governor and council of the results of his inquiries and investigations, and of the facts obtained from the school returns including such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

SECT. 90. The superintendent shall receive an annual salary of twelve hundred dollars payable quarterly; and he shall render an account of his traveling and other necessary expenses to the governor and council to be by them audited and paid out of the treasury of the state.

SECT. 91. The superintendent 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.

SECT. 92. It shall be the duty of all superintending school committees, supervisors and district committees, whose annual reports shall be printed, to forward copies thereof to the superintendent.

SECT. 93. The superintendent shall hold annually in each county a teachers' convention to continue in session one week at least; and it shall be his duty to give due notice of such convention to all teachers and persons proposing to become such, and to invite their attendance for the purpose of mutual consultation, discussion and instruction; and for that of receiving lectures and addresses on subjects relating to education and the duty of teachers.

SECT. 94. The superintendent shall attend and have the charge of each convention; and shall employ suitable instructors and lecturers to instruct and address those, who may there assemble, with the view of aiding them in qualifying themselves for a better and more successful discharge of their duties as teachers.

SECT. 95. For the purpose of defraying the expenses of the teachers' conventions there shall be annually appropriated the sum of two thousand dollars to be expended by the superin-

tendent; and he shall render to the governor and council an account of his expenditure of said appropriation to be by them examined and audited.

ARTICLE X. *Special provisions, relating to the regulation and endowment of schools, and affecting the government and discipline of literary institutions.*

SECT. 96. All forfeitures and penalties for the breach of any of the provisions of this chapter shall be recovered by indictment before any court of competent jurisdiction; and it shall be the duty of all grand jurors to make due presentment thereof in all cases that shall come to their knowledge; and such penalty when recovered shall be paid into the treasury of the town where the same was incurred, for the support of schools therein in addition to the amount required by law to be raised; but the costs of prosecution when recovered shall be paid into the county treasury.

SECT. 97. If any town shall neglect for one year so to appropriate and expend any fine or penalty, it shall forfeit a sum equal to the said fine or penalty to the use of any person, who may sue therefor in an action of debt.

SECT. 98. The treasurer of state shall keep a separate account of all moneys, he may have received, or may hereafter receive from the sales of land, which have been, or which may hereafter be appropriated by law for the support of the primary or common schools in this state, or from the notes taken therefor, and also of any other moneys, which may be appropriated for the same purpose; and the same shall constitute a permanent school fund. This fund may be put out on interest in such manner as the legislature shall determine. And a sum of money which shall be equal to six per centum of the whole amount of said permanent school fund, shall be annually appropriated to the support of common schools, and shall be annually distributed amongst the several cities, towns, and plantations, according to the number of children therein between the ages of four and twenty-one years.

SECT. 99. All the sums of money, which may be received by the state for the tax on the several banks, shall be appropriated to the support of town or district schools.

SECT. 100. 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 such delinquency. And he shall annually ascertain on the first day of June 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. 101. 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. And in case any city, town, or plantation, shall not have made the returns as required by law, the number of scholars belonging to said city, town or plantation, taken as the basis of the next preceding apportionment deducting all, who have been set off to any other town or incorporated into a new town within the year and deducting also one-tenth part of the remainder, shall be the basis of the new apportionment, so far as regards said city, town, or plantation. And immediately after making the apportionment the treasurer shall notify each city, town, and plantation of the amount of its proportion. And the proportion assigned to any city, town, or plantation, which has not made returns for the year, shall not be paid till said returns are made to the secretary of state.

SECT. 102. The secretary of state, on or before the first day of October annually, shall furnish to the superintending school committees the blank forms required by law to be used in making school returns.

SECT. 103. The tenure of office of the president of each college in this state shall be such, that he shall be removable at any time at the pleasure of the trustees and overseers, whose concurrence is necessary for an election to the same office.

SECT. 104. All fees paid by any person for any diploma or any medical degree granted or conferred by any college in this state, shall be paid into the treasury for the use of such college; and no part thereof shall be received as a perquisite of office by any officer of the college.

SECT. 105. No innholder, confectioner, or keeper of any shop or boarding house for the sale of drink or food, or any livery stable keeper for horse or carriage hire, shall give credit to any under graduate or pupil of any college or other institution in this state, incorporated for the instruction of youth, without the consent of the president, or such officer of such college or other institution as may be authorized thereto by the government thereof, nor in violation of any rules and regulations thereof.

SECT. 106. No person shall be licensed by the selectmen of any town for any of the employments aforesaid, if it shall appear that he has within the year then last past given credit to any such under graduate or pupil contrary to the provisions of the preceding section.

SECT. 107. If any person shall give credit to any such under graduate or pupil contrary to the said provisions, he shall forfeit a sum equal to the amount so credited, whether the same shall have been paid or not, to be recovered by the treasurer of such college or other institution in an action of debt; one-half to the use of such college or institution, and the other half to the use of the town where the same is established.

SECT. 108. If any person, whether he be a scholar or not, shall enter any school house or other place of instruction during or out of school hours, the teacher or any of the pupils being therein, and shall willfully interrupt or disturb the teacher or pupils by loud speaking, rude, or indecent behavior, signs or gestures; or if any person shall willfully interrupt a school by prowling about the building, by making noises, or by throwing missiles at the school house, or in any wise disturbing the school, the person so offending shall pay a fine of not less than two nor more than twenty dollars to be recovered by complaint before any justice of the peace, or by indictment and conviction in the supreme judicial court; and whenever a conviction for a violation of this chapter is had before any justice of the peace or any judge of any municipal or police court, one-half of the fine shall go to the complainant and the other half to the state.

SECT. 109. If any minor shall injure or aid in injuring any school house or out-buildings, or any utensils or appurtenances

belonging to the same; or shall by marks cuts or otherwise deface the walls, benches, seats, or other parts of said buildings, or shall injure or destroy any property belonging to any school district, said district by its agent or committee may recover of the parent or guardian of such minor in an action of debt in any court competent to try the same double the amount of damages occasioned by such minor.

SECT. 110. The provisions of law for the satisfaction of executions issued against towns are applicable to executions issued against school districts.