

MAINE STATE LEGISLATURE

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THE LEGISLATURE

OF THE

STATE OF MAINE.

1860.

SIEVENS & SAYWARD, PRINTERS TO THE STATE.

1860.

SIXTH ANNUAL REPORT

OF THE

Superintendent of Common Schools,

OF THE

STATE OF MAINE,

DECEMBER, 1859.

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Published agreeably to a Resolve, approved March 16, 1855.  
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AUGUSTA:

STEVENS & SAYWARD, PRINTERS TO THE STATE.

1859.

SUPERINTENDENT'S REPORT.

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

Gentlemen:—I have the honor herewith to submit the following document as the SIXTH ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS.

Very respectfully,

Your obedient servant,

MARK H. DUNNELL,

Superintendent of Common Schools.

NORWAY, December 1, 1859.

SUPERINTENDENT'S REPORT.

THE following Report is the sixth, since the establishment of the system of a State Superintendent of Common Schools, and the fourth made by me. It aims to exhibit the existing condition of the Common Schools of the State, and furnish suggestions and recommendations for their improvement. The Annual School Returns, made to the office of the Secretary of State, on the first day of May last, form the basis of the following summary of statistics and the accompanying statistical tables. Returns were received from all the cities and towns, except six, and prepared with commendable accuracy and care. An annual return, made in the manner, and at the time required by law, will not be furnished by every town in the State, till it is made the condition upon which it shall receive any part of its proportion of the State School money. In my last two annual reports, it was respectfully submitted to the consideration of the Legislature, whether its proportion of the State School Fund should not be withheld from the city or town, whose returns are not received by the first day of July, the time when the apportionment is made, after having been notified of its delinquency on the first day of June preceding, as now required by law. My mind has undergone no change in regard to the utility or propriety of such a requirement. It is clearly within the power of the Legislature to fix the terms upon which its own gratuities shall be bestowed. Such a law exists in other States, and secures a prompt and full compliance with the laws requiring school returns.

A Summary of Statistics, relating to the Common Schools of the State, for the School year ending April 1, 1859.

Number of towns in the State,	395
Number of towns that have made returns,	389
Number of towns that have made no returns,	6
Number of organized plantations,	93
Number that have made returns,	69
Number that have made no returns,	24
Number of School Districts,	4,141
Number of parts of Districts,	388
Number of children between four and twenty-one years of age,	239,796
Number of Scholars in the Summer Schools,	134,329
Average number in the Summer Schools,	101,737
Number of Scholars in the Winter Schools,	153,063
Average number in the Winter Schools,	118,063
Mean average in Summer and Winter Schools,	109,901
Ratio of mean average to whole number of Scholars ex- pressed in hundredths,46
Whole number in Winter not in Summer Schools,	33,028
Whole number of different Scholars in attendance dur- ing the year,	168,357
Number of Male Teachers,	2,814
Number of Female Teachers,	4,484
Average wages of Male Teachers per month, exclusive of board,	\$21.15
Average wages of Female Teachers per week, exclusive of board,	\$2.04
Average length of all the Schools for the year, in weeks and tenths of a week,	20.8
Amount of money raised by tax in 1859, for the sup- port of Schools,	\$405,063.54
Amount required by law,	\$345,928.80
Excess over amount required by law,	\$59,134.74

Amount received from State School Funds,	\$80,294.60
Amount received from Local Funds,	\$16,060.01
Amount expended for Private Schools,	\$27,438.62
Amount of voluntary contributions for the support of	
Private and prolonging Public Schools,	\$13,151.83
Amount paid to School Committees,	\$14,019.88
Amount of Permanent School Fund,	\$149,767.02
Amount of Bank Tax distributed July 1, 1859,	\$72,871.94
Number of School Houses built the past year,	115
Cost of the same,	\$61,851.00
Aggregate amount expended for School purposes the	
past year,	\$617,889.48
Number of good School Houses in the State,	1,892
Number of poor School Houses in the State,	1,970
Estimated value of all the School Houses,	\$1,116,766.00
Average amount of School Money raised per Scholar,	\$1.63
Average amount received from the State,	\$0.33.9
Average amount received from other sources, per	
Scholar,	\$0.23.6
Total average per Scholar,	\$2.20.5
Population of State in 1850,	580,308
Valuation of State in 1850,	\$98,900,127
Number of towns that raised 60 cents and more per in-	
habitant as required by law,	337
Number that raised less,	52
Per centage of valuation of 1850, apportioned to Com-	
mon Schools, in mills and tenths of a mill,	4.1
Number of towns that raised \$4 per Scholar,	1
Number that raised \$3 and less than \$4,	3
Number that raised \$2 and less than \$3,	27
Number that raised \$1 and less than \$2,	348
Number that raised less than \$1,	10

The above summary does not exhibit any marked change in the condition of the schools during the year. I would, however, call attention to a single fact. The whole number of scholars reported is two hundred and thirty-nine thousand, seven hundred and ninety-

six, while the whole number of different scholars in attendance during the year is but one hundred and sixty-nine thousand, three hundred and fifty-seven, showing that over seventy thousand children between the ages of four and twenty-one years did not attend either the summer or winter schools. If we could reasonably believe that this large number of non-attendants comprised only those scholars under the age of six or even seven years, no very great complaint could be made; but we are justified in the conclusion that at least forty thousand of this number are of a more advanced age, and are neglecting the only means within their reach, of acquiring a school education. It is also undoubtedly true, that another forty thousand, and those who nominally attend either the summer or winter school, were so irregular in their attendance, that they received but a little actual discipline or knowledge. This result is mainly attributable to a want of interest on the part of parents. It is, indeed, a cause for profound regret, that a system of public education, made free to all, should fail to command the earnest and intelligent support of all. The remedy for this evil does not lie so much in legislative enactments, as in a correct public sentiment. The returns of the present year, and those of April 1, 1855, giving the condition of the schools for the school year ending April 1, 1854, will exhibit the advancement which has been made during the last five years. This comparative view is by no means forbidding, as it furnishes evidence of a decided improvement. It is true that the number of children has had but a slight increase. Well known causes have produced this result, while the number of teachers has undergone but a very small change; yet the length of the schools has increased nearly one-tenth. A still more gratifying change may be seen in the average attendance. The amount of money expended for school purposes, is nearly one-fourth more than in 1854. You are referred to the following summary, for an exact view of the results obtained during the time above mentioned:

Number of Scholars in the State in 1854,	.	241,000
“ “ “ 1859,	.	242,600
Increase,	.	1,600
“ attending Summer Schools in 1854,	.	123,641

Number attending Summer Schools in 1859,	.	134,329
Increase,	.	10,688
" attending Winter Schools in 1854,	.	142,220
" " " " 1859,	.	153,063
Increase,	.	10,845
" of Male Teachers in 1854,	.	2,559
" " " 1859,	.	2,814
Increase,	.	255
" of Female Teachers in 1854,	.	4,137
" " " 1859,	.	4,484
Increase,	.	347
Average wages of Male Teachers per month, 1854,		\$20.57
" " " " 1859,		\$21.15
Increase,	.	.58
Average wages of Female Teachers per week in 1854,		\$1.90
" " " " 1859,		\$2.04
Increase,	.	.14
Average length of Schools for the year, in weeks, in 1854,		18.9
" " " " " 1859,		20.8
Increase,	.	1.9
Amount of School money raised by tax in 1854,		\$333,019.76
" " " " 1859,		\$405,063.54
Increase,	.	\$72,043.78
Amount required by law in 1854,	.	\$281,148.00
" " " 1859,	.	\$345,828.80
Increase,	.	\$64,780.80
Amount received from State in 1854,	.	\$54,398.00
" " " 1859,	.	\$81,817.06
Increase,	.	\$27,419.00
Aggregate expenditure for School purposes in 1854,		\$491,060.29
" " " " 1859,		\$617,889.48
Increase,	.	\$126,829.19

The inferences and deductions, which may be drawn from the above, should lead to well settled convictions in regard to the usefulness of our educational system, and also demonstrate how much remains to be done by the Legislature and the people, to clothe it

with the elements of efficiency inherent in the system itself. However well all the parts of the system may be arranged, yet their very character claims the constant solicitude of those for whom the whole is set in motion. While we discover many evidences of improvement, and much to commend the provision for a free education to the entire people, yet we observe, with equal clearness, how much this provision fails, in accomplishing the greatest good, through the non-attendance of pupils, and the neglect of parents. It is manifestly the duty of the State to provide for the education of all the youth within her borders, inasmuch as the government is derived from the will of the governed, and sustained by a system of voluntary taxation; and for a much stronger reason, that the youth of the State, whether educated or uneducated, will soon shape and control all the forces of government and society. The law of self-preservation proclaims the wisdom of this rule of action. If the youth of the State can claim a common school, or what is usually denominated a practical education, and upon the ground that an education, or discipline of our mental powers, must precede their efficient action in adding to the social, moral, intellectual and material interests of the State, then this education, or discipline, should be bestowed in strict accordance with the well known and inflexible law of the human mind. If any education can be claimed as a right, then, certainly, a rightly conducted course of education alone can be given in response to this claim. While this cannot be denied, too many close their eyes to this inalienable right, and the well defined laws of mental development. They practically assert that the mere acquisition of knowledge qualifies any person to assume the relations of a teacher, disregarding the manner in which that knowledge was received by the mind. This fundamental error must be removed, before we can enjoy the rewards of our annual school expenditures, or witness its fruits in all the social and business relations of life.

It must be admitted that the mental culture of the entire people is provident and wise; that ignorance is blind, is the mother of idleness, vice and crime. When these views and sentiments have taken a firm hold of the public mind, the inquiries will then be made, how thoroughly and philosophically this mental culture can be made; how much knowledge of the powers of the human mind the teacher

should himself possess; how well he is furnished with every needed requisite, and how intelligently he applies his own acquaintance with the elements of knowledge to the mind of the learner. It remains to be admitted that our Common Schools fail to exhibit their real worth through the indifference of parents to the internal character of the school. This is an old and oft repeated complaint, yet the evil is so prevailing, that I cannot omit its mention in this connection. From this flow many disturbing causes, and for its removal should be set in motion every available agency. Parents should be persuaded of the absolute need of watchfulness. The teacher must be under its constant eye. He will be more faithful, and at the same time, encouraged. The presence of parents in the school will incite the children to laudable endeavors. The manifest interest and concern of the former, will prove a powerful incentive to study in the latter. These habits of study have a vast influence upon the future character. They should be attempted in youth, when most easily formed, and when they take the deepest root. Their early formation is but counteracting the downward tendencies of the child's nature. It is forming it for the assaults to which it will be subjected in later life. It is not enough that habits and rules of action, fitted for the home circle, be formed, but those for the school-room are also needed, as the child will there encounter peculiar forms of temptation. The parent must visit the school, else the teacher, the school and the scholar, fail to discharge their full duty, and satisfy the just expectations of the parent, or the community.

TEACHERS' CONVENTIONS.

A Teachers' Convention, of one week, has been held in each county of the State, the present year. The system continues to enlist the support of the teachers, and the approval of the communities in which sessions are held. It has more than realized the results which were promised by the friends of its institution. The exercises of the week consisted in a review of the elements of the

several branches usually taught in our Common Schools, and familiar lectures upon the best methods of teaching each branch, their relative importance, the classification and government of the school, and the duties of the teacher to the pupil, the parent and the community. The teachers in attendance exhibited a very gratifying desire to receive specific instruction and advice upon the practical duties of the school room, and no call has been made for any change in the character of the exercises of the Convention. This fact alone is evidence of a more generally enlightened sentiment upon the subject of well qualified teachers. The young men and women who have been in attendance, have manifested a readiness to sustain this, and any other agency having the same object in view. When all the teachers in our Public Schools shall have only so much confidence in their qualifications to teach as a thorough acquaintance with the nature of the science gives them, they will seasonably avail themselves of any preparatory means within their reach. Gentlemen who have been acquainted with our Conventions the past three years, have observed a very marked change for the better in the spirit and character of the members composing them. They have presented themselves with the evident purpose of improvement. They have witnessed to the want of some special instruction, and the expectation of the community concerning them. It will be well for our Common Schools when an enlightened public sentiment shall inquire for the best teachers, for those who are thoroughly educated, who have not simply sipped at the fountains of truth, but have taken large drafts, and know all the powers of the human mind to which these drafts give life and growth.

Not only have these Conventions been of incalculable advantage to a large number of instructors, and added largely to their qualifications, but they had a very salutary influence upon the communities in which they have been held. In every instance, large and attentive audiences have listened to evening lectures upon subjects especially adapted to their wants. The duties and obligations of the town, the parents, the school district, and all school officers, have been fully and freely discussed. In these discussions, citizens have often taken a part and awakened their own and the interest of their neighbors, in a more consistent and enthusiastic maintenance

of the Public School. In many cases, the evening lectures and discussions have been attended by five and six hundred people, many of them coming from adjacent towns. In no county, has the Convention failed to receive the cordial endorsement of the community. The aggregate attendance has been less the present than last year. This has wholly resulted from the position of the places appointed for the sessions. In many cases the place selected was far less favorable to a large attendance, and the selection was made to reach a body of teachers who had not previously enjoyed the benefits of the Convention. This may have an illustration by a reference to the counties of Penobscot and Piscataquis. In the former county, in 1858, the session was held at Hampden, with an attendance of one hundred and ninety-six; while this year it was convened at Lincoln, where the whole number was but seventy-five, and this was quite as large as could reasonably have been anticipated. Last year, at Dover, one hundred and thirty-five names were enrolled, while the present year at Monson, in the same county, the number was but sixty-six. This illustration could be extended.

The instructors having the immediate charge of the classes were gentlemen of large experience as teachers, and a thorough acquaintance with the various studies and subjects presented. The Conventions held in the counties of Somerset, Piscataquis, Aroostook, Penobscot and Androscoggin, were taught by Prof. Harry Brickett, of New Hampshire, and Stephen Boothby, A. B. of Bangor. The former was employed in the same capacity in this State, during the two preceding years. He fully sustained his well earned reputation, and by his lectures upon elocution and geography, as also his hints and suggestions upon the duties incident to the school room, secured the attention and respect of all. His long and successful career as a teacher, enabled him to impart sound and practical instruction. Mr. Boothby conducted the exercises in Grammar and Arithmetic, with much more than ordinary ability and success. His lectures were fresh, and delivered in an earnest and impressive manner. His gentlemanly deportment and kindly sympathy for the members of the class, won him many friends, and a ready ear to all his instructions.

The Conventions in the counties of York, Cumberland and Ken-

nebec, were under the charge of Prof. Ephraim Knight, of New Hampshire, and Walter Wells, A. M., of Portland. Prof. Knight developed the principles of mathematics, evincing a masterly apprehension of the elemental truths of the science, and presenting them with remarkable facility and clearness. He showed himself a model teacher in this educational branch of study. Grammar and geography were assigned to Mr. Wells, whose thorough knowledge of these branches, and especially the latter, added to the unsurpassed richness of his imagination, and rarely equalled powers of description, rendered his lectures not only instructive, but unusually fascinating. Charles P. Loring, A. B., of Danville, gave able lectures upon Elocution, to the class in Kennebec county. Prof. Charles W. Sanders of New York, and Mr. Wells, were the instructors in Oxford, Sagadahoc, Waldo and Lincoln. Prof. Sanders possesses rare powers as an elocutionist. His lectures in this department were exceedingly valuable and deservedly popular. His varied experience as a teacher, his genial disposition, and a heart warmly enlisted in the teacher's work, rendered his services of great weight and influence. His evening and more familiar lectures upon general topics were well received by teachers and the community. The Convention in Franklin county was conducted by Prof. Sanders and Prof. Charles G. Burnham of Mass. The last named gentleman has been connected with a large number of conventions in this State, since the establishment of the system, and in all has proved himself to be an ardent and devoted friend of popular education. He is also a thorough and practical lecturer, knowing as by intuition, the wants of teachers, pupils and parents. The Conventions in Hancock and Washington were instructed by Prof. Burnham and Mr. Boothby.

In addition to the day sessions, a public lecture was given each evening of the session. Besides those delivered by your Superintendent and Messrs. Sanders, Burnham, Brickett, Boothby and Knight, a single lecture was given by the following gentlemen: Rev. William Warren of Gorham, Rev. Mr. Dunbar of Kennebunk, Rev. Cyril Pearl of Cornish, Rev. H. K. Leonard of Waterville, Thomas K. Noble of Augusta, Rev. Charles F. Allen and Rev. Jonas Burnham of Farmington, Rev. Edwin B. Webb of Augusta, Rev. Wooster Parker of Belfast, Rev. E. G. Carpenter of Presque

Isle, Thomas K. Osgood, A. M. of Rockland, Rev. Hiram C. Estes of Trenton.

The whole number in attendance at all the Conventions, was one thousand seven hundred and six. This will be an average attendance at each Convention of one hundred and fourteen. The following table exhibits the place and time of each session and the number of teachers present :

Counties.	Where.	When.	Members.		
			Male.	Female.	Total.
York, . . .	Wells,	August 15,	60	58	118
Cumberland, . .	Windham,	" 22,	74	89	163
Somerset, . . .	Anson,	" 22,	89	116	205
Franklin, . . .	Farmington Falls,	" 29,	89	96	185
Piscataquis, . .	Monson,	" 29,	41	25	66
Kennebec, . . .	Monmouth,	" 29,	94	72	166
Oxford, . . .	Lovell,	September 5,	74	76	150
Aroostook, . . .	Houlton,	" 5,	20	54	74
Sagadahoc, . . .	Richmond,	" 12,	28	30	58
Penobscot, . . .	Lincoln,	" 12,	27	48	75
Androscoggin, . .	Mechanic Falls,	" 19,	66	61	127
Waldo, . . .	Searsmont,	" 19,	40	36	76
Lincoln, . . .	Waldoborough,	" 26,	39	63	102
Hancock, . . .	Bluehill,	" 26,	22	39	61
Washington, . .	Columbia,	October 3,	28	52	77
			791	915	1706

I am happy to report that the convention system was never more popular with the teachers in our public schools than at the present time. This may be learned from the resolutions which were passed at the conventions. These resolutions were the voluntary expression of the members, some of which are as follows: "That in regard to the beneficial results of these conventions on ourselves and also upon the community, they are the most efficient agency yet adopted for the elevation of our profession and the consequent advancement of popular education in the State:" "That we consider these conventions of the greatest importance to our common school system of education and promotive of the welfare of the State:" "That we consider the Teachers' Convention a powerful auxiliary in raising the standard of education in our Common Schools:" "That we regard County Teachers' Conventions as institutions admirably adapted to qualify teachers for the important and responsible duties of teaching, and for promoting the interests of education generally:"

“That the subject of education should be among the first to engage the attention of our State, and that if she should be true to her motto, she must be exceedingly liberal in appropriations for its general advancement; and that we tender our heartfelt thanks to the honorable gentlemen, who, as Teachers and Lecturers, have so ably, and to us so profitably, conducted the exercises of this Convention:” and that we, the citizens of Monmouth, having attended the Teachers’ Convention held in this place, have been highly entertained and profited, and we believe the course of instruction given will tend greatly to enhance the usefulness of our Common Schools.”

A liberal and just appreciation of the principle upon which this system rests, will continue it for many years to come, that those who essay to instruct the youth of the State, in whom, and in whose proper mental and moral training are the chief sources of her power, may find opportunities for some specific instruction relating to the peculiar duties and obligations growing out of their relation. Many persons are tempted to the teacher’s vocation, for it is honorable and useful, with pure and praiseworthy motives, yet wholly destitute of experience. They may err at the very threshold, and either go on in their errors, or relinquish their undertaking, when they might have succeeded well, had they known what the experience of others might have communicated to them. It costs too much for any teacher to wait for success till by the lessons of the opposite, he has learned how to attain it. Thousands and tens of thousands of the children of the State may justly cry out against such a trial upon their minds. If they are entitled to a practical education at the hands of the State, it should be a true one. How wise is the policy of a State whose gravest deliberations pertain to the vital interests of education among its citizens. The raising of armies, or the building of forts and fortifications, is but idle pastime compared with this. Legislation in a representative government may well give its attention to the proper development of those forces by which its own continuance must be secured. It is a course dictated by the law of self preservation as well as duty. However humble is their apparent character, I would earnestly commend the Teachers’ Conventions to the continued support of the Legislature and the State. They are doing a great and good service in the cause of Common

Schools. The demand for better teachers is too universal to think of abating any of our educational agencies. Let these remain and still others be added, till our public schools shall become the honor and boast of the State.

STATE TEACHERS' CONVENTION.

Agreeably to an invitation previously issued by me, a State Teachers' Convention assembled at Waterville, on the sixteenth, and continued in session through the seventeenth and eighteenth of November, for the discussion of educational topics and the adoption of such agencies and measures as should tend to the diffusion of correct views upon the subjects of teaching and school management. Leading teachers and friends of education in different parts of the State very cordially sympathized with the objects of the meeting and were present to take a part in its deliberations. The exercises consisted of lectures and discussions. Lectures were delivered by the following gentlemen: Rev. Edwin B. Webb of Augusta; Dr. N. T. True of Bethel; Rev. Cyril Pearl of Cornish; Edward P. Weston, A. M., of Gorham; Isaiah Dole, A. M., of Gorham; Rev. Jonas Burnham of Farmington; Walter Wells, A. M., of Portland; and upon the following subjects, respectively: The Life and Character of Hugh Miller; The Elements of Power; The Teacher's Vocation; The Schoolmaster and the Source of his Authority; The Elements of general Grammar; The Duties of the Teacher; and Sun Power. The following subjects were discussed: The best methods of imparting moral and religious instruction to pupils; Should prizes be offered to scholars as an inducement to study or a reward for excellence; Should Mathematics occupy a more prominent place in a system of public education than the science of language; Do the interests of the Common Schools in Maine demand the establishment of a State Normal School; and Should the natural sciences be taught in our Public Schools.

The Lectures were heard by large and attentive audiences. The Discussions were conducted with ability and in the spirit of earnest inquiry for the truth. Favorable results will very naturally flow

from the convention. A State Teachers' Association was organized with all the officers and powers necessary for efficient action. A provision is made by its constitution for annual meetings. By the character and purposes of the Association, it will be able to effect much good for the cause of education in the State. Its legitimate results will be, the distribution of educational intelligence among teachers and parents, their active and united cooperation, and the aid of the press in the work of inaugurating and sustaining all needed reforms. It is not yet admitted in any practical form that the public mind needs enlightenment upon the various duties and relations growing out of our system of free education. The well educated and the most experienced should bring to the altar their best thoughts, their deliberately formed opinions, and these should be disseminated through the agency of the newspaper, the educational journal, the County and State Convention of Teachers. In the accomplishment of this result, the State Association if rightly conducted, will perform a prominent part. I would therefore most respectfully recommend that the sum of two hundred dollars be appropriated for the use of the Association in the purchase and distribution of printed essays or tracts upon subjects suggested by the character and wants of our Common Schools.

HANCOCK PLANTATION.

A resolve was passed by the Legislature of 1858, appropriating the sum of two hundred dollars to the plantation of Hancock, in the county of Aroostook, for the support of English schools therein, provided the plantation would raise by tax, the same sum for school purposes. The condition was complied with, but a warrant was not drawn till the commencement of the current political year. More attention has been paid to education in this, than in either of the other plantations in which the French population predominates. The same amount was expended by the State last year, in this plantation, an account of which was given in my last report. A school was taught at Fort Kent with the most gratifying results. This school was in operation the entire year. Three other schools were

taught, averaging fifteen weeks each, in which the English branches were mainly taught. The school at Fort Kent has been as successful the present as last year. A portion of the money placed in my hands has been expended in aid of it, as it is supported largely by private munificence. As last year, three schools have been taught in other districts, and with equally promising results. A greater readiness is manifested on the part of the French citizens, to have their children taught the elements of the English language. They would comply with the general requirements of the law in the support of schools, if they were kindly approached, and had never been deceived by designing men. They are now timid and fearful of the consequences of a better education than they and their fathers enjoyed. Progress has been made in educational matters in Hancock, and through the action of the State. The policy, in my judgment, has been wise and provident. Measures should be adopted, to ascertain the exact condition of the schools in a large number of the plantations in the county of Aroostook. It is not enough in every case, to reply, that they must abide the inevitable consequences of a pioneer life. Many of these settlements are amply able to provide for schools, but are wickedly neglectful of duty. They should be visited and brought to action. The State should guard against the evils of ignorance. I have not found it compatible with my other duties, to visit any considerable number of these plantations, but am left to judge of the school affairs by information obtained by inquiry, and the character of their school returns. Satisfactory vouchers will be furnished you for the money expended by me in the plantation of Hancock.

A STATE NORMAL SCHOOL.

Your Superintendent cannot omit to renew his former recommendations for the establishment of a State Normal School. The omission might receive an incorrect interpretation. The character of the school, its capacity to meet many of the necessities of our Common Schools, its history in other countries and states, and its adapt-
edness to our own condition, have had a repeated discussion in our

educational reports. Although no Normal School has been established by the Legislature, this discussion has not been wholly lost. Each year, the number increases who admit its claims, and are ready for its creation. The work goes on, and with cheering faith its triumph is clearly seen. It may be that this question has not been fairly put. It is not contended that a course of Normal School instruction would remove all the evils from which our Common Schools now suffer, or that all our inefficient teachers would retire from their vocation as soon as a Normal School should be opened. Not so much is claimed, or can it be. Nor is it even insisted that all who graduate from these training schools in other States, are necessarily fitted for their profession, any more than every graduate of a medical school makes a successful practitioner. Some cannot be made good instructors. Their habits of mind, their tastes, dispositions, and early training stand in the way.

It is, however, claimed that a young man or woman who submits to a thorough and regular training in the elementary branches of learning, pursued according to some wisely arranged system, with a specific object in view, with their minds, throughout their entire course of study, constantly directed to their ultimate purpose, will be far more likely to succeed as teachers, than when their education has been acquired at different times, under different instructors, and following different systems. In the one case, the object has been certain and specific, but in the other, uncertain and vague. It is also claimed that the human mind has its only true culture, when the educator has a full and certain knowledge of all its powers and faculties, and what studies are best calculated to give the best discipline. Success in no department or sphere of action is expected, unless all the relations incident thereto be clearly perceived. The teacher will not call to his own unaided mind, all the various and complicated duties of the position he is to occupy. In a large majority of cases, he will not have a conception of the effect of his words and acts, either in the act of giving instruction, or administering the government of the school. His subsequent experience will show him how sadly limited were his early knowledge and capacity to teach. His experience is like that of any man who undertakes a branch of business of which he knows nothing, and without the instruction or

advice of those acquainted with it. He may succeed, yet the chances are vastly against him. If a teacher commences under these circumstances and meets with even moderate success, he will be sure, in after years, to express the greatest wonder; and deeply regret that he cannot go back and pour into the youthful minds the knowledge now at his command, and for which he now sees those minds were then pining. His instruction was then formal, inanimate, and his adherence to the text-book was painful to himself and his pupils. The experience of every person who was ever fit to be a teacher, who has not had more conceit than a thousand teachers ought to have, will sustain this view.

It is only contended that the educator shall be qualified as the workman in the other branches of human labor. We demand experience or preparation here, as society expects it in every other employment. Suppose a long train of well-filled cars were rushing along at the rate of thirty miles an hour, and it should be whispered among the passengers, that the engineer had never seen an engine till that day, would the passengers calmly say, let him try his hand awhile, he will come out right, he will learn by and by? Would they not rather seek to visit him with the severest punishment for his reckless daring, in taking charge of an engine when he knew not a single element of her power? Were a circular sent into every town in the State, asking how many complete or partial failures had occurred in the schools of the town, during the year, in consequence of the incompetency of teachers, not one, in my judgment, would return a complete success.

It has been urged that a Normal School cannot supply all the teachers which are needed. This is true, nor does the medical, or any other professional school, exist for a single year merely. It sends out its graduates from year to year. It cannot do its entire work in one year, for the demand will not then cease, no more than the Chochituate could fulfill her mission in a single day. If the Normal Schools of Massachusetts were ever needed, they are now, and will continue to be, so long as their system of Common Schools remains. They must have their doors open for the reception of those who wish to be qualified to take the places of those who are constantly leaving the teacher's vocation. It should not be forgotten

that those who should leave this school each year, would not only be better instructors themselves, but they would have a very direct and positive influence over their fellow teachers; elevating the standard of their profession, becoming, in a very important sense, models for the imitation of others. Through them it would become known to teachers and the people. It would be a fountain from which would issue a healthful influence. Friends of education would labor for an extension of its facilities for usefulness, and secure the co-operation of many who are now indifferent to the cause of popular education. This is an important view. There are in all our cities and large towns, men of liberal culture, with minds well furnished with useful and entertaining knowledge, who might exert a large and salutary influence in all matters pertaining to our schools, but who wholly neglect, and in many cases, refuse to have the least concern for their welfare. We want some new element in our school system which shall energize the whole, and call the attention of parents to the character and nature of the means of education. I would not abate a single agency now in use, nor have less effort put forth by any. I would plead for the means now in operation for the better qualification of the teacher, for arousing the public mind to a consideration of every duty and obligation resting upon the different members of society, and for a State institution to which the worthy and aspiring of the State, who would become good teachers, may resort. Your Superintendent deprecates the policy which drives ten, fifteen, and twenty young men and women each year into other States, when we should retain them in our midst, and reserve them for labor and consequent usefulness in their native State, and among those with whom they will be associated in the business relations of later life. Geographically, Maine has ceased to be a province, and it should be so educationally.

Two hundred and ninety-six young men, who are residents of Maine, are now in our two colleges, pursuing a course of study. They should receive the warmest thanks of the friends of these institutions, and of the whole State, for they are acting the part of patriotism and wisdom, in thus seeking the benefits of a liberal education, and within the borders of their native State. Would it be well to extinguish these lights of science, and allow these young men to

find their way to other States? Were the above number compelled to take this course, what would be the result even in dollars? At the estimate of two hundred dollars as the annual expenses of each student, it would amount to the sum of \$59,200 each year, and for the course of four years, to the sum of \$238,800. Could the State well afford to have \$60,000 each year thus go from her midst, when the means were within her reach to prevent it? Most nobly did our fathers make early provision for the liberal culture of her sons, in the establishment of these seats of learning; and in every department of life, in every trade and profession, at the bar, in the pulpit, and on the bench, do we behold the results of their action.

It is the duty of a commonwealth to foster every available source of power, of wealth and intelligence, to retain for her own development, all the wealth, intelligence, and mind, whether educated or uneducated, with which she may be possessed; to inaugurate every practicable measure which shall produce a controlling love of home, and a laudable State pride. I have already stated that many of our most valuable teachers find admittance into the Normal Schools of other States. It needs no argument to show that such should be avoided by us, and by the establishment of a school in our own State, and especially when we are furnished with such satisfactory assurances of their beneficial operation elsewhere. Hon. Geo. S. Boutwell, in his last annual report as Secretary of the Massachusetts Board of Education, thus speaks:

“Nor do I hesitate to avow my faith in the wisdom of this policy. Some failures in government by inexperienced teachers are to be preferred to the general inculcation of the doctrine that success cannot be secured in a great majority of cases by the persuasive power of love, the solemn obligations of duty to man and to God, the natural affection of children for parents, or by the influence of the love of learning and its acquisition which it is the special work of the school to develop and promote. The graduates of Normal Schools generally expect to secure the attention and good conduct of the pupil by his interest in his studies in connection with the influences which have been suggested. With a fair chance of skill this plan would always succeed were the teacher employed several years or even several terms in the same school; and a good degree of success

is often secured in a few weeks. When we consider that only a limited number of graduates have had previous experience in teaching, that under the influence of the prudential committee system the same teacher is usually employed but one term in the same school, that more is justly expected of graduates than of other teachers of corresponding age and experience, that many first failures in government are, as is known to me, atoned for by complete subsequent success, and that better views of domestic and school discipline are prevailing among the people, there is but little cause in this general conclusion for diminished confidence in the Normal Schools of the State." He also thus enumerates the admitted excellencies and benefits of the Normal School system :

"I. The graduates of the Normal Schools have disseminated better ideas of education, and they have stimulated the people to increased exertions in behalf of schools and learning.

II. During a period of nearly twenty years, as is stated by several committees, they have continually and essentially aided in elevating the professional standard among the teachers of the State ; and many improvements in methods of teaching were first introduced through the agency of the Normal Schools.

III. Speaking generally, their excellence in thoroughness and methods of teaching is admitted.

IV. They have been distinguished for enthusiasm, devotion to their calling, system in teaching, and for the ability to elucidate clearly the subjects presented."

METHODS OF TEACHING.

Method is an essential principle in the practical working of any system. The object may be distinctly seen ; the means adapted for its attainment may be equally so, yet method must guide the selection and appropriate use of these means. The school room may be filled with active and even intelligent learners, their books be spread out before them, and unless the attention of the mind to the principles elucidated in the text-book, be secured by a rigid adherence to fundamental doctrines in the use of elementary truths to the appre-

hension of the pupil, but little progress will be made. Each branch of study has its educational as well as practically useful character, and by method in teaching them, is meant the proper mode of presenting them, that the former use especially may be subserved. It may be laid down as a general principle, that while one subject is studied, incidental instruction may be given in others, and chiefly by way of illustration. If the child is learning the elements of his language, it has but little need of any text-book, though most generally our primary teachers have not yet learned to dispense with it. The child should be treated as a child, and first have its attention called to the lesson by some sensible objects, for by such it is first educated. The child deals with objects, and by object lessons should it be trained. The slate and the blackboard should commend themselves to the teacher. Exercises should be introduced which produce a moderate use of the faculties of perception and the reason. The alphabet should not be taught by a mere calling of the letters, and that without note or comment, once, twice, or even four times each day. Let the whole class in the alphabet be exercised in company, and by an object lesson. Let a plant, flower, or animal, be presented to the eye. The mind is at once quickened, and when the name of the object is made known by the teacher, it should be pronounced. The children of the class should stand erect, as should every scholar in the act of recitation, and especially when an exercise of the voice may be made a part of it. When the name of the object is ascertained, the word should be analyzed into its elementary sounds. Then the child is ready for the letters which represent these several elementary sounds, with their names. They may be presented in various ways, but generally with the best success upon the blackboard. The pupils should then draw them upon the board or their slates. The attention of the pupil is attained, and an active use of the appropriate faculties. The exercise is fitted to his present wants. In the further discussion of this improved method of teaching the alphabet, I will introduce the words of another. "An outline of the animal may be drawn upon the blackboard, which the pupils will eagerly copy; and though this exercise may not be valuable in a high degree, as preparative for the systematic study of drawing, yet it trains the perceptive and reflective faculties in a

manner that is pleasant to the great majority of children. It is also in the power of the teacher, at any point in their exercises, and with reference both to variety and usefulness, to give the most apparent facts, which to children are the most interesting facts, in the natural history of the animal. This plan contemplates instruction in pronunciation, in connection with exercises in breathing, in the elementary sounds of words, both consonant and vowel, in the names of letters, in writing and drawing, to all of which may be added something of natural history. It is of course to be understood, that such exercises would be extended, over many lessons and be subject to frequent reviews, and valuable in proportion to the teacher's skill, power and ability to interest children. The outline given is suggestive merely, and it is not presented as a plan of a model course; but enough has been done and is doing in this department, to warrant increased attention, and to justify the belief that a degree of progress will soon be made in teaching the elements, that will mark the epoch as a revolution in educational affairs. It is to be observed that the system indicated requires a high order of teaching talent. Only thorough, professional culture, or long and careful experience, will meet the claims of such a course."

When this improved method shall be made in the elementary stages in the processes of education, reading will be taught much more easily as well as thoroughly. It now receives far less attention than its importance demands. Every other lesson is usually heard, and the reading, if sufficient time remains. This is wholly wrong. Reading lies at the foundation, and the ability to read, not only mechanically, which is acquired in the primary school, but intelligently, comprehending the nature and scope of the subject, and the force of the language used, must precede a study of the other branches, such as grammar, geography, arithmetic, or history, for these cannot be taken up with profit till the text can be read and understood. The efforts of the primary school teacher should be to form correct habits of attention and deportment, to cultivate the moral faculties of the child, to attend closely to its physical nature, introducing into the regular exercises of the school such gymnastic exercises as are practicable, and make good readers and spellers. Let grammar, arithmetic and geography be postponed to a later

period. When the ability to read mechanically has been attained, too many teachers cease any further special attention to reading. They give but little if any attention to the intellectual and emotional departments of the study. Pupils, by such treatment, will very generally fail to seek for the particular force which should be placed upon individual sentences or words. In this way, reading does not become an exercise in grammar as it should be. In the exercises of elocution, a foundation should be laid for the study of language, and the facts or principles found discussed in the text-book in grammar, when taken up, will not then be entirely new or strange. The methods pursued in the study of grammar are sadly wrong. The pupil should be made to discover the laws of language in the language itself. His early lessons should be entirely oral, and consist at first in conversations. Correct speaking should characterize both teacher and scholar, in every exercise. Words, as signs, may first be considered, and then as variously changed or modified. By the voice of the living teacher, the teacher who is not lost in the definitions, who understands what he wishes to impart, the pupil will find more light and aid by one properly conducted oral lesson, than by many days of study from the unmeaning text-book. Words should also be written upon the blackboard, around which the words necessary for a complete sentence shall be made to take their place. Pupils should have a long and thorough drill in this exercise, and will soon learn that words have a personal character and office. They will discover a beauty in language, and be pleased with their labors. Text-books will be required by the more advanced pupils in grammar, but with beginners, oral instruction should be the standard. Where this course is pursued, greater proficiency will characterize teachers and scholars.

Attention is called to the subject of mathematics, and their utility in the work of education. They have, indeed, a two-fold use, but the more prominent is their fitness to a cultivation of the reasoning powers. This study should be better understood by teachers as well as pupils, and if rightly appreciated, many hurtful methods of teaching it will cease. It does not admit of imitation, but leads to a spirit of earnest and independent investigation. Of mathematics, Locke said: "I have mentioned mathematics as a way to settle in the

mind a habit of reasoning closely, and in train; not that I think it necessary that all men should be deep in mathematics, but that having got the way of reasoning, which that study necessarily brings the mind to, they might be able to transfer it to other parts of knowledge, as they have occasion." Mathematics, as too generally taught in our Common Schools, are calculated to weaken the reason, rather than give it a bold and manly character. The teacher is confined to arbitrary rules—to the text-book, and not strong and self-confident in his thorough grasp of the grand, underlieing truths of the science. It should lead to earnest and independent investigation. It deals with the sublimest truths in the world of matter, with the mighty laws which hold the universe in space. The excellencies of this science have been admitted, and its principles studied, by some of the greatest minds of the ages. In the highest places in church and state, has it been fostered. It should be taught in all our Common Schools, not only for its practical but disciplinary character. How it should be taught becomes the question.

In the first place, the instructor should so thoroughly imbue his mind with its fundamental truths that every demonstration shall produce a perfectly satisfactory conviction of its conclusiveness; he should render them so familiar to his own mind that they may be, as it were, a part of his own nature; and he should then impart them to his pupils, being satisfied with his labors, only when they have been so thoroughly understood that a pleasing satisfaction has been imparted to every mind. This should be done by demonstrations on the blackboard. When the pupils have thus been started, they will regard the text-book as the repository of questions which shall test the truthfulness of principles already inculcated. They will resort to it for no other purpose, nor will they have occasion to apply to that vilest of all appendages to a text-book in mathematics, a key. In their conscious strength they will battle with the conditions of a question in which may be involved some truth in the science. Teachers should become familiar with the principles rather than the pages and sections of the book. Let oral instruction be used in teaching the elements of all branches, and a revolution in this study will be the result.

SELECTION OF TEACHERS.

No trust can be more delicate or attended with more vital consequences, than the selection of those who shall have in charge the physical, moral, and intellectual education of the youth of the land. The selection is attended with momentous issues, both in the present and in the future. It may result in the choice of the worthy, of those who enter the teacher's vocation with high and honorable motives, with a full sense of its far-reaching influences, who are able to be to the school what the general is to the army, its head and soul, or of those who are not moved by noble endeavor, by the constant voice of duty. In either case, the whole future life of the scholar will testify to the wisdom or folly of the decision. If these two classes of teachers are found to exist, then it is exceedingly important that the duty of distinguishing between them be devolved upon those who are competent to the task. The law now imposes this duty upon the agents of the several school districts. There is a seeming propriety in this, yet when we consider that in a very large majority of cases, these agents are not qualified to judge of the literary qualifications of the candidate, the case appears far otherwise. The argument is really in favor of transferring the selection of teachers from the Agent to the Superintending School Committee. The money expended in each district, is raised by the whole town, and consequently the whole town has the right to superintend its expenditure. The right cannot be questioned, but the question pertains to a change of the general law, or the adoption of the provision of section ten of chapter eleven of the revised statutes, which is as follows: "Any town may choose a committee consisting of not less than three, all or one-third each year, and invest them with the rights, powers, and obligations of Superintending School Committees, and School Agents, including the power of determining the age and qualifications of scholars to be admitted into the several schools, of employing teachers, and expending money raised for school purposes." It may be further said that when a teacher has been engaged, and the time fixed for the school to commence, he is

far more likely to obtain a certificate from the committee than if they were clothed with the powers of an agent, and at liberty to postpone any contract till after the examination. The candidate would be more completely at the disposal of the committee. Favoritism too frequently prevails with agents in the choice of teachers. This often results in dissatisfaction in the district, and thereby lessens or wholly destroys the usefulness of the school. It is quite evident that committees would exercise a more thorough supervision of the schools by this increased responsibility. They would very naturally seek a more intimate acquaintance with the wants and characteristics of each school and district. It is highly important to have the duties of one officer as distinctly marked and independent of those of any other as possible. This would be mainly secured, in the case under discussion, by transferring the employing of teachers from the agents to the committees. Such is the course now pursued in most, if not all, our cities, and with satisfactory results. This subject has been under discussion in Massachusetts for many years, and was decided by the Legislature of that State, at its last session, by abolishing the district system, and giving the entire management of the schools into the hands of the Superintending School Committee, including the selection of teachers. In support of this policy, the sixteenth annual report of the Secretary of the Board of Education in that State, contained an able argument, which I will here introduce, making such verbal changes as will adapt it to our own system :

“The highest success of a school depends on the concurrence of a variety of causes. Among these, none are more important than high qualifications in the teacher. We may with as much truth affirm that the teacher is the vital organ of the school, as the Athenian poet did that ‘men are the bulwark of a city.’ All the other provisions of a school are subordinated to this. Neither large appropriations of money, nor well-constructed and well-furnished houses, nor regularity of attendance, nor spirit and zeal on the part of parents, nor careful supervision by committees, will be of any avail, if, to crown the whole, the teacher be not qualified for his task. His mind and heart will give tone and character to the entire school. By his penetration are the capacities and intellectual state of the

pupils to be discovered. * * He should know the principles on which the mind is to be trained, as well as the subjects on which instruction is to be given. From him, too, must emanate the influence which shall produce a well-organized little community, inspiring a love of improvement, a sense of propriety, and an enthusiasm extending to all the appropriate duties of the schoolroom. Nothing is more certain than that the schools themselves vary with the varying character of their teachers. Indeed, these are to the schools what generals are to an army. It is very plain, then, that the selection and appointment of teachers is a matter of such paramount importance as to require the utmost caution in adjusting the appointing power.

The fact, so abundantly attested, that an unfortunate selection of teachers is often, very often, still made in this Commonwealth, is one which demands serious consideration. That the people of Massachusetts, who are economical even to a proverb, should allow so much money to be thrown away annually upon worthless or nearly worthless teachers, might well excite our wonder. That a people so intellectual should commit the intellectual culture of their children so frequently to unskilful hands, is truly anomalous and almost incredible. There must be some strange infelicity in the organization of the system of agencies employed, or in something else that lies beyond the control of the community, or an evil so palpable and so great would be no longer endured. And it is actually so. The people are not satisfied in this particular, but utter complaints, loud and oft-repeated, that those artificers who 'form the common mind' should be so unskilfully chosen. There is an almost universal desire that some other arrangement be made, which shall secure for the generality of the schools a better class of teachers. In many schools, and in many towns, no change of this sort is needed.

The point before us does not respect the existence of agents, but the expediency of devolving upon them the choice of teachers.

The office is not generally supposed to be one which requires much experience, or any uncommon qualifications; and, therefore, it is thought there is no reason for confining it for successive years to a single individual, or to a small number. As there is but one such agent in a district, the change of the incumbent is very liable to

bring with it a change of measures. The school committee of the town is, by a very natural course of things, a more permanent body. The number of persons from whom the choice is ordinarily made is smaller. The same individual, if upon trial he prove to be competent, will in most cases be reappointed. And even when a change is made, it rarely extends to the whole committee at once. Consequently it is to be expected that this committee will have something like a settled policy. This of itself would tend to give a similar character to the schools during successive years. But most of all would it increase the probability that good teachers would be retained for a long period in the same schools. The frequent change of teachers is becoming a very great evil. Children, instead of being led steadily on in one continued process, are taught a few months after one method, and then after another, in a manner that is destructive of all solid attainment and correct mental training. Any arrangement, which should secure to the pupil the benefit of a steady course of training on some one method, would be hailed by parents and the friends of education with joy. But so long as a new contracting agent is brought in every year, it were in vain to expect much uniformity.

Besides, the superintending committee is, as a general thing, composed of men better qualified to select teachers than district agents are. It may, in some instances, be otherwise. The persons elected to this office are chosen from a much larger community. The election itself, by the town, is a more formal and public act. They are generally men distinguished as experienced teachers, or as men of education, possessing some peculiar fitness for their office. Being more conversant with the subject of education, they will, it is natural to suppose, not only attach greater importance to the office of procuring teachers, but exercise a caution and discretion in selecting them which are rarely exercised by agents. Having, moreover, the matter in charge for all the districts of the town, they will hardly fail to take it up systematically, and attend to it in a regular manner and in the proper season.

Precisely those qualifications which fit men for the office of superintending committee, fit them for seeking out the best teachers. The number of studies, their selection, the order in which they are

to be pursued, and the adaptation of books, both to the subjects of which they treat and to the age, mental habits and attainments of the pupils, are all subjects for his consideration. He, who can form a good judgment on these points, is already in a situation to tell what kind of teacher is needed. And if this knowledge is ever required, it is required as a guide in the selection of a suitable candidate for the office of teacher. It will afterwards appear that, however it may be in theory, in practice the nominating act is more influential in deciding the appointment, than is the examination, or act of confirmation.

According to the existing practice, it can hardly be said that the examining committee has any option in the selection of teachers. Not only is its power negative, as it was intended to be, but there is generally an unhappy train of circumstances which prevent the exercise of even that power. But one individual is presented to be examined for a given school. If he be rejected, there is no certainty that a better candidate will next appear. Possibly, one who is inferior will be offered. The time for commencing the school may have arrived already. A delay in opening the school may appear quite inexpedient. Thus, the chances may, upon the whole, appear as much in favor of approving the first candidate that is presented, though he be confessedly unqualified for the office, as of taking any other course. On this point, the school committees have for the past few years spoken out in their reports, with a unanimity and emphasis which demand particular attention. Nor are these the only or chief embarrassments. The candidate, when presented by the district agent, and supported both by him and by the certificates which he exhibits, persuades himself that he has a just claim to the approval of the committee of examination, and consequently regards himself as an injured man, if it is denied him. Perhaps he will plead for a second trial, and meanwhile will review his studies, and induce his friends to intercede for him; and it is fortunate if he and the agent do not originate a party that would prove fatal to the success of any other teacher in that district. The examining committee, more accustomed to censure than to encouragement and support, unwilling, moreover, to give further offence and thereby strengthen the opposition, conclude to yield one point, in order to

secure others which they deem more important, and approve of an unqualified teacher, rather than prolong a contest which might end in the subversion of the best interests of the schools.

It is not surprising that men engaged in the ordinary pursuits of life, as a great portion of the agents are, should frequently fail to adopt measures necessary to obtain the best teachers. They are not conversant with such matters. Their personal connections do not lead them into the society of literary men or of teachers, and consequently, they know but little of the character and habits of the profession, or even of the places to which they should resort to make inquiry. The consequence is, that they frequently wait for the teachers to come to them. This method may do very well for men who wish to hire day-laborers on their farms; but, when district agents wish to procure those whose office it is to train and form the imperishable minds of the young, they betray their trust if they leave the result so much to chance. The very persons who first offer their services for this most delicate and responsible employment, and who are, therefore, most likely to be engaged by such agents, are, more frequently than otherwise, persons wholly unfit for duties of this nature. The practice alluded to, calls forth a swarm of adventurers, whose faces would never be seen by the committee of examination, if with them lay the choice of persons to come before them. Other teachers of a better character, may sometimes feel compelled to comply with the custom, and thus mingle with that class who offer themselves as candidates without being known or sought. But, at best, the risk of employing strangers is too great, as the result often shows; and the mischiefs, direct and indirect, of such a general line of policy, reach much further than is commonly supposed.

The effect upon the standing and respectability of the profession is truly disastrous. Valuable teachers cannot compete with them in cheapness in the public market. The latter are, therefore, often preferred for their easy terms, while the former are passed by, as supercilious in their feelings and exorbitant in their demands. That good teachers, finding themselves put upon a level with such men, should at length abandon the occupation for one more honorable and lucrative, is almost a matter of course. Must not the policy which

attracts mediocrity to the schoolroom, necessarily banish from it whatever is above mediocrity? Persons of the latter description will never consent to go about habitually, like vagrants, seeking employment and changing their places of labor with the fluctuating policy of different district agents. It is only persons of abject minds that will long endure such humiliations. In such a state of things—and it exists in some parts of the State—there can never be a body of teachers worthy of being considered as a profession. Those who might be an honor to it, will generally make it nothing but a stepping-stone to something higher and better. There are by this system, no encouragements held out to teachers, to make the improvement necessary to give respectability to the profession.

There is still another evil connected with the present arrangement, which is of a somewhat delicate nature. I mean the liability of agents to favoritism. It is much more difficult for a single individual, who is charged with the duty of employing teachers, to act, uninfluenced by personal considerations, than it is for a committee consisting of several persons. No one can be the brother, son, cousin, nephew, or particular friend of a whole committee, and make that the plea for special favors. The attempt to procure a place from improper considerations, would be less frequently made in the one case than in the other; and when made, it could be resisted with much more ease. I will not suppose that a person holding such a trust, would willingly betray it in the manner described; but should there be cases of that sort, there would be no check upon the individual who acted alone; while a member of a committee would be so sure of finding resistance in his associates, that he would not be likely even to propose an unworthy candidate. A suspicion so wide-spread as that above mentioned, and extending to so many cases in the commonwealth, ought, if possible to be removed. This can be done in no way so effectually as by placing the matter in the hands of those who cannot commit the wrong, if they would.

It is charitable to suppose that when undue favor is shown to certain applicants, it is because the ties of friendship or of kindred have dimmed the vision of the committee. But this consideration, while it places the parties concerned in a more amiable light, brings no relief to the schools themselves. The wrong doing, whether it pro-

ceed from weakness or ill intention, is the same in its effects. The community is deprived of those advantages of education to which it is justly entitled. The loss of the school money is the least of the evils resulting from the improper choice of teacher. The spirit of the school is broken. The children become disgusted with the school room, and perhaps learn no lesson so faithfully as that of insubordination. Both knowledge and the love of knowledge are sacrificed. The character, instead of being refined, becomes more rude than ever. The vicinity of the schoolhouse becomes the last place to which one looks for civility. It is not strange that under such circumstances, the parents should be discouraged; that they should begin to inquire seriously whether they can safely rely on the Public Schools for the education of their children; that they should actually send them at no small expense, to private schools, and thus leave the public schools to languish.

Furthermore, the appointment of teachers, as it is now made, admits of no distribution of them among the schools of a town according to their adaptedness to each. Every candidate who is presented for examination, comes as an applicant for a particular school. No adjustment with reference to another school, to which he may be well adapted, is possible. He must be approved for that school or none. And yet the wants are as various as the supplies. One school is large, another is small. In one, the pupils are advanced in study, in another they are not. In one district, the contest for supremacy with ungoverned and ungovernable boys must be renewed every winter; in another, are the peaceful children of good citizens and judicious parents. If a certain number of individuals, of various character and attainments, are to take the charge of as many different schools in a town, can it be a matter of indifference how the assignments shall be made? It is easy to conceive that half of their success would depend upon their being placed each in his appropriate school. In machinery, men are accustomed to place the parts according to the strictest laws of adaptation. The greatest power is applied where it is most needed. If, acting upon a similar principle, the school committee were to make application for teachers of whom they had received good accounts, instead of waiting for such teachers as would come unbidden to them, and

should appoint one meeting when all were to come together to complete the arrangement; and, after the examination, should take into consideration which of the candidates were best adapted to the various schools, and then should make proposals to all according to a general plan, nothing is more certain than that it would contribute immeasurably to the prosperity and efficiency of the schools.

At present there is very little of system or regularity in anything that depends on the joint action of the two committees. If a particular day is set for the examination of all the teachers, the agents are for the most part forgetful of the arrangement, or negligent. When, therefore, the time arrives, and the committee of examination assemble to perform their duties, only a few of the expected candidates appear. The committee, after spending the day, must separate without having accomplished the object which brought them together. After a short time, another teacher is engaged, and the committee are called together again. But only a part of them can meet on that day. Some are absent, and others are engaged. Still, as the teacher has come from a distance, and as the time for opening the school has arrived, those members of the committee who can do so, assemble, or a single individual represents the whole, and an informal examination is made. The case may prove to be a doubtful one. The person or persons making the examination shrink from the responsibility of deciding it. But the agent and the candidate plead the urgency of the circumstances, and the point is yielded, and the certificate of approbation is granted, to the injury of the district, and subsequent vexation of the committee. Not a few of the examinations of teachers in the country towns are attended with some such irregularity and infelicity as that here described. *The agents will not be systematic.* They do not sufficiently consider that a little laxity on their part defeats the main object of the general arrangement.

It is hardly necessary to add, that the engagement of teachers by the agents leads to great inequalities in the different schools of the same town, and in the wages of different teachers. It is easy to perceive what an unhappy state of feeling will be the result. Of families residing not far apart, one will be suffering in its dearest interests from the unfortunate choice of agents, while another will be in

the full enjoyment of the best facilities for education. Of the different teachers, some will be receiving higher wages and some lower, with but little reference to the relative value of their services. A single committee, acting for the various districts of the town, would be able so far to equalize these things as to lessen materially the amount of the mischief."

TEXT-BOOKS AND STUDIES.

The character of text-books has a very decided influence upon the general progress of the school, and especially upon that of individual members of it. A book for use in the school, should possess certain qualities, and in their absence, should never have an introduction. The law has conferred upon the school committees the introduction of text-books. Efforts have been made in this and other States, to confer this power upon a commission which should make the selection, and the books recommended, be used in all the schools of the State for a specified time, as for three, five, or eight years. The result of such a system could not be predicted. Should the commission be composed of men of ability to make the selection, be free from all bias, and have the entire confidence of the community, it would be attended with fortunate results; but should either of these requisites appear to be to the contrary, it would engender strife and complaints of the most disastrous kind. The chief source of evil flowing from our present system is, that committees do not give a sufficiently thorough examination, or, when they have formed an opinion, do not adhere to it with unyielding tenacity. They too often allow themselves to be cajoled and flattered by those interested. They do not abide by their well settled convictions. The introduction of new text-books, although a delicate and important trust, must be expected from time to time, for it would not subserve the interests of the Common Schools, to refuse all changes, as they should be made whenever any real advance has been made in any department learning therein pursued, or in the presentation of its elementary principles. Many complaints are made against the mode now followed in this State, and similar complaints have been heard in other

States. In Vermont, school books are now recommended by a commission, and are to be used for the term of five years. The Legislature of Massachusetts, at its last session, adopted a system, the nature and expected operation of which, may be gathered from the following words of Ex-Gov. Boutwell :

“ Complaints have been made, from time to time, that the changes in school books are frequent, and that such changes did not always promote the interests of education. The board of education had not deemed the evil so serious as it appeared to the Legislature ; yet no doubt an evil existed, and the force of it was chiefly felt by those persons least able to bear unnecessary taxation. By the law of the 10th of March, 1859, no changes can be made in school books, in towns where the committee consists of nine persons or less, except by a unanimous vote. The provision is conservative in character, and its purpose is to diminish personal burdens. Its first effect will be salutary ; it is only possible that it may carry with it an educational evil in the inability of committees to make such changes as ought to be made. This, however, is a remote and possibly wrong exposition, which may be remedied when it arises. When a change is made, each pupil then belonging to the schools, and requiring the substituted books, will be furnished with a copy thereof at the expense of the town. This provision puts the first cost of any change upon the public treasury, and not upon parents. It is not, however, to be understood that the introduction of text-books upon new subjects, is to be a charge upon the public.

By the same act, committees are required to furnish books at such prices as merely to reimburse the expense of the same.

This law throughout is humanely devised for the purpose of lessening the burdens of involuntary taxation. Temporarily it will work well, and any evils resulting may be remedied by subsequent legislation.”

The attention of any examining board should be directed to the clearness with which the fundamental principles of the subject treated, are enunciated, and the impression which the language with which they are clothed, must make upon the pupil's mind. The text-book should be made to meet the capacity of the scholar, and especially when prepared for the use of primary schools. Nor should the gen-

eral laws of the science be followed by all the exceptions they may have, and which the learner cannot comprehend, but they should be reserved to a later period in the course. This is eminently true in the study of English grammar. The simple laws of the language should be first taught, and without the use of any book to burden the scholar, or weaken his conception of these laws, but if a book be used, it should only present these general truths. In arithmetic, the first principles should stand out with prominence, be stated in precise and accurate terms, and then have their illustrations in a few well formed questions, and not with such a multiplicity as must weary the mind. No arithmetic should be introduced which has a key containing a solution of its questions, designed for the use of either teacher or pupil. No successful study of mathematics can attend the use of such helps. They prevent all vigorous and persistent mental effort. I have spoken of this in another place. The same characteristics as I have enumerated above, should distinguish all text-books intended for our Common Schools.

A reference is now made to the importance of two branches of study much more neglected in our schools at the present time than in former years. I refer to penmanship and history. The former is an essential acquirement, and cannot be omitted without serious loss to the pupil. It should not be given up to writing masters, for not one in ten of our scholars can enjoy the instruction of such. The public school was designed to furnish a practical education to all the children of the State, and the ability to write an intelligible hand is next in value to that of reading well. School Committees should not omit to examine teachers in this respect, for they should be able to set a well-written copy.

History is another study to which much more consequence should be attached. American history should certainly be familiar to every American citizen. The great events which have marked the course of the nation; the discovery of the continent; its early settlement; the sufferings and trials of the early settlers; the formation of the colonies; their struggles with England and the war of the Revolution; the formation and character of the government, and its history to the present time, should be lessons for the youth of our Schools. The history of no nation more abounds in its lessons of bold and

heroic daring, of christian fortitude, of noble endeavor, of patriotic resistance to tyrants, and of true love of liberty and of country. These exhibitions of the nobler traits of our nature should be brought before the mind, and inspire the hearts of those who are to uphold and perpetuate the institutions and blessings which they enjoy. History is congenial to the human mind, and a love of the narrative may be made a means of conveying useful knowledge to its opening powers. The moral sublimity which appeared in the lives of Columbus, the Pilgrim Fathers, a Washington, a Lafayette, and a long line of illustrious names on the page of our national history, should not be lost in the education of the youth of the land. They should be taught by these, how much is within the reach of the truly noble and brave, and how much human character is exalted when actuated by high and honorable purposes. Along with these great events and striking characteristics of the men connected with these events, should be taught the nature of our general government, how constituted, its powers, its officers, how and when chosen, and the practical duties of citizenship. The great mass of our scholars receive no instruction in our history as a people or government. They have never learned the cost of all which the present bestows through the labors and toils of the past. The importance of history as a study in school, should claim the attention of all.

SCHOOLS IN LARGER VILLAGES.

It is frequently remarked that the schools in the rural districts, are more advanced than those in the villages. This is really true in very many cases, although the latter have much longer sessions, and better qualified instructors. There are at least two reasons for this disparity; and they are, that the scholars in the village are continually drawn from their studies by the various and hurtful shows, concerts and exhibitions which make their yearly visit. The effect of the diversion of mind which they occasion, is very great, not only disinclining it to study, but fostering a relish for the fickle and false. They teach the scholars which are allowed to follow them, a restlessness, and consequently destroy all concentration of

the mind in study, without which there can be but little mental discipline. When the school is in session, parents should insist upon an undivided attention on the part of their children, and a constant attendance, that the chain of study and instruction be unbroken.

But the second and main reason of the comparative standing in the two classes of schools, is, in the absence of a regular gradation of the scholars according to their attainments. The number in the rural districts is much less, and the effect of having pupils of various acquirements in the same school, is far less observable. In many of the larger villages in Maine, the schools are not graded, although sufficient in number to form a grammar and one or two primary schools. Were the division made, each portion would receive better instruction, and the discipline of the school be greatly improved. In the large and mixed school, the number of classes is almost infinite, embracing those from the letters to algebra, and generally small classes, and consequently wanting in the enthusiasm and emulation which are found among larger classes and pursuing the same studies. In the latter case, the law of sympathy shows itself. The teacher has time to adapt his instruction to the exact wants of each class. There is less distraction and more order. The whole work of education is conducted more systematically. Wherever practicable, it is always desirable to have those of nearly equal age and attainment, in the same school. Unless this course be pursued, there can be no adaptation of teachers to the schools under their charge. This point alone, will receive discussion in this place, and you are referred to the close of this report for a continued discussion of the subject.

The difference in age of those who attend the summer and the winter schools, does not furnish a basis for definite classification. Even in the summer schools, where there is the nearest approximation to a similarity of age, there are often older pupils who require a different teacher, as well as separation from children just beginning their education. And in the winter schools, pupils of every variety of age are brought together, who can neither study advantageously together, nor be properly instructed by the same teacher. If the older and the younger scholars should be placed in different houses or rooms, with a female teacher for the latter, and a

male teacher for the former, each for the whole year, both classes of pupils might constantly have appropriate teachers, and the great loss sustained by both might be avoided. To put young children under a male teacher in the winter schools, is in almost every respect, undesirable. They are not so well governed. They are not so well taught. They are a great hindrance to those more advanced. They are exceedingly troublesome to the teacher. It is bad economy. They occupy part of the time of a teacher who is paid, it may be, at the rate of forty dollars a month, and are less benefited than they would be under a female teacher whose services could be had for half that sum. "It is not necessary to repeat what has so often been said in regard to the happier adaptation of the female mind than that of the male to the government and instruction of children. How many a tender child is injured by the stern administration of just the man required for full grown boys; by harsh decisions formed in haste, when there was no time to weigh all the circumstances of the case; and by the ill treatment, rough language, and bad examples in morals and manners of the older scholars! The intellect of children stands equally in need of the training which woman is best qualified to give. She is accustomed to take concrete views of things. Neither her mental constitution, nor her habits, have led her to contemplate things chiefly in the abstract. She paints to the imagination, where the male teacher defines and reasons. She gives form and color and life to what the male teacher treats as an abstract principle. She can more easily bridge over the chasm between the natural life of infancy or childhood, and the artificial thing called a school. It is only by putting himself under an unnatural constraint, that the male teacher can, in this respect, perform what is easy and natural to the female. He is prone to take too long steps in his instruction, to which the minds of his pupils are not yet adequate. Not only has his mind been disciplined by severe study, which may be as true of the female teacher, but it has received its masculine type with fixed habits of thought. He has not the patience to graduate his elementary instructions by so minute a scale, and to advance by so slow a pace as is required by the conditions of the young mind. He is full of energy and power, and wishes to rush forward with his pupils to the

higher studies. The very same qualities of mind which unfit him to be a teacher of young children, qualify him both to govern and to teach boys of more advanced years. This class of pupils, which always present themselves first to our minds when we think of a country winter school, are already feeling the power of those strong impulses which indicate the approach of manhood. Boldness, courage and strength, which easily degenerate into recklessness and violence, are characteristic of that age. Female influence may be successfully exerted upon them, and may subdue them; but this very thing may lead to effeminacy. We do not wish them to be made women, but men. Those powers do not so much need to be checked, as to have full scope given to them; for the exercise and growth of these are necessary to fit one for the perils and hardships of the business man's life. The energy and fire of an intellectual male teacher, make him desire just such materials to work upon. The spirited and buoyant youth takes pleasure in trying their powers under such a teacher. The intellectual strife which ensues, produces in them that inward satisfaction and sobriety, which prevent the breaking forth of their energy in a more exceptionable form. I might add in this connection, that the teacher of numerous classes, in all branches of study and in all stages of advancement, has no time for preparation on the different lessons, and must, therefore, enter upon the task of instruction in a state which totally unfits him for teaching skilfully. Not only are the lessons too numerous to admit of special and thorough preparation, and of too miscellaneous a character to excite in his mind a deep and abiding interest, but the labor of hearing them, even in a mechanical way, is so exhausting to one's physical energies, as to preclude the possibility of daily and systematic preparation. In every point of view, therefore, the establishment of different classes of schools, with teachers adapted to each, is an object to be desired."

THE SYSTEM OF SUPERINTENDENCY.

It has been frequently asked, whether our present system of a Superintendent of Common Schools, and County Conventions of teachers, was efficient and useful. I have not been free to answer this question in either of my preceding reports, but shall be in this; and without subjecting myself to any charge of personal interest. A duty to the Common School interests of the State urges to this course. It will be proper, in advance, to allude to the history of the Board of Education, which was established by an act of the Legislature, approved July 27, 1846. The Board consisted of one member from each county in the State, chosen by the Superintending School Committees of the several cities and towns therein. Its first session was held in the winter of 1846. It made choice of the Hon. William G. Crosby as Secretary, who made his first annual report in May, 1847. The creation of the Board of Education was justly regarded as forming an epoch in our educational affairs. Mr. Crosby had the respect and confidence of all. An ardent devotion to his duties, an intelligent and just view of the then existing condition of the schools, and the high character of his official reports, brought to his aid, and into active co-operation, many of the best minds in the State. The act providing for Teachers' Institutes, was approved July 31, 1847. Through the recommendations and persistent labors of the Board and its Secretary, many important school laws were passed during the years 1847 and 1848. More specific regulations were made for collecting school statistics; teachers were required, for the first time, to keep school registers, and return the same properly filled out to the School Committee, and the Committee, instead of the selectmen, were required to return the school statistics to the Secretary of State.

Four acts touching public schools, were passed during the session of 1849. The first, approved July 17, provided for the establishment of schools in plantations organized for election purposes only; the second, approved August 11, directed the distribution of the

income of the permanent school fund among the several towns and plantations in the State; the third, approved August 14, defined the mode of collecting district taxes in certain cases; the fourth, approved August 15, required that the expenses of the Teachers' Institutes should be paid from the common resources of the State, instead of the school fund. The only one of these acts having any essential bearing on the school operations, was that authorizing the distribution of the interest on the school fund. At this time, the fund which had accrued from the sale of lands set apart for public schools by an act of 1828, amounted to about one hundred thousand dollars; but up to this time, no disbursement had been made of the income to the Common Schools. In 1850, all the school laws were revised, re-written, and put into one act, which is substantially the same as our present law.

The resignation of Mr. Crosby, in July 1849, resulted in the election of Hon. E. M. Thurston as Secretary of the Board. Mr. Thurston labored with great fidelity and success. His reports were prepared with care, and intensely practical in their character. The labors of Messrs. Crosby and Thurston, during a space of some more than five years, may be seen in their effects in every portion of Maine. Radical improvements were effected in the qualifications of teachers; in the introduction of more uniform series of text-books; in the use of the blackboard and school apparatus, and in school architecture. As an evidence of the last mentioned fruit of their efforts, a new and elegant school house now meets our view in almost every town in the State. A more highly cultivated taste shows itself in this particular. It should not be forgotten that the Teachers' Institutes were held for five years, with an aggregate attendance of over nine thousand teachers; that they were drilled in the elementary studies by able scholars and experienced teachers for two weeks; that lectures were given upon all the various duties of the pupil, the teacher, the parent and the community, and that more than thirty thousand citizens were addressed during the sessions, not including as many more addressed by the Secretaries at different times and places. When it is considered how much our Common Schools depend upon the character of the public mind, the influence of the Board of Education is not likely to be over-estimated. Its

abolition was a just cause of complaint, yet its re-establishment would be neither practicable nor desirable, and for reasons which I shall mention before the close of this discussion. The system, in my judgment, possessed elements of weakness. Too much depended upon the men composing the Board, and the manner of choosing them would not always secure members of the right character.

When the law creating the Board of Education was repealed, April 26, 1852, another law was passed, providing for the appointment by the Governor and Council, of a School Commissioner in each county, whose duty it should be to devote fifty days during the session of the winter schools in delivering public lectures, and visiting the schools. Appointments were made by the Governor, in the month of May or June following. The appointments made by Governor Crosby in the summer of 1853, were not confirmed by his Council. The law was repealed April 17, 1854, and the law passed providing for the appointment of a Superintendent of Common Schools and County Conventions of Teachers. The bill was drawn with much care by the Hon. Henry K. Baker, of Hallowell, chairman of the Committee on Education on the part of the House. It was thoroughly discussed by the Committee, and then submitted to the Governor, the Hon. William G. Crosby. It received his warm approval. The bill passed the Senate with opposition, but in the House underwent a protracted discussion, and finally passed by a very decided majority.

The Committee on Education, reporting the bill, consisted of the following members: Hons Henry P. Torsey of Kennebec, James T. McCobb, of Cumberland, Charles A. Spofford of Hancock, Henry K. Baker of Hallowell, Lot M. Morrill of Augusta, John S. Abbot of Norridgewock, Charles J. Gilman of Brunswick, Joseph W. Knowlton Esq., of Liberty, Rev. Lemuel Trott of Woolwich, and Mark H. Dunnell of Hebron.

June 24, the Governor appointed Charles A. Lord, Esq., of Portland, to the office of Superintendent. In consequence of the lateness of the season, when he received his commission, Mr. Lord was unable to arrange for Teachers' Conventions during that year. His time was devoted to delivering lectures and visiting schools in different sections of the State. On the removal of Mr. Lord, March

27, 1855, the present incumbent was appointed, and held a Teachers' Convention in each County. He was removed February 28, 1856, and John P. Craig, Esq., of Readfield, was duly commissioned in his place, as Superintendent. Conventions were held as by his predecessor, who was re-appointed January 29, 1857. His commission bearing date January 29, 1857, will expire January 29, 1860.

It has seemed proper to render the foregoing facts, a part of the written history of our State educational affairs. Your attention is respectfully invited to the following, and more apparent results of the present system of State supervision.

1. It is made a duty of the Superintendent to prepare blanks for all returns required by law, or deemed by him necessary to be made by school officers and teachers. A very gratifying improvement has taken place in this particular, resulting in more carefully prepared blanks which had required greater accuracy in school officers. The interrogatories are now answered with apparent correctness. The statistical tables, prepared from them have furnished to towns the means of comparing the condition of their own schools with those of other towns, thus constituting the basis of a spirit of emulation. Such tables are highly prized in all agricultural, commercial, and manufacturing matters, and should not be the less so in educational. They indicate the required course of legislation.

2. A watchful eye to the protection and increase of the State School Fund, is demanded. In the second annual report made by this department, the attention of the Governor and Council was called to the resolve passed by the Legislature of 1850, authorizing the Land Agent, under the advice and direction of the Governor and Council, to set apart and reserve twenty-four half townships of the undivided lands of the State, the proceeds of the same, when sold, to be added to the Permanent School Fund. This resolve was carried out by virtue of another, passed April 1, 1856. The number of acres thus reserved was two hundred and eighty-three thousand and forty-five. By a resolve, approved April 13, 1857, it was provided that twenty per centum of all moneys hereafter accruing from the sale of public lands, shall be paid over to the Treasurer of State, and said proceeds shall be appropriated as a Permanent School Fund for the benefit of Common Schools, the interest of which shall

be paid out annually for their use, in the same manner as the interest on the School Fund is now paid. The above measures, advocated by this department, have secured to the School Fund two hundred and eighty-three thousand forty-five acres of reserved lands, and twenty per cent of all moneys hereafter accruing from the sales of all the public lands.

3. Since this system went into operation, seventy-five Teachers' Conventions have been held, with an aggregate attendance of eight thousand four hundred and eighty-seven. These teachers were brought into classes, drilled in the elements of the branches taught, received instruction, advice and counsel upon each and every duty, were infused with the proper incentives to labor and fidelity, and urged to greater attainments as scholars, and proficiency as teachers. As they went back to their schools, can it be told in words, or can it be estimated, how much more they were able to accomplish, and how much better they did it? When one mind is commissioned to act upon another mind, should it not have the noblest, and highest preparation, and should it not have a clear and convincing conception of the importance of the office? Nearly four hundred public lectures have been delivered during the course of these Conventions, and been heard by over thirty thousand different persons. These lectures have thus been subjects for conversation to parents, families, and communities. Auxiliary to the County Convention of teachers, a State Teachers' Association has been formed.

4. An educational journal, called *The Maine Teacher*, has been published for one year and a half, with a circulation of one thousand. Neither this, nor the State Association, increases the expenses of the present system. The journal is issued monthly, each number containing thirty-two pages. The average monthly issue will be one thousand, and thus give three hundred and eighty-four thousand pages for the year. The positive usefulness of such a periodical will not be questioned, when it is remembered that the Common Schools of the State are without those potent auxiliaries, School Libraries, and that a scarcity of reading matter upon almost every subject of a purely educational nature, everywhere abounds. Comparatively few of the public journals have been wont to furnish articles upon topics adapted to the intellectual wants of scholars, or presenting

the duties and obligations of parents or teachers. No means have existed for reaching the great body of the public school teachers of the State, or the families composing their fields of labor.

5. Six annual reports have been printed, with an aggregate of twenty-seven thousand copies. They have been sent into every town in the State, and besides their general information, have contained plans and specifications for school houses, and representations of school furniture and apparatus. The influence of these documents will be felt in the family, in the school, in the district, and in the town.

The interest, for the promotion of which the above agencies act, is not trifling. It is nothing less than the education of two hundred and forty thousand children in the State—of those who are marching towards the places we now hold, and who are soon to find their way to the halls of legislation, to the courts of law, to the duties and responsibilities of jurors and citizens—to the arts, and the trades, to the full control of every industrial agency of society, and to the formation and guidance of the public sentiment which shall make and mould our social and political character as a people. From this approaching army should be removed every implement of destruction, every form of ignorance and vice, and be armed with the invincible weapons of truth, with well formed characters, and well developed systems, with high and noble convictions of life and its sublime purposes, and with patriotic and christian aims. This interest is sustained by an annual expenditure of over six hundred thousand dollars, beside a large amount of voluntary labor. Shall the present system of a State Superintendency, and County Conventions of Teachers, costing but the small sum of thirty-eight hundred dollars, aside from the expense of printing the annual report, be abolished, when it has in charge such an interest, and is able to accomplish so much? The wisdom of successive Legislatures will prevent it. They will clothe it with increased power, and give it a permanency commensurate with its efficiency. To complete the discussion of this subject, I cannot omit a mention of the peculiar character of the system. Its marked peculiarity is the fact that the Superintendent is entirely responsible for what is done or omitted. The statute specifies the particular objects to which he shall direct his attention. He is not surrounded by a board of advisers, nor does he receive any assistance

from any source, except in the Teachers' Conventions. This constitutes the excellence and efficiency of the system; for one man acting for himself, and with none upon whom he can throw the responsibility or the odium of an ill advised measure, will generally, exercise greater caution in the arrangement of his plans, and firmness in their execution. He will move forward in the course which his own unbiased judgment has marked out, nor will he listen to the suggestions of those who have only a general interest, and have not surveyed the whole ground. In this age, so prolific of school books, it would be somewhat wonderful if an entire Board of Education should resist the assaults of the many intelligent and wary agents. Some would yield, while a single man, with the consequences of yielding sure to come upon him alone, would be far less likely. Twenty-two States of the Union have an officer styled the Superintendent or Commissioner of Public Instruction, and only two have a Board of Education. It is worthy of note, that every State in the Union, and two or three of the Territories, in which Common Schools have any real character or prosperity, provide for their general supervision by a State officer. Your Superintendent has deemed it a duty to commend the system to the continued confidence of the Legislature and the people, and at a time when he may inspire a higher degree of confidence in his opinions.

GENERAL REMARKS.

The preceding pages have been devoted to the discussion of particular topics. Before closing the report, I will invite attention to a few general considerations. Any progress in an interest so intimately connected with the social, moral and intellectual necessities of the State, should be received with gladness, and lead to reasonable expectations and endeavors. The obstacles to their greater progress, however, should be clearly apprehended and readily removed. This will be effected when correct estimates are placed upon all the means to be used, and the cause to be subserved. A low estimate of the value of education is seen in the action of many towns in making inadequate appropriations for the support of schools. This is a short-

sighted policy, for in no way can a town more add to her material wealth than by fostering her schools; giving them the most thoroughly qualified and experienced instructors. It will attract wealth, intelligence and business. She will send out her well educated young men and women into the bosom of the State, they, in return, conferring honor and position upon their fostering mother. A spirit of liberality in this respect, will render the school an object of general regard, and the well-made school house, gracing the highway, will be an evidence of its existence to the passer-by. The same should distinguish the legislation of the State on this subject. The Legislature should not refuse an examination into the actual working of the system, or into the necessity of any supposed wants. Our school legislation has been forced. Private measures and private schools have had many and warm supporters. Whenever any action is called for looking to our Common Schools, too many legislators take no thought of the future of the children, or the State. They do not look beyond the year, or the number of dollars required. They do not consider that it is no small matter, whether the entire future population of the State shall be indifferently or intelligently educated; whether from some radical defect in their early training, they shall be found failing of success in almost every vocation in life; whether there shall be found intellectual dwarfs in every school district in the State, carrying about with them for life the miserable impress of some self-constituted teacher, who essayed to educate their minds when his own was utter weakness, and when he could not call by name a single power or faculty which he sought to draw out. I do not wish to be misunderstood. The great, over-shadowing want of the present time, in our Common Schools, is a class of well educated teachers, and in devising means to supply this want, I would have the people and the Legislature consider how the question takes hold of the material as well as the social well being of the State, and how the decision in its effects, will reach far down the stream of time.

It should be admitted that we have many excellent teachers in every part of the State, yet we have a much larger number who can not claim this distinction. They are what they are, in consequence of public sentiment in relation to the qualifications of teachers.

Although the number is much less than in former years, still there are very many who seem to think that any one, with a moderate share of common sense, and a general knowledge of the subjects to be taught, is sufficiently fitted to act the part of a teacher. Such persons can have no intelligent idea of the nature of the mind, its different faculties or the natural order of their development. They think the teacher's work is nothing more than to secure a proper classification and government of the school, and listen to the recitations of the pupils. Beyond this they do not go. They will, however admit that some have a tact for teaching which others do not have, and will seek the instructions of such for their children. It might be said that many persons have been found to possess peculiar talents for some one of the mechanic or fine arts, and be under no necessity of submitting to an apprenticeship, yet no one would argue from this, that those not gifted with this peculiar talent, should not learn, by however slow degrees, the elementary principles of the art. The majority of those who become proficient in any art, or distinguished in any profession, are obliged to submit to a special course of preparation; and indeed those who do not lay the foundation of their calling, are received with distrust. The indifference of parents must yield to the voice of duty. The public school requires their deepest solicitude. The age and the form of our government demand the universal diffusion of knowledge among the people, for only in its omnipresence can we hope for a complete triumph in art or in science, for the God of nature has not given to a few only, the keys wherewith to find out her hidden mysteries. Knowledge is the birthright of us all, and our Common School system encourages this truth, for it brings the same means of intellectual culture to the children of the poor as well as the rich. Here all can come, and each receive the intellectual armor fitting him for the conflicts of life. It is a duty which we owe our age, state and country, to seek a thorough education of all classes, for only as they are thus educated, can we reasonably expect that they will discover the true laws of individual and social progress, and the necessities of a government of law. That part of our civil institutions which provides for the maintenance of our Common Schools, is a perpetual monument to the intelligence of its framers.

Parents should examine the school; see how the teacher performs his duty; whether he be active or indolent; whether he has any ideas; whether he knows how to impart them; whether he so presents the elementary branches of study, that the scholars cannot fail to understand them; whether the teacher has secured the respect and love of his pupils; and whether the pupils are interested. Such visits would soon relieve our schools of a large number of self-styled instructors, and create within the parents themselves a more active interest in all the affairs of the school. No richer gift can be presented the child, than a thorough education; and to secure this, parents cannot entrust the whole work to the teacher. In closing, our Common Schools must be sustained by the State, in providing means for the proper training of teachers; in securing a faithful and efficient supervision of their entire interests; in imposing upon cities, towns, and plantations the duty of raising money for their support, and in perfecting the system by such changes in the school laws as experience shall suggest; by the town, in meeting every requirement required by the Legislature, in the choice of able and faithful men to have in charge the school interests of the town, in continuing the services of such, without regard to party, sect or clique; by school committees, in seeking the action and cooperation of parents, in securing a full compliance with the law, in the examination of teachers and the granting of certificates, in presenting to the town a full report of each, setting forth without love, fear or affection, the actual condition and wants of the schools; by districts, in furnishing good and commodious houses, by a proper gradation of the school when the number and attainments of the scholars shall demand it, in the selection of district officers who are competent to the trusts conferred upon them; by parents, in visiting the school, thus inspiring the really good teacher with courage and confidence, and their children with interest, in never allowing their children to be absent or tardy, without absolute necessity, and by the press in lending its powerful aid in the discussion and defence of all proper measures instituted for their improvement.

PERSONAL.

On the twenty-ninth of next month, my official connection with the Common Schools of the State will terminate. My second appointment, made by the Hon. Hannibal Hamlin and his Executive advisers, by your indulgence, has been prolonged to the present time. A lively sentiment of gratitude has followed this proof of your confidence. The arduous labors incident to the position have been lightened, and rendered none the less serviceable to the cause of education. It has been my endeavor to conduct the office and the powers conferred upon me, with a constant reference to their intimate bearing upon the higher interests of the youth of the State, as from them must come the future support of all the sources of wealth, the charitable, literary, and religious institutions, and indeed every force, both material and spiritual, by which the forms and elements of our society are distinguished and now exist. Accordingly, I have annually urged upon the Legislature the great want of our schools, that better teachers were demanded; teachers who love the service, who love to watch and aid the opening mind, who have a love of country, a love of God, and a reverence for the truths of His revealed will, who have characters worthy of example, who have been baptised into a love of learning, who are not mere pretenders, who have something wherewith they can throw light upon the dark page of the text-book, whose minds have been into other fields and gathered flowers wherewith to allure and make beautiful the hard road to intellectual wealth. To meet this demand, though but partially, the Normal School and the Teachers' Conventions have been recommended.

During the three years and ten months in which I have filled the office of Superintendent, my duties have required a travel of something more than seventeen thousand miles, and with the exception of less than fifteen hundred, performed within the State. The average yearly absence from my place of residence, has been over eight months; the remainder of the time having been devoted to the constantly accumulating correspondence of the office. Within this

time, I have held sixty Teachers' Conventions, and been present at all, with the exception of three, from which I was withheld by sickness and other causes.

My personal acquaintance with both the pleasures and labors of the practical teacher, as well as those flowing from my present relation to the educational affairs of the State, do not render the task of declining any further service therein, either an easy or pleasant one; yet a sense of duty to myself and others, imperatively demands it.

Many thanks are due to those gentlemen who have so kindly assisted me as lecturers in the Teachers' Conventions, and to very many others who have rendered such ready and cordial aid in the various communities in which these Conventions have been held, and in which I have been called to exercise other duties. To the public school teachers of the State do I owe especial thanks for the kindness they have shown me and the promptness with which they have responded to my suggestions.

No experience of mine, if desired, shall be withheld from my successor, nor shall my interest abate in the cause of general education, so beautiful and beneficent in its design, so grand in its purposes and so far-reaching in its effects, and for the perfection of our system of Common Schools, I would earnestly invoke the action of successive Legislatures, and the voice of the whole people.

EXTRACTS FROM THE REPORTS

OF

SUPERINTENDING SCHOOL COMMITTEES.



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

BATH.

In the first place, teachers, you should love your vocation. It is an important and exceedingly useful work. To you are committed immortal minds, and you are to exercise an influence over them for good, or for ill. You must take delight in your work. It should be to you a work of pleasure, and not of labor. If, then, you do not love your work,—if you do not love these children committed to your care,—if you do not take delight in teaching them, and in their improvement and progress in knowledge and virtue, I advise you to resign your trust at once. No one can properly perform the duties of his profession, unless he loves the use, and is willing to devote his whole soul to the right and faithful discharge of its arduous and various duties. And this is especially true of the profession of a teacher. You cannot be such a teacher as the humblest pupil needs, unless you love your calling.

Lay aside as much as possible all text books at the hour of recitation. The most successful teachers are those who make the least use of text books, during the recitation. Dr. Wayland did a great work for the promotion of education in this country, when he banished the text book from the recitation rooms of Brown University. He was one of the pioneers in this work. Other colleges, and good teachers in all parts of the country, have been following more and more closely, his example to this day. And the time is soon coming, when no man or woman will be thought qualified to teach upon any subject, till the text book can be laid entirely aside during the recitation.

Let me say to teachers, then, study your subjects thoroughly, before you enter your school rooms, so that you may be familiar with them and ready to impart your knowledge to your pupils, in a free and easy manner. Take special pains to adapt your instructions, to the capacities of your pupils. Ask such simple questions

as tend to awaken an interest in their minds, and lead them into new trains of thought.

I wish I could say a word to induce parents to visit our schools more frequently than they do. If they would often spend an hour, or even less, at the school room, they would soon find themselves taking a deeper interest in the school. They are always welcomed by the teacher. I am satisfied that the feelings of dissatisfaction which are indulged by some, would in time wear entirely away, if these parents were oftener at the school room. They would have less magnified and less distorted views of the things which are there daily taking place, if they were eye witnesses of these occurrences. Let me suggest to the parent that, when he feels dissatisfied with some of the workings of the school, as he has learned them from hearsay reports, he go, and quietly sit down in that school awhile and make his observations on what is around him and what occurs before him. If he can suggest any improvement or change for the better, his suggestions will be most gladly and thankfully received, both by teachers and committee.

I think it very desirable that music should be constantly taught in all the schools, but we are not at present able to procure the services of a suitable teacher.

Good music exercises a very healthful influence over a school. It promotes good feelings among the pupils, and thus renders them generally more obedient and orderly. A school is much more easily governed when the pupils generally sing a few minutes each half day. For music awakens the better sympathies of the heart; it elevates and humanises the soul; lightens our cares, increases our joys and all our better affections.

Let parents cultivate music among the children of their families. Hymns containing truthful religious sentiments, exercise a powerful influence over the youthful mind: and this influence will continue to be felt through life. It is important therefore that the memories of early life shall be favored with songs worthy to be held in everlasting remembrance. Milton presents us with the beautiful idea of learning lessons of praise to the great Creator, from the lips of angels:

How often * * *
* * * have we heard
Celestial voices to the midnight air
Alone, or responsive to each other's notes

Singing their great Creator ! oft in bands
 While they keep watch * * *
 In full harmonic numbers joined, their songs
 Divide the night and lift our thoughts to heaven.

In closing this report, permit me to tender you my thanks for the generous assistance which you have so kindly given me in the course of the two years past when sickness has confined me to the house, and also for your hearty co-operation with me in efforts to advance the schools and improve their character. I can testify to the deep interest which you constantly manifest, in all that pertains to the welfare of our schools.

My thanks are due also to the teachers, for the uniform kindness which I have received at their hands, and for the readiness with which they listen to any suggestions with reference to the improvement of the schools under their respective charge.

Our schools have strong friends, able, faithful and devoted friends. Surely under the direction of such friends, they must prosper ; and the children educated in these schools, are forming characters which will grow in strength, intelligence and virtue. Seed is now being sown, which is taking deep root, and which will spring up and grow, and bring forth fruit, some thirty, some sixty, and some an hundred fold.

SAMUEL F. DIKE, *Superintendent.*

BANGOR.

There have been maintained during the past year two High Schools, four Select Schools, five Grammar Schools, thirteen Intermediate Schools, eighteen Primary Schools, and fourteen Suburban Schools. The Suburban Schools have been taught only during the summer and winter terms. There have also been during the winter term two Apprentices' Schools.

In these schools teachers have been employed as follows :

In the High Schools,	2 Male,	3 Female.
“ Select Schools,	3 “	2 “
“ Grammar Schools,	1 “	5 “
“ Intermediate “		13 “
“ Primary “		18 “
“ Suburban “		14 “
“ Apprentices' “	2 “	

The Latin and French languages form a very prominent part of the course of study pursued in the High Schools, and a large proportion of the pupils pursue these branches. Those who attend to these studies necessarily devote to them much of their time, and acquire from them a great proportion of the mental discipline derived from the course of study pursued in these schools. There are, however, a considerable number of scholars in each class who do not elect to study either Latin or French. Such pupils must necessarily have much leisure time, and must necessarily fail of obtaining that thorough mental training and discipline which is the highest object of education, unless, having elected not to pursue the study of these languages, they should elect also to pursue other substantial studies requiring an equal amount of labor, diligence and patience. We are far from desiring to over-tax scholars, or press them forward too rapidly. This would be a serious evil, but evil also not unfrequently arises from the other extreme. Feeble efforts, long pursued, tend to weaken the mind and totally unfit it to take the lead in doing the work of life. Where so important a portion of the course of study as we have mentioned is omitted by pupils, great care should be taken that other substantial studies should take its place.

The committee of last year in their annual report took occasion to speak of the subject of reading, which, in their opinion, had been too much neglected in our schools. We believe that during the past year, many of the teachers have devoted additional time and effort to that important department, and from the examinations this year, we are satisfied that more than usual progress has been made. Some teachers, who in other respects are not surpassed by any in the city, seem to fail in instructing this branch. Reading should receive special attention in every school in the city, from the lowest to the highest grade, so that no scholar may be permitted to graduate who is not an accomplished reader.

A prominent evil which the present committee, as well as their predecessors, have had to contend with, is the disposition manifested on the part of many parents to press their scholars too rapidly through the various grades of schools without a due regard to thoroughness in the various branches passed over, and almost entirely forgetting that such undue haste is too often accompanied with the almost total neglect of that physical training and develop-

ment which alone can furnish a sound mind with a sound body. If pupils are pressed forward too rapidly, it is not the fault of our system of schools. In arranging the course of study, and allotting the time to be spent in the several grades, due regard has been had to the interests of the pupils in this particular. About thirteen or fourteen years should be spent in passing through all our grades from the Primary to the High Schools, as will be seen by examining the permanent course of study prescribed by the committee. All the evil that has been occasioned in this direction results from the strong desire to shorten the course used, by an extraordinary effort to perform in one year an amount of study which is sufficient for two. Parents should carefully guard against this evil tendency, and rigidly require their children to remain in each grade until they shall have thoroughly mastered all the studies there pursued, and thereby have acquired sufficient intelligence and discipline to successfully cope with the studies of the grade above.

Our present system of schools has been in operation for a long series of years, and though we may not claim for it entire perfection, experience has, nevertheless, demonstrated that it is admirably adapted to meet the wants of the city. Our teachers are competent, faithful and earnest, and their labors the past year are manifest in the satisfactory progress and flourishing condition of our schools.

S. F. HUMPHREY, G. F. SARGENT, S. B. MORISON,
JOHN CONANT, CHAS. P. STETSON, T. C. BARKER,
W. M. WILLIAN, J. C. WESTON, R. S. MORISON.

PORTLAND.

Frequent changes of text books used in the public schools have given rise in other places to more or less complaint against those charged with the supervision of the schools. Your committee know of little complaint having been made against their action or that of their predecessors in this respect, and they feel certain that no good ground for such complaint exists. They have made no change of text books without a careful consideration of the expense thereby imposed upon parents and guardians. All the changes made within the last eight years have not been numerous, and if any real ground of complaint exists, it is, perhaps, that books below the wants of the school have been retained long after much better books could

be procured, for there are differences in books of instruction which committees ought to regard. These differences are not such, however, as would justify frequent changes, for the expense attending a change, being, as it should be considered, a charge upon the fund or pittance which families can afford to expend for educational purposes, ought to prevent any exchange, except in rare cases, where change simply for its own sake may be desirable, and when :

First—The book now in use, is clearly below the wants of the school, and

Secondly—The book introduced shows itself upon thorough examination clearly sufficient to answer those wants for some years to come.

That books offered for introduction into our schools are often unable to fulfil this second condition, is a fault to be attributed to publishers and compilers. This fault may possibly be a natural accompaniment of the greater extension of our common school system in its present low state, offering as it does to the makers of the school books opportunities of great pecuniary profit without requiring of them a corresponding intellectual equivalent. When one thinks of the distinguished schools of England, or of the colleges of our own country, it is easy to see that these could not so easily be made to furnish opportunities to enrich booksellers as the common schools of Maine, even were their market for books as large. For not only would the criticism of text-books be more careful, but also the standard of instruction remaining fixed from year to year, the excellence of a text book would not be outgrown by the annual intellectual elevation of successive classes. In our country, however, with thousands of school committees chosen mostly for one year, there is not only a great diversity of judgment which increases the inducements to multiply school books, and a want of thoroughness of examination, which often results in a selection speedily to be repented of; but also there is, it is to be hoped, a constant improvement in the character of school instruction which soon leaves in the rear too many of our school books once apparently on a line with the intellectual capacity of teacher and scholars.

It is this state of things which constitutes the opportunity and temptation to the book-maker. He is tempted by the chances of success which a number of independent examiners give, to make

books when other books, equally as good as those which he will produce, are already extensively in use. He is tempted also to shape his productions so that a cursory examination rather than a thorough scrutiny and deliberate consideration may result in their acceptance. Lastly, his desire for immediate gain leads him to adapt his text-books to the present low level of instruction and scholarship, for the profits of the present are not to be sacrificed to the prospects of the future. It is not to be overlooked either, that the impulse for a new school-book commonly acts, first, not on the author as in the case of a poem or any other original writing, but upon the publisher, and that the author is a hired compiler.

The remedies for these evils, at present within the reach of committees, is greater care, closer scrutiny, more impartial, impersonal consideration of the merits of all school books offered for introduction to the schools, with a special disposition to insist that the book to be used by successive classes shall not be below their present degree of culture, but on the other hand, so far above, that during a term of years it can meet the wants of an advancing school, and do something towards elevating the pupils that seek instruction in its pages, to greater vigor of thought and a better command of their own intellectual powers.

WILLIAM H. SHAILER, *Chairman of Committee.*

HALLOWELL.

The discipline and instruction of schools, is, from necessity, in our community, mostly intrusted to persons who engage in it but for a brief period, preparatory to some other occupation. The compensation of teachers, with few exceptions, is not sufficient to induce them to make it a business for life. It is true, that the years usually spent in this manner, are those when the mind is full of vigor and enthusiasm, and before it becomes wearied with the sameness of the daily routine of labor, common to almost every occupation. But on the other hand, the knowledge of human nature, and the skill to manage other minds, is of slow growth, and can only be perfected by time and experience. It is not surprising, then, that the young teacher has much to learn, and sometimes fails of pursuing the course best adapted to secure complete success.

In view of these facts, and of the imperfections and deficiencies

incident to human nature, instructors of youth certainly ought to be treated with a reasonable degree of consideration, instead of being hastily condemned for any supposed error of judgment, and perhaps, without waiting to ascertain the facts in the case. We are free to say that in our experience we have not found teachers perfect; but if we should dismiss every one who falls into errors or mistakes, seldom would the best teacher remain in a school a year, or perhaps a single term. Such a course would be disastrous, and would soon destroy all the usefulness of our schools. It is for the benefit of the scholar, even more than of the teacher, that rightful authority and discipline should be maintained, even though at times injudiciously exercised.

The absurd notion that a teacher has no right to administer corporal punishment to a pupil, so far as necessary to maintain due subordination in school, is as contrary to the established principles of law, as it is to sound common sense. The teacher, while acting within his sphere, stands in the same relation, in law, as the parent in his sphere. Our highest courts have repeatedly recognized this principle. They have again and again decided that the teacher may use so much physical force as may be necessary to secure obedience to his reasonable requirements. Every institution must have in itself the power of self preservation. Prohibit physical punishment entirely, and the school is at the mercy of the first disorderly pupil who chooses to disturb its peace. If a parent had no legal right to enforce the obedience of a refractory child, what would become of family government and harmony? If civil magistrates had no power to use coercion, a few disorderly persons could mar the peace and welfare of the whole community. So if the teacher be shorn of his authority to use force in extreme cases, a few rude and reckless scholars might render the school valueless to those who are disposed to profit by it.

But while physical force may be necessary at times, it is very far from being the principal means to be relied upon for the government of schools. The time is happily passed when a strong arm and a stout cudgel were the main reliance of the schoolmaster for success. Scholars are to be treated as rational beings; and whilst as few restraints are imposed on them, as are consistent with the good of the school, they should be taught to understand the reasons for those few, and to feel that they are rightfully imposed.

Amongst the chief qualifications of a teacher for the management of the young, are, a knowledge of human nature, a deep sense of the responsibility of his charge, and an affectionate interest in the welfare and improvement of the pupils in his care. The teacher's heart should be under the influence of the law of love; he should be imbued with the spirit of Him who went about doing good. An abiding consciousness of the importance of giving, so far as in his power, a right direction to the impressible minds of his pupils, is an indispensable requisite in the teacher of youth. In the government of a school, moral truths and the precepts of the Bible may be made instrumental of great good. Is it right? is an appeal to the conscience of the scholar which will seldom be made in vain. It is an appeal, too, which increases in power as the conscience is educated to discern between good and evil. How weak is physical force, when he who possesses it feels that he is in the wrong! This paralyzes his arm, and deprives him at once of the power and the disposition to contend; while, on the other hand, the consciousness of being in the right, is a tower of strength, an armor of proof, to its possessor.

The Bible is the grand treasury, whence may be drawn the strongest incentives to duty, the surest dissuasives from evil, the safest guidance for conduct in cases of doubt, and the richest promises to those who are not weary in well doing. Let the teacher acquaint himself with its divine precepts, and enrich his mind by familiarity with its treasures of truth. He who diligently instructs his pupils in the moral teachings of the Bible, will best fulfil the high mission of a christian teacher, at the same time that he will find the task of government become easy, as the standard of regard for those teachings is elevated in his school.

Another important means of securing good order in a school, is to keep up a lively interest in the studies and recitations. A school where all the pupils are animated and wide-awake with a desire to improve, will usually have but few, if any, cases of insubordination. Teachers should cultivate the power of infusing life and enthusiasm into their schools. They should prepare themselves for their school exercises, study and reflect upon them, seek out the aptest illustrations, and throw into their instructions all the spirit and interest they can command, taxing their ingenuity to present every subject in the most pleasing and attractive manner. In a school thus con-

ducted, the occasions for resorting to severe punishment, will be few and far between.

But it is in vain that teachers are well qualified for their duties and exert all their powers in fulfilling them, if their efforts are counteracted at home. Without the co-operation of parents, the instructor is almost powerless to do good to his pupils. Let then, teachers, parents and scholars all unite in the great work of developing the faculties of the youthful mind, and training it for duty and usefulness; and God, who has endowed it with such noble powers, will crown the efforts put forth with abundant success.

H. K. BAKER, E. ROWELL, J. Q. A. HAWES, *Committee.*

GORHAM.

The number of scholars in the town is 1,308. The number in summer schools, 564, leaving 744 who did not attend any summer school. The number in the winter schools, 645, leaving 663 who did not attend any winter school. The number of different scholars attending summer and winter schools, 738, leaving 570 who did not attend any school at all, or at least with very few exceptions. Although the proportion is larger throughout the State, yet it cannot be denied but that there are many in the town who are neglecting to avail themselves of the opportunities offered for acquiring a practical common school education—many about to step forth into the world and assume the responsibilities of life, who are entirely destitute of those all-important passports to success, the education and discipline of the school room. Another evil existing at the present time in our schools, of equal if not greater magnitude than non-attendance, is irregularity of attendance; and the remedy, our superintendent says, lies in the common school itself. Public sentiment must be corrected. The evil should be realized, and an interest excited among all members of the community which shall manifest itself in earnest and efficient action. Parents and guardians should not permit those children whom they intend shall be present at the school any portion of the term, to be absent a single hour. The time has now arrived when this matter should be discussed in families, and in the meetings of school districts. Let the reform commence here. Parents, the future of your children seems silently thus to speak to you. Let the teacher have the presence

of every scholar every day. It is the intention of your committee the ensuing year to report the banner district in this reform, and also a list of the names of those scholars who do not absent themselves at all from the school. The majority of our citizens have no accurate idea, in a practical point of view, of the mischief and inconvenience arising from irregularity of attendance. If a scholar is absent from his class a day or two, he must necessarily fail to acquire some facts and principles which the other members will obtain, and when he again makes his appearance, he is not prepared to advance with his class, since it may have passed over certain principles, without which he cannot proceed understandingly, and if not understandingly, certainly not with profit. And if he does advance he soon loses all interest in the study, since by his absence he has lost certain keys necessary for the elucidation of the principles before him. What is to be done? The teacher must again go over the ground, and by frequently thus doing for the different members, the whole class soon loses its interest, and the consequence is, the teacher fails to accomplish as much as is expected of him, and is condemned by his employers. Apply this principle, for a practical illustration, to yourselves. Suppose in your various vocations, that on account of some neglect on the part of your employers, you were indirectly compelled daily to perform some labor which you had wrought the day before, and that after a lapse of time your employers should raise objections to you, because you had not accomplished as much as you could have done under favorable circumstances. With what spirit would you probably be moved? Yet, fellow citizens, this is the very course which many are pursuing toward our teachers every year. This ought not to be. A change is necessary, and in this enterprise there is a labor for every one; and not until we come up to the work like true men, and acquit ourselves nobly and honorably, can we expect to see that success and prosperity in our common schools which every patriot, interested in the solemn future of his country, feels there should be.

In our observations the past year, we have been enabled to arrive at very definite conclusions as to the condition of our schools and the success of our teachers; and by our investigations we have ascertained very nearly the degree of advancement made by our scholars. We are gratified that we have been enabled to report

favorably. With but very few exceptions, our schools have been profitable. So far as our acquaintance, however, with the common schools extends, we are constrained to think that intellectual education is made the main question, many times to the detriment of the moral and physical. An immoral man should not, on any condition, be permitted to enter our schools as teacher.

The man or community that is properly educated has been enlightened and instructed in all its three parts. A person with a physical education only, one who has but very little intellectual and no moral education—and you may be sure if a man has no moral education he has an immoral one—although he may be a man in stature, is but a child in intellect. Persons with a moral and physical education are frequently to be met with. They are strong, honest, upright, but humble citizens. Those persons with a moral education at the neglect of the other two parts, are generally weak but devout christians. Persons with an intellectual and moral education at the expense of the physical, lack the physical force to render themselves useful. And those persons with an intellectual and physical education, and no moral, are the most to be feared. They are the very germs of sin and iniquity. But those who are intellectually, morally, and physically educated, are those specimens of humanity designed by our Creator, and those after whom we should pattern. Society is continually rearing characters like those mentioned, except the last, but specimens of this class, monuments of man's natural power and greatness, rise up among men as scattering as do the mighty pines to grace the boundless forests.

Again, we say, there is not sufficient attention devoted to the moral and physical education of the young in our schools. This is owing in a great degree to the neglect which parents and friends manifest in the matter. They leave the teacher and scholars alone three months at a time. This ought not to be. They should show to the teacher and scholars that they are interested, by their frequent presence in the school room. They should show the teacher that he is not alone in his situation; that they are near to aid and support him; and by thus cheering him, and removing the depression arising from the lonesomeness of his situation, he will be enabled to perform more labor for you and last longer.

Many parents are so negligent, so busy with other matters, or so

morally irresolute, that they are incapable of attending as they ought, or would, to the education of their children; they are ever interfering with the authority of the master, indulging the idleness of the children, finding excuses for their inattention to their studies, and blaming the teacher if he does not forgive them for this, that, and the other offence, so that at last, it may be, the discipline of the master is annihilated, and the children study and learn only at random.

We would remind all such parents that discipline is the soul of a school as well as of a family; that education is almost valueless without it, and that license to create disorder, to work mischief, to commit irregularities under pretence of developing the spirit of a youth, is merely sowing the seeds of moral degeneracy. There are some things in nature which develop themselves too freely. Weeds are things of this description. They grow of themselves in spite of the gardener and the farmer; but everything of value is difficult to train. Giving license to youth to develop themselves is like giving license to a garden to grow of itself. All the worst plants will come up rank and luxuriant, and the best will be impeded or destroyed. This fact is an analogical lesson for the guidance of man in the cultivation of the moral and intellectual gardens of the mind. No person ever yet despised the memory of a firm, resolute, and judicious disciplinarian. But many a one has regretted the indulgence he experienced in early life—an indulgence which has laid the foundation of idle and careless habits, given a wandering and irresolute character to his mind, and instead of developing his native genius, if he had any, imparted a vagueness and indecision to his natural character, as the legitimate consequence of the restless and changeable nature of the juvenile mind when left to itself.

The facts herein presented we believe no one can gainsay. They are facts which should claim a due share of our attention; facts which should call forth earnest and heartfelt action on our part. Our public institutions must be fostered and cherished; they are the characteristics of a republican government. But these things will remain the same or worse, and we shall continue to see the same results until parents and friends of the cause wake to a moral sense of their duty, and act accordingly. We do not wish to be understood as casting reflections upon any one, but these are questions which have been suggested by our connection and acquaint-

ance with our schools and community ; and we have felt it our duty to present them. We do not suppose a reform can be wrought in one week or one year, but we do hope your committee will be able to report a good degree of improvement in these particulars annually.

Having spoken thus somewhat at length upon the matter under consideration, we now commend the whole subject to your special care and attention ; believing it to be entrusted to impartial judges, and trusting that your increasing interest will prompt you to aid in advancing the standard of common schools, not only intellectually, but morally and physically, we have the honor to subscribe ourselves,

CYRUS H. SHAW, ANDREW H. FILES, JOHN M. ALLEN,

Committee.

WESTBROOK.

Teachers of established reputation should, if possible, be secured and retained. They should be educated for the work, and yet no school, properly so called, is provided. Every one is now obliged to practice what he has learned in the limited opportunity afforded to observe in our common schools and academies. It is not surprising, then, that we encounter annually inferior teachers, who accomplish little if any good—who put in practice the rules adopted by the teachers of the past generation, and adopt no improvements. Indeed, while most teachers are endeavoring to push forward their scholars beyond their capacity, we occasionally find one who is evidently afraid his knowledge will be put to the test if the pupil advances. And here we wish to record for the benefit of future instructors and schools, our disapproval of the practice of *recitation in concert*. This method, originally introduced as a relaxation, has come to be with some, a convenient form for rehearsing an imperfect lesson. Scholars not only recite the multiplication table in concert, and geography in concert, but we are also edified with reading in concert, and spelling in concert ;—and most frequently in such schools, whispering in concert. If one pupil cannot answer the question, another one can, and of consequence the recitation passes off most briskly, while perhaps not five scholars in twenty have ever seen the lesson.

Contrast with this, other schools which we had the pleasure of

visiting. At the appointed hour of the clock, and without any call from the teacher, the class in geography, for instance, took their places on the front seats. Instead of commencing to recite in concert, or at the head of the class, the teacher named some one near the middle, perhaps, who immediately rose, and in answer to one or two questions, repeated nearly or quite the whole lesson. Spelling, never in practice used verbally, has been taught most successfully by writing in several of the schools, but it is doubtful if many of our classes in geography could draw on paper so as to explain to a stranger the shape of the State of Maine, much less New England and the United States. Yet this is only the practical part of geography, and the adage of a former teacher, "Learn what you intend to practice when you become men," is equally important at this day.

The occupation of teaching is now entered as a stepping stone to other, but not more honorable employment. This work is most perplexing and laborious, but the services of the faithful teacher live always in the memory and gratitude of his pupils. It is his privilege to take youth unspotted, and teach them to be industrious, prudent, amiable, obedient, and respectful, rather than idle, gossiping, perverse, insubordinate, impudent, and indifferent to all the true interests of life. True education embraces all the faculties designed to make men useful and life successful. Extensive knowledge may prove a powerful source of evil unless accompanied by an upright heart which seeks the good of all. It becomes an important duty, then, of the teacher, to inculcate true principles of action. He should himself be a pattern of good works, for the young learn mostly by imitation. Correct example is the most powerful ally to the good dominion of the teacher. A mother who is disrespectful toward the father, cannot expect the children to be respectful toward either. No more can the most rigid military discipline counteract the evils of the example of an inconsistent instructor.

The teacher should also possess a love for the work, and devote his entire time to his charge. He whose only aim is to secure the compensation agreed upon, should select less responsible trusts. To be successful requires energy and enthusiasm, sufficient to arouse the most insensible, and present beauties in the most complex and uninteresting studies.

Such teachers we have had among us the past year, while we have had others who should be exchanged for better. Perfect understanding has existed, in most instances, and should continue, between the agents and the school committee, in the employment of teachers. The opinion of the committee, if consulted in regard to teachers heretofore under their supervision, would often be of much benefit to a proper selection. The practice of employing unknown applicants, with the supposition that the committee will reject them if unsuitable, is unwise. The veto and removal power, most important guards in our system, are still designed to be used with great caution, and their results are often unfortunate. The selection of one person from many applicants, by the committee, for the most important schools, is however adopted in many towns, with how much wisdom, is for you to determine.

To facilitate the discharge of the important duties entrusted to the committee, co-operation is needed in every department. Agents should comply with the statute by giving information of the beginning and close of each term, and should in no case allow a teacher to commence a school until a certificate from the committee is presented; and the practice to allow no bill for the services of the teacher until approved in writing by the committee, should be continued as required by law.

Most important is the need of greater co-operation of the parents and citizens with the teacher in his efforts to instruct the youth. We could point to several districts which have united as one house to raise the standard of education, and the result is sufficient commendation and reward. But we regret the turbulent spirit exhibited in other sections, which has proved nearly fatal to the schools in which it has occurred. Unfortunate divisions often enter into the choice of agents, either selfish or political, the fruits of which are the apples of discord. The most eligible teacher in such stations finds his motives and actions called in question, and often at the commencement the spirit of insubordination, set in motion by idle gossip and evil-minded persons, manifests itself in the school. Such opponents of intellectual and moral progress never include the most industrious or best educated portion of society. Individuals who pay the least to support schools, are said to be most opposed to appropriating money to improve their condition.

The habits of some parents, of relating the errors of teachers,

either fancied or real, to children, is inflicting cruelty, and demands the emphatic disapproval of the community. It is usually the chief cause of insubordination, and every thing that lessens the estimation of the teacher in the minds of the pupils, produces evil effects. Practices so indiscreet indicate a failing in parental government, and stimulate the child to evil and disobedience. Young people who are instructed at home, by any instance of another's eluding the rules of school, and thus learn how to disobey with success abroad, are certain to become disreputable persons, and often to "bring down their parents with sorrow to the grave." The child perceives the motives, and is alive to their influence. Falsehood and hatred are encouraged instead of truth and love. Much wiser would it be to remove the child quietly from school when the modes of discipline are not deemed correct.

How soon would discord cease and schools become successful, if parents would encourage the teacher, both by their sympathy and presence. The character of the school depends largely upon their efforts, notwithstanding the fidelity of agents, teachers, and committees. Let him hear our approving word, or our personal but kind remonstrance, and have our warmest support. Let the mind of the child be stimulated by this to high and noble aims, to the love and practice of all the virtues.

JOHN W. ADAMS, LEANDER VALENTINE, CHAS. L. BAILEY,
Committee.

. BRUNSWICK.

The committee cannot close their annual report without submitting a few general remarks touching the interests of public education in the town.

They have ventured to express the opinion, that the vote of last year by which the amount raised for the support of schools was reduced from the \$4,000 of the year 1857 to \$3,000, was unfortunate and unwise. It has been felt in every school. Three of the schools lost a whole term by it. As a measure of economy there was a saving to every tax-payer of six cents on the dollar, and on every scholar of about a cent for every week of schooling. It is a fine remark of Edmund Burke, that "taxes for education are like vapors, which rise only to descend again to beautify and fertilize the earth." It is a question for the town to consider, whether they

can afford such economy ; whether they cannot better stint in some other direction than in the means of education of our children and youth. Brunswick has stood fairly in comparison with other towns. In 1857 she ranked the nineteenth in the State in the amount raised for each scholar in her schools, and her pride should stimulate her to rise than fall in this respect in the scale of effort. To reduce the rate of wages paid to our teachers would be most unfortunate for the interests of our schools. No town of equal position in population and wealth gets its teaching done at so cheap a rate. Our stinted means have driven away some of our best teachers.

The committee are constrained to say, that they have granted certificates to teachers in a few instances where they were afterwards convinced the certificates should have been withheld. Agents should have a higher standard in selecting teachers. The great obstacle to advance in any school is the wish to procure the important work of managing it at the lowest rate. It is a mistaken policy to make it an object to get out of the amount in the agent's hands the *longest* possible school. The true policy is to secure with that money the *best* possible school. A six weeks school may be of much more value to the district than one of eight or even twelve weeks. The fact, that a school consists of a few young children is no reason why the public money should be thrown away on an inadequate teacher.

We must also say, that if an agent procures an unsuitable teacher because he will work at low wages, and dissatisfaction arises in the district, he must not expect the town committee to interpose their authority for his relief without due cause found within the school room itself.

The committee would urge the importance of having regard to the personal habits and manners of teachers. As to character they need not say a word. They have never knowingly granted a certificate to an intemperate man or to one immoral in any respect. But they go so far as to say, that bad grammar or coarseness in language or manner, we may add uncleanly habits, make one unfit to have the charge of children and youth. To form good habits and manners is a part of education as much as to teach reading or spelling. It is a prominent object in the home training. Why tolerate a teacher whose bad example in the school room in these particulars may counteract all the lessons of the home circle? A

teacher in commending the diligence and success of one of his classes in a certain school assured the committee that they had gone through such a portion of the book and "done it up in good shape." Such forms of expression were never meant for the school room.

GEORGE E. ADAMS, A. S. PACKARD, LEONARD TOWNSEND,
Committee.

BRIDGTON.

The average number of scholars in attendance, this year, in this town, is greater than it has been for several years. But there is still a great chance for improvement even in this respect. A large amount of money expended for the support of our schools, is lost to the community by irregularity in the attendance of our scholars. But this is not the worst feature of the case. Many dangers cluster around the path of the truant. His frequent absences render him unable to pursue his studies with success, and he soon hates his teacher and his school. He associates with the illiterate and profane; and, finally becomes an outcast from good society. It is the great evil in our schools; and I have used my best endeavors to secure a full and constant attendance.

My predecessor in part introduced the Progressive series of readers into our village schools. This is the only change that has been made in books. The text books now in use, are perhaps, as good as any that can be obtained and secure uniformity.

Your Supervisor is highly gratified in being able to report that the schools in this town have not for several years past been so quiet and progressive as through the year just closed. Many of our teachers have had much experience in teaching, and been faithful to the interests of those under their care. A commendable spirit now prevails among our citizens in regard to a thorough, practical education, and the time is not distant when they will reap the greatest possible benefit from our free schools.

NATHAN CLEAVES, *Supervisor.*

DENNYVILLE.

Experienced teachers have been employed—teachers who have been for years trying by careful observation and study, and by attending Teachers' Conventions, and by reading books and peri-

odicals devoted to the subject, to gain a more thorough acquaintance with the duties and responsibilities of the teacher's office, and to qualify themselves to discharge them. And these teachers have, as we believe, labored faithfully to fulfil the obligations resting upon them; and many of their pupils have made good improvement.

But teachers cannot do so much for pupils who are in the streets or fields, at play or picking berries; nor is it easy to secure the attention of those present in the school room, while a party of idlers are sporting on the green in so close proximity to the school house as to be easily seen and unavoidably heard by those within.

The school registers usually exhibit only a moiety of the irregularity in attendance. Unless the door is closed at the opening of the school, so as to shut out all laggards, the loss arising from tardiness is probably as great as that from absences. Some pupils who attend school nearly every day, are habitually tardy, losing thereby from one-sixth to one-fourth or even one-third of almost every half day. And those who are absent many days or half days are almost always habitually tardy. Those who are absent most frequently, are as a general rule most tardy.

We believe there is no exaggeration in saying that pupils who are absent one day in each week do not so generally improve more than two-thirds as fast as those who are present every day. And those who are absent one-fourth of the days during the time, will not probably learn more than half as much as if present every day, and punctual at the proper hour. While those who are absent half the days lose at least three-fourths of the benefit they should derive from the school, and those who are absent three-fourths of the days, lose almost the whole. Nor is the evil less to those who lose by tardiness from one-sixth to one-half of each half day. Nor is the evil confined to those who are irregular. Those who are punctual and regular suffer from the derangement of classes and lessons occasioned by the non-attendance of others, and also from the confusion occasioned by those who come after the appointed hour.

N. BACHELDER, JAMES POPE, *Committee.*

PITTSTON.

There is yet a great lack in our teachers, take them as a whole. They lack system and theory—practice too much sameness—rather

they substitute sameness and their own experience (wofully accelerated and abridged) for system and thorough tuition. Their scholars, never having begun right, and unwilling to go back to their first lessons, are never right, they proceed rather by rote than theoretically—they are too *bookish*—know the lessons better in their *own* school room, in their *own* books, than out of it, in other books whose title pages differ. Scholars too often spell their lessons (if they spell them at all) from recent and close study to those lessons in the books *used*, rather than from a theory and correct knowledge of applying representative letters to articulate sounds. The normal principles and first foundations are sadly neglected; and scholars are, not only suffered to go on, but not unfrequently pushed on by their teachers, far beyond their scholarly growth and size, as though an education consists in, and one's knowledge is to depend upon, the number of books passed over.

Parents seem to take much interest in the education of their children, and many seem sufficiently to appreciate its business facilities and benefits, but the fruits of that interest, owing to the diversity of action and operation pursued by them, do not always result in the greatest amount of good. They fail to unite and harmonize enough, so that, not unfrequently, what is done by one is undone by another, the efforts and endeavors of each being neutralized and rendered futile by counteraction. This parents should seek to prevent and avoid, as they prize the education of their children; and they should prize the education of their children as the most valuable and enduring inheritance they can give them—it is the most valuable and suitable, and yet what every parent in town may leave to his children. Seek, then, parents, to secure and avail yourselves of the means within your power, to make the schools of Pittston, the scholars of Pittston—your children—to take an advanced position on the catalogue of schools and scholars of this State. 'Tis the most laudable of undertakings, and will eventuate in the greatest amount of good to ourselves, to them, and to the community.

Manhood is God's creature in God's world. It is here to be cultivated, not to be stunted in growth. It is here to be developed to the full measure of earthly excellence, not to be cramped and restrained. Modern activity in our educational system is contributing to this end. One of the agencies of Providence to quicken

and invigorate mind, to arouse consciousness and enlarge the sphere of life, it is slowly effecting a vast change in the character and prospects of the laboring classes. Its two main characteristics—first, the impulse communicated to intellect, and, secondly, the broad surface over which it is extending, must diffuse its influence, and carry all parts of society forward together. Industry has too generally been synonymous with beast-like drudgery. But this degradation cannot continue; it is fast melting away under the increasing light of the school room. Labor has not been as promptly affected by the spirit of the age as other social interests. Nor is this surprising. It was isolated from the great controlling forces of universal education. It stood apart by itself, and participated no more than machinery in the ongoings of society. It was not a living part of the determinative will of the public mind. But certain it is that a liberating power has begun to act—is acting. In our own country industry has been the first to feel the awakening genius of the age. The structure of American society being simple, the fields of enterprise open, every man both his own fortune-teller and fortune maker, nothing external can stand a barrier in the way of our prosperity. The spirit of industry is being developed here—its intelligence, earnest strength, and heroic boldness, must and will penetrate the heart of the world; and if we were asked to point out the noblest service that our country has rendered to humanity, the loftiest structure in our commonwealth, we would direct the inquirer to our public schools, saying, there begins our prosperity and unequalled advancement, there lies our strength.

WASHBURN BENJAMIN, *Supervisor.*

STANDISH.

But it is not to the instructors alone that we must look for successful schools. Parents, too, have a duty to perform, aye many duties, that are too often neglected; it is their province to second the efforts of the teacher, to assist him in his teaching and in his discipline, and if any measure adopted by him seems to them too severe, or too remiss, they should be especially careful to know all the circumstances connected therewith, before they speak of him in condemning terms before their children. How much easier would be the instructor's task, if parents would but remember and prac-

tice this! How much of the difficulty in number two, the past winter, originated in the school room, and how much at your fire-sides, I will leave for those present at the closing examination to judge.

Another duty is that of visiting the schools, and thus letting your children see by your own presence that you are interested in them; and yet how few do it! How many parents in this town have been in school within the last five years, unless called there by business? while during that time we have expended nearly ten thousand dollars for schools and school houses. As a matter of economy, would you make the same expenditure for any other object, without giving your personal attention to the service procured by it? Will you use your best endeavors to drive a shrewd bargain in the affairs of life, and let your schools go on without so much as attending the district meeting, so that the voice of the agent may be a fair exponent of the will of the district? Parents, think of these things, and consider how many of the trials and difficulties of the school room would vanish, if you, by your presence, would but become acquainted with the teacher, his cares and responsibilities in school; and let me urge it upon you, to make the determination, that henceforth whenever your children attend school, you will set apart at least one half day in every month, and spend it in the school room.

Much, too, depends upon district agents. It is to them mainly that we must look for a judicious selection of instructors; it is to them that the teachers must look for suitable utensils for the school room, especially those three necessary articles, (often wanting,) a broom, a chair, and a good blackboard; they should endeavor to furnish the assessors with the number, and a list of the names of the scholars in their districts, as soon as possible after the first day of April; and the more so, as by a recent act no money can be drawn from the State, until the number of scholars in town the *present* year has been returned to the Secretary of State.

The introduction of the Progressive readers, commenced by my predecessor the last year, has, with a few exceptions, been completed this, though not without considerable effort; and the different teachers will please accept my thanks, for kindly aiding me in this. I believe that the parents will be sufficiently repaid for their trouble by the superior advancement of their children.

The foregoing thoughts and suggestions I leave for your careful consideration.

A. K. P. MESERVE, *Supervisor.*

HEBRON.

The want of suitable preparation at home, seriously retards the progress of scholars at school. Parents are the natural teachers as well as guardians of their children. From them the child receives its first lessons, sees most constantly their example, hears their precepts more frequently than those of others, and is ever liable to drink in their spirit. Lord Brougham, I think, has said, that the first six years of life is the most important period of human existence; because then are laid the foundations of character.

Without subscribing fully to the correctness of this opinion, certain it is, that the early life of the child sustains more intimate relations to the character of the man, than is generally supposed. Two mistakes mislead many. They suppose that an education consists of a knowledge more or less complete of spelling, reading, writing, arithmetic, geography, and grammar, putting a part for the whole; whereas, in addition to these, an education consists of a proper training of all the powers of our nature, *physical, intellectual and moral*, in the formation of good habits, of good manners, of correct modes of thinking, and of close and diligent application to the lawful pursuits of life. Consequent upon the first is a second mistake, *That school teachers must educate their children*, whereas, they can in no case do it, only in part. Teachers are designed as assistants to parents in the scientific part of education. Even in this the parents' co-operation is very essential. In the country, the pupil spends only a few hours in a day during a small portion of the year with the teacher, while the child, during a much larger portion of the time, is under the eye and care of the parent. Industrious, persevering habits should early be formed. Children, even when young, should be trained to think. Good habits under the process of formation, watched over and nurtured at home, render the labor of the school room both agreeable and successful. Deeply imbued with a proper regard for the office of the teacher, and looking to him as the appointed guide to lead them to the sources of knowledge, and at the same time feeling that their conduct and attainment in school will be their first public acts upon

which the little world around them will look, most scholars would have no little anxiety in reference to their behavior, the manner of spending their time, and their success in the various branches of study. Proper sentiments inwrought at home into the mind and heart of the child, are like guardian angels all along his course. The care of the parent should follow the child to the school house; and should see that his arrival at and departure from the school are at the appointed times. The child in school should be cheered also by the presence of the parent as an interested witness of his good behavior and progress in studies. Few men would be willing to hire a man in the spring at so much a month to carry on their farms, and then leave them without any oversight all the season. Alas! How many hire teachers, and after telling them where they may board, and where the school house is, leave them and their own children to get along as best they may.

Parents are responsible to God and to society for the proper education of their children. Therefore from the beginning to the end, they should have the oversight of it. True, all parents may not be competent to give scientific instruction in the school, but it does not require unusual attainments to see whether the scholars are diligent or idle, quiet or restless, obedient or disobedient. In addition to other visits, I would especially recommend that all the parents be present at the final examination. This should occur on a day previously appointed, so that all interested may see in part, at least, the results of the school. Almost the whole community can go to cattle shows to see oxen pull, and how large squashes and pumpkins have grown, and can they not spend a few half days in the school house each term to see how hard their children can labor, and how much the germs of thought and elements of character have grown?

A second obstacle may be discovered in the wayward disposition, the dilatory habits, and the absence of true love of learning and of knowledge, found in too many of the older scholars. If I could gain access to their hearts through the ear or eye, I would confidentially say a few words to them. Submission to rightful authority, diligence in the improvement of time, a proper estimate of the value of knowledge and consequent discipline of mind, are worthy of your profound consideration. Your future character will depend very much upon your practical regard to these principles. You

have really no end to accomplish in the school, but to be a dutiful, diligent and successful student. All else comes from, and tends only to evil. Better suffer wrong than do wrong, should the case require it. The hours spent in school are golden opportunities, put into your hands to secure the knowledge necessary for subsequent life. They are rich legacies, designed to scatter blessings all along your future path. Sap not the foundations of your future prosperity and happiness by youthful indiscretions. *Do right*, though passion clamors; *do right*, though the false principles of honor storm; *do right*, and the rewards will be yours.

A third obstacle is found in the inexperience and incompetency of too many teachers. It is not to be denied that many rush into the school room with very poor qualifications. They may be good scholars in some branches of study, but in many essential points *entirely* deficient. To detect deficiencies and to develop more fully the attainments of those expecting to teach, I would recommend stated examinations of at least three hours in length, beginning at the elementary sounds of our language and passing over every study with its collateral aids to the highest point of expected advancement. Of the government of the school, the teacher should have, as the result of study and observation, a matured plan. Nor should he be unskilled in the practical knowledge and management of human nature as developed in early life. A good teacher should be secured at any reasonable expense. A poor teacher should not be taken as a gift. Better let the mind of the young remain a blank than fill it with noxious weeds.

CARLETON PARKER, *Supervisor.*

RICHMOND.

The ventilation of our school rooms should claim *some* share of our attention. We are too apt to forget the comfort and health of our children, in the hurry of providing them with an education. We overlook, or think, perhaps, that all these things cannot be attended to at the same time. This is a mistaken idea, and should be corrected, if prevalent, as speedily as possible. "A sound mind in a sound body" we should prize more highly than gold or silver; and we should endeavor, by all the means in our power, to correct those evils and errors in our school system, which tend so effectually

ally to destroy the health of our children. How many there are, who, after having finished their studies, are obliged to relinquish all toil, and remain invalids the rest of their days, or else die a premature death. This is no idle fiction, but a *fact* which should be *most strongly* impressed upon the mind of *every* man, if necessary, to correct the evils resulting from bad ventilation and badly constructed seats. The effects will cease, if the cause is only removed; then let *all* our *energies* be directed in remedying such things about the school room, so detrimental to the comfort and health of the scholar.

Agents cannot be too careful in selecting teachers. It is not *wholly* the literary qualifications that should entitle them to the especial consideration of agents; nor is there any saving in procuring *those* who will keep for nothing *almost*, and board themselves; but select one who has an *aptness* for the work; one who *loves* it, and *can* adapt himself or herself to the capacities of children. A teacher, besides being well versed in the different text books used; should have a general knowledge of "men and things."

We think it a good plan for parents to *often* visit their schools, in order to cultivate the acquaintance of their teachers, and see for themselves their manner of instruction and government. By so doing the scholars would see that their parents were interested in what they were about, and would strive earnestly themselves to become so. It would give an impetus to the *whole* school, to both teachers and scholars, which would amply repay them for their trouble.

The regular attendance of scholars should be strenuously urged upon the notice of *all* parents. How many *hours, days, YEA, EVEN WEEKS,* are lost, or *worse* than lost to the scholar, because his parents do not urge upon him the importance of regularity, and do not see to it for themselves, that he is at school *every day* and *every hour* in the day. We hold it to be a self-evident fact, that if any one would succeed in life, (no matter in what business he may be,) he must attend to it, and apply himself steadily to his work; and will not this apply, equally as well, to the scholar?

D. W. C. CHAMBERLAIN, E. M. AVERY, B. T. TALLMAN,
Committee.

HARPSWELL.

Before closing this report, I wish to say that I believe, if *parents* would take a little more interest in our primary schools, and make it a point to visit their district school at least once during each term, it would be of incalculable benefit. It would encourage the scholars and incite the teachers, in many instances, to renewed exertions; and by so doing, they would be enabled to judge for themselves of the efficiency of their schools, and not be (as is too often the case) led to form hasty and unjust opinions of the ability of their teachers, through the representations, or rather *misrepresentations* of children. And secondly, if school agents would make a little more exertion, and *go* and engage teachers of known and acknowledged ability, instead of waiting for a cheaper one to *come* to their workshops or cornfields, we should have a smaller number of unprofitable schools reported. There is always more or less risk in hiring strangers or untried persons for teachers; the examiner can ascertain but little about the persons examined, except their *educational* qualifications; and though perfect in these, they may be totally incapable of governing, and consequently unfit to teach. And lastly, I would most earnestly recommend that you should take into consideration the necessity of some arrangements being made in regard to *habitual truants*. There is quite a number of children in this town that come under this head—children whose parents show but little interest in regard to the education and morals of their offspring. It is of the utmost importance that some judicious method should be taken, to prevent these children from growing up in idleness and ignorance. Justice and economy, as well as christian charity, demand your immediate attention to this matter.

Want of time compels me to desist from making any further remarks, and I must therefore submit this crude and limited report to your candid consideration, hoping that my humble endeavors may, in some small degree, increase that laudable spirit of emulation, which was desired and expected to arise from reporting each school separately.

LEMUEL H. STOVER, *Supervisor*.

D E X T E R .

While we would urge teachers to observe correct deportment as members of the community, to be careful that no unguarded act or expression shall lessen their influence in the school room, or the neighborhood; we would ask on the other hand, liberality in judging of their real or supposed deviations from the strictest rule of propriety. Is it too much to ask of the members of a school district, that when the person in whom they have placed sufficient confidence to elect as their agent, shall employ a teacher, whom he considers worthy and competent, and who can furnish the committee the required evidence of being such, they resolve to receive and uphold such person as THE teacher for the term, and make the best of the bargain? Very few instances will happen to justify the breaking of such a resolve, if the agent, competent to be such, uses care and judgment in making the selection. How many a teacher, for the want of such a reception, has failed, wholly or partially, in the first attempt, never making the second, who might have been aided on to usefulness in this field of labor.

We would not lower, we would rather raise the standard of a teacher's qualifications; but we must consider them as they are. We believe all our schools may have good teachers, teachers worthy to be upheld as such, but that all, if ANY, may have teachers of ideal faultlessness, we doubt.

Our observations the past year lead us to suggest, that if, unfortunately, disorder or any other evil is believed to exist in a school, let the TRUTH be ascertained by quietly visiting the school, rather than by too MUCH inquiry of scholars or other individuals; then if any evil is found to exist of sufficient magnitude to justify an investigation, let the complaint be made to the proper authorities in the proper manner; but if the evil is not considered to be of this character, a kind suggestion to the teacher, or a fitting word to the scholars, will be more likely to remove this evil, than a continual complaining before the scholars, and throughout the neighborhood. If parents would give their children's representations, or more often *mis*representations, of their school difficulties the benefit of their silence, the greater proportion of the obstacles in the way of the progress of our schools, would cease.

Want of uniformity in text books, is an evil of long standing in many of the schools of the town; the more serious because the

remedy appeals to the pocket. Your committee have endeavored to prevent the increase of this evil where it exists, and its introduction where fortunately it does not exist; though in doing but this, we have incurred the displeasure of some, who seemed to think it very singular that their children should not be allowed to recite from any book they might happen to have. Several extra classes are found in some schools in consequence of the use of different geographies, making the exercises in this branch more uninteresting than they would otherwise be, and consequently of limited profit. The interests of these schools demand the exclusion of some or all of these books, which has for some time been contemplated. Although this matter of books is left entirely with the committee, we think it proper to call attention to the subject, that this want of our schools may be seen to exist, and that the remedy which may be applied, though it may incur some little expense, may be met in that spirit of co-operation and kindness, with which our citizens generally have favored us the past year, for which our acknowledgments are offered.

J. H. GOULD, C. W. CURTIS, JOSEPH SANBORN, *Committee.*

DEDHAM.

Parents are too apt to listen to the fancied wrongs of their children; and when they come to them with complaints concerning the teacher, are too apt to join with them, instead of investigating the merits of the case. They rarely cross the threshold of a school, thereby throwing all the responsibility upon the committee, of what transpires within the school room.

As our common schools are the foundation upon which rests our free institutions, we should foster them in every way, and with a watchful eye be ever jealous of their welfare. We should remember that a free government must be built upon enlightened minds, otherwise a nation would not be happy; for it is necessary that the ruled, as well as the ruler, should be educated. The spread of common schools among the people, will cause them to guard well their liberties, and be ever watchful of their rights.

JAMES W. BLAISDELL, TYRREL GILMORE, BENJ. P. TODD,
Committee.

AUBURN.

In the supervision of the schools it has been my aim to secure a uniformity in the classification and general management, as well as in the method of instruction pursued in the schools. This uniformity I consider of much importance. When our teachers will adopt and maintain a uniform method of discipline, of classification and of teaching the various branches, so much evil will not result as at present, from a frequent change of teachers.

In my efforts to obtain these objects I have been sustained by the co-operation of a large majority of the teachers, who have kindly received, and, in many instances, effectually carried out the suggestions proposed. For example I will mention spelling, which has been taught by writing exercises in almost all our schools, with very great advantage over the old method of oral spelling. It is hazardous for any teacher to plead that *he* has a method of instruction or discipline of his own. His method may be a good one in his hands, but another may fail to continue the work he commences. Teachers, especially the younger ones, should visit frequently the schools of others, that they may learn by observation the art of teaching, as well as by comparison, the result of their own efforts. They should study system, which must be had in the management of a school. It is the secret of success. That teacher who plans his work beforehand, and who is prepared to meet promptly every exigency that may occur, will excel in his vocation, while the petulant, or he whose equilibrium of temper is easily disturbed, must learn to govern himself, or the order of his school will be "confusion worse confounded."

During the year most of the schools have been in a prosperous condition. In summer there were but few exceptions. The wrong teachers have been admitted into the schools in some instances. I am willing to share this fault with the agents who made the unfortunate engagements. It is very difficult to determine in every instance an applicant's ability to manage a school before he has made the trial. In this particular my successor should exercise more care than I have.

A. L. MERRILL, *Supervisor.*

BRISTOL.

THE SCHOOL AGENT.—Much depends on the efficiency and faithfulness of the agent. The *good of the district* should be the controlling motive with him. The good of the district does not *always* require the agent to employ some one who is a *relative* or who is *poor* and *needs* the pay. It *never* requires him to engage the one who will keep the *cheapest*. The agent should never wait for applications from teachers. The important trust he holds, demands some effort on his part, to find a competent teacher, and one well fitted for the school in his district. And when such a teacher is found, he should be employed at any reasonable expense. If there is but little school money in the district, or the scholars are young, or the school a backward one, let the agent be the more particular in securing the *very best* teacher that can be obtained. Those schools where the children are small or backward, need the most experienced and skillful teachers. Six weeks of school, under the direction of one of our best teachers, would benefit the scholars vastly more than six months, with a cheap and poor teacher. The agent should take an interest in this work, and do all he can, by visiting the school, encouraging the teacher and scholars, and consulting with the supervisor, to promote the interests of the school. The school agent is too apt to throw off his own responsibility upon the supervisor. The most *efficient* supervisor cannot accomplish much, unless he has the co-operation of the agents in the several districts.

PARENTAL CO-OPERATION.—Parents should regard the school as a wise institution of the State, designed to promote the improvement of society, and especially to aid *them* in the proper training of the young immortal beings committed to their charge. If parents would secure all the benefits from the school, which it can confer, they must have interest enough in it to furnish their children with all the *books* they need—to see that they are *regular* and *punctual* in their attendance—attentive to the studies and obedient to the rules of the school. They should also visit the school themselves, and thus encourage the scholars in their studies. Every good teacher is glad to see parents frequently in the school room. No *wise* parents will neglect the proper training *at home*, of those who are so soon to stand in their places and sustain the obligations which now devolve upon them. Whether those children, whom

they now look upon with so much pleasing, yet anxious solicitude, will escape the moral dangers that surround them or not; whether they shall become useful and honorable citizens, and prove a blessing to their parents in their declining years, or live a useless and wretched life, and end their days in disgrace, depends very much upon the home influence, exerted upon them when young.

It is a matter of much rejoicing, that there is so much interest felt by the parents and citizens generally in this town in the public schools. It is to be hoped that this interest will increase, and that all will be willing to do what they can for the advancement of this cause to which we owe so much, and which is capable of conferring so great a blessing upon the community.

T. A. MERRILL, *Supervisor.*

PARIS.

A sound, practical education is the birthright of every child in the community; and it is a lamentable fact that there are any of ordinary capacity, that should leave our schools destitute of such an education; yet if *big boys* and *small young men* choose to sell their birthright for a mess of pottage, the blame cannot be wholly attributed to the schools. It is not so much to be wondered at, that there are many that are determined to follow their own bent, whithersoever it lead, when facts are at hand to show, that there are parents, who, too often in their families "allow the natural order of things to be inverted,—who *render*, instead of *exact*ing obedience, who train up a child in the way he *chooses* to go, allowing him to be a law to himself, and a reproach to them."

It is particularly noticeable, that arithmetic is made a prominent study in our school exercises; this is not strange, when we find it a favorite branch with a large majority of teachers and scholars. It is also noticeable that there is a corresponding neglect of other branches of no minor importance. It would be a difficult task, especially in a community where there is such a diversity of opinion, to draw the line between those that should not be used, and give due prominence to the most essential. No one will claim that the whole range of science can be successfully pursued in our common schools. One may claim that physiology is an all-important subject,—that we should understand the structure of the human body, and the laws of health; the observance of

which, is in general, a condition of longevity, not to say of exemption from disease. Another will say that moral philosophy is sadly neglected; that the moral nature of the child should be cultivated, as well as the other powers of the mind; that the "golden rule" is of more importance than the "rule of three." Others might contend that vocal music is very desirable, as it promotes good reading and speaking, by disciplining the ear to distinguish sounds. It also facilitates the cultivation of the finer feelings of our nature.

The practical branches, those that we carry into every day life, may and ought to take precedence. Admitting this, it follows that book keeping is of no small importance, combining as it does two distinct branches, penmanship and arithmetic. Is not this a study, which, in practical life, comes home to the interest, not only of every merchant, but of every farmer, every mechanic, in short, every business man; yet it is true that it is almost entirely neglected in our schools. "Some still keep their accounts on bits of paper; others use books, but without any system, order or intelligibility; and others still mark their scores in chalk or charcoal upon the panel of the cellar door." This may be better than no record of business transactions, yet in case of litigation, a panel door is not a very portable account *book* to carry into court.

But there are other lessons to be learned at school beside those learned from books,—lessons of "correct deportment, self-reliance, self-restraint, self-respect;" something of neatness, cleanliness of person and dress, something of "certain inalienable rights," can and ought to be inculcated here, together with certain requirements of law, namely, "the principles of morality and justice, and a sacred regard for truth; love of 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; a particular understanding of the tendency of such virtues to preserve and perfect a *republican* constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation and ruin."

Our school agents, generally, have looked well to the interest of their schools, and have employed able and efficient teachers. Our table of statistics will show that some of our teachers have labored

for decidedly small pay. It is true that we have had some excellent schools for small pay, but they must be considered exceptions to the general rule. In such cases it is evident that teachers have been more desirous of establishing a reputation, and made money a secondary object. If poor schools can be compared with good ones, most districts have received their money's worth. There may be such a thing as going to extremes, in employing teachers, yet *it is the soundest economy to provide the very best instructors of youth we can obtain, at whatever cost.* One term of school properly improved will be of more lasting benefit to a pupil, than would ten terms without the right guidance and interest. There is no surer way of bringing the whole business of education into contempt, than by employing year after year, poor teachers, simply because they can be obtained with little trouble, and at a low price. The time of youth is too precious to be thus trifled with. "Who would think of sending a costly gold watch to a bungling blacksmith for repairing? No more put the immortal minds of your children under the tinkering of one, who does not understand their natures and necessities, and who has no true idea of his avowed calling."

It is believed that our schools for the past year, with some exceptions, have been highly successful. An increased interest which has been manifesting itself in quite extensive school house repairs in several districts in town, is now beginning to be felt in their several schools. An unusual amount of sickness in many districts has lowered the average attendance considerably, and it is mainly to be attributed to this cause that the table of statistics does not average higher than last year. As a whole, our schools have never been in a more prosperous condition.

S. P. MAXIM, *Supervisor.*

NORWAY.

It may be seen by the preceding report of the several schools in town, that, as a whole, they have been unusually successful. Especially may this be said of the winter schools which have recently closed and are about to close. With very few exceptions, we regard them as both successful and profitable, although by no means all that they might be. This is a source of satisfaction. But it must be remembered that much remains to be done

to make our schools all that they should be in order to accomplish their full design. It is a work of much magnitude and importance, and should receive the attention and interest of all good citizens and parents. Their co-operation in the labors of teachers is most needful and necessary. They should be ready to furnish their children with every possible facility for acquiring knowledge:—proper school rooms, all necessary books, and the best of teachers. This last is of the utmost importance. To hire the teacher, as you would the wood sawyer, who will work cheapest, is the worst of policy. Teachers of known and tried ability can and will demand higher wages than those of doubtful attainments; which is entirely proper. It is one of the public safeguards against imposition. High wages, however, will not *always* secure the right man or woman;—low wages rarely, if ever. You are not likely, therefore, to get anything *better* than you pay for. Frequently you will get something much worse, especially when you buy a *cheap article*.

We have noticed that where teachers have been procured with a view to having *long schools* with *little expense*, money has often been worse than thrown away, and time sadly squandered. In a district where, last year, the school proved a failure for want of proper government and instruction, this year, under the good instruction and wholesome influence of a teacher of the right stamp, it takes its rank among the very first and best schools in town. So much depends upon the quality of those who are employed to train up youth. Indeed, such teachers, with a correct public sentiment, are the real hope of our common school system. Let them be procured, if it be possible. Then do not leave them to labor unaided and uncheered by your friendly assistance. Not only see that your children are all present at school every day, (a very important requisition,) but visit the school room often, and encourage them to study and obey. Thus may the best good of the rising generation be secured.

WM. P. FRENCH, B. D. VERRILL, *Committee*.

ORRINGTON.

Those upon whom devolve the duty of employing teachers for our schools, cannot be too careful in selecting the best. There are many of ordinary qualifications in this department at the present

time, who throw themselves upon the charity of school agents, and resort to teaching only as a refuge for employment when more lucrative resources fail. Let these officers assume the full responsibility of the trust confided to them; let them consult the highest interest of the school for which they select, setting aside the claims of favoritism or relatives, unless substantiated by real merit, and much of the sectional discord now prevalent among us, will cease to produce its poisonous influence upon our schools.

The experiment of grading schools has now been faithfully tried in a portion of the town, and proved an eminent success. This is the system adopted throughout the State, whenever the location of districts and the size of the school, render it practicable; and your supervisor, in accordance with the frequent recommendations of former committees, and his own experience, feels it has duty to urge upon the citizens of South Orrington the educational necessity of uniting the two districts—Number Four, and “South District”—and establishing such a school. The wants of the schools at this time greatly demand the change. It will be a gain, not only in a pecuniary sense, but in furnishing the minds of your children with proper aliment for enlarging the boundaries of thought, and maturing a scholarly judgment. If party feeling exists in relation to this subject, it should disappear, in view of cultivating the precious and immortal minds committed to your sacred trust, for the highest usefulness in society.

In conclusion, the frequent inattention to study, and consequent misdemeanor of schools, is attributable to parents, in a degree beyond what is commonly considered, by keeping children from school during its session. Every recitation omitted is generally an irrecoverable loss, and a child must be of unusual perception and understanding who can omit two or three exercises a week, and still preserve a fair standing in the class, or maintain an unabated courage in competing with his classmates. They become disheartened by the extra labor imposed upon them in consequence of irregularity, and soon lose that interest for study which a persistent regularity would constantly increase. Too much attention cannot be given this subject by those who have the immediate control of the youth of our town. Let us all then, as citizens and true lovers of our country, lend our influence in sustaining the noble system of our common schools, the spirit of our New England homes, the

foundation and support of our republican institutions; and future generations shall rise to bless our labors.

J. WYMAN PHILLIPS, *Supervisor.*

LEWISTON.

When I entered upon the duties of my office, I found that the exercise of writing had been almost entirely dispensed with throughout the town. Considering it highly important that writing should be taught, and a fair penmanship to be one of the essentials to the education of man or woman, I caused it to be introduced into every school, with the exception of the "primaries," in the village district. Why it has been so utterly neglected, I am at a loss to imagine. The scholars appear fond of the exercise, and are manifesting a decided improvement.

The system of teaching scholars to answer questions in the precise words of the author, repeating whole sentences without the omission of a word, this system of memorizing, I have discountenanced. The boy or girl as the case may be, if they ever think of, soon forget the substance of the lesson, where this course is pursued, and the strife or emulation is, "who shall exhibit the most retentive memory." On the contrary, let the pupil express the thought in his own language, learning more efficiently in that way the construction of sentences, and the use of words.

I would also direct the attention of parents to the neglect on their part, of visiting the schools from time to time. They little know the pride a son or daughter takes in reciting a lesson well, or the shame they feel in a faulty recitation, in the presence of a parent. They feel not half the chagrin at a failure before a visitor or the supervisor even, that they do before a father or a mother. Careful observation has led me to this conclusion, and I would here urge upon all parents to take from the hours of business, if necessary, sufficient time to look upon their children in the school room occasionally. Come in unannounced and unexpected; question the pupil yourself; it is your right and privilege, and, under the direction and eye of the teacher, you may in that way be of much service in promoting the welfare of the school.

It may be well to mention in passing, as matter for consideration, the subject of "how long the youngest scholars should be

kept in school." It is now being generally discussed by the associations of teachers throughout New England, and a radical change will undoubtedly be made before long. Could you visit our primary schools when the morning or afternoon session is half through, a score of weary, tired children, sleeping, unconscious of the hubbub and confusion around them, would suggest to your minds, not only the futility, but the injustice of this unnatural confinement. It may possibly be a relief to the parent (we hope none are actuated by any such selfish principle in sending their children to school) to have the little one out of mischief at home, but it is no benefit to the town to pay a teacher for this purpose. At the same time the constitution of the child is enfeebled by this forced imprisonment, and before he arrives at the years of manhood, perhaps he charms by a few years precocity, and then quits the stage of life. It is an adage as old as the hills, that a sound body is necessary to a sound mind. Physical health sustains the mental. As a people we are anxious to learn too rapidly. Our allotted years are but three score and ten, and if, by reason of strength, we reach four score, we cannot reasonably expect to accomplish everything.

It has also been my constant aim to have no scholar leave a lesson until he has mastered it thoroughly. Slow and sure is a motto too often forgotten. A short lesson, perfectly understood, is more profitable than a long one, imperfectly committed.

In your village district a system of grade has been established during the year, which together with a list of the books used in the several schools, has been published. The same books are used throughout the town, the languages excepted, which are taught in the high school alone. It will appear by reference (and I herewith annex a copy) that the grade is higher than it has been heretofore.

Progress is being steadily made in all departments, and it remains for you, fellow citizens, to say whether Lewiston, holding rank second to no town in the State, shall make still more rapid advancement in the education of its youth.

J. P. FESSENDEN, *Supervisor.*

KENNEBUNK.

It will be seen, by the foregoing review, that while in some of our schools, the past year, the evidences of progress were striking and unmistakable, in others no particular indications of either advancement or regression were perceptible, and in one or two of them there was, apparently, a retrograde movement. It is hoped that a very large majority of our citizens feel an interest in the subject of this report, and inquire, with no little solicitude, whether our public schools are gradually and positively moving onward in excellence and usefulness, or the reverse. Anticipating that such a feeling does exist, your committee have spoken plainly and in accordance with their honest convictions of right and duty, with the design of furnishing a clear and succinct reply to an inquiry so natural and proper. A careful examination of the facts presented must unavoidably lead to the conclusion, that in this matter of public instruction, so far as our community is concerned, there is much work to be done, and in order that it be well done, every good citizen must lend a helping hand,—must be an interested and active co-operator,—and there are very few who cannot, in some manner, exert an influence for good.

Of the evils which tend to check the prosperity and lessen the value of our schools, *irregularity in attendance* stands forth among the most prominent. Frequent absences, on the part of those enrolled as pupils, cannot fail to render such pupils backward, as well as superficial, in their studies, and of course give them a low rank in the classes of which they are members; the natural effects of this position are to foster *habits* of irregularity,—perhaps cause the children to become indifferent to the exercises of the school-room; or, it may be, so far discouraged that those exercises will become loathsome to them. Again, this evil has a tendency to disorganize the school, inasmuch as the recitations, by classes which number among their members those who are frequently absent, must obviously be less perfect, less interesting and less advantageous to those who are regular in attendance. And, moreover, the practice under consideration increases the labor of the teacher,—adding a description of labor, too, particularly vexatious and annoying.

Scarcely less injurious and perplexing is the habit of *tardiness*,—of being, occasionally or frequently, behind school hours, from five

minutes to half an hour,—thus creating confusion and delay;—a serious disadvantage not only to the delinquents themselves, but to the whole school.

These evils,—as well as that greater evil, because more demoralizing in its effects, *truancy*,—must be corrected *at home*. The remedy is there and there only. The fathers and mothers and guardians of the children are responsible for all the bad consequences resulting from these pernicious practices. It is their province to see that their children, who attend school, are in their seats every day and at the appointed hour,—(unless prevented by sickness, or by some incident which may justify unseasonable hours or non-attendance;)—to impress them with the importance of punctuality, and to give them to understand that they will be held strictly accountable for any omissions in this particular. It is their province, also, to ascertain, by inquiries of the teacher, whether their children are habitually tardy, or more or less frequently play the truant. If the deserved attention were given to this point, in the right quarter, much, very much, would be done to elevate the character and extend the usefulness of our schools.

Again, if our citizens,—those who are not parents and guardians, as well as those who are,—would occasionally visit the schools, and thus manifest an interest in the exercises and in the progress of the learners, a beneficial influence would be exerted. The children would be encouraged, would be more ambitious to appear well and do well,—more prompt, diligent and scholar-like in all respects. The teacher would, undeniably, be profited by such visits. Animated and strengthened by the assurance that his efforts were appreciated, he would labor more cheerfully, and exert himself to the utmost to deserve the approbation of a community so watchful of its educational privileges.

D. REMICK, *Chairman of Committee.*

WINSLOW.

In presenting my annual report of the schools in town, I will first congratulate you on their good character and standing, now at the close of the municipal year. That there have been sudden and marked changes, is too much to expect in a single year, of institutions so firmly based as are our common schools; but they are steadily progressing, and with the co-operation of parents and

the untiring efforts of educational officers, will cause the fondest hopes of their projectors to be realized.

As your supervisor, I have labored for the welfare of those over whom you placed me, rather than to procure public favor. In certifying individuals as teachers, my first inquiries have been whether they possessed *principles* and *characters* necessary to fit them for examples for children and youth, when such are forming characters for future life; then if their literary requirements render them worthy of approbation; finally, (and which is impossible without the test, *practice*,) to ascertain whether they possessed suitable tempers and dispositions to govern and discipline schools with propriety.

Certificates have been granted, the past year, to eighteen females and fifteen males, the most of whom gave evidence, by their conduct, their manner of teaching and government, of being worthy of such approbation, while a few proved themselves unworthy, though thus certified. Eleven of the number were inexperienced, and some very young; yet in almost every instance they succeeded well and should be remembered by school agents in future.

As the duty of parents in educating their children is paramount to almost any other duty, it calls for faithful and intelligent men for superintendents of schools and school agents, as well as teachers. Let the agents be such men—men of principle—men who know the wants of the school—who will lay prejudice, self-will and self-interest aside—and you lessen the expense of superintending schools more than one-fourth. Instead of this, men are not unfrequently elected as agents, who are entirely ignorant of the condition of the school, and care but little except to secure enough of the school money to pay their tax or liquidate a debt. Parents are also in fault, for in most instances a lack of wholesome discipline at home causes trouble in the school room. If this evil is corrected and suitable men employed as agents, one-half at least of the expense of superintending the schools is saved. The irregular attendance of scholars has a bad influence on others and should be corrected. Out of 489 boys who have been sent to the Reform School, 349 were truants. Does not this class need our notice? or is it better to support them there than by proper watchfulness and care keep them at home to be educated at a cheaper rate?

C. H. KEITH, *Supervisor*.

MINOT.

In the examinations of your schools it gives me pleasure to say that the general progress of the scholars is worthy of praise and admiration, although it was observed that while the majority of the schools were moving along in harmony, and enjoying the benefits of many conveniences and excellent teachers, others appeared to be laboring under difficulties. The school is the nursery of many habits, sentiments and affections which help to make up the character. Few teachers attain to the true standard of qualification, though many are sufficiently competent to answer the demands of the law. If a teacher is truly qualified, he will not fail of making himself interesting in his school. He is sure to secure the confidence of his pupils and will make himself worthy of his hire.

Few men are so blind as not to see the imperfections of an incompetent teacher. It is all important that his manners be polite and pleasing, that his speech be a pattern, and his habits be examples. The coarsest school boy will detect faults in these characteristics.

There are several subjects of primary importance, whose elements should be well understood by him who attempts to instruct the youth, and he who understands them can make himself of great value to his school by imparting a knowledge of them to his pupils.

Chemistry is rapidly becoming one of the most practical of natural sciences, by its intimate connection with scientific agriculture, and many of the mechanical arts.

Every school district in the town, or in the State, affords some facilities for the study of geology and mineralogy, and every teacher should know enough of these subjects to be able to instruct his pupils relative to the different kinds of geological formations and the scientific names, composition, arrangement and classification of our several rocks and minerals. He should also know something of astronomy. This is a soul-stirring science, and every one should know something of its elementary principles; and while the teacher is laboring in the bowels of the earth, or wandering among other worlds which move in silent majesty through the boundless space above, he should not forget his own organization, he should have some knowledge of the anatomy and physiology of the human system. He need not be a doctor, but he should know something about this frame which is so "fearfully and wonderfully made."

He needs to understand the principles of intellectual philosophy, to know something about the mind—how it can be most readily reached and its latent, but powerful energies drawn out. A teacher, whose mind is stored with a general knowledge of the elementary principles of these subjects, with a thorough knowledge of the English language, and of those other branches of learning usually taught in our schools, should receive our most liberal patronage and generous compensation. It is hoped that teachers will bear this standard in view, and aim to attain it in their profession.

These hints are thrown out because evidences of such general instruction are so rare in our schools; it is encouraging, however, to know that some of our best teachers have been in the habit of introducing general exercises on some of these most interesting topics, at every favorable opportunity, in the way of lecturing the school and discussing points of interest.

E. G. HAWKES, *Supervisor.*

NEWRY.

Your committee in discharge of the trust imposed on them—of examining candidates for teaching, visiting and advising in the different schools in town—in examinations have found as much book knowledge as good sense and discretion; in their visits have advised a government founded on reasoning, kind and impartial treatment of all scholars, mild, yet firm and unvarying; the analytical mode of instruction as far as practicable, and a thoroughness in all branches pursued; and have labored to deeply impress upon the minds of the youth of this town the vast importance of laying aright that foundation, which in youth forms the deepest impression, and so materially underlies a life long education.

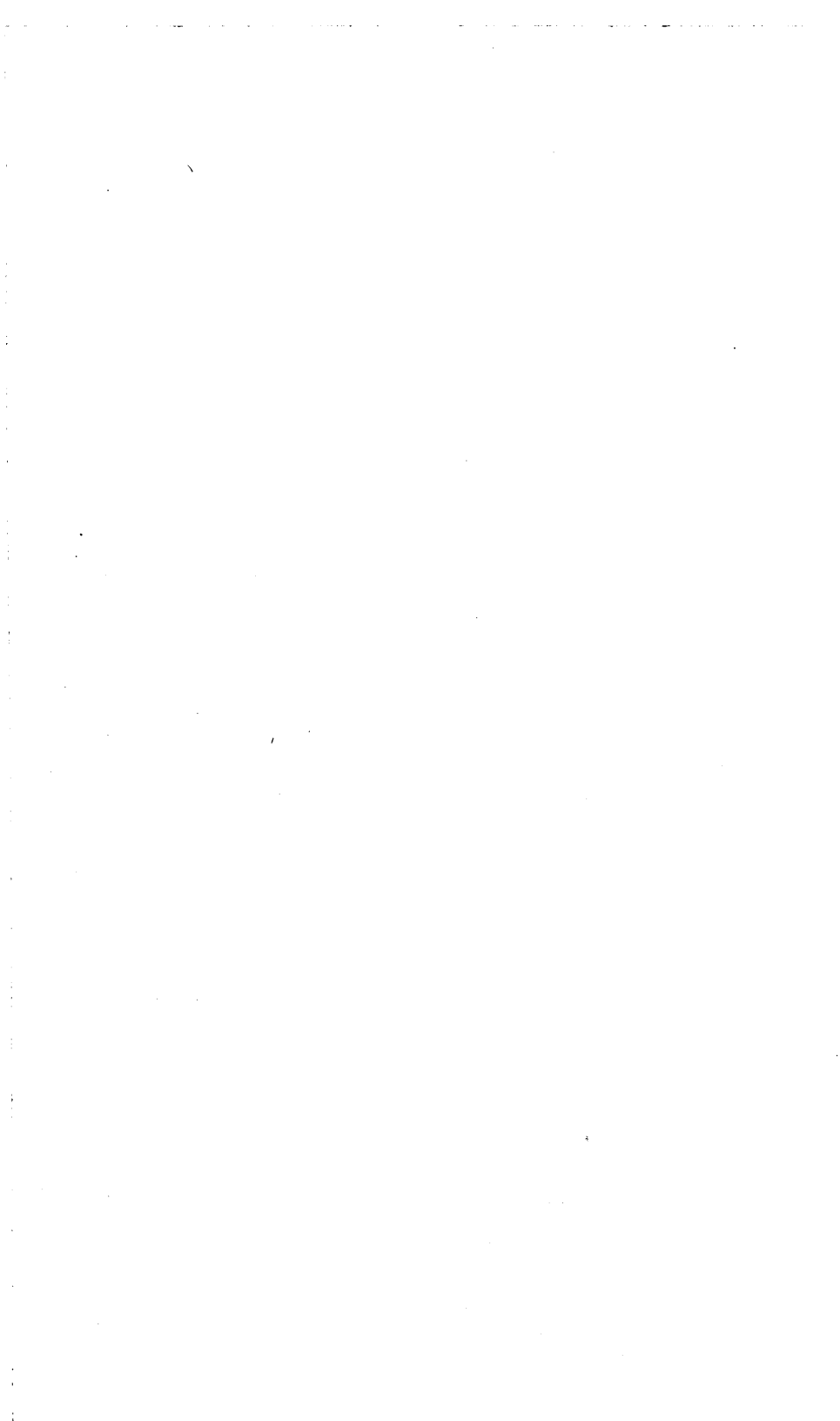
STEPHEN B. FOSTER, *Chairman.*

NEWCASTLE.

Upon the subject of common schools, and their importance to the welfare of society, the people have constantly line upon line; and I deem it unnecessary at this time to take up the theme, or lengthen this report by any general remarks or statements, except such as directly concern the schools under my supervision. I

have noticed briefly the condition of the schools in each district for the past year. With some of them I have had many years' acquaintance, and can speak of them with a degree of confidence and certainty; with others, until of late, I have been somewhat a stranger, and have therefore devoted much time and care in their examination, that I might be thereby better enabled to make a correct and judicious report. Nevertheless, the report is necessarily incomplete, for the reason that a full and complete knowledge of the subject can hardly be obtained. As a whole I believe the schools stand as high at the present day as at any former time, and some have unquestionably made an advance. The most prominent branch of study attended to, and that in which most progress has been made, is the arithmetic, and judging from examples of skill manifested by many in the solution of difficult problems, I must say that we have some very able and thorough arithmeticians in our schools. The English Grammar is not so generally and carefully studied as it should be; too large a proportion of the scholars declining so dry and uninteresting a work. A few obtain quite a correct knowledge of the science, and acquire much skill and ability in *parsing*, but neglect *composition*, which is the most practical part of the study.

JOSEPH CURTIS, *Supervisor.*



STATISTICAL TABLES.

STATISTICAL TABLES.

It will be seen that the number of statistical tables is less in this than in either of my former reports. Some items of interest, such as the average attendance during the summer and winter schools, and the number and character of the school houses in each town, have been omitted, yet the aggregates are given in the summary of statistics to be found in the first part of this report. It is believed that the following will furnish the data necessary for all needful calculations. The materials composing these tables were collected from the annual returns made to the Secretary of State May 1, 1859. The labor of collecting the information which they were designed to afford, is greatly increased by the defective manner in which too many of them are made—while a return, in some instances, may give a part of the items sought, it will wholly omit the remainder. For illustration: it will give the whole number of scholars, but not the number in the summer or winter schools. Table II exhibits the defective returns better than any other. No returns were received in season for this report from the towns of Smyrna, Seaville, Byron, Cornville, Palermo and Machiasport.

TABLE I.

This table will show the population and valuation of each city, town and plantation in 1850; the amount of school money raised in each; the excess above the amount required by law; and deficit in each case; the amount received from State school funds; the average wages of male teachers per month, exclusive of board; and the average wages of female teachers per week, exclusive of board. A part of these items could not be given in the case of those towns which have been incorporated since 1850. The exact valuation, in every case, may not be given to the new towns, or to those from which they were formed. No population could be given to many of the towns incorporated since 1850.

TABLE II.

In this table are given the whole number of scholars; the whole number attending summer schools; the whole number attending winter schools; mean average attendance in summer and winter schools; whole number of districts; number of male teachers; number of female teachers, and average length of schools in weeks.

TABLE III.

This is a graduated table showing the comparative amount of money raised by the different counties in the State for the education of each child between the ages of four and twenty-one years, with the rank of each county for 1858 and 1859; the whole amount raised by each county for the support of schools; income of State school and other local funds; amount expended for the support of private schools; amount of voluntary contributions for support of private, and prolonging public schools; amount paid for school supervision; value of all the school houses in each county, and the number of children between the ages of four and twenty-one years of age.

TABLE IV.

This also is a graduated table, in which each city and town are numerically arranged according to the amount of school money raised per scholar, on a scale running from one to one hundred and nineteen. Castine ranks one, and Fort Fairfield one hundred and nineteen. It will be seen that Castine ranked one in 1858. Towns having raised the same amount of school money per scholar have the same rank. Each town is also ranked from one to forty-six, according to the ratio of the mean average attendance to the whole number of scholars. Argyle ranks one, and Somerville forty-six. The percentage of school money raised in proportion to the whole valuation, expressed in mills and tenths of a mill, is indicated on a scale from one to one hundred. Rangely ranks one, and Perkins one hundred.

TABLE I.

COUNTY OF ANDROSCOGGIN.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Auburn,	2,840	400,605	2,700 00	996 00	397 87	21 68	2 46
Danville,	1,636	322,715	1,000 00	18 40	231 00	19 59	2 18
Durham,	1,894	376,358	1,150 00	13 60	236 84	22 00	1 75
East Livermore,	892	150,035	525 20	—10 00	104 23	19 40	2 09
Greene,	1,347	220,908	808 20	-	159 98	17 46	1 81
Leeds,	1,652	225,330	1,000 00	8 80	170 72	18 00	1 57
Lewiston,	3,584	580,420	4,000 00	1,849 60	562 19	26 82	2 34
Lisbon,	1,495	263,167	900 00	3 00	174 18	18 84	1 76
Livermore,	1,764	271,633	1,075 00	16 60	196 76	18 13	1 75
Minot,	1,734	297,184	1,050 00	10 00	213 64	25 00	2 00
Poland,	2,660	318,168	1,600 00	4 00	346 27	19 50	2 08
Turner,	2,537	418,832	1,521 00	—1 20	260 81	21 94	1 95
Wales,	612	115,332	450 00	82 80	76 50	16 08	1 59
Webster,	1,110	194,430	666 00	-	126 34	19 37	1 89

COUNTY OF AROOSTOOK.

Amity,	356	14,349	221 00	7 40	-	18 00	2 57
Ashland,	354	-	300 00	87 60	66 37	-	2 33
Bridgewater,	143	-	300 00	214 20	109 46	-	2 50
Fort Fairfield,	401	-	250 00	9 40	134 03	14 00	2 17
Hodgdon,	862	61,734	500 00	—17 20	134 40	17 60	2 06
Houlton,	1,453	141,599	900 00	28 20	263 90	22 66	2 87
Linneus,	561	25,199	400 00	63 40	113 96	21 00	1 90
Littleton,	255	-	200 00	47 00	53 02	12 00	2 12
Masardis,	122	10,209	91 00	17 80	-	15 00	2 50
Maysville,	361	-	300 00	83 40	65 00	-	-
Monticello,	227	16,518	137 00	80	48 83	13 00	2 32
New Limerick,	160	13,383	150 00	54 00	33 00	15 50	2 50
Orient,	217	-	100 00	—30 20	32 37	-	2 00
Presque Isle,	288	-	400 00	227 20	65 00	14 00	1 67
Smyrna,	172	8,121	-	-	-	-	-
Weston,	293	28,140	250 00	74 20	-	16 67	2 43

COUNTY OF AROOSTOOK, (CONTINUED.)

PLANTATIONS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by --.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Baneroff, . . .	157	-	120 00	25 80	25 00	-	2 00
Barker, . . .	-	-	20 00	-	4 50	-	1 50
Belfast Academy Gt.,	259	-	153 00	—40	46 79	15 00	2 50
Benedicta, . . .	325	-	70 05	—124 95	56 48	-	2 75
Crystal, . . .	175	-	150 00	45 00	25 00	22 00	2 00
Dayton, . . .	49	-	-	-	-	-	-
Eaton Grant, . . .	188	-	100 00	—12 80	123 15	16 00	1 50
Fremont, . . .	-	-	100 00	-	-	-	-
Golden Ridge, . . .	194	-	-	-	45 50	-	2 50
Hancock, . . .	592	-	-	-	-	-	-
Haynesville, . . .	96	-	-	-	89 89	18 00	2 00
Isle Falls, . . .	-	-	-	-	-	-	-
Leavitt, . . .	37	-	-	-	-	-	-
Letter A, . . .	-	-	-	-	-	-	-
Letter H, . . .	203	-	175 00	53 20	55 00	18 25	2 37
Limestone, . . .	-	-	-	-	-	-	2 00
Macwaho, . . .	-	-	165 60	-	35 00	18 00	2 75
Madawaska, . . .	1,278	-	-	-	281 95	7 34	1 50
Molunkus, . . .	199	-	4 50	—104 90	-	-	-
Moro, . . .	-	-	-	-	-	-	-
No. 1, R. 5, . . .	-	-	-	-	-	-	-
No. 5, R. 3, . . .	34	-	-	-	-	-	-
No. 5, R. 4, . . .	-	-	-	-	-	-	-
No. 6, R. 4, . . .	37	-	-	-	-	-	-
No. 9, R. 6, . . .	59	-	40 00	4 60	11 00	30 00	2 25
No. 11, R. 1, . . .	106	-	-	-	-	-	-
Plymouth Grant, . . .	252	3,306	30 00	—121 20	-	-	-
Portage Lake, . . .	168	-	50 00	—50 80	-	-	2 50
Reed, . . .	76	-	-	-	-	-	-
Rockabema, . . .	49	7,623	-	-	-	-	-
Salmon Brook, . . .	176	-	150 00	44 40	32 90	-	1 87
Van Buren, . . .	1,050	-	-	-	242 00	9 62	1 42

COUNTY OF CUMBERLAND.

TOWNS.	Population	Valuation	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by --.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Baldwin, . . .	1,100	156,238	660 00	-	150 63	18 00	2 21
Bridgton, . . .	2,710	472,161	1,700 00	74 00	369 13	19 00	1 80
Brunswick, . . .	4,976	1,107,822	3,000 00	14 40	627 19	21 32	2 26
Cape Elizabeth, . . .	2,082	256,287	2,000 00	750 80	358 39	26 50	2 25
Casco, . . .	1,045	152,314	627 60	60	153 75	20 33	2 53
Cumberland, . . .	1,656	326,815	1,003 60	10 00	233 73	27 87	2 10
Falmouth, . . .	2,164	401,273	1,298 40	-	233 40	26 41	2 63
Freeport, . . .	2,629	563,146	1,800 00	222 60	358 39	22 84	2 55
Gorham, . . .	3,088	684,732	2,000 00	147 20	433 18	19 50	1 91
Gray, . . .	1,788	238,092	1,200 00	127 20	258 00	20 00	2 10
Harpeswell, . . .	1,535	314,941	925 00	4 00	200 05	19 04	1 95
Harrison, . . .	1,416	229,816	900 00	50 40	161 71	18 25	2 10
Naples, . . .	1,025	135,976	700 00	85 00	172 79	15 00	1 70

COUNTY OF CUMBERLAND, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
New Gloucester,	1,848	395,501	1,110 00	1 20	131 00	20 45	1 79
North Yarmouth,	1,221	327,670	700 00	—32 60	216 42	29 00	2 31
Otisfield,	1,171	211,185	720 00	17 40	-	18 44	2 22
Portland,	20,819	7,311,561	29,192 82	16,701 42	3,057 18	56 00	3 00
Pownal,	1,074	241,550	644 40	-	154 19	19 30	2 07
Raymond,	1,142	126,901	685 20	-	159 98	20 70	2 09
Scarborough,	1,837	386,549	1,300 00	197 80	252 05	26 00	2 50
Sebago,	850	70,162	510 00	-	159 98	22 20	1 74
Standish,	2,290	329,206	1,375 00	1 00	264 56	23 30	2 05
Westbrook,	4,852	1,201,922	3,500 00	588 80	611 17	27 30	3 06
Windham,	2,380	407,708	1,450 00	22 00	335 89	21 30	2 05
Yarmouth,	2,144	727,527	1,286 40	-	237 19	28 50	3 04

COUNTY OF FRANKLIN.

Avon,	778	80,677	480 00	13 20	108 00	14 25	1 30
Carthage,	420	42,142	252 00	-	51 61	16 12	1 75
Chesterville,	1,142	140,612	685 20	-	139 90	18 33	2 10
Farmington,	2,725	597,064	1,650 00	15 00	416 95	21 79	2 48
Freeman,	762	73,637	475 50	30	92 00	14 57	1 51
Industry,	1,041	130,845	500 00	—124 60	116 00	20 19	1 84
Jay,	1,733	220,551	1,040 00	20	226 46	17 00	1 49
Kingfield,	662	73,273	400 00	2 80	84 98	20 00	2 00
Madrid,	404	23,964	242 00	—40	74 10	12 50	1 32
New Sharon,	1,732	310,226	920 50	—118 70	216 00	17 60	2 12
New Vineyard,	635	65,538	488 00	107 00	109 76	14 00	1 62
Phillips,	1,673	208,745	1,000 00	—3 80	226 80	15 60	1 55
Rangely,	43	4,800	150 00	124 20	30 00	12 75	1 50
Salem,	454	60,029	273 00	60	48 14	12 44	1 50
Strong,	1,008	169,091	408 00	—196 80	98 00	16 80	1 62
Temple,	785	72,550	342 50	—128 50	89 80	16 33	1 52
Weld,	995	92,232	597 00	-	145 79	15 80	1 49
Wilton,	1,909	320,566	1,188 60	43 20	134 28	16 25	1 82
PLANTATIONS.							
Dallas,	458	26,900	-	-	24 24	11 00	1 50
Eustis,	-	-	100 00	-	31 17	12 00	1 50
Jackson,	321	15,000	-	-	-	-	-
Letter E,	126	6,000	75 60	-	13 00	-	1 67
No. 4,	139	3,920	-	-	-	-	-
No. 6,	74	2,000	-	-	-	-	-
Perkins,	-	-	40 00	-	-	-	-

COUNTY OF HANCOCK.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Amherst,	323	43,962	350 00	156 20	45 27	22 00	2 41
Aurora,	217	33,672	200 00	69 80	27 36	-	2 40
Bluehill,	1,939	350,221	1,165 00	1 60	387 30	21 83	2 05
Brooklin,	1,002	77,832	700 00	98 80	141 00	22 88	2 07
Brooksville,	1,333	105,901	800 00	20	208 00	13 40	2 03
Bucksport,	3,381	626,338	2,500 00	471 40	523 56	26 45	2 38
Castine,	1,260	597,360	2,250 00	1,494 00	185 95	36 00	3 33
Cranberry Isles,	283	38,759	169 80	-	46 75	24 00	2 30
Deer Isle,	3,037	227,042	1,809 00	-13 20	512 85	25 00	2 50
Dedham,	546	55,094	350 00	22 40	83 00	23 33	1 94
Eastbrook,	212	32,811	160 00	32 80	-	25 00	2 00
Eden,	1,127	103,809	680 00	3 80	177 64	26 62	2 30
Ellsworth,	4,009	675,945	3,500 00	94 60	691 81	27 20	2 25
Franklin,	736	78,461	441 00	-60	141 00	27 60	2 21
Gouldsborough,	1,400	125,931	840 00	-	242 39	24 55	1 80
Hancock,	900	83,070	552 00	-24 00	125 29	26 00	2 50
Mariaville,	374	36,487	250 00	25 60	66 49	19 80	2 12
Mount Desert,	777	79,181	560 00	93 80	129 66	26 08	1 80
Orland,	1,580	277,433	1,000 00	52 00	184 39	26 90	2 43
Otis,	124	19,341	200 00	125 60	12 00	21 00	2 00
Penobscot,	1,556	160,286	934 00	40	48 27	22 90	1 92
Seaville,	139	17,000	-	-	-	-	-
Sedgwick,	1,234	119,748	850 00	109 60	187 34	27 22	1 93
Sullivan,	810	107,255	486 00	-	96 00	27 00	1 94
Surry,	1,189	125,104	750 00	36 60	199 11	28 88	2 23
Tremont,	1,425	102,505	900 00	45 00	997 50	27 00	2 17
Trenton,	1,205	148,720	723 00	-	180 07	25 00	2 00
Waltham,	304	41,881	182 00	-40	-	18 00	2 50
PLANTATIONS.							
Eagle Island,	32	1,000	-	-	66 22	-	-
Harbor & Marshal Is.,	16	800	-	-	-	-	-
Hog Island,	12	400	-	-	-	-	-
Long Island,	152	3,500	174 60	83 40	39 00	25 00	1 50
No. 7,	109	13,132	40 00	-25 40	18 21	20 00	2 50
No. 10,	20	8,000	-	-	-	-	-
No. 16,	-	8,000	-	-	-	-	-
No. 21, Middle Div.,	26	8,000	25 00	9 40	6 96	-	1 50
No. 33, "	51	26,000	50 25	19 65	9 00	-	2 00
Swan Island,	423	17,898	260 00	6 20	-	30 00	2 06
Wetmore,	405	56,596	300 00	57 00	60 26	27 00	2 75

COUNTY OF KENNEBEC.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Albion,	1,604	231,097	1,000 00	37 60	208 45	20 00	1 75
Augusta,	8,227	2,080,712	5,000 00	63 80	1,020 47	23 11	2 62
Belgrade,	1,722	304,943	1,034 00	80	215 02	16 78	2 06
Benton,	1,189	155,992	800 00	86 60	170 72	19 43	2 02
Chelsea,	1,096	146,869	700 00	42 40	156 52	20 00	2 60
China,	2,769	456,635	1,725 00	63 60	410 32	19 75	2 05
Clinton,	1,743	188,606	1,047 37	1 57	241 70	20 00	2 00
Farmingdale,	—	253,927	800 00	—	129 50	25 50	2 61
Fayette,	1,085	194,777	650 00	—1 00	124 66	21 00	1 51
Gardiner,	5,226	1,385,298	3,550 00	414 40	611 17	29 95	2 44
Hallowell,	3,201	967,042	2,150 00	229 40	341 43	48 00	2 19
Litchfield,	2,100	299,608	1,000 00	—	234 42	21 00	1 78
Manchester,	825	239,501	700 00	205 00	96 85	19 75	1 86
Monmouth,	1,925	356,882	1,155 00	—	216 77	20 75	1 95
Mount Vernon,	1,479	239,054	587 40	—300 00	175 56	20 00	2 08
Pittston,	2,823	593,319	1,700 00	6 20	362 31	23 25	2 25
Readfield,	1,817	439,723	1,200 00	109 80	189 60	18 45	2 00
Rome,	830	79,097	500 00	2 00	133 66	16 67	1 86
Sidney,	1,955	458,556	1,200 00	27 00	—	21 16	2 45
Vassalborough,	3,099	641,288	1,900 00	40 60	430 00	21 50	2 30
Vienna,	851	126,125	510 60	—	127 78	20 00	1 53
Waterville,	3,965	1,018,362	2,500 00	121 00	591 43	24 00	2 50
Wayne,	1,367	233,339	820 20	—	164 42	18 60	1 90
West Gardiner,	1,260	228,880	800 00	44 00	186 30	19 71	1 90
Windsor,	1,793	260,427	1,080 00	4 20	266 77	—	—
Winslow,	1,796	342,552	1,200 00	122 40	259 36	16 50	1 84
Winthrop,	2,154	500,757	1,292 40	—	26 78	21 66	2 75
PLANTATIONS.							
Clinton Gore,	195	6,722	150 00	33 00	29 00	15 00	1 87
Unity,	110	5,681	50 00	—16 00	13 16	—	75

COUNTY OF LINCOLN.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Alna,	916	182,679	550 00	40	117 39	23 83	2 22
Boothbay,	2,504	239,067	1,502 40	—	393 02	21 46	2 08
Bremen,	891	107,595	534 00	—60	24 00	21 00	1 87
Bristol,	2,910	251,075	1,750 00	4 00	415 00	27 30	2 21
Cushing,	805	90,688	483 00	—	108 03	21 33	1 82
Damariscotta,	1,328	377,242	1,000 00	203 20	212 26	21 16	2 37
Dresden,	1,419	270,613	851 00	—40	195 65	22 67	2 40
Edgecomb,	1,231	167,730	738 60	—	187 68	20 25	1 66
Friendship,	652	70,181	391 00	—20	90 38	20 52	1 75
Jefferson,	2,223	298,677	1,333 80	—	310 96	20 00	2 25
Newcastle,	2,012	392,503	1,200 00	—7 20	—	20 00	2 39
Nobleborough,	1,408	234,312	852 98	8 18	205 31	18 32	1 65

COUNTY OF LINCOLN, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1870.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Rockland, . . .	5,052	1,036,599	6,000 00	2,968 80	921 78	33 14	3 00
St. George, . . .	2,217	233,820	1,320 20	—10 00	366 00	19 65	1 92
Somerville, . . .	552	33,504	331 20	—	80 68	15 72	1 82
Southport, . . .	543	37,126	326 00	20	87 10	27 50	2 00
South Thomaston, . . .	1,420	285,300	900 00	48 00	222 65	28 31	3 00
Thomaston, . . .	2,723	740,576	2,500 00	866 20	390 00	28 94	2 42
Union, . . .	1,974	341,621	1,182 00	—2 40	246 89	23 01	1 82
Waldoborough, . . .	4,199	941,088	2,700 00	180 60	630 00	21 50	2 25
Warren, . . .	2,428	777,730	1,460 00	3 20	321 35	23 00	2 15
Washington, . . .	1,756	143,560	1,053 60	—	233 31	19 02	1 76
Westport, . . .	761	101,511	466 00	9 40	114 02	23 91	1 59
Whitefield, . . .	2,160	278,160	1,400 00	104 00	277 02	20 65	1 96
Wiscasset, . . .	2,343	605,096	1,350 00	—55 80	275 98	30 40	—
PLANTATIONS.							
Matinicus, . . .	220	20,000	132 00	—	35 67	25 00	2 00
Monhegan, . . .	103	3,506	100 00	38 20	—	20 00	2 00
Muscle Ridge, . . .	56	—	34 00	40	31 17	12 00	3 00

COUNTY OF OXFORD.

TOWNS.	Population in 1850.	Valuation in 1870.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Albany, . . .	747	71,843	455 00	6 80	111 16	14 57	1 78
Andover, . . .	710	75,390	426 00	—	110 00	18 50	1 86
Bethel, . . .	2,253	266,498	1,351 80	—	325 85	17 44	2 17
Brownfield, . . .	1,320	159,636	792 00	—	186 30	15 45	1 99
Buckfield, . . .	1,657	259,924	1,020 00	25 80	225 00	18 33	1 53
Byron, . . .	296	19,968	—	—	—	—	—
Canton, . . .	926	142,735	580 00	24 40	134 00	21 00	1 90
Denmark, . . .	1,203	170,710	800 00	78 20	175 56	17 50	1 97
Dixfield, . . .	1,180	153,729	600 00	—108 00	170 00	16 37	2 00
Fryeburg, . . .	1,524	279,088	1,200 00	285 60	232 00	20 00	2 00
Gilead, . . .	359	47,622	215 40	—	52 63	15 62	1 77
Grafton, . . .	108	7,000	65 00	20	12 80	20 00	2 00
Greenwood, . . .	1,118	53,000	671 00	20	137 60	15 00	1 50
Hanover, . . .	366	38,212	160 00	—59 60	42 60	14 50	1 66
Hartford, . . .	1,293	169,665	708 00	—67 80	141 97	16 44	1 50
Hebron, . . .	839	118,567	503 40	—	123 60	19 20	1 95
Hiram, . . .	1,210	160,713	726 00	—	169 33	18 11	1 85
Lovell, . . .	1,196	163,722	720 00	2 40	80 09	18 34	2 14
Mason, . . .	93	12,022	75 00	19 20	19 00	25 00	2 00
Mexico, . . .	481	57,480	290 00	1 40	68 22	14 22	1 85
Newry, . . .	459	48,564	275 40	—	59 29	18 60	2 16
Norway, . . .	1,962	326,473	1,400 00	222 80	281 87	21 21	1 85
Oxford, . . .	1,233	183,800	800 00	60 20	196 69	19 10	1 62
Paris, . . .	2,883	481,259	1,729 80	—	344 19	21 40	2 16
Peru, . . .	1,109	103,798	700 00	34 60	159 69	16 09	1 54

COUNTY OF OXFORD, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Porter,	1,208	165,198	724 80	-	167 33	17 33	1 91
Roxbury,	246	15,929	179 00	31 40	31 44	12 78	1 29
Rumford,	1,375	184,692	825 00	-	188 00	19 66	1 85
Stoneham,	483	25,390	300 00	10 20	-	17 00	1 90
Stow,	407	47,881	300 00	55 80	74 10	15 00	1 78
Sumner,	1,151	168,070	700 00	9 40	157 55	17 50	1 59
Sweden,	698	124,268	500 00	81 20	96 85	19 83	1 90
Waterford,	1,448	263,096	900 00	31 20	176 02	20 50	1 78
Woodstock,	1,012	80,524	608 00	80	141 28	19 83	2 21
PLANTATIONS.							
Andover N. Surplus,	81	3,000	12 12	-35 48	1 22	-	1 67
Franklin,	188	6,584	125 00	12 20	43 98	13 75	1 23
Fryeburg Acad. Grant,	64	3,000	-	-	-	-	2 00
Hamlin's Grant,	108	5,560	65 00	20	10 00	15 00	1 25
Letter B,	174	5,000	125 00	20 60	35 00	14 00	2 00
Lincoln,	-	-	84 00	-	13 50	18 00	3 00
Milton,	166	10,220	150 00	50 40	-	19 00	1 77
No. 5, R. 1 and 2,	105	5,000	-	-	-	-	-
Riley,	60	3,027	-	-	-	-	-

COUNTY OF PENOBSBOT.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Alton,	252	13,346	300 00	148 80	69 00	17 50	1 80
Argyle,	338	22,573	228 80	26 00	28 80	20 00	2 75
Bangor,	14,432	3,899,218	15,500 00	6,840 80	1,907 32	47 00	3 10
Bradford,	1,296	85,488	800 00	22 40	227 84	22 75	2 09
Bradley,	796	99,979	480 00	2 40	114 62	29 00	2 12
Brewer,	2,628	363,316	1,300 00	-276 80	333 47	28 00	2 00
Burlington,	481	28,500	300 00	11 40	77 91	21 00	2 16
Carmel,	1,228	107,228	750 00	13 20	181 46	22 33	2 04
Carrol,	401	21,229	275 00	34 40	-	23 50	1 93
Charleston,	1,283	142,977	800 00	30 20	197 38	24 09	2 24
Chester,	339	12,733	300 00	96 60	55 76	19 00	1 80
Clifton,	306	19,295	222 00	38 49	48 14	20 00	2 37
Corinna,	1,550	165,292	850 00	-80 00	238 58	19 00	2 08
Corinth,	1,600	199,964	960 00	-	246 80	19 36	2 14
Dexter,	1,948	267,561	1,300 00	131 20	296 41	27 00	2 50
Dixmont,	1,605	219,612	1,000 00	37 00	222 30	23 00	2 00
Eddington,	606	101,283	700 00	282 40	111 16	20 66	2 25
Edinburg,	93	11,307	50 00	-5 80	11 08	-	4 00
Enfield,	396	27,163	250 00	12 40	62 33	18 00	2 30
Etna,	802	50,975	500 00	18 80	114 27	19 42	1 83
Exeter,	1,853	242,197	1,200 00	88 20	251 05	25 50	2 50
Garland,	1,247	132,004	800 00	51 80	208 80	23 40	2 70
Glenburn,	905	86,821	500 00	-43 00	123 96	17 75	2 35

COUNTY OF PENOBSCOT, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Greenbush, .	457	22,096	362 00	87 80	90 38	17 00	1 76
Greenfield, .	305	37,486	183 00	—	45 00	21 00	1 33
Hampden, .	3,195	423,441	2,000 00	83 00	446 77	24 27	2 27
Heron, .	1,374	129,069	850 09	25 60	218 15	18 51	1 80
Holden, .	—	119,943	550 00	—	111 85	18 66	1 84
Howland, .	214	24,114	250 00	121 60	24 95	22 00	1 83
Hudson, .	717	41,296	430 20	—	116 00	22 25	2 25
Kenduskeag, .	—	—	585 00	—	129 85	26 56	2 51
Lagrange, .	482	38,300	300 00	10 80	83 45	25 66	2 00
Lee, .	917	68,151	550 00	—	137 82	18 12	2 37
Levant, .	1,842	169,397	680 00	—425 20	189 42	20 75	2 05
Lincoln, .	1,358	126,663	850 00	35 20	212 00	23 25	2 42
Lowell, .	378	19,609	226 80	—	75 48	15 00	2 15
Maxfield, .	186	8,784	100 00	—11 60	23 56	—	2 00
Milford, .	687	128,876	600 00	187 80	103 88	30 00	2 30
Newburg, .	1,399	115,354	838 00	1 40	206 37	20 64	2 25
Newport, .	1,212	195,203	730 00	2 80	184 17	22 00	1 75
Oldtown, .	3,087	336,995	2,000 00	147 80	484 78	34 09	2 15
Orono, .	2,785	259,930	1,700 00	29 00	279 56	30 00	2 15
Orrington, .	1,851	256,605	1,200 00	89 40	270 09	27 08	2 15
Passadumkeag, .	294	20,066	300 00	123 60	41 56	—	2 40
Patten, .	470	46,447	500 00	218 00	70 00	24 00	2 25
Plymouth, .	925	80,272	600 00	45 00	147 17	20 80	2 17
Prentiss, .	161	5,625	100 00	3 40	—	—	1 62
Springfield, .	583	29,422	365 00	15 20	108 38	24 00	2 25
Stetson, .	885	78,987	550 00	19 00	126 00	22 75	2 24
Veazie, .	—	—	450 00	—	106 30	40 00	2 40
Winn, .	—	—	100 00	—	—	15 00	1 66
Woodville, .	—	5,000	150 00	—	38 06	—	2 00
PLANTATIONS.							
Mattamiscontis, .	54	6,000	—	—	—	—	—
Mattawamkeag, .	306	5,000	—	—	28 74	20 00	2 75
Nickatow, .	—	4,000	25 00	—	100 00	—	1 50
No. 4, R. 1, .	161	5,625	—	—	—	—	2 00
No. 5, R. 6, .	102	4,000	67 00	5 80	18 00	—	2 17
Pattagampus, .	50	1,200	50 00	20 00	—	—	—
Webster, .	29	8,000	49 00	31 60	14 88	7 00	1 75

COUNTY OF PISCATAQUIS.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Abbot, .	747	65,351	450 00	1 80	99 37	21 13	1 88
Atkinson, .	895	111,181	550 00	13 00	—	17 75	1 89
Barnard, .	181	14,844	110 00	1 40	24 00	—	1 20
Blanchard, .	192	17,130	70 00	—45 00	—	20 00	—
Bowerbank, .	173	17,376	103 80	—	16 97	—	2 00
Brownville, .	787	78,987	500 00	27 80	110 46	17 20	2 10

COUNTY OF PISCATAQUIS, (CONTINUED.)

POWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Dover,	1,927	243,118	1,200 00	43 80	283 83	18 60	2 02
Foxcroft,	1,045	142,707	630 00	3 00	119 37	20 00	1 75
Guilford,	834	94,714	500 00	—40	118 90	23 00	2 03
Greenville,	326	36,150	200 00	4 40	23 00	26 00	1 85
Kingsbery,	181	22,639	110 00	1 40	24 59	20 00	1 83
Medford,	322	30,378	200 00	6 80	49 87	14 50	1 50
Milo,	932	89,416	563 00	3 80	198 79	17 83	2 18
Monson,	654	66,733	400 00	7 60	—	26 00	1 77
Orneville,	424	28,926	254 40	—	50 82	17 00	1 75
Parkman,	1,243	117,194	750 00	4 20	161 02	20 66	1 62
Sangerville,	1,267	192,300	775 00	14 80	—	19 00	1 57
Sebec,	1,223	104,786	750 00	16 20	159 64	22 80	2 08
Shirley,	250	38,012	100 00	—50 00	41 00	15 00	1 46
Wellington,	600	42,042	360 00	—	94 53	15 00	1 75
Williamsburg,	124	22,014	100 00	25 60	12 81	—	2 17
PLANTATIONS.							
Elliotsville,	102	10,884	—	—	—	—	—
No. 2, R. 5,	—	—	10 50	—	4 85	—	1 00

COUNTY OF SAGADAHOC.

POWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Arrowsic,	311	72,875	190 00	3 40	40 42	25 00	1 25
Bath,	8,020	2,777,778	10,000 00	5,188 00	1,202 96	53 47	4 20
Bowdoin,	1,857	247,813	1,114 20	—	227 50	19 98	1 75
Bowdoinham,	2,381	529,794	1,500 00	71 40	329 31	22 62	1 96
Georgetown,	1,121	155,390	675 00	2 40	160 12	23 20	2 45
Perkins,	84	26,721	14 60	—35 80	5 88	—	1 87
Phippsburg,	1,805	365,622	1,100 00	17 00	273 20	21 00	1 96
Richmond,	2,056	405,475	1,240 00	6 40	343 50	18 81	2 12
Topsham,	2,010	581,232	1,250 00	44 00	221 60	19 80	1 83
West Bath,	560	88,645	250 00	14 00	—	20 00	2 67
Woolwich,	1,420	346,365	1,000 00	148 00	181 10	27 75	2 17

COUNTY OF SOMERSET.

Anson,	2,016	310,391	1,210 00	40	262 12	19 50	2 14
Athens,	1,468	244,687	870 00	—10 80	—	16 58	2 01
Bingham,	752	86,322	452 00	80	116 00	19 00	2 00
Bloomfield,	1,301	256,690	780 60	—	186 30	19 50	2 26
Brighton,	748	46,919	450 00	1 20	104 08	17 00	2 08
Cambridge,	487	30,526	282 80	—9 40	60 60	17 33	2 02

COUNTY OF SOMERSET, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Canaan,	1,696	116,363	756 00	—261 60	160 33	20 40	1 87
Concord,	550	30,376	330 00	—	89 33	14 50	1 90
Cornville,	1,269	219,526	—	—	—	—	—
Detroit,	517	50,685	312 00	1 80	86 56	18 75	2 03
Embsden,	971	139,075	582 60	—	128 94	17 00	1 62
Fairfield,	2,452	418,074	1,500 00	28 80	380 00	19 77	2 25
Harmony,	1,107	130,286	670 00	5 80	157 00	20 00	2 50
Hartland,	960	83,166	600 00	24 00	143 36	19 33	2 18
Lexington,	538	43,288	375 00	52 20	—	14 50	1 72
Madison,	1,768	281,045	1,061 40	60	221 27	21 77	2 04
Mayfield,	133	3,435	75 00	—4 80	—	—	1 25
Mercer,	1,186	146,504	711 60	—	—	25 25	2 41
Moscow,	577	48,616	350 00	3 80	81 62	18 00	1 51
New Portland,	1,460	230,631	900 00	4 00	206 73	22 11	2 07
Norridgewock,	1,848	344,406	1,108 80	—	239 62	16 00	2 30
Palmyra,	1,625	162,897	1,000 00	25 00	234 77	20 36	1 88
Pittsfield,	1,666	119,684	1,000 00	300 40	189 99	21 25	2 59
Ripley,	641	57,648	400 00	15 40	93 68	20 50	2 29
St. Albans,	1,792	168,540	1,075 20	—	264 90	24 36	2 11
Skowhegan,	1,756	331,370	1,060 00	6 40	283 60	22 06	2 55
Smithfield,	873	77,058	325 00	—198 80	115 51	19 50	1 58
Solon,	1,419	179,706	851 40	—	192 53	23 87	2 40
Starks,	1,446	211,276	867 00	—60	192 88	19 00	1 82
PLANTATIONS.							
Caratunke,	—	—	28 05	—	—	20 00	1 25
Dead river,	—	—	70 00	—	13 85	—	3 00
Flagstaff,	—	—	—	—	—	10 00	2 25
Forks,	210	5,000	—	—	27 70	16 00	2 00
Moose river,	83	3,300	—	—	28 05	—	1 69
No. 1, R. 2, W. K. R.,	143	6,000	—	—	22 50	—	1 33
No. 1, R. 3, E. K. R.,	47	3,000	—	—	—	—	—
No. 1, R. 3, W. K. R.,	59	1,000	—	—	—	—	—
No. 2, R. 2,	144	3,000	84 00	—2 40	17 31	—	1 64
No. 4, R. 1, N. B. P.,	98	2,000	—	—	—	—	—

COUNTY OF WALDO.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Appleton,	1,127	206,691	860 00	183 80	233 04	19 90	1 85
Belfast,	5,052	1,323,997	4,500 00	1,468 80	770 80	39 00	3 00
Belmont,	1,486	125,215	445 79	—	80 68	21 00	1 50
Brooks,	1,022	102,343	1,625 00	1,011 80	153 05	27 00	2 00
Burnham,	784	82,284	300 00	—170 40	113 23	18 90	1 50
Camden,	4,005	602,804	2,600 00	197 00	694 28	22 00	2 00
Frankfort,	4,233	608,242	3,000 00	460 20	673 50	22 00	1 57
Freedom,	948	146,537	568 80	—	131 24	16 77	2 11
Hope,	1,110	159,342	650 00	—16 00	154 78	24 74	1 85

COUNTY OF WALDO, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Islesborough, .	984	95,104	590 40	—	163 10	21 12	1 78
Jackson, .	833	117,782	600 00	100 20	120 85	18 87	1 56
Knox, .	1,102	133,194	660 00	—1 20	139 59	20 57	2 00
Liberty, .	1,116	99,715	670 00	40	166 10	16 92	1 79
Lincolnton, .	2,174	248,890	1,304 40	—	309 92	23 60	1 50
Monroe, .	1,606	184,206	1,000 00	36 40	235 73	22 00	1 60
Montville, .	1,878	258,037	1,126 80	—	242 39	19 92	1 74
Morrill, .	—	—	368 40	—	97 30	20 50	1 89
North Haven, .	806	82,550	500 00	16 40	178 47	27 16	1 50
Northport, .	1,260	146,735	756 00	—	152 00	16 54	1 60
Palermo, .	1,659	177,886	—	—	—	—	—
Prospect, .	2,467	131,267	750 00	—	170 00	22 66	1 93
Searsmont, .	1,696	201,760	1,017 60	—	223 69	20 43	2 06
Searsport, .	2,207	502,819	1,600 00	275 80	361 50	28 00	2 45
Stockton, .	—	232,000	1,100 00	—	205 09	22 87	2 05
Swanville, .	944	102,999	566 00	—40	145 09	22 75	1 84
Thorndike, .	1,029	142,604	650 00	32 60	149 94	18 81	1 75
Troy, .	1,484	164,444	900 00	9 60	208 10	18 00	1 24
Unity, .	1,557	236,034	950 00	15 80	171 40	18 82	1 67
Vinalhaven, .	1,252	103,921	800 00	48 80	212 95	25 41	1 88
Waldo, .	812	81,597	500 00	12 80	108 40	23 60	1 93

COUNTY OF WASHINGTON.

Addison, .	1,152	206,931	700 00	8 80	172 79	16 60	2 33
Alexander, .	544	36,722	326 40	—	74 56	22 00	2 19
Baileyville, .	431	24,700	300 00	41 40	50 13	20 00	2 00
Baring, .	380	63,632	275 00	47 00	60 26	30 00	2 00
Beddington, .	147	21,028	88 20	—	18 70	—	2 25
Calais, .	4,750	735,422	3,000 00	150 00	833 00	33 33	2 83
Centerville, .	178	22,801	107 00	20	30 00	—	2 41
Charlotte, .	798	45,405	430 85	—47 95	92 80	21 20	2 25
Cherryfield, .	1,648	199,992	1,000 00	11 20	245 85	23 00	2 50
Columbia, .	1,140	169,931	700 00	16 00	177 64	23 00	2 82
Cooper, .	562	36,332	360 00	22 80	61 05	20 75	2 08
Crawford, .	324	20,994	200 00	5 60	44 94	—	1 18
Cutler, .	820	76,870	350 00	—192 00	120 50	25 60	2 75
Deblois, .	126	—	78 00	2 40	20 00	—	2 63
Dennysville, .	458	99,853	474 80	200 00	73 00	27 50	2 12
East Machias, .	1,904	313,894	1,200 00	57 60	250 18	32 22	2 86
Eastport, .	4,125	660,519	4,000 00	1,525 00	617 75	36 30	2 10
Edmunds, .	446	57,385	267 60	—	65 80	20 50	2 80
Harrington, .	963	109,315	650 00	72 20	137 00	25 00	2 25
Jonesborough, .	466	45,754	370 00	90 40	52 00	22 00	1 92
Jonesport, .	826	54,602	—	—	—	—	—
Lubec, .	2,814	240,153	1,690 00	1 60	395 00	27 27	2 24
Machias, .	1,590	403,903	1,900 00	946 00	257 28	49 92	2 57

COUNTY OF WASHINGTON, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Machiasport, .	1,266	106,405	-	-	-	-	-
Marion, .	271	21,369	124 00	—38 00	32 25	18 00	2 00
Marshfield, .	294	41,354	220 00	43 60	46 95	40 00	2 16
Medybemps, .	187	19,739	150 00	37 80	40 00	22 00	2 00
Milbridge, .	1,170	121,925	702 00	-	183 00	30 00	2 00
Northfield, .	246	24,950	200 00	52 40	36 36	22 00	1 75
Pembroke, .	1,712	158,994	1,027 20	-	324 92	26 72	2 18
Perry, .	1,324	115,374	800 00	5 60	187 68	25 42	2 53
Princeton, .	280	24,314	300 00	132 00	61 29	20 00	2 31
Robbinston, .	1,028	152,767	616 80	-	189 76	21 91	2 36
Steuben, .	1,122	119,136	673 20	-	155 32	22 16	1 99
Topsfield, .	268	26,642	175 00	14 20	44 75	21 00	2 12
Trescott, .	782	62,349	496 20	27 00	119 46	23 00	1 95
Wesley, .	329	29,743	200 00	2 60	-	23 00	2 25
Whiting, .	470	61,260	300 00	18 00	69 12	23 00	2 60
Whitneyville, .	519	86,052	312 00	60	77 22	38 00	3 37
PLANTATIONS.							
Big Lake, .	126	-	28 00	—47 60	8 00	-	2 00
Codyville, .	47	-	57 00	28 80	7 00	-	1 75
Danforth, .	168	5,000	102 00	1 20	20 09	-	2 00
Jackson Brook, .	-	-	-	-	-	-	2 00
No. 7, R. 2, .	61	3,500	96 00	62 40	54 00	-	1 50
No. 9, R. 4, .	59	11,000	57 75	22 35	-	-	1 75
No. 14, .	42	5,700	100 00	74 80	29 09	-	-
No. 18, .	20	3,500	-	-	-	-	1 00
Talmadge, .	46	11,000	68 00	40 40	8 02	15 00	1 75
Waite, .	81	9,000	81 00	32 00	50 47	20 00	2 00

COUNTY OF YORK.

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Acton, .	1,359	213,825	815 40	-	159 00	18 41	1 89
Alfred, .	1,319	271,600	900 00	108 60	220 60	21 75	2 42
Berwick, .	2,121	219,101	1,700 00	427 40	399 60	20 34	2 44
Biddeford, .	6,095	2,176,728	6,500 00	2,843 00	1,027 30	56 54	2 20
Buxton, .	2,995	424,397	1,800 00	3 00	378 00	19 90	2 15
Cornish, .	1,144	198,622	684 00	—2 40	147 17	15 25	1 62
Dayton, .	-	130,650	500 00	-	97 07	18 67	2 15
Elliot, .	1,803	320,658	1,081 80	-	232 35	19 28	3 08
Hollis, .	2,683	237,894	1,100 00	-	232 35	16 25	2 00
Kennebunk, .	2,650	732,996	1,800 00	210 00	354 49	23 30	1 93
Kennebunkport, .	2,706	512,135	1,800 00	176 40	358 05	23 04	2 14
Kittery, .	2,706	290,492	1,800 00	176 40	392 88	25 00	3 00
Lebanon, .	2,208	354,809	1,324 80	-	355 43	20 09	2 27
Limerick, .	1,473	235,780	900 00	16 20	181 46	17 87	1 98
Limington, .	2,116	346,786	1,260 00	—9 60	272 51	16 38	1 93

COUNTY OF YORK, (CONTINUED.)

TOWNS.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Lyman, . . .	1,376	502,753	825 60	—	200 84	19 40	2 10
Newfield, . .	1,418	212,832	850 80	—	180 07	18 87	2 30
North Berwick,	1,593	331,148	1,000 00	44 20	227 49	19 50	2 14
Parsonsfield, .	2,322	435,995	1,400 00	6 80	284 30	17 00	2 25
Saco, . . .	5,794	2,239,831	6,000 00	2,523 60	745 53	26 97	2 67
Sanford, . . .	2,330	334,654	1,500 00	102 00	305 41	18 63	2 27
Shapleigh, . .	1,348	201,771	871 01	62 21	173 49	14 75	2 09
South Berwick,	2,592	619,409	1,600 00	44 80	361 51	21 25	2 91
Waterborough,	1,989	200,332	1,193 40	—	274 25	19 00	2 10
Wells, . . .	2,945	428,628	1,800 00	33 00	363 29	21 48	2 32
York, . . .	2,980	516,609	1,800 00	12 00	387 00	19 00	2 10

RECAPITULATION, (TABLE I.)

COUNTIES.	Population in 1850.	Valuation in 1850.	Amount of school money raised by tax.	Excess above the amount required by law; a deficit indicated by —.	Amount apportioned from school fund.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.
Androscoggin, - -	25,757	4,156,126	18,445 40	2,991 60	3,257 33	20 27	1 94
Aroostook, - -	11,947	330,181	5,829 15	625 15	2,193 50	16 68	2 18
Cumberland, - -	68,842	16,777,054	60,288 42	18,983 22	9,289 86	23 06	2 24
Franklin, - -	20,019	2,740,300	11,307 90	—266 30	2,476 98	15 77	1 68
Hancock, - -	33,728	4,534,475	24,151 65	2,046 25	5,839 65	24 99	2 18
Kennebec, - -	58,206	12,435,771	36,801 77	1,338 37	7,134 13	21 54	2 05
Lincoln, - -	46,806	8,261,559	32,441 78	4,358 18	6,493 30	22 49	2 12
Oxford, - -	35,499	4,687,857	21,861 72	796 32	4,695 62	17 66	1 85
Penobscot, - -	62,945	9,141,077	47,656 80	8,348 00	9,361 06	22 81	2 17
Piscataquis, - -	14,429	1,586,882	8,686 70	77 20	1,593 82	19 53	1 78
Sagadahoc, - -	21,625	5,597,710	18,333 80	5,458 80	2,985 59	25 16	2 20
Somerset, - -	35,297	4,592,490	20,138 45	—17 80	4,301 13	19 11	2 02
Waldo, - -	46,633	6,800,999	30,959 19	3,682 40	6,766 21	22 06	1 83
Washington, - -	38,510	4,867,211	25,354 00	3,468 40	5,594 98	25 07	2 15
York, - -	60,065	12,390,435	42,806 81	6,777 61	8,311 44	21 07	2 25
Total, - -	580,308	98,900,127	405,063 54	58,667 40	80,294 60	21 15	2 04

TABLE II.

COUNTY OF ANDROSCOGGIN.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Auburn, . . .	1,368	698	783	618.5	18	13	29	19.6
Danville, . . .	512	321	499	315.0	11	10	9	21.5
Durham, . . .	689	371	494	358.0	18	11	15	18.5
East Livermore, . . .	311	213	290	199.0	8	5	10	19.8
Greene, . . .	473	256	342	226.0	14	9	12	22.2
Leeds, . . .	497	240	390	263.5	13	13	12	19.9
Lewiston, . . .	1,922	1,000	873	754.0	12	13	21	23.8
Lisbon, . . .	492	305	371	270.5	11	8	13	21.2
Livermore, . . .	613	398	547	383.5	18	12	20	21.6
Minot, . . .	606	313	401	381.5	8	8	10	21.9
Poland, . . .	1,043	590	701	508.0	22	13	24	19.2
Turner, . . .	988	551	758	532.5	19	17	22	18.3
Wales, . . .	416	142	172	174.5	7	6	6	21.6
Webster, . . .	363	240	260	1.60	11	9	10	21.9
Total, . . .	10,293	5,638	6,881	5,180.5	190	147	213	21.2

COUNTY OF AROOSTOOK.

Amity, . . .	139	99	62	45.5	3	2	3	23.0
Ashland, . . .	201	50	25	40.0	5	-	3	23.0
Bridgewater, . . .	185	98	67	66.0	4	-	4	28.0
Fort Fairfield, . . .	383	140	184	147.5	7	4	9	20.6
Hodgdon, . . .	397	224	203	142.0	9	4	8	23.8
Houlton, . . .	832	539	360	309.0	9	3	10	25.7
Linneus, . . .	358	180	239	150.0	10	3	12	20.0
Littleton, . . .	190	64	30	39.5	5	1	4	22.4
Masardis, . . .	52	29	27	24.5	2	1	1	26.0
Maysville, . . .	238	-	-	-	9	-	-	-
Monticello, . . .	155	39	71	36.0	8	1	4	25.0
New Limerick, . . .	115	53	37	37.5	4	2	2	21.1
Orient, . . .	101	89	-	-	3	-	2	12.0
Presque Isle, . . .	218	62	57	50.0	6	3	3	23.3
Smyrna, . . .	-	-	-	-	-	-	-	-
Weston, . . .	201	133	94	87.5	6	1	5	22.8

COUNTY OF AROOSTOOK, (CONTINUED.)

PLANTATIONS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Bancroft,	98	81	-	-	3	-	4	15.0
Barker,	10	10	-	-	1	-	-	-
Belfast Academy Gt.,	105	95	47	41.5	4	1	3	9.0
Benedicta,	125	64	84	48.0	1	-	2	21.6
Crystal,	84	62	60	50.0	3	1	4	19.0
Eaton Grant,	205	130	83	67.5	4	3	1	24.0
Fremont,	68	-	-	-	3	-	-	-
Golden Ridge,	173	90	88	70.5	5	-	4	26.2
Haynesville,	27	27	25	23.5	1	1	1	28.0
Isle Falls,	36	-	-	-	-	-	-	-
Leavitt,	34	-	-	-	-	-	-	-
Letter H,	210	89	85	51.5	8	2	2	20.0
Limestone,	34	25	25	21.0	1	-	2	28.0
Macwaho,	94	50	44	38.5	2	2	2	24.0
Madawaska,	953	133	112	89.0	13	3	3	25.0
Molunkus,	13	-	-	-	1	-	-	-
No. 9, R. 6,	45	30	20	21.5	1	-	1	20.0
Plymouth Grant,	45	-	-	-	-	-	-	-
Portage Lake,	60	35	-	-	1	1	1	-
Salmon Brook,	109	64	-	-	3	2	2	17.1
Van Buren,	724	92	79	-	12	3	3	27.9
Total,	7,017	2,876	2,208	1,697.5	157	44	105	22.2

COUNTY OF CUMBERLAND.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Baldwin,	439	289	270	209.0	11	3	11	23.5
Bridgton,	989	490	610	437.5	22	12	20	20.3
Brunswick,	1,819	1,055	1,191	929.5	24	16	24	20.1
Cape Elizabeth,	1,130	541	798	512.5	12	9	10	24.1
Casco,	444	232	284	209.5	10	6	9	21.4
Cumberland,	663	354	470	262.5	11	8	8	20.6
Falmouth,	674	429	506	358.0	13	12	11	19.6
Freeport,	1,025	677	726	511.5	17	12	16	21.2
Gorham,	1,308	564	645	446.5	18	12	18	24.6
Gray,	708	430	500	360.0	11	9	15	22.1
Harpswell,	573	321	378	267.0	16	10	13	21.7
Harrison,	475	337	383	268.0	13	6	17	22.3
Naples,	563	305	277	215.0	13	7	15	14.3
New Gloucester,	631	297	374	258.0	13	11	14	22.1
North Yarmouth,	425	214	296	189.0	9	5	2	25.0
Otisfield,	430	250	322	220.0	12	7	14	22.0
Portland,	9,181	4,542	4,589	3,242.5	-	-	-	-
Pownal,	422	219	382	203.5	10	10	10	19.3

COUNTY OF CUMBERLAND, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Raymond,	517	250	323	224.5	10	8	8	20.7
Scarborough,	710	475	520	385.0	12	10	9	26.0
Sebago,	331	279	274	214.5	10	7	11	22.2
Standish,	779	462	531	392.0	16	13	17	23.3
Westbrook,	1,779	992	978	733.0	15	14	23	27.3
Windham,	989	571	721	520.5	18	17	16	21.3
Yarmouth,	672	323	431	270.5	9	6	10	28.5
Total,	27,726	14,898	16,779	11,839.5	325	230	321	22.2

COUNTY OF FRANKLIN.

Avon,	302	145	235	131.0	12	8	12	16.7
Carthage,	162	132	166	114.0	5	4	6	17.7
Chesterville,	382	291	289	229.5	12	6	14	20.3
Farmington,	1,026	504	772	468.0	27	15	22	20.5
Freeman,	300	144	232	131.5	9	8	10	20.7
Industry,	350	160	300	165.5	13	6	9	17.9
Jay,	629	333	453	317.5	21	12	23	19.2
Kingfield,	237	105	132	97.5	6	5	5	22.0
Madrid,	193	121	149	96.5	8	4	9	16.7
New Sharon,	632	350	534	361.5	21	9	27	19.4
New Vineyard,	332	205	250	178.0	13	7	12	17.7
Phillips,	639	355	483	325.5	20	15	18	18.2
Rangely,	91	15	85	33.0	4	5	1	14.0
Salem,	162	92	158	104.5	6	7	4	16.3
Strong,	287	146	232	145.0	8	5	9	19.4
Temple,	285	145	197	125.0	9	6	9	17.3
Weld,	442	200	352	229.0	11	9	15	17.7
Wilton,	652	420	609	408.0	14	12	19	20.8
PLANTATIONS.								
Dallas,	60	42	23	22.5	1	1	2	22.0
Eustis,	105	64	31	38.0	3	1	1	13.0
Letter E,	45	14	35	18.5	3	-	3	15.0
Perkins,	45	-	-	6.0	-	-	-	-
Total,	7,358	3,983	5,717	3,745.5	226	145	230	18.2

COUNTY OF HANCOCK.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Amherst,	154	105	122	83.5	4	2	3	25.8
Aurora,	99	81	26	39.0	3	-	5	28.7
Bluehill,	817	520	520	440.0	18	13	15	18.4
Brooklin,	406	262	322	214.5	10	7	10	16.6
Brooksville,	610	338	410	271.5	14	9	10	19.8
Bucksport,	1,455	923	1,056	677.5	17	12	28	21.7
Castine,	556	327	309	250.0	4	5	7	35.0
Cranberry Isles,	150	83	97	80.5	5	2	5	16.5
Deer Isle,	1,667	821	917	692.0	30	14	18	21.0
Dedham,	227	133	167	121.0	7	3	5	17.7
Eastbrook,	76	76	30	37.0	3	-	-	-
Eden,	530	328	360	265.0	14	10	12	16.0
Ellsworth,	2,168	1,135	977	787.5	19	14	15	22.8
Franklin,	435	233	226	147.0	10	4	8	19.0
Gouldsborough,	712	301	460	286.5	17	7	16	16.9
Hancock,	425	269	263	214.5	8	6	8	19.0
Mariaville,	205	142	134	115.5	5	6	4	17.9
Mount Desert,	413	188	290	191.5	13	17	9	14.8
Orland,	730	469	488	339.0	18	10	15	19.9
Otis,	76	42	48	37.0	3	2	3	22.0
Penobscot,	716	391	482	333.5	14	11	12	17.8
Seaville,	-	-	-	-	-	-	-	-
Sedgwick,	584	349	436	303.5	10	6	12	20.6
Sullivan,	284	195	267	162.5	7	5	7	19.9
Surry,	566	376	403	330.0	8	7	11	19.8
Tremont,	854	408	506	352.5	15	9	13	15.6
Trenton,	560	320	395	295.0	10	7	14	19.5
Waltham,	148	120	103	75.0	4	1	4	18.5
PLANTATIONS.								
Harbor & Marshal Is.,	7	7	-	-	-	-	-	-
Long Island,	146	82	42	48.5	1	1	1	18.6
No. 7,	48	48	-	-	1	-	3	16.0
No. 10,	9	-	-	-	-	-	-	-
No. 21, Middle Div.,	25	25	-	-	1	-	1	12.0
No. 33, "	33	30	-	-	1	-	1	18.0
Swan Island,	220	107	153	103.0	6	2	4	21.4
Wetmore,	179	80	77	51.5	4	4	3	13.5
Total,	16,290	9,314	10,086	7,345.0	304	196	282	19.4

COUNTY OF KENNEBEC.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Albion,	654	387	528	392.0	14	10	13	21.0
Augusta,	2,800	500	848	590.0	23	17	25	22.2
Belgrade,	656	271	508	317.0	18	15	15	16.2
Benton,	503	310	332	245.0	9	8	9	21.1
Chelsea,	412	236	281	194.0	9	2	10	21.8
China,	1,150	768	950	755.0	22	16	25	19.8
Clinton,	692	404	462	337.5	12	10	12	20.5
Farmingdale,	365	194	205	143.0	3	2	8	24.4
Fayette,	344	165	260	172.5	10	4	13	17.8
Gardiner,	1,725	1,023	1,091	790.5	8	10	24	28.9
Hallowell,	816	475	467	358.0	3	3	11	33.0
Litchfield,	650	330	527	323.0	15	13	15	20.8
Manchester,	261	151	153	119.5	7	5	9	24.4
Monmouth,	620	388	424	305.5	14	10	10	19.1
Mount Vernon,	538	288	430	291.0	13	10	12	17.9
Pittston,	1,062	614	724	503.5	19	12	27	19.9
Readfield,	543	334	410	279.5	12	11	12	22.1
Rome,	380	244	312	226.0	8	7	9	17.8
Sidney,	735	554	684	404.0	20	19	22	20.5
Vassalborough,	1,152	722	813	613.5	23	17	32	17.6
Vienna,	356	206	282	193.5	10	3	15	15.5
Waterville,	1,687	804	791	652.5	17	14	20	22.2
Wayne,	453	313	396	273.5	11	12	17	22.7
West Gardiner,	555	298	375	236.5	9	8	10	22.7
Windsor,	625	-	-	-	11	9	11	-
Winslow,	707	396	490	342.0	17	15	17	23.4
Winthrop,	783	393	439	320.0	10	7	12	23.7
PLANTATIONS.								
Clinton Gore,	92	71	78	57.5	2	1	3	24.0
Unity,	25	22	-	-	1	-	1	23.0
Total,	21,341	10,861	13,260	9,435.5	350	270	419	21.6

COUNTY OF LINCOLN.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Alna,	282	148	225	141.0	6	3	6	23.0
Boothbay,	1,114	620	840	515.0	17	15	15	19.4
Bremen,	308	184	244	168.5	8	12	8	19.6
Bristol,	1,305	754	846	683.0	20	15	23	25.9
Cushing,	265	187	201	138.0	7	6	7	23.1
Damariscotta,	581	336	275	237.0	6	5	8	27.2
Dresden,	574	280	327	221.0	8	6	9	21.8
Edgecomb,	501	267	332	229.0	8	8	8	22.9
Friendship,	274	157	197	122.0	6	7	6	20.5
Jefferson,	885	480	569	414.5	16	17	16	21.6
Newcastle,	747	369	445	295.5	14	14	12	18.5
Nobleborough,	607	385	378	306.0	12	12	11	21.3

COUNTY OF LINCOLN, (CONTINUED.)

TOWNS.	Whole No. of Scholars.		Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.		No. of Female Teachers.		Average length of Schools in weeks.
	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.				No. of Male Teachers.	No. of Female Teachers.			
Rockland, . . .	2,578	1,618	1,703	1,307.5	8	12	20	27.0		
St. George, . . .	1,094	602	684	472.5	19	14	17	22.7		
Somerville, . . .	250	172	218	37.0	7	6	4	15.2		
Southport, . . .	263	110	186	106.5	6	3	6	20.8		
South Thomaston, . . .	632	428	502	432.0	12	7	12	20.2		
Thomaston, . . .	1,110	718	741	553.5	1	6	14	23.0		
Union, . . .	755	409	585	394.5	15	19	14	21.4		
Waldoborough, . . .	2,396	1,054	1,028	779.5	31	26	27	25.4		
Warren, . . .	906	506	696	500.0	19	18	18	21.7		
Washington, . . .	675	404	464	325.0	13	9	15	20.9		
Westport, . . .	340	200	238	162.5	6	5	6	21.0		
Whitefield, . . .	810	424	580	387.5	18	15	16	18.8		
Wiscasset, . . .	776	-	417	-	6	10	7	-		
PLANTATIONS.										
Matineus, . . .	99	50	59	46.5	1	1	1	24.0		
Monbegan, . . .	65	35	40	32.5	1	1	1	16.0		
Muscle Ridge, . . .	72	58	40	26.5	2	1	2	28.5		
Total, . . .	20,264	10,955	13,660	9,034.0	293	273	309	21.9		

COUNTY OF OXFORD.

TOWNS.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Albany, . . .	314	146	187	128.5	8	6	8 18.3
Andover, . . .	279	177	229	149.0	7	5	9 18.0
Bethel, . . .	948	569	731	488.0	26	17	24 19.7
Brownfield, . . .	579	381	382	273.0	16	10	13 19.1
Buckfield, . . .	642	377	393	298.5	13	10	14 20.7
Byron, . . .	-	-	-	-	-	-	-
Canton, . . .	401	238	301	210.5	9	5	11 18.7
Denmark, . . .	470	312	342	251.0	13	9	15 20.1
Dixfield, . . .	472	288	366	264.0	11	9	13 18.4
Fryeburg, . . .	663	320	384	275.0	15	9	20 20.2
Gilead, . . .	147	109	121	89.0	6	5	7 13.9
Grafton, . . .	37	19	20	13.5	3	1	1 22.0
Greenwood, . . .	497	280	303	221.0	13	5	10 13.0
Hanover, . . .	123	72	97	73.0	4	4	4 16.3
Hartford, . . .	401	252	335	228.0	14	11	15 20.3
Hebron, . . .	329	206	252	180.0	8	7	11 20.0
Hiram, . . .	521	254	351	230.5	14	9	15 18.1
Lovell, . . .	594	385	428	325.0	14	11	14 20.9
Mason, . . .	57	37	43	30.0	1	1	1 18.0
Mexico, . . .	212	150	177	120.0	6	7	6 16.6
Newry, . . .	166	145	163	124.5	6	5	7 19.2
Norway, . . .	817	481	610	433.0	15	12	16 20.2
Oxford, . . .	524	236	281	200.0	10	11	9 20.0
Paris, . . .	1,065	662	758	561.0	18	15	26 19.2
Peru, . . .	502	266	363	250.5	11	11	11 21.1

COUNTY OF OXFORD, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Porter,	494	292	363	247.0	13	9	14	20.8
Roxbury,	88	40	64	41.0	6	4	5	16.0
Rumford,	564	332	428	288.0	13	11	15	22.1
Stoneham,	184	115	144	90.5	6	4	5	17.0
Stow,	238	113	128	97.0	8	4	10	15.1
Sumner,	428	246	333	223.0	16	11	14	19.1
Sweden,	280	188	219	166.5	8	6	10	19.9
Waterford,	490	278	342	252.5	13	12	13	21.3
Woodstock,	487	209	270	191.5	11	5	10	16.5
PLANTATIONS.								
Andover N. Surplus,	33	22	22	18.0	1	-	1	16.0
Franklin,	135	105	86	56.0	4	4	4	11.7
Fryeburg Acad. Grant,	7	-	-	-	1	-	1	14.0
Hamlin's Grant,	26	17	20	13.5	1	1	1	18.0
Letter B,	94	19	69	33.5	4	1	5	20.0
Lincoln,	44	32	40	30.5	2	1	2	16.0
Milton,	96	39	78	49.0	2	1	5	20.2
Total,	14,358	8,409	10,223	7,214.0	370	269	395	18.4

COUNTY OF PENOBSCOT.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Alton,	208	119	109	86.5	7	2	7	22.4
Argyle,	153	131	153	117.5	4	2	2	16.0
Bangor,	5,219	3,460	3,825	2,893.0	4	10	73	33.6
Bradford,	677	374	467	321.0	12	7	11	19.1
Bradley,	324	203	175	155.5	4	2	6	23.0
Brewer,	946	588	624	469.0	13	6	15	22.2
Burlington,	251	144	75	97.5	6	2	6	22.0
Carmel,	542	306	280	230.5	10	5	11	20.4
Carrol,	185	113	101	78.5	8	3	8	17.5
Charleston,	550	354	404	312.0	10	7	11	23.1
Chester,	157	102	115	80.5	6	2	7	16.4
Clifton,	132	80	91	71.5	4	2	5	15.7
Corinna,	688	450	439	360.0	16	7	18	18.8
Corinth,	755	523	658	460.5	15	10	21	18.0
Dexter,	860	543	586	451.0	10	3	24	19.0
Dixmont,	645	358	480	316.5	12	11	15	20.4
Eddington,	326	181	245	176.5	7	6	8	22.7
Edinburg,	27	23	-	-	2	-	2	-
Enfield,	175	111	63	62.0	5	1	5	23.5
Etna,	353	181	271	175.5	8	11	9	17.3
Exeter,	671	461	574	397.0	12	10	14	20.7
Garland,	624	336	474	328.0	9	7	10	20.8
Glenburn,	339	177	213	145.0	7	4	8	20.8

COUNTY OF PENOBSCOT, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Greenbush,	304	167	41	69.5	7	1	7	20.0
Greenfield,	146	68	71	50.0	4	2	3	18.7
Hampden,	1,346	882	912	68.0	20	12	25	23.5
Hermon,	563	386	438	315.5	13	9	13	20.4
Holden,	330	207	240	161.0	8	3	16	18.9
Howland,	83	49	54	42.0	4	1	5	22.5
Hudson,	368	225	228	164.5	7	4	8	18.5
Kenduskeag,	377	221	322	214.0	7	3	7	18.2
Lagrange,	293	183	172	135.5	4	3	4	24.0
Lee,	397	297	271	221.5	7	4	10	16.9
Levant,	549	284	394	261.0	13	1	7	19.9
Lincoln,	583	484	402	344.0	10	4	15	23.4
Lowell,	182	163	44	75.0	7	1	5	20.7
Maxfield,	53	40	-	-	4	-	3	10.0
Milford,	251	155	110	110.0	4	2	6	23.6
Newburg,	554	322	412	286.5	10	7	14	22.3
Newport,	534	336	374	310.5	10	7	18	21.3
Oldtown,	1,308	770	762	587.5	8	8	20	25.9
Orono,	785	462	328	336.0	10	6	10	33.9
Orrington,	776	446	574	394.0	12	8	15	21.3
Passadumkeag,	142	96	101	78.5	4	-	6	22.0
Patten,	258	141	203	135.0	5	1	9	22.2
Plymouth,	425	217	287	196.0	7	6	11	21.7
Prentiss,	101	56	10	24.5	6	-	5	12.8
Springfield,	343	195	190	155.0	6	2	7	20.0
Stetson,	364	222	303	193.5	7	6	11	22.9
Veazie,	277	194	203	152.0	8	-	2	24.0
Winn,	99	56	70	49.5	3	1	3	21.8
Woodville,	112	112	-	-	3	-	-	-
PLANTATIONS.								
Mattawamkeag,	92	40	37	29.5	3	-	-	24.0
Nickatow,	40	27	-	-	1	-	1	-
No. 4, R. 1,	49	-	-	-	3	-	1	-
No. 5, R. 6,	67	23	19	15.5	3	-	2	18.0
Pattagumpus,	44	-	-	-	-	-	-	-
Webster,	24	21	-	-	2	1	-	-
Total,	27,033	16,865	18,094	13,580.0	421	223	565	20.9

COUNTY OF PISCATAQUIS.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Abbot,	332	227	199	181.0	9	5	11	18.4
Atkinson,	392	230	319	228.5	10	3	15	19.6
Barnard,	85	60	70	47.5	3	-	4	18.0
Blanchard,	51	-	46	-	1	1	1	25.0
Bowerbank,	52	18	40	25.0	3	-	3	26.0
Brownville,	335	180	238	154.0	9	5	7	20.4

COUNTY OF PISCATAQUIS, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Dover,	813	510	612	423.0	16	11	5	19.4
Foxcroft,	403	260	296	210.5	11	6	1	23.5
Guilford,	330	202	265	176.0	8	5	8	16.5
Greenville,	109	57	69	52.0	4	1	4	24.0
Kingsbery,	87	47	66	41.0	3	-	-	11.9
Medford,	144	37	107	55.5	5	4	3	15.2
Milo,	405	238	318	213.0	9	5	6	17.2
Monson,	244	194	140	105.0	9	1	12	19.7
Orneville,	230	77	97	52.5	9	1	5	20.3
Parkman,	426	285	130	261.5	12	6	16	21.7
Sangerville,	600	304	397	275.0	7	11	10	20.1
Sebec,	443	290	315	255.5	9	5	11	19.0
Shirley,	117	79	93	58.5	3	2	5	20.0
Wellington,	288	184	252	149.5	8	-	6	15.5
Williamsburg,	80	23	39	17.0	3	-	3	23.5
PLANTATION, No. 2, R. 5,	19	11	-	-	1	-	-	-
Total,	5,985	3,513	4,108	2,981.5	152	72	147	19.8

COUNTY OF SAGADAHOC.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Arrowsic,	130	62	73	45.5	2	2	2	20.0
Bath,	3,354	1,795	1,795	1,397.0	2	7	36	40.0
Bowdoin,	647	393	574	370.0	18	13	21	20.9
Bowdoinham,	914	495	619	454.5	18	16	15	21.5
Georgetown,	502	247	317	207.0	9	5	7	21.3
Perkins,	21	10	20	11.5	1	-	2	19.0
Phippsburg,	763	403	515	333.0	14	12	13	22.3
Richmond,	880	549	614	441.5	11	15	14	20.0
Topsham,	636	367	459	318.5	10	10	12	21.5
West Bath,	129	70	80	60.5	4	2	4	16.5
Woolwich,	510	289	365	257.0	9	7	10	21.4
Total,	8,486	4,680	5,431	3,896.0	98	89	136	22.2

COUNTY OF SOMERSET.

Anson,	734	426	599	389.0	23	12	24	18.6
Athens,	530	387	421	290.0	14	11	16	20.8
Bingham,	332	187	251	147.5	12	3	12	18.6
Bloomfield,	501	313	414	290.5	9	4	17	21.1
Brighton,	329	215	206	154.5	9	3	9	15.1
Cambridge,	189	104	161	93.0	5	3	5	19.0

COUNTY OF SOMERSET, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Canaan,	424	292	374	263.0	12	10	12	18.9
Concord,	251	81	196	111.5	12	5	10	14.5
Cornville,	-	-	-	-	-	-	-	-
Detroit,	252	158	182	131.5	5	4	7	18.1
Embden,	402	244	349	206.5	14	8	14	18.9
Fairfield,	1,067	692	665	518.5	16	9	19	20.7
Harmony,	450	240	315	232.5	11	7	11	21.0
Hartland,	445	359	348	235.0	10	6	11	17.0
Lexington,	254	140	185	133.5	8	4	6	14.9
Madison,	636	394	541	374.0	17	13	15	19.4
Mayfield,	58	21	-	-	3	-	1	-
Mercer,	375	276	315	235.5	9	9	12	17.7
Moscow,	240	130	192	124.0	11	3	8	15.3
New Portland,	604	312	493	308.0	17	10	15	16.7
Norridgewock,	676	400	461	345.5	16	11	22	17.8
Palmyra,	690	429	552	383.0	14	11	19	18.3
Pittsfield,	555	400	440	314.0	10	4	15	23.7
Ripley,	261	212	202	139.0	5	4	6	20.6
St. Albans,	780	530	648	453.5	14	10	19	16.8
Skowhegan,	837	456	578	375.0	12	8	19	17.5
Smithfield,	356	230	290	200.0	7	5	6	17.0
Solon,	529	341	532	299.5	13	7	14	19.4
Starks,	558	264	483	290.5	18	10	14	16.9
PLANTATIONS.								
Caratunke,	95	74	32	44.0	5	1	5	16.0
Dead river,	47	-	32	-	1	-	1	-
Flagstaff,	18	28	32	23.5	1	1	1	18.0
Forks,	83	50	30	40.0	6	1	5	24.0
Moose river,	65	45	-	-	1	-	2	28.0
No. 1, R. 2, W. K. R.,	64	48	22	27.0	3	-	3	16.6
No. 2, K. 2,	44	22	39	19.5	3	-	4	15.0
Total,	13,731	8,450	10,570	7,192.0	346	197	379	18.5

COUNTY OF WALDO.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Appleton,	646	427	498	371.5	12	12	14	19.8
Belfast,	2,248	1,220	1,425	1,100.0	15	16	26	39.0
Belmont,	268	166	215	136.0	5	5	5	23.9
Brooks,	425	266	355	235.5	7	5	10	24.0
Burnham,	341	224	238	177.5	8	4	7	16.8
Camden,	2,000	1,000	1,065	823.0	20	17	25	22.7
Frankfort,	1,961	1,350	1,793	1,262.5	25	23	39	21.6
Freedom,	323	183	303	192.0	9	8	9	19.5
Hope,	440	253	289	198.5	7	9	9	21.4

COUNTY OF WALDO, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Islesborough,	450	284	310	205.5	8	8	8	20.2
Jackson,	348	217	286	194.0	8	7	12	20.9
Knox,	423	222	314	198.0	10	7	11	18.6
Liberty,	455	294	341	247.0	9	7	17	22.6
Lincolnville,	850	562	621	420.0	17	16	15	19.7
Monroe,	693	410	444	318.5	13	13	14	18.7
Montville,	655	367	508	330.0	11	13	8	19.8
Morrill,	263	147	179	126.0	4	4	7	20.9
North Haven,	373	222	280	196.5	6	6	7	19.3
Northport,	466	282	316	235.5	8	8	8	19.2
Palermo,	-	-	-	-	-	-	-	-
Prospect,	440	258	256	196.5	7	5	8	22.6
Searsomont,	665	456	535	420.5	12	13	13	21.2
Searsport,	1,069	622	754	552.5	11	6	18	21.9
Stockton,	727	449	557	418.5	10	12	14	19.7
Swanville,	430	233	272	186.0	6	4	7	20.3
Thorndike,	440	280	367	241.5	10	9	11	19.5
Troy,	611	309	403	-	12	12	11	-
Unity,	500	316	484	291.5	12	11	13	23.4
Vinalhaven,	629	285	478	297.0	10	4	9	17.7
Waldo,	292	180	232	146.5	7	4	6	19.1
Total,	19,431	11,484	14,118	9,718.0	299	268	361	21.2

COUNTY OF WASHINGTON.

Addison,	501	328	302	258.5	13	6	17	19.5
Alexander,	214	101	77	63.5	3	2	3	25.5
Baileyville,	136	81	81	55.5	4	1	4	25.5
Baring,	183	142	131	95.0	1	1	5	24.5
Beddington,	56	53	36	35.0	1	-	2	27.5
Calais,	2,363	1,271	1,232	908.0	8	8	18	29.3
Centerville,	83	72	-	-	3	-	4	14.6
Charlotte,	261	135	132	94.0	6	3	3	21.5
Cherryfield,	720	516	462	375.0	10	2	13	21.0
Columbia,	510	321	310	394.5	11	5	9	19.5
Cooper,	190	131	153	102.5	5	3	5	17.2
Crawford,	129	63	68	51.0	2	-	3	45.0
Cutler,	450	305	381	267.0	7	5	9	19.0
Deblois,	60	50	-	-	1	-	2	-
Dennysville,	216	112	121	91.5	2	2	3	25.6
East Machias,	859	461	353	316.5	9	6	9	25.2
Eastport,	1,803	682	768	490.5	1	5	13	40.0
Edmunds,	208	123	137	99.0	6	2	5	18.1
Harrington,	432	264	280	215.5	11	3	12	19.4
Jonesborough,	194	154	19	68.0	6	1	5	15.0
Jonesport,	508	-	-	-	-	-	-	-
Lubec,	1,093	527	665	441.0	14	10	12	27.2
Machias,	851	528	479	392.5	1	4	12	28.9

COUNTY OF WASHINGTON, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Machiasport,	-	-	-	-	-	-	-	-
Marion,	84	31	16	16.5	3	1	2	20.0
Marshfield,	136	95	76	69.0	2	1	2	25.0
Medybemps,	100	80	78	42.5	3	3	3	20.4
Milbridge,	571	410	200	221.5	11	2	13	22.9
Northfield,	106	100	-	-	3	2	2	39.0
Pembroke,	978	347	55	342.5	11	8	9	22.4
Perry,	521	270	298	190.0	11	6	6	26.5
Princeton,	231	154	102	90.0	4	2	5	20.2
Robbinston,	522	272	311	208.0	8	7	6	23.3
Steuben,	474	273	250	190.5	11	5	9	19.8
Topsfield,	172	128	98	94.0	4	2	5	26.0
Trescott,	347	246	181	144.5	8	-	5	16.7
Wesley,	142	114	122	93.5	4	3	5	17.2
Whiting,	211	139	66	70.5	6	3	3	20.9
Whitneyville,	235	128	165	107.0	1	1	2	29.7
PLANTATIONS.								
Big Lake,	29	19	-	-	1	-	1	12.0
Codyville,	34	21	-	-	1	-	1	16.0
Danforth,	87	54	-	-	1	-	1	6.0
Jackson Brook,	42	30	-	-	2	-	3	20.0
No. 7, R. 2,	37	25	6	12.5	2	-	2	16.0
No. 9, R. 4,	40	-	-	-	2	-	1	12.0
No. 14,	85	63	-	-	3	-	3	11.3
No. 18,	7	-	-	-	1	-	1	17.0
Talmadge,	34	13	12	8.0	2	1	1	20.0
Waite,	40	19	31	19.5	1	1	1	20.0
Total,	17,285	9,451	8,754	6,574.0	231	117	260	21.9

COUNTY OF YORK.

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Acton,	451	271	367	251.5	12	11	10	17.8
Alfred,	570	233	258	192.0	10	7	8	23.0
Berwick,	1,047	624	711	546.0	17	13	20	22.2
Biddeford,	2,645	1,540	1,511	1,111.5	13	15	29	25.8
Buxton,	1,067	551	664	459.0	17	15	15	21.9
Cornish,	468	283	345	241.5	12	2	15	19.6
Dayton,	287	150	155	104.0	6	3	5	19.5
Elliot,	697	315	437	277.5	8	8	8	23.0
Hollis,	685	363	469	322.5	13	12	15	20.7
Kennebunk,	1,010	620	583	457.0	12	10	13	22.4
Kennebunkport,	1,041	639	419	377.0	13	12	14	24.5
Kittery,	1,157	591	672	454.0	13	11	12	24.5
Lebanon,	839	520	479	357.5	19	11	16	18.8
Limerick,	544	260	384	239.5	10	8	11	21.8
Limington,	777	440	584	394.5	17	17	15	20.3

COUNTY OF YORK, (CONTINUED.)

TOWNS.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Lyman,	550	342	353	252.5	12	9	8	19.2
Newfield,	536	292	336	249.0	10	8	11	21.6
North Berwick,	544	326	350	248.0	17	6	13	18.3
Parsonsfield,	839	370	552	330.5	19	15	15	22.2
Saco,	2,055	1,128	1,089	804.0	9	14	23	32.9
Sanford,	863	529	504	372.5	17	8	18	22.7
Shapleigh,	541	349	262	237.0	15	7	11	21.1
South Berwick,	1,019	492	501	341.0	13	13	13	21.7
Waterborough,	806	480	528	376.5	13	13	13	20.7
Wells,	1,045	623	656	476.0	15	15	16	21.0
York,	1,115	621	605	524.0	15	11	15	28.3
Total,	23,198	12,952	13,774	9,996.0	347	274	362	22.1

RECAPITULATION, (TABLE II.)

COUNTIES.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Whole No. attending Winter Schools.	Mean average attendance in Summer and Winter Schools.	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average length of Schools in weeks.
Androscoggin,	10,293	5,638	6,881	5,180.5	190	147	213	21.2
Aroostook,	7,017	2,876	2,208	1,697.5	157	44	105	22.2
Cumberland,	27,726	14,898	16,779	11,839.5	325	230	321	22.2
Franklin,	7,358	3,983	5,717	3,745.5	226	145	230	18.2
Hancock,	16,290	9,314	10,086	7,345.0	304	196	282	19.4
Kennebec,	21,341	10,861	13,260	9,435.5	350	270	419	21.6
Lincoln,	20,264	10,955	13,060	9,034.0	293	273	309	21.9
Oxford,	14,358	8,409	10,223	7,214.0	370	269	395	18.4
Penobscot,	27,033	16,865	18,094	13,580.0	421	223	565	20.9
Piscataquis,	5,985	3,513	4,108	2,981.5	152	72	147	19.8
Sagadahoc,	8,486	4,680	5,431	3,896.0	98	89	136	22.2
Somerset,	13,731	8,450	10,570	7,192.0	346	197	379	18.5
Waldo,	19,431	11,484	14,118	9,718.0	299	268	361	21.2
Washington,	17,285	9,451	8,754	6,574.0	231	117	260	21.9
York,	23,198	12,952	13,774	9,996.0	347	274	362	22.1
Total,	239,796	134,329	153,063	109,429.0	4,109	2,814	4,484	20.8

TABLE III.

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

		COUNTIES.	Am't raised for each scholar between 4 and 21 years.	Am't raised by each County for the support of schools.	Income of State, school and other local funds.	Am't expended for the support of private schools.	A'm't of voluntary contributions for support of private and public schools.	Am't paid for school superintendence.	Total.	Value of all the school houses in the County.	No. of children between 4 and 21 years of age.
3	1	Cumberland,	2 17	60,288 42	10,818 13	2,327 00	1,218 73	1,541 26	76,193 54	173,050	27,726
1	2	Sagadahoc,	2 16	18,333 80	3,022 46	954 00	834 80	766 95	23,912 01	58,840	8,486
4	3	York,	1 85	42,806 81	8,454 52	2,672 83	159 50	1,596 58	55,690 24	91,620	23,198
2	4	Androskoggin,	1 79	18,445 40	3,625 50	880 00	792 35	681 62	24,424 87	65,255	10,293
10	5	Penobscot,	1 76	47,656 80	12,410 29	2,541 81	521 50	2,066 05	65,196 45	159,895	27,033
5	6	Kennebec,	1 72	36,801 77	9,356 87	1,142 06	776 18	1,387 83	49,464 71	100,980	21,341
11	7	Lincoln,	1 60	32,441 78	6,693 30	3,806 42	1,843 92	988 66	45,774 08	88,498	20,264
13	8	Waldo,	1 59	30,959 19	6,861 21	2,267 00	1,294 75	815 10	42,197 25	84,488	19,431
12	9	Franklin,	1 54	11,307 90	3,128 59	653 50	1,056 45	474 16	16,620 60	23,847	7,358
9	10	Oxford,	1 52	21,861 72	6,310 80	2,132 60	1,734 30	916 44	32,955 86	59,230	14,358
9	11	Hancock,	1 48	24,151 65	7,108 85	1,953 10	864 05	945 39	35,023 04	47,985	16,290
8	12	Somerset,	1 47	20,138 45	5,817 75	1,096 10	812 21	754 06	28,618 57	54,043	13,731
6	12	Washington,	1 47	25,354 00	7,399 47	3,420 00	722 25	514 62	37,410 34	75,225	17,285
7	13	Piscataquis,	1 45	8,686 70	2,617 47	546 00	82 52	363 36	12,296 05	19,525	5,985
14	14	Aroostook,	83	5,829 15	2,729 40	1,046 20	438 32	207 80	10,250 87	14,285	7,017
Total for the State,			1 63	405,063 54	96,354 61	27,438 62	13,151 83	14,019 88	556,028 48	1,116,766	239,796

TABLE IV.

A GRADUATED TABLE, showing the amount of School Money raised in each town in the State, per Scholar; the ratio of the mean average attendance to the whole number of Scholars; the per cent. of School Money raised in each town in proportion to its valuation, expressed in mills and tenths, and the relative ranks of the respective towns.

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
1	1	Castine, . . .	4 05	26	.45	81	3.8
56	2	Brooks, . . .	3 82	16	.55	8	15.9
6	3	Portland, . . .	3 18	36	.35	79	4.0
25	4	Howland, . . .	3 01	20	.51	23	10.4
4	5	Bath, . . .	2 98	29	.42	83	3.6
3	5	Bangor, . . .	2 98	16	.55	79	4.0
7	6	Saco, . . .	2 92	31	.40	92	2.7
12	7	Manchester, . . .	2 68	29	.42	90	2.9
10	8	Hallowell, . . .	2 63	27	.44	96	2.2
9	8	Otis, . . .	2 63	22	.49	24	10.3
15	9	Biddeford, . . .	2 46	29	.42	89	3.0
93	10	Milford, . . .	2 39	27	.44	72	4.7
26	11	Rockland, . . .	2 33	20	.51	61	5.8
37	12	Amherst, . . .	2 27	17	.54	41	8.0
63	13	Thomaston, . . .	2 25	21	.50	85	3.4
22	14	Machias, . . .	2 23	25	.46	72	4.7
17	15	Eastport, . . .	2 22	40	.27	58	6.1
64	16	Baileyville, . . .	2 21	30	.41	14	12.1
21	16	Readfield, . . .	2 21	20	.51	92	2.7
96	17	Dennysville, . . .	2 20	29	.42	71	4.8
23	18	Farmingdale, . . .	2 19	32	.39	87	3.2
24	19	Orono, . . .	2 17	28	.43	54	6.5
20	19	Eddington, . . .	2 15	17	.54	51	6.9
84	20	Eastbrook, . . .	2 11	22	.49	70	4.9
8	20	Passadumkeag, . . .	2 11	16	.55	10	15.0
21	21	Lewiston, . . .	2 08	32	.39	51	6.9
31	22	Gardiner, . . .	2 06	25	.46	93	2.6
11	23	Aurora, . . .	2 02	32	.39	59	6.0
29	24	Leeds, . . .	2 01	18	.53	75	4.4
30	25	Belfast, . . .	2 00	22	.49	85	3.4
73	25	Bowerbank, . . .	2 00	23	.48	59	6.0

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
78	26	Auburn,	1 97	26	.45	52	6.7
33	26	Topsham,	1 97	21	.50	96	2.2
37	27	Woolwich,	1 96	21	.50	90	2.9
64	28	Alna,	1 95	21	.50	89	3.0
51	28	Danville,	1 95	10	.61	88	3.1
40	29	Patten,	1 94	19	.52	21	10.8
35	30	Falmouth,	1 93	18	.53	87	3.2
41	31	Chester,	1 91	20	.51	3	23.0
53	31	Jonesborough,	1 91	36	.35	40	8.1
31	31	Westbrook,	1 91	30	.41	90	2.9
39	31	Yarmouth,	1 91	31	.40	99	1.8
40	32	Mercer,	1 90	8	.63	70	4.9
36	32	Unity,	1 90	13	.58	79	4.0
35	33	Cooper,	1 89	17	.54	26	9.9
45	33	Fayette,	1 89	21	.50	86	3.3
35	33	Harrison,	1 89	15	.56	80	3.9
79	33	Maxfield,	1 89	00	-	18	11.4
36	34	Monmouth,	1 86	22	.46	87	3.2
13	35	Edinburg,	1 85	00	-	75	4.4
74	36	North Berwick,	1 84	25	.46	89	3.0
52	36	Waterford,	1 84	19	.52	85	3.4
43	37	Greenville,	1 83	23	.48	64	5.5
47	37	Lisbon,	1 83	16	.55	85	3.4
-	37	Presque Isle,	1 83	42	.23	00	-
47	37	Scarborough,	1 83	17	.54	85	3.4
44	37	Webster,	1 83	17	.54	85	3.4
71	38	Cushing,	1 82	19	.52	66	5.3
56	38	Wilton,	1 82	8	.63	82	3.7
49	39	Acton,	1 81	15	.56	81	3.8
47	39	Fryeburg,	1 81	30	.41	76	4.3
47	39	Wayne,	1 81	11	.60	84	3.5
42	40	Pittsfield,	1 80	14	.57	38	8.4
60	41	Augusta,	1 79	42	.21	95	2.4
56	41	Chesterville,	1 79	11	.60	70	4.9
60	41	Exeter,	1 79	12	.59	69	5.0
83	41	Northfield,	1 79	00	-	41	8.0
65	41	Sweden,	1 79	12	.59	79	4.0
98	42	Canaan,	1 78	9	.62	54	6.5
70	42	Kennebunk,	1 78	26	.45	94	2.5
81	43	Cape Elizabeth,	1 77	26	.45	42	7.8
53	43	Hartford,	1 77	14	.57	77	4.2
46	43	Standish,	1 77	21	.50	77	4.2
76	44	Freedon,	1 76	12	.59	80	3.9
52	44	Freeport,	1 76	21	.50	87	3.2
21	44	Grafton,	1 76	35	.36	31	9.3
48	44	New Gloucester,	1 76	30	.41	91	2.8
65	44	Parkman,	1 76	10	.61	55	6.4
30	45	Livermore,	1 75	8	.63	79	4.0
39	45	Masardis,	1 75	24	.47	34	8.9
67	46	Bridgton,	1 74	27	.44	83	3.6

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
44	46	Dayton,	1 74	35	.36	81	3.8
56	46	Sanford,	1 74	28	.43	74	4.5
75	46	Wisasset,	1 74	00	-	96	2.2
49	47	Bremen,	1 73	16	.55	69	5.0
52	47	Kennebunkport,	1 73	35	.36	84	3.5
51	47	Whitefield,	1 73	23	.48	69	5.0
50	47	Windsor,	1 73	00	-	78	4.1
34	47	Minot,	1 73	8	.63	84	3.5
56	48	Brooklin,	1 72	18	.53	33	9.0
61	48	Bucksport,	1 72	24	.47	79	4.0
63	48	Damariscotta,	1 72	30	.41	92	2.7
54	48	Jackson,	1 72	15	.56	68	5.1
69	48	Montville,	1 72	21	.50	75	4.4
52	48	Wells,	1 72	25	.46	77	4.2
51	49	Greene,	1 71	23	.48	82	3.7
79	49	Norway,	1 71	18	.53	76	4.3
52	49	Sullivan,	1 71	14	.57	74	4.5
67	49	Waldo,	1 71	21	.50	58	6.1
66	50	Chelsea,	1 70	24	.47	71	4.8
68	50	Denmark,	1 70	18	.53	72	4.7
104	50	Prospect,	1 70	26	.45	62	5.7
66	50	Winslow,	1 70	23	.48	84	3.5
14	51	Buxton,	1 69	28	.43	77	4.2
49	51	East Livermore,	1 69	7	.64	84	3.5
74	51	Gray,	1 69	20	.51	69	5.0
73	51	Kingfield,	1 69	30	.41	64	5.5
32	51	Salem,	1 69	6	.65	74	4.5
52	51	Sebec,	1 69	13	.58	48	7.2
89	52	Clifton,	1 68	17	.54	17	11.5
58	53	Durham,	1 67	19	.52	88	3.1
56	53	Holden,	1 67	22	.49	73	4.6
54	53	Madison,	1 67	12	.59	81	3.8
56	53	Otisfield,	1 67	20	.51	85	3.4
55	53	Parsonfield,	1 67	32	.39	87	3.2
27	54	Belmont,	1 66	20	.51	83	3.6
65	54	Newry,	1 66	2	.75	62	5.7
66	55	Anson,	1 65	18	.53	80	3.9
19	55	Brunswick,	1 65	20	.51	92	2.7
65	55	Charlotte,	1 65	35	.36	29	9.5
63	55	Greenwood,	1 65	17	.54	12	12.7
67	55	Jay,	1 65	21	.50	72	4.7
54	55	Limerick,	1 65	18	.53	81	3.8
40	55	North Yarmouth,	1 65	27	.44	97	2.1
68	55	Rangely,	1 65	35	.36	1	30.1
63	55	Vassalborough,	1 65	18	.53	89	3.0
55	55	Winthrop,	1 65	30	.41	93	2.6
75	56	Athens,	1 64	16	.55	86	3.6
38	56	Bowdoinham,	1 64	21	.50	91	2.8
74	56	Monson,	1 64	28	.43	59	6.0
66	56	Norridgewock,	1 64	20	.51	87	3.2

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
74	56	Sumner,	1 64	19	.52	77	4.2
57	57	Sidney,	1 63	16	.55	93	2.6
53	57	Stoneham,	1 63	22	.49	15	11.8
79	58	Berwick,	1 62	19	.52	42	7.8
120	58	Bridgewater,	1 62	35	.36	00	-
65	58	Limington,	1 62	20	.51	83	3.6
93	58	Marshfield,	1 62	20	.51	66	5.3
58	58	Northport,	1 62	20	.51	67	5.2
52	58	Paris,	1 62	18	.53	88	3.6
63	58	Veazie,	1 62	16	.55	00	-
47	59	Ellsworth,	1 61	35	.36	67	5.2
53	59	Farmington,	1 61	25	.46	91	2.8
66	59	Harpswell,	1 61	24	.47	90	2.9
62	59	Hollis,	1 61	24	.47	73	4.6
31	59	Newcastle,	1 61	31	.40	88	3.1
65	59	Shapleigh,	1 61	27	.44	76	4.3
73	59	Solon,	1 61	14	.57	77	4.2
69	59	Warren,	1 61	16	.55	98	1.9
68	59	York,	1 61	24	.47	84	3.5
84	60	Gilead,	1 60	10	.61	74	4.5
68	60	Pittston,	1 60	23	.48	90	2.9
72	61	Amity,	1 59	38	.33	9	15.4
76	61	Avon,	1 59	28	.43	60	5.9
64	61	Berton,	1 59	22	.49	68	5.1
69	61	Buckfield,	1 59	24	.47	80	3.9
50	61	Freeman,	1 59	27	.44	54	6.5
62	61	Newfield,	1 59	25	.46	79	4.0
86	62	Alfred,	1 58	37	.34	86	3.3
62	62	Belgrade,	1 58	23	.48	85	3.4
63	62	Lebanon,	1 58	28	.43	82	3.7
60	63	Bowdoin,	1 57	14	.57	74	4.5
73	63	South Berwick,	1 57	38	.33	93	2.6
66	63	Union,	1 57	19	.52	85	3.4
81	64	Bloomfield,	1 56	13	.58	89	3.0
78	64	Carthage,	1 56	3	.70	59	6.0
80	64	Foxcroft,	1 56	19	.52	75	4.4
77	64	Kenduskeag,	1 56	14	.57	00	-
67	64	Kittery,	1 56	32	.39	57	6.2
74	64	Knox,	1 56	24	.47	69	5.0
73	64	Phillips,	1 56	20	.51	71	4.8
73	64	Washington,	1 56	23	.48	47	7.3
51	65	Crawford,	1 55	31	.40	29	9.5
65	65	Elliot,	1 55	31	.40	85	3.4
72	65	Lubec,	1 55	31	.40	50	7.0
72	65	Orrington,	1 55	20	.51	72	4.7
70	65	Dixmont,	1 55	22	.49	73	4.6
70	65	Starks,	1 55	19	.52	78	4.1
18	66	Beddington,	1 54	9	.62	77	4.2
81	66	Dedham,	1 54	18	.53	55	6.4
78	66	Litchfield,	1 54	21	.50	86	3.3

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
78	66	Perry,	1 54	35	.36	51	6.9
80	66	Turner,	1 54	17	.54	83	3.6
60	67	Albion,	1 53	11	.60	76	4.3
79	67	Alexander,	1 53	39	.29	34	8.9
93	67	Andover,	1 53	18	.53	62	5.7
70	67	Gorham,	1 53	37	.34	90	2.9
72	67	Frankfort,	1 53	7	.64	70	4.9
72	67	Hebron,	1 53	16	.55	77	4.2
75	67	Lincolnvile,	1 53	22	.49	67	5.2
83	67	Oldtown,	1 53	26	.45	60	5.9
68	67	Oxford,	1 53	33	.38	75	4.4
76	67	Poland,	1 53	22	.49	69	5.0
81	67	Pownal,	1 53	23	.48	92	2.7
83	67	Ripley,	1 53	18	.53	51	6.9
69	67	Searsmont,	1 53	8	.63	69	5.0
74	68	Baldwin,	1 51	23	.48	77	4.2
54	68	Clinton,	1 51	22	.49	63	5.6
78	68	Cumberland,	1 51	31	.40	88	3.1
86	68	Dexter,	1 51	19	.52	70	4.9
81	68	Guilford,	1 51	18	.53	66	5.3
67	68	Herron,	1 51	15	.56	53	6.6
77	68	Jefferson,	1 51	24	.47	74	4.5
75	68	Newburg,	1 51	19	.52	47	7.3
76	68	Stetson,	1 51	18	.53	41	8.0
85	68	Stockton,	1 51	13	.58	72	4.7
86	69	Albany,	1 50	30	.41	56	6.3
101	69	Argyle,	1 50	1	.77	25	10.1
13	69	Baring,	1 50	19	.52	76	4.3
59	69	Cambridge,	1 50	22	.49	31	9.3
87	69	China,	1 50	5	.66	81	3.8
79	69	Harrington,	1 50	21	.50	60	5.9
71	69	Lyman,	1 50	25	.46	78	4.1
101	69	Meddybemps,	1 50	28	.43	44	7.6
92	69	Searsport,	1 50	19	.52	87	3.2
37	70	Ashland,	1 49	44	.20	00	-
69	70	Brownville,	1 49	25	.46	55	6.4
86	70	Carroll,	1 49	29	.42	11	13.0
78	70	Hampden,	1 49	20	.51	72	4.7
74	70	Harmony,	1 49	19	.52	68	5.1
75	70	New Portland,	1 49	20	.51	80	3.9
78	71	Dover,	1 48	19	.52	70	4.9
49	71	Dresden,	1 48	32	.39	88	3.1
77	71	Hope,	1 48	26	.45	78	4.1
-	71	Lexington,	1 48	18	.53	36	8.7
44	71	Marion,	1 48	45	.19	61	5.8
83	71	Thorndike,	1 48	16	.55	73	4.6
75	71	Waterborough,	1 48	24	.47	59	6.0
85	71	Waterville,	1 48	32	.39	94	2.5
89	72	Edgecomb,	1 47	25	.46	76	4.3
86	72	Glenburn,	1 47	28	.43	61	5.8

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
84	72	Liberty,	1 47	17	.54	52	6.7
69	73	New Vineyard,	1 47	17	.54	46	7.4
75	73	Porter,	1 47	21	.50	75	4.4
76	73	Troy,	1 47	00	-	64	5.5
77	73	Windham,	1 47	18	.53	83	3.6
83	74	Arrowsie,	1 46	36	.35	93	2.6
33	74	Cornish,	1 46	19	.52	85	3.4
93	74	Lincoln,	1 46	12	.59	52	6.7
78	74	Moscow,	1 46	19	.52	48	7.2
79	74	New Sharon,	1 46	14	.57	89	3.0
72	74	Rumford,	1 46	20	.51	74	4.5
69	74	Sedgwick,	1 46	19	.52	49	7.1
76	75	Canton,	1 45	19	.52	78	4.1
86	75	Charleston,	1 45	14	.57	63	5.6
75	75	Embden,	1 45	20	.51	77	4.2
79	75	Palmyra,	1 45	15	.56	58	6.1
77	75	West Gardiner,	1 45	28	.43	84	3.5
76	76	Alton,	1 44	29	.42	4	22.5
77	76	Monroe,	1 44	25	.46	65	5.4
87	76	Phipsburg,	1 44	27	.44	89	3.0
82	77	Bethel,	1 43	20	.51	68	5.1
83	77	Bluehill,	1 43	17	.54	86	3.3
59	77	Enfield,	1 43	36	.35	32	9.2
83	77	Friendship,	1 43	26	.45	63	5.6
65	77	Industry,	1 43	24	.47	81	3.8
90	77	Trescott,	1 43	29	.42	41	8.0
88	77	Vienna,	1 43	16	.55	79	4.0
75	78	Bradley,	1 42	23	.48	71	4.8
74	78	Etna,	1 42	21	.50	27	9.8
86	78	South Thomaston,	1 42	4	.68	87	3.2
76	78	Steuben,	1 42	31	.40	63	5.6
82	78	Strong,	1 42	20	.51	95	2.4
81	78	Whitney,	1 42	38	.33	70	4.9
84	79	Casco,	1 41	24	.47	78	4.1
90	79	Fairfield,	1 41	22	.49	83	3.6
85	79	Nobleborough,	1 41	21	.50	83	3.6
73	79	Plymouth,	1 41	25	.46	45	7.5
65	79	Richmond,	1 41	21	.50	88	3.1
-	79	Wesley,	1 41	5	.66	52	6.7
86	80	Addison,	1 40	19	.52	85	3.4
79	80	Atkinson,	1 40	13	.58	70	4.9
94	80	East Machias,	1 40	34	.37	81	3.8
95	80	Morrill,	1 40	23	.48	00	-
85	81	Cherryfield,	1 39	19	.52	69	5.0
28	81	Hiram,	1 39	27	.44	74	4.5
87	81	Medford,	1 39	32	.39	53	6.6
86	81	Milo,	1 39	18	.53	56	6.3
95	81	Peru,	1 39	21	.50	52	6.7
77	82	Lee,	1 38	15	.56	40	8.1
85	82	St. Albans,	1 38	13	.58	55	6.4

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
59	83	Blanchard,	1 37	00	-	79	4.0
96	83	Brewer,	1 37	21	.50	83	3.6
83	83	Brighton,	1 37	24	.47	28	9.6
79	83	Brownfield,	1 37	24	.47	76	4.3
83	83	Carmel,	1 37	29	.42	50	7.0
90	83	Columbia,	1 37	25	.46	78	4.1
99	83	Mexico,	1 37	14	.57	69	5.0
89	83	Newport,	1 37	13	.58	82	3.7
91	83	Orland,	1 37	25	.46	83	3.6
103	83	Westport,	1 37	23	.48	73	4.6
69	84	Abbot,	1 36	16	.55	51	6.9
91	84	Bingham,	1 36	27	.44	67	5.2
96	84	Mt. Desert,	1 36	25	.46	49	7.1
94	85	Boothbay,	1 35	25	.46	56	6.3
81	85	Hartland,	1 35	18	.53	48	7.2
91	85	Weld,	1 35	19	.52	54	6.5
107	86	Bristol,	1 34	19	.52	50	7.0
84	86	Georgetown,	1 34	31	.40	76	4.3
91	86	North Haven,	1 34	18	.53	58	6.1
96	86	Sebago,	1 34	15	.56	47	7.3
-	86	Woodville,	1 34	00	-	2	30.0
98	87	Appleton,	1 33	13	.58	77	4.2
85	87	Edmunds,	1 33	23	.48	72	4.7
161	87	Islesborough,	1 33	25	.46	57	6.2
21	87	Raymond,	1 33	28	.43	62	5.4
96	87	Surry,	1 33	13	.58	59	6.0
47	87	Whitneyville,	1 33	25	.46	83	3.6
90	88	Mason,	1 32	18	.53	57	6.2
106	88	Rome,	1 32	12	.59	56	6.3
84	88	Somerville,	1 32	46	.15	26	9.9
91	88	Swanville,	1 32	28	.43	64	5.5
93	89	Brooksville,	1 31	26	.45	44	7.6
98	89	Concord,	1 31	37	.44	20	10.9
101	90	Camden,	1 30	30	.41	76	4.3
92	90	Deblois,	1 30	00	-	00	-
95	90	Hancock,	1 30	21	.50	53	6.6
96	90	Hanover,	1 30	12	.59	77	4.2
96	90	Penobscot,	1 30	24	.47	61	5.8
16	90	Princeton,	1 30	32	.39	13	12.4
2	91	Barnard,	1 29	15	.56	46	7.4
115	91	Centerville,	1 29	00	-	72	4.7
-	91	Mayfield,	1 29	00	-	5	21.8
92	91	Sangerville,	1 29	25	.46	79	4.0
91	91	Trenton,	1 29	18	.53	70	4.9
93	92	Eden,	1 28	21	.50	53	6.6
102	92	Garland,	1 28	18	.53	58	6.1
101	93	Calais,	1 27	33	.38	78	4.1
91	93	Corinth,	1 27	10	.61	71	4.8
104	93	Dixfield,	1 27	15	.56	80	3.9
68	93	Skowhegan,	1 27	26	.45	87	3.2

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
104	93	Vinalhaven, . . .	1 27	24	.47	43	7.7
98	94	Hodgdon, . . .	1 26	35	.36	40	8.1
71	94	Kingsbury, . . .	1 26	24	.47	70	4.9
-	94	Maysville, . . .	1 26	00	-	00	-
62	94	Stowe, . . .	1 26	30	.41	56	6.3
20	95	Greenfield, . . .	1 25	37	.34	70	4.9
118	95	Lowell, . . .	1 25	30	.41	16	11.6
109	95	Madrid, . . .	1 25	21	.50	25	10.1
94	95	Wellington, . . .	1 25	19	.52	37	8.6
17	95	Williamsburg, . . .	1 25	43	.21	74	4.5
77	95	Woodstock, . . .	1 25	32	.39	44	7.6
102	96	Detroit, . . .	1 24	19	.52	58	6.1
102	96	Levant, . . .	1 24	23	.48	79	4.0
86	96	Naples, . . .	1 24	33	.38	68	5.1
97	96	Southport, . . .	1 24	31	.40	35	8.8
86	96	Weston, . . .	1 24	27	.44	34	8.9
110	97	Corinna, . . .	1 23	19	.52	68	5.1
97	97	Millbridge, . . .	1 23	32	.39	61	5.8
91	97	Waltham, . . .	1 23	20	.51	76	4.3
94	98	Lovell, . . .	1 21	16	.55	75	4.4
96	98	Mariaville, . . .	1 21	15	.56	51	6.9
115	98	New Limerick, . . .	1 21	38	.33	19	11.2
100	98	St. George, . . .	1 21	28	.43	63	5.6
93	99	Burlington, . . .	1 20	32	.39	22	10.5
118	99	Greenbush, . . .	1 20	42	.23	7	16.4
74	99	Temple, . . .	1 20	27	.44	72	4.7
104	100	Bradford, . . .	1 18	24	.47	30	9.4
105	100	Gouldsborough, . . .	1 18	31	.40	52	6.7
44	100	Robbinston, . . .	1 18	31	.40	79	4.0
78	101	Hudson, . . .	1 17	26	.45	23	10.4
102	102	West Bath, . . .	1 16	24	.47	91	2.8
100	103	Cranberry Isle, . . .	1 13	17	.54	75	4.4
89	103	Waldoborough, . . .	1 13	38	.33	50	2.9
105	104	Linneus, . . .	1 12	29	.42	8	15.9
78	105	Orneville, . . .	1 11	42	.23	35	8.8
116	106	Deer Isle, . . .	1 09	29	.42	41	8.0
48	106	Mount Vernon, . . .	1 09	17	.54	94	2.5
108	107	Houlton, . . .	1 08	34	.37	55	6.4
63	107	Wales, . . .	1 08	29	.42	80	3.9
110	108	Springfield, . . .	1 06	26	.45	13	12.4
117	109	Littleton, . . .	1 05	43	.21	00	-
111	109	Pembroke, . . .	1 05	36	.35	54	6.5
97	109	Tremont, . . .	1 05	30	.41	35	8.8
102	110	Lagrange, . . .	1 02	25	.46	42	7.8
45	110	Topsfield, . . .	1 02	16	.55	53	6.6
102	111	Franklin, . . .	1 01	37	.34	63	5.6
-	111	Winn, . . .	1 01	21	.50	00	-
116	112	Orient, . . .	99	00	-	00	-
121	112	Prentiss, . . .	99	41	.24	6	17.8
68	113	Smithfield, . . .	91	15	.56	77	4.2

TABLE IV, (CONTINUED.)

Rank in 1858.	Rank in 1859.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
63	114	Roxbury, . . .	90	24	.47	19	11.2
84	115	Monticello, . . .	88	42	.23	39	8.3
113	115	Burnham, . . .	88	19	.52	83	3.6
119	116	Shirley, . . .	85	21	.50	93	2.6
118	117	Cutler, . . .	78	12	.59	73	4.6
5	118	Perkins, . . .	70	16	.55	100	0.6
114	119	Fort Fairfield, . . .	65	33	.38	00	-

PLANS FOR SCHOOL HOUSES.

GRADATION OF PUBLIC SCHOOLS.

PLANS FOR SCHOOL HOUSES.

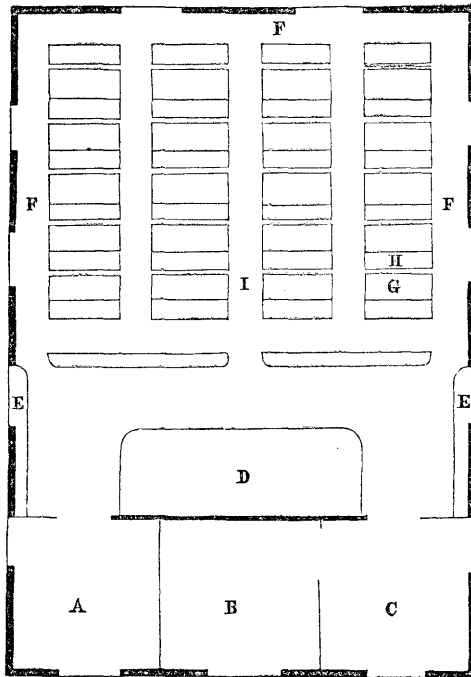
PLANS FOR SCHOOL HOUSES.

A few plans for school houses are herewith submitted. The first is adapted to the wants of a smaller school, and the second, to one consisting of two departments. They will serve as models, and such changes can be made as the necessities of the district require. It is universally conceded that much advancement has been effected in school architecture in this State, by thus bringing these simple models within the reach of school officers and building committees. Although much improvement has been made in this direction, very much remains to be accomplished. Too many torn and dishonored erections, called school houses, still disgrace our wayside, and do violence to every notion of architectural beauty. The chaste and modest simplicity of those represented on the third page of plates, would form with such a striking contrast. That on the fourth page will show how much the natural surroundings, the trees, shrubberies and play-grounds, may conduce to the attractiveness of the scene, every day brought before the unfolding mind of the child.

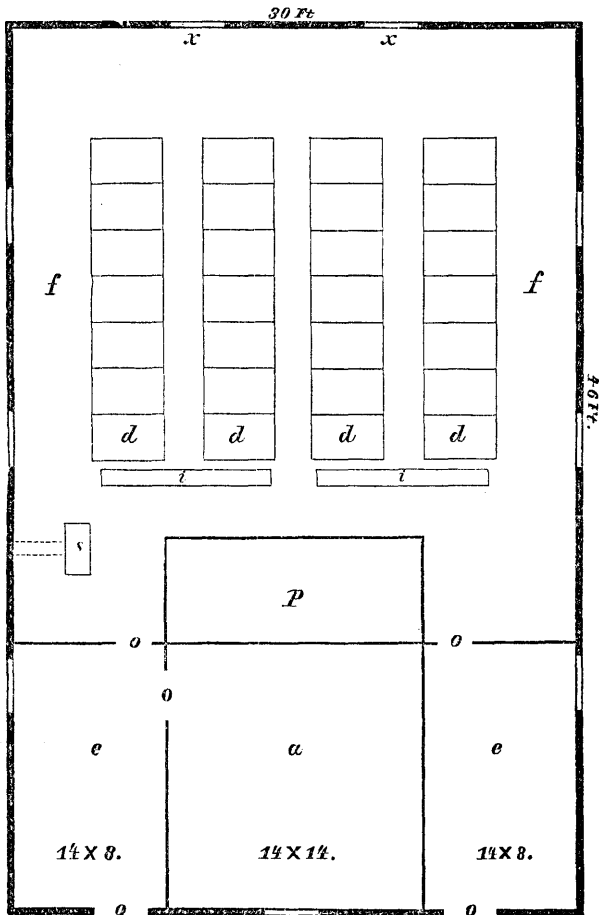
Too little attention is paid to this important and interesting subject. School houses are placed upon the very limits of the highway, with no well made grounds in front, where the children may safely indulge in those plays which conduce so much to their happiness and physical development, and not a tree to break the rough winds of winter, or the melting sun of summer. Let ample grounds be provided before the house is erected, and then let some one, or the older boys of the schools, encouraged by teachers, level the ground and plant trees thereon. Every such act will make easier the rough road to knowledge, and render it the source of the most pleasant reminiscences.

When a school house has been erected, it should be furnished with seats and desks having a regard to the laws of our physical

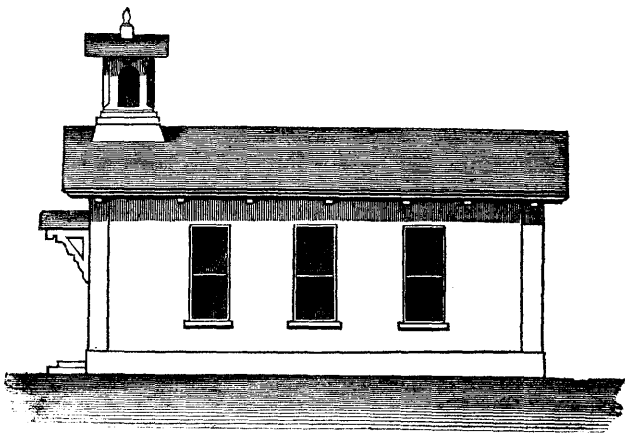
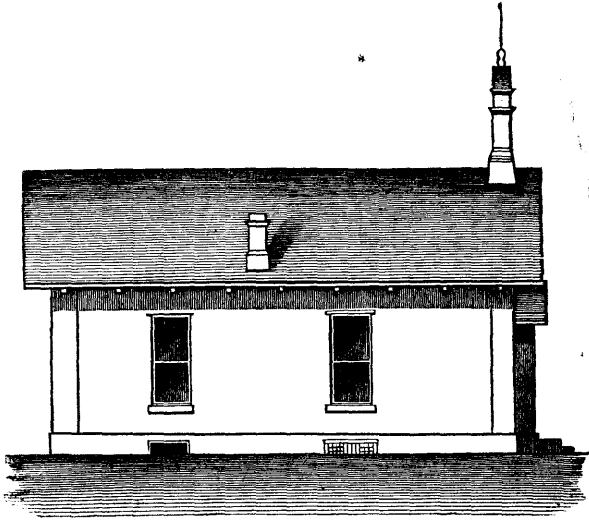
being, as well as the order and easy government of the school. A room supplied with good furniture will claim the respect of the scholars, and be carefully preserved, while old and hacked seats and desks will grow worse and worse, for they seem to invite the finishing stroke. This is the testimony of all teachers who have taught in rooms exhibiting the two extremes. It is not expected that a costly furniture will be secured in the smaller districts in our towns, yet, if manufactured at home, as it generally is, certain qualities of lumber should be selected because of their durability and consequent cheapness. The top of the desk should be made of birch or some like material, the board being at least one inch thick, and fastened to the uprights by screws instead of nails. The seat should be of plank, hollowed like that of a settee. A line drawn from the inner edge of the top of the desk should come within one inch of that of the seat, and then, although not so easy of access to a grown person, the necessary position of the scholar will be natural. The uprights should rest upon the floor, and be fastened thereto by iron knees. The floor of the room should be level, and the seats increased in size and height from the front to the back seats. The room should be supplied with black-boards on the right and left of the teacher's desk, and also on the sides of the room, so that every member of any class in arithmetic may find a place. It should also have a sufficient number of recitation seats, and if attached to the front seats, should conveniently seat the larger members of the school. Superintending School Committees can do great service to the cause of common schools, by interesting themselves in the manner in which every new school house, within their province, shall be planned and furnished.

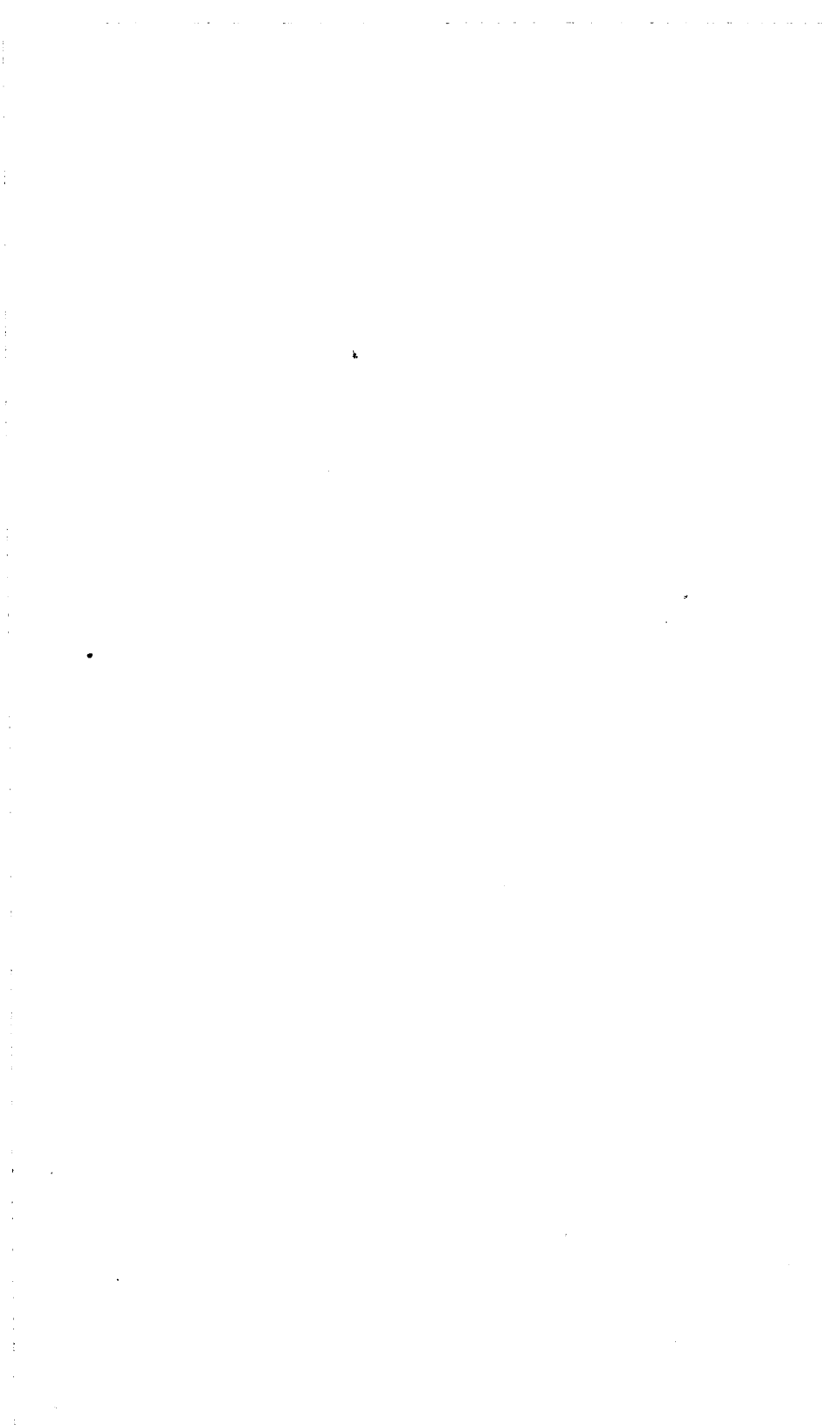


The building here presented should be 26 by 36 feet on the ground, or at least, 25 by 35 feet inside. A C—Entries, 8 feet square, one for each sex. B—Library and apparatus room, 8 by 9 feet, which may be used for a recitation room for small sized classes. D—Teacher's platform, behind which, on the wall, should be a black-board 13 feet long by 5 feet wide. E E—Recitation seats. Those on the sides are placed against the wall; those in front of the teacher's platform have backs and are movable. F F F—Free space; at least 2 feet wide, next the wall on three sides of the room. G—Desk, for two pupils, 4 feet long by 18 inches wide. H—Seat, for two pupils, 4 feet long by 18 inches wide. I—Central aisle, 2 feet wide; the aisles on either side of this should be from 18 to 24 inches wide. The area on either side and in front of the teacher's platform is intended for reading and spelling classes, and any other class exercises in which the pupils stand; and the space next the wall may be used to arrange the greater part of the school as one class in any general exercises requiring it. This and the following plan are drawn on a scale of ten feet to an inch.



This plan represents the ground floor of a school-house one story high, 46 by 30 feet on the inside. It is adapted for a rural or village district. *e e*—Entries, one for each sex, 14 by 8 feet. *a*—Anteroom, 14 by 14 feet. This room may be used as a recitation room, or be fitted with seats for a primary department. *p*—Teacher's platform, 14 feet long and 6 wide. Behind this there should be a black-board, the whole length of the platform, from 4 to 5 feet wide. *ff*—Aisles. *ddd d*—Seats for two pupils each. The desks should be from 40 to 48 inches long; and the desks and seats should be from 30 to 36 inches wide, and adapted in height to the age of the pupils. *s*—Stove. The dotted lines, an air-box 10 inches square, to admit pure air. *oooo*—Doors. *xx*—Windows.







THE GRADATION OF SCHOOLS.

The following is the argument referred to in a preceding part of this report, taken from the sixteenth report of the Secretary of the Massachusetts Board of Education :

“ The most obvious advantages resulting from such an organization of the schools, would be the increased productiveness of the teacher’s labors, without any increase of expense. Every good teacher attaches importance to a skillful arrangement of his pupils in classes, according to age and proficiency. In most of our district schools, the diversity in these respects is so great they can be but imperfectly formed. The object of gradation is to classify the schools themselves, placing the young children in one, those of maturer age in another, and whenever it is practicable, those of an intermediate age in a third, and if there be children enough in one neighborhood to constitute three schools, it is not a matter of indifference whether the division be made perpendicularly, cutting through these three stata, and putting some of all ages into each school ; or horizontally, separating the older and the younger from each other, and placing them in different schools. In the one case the formation of large and regular classes will be out of the question ; in the other it will be practicable and easy. In the one, only a few individuals can be instructed simultaneously ; in the other, many times the same number can be advantageously instructed together. With the same teachers, by one arrangement there might be three first-rate schools ; by the other, there cannot be any but very ordinary schools. The expense of instruction given to an individual in the two cases, is widely different. If we reckon the teacher’s wages at the rate of twenty-five cents an hour, two recitations a day for a single pupil, which should occupy a half an hour at each time, would cost the district twenty-five cents. If the same scholar were in a class of four, his two recitations a day would cost six cents and a quarter. In a class of sixteen, it would cost but about

a cent and a half. Or, to take another view, if the time of the teacher were to be so distributed that each member of the school should receive just his proportion, the one who should belong to a class of sixteen might, in conjunction with the other members, have thirty minutes each half day; the one who should belong to a class of four, seven minutes and a half, while the pupil who should belong to no class, would have less than two minutes of the teacher's time. It is easy to perceive the superior economy of those schools whose pupils are arranged in convenient classes, over that of schools in which only a few pupils can be associated in the same class. In schools properly graded, classes consisting of twenty persons can be as well instructed as an individual could be in the same time. In the common district school, either one part must receive a disproportionate amount of attention, and the remainder suffer from neglect, or all must be taught in that hurried and superficial manner which is of but little value. Nor is it the mere want of time that, in this case, interferes with true economy. The difficulty of governing, no less than of teaching, a district school, increases with the number of classes. The want of regular employment, with but short intervals between the class exercises, is a principal cause of disturbance in these schools. If a school of sixty were to be divided into but three classes, not only would the teacher be able to give thorough and systematic instruction, but the classes, being examined in their lessons in rotation, would need all the intervals of time for study to prepare for the next recitation. It is essential to the true discipline of a school that there be no leisure time in school hours for any other purpose than that of preparation in the appointed studies. Where this is the case, it requires but little supervision to keep the whole school in good order. The mind that is not kept active in study, will, from the natural restlessness of youth, be active in something foreign to the business of the school room. It is the misfortune of many of our schools to be made up of such heterogeneous materials as to baffle all attempts at regular classification; and the consequence is, that, before the long circuit of the recitations of numerous small classes is completed, each class has an interregnum of several hours, in which it may pursue its studies or amusements, as the fancy takes it. It is quite as much the tedium of the scene as the love of mischief, that leads to disorder. It is of no use to increase the task assigned. Children cannot entertain themselves over a dry text-book for so

long a period. Such a general condition of the school gives a dangerous power to those uneasy spirits who exhaust their ingenuity in stirring up others to annoy the teacher. Not a single recitation can be conducted properly when the teacher must direct his eye frequently to every part of the room, to prevent anarchy. The teacher and his class must be kept in sympathy both with the subject and with each other. The diversion of the attention to answer questions from others,—to subdue a refractory pupil,—to shake the finger at one,—and to awe another into silence by a significant look, arrests the course of thought, chills the glowing feelings, and often destroys utterly the effect of a recitation. It is not difficult to picture to ourselves a teacher hearing a reading lesson, for example, in the midst of such annoyances. Perhaps the piece to be read is expressive of tenderness or sublimity. While he is working upon the imagination of the class, and endeavoring to bring vividly before it the objects which impressed the mind of the author, another scene, strangely at variance with this, attracts the eyes of the class to another part of the room, and a few words of reproof from the teacher are much more effectual in banishing the spirit of the piece from the minds of the class, than the spirit of discord from the school-room. If the exercise is continued, the remaining part of it will be likely to be purely mechanical in its execution, and ludicrous in its effect. Though a skillful teacher may be able to do much to mitigate these evils, they are inherent in the system, and cannot be avoided, except by some such change as has been recommended. * * *

Another argument, suggested by the foregoing is, that, in graded schools, the pupils are subjected to a better mental discipline. One of the chief aims of education is to promote the growth of the mind. Now, all growth must proceed in harmony with organic laws, and can be healthy only as it is gradual and regular. The evenness and exact measure of the successive steps of progress, in schools in which the classes move on in regular gradation, form of themselves a system of order, and give steadiness to the mental habits of the pupils. All the members of each class are habitually trained to regular duty. The work of to-day is but the continuation of the work of yesterday, by which the mind acquires the power and forms the habit of acting systematically and thinking consecutively. In schools that are destitute of this systematic arrangement of the studies, the clear perception, the steady contemplation, and the

patient elaboration of truth, will be sacrificed just in proportion to the hurry and confusion occasioned by the multiplicity of recitations. The exact gauge of the capacities and acquisitions of the class cannot be taken; the precise boundary line between the known and the unknown, the well-digested and the ill-digested, cannot be ascertained. Neither the proper starting-point nor rate of progress can be determined by examination. Consequently the instruction will not be adapted; and yet the routine teacher continues pouring out the usual quantity, without knowing whether it falls into a vessel already running over, or into a sieve. Within the mind of pupils thus taught there is no continuous channel of thought, widening and deepening as it advances, but a succession of exercises is carried on, extrinsically to the mind, which the learner does not succeed in appropriating and making his own. The intellect is employed in receiving passively other men's thoughts, and the memory in treasuring them up. The result, as everybody knows, is, that in the train of instruction there are, so far as the pupil is concerned, many broken links; that the memory is freighted with a confused mass of ideas, some of which are well comprehended, some poorly comprehended, and some not comprehended at all. The teacher, not having time to study the condition and wants of his classes, is driven by the multiplicity and urgency of his duties from class to class, and thus necessarily produces in their minds the same confusion which he feels in his own. As the mind of the instructor leaves its own impress on that of his pupils, it is important here to consider how unfavorable such circumstances are to a right state of mind in the teacher. It is so quickly taken off from one exercise and directed to something else, and is so often recurring to the same study in its different stages, and perhaps with different books, that there is not time for exciting any high degree of ardor or enthusiasm; and instead of kindling up a fire in other minds, it imparts a chill by its contact. The teacher, in such a state, works with but half his natural power, and often does the work go on externally after the mind has ceased to act.

In schools properly graded there are still other causes which favor a healthy intellectual excitement. That a certain degree of exhilaration, arising from companionship in study, is necessary to the highest success in teaching, is admitted by all. The influence of such association, which is of great utility with persons of all ages, operates with peculiar force upon the minds of the young.

Every one must have observed with what a different spirit a child performs any kind of work alone, from that which it manifests in doing the same work in company with others. The mere bringing together of children into one room will not produce this excitement; the companionship must extend farther, and enter into the particular work in which they are engaged. Let twenty individuals, sitting side by side, be engaged in as many different studies, and that intellectual excitement, which is always produced by being employed together in the same way, instantly vanishes. Not only in the preparation of the lesson, but in the class exercise, will the benefit of association appear. Each pupil is supposed to have gone through the process of the lesson in his own way. Now if, after one has detailed his own process; and others who have performed it in the same way have been called upon to manifest the coincidence, those who have taken a different course be requested to state and explain their work, every member of the class will feel the intellectual influence of every other member. The different modes of applying a principle, or of finding a result, are multiplied, furnishing additional light from every new point of view. The teacher's mind often moves in so high a sphere of thought, that his instructions are not so effective with the class as the less scientific but more easy and familiar thoughts and expressions used in recitation by different members of the class. It is this addition of the action of the mind of the whole class upon that of each member to the efforts of the teacher, that gives the most natural, and, at the same time, complete development to the intellectual faculties. Nothing can better promote mental activity, or bring knowledge in closer contact with the intellect. This very fermentation of the mind, produced by the opening of so many new avenues to it, not only makes it more active, but, by elaborating the new ideas acquired, gives homogeneity to them. Acquisitions thus made are wrought more deeply into the mind, and are converted, as it were, into its own substance. Now, what organization of the schools is most favorable to such a result? Only where the schools are graded will it be possible to form the whole number of pupils into properly constituted classes; and only where there are such classes can the effect above described be produced.

Such a system will, furthermore, be the means, both direct and indirect, of improving the supervision of the schools. Order and regularity when introduced into one branch of administration, will

naturally extend their influence to the rest. One of the first effects of classifying the schools, with reference to gradation, will be the necessity of fixing upon some common standard for all schools of the same grade. If there is a high school, there must be some terms of admission, and these terms must be the same for applicants from all the schools next below it in rank, and so of the relation of the grammar schools to the primary schools. If the requisitions are uniform, then all these schools, which dismiss classes and send them to the next higher school, must come up to the same standard, or their pupils would be rejected and they disgraced. The committees would not fail to maintain, by some means or other, such a uniformity. The importance of this result can easily be seen. In giving uniformity to the schools of the same grade, the committee equalize the privileges of education to the citizens of all parts of the town. Without a well known, uniform rule of this kind, the condition of all the schools can never be known by the whole committee. They generally appoint sub committees, assigning to each, certain schools for visitation. When they come together to hear the reports, each sub committee has its own ideas of what a school ought to be, or to accomplish, and the words, "good" and "bad" in such reports, have no fixed value, but mean very different things as used by different individuals. The real condition of the schools is not known by the whole or even a majority of the committee. What kind of superintendence that must be, where no uniform rules are established for deciding upon the relative merit of the different schools, those teachers, perhaps, best know, who find their rank published in a town report, in a random manner, which conflicts with their judgment and their sense of justice.

The little that is done in the district school, by way of promoting meritorious pupils, is left solely to the discretion of the teacher. It would be a great improvement, if the committee were to take part with the teacher in deciding such questions. Indeed, where the attention of the committee is not directed to that subject, the supervision of the schools is imperfect, and but little more than nominal. If, on the contrary, the committee mark the progress of the children in the primary school, and are concerned in their dismissal and entrance into a higher school, following them in observation through their entire course, they not only come to feel an interest that would otherwise be impossible, but acquire a famil-

ilarity with the workings of all parts of the system that would enable them at once to detect any disturbing influences, and adopt timely measures for their removal. In schools where no such course is pursued, the adjusting power of the committee is very inoperative, and each school, left for the most part to its own course, proceeds from year to year, repeating its former errors.

In the application of the principles which have been variously stated and illustrated in the preceding discussion, it will often be necessary to make limitations. The condition of different towns, in respect to population and extent of territory, is so unlike, that an organization of schools which would be well adapted to some of them, would be ill adapted to others. The principles laid down, can be perfectly carried out in most cities and towns of dense population; carried out in substance, though not exactly in form, in those towns of ordinary size which have a convenient centre, with clusters of families nearly equi-distant from it, or in large towns where the population is nearly equally distributed among several distinct villages; while in towns of extensive territory, with a sparse population spread over the whole area, the system is either wholly inapplicable, or can be but slightly approximated. Though the diversity in the population, area, and form of the towns is so great that no exact classification of them can be made, the following division into three classes will be sufficiently accurate for practical purposes, as but few towns will be found which will not be referable to one of these divisions, or analagous in condition.

1. Cities and the more populous towns. In these, the schools are generally graded already, and the subject has received so much consideration, that there is little need of further suggestion. Where there are no obstacles in the way, it is better to have four grades than three. In small cities it may often be found more economical to bring all the grades of schools into one building, than to be at the expense of purchasing several sites and erecting as many houses. In the larger inland towns, it will be necessary to abolish the districts, in order to introduce a system of gradation with any high degree of success.

2. Compact towns, or towns having one large village. These will admit of two or three grades. The best arrangement ordinarily, will be to place a high school in the centre of population; two grammar schools on opposite borders of the village, so as to accom-

modate both parts equally, and also the rural districts; and primary schools in different parts of the town, wherever they are needed.

3. Towns of extensive territory, with a sparse population. It will be very difficult, and often quite impossible, to grade the schools of such towns. Other expedients must be resorted to for the improvement of the schools in these places."