

# MAINE STATE LEGISLATURE

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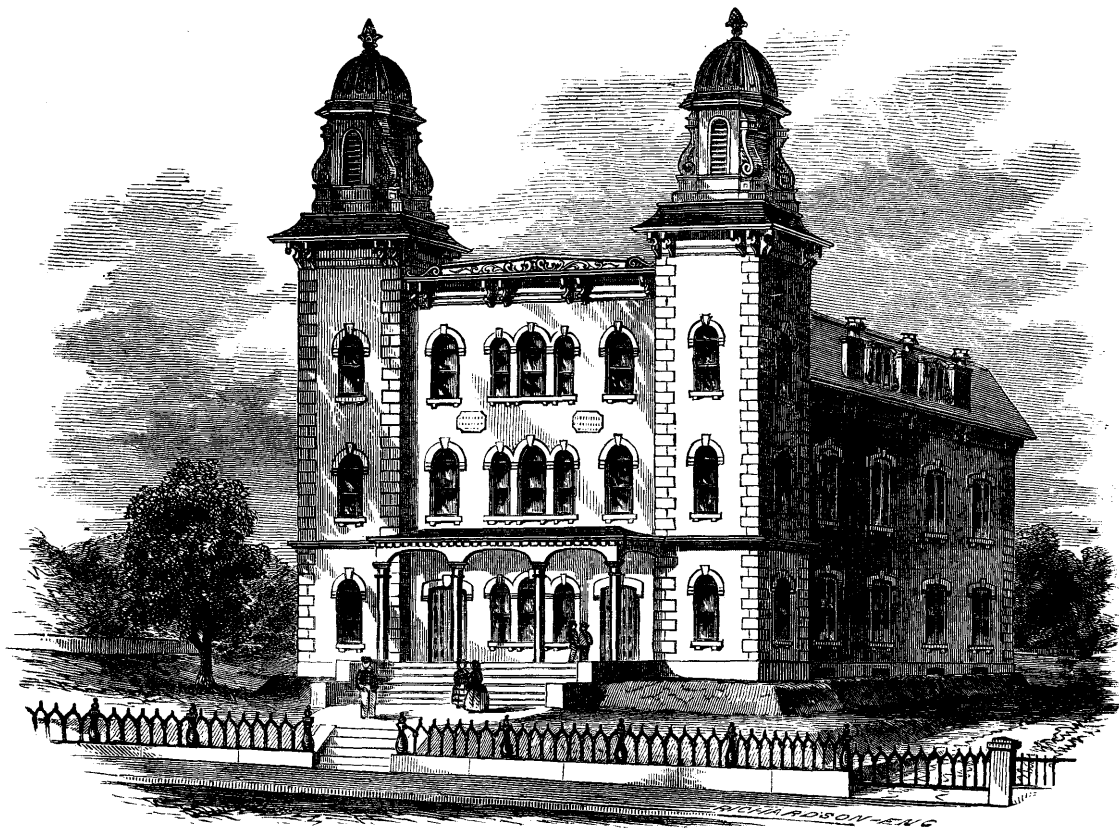
OF THE

STATE OF MAINE.

1861.



AUGUSTA:  
STEVENS & SAYWARD, PRINTERS TO THE STATE.  
1861.



**High School Edifice, Bath. Erected 1860.**

SEVENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1860.

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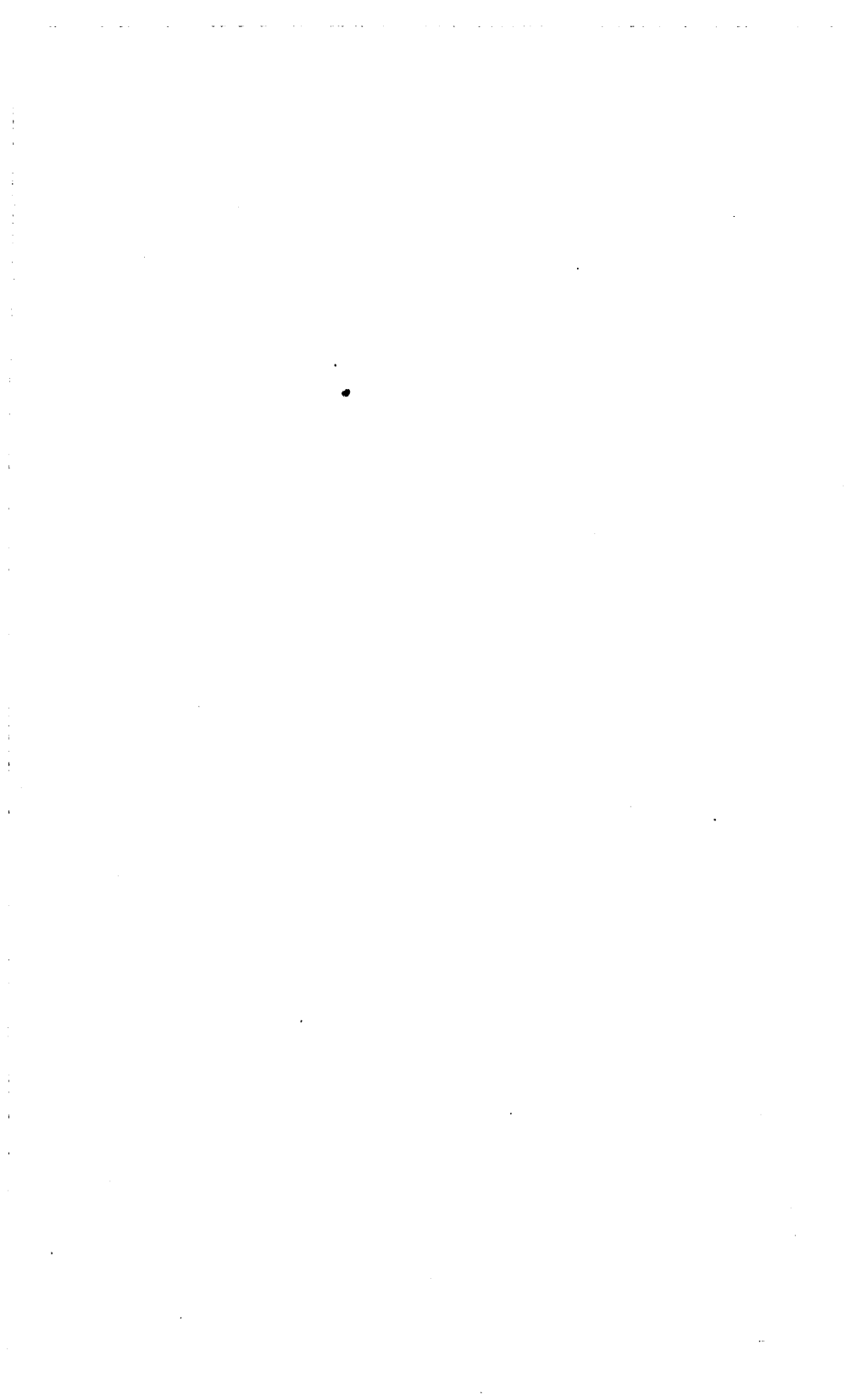
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AUGUSTA:

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## SUPERINTENDENT'S REPORT.

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TO HIS EXCELLENCY, THE GOVERNOR,  
AND THE HONORABLE COUNCIL.

*Gentlemen* :—Allow me, in accordance with usage and a provision of the law, to lay before you the Seventh Annual Report of the Superintendent of Common Schools of the State of Maine.

Very respectfully,

EDWARD P. WESTON,

*Superintendent.*

GORHAM, December 1, 1860.



## REPORT.

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The Superintendent of Schools, on receiving his appointment in March last, made it his first endeavor to ascertain the character and extent of the duties imposed by his office. These duties are stated somewhat in detail in the general school law, Revised Statutes of 1857, and in certain acts and resolves passed by the Legislature at subsequent dates. Section sixty-third of the eleventh chapter of the Revised Statutes, provides that "the Superintendent shall devote his time to the improvement of common schools and the promotion of the general interests of education in this State; he shall carefully investigate the operation of our school laws, collect information in regard to the arrangement of school districts, the location and construction of school houses, and the use of the best school apparatus; consult and advise with superintending school committees on the selection of text books adapted to the wants of schools, on the methods of ascertaining the qualifications of teachers, and of visiting and examining schools; inquire into the most approved methods of teaching, and the best means of training and qualifying teachers for their duties; examine the returns made by superintending school committees to the office of the Secretary of State, and obtain from them such facts and statistics as may be useful, and in general, procure information from every available source, for the improvement of common schools." The next section provides that "by correspondence with teachers, school officers and others, and by public addresses from time to time, in different parts of the State, he shall endeavor to disseminate the information he has acquired, and awaken a more general interest in public education."

In place of the duties assigned to him by the original statute, in connection with the county teachers' conventions, the "Normal School Act," passed at the last session of the Legislature, provides that the Superintendent shall visit the normal schools in the several



counties, once in each session, and make examination of the course and character of the instruction, institute such rules and regulations for the management of the schools, and prescribe such course of instruction, as he may deem necessary. By a resolve, approved March 19, 1860, it was made his further duty to obtain from the trustees of certain academies and other institutions of learning not now in active operation, a statement of facts in regard to the funds of such institutions, the uses made of the same, the mode of their investment, etc., and report the result of his investigations. By another resolve, bearing same date, he is directed to inquire into the standing and condition of the various chartered literary institutions in the State, the amount of funds held by them severally, and the uses made thereof; and to inquire especially what facilities are furnished by said institutions for the education of public school teachers, and to communicate the result of his inquiries in his next annual report; which report, by provision of the general statute, he is required to make to the Governor and Council before the annual session of the Legislature, stating "the result of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools." This report, gentlemen, I now submit; and I have presumed to preface it with this statement of the duties prescribed to the office, for the information, more especially, of many persons to whom this report is sent, by requirement of law, who have no other means of learning what the exact duties of the office are. They will thus see that these duties, embracing so wide a supervision of the educational interests of the State, as represented by schools of higher and lower grades, must absorb the entire time and energies of any one person, laboring with the greatest industry and fidelity. They will perceive, at the same time, that any labors or investigations of the Superintendent in connection with the higher seminaries, have a special reference to the improvement of the common schools. The investigations required to be made into the standing and condition of academies and colleges, are directed mainly to ascertain what service they are rendering in training teachers for their work. His labors with the normal schools have a still more immediate connection, of course, with the education of teachers for the public schools.

The educational system of our State includes the common schools, graded and ungraded, the normal schools, the academies and seminaries, and the colleges. The mutual relations of these schools are such that the prosperity of one class necessarily affects the welfare of all the rest. It should be our aim to promote the common good of them all, so far as this can be done consistently with the general interests of the community. That the academic schools may, in certain circumstances, interfere with the greatest success of the common schools, is very clear. Upon this point more may be said in another connection. The superior importance of our common schools is so generally admitted, that little argument is needed in that direction. To increase their efficiency and to enhance their value, is the leading purpose of our educational movements. We beg leave, then, to call your attention, first, to the condition, the wants, and the best methods of promoting the prosperity of

### OUR COMMON SCHOOLS.

Since the introduction of the system of general superintendence, it is evident that our public schools have made commendable progress toward the position which they ought to attain in character and efficiency. They have now a deeper hold than formerly upon the interest of all classes of the community. They occupy better houses, they command a higher order of teachers, and are furnished with better facilities, generally, for the performance of their appropriate work. This is especially true of those towns in which the friends of popular education have taken hold of the work of improvement, with a purpose not to be defeated by opposition from whatever source. In many towns no such effort has been made, and of course no considerable improvement is apparent. Thus, while a general progress may be affirmed, it is very evident that vastly more remains to be done, than has yet been accomplished. By what means shall we labor to this end?

Fundamental to this work of further improvement, is a more thorough awakening of the public mind to the great interests which are involved in the success of our common schools. It needs to be more thoroughly felt in every class of society, that these schools are the strongest ground of our confidence in the success of our

free institutions; that only an educated people can constitute a self-governing state. To awaken this interest and deepen this conviction, we need more of

#### PUBLIC DISCUSSION.

This has been successfully undertaken in several places in the State, during the last year. Citizens have assembled and made arrangements for a series of lectures and discussions upon educational topics, either wholly among themselves, or by obtaining the services of gentlemen from other towns. Such efforts, well conducted, cannot fail to awaken a general interest in the subjects discussed; affording, at the same time, a literary and social entertainment of more profit than is often received from a series of lyceum lectures, farther fetched and more dearly bought. Your Superintendent has found it impossible to answer all the calls made upon him for public lectures; but he has had the pleasure to know that even amid the excitements of the late political campaign, there has still been room for interest in the subject of education. In the more favorable season now arrived, he earnestly hopes that arrangements may be made in all our towns, larger and smaller, for lectures and discussions such as have been suggested. Professional gentlemen, teachers in the schools, and others accustomed to speak, can be found in sufficient numbers, in nearly every town, to conduct such a course of lectures and debates. This failing, the teachers of any town or neighborhood might themselves easily organize a temporary association for the same purpose; establishing a series of evening meetings, and inviting parents and citizens to unite in sustaining them. The intrinsic importance of this subject and its close relations to all the higher interests of society, warrant me in asking our clergymen, of every name, to aid in this discussion, from the pulpit. The religion which they aim to promote, reaches its highest manifestations, and contributes most largely to the welfare of society, when joined with the best education of the people. Intelligence and virtue ordinarily thrive or fail together. I bespeak, then, the voice of the pulpit, to plead on all suitable occasions, the cause of popular education. The press, with a voice no less potent, the religious journal, and the secular as well, have a duty in this regard, not, perhaps, fully recognized. Their cooperation in this

matter is earnestly solicited, and will be abundantly recompensed in the good accomplished. And this suggests the importance of a more general attention to

#### EDUCATIONAL READING.

It is a sure indication of progress in general education, that so many valuable works have been issued, within a few years, adapted to aid parents and teachers in the successful training of the young. A library of such publications can easily be collected by those who are interested to inform themselves upon the important topics of which they treat. Such are the writings of Abbott, Mann, Emerson, Page, Holbrook, Northend, Barnard, Drs. Hall and Lewis, and numerous others who have given time and ability to this important service. Besides these more formal works, nearly every State in the Union has its monthly journal devoted to the same object. It is believed that our teachers and school officers would be profited by sustaining our own educational journal; by contributing to its pages for the common benefit, their own methods of management, their failures or their success, and whatever suggestions of value may occur to them. If parents, moreover, would unite with teachers in supporting this journal, it would doubtless prove a further means of sustaining within them a living interest in the education of their children. But by whatever means accomplished, such an interest must be secured, thorough and pervading, as the fundamental condition of progressive improvement. With such an interest effectually aroused, it will not be difficult to ascertain the defects in our school management, to feel them, and to remove them.

In calling your attention to the prominent defects still apparent in our schools, I am guided by the reports of school officers, by the town returns, and by my own observation and inquiries in the schools. I have no doubt that the convictions of others upon these points will accord with my own. And of these defects we shall probably find none more serious than

#### IRREGULARITY OF ATTENDANCE.

There is no single evil so fatal to the success of our schools as this. None so disturbs their order and government, so hinders the progress of the pupils, and so exhausts the patience of the teacher.

It is trying to the teacher beyond measure, to see his efforts to promote the welfare of his school thwarted, to observe the damage received by the regular and studious, from the irregularities of the absent and tardy, and to feel, day after day, that no attempted remedy is found successful. It will be seen by reference to the appendix, Table IV, how large a percentage of the scholars in the several towns are not registered as members of the schools. This will seem less surprising when we bear in mind that the limits of the legal age of scholars are four and twenty-one years. The corresponding table of attendance is made up in the Massachusetts reports, for the ages of five and fifteen years, and in the Connecticut reports for the ages of four and sixteen. Their percentage of attendance is for this reason very much larger than ours. At the same time it must be admitted and lamented that so many of our children, either from the poverty or the negligence of parents, are unconnected with the public schools. But the more serious obstacle to the successful operation of the schools, is the irregularity of attendance on the part of those who are registered as members of the schools; claiming the right of absence when they please, and of instruction when they attend. Is there no remedy for this evil? It is worthy of consideration, whether the committee should not be authorized to remove a scholar from school for habitual irregularity. It is true that it would be much better to secure his attendance than to expel him. But if we do not feel authorized to compel the attendance of scholars by law, as is done in some European countries, may we not at least refuse him the privilege of hindering the progress of the school, if he himself declines the privilege of regularly enjoying its benefits? But there is a higher and better law which should be urged upon the attention of every parent and scholar. The success of the school and the individual progress of the pupils, imperiously demand a thorough reform in this regard; and no teacher nor supervisor, nor parent, nor pupil, should be satisfied, until that reform is secured. Let it be borne in mind that the educating power of the school room is not confined to the knowledge there gained from the studies pursued. Habits and principles of action for all the future, are more effectually fixed by the years of training which children receive in the school room, than by all other means besides. Habits of order, punctuality and promptness, submission to rightful author-

ity, self-reliance and patient application, are acquired by proper school discipline, or fail to be acquired by the want of it. And nothing contributes more effectually to the loss of all these, than the absence and tardiness of children, so often required or allowed by parents.

The next grand defect in our schools, to which I ask your attention, is

#### THE WANT OF PROPER CLASSIFICATION.

An immense majority of our schools are still ungraded, and from the nature of the case must continue to be so. But even in these, something of the advantages of grading may be secured by careful attention to classification. The faulty classification which is found in so many of our schools, is due in a measure to the want of discrimination and tact on the part of teachers, who are not always quick to estimate the comparative attainments and abilities of their pupils. Oftener the fault is with the scholars themselves, who choose to be classed according to some affinity, or taste, or notion of their own, without regard to fitness or attainments. Parents, moreover, sometimes unduly interpose their wishes or opinions in the case. Perhaps the most serious obstacle to a simple and proper classification, is found in the great number of studies allowed in many of our schools, and the multiplicity of text books used in the same study. It is far from my design to discourage the utmost acquisition of knowledge in the district schools. Let the standard become more and more elevated, and the pupils be encouraged to reach it. But this should not be attempted by the practice now so common, of crowding into the course of study, what are called the "higher branches." On this rock many a school is founded. Stimulated by the false notion that there is more of dignity in the pursuit of algebra, and philosophy, and Latin, than in the study of arithmetic and spelling, geography and history, the pupil aspires to those fancied heights of knowledge, careless of the more sure foundations on which all valuable attainments rest. Teachers often encourage this unfortunate tendency, in the vain imagination that the more academic airs their classes can put on, the higher rank their schools will attain. This is all false and mischievous. Very few of our ungraded schools can profitably extend their course of study

beyond the fundamental branches. They do it only at the expense of the more important studies; so multiplying the number of classes that the teacher's time is divided into infinitesimal parts, frittered away and lost.

The practice of allowing in the same school a diversity of text books in the same study, for pupils equally advanced, we had supposed, was long ago scouted and abandoned. But we regret to find that in many schools it is still insisted upon by parents, suffered by school officers and endured by teachers. It is time that so absurd a practice should become utterly obsolete. Take an example of the ludicrous result of these combined errors. In the town of A., district B., is a winter school of sixty pupils, ranging in ages from four years to twenty-one. The liberality of our practice sometimes admits a few scholars even older than twenty-one. Graded schools are regarded by the people of this town as a humbug. Young men released from the labors of the farm, or remaining at home from sea, find this their last opportunity of attending school. Besides the finishing up of arithmetic they wish for instruction in book-keeping and navigation. Reading and spelling long since passed beneath their notice, as unworthy. The more advanced young women and a sprinkling of predestined school-masters wish to learn algebra, "parsing," mental philosophy, physiology, astronomy and chemistry; all excellent in their places. A middle section of the school, a larger portion of the whole, is arranged into four classes in reading, besides half a dozen individual pupils, each of whom has a different author and insists upon being heard by himself. In arithmetic there are two prominent authors, and two or three editions of each, requiring not less than eight classes in all. In geography, a less popular study, two classes only are found. Three classes seem to be required in grammar to suit the notions of the school, while one small class in history shows how few have any fancy for that branch of learning. In spelling it seems necessary to have four divisions of the school, in order to match them well; and half the school feel the need of writing, while the other half need it without feeling it. Coming down to the front seats, where the four-year-olds hang and dangle, or fall asleep and roll upon the floor, there are four or five who require to be marched up and down the A B C's twice in the day, and as many more, who have reached the

second page of the primer, require two minutes each in experimenting among the *abs*. The teacher has surveyed his ground, arranged his school as above indicated, and pronounces it—*classified!* If he has a happy faculty of *turning off* work, and can take his classes adroitly through the necessary motions, he acquires the credit of being a *smart* teacher. But no person of ordinary good sense will expect a school, thus classified, to be profitable to the district or satisfactory to the school examiners. This picture is hardly exaggerated. You will find precisely this state of things in too many towns. The remedy here, is easily suggested, and should be applied promptly and with firmness. School officers should exercise a rigid control in the matter of studies and text books, as is their duty, and parents and scholars should yield their own preferences to the teacher's judgment. In this way a reduction of one-half would often be effected in the number of classes, and preparation be made for a comparatively efficient school. So much at least can be done even in our ungraded districts. But the highest efficiency and usefulness of our common schools, can be reached only by adopting

#### THE SYSTEM OF GRADING.

Upon this subject I can dwell but briefly. Nor is it necessary. It has been repeatedly urged in the reports of my predecessors. Better than this, it has been adopted in many of our larger towns, with admirable results. It will not seem invidious, I trust, if I instance Portland and Bangor, Bath and Brunswick, Rockland and Augusta, Hallowell and Lewiston, Saco and Biddeford, Calais, Castine and Belfast, as having succeeded under this system, in bringing their schools to a very high degree of excellence. Other towns might be named which have done equally well, their circumstances considered. In the blanks sent to the several towns for the annual returns of this year, I inserted the questions, "are any of your schools graded," and, "if so, with what success." The answers to the first question are embodied in the abstract of returns, Table I., showing a hopeful progress in this direction. The answers to the second question are invariably encouraging, expressed very briefly, thus; "entire success," "good," "very satisfactory," "perfect," "admirable." The history of the efforts to secure the adoption of



this system in some of these towns, is very instructive. In most places it has been accomplished against strenuous opposition; an opposition arising either from the fear of additional expense, or from the notion that the system was an innovation upon the old and well-established school-policy of the fathers, and therefore ought not to be tolerated. It is interesting to notice how this opposition has ceased, where the system has gone into operation; its strongest opponents often becoming its firmest friends. There are still many of our larger towns where this system, though entirely practicable, has not yet been attempted. Some of these towns have single districts, where this plan might be successfully adopted. In other towns, several districts might easily unite for the purpose of establishing a high school, the individual districts still maintaining their miscellaneous schools, or dividing them, by a two fold grade, into primary and grammar schools. It is in this direction that we now look for our greatest immediate progress.

It is by this road that our public school system is to reach its happiest results, and to become more than ever before, the glory of our civil institutions. By this arrangement only, can our schools become true to the designation in which they rejoice, as *common* schools; common, not only in being offered to all the community alike, but in being actually attended alike by the children of all classes. In our large villages, with the old ungraded, miscellaneous and mismanaged schools, parents who are able to give their children the advantages of superior private instruction, have taken them from the district schools; withdrawing at the same time their interest, and as far as possible, their support. The natural and inevitable consequence has been, that the "*town* school," in such places, has come to be considered as fit for only the children of foreigners and the poor; and has, in fact, too often become unfit to conduct the education of any christian child.

Thus abandoned, instead of being an elevating force in society, it has sometimes become a degrading power, a center of mischief and evil to the community. All this has been changed in many places, by a liberal and judicious system of grading. Suitable buildings have been erected, a proper division of labor secured, a course of study adopted which could not be carried out on any other plan, the stimulus of promotion for excellence introduced, and the whole

scheme put into the most beautiful operation. The schools, thus arranged, now afford to parents that kind of instruction for their children which they have before sought in private institutions; while those before unable to procure these higher advantages, are now placed on ground of perfect equality in this regard, with their most favored neighbors. The emigrant's child, the orphan boy and the son of poverty, are now introduced not only to the advantages of better instruction from books, but to the social and refining influences of a school thus constituted. The children of the rich and the poor, before separated, now meet together on a common platform, in the common school; and the Lord, the Maker of them all, smiles upon the consummation.

The attempt to introduce the graded system in several towns, within my knowledge, has failed by the combination of certain men of large property, with young men in the district who have no children to educate, and no personal interest in the prosperity of the schools. Every proposition likely to involve expense, has been promptly voted down by this most unholy alliance of capital and labor. Some miserly old hunker who has filled his pockets by trade or "practice," at the people's expense, grudges his lawful portion of the tax which must be laid upon the property of the district, to carry out the proposed improvement. And so he suggests to the young mechanic the hardship of paying even the small tax which would be assessed upon him, without any corresponding benefit. He even endeavors to convince the poor man with a large family that the new movement is intended only for the advantage of the rich man's children. And thus, by various persuasion, he commands his majority in the district meeting, and exults in his defeat of the attempted improvement. Let no man see his face in this picture.

A more generous and creditable policy has elsewhere prevailed. Men of property have cheerfully united with those whose largest wealth is hoarded in the children around their tables, to procure for those children what wealth cannot purchase, and for their towns the prosperity and respectability which so largely depend upon well conducted schools.

The cost of establishing a system of graded schools has been often exaggerated. But admitting the necessity of an increased expend-

iture to secure the desired object, it requires no great calculation in a Yankee to understand that a really good article, at a fair price, is cheaper than a poor thing at half the cost. Good schools, like every thing else valuable, will cost money; but they will make corresponding returns into the bosom of our families, "good measure, pressed down and running over."

Another topic, important to be urged upon the attention of our people, is the need of a more careful

#### SCHOOL SUPERVISION.

In all our factories and machine shops, and wherever else work is to be done systematically, or in parts which have a relation to each other and a resulting whole, it is deemed of the utmost importance to have a skillful and constant supervision to watch and guide each operator and each process. Our schools assume to be a system; and the processes of instruction there going forward, the training of individual minds, the management of the several classes, and the comparative working of the different schools in town, would seem to demand as careful a guidance and oversight, as the operations of a cotton mill. Nothing derogatory to the skill and fidelity of teachers, is implied in the assertion that they need to be examined, overseen and directed, in all their work. They themselves desire it. The law requires it, and most of the towns pretend to do it. But while the school superintendence in a few towns is admirable, in vastly the larger number, it ranges through the various degrees of indifferent and bad, to nothing at all. Teachers are set to work all over town, each on his own plan, modified by the notions of scholars or the whims of parents. With no sufficient idea of what has been done in former sessions, they fail to make the wise arrangements which the supervisor might readily suggest. And this state of things exists, merely because the people will have it so. No bills are presented for allowance by the towns, which cause so much dispute and faultfinding as the bills for school supervision. None are voted with so much reluctance. The common complaint is that the services of committee or supervisor are worthless. This complaint is, no doubt, often true; oftener, nearly true. In other cases the complainant knows not whereof he affirms, has no means of judging, and no concern to inform himself. Happily, the statute

which requires the supervision of schools, is not subject to the veto of the towns. Unhappily, it too often becomes practically a dead letter, by the election of indifferent or incompetent men to the office. The correction of the evil is to be looked for, however, not in any mere formal compliance with the legal requisition, but in the quickened interest and intelligence of the people, demanding to know what their schools are doing, what they are failing to do, and why. Many of the towns now require from their supervisors full reports of the state of their schools, with such suggestions for their improvement, as may seem necessary. These reports, read in open town meeting, if carefully and judiciously prepared, are very useful in stimulating both teachers and scholars to excel. A further advantage is gained by the printing and distribution of the reports.

Let me ask of our superintending officers, a thorough supervision of the schools and teachers under their care, even when a portion of the citizens may be indifferent or opposed to it. Upon our school officers I believe it depends, as much at least as upon any other single agency, whether or not our schools shall make steady and rapid progress towards the highest attainable excellence. Under such a superintendence as their efforts may secure, the schools will become each month more orderly and industrious, and amply repay to both towns and supervisors, all the cost of superintendence.

I must ask your attention to another topic, felt more than ever before to require the earnest consideration of parties concerned. And who are not concerned in the proper

#### CARE OF THE CHILDREN'S HEALTH.

Multitudes of our children suffer beyond estimate from the unhealthy condition of the school-rooms in which they are confined; thus impairing their physical vigor, and either contracting present disease, or opening easy avenues to its future approach. I scarcely enter a winter school-room, an hour after the session has commenced, without finding it heated almost to suffocation, or foul with poisoned exhalations. This state of things is due in part to the defective structure of the house, and in part to the teacher's want of knowledge or care. Enough would seem to have been said in former Reports upon the necessity of houses better arranged for heating and ventilation. Enough certainly has not been done. Too

many of our houses, many even which are neat and otherwise convenient, are still in the respect just named, but slight improvements upon the old structures. Our modern jails are not so badly constructed. Care has been taken that the criminal, while in custody of the State, shall have at least the advantage of a well ventilated cell. Why should our children be incarcerated, as if in punishment of their ignorance, in such prisons of despair as some of our school-houses are made? These remarks of course apply to only a portion of our school-houses. Improvements are yearly making, in this regard. But teachers have very much to do, even in the houses best arranged, to regulate the temperature and the change of air. They cannot be too earnestly impressed with a sense of their duty in this respect, out of regard for their own health as well as that of the children. They can maintain neither in themselves nor their pupils, the necessary wakefulness and mental vigor, in an over heated and exhausted atmosphere. But the present loss of power to give and receive instruction, is an evil less serious than the permanent injury which the health is in danger of receiving from the constant breathing of such an atmosphere. Hence it is apparent that every teacher, assuming as he does the care of our children's bodies as well as their minds, should receive proper instruction in the laws of life and health, as a part of his professional education. His duty in this regard, is not confined to the regulation of the temperature and atmosphere of his school-room, but concerns the posture of scholars at their desks and recitations, their plays or other employments at recess, their bearing and movements at all times, and all those personal habits which in any way affect the physical condition. The proper management of young children in the school-room, requires especial care, even in the most favorable circumstances. Some simple system of physical exercise has been introduced into many of our primary and higher schools with very happy results. The brief exercise and diversion thus received are worth far more to the school than they cost. After the relief of such a change, the children return to their duties with new life. I cannot forbear to urge the propriety of changing the law, or at least the usage, by which teachers are obliged to retain their younger pupils in the school-room, during the whole school-day. Children should not be received into the public schools until five years old,

and for those under seven years, a confinement of four hours in the day is enough for all purposes; unless we except the convenience of those busy mothers, who value the school-room mainly as an inclosure in which their children are impounded, like so many colts, out of mischief and harm's way.

The subject of gymnastic recreations of a more elaborate character, especially in our higher institutions, is justly occupying increased attention. I cannot dwell upon this point, further than to ask for it the candid consideration of parents and school managers, on the one hand,—and on the other, to caution the zealous advocates of this reform, not to press the matter beyond its relative importance, and thus incur the danger of making the “all-work” of the school-room “all-play,” or exalting the culture of muscle too far above that of mind. What our children need is, an abundance of free air and motion, the moderate exercise and symmetric development of all parts of the body, rather than the oaken brawn and strength of the pugilist.

An important means of securing physical health and mental activity, and at the same time of aiding a still higher culture than that of either muscle or mind, is

#### MUSIC IN THE SCHOOLS.

I cannot discuss this subject at length. I will only say that in many schools in the State, in city and country, the experiment has been made, and its practicability, without much cost of time or money, fully demonstrated. The accomplished fact is its own gratifying and sufficient proof. Let him who doubts it, go with me into one of these schools, and listen to fifty or a hundred happy voices ringing with some spirited song, or softened into some gentler melody, singing the virtues of temperance and patriotism, brotherly kindness and love, or praising the Giver of all good, while every face is radiant with enthusiasm or reverent with devotion; and unless he is one of those unfortunate, forsaken mortals, who have no music in their souls and no heaven in their aspirations, he will own himself convinced beyond a peradventure. Such an exercise, consuming but little time, and wasting none, has its undoubted influence for good, upon the health of body and mind, and is one of the teacher's most effectual means of securing ready and cheerful

obedience. It casts out the devils of insubordination and mischief, more promptly and more thoroughly than birch or green-hide, however well laid on.

I spoke of a higher culture to which music ministers. The complaint is often made that our common schools do not improve the children's

#### MANNERS AND MORALS.

Many a boy comes from school with his first knowledge of forbidden things. He learns there his first profane or obscene word. He there receives his first lessons of insolence and disobedience, and becomes coarse and rude in his manners. How often have parents mourned over a child's innocence lost at school. It is easy to say that this evil necessarily results from the child's contact with an evil world, and that the school is not responsible. But while there is truth in the suggestion that evil is inevitable, and may be expected to come to the child from companions at school, as elsewhere, it is equally true that the school is responsible, to the extent of its most earnest endeavor, to counteract the dangers of evil companionship, and to impress the great lessons of purity and truth, generosity, integrity and affection, upon every heart within its control. This cultivation of the better sentiments, and finer impulses of the heart, is recognized in our statutes as a prominent duty of teachers. And yet I rarely find it receiving any distinct attention. I am well aware that there is no place in the school-room for protracted homilies on moral duties. But the teacher so inclined, and rightly estimating his responsibility in this regard, can easily exert his influence to suppress the wrong and encourage the right and the true. In a thousand ways, sometimes quite unnoticed, he may inspire a love of what is beautiful and good, and frown his disapproval on all that is low and unmanly. Under such an influence, the profane and vulgar have often been reformed, and the whole moral atmosphere of the school-room purified. Parents and school authorities have need to combine their counsels and efforts, with those of the teacher, to secure a result at once so desirable and so difficult. Our schools will not have reached their highest success, until they have acquired a more controlling moral power over the children in their care; until they have succeeded in producing a

generation of youth better educated in sentiment and principle, as well as in knowledge. It is better children, not brighter, that we most need; children who shall be fitted to adorn and bless the circles in which they will soon become the controlling spirits.

If our schools are to make progress towards this high standard of intellectual and moral culture, it is evident that more pains must be taken in

#### THE EDUCATION OF TEACHERS.

The Prussian maxim, "as is the teacher so is the school," does not express the whole truth. But while we protest against the teacher's bearing the whole responsibility of the success or failure of his school, it is still true, that without a good teacher, a good school is impossible. This every body understands, and the universal expression is, "give us better teachers." This demand is no less reasonable than universal. You will not understand from this, that our teachers, as a class, are wholly incompetent and unworthy. On the other hand I can point you to hundreds of competent, faithful and successful instructors, with whom no fault can be justly found. And none are more ready to detect their own deficiencies than our best teachers; none more earnestly demand better facilities for educating their successors. Nor does it imply a want of competency in existing institutions, when we acknowledge the reasonableness of this demand. They devote themselves to a more miscellaneous work, and accomplish their purposes with more or less success. Even in training teachers, along with their more general instruction, many of them have done excellent service, and will doubtless continue to do it, according to their ability.

But no arrangements which have yet been made by these academic institutions, have fully supplied the acknowledged want. The popular voice still calls, as it has called in years past, for some thorough and efficient system of

#### NORMAL SCHOOLS.

I need not dwell upon the various attempts made in the Legislature, previous to that of the last session, to establish State Normal Schools. The most that was accomplished in the direction of normal instruction, was the establishment of County Institutes and Conventions, which rendered an important service in the cause of



popular education. They undoubtedly quickened the dozing energies of many teachers into new activity, and suggested to them fresh ideas and new methods of instruction, the benefits of which will not soon be lost. They were the means moreover, of arousing the citizens, in the places where they were held, to a livelier interest in the prosperity of their schools. If in some places they were thought to be less valuable, the failure was not properly chargeable to the system itself. The public mind however was long ago satisfied, that the convention system was by no means adequate to the thorough training of teachers, for their great and responsible work. My predecessor, in his successive reports, sustained by the voice of county and State associations of teachers, urged and repeated the common conviction that something further and better should be done, to meet the demands of the time, and to place our own schools in a condition to compare respectably with those of other States.

The committee on education, in the last Legislature, felt imperiously urged to respond to this demand. After long deliberation among themselves, guided by their own judgment in the premises, and anxious to avoid unnecessary expenditure at a time when the treasury had just been severely depleted, they introduced a bill, abolishing the conventions, and creating normal schools, so called, for the several counties. The bill was prepared and most of its features fixed beyond the feasibility of change, before my appointment to office, and after the expiration of my predecessor's term. I am not aware that any assistance was rendered in the preparation of the bill, by him or any other person conversant with the nature and operation of normal schools. The committee, I am satisfied, were actuated by the most sincere desire to secure by the new arrangement, the good of the greatest number at the smallest expense. The bill, as presented, was amended in both branches, rejected by both, and finally on the last morning of the session, was put through a damaging process in committee of conference, enacted by the several branches without further discussion, and receiving the signature, not to say the approval of the Governor, was born a law, in the very hour when the session expired. I have adverted thus briefly to the circumstances of its enactment, by way of explanation on behalf of the honorable gentlemen who framed the bill, but who did not approve the amendments which damaged its efficiency.

I thus found myself, at the commencement of my official labors, charged with the duty of putting in operation a system of schools which met the approval of very few intelligent friends of education, and which was regarded by all as a measure of very doubtful utility. Some parties even advised its concerted rejection by the institutions designated to receive the benefits of its provisions; hoping in this way to demonstrate its insufficiency to meet the public want, and thus more easily to procure in its stead a thorough and efficient system. Such however, was not my own conviction of the policy best to be pursued. I entered immediately upon the duties prescribed to me in the act, and endeavored to make with the institutions named, the required arrangements for carrying out its provisions in good faith and good earnest. My success in the whole matter has surpassed my expectations; and in the remarks which follow, I shall endeavor to indicate fully and fairly the merits and defects of the system, as seen in its operation. For more convenient reference, a copy of the law is printed below.

#### NORMAL SCHOOL ACT OF MARCH 20, 1860.

An act providing for Normal Schools in the several counties, and repealing the act providing for county conventions of teachers.

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

SECTION 1. The sum of eighteen hundred dollars is hereby appropriated, and hereafter the sum of thirty-six hundred dollars shall be annually appropriated for Normal Schools; and from the same, the sum of one hundred dollars on the first day of September next, and thereafter on the first day of January in each year, the sum of two hundred dollars shall be paid by the treasurer of state upon the conditions hereinafter provided; to the trustees or agents of the following seminaries and academies, viz: Elliot Academy, Limerick Academy, Foxcroft Academy, Bloomfield Academy, Freedom Academy, Farmington Academy, Washington Academy, Newcastle Academy, Paris Hill Academy, Bath Academy, Hampden Academy, Thomaston Academy, Presque Isle Academy, Maine Wesleyan Seminary, Maine State Seminary, East Maine Conference Seminary, Bridgton Academy, Yarmouth Academy. Those only of the above mentioned academies and seminaries shall receive of the treasurer of the State the said sums, who shall, on or before the first day of

August next, file in the office of the secretary of state, a written acceptance of the provisions of this act, with all its directions, conditions and limitations, and also a certificate from the superintendent of common schools that he believes the money will be faithfully appropriated according to the direction of this act.

SECT. 2. A normal school in each academy during the spring and fall terms shall be kept, and each term shall not be less than eleven weeks, the first commencing with the fall term of this year. The boards of trustees or agents aforesaid, shall give public notice in some newspaper in the county, at least three weeks successively, before the commencement of each term. Suitable and qualified teachers shall be employed, and good accommodations procured for at least fifty pupils.

SECT. 3. A committee appointed by the trustees of each academy shall examine in the various branches of education taught in the common schools, all pupils who apply for admission to the normal schools, and if in their opinion the applicant has such attainments, that not more than two terms of further instruction, with diligent application, will qualify him or her to become a teacher of youth, the committee may give him or her a certificate of admission; and no pupil can be admitted without such a certificate; but the trustees shall have a discretion in the admission of pupils, and it shall be their duty so to exercise such discretion, that an equal number, regard being had to population, from each city and town in the county, may be admitted. For the spring term females shall have the preference for admission, and for the fall term, males.

SECT. 4. Each male student shall be required to pay to the said boards of trustees or agents, for each term of normal instruction, one dollar, and each female student fifty cents upon entering the school, which shall be in full for tuition for said term.

SECT. 5. The superintendent of common schools shall visit each academy during each term of the normal schools, and make examination of the course and character of the instruction, and shall make such rules and regulations for the management of the school as he may deem necessary. He may prescribe the course of instruction, and may notify the governor and council of any failure of the academy to fulfil the conditions of this act.

SECT. 6. Instead of the salary now provided by law, the superintendent of common schools shall be entitled to receive one thousand dollars as his salary, from the treasurer of the state, in quarterly

payments, on the first day of January, April, July and October, and not exceeding four hundred dollars for expenses.

SECT. 7. The aforesaid boards of trustees or agents, at the close of each term, shall make full and complete returns to the secretary of state, as required by the blank forms, which shall be prepared by the superintendent of common schools, and furnished by the secretary of state.

SECT. 8. If any academy shall fail to accept the provisions of this act, or shall fail to fulfil the provisions of the same, the governor with the advice of the superintendent, may designate some other academy in the county, and it shall be entitled, instead of the academy which has failed to accept or fulfil the conditions of this act, to the said sum of two hundred dollars annually, and be subject to the provisions of this act.

SECT. 9. Sections sixty-seven, sixty-eight and sixty-nine of chapter eleven of the revised statutes, are hereby repealed.

SECT. 10. This act shall take effect when approved.

[Approved March 20, 1860.]

On ascertaining the provisions of the act, it became at once a question with the several institutions, whether they could undertake the duties imposed by it. They were asked to give normal instruction, with well qualified teachers, to at least fifty pupils, for the small consideration of one hundred dollars per session. At the same time they were required to remit their usual charge for tuition, and receive instead, one dollar or one-half dollar for each normal student. It seemed very likely to prove a losing operation, even if it should cost them nothing additional for teachers to conduct the normal classes. The course of instruction, moreover, was reasonably expected to be worthy of the high aims and purposes of normal schools. If therefore, the Superintendent should prescribe such a course of study as the public would demand and he himself would regard as suitable, they must decline the undertaking. Here then was our dilemma. The academies were willing to respond to the proposition of the State, if it were possible to do it without a positive loss to themselves. The Superintendent was anxious that the public should receive the benefits which the system was intended to confer, and that it should go into operation wherever the necessary arrangements could be made. He therefore prescribed for a

single term, such a course of study, and such an amount of instruction as it seemed reasonable to require; limiting the studies to the fundamental branches, arithmetic, geography, grammar, reading and spelling, with suitable instruction in the science of teaching, and the general management of schools, and a course of lectures upon related topics. But even this, the least which it seemed consistent to require, was more than some of the institutions felt it consistent to promise. They therefore declined the responsibility. These were the academies in East Machias, Farmington and Foxcroft. In accordance with a provision of the act, the school for Washington county was transferred to Calais, and that for Franklin to New Sharon. The Trustees of Bath Academy and High School, consented to open their institution to any normal pupils who might apply; but the number of applicants was so small, that no especial arrangements were made for their instruction. They were received into the regular classes in the school, and enjoyed the excellent advantages there offered, in their ordinary high school course. It is understood that in the circumstances, having incurred no expense for additional instruction, they will make no draft upon the treasury; and I accordingly omit that institution from the list of normal schools. Instead of the number originally designated, only sixteen have been in operation; Piscataquis and Sagadahoc having none, and York and Cumberland each having two.

Early in the summer, I visited the several institutions designated in the act, except that at Presque Isle, to consult with the Trustees and make the necessary arrangements to carry out the provisions of the law. In the autumn I visited all the schools in operation, once, as required by law, and a portion of them twice. My estimate of the success of these schools and the value of the system, is based upon the opinions of trustees, teachers and members of the schools, together with my own observations. Some idea of the extent of their operations and influence may be formed by an examination of the following abstract of returns received from the several schools.

*Abstract of Returns of the Normal Schools—Autumn of 1860.*

Counties.	Institutions.	Locations.	No. of male pupils.		No. of female pupils.		Whole No. of pupils.	Average age.	No. who have taught school.	No. pursuing other studies.
			No.	18	No.	18				
Androscoggin,	Maine State Seminary, . .	Lewiston, . . .	53	18	71	19.	54	66		
Aroostook, . .	Presque Isle Academy, . .	Presque Isle, . .	3	10	13	19.5	10	13		
Cumberland,	Bridgton Academy, . . .	North Bridgton,	8	11	19	18.7	9	12		
"	North Yarmouth Academy,	Yarmouth, . . .	11	10	21	18.3	7	9		
Franklin, . .	New Sharon High School,	New Sharon, . .	6	10	16	20.4	7	4		
Hancock	East Maine Con. Seminary,	Bucksport, . . .	12	11	23	20.3	15	20		
Kennebec, . .	Maine Wesleyan Seminary,	Kent's Hill,	89	49	138	20.7	87	135		
Knox, . . . .	Thomaston Academy, . .	Thomaston, . .	4	11	15	18.	6	7		
Lincoln, . . .	Lincoln Academy, . . .	Newcastle, . . .	18	26	44	19.	20	1		
Oxford, . . .	Paris Hill Academy, . . .	Paris Hill, . . .	18	16	34	17.4	11	25		
Penobscot, . .	Hampden Academy, . . .	Hampden, . . .	23	13	36	18.7	19	23		
Somerset, . .	Bloomfield Academy, . .	Bloomfield, . .	17	24	41	18.3	14	13		
Waldo, . . . .	Freedom Academy, . . .	Freedom, . . .	18	22	40	19.1	17	18		
Washington,	Calais Academy, . . . .	Calais, . . . .	3	10	13	17.5	-	13		
York, . . . .	Elliot Academy, . . . .	Elliot, . . . .	8	15	23	19.	7	15		
"	Limerick Academy, . . .	Limerick, . . .	12	7	19	19.	9	12		
Total, . . . .			303	263	566	18.9	292	385		

*Number of pupils.*—It appears from this table that five hundred and sixty-six young ladies and gentlemen have received the advantages of this normal arrangement. Most of them would probably have attended the same institutions, without reference to this new feature; seeking such aid in their preparation to teach as the several schools would have rendered them. A few joined these schools for the sole purpose of receiving the normal instruction offered in the new arrangement. Doubtless a much larger number would have joined them, had the promise of advantage been greater. This number is much smaller than the aggregate of those who would have attended a series of county conventions. But it must be borne in mind that the exercises of the normal classes extended through ten or eleven weeks instead of one, and that the whole amount of instruction received must have been much larger.

*The class of pupils benefited.*—The average age of the pupils connected with these schools is about nineteen years. More than half of them have already instructed in the public schools, and many others are expecting to do so, during the coming season. Most of these pupils, then, have been receiving instruction, which is to become immediately available in the public service. They are not the same teachers, in most cases, who would have attended the county institutes, had they been in operation, but a younger class, who needed a longer course of instruction than the institutes

could give. No direct comparison of advantages, therefore, can be properly made between these normal schools and the institutes; the latter being especially adapted to meet the wants of older teachers, who would gladly avail themselves of a week's instruction and review, but who can afford the time for nothing further. Some arrangement to meet this peculiar want should still be made.

*Character of the instruction.*—The instruction given at the different schools, has been somewhat diverse in its character; varying with the peculiarities and qualifications of the teachers and the circumstances of the schools. In some, it has been very superior to the ordinary academic instruction in the same branches. In others, it has been of a less critical and methodical character; but in all, it is believed that an honest and earnest endeavor has been made to meet the demands of the law and the expectations of the public. In some instances pupils may have been disappointed in not receiving all the benefit they had hoped to derive from the normal course; but in most cases I found the classes satisfied that the teachers were doing for them all that should be expected. At some of the institutions, even more attention was given to the normal classes, than was required, and at a considerable expense, beyond the consideration received. In other cases, the poverty of the institutions, already their destruction, was hardly relieved by the hundred dollars of the State, with its accompanying conditions. The differences which I thus intimate, are not those of motive and endeavor, but of ability and consequent success.

*The advantages resulting.*—The benefits of the system, on the whole, so far as I can estimate them, seem to me to have been greater than could have been reasonably expected; not less, I judge, than would have accrued from the same number of institutes, although received, as before remarked, by a different class of persons.

#### POINTS OF WEAKNESS.

You will allow me to indicate some points in the system, which render it less efficient in its operation than it might otherwise have been.

*Selection of Schools.*—Omitting, at present, the question of wisdom or folly in attempting to create a normal school for each county, I intend no disrespect to any parties concerned, in saying

that the selection of institutions to perform these duties, was not made in all cases with careful regard to the public convenience. Some of these schools are located very near to each other, leaving elsewhere large portions of the State unaccommodated. And some of the selected institutions have the least possible conveniences, in rooms, apparatus, and other means of rendering efficient service in this department of educational labor.

*The appropriation.*—I need hardly refer to the amount of the appropriation as wholly inadequate to accomplish properly the objects desired; especially since it will become necessary for subsequent sessions, to prescribe a more extended course of instruction.

*The time of payment.*—By an unfortunate provision of the act, these schools may receive the money appropriated a considerable time before the service is rendered, and on the certificate of the Superintendent that he “believes the money *will be* faithfully appropriated according to the provisions of the act.” It would seem more suitable that the money should be paid on certificate that the work *had been* faithfully performed.

*Tuition fees.*—The reduction of the regular tuition fees of the academies named, is a point of weakness, which proved nearly fatal to the act. This was not a feature of the original bill; the committee designing that the normal pupils should pay a small fee in addition to the regular tuition. Even this might not have been wise. But the institutions could not afford to make a deduction from their established terms, while required to be at additional expense for instruction, unless the State should make a very much larger appropriation. Our young teachers need better facilities for instruction rather than the deduction of two or three dollars from the cost of obtaining it.

*Conditions of admission.*—The terms of admission prescribed by the act, are very indefinite and have rendered the practice under them quite difficult and diverse. The qualifications required should be more simply and exactly defined.

With the necessary amendments, thus indicated, there is no doubt that this system would do good service for a time, in training teachers for the common schools. So much testimony as this, I feel at liberty to bear in its favor. But while this is doubtless true, and while the system has something to commend it to popular favor, in



the fact that it brings its advantages comparatively near to every man's door, I am bound to express my own conviction, that it fails to meet the demands of those who have most carefully and earnestly studied the educational wants of our State. The demand is for something higher, something more thorough, more extensive in its course of study, and its means of imparting instruction in the science of teaching; something more commanding in its attractions and farther reaching in its influence. We require institutions which shall gather around them the support of the best friends of education; which shall employ the best practical talent in the department of instruction, and draw into them the highest order of material to be wrought into the best models as teachers. We need an order of schools which shall stand without question, on a level with the best of the kind in other States, and which shall have in themselves the power to demonstrate their superiority in training teachers, over the miscellaneous schools hitherto existing.

I am aware that this topic is occupying a large section of my report. If an excuse is needed, it is found in the inherent importance of the subject in hand, and in the known expectation of the school public that the Superintendent would record, in this way, his estimate of the value of the present system, and his judgment of our future necessities in this regard. Allow me then to indicate in outline, what I believe to be a desirable and practicable

#### SUBSTITUTE FOR THE PRESENT PLAN.

By practicable, is meant one that can be established and successfully operated with economy. I am aware that the public mind, as represented in the Legislature, demands economy in the public expenditures, especially in school affairs. So that if it were desirable to erect normal schools upon new and independent foundations, thus requiring in their establishment and conduct, an original outlay and annual expenditure of many thousand dollars, it would not be possible to obtain the necessary appropriation. And I believe that for us there is a better way. We have in different parts of the State, institutions already in operation and more or less liberally endowed. They have been doing something in years past, in the systematic education of teachers. They want only a moderate addition to their means to do it thoroughly and well. On the one hand

I hold that the State has a claim upon these institutions to perform such service as the public most requires. On the other hand, the Trustees of these schools,—in sufficient number and suitably located,—can doubtless be induced by the offer of proper assistance from the State, to put them on an exact and definite basis, as normal schools; to abandon wholly their miscellaneous character, and adopt such a system of education as has been found best suited to the practical training and mental discipline of teachers. The buildings, the apparatus, the income of funds, shall all be at the service and under the control of the normal school authorities, for a period of years and on reasonable conditions. The selection of the schools for this service, not less than two nor more than five in number, shall be made by a properly constituted commission, who shall have regard to location, amount of aid which the several institutions can furnish for the support of the schools, and the fairly ascertained public sentiment and public necessity. If the citizens of any suitable place where there is no institution at present, can offer more liberal inducements than the Trustees of such institutions can do, let such offers be considered with the rest.

The course of study in these schools should occupy at least two years; such qualifications for admission being required, that the subsequent progress of the classes should not be impeded by too long delay among the mere elements. This course, moreover, should be so arranged as to admit of the more prominent attention being given in the fall and spring sessions, to those studies which are more immediately required in the instruction of common schools; it being quite evident that a large portion of the normal school pupils, at first, would be practical teachers who must be engaged in their vocation during the winter or summer months. These classes should be under the direct training of a professor of public school instruction, whose experience in practical teaching and school management, and whose familiarity with the best methods of instruction, old and new, should be such as to command the utmost confidence of pupils and the community. He should be aided by scientific and classical teachers in their several departments. A normal school to meet the wants of the present day, cannot be confined, in its course of study, to the elementary branches pursued in the common district schools. Most of the

young men and women who become teachers, wish for opportunities to make larger acquirements, and would attend the normal school, only on the condition of its furnishing the opportunity of a liberal course. And candidates for the teacher's office who might be satisfied with the smallest qualifications, need the stimulus of better models and contact with pupils of higher attainments, to incite them to a more elevated standard of professional excellence.

In the earlier establishments for normal training, where the course of study was confined to the more common English branches, it was found that students, while they became very familiar with the important elementary principles of knowledge, often failed to acquire the intellectual expansion, range and grasp, which more extensive acquirements and more thorough discipline would have imparted. Hence the charge, not always unfounded, that such teachers, although limited in their ideas and attainments, were unduly exalted in the estimate of their own superiority. This difficulty has been felt in other States, and their normal instruction extended and liberalized accordingly. Profiting by their experience, we would include in our own system, when fully established, the features which they have found essential to their highest success; always bearing in mind that our own circumstances should modify our system to meet our own peculiar wants.

Connected with each normal school should be a model school, if practicable, where normal students should witness the best methods of instruction and discipline in actual operation, and in which members of the higher classes might have opportunity to test their skill in teaching.

Those who should complete the course of instruction in either grade of studies, should receive a corresponding diploma, certifying their attainments, and entitling them to teach in the public schools of higher or lower grade, according to those attainments, without further examination.

This is of course but an outline, which would need modifying and filling up, before it should go into operation. On some such general plan as this, I am confident that we may establish a system of normal schools which would meet our wants, and satisfy the reasonable demands of the public. Our present plan has not enough of character and efficiency to command public confidence and unhesita-

ting support, as a system adequate to the demands of future progress. On the other hand, should we establish but one school for the whole State, however excellent and efficient in itself, it would but very poorly accommodate our widely extended population. It would be practically beyond the reach of hundreds of our young teachers who would desire to avail themselves of its advantages.

With the means which the selected institutions would furnish, or which the citizens of any competing town would offer, together with the moderate tuition fees which the students would pay, I estimate that the annual appropriation of one thousand dollars each, to the several schools, would enable them to give a thorough course of systematic normal training. A larger amount, without doubt, would increase their efficiency. In this plan, as intimated above, it is not proposed that instruction shall be wholly gratuitous. However desirable this plan might be, I am satisfied that our young men and women of energy and enterprise, ambitious to excel in their chosen calling, will not hesitate to pay a reasonable charge for tuition, if the State will but open the way to a system of instruction such as they require, and such as they cannot now receive within the State.

I am well aware that many earnest and intelligent friends of education prefer the plan of one large normal establishment, located near the centre of the State, as more likely to exert a commanding and controlling influence in our educational affairs. This would be a very admirable arrangement, could we retain the county schools as preparatory to the central, and secure for the latter the character and position of a normal university, ample to meet the largest exigencies of the future. But this must be a matter for investigation hereafter.

In the present circumstances, I recommend that the system adopted by the last Legislature, modified in certain points to render it more efficient, be continued in operation during the next season, to meet as it may the present want, and to give the selected institutions the benefits to which they are entitled for another year; with the understanding that a more liberal and efficient system, on some such basis as has been suggested, shall be matured and proposed for future adoption. The friends of education, in the meantime, by a careful comparison of views among themselves, and by diligent

inquiry into the operation of the various systems adopted by other states, will be prepared to act in concert, and to sustain the system which their maturest wisdom shall adopt.

I ask for this whole subject the candid consideration of our legislators at their approaching session, confident that the people will not only sustain them in any reasonable expenditure for this object, but that great disappointment will be felt, if some suitable progress is not made in this direction.

### OUR HIGHER INSTITUTIONS.

In obedience to the instructions contained in the Resolve before mentioned, I addressed a circular of inquiries, early in the spring, to the trustees of the several academies, seminaries and colleges within the State, and have since visited as many of them as I could, consistently with the discharge of other duties. The more important answers to these inquiries, so far as returned, have been embraced in Table V, which, with accompanying notes, please find in the Appendix.

I am happy to report that our colleges, Bowdoin and Waterville, are both enjoying a measure of prosperity, greater, perhaps, than at any former period. In the number and character of their students, and in the fidelity and efficiency of their professors, they sustain, at least, their former reputation. The people of Maine may well congratulate themselves that they have within their own borders, two so excellent institutions, where their sons may be educated with advantages not inferior, in the great essentials, to those which are furnished abroad at greater expense. Many of their professors are widely known in their several departments of science and letters, and their graduates have taken a position in the world, along with the most favored sons of older institutions. Persons familiar with the past history and services of these institutions, and their present standing, will concede without a question, that they deserve well of the State, not only in the confidence and patronage of her citizens, but in the more substantial aid, which they are entitled to receive, from time to time, as their exigencies may require. The utility of a superior scientific and classical education, for those of our sons who may desire it, the poor as well as the rich, will hardly be questioned. And the absolute necessity of such an education, in preparing teach-

ers for our academies, normal and high schools, and thus in raising the character and standard of common school education is no less apparent. But leaving aside the necessity of thoroughly educated men to conduct our higher public schools, and the elevating influence of liberal knowledge upon all classes and professions of men, our colleges are serving the interests of the common schools by sending out each winter many scores of teachers to supply the demands of the country districts. A large majority of the students in both our colleges are thus engaged during the winter. Many of the officers of the colleges, moreover, are warmly interested in promoting the progress of the public schools in the State. Our normal conventions and teachers' associations have received frequent aid from their earnest lectures and practical suggestions. But while we affirm the importance of the college to the common school, directly and indirectly, we admit the full force of the remark often made, that college students are frequently but ill prepared to give instruction in the primary branches of an English education. And this is a defect which the colleges should endeavor to remedy. We annually employ in the public schools, two or three hundred college students, and cannot well dispense with their services. We should not improve the character of our public instruction, by substituting in their places, an equal number of teachers from any other source at present within our reach. But while we need the services of these young men, as teachers, we need that many of them should be better trained for the work. It would be an important step in the right direction, could an arrangement be made in each of our colleges, by which a portion of the autumn session should be devoted to the theory and art of teaching. Students thus trained, for even a few weeks, under competent instructors, would come out at the close of the session, better furnished for their winter's work, and earnest to excel in performing it. Even to those who should not engage in teaching, the disciplinary and practical value of such a course would be as great as could be derived, in an equal time, from the ordinary college studies. In later life, moreover, these students, in their active business or professional labors, will have a controlling influence in school affairs, and should be trained to know what constitutes the best instruction. Some such arrangement could doubtless be effected in each of these colleges, with but little additional expense, and to

the mutual advantage of the institutions and the community. The people, I am well assured, would recognize such a movement as an additional evidence of the practical and substantial value of a collegiate education; and at the same time, something of just reproach would be removed from the character of college attainments. I am happy to find by conferring with officers of these institutions, that some such course as I have suggested, is regarded by them as worthy of an earnest experiment. And it is believed that the gentlemen who control the instruction and government of our colleges, have no such inflexible adherence to the ancient course and methods of college study, as to prevent a modification promising so much of practical utility.

#### SEMINARIES AND ACADEMIES.

Institutions bearing these names have been classed together in the tables, as having essentially the same rank in their general aim and course of study. And yet it is true of some of the seminaries, that they have aimed to furnish a somewhat higher grade of instruction than the ordinary academies, and have taken a medium rank between the academy and the college. Those at Readfield, Lewiston, Westbrook, Bucksport and Gorham, are supposed to have furnished a more liberal course of studies, and to have commanded a wider patronage than the minor academies. They have received from the State larger endowments, and have thus been expected, in return, to offer to the public greater facilities for education. It is commonly understood, moreover, that these several institutions are under the more direct control of distinct denominations, and that the aid which they have received has been given to them in the spirit of fair dealing toward different religious interests. This feature of our educational system may be somewhat peculiar to our own State; and whatever might seem to be its merits or defects, as judged before the experiment, the policy has been adopted and carried out with very considerable public advantage. By the moderate aid rendered to these several schools, their denominational friends have been encouraged and stimulated to sustain them, by money and patronage, and have thus established important public institutions, which could not otherwise have existed, and whose benefits are by no means confined to the particular denominations who feel respon-

sible for their support. It is distinctly understood that all these institutions are freely open to the whole public, and that those who find it desirable to avail themselves of the privileges there offered, can do it without receiving the least improper influence of a denominational character. The spirit of our whole community is too liberal and independent, to suffer from a public institution any encroachment upon the largest liberty of opinion in religious matters, as in all others. And we believe that the men who conduct these seminaries have too much of christian liberality to attempt an undue influence over the religious opinions of their students. While, therefore, we would discourage and discountenance the merely sectarian element, as unworthy of a place in our public institutions, it does not appear that the denominational interest and support given to these different schools, has damaged the cause of general education, but quite the contrary. Let our friends, then, of whatever name, receive all praise for their efforts to sustain their several institutions, and to extend the elevating influences of liberal culture, as widely as possible, among the communities in which they have a controlling power.

In examining the condition of our academies, as represented in the table, we might be justified in dividing them into three classes, as living, dying and dead. Considering the last first, you will find in the table a monumental record of their birth and death. Of some of them nothing is now known to the public, save the inscription—“*Here lies*”—upon their head-stones. Others are held in affectionate remembrance by friends who have survived them, as having served their generation with great fidelity and success. We have no word of disrespect for their memory, and would gladly have retained them in vigorous and efficient service, but that the spirit of inevitable progress has brought in a better system to replace them. In the growing village or thriving city, the respected and honorable academy has been thrown into obscurity by the establishment of excellent graded schools, open to all alike, free of cost, and in most places superior to the miscellaneous academic schools. We cannot deplore the result. Having outlived their usefulness, they are better dead. But if they left behind them valuable estates, it seems proper to inquire what disposition has been made of them by their administrators. In accordance with his instructions, the Super-



intendent instituted inquiries upon this point wherever it could be ascertained that funds were left in the hands of Trustees. Satisfactory statements have been received in regard to the academies at Portland, Gorham and Saco, which will be found more at length in the Appendix. It appears that the funds of both the Portland and Saco academies, were received from Massachusetts, and are thus, probably, beyond any control of Maine Legislation. However this may be, there is no reason to doubt that they are carefully managed by responsible men, and are securely held for such legitimate uses in the future, as the Trustees may judge to be most in accordance with the original design.

The Bath Academy has died, in the peculiar sense that it has injected its vital current into the veins of another institution, and thus passed into a sort of higher life, losing its personal identity in the new city High School; choosing to live in it, rather than die by it. I learn that its accumulated fund, about twelve thousand dollars, has been expended, together with about eight thousand dollars appropriated by the city, in the erection of an elegant and commodious edifice for the use of the city High school and Academy combined. I do not know that the public have any right to complain of this disposition of the funds, so long as the school is open, now as before, for the accommodation of students from other towns, who may wish to enjoy its advantages, and are qualified to enter its grade of classes; especially, since the school thus created is of much higher character, than the academy alone could ever have become.

A similar fate has befallen the academies in Calais, Norway, So. Paris, Dennysville, Belfast, Thomaston and elsewhere; so far at least, as this, that they have passed wholly, or in part, under the control of the municipal authorities, as free schools. This arrangement has resulted in all cases, or nearly all, in marked advantage to the local education.

It appears that certain others of these institutions have exhausted their funds in the effort to sustain their schools, and have at length suspended their operations for want of means to go forward. Some of these schools have never been in vigorous operation, and are now in a dying condition. It becomes a serious question, how far they should be encouraged to continue their existence on the present basis. For many of them we can recommend nothing better than an effec-

tive union and co-operation with the district or town in which they are located, thus becoming a part of the public school system, and at the same time, receiving scholars from other places on payment of tuition fees, both as a means of self-support, and as a matter of accommodation to communities beyond the district or town.

There are other academical institutions, which have sustained schools of an elevated character, and have done good service in the cause of public education. In many parts of the State, there are no towns or villages sufficiently populous to sustain high schools of academic grade by a tax upon the inhabitants. In such places, academies are still required at convenient centers to accommodate the surrounding region. These should be few and well sustained, and thus be worthy of the name and character which they assume. But while such schools should receive judicious aid, if need be, the history of the long list of feeble and expiring or extinct academies, suggests both to the people and the legislature, the folly of incorporating institutions of doubtful necessity, and seeking to galvanize them into life, by small endowments, merely to gratify a local pride, or sustain a spirit of rivalry between neighboring towns. The educational efforts of our citizens would better be directed to the improvement and elevation of their free schools, by adopting the system of grading wherever it can be done.

It has been already remarked that our academies have accomplished very much good, in the education of teachers for the public schools. This they will doubtless continue to do, and it is hoped with still greater success, when stimulated by the influence and example of well equipped normal schools, which shall lead the way to a higher standard of attainment than we have yet reached.

It should be remarked, before leaving this section of my report, that the returns of the several academical institutions, exhibit the manner in which their funds are invested and the uses to which their income is applied, but it is inconvenient to incorporate these items in the table. In most cases, the mode of investment appears to be judicious. Some losses have been made by depreciation of stocks or bad investment. It is respectfully suggested that all moneys or lands hereafter granted to literary institutions be required to be invested with undoubted security,—the income only to be used for current expenses; and that any institution failing to sustain a school in

healthful operation, shall surrender its charter and return its funds to the State treasury.

It is presumed that the Legislature had wise reasons for authorizing the Superintendent to institute these inquiries. It certainly accords with his own notions of propriety, that any system of general school supervision for the State, should include all our "Seminaries of learning," of whatever grade, as parts of a symmetric whole, having important mutual relations, and likely to advance or retrograde together.

### THE SCHOOL RETURNS.

A summary of the school returns is given below, with items for comparison from previous reports :

Population of the State in 1850, . . . . .	583,235
Population of the State in 1860, . . . . .	628,300
Increase in ten years, . . . . .	45,065
Valuation of the State in 1850, . . . . .	\$100,037,960
Valuation of the State in 1860, . . . . .	\$164,714,168
Increase in ten years, . . . . .	\$64,677,208
Number of towns in the State, . . . . .	396
Number that have made no returns, . . . . .	3
Number of organized plantations, . . . . .	98
Number that have made no returns, . . . . .	35
Number of children between four and twenty-one years, . . . . .	243,376
Increase in one year, . . . . .	3,580
Number registered in summer schools, . . . . .	134,624
Average attendance in summer schools, . . . . .	102,959
Increase in one year, . . . . .	1,222
Number registered in winter schools, . . . . .	141,747
Average attendance in winter schools, . . . . .	118,399
Increase in one year, . . . . .	336
Mean average attendance summer and winter, . . . . .	110,679
Increase in one year, . . . . .	778
Ratio of average attendance to whole number of scholars, . . . . .	46
Average length of summer schools, in weeks, . . . . .	10.6
Average length of winter schools, in weeks, . . . . .	10.4
Sum of the average for summer and winter, . . . . .	21.0
Increase in one year, . . . . .	.2
Number of school districts in the State, . . . . .	4,146
Number of parts of districts, . . . . .	387
Number of school houses in the State, . . . . .	3,946
Number reported in good condition, . . . . .	1,889
Decrease in one year, . . . . .	3
Number of school houses built last year, . . . . .	121
More than last year, . . . . .	6
Cost of school houses built last year, . . . . .	\$59,135

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Less than last year, . . . . .	2,716
Estimated value of all school houses in the State, . . . . .	\$1,164,006 00
Increase in one year, . . . . .	\$47,240 00
Number of male teachers, . . . . .	2,776
Decrease in one year, . . . . .	38
Increase in ten years, . . . . .	322
Number of female teachers, . . . . .	4,632
Increase in one year, . . . . .	148
Increase in ten years, . . . . .	1,097
Wages of male teachers per month, besides board, . . . . .	\$21 31
Increase in one year, . . . . .	\$0 16
Increase in ten years, . . . . .	\$4 66
Wages of female teachers per week, besides board, . . . . .	\$2 03
Decrease in one year, . . . . .	\$0 01
Increase in ten years, . . . . .	\$0 57
School money raised by taxation in 1860, . . . . .	\$405,337 25
Increase in one year, . . . . .	\$273 71
Increase in ten years, . . . . .	\$183,411 60
Excess above requirement of law, . . . . .	\$56,388 98
Average amount raised per scholar, . . . . .	\$1 60
Decrease in one year, . . . . .	\$0 03
Distributed from public school fund and bank tax, . . . . .	\$81,817 06
Increase in one year, . . . . .	\$1,522 46
Amount derived from local funds, . . . . .	\$16,677 73
Increase in one year, . . . . .	\$617 72
Amount contributed to prolong public schools, . . . . .	\$12,867 44
Decrease in one year, . . . . .	\$283 39
Amount paid for private schools, . . . . .	\$27,330 46
Decrease in one year, . . . . .	\$108 16
Amount paid for school supervision, . . . . .	\$13,714 47
Decrease in one year, . . . . .	\$305 31
Aggregate expenditure for school purposes, . . . . .	\$616,879 41
Decrease in one year, . . . . .	\$1,010 07
Number of towns that raised less than the law requires, . . . . .	47
Number of towns that raised at least \$4 per scholar, . . . . .	1
Number that raised \$3, and less than \$4 per scholar, . . . . .	1
Number that raised \$2, and less than \$3 per scholar, . . . . .	54
Number that raised \$1, and less than \$2 per scholar, . . . . .	349
Number of towns that have all their schools graded, . . . . .	3
Number of towns that have a part of their schools graded, . . . . .	123
Number of towns electing Superintending School Committees, . . . . .	319
Number of towns electing School Supervisors, . . . . .	150
Amount of State school fund July, 1860, . . . . .	\$150,767 02
Increase the last year, . . . . .	\$1,000 00
Increase in ten years, . . . . .	\$40,000 00
Amount of bank tax distributed in 1860, . . . . .	\$73,971 09
Increase in one year, . . . . .	\$1,099 15
Increase in ten years, . . . . .	\$46,741 09

## POPULATION, VALUATION AND MONEY RAISED.

It will be seen that while our population has increased in ten years, scarcely eight per cent., our valuation has gone up in the same time, nearly sixty-five per cent. This result is due to the development of our natural resources by the industry, energy and *intelligence* of the people. It is therefore as appropriate as it is gratifying, to find that the money raised by voluntary taxation for the support of public schools, has increased in a still greater ratio, it being nearly eighty per cent. Take as examples a few towns, selected almost at random. Auburn, in 1850, raised \$1000, in 1860, 2500. Augusta, \$4000—7420; China, \$1200—1725; Athens, \$575—870; Skowhegan, \$600—1060; Fryeburg, \$700—1000; Castine, \$1000,—2500; Machias, \$867—2000; Dennysville, \$200—450; Norway, \$750—1400; Gorham, \$1800—2000; Lewiston, \$1000—4000; Yarmouth, \$645—1276; Thomaston, \$1200—2500; Bath, \$4870—10,000; Boothbay, \$1000—1502; Houlton, \$600—900; and so on through the whole catalogue. It should be remarked that the returns of 1850 were far less complete than those of 1860; so that the aggregate of moneys actually raised in the former year must be considerably greater than reported. Hence the whole increase must not be reckoned so large as the figures in the summary of returns make it. There is no fact which more surely proves the deepening interest of our people in their free schools, than this readiness to tax themselves for their support. Some towns, however, should the mirror be held to their view, would see that they are not keeping pace with their neighbors, in this gratifying progress. Forty-seven towns have raised less money than the law requires,—sixty cents for each inhabitant. In most of these towns, the deficiency is very small. The large deficiency appearing against the town of Hollis is explained by the fact that the town has been divided, and the deficiency, estimated on the basis of the population before the division, is rather apparent than real.

Only three towns in the State have failed to make at least partial returns for the last school year. I find that two of these, Byron and Machiasport, are not entered as returned, in the last year's report. Incompleteness in the returns of other towns, is noticed in the Appendix.

## ORGANIZED PLANTATIONS.

The number of plantations organized for election purposes, has been somewhat increased within the last year; but no school returns having been received from them, their names are not all found in our tables. Of the whole number, thirty-five appear not to have made returns, and of many others, the returns are very incomplete. It is perhaps only natural that the pioneers of the forest, many of them of parentage and habits different from our own, should be careless in regard to their educational affairs; neither making the school returns by which they would be entitled to draw a portion of the State school funds, nor taxing themselves for the support of schools. A complaint has been made by residents in some of the plantations, that advantage has been taken of the expression in the statute, which provides that plantations "*may* raise money" for school purposes; many inferring that if they "*may*," the liberty remains by which they may *not*. A gentleman recently writing from the Aroostook, asks that this expression may be changed to "*shall*," so as to remove all question of *obligation* thus to tax themselves. It is certainly desirable that the best advantages of education, possible in the circumstances, should go along with the new settlers into our northern territory, for the benefit of the present inhabitants, and as an inducement to those who may be discussing the question of settling there. It is believed, moreover, that the State has especial duties to discharge toward those portions of her inhabitants, who are developing her hitherto unopened resources of wealth, at a sacrifice of present comforts and privileges. I cannot doubt that our legislators will see the propriety of devoting a small portion of the public lands to the especial purposes of education among those who are now opening our forest domains to the progress of civilization.

## THE FRENCH SETTLEMENTS.

Included in the same county of Aroostook, but constituting a separate and peculiar community, known as Madawaskans, the French settlers long ago occupied the valley of the St. John, and replaced its forests with fertile farms. This people, being quite distinct from that of any other portion of the State, require for their education and more complete knowledge of our institutions, a modified application of our educational forces. Descended from the French

Acadians, simple and quiet in their habits, and connected by ties of language, religion and affinity, with the provinces rather than the States, they have remained for more than two generations quite removed from the material enterprise and the intellectual activities of our Atlantic community, and almost entirely secluded from our knowledge or concern. Several attempts have been made by the State, within the last ten or fifteen years, to aid them in establishing schools. These attempts have not been attended with great success. In a visit to this region, in October last, I endeavored to ascertain the condition of their schools, and the wants and *wishes* of the people. I passed through the entire length of the French settlements, from the Grand Falls to Fort Kent, conversing with the inhabitants, on the road and in their houses. I consulted with their priests and other influential citizens, and discovered what appeared to be a waking desire, to secure at length the privileges of better schools—schools in which their children may learn the English language, and catch the spirit of American institutions. They pointed to the Yankee settlements on the Aroostook, as outstripping them in enterprise and prosperity, and assigned their superior intelligence as the cause. At a meeting previously appointed for inquiry and consultation, at the house of Mons. Francis Thibodeau, I was happy to meet a large number of the leading inhabitants of the central plantations, Grant Isle and Madawaska, who assured me that they were now determined to raise the amount of school money required by law, and to build school houses and conduct their school affairs in the American way. The new arrangement of plantations will very much facilitate this attempt. Formerly their whole settlements, extending for more than seventy-five miles along the valley, were comprised in three plantations. With so large a territory, without proper municipal organization, with great indifference and even opposition to encounter, those who would gladly have established good schools, have been hitherto defeated in their attempts. With the recent arrangement, by which no plantation is allowed to include more than one township six miles square, and with a new census and valuation, they will have their municipal affairs under better control, and will be able, as they affirm, to assess and collect a tax for school purposes. Many of the inhabitants are in easy circumstances; and though many are very poor, they have, as a whole, the means of doing much toward establish-

ing good common schools in their settlements. And still they need some especial aid and encouragement in their peculiar circumstances, in the further efforts to accomplish this object. They have no school houses worthy of the name, and very few teachers, qualified by a knowledge of both the French and English languages, to give such instruction as they need. At the time of my visit, I found but one school in operation in the whole region. That was taught by a young French woman, in a small room on her father's premises, and consisted of a dozen children of the neighborhood; their only text books being a French primer, and for a reading book a treatise in theology. A few schools had been kept in the summer at other points. At Van Buren and Fort Kent there are several American families, and very praiseworthy efforts have been made, particularly at the latter place, to sustain a school. This has been done, in large part, by the contributions of individual citizens. The readers of this report may not all be aware, that the French settlements are upon both sides of the St. John. When that river was made our northern boundary, by the Ashburton treaty, the *habitans* were divided about equally between the two countries. I was pleased to notice that the residents on the Maine bank of the river expressed themselves gratified with their position as constructive *Yankees*. And yet it was obvious that their provincial neighbors, across the river, are better cared for in some respects, than they. More is done by government for their roads and their schools. It is quite worth our while to inquire whether we can afford to leave our own portion of this people with less facilities for education, and less of general advantages, than are enjoyed across the boundary.

I find that the French settlers are aware of the fact that in the distribution of the surplus revenue more than twenty years ago, six thousand dollars were reserved in the State treasury, for their especial benefit. The distribution was not made to them at the time, because of the uncertainty existing in regard to the boundary, and the number of settlers who would be included in our portion of the territory. They now ask that whatever is properly due to them be set apart as a permanent fund, for the establishment and support of a high school or schools among them; the interest only to be paid annually from the treasury for this purpose, under suitable regulations and conditions. The legislature will no doubt give due attention to their petition when more definitely brought to their notice.



With proper school improvements and railroad facilities, diffusing intelligence, and stimulating business, this whole region of the Aroostook would soon become, by settlement and cultivation, as it now is by nature, one of the gardens of Maine,—“beautiful for situation on the sides of the north.”

#### NEW SCHOOL HOUSES.

The increased interest in the erection of neat and commodious school houses, is an important element in our educational progress. There is danger here and there, perhaps, that the charge of extravagance may be made against those who regulate the cost of new houses. But while unnecessary expenditure should be avoided, it is well to encourage a better style of school architecture, and to eradicate the too prevalent notion, that any thing, however ordinary in style or cheap in construction, is good enough for a school house. For school house returns and remarks, see Appendix.

The formal dedication of school houses to the truly sacred work of education, is noticed with pleasure. Houses in Bangor, Bath, Biddeford and elsewhere, have been thus opened with appropriate ceremonies within the last few months. The effect cannot be otherwise than happy. Let it be understood that the temple of learning, like the temple of worship, is worthy to be consecrated to its noble uses, with becoming services. Let the opening of a new and commodious school room be observed with speech and song and prayer. Let parents and children, teachers and committees, rejoice together in the consecration, and all the people say, *amen*.

#### TEACHERS AND THEIR WAGES.

The number of teachers reported this year is 7408; an increase in ten years, of 1419, according to the published returns. The average wages of male teachers have increased, by \$4,66 per week, and those of female teachers, by \$ ,57 per week. This increase is due mainly to the effort to obtain good teachers, and the readiness to pay such teachers according to their worth. The inference is plain, that teachers need have no fear that their improved qualifications will not eventually command a corresponding pay. Employers are beginning to learn that those who have taken pains to qualify themselves well for their work, and have proved their superiority by their success, are the cheapest teachers, at whatever reasonable price.

It is noticeable that the number of female teachers has increased much more than that of males. This may be accounted for, in part, by the fact that wherever schools are graded, a larger number of the divisions are composed of pupils who may be taught and managed by females. It is also true that, with the better notions prevailing in regard to the real source of governing power in the teacher, well educated females can now be employed to instruct in districts, where once only the strong arm of a man was equal to the administration of government. For all younger pupils, this is a change for the better. There is no doubt that for such pupils, the female teacher has a power to mould and influence and guide, which gentlemen do not often possess. If men are supposed to be born to rule, women are as surely born to allure and persuade. And many a hard boy who has scorned the control of a master, has yielded at once to the gentler but more potent influence of his female teacher.

#### SCHOOL FUND AND BANK TAX.

The permanent school fund has increased, by the sale of lands set apart for that purpose, more than forty thousand dollars in ten years. The income only is distributed. The bank tax, all of which is distributed, is greater by more than forty-six thousand dollars this year, than it was ten years ago. This will still increase, as new banks are chartered, or the capital stock of the old enlarged. This tax has been very wisely appropriated for many years to the support of public schools. In some financial emergencies, a temptation has existed to appropriate this income to the discharge of public debts. It has been felt, however, that such a diversion of the tax from its long established course, would be unpopular and unwise. The only modification of the present policy to which the public would willingly submit, would be the appropriation of the future increase of this income, or a portion of it, to the support of normal schools. This course, it is believed, would be cordially approved, if the means for this purpose were not at hand in the general treasury.

#### SCHOOL LEGISLATION.

The defects of our public schools are not chargeable, mainly, to bad legislation, nor to the want of legislation. Our school system, as it stands upon the statute book, is even now vastly better than its actual operation. The theory is better than the practice. It is nevertheless true that our legislators have a duty in this regard.

It is clearly within their province, to inquire carefully into the operation of all school laws; to become acquainted with their practical workings in the towns which they represent; to ascertain from school officers and other intelligent citizens of their respective districts, what are their wishes and opinions upon all topics pertaining to the administration of school affairs.

The men who represent the several towns and counties in the Legislature, are supposed to understand the wants of their constituents, and are ready to contribute their best thought and counsel to promote the common weal. And it would seem that no public interest is more clearly within the official watch and care of our legislative fathers, than the interests of our public schools; affecting, as they do, every other interest and every individual of community. And yet we might infer from the indifference too often manifested by legislative bodies, when any question of education is introduced for their consideration, that the interests of popular learning are least and last in their thought or care. By a singular misfortune, it has too often happened that the leading debaters in past legislatures, have been mere politicians, driving at some scheme of party interest or self-promotion; or if really working for the public good, giving their thoughts no higher range than the merest material interests. Weeks are often consumed in discussing the claims and counter claims of railroad corporations, the affairs of banks, the construction of fish-ways, the stumpage of the public timber lands, the taxation of dogs, or the bounties on crows—all entitled to their proper measure of consideration—while great questions of public education, in which every person in the State has a vital interest, felt or unfelt, are either wholly ignored, or thrust into a corner, and buried and forgotten in the mass of worthless legislation.

We rely upon the intelligent gentlemen elected to the approaching Legislature, to acquaint themselves with the condition and wants of the public schools in the State, and to act with wisdom and judgment, when any measures shall be proposed, adapted to advance the interests of general education. It is hoped that no partizan embarrassments, no sectarian schemes, no private claims nor sectional interests, will in any way interfere with the demands of an intelligent public for a judicious, economical and liberal legislation in behalf of this prime interest of the whole people.

## CONCLUSION.

In closing this report, gentlemen, I ask your indulgence toward any defects apparent in matter or method. Occupied until within a few days with the active duties of my official campaign, I have had less time to arrange and digest the topics discussed, than might have been devoted to them with profit. I trust, however, that you will find enough in the facts and considerations here presented, to produce in your minds the conviction so thoroughly established in my own, that our Free-School system, advancing by the efforts made heretofore, has now reached a position of immediate and prospective influence, not before attained. In the demand for better teachers, in the increased expenditure for schools, in the improved houses for their accommodation, and in the power for usefulness thus acquired, the system occupies a higher place than ever before, in the intelligent regards of the community.

At this juncture in our school affairs, the people are awaiting, with earnest expectation, the enlightened and efficient action of those upon whom it devolves officially, to direct and lead our educational forces. Upon the State government, upon its school officers, general and local, upon men in every station of influence, is devolved an especial responsibility to see that the public suffer no detriment to its educational interests, through their neglect. We shall not attempt, I trust, to evade this responsibility. Our highest material interests as a State forbid it. These can be well developed only by an intelligent and educated population. Our progress in knowledge and the civil arts, and our reputation as a people, forbid it. The sons and daughters of Maine go forth by hundreds every year, to take the positions, in other parts of the national domain, which their energy and capacity open before them; and our institutions will be judged by the character of those who represent them. Self-love, patriotism and religion, all alike, demand that we discharge this trust with fidelity to the children of to-day,—the children whom

to-morrow may summon to other duties, and whom the next year may put beyond our reach.

In the career of States, in the conflict of diverse elements and powers, in the possible upheaval and overthrow of our political institutions, they will abide calmest in the storm, or guide the affairs of State and camp with steadiest hand, whose discipline in the family and the school, has given to them most of intelligence, virtue, and self-control. On these foundations, broad and sure, may we build, for ourselves and our children. And to this end, let us all co-operate, with earnest endeavor, to advance our public schools to the highest point of attainable success.

EXTRACTS  
FROM THE REPORTS OF  
SCHOOL OFFICERS.

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On the following pages will be found extracts from the miscellaneous remarks of school committees or supervisors, appended to their town reports. By a provision of the law, a copy of all school reports, if *printed*, are required to be sent to the State Superintendent. It is inferred from the number received at my office, that but very few of the towns order their reports printed. I have presented on the following pages, something from *every report* seasonably received. Without endorsing every opinion here expressed, I congratulate the towns which are represented in these pages, upon the ability and practical good sense of their school officers, as indicated in their reports. No one of them is without valuable suggestions, and all are worthy of careful examination by those who are interested in school affairs. I need not apologize to the writers for damage done to some of these extracts, by their necessary separation from the connection in which they stood; nor for the change of a sentence, here and there, where it was expedient to bring a passage within particular limits.

If the superintendent could receive a copy of the report of each town, he would be able to make a more exact estimate of the condition and wants of the schools in the State, and by collecting and classifying the opinions of school officers, as expressed in these reports, he would have the means of making this part of his own report very valuable to the school community. With this object in view, he will ask for an amendment of the law, so that the supervisor or committee of each town shall be required to send a copy of the report, whether printed or not. And he earnestly solicits from all school officers, a cordial response to this suggestion.

## AUBURN.

In no previous year of my supervision of the schools, have they been so generally successful, as during the year now closing. Of forty-three schools, kept in town, two only have been suspended from incompetency in teachers; and of the remaining number but two have given cause of any general complaint. There have been no serious cases of insubordination in scholars, and in no instance have I found it necessary to expel a scholar permanently from the schools. Teachers have proved faithful in the discharge of their duties. They have labored to elevate the standing of the schools, and have not labored in vain. I attribute the success of the schools mainly to the employment of the right kind of teachers. For the most part those have been employed, who are not merely able to *pass an examination*, but who possess experience, ability and *character* as teachers of youth.

Many persons who were educated twenty or thirty years ago fail to keep pace with the times, in respect to the schools. Then, the facilities for learning were so poor and scanty that such persons are apt to call that "well enough" which is much inferior to what might be attained. Public sentiment is not right here. It is not up with the times. Our schools are in advance of the public mind, and the interests of scholars demand a deeper interest on the part of parents. I would make the following SUGGESTIONS:

1. Schools districts should choose none but competent agents.
1. School agents should select none but competent teachers.
3. Parents should visit the schools often.
4. Parents should enforce regularity of attendance in their children.
5. Parents should take all possible pains to have their children in the school-room *six hours* each day.
6. Parents should do all in their power to instill into the minds of their children, a love for their instructors.
7. Parents should not interfere in any ordinary case of discipline which may arise in school, unless to aid the teacher in his discharge of duty.

The above prescriptions are few—the medicine is not bitter, and if applied both internally and externally, a speedy recovery is warranted.

## AUGUSTA.

CONCLUSION.—We do not hesitate to say that the schools generally, in this district, are in a very excellent and satisfactory condition, and their parents and tax-payers have abundant reason to look upon their labors and expenditures in behalf of our schools, with a complacent satisfaction, if not with pride. But one thing more seems to be wanting to keep up an interest in them, and to encourage both teachers and scholars, and that is a more frequent visitation by parents and friends—and this we very respectfully, but earnestly recommend.

S. LANCASTER,	}	<i>Directors.</i>
A. LIBBEY,		
J. F. SANDERS,		

## BATH.

There is a disposition, among some in the community, to think that the amount of study imposed on the pupils in our schools is so great as to be liable, in many cases, to prove injurious to the health of the pupils. Let us, therefore, devote a moment to the consideration of this subject. There are four days in the week, in which pupils spend six hours in school. The other two days, Wednesdays and Saturdays, they spend only three hours each day, and the exercises are of such a character, that but little time is spent in study, on either of these days. In reference to the other four days, the pupils spend usually three hours each day in recitation; one hour in the day in recesses, and fifteen minutes in the morning in the opening exercises of the school; thus leaving only about two hours per day, for four days in the week, to be employed in close study. Probably the great mass of the pupils in the schools of the city, considerably reduce this amount of time, or pursue their labors in quite a leisurely manner. It would seem, therefore, that pupils of ordinary health and strength, who are in classes not above their capacities and attainments, need not suffer from the amount of study required in our schools. There are a few pupils in every school, who are ambitious, precocious, of delicate health, who are in classes more advanced than their ages warrant, and whose parents are very anxious to have their children promoted as rapidly as possible, and to



push them into a higher grade of schools, before they are qualified either by age or maturity of mind, or sufficient knowledge of the common branches, to pursue higher studies; who, doubtless, sometimes suffer from over taxation of the mental powers. But it is very easy for parents to give such pupils relief. For, the injuries which they suffer are not chargeable, either upon teacher or committee. Every reasonable effort is used by the committee to place all children in those classes where they can hold an honorable rank as scholars, without over taxation of the mental powers, and also where they will have work enough given to enable them to use their powers in a healthy manner, and to prevent them from wasting their time or forming idle habits.

In closing this brief report, we commend the schools of the city to the care and consideration of the municipal government. We have no doubt that all the members of the city government well understand that the schools are of the first importance, among the varied interests that are committed to their charge. Let no ruthless hand be laid upon them to their injury. Let every step be taken in relation to them with caution, due consideration, full knowledge of the effects, and under an enlightened view of the subject. The interests of the schools are the interests of every good citizen. I trust every member of our community, is moved by one common desire in relation to them, the desire for their continued prosperity. And may the proud eminence to which they have already attained, be a sure guaranty that they shall live in the affections of the people, and that no efforts shall be spared to improve them continually in coming years.

SAMUEL F. DIKE, *Superintendent.*

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### BOWDOINHAM.

Your Supervisor, in presenting his third annual report of the state and condition of your public schools, has the gratification to assure you that they have been conducted with a faithfulness, and a watchful care on the part of teachers, deserving great praise; while the conduct of the pupils has, almost without exception, been marked by diligent exertion and ready obedience. Throughout all your public schools during the past year, there have been displayed

a submissiveness, a willingness, and an adherence to quietness and good order, such as would seem to suggest that the designs of the pupils were to emulate each other in those noble qualities.

Not the least intimation has been made to your Supervisor of the reckless or refractory behavior of any inmate of your public schools the past year, nor is he aware that an old-fashioned flagellation has been administered in any of them, although it may have been done. The fact is a pleasant one, that an appeal to the self-respect and manliness of the young, accompanied by kind words and encouragement, costing but little, have a very potent and pervading effect in the school room.

The want of apparatus is felt in all our schools. In the single branch of geography, allow me to say, that a set of outline maps delineating the physical features of the earth which can never change, and a small terrestrial globe would be riches, as the property of any school district. Both may be obtained for the sum of six or eight dollars, and with proper care would last twenty or thirty years. It is respectfully urged that the citizens of each school district make the outlay. The result must be of lasting benefit to those for whose education and instruction they are responsible.

The duties of parents in regard to visiting their schools, have been attended to more generously in this, than in former years; and those who have thus devoted a few hours of time, feel that the enlarged prosperity of their schools as a consequence, and the satisfaction enjoyed by themselves on such occasions, are an ample compensation. The visiting process well maintained, is said to be a strong remedy for some of the worst complaints that infest your schools; such as tardiness, irregularity, and heedlessness. If these evils may be but half remedied by such a supervision, the enterprise will pay in full.

And here I will add my belief that the teachers have imparted according to opportunity, much appropriate moral instruction, recognized among their incumbent and necessary duties. In all the schools, readings from the New Testament have been daily practiced; in many of them, singing suitable pieces; and in some of them, higher devotional exercises. In the time, or at the close of Scripture readings, the best opportunity is offered for teachers to

inculcate Biblical and moral lessons. To all such exercises, with suitable restrictions, as means to promote the welfare and well-being of the young, you will join me in yielding your hearty approbation.

Your Supervisor has endeavored to visit every school near the beginning and near the close, and at least twice each term. The very few instances of failure, with the causes of the same, have been noticed and explained. Among many testimonials favorable to improved order, I will only say that a dirty or littered floor in any school-room, or an idle lounge on any seat, are things which, during the past year, I have not seen. Neither, during the same time, have I noticed the "beechen sceptre," or the "birch of justice" wielded in the hands of any teacher, or reposing in "quiet dignity" on his desk. The necessary use of that wand of authority, if necessary it may be, is not rebuked, but the regular and public display of it. The time may not be far off when an exhibition of such an article in the school room may appear as incongruous as would be the sight of a pillory standing in front of a New England meeting-house.

I am happy to state, also, that I have seen the good old custom of obeisance well observed in all the district schools, two or three excepted. So be it: the forms of civility are of some worth in every place. Fellow teachers, in the enforcement of this, and all other forms proper to be observed, let us see to it that our example be in accordance with our precept.

In conclusion, permit me to add that while, for the last three years, engaged zealously, though feebly it may be, in endeavors to raise a little higher the educational standard; to promote, so far as I have been able, the peace, welfare and best interests of your schools, I have, in every instance, been sustained by the generosity, courtesy and civility of parents, teachers and scholars; for which I would tender expressions of the most sincere gratitude.

H. CURTIS, *Supervisor.*

## BRUNSWICK.

The committee cannot refrain from expressing their sense of the great importance to the whole town, of having the system of graded schools in the village district so well established and in so successful operation. It is a matter of just pride, that in these schools the child of the humblest citizen always finds his claim to the best opportunities for instruction, which are enjoyed by the child of the most wealthy, cheerfully accorded and ensured to him.

The committee have thus given their impressions of the state of the schools during the past year. Wherever they have withheld praise, or conveyed censure, they trust their fellow citizens will do them the justice to presume that they have set nothing down from prejudice or ill will. Their aim is to promote and maintain, so far as in them lies, the best condition, and highest welfare of the precious inheritance which has descended to us from our forefathers,—our system of popular instruction. There are now in this town 1782 children and youth, who by law have a right to the public instruction of our free schools. In fact a very small number obtain instruction anywhere else than in our public schools. All this instruction has been provided the past year at the paltry expense to the town of *two dollars* for each pupil for the whole year. Few of our citizens are aware of the really great and vitally important work which is doing in our public schools. Ship owners are anxious for their ships—their freights, their voyages out and home. The trader, the seaman, the artisan, the farmer, is busy with the cares of his calling. But ships may founder at sea, or be a bill of expense rather than a source of income; an unfruitful season may cut off our crops; a conflagration devour our dwellings; but these reverses and misfortunes may be repaired in another year or two. But shut up our school houses, or, what may be worse, open them to incapable or immoral teachers, or suffer our schools to be nurseries of insubordination and misrule, and what power and how long a period will it require to remedy that disaster and mischief? The character, reputation, and best welfare of the town are seriously involved in the character of our public schools. The circumstances of the town may demand careful economy, but your committee would entreat

their fellow citizens by no means to withhold a generous provision for public instruction. A good parent will deny himself at any point sooner than in the education of his children.

ALPHEUS S. PACKARD, *For the Committee.*

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### BUCKSPORT.

Failures to visit the schools as required, have occurred in a *very few* instances; and in most of these for want of information for which we must depend upon the agents. These officers more or less every year, neglect to return the scholars in their several districts, whereupon the selectmen of necessity—unless they order the census taken—fail to make the per capita distribution of school money in season; hence the length of schools cannot be determined, and consequently your committee are uninformed as to the term of time for which teachers are employed. This series of uncertainties ought to be remedied by timely returns, which the law peremptorily requires agents to make in the month of April.

Calls to visit the schools for discipline have been less than in other years; and your committee are gratified to say that no necessity for expulsion has occurred during the year. In their intercourse with the schools they have had a higher aim than mere form, and flatter themselves that their visits have been profitable.

Before concluding, your committee take the liberty to call attention to a few considerations deemed of primary importance to the greatest success of our admirable common school system.

### TEACHERS.

The great want of the age in the department of public schools, is thorough educators; very few of the many who offer their services, satisfy the committee or sufficiently approximate the present improved condition of educational means and ends. From lack of judgment, as well as from want of a proper knowledge of the elements and methods of success, very many teachers feel but little interest and hence must seriously fail in their schools. Nor can we hope for improvement, so long as the State shall maintain its present position of indifference to the primary cause of this serious defect—

to be found unquestionably in the entire absence of normal instruction. Indeed, without a school for teachers, we cannot long *even maintain* our present relative position to other States. Our children are in a very important sense the property, and constitute the capital of the State, and should be so regarded and treated. Other nations, and some parts of our own nation, do so regard and treat them. The old Greeks took their boys at a certain age out of the hands of parents, and made the State entirely responsible for their education. Rollin says of Lycurgus that "he looked upon the education of youth as the greatest and most important object of a legislator's care;"—and that "His grand principle was that children belonged more to the State than to their parents." Verily, though the views of this old law-giver were extreme, we might learn of him something which is important for us to know. There must everywhere be adaptation of education and training to the form of government, exercised by the State. Despotisms and aristocracies understand this,—and so must republics as well—else the tendency must ever be to anarchy, aristocracy and despotism.

It is a shame to Maine, that though nearest to the sun's rising, she is almost the last to see the light, and to use it—for it is too true that most of the free States, east and west, are, in systematic, thorough education—in advance of the *Dirigo* State. We hope day is soon to shed bright rays upon our down east home.

Your committee have aimed impartially to make the best selections from the teachers offered to them; and those selected should have, generally, the credit of doing the best they could, under the circumstances, to qualify themselves.

The effects of the want we have spoken of, are seen in the schools. From want of suitableness and thoroughness in the preparation of teachers, there is an almost entire lack of thoroughness of education and discipline in the school room; and its routine of exercises is altogether too much a matter of form; and it cannot very well be otherwise—for it is just as absurd to expect effectiveness in our schools without the adequate preparation of teachers, as to require twenty horse-power work of a ten horse-power engine. Effects must not only have causes, but the latter must be proportionate to the former. It is hardly necessary to say that the sad want now is *systematic thoroughness*,—to control the prevailing propensity of

Young America to ignore elements, rush to their application,—and then by a jump, to finish up an education that has not been begun. A positive duty of teachers is to check this tendency and to compel discipline and thoroughness—though we can hardly expect them to do what has never been done for themselves.

#### SCHOOL HOUSES.

Successful teaching depends next, upon the location, outward adorning, surroundings and capacity of a school house; and the furniture, arrangement and general suitableness of a school room. They must be extraordinary teachers who can succeed in spite of the location and arrangements of very many school houses and school rooms,—as neither parents, teachers or children can feel much interest under such circumstances.

Locations have been made according to the strictest economy—over a brook, under a clay bank, in the woods, in a swamp, or upon a ledge—with no foot of land beyond the sills,—unless, by a piece of extraordinary good fortune, the barren rock happened to be a little larger than the area of the building, which must be the very smallest into which the young human stock can be packed, with the least possible elevation, to save lumber, and the least possible ventilation, to save fuel. It is wonderful that these health-destroying forces have been resisted at all. Nothing but the vigor of childhood and youth could have survived them. No wonder that educational paralysis almost universally prevails among both parents and children. No wonder that feelings of disgust and a conviction of the worthlessness of schools have prevailed, treated as they have been in this worthless way.

We feel somewhat relieved when we remember that within a few years considerable progress has been made in the right direction, indicating, as we trust, a new era.

We congratulate our fellow citizens warmly upon this change, though this is but the *initial* of the new era. In general, better locations and better houses are still needed. Even in the first district, we are yet hardly up to the spirit and outlay of some of our neighbors. We may especially refer to Castine, where within a few years two houses have been built, a few rods from each other, at a cost each, of between four and five thousand dollars. Indeed, two

districts in our own town have far exceeded in per centum expenditure the first district, though we would acknowledge with pleasure, that in this district much improvement has been made.

W. H. PILLSBURY,	}	<i>Sup. S. Committee.</i>
A. F. PAGE,		
T. C. WOODMAN,		

### GARDINER.

The Committee venture to call the attention of the districts to the paragraph in the last report upon the subject of school apparatus. There is not, in our opinion, one school in the city furnished in this respect as it should be, and we earnestly hope, for the good of the schools, that an interest in the subject may be awakened, which shall lead at last to active measures for supplying appropriate apparatus for every school room in the city.

The subject of abolishing the school districts, and of putting the schools under the control of the City Council, has in times past been considerably discussed. The Committee allude to it at this time for the purpose of calling attention to it, and of expressing their firm conviction that some such system as was proposed in the Mayor's annual address in 1855, would be an improvement.

The objections to the districting plan are numerous; but the most important one, as it seems to this board, is that it precludes the possibility of having in the city a school system which shall be comprehensive enough to reach and include all the public schools. Each district being an independent corporation, by its duly elected agent employs its own teachers, and spends the money apportioned to it as it chooses. In short, each district has the right to carry on a little school system of its own, in pretty nearly its own way, and to exclude from its school the children of all the other districts. In our city we have eight of these independent and unconnected school systems, with eight independent agents employing teachers and setting up schools; each jealously excluding the children of the others from its schools, even though they might be accommodated therein, without prejudice to anybody's interests. It is true that the teachers employed in these districts must pass an examination



before the Superintending Committee, but the Committee have no voice in selecting them, and in many cases they are not consulted in regard to it. While this state of things continues, it is plain that there can be but little concert of action in the management of the schools, and but little discrimination displayed in the selection of instructors; and it seems equally plain to us, that without such concert of action and such discrimination, it is vain to expect the highest and best results from the labor, time and money expended upon the schools. If it should be thought best to make no change in our school organization, the Committee submit that some plan should be devised by which the attendance at the High School may be better regulated. As things now are, scholars will enter that school for a term, and at pleasure, will return to their district school again. There is no power in the agent, the district, the Superintending Committee, nor in anybody else, to prevent it; and yet the effect is pernicious every way, and it is so admitted on all hands.

Another year's experience has impressed upon us more forcibly the responsibility attaching to the office of teacher, and the importance of exercising the utmost care in filling it. We want in our teachers the requisite literary qualifications, to be sure; and we want, also, aptness in teaching, a love of the profession, a faculty to interest children and young persons, and skill in governing, training and disciplining them. But in addition to all these, we submit that they should be sober, discreet persons, whose example their pupils may safely imitate; persons whose manners in the school room and elsewhere shall be dignified, affable and conciliatory, and whose language shall be the farthest possible removed from rudeness, coarseness or vulgarity. They should possess coolness of judgment and self-control, and should never lose temper before their pupils. They should also be persons whose acquirements are not limited to the ordinary routine of study in the schools they propose to teach, but persons of reading, information, intelligence, cultivated intellect, and correct habits of thought.

We would remark, further, that not only do we need more care in the selection of instructors, but we also need in a far greater degree than we have ever yet had it, the hearty, earnest and intelligent co-operation of those parents who send children to the schools.

It is indispensable to success, that such parents should manifest some interest in the school, and in the teachers; should know that their children attend, and that, too, regularly and seasonably, and that they perform all their tasks, and conform in all respects to the established regulations; that they should provide all necessary books, should take an interest in their studies, and encourage and assist them when difficulties are encountered, and they begin to feel discouraged.

Last of all, we would remark that we need the aid, the counsel and the co-operation of all good citizens, whether they have children to send to the schools, or have not. The end aimed at is a noble one. It is no less than to extend to everybody's children, high and low, rich and poor, within our city, the inestimable blessings of a good education. To help forward a work looking to such a result, cannot fail to be esteemed a privilege by all who desire the prosperity and happiness of the community in which we live.

N. WOODS,  
G. P. MATHEWS, } *Committee.*  
G. BAILEY,

### HALLOWELL.

Twenty years have now elapsed, since the public schools in Hallowell were first graded. The movement to effect that object was commenced by a few individuals, having young families requiring to be educated, and with discernment enough to be aware of the imperfection and insufficiency of the existing schools. Prior to that period, with nearly the same number of youth to be trained as at the present time, four public schools furnished all the facilities provided for the purpose. There were two school houses, both old, ill-contrived, badly situated and much out of repair. These were usually filled to overflowing with scholars, who were taught with very little system, and governed with less.

The result of the first year's efforts, made against strong and determined opposition, was the erection of the present high school house, an increase of \$1,000 in the school appropriation, and the establishment of ten schools, with a regular gradation of Primary,

Grammar and High schools. In spite of conflicts, and occasional checks, this gradation has continued, with gradual improvements, to the present time. When it was inaugurated, graded schools were almost unknown in the State. With the exception of Portland and Bangor, probably there was not a town in Maine where the schools, at that early day, were actually divided into three grades, and scholars admitted and promoted on examination. Other villages tried the experiment even afterwards, and abandoned it in a year or two, so numerous were the obstacles. But the people of Hallowell, with steady perseverance, have sustained the system to the present time, making such improvements in its details and its administration as experience has dictated. School houses have been erected and furnished with liberality, though without extravagance; and a generous support is extended to our public schools, as among our most valuable institutions.

We have, for twenty years, put it in the power of every poor boy or girl in Hallowell, (as now bounded,) to acquire a good English education for the common business of life. We do not mean to say, that every one has had or could have the privilege to an equal extent, but simply that the schools have been provided. No doubt poverty has prevented multitudes, during this period, from attending school sufficiently to reap the benefits offered by our educational facilities. And many more have lost their opportunities by the indifference or weak indulgence of their parents, or by their own incorrigible propensities to idleness and truancy. The imperfection of results flowing from the best institutions, is not a new fact in human experience. But the truth remains, that the public, the municipality, has not been neglectful of its duty.

Neither has it been in vain. Many have been trained and educated for higher and wider usefulness, than they could have been without these facilities. The standard of education throughout our community, has been raised. Our youth have gone forth into the world better trained, more intelligent, and more highly qualified for the various stations in society to which they have afterwards been called. They have doubtless taken a higher position, wherever they have gone.

Intellectual culture is never lost. The poet's idea that "a little learning is a dangerous thing," was long since exploded. The doc-

trine, "Drink deep, or taste not the Pierian spring," was worthy only of the dark ages. Draw whatever and whenever you can from any good and wholesome source, is the better maxim, and one more approved by the wise and the good. The notion that education is not beneficial to the masses, has passed away, except from ignorant and narrow minds. An intelligent, cultivated, thinking man, is a better citizen and member of society, in any occupation of life. He is better qualified for an elector, one of those who make and unmake legislators, governors and presidents, one of the sovereigns who rule the republic by their votes, a portion of the "power behind the throne greater than the throne itself." While some States have struck from the list of voters those who are unable to read, let us rather educate all our voters, and those who are to be the wives, sisters and daughters of voters, not only to read, but to reflect, deliberate and form intelligent opinions for themselves. Where this is done, the country and its beneficial institutions will always be safe.

It is the boast of Maine, that her staple product is MEN and WOMEN. No State sends forth more instructors of youth, merchants, ship masters, mechanics and professional men, to supply the wants of the whole sisterhood of States, than Maine. They are to be found everywhere, from Madawaska to the Rio Grande, from the Atlantic to the Pacific coast; and wherever found, they occupy stations in the community as high as the highest, and frequently distance all competitors. In our cold northern clime we cannot produce the cotton, rice and sugar of the south; our rugged hills cannot hold competition with the broad prairies of the west in the culture of wheat and corn for the markets of the world; but our invigorating air—our varied scenery of field and forest, mountain and valley, sea shore and inland lakes—our religious privileges, pulpits, Sabbath schools, and New England homes and firesides—aided by our free schools, open to rich and poor alike, will train up MEN and WOMEN, fitted to adorn every station, to direct in every enterprise, to surmount difficulties, to face dangers, and to conquer and achieve success where others ignominiously fail.

Let us accept our destiny without a murmur. Be our soil barren, our hills rugged, and our climate inhospitable. Let us redouble our efforts to train the minds and hearts of our youth, and as far

as in us lies, to improve our free common schools, as one of the noblest and most efficient instrumentalities for promoting and perfecting the work which Providence has assigned us, looking for the guidance and blessing of Heaven in all the sincere and earnest endeavors we put forth.

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

### KENNEBUNK.

In view of the foregoing statements, your committee think it safe to say that our public schools are in a prosperous condition,—that in excellence and usefulness they have reached a point hitherto unattained. Of course they are spoken of collectively,—the exceptions to the remark are indicated in the preceding pages. It is certainly gratifying to record this fact, inasmuch as that which has been accomplished gives assurance that we are nearer than ever before to a stand-point, from which we can perceive with more distinctness the wide field of labor that lies before us, and from which we shall be enabled to work with more directness of purpose and with greater confidence of success.

It is not difficult to trace to its causes the improvement to which we refer. A greater number of teachers, fitted by tact, talent and disposition to be faithful and effective in their vocation,—better school rooms,—increased interest on the part of the scholars, developing itself in studious habits, correctness of deportment and regularity in attendance,—a somewhat larger appropriation of school money by the town, and more general public interest in the prosperity of the schools, have each contributed somewhat to bring about this desirable result. Is it not fair to attribute the more appreciative study and greater regularity in attendance mainly to the more intelligent methods of instruction pursued?—while it is doubtless true, that the pleasanter and more commodious school rooms have not been without their influence, in the Districts where such have recently been provided.

In order that this good work may be carried forward with com-

plete success, it is only necessary that all connected with the schools, —committees, agents, teachers, parents, voters,—perform to the best of their ability the duties respectively appertaining to them. This done, and we shall be surprised to find how beneficent and 'wide-spread the results that may be produced by quiet, unostentatious action, exerted in the right place and in the right manner. It is sometimes urged by individuals, as an excuse for indifference to educational movements, that they have not sufficient learning, or no time, or are limited in means. The excuse is not a valid one. Honesty of purpose and soundness of judgment only are required. A word fitly spoken,—a yielding of personal prejudice to the public good,—a silent vote for the party which is in the right, might oftentimes effect greater good than could be accomplished by an eloquent speech or a pile of dollars. It is a small seed which germinates, and in process of time gladdens the eye with the stately elm,—the little acorn that produces the monarch of the forest. \* \* \*

The remark with which we closed the preceding paragraph suggests the importance of calling attention to a great fault in the system of instruction pursued by some of our teachers. We refer to the very general neglect of the art of READING, which, although apparently regarded, in a majority of our schools, as of trifling and secondary importance, may well be termed the foundation branch of learning. We find it in most cases very imperfectly taught. The learners are made to spend days, months and years in the exercise of repeating words and sentences, the meaning of which they do not understand, which convey to them no ideas and excite in them no intellectual activity.

There is a lack of system,—method,—in teaching this branch of study. Beyond insisting that the children, when formed in classes, shall stand in a line, or with their "toes on the crack," little or no attention is paid to their posture while reading. They are suffered to lean upon each other, or against the wall, and to stand in stooping or lounging positions and with heads awry,—oftentimes presenting a grotesque appearance. This is not only ungraceful, but detrimental to the free, easy and healthful exercise of the vocal organs.

Again, enunciation is neglected. Eight out of ten of the children in our schools read in tones so low as to render it difficult to hear them distinctly at a distance of six or eight feet. Then there

are those who clip their words, others who give the nasal twang, others whose articulation is almost entirely indistinct, followed often by one whose utterance is perfectly stentorian, and here and there comes one with a well modulated voice and distinct articulation, reminding the listener of the song of the summer bird amid the dreariness of winter.

Permitting children to read in books beyond their comprehension is another frequent, serious, we had almost said, criminal defect. It is preposterous to expect children to become good readers, without feeling the slightest interest in the exercise, and it is equally absurd to expect them to feel an interest in a lesson which is no more to them than the pronunciation of meaningless words. Too many teachers are anxious that their pupils should go over a great deal of ground, and so press them on from one book to another,—too many parents are gratified to have their children transferred to the higher classes, and so the little learners go along, omitting a word here, putting in one there, turning their eyes towards their instructors with perplexed and distressed looks whenever a “long word” presents itself, stumbling through pages and books,—stumbling through weeks, months and years,—as totally unconscious, when their school-days are over, of the actual worth of the books they have read,—apparently as destitute of all knowledge of the requisites of correct reading,—of just discrimination, expressive style and mental cultivation,—as they were when, with wondering eyes, they first undertook the mastery of the letters of the alphabet.

We cannot extend these observations, but will simply remark, in passing, that spelling is too frequently a mere mechanical operation, carelessly performed, and urge more practical attention to this and other divisions of orthography. We wish, however, to add a remark or two on the method of remedying the faults complained of. So far as relates to posture and enunciation, the work must be commenced at an early age. The learners should be drilled until correct habits are acquired. But this drilling, it is to be understood, is never to be persisted in, at any one time, until the child becomes wearied, nor enforced in a manner calculated to excite emotions of dread or fear. It will require patient and persevering labor,—the reasons for the requirement,—its importance and necessity,—must be explained in simple language, and the exercise must be made as agree-

able as possible,—in some points, perhaps, partake of the nature of a pastime. Nevertheless a compliance with it must be insisted on, but with as much of gentleness as is compatible with unyielding firmness.

We think, taking our schools together, that reading has been less neglected, during the past year, than for several years preceding, and the faults to which allusion has been made have been less noticeable, perhaps, than at any previous period. Still the instruction in this important point is exceedingly defective, and a change for the better is greatly needed. It is hoped that the instructors hereafter employed will not only be thoroughly competent to teach the art of reading as it should be taught, but entirely willing to perform all the labor incident to faithful instruction, even in the minutest details. .

Encouraged by what has already been accomplished, let us all put forth redoubled exertions to render our system of public instruction each year more perfect, until it shall become “a *comprehensive culture*, which aims at the education of the whole man,”—embracing the intellectual faculties, the moral sentiments, the cultivation of the manners, and the physical training of the youth,—so that its practical results shall be manifested in the improvement, mentally and morally, of every rank and condition in society, and so that its transcendent value and importance shall be universally felt and acknowledged.

D. REMICH, *for the Committee.*

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#### LEWISTON.

It is with feelings of pleasure, that I am enabled to say that many of the suggestions made in my report of last year have been adopted, and great improvement manifested in many respects, where deficiencies have heretofore existed. In the matter of truancy, the change has been particularly marked, and the cases reported during the year have been exceedingly few. My suggestion in regard to the speedy return of the registers has created unusual promptitude on the part of teachers, and I have experienced no trouble from this source. But, notwithstanding the improvement secured, many suggestions present themselves to my mind worthy of your considera-



tion. The educational system is in its infancy, comparatively, and no department offers a wider or more extensive field for advancement and progress than this.

The number of scholars attending our village schools, is not quite *one-half* the whole number belonging to the district. In connection with this fact, it should be stated that accommodations for a larger number than now attends, do not exist. We have but eleven school rooms, which can contain, on the average, comfortably, each fifty scholars, thus making provision for five hundred and fifty. The whole number in the district is twelve hundred and ninety-one. Why so large a number should habitually absent themselves from the means of obtaining an education, so necessary at this day, I am at a loss to imagine. A solution of this question is desirable, and if it be possible that any considerable portion of these habitual absentees can be made regular in their attendance, means should be speedily taken to bring about such a result. Can the fact that our accommodations are insufficient, explain to any extent this condition of affairs? I am fully persuaded that should convenient and comfortable seats and desks take the place of the inconvenient ones which now fill nearly all our houses—should beautiful grounds and easy access be substituted for the existing condition of affairs—the number of scholars in attendance would be greatly increased. Too little attention is bestowed upon this subject, which ought to be held in higher regard by the districts, and it would be cheering to see a disposition springing up on the part of parents to render the school house such an attraction in every way, as to induce the loiterer or habitual absentee to find pleasure in punctual attendance.

The school houses almost universally, outside the village district, are in a wretched condition, dilapidated, not ventilated at all, or too much so, by broken windows and open walls, while they are rendered still more uncomfortable by seats built with no regard to health or ease, and stoves that smoke, generally from their imperfect condition, sometimes from a defect of the chimneys through which the smoke is conveyed. The houses in the village district, if we except the one used for a High and Grammar School, are well arranged and well furnished, with this exception, that in nearly all of them the stoves are so poor that the rooms are almost always uncomfortable, and study becomes to the scholar, under the circum-

stances, in every sense of the word, a task. In a school room every thing should conduce to the comfort of the scholar, without consulting too much his ease. Pleasant surroundings make his task a pleasure. A proper and equal temperature, an easy seat and an atmosphere as free from all impurities as possible and frequently changed, we hold to be indispensable. Too much care on the part of the agent cannot be exercised in respect to these matters.

A bad habit exists to some extent, of having a short vacation in the middle of a term. This, I have no doubt, is detrimental to the interests of the school, and should be avoided if possible. Nothing breaks in upon the progress of a good school so much as time lost in the middle of a term.

Much complaint is made to the Supervisor, from time to time, because the scholars do not advance so rapidly as parents desire. Many parents are apt to think that their children are everything they should be, and not properly appreciating the need of slow advancement (especially in the rudimental branches) either from ignorance or inexperience, find unnecessary or unjust fault. Nothing would so quickly convince them of their error, as to be daily or occasionally with the pupil, over the lesson. Better is it that a scholar advance slowly, if *thoroughly*, or even go back to the *beginning*, than blindly go forward, plunging deeper and deeper into misunderstanding, or not understanding at all, until he becomes ashamed to retrace his steps, at a period of further advancement. I have noticed that those who find the most fault, are the least frequently seen in the school-room, and rarely attend the yearly district meetings.

Uniform hours for commencing and closing school should be adopted, thus preventing one school from breaking in upon the quiet of another, and begetting a system of regularity on the part of the pupils, an important step in the education of the young.

Our system of grading is having a beneficial effect upon the schools, though the letter or spirit of the same has not been carried out as it ought to be. I have frequently found scholars in an Intermediate school, coming direct from a Primary, without any examination on the part of the Grading Committee, and although notified of the fact by me, no action has been taken in the premises, nor the scholars remanded to the schools from whence they came. Not a

few instances have occurred where scholars have become members of our schools, shortly after gaining a residence in the district, without any examination whatsoever. A just estimate cannot therefore be made of the benefits which might accrue, if the system were fairly and faithfully tried.

Great interest has been manifested throughout the year by our Irish citizens in the welfare of the schools and the education of their children. They have always been ready to second any endeavors on my part to prevent or put a stop to truancy, and expressed an earnest desire for their instruction.

The system of teaching in some branches of study might be changed for the better, but it has hardly been possible for me to bring about the desired changes, both from want of time and material. As for instance, geography should be taught by globes, in preference to maps, whereby a scholar may form some distinct idea of the earth, its form, situation and movement. A child just beginning to reason for itself, hardly knows what to make of it, when told that the earth is round, and at the same time has its attention directed to a flat map hanging against the wall. For this very reason, in the simple matter of latitude and longitude, I find not more than one out of every ten that will define them correctly, the definition of the former being given for the latter, and vice versa.

There are in the fifteen districts in town, no less than twenty-three schools, one of which was created last year, and others must soon be added to the number. These should be visited twice, at least, each term, by the provisions of the statute, and as much oftener as occasion requires. Many absolutely need a greater number of visits than the law specifies, and trouble arising from time to time, as during the past year, makes the duties of the office too onerous for one individual, unless he can devote his time entirely to school matters. Deeming it advisable that some change be made for the better, if possible, I would recommend that a School Committee composed of three intelligent, educated men, be chosen, who can by a division of labor, bestow upon our schools the attention they deserve and require. If such is the character of the Committee, by dividing the labor they will be enabled more faithfully to discharge the duties incumbent upon them. Let them be entrusted with the whole management throughout, acting at once as their

agents, Grading, or School Committee, as provided for in section 10 of "Laws relating to Public Schools." In this way difficulties will be avoided which have had an injurious effect upon some of the schools during the past year. Better teachers will undoubtedly be employed, because less favoritism will necessarily be shown, and where a division of responsibility exists, conscientious action will be taken with less anxiety or hesitation on the part of the committee. The office is one entailing upon its occupant, during his tenure, much censure, whether faithfully discharging his duties or not. During the two years that I have held it, I have endeavored to perform the duties arising from it with a conscientious regard for the best interests of the schools, without fear or favor, and I have the satisfaction of feeling that I have done my duty, so far as it has laid in my power so to do. From day to day, and from month to month, my love for the schools and their welfare has increased, and in or out of office, it will always be my aim and endeavor, whenever and wherever I can, to do all that lies in my power to promote the good of the "Public School System." Nurseries, as they are, or should be, of all that is good in civilization, refinement, and good morals, they should be dear to the heart of every faithful parent and every lover of mankind.

J. P. FESSENDEN, *Supervisor.*

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### LIMINGTON.

On making a few suggestions for the improvement of our schools, I shall perhaps but reiterate the recommendations contained in former reports, made to this town, and shall therefore be brief, confining myself to such points as I deem of the greatest importance.

*1st. You need good School Houses.* It seems as if men who will have good stables for their horses, pens for their pigs, and comfortable coops for their fowls, would also have good school houses, comfortable, convenient and attractive. But in some of our districts (especially in No. 1, 12, and 16,) we find better barns than school houses.

We would in the spirit of kindness respectfully urge upon these districts to act immediately, faithfully and harmoniously, for the

building of some new school houses, where young ladies and gentlemen can repair with feelings of pleasure, and find themselves comfortably situated while pursuing their studies from day to day.

*2d. You need good Teachers.* The notion is too prevalent that our small schools may be confided to the care of persons of small attainments, who may be hired for small wages. We think it evident to the mind of every rational man, if a school is backward as small ones are apt to be, greater efforts should be made to bring them to a higher standard. If there are pupils in such schools, who, by extra personal efforts, have risen above the rest, such need as good instruction as those of the same class in larger schools, while those less advanced and duller, certainly require expert and zealous teachers to push them forward. Better is it for one good teacher of energy and fitness to instruct two short schools in a winter, than to have the same schools kept by poor teachers twice as long.

Third-rate teachers are much like third-rate articles of food for animals,—they will carry the schools through the winter, but the spring shows them in a bad condition.

*3d. You need good Agents.* We have experienced considerable difficulty during the year from the neglect of the school agents to give us notice of the commencement and close of the schools. During the year we have not received more than two or three legal notices. And in this connection, we call the attention of agents to the following provision of law, and trust they will hereafter comply with its requirements. “If any agent neglects to give written notice to the S. S. Committee, (or supervisor) when any school in his district is to commence; whether it is to be kept by a master or mistress, and how long it is expected to continue, he shall forfeit *one dollar* for each day the school is kept before such notice is given.” Very few of our agents have regarded this law; so that nearly all are liable to a fine of one dollar a day for every day their schools have been kept during the year.

The office of a school agent is no ordinary one. Much depends on a faithful discharge of his duties and responsibilities. School agents are invested with authority to employ teachers for their respective districts. This authority has been abused by the employment of teachers destitute of the legal qualifications in defiance of the express provisions of the law. I do not attach any talismanic

virtue to the supervisor's certificate, but it is the safeguard which the law has interposed for the protection of our common schools against the inroads of vice and ignorance, and no man has a right to disregard it, least of all the sworn officer of the district. So open a violation of the law can not but have a bad influence upon the community; it is unbecoming the official character of the agent, and, involving as it does the violation of his oath of office, is criminal.

As an honest man and a faithful officer, the agent is not at liberty to sacrifice the welfare of the school to the gratification of his personal predilections. Much wisdom and forethought must be exercised by agents, if our schools are to be furnished with teachers who are qualified for their work and who may pursue it without hindrance.

*4th. You need good Parents and Guardians.* Intimately connected with the duty of the agent is another duty which parents are to consider well, and to discharge with fidelity. Parents should understand that the teacher, when he enters upon his duties, is vested with that degree of authority which constitutes him the governor of the school room. The teacher has the right to govern his scholars, and to arrange his studies in such a manner as to accomplish the greatest amount of good. And when the affairs of the school are conducted judiciously, parents have no right to interfere. If there be interference by the parents directly, or by their children acting under the permission of their parents to do as they please, great harm must necessarily arise to the order and progress of the school. There are many who have done much to increase the usefulness of our schools; others, regardless of the sacred charge committed to them, reckless of consequences to themselves and to their children, have striven to neutralize every good influence, and to paralyze the arm stretched forth for their assistance. If parents should remove their children from the school (as in No. 12,) on the ground that their children could not have their own way, it would be a direct means of fostering that spirit of insubordination which may prove their ruin in days to come. The child that bears not the yoke of obedience in childhood, may prove a refractory man through life. If the exercises of the school room are to go on prosperously and with the best possible advantage to the scholars, the teacher must have all the favorable influences which can be brought to bear upon the scholars. If the children come home with complaints of ill treatment, parents

should suspend sentence until the matter is carefully and impartially investigated. If the teacher is found to be in fault, do not denounce him as a tyrant, or a brute, and excommunicate him from all sympathy and charity, but treat him as a brother man, erring though he may be. They must sustain him most especially in all his efforts to preserve order and decorum in the school room. For all insubordination in school, parents are responsible; it is the fruit which springs from the seed they sow; or, rather, from the tares which they suffer to be sown and to grow until they are compelled to reap the bitter harvest.

Finally, fellow citizens, let there be co-operation in this work. It is a matter that concerns all. The interests of the rising generation are your interests. The children are to fill your places in church and State; and the manner in which they will do it depends upon the kind of education you give them. You will transmit to them your houses, lands, and wealth, and the institutions of your country, and will you not see to it that they are so educated as to be worthy of you and of the rich legacy with which you will endow them.

LEONARD J. STROUT, *Supervisor.*

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## ORLAND.

There is no one interest which has more claims upon your care, which has more reasons for enlisting your sympathies, than that of common schools. This institution, with all its deficiencies, with all its poor teachers, is still one which we are too poor to part with. We must not, we cannot do without our schools—they are the people's colleges, endowed with the rich man's tax, where the poor man's child receives his education free of expense. The common school is the only hope of a large majority of the youth of our land; there, and there only can they receive that mental and moral culture, and acquire those rudiments of knowledge which prepare them for an honorable discharge of the duties of American citizens. The common school is the corner stone, the foundation of a free and independent government.

Tear down the little school house on the hillside, burn the primer, and we might well tremble for the safety of our government. Soon

would ignorance—the parent of vice—spread her dark wings over our fair land, and the hideous forms of her offspring occupy the places now filled by the educated sons of America.

Ours is a great country. From the pine forests of northern Maine, to the cotton fields of the south, from the commercial emporium of New York to the shores of the Pacific, we present a territory unrivaled in natural resources, and destined to become the most powerful nation on the globe. Already the cauldron of enterprise and excitement is boiling—great questions are agitating the public mind. Great enterprises are on foot—the iron horse now careering his course from Bangor to New Orleans, almost without interruption, will soon be heard by his shrill whistle in the distant regions of the Rocky Mountains, and by the fleetness of its travel New York and San Francisco will be brought as near together as Boston and New Orleans were thirty years ago.

We need men for the times—men of head and heart, who will boldly sustain the right, regardless of the consequences—*educated* men. Where shall we find them? Where do they receive the first rudiments of that training which shall prepare them for these responsibilities? In the common schools, most of them. Then should we cherish these institutions with fostering care.

F. W. GROSS, *Supervisor.*

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### ORRINGTON.

It will afford you much gratification to learn by this report the general prosperity of our schools during the past year. At no recent time have the teachers, employed in our common schools, appeared more devoted to their profession than the present. And it is a reason for universal congratulation that such a benevolent spirit is awakened in those who itinerate among our district hives, directing the busy hum of patient toil in storing up the nectarous draughts of knowledge. The desire to interest, which is the pathway to knowledge, has resulted most favorably in the practical application of stubborn principles. Teachers are beginning to feel their power in this direction; that to teach, they must know, and the more they know, the better instructors they become, since their resources for illustra-



tion, comparison and explanation, all of which are designed to engage the attention, are more fruitful, and more at command. The teacher who introduces to his class, day after day, nothing but the naked facts printed in the text books, will too often observe them to be repulsive, and his purposes to implant them defeated; but with the tact of invention, and the power of elucidation, he may accomplish what otherwise would be impossible. If the teachers of our youth have manifested this zeal in promoting sound learning among us, the question may occur to many careful minds, why have they not accomplished *more*? If so faithful, why are not their fruits more abundant? A few reasons may be suggested, to which your careful consideration is directed.

The first is the want of a proper classification, which results from a variety of text books; some even now clinging to those which were discarded years ago by your committee. In some schools two grammars by different authors have been found; fourth readers and geographies. In one district, at the first visit, the classes in geography were called, when eight students appeared, formed into five classes, with three different authors. A similar instance occurred in grammar. The principal reason for such a diversity, is the hesitancy to purchase new books. This is a source of much annoyance. In all such instances the supervisor has recommended such changes as he thought advisable, and he is gratified to say that in most cases they were adopted.

Another hindrance has been the want of black-boards in some school rooms. This deficiency is distinctly observed in the difficult and indistinct manner in which the solutions of problems are given by pupils who have not been accustomed to demonstrate their calculations at "the board." There are few exercises in the common schools better adapted to give confidence, to teach scholars to be critical, and to "reason from what they know," than proper explanations at the black-board. Let the proper means be taken to remove this defect.

Tardiness is highly detrimental to the success of a teacher, and the eminent prosperity of his school. This habit, in some instances, is approaching perfection; and it is a noticeable fact, subscribed to by teachers themselves, that the older pupils are the most addicted to its practice. Wherever the cause of this baneful propensity may lie,

by the fireside or by the wayside, it should receive the anxious inquiry of parents and guardians, and deserves a merited correction from teachers. Its evils need not to be portrayed before you. It is a matter for careful consideration to all lovers of education.

Another and more palpable hindrance to the development of a teacher's efforts, and to the full success of our schools, is the want of interest among parents. Your supervisor is sensibly aware of the incredulity with which this oft repeated assertion is received by many citizens of the town, but if such persons would familiarize themselves with the several schools, they would testify to its truth. At the closing examinations of the winter schools thus far made, only twelve parents were present—except in No. 1, where there were twenty—averaging one to each school! Now what better index of public sentiment in relation to a cause which we are pledged by the common ties of nature to maintain, can be adduced than this? "Our common schools, like the common air which we breathe, and the common water which we drink, are invaluable for their very commonness." We all wish them well, desire their highest prosperity; but how procrastinating in lending our presence in the school room, which is so encouraging to teachers, so stimulating to pupils, and so benevolent in example. If the parents' example in this direction should be duly appreciated, our schools would not be diverted from their object by so many evening assemblies for amusement which distract the mind of the student while pursuing his studies, and weaken his taste for literary acquirements; but most of these would be deferred during the school term, that the undivided attention might be concentrated for the accomplishment of a specific purpose—the *highest interest of the school*. Scholars who enjoy only the brief terms of our town schools should be *urged* in their studies, and the winter evenings are invaluable in the faithful accomplishment of their daily tasks.

Your Supervisor cannot close these remarks without again calling attention to the recommendation in his last report, in reference to grading schools; and especially to the "educational necessity" of establishing a system of grading in the south part of the town. This necessity still exists, and has become greatly intensified since the subject was first brought to your notice. It is presumed this is generally acknowledged. Then why should so large a portion of

our citizens, whom a willing mind will make abundantly able, hesitate to arrange the preliminaries for the speedy accomplishment of this great and deserving object? "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."

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### PITTSTON.

We ought not to be satisfied with what is now doing in our school rooms. I am glad there are so many who are dissatisfied and ill at ease because our schools are no better—because they do not reach that perceptible profit anticipated, and rise to those higher grades of proficiency to which they may and will, when all do their duty. I would that the dissatisfaction might increase until it becomes intolerable, and drives every one in our community from the lukewarm indifference which now too much overshadows the school-room, and too often benumbs the efforts of those who are continually doing something towards raising the standard of public instruction. I am not glad there is a *cause* for dissatisfaction, but rather, that the dissatisfaction may be a *cause* for improvement. There is, certainly, something needed to stimulate and incite all to look more earnestly, and more interestedly, after the welfare and prosperity of our schoolrooms—something to increase the solicitude and care of parents to a just conviction of the importance of constantly watching over them and looking after them, with an interest that will only be satisfied with complete success in everything touching their district schools. Parents should be more interested in the suitable, (or unsuitable), condition of their school houses. In some districts, as I have already said in another part of my report, the school rooms are inconvenient and out of repair—so impaired and dilapidated that they cannot be kept clean and neat. And let me tell you, parents, that everything in and about the school house has its influence, and makes its mark. The minds congregated there are young and tender, and therefore more susceptible of impressions. The mind being formed and moulded there do and will partake of the characteristics and features which exist there. And not only

the mind, but the body, takes habits from surrounding objects.—Slack and uncleanly surroundings will beget slackness and uncleanliness in body or mind. The scars of old and defaced school rooms are scattered all through society, and still exhibit themselves in the minds and on the bodies of too many of us. Then, parents, is it not important to look after your school rooms, and see that they are orderly, clean and comfortable, and constantly kept so?

Again, parents should be more interested in the constant (or inconstant) attendance of their scholars at school. Really, it seems to me that parents are but ill aware of the combined yearly loss to the scholars of our town, arising from non-attendance at school, or they would be more *dissatisfied* than they now are. If they will but look at the tables connected with this report, they will see, that, in some districts, not half the scholars are made partakers of the expenditures of their school money. When there is a national surplus or dividend to be made and each scholar draws his two or three dollars, what parents do not come forward and stoutly claim their children's share? Why not, then, parents, as readily come forward and stoutly claim your children's yearly allotment of school money? 'Tis for your children, and to be served out to them in the most useful and beneficial manner, if you will but send them to the school room for it. This too prevailing failure of a steady attendance of scholars on school, is not only a loss of money, it is more—it is a lack or loss of mind, of intelligence, both around the family fire-side and in our community—it keeps up and continues the backwardness and dearth in our school rooms, much more than we realize—it is a stubborn preventive, too long kept in the way to that uniform education for which our public schools so amply provide. Parents will perhaps reply to me, that their schools are good for nothing, 'tis no use to send their children where they cannot learn anything. How do you know, parents? Have you been there lately? Have you been in your school house within the past year during school hours, or while your school was keeping? Perchance you have heard so in the street, or from some idle and lazy scholar who does not wish to go to school? Let me tell you there has not been a school kept in town the past year, that has not afforded the scholars in its district privileges and opportunities of learning and advancing in their studies.

Though I would not say that all the schools in town have been the most suitable, or just what they ought to have been; or that every teacher has been the most suitable, and done his whole duty; far from it, I know better. I am willing to acknowledge that there is need of reformation, and increased interest in the welfare and advancement of our public schools, in *all* of us who have to do with them, and upon whom rests the responsibility of their onward and upward progress. There is need of a more diligent discharge of duty, and of a more faithful looking after our school rooms, by parents, teachers, and supervisor; they should work and co-operate together with interest and energy, and then the public school will advance. Our schools now lag, and remain too much in the past; they do not keep pace with the thrift and improvement of the age. Everything is progressing, and life never had the fullness of action that it now has.

The present century, and especially its last twenty years, have given to life an enlargement, a scope, an intensesness that have imparted a new and deeper significance to manhood. Talk as we may of the past, it was never so great a thing to be a man as it is in this age. Allow a liberal drawback on the age for its folly, extravagance, and irrational—often impious—thinking, and still it is true, forcibly true, that manhood never stood at the altitude it now stands; never had such an investiture of rights, privileges and possibilities; never had such openings into the fields of science and the advancement of mind. The present age has greatly extended the preoccupied realms of thought. It has established, and well nigh perfected, some of the elder sciences; while it has been equally successful in laying the foundations and raising the massive superstructure of sciences for which the vocabulary of our ancestors had not even names. This is a day to be thankful for—a day to bless with such thanksgivings as only rise from our nature when it is conscious of a birth into a larger freedom of thought and action—a day that brings the resources of humanity within its grasp, and attests, even to the senses, a glory within reach of realization.

Thus is the intellectual world constantly going on, and taking to itself additions, and requiring of its inhabitants more and more. And shall we not be stirred to renewed endeavor to fit, prepare and

make equal to their day and time, those who shall come up to manhood and womanhood, to take the business and burdens of life from our shoulders? Shall we not enter with more determination and interest into the profit and uniform promotion of these nurseries of their intellectual, moral and social developments, our public schools? Be it ours to think and reflect, and not only to think and reflect, but to act—to do.

WASHBURN BENJAMIN, *Supervisor.*

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### PORTLAND.

The subject of education is one of commanding interest. Our public schools are among the chiefest glories of New England. From its earliest settlement, the education of the people has engrossed the attention and controlled the acts of her legislators and citizens. Among the first provisions of the Puritans in this country, were those pertaining to education. In this respect they differed widely from the colony that settled in Virginia. Sixty-four years after the settlement there, Sir William Berkley, Governor of that Province, in an official communication to the lords of the colony, observed, "I thank God that there are no free schools nor printing presses here, and I hope we shall not have them here for these hundred years: for learning hath brought disobedience and heresy, and sects into the world, and printing hath divulged them in libels against the best governments." How different this from the spirit of New England! No official of hers would have used such language or cherished such sentiments. Her policy has been to educate. Her heaviest expenditures have been in providing instruction not only for the few, but for the masses. She aims to have all within her borders, without regard to complexion, or origin or sex, favored with the benefit of free schools. The inhabitants of this State and of this town have partaken of this spirit, have acted in accordance with this polity. With increasing interest, they have regarded this subject of education. Every year, it grows in importance and in public favor, and such the Committee believe must be the case in years to come. The generations of the past with a wise forethought acted for us, and we with a wiser forethought

should act for those who are to come after us. They labored, and we have entered into *their* labors. So we should labor, that others may enter into *our* labors. Our city will have a yet wider fame than it now has, and a more commanding influence. Our material resources will be multiplied. The intellectual and the moral should keep pace with the material. And for this we must rely very much upon our public schools. With the growth of our city, these should grow, not in numbers merely, but in efficiency and perfectness. Avoiding a wasteful expenditure on the one hand, for this purpose, we should avoid a niggardly expenditure on the other. As citizens we should be wise in this matter, and devise liberal things for our schools. If we give our children nothing else, we should give them all the advantages of a good education. This will not only open to them sources of personal enjoyment, but serve as capital, and secure for them influence in whatever community they make their homes.

And in such education the Committee would embrace, not merely the intellectual training of the young, but their physical and moral training. Our system will be radically defective if it does not have regard to these latter, as well as to the former. The completest development of all the faculties should be the aim of our public schools. For this purpose, means and space for physical exercise should be provided, if possible, in connection with all our school buildings. The activity of childhood should be encouraged rather than restrained. Pure air and healthful exercise are essential to give vigor and elasticity to the physical system. "A sound mind in a sound body," a motto of the ancients, should be the motto of all who are now concerned in the education of children. And to secure these, constant regard must be had to the material advantages; to the accommodations *within* the school buildings, and the accommodations *around* them.

Then in the selection and continuance of teachers there should be regard to their ability, in all respects, to do the work demanded of them. It is very obvious that every one who has intellectual culture is not fit for a teacher. It is in this as in other professions. Some have no adaptation for it. They may have graduated at a High School, or at College, and yet be deficient in the essential qualities of a good teacher. They may be able to exercise authority, and keep a school in complete subjection and perfect order, and

yet fail in the very first principles of good government. They may have the faculty to facilitate the progress of scholars in study, and hurry them, *drive* them along in the pursuit of knowledge, and yet not be fit to give instruction to the young.

There is a rare combination of talents needed in any person who would attain a high standard in teaching. We take for instance the government of a school. Order must be the first law there, as elsewhere. One of the primary things in a public school is to secure order, to teach children to obey. A school *must be governed*. But the government there should have a moral basis, and be so far as possible self-government. Submission should be required, because it is right, and he governs best who makes the pupil see and feel this to be right. A teacher should govern, not as a tyrant, but as an affectionate, yet decided parent. Force, physical force, should be the last resort. The faculties appealed to should be the higher faculties; the motives used should be honorable motives, and the stimulus applied should in all cases be such as to do no violence to the moral nature. The young, though not thorough logicians, will reason. Their susceptibilities are tender and their feelings delicate; in some instances, more so than in others. This tenderness and delicacy must be regarded, and government administered with a discriminating perception, with a firm and even hand. Order may be secured at too fearful a price. A spirit may be crushed and ruined in subduing it. Taunt and sarcasm may secure obedience, but they form no part of good government. A teacher who is passionate and without self-control may enforce law and maintain order, and yet fail to govern well. What we need is teachers who are fitted, intellectually and morally, for the responsibilities of their profession. We repeat, the government of our schools should rest upon a moral basis, and interwoven with all the instructions of the school-room there should be enjoined the duty of self-government, of cherishing high moral principles, an honorable sense of right, a delicate appreciation of virtuous acts, and words, and thoughts.

But to make our schools what they should be, there must be a co-operation of the parents and guardians of the children with the Committee and the teachers. Very much depends on the home influence. Without such influence it will be impossible to secure regularity of attendance, submission to authority, or any of the



higher advantages of our public schools. But with such influence and co-operation as may be given by parents and guardians, the efforts of Committees and teachers will be yearly crowned with greater success. Our public schools will be an increasing honor to our city. On behalf of the schools, therefore, the Committee earnestly bespeak such co-operation. The Committee have no interests in this subject aside from those of the citizens generally. They have looked into the condition of the schools, they know from actual observation the wants of which they speak. It is a subject of vital importance to all, and the Committee hope it will receive the consideration and attention of all.

#### VOCAL MUSIC.

For several years past the Superintending Committees have made no provision for having music taught in our public schools. Many of the teachers, however, have been able to give some instruction in this branch, or at least to sing some familiar tunes with the pupils; so that in nearly all the schools there is singing of some kind daily. But in some instances the teachers are not competent to instruct, or even to direct in singing, and the children, who generally love to sing, are left to acquire incorrect habits without being conscious of it.

The effect of music is proverbial. In a school it has a tendency to promote cheerfulness and to help discipline. It also furnishes a very pleasant relaxation from study. Wherever it has been faithfully and systematically tried, with well qualified instructors, it meets with general commendation. To unite in singing at the opening of a school seems to compose the mind and fit it for study; and to sing at the close of the school, when the perplexities and duties of the day are over, tends to allay all irritable feeling; to unite hearts; to bring rays of sunshine to clouded countenances, and make the associations of the school-room pleasant and inviting.

Besides this, a knowledge of music is an important part of a finished education. It is called an accomplishment, and such it is in its higher sense, when cultivated as an art. But it is more than this, and may be made daily a thing of practical utility. It answers important ends in the family and in the social circle. Besides, it is coming to be of use generally to those who assemble for religious

worship. Many congregations are adopting the practice of congregational singing. Such singing, even if not so perfect in style, is heartfelt praise, and may be as acceptable to the great Being whom they worship.

These, and other considerations, favor the cultivation of vocal music in our schools. It has been found by experience in many places that such cultivation, judiciously managed, promotes rather than hinders advancement in other branches. And the Committee would respectfully suggest whether it may not be advisable to have more attention given to this subject; whether some provision should not be made to have persons competent to instruct employed, who will go into the schools once or twice each week, under the direction of the Board, and give some lessons on the principles and practice of vocal music.

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### SACO.

In concluding our report, we cannot forbear to bespeak the gratitude of our fellow citizens, to Almighty God, for the comparative absence from the various schools, of disturbing influences, of a physical or moral character. No disorganizing element has been present to interrupt, or seriously to impede the generally advancing prosperity of our schools. They have been comparatively free from the ordinary epidemics: and though death has left his marks here and there, the instances are few. But if we should be grateful for sparing, protecting and prospering mercy, at the hand of the Great Giver, we should evince our sense of their value, and of the love which bestows them, by earnest endeavors more carefully to foster, and aid by every auxiliary means, our educational nurseries.

We would submit but two or three suggestions touching this point, which have been somewhat forced upon our notice from the post of observation to which our respected fellow citizens have called us during the year.

First. The great importance of more being done by individuals and families, to secure the enrollment on the school register, and the punctual attendance of the children and youth, at their respective schools. *Let it not be forgotten, that but little more than one*

*half of the number for whom we draw upon the State School Fund, are now registered anywhere.*

Again. It would greatly encourage and invigorate the schools and teachers, if they could now and then, or even frequently, receive a visit from our fellow citizens. The duties of the school room are not only toilsome to both pupil and teacher, but somewhat monotonous; and it is a just occasion for surprise to all careful observers of the routine, that interest is so well sustained. An occasional visit breaks up the monotony, and compels both teacher and pupil to change their stand-point of observation; look at themselves and each other, through the eyes of the visitor, and the effect will almost invariably be, to impart a life and freshness to their exertions, to which they will otherwise be strangers. Let also the examining visit to each School, be an occasion on which fathers, and mothers, and brothers, and sisters, and neighbors shall gather to see the results of the toils of these faithful laborers, and the effect would be still greater in the same direction. If our respected fellow citizens would but make the experiment, we are persuaded no other inducement would be needed, to perpetuate the practice.

Once more. We would suggest to the several School Districts that they authorize their respective agents to subscribe for some one of the very valuable Educational journals now published;—say, “The Maine Teacher,” or, “The Massachusetts Teacher’s Journal,” for the use of the several teachers during their terms of office. By putting into the possession of their teachers, all the aids so extensively brought to notice in these journals, the districts would be doubly, and trebly compensated for the outlay, by the increased efficiency of the teachers.

JOSIAH KEELY, *Supervisor.*

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#### STANDISH.

In conclusion, permit me to congratulate you on the generally prosperous condition of the schools, during the past year. There has been no serious difficulty to interrupt the progress, or greatly to hinder the prosperity of any one of the schools,—although several of the teachers in the employ of the town have not been found to

possess those high qualities and qualifications which we need, and should strive to secure. Yet as a whole, we think the teachers and schools would bear a favorable comparison with those of other years. Indeed, we have had a number of teachers that deserve marked commendation, and the schools under their care have shown, at the final examination, that mines, rich in golden thought, have been wrought by workmen having no need to be ashamed, either of the operations or the ore.

In training up our children to become useful, virtuous, and practical citizens, our schools, and we through our schools, have a great and glorious work to perform.

The object to be aimed at in education, may be summarily comprehended in three words, *mind*, *morals*, and *manners*. And in rearing up those who may be pillars in the great social and civil structure of freedom, of right, and of good, which our republican government, our country, and the age in which we live, demand of us to erect, these three should be held inseparable in every idea of a really useful and practical education. A richly cultivated intellect without moral principles, is a steam engine, with all its fires lighted, and all its machinery in full motion, and off the track, dashing fearfully to the ruin of all it may draw after it, and all that may come in its way. On the other hand, though the mind be ever so richly stored and disciplined, and though the heart be as immovable in right, integrity, and virtue, as the towering Alps on their rugged and everlasting foundations, yet without agreeable manners, external good breeding, winning words and ways, a man will be like those Alps, wrapped in everlasting ice, unapproachable, and practically useless to the world.

Hence, in selecting teachers for our schools, in watching over the growth and development of our children, the *head*, the *heart*, and the *external manners* should all come in for a share in our jealous supervision. The well trained scholar; the trustworthy, upright man or woman; the accomplished gentleman or lady, should be found blended into one person, in seeking a fit teacher for the young. A petulant and scolding teacher, one rude and uncivil in speech, needlessly harsh and rough in modes of government, should never be allowed to exert a blighting influence on the tender affections and sensibilities of the youthful heart.

In other words, would we have our children taught good manners, we must secure the services of those teachers whose own habits have felt a refining influence; who can appreciate and apply the principles of good breeding in managing a school. This is a matter far too little regarded in inquiring into the qualifications of teachers, or in the supervision we extend to our schools. Let it receive the attention it deserves, and we shall cease to witness the pertness of speech, rudeness of demeanor, and general impertinence which sometimes throng the school-house door, and line the streets, when our children are let loose from school.

With regard to *moral* lessons, we do not expect these to come in the shape of extended exhortations and lectures. There is not time for this among the multiplied duties of the school-room; and if there were, there is "a more excellent way." A teacher with elevated moral principles, and a benevolent heart; in other words; one who "possesses a good moral character, and a temper and disposition suitable to be an instructor of youth," will find a thousand incidental opportunities in the daily management of his school, of conveying the best moral lessons. These should be continually put in as the cement that may bind together and consolidate all the other elements of a really useful education. What better method can a teacher adopt, of impressing on the minds of his pupils, a sense of *justice, impartiality, and truth*, than by letting them see that every requirement and every act of his government is based on these righteous and eternal principles? If he deals with all according to their exact merits or demerits; without distinction of age; uninfluenced by private partialities or antipathies; regardless of family distinctions, of wealth, or poverty, of high estate or low estate; then is he impressing most forcibly the great principles of right which form the basis of God's government, and must underlie all good government and order among men. "God is no respecter of persons;" nor will he be who seeks to impress proper moral discriminations on the minds of the young. Then, again, the right-minded instructor has multiplied opportunities of teaching *humanity, forbearance, love*, and every quality which can adorn the human character, or bless human society. These are continually presented in righting the wrongs, redressing the grievances, and soothing the irritations which spring up in the daily intercourse of his pupils. In this connection, I can-

not too severely condemn that arbitrary rule sometimes adopted, when a scholar complains of an injury inflicted on him by another scholar, to punish alike the injurer and him who complains of the injury. What an obliteration of all ideas of impartial justice! What a mockery of childish suffering, appealing in vain to an appointed protector for sympathy and relief! What an occasion for the most burning passions to spring up, intensified by a sense of double wrong! Little less reprehensible is the practice, still retained by a few teachers, of setting up an offending scholar to be a spy and informer over the trifling delinquencies of others, with the stipulated reward of his being himself released from further penalty, when he can catch another offender to take the informer's stand in his place. Here, too, what a stimulus is furnished to gratify private pique and prejudice; what a temptation to "bear false witness against a neighbor," and to give loose rein to a gossipping, tattling tongue—that worst evil that afflicts social life. All such methods of governing and managing a school, are, in my view, pernicious, and of demoralizing tendency, and cannot too soon be discarded. In all views of the subject, I cannot too earnestly urge upon you a jealous watchfulness over the "temper and disposition" of those to whom you commit the tender years of your offspring, and over the moral influence of your schools, where they are trained for lasting good or evil.

Another branch into which I have regarded education as naturally divided, is the development and right training of the *mind* or *intellect*. And here let me offer a few thoughts which have been forced upon me, by my last year's observations, as well as by those of many previous years of intimate connection with educational matters. Many teachers in our common schools content themselves with simply hearing their scholars recite from memory, the technicalities, definitions, and rules of the book, with little or no effort to ascertain whether they have any clearly defined ideas of the subject in their own minds. This is merely cultivating the *memory*, one of the lowest faculties of a rational being, and that, too, in one of its lowest offices, as a mere depository of words, without corresponding ideas. These book-rules, these carefully worded definitions and distinctions of authors, however good as *helps to*, are but miserable *substitutes for* a thoroughly disciplined mind. They are not to be regarded as

an *end* in education, but simply as a *means to an end*. These are not what our children will need to bring with them to the stern realities and practical duties of life. They will need a mind, awakened and called into vigorous exercise by previous habits of independent thought; a judgment, balanced and rectified by careful comparison and discrimination; a reasoning power, self-reliant and ready for any necessity by previous use. To bring out and strengthen the scholar's own reasoning faculties, is the highest aim of every system of right education. Here, too, is the true test of a teacher's ability and success in his calling.

In my examination of schools the past year, I have made it a prominent point to ascertain whether the scholars understood what they said, and whereof they affirmed in their recitations. I am happy to report, that several of our teachers and schools have met, in a gratifying degree, my best ideas of what an educational system should be, and accomplish. While I admit this, I am still compelled to say that we need teachers of more thoroughly disciplined minds, of higher qualifications, of a larger scope of thought than some we have been accustomed to employ in past years. We must make larger requisitions as to the qualifications of teachers, if we would have our educational system reach the high aims it has in view.

Another indispensable pre-requisite to the successful operation of our school system, is entire and cheerful subordination of scholars to the needful regulations of the school. No teacher, however skillful in his vocation, or earnest and faithful in his efforts, can much benefit scholars whose minds are warped with prejudice and uncurbed passion, and whose wills are in a state of resistance. Government in school, like all good government, is designed for protecting the rights of each; to secure it, is the united interest and obligation of all. While, therefore, we should jealously guard our children against the arbitrary and tyrannical abuse of power from the teacher, we should, with equal zeal and determination, guard our teachers and schools from the blighting, ruinous effects of insubordination in scholars.

This is a matter in which all who contribute to sustain schools, have an equal voice, and a sacred right. As good parents, as good citizens, let that voice be heard, *insist that this right shall be respected*. Do your duty, in all its various particulars, to make your

schools, what your children's best good, what God and the world demand; and after generations shall rise up and call you blessed.

S. BAKER, *Supervisor.*

### THOMASTON.

A High School was established during the year, in co-operation with the academy; the trustees of which institution have displayed a generous spirit, and a disposition to unite with the town in any wise plan for the advancement of education. The High School has been of great service. It has relieved the grammar schools of their more advanced scholars, and thus given greater privileges to those who remained. It has awakened in the scholars a desire to be promoted which has caused them to be more diligent. Its influence has been felt in every school of a lower grade. To show this, we will take, as the most remarkable example, the intermediate school. During the year, two-thirds of the best scholars of this school have been sent up to the grammar school, to take the places of those promoted to the High School; and yet, at the close of the year, this school, composed of young scholars, was far in advance of the position it occupied the preceding year. This remarkable progress in the intermediate school was not owing to the instructor alone—for it has always had superior teachers—it was partly due to the system of removing the more advanced scholars to higher schools, and keeping the residue well graded in a few large classes.

The High School has rounded out our system of education, and has been of much service in resolving into a regular gradation the heterogeneous mass of scholars, who, in former years, have studied, or neglected to study, what branches they pleased. Its teachers have labored faithfully and successfully to impart instruction, and its order in both departments, throughout the year, deserves praise.

Your supervisor has kept a record of the progress of each class in the schools, and also of the proficiency of many individual scholars. This has enabled him to form a correct estimate of schools and teachers, and it has also been an assurance to pupils and instructors that their merits and deficiencies would be discovered and brought to light.



Truancy is almost abolished; but I again urge upon parents the importance of sending their children regularly to school. Irregular attendance is far more injurious to the scholar himself than is generally supposed, and it also retards those who constantly attend.

And now, fellow citizens, in closing my report, I have to thank you for the favor which has made my duty as supervisor pleasant. I wish to be excused from further service because it engrosses too much time. My interest in education will continue unabated; and my hope is, that you will give to our schools a generous support, and co-operate heartily in all measures which may be needed to furnish the generation, who are rising to fill our places, with that thorough, systematic instruction, that shall well fit them for the business of life.

O. J. FERNALD, *Supervisor.*

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#### WINSLOW.

In making my second report as Supervisor of Schools, I feel a great degree of pleasure in announcing to you an improved condition of the schools (collectively) compared with that of last year, although not so great an improvement as I hoped. A very marked improvement cannot be expected in one year, unless all teachers are of the first class, receiving the co-operation of all the parents. Agents were generally wisely selected and have managed in a judicious manner, although few of them have visited their schools during the year. In a few instances a knowledge of the real wants of the school would have resulted in the employment of more suitable teachers. In performing the duties imposed upon me, I have never courted favor; neither have I done an act from fear, but have always consulted the interests of the schools, and done what my judgment dictated to be best. Harmony has characterized all the schools in a greater degree than usual; so that in no instance has the Supervisor been necessarily called to aid in the administration of government, or to remove disorderly scholars. Certificates have been granted to 21 females and 12 males; total, 33. Thirteen of these were inexperienced teachers, namely, 7 females and 6 males. Quite a large number of the above were superior scholars, and persons of high moral character. A few were not so well qualified,

but useful in the several schools, though in a less degree. All teachers the past year have the reputation of being moral persons, and I have learned nothing to the contrary. A few, from the lack of a happy faculty of teaching and governing, although virtuous persons and good scholars, have failed. There is a homely proverb, that "every clever man is not fit for a minister;" neither is every virtuous person and good scholar fit to teach. A few teachers, I trust, will pardon the suggestion, that in some other employment equally honorable, and for which nature more particularly designed them, they will be far more useful than in the schoolroom. All teachers were requested to be particular in the elementary studies; and so well have they succeeded, that there are but few scholars who cannot answer a large part of what are termed "primary questions."

I have visited each school at least twice, and in many instances three times—making such examinations and suggestions as I deemed necessary. At the close of each term I have spent half a day carefully examining the classes in the various studies pursued during the term. In remarks to the several schools, I have urged thoroughness, rather than an imperfect advance; punctuality in attendance, and obedience to the school regulations. I have heard of but few instances of profanity, and feel confident that the morals of the scholars have greatly improved. The text books used are the same as last year, and need not be changed at present. In a few instances, if the parents had interested themselves as they ought, the schools would have been more profitable.

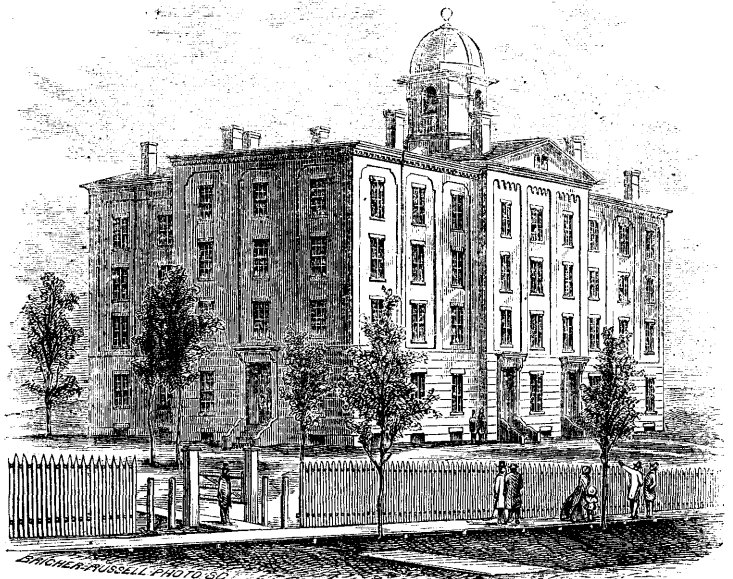
I will call the attention of School Agents, particularly, to the sixth article of the "Powers and duties of School Agents," found in the school law, and recommend to them in the future, in making their returns, to procure the written names of each scholar having a home in the district.

Parents in some districts have manifested a lively interest in the welfare of their pupils, by providing them with suitable books, sending them to school regularly and seasonably, and also visiting the school themselves. In these districts good improvement has been made, while such as neglected these duties can now see corresponding results. In speaking of the progress and condition of the schools, although I have said much in their praise, it is not to be

inferred that they are without faults. I have aimed to be truthful, but thought it would be of no advantage to scholars to speak too much of their imperfections. To whom do we look for the future rulers of our country, business men and teachers, if not to the scholars in our common schools? All acknowledge this to be the place. If so, will you not elect such men for school agents as will give employment to no others than such as in every respect are suitable persons to have the care of your scholars, during that important period when they are forming characters? Elect no man who does not feel interested in the welfare of the school, and who is not willing to make a sacrifice of a few hours at least to secure a good teacher. Good teachers can be obtained if applied for in season. Why not secure their labors; when in one week such will be of more benefit than such as are termed fair teachers, in a month! What has made the schools in District No. 8 and 6 to rank with the best schools in town? and what has caused so great a change in No. 4? Good teachers and the co-operation of parents. What is the reason No. 11 and 13 do not take the same rank? A want of that co-operation, and inferior teachers. In concluding this report, I feel it a duty to express my gratitude to individuals in all parts of the town, for the many kind offices I have received at their hands. The scholars also, who have ever treated me with respect, will receive my thanks, and my earnest hopes that he who visits them in future will be able to counsel more wisely and interest them better; that they may have good teachers, and themselves be blessed and a blessing to the community.

For two years I have labored to improve the condition of the schools, and elevate them to higher rank, to stop profanity, protect school houses from obscene figures and improve the morals of the pupils. And in all instances where parents have co-operated, this has been effected in a greater or less degree. One school house has been built and another thoroughly repaired, both of which have been well preserved. No additional injuries have been done to the others, so far as I know.

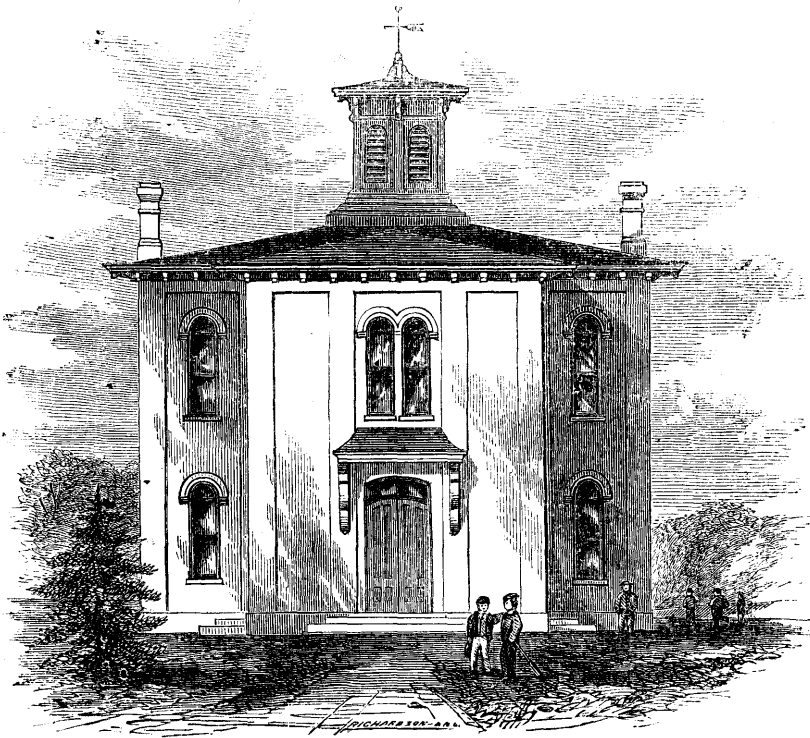
C. H. KEITH, *Supervisor.*



**Maine Wesleyan Seminary and Female Collegiate Institute.**

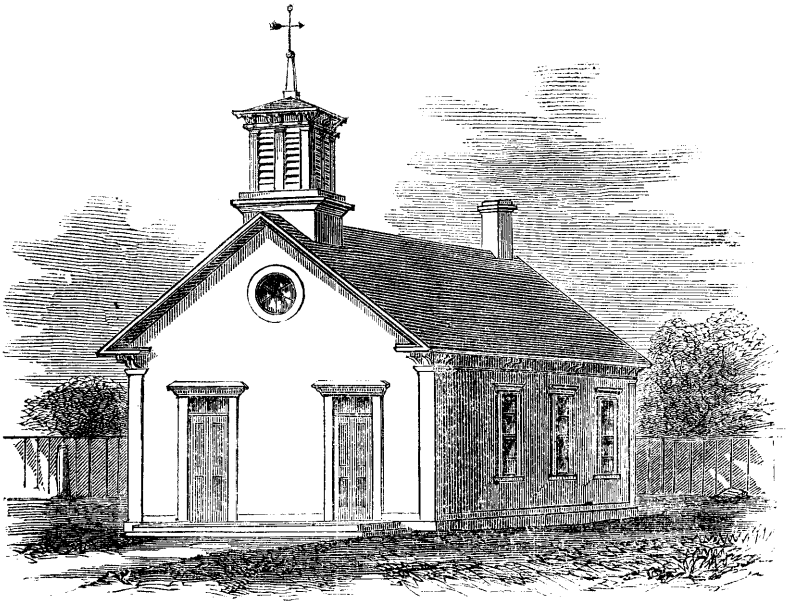
**KENT'S HILL., READFIELD. Erected 1860.**





Grammar School House, Lewiston. Erected 1800.

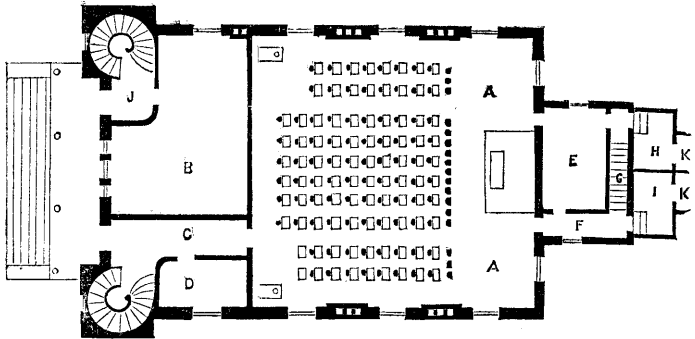
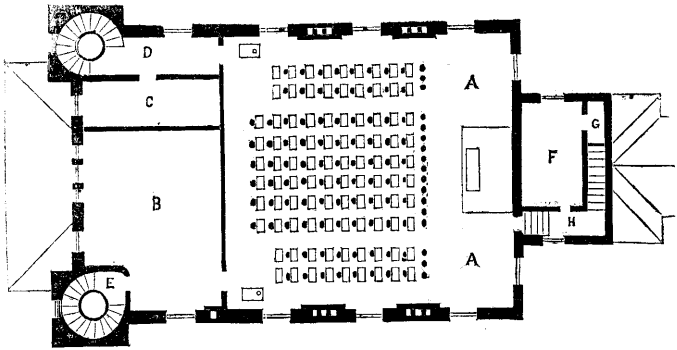




**Rural District School House, Biddeford. Erected 1850**





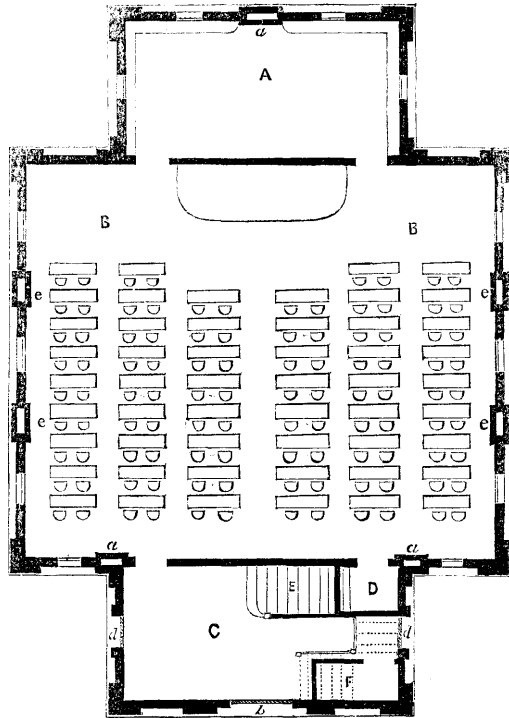


**Bath High School.**

UPPER CUT, Second Floor. A, A, Area; B, Recitation Room; C, Dress-Room; D, Passage; E, Stairway; F, Library; G, Closet.

LOWER CUT, First Floor. A, A, Area; B, Recitation Room; C, Passage; D, Dress-Room; E, Apparatus Room; F, Passage-way; K, Passage to the rear buildings.

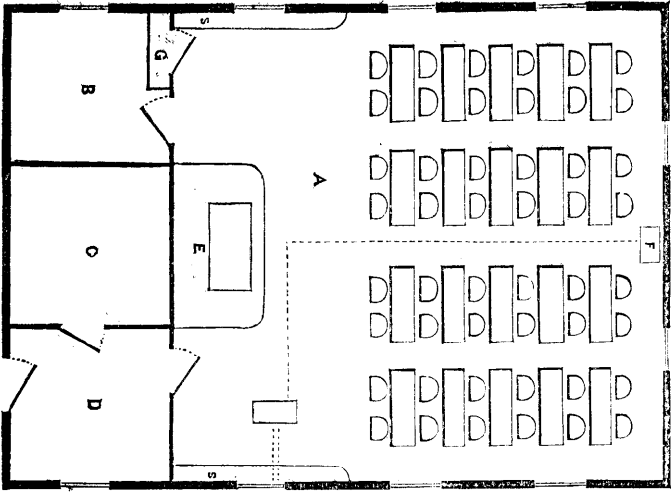




**First Floor of Lewiston House. 32.0 × 38.2.**

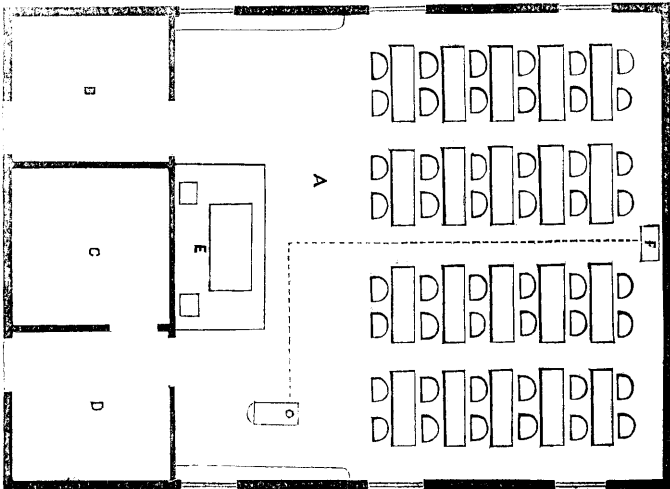
A, Recitation Room, 11 × 13; B, Area; C, Entry; D, Sink-room; E, Up-stairs; F, Down Cellar; *a, a, a*, Hot-Air Passages; *e, e, e*, Ventilating Flues; *b*, Front Door; *d, d*, Side Doors.





**Biddeford House, with Modifications.**

A, Area; B, Dress-room; C, Apparatus Room; D, Entry; E, Teacher's Platform; F, Chimney; G, Book-Closet; s, s, Seats.



**Ground Plan of Biddeford House.**

A, Open Area; B, D, Entries; C, Dress-Room; E, Teacher's Platform.  
F, Chimney.

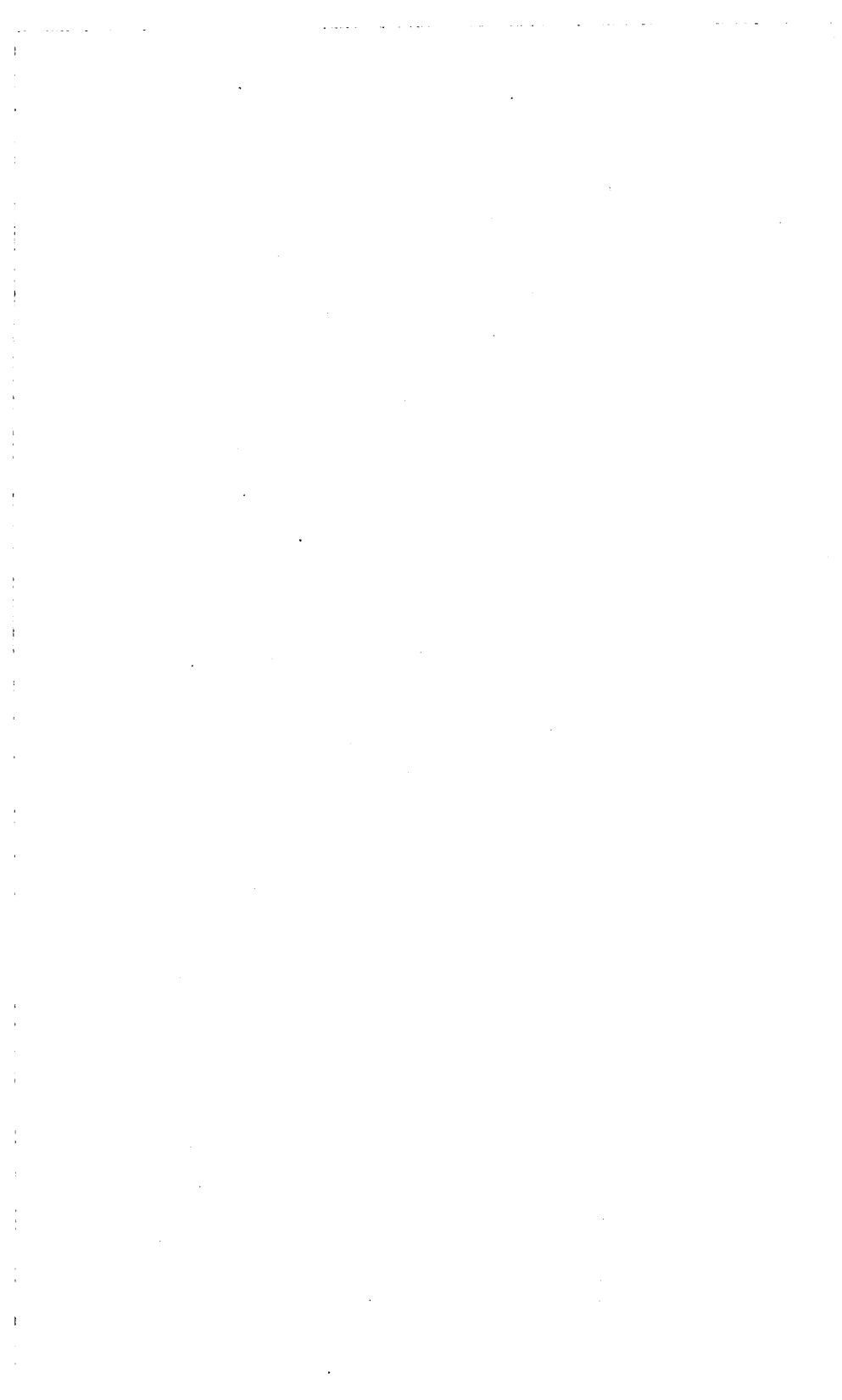


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APPENDIX:  
CONTAINING  
STATISTICAL TABLES,  
PLANS OF HOUSES, ETC.

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## STATISTICAL TABLES.

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The statistics of the Annual School Reports are valuable as furnishing a basis of comparison, not only between different towns in the same year, but especially between the same towns in different years, and in regard to the same points. For this reason it is important that the tables in successive reports should present the same items, and, as far as may be, in the same order. Of course some points of inquiry may come to be of less value, and may thus give place to those of more importance which may arise hereafter. In the following tables I have presented those items which my predecessor judged to be most worthy of preservation in his last report, and added a few which seemed particularly valuable this year; such as the population and valuation for both the years 1850 and 1860. For the census of the present year, in advance of its official publication, I am indebted to the politeness of Hon. William Kimball, United States Marshal of Maine. This increase of items in the tables rendered it necessary to give them a different arrangement on the page. The blank spaces opposite the names of some towns and plantations show the neglect of their school officers to make seasonable and full returns.

The headings of the several tables will explain their contents. The excess or deficiency of money raised by the several towns, as compared with the amount required by law, is reckoned from the population of 1850, which was, of course, the basis of estimate, used by the towns at their annual meetings in March last. They will be governed next year by the new census. In estimating the percentage of money raised in 1860, in proportion to the valuation, I have used the new census as giving a fairer exhibit of the comparative liberality of the several towns for the present year.

TABLE I.

Showing the number of scholars in the several towns, the attendance of same, length of schools, number of teachers and their wages, number of districts, houses, etc.

## ANDROSCOGGIN COUNTY.

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.	
Auburn, . . .	1,325	761	615	861	710	11.5	11.3	18	1	18	7	—	—	13	27	23	40	2 42	Four.
Danville, . . .	491	236	183	325	372	9.	9.5	10	1	10	8	—	—	10	10	20	60	1 95	
Durham, . . .	677	366	284	463	394	8.7	9.3	15	2	15	9	—	—	12	19	19	34	1 82	One.
East Livermore, . . .	304	228	179	274	222	10.	10.	8	—	8	4	—	—	6	10	17	43	1 42	One.
Greene, . . .	471	268	199	301	239	9.6	11.4	14	3	12	1	—	—	7	13	20	81	1 96	
Leeds, . . .	489	245	192	359	263	9.6	10.4	13	—	13	3	—	—	13	14	17	60	1 55	
Lewiston, . . .	2,183	1,027	736	1,098	770	12.8	13.1	13	2	18	7	3	1,500	13	30	38	03	2 26	Village.
Lisbon, . . .	485	315	254	352	289	9.	10.	11	2	11	8	—	—	9	11	20	75	2 08	
Livermore, . . .	577	393	322	511	402	10.	10.8	18	1	18	12	—	—	10	23	21	50	1 80	
Minot, . . .	612	323	253	402	304	10.7	10.3	8	2	8	6	—	—	8	10	26	75	2 34	
Poland, . . .	1,082	639	492	725	590	9.9	9.6	22	3	20	12	—	—	18	21	19	79	2 24	One.
Turner, . . .	1,031	574	466	717	585	9.9	9.7	19	2	19	17	—	—	18	22	23	00	2 04	Two.
Wales, . . .	219	155	126	170	141	12.	11.3	7	1	7	1	—	—	6	8	19	00	1 60	
Webster, . . .	302	160	128	283	210	11.	11.9	11	1	11	10	—	—	9	9	18	11	1 63	One.

AROOSTOOK COUNTY.

Amity, . . .	147	95	55	54	42	8.9	8.3	3	-	2	1	-	-	2	316 50	2 08
Ashland, . . .	400	241	158	230	160	11.2	11.1	9	2	8	2	1	500	6	819 00	2 23
Bridgewater, . . .	187	128	80	81	55	13.7	10.7	4	-	4	1	1	100	1	620 00	2 00
Fort Fairfield, . . .	392	195	151	154	120	10.3	9.9	8	-	6	2	-	-	2	817 00	1 97
Hodgdon, . . .	400	241	158	230	160	11.2	11.1	9	2	8	2	1	500	6	819 00	2 23
Houlton, . . .	836	480	312	525	347	12.1	12.	9	2	8	2	-	-	5	1222 00	2 75 One.
Linneus, . . .	354	179	110	200	143	9.4	9.9	10	1	7	2	1	325	5	917 83	2 30
Littleton, . . .	159	93	74	81	73	11.3	10.7	5	-	3	1	-	-	3	714 00	2 00
Lyndon, . . .	125	-	-	75	62	11.	9.5	2	-	2	1	-	-	2	116 00	1 50
Masardis, . . .	60	45	34	24	18	12.	7.	2	-	2	1	-	-	1	218 00	1 75
Maysville, . . .	302	194	128	168	113	11.2	9.3	11	-	4	2	-	-	2	920 50	2 00
Monticello, . . .	172	89	55	-	-	9.	-	8	-	4	2	1	350	-	5 -	1 45
New Limerick, . . .	109	47	20	28	21	17.5	8.5	4	-	3	2	-	-	1	3 8 00	2 00
Orient, . . .	109	75	-	-	-	12.	-	3	-	2	-	-	-	2	-	2 00
Presque Isle, . . .	294	74	57	125	102	12.	10.6	7	-	4	1	1	100	3	517 67	2 31
Smyrna, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18 00	2 06
Weston, . . .	181	95	70	58	45	12.4	13.	6	2	4	-	-	-	1	618 00	2 06
PLANTATIONS.																
Bancroft, . . .	119	80	68	-	-	-	-	-	-	-	-	-	-	-	-	-
Barker, . . .	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belfast Acad. Grant,	109	84	59	66	47	9.3	9.	4	1	3	2	1	150	2	511 50	2 20
Benedicta, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Crystal, . . .	80	63	47	73	57	8.	7.3	-	-	2	-	-	-	-	17 50	1 75
Dion, . . .	503	-	-	-	-	-	-	9	-	-	-	-	-	-	117 50	1 35
Dyer Brook, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dayton, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Moluncus, . . .	13	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Moro, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 9, Range 6, .	45	24	15	22	15	-	-	-	2	-	1	1	-	-	-	1	8 00	-
No. 11, Range 1,	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plymouth Grant,	45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Portage Lake,	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reed, . . .	33	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Salmon Brook, .	133	70	39	68	58	12.	10.	3	-	2	-	-	-	2	2	19 00	2 25	-
Sarsfield, . . .	218	-	-	-	-	-	-	5	-	3	-	-	-	-	-	-	-	-
St. John, . . .	50	20	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Van Buren, . . .	292	-	-	-	-	-	-	6	-	3	-	-	-	3	1	-	-	-

CUMBERLAND COUNTY.

TOWNS.	440	270	202	353	275	10.6	8.5	12	2	10	1	-	-	5	11	15	25	2	03
Baldwin, . . .	440	270	202	353	275	10.6	8.5	12	2	10	1	-	-	5	11	15	25	2	03
Bridgton, . . .	1,026	593	463	628	491	11.	9.1	20	2	20	8	1	400	14	21	17	57	2	02 One.
Brunswick, . .	1,782	1,084	931	1,123	983	11.	11.5	24	-	27	21	2	4,500	20	35	20	85	2	37 Village.
Cape Elizabeth, .	1,115	550	500	830	750	11.4	13.	12	-	12	9	1	1,300	11	13	25	00	2	45 One.
Casco, . . .	448	250	195	204	163	11.4	10.3	9	-	8	2	-	-	5	8	21	66	2	83
Cumberland, . .	627	319	256	412	346	9.5	10.1	12	2	10	8	1	500	8	10	25	21	2	27
Falmouth, . . .	690	368	280	499	401	9.4	10.5	13	2	13	3	-	-	11	10	25	58	2	67
Freeport, . . .	1,003	608	462	689	539	11.	10.7	17	2	17	5	-	-	14	19	22	10	2	15 One.
Gorham, . . .	1,326	547	453	577	432	-	-	25	-	18	7	-	-	10	18	20	00	2	25 One.
Gray, . . .	714	397	304	514	388	9.	11.	11	-	11	7	-	-	10	12	20	37	1	90 One.
Harpwell, . . .	596	338	250	433	345	10.3	9.7	16	-	12	6	-	-	12	13	20	33	1	77
Harrison, . . .	461	256	205	356	272	9.8	10.	14	-	14	6	-	-	9	12	18	50	2	00 One.
Naples, . . .	522	300	228	260	240	9.4	9.6	12	-	12	7	-	-	9	11	15	62	2	38

CUMBERLAND COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.	
New Gloucester,	607	316	235	422	336	10.5	10.6	13	2	12	6	-	-	11	15	18	45	2 10	One.
North Yarmouth,	403	169	120	283	240	11.6	10.3	7	2	7	1	-	-	4	9	22	40	2 20	
Otisfield, . . .	426	209	153	276	216	10.	16.6	12	1	12	9	1	300	6	12	17	00	2 11	
Portland, . . .	9,630	4,520	3,370	4,630	3,339	17.3	20.	*	-	17	15	-	-	-	-	84	72	-	All.
Pownal, . . .	435	195	151	383	318	7.2	9.9	12	3	12	3	-	-	10	9	18	82	1 82	
Raymond, . . .	505	250	186	331	263	9.2	9.8	11	-	11	2	1	150	7	12	20	43	2 00	
Scarborough,	750	351	268	450	331	10.7	12.	11	-	10	5	1	400	10	9	20	00	2 50	
Sebago, . . .	393	293	197	307	221	9.1	8.3	10	-	9	5	1	312	8	10	14	00	1 68	
Standish, . . .	835	450	341	479	387	11.2	11.	16	1	16	7	-	-	12	18	20	27	2 40	
Westbrook, . .	1,787	912	689	1,240	892	12.3	13.5	15	-	17	8	-	-	11	23	25	09	3 00	In part.
Windham, . . .	1,007	526	405	679	505	10.	10.5	18	-	18	6	-	-	15	18	18	00	2 18	In part.
Yarmouth, . . .	698	338	251	408	320	15.8	12.3	7	2	10	1	-	-	6	11	23	83	2 68	

COMMON SCHOOLS.

FRANKLIN COUNTY.

Avon, . . .	307	-	-	208	153	7.	9.	13	-	11	8	2	250	9	10	13	00	1 25	None.
Carthage, . . .	161	123	87	156	126	8.2	8.8	5	1	5	-	-	-	4	6	17	64	1 38	

Chesterville, . . . . .	404	243	178	335	258	9.1	9.4	12	1	11	8	-	-	7	16	17	46	2	07	
Farmington, . . . . .	1,026	498	360	725	585	10.5	11.8	27	3	23	6	-	-	14	22	21	65	2	45	One.
Freeman, . . . . .	265	141	100	240	178	9.5	9.4	9	-	9	6	1	300	9	7	18	00	1	50	None.
Industry, . . . . .	300	174	130	224	164	9.3	9.1	13	2	10	5	-	-	6	12	18	80	1	75	
Jay, . . . . .	640	314	250	431	356	9.	11.	18	5	17	4	-	-	11	20	16	00	1	75	
Kingfield, . . . . .	247	137	99	223	179	9.6	12.4	6	-	5	3	1	180	5	5	18	80	1	71	
Madrid, . . . . .	202	93	65	143	111	7.4	9.5	8	-	5	3	-	-	5	8	13	00	1	23	
New Sharon, . . . . .	638	362	284	540	390	9.	10.5	21	2	19	6	-	-	10	24	19	00	2	25	
New Vineyard, . . . . .	353	140	102	211	158	8.	8.8	12	3	8	6	2	600	6	8	14	33	2	00	
Phillips, . . . . .	649	342	250	456	371	8.6	9.5	22	2	14	7	1	150	13	16	15	08	1	53	
Rangely, . . . . .	100	57	38	82	59	6.	11.	4	-	4	3	-	-	3	4	11	50	1	72	
Salem, . . . . .	172	98	71	164	126	8.8	9.	6	-	6	-	-	-	6	4	14	16	1	75	
Strong, . . . . .	291	105	85	227	191	10.4	9.4	8	5	7	3	1	900	5	10	47	40	1	45	One.
Temple, . . . . .	278	140	94	179	135	7.3	7.9	10	-	8	4	1	75	7	10	13	67	1	37	None.
Weld, . . . . .	396	205	100	360	180	8.5	9.5	11	3	10	7	-	-	11	13	16	00	1	50	
Wilton, . . . . .	650	449	390	613	461	10.5	10.4	14	4	18	7	1	300	13	20	17	60	1	79	In part.
PLANTATIONS.																				
Dallas, . . . . .	62	31	20	22	16	10.1	8.	1	3	1	1	-	-	1	1	14	00	2	00	
Eustis, . . . . .	121	97	56	72	50	7.3	6.5	3	-	3	1	1	130	-	4	-	-	1	80	None.
Jackson, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Letter E, . . . . .	48	24	18	38	28	8.	10.	2	-	2	-	-	-	-	4	-	-	1	56	
Perkins, . . . . .	45	20	16	10	9	9.5	2.	3	-	1	1	1	200	-	3	-	-	1	00	
Sandy River, . . . . .	81	19	15	24	22	6.	10.	4	-	2	1	-	-	1	1	9	00	1	00	
Rangely, . . . . .	19	-	-	6	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 3, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 4, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 6, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

\* City not divided into territorial school districts.



## HANCOCK COUNTY.

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.
Amherst, . . .	158	94	76	119	78	11.3	10.1	4	—	3	3	—	—	3	3	19 00	2 25	None.
Aurora, . . .	111	86	61	33	24	12.3	11.7	3	—	3	3	1	200	—	3	—	2 50	
Bluehill, . . .	810	511	384	530	408	9.8	9.3	18	—	17	7	1	500	11	16	24 07	2 14	
Brooklyn, . . .	419	251	189	269	218	7.6	7.5	10	—	9	4	—	—	8	9	24 33	2 14	
Brooksville, . . .	687	349	293	410	275	10.4	8.4	14	—	11	—	—	—	12	12	19 22	1 80	
Bucksport, . . .	1,458	847	623	893	718	11.2	10.4	17	1	21	13	—	—	10	26	30 40	2 42	In part.
Castine, . . .	527	311	291	326	263	12.	11.9	4	—	6	6	1	5,100	5	10	44 28	3 75	1 dist.
Cranberry Isle, . . .	154	77	64	106	93	6.6	9.1	5	—	4	—	—	—	3	6	21 83	2 00	None.
Deer Isle, . . .	1,652	—	—	—	—	—	—	31	—	—	—	4	—	—	—	—	—	
Dedham, . . .	218	137	108	153	120	10.2	11.	7	—	4	3	—	—	2	9	—	—	
Eastbrook, . . .	84	44	32	47	39	11.1	9.3	3	—	2	—	—	—	2	2	22 50	1 75	
Eden, . . .	530	298	242	356	286	8.4	7.8	14	—	11	2	—	—	7	12	24 70	2 12	
Ellsworth, . . .	2,196	1,096	851	1,113	872	10.5	12.	20	2	21	12	1	—	11	21	26 50	2 30	2 dists.
Franklin, . . .	443	262	247	190	160	10.3	8.	10	—	7	2	—	—	3	10	26 00	2 25	
Gouldsborough, . . .	723	345	305	359	299	9.3	8.4	17	2	14	5	1	600	10	11	20 00	1 62	One.
Hancock, . . .	410	260	200	260	210	11.	8.	8	—	8	3	—	—	4	7	25 00	2 50	
Mariaville, . . .	207	159	101	137	105	16.	8.	5	—	5	3	—	—	2	5	25 00	2 50	
Mount Desert, . . .	407	183	151	351	287	8.5	9.8	12	—	9	1	1	400	7	13	23 33	2 77	

Orland, . . . . .	796	501	390	575	440	10.5	9.5	18	-	15	10	1	200	9	18 26	00	2 25	One.
Otis, . . . . .	75	60	50	50	43	10.	7.	-	-	-	-	-	-	-	- 24	00	1 67	
Penobscot, . . . . .	725	399	324	512	401	10.5	7.	13	1	13	7	-	-	12	13 24	00	2 00	
Sedgwick, . . . . .	580	358	267	386	303	12.6	9.2	10	-	10	2	-	-	9	10 26	83	1 94	
Sullivan, . . . . .	284	187	138	197	161	11.3	7.5	7	-	7	2	1	600	5	6 23	86	2 00	
Surry, . . . . .	573	367	254	428	325	10.4	8.8	8	1	8	6	-	-	7	10 27	20	2 12	
Tremont, . . . . .	755	425	339	499	371	8.8	9.3	14	-	11	6	1	350	11	9 26	59	2 12	
Trenton, . . . . .	553	325	270	400	325	11.	8.	12	-	11	4	-	-	11	9 24	00	2 00	
Waltham, . . . . .	156	145	125	130	120	12.5	8.	5	-	4	2	-	-	3	6 19	00	1 75	
PLANTATIONS.																		
Hog Island, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Long Island, . . . . .	293	110	80	160	140	12.	6.	6	-	1	1	-	-	1	1 20	00	1 50	
Swan Island, . . . . .	235	140	107	165	140	6.7	10.	6	-	4	2	2	1,000	4	4 22	25	1 65	
Wetmore Isle, . . . . .	191	77	56	134	98	9.	8.2	4	-	4	2	-	-	2	1 28	00	2 25	
No. 7, . . . . .	39	18	14	-	-	16.	-	1	3	1	1	-	-	-	2	-	1 50	
No. 10, . . . . .	9	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	
No. 21, Middle Div., . . . . .	24	24	20	-	-	12.	-	1	-	1	-	-	-	-	1	-	1 50	
No. 33, Middle Div., . . . . .	34	34	30	-	-	16.	-	1	-	1	-	-	-	-	-	-	2 60	
Old Harbor and Marshall Islands, . . . . .	8	7	-	-	-	23.	-	1	-	-	-	-	-	-	1	-	3 00	

KENNEBEC COUNTY.

TOWNS.																		
Albion, . . . . .	588	-	-	-	-	-	-	14	-	14	5	-	-	11	10 29	00	1 67	
Augusta, . . . . .	2,843	1,424	1,103	1,500	1,161	18.	18.	28	-	32	22	1	250	18	33 25	32	2 30	<sup>1</sup> District 12 schools.
Belgrade, . . . . .	592	365	268	496	415	8.1	7.8	18	-	18	10	-	-	13	15 18	33	1 83	
Benton, . . . . .	499	240	212	340	253	10.	10.8	10	1	9	6	1	200	9	8 18	45	1 97	

KENNEBEC COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.	
Chelsea, . . . . .	405	195	134	213	162	11.1	10.5	9	—	8	2	—	—	7	8	19 25	2 78		
China, . . . . .	1,400	850	700	860	652	11.3	12.2	22	1	21	16	—	—	14	25 18 50	2 33			
Clinton, . . . . .	788	459	345	508	380	10.4	11.4	12	1	12	6	—	—	9	14 20 50	2 12	One.		
Farmingdale, . . . . .	325	188	145	240	177	11.8	14.8	3	1	6	3	—	—	2	6 27 00	2 75	In part.		
Fayette, . . . . .	306	150	114	230	189	9.3	9.9	10	1	10	5	—	—	3	14 19 00	1 99			
Gardiner, . . . . .	1,649	1,016	746	962	762	15.8	10.6	8	—	15	9	—	—	8	18 28 17	2 54	In part.		
Hallowell, . . . . .	816	497	389	467	395	20.4	12.	3	—	10	10	—	—	3	10 50 00	2 19	All.		
Litchfield, . . . . .	617	358	270	496	380	9.4	10.4	15	2	15	10	—	—	12	15 20 91	1 67			
Manchester, . . . . .	270	140	103	153	129	9.4	11.4	7	2	7	2	—	—	4	12 23 29	1 98	In part.		
Monmouth, . . . . .	637	358	297	415	327	10.7	9.4	14	1	14	6	—	—	10	14 19 45	1 96			
Mt. Vernon, . . . . .	514	318	257	415	331	9.2	10.	13	—	13	8	2	400	8	12 20 33	2 00			
Pittston, . . . . .	1,088	—	—	—	—	—	—	18	2	19	9	1	—	10	27	—	—	One.	
Readfield, . . . . .	519	321	222	388	312	10.3	10.5	12	—	12	5	—	—	11	14 18 27	1 80	One.		
Rome, . . . . .	386	277	198	286	219	9.	8.4	8	—	8	5	—	—	8	8 15 95	1 72			
Sidney, . . . . .	720	—	240	—	530	8.5	12.	20	—	20	6	—	—	18	20 18 00	2 00			
Vassalborough, . . . . .	1,200	714	562	799	629	8.4	9.2	23	—	25	16	—	—	19	26 21 00	2 25	Two.		
Vienna, . . . . .	356	176	127	262	213	8.5	11.6	10	—	10	8	—	—	4	13 18 58	1 85	One.		
Waterville, . . . . .	1,614	763	568	785	554	10.5	11.5	16	1	21	12	—	—	8	24 25 25	2 46	In part.		

Wayne, . . .	472	274	184	353	273	12.5	8.9	10	2	10	3	-	-	10	14	17	06	2	09	Two.
West Gardiner, . .	570	310	234	382	285	11.	10.	9	-	9	4	-	-	8	11	19	00	1	54	
Windsor, . . .	626	385	318	560	495	10.8	10.3	13	-	13	2	-	-	10	14	21	50	2	25	
Winslow, . . .	707	435	322	454	341	10.	10.	17	-	15	9	1	350	12	22	16	85	1	93	
Winthrop, . . .	774	378	290	503	388	10.6	11.9	10	-	10	5	1	800	10	10	23	70	2	38	In part.
Clinton Gore, . . .	85	71	58	75	63	12.	12.	2	-	2	-	-	-	-	2	-	-	2	06	
Unity plantation,	23	14	13	21	16	10.	7.5	1	-	1	-	-	-	2	2	14	00	1	50	

KNOX COUNTY.

Appleton, . . .	660	395	294	487	384	9.3	8.7	12	1	11	5	-	-	9	13	21	00	1	73	One.
Camden, . . .	2,000	1,209	1,000	1,400	1,150	10.	12.	20	-	19	14	1	5,500	16	21	25	00	2	25	Three.
Cushing, . . .	300	166	104	205	137	12.9	10.4	7	7	5	-	-	-	6	6	18	25	1	58	
Friendship, . . .	263	187	132	185	142	12.1	9.	6	1	6	3	-	-	6	7	19	33	1	64	
Hope, . . .	450	272	206	335	256	11.6	10.3	7	-	7	3	1	250	7	7	23	23	1	70	
North Haven, . . .	382	144	137	243	198	11.	8.4	6	-	6	6	-	-	5	5	26	60	1	50	
Rockland, . . .	2,751	1,602	1,150	1,771	1,399	20.2	11.2	7	2	14	5	-	-	10	18	41	56	3	00	Two.
South Thomaston,	659	403	317	501	400	10.2	9.	12	-	11	7	-	-	9	3	22	00	2	12	
St. George, . . .	1,119	640	482	725	530	12.4	8.9	19	8	17	4	1	400	16	17	20	53	1	79	
Thomaston, . . .	1,085	773	561	750	591	12.	10.	1	3	11	5	-	-	6	14	33	50	2	77	In part.
Union, . . .	717	423	324	573	435	9.4	10.9	15	-	15	8	-	-	13	13	18	86	1	70	
Vinalhaven, . . .	650	270	197	465	371	8.9	8.6	10	-	10	5	-	-	8	9	26	10	1	98	
Warren, . . .	928	580	482	674	572	11.3	9.8	19	1	19	5	-	-	16	20	22	50	2	20	
Washington, . . .	680	368	267	458	329	9.1	8.7	13	2	11	1	-	-	13	13	19	00	1	67	One.
Matinicus Isle, . .	103	55	46	64	45	12.	12.	1	-	1	1	1	800	1	1	25	00	2	00	
Muscle Ridge pl.,	55	43	30	23	18	24.	12.	2	-	1	1	-	-	-	1	-	-	3	00	



OXFORD COUNTY.

Albany, . . . . .	349	180	135	215	166	8.3	8.2	10	1	8	4	-	-	8	9 17 15	1 68	
Andover, . . . . .	284	179	126	214	158	12.9	10.3	7	-	6	3	-	-	5	8 20 00	1 69	One.
Bethel, . . . . .	946	559	431	730	532	9.5	9.2	25	3	24	4	2	500	16	28 19 07	2 12	Two.
Brownfield, . . . . .	584	397	289	406	296	9.1	11.1	15	1	13	4	1	160	10	14 15 40	1 90	
Buckfield, . . . . .	560	336	261	366	272	9.6	8.7	14	2	13	8	-	-	9	14 18 95	1 65	One.
Byron, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Canton, . . . . .	287	250	191	314	253	9.5	10.	9	1	9	2	-	-	5	10 18 00	1 66	
Denmark, . . . . .	498	270	213	358	281	10.3	10.6	14	-	13	4	-	-	6	15 19 89	2 18	
Dixfield, . . . . .	484	296	236	372	305	9.	10.	11	2	11	2	-	-	6	15 16 00	1 87	
Fryeburg, . . . . .	702	333	234	303	240	14.4	11.2	17	-	16	4	-	-	-	17 00	2 25	
Gilead, . . . . .	153	100	83	113	89	7.4	7.7	6	-	6	4	1	200	4	8 17 25	1 65	
Grafton, . . . . .	33	21	18	18	14	7.	8.	3	1	1	-	-	-	1	1 15 00	1 50	
Greenwood, . . . . .	380	237	160	298	218	8.9	8.8	13	-	12	6	-	-	8	13 14 82	1 69	
Hanover, . . . . .	114	58	51	106	88	7.6	8.	4	1	4	2	-	-	4	4 19 00	1 75	
Hartford, . . . . .	415	270	209	326	263	9.	10.6	14	3	14	8	1	600	11	16 17 00	1 96	
Hebron, . . . . .	310	172	138	217	180	11.2	10.9	8	2	8	5	-	-	6	8 18 00	1 75	One.
Hiram, . . . . .	532	244	178	348	275	9.5	8.	15	2	15	4	-	-	11	11 15 90	1 92	
Lovell, . . . . .	592	358	291	381	308	10.5	10.	13	1	13	7	-	-	11	13 18 15	2 19	
Mason, . . . . .	60	36	31	41	36	10.	9.	1	-	1	-	-	-	1	1 20 00	2 00	
Mexico, . . . . .	233	146	109	141	111	7.	8.2	6	-	6	-	-	-	6	6 15 50	1 25	
Newry, . . . . .	175	139	95	173	127	11.	10.	6	1	6	3	-	-	4	9 16 00	1 80	
Norway, . . . . .	810	484	368	551	458	9.3	9.6	15	-	16	10	-	-	10	17 22 22	2 09	
Oxford, . . . . .	482	240	218	295	236	9.5	10.8	10	2	11	7	-	-	9	10 19 05	1 82	One.
Paris, . . . . .	1,018	558	441	529	409	9.2	9.4	18	-	18	9	2	1,700	18	21 20 55	1 92	One.
Peru, . . . . .	502	243	190	326	258	11.	10.8	10	-	11	3	-	-	11	10 16 30	1 43	Two.
Porter, . . . . .	482	306	198	327	245	10.1	9.3	13	3	13	2	-	-	9	13 17 78	1 85	
Roxbury, . . . . .	87	44	33	54	44	8.3	10.5	5	1	2	2	-	-	2	5 10 50	1 37	
Rumford, . . . . .	537	377	303	310	247	12.8	14.4	13	1	13	3	-	-	16	12 40 34	2 16	



PENOBSCOT COUNTY.

Alton, . . . . .	230	140	120	121	98	9.4	10.7	7	-	3	1	-	-	2	718	00	1	40
Argyle, . . . . .	149	110	77	53	41	10.	14.	4	-	3	3	-	-	2	517	00	1	92
Bangor, . . . . .	5,242	3,727	2,969	3,749	3,021	12.2	22.4	4	-	38	35	1	698	13	7745	40	3	15
Bradford, . . . . .	681	369	288	472	411	8.9	9.7	12	-	12	4	-	-	10	1322	46	2	20
Bradley, . . . . .	324	213	178	244	191	10.	11.3	4	-	4	3	2	900	4	524	33	2	30 In part.
Brewer, . . . . .	1,004	555	407	608	457	11.3	12.	7	-	8	3	-	-	4	1532	50	2	67 In part.
Burlington, . . . . .	259	160	137	193	171	11.2	12.3	6	-	5	3	-	-	3	717	69	2	11
Carmel, . . . . .	516	280	213	363	289	10.5	9.6	10	1	10	10	-	-	7	1520	71	2	12 Two.
Carroll, . . . . .	194	145	106	127	108	10.6	9.5	6	1	4	-	-	-	4	517	00	1	78
Charleston, . . . . .	549	319	253	379	315	11.	9.5	10	-	10	1	-	-	9	1119	23	1	95
Chester, . . . . .	150	107	82	123	91	7.8	8.2	5	-	5	3	1	500	2	517	00	2	26
Clifton, . . . . .	133	69	68	73	53	11.2	6.1	4	-	4	2	-	-	-	4	-	-	25
Corinna, . . . . .	691	496	448	442	410	10.3	8.6	17	-	16	10	-	-	9	2019	00	2	10
Corinth, . . . . .	761	481	382	561	458	40.9	48.8	16	1	16	8	-	-	9	1619	18	2	08
Dexter, . . . . .	872	519	408	572	454	10.3	10.9	11	1	15	10	1	250	6	2829	00	2	21 In part.
Dixmont, . . . . .	598	355	259	446	343	10.8	11.4	12	2	13	10	-	-	11	1320	00	2	00
Eddington, . . . . .	340	175	133	261	213	9.6	11.9	7	-	7	5	-	-	6	621	66	2	08 One.
Edinburg, . . . . .	29	20	18	21	18	16.	16.	2	1	1	1	-	-	-	2	-	-	4 00
Enfield, . . . . .	202	178	127	75	54	9.7	11.	5	-	5	1	-	-	1	610	00	2	50
Etna, . . . . .	379	197	133	319	222	9.3	8.5	8	-	8	4	1	300	7	818	25	1	65
Exeter, . . . . .	674	429	334	526	417	9.6	10.2	13	1	13	10	-	-	11	1525	00	2	50
Garland, . . . . .	613	347	280	471	385	9.5	9.2	9	4	10	6	-	-	7	1423	85	2	53 One.
Glenburn, . . . . .	322	181	161	225	210	12.7	10.4	7	1	7	4	-	-	3	1520	00	2	50
Greenbush, . . . . .	309	177	150	37	32	14.	12.	8	-	4	1	-	-	1	1020	00	1	78
Greenfield, . . . . .	148	94	67	60	40	11.5	11.	5	-	2	-	-	-	2	418	00	1	62
Hampden, . . . . .	1,357	718	522	918	691	10.7	11.2	19	-	19	12	-	-	11	2721	92	1	68 Three.
Hermon, . . . . .	560	332	249	425	350	10.2	10.	14	-	12	9	-	-	12	1318	00	1	50
Holden, . . . . .	327	167	129	258	178	9.7	9.8	9	-	8	7	2	-	5	1322	00	2	08

SUPERINTENDENT'S REPORT.



PENOBSCOT COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.
Howland, . . .	80	30	25	54	46	12.	8.	4	-	4	-	1	1	222 00	2 00	
Hudson, . . .	375	218	168	217	165	9.	8.3	7	-	6	4	-	4	620 00	2 00	One.
Kenduskeag, . . .	377	206	145	265	211	9.1	9.5	5	2	6	4	-	5	824 50	2 33	
Lagrange, . . .	278	187	140	173	129	12.2	11.3	4	-	3	1	-	3	425 00	1 75	
Lee, . . .	390	283	234	299	235	9.1	9.4	9	-	9	8	-	7	1816 85	2 59	
Levant, . . .	581	277	226	380	302	9.2	8.3	13	3	9	6	-	12	1321 70	1 89	One.
Lincoln, . . .	681	437	320	376	287	11.1	11.2	10	-	9	3	-	4	1421 20	2 43	
Lowell, . . .	248	157	117	47	44	13.	8.	7	-	5	4	-	1	716 00	1 97	
Mattawamkeag, . . .	101	67	50	40	28	12.	12.	3	-	1	-	-	-	-	2 31	
Maxfield, . . .	56	56	43	-	-	9.	-	4	-	2	-	-	4	-	1 68	
Milford, . . .	252	163	118	156	138	16.	8.	4	-	3	2	-	2	328 50	2 05	One.
Newburg, . . .	540	323	260	445	350	10.3	11.	10	2	10	9	1	9	1221 00	2 00	
Newport, . . .	560	368	270	411	352	9.	10.5	10	2	10	-	-	12	818 50	1 75	Two.
Oldtown, . . .	1,410	732	575	742	576	11.	9.	8	-	9	9	-	8	2336 25	2 31	In part.
Orono, . . .	805	-	-	355	320	17.5	12.1	9	-	8	6	-	4	1244 50	2 25	All.
Orrington, . . .	784	460	347	554	456	10.3	10.7	12	-	13	11	1	10	1626 60	2 04	One.
Passadumkeag, . . .	145	99	78	121	87	10.1	11.4	4	-	4	-	-	1	716 00	2 53	
Patten, . . .	262	166	128	198	132	10.5	10.5	5	-	4	2	-	1	824 00	2 52	

Plymouth, . . .	404	252	208	323	253	9.7	8.2	8	1	8	4	-	-	7	9 20 00	2 12	
Prentiss, . . .	106	72	50	40	33	9.5	12.2	6	1	4	1	2	215	1	5 12 00	1 77	
Springfield, . . .	357	205	148	185	235	12.3	10.3	7	3	6	-	-	-	3	7 20 00	2 12	
Stetson, . . .	365	192	164	314	271	10.2	10.5	7	1	6	1	-	-	3	10 20 00	1 50	
Veazie, . . .	286	135	102	188	144	12.7	14.1	1	-	3	3	-	-	1	3 36 00	2 69	
Winn, . . .	114	60	46	80	64	12.	12.	3	-	2	-	1	200	-	2 -	2 00	
PLANTATIONS.																	
Drew, . . .	29	-	-	-	-	-	-	2	-	1	-	1	25	-	1 -	-	
Mattamiscotis, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Medway, . . .	126	-	80	-	-	12.	-	4	-	2	2	-	-	-	3 -	1 75	
McCrillis, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Pattagumpus, . . .	41	31	25	41	35	12.	-	2	2	1	-	-	-	-	1 -	2 00	
Webster, . . .	25	15	14	-	-	7.	-	1	1	1	-	-	-	-	1 -	1 50	
Woodville, . . .	111	-	-	-	-	-	-	3	-	1	-	-	-	1	1 10 00	1 75	
No. 1, North Div.,	47	25	-	-	-	-	-	2	-	1	1	-	-	-	-	2 00	
No. 2, Grand Falls,	39	20	20	-	-	12.	-	2	-	1	-	-	-	-	2 -	1 50	
No. 4, Range 1,	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 5, Range 6,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 6, Range 2,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 7,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Three.

PISCATAQUIS COUNTY.

TOWNS.																	
Abbot, . . .	323	195	157	228	181	8.	8.3	9	2	9	2	-	-	4	9 17 80	1 83	
Atkinson, . . .	390	196	149	291	229	9.7	10.1	10	-	7	4	-	-	6	11 18 00	1 69	
Barnard, . . .	78	66	47	67	42	9.	6.	3	-	2	-	-	-	-	4 -	1 75	
Bowerbank, . . .	51	-	-	33	25	-	14.5	3	-	2	-	-	-	-	2 -	1 87	

One.



Katahdin Iron Works	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 2, Range 5,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 3, Range 5,	17	13	11	-	-	10.	-	1	-	-	-	-	-	1	-	1	00
No. 6, Range 9,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SAGADAHOC COUNTY.

TOWNS.																	
Arrowsic, . . .	118	59	37	63	43	11.5	11.	2	-	3	1	-	-	2	323	00	2 75
Bath, . . .	3,274	1,625	1,389	1,625	1,389	20.	20.	1	1	15	9	-	-	12	3848	00	2 30 <small>All except 2.</small>
Bowdoinham, . . .	876	603	403	592	486	10.	10.5	18	-	18	13	-	-	18	1620	11	1 81 <small>1 dist.</small>
Bowdoin, . . .	664	402	300	528	422	9.4	9.3	18	1	18	5	1	390	16	1816	47	1 53
Georgetown, . . .	487	282	199	264	165	10.4	11.4	9	-	7	4	-	-	5	725	60	2 16
Perkins, . . .	23	11	7	18	15	11.	7.5	1	-	1	1	-	-	-	2	-	2 58
Phipsburg, . . .	765	393	276	501	365	11.4	10.2	14	-	13	11	2	650	12	1220	92	2 30
Richmond, . . .	950	563	430	649	516	11.6	8.5	11	-	14	9	-	-	10	1720	18	2 08 <small>In part.</small>
Topsham, . . .	624	342	265	445	351	9.9	11.1	10	-	13	6	-	-	9	1218	20	1 92 <small>In part.</small>
West Bath, . . .	122	62	51	94	78	7.7	14.5	4	-	4	2	-	-	3	420	33	2 21
Woolwich, . . .	497	290	216	350	275	10.1	9.6	9	-	8	1	-	-	8	927	75	1 95

SOMERSET COUNTY.

Anson, . . .	761	490	371	559	496	9.1	9.9	21	2	22	7	-	-	9	2519	16	1 92
Athens, . . .	592	400	-	545	-	-	-	14	-	13	10	-	-	12	1618	00	1 75
Bingham, . . .	325	168	124	260	206	8.4	8.4	12	-	8	4	-	-	6	1217	66	2 09
Bloomfield, . . .	529	306	278	401	298	10.	10.9	9	2	11	3	-	-	5	1721	80	1 80 <small>In part.</small>
Brighton, . . .	326	221	161	233	175	6.6	7.4	9	-	7	1	-	-	6	1115	25	1 82

## SOMERSET COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.			Graded schools.		
															per month, exclusive of board.	of board.	Wages of female teachers per week, exclusive of board.			
Cambridge, . . . . .	190	126	87	164	126	11.2	9.8	5	—	5	—	—	—	5	5	17	16	1	40	One.
Canaan, . . . . .	798	476	360	591	424	9.4	10.2	12	13	12	5	—	—	15	13	18	20	2	06	
Concord, . . . . .	242	122	84	166	126	7.7	8.2	12	—	9	4	1	100	5	12	15	28	1	70	One.
Cornville, . . . . .	431	277	205	379	305	8.6	10.1	12	3	12	4	—	—	8	13	20	50	1	89	
Detroit, . . . . .	234	129	43	195	32	8.	9.2	5	—	5	5	—	—	2	7	20	50	2	34	One.
Embden, . . . . .	421	280	221	385	325	9.	10.4	14	2	11	1	—	—	5	16	18	00	2	25	
Fairfield, . . . . .	1,148	633	451	684	547	10.4	10.6	16	2	18	11	2	300	9	18	23	22	2	18	2 dists.
Harmony, . . . . .	432	291	218	306	223	9.5	10.	10	1	8	8	—	—	6	13	21	66	1	82	One.
Hartland, . . . . .	444	244	184	315	263	7.6	9.	6	6	10	3	—	—	8	14	18	16	1	91	
Lexington, . . . . .	228	156	128	186	133	7.	9.	8	9	7	4	—	—	4	6	15	00	1	42	One.
Madison, . . . . .	603	409	332	512	424	8.6	10.1	17	1	15	5	—	—	11	17	23	36	2	10	
Mayfield, . . . . .	52	—	—	—	—	—	—	3	—	—	—	—	—	—	—	—	—	—	—	—
Mercer, . . . . .	348	249	186	290	222	9.2	7.9	10	—	10	5	—	—	7	13	21	16	2	09	
Moscow, . . . . .	254	137	105	193	142	7.	10.5	11	—	6	—	—	—	4	9	20	00	1	54	—
New Portland, . . . . .	584	327	243	448	364	8.6	8.5	17	—	11	6	—	—	14	14	20	45	1	95	
Norridgewock, . . . . .	665	279	195	308	253	8.4	9.1	17	7	14	8	—	—	6	17	25	00	2	19	—
Palmyra, . . . . .	676	421	326	556	432	9.5	9.7	14	2	16	7	—	—	11	17	19	45	2	06	
Pittsfield, . . . . .	594	400	300	460	356	9.6	11.4	10	4	10	7	—	—	10	11	20	50	2	36	

Ripley, . . .	254	157	120	197	144	10.4	10.4	5	-	5	1	-	-	5	5 22 20	1 84	
St. Albans, . . .	798	554	431	654	486	8.6	8.6	14	1	14	3	-	-	11	19 19 78	2 08 One.	
Solon, . . .	532	320	239	426	329	8.5	9.5	13	1	12	3	-	-	9	16 25 63	2 76 One.	
Skowhegan, . . .	844	450	323	555	445	10.1	20.1	11	1	14	9	-	-	9	14 20 00	2 26	
Smithfield, . . .	317	197	153	243	182	9.	9.	7	-	7	4	1	250	7	6 19 00	1 60	
Starks, . . .	546	313	230	459	361	9.2	8.5	18	-	14	9	-	-	10	17 17 25	1 78 One.	
PLANTATIONS.																	
Dead River, . . .	51	28	25	31	28	14.	15.	3	-	1	1	-	-	1	3 18 00	1 66	
Flagstaff, . . .	27	24	20	27	22	8.	10.	1	-	1	1	-	-	1	1 18 00	2 00	
Moose River, . . .	48	41	35	14	14	12.	9.	1	-	1	1	-	-	-	2 -	1 75	
West Forks, . . .	29	29	20	29	25	12.	12.	2	-	2	1	-	-	-	4 -	2 00	
Carratunk, . . .	91	89	64	24	20	8.9	6.	4	3	3	2	-	-	1	5 25 00	1 70	
Jackmantown, . . .	30	-	-	-	-	-	-	1	-	1	1	-	-	1	5 -	-	
No. 1, R. 3, E. & W.														1	5 -	-	
Kennebec River,	89	66	44	24	20	8.7	6.	3	3	4	1	-	-	-	5 25 00	1 70	
No. 1, R. 4, E. K. R.,	64	64	32	-	-	7.5	-	4	1	1	-	-	-	1	5 -	1 50	
No. 2, R. 2, . . .	60	20	17	49	32	8.	10.9	3	1	2	-	-	-	-	3 11 00	1 13	

### WALDO COUNTY.

TOWNS.																	
Belfast, . . .	2,250	1,226	948	1,415	1,207	20.	18.5	15	1	18	14	-	-	21	24 36 50	3 00 1 dist.	
Belmont, . . .	265	193	118	191	139	11.4	10.4	5	-	5	-	-	-	5	5 21 06	1 20	
Brooks, . . .	433	39	29	47	37	10.1	12.	7	-	7	5	1	300	1	7 23 00	2 58	
Burnham, . . .	378	352	166	296	172	8.	8.	8	-	6	4	-	-	3	8 19 00	1 65	
Frankfort, . . .	1,937	1,190	1,025	1,297	1,177	11.	11.2	25	2	26	8	-	-	23	33 29 00	2 60 Three.	
Freedom, . . .	311	190	156	262	196	8.3	9.7	9	1	9	7	-	-	9	9 17 92	1 36	
Islesborough, . . .	518	303	213	322	240	10.5	9.5	8	-	8	3	-	-	7	8 22 75	2 00	

## WALDO COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.	
Jacksor, . . . . .	356	158	126	247	199	10.	10.3	9	1	9	2	-	-	9	9 18 28	1 58			
Knox, . . . . .	416	244	185	286	219	10.5	9.5	9	2	8	1	-	-	8	10 22 50	1 97		In part.	
Liberty, . . . . .	451	311	210	318	252	10.5	11.1	9	2	8	5	-	-	6	11 18 16	1 77			
Lincolntonville, . . . . .	794	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Monroe, . . . . .	672	442	398	507	480	9.5	10.	13	1	15	6	1	400	9	15 22 00	1 75	One.		
Montville, . . . . .	622	339	265	505	362	10.8	9.6	18	7	15	5	-	-	15	14 20 14	1 47			
Morrill, . . . . .	249	143	117	179	147	10.	9.	4	4	6	-	-	-	6	8 19 20	1 79			
Northport, . . . . .	461	272	180	351	283	10.5	8.2	10	-	9	3	-	-	6	9 23 00	1 95			
Palermo, . . . . .	534	175	150	300	265	12.	11.	13	2	13	7	-	-	10	15 19 10	1 75			
Prospect, . . . . .	417	250	185	278	217	12.5	9.5	7	4	7	5	-	-	6	9 25 00	2 05	In part.		
Searsmont, . . . . .	665	451	346	462	390	12.3	9.1	12	4	12	10	1	200	12	12 21 27	1 80			
Seaside, . . . . .	1,047	629	519	714	567	12.3	11.2	11	2	11	5	-	-	8	19 28 00	2 25	Two.		
Stockton, . . . . .	718	424	319	563	451	11.3	10.2	10	4	10	6	1	450	11	10 26 18	1 89	In part.		
Swanville, . . . . .	422	217	148	238	187	10.1	10.6	6	3	5	3	-	-	4	8 24 06	1 60			
Thorndike, . . . . .	420	380	249	402	384	9.3	8.4	10	-	10	4	-	-	12	10 18 40	1 60			
Troy, . . . . .	465	343	300	465	375	10.	11.	14	-	14	10	1	175	11	12 20 00	1 50			
Unity, . . . . .	476	264	206	426	325	11.5	9.4	12	-	11	7	1	800	13	11 18 55	2 00	One.		
Waldo, . . . . .	293	179	118	224	143	10.3	9.7	7	-	7	2	-	-	6	8 20 85	1 43			

WASHINGTON COUNTY.

Addison, . . .	497	349	238	314	261	9.	10.	13	2	12	4	-	-	3	18	21	67	2	05
Alexander, . . .	210	94	75	90	60	16.	14.	4	3	4	3	-	-	2	3	22	00	2	75
Baileyville, . . .	147	97	59	17	12	8.	8.	4	1	4	-	-	-	1	5	22	00	2	50
Baring, . . .	190	113	66	132	104	7.8	11.2	1	-	3	3	-	-	1	4	30	00	2	69 In part.
Beddington, . . .	62	52	40	46	42	9.	17.	1	-	1	1	-	-	-	3	-	-	2	50
Calais, . . .	2,486	1,192	895	1,262	970	12.4	13.	8	20	14	7	-	-	10	19	33	85	2	83 14.
Centerville, . . .	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charlotte, . . .	268	171	140	183	141	9.3	10.	6	-	6	2	-	-	5	6	21	00	2	35
Cherryfield, . . .	739	488	351	400	287	10.	11.	8	1	9	2	-	-	1	12	20	00	2	60 Village.
Columbia, . . .	507	314	206	333	303	11.1	9.5	11	-	9	9	1	100	6	9	24	00	2	51 One.
Cooper, . . .	195	45	15	150	30	8.7	10.7	5	-	5	-	-	-	5	2	21	40	1	50
Crawford, . . .	124	-	-	69	45	14.	-	3	-	3	-	-	-	1	2	24	00	2	06
Cutler, . . .	413	315	280	206	185	10.5	10.	11	7	7	1	-	-	4	5	25	50	2	00 One.
Deblois, . . .	56	40	29	-	-	11.	-	1	-	1	-	-	-	-	1	-	-	2	50
Dennysville, . . .	206	127	88	125	97	16.1	15.7	2	-	2	2	-	-	2	3	27	50	2	19 One.
East Machias, . . .	885	510	404	421	304	13.5	12.3	9	-	7	5	1	300	9	8	28	12	3	10 One.
Eastport, . . .	1,593	861	511	905	581	19.5	19.5	1	-	6	6	-	-	4	13	45	50	1	90 In part.
Edmunds, . . .	194	139	102	138	106	9.6	8.	6	-	5	3	-	-	2	5	20	50	2	50
Harrington, . . .	496	337	259	319	249	9.9	9.	9	2	9	6	-	-	4	12	25	00	2	61 One.
Jonesborough, . . .	203	128	93	-	-	10.2	-	6	3	5	-	-	-	1	3	22	00	2	44
Jonesport, . . .	525	322	275	250	200	17.2	10.4	11	-	7	5	-	-	3	14	30	00	3	00
Lubec, . . .	1,054	565	402	572	461	8.2	13.5	14	-	13	7	1	400	8	17	27	00	2	25
Machias, . . .	868	512	419	404	289	20.	10.	1	-	11	10	1	600	5	11	44	50	2	00 In part.
Marion, . . .	73	47	31	18	11	14.	8.	3	-	1	-	-	-	1	2	19	00	2	12
Machiasport, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marshfield, . . .	136	103	77	109	93	10.	7.	2	-	2	2	-	-	2	2	29	50	2	00 One,
Meddybemps, . . .	110	90	80	98	90	10.	12.	3	-	2	2	1	300	2	2	26	00	3	50
Milbridge, . . .	507	369	260	323	253	9.	9.3	11	3	10	-	1	125	6	13	24	50	1	75



## WASHINGTON COUNTY, (CONTINUED.)

TOWNS.	Graded schools.										Wages of female teachers per week, exclusive of board.			Wages of male teachers per month, exclusive of board.		
	No. of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.
Northfield, . . .	117	105	85	-	-	37.5	-	3	3	1	-	3	120	33	2	50
Pembroke, . . .	969	372	282	493	356	10.5	10.3	11	-	10	3	9	924	70	2	63
Perry, . . .	548	239	149	294	221	11.8	10.	12	-	11	-	5	626	00	2	25
Princeton, . . .	249	162	100	185	123	12.8	9.5	4	1	4	3	4	322	00	2	37
Robbinston, . . .	523	305	214	278	213	10.7	11.5	8	-	8	4	6	923	66	2	05
Steuben, . . .	487	454	324	40	30	12.5	12.	11	2	10	2	3	1222	00	2	79
Topsfield, . . .	184	92	75	88	72	14.	11.	4	-	3	2	2	420	00	1	75
Trescott, . . .	353	249	153	194	142	9.7	7.2	8	-	5	2	4	522	00	2	00
Wesley, . . .	155	92	77	88	69	7.3	8.8	5	-	4	-	3	318	00	2	08
Whiting, . . .	196	133	102	112	96	10.1	9.3	6	-	4	3	3	625	00	2	17
Whitneyville, . . .	230	275	182	173	107	16.1	23.2	1	-	1	1	1	330	00	3	12
PLANTATIONS.																
Codyville, . . .	30	26	22	-	-	16.	-	1	-	1	1	-	2	-	2	00
Danforth, . . .	126	84	-	-	-	22.	8.	3	-	2	1	1	220	00	3	00
Jackson Brook, . . .	34	25	-	-	-	12.	-	2	-	1	-	2	-	-	1	50
Tallmadge, . . .	41	31	23	21	15	24.	8.	2	-	1	-	1	222	00	3	25
Waite, . . .	38	15	9	26	19	12.	8.	1	-	1	-	1	122	00	1	87
No. 7, Range 2, . . .	41	26	9	20	12	12.	12.	2	-	1	1	-	3	-	1	50

Three.

No. 9, Range 4, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 14, . . .	83	64	-	-	-	12.	-	3	-	1	-	-	-	1	3	-	-	2 00
No. 21, . . .	36	18	12	-	-	12.	-	1	1	1	-	-	-	-	-	-	-	2 00

YORK COUNTY.

TOWNS.																			
Acton, . . .	455	178	127	348	281	9.3	10.5	12	-	12	4	-	-	9	820	61	2	32	
Alfred, . . .	567	229	166	306	228	9.1	11.7	10	-	9	4	-	-	7	1020	25	2	00	
Berwick, . . .	1,061	634	518	719	590	13.	9.4	17	-	17	9	2	900	12	1919	83	2	50	1 dist.
Biddeford, . . .	2,659	1,433	1,067	1,463	1,098	12.7	12.3	13	2	19	14	-	-	15	2235	00	2	75	In part.
Buxton, . . .	1,079	578	416	652	509	10.1	10.9	18	1	16	7	-	-	14	1719	20	2	37	
Cornish, . . .	416	181	143	247	188	8.5	9.8	13	-	12	2	1	5,000	6	1114	10	2	25	One.
Dayton, . . .	286	180	139	112	85	10.9	8.3	6	-	5	-	-	-	3	819	33	2	25	
Elliot, . . .	697	334	249	423	302	11.	11.8	8	-	8	2	-	-	7	923	00	2	50	
Hollis, . . .	704	422	303	444	340	9.5	10.2	14	-	14	4	-	-	12	1717	70	1	74	
Kennebunk, . . .	1,044	574	400	610	485	12.5	10.7	12	-	14	9	1	400	8	1125	30	2	05	2 dists.
Kennebunkport, . . .	1,016	626	450	389	290	18.	10.6	13	-	14	6	-	-	10	1224	79	2	25	In part.
Kittery, . . .	1,174	606	488	700	536	12.	12.	13	-	13	4	1	600	9	1626	00	2	50	Two.
Lebanon, . . .	837	469	357	538	388	9.	10.6	19	1	19	8	-	-	11	1319	93	2	46	
Limerick, . . .	517	248	195	386	294	11.1	11.2	10	-	10	7	1	400	9	916	20	1	95	One.
Limington, . . .	809	402	367	530	498	9.4	11.1	17	2	17	5	-	-	18	1516	29	1	87	
Lyman, . . .	571	311	248	345	258	10.9	10.3	12	-	11	6	-	-	9	918	37	2	04	
Newfield, . . .	534	288	224	327	264	10.4	9.9	10	1	10	4	1	450	9	1018	00	2	00	
North Berwick, . . .	532	365	272	399	273	8.9	8.8	17	2	13	11	1	400	8	1918	18	2	28	
Parsonfield, . . .	813	364	267	572	464	10.	11.	18	2	18	10	-	-	14	2014	00	2	05	
Saco, . . .	2,133	1,105	793	1,165	871	18.1	19.3	9	-	15	13	-	-	12	2128	00	2	75	In part.
Shapleigh, . . .	500	264	186	315	254	8.4	10.	12	1	12	4	-	-	11	1016	88	2	26	

## YORK COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	No. of male teachers.	No. of female teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Graded schools.		
																		One.		
Sanford, . . . . .	816	443	363	517	396	11.6	9.8	17	2	16	15	1	600	10	17	18	10	2	40	One.
South Berwick, . . . . .	977	488	330	490	324	12.	11.3	13	2	13	9	1	175	12	14	20	92	2	82	One.
Waterborough, . . . . .	835	373	297	581	443	10.8	9.3	14	—	13	3	—	—	12	16	18	00	1	95	
Wells, . . . . .	1,081	503	408	667	496	12.	11.	15	—	16	10	1	1,200	14	13	23	25	2	19	
York, . . . . .	1,102	529	391	673	435	12.6	12.5	15	—	15	9	—	—	10	13	21	72	2	75	

## SUMMARY OF TABLE I.

COUNTIES.														Graded schools.		Wages of female teachers per week, exclusive of board.	Wages of male teachers per month, exclusive of board.	No. of female teachers.	No. of male teachers.	Cost of school houses built last year.	No. of school houses built last year.	No. in good condition.	No. of school houses.	No. parts of districts.	No. of school districts.	Average length of winter schools in weeks.	Average length of summer schools in weeks.	Average No. attending winter schools.	Whole No. registered in winter schools.	Average No. attending summer schools.	Whole No. registered in summer schools.	Number of children in town between the ages of 4 and 21 years.
	Want of uniformity in the style of returns renders a summary of graded schools impracticable.																															
Androscoggin, . . .	10,248	5,690	4,429	6,841	5,491	10.3	10.6	187	21	188	105	3	1,500	152	227	21 86	1 94	Want of uniformity in the style of returns renders a summary of graded schools impracticable.	21 31	2 03												
Aroostook, . . . .	8,094	2,965	2,010	2,580	1,889	10.1	11.	172	13	98	31	9	2,325	53	123	16 71	1 98															
Cumberland, . . .	28,226	14,409	11,095	16,766	12,993	10.7	11.2	329	21	335	158	9	7,862	238	339	22 84	2 24															
Franklin, . . . . .	7,455	3,812	2,808	5,689	4,312	9.3	8.6	231	34	199	90	12	3,085	146	228	17 30	1 64															
Hancock, . . . . .	16,554	8,487	6,682	9,288	7,312	11.2	8.9	309	10	246	112	15	8,950	174	367	24 58	2 14															
Kennebec, . . . . .	21,391	12,205	9,236	13,802	10,845	10.9	10.9	355	15	379	204	7	2,000	261	421	21 40	2 06															
Knox, . . . . .	12,802	7,530	5,729	8,859	6,957	12.3	10.	157	25	164	73	4	6,950	141	168	24 16	2 04															
Lincoln, . . . . .	11,947	5,938	4,342	7,019	6,345	10.5	9.5	192	6	183	86	5	1,900	174	175	21 78	2 03															
Oxford, . . . . .	14,108	8,243	6,290	9,477	7,454	9.4	9.6	354	36	352	133	7	3,160	246	370	18 14	1 80															
Penobscot, . . . .	27,655	16,793	13,200	18,126	14,606	11.4	13.3	417	31	414	248	15	4,063	171	591	22 04	2 11															
Piscataquis, . . .	5,760	3,333	2,353	3,798	2,987	9.3	10.	152	5	131	56	3	925	74	165	19 48	1 91															
Sagadahoc, . . . .	8,400	4,632	3,573	5,129	4,105	11.2	11.2	97	2	114	62	3	1,040	95	138	24 06	2 14															
Somerset, . . . . .	14,577	9,084	6,355	10,868	7,880	9.4	10.1	354	65	324	146	4	650	224	406	18 83	1 93															
Waldo, . . . . .	15,570	9,219	6,990	10,709	8,984	10.3	10.3	251	38	240	102	6	2,325	221	284	22 24	1 85															
Washington, . . . .	17,274	10,147	8,703	8,887	6,649	12.6	11.1	242	49	228	104	8	2,075	135	270	25 06	2 33															
York, . . . . .	23,215	12,137	9,164	13,918	9,590	11.6	10.8	347	16	351	179	11	10,325	271	360	20 46	2 27															
In all the Counties,	243,376	134,624	102,959	141,747	118,399	10.6	10.4	4,146	387	3,946	1,889	121	59,135	2,776	4,632	21 31	2 03															

NOTE.—Where the whole number of scholars in town has been given in the above returns, and not the numbers in attendance, the latter numbers have been supplied, *in this summary*, approximately, from previous returns.

TABLE II.

Showing the valuation and population of the several towns for 1850 and 1860, and the amount of school money raised by taxation or derived from other sources.

## ANDROSCOGGIN COUNTY.

TOWNS.	Population in 1850.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Auburn, .	2,840	4,023	400,605	923,077	2,500 00	796 00	1 88	455 53	—	—	91 50	90 00
Danville, .	1,636	1,336	322,715	301,003	1,000 00	18 40	2 04	170 49	—	—	—	45 00
Durham, .	1,894	1,623	376,358	459,376	1,150 00	13 60	1 70	235 90	—	200 00	—	40 75
East Livermore,	892	1,029	150,035	301,703	532 20	—3 00	1 75	103 56	60 06	50 00	20 00	29 00
Greene, .	1,347	1,225	220,908	338,402	808 20	—	1 71	157 51	119 66	17 00	151 00	36 00
Leeds, .	1,652	1,390	225,330	333,035	1,000 00	8 80	2 04	164 79	—	—	—	43 75
Lewiston, .	3,584	7,424	580,420	2,426,374	4,000 00	1,849 60	1 83	640 33	—	—	40 00	143 00
Lisbon, .	1,495	1,377	263,167	404,016	900 00	3 00	1 86	163 17	—	60 00	40 00	25 00
Livermore, .	1,764	1,596	271,633	430,779	1,075 00	16 60	1 86	204 62	105 00	250 00	140 00	50 33
Minot, .	1,734	1,799	297,184	546,581	1,050 00	9 60	1 71	213 64	—	75 00	25 00	31 00
Poland, .	2,660	2,787	318,168	517,671	1,600 00	4 00	1 48	346 27	—	35 00	63 00	62 00
Turner, .	2,537	2,682	418,832	748,218	1,522 50	30 1 88	325 66	200 00	252 00	42 00	63 50	
Wales, .	612	602	111,632	188,642	450 00	82 80	2 05	52 99	—	—	210 00	14 00
Webster, .	1,110	890	194,439	312,015	666 66	66 2 20	103 30	—	—	—	70 00	30 00

AROOSTOOK COUNTY.

Amity, . . .	356	302	14,349	28,884	200 00	-13 60	1 36	46 29	-	-	-	11 50
Ashland, . .	354	606	-	68,830	-	-	-	-	-	-	-	-
Bridgewater, .	143	491	-	44,372	300 00	-	1 60	61 60	11 20	-	50 00	10 80
Fort Fairfield, .	401	914	-	75,975	400 00	150 00	1 02	127 54	-	-	100 00	7 00
Hodgdon, . .	862	963	61,734	118,467	500 00	-17 20	1 87	134 00	50 00	-	49 00	26 50
Houlton, . .	1,453	2,035	141,599	240,000	900 00	29 00	1 08	277 05	-	40 00	-	25 00
Linneus, . .	561	785	25,199	77,270	400 00	-536 60	1 13	119 21	-	-	18 00	9 00
Littleton, . .	255	543	-	53,932	204 00	51 00	1 28	95 40	42 00	-	42 00	7 00
Lyndon, . . .	-	284	-	26,264	125 00	-	1 00	69 94	-	44 00	40 00	-
Masardis, . .	122	190	10,209	19,801	75 00	-1 80	1 25	17 32	-	-	-	-
Maysville, . .	361	665	-	57,952	315 00	15 00	1 04	80 00	-	-	-	5 00
Monticello, . .	227	483	16,518	54,369	175 00	38 40	1 00	51 60	20 74	-	-	12 00
New Limerick, .	160	226	13,383	26,712	100 00	4 00	1 00	38 29	46 72	-	-	7 60
Orient, . . .	217	233	-	17,712	100 00	24 20	1 23	34 37	-	-	-	6 00
Presque Isle, .	288	-	-	79,874	500 00	100 00	2 00	72 58	-	-	30 00	10 50
Smyrna, . . .	172	165	8,121	24,793	-	-	-	-	-	-	-	-
Weston, . . .	293	394	28,140	42,230	275 00	99 20	1 58	73 59	52 87	-	-	-
PLANTATIONS.												
Bancroft, . .	157	304	-	23,810	125 00	30 80	1 31	125 00	-	-	-	10 00
Barker, . . .	-	43	-	-	25 00	5 00	-	-	-	-	-	-
Belfast Ac. Gt., .	259	287	-	24,549	155 00	- 40	1 42	34 96	29 40	-	44 00	21 58
Crystal, . . .	175	249	-	-	150 00	45 00	2 18	25 00	-	-	-	-
Dion, . . . .	-	1,032	-	-	-	-	-	-	-	5 00	29 50	3 10
Dyer Brook, . .	-	64	-	-	-	-	-	-	-	-	-	-
Dayton, . . .	-	-	-	-	-	-29 40	-	-	-	-	-	-
Eaton, . . . .	188	320	-	-	100 00	-12 80	74	68 00	-	-	-	-
Fremont, . . .	-	338	-	-	100 00	-	98	-	-	-	-	10 00
Forestville, . .	-	179	-	-	-	-	-	-	-	-	-	-

AROOSTOOK COUNTY, (CONTINUED.)

PLANTATIONS.	Population in 1850.	Population of 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency marked—.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Grant Isle, .	—	545	—	—	135 00	—	60	—	—	—	—	—
Haynesville, .	96	169	—	—	66 75	9 15	75	11 00	30 00	—	—	—
Island Falls, .	—	132	—	—	24 00	—	56	12 00	—	—	—	—
Leavitt, .	37	—	—	—	—	—	—	11 32	—	—	—	—
Letter B, R. 1,	—	386	—	—	150 00	—	95	—	—	24 00	38 00	—
Limestone, .	—	161	—	—	60 00	—	1 07	12 00	—	—	18 00	—
Macwahoc, .	—	202	—	—	160 00	—5 60	1 52	30 30	—	—	—	—
Golden Ridge,	194	486	—	—	—	—116 41	—	57 56	—	16 00	74 00	—
Madawaska, .	1,278	585	—	—	—	—766 80	—	—	—	66 00	—	1 50
Reed, .	—	72	—	—	—	—45 60	—	—	—	—	—	—
Fort Kent, .	—	679	—	—	—	—	—	—	—	250 00	—	—
No. 11, R. 1,	106	174	—	—	—	—	—	—	—	—	—	—
No. 9, R. 6, .	—	127	—	—	40 00	4 60	1 11	10 02	—	—	168 00	—
Salmon Brook,	176	318	—	—	175 20	69 60	1 31	36 27	—	—	12 00	5 50
Sarsfield, .	—	473	—	—	—	—	33	15 71	—	—	—	—
Van Buren, .	1,050	616	—	—	150 00	—480 00	51	—	—	100 00	—	—
Other places no school returns.												

CUMBERLAND COUNTY.

Towns.												
Baldwin,	1,100	1,227	156,238	212,918	660 00	1 50	146 19	71 57	75 00	59 00	19 00	
Bridgton,	2,710	2,558	472,161	703,223	1,700 00	74 00	1 65	329 33	55 18	25 00	40 00	65 25
Brunswick,	4,976	4,723	1,107,822	1,761,904	3,500 00	515 00	1 96	605 71	-	300 00	600 00	89 00
Cape Elizabeth,	2,082	3,281	256,287	757,632	2,000 00	750 80	1 78	376 28	-	100 00	-	52 00
Casco,	1,045	1,115	152,314	212,695	630 00	3 00	1 40	149 00	120 00	-	-	20 00
Cumberland,	1,656	1,713	326,815	455,540	1,003 60	10 00	1 60	220 77	88 79	100 00	-	40 00
Falmouth,	2,164	1,935	401,273	621,978	1,298 40	-	1 88	224 43	-	118 00	-	74 00
Freeport,	2,629	2,795	563,146	821,460	1,800 00	222 60	1 79	341 31	-	143 00	120 00	68 75
Gorham,	3,088	3,253	684,732	1,086,704	2,000 00	148 00	1 83	435 55	-	180 00	27 50	72 50
Gray,	1,788	1,768	238,092	360,080	1,200 00	127 20	1 67	228 00	-	100 00	-	35 00
Harpwell,	1,535	1,603	314,941	446,281	925 00	4 00	1 55	190 80	-	30 00	200 00	30 25
Harrison,	1,416	1,252	229,816	241,072	900 00	50 40	1 93	158 07	44 00	-	-	39 90
Naples,	1,025	1,218	135,976	233,327	700 00	85 00	1 34	177 48	-	60 00	100 00	25 00
New Gloucester,	1,848	1,654	395,501	665,946	1,110 00	1 20	1 83	210 22	222 00	100 00	-	35 50
N. Yarmouth,	1,221	1,076	327,670	454,776	700 00	-32 60	1 73	141 52	217 66	-	-	21 00
Otisfield,	1,171	1,201	211,185	255,904	720 00	17 40	1 69	143 86	140 14	15 00	-	25 00
Portland,	20,819	-	7,311,561	21,866,000	25,992 82	2,582 82	2 70	3057 18	-	5000 00	-	375 00
Pownal,	1,074	1,053	241,550	345,889	644 40	-	1 48	140 53	-	-	96 00	23 50
Raymond,	1,142	1,229	126,901	167,260	700 00	14 80	1 38	172 15	130 64	25 00	-	30 00
Scarborough,	1,837	1,811	386,549	537,478	1,300 00	197 80	1 73	236 42	-	-	-	70 00
Sebago,	850	958	70,162	149,623	510 00	-	1 30	169 50	-	-	20 00	11 00
Standish,	2,290	2,067	329,206	451,689	1,375 00	1 00	1 65	259 40	93 60	27 00	19 00	67 00
Westbrook,	4,852	5,114	1,201,922	1,834,050	3,500 00	588 80	1 96	592 32	120 00	60 00	-	97 00
Windham,	2,380	2,635	407,708	786,758	1,450 00	22 00	1 44	329 33	146 40	125 00	53 65	77 88
Yarmouth,	2,144	2,028	727,527	930,841	1,286 40	-	1 84	237 19	-	-	25 00	40 50



## FRANKLIN COUNTY.

TOWNS.	Population in 1850.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Avon, . . .	778	802	80,677	129,977	466 80	—	1 47	100 47	—	—	60 00	16 50
Carthage, . .	420	502	42,142	63,557	252 00	—	1 56	51 00	—	—	—	8 50
Chesterville, .	1,142	1,313	140,612	236,446	685 20	—	1 78	139 00	36 66	—	51 00	32 50
Farmington, .	2,725	3,106	597,064	998,814	1,650 00	15 00	1 61	341 15	86 96	50 00	35 50	77 75
Freeman, . .	762	666	73,637	129,137	460 00	2 80	1 75	99 90	72 10	—	25 00	24 00
Industry, . .	1,041	827	130,845	180,096	540 00	—84 60	1 80	116 32	6 00	—	60 00	20 12
Jay, . . .	1,733	1,686	220,551	367,722	1,040 00	—	20 2 08	212 78	78 72	150 00	50 00	43 50
Kingfield, . .	662	671	73,273	99,451	400 00	2 80	1 61	78 93	57 84	—	—	10 00
Madrid, . . .	404	491	23,964	44,821	242 00	—40	1 19	64 27	31 48	—	—	16 26
New Sharon, .	1,732	1,731	310,226	427,866	920 50	—118 70	1 44	220 00	50 00	100 00	110 00	35 50
New Vineyard,	635	864	65,538	143,387	488 00	107 00	1 72	109 76	12 00	50 00	90 00	25 00
Phillips, . .	1,673	1,699	208,745	323,701	1,000 00	—3 80	1 54	282 78	—	10 00	—	46 00
Rangely, . .	43	238	4,800	43,579	150 00	—	1 50	30 00	24 00	—	22 00	5 00
Salem, . . .	454	396	60,029	71,715	273 00	60	1 58	53 00	—	—	18 00	13 75
Strong, . . .	1,008	714	169,091	152,959	408 00	—196 80	1 40	95 00	70 60	22 00	120 00	16 00
Temple, . . .	785	726	72,550	113,509	461 00	—10 00	1 65	26 26	—	—	—	14 00
Weld, . . .	995	1,035	92,232	176,847	600 00	3 00	1 52	147 19	60 00	—	25 00	29 50
Wilton, . . .	1,909	1,920	320,566	477,543	1,188 60	43 20	1 83	—	128 94	400 00	—	61 00

PLANTATIONS.												
Eustis, . . . . .	-	306	-	-	75 00	-25 00	62	34 96	-	-	15 00	4 50
Letter E, . . . . .	126	108	6,000	13,066	76 00	40	1 58	13 50	-	-	8 00	1 75
Perkins, . . . . .	-	118	-	-	72 00	32 00	1 64	14 86	-	-	-	-
Rangely, . . . . .	-	46	-	5,000	37 80	37 80	1 05	-	6 00	6 00	-	1 00
Sandy River, No. 1, . . . . .	-	176	-	-	100 00	-	1 23	25 53	-	-	-	1 00
No. 2, . . . . .	-	90	-	-	-	-	-	-	-	-	-	-
No. 3, . . . . .	-	39	-	-	-	-	-	-	-	-	-	-
No. 3, . . . . .	-	25	-	10,000	-	-	-	-	-	-	-	-
No. 4, . . . . .	139	93	3,920	9,000	-	-	-	-	-	-	-	-
No. 6. . . . .	74	57	2,000	4,800	-	-	-	-	-	-	-	-

HANCOCK COUNTY.

TOWNS.												
Amherst, . . . . .	323	384	43,962	50,046	250 00	56 20	1 63	51 27	81 43	-	-	6 00
Aurora, . . . . .	217	277	33,672	40,272	260 00	69 80	1 80	32 97	75 00	-	-	3 00
Bluehill, . . . . .	1,939	1,994	350,221	358,176	1,165 00	1 60	1 44	272 10	100 00	30 00	24 00	45 00
Brooklyn, . . . . .	1,002	1,043	77,832	136,436	700 00	98 80	1 45	135 20	35 00	60 00	-	14 00
Brooksville, . . . . .	1,333	1,428	165,901	198,998	800 00	20 1 37	203 12	-	-	-	-	26 34
Bucksport, . . . . .	3,381	3,554	626,338	975,137	3,000 00	971 40	2 06	484 54	75 00	300 00	25 00	149 00
Castine, . . . . .	1,260	1,357	597,360	764,571	2,500 00	1,744 00	4 74	184 50	68 00	120 00	-	-
Cranberry Isles, Deer Isle, . . . . .	283	347	38,759	53,710	169 80	-	1 10	49 95	-	-	9 50	3 50
Dedham, . . . . .	3,037	3,592	227,042	362,520	1,823 00	-80	1 10	-	-	-	-	-
Eastbrook, . . . . .	546	495	54,094	94,388	350 00	22 40	2 55	-	-	-	-	17 50
Eden, . . . . .	212	221	32,811	29,354	150 00	22 80	1 90	-	-	-	7 00	2 50
	1,127	1,247	103,809	158,464	680 00	3 80	1 28	176 48	79 54	-	241 00	10 00



Hog Island, .	-	8	500	350	-	-	-	-	-	-	-	-
Long Island, .	152	188	3,500	4,500	190 00	-	65	-	100 00	-	50 00	-
Swan Island,	423	492	17,898	21,829	275 00	21 20	1 18	73 26	-	12 80	80 00	12 00
Wetmore Isle,	405	399	56,595	44,143	-	-	-	-	-	-	-	1 25
No. 7, .	109	114	13,132	-	60 00	60 00	1 32	15 98	-	-	-	-
No. 10, .	20	33	8,000	6,000	-	-	-	-	-	-	-	-
No. 21, Middle Division, .	26	54	8,000	10,000	30 00	-	1 25	8 42	-	-	-	-
No. 33, Middle Division, .	51	96	26,000	18,000	17 00	-	50	9 00	-	-	26 00	-

KENNEBEC COUNTY.

Towns.												
Albion, .	1,604	1,554	228,597	304,850	1,000 00	37 60	1 69	217 00	-	100 00	150 00	45 00
Augusta, .	8,227	7,609	2,080,712	2,460,004	7,420 00	2,483 80	2 61	932 37	2500 00	500 00	50 00	260 00
Belgrade, .	1,722	1,592	304,943	341,044	1,034 00	-	80 1 74	216 69	-	15 00	22 00	52 00
Benton, .	1,189	1,183	149,922	175,526	800 00	86 60	1 60	167 49	-	185 00	-	18 00
Chelsea, .	-	1,024	146,869	181,550	750 00	92 40	1 88	137 20	-	-	-	31 26
China, .	2,769	2,720	456,635	555,976	1,725 00	63 60	1 23	-	-	-	25 00	40 00
Clinton, .	1,743	1,803	194,676	270,141	1,067 00	21 20	1 35	258 92	-	60 00	39 30	30 00
Farmingdale,	-	896	254,127	333,359	700 00	100 00	2 15	121 54	-	-	-	17 00
Fayette, .	1,085	910	194,777	222,583	660 00	9 00	2 23	114 55	-	-	-	27 90
Gardiner, .	6,486	4,477	1,237,649	1,723,561	3,400 00	264 40	2 06	574 44	-	-	-	100 00
Hallowell, .	4,769	2,435	882,294	1,085,742	2,200 00	279 40	2 64	271 72	-	200 00	-	61 00
Litchfield, .	2,100	1,704	330,308	475,149	1,100 00	160 00	1 78	216 44	-	-	-	30 50

KENNEBEC COUNTY, (CONTINUED.)

TOWNS.	Population in 1853.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1850.	Excess above requirement of law; delinquency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Manchester, .	—	813	239,502	295,792	700 00	205 00	2 60	86 91	—	—	—	21 96
Monmouth, .	1,925	1,854	356,882	501,989	1,155 00	—	1 81	200 45	—	—	10 00	48 34
Mt. Vernon, .	1,479	1,470	239,054	315,186	837 40	—	1 73	179 14	—	75 00	22 00	34 00
Pittston, .	2,823	2,619	593,319	619,711	1,700 00	6 20	1 65	353 64	—	—	—	92 50
Readfield, .	1,985	1,510	387,034	505,807	1,200 00	109 80	2 31	180 81	—	—	10 50	42 00
Rome, .	830	864	79,097	128,417	500 00	2 00	1 30	126 54	—	20 00	—	12 00
Sidney, .	1,955	1,784	458,556	508,912	1,500 00	327 00	2 01	—	—	—	—	45 00
Vassalborough,	3,099	3,181	641,288	737,920	1,900 00	40 60	1 65	425 00	—	—	—	104 00
Vienna, .	851	878	126,125	151,024	510 60	—	1 42	118 55	—	50 00	40 00	24 50
Waterville, .	3,965	4,392	1,018,362	1,348,330	2,500 00	121 00	1 55	561 75	—	300 00	150 00	75 00
Wayne, .	1,367	1,194	233,339	256,032	820 20	—	1 71	150 85	—	50 00	48 00	39 00
West Gardiner,	—	1,296	201,880	298,496	800 00	44 00	1 40	184 80	—	—	—	30 50
Windsor, .	1,793	1,548	260,427	274,001	1,080 00	4 20	1 72	260 00	—	—	—	32 00
Winslow, .	1,796	1,739	342,552	409,712	1,100 00	22 40	1 55	235 42	—	30 00	63 00	64 54
Winthrop, .	2,154	2,338	490,151	769,018	1,292 40	—	1 66	260 73	170 24	500 00	50 00	42 00
Clinton Gore,	195	219	6,722	13,135	150 00	33 00	1 77	-29 00	—	—	—	4 50
Unity plant.,	—	51	8,181	10,388	40 00	26 00	1 91	8 32	—	—	4 50	—

KNOX COUNTY.

Appleton, .	1,127	1,573	206,691	253,347	860 00	183 80	1 67	215 11	-	25 00	-	24 00
Camden, .	4,005	4,588	602,804	1,062,228	2,600 00	197 00	1 30	734 50	100 00	200 00	75 00	73 00
Cushing, .	805	796	90,688	103,547	483 00	-	1 61	88 20	-	-	58 50	17 47
Friendship, .	652	770	70,181	123,506	396 00	-	1 48	91 02	-	10 00	156 00	12 00
Hope, .	1,110	1,065	159,342	241,094	675 00	9 00	1 50	146 52	-	25 00	16 00	16 00
North Haven,	806	951	82,550	146,446	500 00	16 40	1 30	224 21	-	29 50	8 00	14 00
Rockland, .	5,052	7,317	1,036,599	2,614,861	4,000 00	968 80	1 45	858 44	-	400 00	-	100 00
S. Thomaston,	1,420	1,615	285,300	343,462	900 00	48 00	1 36	210 00	-	1 50	-	25 00
St. George, .	2,217	2,716	233,820	343,152	1,330 20	-	1 18	364 29	-	-	279 25	31 00
Thomaston, .	2,723	3,620	740,576	2,053,573	2,500 00	826 20	2 63	425 20	-	-	-	100 00
Union, .	1,974	1,958	341,621	510,737	1,184 40	-	1 65	241 41	-	-	-	35 00
Vinalhaven, .	1,252	1,667	103,921	198,803	752 00	80	1 15	209 45	-	93 00	49 00	17 00
Warren, .	2,428	2,321	777,730	909,254	1,460 00	3 20	1 57	301 69	200 00	47 00	300 00	50 00
Washington,	1,756	1,662	143,560	270,616	1,060 58	6 98	1 50	233 00	-	75 00	-	34 75
Matinicus Isle,	220	276	20,000	17,539	132 00	-	1 28	32 97	-	-	-	3 00
Muscle Ridge,	56	183	-	20,659	33 60	-	61	23 98	-	-	167 43	-

LINCOLN COUNTY.

TOWNS.	Population in 1850.	Population of 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Alna, . . .	916	807	182,679	223,310	500 00	—49 60	1 69	93 91	—	—	—	21 50
Boothbay, . .	2,504	2,857	239,067	403,933	1,502 40	—	1 68	370 95	—	200 00	150 00	45 25
Bremen, . . .	891	908	107,595	122,966	534 60	—	1 58	102 50	—	—	116 50	18 00
Bristol, . . .	2,910	3,010	251,075	422,580	1,750 00	4 00	1 30	441 55	—	100 00	532 00	79 00
Damariscotta, .	1,328	1,366	377,242	601,198	1,000 00	203 20	1 70	193 46	—	—	—	59 00
Dresden, . . .	1,419	1,248	270,613	328,474	855 00	3 60	1 52	195 00	—	—	—	28 00
Edgecomb, . .	1,231	1,112	167,730	179,225	738 60	—	1 54	166 82	—	—	—	22 00
Jefferson, . .	2,223	2,122	298,677	404,908	1,333 80	—	1 49	294 69	—	35 00	60 00	54 00
Newcastle, . .	2,012	1,792	392,503	648,991	1,207 20	—	1 64	—	—	—	—	75 00
Nobleborough, .	1,408	1,437	234,312	261,745	844 80	—	1 42	203 00	—	25 00	42 00	37 50
Somerville, . .	552	606	33,504	65,047	321 86	—9 34	1 29	80 08	—	—	10 00	15 62
Southport, . .	543	708	37,126	130,455	350 00	24 20	1 62	87 00	—	25 00	—	14 00
Waldoborough, .	4,199	4,569	941,088	1,010,447	2,700 00	180 60	1 40	630 00	—	—	—	120 00
Westport, . . .	761	798	101,511	150,664	466 00	10 00	1 31	114 02	—	200 00	—	16 00
Whitefield, . .	2,160	1,883	278,160	392,809	1,400 00	104 00	1 72	269 72	—	—	50 00	63 35
Wiscasset, . .	2,343	2,318	605,096	806,749	1,350 00	—55 80	1 62	258 40	—	—	—	50 00
Monhegan Isle, .	103	195	3,506	23,740	50 00	—11 80	89	—	—	—	—	—

OXFORD COUNTY.

Albany, . . . . .	757	853	71,843	140,847	450 00	1 80	1 29	101 00	36 00	-	2 50	20 00
Andover, . . . . .	710	748	75,390	91,153	426 00	-	1 50	92 90	19 90	60 00	108 50	26 00
Bethel, . . . . .	2,253	2,523	266,498	580,330	1,351 80	-	1 80	315 00	36 00	-	278 25	70 53
Brownfield, . . . . .	1,320	1,398	159,636	237,713	792 00	-	1 35	192 00	115 00	125 00	-	17 62
Buckfield, . . . . .	1,657	1,705	259,924	504,794	1,020 00	25 80	1 87	213 75	-	100 00	-	55 00
Byron, . . . . .	-	323	-	-	-	-	-	-	-	-	-	-
Canton, . . . . .	926	1,025	142,735	221,361	580 00	24 40	1 49	133 53	61 28	150 00	20 00	23 30
Denmark, . . . . .	1,203	1,171	170,710	200,566	800 00	78 20	1 60	156 50	32 80	125 00	-	23 00
Dixfield, . . . . .	1,180	1,181	153,729	219,664	600 00	-108 00	1 24	157 18	59 78	-	-	25 00
Fryeburg, . . . . .	1,524	1,625	279,088	550,593	1,000 00	-85 60	1 81	220 77	82 83	-	-	58 40
Gilead, . . . . .	359	347	47,622	63,484	220 00	4 60	1 44	48 95	15 00	10 00	60 00	15 00
Grafton, . . . . .	108	111	7,000	23,298	65 00	20 1 97	-	-	-	-	-	-
Greenwood, . . . . .	1,118	878	53,000	119,410	671 00	20 1 76	135 50	-	4 00	37 75	23 25	23 25
Hanover, . . . . .	366	257	38,212	45,702	160 00	-59 60	1 40	40 63	-	36 00	54 00	7 00
Hartford, . . . . .	1,293	1,155	169,665	259,913	708 00	-67 80	1 68	153 00	23 84	-	116 00	36 50
Hebron, . . . . .	839	895	118,567	218,566	505 00	1 60	1 63	109 56	-	-	10 00	23 00
Hiram, . . . . .	1,210	1,283	160,713	240,158	726 00	-	-	173 48	-	50 00	6 00	13 75
Lovel, . . . . .	1,196	1,339	163,722	272,854	750 00	30 40	1 26	197 00	200 00	-	-	47 00
Mason, . . . . .	93	136	12,022	21,847	80 00	24 20	1 45	18 98	-	-	-	2 00
Mexico, . . . . .	481	671	57,480	84,722	300 00	11 40	1 29	68 60	39 85	-	-	10 50
Newry, . . . . .	459	474	48,564	87,638	276 00	1 60	1 58	55 27	50 00	75 00	100 00	14 00
Norway, . . . . .	1,962	1,982	326,473	540,355	1,400 00	222 80	1 74	272 05	13 70	125 00	35 90	54 00
Oxford, . . . . .	1,223	1,282	183,800	305,268	800 00	60 20	1 66	-	-	-	53 50	40 80
Paris, . . . . .	2,883	2,828	481,259	803,564	1,800 00	70 20	1 76	354 63	225 00	60 00	30 00	65 00
Peru, . . . . .	1,109	1,121	103,798	199,676	700 00	34 60	1 39	167 16	34 00	156 00	-	28 50
Porter, . . . . .	1,208	1,240	165,198	186,204	725 00	20 1 50	165 00	100 00	175 00	-	-	22 75
Roxbury, . . . . .	246	211	15,929	43,045	175 00	27 40	2 00	29 30	-	-	35 67	7 00
Rumford, . . . . .	1,375	1,375	184,692	285,018	825 00	-	1 90	200 00	195 00	200 00	-	-



OXFORD COUNTY, (CONTINUED.)

TOWNS.	Population in 1850.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Stow, . . .	407	551	47,881	73,469	300 00	55 80	1 26	69 19	—	8 00	19 00	11 50
Stoneham, . .	483	463	25,390	50,045	300 00	10 20	1 47	72 27	—	—	—	22 67
Sumner, . . .	1,151	1,154	168,070	251,329	700 00	9 40	1 63	142 52	10 10	225 00	88 00	30 00
Sweden, . . .	698	728	124,268	195,120	500 00	81 20	1 72	92 70	107 95	—	—	35 00
Waterford, . .	1,448	1,407	263,096	351,189	900 00	31 20	1 83	163 07	65 15	325 00	80 00	38 50
Woodstock, . .	1,012	1,025	80,524	169,902	650 00	42 80	1 62	162 17	—	100 00	20 00	23 00
PLANTATIONS.												
Andover, N. Sur.	81	66	3,000	3,800	4 00	—44 60	—	11 00	—	—	28 00	—
Franklin, . . .	188	335	6,584	26,420	125 00	12 20	94	40 00	—	2 50	—	3 50
Fryeburg Ac. gt.	64	38	3,000	—	20 00	—18 40	2 50	—	—	—	1 75	—
Hamlin's Grant,	108	79	5,560	17,680	65 00	—	20 32	—	—	—	—	1 00
Upton, . . .	—	219	—	34,308	150 00	—	1 12	31 62	—	—	—	—
Milton, . . .	166	271	10,220	28,222	150 00	51 40	1 62	31 97	—	—	30 00	5 00
Other places no school returns.												

PENOBSCOT COUNTY.

TOWNS.													
Alton, .	252	531	13,346	58,184	300 00	148 80	1 30	69 26	40 00	-	-	-	24 37
Argyle, .	338	380	22,573	38,718	253 88	51 08	1 70	50 95	-	-	-	-	-
Bangor, .	14,432	16,408	3,899,218	6,015,601	15,600 00	6,940 20	2 96	1737 88	-	500 00	-	-	900 00
Bradford, .	1,296	1,558	85,488	636,107	800 00	22 20	67	225 43	92 49	60 00	-	-	37 00
Bradley, .	796	844	99,979	116,300	480 00	2 20	98	114 67	-	-	-	-	13 00
Brewer, .	2,628	2,836	363,316	562,499	1,350 00	226 80	1 35	315 01	49 87	150 00	-	-	55 00
Burlington, .	481	579	28,500	64,734	300 00	11 40	1 15	83 58	224 00	-	-	-	16 50
Carmel, .	1,228	1,273	107,228	188,235	750 00	13 20	1 99	182 81	96 00	50 00	25 00	-	32 00
Carroll, .	401	470	21,229	54,513	300 00	59 40	1 54	61 60	45 43	-	28 50	-	15 00
Charleston, .	1,283	1,430	142,977	213,465	800 00	30 20	1 47	183 14	119 04	100 00	-	-	27 00
Chester, .	339	318	12,793	27,902	300 00	86 60	2 00	52 28	-	-	-	-	20 00
Clifton, .	306	307	19,295	36,529	300 00	116 40	2 25	43 96	32 00	-	-	-	8 75
Corinna, .	1,550	1,599	165,292	233,711	850 00	80 00	1 23	229 09	75 00	-	40 00	-	52 50
Corinth, .	1,600	1,789	199,964	313,870	960 00	-	1 26	251 40	63 00	100 00	-	-	32 00
Dexter, .	1,948	2,365	267,561	465,023	1,300 00	131 20	1 49	286 37	124 50	200 00	-	-	97 00
Dixmont, .	1,605	1,442	219,612	227,741	1,000 00	37 30	1 67	214 77	156 00	103 00	-	-	31 00
Eddington, .	696	856	101,283	123,704	600 00	82 40	1 76	108 56	-	-	31 00	-	15 50
Edinburg, .	93	48	11,307	13,713	75 00	24 20	1 58	9 00	188 00	-	-	-	4 00
Enfield, .	396	526	27,163	47,886	250 00	12 40	1 24	58 27	15 42	40 00	-	-	14 25
Etna, .	802	850	50,975	102,913	500 00	18 80	1 32	114 00	45 00	-	-	-	-
Exeter, .	1,853	1,784	242,197	303,839	1,200 00	88 20	48	223 30	263 20	-	-	-	45 00
Garland, .	1,247	1,498	132,004	212,531	800 00	41 80	1 30	207 78	90 42	150 00	-	-	33 00
Greenburn, .	905	741	86,821	115,453	500 00	-	43 00	2 42	112 89	170 00	-	5 00	29 00
Greenbush, .	457	656	22,096	62,813	309 00	34 80	1 00	101 23	30 00	-	-	-	5 00
Greenfield, .	305	359	37,486	41,061	200 00	17 00	1 35	48 62	114 00	-	-	-	9 50
Hampden, .	3,195	3,085	423,441	587,718	2,000 00	83 00	1 47	448 21	-	200 00	-	-	18 00
Hermon, .	1,374	1,432	129,069	197,120	824 40	-	1 47	187 47	-	100 00	25 00	-	28 00

PENOBSCOT COUNTY, (CONTINUED.)

TOWNS.	Population in 1850.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Holden, .	—	804	119,993	168,938	550 00	—	1 68	109 89	42 07	—	125 00	—
Howland, .	214	174	24,114	34,629	200 00	71 60	2 50	27 64	—	—	—	—
Hudson, .	717	772	41,296	70,360	420 00	—10 20	1 12	122 54	138 76	—	—	20 00
Kenduskeag, .	—	816	—	119,744	510 00	—	1 33	125 54	51 91	—	11 50	25 00
Lagrange, .	482	690	38,300	95,835	350 00	60 80	2 78	97 57	108 70	—	—	8 95
Lee, .	917	937	68,151	100,353	555 00	4 80	1 42	137 82	—	—	7 00	36 00
Levant, .	1,842	1,301	169,397	184,851	680 00	—425 20	1 17	182 81	55 71	75 00	—	26 75
Lincoln, .	1,358	1,631	126,663	290,455	850 00	35 20	1 24	194 10	180 40	25 00	8 00	50 00
Lowell, .	378	557	19,609	64,383	225 50	—1 30	1 08	70 72	20 80	—	12 00	10 00
Maxfield, .	186	162	8,784	17,568	100 00	—11 60	1 78	17 69	—	—	—	2 50
Milford, .	687	744	128,876	151,241	400 00	—12 20	1 58	82 83	180 00	—	—	19 00
Newburg, .	1,399	1,365	115,354	170,483	1,000 00	160 60	1 85	184 47	—	—	—	17 00
Newport, .	1,212	1,403	195,203	250,534	730 00	2 80	1 98	177 81	—	—	—	30 00
Oldtown, .	3,087	3,860	336,995	556,903	2,000 00	141 80	1 42	435 55	—	325 00	—	137 30
Orono, .	2,785	2,554	259,930	343,069	1,700 00	29 00	2 12	261 39	—	—	—	65 00
Orrington, .	1,851	1,948	256,605	355,442	1,200 00	89 40	1 56	257 40	69 42	179 50	46 00	45 75
Passadumkeag,	294	360	20,066	26,011	300 00	123 60	2 08	47 29	4 48	—	2 00	13 50
Patten, .	470	639	46,447	126,711	300 00	18 00	1 10	158 02	70 00	75 00	—	15 00

Plymouth, .	925	989	80,272	143,875	600 00	45 00	1 47	141 52	42 00	16 00	10 00	6 00
Prentiss, .	-	226	-	27,165	-	-	-	-	-	-	-	-
Springfield, .	583	854	29,422	84,228	350 00	20	98	114 88	48 00	-	6 00	-
Stetson, .	885	913	78,987	166,127	550 00	19 00	1 50	121 00	135 00	-	25 00	20 00
Veazie, .	-	891	-	139,992	400 00	-	1 39	92 24	-	-	-	14 25
Winn, .	-	253	-	25,057	150 00	-	1 22	37 00	58 00	-	-	-
PLANTATIONS.												
Drew, .	-	-	-	-	46 20	-	1 59	-	-	27 50	-	-
Mattawamkeag,	-	280	-	25,000	115 80	-	1 15	30 64	-	-	71 80	-
Medway, .	-	-	-	-	168 00	-	1 33	-	-	-	31 00	4 00
Pattagampus,	-	105	-	-	-	-	-	13 65	-	-	30 00	-
Webster, .	29	-	8,000	-	35 00	7 80	1 40	117 29	-	-	-	-
Other places no school returns.												

### PISCATAQUIS COUNTY.

TOWNS.												
Abbot, .	747	797	65,351	113,902	450 00	1 80	1 39	110 56	56 94	-	-	15 50
Atkinson, .	895	897	111,181	133,166	550 00	17 00	1 40	130 50	118 00	95 00	-	25 00
Barnard, .	181	172	14,844	14,869	100 08	-8 52	1 46	28 30	-	-	-	3 00
Bowerbank, .	173	101	17,376	10,446	103 80	-	2 02	17 31	-	-	-	2 00
Blanchard, .	192	164	17,130	23,292	70 00	-45 20	1 25	16 98	32 00	-	-	2 89
Brownville, .	787	793	78,987	105,097	500 00	17 80	1 55	111 55	30 00	54 00	-	19 00
Dover, .	1,927	1,990	243,118	415,677	1,200 00	43 80	1 93	270 00	77 00	-	-	43 00
Foxcroft, .	1,045	1,102	142,707	221,578	630 00	3 00	1 77	134 00	78 00	5 00	-	27 00
Guilford, .	834	837	94,714	140,863	500 00	-40	1 67	109 89	47 10	25 00	-	20 00
Greenville, .	326	310	36,150	44,402	-	-	-	-	-	-	-	-

PISCATAQUIS COUNTY, (CONTINUED.)

TOWNS.	Population in 1850.	Population in 1880.	Valuation in 1850.	Valuation in 1880.	School money raised in 1880.	Excess above requirement of law; deficiency marked -.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Kingsbery, .	181	191	22,639	22,373	110 00	1 40	1 20	-	-	-	-	2 00
Medford, .	322	354	30,378	36,751	290 00	6 80	1 29	49 37	7 20	40 00	12 00	7 00
Monson, .	654	708	66,733	113,960	400 00	7 60	1 45	91 37	51 44	100 00	25 50	17 50
Milo, .	932	959	89,416	125,441	563 00	3 80	1 15	134 86	94 49	150 00	7 00	15 25
Orneville, .	424	512	28,926	68,069	254 40	-	1 23	76 59	25 00	10 00	5 00	8 00
Parkman, .	1,243	1,166	117,194	204,164	750 00	4 20	1 60	141 86	-	150 00	-	45 35
Sangerville, .	1,267	1,314	192,300	245,568	775 00	14 80	1 32	-	52 74	-	-	33 50
Sebec, .	1,223	1,152	104,786	142,328	750 00	16 20	1 66	147 50	1 00	1 30	-	23 00
Shirley, .	250	282	38,012	33,963	100 00	-50 00	8 55	40 00	125 00	-	9 00	5 00
Wellington, .	600	694	42,042	95,724	360 00	-	1 23	95 53	-	-	36 00	15 50
Williamsburg,	124	182	22,014	19,020	150 00	75 60	1 79	26 66	-	-	-	6 00
PLANTATIONS.												
Katahdin I. Wks.	-	-	-	-	-	-	-	-	-	-	-	-
No. 2, R. 13,	-	6	-	3,800	-	-	-	-	-	-	-	-
No. 3, R. 5, .	-	31	-	3,000	-	-	-	6 33	-	4 00	19 00	-
No. 6, R. 9, .	-	281	-	-	-	-	-	-	-	-	-	-
Other places no school returns.	-	-	-	-	-	-	-	-	-	-	-	-

SAGADAHOC COUNTY.

Towns.													
Arrowsic, .	311	347	72,875	97,224	190 00	3 40	1 61	64 00	-	20 00	-	5 00	
Bath, .	8,020	8,078	2,777,778	5,876,993	10,000 00	5,188 00	3 05	1116 85	17 00	600 00	-	451 00	
Bowdoinham,	2,386	2,349	529,794	607,858	1,500 00	61 40	1 97	304 35	-	150 00	260 00	40 00	
Bowdoin, .	1,857	1,748	247,813	360,393	1,089 60	24 60	1 64	215 44	-	-	2 00	26 50	
Georgetown,	1,121	1,254	155,399	189,554	675 00	2 40	1 38	167 00	-	27 00	20 00	26 10	
Perkins, .	84	95	26,721	47,955	65 00	14 60	2 82	7 00	-	-	-	-	
Phipsburg, .	1,895	1,750	365,622	536,487	1,200 00	117 00	1 57	254 00	-	-	191 50	35 75	
Richmond, .	2,056	2,740	405,475	891,224	1,240 00	6 40	1 30	293 03	-	-	-	66 00	
Topsham, .	2,010	1,605	581,232	810,623	1,250 00	44 00	2 00	211 78	39 87	70 00	50 00	51 50	
West Bath, .	560	400	88,645	105,351	250 00	-86 00	2 05	42 96	-	-	145 00	10 00	
Woolwich, .	1,420	1,319	346,365	530,772	900 00	48 00	1 81	169 83	-	25 00	-	36 50	

SOMERSET COUNTY.

Anson, .	2,016	2,001	310,391	449,911	1,210 00	40 1 59	270 00	145 00	-	30 00	35 75	
Athens, .	1,468	1,417	244,687	273,026	870 00	-10 80	1 11	200 84	100 00	-	-	25 00
Bingham, .	752	833	86,322	120,360	452 00	80 1 39	107 23	60 00	75 00	21 00	20 00	
Bloomfield,	1,301	1,397	256,690	396,297	780 60	- 1 47	167 48	-	-	-	32 00	
Brighton, .	748	732	46,919	56,589	450 00	1 20	1 38	109 56	30 00	31 00	-	7 00
Cambridge, .	487	516	30,526	77,488	202 80	-89 40	1 06	62 94	30 12	-	-	11 00
Canaan, .	1,696	1,715	116,363	273,654	1,017 00	-60 1 30	261 00	42 00	50 00	-	-	40 00
Concord, .	550	541	30,376	69,179	404 00	74 00	1 60	85 58	74 00	-	15 00	16 50
Cornville, .	1,260	1,142	219,526	254,817	760 00	4 00	1 76	141 19	82 42	35 00	-	40 42
Detroit, .	517	659	50,685	85,874	320 00	9 80	1 36	83 92	41 76	45 00	-	12 00
Embden, .	971	1,042	139,075	157,246	582 60	- 1 38	-	59 60	-	-	25 00	18 00
Fairfield, .	2,452	2,753	418,074	674,890	1,500 00	28 80	1 30	355 30	-	100 00	40 00	77 45



Dead River, .	-	-	-	-	70 00	22 15 1 37	15 65	-	-	48 00	-
Flag Staff, .	-	-	4,000	-	-	-	6 00	76 41	-	36 00	-
Moose River, .	83	-	3,300	-	-	-	21 64	-	-	53 75	-
West Forks, .	210	165	5,000	-	-	-126 00	8 64	78 11	-	-	-
No. 1, R. 2, W.											
Ken. River, .	143	161	6,000	6,500	-	-	-	-	-	-	-
No. 1, R. 3, E.											
Ken. River, .	47	227	3,000	6,500	-	-28 20	31 00	59 00	6 00	60 00	-
No. 1, R. 3, W.											
Ken. River, .	59	-	1,000	6,500	-	-35 40	31 00	59 00	6 00	89 75	-
No. 1, R. 4, E.											
Ken. River, .	-	-	-	10,780	-	-	19 06	12 00	-	-	-
No. 2, R. 2, .	144	138	3,000	3,000	87 00	60 1 45	14 65	-	-	16 00	3 00
Other places no school returns.											

WALDO COUNTY.

Towns.											
Belfast, .	5,052	5,520	1,323,979	1,802,307	4,800 00	1,468 80 2 00	748 46	-	-	-	92 00
Belmont, .	1,486	686	62,607	93,216	445 80	446 60 1 68	75 00	-	-	-	8 50
Brooks, .	1,021	988	102,343	158,278	625 00	11 80 1 44	141 52	-	100 00	25 00	24 00
Burnham, .	784	857	82,284	129,654	350 00	119 40 92	113 55	-	-	-	12 00
Frankfort, .	5,238	2,143	608,242	338,193	1,300 00	106 20 1 35	653 00	-	40 00	25 00	140 00
Freedom, .	948	849	146,537	159,284	569 00	20 1 83	107 57	-	12 00	50 00	21 00
Islesborough,	984	1,276	95,104	148,271	590 40	- 1 14	-	-	20 00	200 00	15 00
Jackson, .	833	827	117,782	162,849	600 00	100 20 1 68	111 88	-	-	10 00	25 00
Knox, .	1,102	1,074	133,194	189,421	660 00	-1 20 1 58	140 00	-	-	52 00	22 50



WALDO COUNTY, (CONTINUED.)

TOWNS.	Population in 1850.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1850.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Liberty, .	1,116	1,075	99,715	135,149	670 00	40	1 48	151 59	—	—	—	7 50
Lincolntonville, .	2,174	2,075	248,890	396,781	—	—	—	—	—	—	—	—
Monroe, .	1,606	1,703	184,206	234,686	1,000 00	6 40	1 14	230 76	—	100 00	—	33 00
Montville, .	1,878	1,685	258,037	357,652	1,200 00	74 80	1 92	218 10	—	—	95 00	45 78
Morrill, .	—	629	62,608	100,540	368 40	—	1 48	87 58	—	35 00	4 00	11 50
Northport, .	1,260	1,178	146,735	188,150	756 00	—	1 61	155 18	—	—	6 00	27 50
Palermo, .	1,659	1,372	177,886	184,394	800 00	195 40	1 50	—	—	—	—	15 00
Prospect, .	2,467	1,005	363,267	139,980	717 00	130 99	1 72	146 52	—	6 40	18 00	20 00
Searsmont, .	1,696	1,657	201,760	264,813	1,017 60	—	1 52	221 43	—	—	—	17 00
Searsport, .	2,207	2,533	502,819	797,601	1,400 00	75 80	1 34	361 50	—	330 00	30 00	45 00
Stockton, .	—	1,595	—	425,769	1,100 00	245 20	1 53	242 08	—	147 00	63 25	47 00
Swanville, .	944	914	102,999	116,691	566 00	40	1 37	143 19	—	25 00	—	14 00
Thorndike, .	1,029	958	142,604	186,728	620 00	2 60	1 50	146 52	30 00	—	—	22 00
Troy, .	1,484	1,403	164,444	226,859	900 00	9 60	1 60	203 45	49 00	—	—	15 00
Unity, .	1,557	1,320	236,034	297,564	1,000 00	65 80	2 10	166 49	—	125 00	—	27 42
Waldo, .	812	726	81,597	120,705	500 00	12 80	1 74	96 00	—	56 00	—	12 00
Winterport, .	—	2,380	—	378,194	1,500 00	205 81	1 54	—	—	—	—	—

WASHINGTON COUNTY.

Addison, . . .	1,152	1,272	206,931	217,379	700 00	8 77 1 37	166 82	-	-	25 00	5 00
Alexander, . . .	544	445	36,722	54,154	327 00	60 60	71 20	97 24	-	-	21 00
Baileyville, . . .	431	363	24,700	50,624	300 00	41 40 2 34	53 00	-	-	-	8 00
Baring, . . .	380	409	63,632	60,985	332 00	104 00 1 74	60 94	-	-	10 00	10 00
Beddington, . . .	147	144	21,028	27,022	88 20	- 1 42	18 70	60 00	-	15 00	3 00
Calais, . . .	4,750	5,621	735,422	1,170,338	3,000 00	150 00 2 80	786 86	130 00	1000 00	-	50 00
Centerville, . . .	178	191	22,801	38,556	-	-	-	-	-	-	-
Charlotte, . . .	798	611	45,405	70,458	4,30 80	-48 00 60	87 90	36 96	-	-	22 60
Cherryfield, . . .	1,648	1,775	199,992	355,457	1,000 00	11 20 1 35	239 75	22 50	146 00	37 50	44 00
Columbia, . . .	1,140	1,265	169,931	249,244	700 00	16 00 1 38	169 82	120 00	68 00	-	10 00
Cooper, . . .	562	468	36,332	39,272	360 00	22 80 1 85	65 00	63 28	-	-	15 00
Crawford, . . .	324	273	20,994	28,883	250 00	55 60 2 01	39 48	-	-	-	5 75
Cutler, . . .	820	890	76,880	83,000	350 00	-142 00 87	149 85	112 00	-	-	11 00
Dennois, . . .	126	131	-	16,086	78 00	2 40 1 40	20 06	-	-	-	-
Dobynsville, . . .	458	485	99,853	149,586	450 00	175 20 2 13	71 93	56 16	14 00	-	9 00
E. Machias, . . .	1,904	2,184	313,894	481,877	1,200 00	57 60 1 35	-	-	50 00	-	30 00
Eastport, . . .	4,125	3,880	660,519	897,898	4,000 00	1,525 00 2 51	590 38	-	-	-	25 00
Edmunds, . . .	446	445	57,385	80,204	267 60	- 2 42	69 82	132 96	-	-	-
Harrington, . . .	963	1,130	109,315	247,133	700 09	122 20 1 41	147 00	-	8 34	40 25	15 00
Jonesborough, . . .	466	518	45,754	61,074	275 00	-4 60 1 35	64 00	-	10 12	-	5 00
Jonesport, . . .	826	1,148	54,602	105,753	500 00	4 40 95	147 37	-	-	-	-
Lubec, . . .	2,814	2,555	240,153	257,739	1,762 00	73 60 1 56	398 00	72 00	210 00	-	36 00
Machias, . . .	1,590	2,250	403,903	670,769	2,000 00	1,046 00 2 30	283 37	-	-	-	-
Machiasport, . . .	1,266	1,502	106,405	155,939	124 20	-635 40 1 25	27 97	13 00	-	-	3 00
Marion, . . .	271	204	21,369	33,720	-	-	-	-	-	-	-
Marshfield, . . .	294	328	41,353	60,320	220 00	44 60 1 62	45 29	-	30 00	-	5 00
Meddybemps, . . .	187	297	19,739	24,458	180 00	67 80 1 37	39 00	-	-	-	3 00
Milbridge, . . .	1,170	1,282	121,925	206,359	702 00	- 1 18	178 00	-	50 00	-	9 00

WASHINGTON COUNTY, (CONTINUED.)

TOWNS.	Population in 1850.	Population in 1860.	Valuation in 1850.	Valuation in 1860.	School money raised in 1860.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount raised for private schools.	Amount raised to prolong public schools.	Amount paid for school supervision.
Northfield, . . .	246	261	24,950	41,450	225 00	77 40	2 42	35 80	17 34	—	—	1 50
Pembroke, . . .	1,712	2,303	158,994	304,087	1,027 20	—	60	325 66	150 00	50 00	—	47 00
Perry, . . .	1,324	1,196	115,374	187,126	800 00	5 60	1 88	173 68	—	—	20 00	27 00
Princeton, . . .	280	626	24,314	115,956	500 00	332 00	2 00	76 92	35 85	—	—	14 14
Robbinston, . . .	1,028	1,113	152,767	124,632	650 90	33 20	1 24	173 82	100 00	—	35 00	30 00
Steuben, . . .	1,122	1,191	119,136	161,677	673 20	—	1 40	157 84	—	—	75 00	13 00
Topsfield, . . .	268	444	26,642	85,595	200 00	39 20	2 16	44 25	152 69	—	—	6 00
Trescott, . . .	782	715	12,349	51,969	469 20	—	1 33	115 55	18 00	—	—	7 50
Wesley, . . .	329	343	29,743	36,202	200 00	2 60	1 29	41 95	78 00	—	—	—
Whiting, . . .	470	479	61,260	64,461	300 00	18 00	2 47	70 26	100 00	—	—	6 00
Whitneyville, . . .	519	581	86,052	87,023	311 40	—	1 35	78 25	—	—	—	—
PLANTATIONS.												
Codyville, . . .	47	—	—	—	57 00	28 80	1 90	10 00	—	—	—	1 00
Danforth, . . .	168	—	5,000	5,000	150 00	49 20	1 11	29 00	—	—	6 00	—
Jackson Brook, . . .	—	—	—	—	87 00	—	2 56	—	—	—	—	2 00
Tallmadge, . . .	46	—	11,000	16,000	68 00	39 20	1 66	82 32	—	—	—	3 00
Waite, . . .	81	—	9,000	9,000	81 00	32 40	2 13	51 64	13 00	—	—	—
No. 7, Range 2,	61	—	3,500	12,100	104 00	67 40	2 56	129 03	—	—	—	5 77

No. 9, Range 4,	59	-	11,000	-	-	-	-	-	-	-	-	-
No. 14, .	42	220	5,700	5,700	160 00	137 50	1 88	166 00	-	-	-	-
No. 18, .	20	40	8,000	-	14 40	-	40	8 60	-	-	6 00	-

YORK COUNTY.

TOWNS.												
Acton, .	1,359	1,218	213,825	277,816	815 40	-	1 79	189 26	-	-	20 00	30 08
Alfred, .	1,319	1,255	271,600	381,024	850 00	58 60	1 50	192 29	-	-	-	39 00
Berwick, .	2,121	2,155	219,101	483,447	1,800 00	527 40	1 69	348 64	-	-	-	6 00
Biddeford, .	6,095	9,350	2,176,728	4,593,047	7,000 00	3,443 00	2 25	880 75	-	100 00	-	175 00
Buxton, .	2,995	2,853	424,397	686,353	1,800 00	3 00	1 69	378 10	-	75 00	-	75 00
Cornish, .	1,144	1,153	198,622	268,405	686 40	-	1 66	155 00	-	75 00	6 00	15 50
Dayton, .	-	701	-	199,478	500 00	-	1 75	95 31	-	65 00	3 00	12 00
Elliot, .	1,803	1,768	320,658	460,438	1,080 35	-1 45	1 55	230 00	-	50 00	-	35 00
Hollis, .	2,683	1,683	368,444	348,599	1,100 00	-509 80	1 56	228 16	-	30 00	15 00	43 00
Kennebunk, .	2,650	2,680	732,996	1,559,902	1,800 00	210 00	1 72	336 32	-	600 00	-	-
Kennebunkport, .	2,706	2,668	512,135	890,229	2,000 00	376 40	1 96	346 64	-	200 00	-	40 81
Kittery, .	2,706	2,975	290,492	363,327	2,000 00	376 40	1 70	385 27	-	400 00	50 00	70 00
Lebanon, .	2,208	2,039	354,809	489,674	1,320 00	-4 80	1 57	200 00	-	500 00	120 00	71 25
Limerick, .	1,473	1,441	235,780	282,339	900 00	16 20	1 76	141 14	-	50 00	-	30 00
Limington, .	2,116	2,004	346,786	468,228	1,269 60	-	1 56	258 73	-	73 00	26 43	48 00
Lyman, .	1,376	1,307	202,753	269,853	825 60	-	1 44	183 14	-	80 00	-	32 47
Newfield, .	1,418	1,359	212,832	252,839	850 80	-	1 59	180 07	-	-	-	44 00
North Berwick, .	1,593	1,492	331,148	398,112	1,000 00	44 20	1 79	181 14	-	100 00	25 75	21 00
Parsonsfield, .	2,322	2,125	435,995	551,465	1,400 00	6 80	1 72	284 29	58 90	-	-	51 50



SUMMARY OF TABLE II.

COUNTIES.	Population in 1850.	Population in 1830.	Valuation in 1850.	Valuation in 1830.	School money raised in 1830.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount derived for private schools.	Amount raised to prolong public schools.	Amount paid for School supervision.
Androscoggin, . . . . .	25,757	29,743	4,152,502	8,230,892	18,254 56	2,806 36	1.83	3,337 76	484 72	939 00	892 50	703 33
Aroostook, . . . . .	12,533	22,489	537,483	1,856,237	6,184 95	2,701 16	1.16	1,747 83	282 93	545 00	712 50	189 58
Cumberland, . . . . .	68,892	75,268	16,777,054	36,361,035	57,605 62	5,448 45	1.72	9,272 54	1,449 98	6,583 00	1,360 15	1,434 03
Franklin, . . . . .	20,027	20,574	2,798,133	4,285,843	11,585 90	684 10	1.52	2,256 03	721 30	788 00	689 50	503 13
Hancock, . . . . .	34,372	37,728	4,880,368	6,520,694	25,073 84	5,597 84	1.70	4,627 79	1,859 11	1,727 80	993 50	754 54
Kennebec, . . . . .	58,021	55,660	12,143,980	15,273,355	39,791 00	4,280 00	1.82	6,590 27	2,670 24	2,085 00	684 30	1,424 50
Knox, . . . . .	-	33,122	-	9,212,824	18,861 78	2,230 18	1.45	4,299 99	300 00	996 00	1,099 18	552 22
Lincoln, . . . . .	46,989	27,866	8,179,197	6,184,441	16,904 29	653 14	1.50	3,501 10	-	585 00	960 50	718 22
Oxford, . . . . .	35,555	36,700	4,658,875	7,834,162	21,749 80	913 20	1.58	4,587 16	1,526 18	2,111 59	1,224 82	899 07
Penobscot, . . . . .	63,094	72,737	9,107,660	14,524,937	47,387 78	10,178 58	1.53	9,079 80	3,139 56	2,476 00	539 80	2,989 37
Piscataquis, . . . . .	14,735	15,034	1,841,083	2,705,228	8,516 25	213 80	1.48	1,719 16	795 91	634 30	103 50	335 49
Sagadahoc, . . . . .	21,625	21,685	5,576,365	10,054,434	18,349 56	5,509 80	1.92	2,843 24	53 87	892 00	668 50	748 35
Somerset, . . . . .	35,591	36,547	4,935,697	7,136,994	21,575 00	465 20	1.49	4,724 68	1,429 99	1,153 00	765 47	813 26
Waldo, . . . . .	47,229	38,448	6,800,981	7,733,529	23,755 20	2,636 80	1.55	4,665 36	79 00	1,056 40	598 25	719 70
Washington, . . . . .	38,711	42,555	5,252,301	7,663,945	23,453 20	4,391 70	1.62	5,134 03	1,379 94	1,642 46	253 75	509 26
York, . . . . .	60,994	62,124	12,390,335	19,135,618	43,388 00	7,595 40	1.73	7,689 50	103 90	3,206 00	1,321 22	1,321 22
Total, . . . . .	583,235	628,300	100,038,014	164,714,168	405,337 25	53,388 98	1.60	76,979 27	16,677 73	27,330 46	12,867 44	13,714 47

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.

Rank in 1890.	Rank in 1850.	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, and local funds.	Amount expended for the support of private schools.	Amount of voluntary contributions to pro-long public schools.	Am't paid for school supervision.	Total expenditure for schools, besides building and repairing school houses.	Value of all the school houses in the State.	Number of children between 4 and 21 years of age.
2	1	Sagadahoc, . . . . .	1 92	18,349 56	2,993 11	892 00	668 50	748 35	23,531 52	59,300 00	8,400
4	2	Androskoggin, . . . . .	1 86	18,254 56	3,822 48	939 00	892 50	703 33	24,611 87	63,860 00	10,248
6	3	Kennebec, . . . . .	1 82	39,691 60	8,660 51	2,085 00	684 30	1,424 50	52,545 91	103,467 50	21,391
3	4	York, . . . . .	1 73	43,388 35	7,793 40	3,206 00	1,321 22	1,321 22	57,030 19	113,870 00	23,215
1	5	Cumberland, . . . . .	1 72	57,605 22	10,722 40	6,583 00	1,360 15	1,434 03	77,704 80	177,442 00	28,226
11	6	Hancock, . . . . .	1 70	25,073 84	6,487 00	1,727 80	993 50	754 54	35,036 68	66,759 00	16,554
12	7	Washington, . . . . .	1 62	23,453 20	7,377 02	1,642 46	253 75	509 26	36,235 69	77,150 00	17,274
10	8	Oxford, . . . . .	1 58	21,749 80	6,113 34	2,111 50	1,224 82	899 07	32,098 53	58,974 00	14,108
8	9	Waldo, . . . . .	1 55	23,755 20	4,744 36	1,055 40	598 25	719 70	30,873 91	62,900 00	15,570
5	10	Penobscot, . . . . .	1 53	47,387 78	12,219 36	2,476 00	539 80	2,089 37	64,712 31	170,665 00	27,655
9	11	Franklin, . . . . .	1 52	11,585 90	2,971 95	788 00	689 50	502 13	16,536 48	22,605 00	7,455
7	12	Lincoln, . . . . .	1 50	16,904 26	3,501 10	585 00	960 50	718 22	22,669 08	36,315 00	11,947
12	13	Somerset, . . . . .	1 49	21,575 00	6,152 67	1,153 00	765 47	813 25	30,459 40	56,324 00	14,677
13	14	Piscataquis, . . . . .	1 48	8,516 25	2,515 17	634 30	103 50	335 49	12,104 71	16,330 00	5,760
15	15	Knox, . . . . .	1 45	18,861 78	4,599 99	906 00	1,099 18	552 22	26,019 17	58,660 00	12,802
14	16	Aroostook, . . . . .	1 16	6,184 95	2,030 85	545 00	712 50	189 78	9,663 08	16,394 00	8,094
		Total for State, . . . . .	1 60	405,337 25	92,614 71	27,330 46	12,887 44	13,714 47	551,863 33	1,164,006 50	243,376

## 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 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number 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, from valuation of 1860.
1	1	Castine, - - - -	4 74	23	.52	53	3.2
5	2	Bath, - - - -	3 05	34	.42	65	1.7
5	3	Bangor, - - - -	2 95	19	.57	60	2.5
6	4	Saco, - - - -	2 92	37	.39	63	2.
118	5	Perkins, - - - -	2 82	28	.48	70	1.3
93	6	Calais, - - - -	2 80	39	.37	60	2.5
110	7	Lagrange, - - - -	2 78	28	.48	49	3.6
3	8	Portland, - - - -	2 70	41	.35	71	1.2
8	9	Hallowell, - - - -	2 64	28	.48	63	2.2
13	10	Thomaston, - - - -	2 63	23	.53	71	1.2
8	10	Otis, - - - -	2 63	14	.62	8	8.8
41	11	Augusta, - - - -	2 61	-	.22	54	3.1
7	12	Manchester, - - - -	2 60	34	.42	62	2.3
-	13	No. 7, R. 2, Washington Co.	2 56	-	.25	10	8.5
66	14	Dedham, - - - -	2 55	24	.52	48	3.7
15	15	Eastport, - - - -	2 51	42	.34	41	4.4
4	16	Howland, - - - -	2 50	32	.44	28	5.7
-	16	Jackson Brook, - - - -	2 50	-	-	-	-
-	16	Fryeburg Academy Grant,	2 50	7	.70	-	-
-	17	Whiting, - - - -	2 47	26	.50	39	4.6
41	18	Northfield, - - - -	2 42	7	.70	31	5.4
72	18	Glenburn, - - - -	2 42	19	.57	42	4.3
87	18	Edmunds, - - - -	2 42	23	.53	52	3.3



TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number of scholars.	Rank in per cent. of school money raised to whole valuation.	The per ct. of school money raised in proportion to valuation in mills and tenths, from valuation of 1860.
16	19	Baileyville, - - -	2 34	-	.24	27	5.8
-	20	Hamlin Grant, Oxford Co.,	2 32	23	.53	49	3.6
16	21	Readfield, - - -	2 31	25	.51	62	2.3
14	22	Machias, - - -	2 30	35	.41	56	2.9
9	23	Biddeford, - - -	2 25	36	.40	70	1.5
52	23	Clifton, - - -	2 25	31	.45	11	8.2
33	24	Fayette, - - -	2 23	26	.50	56	2.9
37	25	Webster, - - -	2 20	20	.56	64	2.1
-	26	Crystal, - - -	2 18	11	.65	-	-
110	27	Topsfield, - - -	2 16	36	.40	62	2.3
18	28	Farmingdale, - - -	2 15	30	.46	64	2.1
17	29	Dennysville, - - -	2 13	31	.45	55	3.
-	29	Waite, - - -	2 13	40	.36	7	9.
19	30	Orono, - - -	2 12	36	.40	36	4.9
32	31	Unity, - - -	2 10	10	.66	52	3.3
20	32	Passadumkeag, - - -	2 08	19	.57	2	11.5
55	32	Jay, - - -	2 08	30	.46	56	2.9
43	33	Bucksport, - - -	2 06	31	.45	54	3.1
22	33	Gardiner, - - -	2 06	31	.45	66	1.9
107	34	Wales, - - -	2 05	15	.61	62	2.3
102	34	West Bath, - - -	2 05	19	.57	63	2.2
24	35	Leeds, - - -	2 04	30	.46	55	3.
28	35	Danville, - - -	2 04	20	.56	52	3.3
32	35	Mercer, - - -	2 04	18	.58	51	3.4
25	36	Bowerbank, - - -	2 02	27	.49	5	9.9
57	37	Sidney, - - -	2 01	23	.53	56	2.9
65	37	Crawford, - - -	2 01	40	.36	9	8.6
25	38	Belfast, - - -	2 00	29	.47	61	2.4
26	38	Topsham, - - -	2 00	27	.49	70	1.5
90	38	Princeton, - - -	2 00	32	.44	42	4.3
37	38	Presque Isle, - - -	2 00	49	.27	23	6.2
31	38	Chester, - - -	2 00	18	.58	4	10.7
114	38	Roxbury, - - -	2 00	32	.44	45	4.
83	39	Carmel, - - -	1 99	28	.48	46	3.9
83	40	Newport, - - -	1 98	21	.55	56	2.9
44	41	Grafton, - - -	1 97	28	.48	58	2.7
55	42	Brunswick, - - -	1 96	23	.53	65	2.
31	42	Westbrook, - - -	1 96	32	.44	63	2.2

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number of scholars.	Rank in per cent. of school money raised to whole valuation.	The per ct. of school money raised in proportion to valuation in mills and tenths, from valuation of 1860.
47	42	Kennebunkport, - -	1 96	40	.36	64	2.1
56	42	Bowdoinham, - -	1 96	25	.51	61	2.4
74	43	Lincoln, - - -	1 94	32	.40	56	2.9
71	44	Dover, - - - -	1 93	21	.55	59	2.6
33	44	Harrison, - - -	1 93	24	.52	48	3.7
48	45	Montville, - - -	1 92	25	.51	52	3.3
-	46	Unity plantation, - -	1 91	13	.68	47	3.8
20	47	Eastbrook, - - -	1 90	34	.42	34	5.1
74	47	Rumford, - - - -	1 90	25	.51	56	2.9
-	47	Codyville plantation, -	1 90	7	.70	-	-
26	47	Auburn, - - - -	1 88	29	.50	58	2.7
66	48	Turner, - - - -	1 88	25	.51	65	2.
50	48	Chelsea, - - - -	1 88	40	.36	44	4.1
66	48	Perry, - - - -	1 88	42	.34	43	4.2
30	48	Falmouth, - - - -	1 88	26	.50	57	2.8
94	49	Hodgdon, - - - -	1 87	36	.40	43	4.2
75	49	Palmyra, - - - -	1 86	20	.56	42	4.3
-	49	No. 14, Washington Co.,	1 87	-	-	57	2.8
61	49	Buckfield, - - - -	1 87	29	.47	66	1.9
37	50	Lisbon, - - - -	1 80	20	.56	63	2.2
45	50	Livermore, - - - -	1 86	13	.63	60	2.5
68	51	Newburg, - - - -	1 85	20	.56	27	5.8
33	51	Cooper, - - - -	1 85	-	.13	6	9.1
31	52	Yarmouth, - - - -	1 84	35	.41	70	1.3
67	53	Gorham, - - - -	1 83	43	.33	67	1.8
36	53	Waterford, - - - -	1 83	24	.52	60	2.5
44	53	Freedom, - - - -	1 83	20	.56	50	3.5
38	53	Wilton, - - - -	1 83	11	.65	61	2.4
96	54	Levant, - - - -	1 82	31	.48	51	3.4
59	54	Ellsworth, - - - -	1 82	36	.40	41	4.4
44	54	New Gloucester, - - -	1 82	29	.47	69	1.6
21	54	Lewiston, - - - -	1 83	42	.34	69	1.6
46	54	Sanford, - - - -	1 82	30	.46	52	3.3
34	55	Monmouth, - - - -	1 81	27	.99	62	2.3
39	55	Fryeburg, - - - -	1 81	42	.34	67	1.8
27	55	Woolwich, - - - -	1 81	27	.49	68	1.7
77	56	Bethel, - - - -	1 80	25	.51	62	2.3
56	56	Norridgewock, - - -	1 80	42	.34	59	2.6

TABLE IV, (CONTINUED.)

Rank in 1850.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number 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, from valuation of 1860.
23	56	Aurora, - - -	1 80	38	.38	36	4.9
77	56	Industry, - - -	1 80	27	.49	56	2.9
44	57	Freeport, - - -	1 79	26	.50	63	2.2
39	57	Acton, - - -	1 79	31	.45	56	2.9
-	57	Williamsburg, - - -	1 79	26	.50	39	4.6
36	57	North Berwick, - - -	1 79	25	.51	60	2.5
33	58	Maxfield, - - -	1 78	15	.61	29	5.6
43	58	Cape Elizabeth, - - -	1 78	20	.56	59	2.6
41	58	Chesterville, - - -	1 78	22	.54	56	2.9
66	58	Litchfield, - - -	1 78	24	.52	62	2.3
64	59	Foxcroft, - - -	1 77	27	.49	57	2.8
-	59	Clinton Gore, - - -	1 77	6	.71	3	11.4
58	60	Paris, - - -	1 76	35	.41	63	2.2
55	60	Greenwood, - - -	1 76	26	.50	29	5.6
55	60	Limerick, - - -	1 76	30	.46	54	3.1
53	60	Madison, - - -	1 76	14	.62	60	2.5
-	60	Cornville, - - -	1 76	19	.57	56	2.9
19	60	Eddington, - - -	1 76	26	.50	38	4.7
61	61	Freeman, - - -	1 75	23	.53	50	3.5
46	61	Dayton, - - -	1 95	-	-	-	-
51	61	East Livermore, - - -	1 75	12	.64	68	1.7
62	60	Belgrade, - - -	1 74	19	.57	55	3.
49	60	Waldo, - - -	1 74	32	.44	47	3.8
49	60	Norway, - - -	1 74	25	.51	60	2.5
69	60	Baring, - - -	1 74	31	.45	32	5.3
37	61	Scarborough, - - -	1 73	36	.40	61	2.4
55	61	North Yarmouth, - - -	1 73	32	.44	70	1.5
106	61	Mt. Vernon, - - -	1 73	19	.57	57	2.8
50	62	Prospect, - - -	1 72	28	.48	35	5.
41	62	Sweden, - - -	1 72	17	.59	60	2.5
47	62	Whitefield, - - -	1 72	24	.52	49	3.6
47	62	Windsor, - - -	1 72	12	.64	46	3.9
73	62	New Vineyard, - - -	1 72	20	.36	51	3.4
42	62	Kennebunk, - - -	1 72	34	.46	72	1.1
53	62	Parsonsfield, - - -	1 72	31	.45	60	2.5
49	63	Greene, - - -	1 71	30	.46	62	2.3
47	63	Minot, - - -	1 71	31	.45	66	1.9
49	63	Sullivan, - - -	1 71	22	.54	54	3.1

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number of scholars.	Rank in per cent. of school money raised to whole valuation.	The per ct. of school money raised in proportion to valuation in mills and tenths, from valuation of 1860.
39	63	Wayne, - - - -	1 71	28	.48	53	3.2
48	64	Damariscotta, - - - -	1 70	41	.35	69	1.6
69	64	Argyle, - - - -	1 70	35	.41	21	6.5
64	64	Kittery, - - - -	1 70	32	.44	30	5.5
53	64	Durham, - - - -	1 70	26	.50	60	2.5
53	65	Otisfield, - - - -	1 69	33	.43	58	2.7
67	65	Albion, - - - -	1 69	-	-	53	3.2
28	65	Alna, - - - -	1 69	27	.49	63	2.2
58	65	Berwick, - - - -	1 69	24	.52	48	3.7
51	65	Buxton, - - - -	1 69	33	.43	59	2.6
85	66	Boothbay, - - - -	1 68	34	.42	48	3.7
43	66	Hartford, - - - -	1 68	19	.57	58	2.7
53	66	Holden, - - - -	1 68	29	.47	47	3.8
54	66	Belmont, - - - -	1 68	28	.48	38	4.7
48	66	Jackson, - - - -	1 68	31	.45	49	3.6
87	67	Appleton, - - - -	1 67	25	.51	52	3.3
65	67	Dixmont, - - - -	1 67	26	.50	42	4.3
68	67	Guilford, - - - -	1 67	9	.67	50	3.5
51	67	Gray, - - - -	1 67	28	.48	52	3.3
55	68	Winthrop, - - - -	1 66	33	.43	69	1.6
67	68	Oxford, - - - -	1 66	31	.45	60	2.5
51	68	Sebec, - - - -	1 66	-	-	33	5.2
74	68	Cornish, - - - -	1 66	36	.40	60	2.5
-	68	Talmadge, - - - -	1 66	30	.46	43	4.2
43	69	Standish, - - - -	1 65	32	.44	55	3.
99	69	Temple, - - - -	1 65	35	.41	39	4.6
63	69	Union, - - - -	1 65	23	.53	62	2.3
60	69	Pittston, - - - -	1 65	-	-	58	2.7
55	69	Vassalborough, - - - -	1 65	26	.50	60	2.5
48	69	Wells, - - - -	1 65	39	.37	55	3.
46	69	Bridgton, - - - -	1 65	30	.46	61	2.4
58	70	Northport, - - - -	1 64	26	.50	45	4.
71	70	Lexington, - - - -	1 64	20	.56	18	6.8
63	70	Bowdoin, - - - -	1 64	21	.54	55	3.
59	70	Newcastle, - - - -	1 64	31	.45	67	1.8
-	70	Perkins plantation, - - - -	1 64	48	.28	-	-
12	71	Amherst, - - - -	1 63	26	.50	36	4.9
67	71	Hebron, - - - -	1 63	25	.51	62	2.3

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number 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, from valuation of 1860.
56	71	Sumner, - - -	1 63	17	.59	58	2.7
63	71	South Berwick, - - -	1 63	43	.33	62	2.3
76	72	Southport, - - -	1 62	36	.40	59	2.6
46	72	Wiscasset, - - -	1 62	42	.34	69	1.6
95	72	Woodstock, - - -	1 62	30	.46	47	3.8
-	72	Milton, - - -	1 62	30	.46	32	5.3
59	72	York, - - -	1 62	39	.37	60	2.5
58	72	Marshfield, - - -	1 62	26	.50	49	3.6
59	73	Farmington, - - -	1 61	30	.46	69	1.6
51	73	Kingfield, - - -	1 61	20	.56	45	4.
38	73	Cushing, - - -	1 61	36	.40	39	4.6
74	73	Arrowsic, - - -	1 61	42	.34	66	1.9
59	73	Shapleigh, - - -	1 61	32	.44	48	3.7
58	74	Bridgewater, - - -	1 60	41	.35	20	6.6
68	74	Cumberland, - - -	1 60	28	.48	63	2.2
61	74	Benton, - - -	1 60	30	.46	40	4.5
50	74	Denmark, - - -	1 60	27	.49	46	3.9
44	74	Parkman, - - -	1 60	21	.55	49	3.6
89	74	Concord, - - -	1 60	33	.43	27	5.8
59	74	Solon, - - -	1 60	23	.53	51	3.4
73	74	Troy, - - -	1 60	5	.72	46	3.9
55	75	Anson, - - -	1 59	20	.56	59	2.6
61	75	Newfield, - - -	1 59	31	.45	52	3.3
-	75	Drew, - - -	1 59	-	-	-	-
54	76	Newry, - - -	1 58	13	.63	54	3.1
51	76	Salem, - - -	1 58	19	.57	48	3.7
35	76	Edinburg, - - -	1 58	14	.62	31	5.4
10	76	Milford, - - -	1 58	25	.51	64	2.5
64	76	Knox, - - -	1 58	28	.48	51	3.4
96	76	Weston, - - -	1 58	44	.32	21	6.5
47	76	Bremen, - - -	1 58	24	.52	42	4.3
-	76	Letter E, Franklin County,	1 58	28	.48	27	5.8
76	77	Phippsburg, - - -	1 57	35	.41	63	2.2
62	77	Lebanon, - - -	1 57	32	.44	58	2.7
59	77	Warren, - - -	1 57	20	.56	69	1.6
65	78	Orrington, - - -	1 56	25	.51	52	3.3
59	78	Hollis, - - -	1 56	31	.45	54	3.1
58	78	Limington, - - -	1 56	23	.53	58	2.7

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number of scholars.	Rank in per cent. of school money raised to whole valuation.	The per ct. of school money raised in proportion to valuation in mills and tenths, from valuation of 1860.
65	78	Lubec, - - - -	1 56	35	.41	18	6.8
64	88	Carthage, - - - -	1 56	10	.66	46	3.9
70	79	Brownville, - - - -	1 55	26	.50	39	4.6
65	79	Elliot, - - - -	1 55	36	.40	62	2.3
59	79	Harpswell, - - - -	1 55	26	.50	64	2.1
74	79	Sedgwick, - - - -	1 55	27	.49	38	4.7
71	79	Waterville, - - - -	1 55	41	.35	67	1.8
50	79	Winslow, - - - -	1 55	29	.47	59	2.6
70	80	Harmony, - - - -	1 54	25	.51	43	4.2
91	80	Mayfield, - - - -	1 54	-	-	10	8.5
70	80	New Portland, - - - -	1 54	24	.52	57	2.8
-	80	Winterport, - - - -	1 54	-	-	46	3.9
64	80	Phillips, - - - -	1 54	29	.47	47	3.8
72	80	Edgecomb, - - - -	1 54	28	.48	44	4.1
70	80	Carroll, - - - -	1 54	-	-	30	5.5
67	81	Ripley, - - - -	1 53	24	.52	33	5.2
67	81	Scarsmont, - - - -	1 53	21	.55	47	3.8
68	81	Stockton, - - - -	1 53	23	.53	60	2.5
-	82	Macwahoc, - - - -	1 52	45	.31	-	-
88	82	Orland, - - - -	1 52	24	.52	47	3.8
71	82	Dresden, - - - -	1 52	34	.42	59	2.6
85	82	Weld, - - - -	1 52	41	.35	52	3.3
65	83	Starks, - - - -	1 51	22	.54	52	3.3
73	84	Porter, - - - -	1 50	30	.46	46	3.9
67	84	Andover, - - - -	1 50	26	.50	39	4.6
64	84	Washington, - - - -	1 50	40	.36	46	3.9
71	85	Hope, - - - -	1 50	25	.51	56	2.9
-	84	Palermo, - - - -	1 50	38	.38	42	4.3
71	84	Thorndike, - - - -	1 50	3	.75	52	3.3
62	84	Alfred, - - - -	1 50	42	.34	63	2.2
68	84	Baldwin, - - - -	1 50	22	.54	54	3.1
55	84	Rangely, - - - -	1 50	28	.48	51	3.4
68	84	Stetson, - - - -	1 50	17	.59	52	3.3
68	85	Dexter, - - - -	1 49	27	.49	57	2.8
68	85	Jefferson, - - - -	1 49	28	.48	53	3.2
75	85	Canton, - - - -	1 49	2	.77	59	2.6
72	86	Liberty, - - - -	1 48	25	.51	36	4.9
80	86	Morrill, - - - -	1 48	23	.53	49	3.6

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number 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, from valuation of 1860.
67	86	Poland, - - - -	1 48	26	.50	54	3.1
67	86	Pownal, - - - -	1 48	22	.54	67	1.8
77	86	Friendship, - - - -	1 48	24	.52	54	3.1
75	87	Charleston, - - - -	1 47	25	.51	48	3.7
70	87	Hampden, - - - -	1 47	32	.44	51	3.4
68	87	Hermon, - - - -	1 47	8	.69	44	4.1
79	87	Plymouth, - - - -	1 47	19	.57	44	4.1
64	87	Bloomfield, - - - -	1 47	22	.54	66	1.9
61	87	Avon, - - - -	1 47	27	.49	50	3.5
87	87	Surry, - - - -	1 47	25	.51	34	5.1
57	87	Stoneham, - - - -	1 47	35	.41	26	5.9
91	88	Barnard, - - - -	1 46	19	.57	19	6.7
56	89	Monson, - - - -	1 45	32	.44	50	3.5
48	89	Brooklyn, - - - -	1 45	28	.48	34	5.1
11	89	Rockland, - - - -	1 45	27	.49	70	1.5
88	89	Mason, - - - -	1 45	20	.56	49	3.6
-	89	No. 2, R. 2, Somerset Co.,	1 45	35	.41	56	2.9
77	90	Bluehill, - - - -	1 44	27	.49	53	3.2
2	90	Brooks, - - - -	1 44	32	.44	46	3.9
69	90	Lyman, - - - -	1 44	32	.44	55	3.
73	90	Windham, - - - -	1 44	31	.45	67	1.8
74	90	New Sharon, - - - -	1 44	23	.53	64	2.1
71	91	Waterborough, - - - -	1 43	32	.44	44	4.1
82	92	Lee, - - - -	1 42	16	.60	30	5.5
67	92	Oldtown, - - - -	1 42	35	.41	50	3.5
66	92	Beddington, - - - -	1 42	10	.66	53	3.2
77	92	Vienna, - - - -	1 42	29	.47	52	3.3
79	92	Nobleborough, - - - -	1 42	50	.26	53	3.2
60	92	Gilead, - - - -	1 42	20	.56	51	3.4
-	92	Belfast Academy Grant,	1 42	30	.46	22	6.3
69	93	Harrington, - - - -	1 41	25	.51	57	2.8
-	94	Webster, - - - -	1 40	20	.56	64	2.1
80	94	Atkinson, - - - -	1 40	28	.48	44	4.1
90	94	Deblois, - - - -	1 40	24	.52	37	4.8
78	94	Steuben, - - - -	1 40	40	.36	44	4.1
79	94	Casco, - - - -	1 40	36	.40	56	2.9
78	94	Strong, - - - -	1 40	27	.49	59	2.6
75	94	West Gardiner, - - - -	1 40	31	.45	58	2.7

TABLE IV, (CONTINUED.)

Rank in 1850.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number 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, from valuation of 1860.
103	94	Waldoborough, - - -	1 40	43	.33	59	2.6
9	94	Hanover, - - -	1 40	42	.34	50	3.5
81	95	Peru, - - -	1 39	32	.44	50	3.5
58	95	Veazie, - - -	1 39	33	.43	57	2.8
84	95	Abbott, - - -	1 39	24	.51	46	3.9
84	95	Bingham, - - -	1 35	26	.50	48	3.7
87	96	Raymond, - - -	1 38	32	.44	44	4.1
86	96	Georgetown, - - -	1 38	39	.37	50	3.5
83	96	Brighton, - - -	1 38	24	.52	12	8.1
75	96	Embden, - - -	1 38	12	.64	48	3.7
74	96	Moscow, - - -	1 38	28	.48	29	5.6
83	96	Columbia, - - -	1 38	26	.50	57	2.8
89	97	Brooksville, - - -	1 37	35	.41	45	4.
88	97	Swanville, - - -	1 37	36	.40	38	4.7
80	97	Addison, - - -	1 37	26	.50	53	3.2
69	97	Meddybemps, - - -	1 37	2	.77	16	7.3
-	97	Dead River plantation, -	1 37	24	.52	-	-
61	98	Amity, - - -	1 36	43	.33	17	6.9
78	98	South Thomaston, - - -	1 36	25	.51	59	2.6
96	98	Detroit, - - -	1 36	18	.58	48	3.7
82	98	St. Albans, - - -	1 36	19	.57	47	3.8
68	99	Clinton, - - -	1 35	30	.46	46	3.9
83	99	Brownfield, - - -	1 35	22	.54	52	3.3
83	99	Brewer, - - -	1 35	33	.43	63	2.2
95	99	Greenfield, - - -	1 35	31	.45	37	4.8
85	99	Hartland, - - -	1 35	26	.50	47	3.8
40	99	Pittsfield, - - -	1 35	21	.55	56	2.9
67	99	Frankfort, - - -	1 35	20	.56	47	3.8
81	99	Cherryfield, - - -	1 35	33	.43	57	2.8
80	99	East Machias, - - -	1 35	36	.40	61	2.4
31	99	Jonesborough, - - -	1 34	31	.45	41	4.4
87	99	Whitneyville, - - -	1 35	13	.63	50	3.5
96	100	Naples, - - -	1 34	31	.45	55	3.
69	100	Searsport, - - -	1 34	25	.51	68	1.7
84	101	Mt. Desert, - - -	1 33	23	.53	44	4.1
64	101	Kenduskeag, - - -	1 33	29	.47	43	4.2
-	101	Medway, - - -	1 33	44	.32	-	-
77	101	Trescott, - - -	1 33	34	.42	7	9.



TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number 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, from valuation of 1850.
109	102	Fremont, - - -	1 32	29	.47	34	5.1
78	102	Etna, - - -	1 32	30	.46	39	4.6
91	102	Sangerville, - - -	1 32	33	.43	54	3.1
-	102	No. 7, Hancock county,	1 32	37	.39	-	-
83	103	Westport, - - -	1 31	44	.32	54	3.1
90	103	Hancock, - - -	1 31	30	.46	42	4.3
-	103	Bancroft, - - -	1 31	25	.51	33	5.2
-	103	Salmon Brook, - - -	1 31	40	.36	-	-
86	104	Bristol, - - -	1 30	32	.44	44	4.1
91	104	Trenton, - - -	1 30	23	.53	55	3.
86	104	Sebago, - - -	1 30	23	.53	51	3.4
90	104	Camden, - - -	1 30	23	.53	61	2.4
86	104	North Haven, - - -	1 30	33	.43	51	3.4
88	104	Rome, - - -	1 30	22	.54	46	3.9
76	104	Alton, - - -	1 30	29	.47	34	5.1
92	104	Garland, - - -	1 30	22	.54	48	3.7
79	104	Richmond, - - -	1 30	27	.49	71	1.4
42	104	Canaan, - - -	1 30	27	.49	48	3.7
79	104	Fairfield, - - -	1 30	33	.43	63	2.2
83	105	Mexico, - - -	1 29	29	.47	50	3.5
69	105	Albany, - - -	1 29	33	.43	65	3.1
90	105	Penobscot, - - -	1 29	26	.50	37	4.8
88	105	Somerville, - - -	1 29	51	.24	36	4.9
81	105	Medford, - - -	1 29	15	.61	31	5.4
79	105	Wesley, - - -	1 29	29	.47	30	5.5
109	106	Littleton, - - -	1 28	30	.46	48	3.7
92	106	Eden, - - -	1 28	26	.50	33	5.2
-	106	Matinicus Isle, - - -	1 28	32	.44	13	7.5
98	107	Lovell, - - -	1 26	26	.50	58	2.7
94	107	Stow, - - -	1 26	31	.45	45	4.
93	107	Corinth, - - -	1 26	21	.55	49	3.6
93	107	Skowhegan, - - -	1 26	31	.45	69	1.6
45	108	Masardis, - - -	1 25	33	.43	48	3.7
83	108	Blanchard, - - -	1 25	24	.52	55	3.
-	108	No. 21, Middle Division, Hancock county, -	1 25	34	.42	55	3.
93	109	Dixfield, - - -	1 24	20	.56	58	2.7
77	109	Enfield, . - - -	1 24	32	.44	33	5.2

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number of scholars.	Rank in per cent. of school money raised to whole valuation.	The per ct. of school money raised in proportion to valuation in mills and tenths, from valuation of 1860.
100	109	Robbinston, - - -	1 24	35	.41	33	5.2
112	110	Orient, - - - -	1 23	-	-	29	5.6
69	110	China, - - - -	1 23	28	.48	54	3.1
97	110	Corinna, - - - -	1 23	15	.61	49	3.6
105	110	Orneville, - - - -	1 23	44	.32	48	3.7
95	410	Wellington, - - -	1 23	29	.47	48	3.7
-	110	Sandy River plantation, -	1 23	-	.23	-	-
111	111	Winn, - - - -	1 22	28	.48	34	5.1
98	112	Mariaville, - - - -	1 21	26	.50	34	5.1
97	113	Waltham, - - - -	1 20	1	.78	43	4.2
94	113	Kingsbery, - - - -	1 20	33	.43	36	4.9
95	114	Madrid, - - - -	1 19	33	.43	31	5.4
97	115	Milbridge, - - - -	1 18	25	.51	51	3.4
-	115	Swan Isle, - - - -	1 18	17	.59	1	12.5
98	115	St. George, - - - -	1 18	31	.45	47	3.8
99	116	Burlington, - - - -	1 15	36	.40	39	4.6
-	116	Mattawamkeag, - - -	1 15	38	.38	39	4.6
100	116	Gouldsborough, - - -	1 15	35	.41	39	4.6
93	116	Vinalhaven, - - - -	1 15	32	.44	47	3.8
88	116	Milo, - - - -	1 15	27	.49	41	4.4
87	117	Islesborough, - - - -	1 14	32	.44	46	3.9
76	117	Monroe, - - - -	1 14	11	.65	43	4.2
104	118	Linneus, - - - -	1 13	40	.36	34	5.1
101	119	Hudson, - - - -	1 12	32	.44	26	5.9
-	119	Upton, - - - -	1 12	-	-	42	4.3
56	120	Athens, - - - -	1 11	-	-	54	3.1
-	120	Danforth plantation, -	1 11	-	-	55	3.
103	121	Cranberry Isle, - - -	1 10	25	.51	54	3.1
106	121	Deer Isle, - - - -	1 10	-	-	35	5.
29	121	Patten, - - - -	1 10	27	.49	62	2.3
-	121	No. 9, R. 1, Wash. Co.,	1 10	-	-	-	-
107	122	Houlton, - - - -	1 08	37	.39	48	3.7
-	123	Limestone, - - - -	1 07	-	-	-	-
69	124	Cambridge, - - - -	1 06	20	.56	61	2.4
-	125	Rangely plantation, -	1 05	-	-	13	7.5
94	126	Maysville, - - - -	1 04	36	.40	31	5.4
119	127	Fort Fairfield, - - -	1 02	41	.35	33	5.2
-	128	Lyndon, - - - -	1 00	27	.49	38	4.7

TABLE IV, (CONTINUED.)

Rank in 1859.	Rank in 1860.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole number of scholars.	Rank in per cent. of school money raised to whole valuation.	The per ct. of school money raised in proportion to valuation in mills and tenths, from valuation of 1860.
115	128	Monticello, - - -	1 00	44	.32	53	3.2
98	128	New Limerick, - - -	1 00	-	.21	48	3.7
99	128	Greenbush, - - -	1 00	47	.29	36	4.9
111	129	Franklin, - - -	99	30	.46	50	3.5
78	130	Bradley, - - -	98	19	.57	44	4.1
108	130	Springfield, - - -	98	36	.40	44	4.1
109	130	Tremont, - - -	98	29	.47	34	5.1
-	131	Jonesport, - - -	95	31	.45	38	4.7
-	131	Letter B, R. 1, Wash. Co.,	95	-	-	-	-
-	132	Franklin plantation,	94	-	-	-	-
115	133	Burnham, - - -	92	31	.45	58	2.7
-	134	Monhegan, - - -	89	18	.58	64	2.1
117	135	Cutler, - - -	87	70	.56	43	4.2
116	136	Shirley, - - -	85	20	.56	64	2.1
-	137	Haynesville, - - -	75	31	.45	-	-
-	138	Eaton, - - -	74	24	.52	-	-
95	139	Lowell, - - -	70	43	.33	50	3.5
100	140	Bradford, - - -	67	25	.51	43	4.2
-	141	Long Isle, - - -	65	42	.34	43	4.2
-	142	Eustis plantation, - - -	62	32	.44	-	-
-	143	Muscle Ridge, - - -	61	33	.43	69	1.6
55	144	Charlotte, - - -	60	23	.53	24	6.1
67	144	Alexander, - - -	60	44	.32	25	6.
109	144	Pembroke, - - -	60	43	.33	52	3.3
-	144	Grant Isle, - - -	60	-	-	-	-
-	145	Isle Falls, - - -	56	50	.26	-	-
-	146	Van Buren, - - -	51	-	-	-	-
-	147	No. 3, M. D., Hancock Co.,	50	-	-	-	-
41	148	Exeter, - - -	48	21	.55	46	3.9
-	149	No. 18, Washington Co.,	40	-	-	-	-
-	150	Enfield, - - -	33	32	.44	33	5.2

## TABLE V.

This Table is supposed to contain the names of all the academic institutions, which have been regularly chartered within the State. Some of them long ago suspended active operations. I have retained their names upon the list, in order to give an idea of the extent to which the mania for incorporating institutions of this kind has been carried, and to show how many of them soon ceased to exist. A few other academies supposed still to have a name to live, have made no returns. The Table has been kept open for the purpose of entering returns, to the last possible moment, but is still incomplete. This list would very properly be reduced, another year, to the number of those in regular and active operation; and such institutions are respectfully requested to make such records of their numbers in attendance, their receipts, expenditures, &c., as will enable them at the close of the academic year, to present a full exhibit of their "standing and condition."

The returns made by the different institutions, of the whole numbers in attendance for the year past, were evidently not made upon the same basis of computation, and would not present a fair comparative view, if published as returned. I have therefore omitted them. It is probable that the numbers embodied in the Table, of those "preparing to teach," may have been estimated with a similar want of uniformity. This liability to error may be avoided by a different mode of preparing the blanks for the next year.

A Table of chartered LITERARY INSTITUTIONS in the State,

Names of Institutions.	Where Located.	Incorporated.	Original cost of buildings.	Present worth.
Bowdoin College, . . .	Brunswick,	June 27, 1792,	81,000	55,000
Waterville College, . . .	Waterville,	June 19, 1820,	23,000	18,000
Hallowell Academy, . . .	Hallowell,	March 5, 1791,	3,700	3,000
Berwick Academy, . . .	South Berwick,	March 11, 1791,	10,000	10,000
Fryeburg Academy, . . .	Fryeburg,	Feb. 19, 1792,	5,000	5,000
Washington Academy, . . .	East Machias,	March 7, 1794,	6,500	3,000
Portland Academy,* . . .	Portland,	Feb. 24, 1794,	-	-
Lincoln Academy, . . .	Newcastle,	Feb. 23, 1801,	3,500	2,500
Monmouth Academy, . . .	Monmouth,	Feb. 22, 1803,	3,400	3,400
Gorham Academy,* . . .	Gorham,	March 5, 1803,	-	-
Hampden Academy, . . .	Hampden,	March 7, 1803,	2,800	2,000
Bluehill Academy, . . .	Bluehill,	March 8, 1803,	2,000	1,000
Hebron Academy, . . .	Hebron,	Feb. 10, 1804,	1,500	1,200
Bath Academy,* . . .	Bath,	March 16, 1805,	-	-
Farmington Academy, . . .	Farmington,	Feb. 13, 1807,	2,000	1,500
Bloomfield Academy, . . .	Bloomfield,	Feb. 13, 1807,	2,500	2,500
Belfast Academy,† . . .	Belfast,	Feb. 29, 1808,	-	-
Warren Academy,† . . .	Warren,	Feb. 25, 1808,	-	-
Bridgton Academy, . . .	North Bridgton,	May 8, 1808,	3,000	2,500
Bath Female Academy,‡ . . .	Bath,	March 11, 1808,	-	-
Wiscasset Academy,‡ . . .	Wiscasset,	March 12, 1808,	-	-
Limerick Academy, . . .	Limerick,	Nov. 17, 1808,	3,500	3,500
North Yarmouth Academy, . . .	Yarmouth,	Feb. 4, 1814,	8,000	8,000
Thornton Academy,* . . .	Saco,	Feb. 16, 1811,	-	-
Young Ladies' Academy,‡ . . .	Bangor,	Jan. 27, 1818,	-	-
Cony Female Academy,† . . .	Augusta,	Feb. 10, 1818,	-	-
China Academy, . . .	China,	June 10, 1818,	1,600	1,200
Maine Wesleyan Seminary, . . .	Kent's Hill,	July 28, 1823,	33,000	33,000
Gardiner Lyceum,‡ . . .	Gardiner,	Jan. 30, 1822,	-	-
Brunswick Academy,‡ . . .	Brunswick,	Jan. 23, 1823,	-	-
Foxcroft Academy, . . .	Foxcroft,	Jan. 31, 1823,	2,300	2,300
Anson Academy, . . .	North Anson,	Feb. 28, 1823,	1,000	1,000
Oxford Female Academy,‡ . . .	Paris,	Feb. 7, 1827,	-	-
Dearborn Academy,‡ . . .	Buxton,	Feb. 23, 1828,	-	-
Cherryfield Academy, . . .	Cherryfield,	Feb. 18, 1829,	5,000	4,300
Alfred Academy, . . .	Alfred,	March 3, 1829,	1,000	600
Westbrook Seminary, . . .	Westbrook,	March 4, 1831,	24,050	18,000
Titeomb Academy, . . .	North Belgrade,	March 30, 1831,	1,700	1,300
Eastport Academy,† . . .	Eastport,	Jan. 31, 1832,	-	-
St. Albans Academy, . . .	Hartland,	Feb. 11, 1832,	3,500	2,500
Parsonsfeld Seminary, . . .	N. Parsonsfeld,	Feb. 6, 1833,	7,000	6,000
Lee Meadows' Academy,† . . .	Weld,	Feb. 13, 1833,	-	-
Union Academy,† . . .	Kennebunk,	Jan. 24, 1834,	-	-
Sanford Academy,† . . .	Sanford,	Feb. 12, 1834,	-	-
Lewiston Falls Academy, . . .	Danville,	Feb. 25, 1834,	2,500	2,500
Augusta High School,§ . . .	Augusta,	Feb. 9, 1835,	-	-
Vassalborough Seminary,† . . .	Vassalborough,	Feb. 28, 1835,	-	-
Waterville Liberal Institute,‡ . . .	Waterville,	Feb. 28, 1835,	-	-
Brunswick High School,‡ . . .	Brunswick,	March 24, 1835,	-	-
Gould's Academy, . . .	Bethel,	Jan. 27, 1836,	2,000	2,000
Freedom Academy, . . .	Freedom,	Feb. 18, 1836,	1,200	800
Livingston Academy,‡ . . .	Richmond,	March 15, 1836,	-	-
Waldoborough Academy,† . . .	Waldoborough,	March 18, 1836,	-	-
Norridgewock Female Acad.,‡ . . .	Norridgewock,	March 20, 1836,	-	-

\* See Report. † No returns. ‡ Not in operation. || New.



A Table of chartered LITERARY INSTITUTIONS in the State,

Names of Institutions.	Where Located.	Incorporated.	Original cost of buildings.	Present worth.
Charleston Academy, . . .	Charleston,	Feb. 13, 1837,	2,500	1,300
Pittston High School, † . . .	Pittston,	March 17, 1837,	-	-
Exeter High School, . . .	Exeter,	March 13, 1838,	2,700	2,700
Benton Institute, † . . .	Benton,	Feb. 25, 1839,	-	-
Elliot Academy, . . .	Elliot,	Feb. 26, 1840,	1,400	1,200
Waterville Academy, . . .	Waterville,	Feb. 12, 1842,	3,000	2,000
Buckfield High School, † . . .	Buckfield,	March 3, 1842,	-	-
Litchfield Academy, . . .	Litchfield,	Feb. 5, 1844,	2,100	2,000
Dennysville Academy, § . . .	Dennysville,	Feb. 20, 1845,	-	-
Brunswick Seminary, † . . .	Brunswick,	Feb. 20, 1845,	-	-
Monroe Academy, † . . .	Monroe,	Feb. 21, 1845,	-	-
Brewer Academy, † . . .	Brewer,	March 14, 1845,	-	-
Newport Academy, † . . .	Newport,	March 17, 1845,	-	-
Lee Normal School, . . .	Lee,	March 17, 1845,	1,000	800
Thomaston Academy, . . .	Thomaston,	April 7, 1845,	3,000	2,800
St. George Academy, † . . .	St. George,	April 8, 1845,	-	-
Somerset Academy, . . .	Athens,	June 20, 1846,	2,043	1,800
Mattanawcook Academy, . . .	Lincoln,	July 29, 1846,	1,300	1,000
East Corinth Academy, . . .	East Corinth,	July 30, 1846,	1,500	1,500
Phipsburg Academy, † . . .	Phipsburg,	Aug. 7, 1846,	-	-
Houlton Academy, . . .	Houlton,	June 14, 1847,	2,000	1,000
Patten Academy, . . .	Patten,	June 18, 1847,	-	-
Monson Academy, . . .	Monson,	July 26, 1847,	1,200	-
Litchfield Liberal Institute, . . .	Litchfield,	July 26, 1847,	-	-
Limington Academy, . . .	Limington,	Aug. 8, 1848,	2,500	2,500
Standish Academy, . . .	Standish,	Aug. 8, 1848,	1,200	1,000
East Me. Conference Seminary, . . .	Bucksport,	June 8, 1849,	28,000	25,000
Norway Liberal Institute, § . . .	Norway,	June 25, 1849,	-	-
Oxford Normal Institute, § . . .	Paris,	July 28, 1849,	-	-
Union Academy, † . . .	Oldtown,	Aug. 8, 1848,	-	-
East Pittston Academy, . . .	East Pittston,	Feb., 1849,	1,000	800
Maine Female Seminary,* . . .	Gorham,	-	23,000	15,000
Lebanon Academy, † . . .	West Lebanon,	Aug. 24, 1850,	-	-
Calais Academy, . . .	Calais,	Aug. 28, 1850,	3,000	2,500
Yarmouth Institute, † . . .	Yarmouth,	May 30, 1851,	-	-
Camden Academy, † . . .	Camden,	June 3, 1851,	-	-
Corinna Union Academy, . . .	Corinna,	June 3, 1851,	1,700	1,200
Towle's Academy, † . . .	Winthrop,	Feb. 14, 1852,	-	-
Gardiner High School, † . . .	Gardiner,	Feb. 15, 1852,	-	-
Dixfield Academy, † . . .	Dixfield,	March 19, 1852,	-	-
Unity Academy, † . . .	Unity,	March 22, 1852,	-	-
Boothbay Academy, † . . .	Boothbay,	March 16, 1853,	-	-
Raymond Academy, † . . .	Raymond,	March 16, 1853,	-	-
Lisbon Academy, † . . .	Lisbon,	March 8, 1854,	-	-
Oak Grove School, . . .	Vassalborough,	April 5, 1854,	11,000	10,500
Maine State Seminary, . . .	Lewiston,	March 16, 1855,	36,000	36,000
Ellsworth High School, † . . .	Ellsworth,	March 14, 1856,	-	-
Gray Academy, † . . .	Gray,	March 3, 1857,	-	-
Oak Grove Seminary, . . .	Falmouth,	April 14, 1857,	2,300	2,000
Presque Isle Academy, . . .	Presque Isle,	Feb. 17, 1858,	2,300	2,300
West Gardiner Academy, . . .	West Gardiner,	March 11, 1859,	1,200	1,200
Harpwell Academy, † . . .	Harpwell,	April 2, 1859,	-	-

\* See Report. † No returns. ‡ Not in operation. § United with public schools.

with an Abstract of Returns indicating their present condition, (Con.)

Amount of original fund.	Derived from what source.	Amount of funds added since.	Derived from what source.	Present amount of fund.	Rates of tuition per session.	Amount of tuition for the year ending May, 1860.	No. of volumes in Library.	Value of Apparatus.	No. of Students preparing to teach.
500	State.	-	-	-	3 00 to 4 00	-	-	-	-
600	State.	-	-	500	3 00 to 4 00	-	-	-	-
-	-	-	-	-	3 00 to 5 00	325	-	-	8
-	-	-	-	-	4 00 to 5 00	1,300	-	200	-
5,650	State.	-	-	-	3 00 to 4 50	-	300	150	-
500	State.	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
5,000	State.	-	-	3,500	3 00 to 4 00	175	-	110	25
5,900	State & indiv.	-	-	1,050	3 00 to 5 00	900	-	20	12
1,445	Individuals.	4,150	Public lands.	4,300	2 00 to 3 00	200	-	100	20
3,000	Public lands.	-	-	2,500	3 00 to 4 00	-	-	250	10
3,500	Public lands.	-	-	3,019	3 00 to 5 00	700	-	150	100
-	-	-	-	-	-	-	-	-	-
6,500	Public lands.	-	-	4,200	3 50 to 5 00	-	200	100	30
4,400	Public lands.	-	-	-	-	-	-	-	-
3,500	State.	-	-	3,500	3 00 to 4 00	-	-	400	-
300	State.	-	-	-	-	-	-	-	-
-	-	-	-	-	2 00 to 4 50	-	25	-	48
4,250	Public lands.	-	-	500	2 50 to 4 50	-	50	50	-
2,500	Scholarships.	25,000	Individuals.	25,000	3 00 to 4 00	1,605	400	100	50
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	3 00 to 4 50	-	-	-	-
9,000	Public lands.	-	-	5,500	5 00 to 8 00	1,620	600	350	-
1,000	State.	-	-	-	-	-	-	-	-
2,000	Individuals.	5,000	State & indiv.	3,300	3 00 to 4 00	-	-	-	-
-	-	-	-	-	-	-	-	-	-
800	Individuals.	-	-	200	3 00 to 4 00	-	-	200	50
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
10,000	State.	4,200	Friends.	4,200	3 00 to 4 50	982	325	500	38
-	-	5,000	Individuals.	10,000	4 00 to 5 00	1,900	200	500	100
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	3 00 to 4 00	-	-	-	-
400	State.	-	-	-	3 00 to 4 00	-	-	-	-
-	-	-	-	-	3 00 to 4 00	190	-	-	30



## NOTES TO THE TABLES.

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INCOMPLETENESS OF RETURNS.—While all the towns in the State, except three, have made returns to the Secretary's office, many of these returns are far from being complete; some of them giving only the number of scholars in town, apparently for no other purpose than to draw their proportion of the school funds. School officers delinquent in this respect, should be reminded that the law requires them to "give, in their returns, *full and complete* answers to the inquiries contained in the blank forms furnished them under the provisions of the law," "on the first day of May," for the school year ending the first day of April. If they neglect to do this, they are entitled to no pay for their services; and if the returns are not received at the Secretary's office on the first day of July, the towns lose ten per cent. of their apportionment, and can receive no part of it until the returns are made. The Secretary of State is authorized not to accept any returns hereafter, unless made in full, according to the provision of the law. While most of our school officers respond with great promptness to the requisitions of the law, in this regard, it is but just and equal that all should be required to do the same, as a condition of receiving the benefit of the State's bounty. It is earnestly desired that these returns should all be made early in May, to save the trouble and expense of notifying the delinquent towns. The academic returns, which are not included in the general law, but which were required to be made to the Superintendent, by special Resolve, may be conveniently deferred until the first of August, at which time most of these institutions will have closed their academic year. Towns whose schools are graded, will receive, in addition to the regular blanks, a special blank for the more convenient return of information in regard to their system of grading.

There are two items of the returns which are necessarily somewhat indefinite, and which appear to be made, in most cases, only with approximate correctness. I refer to the contributions to prolong public schools, and the expenditure for private schools. These are important items in the aggregate cost of education, and should be made with care. In the latter item should be included all moneys expended for tuition at academies, colleges, and other schools within the State, reckoned in the towns where the scholars reside, rather than where the money is expended. It is a matter of interest to our people, also, to ascertain how much money is expended by our citizens, for board and tuition of their children out of the State. This item, it is believed, is very large. An inquiry in the next blank returns may be properly directed to this point.

WHO SHALL MAKE THE RETURNS.—The question has been frequently asked, whose duty it is to make the annual school returns. Shall it be required of the newly elected supervisor or the old? The returns are to be made on the first of May, for the year ending the first of April. The facts to be reported belong almost exclusively to the previous school year, and the condition of the schools can be fairly estimated only by the officers of the year just closed. The propriety of the case would suggest that they

should make the returns. And yet they may not be in office at the time at which the law requires the blanks to be filled. I would suggest a modification of the law to meet this point of uncertainty. If no change shall be made in the law, let me suggest, that while the new officers must sign the returns, the old should render their assistance in filling them.

**PORTLAND ACADEMY.**—Of the discontinuance of this school, and the present position of its pecuniary affairs, Hon. P. Barnes, the Treasurer, thus writes: "I suppose the Resolve, under which your Circular is issued, has reference primarily to those academies which have received funds from the State of Maine. The Portland Academy was chartered by Massachusetts in 1794, and I am not aware that it ever received any endowment or assistance from this State.

Some funds were granted by Massachusetts at an early period. But in consequence of the destruction of all the records, and most of the books and papers of the academy by fire, in 1816, there are no means of tracing distinctly the origin or amount of the early funds of the institution, or the history of the investments. Some portion of the original endowment was lost many years ago by failure of investments. Seven or eight years ago, the invested funds of the Academy being some six thousand dollars, besides the school building, this amount was found inadequate to sustain a school which could compete with the improved condition of the public schools. Regarding the maintenance of an inferior school as an improper execution of their trust, the Trustees then resolved to discontinue the active operations of the institution, and cut off all expenditure connected with it, until the accumulation of their funds by saving, should give them means to re-establish and maintain permanently, a school of the best character. With this view, they have since sold their Academy building and lot, having first secured a desirable vacant lot, at a low rate, on which to erect a suitable building with modern improvements, hereafter. The present funds of the Academy, including the mortgage taken on sale of the old building, are about fourteen thousand dollars, in all, well invested in first class securities, and accumulating at six per cent. As soon as the amount shall be large enough to enable them to construct a new building and have an income sufficient, with tuition fees, to sustain a first class school, they will undoubtedly resume the direct execution of their trust under the charter."

**GORHAM ACADEMY.**—This institution, the next in the Table, marked as discontinued, made an early effort, in 1836, to establish a Teachers' Seminary, and for several years gave prominent attention to the education of teachers. A large edifice for the especial accommodation of female pupils, was erected, on the basis of ample subscriptions obtained for that purpose. In the business crash which followed, a large part of those subscriptions became worthless, and the Trustees were reluctantly compelled to use the funds of the institution to meet the liabilities which had accrued in erecting the new edifice. The buildings themselves were mortgaged for about three thousand dollars. In these circumstances, application was made to the Legislature in 1850, for assistance, for the especial benefit of the female department. This was forbidden by an article in the Constitution of the State, which provides that "no donation, grant or endowment shall at any time be made by the Legislature to any literary institution," &c., meaning, in substance, to any institution holding its charter from Massachusetts, and claiming exemption from legislative control. Aid was promised, on condition that the Trustees surrender their old charter, and receive a new one from the Maine Legislature, by which they should discontinue the Academy as a school for males, and devote their buildings and funds to the exclusive uses of a Seminary for young ladies. These con-

ditions were accepted, and the institution was named, in the new charter, the Maine Female Seminary. The funds accruing from the sale of lands granted to the new institution, as indicated in the table, were \$9,000.00. Between \$3,000 and \$4,000 were needed to relieve the buildings from incumbrance and to make suitable repairs, and the remainder is securely funded, the income being used to meet the current expenses of the school.

THORNTON ACADEMY.—I learn from G. Tucker, Esq., Treasurer, that this Academy, at Saco, was destroyed by fire in 1848. The original fund, accruing from the sale of a half-township of land granted by Massachusetts, had increased by private subscription, —Thomas G. Thornton, Esq., giving one thousand dollars,—until, at the time of the burning, it amounted to five thousand and three hundred dollars. The present amount is thirteen thousand, one hundred and fifty-three dollars,—safely invested in bank stock and city bonds. The intentions of the Trustees in regard to its future use, are not indicated.

SCHOOL HOUSE RETURNS.—Of the 3946 school houses returned, 1889 are reported in good condition,—three less than last year, even though 121 new houses have been erected. This is an evidence not of a worse condition of the houses, but of a higher standard of excellence on the part of those who make the estimate, and is so far encouraging. Six more school houses have been erected than in the year previous, at an expense of more than fifty-nine thousand dollars. This, it must be remembered, is for the year ending April 1, 1860. The current year will probably show a larger increase of expenditure for school buildings. The reports of my predecessors have contained plans of houses, floor and elevation, which have doubtless been of great service to committees, as models. The plans presented in this Report, are those of buildings recently erected in our own State. They have been kindly furnished for our use by their respective architects, and are representatives of four classes of school buildings;—the district school house for a miscellaneous school, the grammar school house, the high school edifice, and the public Seminary. In the engraving of the M. S. Seminary, furnished for only a portion of this edition, it may be proper to state that the building on the right is yet to be erected.

The first of these houses, located in a rural part of Biddeford, cost \$600; one-half the expense being defrayed by a former resident, who thus appropriately remembers his native place. The second, at Lewiston, cost \$3100,—a fine building; and the High school building at Bath, with its fixtures and furniture, as elsewhere stated, is understood to have cost \$20,000. It is an ornament to the city. It would seem very proper to present in future Reports, a few engravings of the best houses recently erected, in different parts of the State, both as models, and as indices of the improvements made from year to year. Will committees send in plans for selection?

DISTRICTS AND AGENCIES.—The evils of our present district system are constantly appearing. One gentleman writes—“In the districts, as they are now organized, there are voters enough who have hardly any interest in the school and no scholars, to prevent any improvement in the schools. You will ask, How do you propose to remedy the evil? I think it might be done by appointing Commissioners in each county, with power to make school districts whenever it is right and proper, on the same principle that County Commissioners lay out roads. \* \* \* What we need is to take the power from the districts, and carry it as far from them as possible.” Another person writes—“The present system of school district agencies is far from being the best which might be devised. Consanguinity, favoritism and prejudice have too much to do

in the selection of teachers, even if the agent happens to be a man capable of transacting so important business."

A school officer writes from Piscataquis County—"Not a single agent has made return to me of the number of scholars in his district, as required by law, and not one will do so."

A Supervisor in Kennebec writes—"I would like to have blanks prepared for each agent to make returns to the town officers, so that these returns might be uniform, instead of the crude things we now get. Also fix a definite time for those returns to be made—say the 15th of April—and impose a fine of \$1.00 a day, for every day that the duty is neglected. I have just been able to complete my return to the Secretary of State, in consequence of neglect on the part of agents to make returns. Having had fifteen years' experience, I have found more deficiency on the part of district agents, than any where else." Similar complaints reach me from many places. Our school law now provides that "any town may choose a Committee of not less than three, and invest them with the rights, powers and obligations of Superintending School Committee and school agents, including the power of determining the age and qualifications of scholars to be admitted into the several schools, of transferring scholars from school to school, of employing teachers, and expending money raised for school purposes." A few cities and towns have adopted this plan, in whole or in part, with marked advantages. Whether a change of the law, so as to require the universal adoption of this system, would meet the popular approval, is matter of doubt. The total abolition of the district system, and the substitution of a municipal control of the schools, in its place, when thoroughly established, would evidently be a great improvement upon the present system. I commend the subject to the people, for inquiry and discussion, but not with reference to immediate legislative action. The people would hardly be expected to receive with favor, at the first suggestion, a plan which would remove the management of their schools from their more immediate control to the town authorities. The mode already referred to, as provided for by a law now existing, is an approximation to the no-district system, and may be very properly adopted by such towns as judge it expedient. Their success or failure would be a guide to others.

TEACHERS' CONVENTIONS.—The abolition of the system of county conventions, at the last session of the legislature, was felt to be a loss, by many practical teachers who have regarded a week of drill and review as of great value to them, before commencing their winter's work. As a substitute for these conventions, I suggested to the teachers of the State to make arrangements for *voluntary* conventions, in which they should conduct discussions among themselves, and receive such lectures as they could obtain from gentlemen in the neighborhood. Such a convention for Somerset county was held at Athens during five days in August, and proved very successful. I had the pleasure of being present in the early part of the week, and was gratified with the interest manifested in sustaining the exercises. By a resolution adopted at the close of the week, the members declared themselves more profited by this self-conducted convention, than they had been in attending Institutes, as mere pupils. In certain respects, they doubtless were. The convention was organized into a permanent County Association. Similar conventions were contemplated in other counties, but no others were held, from want of some person or persons to take the responsibility of calling and conducting them.

STATE TEACHERS' ASSOCIATION.—The Teachers' Association, organized at Waterville, a year ago, has just closed its second annual session at Lewiston, and proved, in the

opinion of teachers present from many parts of the State, a very profitable meeting. The Massachusetts Association, of similar character, receives from the State three hundred dollars, and each county association fifty dollars, annually, to aid in the accomplishment of their objects. A smaller appropriation to our State and county associations, would be of much service in promoting the interests of general education, and would be gratefully acknowledged.

CONVENTIONS OF SCHOOL OFFICERS.—There are several important topics, upon which it is very desirable to ascertain the opinions of school officers throughout the State. The comparative value of the two methods of school supervision provided for by our law, that of committees and that of supervisors; the evils of our present district system, and the remedies; the best means of supplying the demand for better qualified teachers; the proper method of regulating the introduction of new books, and others which will suggest themselves, are subjects upon which we need a comparison of views with reference to future action. County or local conventions of officers and others for the purpose of discussing these questions, would elicit opinions and contribute to an intelligent co-operation among the friends of education.

CATALOGUES, ADDRESSES, &c.—The Superintendent will be glad to receive from all our literary institutions a copy of their annual catalogues, last published, as also of any Lectures, Addresses or Reports, in any way concerning our school affairs, or other public interests. Superintendents of other States receiving a copy of this Report, will oblige by reciprocating the favor.

DISTRIBUTION OF THE SCHOOL REPORTS.—Complaints are frequently made, that some of the towns have failed to receive the reports of former years. An order will be asked for, authorizing the transmission of one copy of this Report to the proper officer in each town, *by mail*, the rest to go by members of the Legislature, as heretofore.

THE CENSUS.—it is hoped that no important errors will appear in the census of the several towns. As some plantations are not found in our school returns, *their* census, of course, does not appear. The *county aggregates* therefore are not, in each case, the exact sum of the figures against the towns and plantations, but are given from the Marshal's summary.

TABLE IV.—The ratio of school money raised by the several towns, to the valuation, it should be noticed, is estimated from the valuation of 1860, and its decrease, as compared with that of last year, does not indicate a less amount of money raised. It of course lowers the *rank* of the towns, in proportion to the relative increase of their valuation.

THE SCHOOL LAWS.—Towns applying for copies of the school laws, are hereby informed that those printed in 1858 have all been distributed. A new edition will probably be issued early in the Spring.

AUBURN REPORT.—Supply the name of A. L. MERRILL, *Supervisor*, accidentally omitted in printing.

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